Institutional Self-Study

2001-2002

“Dixie State College of Utah helps students achieve their academic, career, and life goals.”
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Exhibits

A word of explanation: Exhibits are arranged and numbered according to the accreditation standards they support. Some exhibits are general, applying to many standards. These are labeled as “G” exhibits. Exhibits that are College policies are labeled as “P” exhibits.

All exhibits are available in the evaluating team’s conference room. Some exhibits may be viewed online (at http://accred.dixie.edu/Documents/Exhibits.htm) or on the CD-ROM disk included with this self-study document. The exhibits that are available online or on the CD-ROM are underlined.

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Following are members of the Accreditation Steering Committee:

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Nate Esplin graduated from Dixie just before the Regents approved the mission change to add baccalaureate programs, which gave students the opportunity to stay and complete four-year degrees. An excellent student who earned his A.S. with cum laude honors, Nate is now in his final semester at another institution in Utah. In spring 2002, he will complete his student teaching and earn his bachelor degree in elementary education. “I loved Dixie,” Nate comments. “It set me on the path to successfully achieving my career goals. I wish I could have done all four years here at home. It was a great experience and I wish the [mission] change would have just come sooner,” he says.

What attracted Nate to DSC and what helped shape the experience he found so positive was the caring atmosphere and professors who knew him by name and ability. “My teachers cared about helping me as an individual. They wanted to see me succeed.”

As a life long resident of a small community near St. George, Nate recently married. He now commutes two hours each day to finish his degree. Dixie’s location, he says, was very appealing. “The best benefit of going to Dixie was that I could get a good education so close to home. I was able to get all my degree pre-requisite courses done, and I also took a lot of business and elective classes.”
Dixie State College of Utah welcomes members of the evaluation team to campus. Preparation for the visit has been underway for two years, and virtually every employee on campus has been directly or indirectly involved in writing this self-study. Importantly, the process of self-evaluation has been incorporated into Dixie State's strategic plan. Rather than writing a self-study document that is used solely for the purposes of accreditation, the College has taken this opportunity for reflective goal-setting that gives direction to the institution's future. At the end of each chapter, evaluators will see lists of short- and long-term goals. These goals have been created through the College's strategic planning process. The strategic planning committee has approved the goals, and they constitute an important part of the institution's strategic plans.

This executive summary will give evaluators a comprehensive view of Dixie State College, focusing on the past decade and answering the following questions:

- What kind of institution is Dixie State College of Utah?
- What is Dixie State College's mission?
- How effective is Dixie State College in achieving its mission?

Purpose and Overview

History of the College: When the Civil War threatened a shortage of cotton goods in the West, 300 families traveled from northern Utah to southwestern Utah to raise cotton and to build a factory to manufacture cloth. This colonization, which began in 1861, is an historic epic in hardship and struggle. The combination of semi-tropical climate and cotton raising caused the early settlers to refer to the area as “Utah’s Dixie,” hence the name Dixie College. The College is located in the city of St. George, Utah, which is 300 miles south-southwest of Salt Lake City and 120 miles northeast of Las Vegas, Nevada.

Site and facilities: The College was founded in 1911. The College moved to its present site, a beautiful campus of 97.23 acres, in 1963. The College has grown rapidly since that time and now has a student body of over 7,200 students. Additional land was added in 1998 with the acquisition of a full city block contiguous to the existing campus. This land, referred to as the North Plaza, also has a useable building of 44,000 square feet which currently houses the Art Program. The College has a new eight-acre site in an adjacent community, sixteen miles from the main campus, and will open an education center, the Dixie College Hurricane Center, in Spring Semester 2000. The College also owns a developed amphitheater site near the entrance to Zion National Park, and a facility in Pine Valley, Utah, bringing the total campus to over 163 acres.

Governance: Dixie College is a state-supported, comprehensive, community College offering a limited number of baccalaureate degrees and a member of the Utah System of Higher Education. It is administered by a President, a Board of Trustees and the State Board of Regents. The College is accredited by the Northwest Association of Schools and Colleges and is a member of the American Association of Community Colleges (AACC) and the American Council of Education. The College offers select baccalaureate degrees, three associate degree programs, as well as certificates in vocational/technical programs.
**Service Region and Population Growth**: The Utah Board of Regents have assigned Dixie State College to be the primary provider of post-secondary educational services in Washington and Kane Counties. Because of its sun-belt climate, this region's population is growing rapidly, far out-pacing demographers' projections. Washington County, where Dixie College is located, has nearly 100,000 persons currently, which exceeds the governor’s planning estimate for 2005.

**A Reputation for Quality**: The College has a reputation for high-quality vocational and transfer programs. Many transfer students experience grade-point-average increases while attending four-year institutions. The College has also received national recognition for notable graduates. In 1997, the AACC recognized Nolan Archibald, a Dixie College graduate and President and CEO of Black and Decker as one of its eight Outstanding Alumni Award recipients. In 1998, the AACC recognized M. Anthony Burns, the President and CEO of Ryder Systems as one of six Outstanding Alumni Award recipients. The College has long been preparing men and women for future roles in communities across the nation.

**The Past Decade**: Since its last full accreditation evaluation in 1992, Dixie State College has enjoyed a decade of growth and change that has been both invigorating and demanding. Growth has brought both opportunity and trial. Responding to that growth has required that College personnel evaluate and sometimes reinvent the campus culture.

In 1993 when President Robert Huddleston came to then Dixie College, he took the helm of an institution with 3,041 unduplicated headcount students and 2,429 annualized FTE. Today, he administers a much changed institution, with 8115 unduplicated headcount and 4209 annualized FTE (fall 2001). Also, in October 1999, the Utah Board of Regents approved a mission and name change. Dixie College became Dixie State College of Utah. In March 2000, the Commission on Colleges approved the College’s prospectus and granted the College informal candidate status at the baccalaureate level. Thus, the purpose of this self-study is two-fold, serving as the basis for the College's comprehensive evaluation and as the basis for the College's accreditation at the baccalaureate level.

Dixie State College has undertaken the accreditation self-analysis with vigor and thoroughness. The College's goals for accreditation include the following, and evaluators will find evidence of these goals throughout this self-study document:

1. Identify challenges and improve the institution.
2. Continue a long-term system for assessment and refine assessment tools.
3. Promote intra-institutional understanding of the mission.
4. Lay out future strategic plans.
5. Be accountable to key constituencies.
6. By anticipating issues ahead of time, have accreditation reaffirmed without conditions.

**Our Mission**

Dixie State College's [mission statement](exhibit G.1) was designed to address specific questions, including the following:

**Who are we?** Dixie State College of Utah, a publicly supported state college with two interdependent tiers, functions as a comprehensive community college while offering a limited number of quality baccalaureate programs.

**What do we do?** Dixie State College of Utah helps students achieve their academic, career, and life goals, including goals related to basic skills, core content knowledge, and knowledge that broadens and enriches students’ lives. The College’s educational programs help students establish and expand their worldviews.

**Who constitutes our student body?** With a lower-division open-door admission policy, the College welcomes students both young and old who represent diverse educational, ethnic, national, and
economic backgrounds. The College’s students are predominantly residents of southwest Utah and other western regions, both in and out of Utah, and are predominantly of traditional college age.

**What is our role within the higher education community?** A member of the Utah System of Higher Education, Dixie State College of Utah is assigned the task of providing and coordinating higher education for Washington and Kane counties.

**What are our goals?** Dixie State College of Utah will provide —

1. **Developmental Education** that forms a foundation for success in either a work setting or lower-division coursework (exhibit G.2, level-two goals for developmental education).

2. **Lower-division Education** that leads to career- or transfer-oriented associate degrees or baccalaureate degrees, at Dixie State College of Utah or elsewhere (exhibit G.2, level-two goals for lower-division education).

3. **Upper-division Education** as part of select baccalaureate programs, resulting in graduates who can effectively respond to local and state needs (exhibit G.2, level-two goals for upper-division education).

4. **Applied Technology Education** that meets training needs for students desiring certificates and/or Associate of Applied Science Degrees and for members of the community, business, and industry desiring job preparation, short-term or upgrade training (exhibit G.2, level-two goals for applied technology education).

5. **Community Services and Continuing Education** that responds to the needs of local communities, educational institutions, government and industry (exhibit G.2, level-two goals for continuing education).

6. **Student Support Services and Student Life** that enhances students’ individual growth and allegiance to the College and promotes student success, including assessment, advising, career counseling and library support (exhibit G.2, level-two goals for student services).

The centerpiece of this mission statement is its emphasis on student goal achievement (“Dixie State College of Utah helps students achieve their academic, career, and life goals”). Student goal achievement is both the theme of this accreditation self-study and a continued focus for campus assessment activities and planning. The mission statement focuses on two traditional types of student goals (academic and career goals), but also boldly asserts the College's intention to help students achieve "life goals," a third type of goal on which institutions do not traditionally concentrate. These life goals have to do with personal enrichment, pride, and relationships, and Dixie State College takes them seriously and intends to help students as they achieve these goals. In the chapters of this self-study, the reader will find detailed discussion of this portion of Dixie's mission.

The College's sense of itself has undergone several major changes in the past decade. In 1993, during the interim between being appointed president and taking the helm, President Robert Huddleston asked all employees to send him a one-page description of the three greatest assets and the three greatest challenges of the institution (exhibit G.24). Also, he carefully reviewed the accreditation report from the 1992 evaluation team. From these documents, President Huddleston established a set of institutional goals for his first year. In setting these goals, he synthesized three perspectives: The College's view of itself, the 1992 evaluating team's view of the college, and his own view of the College's strengths and weaknesses. These goals, if read carefully, paint a clear picture of the College in that era and provide a benchmark for measuring change:

1. Provide curriculum and academic support for an anticipated growth in enrollment (headcount and FTE) for the 1994-1995 academic year.

2. Increase compensation for faculty, professional staff and classified staff beyond the 4% amount recommended by the Board of Regents.

3. Develop a public relations campaign which will improve upon the positive image of Dixie College.
4. Establish an infrastructure for technology to lead and manage information services so that the requirements of students, faculty, staff and administration to utilize technology are satisfied.

5. Write a policy and procedures manual which flows from the mission and purpose of the College and is utilized and understood by faculty and staff.

6. Establish a plan for institutional effectiveness.

7. Reorganize the College so that the organizational structure has a clear definition of roles and responsibilities that lead to a comprehensive internal communications program indicating clear lines of budgeting and decision-making authority.

8. Establish objectives for the Development Office which are driven by the College's goals.

9. Involve the College constituency in the budget building process and generate budget reports that are easily understood.

10. Develop a plan to improve the working relationships with the Board of Trustees, State Board of Regents, State Building Board and Utah Legislature to fund Dixie College to meet its operational and capital needs for students and the community.

11. Expand [four-year] University Center offerings for Washington County citizens in baccalaureate degrees and post-graduate offerings.

What kind of an institution was Dixie College in 1993? Founded in 1911 as a Mormon parochial school, the institutional culture continued to exhibit vestigial characteristics of religious service. The "Dixie Spirit," an ethic of quasi-religious volunteerism and caring nurturance, suggested that classes be small, relationships be intimate, proceedings be informal, and disagreements be settled by smiles, handshakes, and slaps on the back. In this context, faculty and staff expressed great concern about growth and its impact on institutional culture. With rising enrollments, faculty and staff grew increasingly apprehensive about how growth impacted this cultural climate.

The College's administrative culture, headed by six outspoken and powerful deans, was divisive, sometimes characterized as separate fiefdoms. While the campus culture at-large was intimate, almost family-like, these deans wrangled as sibling rivals, simultaneously loving and contentious. As it struggled to respond to institutional growth, the administrative culture used these deans' personal leadership and charisma as the primary means of resolving policy and curriculum issues. Rather than relying on policy and procedure, the institution often tended to rely on personality. Policies, procedures, and budgeting seemed poorly defined and inconsistently implemented. Thus, President Huddleston set out to establish a policy manual and to redefine the organizational structure of the campus.

The popular culture of Utah in that day characterized Dixie College as the state's "party school," where students from northern Utah came to escape restrictive mores and enjoy a recreational atmosphere. Each year, thousands of high school students from northern Utah came to St. George for Spring Break, regionally duplicating the Spring Break phenomenon that occurs at Fort Lauderdale and Palm Springs. This annual revelry has given St. George a reputation as a resort destination for riotous festivities, and in public opinion the College is implicated by virtue of its location in St. George. The campus community wrestled with issues such as student alcoholism, lack of student commitment to academic excellence, low retention, and a persistent high school ambiance. The public relations campaign was aimed at correcting the popular culture's view of Dixie College and the College's view of itself.

Before President Huddleston's time, the substance of the College's mission was maintained through informal means, rather than by means of strategic planning and formal mission statements. Under President Alder, a strategic planning committee had drafted a mission statement (exhibit 1.4, Previous Mission Statements); however, this statement did not occupy prominence in campus planning or culture. The Development Office, for example, which was established under President Alder's tenure, was not closely tied to the institutional mission, even though this effort had very successfully increased campus resources.

Importantly, the campus was embroiled in debate about the fundamental nature of Dixie's mission and destiny. Was Dixie College a liberal arts institution? An emerging state college? An urban community college? A rural community college? One campus faction thought of the College as a small liberal arts...
institution, with the traditional features of a liberal arts academic program. This faction advocated limited
growth, restrictive admission at the program level, small class size, and focus on academic transfer rather
than applied technology. Some openly sought to minimize the role of developmental education. One
faculty member commented, "Our problem is that we're not really a community college . . . instead, we're
the first two years of a liberal arts college." Another faculty commented, "I don't think we should offer
developmental classes. One of my most important roles is to teach certain students that they are not college
material."

A second faction saw Dixie's destiny as that of a traditional four-year state college, and the College
and the Utah System of Higher Education struggled with various administrative arrangements for providing
baccalaureate degrees in Washington County, including a "University Center" structure. The community
members were focused attentively on the University Center effort, through which Southern Utah University
and other institutions would provide baccalaureate programs on Dixie's campus, and because of continuous
community comment and complaint, this issue occupied much administrative time and effort. For most of
his administration, President Huddleston has endured strong community pressure about baccalaureate
programming. Ultimately, Dixie State College's ability to offer four-year programming became a matter of
contentious state-wide debate and finally legislation (exhibit 2.76, House Bill 32).

Some members of the State Board of Regents and the Utah System of Higher Education have urged
that community colleges that change their missions to include select baccalaureate programs restrict those
programs to the "applied and professional baccalaureate" rather than the liberal arts baccalaureate,
suggesting that a proper function of the "community college baccalaureate" is to fulfill the demands of
industry. In October 1999 when the Regents voted to approve Dixie State's mission change and name
change, they approved the Business Administration and the Computer Information Technology
baccalaureate programs because, first, Dixie already had a base infrastructure in those disciplines on which
to build, and second, those programs are more career specific than other liberal arts degrees. As Dixie
moves forward to offer additional four-year degrees, these degrees will likely have this same applied
character -- such things as nursing, health science management, and communication technologies.

One final faction was spearheaded by President Huddleston, perhaps because of his background
and experience in traditional community college settings. This third faction saw Dixie's mission as that of a
comprehensive community college in an increasingly urban setting. Evaluators should know that, whereas
Dixie State College functions as a comprehensive community college, it differs from the national norm of
community colleges in important ways. The average student is younger in age, with relatively fewer "non-
traditional" or "re-entry" students. Dixie State students are more directed toward transfer than toward
applied degrees than is average, and the College awards comparatively more transfer degrees and fewer
certificates and applied degrees than is average among American community colleges. The ratio of head-
count to full-time is lower, with more full-time students than is common, and the College tends to sponsor
more student activities and clubs than average.

While the College's past was thoroughly rural, the national demographic exodus to "sun belt"
regions impacted the College's local community, and, even though clearly not urban in the full sense of that
term, St. George has emerged as the second- or third-largest metropolitan population center in Utah. The
College has been forced to react to this emerging social and economic climate. As alfalfa fields and dairy
corrals have been converted to yet more housing developments, retail outlets, and golf courses, the College
culture has taken on urban characteristics as well. Several initiatives, principally the "Three Credits or
Less" program (in which the fee structure was adjusted to make taking one class inexpensive and attractive,
increasing the ratio of part-time students) altered the student demographic profile such that Dixie's student
body became more age-diverse and the head-count to FTE ratio changed. In short, the College appealed
more to nontraditional students.

In the year or two after Dixie's last accreditation in 1992, the institution was at a crossroads, with
ambivalence about its alternatives. Most campus personnel saw the importance of tightening and
formalizing campus budgeting, curriculum, policy and procedure. For example, in 1993 before President
Huddleston was hired, the Faculty Association President conducted a personal interview of each faculty
member to synthesize a needs assessment from the faculty perspective, and the comment most frequently
expressed was that the new president should have business expertise and bring business-like efficiency to
the campus. Alternatively, some faculty expressed reservations: "I want nothing to do," one faculty commented, "with a campus that is run like a business!" The College culture has indeed changed in the past decade, with greater emphasis on efficiency, formal procedure, and clearly defined administrative processes.
Organization

At present, the College’s organization facilitates operations. The president directs three vice presidents, each of whom oversees one of the institution’s large organizations: 1) Academic Services, 2) Student Services, and 3) Campus Services. Also, the president oversees a small administrative staff, as follows:

- **President** Robert Huddleston
  huddleston@dixie.edu, 652-7501

- **Vice President Academic Services**
  Max Rose
  rose@dixie.edu, 652-7505

- **Vice President Student Services**
  Bill Fowler
  fowler@dixie.edu, 652-7511

- **Vice President College Services**
  Stan Plewe
  splewe@dixie.edu, 652-7504

- **Executive Director of Human Resources**
  Pam Montrallo
  montrallo@dixie.edu, 652-7522

- **Director of Institutional Advancement**
  George Whitehead
  whitehed@dixie.edu, 652-7536

- **Director of Public Relations**
  Mark Petersen
  petersen@dixie.edu, 652-7546

- **Director of Institutional Research**
  Frank Lojko
  lojko@dixie.edu, 652-7912
Appraisal

Some of the concerns that President Huddleston identified in 1993 continue to vex campus personnel in 2002. At the same time, notable progress has been made on many fronts.

Strengths

While pockets of discord persist (and probably always will), today the campus community has greater accord about Dixie State's fundamental mission than it did ten years ago. One faction still eschews vocational and developmental components of Dixie's mission and seeks greater emphasis on liberal arts academic programming; however, in general the years-long debate about Dixie's destiny has settled somewhat.

Importantly, in 1999 the state Board of Regents approved a mission change and a name change for Dixie State College, allowing the institution to offer select baccalaureate programs. At that time, the College applied for three baccalaureate programs, two of which were approved (in Business Administration and Computer Information Technology). A third baccalaureate program (elementary education) was approved in 2001. In 1999 and 2000, the College prepared and submitted a prospectus for a major substantive change, which the Commission on Colleges approved, granting the College informal candidate status at the baccalaureate level. Beginning in Fall 2000, students were admitted into the approved programs, and since that time, the College began aggressive efforts to acquire personnel, library support, and infrastructure for other baccalaureate programs, especially Elementary Education. As Dixie State develops select baccalaureate programs, one campus faction feels disappointment that the Utah System of Higher Education requires that the College restrict itself to the applied baccalaureate. This faction still holds that Dixie's fundamental mission is to be a small, regional liberal arts school.

Despite internal tension, the College has made very important progress in articulating the specific nature of its mission for itself and its constituencies. The College's mission statement is ubiquitous in the day-to-day decisions on campus. Also, despite the fact that people of good will dispute the particulars of Dixie's mission and destiny, the College continues to make much progress in forming consensus and harmonizing divergent voices.

On other fronts, the College has updated and tightened its policies and procedures manual. It has implemented a formal budget process that ties allocations to the mission and the strategic plan. It has hired faculty and staff of diverse perspective and background, creating a more cosmopolitan and less insular atmosphere even while maintaining due respect for the community's parochial background. The College's success is demonstrated by tremendous enrollment growth. These are accomplishments for which the College is justifiably proud.

Importantly, the College has designed a process for measuring institutional effectiveness, and this process has been implemented for seven years. The process rests upon a publication of the American Association of Community Colleges, Core Indicators of Institutional Effectiveness for Community Colleges (Alfred et. al., exhibit 1.7). This document identifies fourteen core indicators of effectiveness. Each year, the College measures these indicators, analyzes results, and implements plans based on these assessment activities. The College reports on these fourteen institutional effectiveness measures in its annual report to the Trustees, and the College plans to publish abbreviated version of the annual report for the community at large. One important characteristic of the annual report is the president's "report card," in which he issues fourteen institutional grades. In recent years, the institution has received many A's and A-minuses; however, it has also received many C's and C-minuses. The institution has a strong history of assessment, and it continues to evaluate its successes and failures, design plans in response to data, and implement those plans (exhibits G.5 through G.7, annual reports).

Additionally, the College has designed an educational program assessment plan (exhibit 2.30). This plan has been in evolution for many years, and component assessments have been implemented for at least seven years (see, for example, exhibit 2.45, 1995 Assessment of Composition and Math). The current...
version of this plan has been in full implementation for two years. This assessment plan is based on the College's mission statement, with assessments focusing on the College's educational goals as described in the mission statement.

The public relations (party school) concern identified in 1993 has largely been remedied. Viewed as a progressive and forward-looking institution, the College enjoys a reputation of excellence in the region and the state.

The College's facilities have changed substantially since 1992. The College has several new facilities (Gardner, Udvar Hazy, Cooper Diamonds), and the College has expanded its campus perimeter with the acquisition of several adjacent properties. The old Dixie Center, a four-building conference center originally built by a consortium of state and local government entities, was purchased for the College and renamed the Avenna Center. A former grocery store on an adjacent block, Harmons, was purchased, remodeled, and renamed the North Plaza Building. Also, in 1999 the Church of Jesus Christ of Latter-Day Saints (Mormon) exchanged adjacent property with a classroom/office building for a parcel of real estate on which the Church built a new Institute of Religion.

In preparation for accreditation, the College repeated President Huddleston's request that campus personnel and students list three strengths and three weaknesses of the institution. One hundred ninety-two persons responded, with a good balance of faculty, staff, and student comments (exhibit G.33, "Strengths/Challenges Survey"). The comments about institutional strengths were grouped by theme and sorted by frequency of comment. The most recurrent compliments were these (with number of comments in parentheses):

"What I Love About Dixie State College"

• (73) Comments about Campus Friendliness
• (55) Comments about Intimate Campus Culture - Small College, Small Classes, Nurturing Atmosphere
• (39) Comments about Academic Excellence
• (29) Comments about Good Campus Facilities and Grounds
• (22) Comments about Good Administrators
• (21) Comments about Cultural and Athletic Activities
• (18) Comments about St. George and Good Weather
• (17) Comments that the College Offers Opportunity and Challenge
• (15) Comments about the Quality of Dixie's Personnel
• (13) Comments about Computers and Computer Support
• (10) Comments about Improved Reputation and Community Relations
• (10) Comments about Employee Benefits
• (9) Comments about Academic Freedom
• (8) Comments about Professional Development Opportunities

The most frequent comments show that Dixie State College's decade-long deliberation about the tradeoffs between business-like proficiency and amicable informality continues. Seventy-three of the respondents commented that personable relations between and among faculty, students, and staff was among Dixie State's most important strengths, and fifty-five specifically mentioned "smallness" as one of Dixie State's most attractive features, along with a caring, nurturing academic atmosphere. Apparently, the institution continues to be deeply ambivalent about the relative values of home-town affability and corporate efficiency. As Dixie State faces burgeoning enrollments (which have more than doubled in the past decade), an increasingly urban community, and an expanded mission, it will continue to deliberate how to maintain its essential personality, while still increasing productivity.

Under President Huddleston's leadership, two important developments have introduced important new models of educational productivity. In 1995, the College opened a Fitness Center with a new paradigm for physical education instruction. While all P.E. instruction had previously occurred in more or
less traditional formats, with individual instructors teaching individual class sections at specified weekly meeting times, the Fitness Center was "open," inviting hundreds of students to come to a well-equipped exercise facility at times that met the students' convenience. The Fitness Center immediately gained student popularity, with enrollments as high as 1,400 per term; and, with the elimination of P.E. from general education requirements, enrollments in traditional P.E. courses plummeted. Today, there is still some demand for traditional P.E. instruction; however, in 1995 the Fitness Center introduced a new model of productivity and instruction to the College.

In 1996, the General Education Committee completed a year-long analysis of the College's general education program and restructured the curriculum to include a computer course and competency. Responding to increased demand for computer instruction, in 1997 when the College took ownership of the old Dixie Center (the new Avenna Center), one of the exhibit halls was converted into a large, state-of-the-art computer center, and the general education course CIS 1200 was taught in an "open" format, with students dropping into the computer center at their convenience and completing planned instructional modules under the supervision of instructional staff that roamed the facility responding to student questions. Like the Fitness Center, the Computer Center has introduced a new model of instruction that emphasizes efficiency.

Faculty are deeply ambivalent about these two educational initiatives. Some voice guarded support, while others suggest that such emphasis on productivity does violence to the essential personality of the institution.

**Weaknesses**

Despite much progress, some of the concerns that President Huddleston identified in 1993 persist today: In preparation for accreditation, campus personnel and students were asked to list three strengths and three weaknesses of the institution (see G.33, "Strengths/Challenges Survey"). The comments about weakness were grouped by theme and sorted by frequency of the theme. The concerns that were most prominent among campus respondents were these (with number of comments in parentheses):

"Dixie State College's Greatest Challenges"

- (29) Comments about Low Salaries
- (28) Comments about Academic Integrity and Rigor
- (25) Comments about Facilities, Buildings, Rooms, and Offices
- (23) Comments about Workload Issues
- (21) Comments about "Turf"
- (19) Comments about Parking
- (16) Comments about Administrative Leadership and Structure
- (16) Comments about Poor Communication
- (15) Comments about Athletic Issues
- (15) Comments about Curriculum and Emphasis
- (15) Comments about Class Scheduling
- (15) Comments about Employee Evaluation, Reward and Discipline

Campus personnel have the strong perception that compensation is low. Despite the fact that Dixie State's faculty and staff have at times been the most senior of any institution in the Utah System of Higher Education, the College finds it difficult to recruit employees, especially for defined, high-demand positions such as doctorate faculty in business and computer science (although recent news articles suggest that all institutions have similar difficulty hiring qualified faculty in these disciplines). While the College's benefits package is among the finest in the nation, its salaries are not among the highest. The average long tenure of faculty and staff suggests that employees form loyal attachment to the institution and persist regardless, but in recent years the College has faced important challenges. Responding to its recent mission change and the need to hire doctorate faculty, the College faced a major turning point in 1999. As a
community college, Dixie had always had an across-the-board faculty salary schedule with defined levels of compensation based on years of experience and educational background, but no increment for market demand.

As an emerging state college, the College's dilemma was to either violate its salary schedule and hire high-demand personnel at salary levels much higher than the defined schedule, or surrender its plans for certain baccalaureate programs. Market salaries for high-demand faculty did not fall within the scope of the salary schedule's formula. During spring term 2001, College administrators thoroughly reviewed plans to deviate from the terms of the salary schedule with the Faculty Senate, and this group discussed and approved the proposal in its regular meeting; however, as the College moved forward to hire select doctorate faculty for the proposed programs at salaries higher than those of existing faculty, some controversy ensued among faculty who had not learned of the proposal through the Faculty Senate. Even with enhanced salary offers, some recent faculty and staff searches have been doomed to failure, with candidates who were unwilling to accept Dixie's level of compensation.

The College struggles to respond to enrollment growth. Even while a key decision of a faculty workload policy limits class sizes to prescribed levels (25, 35, 45, or 60 students per section), the College has found its facilities at near-capacity scheduling during peak hours (8:00 through noon) and the number of adjunct instructors increasing. Each year as enrollments have grown, the pressure on the College's facilities and personnel resources have forced the College to look toward further productivity measures and to hire increasing numbers of adjunct faculty. Furthermore, the College has relied heavily on full-time faculty overload instruction, extra-contract teaching. Recent studies show that Dixie State's rate of overload instruction is nearly three times that of the institution with the next highest rate in the Utah System of Higher Education (exhibit G.50, Regents 1999-2000 Data Book, Tab-J, page 15; also exhibit G.45, Regents 2000-2001 Data Book: TAB-J, Staffing, page 8).

In addition to concerns about salaries and enrollment growth, College faculty and administration have continued concern about academic integrity and rigor. One indicator of institutional effectiveness that the College tracks is performance after transfer, and recent reports have given the campus community cause for concern. Responding to data that showed diminishing transfer student GPA's for Dixie graduates, in 1998 a grass-roots faculty movement called for renewed attention to academic standards. There was general suspicion that the College had drifted from its academic moorings, and faculty called for renewed vigilance against grade inflation and lowered expectations. In Fall of 1999, President Huddleston made the issue the center-piece of his Fall policy speech to all faculty and staff, and groups including the Faculty Senate, the Academic Council, and the College Council have implemented measures aimed at defining and maintaining academic standards, integrity and rigor.

Projection

This executive summary sets out to answer these questions:

- What kind of institution is Dixie State College?
- What is Dixie State College's mission?
- How effective is Dixie State College in achieving its mission?

At this point, the executive summary will turn its attention away from the past and toward the future. It will answer these questions:

- What does the future hold for Dixie State College?
- What recent accomplishments of the College point toward the future?
- What are the College's short-term goals (1-2 years)?
- What are the College's long-term goals (3-10 years)?

Based on the rate of change and growth of the past decade, Dixie State's future will be both invigorating and challenging. A recent Utah Board of Regents press release said that Dixie State is
"projected to grow by . . . 22 percent . . . during the next five years, and by . . . 92 percent in twenty years" (exhibit G.71, Regent Press Release, August 2001). Responding to this growth will require vision and energy.

Dixie will maintain its identity as a comprehensive community college with its current range of educational services (developmental, lower-division, applied technology, and continuing education); however, Dixie State's emerging four-year programs will grow and other programs will be approved, including such baccalaureate programs as Health Science Management and perhaps Communication Technologies or Commercial Art. The past decade's high rate of institutional evolution will not decline in the coming decade. Responding to the challenges of the past decade has been at once demanding and stimulating, and the future decade offers the same prospects.

**Recent Accomplishments**

During the 1999-2000 school year, the Strategic Planning Committee completed an environmental scan and approved a strategic plan that included a list of institutional goals for the following:

1. Land acquisition.
3. Capital Improvements.

The college has a long precedent of strategic planning. For example, in response to strategic goals the College has recently established educational centers in Hurricane and Kanab at 18 and 85 miles distance respectively from the St. George campus (exhibit P2.8, Policy on Definitions), embarked on a convocation series, and created half-credit freshman orientation and sophomore capstone courses. Also, the College continues to seek appropriate ways to emphasize academic rigor and student academic achievement.

**Short-Term Goals [1-2 years]**

This self-study contains a list of short- and long-term goals at the end of each chapter. The College’s planning committees and councils, including the Strategic Planning Committee, have approved these goals. Together, these goals constitute an important part of the College's strategic plan. The College's strategic plan is outlined in a document called the "Future Projects List" (exhibit 1.5) which outlines the College's goals in detail. From that document, readers can see that, among other things, in the near-future, the College will --

1. Plan and Implement a variety of new programs, including a Health Science Management B.S., and an Elementary Education B.S.
2. Secure funding for and complete design work to replace the current Graff/Eccles Center for the Performing Arts.
3. Complete campus infrastructure improvements, including improvements to the Avenna Center.
4. Develop a Comprehensive Development Plan for faculty and staff.
5. Develop a Master Plan for Technology.
6. Focus on student learning and give more institutional emphasis to the process of student learning than to the process of faculty teaching.

**Long-Term Goals [3-10 years]**

In the long-term future, the College will --

1. Develop baccalaureate programs in Health Care Management and Communication Technology, as well as a Physician's Assistant Program (A.A.S. or B.S.).
2. Promote academic rigor and improve performance on indicators of academic achievement (GPA after transfer, performance on critical literacy skills exams, success in subsequent related coursework, etc.).
3. Explore the possibility of creating a North/West educational center.

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4. Demolish and rebuild the Whitehead Student Services Center.
5. Acquire funding, plan, and build a new Health Science Building.
6. Further develop and expand Educational Centers in Hurricane and Kanab.
Russell Robinson fell asleep behind the wheel of his automobile on I-15. The horrific accident that followed left him quadriplegic and bound to a wheelchair. Yet, despite his physical disability, Russell has excelled academically, becoming one of the top students in the pre-engineering program at Dixie State. “He couldn’t be any sharper,” said Professor Ross Decker. “He was the top student in multi-variable calculus [Calculus Three], and does extremely well in physics and engineering course work.”

Russell’s demanding daily schedule includes attending classes, studying, and commuting from Beryl where his parents help him with the physical demands of his injury. He endures the long days to attend Dixie State College because he feels it offers the best courses, has the nicest weather, and is closest to home. “The best thing about Dixie State College for me has been the small classes,” said Russell. “If I need help I get it straight from the teacher. They are accessible and you get to talk to the instructor, not an assistant.”

Following completion of his studies at Dixie, Russell plans to transfer to USU or UNLV, but says he feels confident that what he has learned at DSC will make the transition seamless. “I’m impressed with what Dixie State offers and think it has a well-rounded program that prepares its students well.”
Chapter ii: Response to Last Accreditation

This section of the self-study reports progress on the recommendations of Dixie State's last full-scale accreditation evaluation in 1992. It also discusses the College's continued challenges related to these recommendations and lays out future plans.

Following are the recommendations from the 1992 evaluation team's report (exhibit G.18, Report of the 1992 Accreditation Evaluation Team):

1. It is strongly recommended that the college move immediately and aggressively to develop and implement an institutional wide quality assurance/institutional effectiveness program. The college is clearly not fully in compliance with Standard I.

2. Although institutional policy clearly requires continuing evaluation of faculty performance, it is equally clear that the faculty evaluation process is inconsistent and fragmented, lacking clear direction and conformity. The Committee urges immediate attention be given to the development of a clearly defined, comprehensive and consistently applied faculty evaluation program. The college is considered to be out of compliance with Standard VII-Instructional Staff.

3. The college should consider the earliest possible development and implementation of an enrollment management plan, including an institution-wide study of class sizes and centralized room scheduling process.

4. The general education related instruction for occupational programs of one year or longer in length needs to include a clearly recognized component of human relations, either as a specific course or as a clearly identifiable embedded component. The college is not clearly in compliance with Standard V in several areas of its occupational curriculum.

5. Syllabi for a significant number of courses are missing or are not consistent with current course content and do not contain instructional objectives as required by Eligibility Requirement Eleven. It is recommended that the college institute a process by which all syllabi are reviewed periodically and developed or rewritten as appropriate for content and format consistent with eligibility requirements. Clearly stated course objectives are fully necessary when the college moves to develop a plan for outcomes assessment.

6. A serious lack of involvement and communication exists relative to budget development and college resources. It is recommended that the college develop and implement of an intuitional wide budget development and information dissemination process with an emphasis on relating budget development to strategic planning and the inclusion of faculty and first line administrators in that process.

7. In general there appears to be a prevalent belief on campus that the college's organizational structure lacks clear definition of roles and responsibilities including fragmented reporting relationships. It is suggested that consideration be given to an in depth analysis of campus community concerns followed by a comprehensive internal communications program indicating clear lines of budgetary and decision making authority.
8. It is recommended that a collaborative effort take place across the institution to develop a comprehensive institutional computer plan including acquisition, replacement of computer hardware, software, maintenance and technical support for all administrative and instructional computing.

9. The college should consider the combination of public information activities under one office and the development of a comprehensive public relations plan addressing lines of communication, authority, physical location of personnel with related functions, strategies for publications and media relations and short and long term personnel and capital needs.

**Appraisal**

Dixie College took the evaluating team's recommendations very seriously. In July 1993 when he was appointed president, Dr. Robert Huddleston reviewed these recommendations and, after surveying all faculty and staff, set forth the goals of his administration's first year. Among these goals were several which directly addressed the evaluating team's concerns. What follows is a brief history of accomplishments relating to the recommendations.

**Strengths**

**Institutional Effectiveness:** During the 1993/1994 school year, the Institutional Effectiveness/Student Academic Achievement committee was established. Professor Joe Peterson, a faculty member in the English program, was asked to chair this committee. After attending a training seminar offered by Dr. James Nichols (see A Practitioner's Handbook for Institutional Effectiveness and Student Outcomes Assessment Implementation, 3rd edition), in 1995 Professor Peterson and his committee mobilized campus units in what has come to be known nationally as the "Nichols Plan." Campus units were asked to describe intended outcomes, to design assessment activities, and to use results for improvement (exhibit 1.8, Initial Institutional Effectiveness Web Pages, 1995).

During 1996 and 1996, campus units worked on this plan for assessing institutional effectiveness. These efforts were posted to the web (http://www.dixie.edu/effective/toc.htm) and became the object of some national attention. In his 1997 "Regular Interim Evaluation Report," Mark Reisman describes this plan and commends the College for "significant progress." However, as time passed it became apparent that the Nichols Plan was not completely feasible at Dixie College. In part, the decentralized nature of the plan led to fragmentation and lack of coordination. Rather than having centralized objectives and assessments, the Nichols plan called for each unit to identify its own intended outcomes and design its own assessments. Units tended to bog down in complexity, and the plan came to a stand-still.

While this plan did not result in a permanent system for assessing institutional effectiveness, this initial effort was anything but a failure. Its chief accomplishment was that it educated the campus at large about the general processes and philosophy of institutional effectiveness (articulating intended outcomes, identifying indicators and designing assessments, planning and implementing improvements based on results). This effort was an important phase of campus training.

Beginning in the 1996/1997 school year, President Huddleston and Joe Peterson determined to change the original approach and combine institutional effectiveness with the production of an annual report to centralize and coordinate the effort. They devised a plan based on the American Association of Community Colleges document Community Colleges: Core Indicators of Effectiveness (later titled Core Indicators of Institutional Effectiveness for Community Colleges, Alfred et. al., exhibit 1.7), which lists indicators of effectiveness that Dixie State adopted as the theoretical framework for institutional effectiveness measures.

Since 1996, each year Dixie State has assessed the fourteen indicators listed in this publication and produced an annual report in which the College gathers data, monitors progress, analyzes its strengths and weaknesses and sets forth plans for improvement. Interestingly, the annual reports include an overall "Report Card," in which the president assigns a grade to each indicator. The annual reports document that the College has methodically, aggressively, and consistently complied with the 1992 recommendation and further accreditation standards related to institutional effectiveness.
Evaluation of Faculty Performance: In answer to this concern, a committee of faculty and administrators met during 1995 and 1996 to design a more effective faculty evaluation process, which resulted in a somewhat complicated, but nevertheless serviceable faculty evaluation system, including three components: student opinion surveys, supervisor (chair or dean) evaluations, and self-evaluations.

Faculty involved in creating this policy and procedure were very careful and concerned about any potential for mischief in evaluation, and they insisted that the policy include a set of required evaluation activities called "uniform evaluation" and suggested evaluation activities called "individualized evaluation" (exhibit 4.46, 1997 Faculty Evaluation Policy). Notably, a peer evaluation component was not required, but only suggested (see section 8.4.5, "Individualized Peer Evaluation"). In 2000, Dixie State learned that Accreditation Policy 4.1 requires a peer evaluation component, and during the 2000/2001 school year, the Faculty Senate revised the faculty evaluation policy and procedure to include a peer component (exhibit P3.8 Faculty Evaluations, 2001 Policy Revision).

Enrollment Management Plan: The 1992 Evaluation Committee Report notes an "instructional practice of permitting Deans to control and schedule their area facilities resulting in a 'turf' control issue without reasonable consideration of facility needs by other college units" (exhibit G.18, page 3) and the evaluation team recommended an enrollment management plan. In the 1997 "Regular Interim Evaluation Report," evaluator Mark Reisman suggests that the College's complex organizational structure in 1992, with six academic deans, led to confusion in space utilization and course scheduling. He noted the College's progress in eliminating the workload incentives for teaching large class sizes and commended the College's use of the SIS (Student Information System) and its Classroom Management Module. He noted that, under a newer organizational structure, three deans are responsible for scheduling, and each has campus wide choice for room assignments (exhibit G.19). This reorganization reduced the sense of facility "ownership," and deans no longer made scheduling prohibitions against one another.

Rising demand by itself has required the College to cooperate across organizational lines and comply with this recommendation. For example, in Fall 1992 there were 18 sections of ENGL 101. In Fall of 2001, there were 38 sections of the same class. To provide classroom accommodations, the College has further expanded course offerings into evening and afternoon hours coordinated bell schedules and Tuesday-Thursday sessions that maintain contact hour standards and maximize space utilization.

Also, responding to the need for more thorough and prudent enrollment management, in 2001 the Student Services Division reconfigured assignments, such that a director was responsible for enrollment management (exhibit 3.8, Position Announcement for Director of Enrollment Management/ School Relations).

General Education Related Instruction: Because some educational programs of one year or longer lacked a clearly identifiable human relations requirement, the 1992 evaluation team found the college out of compliance. The 1997 "Regular Interim Evaluation Report" commends the College for making some progress when it created a new course (BUS 1370, Human Relations) and included it in program requirements, but mentions three programs that still lacked related instruction requirements (Visual Technologies, Fashion/Retail Management, and Travel Systems). These deficiencies were quickly remedied, with the requirements added to two of the three (Visual Technologies and Travel Systems), and the third program being discontinued. (The College still offers courses in Fashion/Retail Management but does not offer certificates or degrees). Today, all programs of one year or longer and all applied associate degrees contain recognizable related instruction requirements, and the College is in full compliance with Policy 2.1.

Syllabi/ Instructional Objectives: In the "Regular Interim Evaluation Report," evaluator Mark Reisman commended the College for its progress. The College had established clear standards for syllabi and implemented training on content and format. All syllabi were and are on file in the offices of the three instructional deans (exhibit 2.3, All Course Syllabi for the Past Two Years).

In 1997, the college adopted the following goal:
Review and update objectives for general education. All courses that fulfill a component of the general education (i.e., the fine arts component, the life science component, the literature component, etc.) will share a set of commonly agreed upon objectives. These objectives will appear in all sections of courses that fulfill those components. They will provide for a “rough parity,” a general similarity in learning outcomes for courses in any given component. Also, these objectives will provide the theoretical basis for assessment, planning, and improvement of academic outcomes (exhibit G.5, 1998/1999 Annual Report, page 121).

Evaluators will see that today, all course syllabi include carefully written learning objectives (exhibit 2.3, All Course Syllabi for Past Two Years). While faculty in G.E. courses have the latitude to add individual learning objectives to their syllabi, all course syllabi fulfilling general education requirements include a set of common learning objectives for that particular requirement (exhibit 2.2, G. E. Course Common Learning Objectives). Training materials are presented to the faculty each year in a faculty handbook (exhibits 2.180 through 2.183, New and Adjunct Faculty Handbook), and after the faculty submit a file copy, the deans have given written critiques (exhibit 2.62, Written Critiques of Course Syllabi).

Budget Development: President Huddleston's goals for his first year included the establishment of a clear budget process, with allocations tied to the mission. This goal has been written into policy (exhibit P6.11, Budget Process Policy), and the College currently uses a participatory, broad-based budget process with clear lines of communication and clear definitions of administrative roles. All campus personnel are invited to make budget requests, both one-time and on-going. These requests are prioritized at various levels (department, division, vice president), always with reference to the mission statement. After the legislative session has ended each year, the college conducts budget hearings, and all campus personnel are invited to discuss their requests. All campus employees understand and participate in the budget process. (This is further discussed in Chapter 7, page 257).

Organizational Structure: Given the size of Dixie College in 1992, campus organization was unnecessarily complicated. Because many administrators headed small units, each with sometimes unique methods and procedures, the campus sensed inconsistency in resource allocation and procedure. Employees from different departments often noted with frustration the differences in administrative procedure and style. Further, the campus expressed concerns about "end runs" in which personnel sidestepped the theoretical line of authority and went directly to the president or some other powerful administrator. The 1992 Evaluation Team Report noted that "there appears to be a prevalent belief on campus that the organizational structure lacks clear definition of roles and responsibilities including some fragmented reporting relationships." President Huddleston, in 1993, established the goal to reorganize the College. Under his leadership, the number of academic deans was reduced from six to two, and the number of vice presidents was reduced from four to two.

The 1997 "Regular Interim Evaluation Report" indicated that administrative roles seemed more clear, decision-making authority seemed better organized, and faculty and staff expressed greater satisfaction with improved communication.

President Huddleston's organizational structure of 1993 has served well, and the campus administrative structure continues to function; however, as the College enrollments continue to grow and as the College mission changes to include four-year programming, there is a sense that the administrative structure may be improved. Discussion and analysis of this theme will appear in this self study in two places: Chapter 2 on page 112, which deals with academic structure, and Chapter 6 on page 235, which deals with governance and administration.

Institutional Computer Plan: The past ten years has brought great technological advances to Dixie State College. To plan and implement these changes, in 1993 President Huddleston established a College goal to "establish an infrastructure for technology," and soon thereafter, several administrative groups were established to direct technology planning and implementation, principally the Information Technology Group and the Information Technology Council. In 1996 a third dean was appointed, the Dean of Computer and Information Technology, with responsibilities extending to all technology-related
functions of the College, combining both instructional and administrative operations. The 1997 "Regular Interim Evaluation Report" lists major accomplishments as the following:

1. The college has merged academic and administrative computing. This has improved communication and reduced duplication of effort.

2. A new, technology based instructional division has been created to take advantage of human and physical resources in this area.

3. An institution wide technology work group has improved communication and planning between technology users [and] technology support staff.

4. One of the two vice presidents has leadership responsibility for technology campus wide (exhibit G.19, Regular Interim Evaluation Report, page 5).

Today, the College continues to be actively involved in planning for technology. The College has created and periodically updates a technology master plan (exhibit 6.11, Information Technology Master Plan 2001).

Public Relations Plan: In 1993, President Huddleston's eleven institutional goals included this one: "Develop a public relations campaign which will improve upon the positive image of Dixie College." That campaign included various initiatives: A promotional campaign called "Three-Credits Or Less" was established, offering the community a reduced fee rate that would make taking a single class a more attractive option and invite potential students to sample the institution. An employee in-service day was developed for both public and higher educators. For one day each spring, all public education and College employees from Washington County met on Dixie's campus for professional development activities. Called the "County-Wide Inservice," this activity was aimed at promoting good will and collaboration between the College and the school district. An official school logo and design template was developed for all campus communication, and an internal communication newsletter was published, The Vantage (exhibit 1.51, copies of employee newsletter). The Public Relations Office was reorganized such that the director reports to the president, and all office personnel have been relocated to a central administrative location. The 1997 Regular Interim Evaluation Report commends the College for progress on this recommendation.
Before beginning her education in visual technologies, Heather Ray Wells investigated other schools and weighed her options. What she found is that Dixie State College’s four-year degree is a more desirable program than others she reviewed. “I think Dixie’s program is unique. It offers classes in more areas and is more versatile overall. I was able to emphasize design, which was my main interest,” she says.

Heather’s attraction to DSC was two-fold. On the one hand, Dixie’s program opened up the world of computers to her, but at the same time offered a personal approach, close to home, and in an intimate setting. “One reason I went to Dixie is because it’s local, smaller and personal. I was able to live at home and tuition is reasonable.”

She adds that her on-campus job with computers not only allows her to make a living but also provides her an opportunity for hands-on experience. “The campus is very personal” Heather says. “The teachers are kind and very helpful.”

This personal attention has prepared her for a career with multiple options – including web design, Internet programming, digital photography and graphic design. With the help of teachers who know Heather by name and a distinctive program that offers ample opportunities for practical and theoretical experience, she will graduate at the top of her class within a year.
Chapter iii: Eligibility

This section will briefly address the themes of the eligibility standards.

Authority

Dixie State College of Utah is authorized to operate and award degrees by the State Board of Regents. Regent Policy R110 authorizes Dixie State to function as "a [body] politic and corporate with perpetual succession and with all rights, immunities, and franchises necessary to function as such" (exhibit G.76, Title 53b State System Of Higher Education).

Mission and Goals

Dixie State's mission is clearly defined and adopted by its governing boards. The Regents' Master Plan 2000 (exhibit G.15) assigns institutional mission, and the Dixie State Board of Trustees approved the institution's current mission statement on January 28, 2000. The College's purpose is to "help students achieve their academic, career, and life goals," and the College's programs lead to formal degrees and certificates. The College devotes all of its gross income and resources to support its educational mission.

Institutional Integrity

Dixie State College is governed and administered with respect for the individual. In responding to the educational needs of its constituencies as defined by its mission, the College seeks to avoid all discriminatory practices.

Governing Board

Dixie State's ten-member Board of Trustees is responsible for the quality and integrity of the institution and ensures that the College's mission is achieved. Appointed by Utah's governor, the Trustees have no contractual, employment, or personal financial interest in the institution.

Chief Executive Officer

President Robert Huddleston, chief executive officer, is appointed by the Regents. He serves full-time in this role. He is not a member of the Board of Trustees.

Administration

The College provides the administrative and support services needed to fulfill its mission.

Faculty

Ninety-two full-time, professionally qualified faculty serve Dixie State College's constituencies and students. Thirty-four Faculty members hold doctoral degrees. Fifty-two have masters degrees, and six hold baccalaureate degrees (exhibit 4.2, Table 1, Faculty Profile Spring 2002). Faculty play an essential and well-defined role in forming institutional policy, especially in matters of academic planning, curriculum development and review, student advising, and governance. Faculty are systematically evaluated, and faculty workload assignments are carefully planned to effectively use faculty talent and competencies to promote the institutional mission. Workload assignments allow sufficient time for professional growth and renewal.
Educational Programs

Dixie State College provides a learning environment based on intensive student-faculty interaction. Consistent with its mission, the College offers five associate degrees, several certificates, and select baccalaureate degrees -- all of which are designed to include appropriate quality and rigor and meet accreditation standards relating to use of library and information resources. Many of the College's programs are either accredited (NATEF [ASE], PrintEd) or are seeking accreditation through national specialized accreditation bodies (Commission on Dental Accreditation, NLN, CAAHEP, NCATE).

General Education and Related Instruction

Each of Dixie State's associate degree programs require a substantial and coherent component of general education. Likewise, all certificate programs of thirty or more credits require at least six credits of related instruction, and all programs comply with Commission Policy 2.1. The College's baccalaureate degrees require a carefully planned program of major requirements.

Library, Information and Learning Resources

The College provides students in all educational programs with library, information, and learning resources wherever or however those programs are delivered.

Academic Freedom

Students and faculty are free to examine and test all knowledge appropriate to their discipline. The College maintains an atmosphere of free and independent inquiry and exchange of information.

Student Achievement

Learning outcomes are identified and published for all degree and certificate programs. The College regularly and systematically assesses student achievement of published objectives.

Admissions

Dixie State College publishes an institutional admission policy that specifies qualifications appropriate for general associate degrees and certificates. Likewise, program-specific admission policies (nursing, elementary education, dental hygiene, etc.) are established and published. The College adheres to all admission policies.

Public Information

Dixie State publishes an accurate and current catalog that describes institutional purposes and objectives, the mission, admission requirements and procedures, and academic rules and regulations governing all educational programs (exhibit G.30). The catalog describes in detail the costs and refund policies, student rights and responsibilities, grievance procedures, academic credentials of faculty and administrators, and other pertinent information related to attending and withdrawing from the College.

Financial Resources

The College has financial resources adequate to achieve its mission. The operating budgets are balanced annually, and the College's debt level is fully manageable.

Financial Accountability

Through 2001, an independent certified public accounting firm completed an external annual audit of the College's financial records. In 2002 and thereafter, the Utah State Auditor completed an annual external audit. These audits included unqualified opinions on College financial statements.

Institutional Effectiveness

Each year the College evaluates institutional effectiveness based on indicators published by the American Association of Community Colleges (Alfred et al, Core Indicators of Institutional Effectiveness for Community Colleges, exhibit 1.7). The College publishes an annual report that includes plans for continuous improvement (exhibits G5-7). An abbreviated version of the annual report is published for all College constituencies.
Operational Status

All principal College programs, including the baccalaureate programs for which the College currently has informal candidate status, have been in operation for more than a year. In October of 2002, when the College undergoes its full-scale accreditation evaluation, students will have been actively pursuing these programs for more than one year.

Disclosure

Dixie State College willingly discloses any and all information the Commission may require to conduct its evaluation and accreditation functions.

Relationship with the Accreditation Commission

Dixie State College of Utah hereby accepts the standards and related policies of the Commission on Colleges of the Northwest Association of Schools and Colleges and agrees to comply with them. Further, the College agrees that the Commission may, at its discretion, make known to any agency or members of the public that may request such information, the nature of any action, positive or negative, regarding its status with the Commission.
Michael Leavitt returned to St. George recently to begin his practice as a lawyer in the community that first inspired him to attend law school. Hailing from a long line of ardent Rebels, he followed in the footsteps of his parents and three older siblings, who all attended Dixie. "My schooling at Dixie State College prepared me for the rest of my life. The success that I have had since then is a direct result of the opportunities afforded to me there," he says.

Mike performed well academically and was closely involved in student life. He played several roles in the campus theatre, was a part of the radio staff, served on student government committees and regularly performed with his guitar at school activities. He was awarded Entertainer of the Year two different times and also received Performance of the Year for his memorable role in the play, Dracula.

"I love Dixie State for a lot of reasons," Mike says. "First, I enjoyed being involved in just about anything that I wanted to, without having to be part of a program, or having to focus all my energies entirely in that area. This diversity gave me a chance to have the college experience and try things out." After receiving his associate of science degree, he continued his studies in history at SUU before receiving a rare full-tuition scholarship to the University of Idaho School of Law. He recently graduated with honors and has now joined the firm of Snow Nuffer PC.

Reflecting on his success, he credits his experiences at Dixie as a crucial turning point in his academic career and personal discovery. "I found the professors at Dixie to be extraordinary people. They truly had an effect on me. In fact, it was Doug Alder who inspired me to major in history and go on to law school," he says. "There were so many others who, in some way, had an effect on me during those incredibly important years of my life. It was at Dixie State – not in high school, unfortunately – where I learned how to study and concentrate, all of which was facilitated by the professors at Dixie. Those skills have led to success in many other facets of my life."
Mission and Goals

Dixie State's mission defines the institution. It was developed by the strategic planning committee with broad participation from all campus units, and it was approved by the Board of Trustees and the Board of Regents.

Utah Code 53B-6-101 stipulates that the Utah Board of Regents undertake periodic master planning, which results in an overview of the state's system of higher education as well as planned future developments. This master plan has traditionally included a mission statement which is drafted by the Regents, not by the institution. This statement drafted by the Regents functions to communicate the Regents' expectations for the institution, including service area and educational roles. During 1998 and 1999, the Regents, in conjunction with the Commissioner of Higher Education, drafted the Regents' Master Plan 2000: A Commitment to the People of Utah (exhibit G.15). Importantly, on October 15, 1999, the Regents formally approved a mission and name change for Dixie State College of Utah, to add select baccalaureate programs (exhibit G.10, Minutes of October 1999 Regents Meeting).

The Board of Trustees were actively involving in drafting Dixie State's mission statement, and this board formally approved it on January 28, 2000 (exhibit G.62, January 2000 Trustees Meeting Agenda & Materials).

After the Regents and the Trustees had approved the mission change, the College prepared and submitted a prospective for substantive change to the Commission on Colleges and Universities in February 2000 (exhibit G.11), and on March 31, 2000 Dr. Sandra Elman wrote to inform the College that the Commission had accorded it informal candidate status at the baccalaureate level (exhibit 2.18, Elman Letter - Informal Candidate Status at Baccalaureate Level, 3-31-2000).

The mission statement and its goals are continually communicated throughout the campus community and to the public. The mission statement appears in the college catalog (exhibit G.30) and the Dixie State College web page (http://www.dixie.edu/gen/vision.html). Also, it is prominent in a variety of campus publications, including the annual report and internal publications prepared for the Board of Trustees, the Dixie State College Foundation, Academic Divisions, etc. Additionally, the College has purchased one hundred framed copies of the mission statement, and these are displayed on walls, classrooms, and offices throughout campus buildings. The College has distributed hundreds of display-quality copies of the mission statement to campus and community persons.

Members of all campus constituencies understood that the mission statement guides the College in its decision-making and gives direction to College leadership in planning. Individual units of the College have drafted unit mission statements and objectives, which link to and support the institutional mission (see for example, exhibit G.2, Level-Two Goals). Evaluators will find that campus employees are able to clearly articulate their unit's goals to the institutional goals.

Planning and Effectiveness

Strategic planning is an ongoing process at Dixie State College. The College has an active Strategic Planning Committee made up of faculty, students and staff. The committee meets regularly to plan for the College’s future and evaluate its past. The College Council gives initial approval to the strategic plan, and the Board of Trustees reviews, contributes to, and gives final approval to the Strategic Planning Committee's work. The Strategic Plan is based on a number of institutional research and planning projects,
including the Annual Report, the Environmental Scan, the Campus Master Plan, the Future Projects List, and the budget process. After considering data from these projects, the Strategic Planning Committee formulates a plan that includes the College’s mission statement and goals (exhibit G.1, Mission Statement).

**Annual Report**

The internal indicators are composed of institutional research information compiled by faculty and staff to measure institutional effectiveness. Most of this data is measured on an annual cycle, appearing in the College’s annual reports (exhibits G.5, http://accred.dixie.edu/Documents/Annual Report 99-2000.pdf; G.6, Annual Report, 1999-2000; and G.7, Annual Report, 2000-2001). The College bases its internal data collection and analysis on fourteen indicators of institutional effectiveness, as set forth in the AACC publication, Core Indicators of Institutional Effectiveness for Community Colleges (Richard Alfred et al). Each year, the College measures progress on indicators such as student goal achievement, persistence from Fall to Fall, degree completion rates, placement in the workforce, and performance after transfer (exhibit 1.7, Alfred et al, Core Indicators of Institutional Effectiveness for Community Colleges).

The annual report is the College’s central assessment of institutional effectiveness. Each year, College units measure effectiveness as defined by fourteen indicators and set forth plans for improvement. Importantly, each year the president completes a "report card," assigning the College a grade on its accomplishments and plans for improvement. Following are grades from the most recent annual report, exhibit G.7, Annual Report, 2000-2001, page 32:

<table>
<thead>
<tr>
<th>Institutional Effectiveness Grades</th>
</tr>
</thead>
<tbody>
<tr>
<td>A- Core Indicator 1: Student Goal Attainment</td>
</tr>
<tr>
<td>C Core Indicator 2. Persistence (Fall to Fall)</td>
</tr>
<tr>
<td>A- Core Indicator 3. Degree Completion Rates</td>
</tr>
<tr>
<td>B Core Indicator 4. Placement Rate in the Workforce</td>
</tr>
<tr>
<td>B+ Core Indicator 5. Employer Assessment of Students</td>
</tr>
<tr>
<td>A Core Indicator 6. Licensure/Certification Pass Rates</td>
</tr>
<tr>
<td>B Core Indicator 7. Client Assessment of Programs and Services</td>
</tr>
<tr>
<td>C Core Indicator 8. Demonstration of Critical Literacy Skills</td>
</tr>
<tr>
<td>B+ Core Indicator 9. Demonstration of Citizenship Skills</td>
</tr>
<tr>
<td>C- Core Indicator 10. Number and Rate Who Transfer</td>
</tr>
<tr>
<td>B Core Indicator 11. Performance After Transfer</td>
</tr>
<tr>
<td>C+ Core Indicator 12. Success in Subsequent, Related Coursework</td>
</tr>
<tr>
<td>B Core Indicator 13. Participation in Service Area</td>
</tr>
<tr>
<td>A Core Indicator 14. Responsiveness to Community Needs</td>
</tr>
</tbody>
</table>

A copy of the most recent annual report is sent to evaluators with this self study, where they may see specifics about the College's effectiveness as measured by the above indicators.

**Climate Survey**

The College bases its external environment data analysis on such things as service area demographics, high school enrollments, university programs, labor market information, economic indicators, and local employment trends. This data is gathered through a series of presentations by regional consultants, which are summarized a document, the Climate Survey (exhibits 1.3 and 1.2, 1999 Climate Survey and 1994 Climate Survey).
Campus Master Plan

Each year, the Campus Planning and Review Committee meets to revise the campus master plan, which exists as an evolving strategy for developing the facilities and open spaces of the campus. Each year, the master plan is presented to the Strategic Planning Committee and the institutional Board of Trustees for approval. Also each year, the Board of Regents meets on Dixie State College's campus, and during this meeting, Regents are asked to tour the campus and review and approve the campus master plan. All changes are reviewed and approved.

Future Projects List

In recent years, the College has recognized the need to create a brief summary of its strategic plans, called the "Future Projects List" (exhibit 1.5, Future Projects List). This document contains plans for such things as facilities, improvements, academic initiatives, and personnel initiatives.

Budget Process

Budgeting is an important part of strategic planning. All members of the college community have the opportunity to submit budget requests to the administration. Each request must be based on one of the established strategic goals. This encourages all members of the institution to be familiar with the strategic plan and see it as a viable, working document.

In summary, the strategic plan takes the following components into consideration:

1. Members of the College Strategic Planning Committee
2. The Board of Trustees.
3. Climate Survey
4. Annual Reports
5. Campus Master Plan
6. Future Projects (To Do) list
7. The Budget Process
8. Mission Statement
9. Goals

Educational Program Assessment

The College has an Educational Program Assessment Plan (exhibit 2.30) which measures the College's effectiveness in achieving the educational goals stated in its mission. The mission statement identifies the College's primary educational goal (that the College "helps students achieve their academic, career, and life goals"), along with five subsidiary goals (to provide 1) developmental education, 2) lower-division education, 3) upper-division education, 4) applied technology education, and 5) community services and continuing education). The College has conducted a focused assessment of each of these goals, which is reported in the second section of Chapter 2, from pages 76 to 109.

At the department and program level, educational programs also complete periodic program assessments, as outlined in policy (exhibit P3.43 Program Review), and, to prepare for accreditation, each academic program at the College has recently prepared a "program self study" which includes the assessment activities outlined in this policy. These program self studies are available in the exhibit room (exhibits 2.200 through 2.234). Details about department assessment are discussed in the third section of Chapter 2, from pages 112 to 151.

Appraisal

Following is an evaluation of the College’s mission, goals, planning and effectiveness:
Strengths

The strategic planning process has allowed Dixie State College to make great strides in the past several years in growth, program improvement and learning. Dixie State College of Utah is committed to a process of measuring its effectiveness and striving for continuous improvement.

Dixie State College's mission statement is --

7. Clear and concise.
8. Formally approved by governing boards, both Regents and Trustees.
9. Published, distributed, and made widely available.
10. Reasonable for the institution and relevant for existing programs and services.
11. Re-examined and reaffirmed periodically (for more information on each of these characteristics, see Executive Summary of Strategic Planning, exhibit 1.1).

The mission statement gives direction to educational activities, admissions policies, selection of faculty, allocation of resources, assessment of educational program and planning. Also, the College uses a range of measures for assessing achievement of mission and uses reliable processes for assessing institutional effectiveness.

The College's institutional effectiveness assessment occurs each year with the writing of the Annual Report, which is based on fourteen indicators of effectiveness, as outlined in Richard Alfred et al, Core Indicators of Effectiveness for Community Colleges (Community College Press, Washington, D.C., 1999). In the annual report, each indicator is assessed through one or more measures, data is analyzed for strengths and challenges, and plans for improvement are laid out. Interestingly, the annual report includes a "report card" in which the College grades its performance on these fourteen criteria of effectiveness.

Weaknesses

None.

Projection

The College has a proven record of sound assessment of institutional effectiveness and strategic planning based on assessment data. It will continue all assessment and planning efforts, including the annual report, the budget process, and the campus master plan.

The following are recent accomplishments and goals as they relate to strategic planning. The strategic goals of the College are listed and discussed in other chapters of this self study.

Recent Accomplishments

1. The Strategic Planning Committee completed the Climate Survey and drafted the new mission statement during 1998 and 1999.
2. The annual report, the budget, and the campus master plan are completed annually.

Short-Term Goals [1-2 years]

1. Publish a shortened version of the annual report to report to the public on Dixie State College's progress.
2. Devise an effective organization for campus policies and re-organize current policies according to some clear rationale (exhibit 1.50, Draft of Possible Policy Re-Organization).

Long-Term Goals [3-10 years]

1. Continue to tie all planning and assessment efforts to the mission statement, such that the mission statement continues in its role of forming a shared sense of vision and direction.
2. Undertake a new Climate Survey process and, if necessary, revise the mission statement. The Climate Survey process was conducted in 1994 and 1999, and it should be repeated about every five years. Also, the mission statement was revised in 1982, 1992, 1994, and 1999. The mission statement will be reviewed and updated as conditions dictate.
Adam Jensen is another student who not only got an education at Dixie State College but a fast track to a fine career opportunity as well. He left DSC with an associate of science degree, two drafting certificates, and a job with a local firm as a draftsman.

A graduate of Pine View High in St. George, Adam had heard from students already attending DSC about the reputation of the drafting program. “I’d heard a lot of rumors about other colleges that try to scare off freshman and intimidate incoming students,” he says. “But what I heard about Dixie was positive, and what I’ve experienced is a lot of personal time with my professors and a friendly atmosphere.”

He adds that he received one-on-one mentoring from teachers and developed close relationships with them. “My professors are accomplished professionals who teach at the college. I’m sure other universities also have great teachers, but students there probably don’t get the same personal touch I get here,” says Adam. “Because of this contact I now have a job at Leslie A. Stoker and Associates architectural firm where I work for one of my former teachers on a daily basis.”

Adam plans to attend the University of Utah where he will continue his studies in architecture.
Chapter Two-A:
Educational Program Purpose and Overview

Purpose and Overview

This chapter is the heart of Dixie State College's self-study. Its organization and analysis are complicated, and a general orientation will serve the reader well. This chapter will synthesize and integrate various themes, including the purposes of self-study, especially appraisal and recommendation, the College's mission and achievement of the College's educational goals, the Northwest Association of Schools and Colleges accreditation standards as they apply to the College's educational programs, and finally Dixie State's curriculum and academic structure. These themes are woven together in narrative and analysis in three main chapter sections:

First, in the Purpose and Overview section, evaluators will learn about Dixie State's educational mission and the College's compliance with general accreditation standards, including 1) sufficiency of human, physical, financial resources; 2) the design, review and approval of curriculum; and 3) the integration of library and information resources. Also, in this section evaluators will read 4) an introduction to the College's lower- and upper-division educational programs. In this section, the College, which has informal candidate status at the baccalaureate level, makes formal application to be fully accredited at that level.

Second, in the Appraisal and Projection section, evaluators will learn about the College's assessment efforts as they apply to the five educational goals in the College's mission: 1) developmental education, 2) lower-division education, 3) upper-division education, 4) applied technology education, and 5) community services and continuing education. Overarching these five educational goals is the central theme in Dixie State's mission statement and the central theme of this self-study -- that the College "helps student achieve their academic, career, and life goals." Therefore, in the Appraisal and Projection section, the reader will learn of the College's assessment and effectiveness in promoting student goal achievement.

Finally, in the Department and Program Overview section, evaluators will learn about the effectiveness of specific educational programs of the College. When Dr. Larry Stevens make his preliminary accreditation visit in October 2000, he proposed that nine evaluators be assigned to review specific educational offerings (exhibit 2.19, Dr. Larry Stevens Letter, 11-20-2000). This section is organized to facilitate these evaluators' assignments, organizing materials according to the proposed assignments of these nine evaluators. Each evaluator will find a general perusal of the educational offerings, which will point the evaluator toward more specific resources that can be used in the evaluation.

As the heart of Dixie State's self study, this chapter's organization is complex, and evaluators are asked to keep its structure in mind as they proceed through its complicated materials. Also, to gain an overview of all educational offerings, it may be helpful first to review the Academic Program Cost Study Summary, 2000-2001 (G.4), portions of which are included below. For the College's various educational programs, this report shows the comparative enrollments (as measured by "full-time-equivalents" or FTE's) and the number of faculty members teaching in the program (again as measured by "full-time-equivalents"). The report provides a good overall view of the College's programs and their relative sizes:
<table>
<thead>
<tr>
<th>Program/Division</th>
<th>Annualized FTE Students</th>
<th>FTE Faculty</th>
<th>Student - Faculty Ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Instruction</td>
<td>3,889.90</td>
<td>227.43</td>
<td>17.10</td>
</tr>
<tr>
<td><strong>Vocational Education</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lower Division</td>
<td>3,156.98</td>
<td>126.63</td>
<td>24.93</td>
</tr>
<tr>
<td>Upper Division</td>
<td>49.00</td>
<td>5.16</td>
<td>9.50</td>
</tr>
<tr>
<td><strong>BUSINESS</strong></td>
<td>286.52</td>
<td>20.69</td>
<td>13.85</td>
</tr>
<tr>
<td>Hospitality-Travel Systems</td>
<td>9.56</td>
<td>0.89</td>
<td>10.74</td>
</tr>
<tr>
<td>Hospitality-Airline Flight Attendant</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td>Information Systems -Office Information</td>
<td>8.94</td>
<td>0.88</td>
<td>10.16</td>
</tr>
<tr>
<td>Management-General Business</td>
<td>100.72</td>
<td>5.60</td>
<td>17.99</td>
</tr>
<tr>
<td>Management-Economics</td>
<td>48.20</td>
<td>1.31</td>
<td>36.79</td>
</tr>
<tr>
<td>Management-Management/Marketing</td>
<td>36.50</td>
<td>0.94</td>
<td>38.83</td>
</tr>
<tr>
<td>Management-Fashion Retail</td>
<td>5.84</td>
<td>0.57</td>
<td>10.25</td>
</tr>
<tr>
<td>Management-Accounting</td>
<td>53.76</td>
<td>3.64</td>
<td>14.77</td>
</tr>
<tr>
<td>General-Dixie Business Alliance</td>
<td>0.00</td>
<td>3.11</td>
<td>0.00</td>
</tr>
<tr>
<td>Business Administration - Upper Division</td>
<td>23.00</td>
<td>3.75</td>
<td>6.13</td>
</tr>
<tr>
<td><strong>COMPUTER &amp; INFORMATION</strong></td>
<td>480.63</td>
<td>24.74</td>
<td>19.43</td>
</tr>
<tr>
<td>Drafting</td>
<td>27.20</td>
<td>2.54</td>
<td>10.71</td>
</tr>
<tr>
<td>Graphic Arts</td>
<td>27.26</td>
<td>1.41</td>
<td>19.33</td>
</tr>
<tr>
<td>Visual Technology</td>
<td>74.36</td>
<td>4.55</td>
<td>16.34</td>
</tr>
<tr>
<td>Computer Science</td>
<td>34.00</td>
<td>1.60</td>
<td>21.25</td>
</tr>
<tr>
<td>Information Systems -Computer Information</td>
<td>288.72</td>
<td>13.25</td>
<td>21.79</td>
</tr>
<tr>
<td>Computer Skills/Personal Recreation</td>
<td>10.09</td>
<td>0.39</td>
<td>25.87</td>
</tr>
<tr>
<td>Computer Information Technology - Upper Division</td>
<td>19.00</td>
<td>1.00</td>
<td>19.00</td>
</tr>
<tr>
<td><strong>FAMILY &amp; CONSUMER SCIENCES</strong></td>
<td>151.07</td>
<td>7.16</td>
<td>21.10</td>
</tr>
<tr>
<td>Family &amp; Consumer Science</td>
<td>151.07</td>
<td>7.16</td>
<td>21.10</td>
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<tr>
<td><strong>TECHNOLOGY</strong></td>
<td>145.52</td>
<td>15.13</td>
<td>9.62</td>
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<tr>
<td>Electronics</td>
<td>1.14</td>
<td>0.10</td>
<td>11.40</td>
</tr>
<tr>
<td>Construction</td>
<td>48.30</td>
<td>3.48</td>
<td>13.88</td>
</tr>
<tr>
<td>Auto Mechanics</td>
<td>42.12</td>
<td>4.12</td>
<td>10.22</td>
</tr>
<tr>
<td>Air Pilot</td>
<td>19.18</td>
<td>4.67</td>
<td>4.11</td>
</tr>
<tr>
<td>Auto Body</td>
<td>34.78</td>
<td>2.76</td>
<td>12.60</td>
</tr>
<tr>
<td><strong>HEALTH OCCUPATIONS</strong></td>
<td>159.56</td>
<td>38.34</td>
<td>4.16</td>
</tr>
<tr>
<td>Health Occupations-Nursing</td>
<td>87.46</td>
<td>17.79</td>
<td>4.92</td>
</tr>
<tr>
<td>Health Occupations-Paramedic</td>
<td>41.10</td>
<td>7.48</td>
<td>5.49</td>
</tr>
<tr>
<td>Health Occupations-Dental</td>
<td>31.00</td>
<td>9.30</td>
<td>3.33</td>
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</table>
## 2000-2001 Enrollment Summary Information

<table>
<thead>
<tr>
<th>Program/Division</th>
<th>Annualized FTE Students</th>
<th>FTE Faculty</th>
<th>Student - Faculty Ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td>Health Occupations-Training Programs</td>
<td>0.00</td>
<td>3.77</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>PHYSICAL EDUCATION</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fitness Center</td>
<td>164.83</td>
<td>1.20</td>
<td>137.36</td>
</tr>
<tr>
<td>Physical Education</td>
<td>121.04</td>
<td>4.17</td>
<td>29.03</td>
</tr>
<tr>
<td><strong>FINE AND PERFORMING ARTS</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Music</td>
<td>92.33</td>
<td>7.67</td>
<td>12.04</td>
</tr>
<tr>
<td>Theatre Arts</td>
<td>61.12</td>
<td>5.05</td>
<td>12.10</td>
</tr>
<tr>
<td>Ceramics</td>
<td>17.80</td>
<td>0.81</td>
<td>21.98</td>
</tr>
<tr>
<td>Forensics</td>
<td>4.42</td>
<td>0.61</td>
<td>7.25</td>
</tr>
<tr>
<td>Dance</td>
<td>27.08</td>
<td>1.29</td>
<td>20.99</td>
</tr>
<tr>
<td>Art</td>
<td>146.12</td>
<td>7.28</td>
<td>20.07</td>
</tr>
<tr>
<td>Communication</td>
<td>158.98</td>
<td>7.53</td>
<td>21.11</td>
</tr>
<tr>
<td><strong>GENERAL EDUCATION</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Developmental Reading</td>
<td>15.90</td>
<td>1.10</td>
<td>14.45</td>
</tr>
<tr>
<td>Developmental Math</td>
<td>109.98</td>
<td>4.62</td>
<td>23.81</td>
</tr>
<tr>
<td>Developmental Composition</td>
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<td>5.29</td>
<td>6.13</td>
</tr>
<tr>
<td>General Co-op</td>
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<td>13.52</td>
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<td><strong>SOCIAL SCIENCES AND HUMANITIES</strong></td>
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<td>13.90</td>
<td>0.49</td>
<td>28.37</td>
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<tr>
<td>Sociology</td>
<td>41.00</td>
<td>1.72</td>
<td>23.84</td>
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<td>116.44</td>
<td>3.38</td>
<td>34.45</td>
</tr>
<tr>
<td>Foreign Language</td>
<td>95.81</td>
<td>4.23</td>
<td>22.65</td>
</tr>
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<td>Political Science</td>
<td>29.16</td>
<td>0.57</td>
<td>51.16</td>
</tr>
<tr>
<td>Orientation &amp; Honors</td>
<td>39.41</td>
<td>0.27</td>
<td>145.96</td>
</tr>
<tr>
<td>History</td>
<td>122.40</td>
<td>2.82</td>
<td>43.40</td>
</tr>
<tr>
<td>Criminal Justice</td>
<td>22.50</td>
<td>1.15</td>
<td>19.57</td>
</tr>
<tr>
<td>Composition</td>
<td>317.50</td>
<td>19.72</td>
<td>16.10</td>
</tr>
<tr>
<td>Humanities</td>
<td>119.00</td>
<td>3.27</td>
<td>36.39</td>
</tr>
<tr>
<td><strong>NATURAL SCIENCES</strong></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Chemistry</td>
<td>76.54</td>
<td>4.68</td>
<td>16.35</td>
</tr>
<tr>
<td>Geology</td>
<td>58.50</td>
<td>3.19</td>
<td>18.34</td>
</tr>
<tr>
<td>Life Sciences</td>
<td>261.11</td>
<td>12.97</td>
<td>20.13</td>
</tr>
<tr>
<td>Mathematics</td>
<td>315.59</td>
<td>10.52</td>
<td>30.00</td>
</tr>
<tr>
<td>Physics</td>
<td>52.72</td>
<td>3.33</td>
<td>15.83</td>
</tr>
</tbody>
</table>

*from c:/ ... /accred/two/enrollment summary*
Mission Statement

For several decades, Dixie College has functioned as a comprehensive community college with educational offerings that are typical for this institution type, providing students with developmental skills, applied technology and vocational education, lower-division general and transfer education, and continuing education and other community educational services. Through these programs, the College has awarded degrees that are typical to comprehensive community colleges -- associate of science, associate of arts, associate of applied science, and vocational certificates. In the past few years, the Utah System of Higher Education designed and implemented two discipline-specific associate degrees, the Associate of Science Degree in Pre-Engineering and the Associate of Science Degree in Business, and Dixie State College has offered these for two or three years. Beginning in Fall 1999, the Commission on Colleges and Universities awarded Dixie State College of Utah informal candidate status at the baccalaureate level (exhibit 2.18, Elman Letter - Informal Candidate Status at Baccalaureate Level, 3-31-2000), and the College began two baccalaureate degrees, business administration and computer information technology. In fall of 2001, the state Board of Regents approved the College's proposal for a third degree in elementary education, and this program begins its first term in Fall 2002. In coming years, the College intends to seek approval for expanded offerings at the baccalaureate level. Within these degree offerings, the full-time faculty design and develop the curriculum, which is approved through standing College committees and councils.

Established in 1911, the College is a reputable and mature institution that offers quality educational programs. Despite having undergone a variety of transitions and transformations, the College's highly stable and excellent programs of study rest on a long-standing history of strategic and educational planning that is responsive to the needs of individual students, the community, and the State of Utah.

Serving as one of ten institutions in the Utah System of Higher Education (USHE), Dixie State College of Utah fulfills its assigned role as an open-admission, comprehensive community college that offers a limited number of quality baccalaureate programs (exhibit G.15, Regents' Master Plan 2000: A Commitment to the People of Utah, page 10). Dixie State has carefully prepared a mission statement that is responsive to the Regents' assignment, the community's needs, and the students' educational goals (exhibit G.1, Mission Statement and the discussion of the mission in Chapter 1, page 29). After preparing its mission statement, the College has made considerable effort to ensure that all specific objectives of educational activities articulate with the mission statement. When asked, a faculty member should be able to describe the taxonomy of any single course objective listed in any syllabus, ultimately showing how that course objective links with more general educational objectives and with the institutional mission statement. Thus, all educational activities, even down to course objectives, are undertaken with conceptual connection to the mission.

Level Two Goals: Dixie State College's mission statement lists six goals, five of which relate to educational programming, and one of which relates to student support services. In order to establish the linkage between specific educational activities and the mission statement, the College has written and approved "Level-Two Goals" -- six brief documents that describe and elaborate the broad educational goals of the mission statement (exhibit G.2, Level Two Goals).

To link the course objectives conceptually to the mission, faculty members will refer to how a course objective relates to Level-Two Goals. For example, the following objective is found in the syllabus of MATH 1030, Quantitative Reasoning: "Students will perform mathematical processes including fractions, percentages, decimals, proportions/ratios, algebraic equations and/or calculus techniques" (exhibit 2.2, G. E. Course Common Learning Objectives). This course objective links with the following Level-Two objective: "Dixie State College's general education program will provide students with prerequisite skills, including -- mathematical and quantitative analysis skills . . . ." And finally, this Level-Two goal links with one of the six goals in Dixie State's mission statement: "Dixie State College of Utah will provide -- Lower-division education that leads to career- or transfer-oriented associate degrees or baccalaureate degrees. . . ."

Course Objectives: Evaluators will find that all course syllabi include statements of intended learning outcomes (exhibit 2.3, All Course Syllabi for Past Two Years). The course objectives that appear
in course syllabi articulate with level-two goals and finally the institutional mission statement. Courses offered in multiple sections (such as ENGL 1010) and courses that fulfill the same general education requirement (such as GEOL 1010 and CHEM 1010, which both fulfill the physical science requirement) address common curricular aims and have common learning objectives, which appear in all course syllabi. These objectives give guidance to faculty and ensure a rough parity of content and learning among multiple sections of the same course; however, common learning objectives are not intended to limit academic freedom, and in practice they do not limit the faculty's ability to creatively structure student learning in unique ways. While similar courses should address similar objectives, faculty should have latitude to teach in creative and distinctive ways.

Dixie State seeks to balance uniformity of course content and academic freedom. To do so, faculty have drafted and approved sets of learning objectives that appear in all courses that fulfill the same general education requirement. All syllabi of ENGL 1010, for example, contain a common set of learning objectives. Likewise, both GEOL 1010 and CHEM 1010 share a common set of learning objectives. These sets of learning objectives are short (usually only three or four statements), and in their different syllabi, faculty members usually include unique learning objectives to individualize and adapt their courses, while still ensuring that common learning objectives are addressed in the multiple sections of courses that fulfill the same requirement (exhibit 2.2, G. E. Course Common Learning Objectives). Program assessments in general education are based on the common learning objectives.

General Requirements

**Sufficiency of Resources**: Dixie State College provides sufficient human, physical, and financial resources to adequately support the educational program.

**Faculty and Student Support Personnel**: Employee demographics are described in each year's annual report (exhibits G.5, Annual Report 1998-1999; G.6, Annual Report 1999-2000, and G.7, Annual Report 2000-2001). For example, the following are the reported numbers of full-time faculty for the past several years:

<table>
<thead>
<tr>
<th>Year</th>
<th>Number of Full-Time Contract Faculty</th>
<th>Total Compensation</th>
<th>Average Compensation</th>
</tr>
</thead>
<tbody>
<tr>
<td>00-01</td>
<td>88</td>
<td>$3,987,447*</td>
<td>$42,611.00*</td>
</tr>
<tr>
<td>99-00</td>
<td>81</td>
<td>$3,282,354</td>
<td>$40,522.89</td>
</tr>
<tr>
<td>98-99</td>
<td>80</td>
<td>$3,179,977</td>
<td>$39,749.71</td>
</tr>
<tr>
<td>97-98</td>
<td>73</td>
<td>$2,913,710</td>
<td>$39,913.84</td>
</tr>
<tr>
<td>96-97</td>
<td>71</td>
<td>$2,807,017</td>
<td>$39,535.45</td>
</tr>
</tbody>
</table>

Exhibit 4.5, Faculty Salary Data, Including Overload and Contract Rates

The ratio of students to faculty in specific programs is reported in the Enrollment Summary table above. Following are the reported student/faculty ratio for the institution overall:

<table>
<thead>
<tr>
<th>Year</th>
<th>Faculty/Student Ratio For the institution overall</th>
</tr>
</thead>
<tbody>
<tr>
<td>00-01</td>
<td>one to 17.10</td>
</tr>
<tr>
<td>99-00</td>
<td>one to 17.79</td>
</tr>
<tr>
<td>98-99</td>
<td>one to 19.37</td>
</tr>
<tr>
<td>97-98</td>
<td>one to 19.82</td>
</tr>
<tr>
<td>96-97</td>
<td>one to 20.19</td>
</tr>
</tbody>
</table>
For purposes of comparison, following are student-faculty ratios at all Utah System of Higher Education institutions for the 1999-2000 year:

<table>
<thead>
<tr>
<th>Institution</th>
<th>Voc</th>
<th>Lower</th>
<th>Upper</th>
<th>Bsc Grad.</th>
<th>Adv Grad.</th>
<th>All Levels</th>
</tr>
</thead>
<tbody>
<tr>
<td>U of U</td>
<td>21.3</td>
<td>15.7</td>
<td>9.8</td>
<td>5.5</td>
<td>14.5</td>
<td>14.5</td>
</tr>
<tr>
<td>USU</td>
<td>22.6</td>
<td>36.1</td>
<td>17.0</td>
<td>11.7</td>
<td>7.6</td>
<td>21.3</td>
</tr>
<tr>
<td>WSU</td>
<td>20.8</td>
<td>26.2</td>
<td>12.9</td>
<td>9.6</td>
<td></td>
<td>19.4</td>
</tr>
<tr>
<td>SUU</td>
<td>21.4</td>
<td>22.4</td>
<td>20.3</td>
<td>24.8</td>
<td></td>
<td>21.6</td>
</tr>
<tr>
<td>Snow College</td>
<td>17.3</td>
<td>20.7</td>
<td></td>
<td></td>
<td></td>
<td>19.4</td>
</tr>
<tr>
<td>Dixie State College</td>
<td>9.2</td>
<td>23.7</td>
<td></td>
<td></td>
<td></td>
<td>17.8</td>
</tr>
<tr>
<td>CEU</td>
<td>15.2</td>
<td>19.2</td>
<td></td>
<td></td>
<td></td>
<td>17.6</td>
</tr>
<tr>
<td>UVSC</td>
<td>16.1</td>
<td>22.4</td>
<td>20.5</td>
<td></td>
<td></td>
<td>19.9</td>
</tr>
<tr>
<td>SLCC</td>
<td>13.7</td>
<td>22.9</td>
<td></td>
<td></td>
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<td>5.7</td>
<td>18.1</td>
</tr>
<tr>
<td>Education</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Source: 1999-00 USHE Cost Study, exhibit G.23, Utah System of Higher Education FACTS AT A GLANCE.

Like most community colleges, Dixie State College relies on adjunct instructors. As enrollments at the College have grown, the ratio of adjunct instruction has also increased. Regents 1999-2000 Data Book (exhibit G.48, page 15) reports that, while in 1998 part-time instructors provided 42 percent of total instruction at Dixie State, by Fall of 2000, this percentage had grown to 49.2 percent. (For this study, percentage of adjunct instruction includes regular faculty overload, part-time and adjunct instruction, and teaching assistants.)

Following is a comparison of higher education employment classes in Utah, showing the ratio of all full-time employees to student FTE's:

<table>
<thead>
<tr>
<th>Institution</th>
<th>Student Enrollment</th>
<th>FTE</th>
<th>Admin</th>
<th>Faculty</th>
<th>Total FTE</th>
<th>Number of Students per FTE Employee</th>
</tr>
</thead>
<tbody>
<tr>
<td>University of Utah</td>
<td>19,406.3</td>
<td>157.5</td>
<td>2,2693.0</td>
<td>9,627.0</td>
<td>12,023.5</td>
<td>1.6</td>
</tr>
<tr>
<td>Utah State University</td>
<td>15,361.7</td>
<td>224.5</td>
<td>778.5</td>
<td>1,602.5</td>
<td>2,605.5</td>
<td>5.9</td>
</tr>
<tr>
<td>Weber State University</td>
<td>10,965.3</td>
<td>45.5</td>
<td>567.5</td>
<td>902.5</td>
<td>1,515.5</td>
<td>7.2</td>
</tr>
<tr>
<td>Southern Utah University</td>
<td>4,993.0</td>
<td>41.5</td>
<td>263.0</td>
<td>308.0</td>
<td>612.5</td>
<td>8.2</td>
</tr>
<tr>
<td>Snow College</td>
<td>2,686.3</td>
<td>27.0</td>
<td>102.0</td>
<td>131.0</td>
<td>260.0</td>
<td>10.3</td>
</tr>
<tr>
<td>Dixie State College</td>
<td>3,793</td>
<td>37.5</td>
<td>169.5</td>
<td>195.0</td>
<td>402.0</td>
<td>9.4</td>
</tr>
<tr>
<td>College of Eastern Utah</td>
<td>1,927.3</td>
<td>9.0</td>
<td>82.5</td>
<td>153.0</td>
<td>244.5</td>
<td>7.9</td>
</tr>
<tr>
<td>Utah Valley State College</td>
<td>12,561</td>
<td>58.0</td>
<td>581.0</td>
<td>801.5</td>
<td>1,440.5</td>
<td>8.7</td>
</tr>
<tr>
<td>Salt Lake Community College</td>
<td>11,481.7</td>
<td>40.0</td>
<td>319.0</td>
<td>519.0</td>
<td>950.0</td>
<td>12.1</td>
</tr>
<tr>
<td>Utah System of Higher Education Total</td>
<td>83,176.0</td>
<td>640.5</td>
<td>5,102.0</td>
<td>14,311.5</td>
<td>20,054.0</td>
<td>4.1</td>
</tr>
</tbody>
</table>

(Exhibit 2.14, The Fiscal Analyst's Office, Utah System of Higher Education Growth in Enrollment and Employment, June 13, 2000. This report also compares the regional data for the number of staff per student and the number of administrators per student.)
Facilities, Scheduling and Equipment: Providing classrooms, technical support, library, studio and laboratory facilities for a student body that has doubled in the past decade has required creativity, flexibility, and resourcefulness. Nevertheless, academic departments report that physical facilities are generally sufficient, despite occasional complaints about crowding and some degree of resource scarcity.

Certainly, meeting the needs of the past decade's growth has required, first, that the College use its facilities with great efficiency, and second, that the College acquire additional classroom and laboratory space. In its 1992 report, the evaluating team recommended that the College implement an enrollment management plan. The team noted inconsistencies in classroom scheduling based on the sense that classroom space was proprietary, "owned" by an academic unit that excluded other units from using the space. In response, the College implemented what the interim evaluator called "an impressive software tool" and eliminated the sense of unit ownership by passing a space utilization policy (exhibit P6.17, Policy on Scheduling of Campus Facilities). The College strives to balance two values: On the one hand, the College strives to promote facility stewardship, in which faculty and staff take pride in and care for the facilities in which they work; on the other hand, the College seeks to eliminate proprietary exclusivity. For example, when the College recently took ownership of an instructional building, it planned to house the math program in the new space, and employees began calling the facility "The Math Building." Central administrators eschewed this name, and the building was officially designated "The North Instructional Building" to avoid the idea than any single unit has exclusive facility ownership. When there is a need for instructional space, the entire inventory of instructional space is made available to effectively meet student demand.

The College's instructional space inventory has grown in recent years. Following is the College inventory of instructional space, as of March 2001:

<table>
<thead>
<tr>
<th>Bldg #</th>
<th>Bldg Abv</th>
<th>Bldg Name</th>
<th>Yr Const / OCCUPIED</th>
<th>Gross Sq. Ft.</th>
</tr>
</thead>
<tbody>
<tr>
<td>5400</td>
<td>ALM</td>
<td>Alumni House</td>
<td>1920 / 1990</td>
<td>2046</td>
</tr>
<tr>
<td>730</td>
<td>CON</td>
<td>Conference Center</td>
<td>1956 / 1995</td>
<td>22,319</td>
</tr>
<tr>
<td>6657</td>
<td>CS</td>
<td>Conference Center Storage</td>
<td>1956 / 1995</td>
<td>861</td>
</tr>
<tr>
<td>713</td>
<td>GYM</td>
<td>Gymnasium</td>
<td>1956</td>
<td>38,063</td>
</tr>
<tr>
<td>6517</td>
<td>ADV</td>
<td>Advisement Center</td>
<td>1962</td>
<td>9,745</td>
</tr>
<tr>
<td>708</td>
<td>FAC</td>
<td>Graff Fine Arts Center</td>
<td>1962</td>
<td>39,156</td>
</tr>
<tr>
<td>711</td>
<td>FCS</td>
<td>Family Consumer Science</td>
<td>1963</td>
<td>18,333</td>
</tr>
<tr>
<td>8644</td>
<td>NIB</td>
<td>North Instructional Building</td>
<td>1963 / 2001</td>
<td>33,662</td>
</tr>
<tr>
<td>727</td>
<td>RAC</td>
<td>Racquetball Courts</td>
<td>1966</td>
<td>2,387</td>
</tr>
<tr>
<td>710</td>
<td>LIB</td>
<td>Val A. Browning Library</td>
<td>1966 / 1993</td>
<td>47,055</td>
</tr>
<tr>
<td>6993</td>
<td>AUT</td>
<td>Automotive Building</td>
<td>1968</td>
<td>15,686</td>
</tr>
<tr>
<td>6518</td>
<td>MCD</td>
<td>Mcdonald Center</td>
<td>1968</td>
<td>19,815</td>
</tr>
<tr>
<td>6519</td>
<td>TEC</td>
<td>Technology Building</td>
<td>1968</td>
<td>7,812</td>
</tr>
<tr>
<td>729</td>
<td>SSC</td>
<td>Edith S Whitehead Student Service C</td>
<td>1969 / 1997</td>
<td>33,580</td>
</tr>
<tr>
<td>8601</td>
<td>NPZ</td>
<td>North Plaza</td>
<td>1976 / 1999</td>
<td>39,315</td>
</tr>
<tr>
<td>5404</td>
<td>ZA</td>
<td>Zion Amphitheater</td>
<td>1976</td>
<td>5,510</td>
</tr>
<tr>
<td>6516</td>
<td>APH</td>
<td>Airport Hanger</td>
<td>1979</td>
<td>5,840</td>
</tr>
<tr>
<td>2195</td>
<td>JEN</td>
<td>Jennings Technology Center</td>
<td>1979</td>
<td>28,113</td>
</tr>
<tr>
<td>6521</td>
<td>CED</td>
<td>Community Education</td>
<td>1984</td>
<td>1,448</td>
</tr>
</tbody>
</table>
The College has made several major additions to instructional space, including the following important developments: In 1996, the College completed construction of the Udvar-Hazy School of Business, a large and modern classroom and office facility. In 1998, the College acquired a four-building complex, formerly the Dixie Center, and renamed it the Avenna Center. This complex includes a sports arena, a 1200-seat auditorium, a fitness center, and a large convention hall which the College remodeled into a state-of-the-art computer center where students receive open-entry instruction at 300 workstations. In 1999, the College acquired an adjacent facility, formerly a grocery store, and remodeled it into a classroom and laboratory facility. In 2001, the College acquired a large classroom and office facility adjacent to the campus, formerly an instructional building operated by the Church of Jesus Christ of Latter-day Saints. These four developments have helped the College accommodate enrollment growth.

Some College facilities are inadequate for their changing educational purposes, and some educational programs find themselves with less-than-optimal accommodations. Chief among these educational units are the fine arts and the health sciences. The Graff Fine Arts Center, constructed in 1962, houses theatre, art, and music programs, and provides classrooms for communication and general instructional purposes. This building was never designed for either ADA access or for the size of programs currently offered in these departments, and in 1999, portions of the building were condemned for fire code violations. From 2000 through 2002, the College has negotiated the demolition and replacement of this facility. At the time of the current draft, the College is preparing for the building's demolition, relocating all offices and classes. Construction on a new facility begins during the fall of 2002.

The College has recently developed a range of health science programs, including, nursing, dental hygiene, and EMT/Paramedics. These programs were initially accommodated in the Family and Consumer Science Building, but with growth, they have been forced to seek scattered accommodations, both on- and off-campus. During summer 2002, these programs will move into the Jennings Building, which will be a temporary home while the College seeks approval to build more appropriate facilities.

The size and complexity of science laboratories is a financial and logistic challenge that has been challenging for the College. All science programs (chemistry, biology, physics, and geology) provide modern and well equipped laboratories and stock rooms that house very costly equipment. These labs provide learning support for both general education science courses and more advanced lower-division transfer courses. Recently, however, the College has scaled back laboratory use because demand exceeded the facilities’ capacity. In 1995, the "G.E. Committee" stated the goal that all associate degree students, regardless of their major, would have "hands-on experience" through at least one required science
laboratory course. This ambitious requirement, not commonly found in the curriculum of colleges and universities across the nation, required that the College provide personnel, equipment, and facilities for huge numbers of students. In any semester, hundreds of general education students were instructed in the use of scientific laboratory equipment, testing the limits of the College's lab facilities. At the time of this draft, the Academic Council is finalizing a proposal to remove the requirement for a laboratory component for introductory science courses.

Also, the College's advanced labs are complicated and difficult to manage, involving highly technical equipment and teaching aids (FT-IR's, autoclaves, physics equipment, cadavers, chemistry ventilation hoods, etc.). In particular, with the addition of health science programs, enrollments in advanced biology labs have grown, especially in the College's advanced microbiology and anatomy labs. Because of the intensive, one-on-one nature of these labs, this curricular requirement constrains enrollments in health science programs.

Applied technology education (ATE) programs at Dixie State College are especially dependent on specialized equipment in order to provide the level of training expected by program advisory committees (primarily representatives from business and industry). These committees continually review training programs to insure that the curriculum, equipment, and facilities meet a level of training which will prepare students for careers in business and industry. Because these programs require substantial funding beyond the regular budget provided by the College, several other resources are used. The Board of Regents has included an add-on component in their FTE funding formula which provides additional funding for student credit hours generated by ATE students. Referred to as "Maintenance of Effort" (MOE) funds, these additional funds are primarily used for the purchase of specialized equipment. In addition to MOE funding, each year the College writes a federal Carl Perkins grant application, and when approved, these funds provide specific ATE support, including equipment. Business and industry donations and grants provide an additional resource for programs. Most ATE programs have benefited from the generous support of local, state and national businesses. Usually this support is in the form of equipment and/or scholarships to help programs to continue at a level that allows students to receive state-of-the-art training.

The College's inventory of instructional square footage shows sufficiency. Perhaps a better indicator is the ratio of FTE to instructional space square footage. The Utah Office of the Legislative Fiscal Analyst reported that Dixie State's "Gross Square Footage was 674,150 in Fall 1999. At that point, the College's FTE was 3667, for a ratio of 183.84 square feet per student. Following is state and regional data from that report:

<table>
<thead>
<tr>
<th>Gross Square Footage, Fall 1999</th>
</tr>
</thead>
<tbody>
<tr>
<td>University of Utah</td>
</tr>
<tr>
<td>Utah State University</td>
</tr>
<tr>
<td>Weber State University</td>
</tr>
<tr>
<td>Southern Utah University</td>
</tr>
<tr>
<td>Snow College</td>
</tr>
<tr>
<td><strong>Dixie [State] College</strong></td>
</tr>
<tr>
<td>College of Eastern Utah</td>
</tr>
<tr>
<td>Utah Valley State College</td>
</tr>
<tr>
<td>Salt Lake Community College</td>
</tr>
<tr>
<td><strong>USHE Total</strong></td>
</tr>
</tbody>
</table>

The report also shows the following regional data:
State | Number of Colleges | Students | Square Foot Per Student
---|---|---|---
Arizona | 3 | 65,368 | 356.82
Colorado | 28 | 143,139 | 245.87
Nevada | 6 | 44,589 | 177.33
New Mexico | 12 | 56,620 | 263.16
Utah | 9 | 83,191 | 280.96

(Exhibit 2.15, Utah Square Footage Update, Office of the Legislative Fiscal Analyst.)

The College has aggressively built infrastructure for technology, and faculty and staff report that computer-related equipment and support is sufficient. As of Fall 2001, the Smith Computer Center, a nearly 20-thousand square foot classroom and lab facility, houses 300 state of the art computers and supports the College's Computer Information Technology department offerings, including a baccalaureate degree started in 1999. With several other major computer facilities, 416 instructional computers, and 44 highly equipped "smart classrooms," the College provides ample equipment and support to achieve its mission (exhibit 2.16, Fall 2001 Instructional Computer/ Smart Classroom Inventory).

**Financial Resources:** Each year the College completes a required cost study that tallies expenditures by academic program (exhibit G.4, Academic Program Cost Study Summary, 2000-2001; the Cost Study is published in greater detail each year in the College's annual reports, exhibits G.5, Annual Report 1998-1999; G.6, Annual Report 1999-2000, and G.7, Annual Report 2000-2001). This report shows by academic program the Full-Time Equivalent students (FTE), the direct cost per FTE, and the student-faculty ratio. The following data reflects direct instructional costs, including faculty salaries and benefits, supplies and equipment expenses, and department-level administrative and secretarial costs. The cost study shows the following average expenditure per FTE for the past several years:

<table>
<thead>
<tr>
<th>Year</th>
<th>FTE Students</th>
<th>Direct Cost Per FTE</th>
<th>Total Expenditure</th>
</tr>
</thead>
<tbody>
<tr>
<td>00-01</td>
<td>3889.90</td>
<td>$2,224</td>
<td>$8,651,137</td>
</tr>
<tr>
<td>99-00</td>
<td>3668.01</td>
<td>$2,126</td>
<td>$7,798,189</td>
</tr>
<tr>
<td>98-99</td>
<td>3448.41</td>
<td>$2,078</td>
<td>$7,165,796</td>
</tr>
<tr>
<td>97-98</td>
<td>3223.66</td>
<td>$1,968</td>
<td>$6,344,163</td>
</tr>
<tr>
<td>96-97</td>
<td>3025.46</td>
<td>$1,987</td>
<td>$6,011,589</td>
</tr>
<tr>
<td>95-96</td>
<td>2856.76</td>
<td>$2,043</td>
<td>$5,836,361</td>
</tr>
<tr>
<td>94-95</td>
<td>2618.47</td>
<td>$1,912</td>
<td>$5,006,515</td>
</tr>
</tbody>
</table>

Another indicator of sufficiency of financial resources is the fund balance carried forward each year. For the past several years, the following amounts of funding have been carried forward, including both restricted and non-restricted funding:

<table>
<thead>
<tr>
<th>Year</th>
<th>Fund Balance Carried Forward</th>
</tr>
</thead>
<tbody>
<tr>
<td>6/30/00</td>
<td>$5,388,807</td>
</tr>
<tr>
<td>6/30/99</td>
<td>$4,618,472</td>
</tr>
<tr>
<td>6/30/98</td>
<td>$4,411,853</td>
</tr>
<tr>
<td>6/30/97</td>
<td>$4,627,859</td>
</tr>
<tr>
<td>6/30/96</td>
<td>$4,099,838</td>
</tr>
</tbody>
</table>

Although its resources are adequate, the College feels continuous budget needs, particularly in the past year. In the economic recession that followed the September 11th terrorist attacks, Utah’s public...
revenues fell far short of projections, and the College had to implement budget cuts that, depending on the extent of the shortfall, may total more than ten percent of the College’s total budget. Despite this recent budget crisis, through careful financial planning and development, the College exercises appropriate stewardship over public funds, seeking to enhance program quality while maintaining affordability. In the past decade, the College has realized impressive revenue from its Institutional Development Office, supplementing austere state budgets (see Chapter 7, page 268 and exhibit 7.23, Institutional Development Resources, 1996-2001).

Program Development, Curriculum Design, Review and Approval

Dixie State College vests responsibility for the design, approval, and implementation of the curriculum in appropriate discipline faculty and faculty-driven committees, with clearly established channels of communication and control. The processes for curriculum design, review, and approval are clearly delineated in policy. All departments participate in the common processes of curriculum planning and approval, and two College bodies are charged with integrating each proposed curriculum adjustment or addition, the Curriculum Committee and the Academic Council.

As described in policy, "Before any curriculum change is implemented, it must be reviewed and approved by the Curriculum Committee, a standing committee reporting to the Academic Council, and it must in turn be reviewed and approved by the Academic Council." New academic programs are approved through a series of review and approval that involves the Academic Council, the College Council, the Board of Trustees, and the Board of Regents (exhibit P3.41, Policy on Curriculum Creation, Approval, Change and Review).

A policy approved in 2000 requires that all academic programs complete an in-depth program review at least once every five years (exhibit P3.43, Policy on Program Review). In preparation for accreditation, all academic programs of the College have completed this review process, and resulting materials are available in Academic Program Self-Study binders (exhibits 2.200 through 2.234). Also, as part of the program review procedure, the Academic Council prepared an "institutional response" which ranked the programs on the following scale: outstanding, commendable, acceptable, marginal, probationary. This response was then forwarded to the institutional Board of Trustees for its review and approval. In April and May of 2002, the Academic Council prepared the "institutional response," and Trustees approved that document on May 3, 2002 (exhibit 2.278, Program Review Institutional Response).

Collectively, the teaching faculty are the major force that governs the curriculum of the College. Four major curriculum events illustrate the faculty's central role in establishing the curriculum and ensuring its integrity: 1) the 1996 general education reform; 2) the 1998 conversion from the quarter- to the semester-calendar system; 3) the change of mission to add four-year programs; and 4) a faculty grass-roots movement to promote academic integrity which began in 1998 and continues today. Importantly, these curriculum events also illustrate that the College has undergone two or three very recent comprehensive and methodical reviews of curriculum design. Faculty have thoroughly debated curriculum design, weighed alternatives, and sifted details. These curricular events have resulted in curricular structures that are very coherent in design, carefully crafted in response to the institutional mission.

General Education Reform: In his Fall 1995 policy speech to all faculty and staff, President Huddleston issued a call to action for general education reform: "The general education program at Dixie needs careful analysis, and probably revision. Faculty must enter into this project free of self-interest and desire to protect turf. They should address such issues as why a course should have general education status, what general education should accomplish, and why the total credits required are higher at Dixie than at other institutions. In this discussion, faculty must be motivated by the students' best interest." In calling for a systematic review of general education, President Huddleston was responding to a widespread impression that the then-existing G.E. structure was based on campus politics and "turf," and not on a coherent educational rationale.
In days following this speech, President Huddleston asked Joe Peterson to lead a faculty committee to review general education. President Huddleston asked that this committee review and determine a rationale for virtually every aspect of the general education requirements, initially asking twenty-six sets of questions, such as the following (exhibit 2.5, 1995 Questions Concerning General Education):

1. What is Dixie College's philosophy of general education? How does a course qualify for G.E. Status? What are the criteria for evaluating whether or not a course should have G.E. status? Shouldn't those criteria be spelled out explicitly and applied strictly in evaluating courses?

2. In theory, a 200-level course is one which has a 100-level prerequisite; however, many 200-level courses at Dixie require no prerequisites. Should those courses either list a prerequisite or be re-numbered as 100-level courses?

3. Why does Mass Communications 171 offer communication skills credit, when its description clearly identifies it as a THEORY class -- one that develops knowledge but not skills, at least in the way that other skills courses do?

4. There are twenty required credits in the sciences, while there are only six in fine arts, six in humanities, and nine in social sciences. Are there too many science requirements?

For a year, a group of faculty members, the "G.E. Committee," met weekly to establish the philosophical grounding, the educational goals and objectives, and the basic structure of general education. Their work included a thorough analysis of all aspects of general education, from the global to the particular. Along the way, they . . .

1. Established the Dixie College philosophy of general education (exhibit 2.1, General Education Philosophy and Goals).

2. Established the outcomes of the general education components, including basic academic skills and core academic knowledge (exhibit 2.1, General Education Philosophy and Goals).

3. Established a "general education template," or a rubric whereby courses could be evaluated to determine whether they should have general education status (exhibit 2.11, General Education Course Survey [the "Template"]). This template was administered as a course survey, and program faculty used this instrument to analyze all courses that then had general educations status (exhibit 2.12, General Education Course Survey Results).

4. Designed the general architecture of Dixie's general education requirements.

5. Made dozens of particular determinations about specific courses. For example, the requirement for three physical education courses was removed. Several courses were removed from general education status, including COMM 151, Mass Communication, ENGL 220, Creative Writing, and Criminal Justice 101, Introduction to Criminal Justice. Also, two new requirements were added, a computer requirement for the Associate of Science and the Associate of Arts, and an oral communication requirement for the Associate of Science. Also, all students were required to take at least one science course that included a laboratory component.

Before 1995, the associate of science (AS) and the associate of arts (AA) degrees contained precisely the same degree requirements, with one exception: The AA degree included a fifteen-credit foreign language requirement not required for the AS. Otherwise, the two sets of requirements were identical. Under the new general education architecture, the AS and the AA differed in three important ways: First, the AS required students to take three science courses, while the AA only required two. Second, the AS included an oral communication requirement, while the AA included a foreign language requirement. And finally, the AA had more required credits and fewer electives than the AS (exhibit 2.54, 1996 Associate of Arts and Associate of Science Requirements).

While this important movement toward general education reform was initiated by President Huddleston and conducted under the administration of Dean Joe Peterson, it was thoroughly a faculty project. The faculty weighed the issues, debated, gathered data, and ultimately approved the final curriculum. The decision-making bodies that implemented the reforms were faculty committees, with clearly defined responsibilities and lines of communication (exhibit 2.22, Minutes of Curriculum Committee and Academic Council, 2000-2001). Throughout the experience, the G.E. Committee,
composed of faculty with broadly representative discipline backgrounds, would bring recommendations to the Curriculum Committee, also primarily a faculty committee. After the Curriculum Committee had approved curriculum changes, those changes were finally approved by the Academic Council, on which faculty members predominate.

The G.E. Committee articulated its intention that the philosophy of G.E., not campus politics, be the basis for making individual decisions about the curriculum. The committee wrote:

Quarter after quarter, individual decisions are made that affect the curriculum. Perhaps a course is added, a course is deleted, a requirement changed, or a course is given General Education status. These decisions may be based on many important variables—the convenience of students, the cost of instruction, the facilities of the college; however, central in these decisions should be the goals of General Education. If these goals are not central, the curriculum may lose its philosophical mooring and drift away from the original intent and planning of the General Education program. It is hoped that these descriptions of goals will form, like the US Constitution, a basis for decision-making and a firm mooring for a General Education program.

In the years since this committee did its work, debate about some of the basic determinations of the original G.E. Committee has continued. For example, the computer requirement was a subject of some controversy in 1996: Should the ability to use computers be classed alongside the abilities to read, write, and calculate as a general education skill? Many faculty members believed that computer skills are legitimate general education skills; others did not. In November 2000, the faculty were surveyed about general education structure once again (exhibit 2.8, 2000 Faculty Survey on General Education and exhibit 2.9, 2000 Faculty Survey on General Education Results), and faculty were asked if any requirement should be eliminated or reduced. Of 49 responders, 11 said the computer requirement should be eliminated, and 24 said it should be left as is. In conversations with faculty members, evaluators will find that the G.E. curriculum continues to be a divisive and politically charged topic. The educational environment, with a conversion from quarters to semesters and a mission change to add baccalaureate programs, has changed, and some faculty are skeptical that ongoing curriculum decisions are based on a coherent educational rationale rather than on campus politics.

The general education reform, however, was a major institutional review of the curriculum. It was undertaken with an assumed primacy of faculty views. Clearly, the general education requirements have enormous fiscal and administrative implications; however, these considerations were always in second, third, or fourth place behind the principal determinant, the faculty's appraisal of academic integrity.

The elimination of the G.E. physical education requirement illustrates that at Dixie State College the faculty's opinion of academic integrity predominates over administrative logistics. Before 1996, intercollegiate athletics and physical education instruction were administered together, and the coaches of competitive teams served also as physical education instructors. This arrangement was possible largely because all students were required to take three physical education courses. However, in 1996 when the G.E. Committee eliminated the physical education requirements from the G.E. curriculum, this combination of coaching and instruction was rendered ineffective. Some campus personnel understood the implications of eliminating the physical education requirements and argued that the physical education requirements should be maintained for administrative and logistical reasons. Nonetheless, the faculty view of the matter was that the physical education requirement did not belong in the G.E. curriculum, and this view predominated over other considerations.

Dixie State College's culture and climate vest the responsibility for the design, integrity, and implementation of the curriculum in the faculty.

Semester Conversion: In 1996, Utah's nine state supported colleges and universities were all on a quarter calendar, with one exception, Utah Valley State College, which had converted to a semester calendar four years previous, largely because of geographic proximity to Brigham Young University, which also had been on a semester calendar. Just as Dixie College completed general education reform, the
Regents began to weigh the costs and benefits of converting to a semester calendar. During the 1996 legislative session, just as Dixie's faculty were finalizing general education reform for the quarter calendar, a bill was passed mandating that all state supported colleges and universities convert to the semester calendar. This event required that intensive analysis and review of curriculum continue, and the College had to re-examine nearly every aspect of its curriculum (exhibit 2.70, Semester Conversion Curriculum Grids).

In general, the semester calendar lends itself to greater curricular depth and less curricular diversity. Where students had previously taken 96 quarter credits, allowing a broad range of curricular experiences, students would now take 63 semester credits, with fewer but more in-depth curriculum experiences. Pointing to the fact that over seventy percent of Utah students graduate with credits from more than one institution, the Utah System of Higher Education initiated the following efforts to facilitate transfer:

1. Common Course Numbering. The three-digit quarter course numbering system was replaced with a four-digit system, and there was an effort to standardize numbering across institutions. (Some diversity still exists among numbering systems, however.)

2. Policy on general education (exhibit 2.92, Regent Policy R465, General Education). This policy standardized four courses at all USHE institutions: ENGL 1010, Introduction to Writing; ENGL 2010, Intermediate Writing; MATH 1030, Quantitative Reasoning (or equivalent course); and an "American Institutions" requirement that may be fulfilled by taking HIST 1700 or POLS 1100.

3. Standardization and articulation of lower-division major requirements. The USHE began and still continues efforts to standardize lower-division major requirements. Faculty groups meet to define and establish common curricular goals.

On Dixie State College's campus, individual academic programs adjusted and improved their offerings to establish curriculum that would be effective in this new calendar. The change in calendar required modification of virtually every aspect of the curriculum (exhibit 2.70, Semester Conversion Curriculum Grids). These adjustments were disorienting for students, and the college made great efforts to advise and inform, including web sites and orientation classes (exhibit 2.71, "Quarters and Semesters -- Decisions, Decisions!" Student Pamphlet). Following are some of the types of curriculum changes that occurred:

1. Sequencing of developmental and college-level skills courses: In math and composition, the quarter calendar offered six terms in two years for students to complete the sequence of required courses; however, the semester calendar offered only four terms. Students could not take multiple developmental courses and still complete their degrees within two years. Whereas, under quarters, a student who needed a good deal of writing skill development could take two courses, ENGL 075 and ENGL 0920, before advancing to ENGL 101, the college-level composition course; and whereas, under quarters, a student needing a good deal of math skill development could take MATH 090, MATH 095, and MATH 096, before advancing to MATH 101, under the semester calendar, there were not enough terms for this diversity of coursework. Thus, the developmental curriculum was redesigned with fewer points of entry, longer and more in-depth courses, and altered sequencing that would allow students to complete their degrees.

2. Relative emphasis on general education or major requirements: Under the quarter calendar, students had comparatively greater opportunity for experimentation and for anticipating the requirements of intended majors. With fewer registration opportunities, students have fewer opportunities to use electives to fulfill anticipated major requirements, and the curricular emphasis has shifted slightly toward general education.

3. The new structure of general education: The 1995 general education reform had laid the groundwork for establishing a quarter-credit general education. Using the same philosophical principles and intended outcomes of general education, the G.E. Committee reconvened to establish the basic architecture of general education under the semester calendar (exhibit 2.55, 1998 Associate of Arts and Associate of Science Requirements).
Four-Year Status: Dixie State College's recent mission and name change illustrate that strong political and social forces intrude in, and at times provoke, the design and implementation of the curriculum. For years, faculty at Dixie College have considered a mission change. Faculty judgment has been profoundly ambivalent, with different faculty members expressing widely divergent attitudes: "I'd rather that Dixie be an exceptionally good two-year institution," one faculty was heard to say, "than a mediocre four-year institution." Some faculty, on the other hand, had great sympathy for place-bound students and protested perceived mistreatment by four-year institutions. However, the faculty by themselves could not effect a mission change. Such a change would require the interplay of powerful social, economic, political and educational forces.

Since his first year in office, President Huddleston has felt persistent community pressure to provide and then expand baccalaureate offerings in Washington County. In part to manage this political pressure, in 1994 he brought a proposal to the Regents in which he sought to define county population and student enrollment benchmarks for determining when a mission change would be appropriate (exhibit 2.131, Huddleston Resolution On Dixie College Becoming A Four-Year College, Submitted to Regents). The Regents rejected this proposal, and President Huddleston for many years endured relentless community pressure about the issue.

In 1995, a University Center was opened on the College campus, and the Regents provided funding to Dixie College in order to broker with regional universities for outreach four-year degrees. Universities initiated some programs that used a combination of distance education and on-campus instruction; however, the programs were implemented so inconsistently that student participants soon came to believe that these programs were not a viable way to complete a four-year degree. In 1996, Regents argued that the funding structure was the impediment to program quality . . . that, because Dixie College received the funding, not the provider institution (the university), the provider had no ownership. Therefore, funding was shifted, and the University Center finances were transferred to Southern Utah University (SUU). The University Center was renamed as the Southern Utah University - Dixie College Center (SUU-Dixie Center).

SUU and Dixie administrators met often to coordinate and plan class offerings; however, whenever Dixie officials asked for enhanced services (day-time class offerings, wider curriculum offerings, etc.), SUU claimed that the funding for those services had been exhausted and that the program was subsidized from other SUU accounts. Thus, in April 1997 when an SUU accountant spoke with a Dixie accountant about a half-million dollar surplus of funding for the SUU-Dixie Center, Dixie College officials and Trustees reacted strongly, calling for an audit of the program. This audit was conducted, revealing in a rather embarrassing way that surplus funds indeed had accumulated, despite SUU's claims to the contrary. These events were very public, described in great detail in the local press. At that time, citizens and Trustees began aggressively to campaign for a mission change (exhibit 2.73, Audit of SUU funds).

In 1997, the Regents established a Regent Committee, the Mission and Roles Committee, to review institutional missions. This committee sought input from Boards of Trustees about institutional mission, and the College's Board wrote a report that was an impassioned plea for a mission change (exhibit 2.74, Trustee Communiqué to Missions and Roles Committee about Mission Change, 1998). Regents -- having recently approved mission changes at UVSC (to offer baccalaureate programs) and at Weber State and Southern Utah (changing from "state college" to "university" status) -- were reluctant to approve another mission "upgrade" in the Utah System of Higher Education.

The issue became quite heated, included in the platforms of most local political parties and candidates and in the strategic plan of the Washington County Economic Development Board (exhibit 2.75, Washington County Economic Development Plan). Finally, during the 1998 legislative session, a state senator, John Hickman, introduced a bill that would require the mission change (exhibit 2.76, House Bill 32). This legislation passed, and in the October 1999 meeting, the Regents unanimously approved a mission and name change for Dixie State College, to offer two initial baccalaureate degrees in Business Administration and in Computer Information Technology (exhibit G.10, Minutes of Regents Meeting, October 1999). Subsequently, Dixie State College submitted to the Northwest Association of Schools and Colleges a prospectus for a substantive change, which was approved (exhibit G.11, Prospectus to Add Degree Programs at a Higher Level than Presently Approved).
Grass-Roots Faculty Movement to Promote Curricular Integrity and Academic Rigor:
Beginning in about 1998 and continuing through the 1999-2000 school year, three events alerted faculty members to potential problems (all of which are documented in exhibit 2.80, Report on Curricular Integrity and Academic Rigor): First, faculty sensed grade inflation. College research reports showed a slight rising trend in Dixie State's institutional average cumulative GPA, the average of all grades given, from 2.837 in 1992-93 to 2.915 in 1999-2000. This rising trend was alarming in view of ACT reports (also in exhibit 2.80) that showed that the average high school GPA in Utah was 3.45, while the average composite ACT score was 21.5. In this educational environment, students were heard to comment, "How could you give me a B-minus on my paper? In high school, I never received anything but straight A's!" Students expressed a distinct sense of entitlement, a pressure to lower expectations and reward commonplace performance with excellent grades. Faculty concern deepened.

Second, the Utah System of Higher Education issued "transfer success" reports with greater frequency and greater accuracy (although, it should be noted, the USHE still falls short of tracking transfer success in completely satisfactory ways). During 1999-2000 these more frequent and more complete reports showed that in many cases, the upper-division GPA's of students who had transferred to universities after completing an associate degree at Dixie State College either remained constant or rose slightly above their lower-division GPA's. However, in the case of transfer success at two institutions, the University of Utah and Utah State University, the GPA's dipped much more than was expected, leading faculty to question both the effectiveness of the students' preparation for upper-division study and the rigor of the grades students had received at Dixie State (this data is also in exhibit 2.80).

Third, a rash of anecdotal but compelling examples of student indifference and malfeasance circulated throughout the campus. On the day a survey was given in all sections at 10:00 AM, one professor apologized that only two of the seventeen students enrolled were in attendance. Narratives of outrageous types of student cheating circulated among faculty. On the graduating sophomore survey, faculty noticed a rising trend in the percentage of students who confessed that they spent on average an hour or less in preparation for each hour of attendance in general education courses. These anecdotes and data circulated widely, and they sparked off widespread concern and calls for reform from among the faculty.

President Huddleston and other academic administrators sensed this concern and unrest, and President Huddleston made it the theme of his Fall 1999 policy speech to all faculty and staff. Meanwhile, the faculty organized efforts to re-evaluate rigor. They called for a new report to inform individual faculty members about grade inflation. Each year, academic administrators issue a report to individual faculty members showing the GPA for the faculty member's section, compared to the average GPA of all sections of the same class (exhibit 2.81, Instructor GPA Report). Faculty also asked for GPA data by academic program, showing for example how grades in Art compare to grades in Biology (exhibit 2.80, Report on Curricular Integrity and Academic Rigor). Faculty debated drop deadlines, individual course policies, and grading procedures to find ways to enhance student commitment to learning.

During the 1999-2000 year, the "Academic Rigor Committee" was empanelled, and under Professor Edwin Reber's direction, this committee made the following recommendations, which have reshaped the general academic agenda of the College for the past couple years:

**Recommendations to the Faculty Senate:**

1. We charge the Faculty Senate to create a task force—beginning now and seeking substantive progress before the end of the year—to do the following:

   a. To redesign the faculty evaluation policy and procedures so that they are in harmony with faculty evaluation policies required for accreditation. (Items to be addressed include the appropriate frequency and instruments for evaluation.)

   b. To revise and improve the evaluation policy and procedures so they help improve instruction.
c. In conjunction with the administration, provide a way that professional development funds and procedures can be used to enhance teaching skills and academic quality.

2. Article IX of the Bylaws to the Dixie College Faculty Senate Constitution provides for a standing committee called the “Faculty Academic Excellence and Professionalism Committee.” We urge the Faculty Senate to establish that committee and have it serve the functions of seeking to improve grading fairness, academic rigor and academic excellence. Its duties are essentially the charge that our ad hoc committee received this year. This process is best continued under the direction of the Faculty Senate.

Recommendations to the Dixie College Administration:

1. We ask our president and academic vice-president to contact their counterparts at other colleges and urge other institutions to provide the transfer data to Dixie College.

   We urge the deans to continue sending personal grading reports to the faculty for our self-evaluation.

2. We urge the administration to ensure that adjuncts are prepared to teach and have guidance in grading procedures. Two suggestions were given: First, hire a full-time adjunct trainer; or, second, select faculty to be adjunct mentors, making that mentoring the only committee assignment for the academic year.

3. We urge the deans to ensure that syllabi reflect actual course content and prescribe clearly the standards and measurement process for grading.

4. We urge the administration to re-examine the orientation course to ensure that it not only “friendships” students coming to Dixie, but also prepares them with methods for achieving academic excellence.

5. We urge the administration to work closely with advisors to ensure that students are advised responsibly about the number of credits they should carry, particularly if they have work conflicts. Advisement and the determination of what is a full load for summer terms and blocks should also be reviewed.

6. Above all, we urge the president, academic vice-president and deans to stress continually that rigor, grading fairness, and academic excellence are our aims in becoming the finest institution of higher learning that we can become.

Recommendations to Chairs and individual Faculty:

1. We urge faculty to ensure that syllabi reflect actual course content and prescribe clearly the standards and measurement process for grading.

2. We urge faculty to inform students in the syllabi of the expectations for study outside of class, amounts of reading and writing expected.

3. We urge faculty to study carefully the grading reports they receive from chairs and deans as part of an ongoing effort to be fair and rigorous.

4. We urge faculty and chairs to work closely to ensure that standardized objectives and equivalent content and work are required in courses taught by several faculty.
5. We urge faculty to examine regularly the work required in similar courses in our sister institutions and/or recommended by professional organizations or governmental mandates.

6. We urge faculty and chairs to meet regularly at the departmental or course level with full-time and adjunct teachers to discuss course content, rigor, and grading standards.

In 2001, a new standing faculty committee, the Faculty Excellence Committee, was created to deal with the above recommendations on an on-going basis. Chaired by the past-president of the Faculty Senate, this committee has the following charge: "To improve grading fairness, academic rigor, and academic excellence; to participate in faculty professional development planning and faculty peer evaluation; to monitor and ensure academic integrity" (exhibit 1.22, Charges to Committees for 2001-2002).

These four events -- general education reform, semester conversion, Dixie's mission change to add baccalaureate programs, and a recent grass-roots faculty movement to promote academic integrity -- clearly illustrate the faculty's central role in curriculum design and approval. Also, they show that Dixie State College's curriculum has undergone intensive, recent cycles of methodical review and revision, resulting in coherence of design and harmony of curriculum and institutional mission.

Integration of Library and Information Resources: By virtue of the fact that ENGL 1010 is universally required in all degrees and certificates, all degree completers receive foundational instruction in the use of library and information resources, including a library instruction session. In addition, all instructors in the required sophomore-level composition courses call for 1) a library instruction session and 2) a research writing assignment involving use of the library and information resources. Because College policy does not allow students to satisfy the sophomore-level composition requirement (ENGL 2010 or 2011) with a CLEP score, advanced placement, or other test-out procedure, all recipients of Dixie AA and AS degrees (and many AAS degrees) receive instruction in the use of library and information resources. Also, all upper-division students are required to take English 3010, where they receive further instruction in the use of library and information resources.

Through library assignments given across the curriculum, students have repeated exposure to the library and information resources (exhibit 2.85, Library Assignments in Course Syllabi, Spring 2001). See especially assignments in Human Physiology (BIOL 2010), Introduction to Ethics (PHIL 1500), Short Story (ENGL 2310) and both developmental English courses (ENGL 0750/0920). On the graduating sophomore survey, students are asked this question: "Look back over all the writing assignments you’ve had at Dixie College. How many of them required you to produce a formal research paper (that is, one that used materials from several sources you found in the library, that included the use of footnotes, endnotes, or some other documentation method)?" Following is data:
Number of Papers Requiring Library Research

(Diagram showing the distribution of papers requiring library research from 1995 to 2001)

<table>
<thead>
<tr>
<th>Year</th>
<th>None</th>
<th>One or Two</th>
<th>Three to Five</th>
<th>Six or More</th>
<th>No Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>1995</td>
<td>2.00%</td>
<td>31.00%</td>
<td>43.00%</td>
<td>23.00%</td>
<td></td>
</tr>
<tr>
<td>1996</td>
<td>4.00%</td>
<td>34.00%</td>
<td>43.00%</td>
<td>18.00%</td>
<td></td>
</tr>
<tr>
<td>1997</td>
<td>4.00%</td>
<td>30.00%</td>
<td>44.00%</td>
<td>22.00%</td>
<td></td>
</tr>
<tr>
<td>1998</td>
<td>3.25%</td>
<td>34.06%</td>
<td>36.66%</td>
<td>18.00%</td>
<td>7.60%</td>
</tr>
<tr>
<td>1999</td>
<td>3.43%</td>
<td>33.87%</td>
<td>44.85%</td>
<td>17.39%</td>
<td>0.46%</td>
</tr>
<tr>
<td>2000</td>
<td>3.14%</td>
<td>31.61%</td>
<td>43.05%</td>
<td>21.30%</td>
<td>0.90%</td>
</tr>
<tr>
<td>2001</td>
<td>2.42%</td>
<td>30.75%</td>
<td>47.22%</td>
<td>19.37%</td>
<td>0.00%</td>
</tr>
</tbody>
</table>

(Exhibit G.17, Graduating Sophomore Survey - Seven Year Trends.)

Dixie State College students have access to numerous online databases from at least three computer labs located throughout campus. Students can also access the college's online databases via home computers, utilizing the library's proxy server (exhibit 5.16, Library Proxy Server Instructions). Also, the curriculum approval process includes an analysis of library holdings to support proposed courses (exhibit 2.23, Course Approval or Change Form).

Transfer of Academic Credit: Dixie State College provides reasonable and definitive policies and procedures for determining student learning and transferring credit, and the College communicates this information to current and prospective students. At Dixie State College, transfer and acceptance of credit are based on a variety of policies, procedures, and agreements, as described below, all of which are grounded in four important conceptual accords: The definition of a credit, equivalency of native and non-native credit, faculty review of transfer, and the integrity of "extra-institutional credit."

Communicating Transfer Policy and Procedure to Students: The College clearly communicates standards and procedures for transferring credit, both online and in hard copy (exhibit G.30,
College Catalog and [http://dsc.dixie.edu/counseling/transcript.htm](http://dsc.dixie.edu/counseling/transcript.htm), online guide to transfer). The College Catalog communicates general guidelines regarding transfer of credit, and refers students to the advisement center for further information. The College also prepares and distributes a student pamphlet concerning transfer (exhibit 2.86, "Transitions, A Guide for Students Preparing to Transfer to Four-Year Colleges and Universities," student pamphlet). Transfer policy and procedure is also communicated to students in a required half-credit sophomore capstone course, SSC 2000 (exhibit 2.112, [SSC 2000 Course Materials](http://dsc.dixie.edu/counseling/transcript.htm)). The [Policy on Academic Transfer](http://dsc.dixie.edu/counseling/transcript.htm) (exhibit P5.47) informs students about procedures for transferring credit to Dixie State College. The College also carefully communicates that credit earned at Dixie may or may not meet the specific degree requirements at other institutions.

**Policies and Agreements**: The nine institutions in the Utah System of Higher Education have prepared a detailed articulation agreement. The agreement is comprised of hundreds of standards for establishing course equivalencies and thousands of specific negotiated equivalencies among the courses offered by the represented institutions. The agreement also lists and describes transfer procedures. In addition to the ten USHE institutions, the agreement also includes transfer agreements with other regional institutions such as Brigham Young University, Ricks College (BYU-Idaho), and LDS Business College (exhibit 2.87, USHE Articulation Agreements). The thousands of specific articulation agreements rest on several Board of Regent policies (exhibit 2.90, Regent Policy [R461, Admissions, Access and Articulation](http://dsc.dixie.edu/counseling/transcript.htm); exhibit 2.91, Regent Policy [R463, Credit by Examination](http://dsc.dixie.edu/counseling/transcript.htm); exhibit 2.92, Regent Policy [R465, General Education](http://dsc.dixie.edu/counseling/transcript.htm); exhibit 2.93, Regent Policy [R467, Lower-Division Major Requirements](http://dsc.dixie.edu/counseling/transcript.htm); exhibit 2.94, Regent Policy [R471, Transfer of Credit](http://dsc.dixie.edu/counseling/transcript.htm); R472, Course Numbering; exhibit 2.96, Regent Policy [R473, Standards for Granting Academic Credit for Coursework Completed at Applied Technology Centers](http://dsc.dixie.edu/counseling/transcript.htm); exhibit 2.97, Regent Policy [R474, Transfer of Credits from Stevens Henager and LDS Business Colleges](http://dsc.dixie.edu/counseling/transcript.htm); and exhibit 2.98, Regent Policy [R604, New Century Scholarship](http://dsc.dixie.edu/counseling/transcript.htm)).

Among these policies, three deserve particular comment.

The **Regents’ General Education policy** declares that "any USHE institution shall consider its General Education requirements completed by transfer students who have completed the General Education requirements of any other USHE institution." Thus, students who may not have completed the associate degree, but who have nevertheless completed the G.E. requirements, shall be deemed as having completed G.E. requirements at any USHE institution. Also, this policy declares that "all USHE receiving institutions shall accept at full value all General Education course work approved by the sending institution." This means that any course that bears G.E. status at any USHE institution must be accepted as having G.E. status at Dixie State College.

The **Regents’ Lower-Division Numbering Policy** establishes statewide faculty committees with representation from all USHE institutions. These committees are to create and implement statewide agreements on lower-division major requirements, such that students may take courses with confidence that these courses will fulfill major requirements at the students’ anticipated upper-division institution. These statewide committees have been established, and the College has sent representatives for input and feedback. In general, this effort has improved students’ ease of transfer.

The **New Century Scholarship Policy** offers any Utah student an upper-division scholarship at any USHE baccalaureate institution, if the student meets one criterion: The student "must have completed the requirements for an associate degree by September 1 of the year he or she graduated from high school." This scholarship rewards students who complete a two-year degree within three or four months of having graduated from high school. Governor Michael Leavitt established this scholarship in 1999, primarily as a means of alleviating the state's higher education financial burden, according to many observers. Evaluators may find significant misgivings among Dixie State College faculty regarding the academic integrity of this scholarship. In essence, it encourages students to rely perhaps too heavily on advanced placement, CLEP, concurrent enrollment, and other types of extra-institutional credit. "There is such a thing as high school," one faculty commented, "and there is such a thing as college -- and one should not usurp the other."

**Definition of a Credit**: Dixie State College accepts the Commission’s definition of a credit (from the Accreditation Handbook, 1999 edition, page 156): "One unit represents what a typical student might be expected to learn in one week (40-45 hours including class time and preparation)." When determining the amount of credit to award for a given class or educational activity, the College asks full-time faculty to
"verify that contact time and student involvement, including homework, will be equivalent to forty-five hours for each credit granted" (exhibit P3.42, Policy on Curricular Integrity of Special Learning Activities).

**Equivalency of Native and Non-Native Credit:** Students submit official transcripts, which are evaluated by personnel in the Advising Office and by department faculty. In general, the College accepts credits from accredited institutions, without age restrictions. When students transfer credit from out-of-state institutions or from international institutions, they are asked to submit course descriptions (which are usually available online) or the institutional catalog, which the Advising Office uses to establish course equivalencies. In cases where the course equivalency is not absolutely clear, the Advising Office may require that the student provide a course syllabus, and the Advising Office often contacts departmental faculty and asks that they indicate appropriate course equivalency.

**Integrity of Extra-Institutional Credit:** In recent years, Dixie State College and institutions across the nation have seen an increase in the amount of extra-institutional credit, including such things as CLEP credit, advanced placement, concurrent enrollment, military credit, and credit for experiential learning. In addition to these types, Dixie State awards a large number of credits for foreign language proficiency, most often for students who have completed two years of religious service as missionaries in a foreign country before starting or returning to college study. The following shows the total numbers of credit awarded between Fall 1998 and Fall 2000 for Advanced Placement, CLEP, Vertical Credit (awarded for foreign language proficiency), Challenge Credit, Military Credit, and Foreign Language Credit. The chart gives an idea of the relative amounts of these types of credit that are offered at Dixie State:

![Credit By Exam, Experiential Credit, Fall 1994 through Fall 2000](chart)

The College regulates extra-institutional credit with two policies: First, the [Policy on Credit by Examination or Petition](exhibit P5.15) establishes institutional cut-off scores and credit policies for all types of extra-institutional credit. Importantly, the policy establishes a residency requirement of 20 credits,
which may not be fulfilled with credit by examination or petition. Second, the Policy on Curricular Integrity of Special Learning Activities (exhibit P3.42), ensures the academic integrity of extra-institutional learning, specifying that "in granting college credit, Dixie State College of Utah adheres to generally accepted standards for contact time, amount and rigor of homework, appropriateness of content, and credentials of instructors. Regardless of the instructional approaches, settings, and media, all credit is to be roughly equivalent in satisfying these basic standards. All students earning credit, whether through traditional learning activities or through special learning activities, are to be held to the same learning standards, and all instruction is to meet the same standards of quality and rigor." The policy further stipulates that "Full-time faculty representing the appropriate disciplines and fields of work are involved in the design, approval, and evaluation of special learning activities." The policy then lays forth a review and approval procedure for all special learning activities that involves review and approval by department faculty.

**Academic Advising**

Faculty participate appropriately in student advisement. The Faculty Rights Responsibilities and Academic Freedom Policy (exhibit P3.4) declares that all faculty are responsible to "participate in academic advisement." Several activities emphasize this general responsibility. Each term's class schedules lists "Academic Advisers," all of whom are full-time faculty members. Individual faculty members teach sections of the new student orientation course and the sophomore capstone course. The orientation course asks that each new freshman visit a full-time faculty adviser and review program requirements. Each fall semester, faculty host department "punch and cookie" socials for prospective majors, in which department faculty review program requirements and obligations. Policy requires that faculty "provide office time of one hour minimum each weekday for consultation with students concerning course work as appropriate to the discipline" (exhibit P3.4). In some programs, full-time faculty go much further, creating advising handouts and even websites. See, for example, the Multimedia CD-ROM on Applied Technology at Dixie State College (in exhibit room) or visit one of the many department home pages on the Dixie State Home Page (http://www.dixie.edu/aca/index.html). For more information on the faculty's role in advising, see page 202, in chapter four.

**Faculty Qualifications to Deliver Educational Programs**

Dixie State's faculty is qualified to deliver the educational programs at the levels offered. As of July 2001, of the College's 282 benefits-eligible employees, 88 were full-time faculty members (exhibit 1.19, Profile of Benefit Eligible Personnel - 2001). Of those faculty members, twenty-nine (33 %) have completed doctoral degrees (exhibit 4.20, Faculty with Doctoral Degrees - 2001). When MFA's are included, 38.6 % of Dixie State's faculty have completed terminal degrees (exhibit 4.20, Faculty Degrees - 2001).

In appointing faculty and allocating resources, College administrators and faculty are motivated by a strong commitment to faculty excellence. No College activity or division is more fundamental to the College's academic integrity and prestige -- or to students' academic achievement. The College makes great effort to hire qualified and excellent faculty members, and collectively the College community takes justified pride in the quality and character of its faculty. For more information, see "Faculty Qualifications" on page 192 in chapter four.
Other Academic Policies and Procedures

1. The College offers no accelerated degree completion programs, and students are advised that in semesters of fewer than fifteen weeks (such as summer semester), they should register for fewer credit hours.

2. The College adheres to a long-established precedent for adding, modifying, and deleting courses and academic programs. This procedure is described in College policy (exhibit P3.41, Policy on Curriculum Creation, Approval, Change and Review).

3. The College's policy on Credit by Examination or Petition (exhibit P5.15) sets a reasonable limit on credit by examination. Also, appropriate limits are set on amounts of credit awarded for ACE-evaluated military credit or work experience in professional licensure programs.

4. The College has had very few program eliminations; however, in cases of program elimination, the College has provided appropriate "teach-out" arrangements, allowing students options to complete their program with a minimum of disruption.

5. The College tracks licensing examination pass rates and job placement rates on all pre-baccalaureate vocational programs (see G.7, Annual Report, 2000-2001, page 43 and page 56).

Lower-Division Programs

The College's mission declares that the College will provide "lower-division education that leads to career-or transfer-oriented associate degrees or baccalaureate degrees, at Dixie State College of Utah or elsewhere.” The College offers an appropriate array of lower-division services aimed at helping students achieve their academic, career, and life goals, including the Associate of Science (AS), Associate of Art (AA), Associate of Applied Science (AAS), and certificate degrees. In the past five years, the Utah System of Higher Education (USHE) has approved two discipline-specific, transfer associate degrees, the Associate of Pre-Engineering and the Associate of Pre-Business, and Dixie State offers both degrees. Dixie State College courses and program enjoy the general acceptance of other institutions in the USHE-sponsored articulation agreements, despite occasional disagreements about particular courses (exhibit 2.87, USHE Articulation Agreements).

Associate of Science and Associate of Art Degrees: These two transfer degrees, with major components for developmental and general education, are carefully designed to fulfill the College's lower-division aims (exhibit G.2, Level-Two Goals):

1. After completing the Associate of Art or the Associate of Science, students will be fully prepared for upper-division coursework, possessing the foundation skills and knowledge needed for success.

2. After transferring to or after being admitted to upper division programs at Dixie State or other USHE colleges and universities, students will maintain or increase the level of their lower-division GPA, as measured upon graduation with a baccalaureate degree.

3. Students’ associate degree completion ratio as measured after three, four, or five years will exceed the national average for community colleges.

4. Through general education coursework, students will develop basic skills (or those that are prerequisite to achievement), core content knowledge (or a foundation of knowledge), and distribution content knowledge (or knowledge that broadens and enriches students).

5. Through elective coursework, students will explore options and fulfill lower-division requirements for their anticipated majors, such that at transfer institutions they are able to complete the baccalaureate within the same average credit hours as native students (those who began as freshmen at the institutions).

General Education: Graduation requirements include appropriate components, requiring students to master academic skills (including oral and written communication, quantitative reasoning, and computer skills) and develop awareness of fundamental areas of knowledge, including natural sciences, the humanities and fine arts, and the social sciences (exhibit 2.1, General Education Philosophy and Goals).
The general education requirements are thorough and rigorous, and while students have comparatively fewer electives than may be available under the curricular architecture of other schools both in and out of Utah, students still have opportunity to explore other intellectual interests and fulfill some requirements of anticipated upper-division majors (exhibit 2.56, Current Associate of Arts and Associate of Science Requirements).

In the past decade, Dixie State College has provided leadership for at least three state-wide movements of curricular reform that, in varying degrees, have impacted all USHE institutions: Computer skills, math requirements, and orientation/capstone.

**Computer Skills**: At the time of Dixie College's 1995 general education reform, faculty debated whether or not computer skills deserved a dedicated course or whether these skills should be embedded in some other course or courses. For several years, the College surveyed its graduates about their satisfaction with the instruction they had received, and the College noted general dissatisfaction with computer skills instruction, compared to other skill instruction. The Graduating Sophomore Survey asked students about general education skill instruction, including this question about computer skills: "Think about how the general education program helped you learn to use computers. Was the emphasis placed on teaching you to use computers A) about right, B) too heavy, or C) too light?" The following summarizes responses between 1995 and 2001. Notice the general falling trend in "too light" responses, and the general rising trend in "about right" responses:

![Curricular Emphasis on Computer Skills](image)

(Exhibit G.17, *Graduating Sophomore Survey - Six Year Trends.*)

This rising trend is due in large part to the fact that Dixie State has chosen to designate a dedicated general education course, CIS 1200, Introduction to Microcomputer Applications. This requirement is only
possible because of the College’s commitment to technology infrastructure and instruction support. In 1998, Dixie State took possession of a convention facility and converted it into a large, state-of-the-art computer center where students receive open-entry instruction at 300 (number) workstations, with an additional 100 workstations in adjacent computer classrooms.

At the time of semester conversion, all state institutions considered the question of computer skills and their position in the curriculum, whether embedded or taught with a dedicated course. At that time, other USHE institutions listed a computer "competency" requirement, but to date none has found an effective way for students to demonstrate that competency, and many institutions express admiration for Dixie State's commitment of resources and infrastructure to this particular skill. With its dedicated computer skills course, CIS 1200, and its open computer skills center, Dixie State is the acknowledged Utah leader in basic general education computer skills instruction.

Math skills requirements: At the time of the 1995/1996 general education reform, the basic math requirement at Dixie College and at most Utah System of Higher Education institutions was MATH 101, Intermediate Algebra. During Dixie's general education reform, math faculty referred to national data that showed that the math requirement at a majority of colleges and universities was more advanced than Intermediate Algebra, usually a course that required Intermediate Algebra as a prerequisite. However, despite this national trend, at that time the math requirement at USHE institutions was still Intermediate Algebra. Through the Utah state math instructors' organization, UMATYC (a local branch of AMATYC), Dixie faculty proposed a statewide curriculum change to require a more advanced math course in general education. Through UMATYC, state math faculty promoted curriculum changes at their home institutions. However, Dixie was the first to propose and to implement this math requirement change. By the time of semester conversion in Fall 1998, all institutions had implemented the curriculum change, and today all USHE institutions require a math course for which Intermediate Algebra is prerequisite.

Orientation/ Capstone: Dixie State College faces challenges common to all institutions: retention, advising, and accountability. Additionally, the College takes seriously its mission to help students "achieve their academic, career, and life goals." In Fall 2000, two half-credit required courses were added to the curriculum, SSC 1000, Freshman Orientation, and SSC 2000, Sophomore Capstone. These two courses together have the following objectives (from the course approval form):

1. Students will form and express their educational goals and gain a stronger sense of purpose and a greater overall perspective on those educational goals.
2. Students will become familiar with the aims of Dixie State's general education requirements. After the orientation course, they will be able to answer these questions: "What is general education? What are my skills as I begin the general education program? Why is general education important for me?" After the capstone course, they will be able to answer the previous questions and the following additional questions: "To what extent am I generally educated? What are areas of strength and weakness in my own general education?"
3. Students will create an educational plan in the freshman orientation course, including what degree will be achieved, what courses will be taken, and when those courses will be taken. This plan will be filed in each student’s portfolio.
4. Students will take a set of entering freshman educational assessments. These assessments will form the basis of “value added,” the baseline from which educational achievement can be measured.
5. Students will, in the capstone course, update their education plan to include future steps, if any (i.e., transfer, employment, etc.). Also, they will write an assessment of the effectiveness with which the college helped them achieve their original educational goals.
6. Students will take a set of exiting sophomore educational assessments, including satisfaction surveys and skills assessments. The college will use these assessments to evaluate effectiveness and plan improvements.

These courses were created to achieve various aims: Freshman students create and maintain individual portfolios that contain goal statements, career assessment activities, and curriculum plans. After a thorough review of educational goals, freshmen students write a formal declaration of their goals. If
freshman students form a greater sense of educational purpose and commitment to their futures, they persist in those goals, thus enhancing the College's overall retention rate. Freshman students discuss and understand general education so that they know the overall purpose and structure of the College's requirements. Also, freshman students take entrance assessment instruments, thereby providing the College a baseline for assessing student academic achievement and institutional effectiveness.

Sophomore students in the Capstone course assess the College's effectiveness in helping them achieve their goals. Also, having completed general education requirements, sophomore students understand the intended objectives of particular curriculum requirements and are able to measure the extent to which they were successful in achieving these objectives. After studying degree requirements at the institutions where they intend to transfer, sophomores write a transfer plan. Finally, sophomore students take exit assessment instruments and surveys, allowing the College to measure achievement and effectiveness.

In preparation for these requirements, the College bought a computer server on which to create and store individual student portfolios (see portfolio.dixie.edu). In Fall 2000, 1469 freshman students took SSC 1000 and completed portfolios containing goal statements, career assessments, graduation plans (what courses to take and when), and "major plan" (the anticipated transfer institution's requirements) (exhibit 2.110, SSC 1000 Course Materials, and exhibit 2.111, Sample Freshman Portfolios). In Spring 2001, 84 sophomore students took SSC 2000 and completed portfolios containing sophomore goal statements, transfer plans, and a general assessment of Dixie State's general education curriculum (exhibit 2.112, SSC 2000 Course Materials, and exhibit 2.35, Sample Student Goal Essays, Including Orientation and Capstone, Fall 2001).

From sister institutions in the Utah System of Higher Education, Dixie receives general commendations on this effort; however, none are ready and willing to require similar courses. At the same time, these requirements have been criticized by Dixie State faculty, who point out that, in a curriculum that already contains too few elective credits, it seems unreasonable to occupy student requirements for these courses. Even though the Academic Council, on which faculty members predominate, unanimously approved these course requirements in 1999, in a recent survey, 27 out of 41 faculty respondents said these requirements should be eliminated (exhibit 2.9, 2000 Faculty Survey on General Education Results). Perhaps this general disapproval grows out of faculty's keen awareness that Dixie's curriculum leaves students too few elective credits, and reform threatens the individual faculty member's own discipline's role within the general education requirements. Regardless, faculty have expressed misgivings that should be and are considered carefully.

Dixie State College's general education requirements are grounded on a statement of philosophy and goals, have been thoroughly reviewed and debated through general education reform and semester conversion, and exhibit curricular strength and leadership. Because of these facts, the institution feels justifiable pride.

Placement in Skills Courses: As an open-enrollment institution, Dixie State College admits students across the entire spectrum of academic preparation, from the remarkably advanced to the severely challenged. The College anticipates the needs of students across this spectrum of preparation and has an effective system for placing students in general education skills courses, especially composition and math. This placement system has three indispensable traits. It is accurate, humane, and flexible.

Accuracy of Placement: The College strives to place students in classes that, given the students' preparation, are neither too advanced nor too basic. To effectively achieve this goal, the college uses multiple measures of academic preparation, including the students' high school GPA's and the students' performance on standardized tests (the ACT and the SAT). An ad appearing in the college catalog and all class schedules describes the placement system as follows:

"To decide which reading or writing course or courses you must take, you should calculate your 'placement score.' This score is the sum of your English ACT or CPT score and your high school GPA with the decimal removed. For example, if your English ACT were 18 and your high school GPA were 2.7, you would remove the decimal from the GPA..."
and add 18 to 27, resulting in a placement score of 45" (exhibit 2.60, Placement Procedures [Information for Students]).

This placement system relies on multiple indices of student performance, GPA and test scores. College procedure also allows for students whose data is very old to demonstrate placement in other ways. The Graduating Sophomore Survey asks students about the accuracy of their placement: "Dixie College offers students the option of beginning their writing instruction in remedial, college-level, or even advanced level writing courses. In your opinion, when you were placed in your first writing class at Dixie College, was that placement A) just right -- you were placed in the class that met your needs best? B) poor -- you were placed in a class that was too advanced for your skills? or C) poor -- you were placed in a class that was too remedial for your skills?" Following is the data about writing placement:

(Exhibit G.17, Graduating Sophomore Survey - Seven Year Trends.)

The College is confident that its placement procedures direct students into courses that meet their needs. The procedures are reasonably accurate and appropriate.

**Humaneness of Placement Procedures**: The philosophy on which the placement system is grounded is stated in publications about placement: "Research shows that when students are correctly placed in classes of appropriate level, they are more likely to succeed at college and stay in school to
completion. Our goal at Dixie is to help you find classes that best meet your needs and your skill levels" (exhibit 2.60, "Placement Procedures [Information for Students]"). While some may view placement systems as punitive or harsh, the spirit and intent of Dixie State's placement system is to enhance student success.

**Flexibility of Placement Procedures**: Regardless of the number of placement indices, there is potential for inaccuracy in placement. When students sense that they have been placed in courses that are either too advanced or too basic, they may "challenge" the placement. In all basic skill courses (reading, writing, math), students have the option of taking a short test in the Testing Center to demonstrate that their placement was inaccurate and they should be placed in another more advanced course. While not many students challenge their placements, those who take these tests often find that they are allowed to register for more advanced courses.

**Developmental Education**: The placement system relies on an effective developmental education program that provides appropriate, well-designed training in reading, writing, math, ESL, and study skills. Dixie's mission statement affirms that the College will provide "Developmental Education that forms a foundation for success in either a work setting or lower-division coursework." Further, the College's level-two goals state that, after completing developmental courses, students will --

1. Persist to a second year (remain enrolled) at a rate that is equal to, or higher than the rate that the college's general student population persists to a second year.
2. Demonstrate college-level competency in composition.
3. Demonstrate college-level competency in reading.
4. Demonstrate college-level competency in math.
5. Succeed in subsequent related college-level coursework.

Each of these outcomes is assessed yearly, with data appearing in the annual report. In general, Dixie State's developmental program is very effective, facilitating students in achieving their goals. Dixie State, in harmony with general practice, offers students institutional credit, but not graduation credit, for their developmental coursework. Following are some important advancements in Dixie State's maturing Developmental Education programming -- the creation of a Developmental Department, the establishment of a reading placement procedure, and the restructuring of the developmental curriculum for the semester calendar:

**Creation of a Developmental Department**: At some institutions, developmental programs have a sort of dual citizenship. On one hand, the programs are part of other academic departments. Developmental Math programs coordinate with the Math Department and have "citizenship" within that department. Developmental Composition programs coordinate with similar programs in the English Department and also reside in that department. On the other hand, developmental programs coordinate with one another and are part of a separate Developmental Department.

In recent years, Dixie State has debated the relative benefits of different organizational structures. Some have argued that developmental courses should be supervised under the Math and Composition Departments. Others have argued that developmental instructors have more need to coordinate with one another across the lines of the traditional academic departments, and that the developmental courses should constitute their own department. To use a mathematical analogy, developmental courses are members of a union set, residing both in traditional academic departments and in a separate developmental department.

After weighing relative benefits of differing organizational arrangements, Dixie State has determined that there should be a Developmental Department which oversees all developmental courses, regardless of whether those courses are composition or math courses. In part, the College has established a separate Developmental Department because, in an arrangement where faculty teaching assignments include both remedial and advanced coursework, because of the faculty's natural enthusiasm for teaching advanced material, the balance of the faculty's commitment, time, and energy may be unduly inclined toward the advanced courses, and the remedial courses may suffer neglect. In an arrangement where faculty are assigned sole ownership and oversight of remedial courses, the faculty will devote their full creativity and attention to those courses. While persons of good will and sound reasoning continue to disagree about
the wisdom of an arrangement of "dual citizenship," having a separate Developmental Department provides a more effective organization for addressing stated developmental objectives.

Establishment of a Reading Placement Procedure: Of three basic academic skills -- reading, writing, and math -- two have dedicated courses in the general education curriculum. All students are required to take dedicated composition and math courses. Reading skill instruction, however, is embedded in other courses. The math and composition requirements provide effective means for identifying students whose math and writing skills are pre-college level; however, because there is no dedicated reading requirement in the curriculum, in 1997 Dixie State devised other ways of identifying students whose reading skills required development, and the College created a method for channeling those students into developmental reading courses. Because all students are required to take an American Institutions requirement, either HIST 1700 or POLS 1100, the College placed a prerequisite on these courses that required some students to take a developmental reading course or, by taking an exam, demonstrate reading proficiency. Students whose placement data (high school GPA and ACT scores) indicated they needed to develop reading skills are required to take ENGL 0470 before signing up for HIST 1700 or POLS 1100.

Restructuring of Developmental Curriculum for the Semester Calendar: In the 1998 semester conversion, the sequencing of developmental skills courses was redesigned. Whereas a quarter calendar allows students six terms during which to complete their courses and greater options for sequencing multiple courses of different levels, the semester calendar allows only four, and the configuration of the developmental curriculum had to be restructured. Whereas, under the quarter system, students took up to as many as three developmental math courses (MATH 090, MATH 095, and MATH 096), students on the semester calendar have fewer registration cycles and fewer opportunities for multiple courses. Under the semester, students take up to two developmental math courses, MATH 090 and MATH 093. Whereas, under the quarter system, students took up to two developmental composition courses, ENGL 075 and ENGL 092, with students advancing from 075 to 092, students under the semester calendar take only one developmental composition course -- either ENGL 0750, a five-credit course, or ENGL 0920, a three-credit course, both of which lead straight into ENGL 1010.

Associate of Science Degree in Pre-Engineering: This degree was approved in 1997 to offer the first two years of a professional engineering curriculum for students pursuing the engineering degree. Before that time, students transferring with the Associate of Science degree into upper-division engineering programs required three or more years at the four-year institution to complete the degree. This degree was designed to reduce the overall time to completion, and to better coordinate between two- and four-year institutions. It is the first discipline-specific Associate of Science degree (not Associate of Applied Science) approved in Utah (exhibit 2.280, Associate of Science in Pre-Engineering Requirements).

This degree emphasizes coursework in engineering, mathematics, and science, with fewer general education requirements than the Associate of Science (AS) or the Associate of Arts (AA) degrees (see DSC Catalog, page 35). Engineering students, it is anticipated, will take the balance of the general education requirements needed for a baccalaureate degree at the four-year institution where they may transfer. Despite a reduction in humanities, fine arts, and life science requirements, by the time students complete enhanced math and basic engineering core courses, the Associate of Pre-Engineering degree still requires 74 credits, and students seldom complete the baccalaureate in fewer than five years.

In Utah, there is general legislative concern about a scarcity of engineering graduates, and a variety of recent legislation has been aimed at enhancing the engineering curriculum and promoting engineering programs. In 1997, for example, S.B. 162 appropriated a half million dollars to USHE institutions to strengthen engineering and pre-engineering programs. In 1998, S.B. 208 appropriated $720,000 to USHE institutions for the same purpose. Dixie State College has used funding from these appropriations to staff advanced math courses and purchase physics lab equipment essential for engineering instruction.

In his 2000 State of the State address, Governor Mike Leavitt commented, "We need 15,000 engineering and computer science students by 2005. Our economic future depends on it." Further, he laid out a proposal for recruiting and retaining faculty to train these students: "I propose a plan of financial incentives similar to those used in private industry to keep the qualified teachers we have in these areas, and add at least 850 teachers who have master's degrees in learning technology. I propose a one-time benefit of as much as $20,000 on top of their existing salaries in exchange for a commitment to stay in Utah
schools for four years." The legislative atmosphere in Utah is clearly anxious about the scarcity of engineering graduates and its impact on the state's economy; therefore, all public two-year institutions in Utah have implemented the Associate of Engineering Degree.

To date, at Dixie State College this degree has had very low enrollments. Likewise, to date, the College has committed only sufficient human, financial, and physical resources for its basic support. The 1999-2000 Annual Report shows that only one student graduated with this degree in 1998 and one other in 2000. The entry-level course, ENGR 1010, has brisk enrollments, however. Thus, there is some institutional ambivalence about the Associate of Science Degree in Pre-Engineering: The College is responsive to Utah's request for engineering programming; however, at the same time, the College is conservative about diverting large amounts of new resources before student demand is more evident.

**Associate of Science Degree in Business**: This degree was approved in 1999 to offer the first two years of business curriculum for transfer students. In the wake of the 1998 statewide conversion to the semester calendar, business articulation efforts become especially intense, headed by UBAAN, the Utah Business Academic Advisement Network. At that time, faculty representatives from various USHE institutions identified a common core of lower-division business courses needed for transfer to all USHE upper-division programs. Since Fall 2000, all two-year institutions in the USHE have offered this degree, and the pre-business core requirements differ in only very superficial ways among those institutions (exhibit 2.281, Associate of Science in Pre-Business Requirements).

One general advantage of this degree is that it provides for easier advising and monitoring of students who will major in business. Whereas before 1999, business students could receive the Associate of Science or the Associate of Art degree without having completed the business core courses, after this degree was implemented, business students were able to certify completion of the core requirements. Creating this degree has enhanced the confidence that transfer students are prepared for upper-division business coursework at four-year institutions.

**Lower-Division Applied Technology Programs**

Dixie State College's mission statement affirms that the College will provide "Applied Technology Education that meets training needs for students desiring certificates and/or Associate of Applied Science Degrees and for members of the community, business, and industry desiring job preparation, short-term or upgrade training." Also, College goal statements elaborate on this basic goal, as follows:

1. After completing an ATE course, series of courses, or short-term-training program designed for specific job-preparation objectives or upgrade-training objectives, a student will be able to provide evidence that he or she has successfully accomplished these job training objectives.
2. After completing a certificate training program in applied technology education, a student will be prepared to enter the workforce with specific skills that are beyond untrained entry-level and that ensure an employer that the student is prepared for the job as certified by that certificate.
3. After completing an Associate in Applied Science degree, a student will have achieved a broader scope of training than provided by short-term or certificate training to include both general education and program-specific training. The student will be prepared for employment in the specialty career field designated by the degree.
4. After completion of ATE training programs, students, where required for employment, will successfully pass state and/or federal licensure exams in the job or career area for which training was received.

The College's applied technology programs are primarily in three areas: 1) technology, which includes automotive technology, construction technology; 2) health science, which includes nursing, dental hygiene, and emergency medical services; and 3) computer information technology, which includes drafting, graphic communication, and visual technologies. In offering these programs, the College forms a variety of cooperative partnerships with business and industry, the local school district, and recently, a new state institution, the Utah College of Applied Technology (UCAT), which was created in 2001.
It should be noted that, before 2002, the College offered a professional flight program. During Utah’s budget crisis of 2002, state officials required that the College offer this program as a “self-support program” without state funding support. Such a change rendered the program economically and logistically unfeasible, and the College was forced to eliminate the program.

**Changes in Applied Technology Governance**: Recent years have brought significant change in state-level governance of applied technology programs, and the College has responded to those changes, adjusting its own ATE governance and offerings. This section will discuss how changes at the state level have brought about changes within the institution. Recent state and local administrative transformations have caused some turmoil and confusion among faculty. As evaluators come to campus, they will find that some of these changes are complete, and others are in progress.

For many years the state of Utah has developed five "Applied Technology Centers" (ATC's), institutions that offer training to high school students and adults. The ATC's programs were not for college credit; instead, students either received high school credit or certificates of proficiency. As these ATC's grew, some of the larger ones developed partnership agreements with colleges and universities. For example, in northern Utah the Davis ATC provided basic programs in nursing (CNA and LPN) and developed agreements with Weber State University that would allow students to complete their RN degrees. However, in Dixie's region, because there was no ATC, the College and the school district partnered to offer applied programs.

Some years after the five ATC's were initially developed, representatives of underserved regions in Utah pointed out that the ATC's training programs should be available to all citizens, and the legislature responded by setting up nine "service regions" (ATCSR's) each of which would coordinate programs for local citizens. Because the state was unable to build ATC campuses in all service regions, funding for the programs went to a regional board, and high school districts offered training programs in coordination with local community colleges. Thus, programs such as welding, diesel mechanics, cabinet making, and cosmetology were offered, usually in local high schools. The five counties of Washington, Iron, Beaver, Garfield, and Kane were served by the Southwest ATCSR headquartered in Cedar City.

**The "Articulated Program"**: Locally, this cooperation between higher education and public education was formalized in an agreement called the "Articulated Applied Technology Education Program" (commonly referred to as the "Articulated Program" -- exhibit 2.134, Articulated Applied Technology Education Program Agreement). Under this model, high school students come to the College, and College students go to the high schools, to receive training programs. The program has been very popular among local high school students, who have the option of leaving their high school campuses for three periods during the morning and attending two classes on Dixie's campus. The district uses what is called "vocational add-on" funding and concurrent enrollment funding to pay these high school students' tuition at the College. Likewise, the district bills the College for students who come from the College into the high schools to receive training.

Locally and in the state overall, before 2001 the K-12 public education system and the higher education system in Utah shared governance of ATC programs, an arrangement that some law makers and educational administrators claimed to be inefficient and duplicative. Dual governance, it was said, did not work. Higher education or public education, one or the other, should control the programs, it was said, and a protracted political struggle ensued through 2000 and 2001. However, neither public education nor higher education seemed willing to relinquish partial control over applied technology offerings.

**House Bill 1003**: During the 2001 legislative session, Utah lawmakers struggled to devise a more effective governance structure for ATC’s in the state. When legislators decided that a single entity should be responsible for administering ATC programs, the public education and higher education sectors both lobbied to protect their interests. Vigorous debate continued throughout the spring months of 2001, and in June legislators reached a settlement, creating a tenth institution in the Utah System of Higher Education, the Utah College of Applied Technology (UCAT). The Utah Board of Regents' website describes this new institution as follows:
Utah College of Applied Technology - UCAT is a new applied technology education institution, consisting of ten regional colleges providing opportunities for statewide open entry-open exit, competency-based education for high school students and adults. UCAT, working in close cooperation with the local school districts and the other colleges and universities, provides specialized technical training through short-term, certificate programs with the potential for an Associate of Applied Technology Degree (http://www.utahsbr.edu/institu.htm).

As established by law, this tenth college is comprised of ten individual campuses located throughout Utah, each with a limited local administrative structure. By legislation, the UCAT manages the existing ATC's and the regional service programs that had formerly been under the administration of the State Board of Education (exhibit 2.141, House Bill 1003 authorizing the Utah College of Applied Technology). Also by legislation, the UCAT offers a broad range of short-term and certificate training programs that are open-entry/open-exit and competency based, serving both high school and adult students seeking quick entry into the workforce. High school students attend tuition-free, and tuition is minimal for adult students.

It's important to note that HB 1003 really focused on governance of the ten ATC's - not on applied technology education as a whole. The state board of education (along with local school boards) still governs ATE programs in high schools and the Regents (along with local boards of Trustees) still govern ATE programs in the colleges. Also, individual ATE programs at Dixie State continue to be governed by advisory councils made up of local representatives of business and industry. At issue in HB 1003 was a change of governance for the ATC system.

The Dixie Applied Technology Center (DXATC) was the last ATC created, serving as Washington County's regional center. Many of its programs are offered in high schools; others are offered on Dixie State College's campus. Its offices are located in Dixie State's North Plaza Building. While the DXATC's new program offerings are still under consideration, it is likely that, in addition to current offerings in high schools (welding, cabinet making, cosmetology) they will include such things as building trades (HVAC, framing, drywall, painting, tile, etc.), dental assisting (which will likely dovetail with the College's dental hygiene program), perhaps some short-term computer licensure programs, and diesel mechanics. At the state level, the UCAT will seek approval for a new degree, the Associate of Applied Technology (AAT). While the AAT degree is mandated by legislation, it must still go through the Utah Regents' approval process.

In establishing this new college, the legislature gave both public and higher education defined roles in the UCAT's governance. The relationships between regional ATC's and individual colleges and universities are also loosely defined. The UCAT is centrally administered in the Salt Lake City office of the Utah System of Higher Education; however, the governance structure of individual centers provides for broad input from business and public education as well. Even though the UCAT will be headed by a single president appointed by the Board of Regents, each center is also headed by a "regional president" who answers to central and regional Boards of Trustees that include representatives of business and industry, and representatives of both public and higher education. The regional board’s eleven-person membership is composed of three school board members, one Dixie State trustee, one regent, and six representatives of business and industry.

Rich VanAusdal, who for many years has served as a Dixie State College dean of business and applied technology programs, was appointed as interim regional ATC president from July 1, 2001 until December 20, 2001, at which time he was appointed as president. From December 2001 to July 2002, he served in both roles as Dixie State's dean and the DXATC's president. In July 2002, he assumed the presidential role on a full-time basis, at the same time, Dixie State hired a new dean of business and applied technology, Dr. David Borris. While he is no longer an employee of Dixie State, President VanAusdal may continue to serve as Dixie State's applied technology education director, responsible for coordinating and harmonizing both College and ATC programs through a partnership that is still being worked out at the
time of this writing. With offices on Dixie State's campus, President VanAusdal ensures that the relationship among educational and industry entities serves students well.

As this new administrative arrangement is launched, many details are yet to be worked out. Other details are emerging. For example, in January 2002, the College learned that the state school board voted to discontinue "vocational add-on funding," effectively restricting the "Articulated Program" -- the agreement forged many years ago between Dixie College and the Washington County School District. This discontinuance will force local administrators to curtail the program, by increasing tuition, eliminating programs, or both. While the environment continues to change, the College is committed to serving students and cooperating with the new UCAT and the school district, such that students receive the training they need and are not harmed.

Administrative and programmatic changes at the College have occurred, and will occur, alongside these statewide changes. The complicated atmosphere within which the College develops applied technology programs continues to evolve, and evaluators will see that, in offering applied technology programs, the College operates in an arena crowded with political forces.

**General Requirements for Applied Technology Education:** The College offers a variety of applied technology programs, from short-term to long-term, including certificates and the Associate of Applied Science Degree (AAS) programs. All certificates and AAS degree programs comply with policy 2.1, on general education and related instruction. An overview of the College Catalog shows that required core courses for all such programs include BUS 1370, Human Relations, a three-credit course that helps students develop interpersonal skills; ENGL 1010, the basic three-credit general education composition course; CIS 1200, Introduction to Microcomputers; and a MATH course numbered 1010 or higher (including Intermediate Algebra, Technical Math, Quantitative Literacy, and College Algebra).

**Certificate Degrees:** These programs vary in the amount of time for completion, but usually require one year or less. The programs are structured to provide skills needed for entry-level job opportunities. Many certificates include enough flexibility to allow students to choose among specific courses in order to fulfill their needs beyond the certificate core classes. Following are Dixie State College's Certificate Degrees:

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<th>Program Area</th>
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<td>Diesel Mechanic Technology</td>
<td>Light Duty Diesel Mechanic</td>
<td></td>
</tr>
<tr>
<td>Drafting</td>
<td>Architectural Drafting</td>
<td></td>
</tr>
<tr>
<td>Drafting</td>
<td>Computer-Aided Drafting</td>
<td></td>
</tr>
<tr>
<td>Drafting</td>
<td>Mechanical Drafting</td>
<td></td>
</tr>
<tr>
<td>Health Sciences</td>
<td>Emergency Medical Technician (Basic)</td>
<td></td>
</tr>
<tr>
<td>Health Sciences</td>
<td>Emergency Medical Technician (Intermediate)</td>
<td></td>
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<tr>
<td>Health Sciences</td>
<td>Emergency Medical Technician (Paramedic)</td>
<td></td>
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<tr>
<td>Health Sciences</td>
<td>Nurse Assistant/ Home Health Aide</td>
<td></td>
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<tr>
<td>Health Sciences</td>
<td>Practical Nurse</td>
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<tr>
<td>Technology</td>
<td>Aircraft Dispatcher</td>
<td>FAA, Approved</td>
</tr>
<tr>
<td>Technology</td>
<td>Electrician Apprentice</td>
<td></td>
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<tr>
<td>Technology</td>
<td>Plumbing Apprentice</td>
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</tbody>
</table>

**Associate of Applied Science Degree**: The AAS degree programs are available for students desiring a two-year program, but who are not planning to transfer to a four-year institution. These programs are also structured to prepare students for employment rather than for continued education. In comparison to the AA and AS degrees, the AAS degree has less emphasis on general education requirements, allowing students to enroll in more courses that are specific to their majors. Following are Dixie State College's AAS Degree programs:
<table>
<thead>
<tr>
<th>Program Area</th>
<th>AAS Degree Name</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Auto Body Technology</td>
<td>Auto Body</td>
<td></td>
</tr>
<tr>
<td>Auto Mechanic Technology</td>
<td>Auto Mechanics</td>
<td>ASE approved program. Passing all eight ASE area level exams and two years work experience will earn the prestigious ASE &quot;Master Mechanic&quot; credential.</td>
</tr>
<tr>
<td>Business</td>
<td>General Marketing</td>
<td></td>
</tr>
<tr>
<td>Business</td>
<td>Office Administration</td>
<td></td>
</tr>
<tr>
<td>Business</td>
<td>Travel Systems</td>
<td></td>
</tr>
<tr>
<td>Computer Information Technology</td>
<td>Graphic Communications</td>
<td>PIA/ Print Ed. Certified</td>
</tr>
<tr>
<td>Diesel Mechanic Technology</td>
<td>Diesel Mechanic</td>
<td></td>
</tr>
<tr>
<td>Drafting</td>
<td>Architectural Drafting</td>
<td></td>
</tr>
<tr>
<td>Drafting</td>
<td>Mechanical Drafting</td>
<td></td>
</tr>
<tr>
<td>Health Sciences</td>
<td>Emergency Medical Services</td>
<td>Prerequisites to the program: EMT Basic Certification for one year prior to starting. The ACLS/PALS also required.</td>
</tr>
<tr>
<td>Health Sciences</td>
<td>Dental Hygiene</td>
<td>Prerequisites to the program: immunizations, CPR certification, and specific courses. After the degree program, students must pass the licensing exam and obtain a license to practice dental hygiene in Utah.</td>
</tr>
<tr>
<td>Health Sciences</td>
<td>Nursing</td>
<td>Prerequisites to the program: immunizations, specific courses. After the degree program, students must pass the RN licensing exam and obtain a license to practice nursing in Utah.</td>
</tr>
</tbody>
</table>

**Upper-Division Programs**

Formal application for accreditation at the baccalaureate level: Dixie State College is accredited at the lower-division level and has informal candidate status at the upper-division level. In this section, the College makes formal application to be accredited at the upper-division level as well.

Dixie State College's recent mission change is a response to citizens' request for better geographic and financial access to four-year degrees, especially low-cost, job-related degrees; and for better College involvement in economic development regarding specific business and industry needs. In October 1999, the Utah Board of Regents voted to expand Dixie College's mission to include select baccalaureate degrees, including Computer Information Technology and Business Administration (exhibit 2.137, CIT Proposal to Regents December 1999; and exhibit 2.138, Business Administration Proposal to Regents December 1999). The Regents approved these programs to begin in Fall 2000, and the College immediately began
preparing the Prospectus to Add Degree Programs at a Higher Level than Presently Approved (exhibit G.11), which was submitted to the Commission in February 2000. The prospectus systematically addresses all topics listed in Accreditation Policy A-2, Substantive Change (see page 101 of the 1999 Accreditation Handbook), including authorization, educational offerings, the need for the change, the budget, student services, physical facilities, and faculty.

On March 31, 2000, Dr. Sandra Elman, NASC Executive Director, wrote to inform Dixie State that the Commission had approved the prospectus. She explained, "In accordance with Commission policy, the accreditation status of the College at the associate level continues, and the institution is accorded informal candidate status at the baccalaureate level. When an institution has informal candidate status at the higher degree level, it is expected to conduct a comprehensive self-study for reevaluation at all degree levels and be visited by a full evaluation committee during the academic year following graduation of the first class at the higher degree level" (exhibit 2.18, Dr. Sandra Elman Letter Announcing Candidate Status at Baccalaureate Level, 3-31-2000). This self-study represents Dixie State College's request to be accredited at the baccalaureate level.

With informal candidate status, in August 2000, Dixie State enrolled the first students in upper-division courses. The timing of these events, with the change from associate- to baccalaureate-granting status coinciding with the regular full-scale accreditation, posed logistical problems for the College, and evaluators are asked to be sensitive to those problems. Because the comprehensive accreditation evaluation was scheduled in October 2002, Dixie State students will just barely have completed two years' study required to graduate, and assessment efforts will still be somewhat "adolescent," for lack of a better term. Despite considerable attention and energy to assessing the incipient baccalaureate programs, at the time this self-study is drafted, Dixie's baccalaureate programs are still very young, and assessment data does not include great longitudinal breadth. As they review these baccalaureate programs, evaluators are asked to be cognizant of the programs' youth.

Dixie State's strategic plan includes measures to expand baccalaureate-level offerings (exhibit 1.5, Future Projects List [Current Strategic Plan]). In summer of 2001, Dixie State College of Utah applied to the Utah Board of Regents to add a third baccalaureate program in elementary education, and in October, the Regents authorized the College to begin offering an elementary education baccalaureate program (exhibit 2.139, Elementary Education Proposal to Regents September 2001).

As accreditation evaluators come to campus in October 2002, they will find three baccalaureate degree programs, two of which began in Fall 2000 and one of which began in Fall 2002. In this section, Dixie State College of Utah makes formal application for full accreditation status at the baccalaureate level. This section will address the following topics:

History of the "State College" Institution Type in Utah
Mission and Goals of Upper-Division Education
Implications of the "State College" Institution Type at Dixie State
Budget and Institutional Infrastructure
Library Resources in Support of Upper-Division Program Curriculum
Upper-Division Program Requirements
Upper-Division General Requirements
Assessment Plans and Data

History of the "State College" Institution Type in Utah: Before 1993, the Utah System of Higher Education was comprised of three types of institutions: the research and teaching universities (University of Utah and Utah State University); the metropolitan universities (Weber State University and Southern Utah University), and the community colleges (Dixie College, Utah Valley Community College, Salt Lake Community College, College of Eastern Utah, and Snow College). The nine institutions in the Utah System have changed their missions and institution types through the state's history. Two community colleges, for example, were originally private academies operated by the LDS Church. Two were originally urban vocational schools that were converted to comprehensive community colleges in 1987. And change of institution type is still on the horizon for the Utah System. Throughout 2000 and 2001, the
state legislature refereed a debate between public education and higher education about the future of several applied technology centers. In Summer 2001, in special session of the legislature, a new institution was formed, the Utah College of Applied Technology (UCAT), an institution that combined applied technology centers around the state (exhibit 2.141, House Bill 1003 [authorizing the Utah College of Applied Technology]).

In 1993, Utah Valley Community College applied to the Utah Board of Regents to introduce a fourth institution type, the state college, an institution with two interdependent tiers, the lower-division and the upper-division. This institution type would maintain the philosophy, mission, and character of a comprehensive community college, while offering an upper-division tier of more restrictive and in-depth courses that addressed high community and industry demand. At that time, the current national movement to develop the "community college baccalaureate" was in its infancy, and this institution type represented a unique structure both in Utah and in the nation. Since that time, the nation has seen a proliferation of community college baccalaureate degrees. As Dixie College undertook its recent mission change, it made repeated reference to the "Utah Valley Model," a paradigm that allows community colleges to satisfy community needs.

The state college institution type combines aspects of the community college type with aspects of the teaching universities. Dixie State College's current mission statement affirms that "Dixie State College of Utah [is] a publicly supported state college with two interdependent tiers." With this mission, the College "functions as a comprehensive community college while offering a limited number of quality baccalaureate programs." The College is comprised of a lower division that preserves the philosophy, mission, and character of a comprehensive community college, and an upper division that offers a limited number of high demand baccalaureate programs.

For more discussion of governance issues involved in the mission change, see Chapter Six, "A Case Study in Governance - The Mission Change," page 242.

Mission and Goals of Upper-Division Education: In response to these events, the College drafted a new mission statement. The College's Level-Two Goals affirm that “Dixie State College of Utah helps students achieve their academic, career, and life goals. The college will provide Upper-division Education as part of select baccalaureate programs, resulting in graduates who can effectively respond to local and state needs. After completing baccalaureate degrees at the college, students will –

1. Demonstrate a baccalaureate-level command of their discipline.
2. Demonstrate baccalaureate-level skills in math, communication (both oral and written), and critical thinking.
3. Understand and value professional ethics and multiculturalism.
4. Be fully prepared for jobs that require the training received. A minimum of 75% of the students completing the degree and seeking employment will be placed on jobs within six months after graduation.
5. Satisfy the expectations of their employers. A minimum of 75% of employers who hire graduates will express satisfaction with the graduate at a level above average when compared to other employees hired for similar jobs. Employers who hire baccalaureate graduates will be able to express satisfaction with the quality of training received.
6. Be prepared for admission into graduate degree programs. Students completing a Dixie State College baccalaureate degree who seek admittance into graduate programs within six months after graduation will be admitted at the same rate as students graduating from other baccalaureate-granting institutions.
7. Complete their degree at a rate better than the national average for similar four-year programs as measured two, or three, or four years after the students achieved junior-year status."

Implications of the "State College" Institution Type at Dixie State: This paradigm has important implications. As a degree-granting institution, Dixie State College maintains its community college identity and commits itself to preserving the quality of its lower division programs. Following are some important consequences of the state college model as it has emerged in Utah:
**Structure of Degrees:** The upper division tier is built on the base of the lower division tier. Whereas at a type-I or type-II university students intermingle upper- and lower-division study throughout the four-year degree, in the state college type institution, students complete an associate degree before enrolling in the third- and fourth-year programs and there is a clear demarcation between the lower- and upper-division programs. At state colleges, students do not intermingle general education and major courses as much as they might at a university. Even though students must complete a small number of lower-division major core courses in preparation for upper division study, the upper division restricts itself to 63 or fewer credits.

**Emphasis on General Education:** For years, research and metropolitan universities around the nation have been criticized for a lack of commitment to instruction at the freshman and sophomore level. The weight of institutional commitment and personnel resource, it is suggested, has shifted away from general education and toward upper-division programs. Because the state college model maintains the mission and philosophy of a comprehensive community college, and because students must complete an associate degree before entering upper-division programs, the traditional community college commitment to freshman and sophomore year instruction is maintained.

**Single Faculty:** While the College has two tiers, the faculty remains unified by a single workload policy (thirty credits per year) and by a single set of faculty policies (evaluation, professional development, rank and tenure, etc.). Faculty are not divided as lower-division faculty and upper-division faculty.

While the majority of faculty procedures are identical for all faculty regardless of upper- or lower-division teaching assignments, some differences aimed at improving upper-division instruction have emerged, primarily remuneration. Before 2000, all faculty at Dixie State College were on a single faculty salary schedule (exhibit P3.18, Policy on Faculty Salary Schedule; however, when the Business Administration and the Computer Information Technology degrees were approved, the College faced the hard economic reality that it could not attract qualified, doctorate faculty in these disciplines unless it violated the long-standing salary schedule. During that year, three persons were hired at salaries higher than doctorate faculty who had been on staff for many years. Even though this decision was thoroughly reviewed and approved by the Faculty Senate, it was then and remains a matter of some controversy. Additionally, the dollar-amount of contract remuneration for adjunct or overload instruction is higher for upper-division instruction than lower-division.

**Open-Door Access:** Admission to the College's lower-division programs remains open door, while admission to the upper division programs requires completion of a lower division core (although the College allows non-degree seeking students to enroll in upper-division courses on a space-available basis).

**The Role of the University Center:** Dixie State College continues to partner with regional universities to bring high demand academic programs to southwestern Utah. Through the University Center, the College will “incubate” proposed academic programs, testing community support before allocating large amounts of institutional resources for the program. For example, for some years, Dixie State College and SUU have partnered to provide an upper-division elementary education degree in St. George. After seeing the legitimate student demand and industry need for this baccalaureate program, the College and SUU formed an agreement wherein this program would transition from SUU control to Dixie State control. As Dixie State built up the necessary infrastructure, SUU incrementally withdrew from the program, and Dixie State assumed increasing responsibility. By 2002, the College had hired needed faculty and staff and created and sought approval for its own curriculum. In October 2001, the Regents approved Dixie State's elementary education baccalaureate. Dixie State anticipates that other baccalaureate programs will be "incubated" in similar fashion via the University Center.

**Budget and Institutional Infrastructure:** The addition of upper-division programs rests on a stable foundation, the College's mature lower-division programs. The College has understood, however, that upper-division programs require personnel with greater expertise and instructional equipment and support services of a higher magnitude. Thus, the institution set forth and implemented budgets and logistical plans for acquiring these personnel and learning support resources. In addition to student services personnel hired (addressed in chapter three), the College has upgraded its library and computer facilities and hired faculty with appropriate credentials. Specifics of a five-year budget are included in exhibit G.11, Prospectus to Add Degree Programs at a Higher Level than Presently Approved, pp. 45-49.
Evaluators responsible to appraise the College's financial resources will see that, because of a combination of state and private resources, the College enjoys a position of relative wealth for its baccalaureate programs. Utah employs a funding formula that provides approximately $2000 per student FTE at the lower-division level and $4,500 at the upper-division level. Additionally, private donors have contributed millions of dollars in support of the upper-division programs, funds that have been used to put each and every upper-division student on scholarship. This condition of relative wealth has allowed the College to improve its library, purchase equipment, and hire quality doctoral faculty in support of its baccalaureate programs.

**Library Resources in Support of Upper-Division Program Curriculum:** Library and information resources support teaching and learning at an appropriate level. Dixie State's recent mission change has profound implications for its library. For decades, the library has adequately met the needs of lower-division students (exhibit G.18, Report of the 1992 Evaluation Team, p. 6); however, the College's recent mission change has required that the library serve upper-division students in a small but growing number of upper-division programs. For students in those programs, library services are now of a greater magnitude and development than had been the case when the library supported only lower-division programs. The College has implement procedures to ensure that library and information resources are sufficient in quality, depth, diversity, and currency to support curricular offerings, especially baccalaureate programs in business administration, computer information technology, and elementary education.

The library collections and the instructional curriculum both have been improved to support upper-division degree programs. During the 2000-2001 school year the College added hundreds of titles of print and electronic information media in support of the two baccalaureate programs that had been approved at that time (exhibit 2.140, Report to Regents on First Year of B.S. Degrees, September 2001, pages 5 - 6, and exhibit 5.4, Materials Added for Baccalaureate Degrees, 2000-2001). As the elementary education and other baccalaureate degrees are approved, similar purchases are made in their support. The curriculum requires that all upper-division students, regardless of their major, must take English 3010, Writing in the Professions, and this course's learning objectives include the following "Research Objectives": 1) utilize a wide variety of research sources; synthesize research with their own ideas and writing; and 3) document research in long, formal reports" (exhibit 2.145, Course Syllabus for ENGL 3010, Writing in the Professions). This course builds upon information resource skills that students have developed in lower-division courses. For more information about information resources in support of upper-division programs, see chapter five, page 215.

**Upper-Division Program Requirements:** Rather than mingling upper- and lower-division coursework throughout a four-year degree, the structure of degrees at Dixie State is "two-plus-two": All students who enter baccalaureate programs at Dixie State College will apply for admission having completed, or within a few months of completing, a two-year associate degree. As part of this associate degree, they will have completed a core of lower-division pre-major courses. They will complete the upper-division program requirements in their third and fourth years. The lower-division degree requires at least 63 credits, and the upper-division requirements will likewise be 63 credits, with an overall baccalaureate of 126 credits. All degree programs have been designed to provide students appropriate competencies and knowledge within the respective discipline (exhibit 2.142, Program Requirements for B.S. in Business Administration; exhibit 2.143, Program Requirements for B.S. in Computer Information Technology and exhibit 2.144, Program Requirements for B.S. in Elementary Education).

**Upper-Division General Requirements:** As part of its strategic planning process, Dixie State conducted "environmental scans" or "climate surveys" to determine the demographic, economic, political, educational, and cultural characteristics of the College's service region (exhibit 1.3, 1994 Climate Survey; and exhibit 1.2, 1999 Climate Survey). As part of this process, the College asked consultants about the chief deficiencies they perceived in recent graduates of both two- and four-year programs. Through various consultants, the answer included the same elements: Graduates lacked writing skills, a sense of professional ethics, and a multicultural perspective. These three themes emerged repeatedly.

As the College planned its baccalaureate degrees, it has included three required courses. All baccalaureate students, regardless of their degree program, must complete upper-division courses in 1) professional writing, 2) professional ethics, and 3) multicultural perspectives. These three courses
constitute enrichments above and beyond what is traditional at regional colleges and universities. At all institutions in the Utah system, students must complete two writing courses, ENGL 1010 at the freshman level and ENGL 2010/2011 at the sophomore level. Dixie State is unique in requiring a third course, the upper-division professional writing course. Likewise, Dixie State is unique in requiring that all baccalaureate students take upper-division courses in professional ethics and multicultural perspective.

The College realizes that, in some ways, these courses violate a basic educational tenet -- that general requirements constitute part of the general education program and should be offered at the lower-division level. However, these courses are of a standard of rigor and thoroughness, each demanding a level of educational maturity and experience, that justifies their status as upper-division course offerings. Likewise, these courses complement intensive discipline content and represent an educational innovation of which the College is justifiably proud (exhibit 2.145, Course Syllabus for ENGL 3010, Writing in the Professions; exhibit 2.146, Course Syllabus for HUM 3030, Multicultural Studies; and exhibit 2.147, Course Syllabus for PHIL 3510, Business and Professional Ethics).

Assessment Plans and Data: A more complete review of assessment data will be presented later in this chapter, and evaluators are invited to peruse that material, on page 92. A theoretic explanation of the assessment will be presented here. This explanation demonstrates that the College understands that its baccalaureate programs require excellence and expertise of a higher magnitude than its traditional lower-division programs have required. In hiring faculty, purchasing equipment, and establishing institutional infrastructure, the College has been guided by this understanding.

Most components of the upper-division assessment plan are "end-of-program" assessments, including such things as degree completion rates and placement in the workforce (exhibit 2.30, Educational Program Assessment Plan), and evaluators are asked to be sensitive to the fact that the College's baccalaureate programs began in Fall 2000, with the first cohort having completed degrees within a few months of the evaluation visit. However, one major component, "upper-division command of subject material," is central to evaluators' assessment of whether Dixie State College of Utah is deserving of full accreditation status at the baccalaureate level. This component is based on the idea that lower-division learning and upper-division learning, while quite similar, nevertheless have identifiable differences. It answers the question, "How is upper-division command of subject material different from lower-division command of subject material?" It then seeks evidence that upper-division students at Dixie State College indeed demonstrate the characteristics of upper-division command of subject material.

To distinguish lower- from upper-division learning, evaluators should think back to their own baccalaureate educations and call to mind any entry-level general education course (Freshman English or Introduction to Psychology, for example). Next, evaluators should call to mind any mid-level upper-division course in their majors (HIST 3520, Twentieth Century European History; MKTG 3010, Marketing Principles, or BOT 3560, Agricultural Botany, for example). When memories of lower- and upper-division courses are set side by side, differences become more perceptible and clear, and evaluators will probably agree that lower- and upper-division learning differ in the following ways:

1. Assumed background: Lower-division command of subject assumes that students have little more than general background in the subject. PSYC 1010 assumes that students know little about psychology before they begin the course; however, a course like PSYC 3850 assumes that students have a broad understanding of psychology. Baccalaureate-level command of subject includes a thorough familiarity with --
   • the major concepts of the field,
   • important research,
   • the history of the discipline,
   • and major intellectual contributors.

2. Breadth and Depth of the Content: In general, lower-division command of a discipline is characterized by breadth. The approach is inclusive, often surveying the full range of the discipline. Upper-division command of discipline is characterized by depth. The approach is
limited to a defined aspect within the discipline, and this narrowed topic is probed at great depth in the upper-division course.

3. **Complexity and Sophistication of Intellectual Skills Required**: In general, lower-division command of a discipline requires entry-level intellectual skills. Upper division command of a discipline requires a higher order of intellectual skills, including --

- Writing, reading, and math skills that are more complicated and demanding.
- Research skills, including the ability to locate, analyze, synthesize, and manage data, making inferences and forming effective conclusions.

4. **Complexity and Sophistication of Course Curriculum**: Lower-division course curriculum, including examinations and all other assignments, requires a lower-division command of the discipline, assumes little background in the discipline, takes a broad approach to the topic, and requires only entry-level intellectual skills. The examinations, assignments, projects, and homework in upper-division course curriculum assume a broad understanding of the field, take a focused approach to the topic, and require complex and sophisticated intellectual skills.

To show that the College's baccalaureate programs are appropriately characterized by the above traits, the College has undertaken two types of assessment efforts – surveys and portfolios. In surveys, the College has sought students' opinions about the above issues: Do upper-division courses at Dixie require more writing? Do they require more intensive use of library and information resources? Are they appropriately demanding and rigorous? Are faculty qualified? Are library resources, computer equipment, and learning support resources sufficient? (Exhibit 2.153, *Upper-Division Student Survey Instrument, Spring 2001*, and exhibit 2.154, *Upper-Division Student Survey Results, Spring 2001*).

Faculty in Dixie State's upper-division programs have also created portfolios of curriculum (exams, assignments, syllabi) and student work (papers, projects, analyses). Faculty have used the portfolios to demonstrate two things: First, that faculty require their students to perform at a baccalaureate level; and second, that students do in fact perform at that level. The above definition is the theoretical basis of an analysis of material in these portfolios (exhibit 2.150, Upper-Division Student Portfolios, and 2.151, Faculty Analysis of Upper-Division Student Portfolios). For more discussion of upper-division portfolio assessment, see “Upper-Division Command of Subject Material” on page 93.

On the basis of these two efforts, the surveys and portfolios, the College is confident that evaluators will see that the College is deserving of full accreditation status at the baccalaureate level.
Lynette Staheli, class of 2000, was part of the first graduating class in the dental hygiene program. Her class not only helped usher in a new era of medical professional training at DSC, but scored as the sixth highest-ranking program on the national board examinations. A wife and a mother of two children aged 3 and 1, she divides her time between home and work as a hygienist at a local dental practice.

Lynette really graduated from Dixie on two different occasions and had two different experiences. At first, she received the associate of science degree. Later, she returned for the dental hygiene program earning her associate of arts degree and certification. In both instances she proved an outstanding student and received summa cum laude honors.

“The first time I chose to go to Dixie I think I went for the same reasons most people go. I enjoyed the small classes and getting to know the professors, and the social aspect was nice. Everyone seemed friendly,” she says. Her next step in Dixie’s hygiene program, however, proved to be a huge challenge. “The program becomes your life for two years. It’s competitive to get into, and it’s competitive within the program. It was very challenging. I felt like I really earned my education.”

Although she found each degree differed, she enjoyed both experiences. “It was really difficult at times. I had a child during the first year of the dental hygiene program but I made it through because I had a lot of support from family, friends in class, and professors.”
Chapter Two-B: 
Educational Assessment and Planning

Purpose and Overview of Educational Program Planning

Education planning occurs in clearly designated bodies with clear lines of communication. At its most general level, educational planning occurs in the Strategic Planning Committee (as described in Chapter One - Governance). This committee periodically surveys the social, economic, cultural, and educational environment to understand the threats and opportunities for the College and the needs of the community and produces a written report of its findings (exhibit 1.2, 1999 Climate Survey). It then plans and approves a list of major projects, including educational programs (exhibit 1.5, Future Projects List [Current Strategic Plan]). The Strategic Planning process is clearly and unambiguously defined (exhibit P6.30, Policy on Strategic Planning and Evaluation). At least yearly, an institutional plan is created which relies on several sources of information, including --

2. the Future Projects List (Current Strategic Plan, exhibit 1.5),
3. the Campus Master Plan (exhibit G.20),
4. learning outcomes and educational goals (see, for example, G. E. Course Common Learning Objectives, exhibit 2.2), and the Budget Process policy, exhibit P6.11).

In coordination with these general planning efforts, educational planning also occurs in various other settings. Academic program, policy, and curriculum planning occurs in Academic Council, with various committees providing input. Staffing and budget planning occur in other administrative councils that have explicitly defined roles and processes (exhibit P3.36, Faculty Staffing Advisory Committee).

The College has identified and published the expected learning outcomes for each of its degree and certificate programs. Those outcomes are listed in the College mission, its Level-Two Goals (an elaboration of educational goals in the mission, exhibit G.2), in the General Education Philosophy and Goals (exhibit 2.1), and in G. E. Course Common Learning Objectives (exhibit 2.2).

The College has adopted and implemented an Educational Program Assessment Plan (exhibit 2.30) and shows evidence that assessment leads to the improvement of its programs. Narrative below will show that assessment efforts have resulted in many improvements to the curriculum, including enhanced placement procedures in math, reading and composition; more effective reading instruction across the curriculum; the implementation of a computer requirement, and more effective retention through a freshman orientation and sophomore capstone course.

**Educational Program Assessment:** The College conducts regular, systematic assessment and uses feedback to plan and implement substantive improvements and fully complies with the spirit and terms of accreditation policies and standards concerning educational program assessment. Components of Dixie State's educational assessment may be found in at least four on-going processes: 1) the annual report, 2) the educational program assessment plan, 3) the USHE accountability report, and 4) the program review process.

**Institutional Effectiveness for Community Colleges**, by Richard Alfred, Peter Ewell, James Hudgins, and Kay McClenneny et al). These fourteen indicators include many assessment activities that measure student academic achievement, including such things as degree completion rates, placement rate in the workforce, employer assessment of students, pass rates on licensure and certification exams, and performance after transfer. The College has implemented these assessment activities to prepare annual reports for six years.

Second, the College has an Educational Program Assessment Plan (exhibit 2.30) which is used to appraise the College's effectiveness on the five educational goals identified in the College's mission. Specific assessment activities are designed to measure success in 1) developmental education, 2) lower-division education, 3) upper-division education, 4) applied technology education, and 5) continuing education. While the plan was finalized in 2001, the College has implemented parts of this plan for more than seven years.

Third, the Utah System of Higher Education requires that the College submit data for a system report (exhibit 2.57, USHE Reports, *Accountability For Performance, 2001*; and *Biennial Assessment and Accountability Report, 2002*), including indicators such as pass rates on professional certification and licensure examinations, transfer efficiency, and graduation efficiency.

Finally, under the direction of the Board of Regents, the College has a recently implemented Policy on Program Review (exhibit P4.43), and all programs have completed the processes defined in this policy in preparation for accreditation. In completing the program review reports, thirty-six individual programs have designed and implemented assessment activities that are discipline-specific. The Academic Council perused all program review reports and wrote an “institutional response” which rated programs on a scale from “outstanding” to “probationary.” The institutional Board of Trustees reviewed and approved the “institutional response” in May 2002 (exhibit 2.278, Program Review Institutional Response).

The College has a long tradition of assessing student achievement and using collected data as the basis for planned improvements.

At Dixie, educational goals have varying levels of generality, from the highly specific learning objectives found in individual course syllabi, to more general goals that are shared by academic departments. At the most general level, Dixie State's mission statement contains five broad educational goals, which are called "level-one" goals. Individual educational units have more specific goals, which are called "level-two" goals because they elaborate and expand upon the "level-one" goals (exhibit G.2). Finally, individual academic programs have highly specific goals such as those found in course syllabi, which are called "level-three" goals.

This portion of the self study will assess the five "level-one" educational goals in the College's mission. The College's Educational Program Assessment Plan (exhibit 2.30) includes three phases: 1) data collection, 2) data analysis, and 3) planning. Parts of this comprehensive plan have been implemented for many years; however, on January 18, 2001, the Academic Council formally approved the Dixie State College Assessment Plan. For a full review of data collected, analyses written, and planned improvements, evaluators are referred to exhibit 2.30, Educational Program Assessment Plan.

**Data Collection**: The first phase in the College’s assessment plan is data collection. Following is a summary of assessment data sources and data collected:

1. **Institution Overall -- Student Goal Achievement:**
   - Statistical Analysis Of Admissions Data
   - Graduating Sophomore Survey
   - Freshman Orientation and Sophomore Capstone Goal Essays
   - Annual Report Assessment Data

2. **Developmental Education**
   - Cohort Persistence and Success Study
   - Success in Subsequent, Related Coursework

3. **Lower-Division Education**
   - Critical Literacy Skills Test (CLST)
   - Graduating Sophomore Survey
Program Review Policy

4. Upper-Division Education

Degree Completion Rates
Placement in the Workforce
Employer Assessment of Students
Student Satisfaction Assessment

5. Applied Technology Education

Placement in the Workforce
Employer Assessment of Students
Licensure/Certification Pass Rates
Advisory Committee Review

6. Community Services and Continuing Education

Responsiveness to Community Need

Data analysis: After the data collection phase, there is a data analysis phase, in which faculty task forces enumerate the strengths and weaknesses of the educational programs and make specific recommendations.

Planning: Following the analysis phase, there is a planning phase in which improvements are planned and implemented. Several examples of such improvements come to mind: In 1996, as a result of the Graduating Sophomore Survey (exhibit G.17), the College discovered that students were comparatively dissatisfied with computer skills instruction, and the College implemented a new general education requirement for computer skills development. In 2000, as a result of the Critical Literacy Skills Test (CLST), a locally developed test, the College discovered that gains in student achievement in reading skills were not as significant as gains in math and writing skills. The College therefore implemented a reading skills training in its 2001 Faculty Fall Workshop and reconfigured the developmental English classes to include reading skills components. In 1998, the College became increasingly concerned about low retention rates and developed a two-course requirement aimed at improving retention, the required freshman orientation and sophomore capstone courses (exhibit 2.110, SSC 1000 Course Materials; and exhibit 2.112, SSC 2000 Course Materials). Also, during Spring 2002, a faculty task force planned and implemented a mid-term grade procedure aimed at identifying at-risk students and providing advising and academic support interventions. When evaluators arrive on campus, they will find this task force at work finalizing this process.

On a continuing basis, the College collects data, analyses data, and plans and implements improvements.

Complementing the assessment plan described above, educational planning occurs consistently at the program level as well. Individual departments are required under recent Regent policy to do program assessment (exhibit 2.99, Regent Policy R411, Review of Existing Programs and exhibit 2.100, Regent Draft Policy on Program Review). This policy requires that every five to seven years program reviews are to be "conducted in accordance with procedures developed by each institution consistent with its respective faculty governance system... Departments whose programs are under review should prepare detailed written materials for review committees based on institutional criteria and procedures. Institutional processes will develop recommendations which will be submitted to institutional Boards of Trustees." (Paragraph 3.4).

To comply with this Regent policy and to prepare for accreditation, the College designed and implemented its own program review policy that combines elements from the accreditation self-study process and the Regents' required program review (exhibit P3.43, Policy on Program Review). The culmination of this review process is an Academic Council evaluation that ranks programs on a scale from "outstanding" to "probationary." The program reviews and the Academic Council recommendation are forwarded to the Trustees for their approval (exhibit 2.278, Program Review Institutional Response). In preparation for the 2002 comprehensive accreditation evaluation, all academic programs have undergone
Assessment of Student Goal Achievement

This section will review the College’s published goals, assessment plan, and assessment data for student goal achievement. The College mission statement (exhibit G.1) affirms that “Dixie State College of Utah helps student achieve their academic, career, and life goals . . . .” Student goal achievement is the centerpiece of the mission statement, the overarching aim of all College programs, and the theme of this self-study document. The College assesses student goal achievement in the following ways:

Statistical analysis of admissions data: When students are admitted, they are asked to declare their goals, and their responses are stored in the College’s admission and records database. Students choose one of the following options when filling out the admission form:

- My educational goals while at Dixie State College are to:
  - a. Attend classes, but transfer to another institution before graduation from Dixie.
  - b. Attend classes until military or religious service.
  - c. Attend classes, but get a job before graduation from Dixie.
  - d. Earn a bachelors degree (BS).
  - e. Earn an associate degree (AA or AS).
  - f. Earn an associate of applied science degree (AAS)
  - g. Earn a certificate/diploma.
  - h. Other: ____________________________

The College began collecting this data in Fall 2001. The College intends to measure effectiveness by comparing graduation rates and enrollment patterns against students’ declared goals. This stage of assessment will begin in 2003, when the beginning cohort will have had time to finish programs. Following are students’ declared educational goals for students admitted in Fall 2001. When the College measures effectiveness, it can compare data outcomes to students’ declared intentions:
Graduating Sophomore Survey: At graduation, students are surveyed about whether or not they have fulfilled their goals, and about their satisfaction with Dixie State's role in their goal fulfillment. Following are responses from graduating sophomores over a seven-year period:

1. Dixie State College’s mission is to give you “the opportunity to achieve [your] . . . educational goals.” Think about the goals you had when you came to Dixie. Have you--
   a) achieved those goals to your full satisfaction?
   b) achieved those goals, but not to your full satisfaction?
   c) achieved only some of those goals?
   d) achieved relatively few of those goals?
2. How satisfied are you with the way Dixie State College has helped you achieve your educational goals?

   a) very satisfied.
   b) somewhat satisfied.
   c) somewhat unsatisfied.
   d) very unsatisfied.
Satisfaction with Dixie's Role in Goal Achievement

![Satisfaction with Dixie's Role in Goal Achievement Chart]

<table>
<thead>
<tr>
<th>Year</th>
<th>Very Satisfied</th>
<th>Somewhat Satisfied</th>
<th>Somewhat Unsatisfied</th>
<th>Very Unsatisfied</th>
<th>No Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>1995</td>
<td>48.00%</td>
<td>44.00%</td>
<td>4.00%</td>
<td>1.00%</td>
<td>0.00%</td>
</tr>
<tr>
<td>1996</td>
<td>45.00%</td>
<td>48.00%</td>
<td>5.00%</td>
<td>0.00%</td>
<td>0.00%</td>
</tr>
<tr>
<td>1997</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1998</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1999</td>
<td>54.46%</td>
<td>41.88%</td>
<td>3.20%</td>
<td>0.46%</td>
<td>0.00%</td>
</tr>
<tr>
<td>2000</td>
<td>54.48%</td>
<td>43.95%</td>
<td>1.12%</td>
<td>0.45%</td>
<td>0.00%</td>
</tr>
<tr>
<td>2001</td>
<td>51.33%</td>
<td>46.00%</td>
<td>2.42%</td>
<td>0.73%</td>
<td>0.00%</td>
</tr>
</tbody>
</table>

(Exhibit G.17, Graduating Sophomore Survey - Six Year Trends.)

**Freshman Orientation and Sophomore Capstone Goal Essays**: The College requires associate degree students to take two half-credit courses, orientation and capstone (SSC 1000 and SSC 2000). In these courses, students are asked to declare and analyze their goals in writing. In the orientation class, students write a 250-word essay in which they describe their educational goals, and in the capstone course, students write a 250-word essay in which they look back at the goals they had when they began at Dixie State and appraise Dixie State's role in helping them achieve their goals. These essay responses are stored in an online "Advising Portfolio," which the College maintains for each student. When beginning freshman essays are compared to the same students' graduating sophomore essays written two years later, it is obvious that students' goals are subject to frequent revision. The College's role is to help students in their individual process of forming appropriate, personally rewarding and logistically feasible goals, and to help them as they adjust their goals on the basis of their evolving perspectives. (For sample student essays, both freshman and sophomore, exhibit 2.34, Sample New Student Orientation Goal Essays; and exhibit 2.35, Sample New Student Orientation Goal Essays.)

**Annual Report Assessment Data**: Each year, the College collects the following data and reports it in the Annual Report (see, for example, exhibit G.7, Annual Report 2000-2001): Persistence from Fall to Fall (pages 37-39), Degree Completion Rates (pages 40-42), Number and Rate Who Transfer (pages 73-74), and Performance After Transfer (pages 75-77).
Significant Changes: The assessment of student goal achievement has led to several concrete improvements of teaching and learning. The institutional focus on goal achievement encourages students to be more reflective and sensible in forming goals. The two required courses, Freshman Orientation (SSC 1000) and Sophomore Capstone (SSC 2000) were added to the curriculum to help students consider, determine, and develop their own goals (exhibit 2.110, SSC 1000 Course Materials, and exhibit 2.112, SSC 2000 Course Materials).

Strengths: This consistent institutional attention to students' goals is an important strength in itself. The College's constant effort to promote student goal achievement creates a sense of institutional purpose and provides an appropriate context for considering decisions. Students consistently report that the College is effective in helping them meet their academic, career, and life goals. In general, students are quite satisfied with the College's role in helping them achieve their educational goals.

Weaknesses: While the College makes impressive efforts to collect data on its success in helping students achieve their educational goals, some of the data is not yet fully analyzed, especially the essays on goal achievement that freshmen and sophomore students write in the Orientation and the Capstone courses. In the Capstone Course, students answer the question, "What could Dixie State College do to more effectively help you achieve your goals?" Because this question elicits an open response, results are very difficult to quantify; however, the College must take this feedback seriously and find a way to analyze this body of data. The College must come to an understanding of the most important and frequent student recommendations for improvement and use this data in institutional planning.

Recommendation: The College should continue to stress goal achievement as the key to the College's educational mission and more thoroughly analyze student essays on goal achievement.

Assessment of Developmental Education

This section will review the College's published goals, assessment plan, and assessment data for developmental education. The College Mission Statement (exhibit G.1) affirms that "Dixie State College of Utah will provide developmental education that forms a foundation for success in either a work setting or lower-division coursework." As an open-door institution, Dixie State College accepts the responsibility to provide developmental education that "forms a foundation for success." As measured by indicators used in placement (test scores and high school GPA's), the skill level of a significant portion of Dixie State's students is not sufficient for success in college-level coursework.

A 2002 report by the ACT corporation shows that, among cohorts of entering freshmen at colleges and universities in Utah, Dixie State's cohort had the lowest mean composite ACT score, at 19.9, while the state mean composite score was 22.2 (exhibit 2.64, ACT Corporation Report: "Academic Performance After High School of Your 1998 and/or 1999 Graduates at Utah's Colleges and Universities," table 1). A correspondingly large proportion of Dixie State's students take developmental courses, a larger proportion than that at any other Utah college or university (exhibit 2.64, table 3). A 1998 study showed that, as measured by the College's placement standards (exhibit 2.60), 55 percent of Dixie State's entering freshmen needed developmental coursework (exhibit 2.43).

To serve these students, the Developmental Studies Department offers coursework that focuses primarily on three core academic skills -- writing, math, and reading. With course numbers lower than 1000, developmental courses offer institutional credit, which counts toward full-time-student and financial aid status, but which does not fulfill graduation requirements.

The Developmental Studies Department has concrete and measurable goals: Students who enroll in Developmental Studies courses will --

1. Persist to a second year (remain enrolled) at a level that is equal to or greater than the college’s general student population.
2. Demonstrate college-level competency in composition.
3. Demonstrate college-level competency in reading.
4. Demonstrate college-level competency in math.
5. Succeed in subsequent related college-level course work (exhibit G.2, **Level-Two Goals**).

The College's institutional effectiveness plan includes an annual review of the "success in subsequent, related coursework," which is defined as "The proportion of an identified entering student cohort that is assessed as deficient in one or more of the basic skills (reading, writing, computation), who subsequently (a) successfully complete developmental work intended to remediate this deficiency and (b) within one year completes their first college-level courses requiring the use of this skills with a grade of ‘C’ or better" (exhibit 1.7, **Core Indicators of Institutional Effectiveness for Community Colleges**, by Richard Alfred, Peter Ewell, James Hudgins, and Kay McClenney, p. 26).

Accordingly, the College collects and reports data showing success in subsequent coursework (exhibit G.7, **Annual Report, 2000-2001**, pp 78-81). Four sets of data analysis are conducted each year. The College conducts three annual studies of developmental students' success in subsequent, related coursework in composition, math, and reading skills (i.e., developmental composition students' success in college-level composition, etc.) Pages 78 through 81 of the **Annual Report - 2000-2001** (exhibit G.7) describe these studies. In these studies, the transcripts of a cohort of students who enrolled in developmental skills courses during a term two years previous are analyzed to show what proportion of the students have enrolled in the college-level skill course of the same variety and received a passing grade. For example, the transcripts of students who took developmental math two years previous are analyzed to show what proportion have subsequently enrolled in a college-level math course and received a passing grade. As evaluators can see in the Annual Report, while the proportion of students who successfully complete college-level skills courses is quite low, in most cases there is a rising trend.

Also, the College conducts an annual study of the general academic success of developmental students. General academic success is defined as persistence and acceptable grades. In other words, the College answers the questions, "Did developmental students continue with their studies?" and "Were their grades in the courses they took after being enrolled in developmental courses of an acceptable level?" After two year's time, the students' cumulative GPA is multiplied by their earned credits to form an "Academic Success Score." Combining grades and number of completed credits, this score is a general indication of academic success. The following average "Academic Success Scores" for three years' cohorts show that, in general, developmental students are persisting longer and achieving higher grades:

![Average Academic Success Score (Earned Credits Times Cumulative GPA)](image)

(For more information, see exhibit 2.227, **Developmental Studies Program Self Study**.)
Significant Changes: The above assessments have led to the following improvements of teaching and learning: First, the College has designed and implemented reliable measures of the effectiveness of developmental education. Second, after considerable debate about whether developmental math and developmental composition should be part of the Math and English Departments, the College decided to unite all developmental faculty and programs in the Developmental Studies Department, where developmental programs and students receive close attention and find greater prominence in the College's academic structure.

Strengths: In Spring 2001, a faculty task force was asked to review data from the College's assessment plan and appraise the strengths and weaknesses of developmental education. Members of this task force were Gordon Russell, Professor of Developmental Math; Janet Hansen, Professor of Developmental Math; and Tim Bywater, English Professor (exhibit 2.155, Task Force Report on Developmental Education). Following are the strengths they reported:

1. Dixie State College’s Developmental Studies curriculum is similar to other programs within the state. This similarity includes the number of course offerings as well as course content. This similarity is substantiated by catalog descriptions as well as meeting other Developmental Studies Department personnel at Developmental Education conferences on a yearly basis.
2. The curriculum is tailored to meet students’ developmental needs. In some courses, students learning styles are addressed by using flexible formats; for example, Math 0900 uses both a self-paced and a lecture format as part of the pedagogy. As a result, most students can complete their developmental work in one semester.
3. ENGL 0750 prepares students for ENGL 1010 which yields college-level credit. ENGL 0470 is a one semester course to learn and enhance reading skills. Following this course is a college-level critical reading course that includes speed reading techniques. MATH 0900 is offered in an open entry/open exit format. Students can complete the course in the first six weeks then enroll in Math 0930 block session. If they choose to finish after the first six weeks then they could enroll in the full semester Math 0930 class.
4. MATH 0930 prepares students for MATH 1010 which yields college-level credit.
5. After reviewing the data collected from the Assessing Developmental Education document which addressed ENGL 0750, ENGL 0470, and MATH 0900 (the highest risk student population), a few conclusions were drawn. The document showed placement scores and grades received in developmental courses. Persistence seemed to substantiate the validity of the developmental studies curriculum and its placement requirements. Students with low placement scores had the same success rate as those in the upper range for placement within the developmental course. This holds true for all three areas of developmental studies.
6. The data show a rising trend which in the proportion of developmental students who subsequently enroll in related college-level courses.

Weaknesses: The task force listed the following weaknesses:

1. According to the Assessing Developmental Education document which only addressed the entry level, high-risk students, over 75 percent of the students enrolled in the developmental courses of ENGL 0470, ENGL 0750, and MATH 0900 at Dixie State College did not proceed to the subsequent related course. The number of students dropping out in their freshman year is too high. Retention needs to be improved.
2. The document shows Developmental Math has a higher percentage of students receiving failing grades within the course than either Developmental Reading or Developmental Composition students.
3. Many of the most successful students in the program are not going on to the college-level course for which the developmental classes prepared them.
4. The developmental education program at Dixie State College fails to show students how to continue on a course of study that will lead them to a goal. More emphasis should be placed on
showing or helping students enrolled in the course how to set and achieve short and long term
goals.

**Recommendations**: After listing the above strengths and weaknesses, the faculty task force made
the following recommendations:

1. The Developmental Studies Program at Dixie State College needs to offer an ongoing personal and
academic advisement program for the developmental students. A phone survey conducted in the
summer of 1999 and fall of 2000 revealed that there were many monetary and personal reasons for
the high dropout rate. An advisement program should help students stay in school as well as go on
to the next course for which their developmental class prepared them. As with national trends in
any college, developmental students at Dixie State College are the highest risk population.

2. The Developmental Studies Program at Dixie State College needs to provide classrooms with
larger desks or tables for students, a computer lab with possibly a “smart system” set-up, and an
area where students can meet for group or individualized assistance near the developmental faculty
offices.

3. Tutors hired and trained by developmental instructors should be the only tutors working with
developmental students during their first semester at Dixie State College.

4. The Assessing Developmental Education document addressed only the entry-level courses of
ENGL 0470, ENGL 0750, and MATH 0900, further assessment on their subsequent courses, needs
to be conducted.

5. The Developmental Studies Program should reduce the number of students failing the
developmental classes while maintaining academic rigor within the program.

In response to the appraisal and assessments conducted, the Developmental Studies Department has
devised a plan for increasing the percentage of developmental students who pass subsequent, college-level
courses. Even though the percentage of students who succeed in subsequent courses is increasing (exhibit
G.7, Annual Report, 2000-2001, pp. 78-81), the success rate is still too low. Developmental studies faculty
hypothesize that the three most promising ways to improve the success rate are the following:

1. **Improve goal setting skills and strengthen commitment to educational plans.** Developmental
students lack goal-setting skills, resulting in poor commitment to educational plans. To address
this problem, department faculty will, first, set aside a portion of a class period as soon as
registration opens for the subsequent semester during which students will receive a registration in-
service. For this training session, developmental faculty will invite academic advisors to attend
their developmental courses to assist developmental students in setting goals, creating an
educational plan, and choosing courses for the subsequent semester. Second, in lectures and
discussions throughout the term, developmental faculty will encourage their students to form
educational goals and commit themselves to those goals. Third, all developmental faculty will
become more literate in the Student Information System (SIS) database, such that they are more
able to assist their students in registration, financial aid, and other student support.

2. **Improve developmental students' basic success skills.** Developmental students lack basic
success skills, including time management, organizational skills, and study skills. They struggle to
sustain regular attendance and completion of course assignments. To address this problem,
department faculty will devote a portion of all courses to the development of these basic success
skills.

3. **Improve the amount and quality of personal contact between developmental students and
developmental instructors.** The current model for offering developmental instruction, with its
emphasis on efficiency and productivity, diminishes the amount and quality of personal contact
between individual students and their instructors. Research has shown repeatedly that
developmental students do not thrive in large classes with very little personal attention from
instructors; instead, they require frequent and focused attention from instructors who provide
careful attention, feedback, and direction. Because of growth in the overall student headcount, the
College has been forced to schedule developmental courses in large sections with a relatively high percentage of adjunct instruction, and given the general budget limitations, a large increase in the number of developmental faculty may not be feasible. Therefore, to address this problem, the developmental faculty will seek supplemental instruction resources. First, faculty will improve the relationship between the Developmental Studies Department and two campus tutoring entities -- the Writing Center and the Math Tutoring Center. It is vital that tutors in these centers understand the needs and learning processes of developmental students, and developmental faculty will ensure that tutors in these centers are able to assist developmental students in ways that are most helpful for them. Second, faculty will seek other supplemental instruction resources, including both work-study students and hourly-wage "tutor-mentors."

Assessment of Lower-Division Education

This section will review the College's published goals, assessment plan, and assessment data for lower-division education. It will begin, first, by identifying the intended outcomes for lower-division programs and their link to the institution's overall mission. Second, it will explain the College's means of assessing those outcomes and the assessment results. And third, it will offer an appraisal of program strengths and weaknesses. The College's Mission Statement (exhibit G.1) affirms that "Dixie State College of Utah will provide lower-division education that leads to career- or transfer-oriented associate degrees or baccalaureate degrees, at Dixie State College of Utah or elsewhere." Additionally, the College has articulated the following goals for lower-division education:

1. After completing the Associate of Art or the Associate of Science, students will be fully prepared for upper-division coursework, possessing the foundation skills and knowledge needed for success.
2. After transferring to or after being admitted to upper division programs at Dixie State or other USHE colleges and universities, students will maintain or increase the level of their lower-division GPA, as measured upon graduation with a baccalaureate degree.
3. Students’ associate degree completion ratio as measured after three, four, or five years will exceed the national average for community colleges.
4. Through general education coursework, students will develop basic skills (or those that are prerequisite to achievement), core content knowledge (or a foundation of knowledge), and distribution content knowledge (or knowledge that broadens and enriches students).
5. Through elective coursework, students will explore options and fulfill lower-division requirements for their anticipated majors, such that at transfer institutions they are able to complete the baccalaureate within the same average credit hours as native students, those who began as freshmen at the institutions (exhibit G.2, Level-Two Goals).

Dixie State College has identified and published the expected learning outcomes of lower-division education. General education is a central function of lower-division education, and the College has articulated a complete description of student learning outcomes for general education. The complete version of the philosophy and expected learning outcomes of general education is available online (exhibit 2.1, General Education Philosophy and Goals). An abbreviated version of those goals appears in the College Catalog (exhibit G.30, page 38).

Courses that fulfill a common general education requirement, even though somewhat diverse in content, should have a core of common content and learning objectives. For example, the general education's physical science requirement can be fulfilled with courses as diverse as physics, geology, or chemistry. While courses of these different disciplines are somewhat dissimilar, courses that fulfill a common requirement should exhibit a common core of skills and knowledge that justifies the fact that these courses fulfill the same requirement. The College has articulated and published a set of common course objectives which identifies the common learning objectives for courses fulfilling the same general education requirements (exhibit 2.2, G.E. Course Common Learning Objectives), and the course syllabus from each course filling a common G.E. requirement includes these learning objectives (exhibit 2.4, All Course Syllabi, Fall 2000 to Spring 2002).
Through regular and systematic assessment, Dixie State College demonstrates that students in lower-division programs have achieved learning outcomes. The College's Educational Program Assessment Plan (exhibit 2.30) includes three main components to evaluate the effectiveness of lower-division programs: 1) the Critical Literacy Skills Test (CLST), a locally developed academic skill test (reading, composition, math) that has been administered annually to cohorts of entering freshmen and graduating sophomores (exhibit 2.156, Assessment of General Education Learning Outcomes, Including CLST); 2) the Graduating Sophomore Survey, a satisfaction survey that has been administered for eight years to all sophomores attending graduation exercises (exhibit 1.9, Graduating Sophomore Survey Instrument); and 3) the Program Review process, a procedure implemented in 2000 by which all academic programs undertake through self appraisal at least every five years (exhibit P3.43, Policy on Program Review).

Analysis of CLST Results: There are two basic types of skills tests, those that are professionally developed such as the COMPASS or ASSET tests, and those that are locally developed. The benefit of professionally developed tests is that they are nationally normed, and institutional data can be measured against a broad national database for benchmark comparison. In 1998, the Board of Regents mandated that all institutions in Utah implement a professionally developed test, the CAAP test. The test was administered in Spring 1999, and following were the results for Dixie's students:

<table>
<thead>
<tr>
<th>Sub-Test</th>
<th>Number taking test</th>
<th>Dixie Average</th>
<th>National Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>Writing Skills</td>
<td>20</td>
<td>61.1</td>
<td>62.7</td>
</tr>
<tr>
<td>Mathematics</td>
<td>24</td>
<td>61.2</td>
<td>56.1</td>
</tr>
<tr>
<td>Reading</td>
<td>27</td>
<td>63.3</td>
<td>61.1</td>
</tr>
<tr>
<td>Critical Thinking</td>
<td>19</td>
<td>62.6</td>
<td>61.2</td>
</tr>
<tr>
<td>Science Reasoning</td>
<td>29</td>
<td>61.7</td>
<td>59.0</td>
</tr>
</tbody>
</table>

In spring and fall of 2001, a faculty task force analyzed results of the CAAP test. After commenting on the small sample size, they noted that Dixie's students "are retaining Mathematics instruction at a greater rate than the national average," and that Dixie's students "are slightly above the national average in their reading, critical thinking, and science reasoning." This task force noted that Dixie's students were "slightly below the national average in Writing" and recommended a writing across the curriculum program, renewed emphasis on reading and critical thinking skills. Further, the task force recommended that the College "develop an in-house test more tailored to our general education requirements . . ." (exhibit 2.152, Faculty Task Force Analysis of CAAP Results for April 1999).

The dilemma of academic administrators is that professionally developed tests, despite their national norming, are not based on the individual institution's specific intended learning objectives. On the other hand, while they cannot be compared to national averages, locally developed tests have two important benefits: First, they are based on the institution's specific intended learning outcomes; and second, they help the institution's faculty and staff to develop psychometric assessment skills. Because of these benefits, Dixie State College has elected to develop its own assessment test, the Critical Literacy Skills Test. Written by a team of faculty, the CLST is specifically tied to the College's General Education Philosophy and Goals (exhibit 2.1), and teams of faculty have evaluated the CLST results to understand the strengths and weaknesses of Dixie's curriculum. The CLST has been administered and revised several times in recent years.

The CLST is administered to cohorts of entering freshmen and graduating sophomores, and results are compared to show "value added." In Fall term 1999, 977 first-term freshmen students took the test in the Testing Center as a class assignment in SSC 1000, and in Spring term 2000, 119 second-term sophomore students took the same test in the Testing Center. The freshman average score was 24.07 out of 50, and the sophomore average score was 27.50 out of 50. A team of faculty members listed the following
as general strengths and weaknesses that this assessment indicated (exhibit 2.156, Assessment of General Education Learning Outcomes, Including CLST).

**Strengths Indicated by CLST:** 1) The sophomore average score was approximately seven percent better than the freshman average. 2) Sophomores demonstrated the big percent-gains over freshmen in items testing many objectives. 3) This locally developed assessment has allowed on-campus personnel to develop expertise in testing and psychometrics in general. The full perspective on assessment reveals that our goals should be two-fold: First, to derive valid data that indicates student academic achievement, and second, to develop the testing expertise of on-campus faculty and personnel.

**Weaknesses Indicated by CLST:** 1) Of the three skill areas tested (reading, math, composition) students had the least percent-gain in the reading skill area. While both math and composition instruction occurs in dedicated courses, reading instruction is embedded in other courses. In theory, students should learn reading skills in other skill and content courses. However, test results seem to indicate otherwise. 2) Sophomores demonstrated negligible percent-gains, and even percent-losses, in several tested objectives. 3) While national testing agencies (ETS and ACT) argue for the validity of "pencil and paper" composition exams, composition faculty at Dixie State have serious misgivings about an objective assessment of composition skills. Instead, they avow that only a written assessment, an essay written under test conditions, will give valid assessment of writing skills. Given the size of the freshman cohort, with nearly a thousand test takers, the logistics of such a test would be daunting.

**Recommendations for Improvement:** 1) This locally developed assessment has involved the contributions of perhaps a dozen faculty and staff on campus. By now, it represents thousands of dollars of institutional commitment. These institutional expenditures are worthwhile, since on-campus faculty and personnel are developing expertise in testing that will bring future dividends. Faculty and staff should continue their current efforts in test development. 2) Inform all faculty of the results and analysis of this assessment so that they may adjust their instruction accordingly. The composition and math faculty should know the particulars of test outcomes so that they may respond to the analysis and recommendations of their colleagues, included below. 3) Inform all faculty of the sophomore's relative poor percent-gain in reading skills and provide in-service training on methods for including reading skills instruction in other skill and content courses. Provide this training in the coming pre-Fall faculty seminars. 4) Encourage the composition faculty, as a part of the composition program assessment (self-assessment conducted by the composition program, not by the institution at large), to develop an essay assessment that is collateral to the CLST, given to a smaller cohort. Also, improve the CLST's current "pencil and paper" composition assessment such that it in fact has assessment validity and faculty have confidence in that validity. To achieve these ends, the composition faculty should research the ETS and ACT position papers on validity of objective testing of composition, and the composition faculty should repeat the cycle of revising the assessment after each implementation. Composition faculty have now drafted and revised the CLST assessment through three different major revisions. Composition faculty should continue these efforts.

**Analysis of Graduating Sophomore Survey:** Each year graduating sophomores fill out a satisfaction survey that asks them to rate the College's effectiveness in achieving its academic objectives, especially those associated with lower-division education (exhibit 1.9, Graduating Sophomore Survey Instrument). This survey has been administered for eight years (exhibit 1.10, Six-Year Trend in Graduating Sophomore Survey). During 2001, a faculty task force was asked to review survey results and note areas of concern and make recommendations. This task force noted that "Generally, Dixie State College graduating sophomores are satisfied with their abilities to accomplish their life and academic goals and their abilities to meet the General Education goals of the institution. Scores of 70% or higher in all but a few notable areas indicate that Dixie is meeting the needs of a substantial number of students in the middle of the statistical curve" (exhibit 1.11, Faculty Task Force Analysis of Graduating Sophomore Survey). However, the task force listed the following "areas of concern" and made the following recommendations:

**Areas of Concern:**

1. **Reading:** Over 21% of the respondents thought that there was not enough emphasis on learning to read in their courses and over 51% said that they spent less than one hour per lecture hour on assigned reading.
2. **Oral Communication:** Nearly 21% of the respondents felt that too little emphasis was placed on speaking and oral presentations. Over 5% of the students claimed that they “never” made an oral presentation at Dixie, and over 36% indicated that they had done so only “once or twice.”

3. **Collaborative Work:** About 49% of Dixie students say that they have worked collaboratively with fellow students on projects, assignments or course work only two times or fewer.

4. **Critical Thinking:** About 17% responded that they did not have sufficient opportunities for problem solving and critical thinking in their courses.

5. **Computer skills:** Nearly 19% of respondents thought they did not receive enough computer training. (This data is difficult to interpret. Who answers the question determines the inferences we could draw. Even though a CIS class is required, it could be that the course is too basic for many students. It also could be the case that CIT majors would consider the basic courses inadequate. If we knew who the respondents were, we could determine if this is a genuine problem.)

6. **Foreign Languages:** Almost 27% responded that Dixie State College was “very ineffective” in its ability to help students read, write and converse to some degree in a second language, and another 14% thought Dixie was “somewhat ineffective. (Again, inferences are difficult because it appears that all students, whether or not they were required to take foreign languages for their degree, responded to the question asking how well Dixie’s general education prepared them to converse in a foreign language. Since a foreign language is only required for an AA degree, only AA candidates should answer this question.)

**Recommendations:**

1. **Critical Reading and Thinking:** Results of the recent CLST tests indicate that much of the difficulty students have with reading is closely linked to their lack of skills in critical analysis. While students are successful in locating explicit information in texts, they struggle with grasping implied meanings, recognizing imbedded information, and making inferences from texts. When materials are more subjective or conjectural, our students falter. The solution to this deficiency is more practice. Students need more opportunities to confront complex reading assignments and to have critical analysis modeled for them by instructors and classmates.

2. **Collaborative Work:** Research indicates that students benefit from more opportunities to work together on projects, assignments, presentations and homework. Collaborative efforts in learning are more likely to mimic life in the workplace for most people. The reality is that few of us work in isolation. While there is a constant tension in academics between the need to provide students with a breadth of information and to give them opportunities to talk to each other, work together, and to grapple with concepts and information in active involvement, research indicates that students prefer the latter method. Learners tend to retain more information when they are active participants in acquiring it.

3. **Oral Communication:** Students clearly want and need more opportunities to give oral reports and presentations in classes. One of the most common of all irrational fears humans experience is the fear of public speaking. Occasions when students can make formal or informal but structured oral presentations should extend beyond their required speech class.

**Significant Changes:** The above assessments have led to the following improvements of teaching and learning:

1. Over the years, several specific initiatives have grown out of the CLST assessment, including several adjustments to composition and math curricula, training sessions on reading skills instruction given during the pre-Fall faculty seminar, and the inclusion of reading skills instructional components in two developmental composition courses, ENGL 0750 and ENGL 0920.

2. As recommended, in 2001 the composition program developed and implemented an essay assessment test that provides them feedback on student achievement on global writing skills, including organization, idea development, etc. (exhibit 2.221, Composition Program Self-Study).
Assessment of Upper-Division Education

This section will review the College’s published goals, assessment plan, and assessment data for upper-division education. It will begin, first, by identifying the intended outcomes for upper-division programs and their link to the institution’s mission. Second, it will explain the College’s means of assessing those outcomes and the assessment results. And third, it will offer an appraisal of program strengths and weaknesses. The College currently has “informal candidate status” at the baccalaureate level (exhibit G.11 Prospectus to Add Degree Programs at a Higher Level than Presently Approved and exhibit 2.18, Dr. Sandra Elman Letter Announcing Candidate Status at Baccalaureate Level, 3-31-2000). At this time, the College is seeking full accreditation status at the baccalaureate level. Materials presented here and elsewhere in this self-study are presented in support of that petition.

In September 1999, the Utah Board of Regents approved a mission change, authorizing Dixie State College of Utah of offer select baccalaureate degrees. At that time, Regents approved two degrees, Computer Information Technology (exhibit 2.137, CIT Proposal to Regents December 1999) and Business Administration (exhibit 2.138, Business Administration Proposal to Regents December 1999). In October 2001, the Regents approved a third degree, elementary education, which will admit its first students in August 2002 (exhibit 2.139, Elementary Education Proposal to Regents October 2001). When they approved these programs, the Regents required that the College submit annual progress reports that would include analysis of faculty support, libraries, budgets, etc., and the College has already submitted the first-year report (exhibit 2.140, Report to Regents on First Year of B.S. Degrees, September 2001). In October 2002 when evaluators visit campus, two of these degree programs will have been in operation for two years, and one will have barely begun. Regardless of the fact that these programs are in early stages of development, evaluators will see that the College has implemented the programs with careful attention to academic quality and rigor.

The College Mission Statement (exhibit G.1) affirms that “Dixie State College of Utah will provide upper-division education as part of select baccalaureate programs, resulting in graduates who can effectively respond to local and state needs.” Each of the College’s baccalaureate programs is offered in response to demonstrated community needs. Furthermore, the College has elaborated on the mission statement’s intended outcomes, claiming that its baccalaureate students will--

1. Be qualified for jobs that require the training received. Students completing the degree and seeking employment will be placed on jobs within six months after graduation.
2. Satisfy the expectations of their employers. Employers who hire graduates will express satisfaction with the quality of training received by the graduate.
3. Be prepared for admission into graduate degree programs. Students completing a Dixie State College baccalaureate degree who seek admittance into graduate programs within six months after graduation will be admitted at a rate commensurate with students of similar qualifications.
4. Complete their degree at a rate consistent with their academic goals. Full-time students will complete their degrees within three years after obtaining admission into upper-division programs, and part-time students will complete their degrees within five years after obtaining admission into upper-division programs.
5. Demonstrate upper-division-level command of their discipline.
6. Demonstrate upper-division-level skills in math, communication (both oral and written), and critical thinking.
7. Express satisfaction with the quality of knowledge and skills received in upper-division programs. Student satisfaction will be demonstrated by student responses to surveys taken while in the upper-division programs and six to twelve months after obtaining post-graduate employment (exhibit G.2, Level Two Goals).

Some components of the College’s planned assessment of upper-division programs (employer satisfaction, placement in the workforce, completion rates) rely on “end-of-program” indicators, best assessed throughout four or five years’ time (exhibit 2.30, Educational Program Assessment Plan). In May
2002, thirty-seven students completed graduation requirements and received baccalaureate degrees from Dixie State; thus, the first class of graduates will only recently have completed the program at the time of accreditation. Regardless, even through the programs' first two years, the College has been committed to gathering assessment data and using that data for improvement. The College has assessed two intended outcomes (student satisfaction and baccalaureate command of subject matter), and six "inputs" (organizational structure, faculty, student services, library, curriculum, and budget).

**End-of-Program Data (graduation rates, placement in the workforce, employer satisfaction):**
The initial class of upper-division students began their studies in Fall of 2000 and did not complete their programs of study in time for data to be included in this self-study document. End of program data (employer satisfaction, placement in the workforce, completion rates) will be provided at the time of the October 2002 evaluation visit (exhibit 2.282, End of Program Data for Upper-Division Programs).

**Upper-Division Student Survey - Student Satisfaction:** The College has implemented two versions of an upper-division student survey. During Spring 2001, as the College's first cohort was finishing its second semester of upper-division study, the College designed and implemented a satisfaction survey that asked students to compare upper-division coursework to lower-division coursework. This survey set out to verify that upper-division coursework requires more advanced academic skills than lower-division. This survey measures affective opinion, students' general sense of how the upper-division courses they've taken at Dixie State compare to lower-division courses. The survey asks whether upper-division courses are more demanding in the reading, writing, math, and information resource skills that are required, and whether faculty are generally more demanding. This survey was first administered online, and thirty students responded to the invitation to take this first survey (exhibit 2.153, Upper-Division Student Survey Instrument, Spring 2001; and exhibit 2.154, Upper-Division Student Survey Results, Spring 2001). Even though questions persist about the small sample size, the College identified several possible strengths and possible weaknesses. Of greatest concern were students who reported disagreement to this statement: "In general, my upper-division classes require me to use the library more than my lower-division classes did" (see question 18 in Spring 2001 survey results).

During Fall 2001, the survey instrument was refined, and the survey was administered in classes in order to ensure that all upper-division students completed the survey (exhibit 2.148, Upper-Division Student Survey Instrument, Fall 2001). The results from this survey (exhibit 2.283, Upper-Division Student Survey Results, Fall 2001) show that students are generally satisfied that courses are appropriately demanding, prepare students for employment, and provide them with needed skills. Students particularly commend upper-division programs for providing critical thinking skills and in-depth knowledge (questions two and three). However, students are particularly fault-finding regarding library resources and the instruction components in professional ethics and multicultural perspective (questions seventeen and twenty).

**Upper-Division Command of Subject Matter:** To measure the extent to which students demonstrate baccalaureate-level command of their discipline, the College first set out to define "upper-division-level command of the discipline." The College attempted clearly to distinguish lower-division command of material from upper-division command of material and identify specific traits the upper-division learning that will differentiate lower-division command of subject matter from upper-division command.

To distinguish lower- from upper-division learning, evaluators and faculty should think back to their own baccalaureate educations and call to mind any entry-level general education course (Freshman English or Introduction to Psychology, for example). Next, evaluators and faculty should call to mind any mid-level upper-division course in their majors (HIST 3520, Twentieth Century European History; MKTG 3010, Marketing Principles, or BOT 3560, Agricultural Botany, for example). How is baccalaureate-level command of discipline different from lower-division command of material? The College has articulated four main distinctions: 1) assumed background, 2) breadth and depth of content, 3) complexity and sophistication of intellectual skills required, and 4) complexity and sophistication of course curriculum. (These criteria are fully discussed on page 74.)

Then, with these four distinctions in mind, the College gathered samples of upper-division curriculum (tests, assignments, projects, etc.) and samples of students' upper-division work in an upper-
division portfolio (exhibit 2.150). Using the above distinctions, faculty set out to pinpoint upper-division traits in the portfolio materials, to demonstrate two things: First, that faculty require their students to perform at a baccalaureate level; and second, that students do in fact perform at that level. The above set of distinctions is the theoretical basis of an analysis of material in these portfolios (exhibit 2.151, Faculty Analysis of Upper-Division Student Portfolios). In July 2002, the upper-division portfolio was analyzed by three seasoned faculty who have experience in curriculum from lower division through graduate levels: Dr. Max Rose, Academic Vice President; Professor Louise Excell, Associate Dean of Arts, Letters and Science; and Dr. Michael Killeen, elementary education faculty member. These persons submitted the following opinion:

Using a rubric composed of four criteria, each reviewer studied the relevant material and rated the traits described above on a scale of 1 to 7. The overall average outcome was 5.2, which leads us to the conclusion that the course materials are indeed upper-division in level. Each course requires that students possess lower-division conceptual background. The depth of subject exploration was appropriate to upper-division coursework. The reading, writing, computation skills were generally of a higher order than those of the courses serving as prerequisites. The requirement to have more sophistication and complexity in intellectual assessment is well demonstrated in portfolio materials. Therefore, the evaluators conclude that upper-division courses at Dixie State College of Utah have the fundamental characteristics of upper-division level instruction.

Assessment of Inputs (organizational structure, faculty, student services, library, curriculum, and budget): For many decades, Dixie College was fully accredited as a "junior college" and then as a "community college." As the College now seeks accredited status at the baccalaureate level, it is aware that when an institution undergoes a substantive change of mission, its infrastructure as a community college forms the base of services which is upgraded or enhanced to serve more advanced students in more advanced programs.

This section of the self-study is based on the assumption that the addition of higher-level academic programs requires enhancement of existing lower-division services. In this section, six types of institutional "inputs" will be analyzed -- organizational structure, faculty, student services, library, curriculum, and budget. These elements of institutional infrastructure have served students well at the lower-division level. This section will first describe these inputs as they existed within Dixie's community college mission. This description then will be used as a baseline for demonstrating that the College has implemented sufficient improvements, upgrades, and enhancements in order to support upper-division students in upper-division programs as well.

Organizational Structure: In 1999, the College requested approval for three baccalaureate programs: business administration, computer information technology, and elementary education. The Regents approved two of the three programs, largely because well-developed organizational infrastructures were in place at the time of the request. In anticipation of these degrees, the College had upgraded previous organizational units, developing an organizational infrastructure that would accommodate more advanced curriculum.

Evaluators should know that in 1994, a year after his arrival, President Robert Huddleston responded to a 1992 accreditation judgment that "the college's organizational structure lacks clear definition of roles and responsibilities" (see chapter ii, Response to Last Accreditation, page 19). To address this concern, he fundamentally reorganized the College's academic and administrative structure. Before that time, six part-time deans oversaw the operation of six separate academic divisions. In 1994, the number of academic deans was reduced to two, serving as full-time administrators over two divisions: The Division of Arts, Letters & Science and the Division of Business and Technology. This basic academic organization that served lower-division instructional programs for several years is the baseline from which organizational enhancement should be measured.

In approving the Business Administration and CIT programs, the Regents recognized the degree of organizational development already in place. The proposed degree would reside in the Business,
Technology and Health Science Division, where there had been a large and elaborate lower-division curriculum and department, complete with a highly structured department (department chairs, faculty with areas of curricular and administrative responsibility, etc.).

The Computer Information Technology (CIT) degree would reside in the Computer Information Technologies Division, a third division which was created in 1997. Before that time, the Computer Science program was in the Science Department, and the Computer Information Systems program was in the Business Department. A third non-instructional organizational unit, Administrative Computing, was supervised under an administrative vice president. In 1997, the College revolutionized its structure by combining instructional and administrative personnel in the Computer Information Technologies Division, which would coordinate all computer and electronic information operations, both instructional and administrative. This division served as a both a kind of campus "utility company" and an academic department, on the one hand designing and implementing routing systems, backbone networks, and servers; and on the other hand supervising computer-related instruction. (This organization is depicted on pages 8 and 9 of exhibit G.7, Annual Report, 2000-2001.)

The Regents, in denying the proposed Elementary Education degree, pointed out that the College's lower-division education program, in comparison to its business and computer programs, was miniscule, lacking the organizational support, as well as a record of success in a large lower-division program. The College accepted this analysis and executed a long-range plan of hiring and program development. Even though currently administered under the FCS/PEHR/Education department, eventually, the Education Program will function as its own department, along with its own program administration.

The College's strategic plan (exhibit 1.5, Future Projects List [Current Strategic Plan]) sets forth plans for requesting additional baccalaureate programs, and in preparation, the College is developing the organizational structure for administering these programs. First, the College will request programs in the health sciences (nursing), for which the College has developed the Health Occupations Department.

As the College expands its baccalaureate offerings, it will build the needed organizational structure.

**Faculty:** Because the College is committed to maintaining the mission and character of a community college, its faculty will retain quite a bit of its former profile. Significant changes are underway, however, in the ratio of faculty with terminal degrees and in faculty remuneration. In 1996, of 69 contract faculty, fourteen had PhD's and six had MFA's, for 28.99% with terminal degrees.
Since that time, the College has made concerted effort to augment the general academic credentials of its faculty. Since Fall 1999, when the Regents approved the College's mission change to offer baccalaureate programs, the College has completed twenty-four faculty hires, thirteen of which have
Ph.D.'s, and others of which have terminal masters degrees, the MFA. These hires have resulted in a growing core of terminally prepared faculty (see Table 1 in Chapter Four, page 194).

Regarding remuneration, like those at many community colleges, Dixie College’s faculty salaries were established under terms of a universally applied salary formula. At the time of initial employment, the salary level of each faculty member, regardless of discipline or teaching assignment, was established according to the faculty salary formula, a mathematical equation that used such variables as degrees and years of teaching experience as follows: (exhibit P3.18, Policy on Salary Schedule). As noted earlier, in fall 2000, the College faced the hard economic reality that it could not hire doctoral faculty in business administration or computer information technology so long as it offered salaries from the long-standing salary formula. During 2000, three persons were hired at salaries higher than doctorate faculty who had been on staff for many years. Additionally, the dollar-amount of contract remuneration for adjunct or overload instruction is higher for upper-division instruction than lower-division.

These two faculty upgrades – the increased ratio of terminally degreed faculty and the enhanced salaries for high-demand faculty positions – are added to Dixie State’s existing community college faculty, preparing it to assume new roles in support of baccalaureate programs.

**Student Services:** The College designs and maintains effective academic advising to meet upper-division student needs. Before 1999, all advising staff were centralized in the Student Services division, and advising at the program level was conducted primarily by faculty members. However, in January 2000, the College hired a full-time student advisor for baccalaureate programs, Terran Church, who has a masters degree in accounting. In this role, he advises students in the Associate of Science in Business (which includes the pre-major core of business courses), Bachelor of Science in Business with its different emphases, and the Bachelor of Science in Computer Information Technology with its different emphases. Also, when the elementary education degree was approved in October 2001, the College hired a part-time advisor for elementary education majors, Nancy Hauck, who has a masters degree in education. As the elementary education program grows, this position will also grow to keep pace with the advising needs. In addition to the services provided by this full-time advisor, upper-division students have access to the complement of student services on campus, from psychological counseling to financial aid (see chapter 3).

**Library:** The College's library plan is based on the concept that library services must be appropriate to institutional mission. When a community college mission is altered to include select baccalaureate programs, the library's services must evolve. Toward that end, the College has articulated for itself key differences between community college libraries and a state college libraries (exhibit 5.40, Differences between Community College and State College Libraries), and the college has committed budget to library development that is appropriate to the developmental stage of its baccalaureate offerings (see, for example, the library budget in exhibit 2.140, Report to Regents on First Year of B.S. Degrees, September 2001).

**Budget:** With the addition of baccalaureate programs, the College's budgets have benefited from many sources of revenue, both public and private. The Utah System of Higher Education uses elaborate procedures to allocate resources, with increases determined by enrollment growth. This formula is based in part on the level of instruction. While many factors influence the formula, in 2000-2001, public funding provided roughly $2,000 per student FTE at the lower-division level and roughly $3,000 per student FTE at the upper-division level. These funds, along with the anticipated "dedicated credits" (tuition revenues) for baccalaureate programs, estimated at $240,000, formed a base of public funding for the programs. In 1999-2000, the state allocated $175,000 in new ongoing general tax funds for baccalaureate programs at the College. The following year, the state allocated an additional $346,000 in new ongoing general tax funds, for a total ongoing allocation of $521,000.

As should be apparent from the narrative above, there is abundant community support for baccalaureate programs at Dixie State. In 1999, more than six hundred individuals pledged one thousand dollars each in support of the programs. One local citizen who prefers to remain anonymous pledged five million dollars in support of four proposed upper-division programs. When only two programs were approved, this citizen donated 3.5 million dollars, which the College uses to provide scholarships for most students admitted in the upper-division programs.
The College's budgets have been adequate for its lower-division programs (see "Sufficiency of Resources" above).

**Upper-Division General Requirements**: Dixie State's mission affirms that graduates will be able to "effectively respond to local and state needs." This goal obligates the College to provide programs that are in demand, and also to provide curriculum within those programs that fulfills the expectations of potential employers. As the College conducted repeated discussions with potential employers (see, for example, exhibit 1.3, *1994 Climate Survey*; and exhibit 1.4, *1999 Climate Survey*), employers articulated a need for graduates with three important qualities: First, they should be sensitive to an increasingly multicultural population; second, they should understand professional ethics and possess sound moral principles for the workplace; and finally, they should be able to communicate well, with well developed professional writing skills. In response to these expressed needs, the Academic Council designed and approved three courses as standard upper-division requirements (not prerequisites) in all baccalaureate programs. These courses are explained on page 73.

**Upper-Division Program Requirements**: Faculty members have designed coherent and effective upper-division program requirements that achieve defined learning objectives and meet the specifications of the Utah System of Higher Education (exhibit 2.142, *Program Requirements for B.S. in Business Administration*; exhibit 2.157, *Program Requirements for B.S. in Business Administration with Emphasis in Internet and Visual Technology*; exhibit 2.158, *Program Requirements for B.S. in Business Administration with Emphasis in Internet and Visual Technology*; exhibit 2.159, *Program Requirements for B.S. in Computer Information Technology with Emphasis in Computer Science*; and exhibit 2.144, *Program Requirements for B.S. in Elementary Education*).

**Significant Changes**

The above assessments have led to the following improvements of teaching and learning:

1. Many faculty members who teach in upper-division programs have extensive experience teaching at other regional baccalaureate-level institutions; however, before Fall 2000, Dixie College was a community college with the academic and organizational culture of a two-year institution. Baccalaureate faculty have helped the institution at-large to understand the general climate and academic culture of baccalaureate institutions.
2. Responding to concerns in the results of student surveys, faculty have given renewed emphasis to incorporating instruction in library and information resource skills.

**Strengths**

1. The College has appropriately allocated institutional resources to upper-division programs, including faculty, library and information resources, student service and academic support, and administrative infrastructure.
2. In two separate opinion surveys, students express general satisfaction with the quality and rigor of their degree programs.

**Weaknesses**

1. The College has not yet completed end-of-program assessment activities at the time of this draft but will do so before October 2002 (exhibit 2.282).
2. In two separate opinion surveys, students express criticism for the College’s library instruction and resources.

**Recommendations**

1. Continue assessment of upper-division coursework, especially upper-division student satisfaction and upper-division command of subject matter. Upper-division coursework must be qualitatively and developmentally more rigorous than lower-division coursework. Because the lower-division courses function as prerequisites to upper-division coursework, upper-division instructors must
assume some basic knowledge and skills. The subsequent assessment of upper-division coursework will contribute significantly to the validity of that assumption.

2. Employers must be informed about the purposes of the College's data collection so that prompt, accurate and objective information can be obtained. In order to predispose employers to the College's legitimate need to evaluate and improve its programs, the College should correspond with potential employers before employment surveys are sent.

3. The College's Career Center should play a central role in collecting data from potential employers. Because employers are apt to perceive the Career Center as "neutral," the Career Center can collect comments that employers might not share with program professors.

4. Faculty and administrators should analyze data on a regular basis to spot trends and suggest programmatic changes. Survey and assessment instruments should be revised frequently to improve reliability and validity of data results.

Assessment of Applied Technology Education

This section will review the College's published goals, assessment plan, and assessment data for applied technology education. It will begin, first, by identifying the intended outcomes for applied technology programs and their link to the institution's mission. Second, it will explain the College's means of assessing those outcomes and the assessment results. And third, it will offer an appraisal of program strengths and weaknesses. The College Mission Statement (exhibit G.1) affirms that "Dixie State College of Utah will provide applied technology education that meets training needs for students desiring certificates and/or Associate of Applied Science Degrees and for members of the community, business, and industry desiring job preparation, short-term or upgrade training." Additionally, the College has articulated the following goals for applied technology education:

1. After completing an ATE course, series of courses, or short-term-training program designed for specific job-preparation objectives or upgrade-training objectives, a student will be able to provide evidence that he or she has successfully accomplished these job training objectives.

2. After completing a certificate training program in applied technology education, a student will be prepared to enter the workforce with specific skills that are beyond untrained entry-level and that ensure an employer that the student is prepared for the job as certified by that certificate.

3. After completing an Associate in Applied Science degree, a student will have achieved a broader scope of training than provided by short-term or certificate training to include both general education and program-specific training. The student will be prepared for employment in the specialty career field designated by the degree.

4. After completion of ATE training programs, students, where required for employment, will successfully pass state and/or national licensure exams in the job or career area for which training was received.

The College's assessment of applied technology education is based on the following:

1. Placement in the Workforce: A follow-up study of ATE program AAS Degree graduates and certificate completers is conducted by the Coordinator of Placement Activities. This person, jointly hired by the College and the Utah Department of Workforce Services, compiles a study that shows enrollments, employment in related or unrelated areas, and other follow-up data. This report appears in the Annual Report (exhibits G.5, Annual Report 1998-1999; G.6, Annual Report 1999-2000, and G.7, Annual Report 2000-2001).

2. Employer Assessment of Students: Regional employers are surveyed about their employees who received training at Dixie State College. Did those employees exhibit skills and job performance that are equivalent or superior to those of all employees? This report appears in the Annual Report (exhibits G.5 through G.7).

3. Licensure/Certification Pass Rates: The proportion of students completing a vocational or technical program who actively seek licensure or certification for the first time within a given a
year is tabulated. A report shows the number trained, the number of tests taken, the pass rate, and the pass percentage. This report appears in the Annual Report (exhibits G.5 through G.7).

4. Advisory Committee Review: At least once a year, and often twice a year, each of the applied technology programs listed in the ATE follow-up study conducts a meeting of advisory committee members. These meetings are motivated by specific needs, such as new courses and industry innovations. An agenda is set beforehand, and the meeting results in a set of minutes that describe the committee's discussion and recommendations about the agenda. The reports of these advisory committee meetings are collected and reviewed.

The State Board of Regents recently published the following 2000-2001 data:

<table>
<thead>
<tr>
<th>College</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Salt Lake Community College</td>
<td>40%</td>
</tr>
<tr>
<td>College of Eastern Utah</td>
<td>36%</td>
</tr>
<tr>
<td>Snow College</td>
<td>34%</td>
</tr>
<tr>
<td>Utah Valley State College</td>
<td>30%</td>
</tr>
<tr>
<td>Weber State University</td>
<td>22%</td>
</tr>
<tr>
<td>Dixie State College of Utah</td>
<td>21%</td>
</tr>
</tbody>
</table>

The percentage is even higher if non-credit courses are counted (from "Higher Education Snapshot," at http://www.utahsbr.edu/html/higher_ed_snapshot.html).

Assessment data results from the above are available in exhibit 2.160, Assessment of Applied Technology Learning Outcomes.

In Spring 2001, a taskforce of full-time faculty (Professors Bob McMicken, Rowena Hammond, Archie Romney) reviewed assessment data and submitted the following appraisal of strengths and weaknesses of applied technology education (exhibit 2.161, Faculty Task Force Report on Applied Technology Education):

**Strengths**

1. The majority of students who complete applied technology programs are employed in related jobs or are in training for related occupations.
2. Enrollments in applied technology programs have grown considerably.
3. Dixie State College appropriately provides college credit in applied technology to students presently enrolled in high school programs.
4. Students seek certificates in specific applied skill areas that meet market demands.
5. In surveys, 70% of employers stated that graduates' level of skill is appropriate for the occupation.
6. In surveys, 21% of employers stated that graduates' level of skill is "outstanding."
7. Employers rate eighty-seven percent of Dixie State College students as "above average" or "outstanding" in comparison to current employees.
8. When asked for recommendations to improve the program, forty-eight percent of employers responded "no improvement necessary."
9. More than eighty-nine percent of Dixie State College students taking licensure or certification exams passed those exams on their first attempt.
10. Most applied technology areas are well supported with functioning advisory committees.
Weaknesses

1. There is some difficulty in obtaining 100% of the data for placement in the workforce, and the data may be somewhat incomplete.

2. In surveys, 26% of employers surveyed recommended that students receive more "hands-on experience."

3. The examination for ASE certification for Auto is taken by anyone in the local community, including students of Dixie State College. Because ASE does not communicate specific results, the data is inaccurate for assessing Dixie State's students. The results reflect a mixture of student and non-student results.

4. Some applied technology areas are not well supported with functioning advisory committees.

Recommendations

1. Improve recruitment methods and promote growth, increasing the number of students in each program.

2. Change certificate requirements to encourage students to take core courses.

3. Review individual content areas to meet employers' request that graduates have more "hands-on experience."

4. Separate Dixie State College Automotive Service Excellence (ASE) certification exam results from non-student results.

5. Establish functioning advisory committees in all applied technology areas that require such a program.

Assessment of Community Educational Services and Continuing Education

This section will review the College's published goals, assessment plan, and assessment data for continuing education. It will begin, first, by identifying the intended outcomes for continuing education programs and their link to the institution's mission. Second, it will explain the College's means of assessing those outcomes and the assessment results. And third, it will offer an appraisal of program strengths and weaknesses. The College Mission Statement (exhibit G.1) affirms that "Dixie State College of Utah will provide Community Services and Continuing Education that responds to the needs of local communities, educational institutions, and industry."

The Continuing Education mission is to provide faculty-approved and/or faculty-developed, high quality, credit and non-credit activities that respond to the needs of local communities, educational institutions, government and industry. In a broader sense, Continuing Education perpetuates the overall mission of Dixie State College by helping students achieve their academic, career, and life goals. Furthermore, Continuing Education will --

1. Assess the educational needs of local communities, educational institutions, government and industry.

2. Provide (when appropriate) credit and non-credit programs designed to specifically meet those needs.

3. Develop and provide academic, lifelong learning, and personal enrichment activities for people of all ages.

4. Form partnerships with local communities, educational institutions, business and industry to enhance higher education access (exhibit G.2, Level-Two Goals).

Continuing Education programs at Dixie State are robust and important. Before the fall of 2000, continuing education programs were administered as part of the Division of Arts, Letters and Science; however, with growing complexity and activity in continuing education programs, these programs were organized as a separate division, one of the three divisions at the College, the Division of Continuing
Continuing Education at Dixie State College provides special learning activities that are “outside of the traditional institutional framework” (Accreditation Handbook, p. 121), both credit and non-credit. Because Continuing Education responds to unique and varying community needs, its activities lie outside of the traditional institutional framework, non-traditional in terms of their innovative or non-conventional instructional approaches, instructional setting (often not the typical college classroom or campus), instructional media and delivery methods, and in terms of the intended students, whether public education students, professional groups, business and industry groups, or the public in general.

Continuing Education, according to the College mission, “responds to the needs of local communities, educational institutions, government, and industry.” To fulfill this mission, Continuing Education appraises the educational needs of local communities, educational institutions, government and industry, and then provides appropriate credit and non-credit activities designed to specifically meet those needs. Because community needs are variable over time, program offerings change frequently to respond to those needs. Regardless of this variability, the College has implemented procedures to ensure that these educational programs have academic integrity and are implemented in harmony with institutional standards. Faculty members in appropriate disciplines review all programs to ensure their academic integrity (exhibit P3.42, Policy on Curricular Integrity of Special Learning Activities). To ensure integrity, policy requires that before any credit-bearing activity occurs, programs identify goals and objectives which articulate with the overall College mission, the intended faculty are approved by the chair of the appropriate department, and provisions are made for coordination of textbooks, examinations, and other academic projects.

The Dean of Continuing Education oversees the following nine programs: Adult Education, AmeriCorps, Collaborative Degrees (Criminal Justice), Community Education, Conferences and Workshops, Cultural Activities, Distance Education/Online Courses, the Hurricane and Kane County Educational Centers, and the Institute for Continued Learning (exhibits 2.171 through 2.177, Continuing Education Unit Self Studies). The following is a brief description of these program offerings.

Comprised of Adult High School Completion and Adult Basic Education, the **Adult Education Program** (exhibit 2.174) provides instruction for adults below the collegiate level, focusing on GED preparation, high school completion, and improving adult math, reading and spelling skills to the college level. The College and the local school district jointly administer this program. Any student, regardless of previous educational experience, is eligible to participate in an Adult Education program. However, to be eligible to receive Adult Education funds, the student must meet the following criteria: 1) The student must be seventeen years of age or older; 2) the student's public school class must have graduated from high school; 3) the student must be a legal resident of the United States; and 4) the student must make his or her true and permanent home in Utah. Every enrollee must complete a Student Education Occupation Plan (SEOP) and place it on file. The SEOP is a personalized plan for the student’s career goals and objectives, which includes records of prior educational achievements and work experiences. The student's SEOP includes input from various community and social agencies familiar with the student.

The Adult High School Completion program leads to a high school diploma, with subject matter approved by the Utah State Board of Education. In order to graduate, an enrollee must earn a minimum of 24 credits. Credit for *English as a Second Language (ESL)*, literacy and other adult basic skills classes below the ninth-grade level cannot be awarded through the Adult High School Completion program.

Adult Basic Education assists individuals in becoming employable, contributing members of society, and prepares them for advanced education and training. To enroll, the student must function below the ninth-grade level in reading or writing or computation. In addition, individuals who primarily communicate in a language other than English are eligible if they function below the ninth-grade level in speaking or writing or reading English.

The following shows enrollment and completion of participants. For more information, see exhibits 2.190 through 2.192, Adult Education Annual Statistical Reports, 1999-2000.
Chapter Two-B – Educational Assessment and Planning, Page 103

<table>
<thead>
<tr>
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<td>1,455</td>
<td>1,392</td>
<td>1,515</td>
<td>1,485</td>
<td>1,212</td>
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<td></td>
<td>(462)*</td>
<td>(368)</td>
<td>(399)</td>
<td>(122)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>GED</strong></td>
<td>350 (108)</td>
<td>455 (132)</td>
<td>437 (83)</td>
<td>412 (21)</td>
<td>588</td>
<td>474</td>
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<tr>
<td><strong>Diplomas</strong></td>
<td>173 (64)</td>
<td>168 (75)</td>
<td>178 (20)</td>
<td>171 (5)</td>
<td>287</td>
<td>255</td>
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<td><strong>College</strong></td>
<td>262</td>
<td>236</td>
<td>253</td>
<td>279</td>
<td>287</td>
<td>276</td>
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<tr>
<td><strong>Enrollment</strong></td>
<td></td>
<td></td>
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<td></td>
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</tr>
</tbody>
</table>

*Numbers in parentheses ( ) indicate figures from Purgatory Correctional Facility.

**These are students from Adult Education who come and enroll in College courses.

(Exhibit G.7, Annual Report, 2000-2001)

**AmeriCorps** (exhibit 2.177) is administered through the Adult Education program. AmeriCorps is an organization funded by the United States government, to improve the lives of individuals through education. Created in 1939, the Corporation for National Service gives more than one million Americans opportunities to improve communities through service. AmeriCorps members participate in local service programs operated by not-for-profit organizations, local and state government agencies, institutions of higher learning, local school and police districts, and partnerships among any of the above. Members serving in these programs help meet communities’ critical education, public safety, environmental, and other human needs. After their service, AmeriCorps members receive educational awards to help finance college education and/or training.

AmeriCorps of Southern Utah is currently involved in the America Reads Challenge. This project is to ensure that all children can read well and independently by the end of the third grade. It requires state and local mobilization of appropriately trained tutors working closely with parents, teachers, and schools to enhance children’s learning. The Southern Utah AmeriCorps Literacy Program has been designed in conjunction with the America Reads Challenge. The Literacy Program promotes literacy throughout the Washington County area in a variety of locations, including the Learning Center, Independence House, and Washington County Public Schools. At these sites, members advance literacy by tutoring children in reading and adults in basic education, English as a Second Language, high school diploma completion, GED preparation, reading, and math enhancement.

A **Collaborative Online Degree** in Criminal Justice was requested and approved, by the State Board of Regents in 1999 to respond to a statewide demand for increased access to two-year criminal justice degrees and federally recognized law enforcement Certificates. Rather than having one Utah institution mount an entire degree, working together, the continuing education deans of seven Utah System of Higher Education institutions collaborated on a single degree, with each institution sharing a part of the work and the benefits of the mutual enterprise. Officials at Weber State University, Southern Utah University, Dixie State College, Snow College, Utah Valley State College, Salt Lake Community College, and College of Eastern Utah received approval to offer a technology-delivered, collaborative Associate of Science Degree in Criminal Justice using teaching resources from the existing criminal justice programs. The proposed collaborative model has several benefits: 1) It increases quality by drawing upon the expertise of faculty from multiple institutions; 2) it reduces costs by eliminating duplication of electronic course development; and 3) it expands student access through distance education.

Each of the seven participating institutions has an existing on-campus program in criminal justice. Development of the collaborative program was a joint effort between the criminal justice faculty and their corresponding continuing education divisions. In essence, each criminal justice department utilizes the criminal justice faculties from all participating institutions, working collaboratively to share developmental costs, ensure the quality and standards of the program, and provide statewide faculty mentoring opportunities.

Since distance students can currently access general education courses through the Utah Electronic College (UEC—a program administered by the Utah System of Higher Education), the collaborative program focuses on the required courses for the criminal justice major at the two-year level. Agreements have been made to distribute the development and delivery of each distance education course across all of the participating institutions.
the institutions, with one institution taking the lead on each course in the program. Dixie State College has developed and delivered Criminal Justice 2300, Juvenile Justice. To date, the program remains quite small, with very low enrollments; however, the collaboration has received a lot of attention statewide as an efficient model for providing high quality distance education programs (exhibit 2.250, Collaborative Criminal Justice Home Page.)

The **Community Education Program** (exhibit 2.175) reflects a collaborative learning environment created through the combined entities of Dixie State College, the City of St. George and the Washington County School District. Working together, these three entities (the College, the city, and the school district) share expenses, facilities, and equipment in offering learning and services to all who seek to better themselves. The College, the community, and the schools form partnerships to enhance the educational environment for school-aged children as well as the quality of life for the community.

Community Education courses range from traditional academic courses to self-enrichment classes and experiences based recreational activities, whether the students’ interests lie in the arts, computers, dance, health and fitness, foreign language, music, scouting merit badges, recreation or sports. Participants select classes and activities designed to satisfy personal desires for self-improvement, job skills, recreation and/or social interaction. This program allows community members and students the use of the College and public schools beyond the regular school day as well as more than a dozen other locations throughout the community.

Community education is self-supporting and tuition rates are based upon program costs. This revenue-driven funding approach has proven successful in providing new and diverse expanded offerings. This program brings added recognition to the college, without cost to the college, and helps stimulate the local economy. Community Education offerings are listed three times per year in the Community Education Brochure (exhibit 2.251, Community Education Brochures). Through this program, community residents have access to 565 classes, and in 2000-2001 there were 23,286 enrollments in these courses (duplicated headcount).

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<td>23,286</td>
<td>22,529</td>
<td>20,766</td>
<td>24,066</td>
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<td>Classes</td>
<td>565</td>
<td>483</td>
<td>444</td>
<td>470</td>
<td>449</td>
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<td>Instructors</td>
<td>223</td>
<td>196</td>
<td>167</td>
<td>142</td>
<td>124</td>
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(Exhibit G.7, Annual Report, 2000-2001)

Dixie State College provides diverse **conferences and workshops** designed to enhance academic and athletic skills. Primarily, these workshops are designed to attract high-school-age students; however, some adults also take advantage of this training.

Conferences and workshops are of two basic varieties, College designed and third-party designed. Some are designed, developed, and marketed by the College. Through various types of market research, faculty and staff identify a workshop topic for which there is community demand. Working with faculty and staff, the Dean of Continuing Education creates a workshop budget, schedule, and marketing plan. The faculty and staff members serve as workshop directors and staff. These workshops currently include Boys Basketball, the Dixie Leadership Conference, Football, Girls Basketball, Soccer, Sun Country Forensics (Debate), Swimming, and Volleyball. On the other hand, the College hosts several workshops that have been developed by non-College entities, with the College serving as facilitator. Generally, these workshops are non-credit, including such things as the “T” Bailey Basketball Workshop, the UCA Cheerleading Workshop, the Utah Theater Arts Association Workshop, and the Utah Wrestling Academy (exhibit 2.187, Conferences and Workshops Summary; exhibit 2.188 Conferences and Workshops Enrollments, 1999-2001; and exhibit 2.189, Advertising for Conferences and Workshops).

The Conferences and Workshops unit makes the logistical arrangements for all workshops, including housing, food service, activities, entertainment, transportation and facilities (classrooms, large group meeting space, gyms, playing fields, etc.). Because providing a superior educational experience for
these students perpetuates the recruiting efforts of Dixie State College, this unit is careful to coordinate offerings and monitor quality.

<table>
<thead>
<tr>
<th>Participants</th>
<th>Headcount</th>
<th>Gross Revenue</th>
<th>Food Service</th>
<th>Local Economy</th>
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<tr>
<td>1999</td>
<td>2,455</td>
<td>1,097</td>
<td>$420,903</td>
<td>$71,920</td>
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<tr>
<td>2000</td>
<td>1,949</td>
<td>1,172</td>
<td>$330,777</td>
<td>$73,282</td>
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<tr>
<td>2001</td>
<td>2,839</td>
<td>1,474</td>
<td>$447,774</td>
<td>$90,428</td>
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<td>Totals</td>
<td>7,243</td>
<td>3,743</td>
<td>$1,199,454</td>
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(Exhibit G.7, Annual Report, 2000-2001)

The Cultural Activities Program brings cultural events to the College and the community, presenting diverse and quality multi-discipline performing art series. The Celebrity Concert Series (CCS), the O.C. Tanner Amphitheater Summer Series, and the Southwest Symphony fulfill a role as a cultural resource to Dixie State College and the community. An average of 42 professional performances are presented throughout the year, representing most of the performing arts: opera, symphony, chorale, dance and chamber music. Although a significant portion of the audience members are senior citizens, Dixie State College and Washington County School students are encouraged to enhance their education by attending the performances. Several faculty members include attendance at performances as part of their curriculum.

Moreover, all of the artists are asked to perform at least one school and/or community service project. The majority provide a workshop, master-class or mini-performance at public schools or at the College. Educating and building awareness of the arts and artists is also accomplished through ‘Meet the Artist” sessions, backstage tours, “hands-on” workshops and pre-performance chats.

A twelve-member volunteer board selects the performances for the coming series season. The board is newly appointed each season and is comprised of community people, the student body, and faculty and staff of Dixie State College. Board members, students from Dixie State College organizations, and volunteers from the Southwest Guild assist at the performances, receptions, workshops and other residency activities. A collaboration among various community organizations, such as the St. George Arts Council, Washington County School District, Breakfast Exchange Club and Southwest Guild adds strength to CCS objectives.

The cultural activities program is an active voice for the arts in the community. The program strives to advance the arts in general, specific artists, and the performances at various community and service club meetings (exhibit 2.252, Yearly Program Brochures for Celebrity Concert Series, O.C. Tanner Amphitheatre Summer Series, and Southwest Series; and exhibits 2.263-2.265, Attendance Histories for Celebrity Concert Series, Tanner Summer Series, and Southwest Series.)

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<tbody>
<tr>
<td>Celebrity</td>
<td>857</td>
<td>838</td>
<td>782</td>
<td>771</td>
<td>764</td>
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<td>Members</td>
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<td></td>
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<td>Attendance/</td>
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<td>12,340</td>
<td>14,535</td>
<td>14,115</td>
<td>13,425</td>
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<td>17</td>
<td>16</td>
<td>18</td>
<td>17</td>
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<td>Symphony</td>
<td>295</td>
<td>240</td>
<td>256</td>
<td>150</td>
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<td>12</td>
<td>17</td>
<td>10</td>
<td>11</td>
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<td>Amphitheater/</td>
<td>9,425</td>
<td>8,950</td>
<td>7,650</td>
<td>6,650</td>
<td>7,700</td>
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<tr>
<td>Events</td>
<td>18</td>
<td>17</td>
<td>12</td>
<td>113</td>
<td>12</td>
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</table>

(Exhibit G.7, Annual Report, 2000-2001)
The College offers a growing number of **Distance Education/Online Courses**, even though in the past, the College has offered comparatively less distance instruction than other institutions in Utah. Less than half of one percent of the College's instruction is delivered technologically (exhibit 2.253, *Technology Delivered Instruction in USHE*). To provide incentive for faculty to develop online courses, the continuing education dean has developed a funding formula for online courses, approved in the Fall of 2001, which essentially established the online program (exhibit 4.61, *Faculty Workload Policy Draft, June 2002*, especially paragraph 2.11, "Distance Education"). The intent of the remuneration formula was to motivate faculty members to create quality online courses and generate funding for development of additional Distance Education courses. Online courses provide an avenue to facilitate existing students as well as attract new students.

Faculty and adjunct instructors serve as content managers and instructors of the courses, while the College’s Faculty Assistance Center, an instructional media development lab, helps faculty members with technical tasks -- building, overseeing, and maintaining the technology infrastructure for online courses. The College provides instructors a variety of tools to create and manage the courses, such as WebCT (an online course building tool) and Microsoft Front Page (a website creation program). The online courses are listed separately in the catalog and can be accessed through the main campus website (exhibit 2.254, *Dixie State Online Courses Home Page*; and exhibit 2.255, *Online Course Advertising*).

In 1998, the Utah System of Higher Education (USHE) established what is known as the Utah Electronic College (exhibit 2.256, *UEC Home Page*, found at [http://www.uec.org](http://www.uec.org)), as a means of providing improved and seamless access to the array of technology-assisted courses then offered by the state and community colleges. The UEC is a consortium of Utah colleges and universities working together to make technology delivered courses and programs readily available to students in Utah and throughout the world. By promoting the technology delivered programs of its partner institutions, the UEC ensures more individuals will be able to access higher education opportunities. The UEC brings together electronic courses offered at USHE institutions and provides students a way to complete a degree with courses taken from multiple institutions. Dixie State's Faculty members are encouraged to offer their courses through the Utah Electronic College (UEC). The UEC is expanding. Whereas in the past, the UEC included only community college course offering, beginning in 2001-2002, the four USHE universities will join the UEC and begin offering courses.

The **Hurricane and Kane County Educational Centers** are administered by a full-time coordinator at Hurricane and a part-time coordinator at Kane County. The Hurricane Educational Center campus is located in Hurricane, Utah, approximately 20 miles Northeast of the Dixie State College main campus. The Kane County Educational Center is located in Kanab, Utah, about 75 miles East of the main campus. It is housed in the Department of Workforce Services building. These educational centers deliver college courses, a limited number of vocational based, concurrent enrollment courses, for high school students, Community Education offerings, and some developmental education courses. The centers serve students in outlying areas and provide educational opportunities in their local communities. Most educational center courses are offered in the late afternoon or evening.

The courses are applicable to lower-division degree and certificate requirements, degree electives, and other courses of special interest to students. The site coordinator, the college academic departments and students propose course offerings, and the academic department chairs and the division deans finalize selection of courses, scheduling, and arrangement of full-time or adjunct faculty. An academic policy ensures that courses offerings at these sites are in harmony with the College's academic offerings (exhibit P3.42, *Policy on Curricular Integrity of Special Learning Activities*). Also, student service personnel have developed and are developing student services that meet the same standards as those offered on campus (exhibit 2.266, *Student Services for Distance Education Programs*). The primary emphasis is on mainline courses that fill associate level general education requirements. This is due to the limited amount of classroom space and the smaller population of the communities where the centers are based (exhibit 2.257, *Hurricane and Kanab Center Headcount and FTE - Fall 2001*).
The Institute for Continued Learning (ICL) is a volunteer-based learning club administered by an eleven (11) member executive council, financed through membership dues, and currently with over 500 members. The dean of continuing education, at Dixie State College, serves as a voting member of the executive council and as campus liaison. Although the ICL is designed for people of any age, it is an organization conceived, developed and directed by retirees and semi-retirees. These persons have a definite need and a strong desire to continue their intellectual pursuits and activities as part of a university or college community. The ICL has functioned for many years as a chartered club on the Dixie State College campus for learners in retirement, providing a productive outlet for intellectual energies and involvement in college life through study groups, socials, and the sharing of knowledge in activities and classes.

The ICL is patterned after similar centers for senior learning around the country. Through activities and classes, the ICL encourages and promotes physical, emotional, and cognitive benefits of continued learning for its members. Classes are led by retired professionals who have special expertise or by individuals who have enjoyed lifelong interests they are willing to share. A wide variety of non-credit classes are offered, including American government, archaeology, astronomy, bridge, drawing, folklore & mythology, french, geology, great battles, hiking, introduction to computers, law for the layman, line dancing, literature, meteorology, music appreciation, philosophy, psychology, quilting, Shakespeare, Spanish, tai chi, and yoga. Classes are offered fall and spring semesters (exhibit 2.258, ICL Agendas and Newsletters.)

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<tr>
<th>Hurricane Center</th>
<th>Sum. 01</th>
<th>Spr. 01</th>
<th>Fall 00</th>
<th>Sum. 00</th>
<th>Spr. 00</th>
<th>Fall 99</th>
<th>Spr. 99</th>
<th>Fall 98</th>
<th>Spr. 98</th>
<th>Win. 98</th>
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<tr>
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<td>277</td>
<td>242</td>
<td>59</td>
<td>188</td>
<td>90</td>
<td>119</td>
<td>85</td>
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<td>58</td>
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<td>Classes</td>
<td>6</td>
<td>27</td>
<td>19</td>
<td>9</td>
<td>15</td>
<td>9</td>
<td>6</td>
<td>6</td>
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<td>3</td>
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(Exhibit G.7, Annual Report, 2000-2001)

<table>
<thead>
<tr>
<th>Kane County Center</th>
<th>Summer 2001</th>
<th>Spring 2001</th>
<th>Fall 2000</th>
<th>Summer 2000</th>
<th>Spring 2000</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enrollment</td>
<td>73</td>
<td>61</td>
<td>38</td>
<td>8</td>
<td>53</td>
</tr>
<tr>
<td>Classes</td>
<td>6</td>
<td>8</td>
<td>4</td>
<td>1</td>
<td>5</td>
</tr>
</tbody>
</table>

(Exhibit G.7, Annual Report, 2000-2001)

**Assessment of Continuing Education Programs**: What will students learn or to be able to do as a result of these programs? Continuing education programs differ from conventional education programs in that, instead of designing and delivering educational activities to develop pre-conceived educational objective, these programs allow community entities to define the learning objectives. Elderly citizens, for example, desire cultural enrichment and intellectual engagement. The local school district desires in-service programs for district employees. Business and government agencies desire computer skill training in convenient packages. Local adult residents desire high school completion programs and GED.
preparation. The College seeks to learn of these needs and design unique educational services to address them.

Each of the above programs has designed and implemented educational assessments that are based on program objectives. The results of the programs’ educational assessments have led to substantive improvements. Each year the College produces an annual report that is based on fourteen indicators of institutional effectiveness (exhibit 1.7, Core Indicators of Institutional Effectiveness for Community Colleges), one of which is “responsiveness to community needs.” The 2000-2001 annual report (exhibit G.7) includes assessments of the College responsiveness to community needs on pages 86 through 94. In the annual report, evaluators will see results of surveys, participation data, and results of other public queries. This series of assessments culminates in a list of strengths and weaknesses and plans for improvement.

**Significant Changes**

Following are the most significant major changes of the recent past:

1. Dixie State College’s Distance Education program has significantly improved. The Hurricane Education Center was opened in the Fall of 2000. A building addition was completed in the Spring of 2002. The facility provides students with over 10,000 sq. ft. of instructional space. Annual headcount has increased greatly (exhibit 2.186, History of Enrollment in Hurricane Courses, 1999-2001).

2. The Kane County Education Center was established in the Fall of 1999. The Coordinator is housed by the Department of Workforce Services and courses are taught at Kanab High School. Headcount has increased each semester and is currently at 124.

3. During the Fall of 2001, an online course remuneration formula was written and approved. The intent of the policy is to stimulate development and offering of online courses. WebCT was selected and purchased as the delivery tool for DSC online courses. Currently, two new courses have been developed and are being offered. Several additional courses have been approved to begin development.

4. For the first time, in the Spring of 2002, college courses were offered at Purgatory Correctional Facility (Washington County Jail). In addition to the Adult Basic Education and GED programs, developmental courses were offered and carried in English and Mathematics. General education courses are planned in a two or three year cycle.

**Strengths**

Through program assessment, the following strengths have been identified:

1. Continuing Education programs at Dixie State College are growing, meeting the needs of a growing community (7% annually for the past ten years). The participation numbers continue to increase each year (exhibit G.7, Annual Report 2000-2001, pages 63 & 64).


3. Continuing Education has effectively coordinated with local agencies and organizations such as the City of St. George and the Washington County School Districts. These partnerships have maximized local resources and expanded opportunities.
Weaknesses

Through program assessment, the following weaknesses have been identified:

1. In general, the annual report's assessment activities highlight one general weakness – the need to more systematically survey the community to learn about its educational needs. The annual report focuses on responsiveness to the needs of four main groups: educational entities, business, government, and the local community. To meet these varying needs, the College must fully understand those needs. While the College has gathered a lot of data and administered several surveys, the College plans to "set up a schedule of community feedback surveys that will improve on the evaluations that have been conducted thus far" (exhibit G.7, Annual Report 2000-2001, page 94).

2. A Continuing Education master plan does not exist.

3. Continuing Education faces several future challenges that are related to population growth. Community Education struggles with finding adequate space and providing qualified instructors.

4. The College expended resources to develop the educational centers in Hurricane and Kane County, and is exploring options for other centers. As these programs have developed, the relationship between campus-based academic departments and counterparts conducting credit-bearing courses in off-campus educational centers has not always been good, and faculty have expressed concerns about the quality of instruction and ineffective administrative coordination. In some instances, there is an “us-and-them” mentality between academic departments and distance programs.

Recommendations

In coming years, academic programs will respond to the following recommendations:

1. The process of creating a Continuing Education master plan has begun. Representatives of each Continuing Education unit have been identified and meetings will begin in August. The master plan will be completed by March of 2003.

2. Continuing Education will need to make every effort possible to maximize the utilization of college, city, and school district facilities. With the help of the academic departments, community, school district, government and industry, additional qualified instructors will be identified for both credit and non-credit programs.

3. As part of the master plan, a course offering track will be developed for degree seeking students at the Hurricane Educational Center. A track will be developed for the Kane County Educational Center when headcount warrants it. With the assistance of academic departments, the Hurricane Education Center Coordinator will identify current full-time faculty members, who could teach at the centers, as part of their full time load. Current adjunct faculty will also be contacted about teaching at the education centers. Continuing Education will request that Student Services provide advising, career planning/placement, and financial aid two or three days a week at each center, as part of their day-to-day operation.

4. Resources for faculty training and technical support will be sought out to enhance on-line course offerings.

5. Offerings in Hurricane and Kane County will be further developed, and the College will explore the option of other educational centers. At the same time, the College will maintain procedures that promote collaboration between campus and off-campus departments and faculty members, allowing academic programs to exercise appropriate oversight of these and other continuing
education, credit-bearing offerings. The faculty will continue to have confidence in the quality of the offerings.
Joshua Ferguson recently graduated from DSC with a B.S as one of the top students in the computer sciences. The 27-year-old northwest native came to St. George after marrying and attending school in northern Utah and became one of the first graduates of Dixie’s four-year programs.

With the vantage point of working in the computer field for five years, shouldering family responsibilities and attending classes at other institutions, Joshua offered this perspective of DSC: “I feel like my professors personally know me and have a genuine concern about my progress. One of the big positives of attending Dixie is that most of the classes are small. Students receive a great deal of personal attention.”

Earning his CIT degree with an emphasis in computer sciences, he feels better prepared to build his career. “This is the next step to a decent job, something that is more than hourly pay but a real career opportunity.”
Chapter Two-C:
Educational Program and Department Overview

Purpose and Overview

In October 2000, the Commission on Colleges and Universities proposed that nine of the persons on the accreditation team be assigned to appraise specific educational offerings at Dixie State (exhibit 2.19, Dr. Larry Stevens Letter, 11-20-2000, Proposed Evaluation Team Assignments). This portion of the overall self-study contains nine sections, presenting general information for the nine persons who have been assigned to appraise the following specific educational programs:

- Business (including initial baccalaureate program)
- FCS/PEHR (including baccalaureate program in Elementary Education)
- Fine and Performing Arts
- Health Sciences
- Humanities and Social Sciences
- Information Technology (including initial baccalaureate program)
- Mathematics and Physical and Life Sciences
- Technology Programs
- Continuing Education and Community Education Services

(In preparation for accreditation, each educational program has prepared a program self-study to provide in-depth analysis and assessment. The program self-study materials are available in the exhibit room, exhibits 2.200 through 2.234, Program Self-Studies.

To understand the roles of the above educational offerings, evaluators should be aware of the College's academic administrative structure. At Dixie State, many academic programs consisting of closely related course offerings in a particular discipline are administered in ten academic departments consisting of one or more programs in related academic disciplines. For example, the Fine Arts Department combines programs in art, music, communication, dance, and theatre. Academic departments are grouped in two divisions, which consist of several departments. (See the "Academic Services" organizational chart on page 9.)

Since 1994, the administrative structure of the College has evolved incrementally. In 1996, a third division was formed, the Division of Computer and Information Technology. This third division brought together both instructional and administrative (non-instructional) computing functions, such that computer-related academic instruction and administrative computing were administered in the same administrative unit. In that same year, the College created a Department of Health Occupations and added this department to the Division of Business, Technology and Health Science. Because of increased activity in continuing and community education, a fourth division was formed in 2000, the Division of Community Services and Continuing Education. Before that time, continuing education functions were administered as part of the Division of Arts, Letters and Science Division.

Today, the academic administration continues to change to respond to growth in student enrollments and educational programs. In Fall of 2001, mostly because of the faculty’s concern that the Division of Arts, Letters & Science had become too large, a task force embarked on an evaluation of Dixie State's academic administrative structure. This task force conducted faculty surveys and analyzed various administrative alternatives, with the aim of proposing an administrative structure that is efficient and
capable of directing changing academic programs, including baccalaureate degree offerings. After weighing many alternatives, this faculty task force, working with the Academic Council, recommended the present structure, with three divisions: 1) Business, Technology and Health; 2) Arts, Letters and Science; and 3) Continuing Education and Community Educational Services.

Through the rest of this section, evaluators will learn about academic departments and educational programs of the College. Faculty members teaching in the various programs have prepared an appraisal of strengths and weaknesses, along with sets of recommendations and plans. From the faculty members' discussion, evaluators will see that assessment activities form the basis of robust educational planning. As one department chair wrote, "The application of our assessment tool definitely signaled us about trends to watch in the future that will lead us to alter the way we do a number of things in our courses."

This portion of the self-study represents the programs' self-appraisal. The strengths and weaknesses listed are self-diagnosed, and the recommendations listed reflect the programs' ambitions and aspirations. Regarding ambitions, at times the part and the whole may be in dynamic tension: Despite the College’s effort to publicize the institutional mission and encourage universal concurrence with all of its components and implications, at times an individual program’s hopes and dreams may not be in complete concurrence. Perhaps resources won’t allow for additional hires or more elaborate curricular offerings. Perhaps timing is wrong, and programs must defer their aspirations. Evaluators are encouraged to interpret the following sections in that light.

**Educational Programs in Business**

**Overview and Purpose:** The UdvarHazy School of Business is administered by the Division of Business, Technology, and Health Sciences. It offers certificates and associate degrees (both transfer and applied) in Marketing, Sales and Management (exhibit 2.200), Office Administration (exhibit 2.201), and Travel and Tourism (2.202). It also offers an associate of science degree in business for those students wishing to pursue a bachelor's degree in a business related field. Beginning with the Fall 2000 semester, the Udvar Hazy School of Business began offering a new Bachelor of Science degree in Business Administration (2.142). Through the Dixie Business Alliance (DBA) and Short-Term Intensive Training (STTI) program, the Udvar-Hazy School of Business also administers a variety of non-credit courses and services for business and industry. Each of these programs has identified program goals and objectives that articulate with the overall College mission. These programs have prepared a portfolio of sample course syllabi, exams and student projects (exhibit 2.270). The table on page 36, “2000-2001 Enrollment Summary Information,” shows the relative size of these programs. Also, department members have prepared the following discussion of program objectives, strengths, and weaknesses.

The following is a brief description of program offerings in this area: The business program at Dixie State College is designed to meet the needs of students who are either pursuing a bachelor’s degree in a business related field or who are seeking specialized training through a certificate or applied science degree program in order to enter the workforce. Students wishing to pursue a bachelor’s degree would enter the following programs.

**Bachelor of Science degree in Business Administration:** Although this program is primarily designed for those students seeking employment in small to medium-sized businesses and organizations, it will also qualify them, in many instances, to find employment in the large business corporate world. This program not only prepares students for immediate employment but also provides the education and training needed to pursue advanced degrees.

**Associate of Science in Business:** Students wishing to transfer to a bachelor’s degree may receive the associate of science degree in business. Students who complete this degree have satisfied all general education requirements, as well as all of basic business core requirements, needed for transfer within the Utah System of Higher Education. Because this degree is fully articulated with other four-year institutions...
in Utah, completers may either be admitted to the bachelor of business administration program at Dixie State College or transfer to any other baccalaureate business programs in the state.

Students wishing to enter the workforce with less than a bachelor’s degree may choose to complete a certificate or associate of applied science degree in any of the following areas:

**General Marketing:** This program includes training in the general education areas of written and oral communication, mathematics, economics, and human relations. It also contains a concentrated core of courses in specific business/marketing related areas. These core courses include both academically oriented training as well as specific related skill building, “hands on” application courses.

**Office Administration:** This program includes training in the general education areas of written and oral communication, mathematics, and human relations. It also contains a concentrated core of courses in specific office administration and computer-related areas. These core courses include both academically oriented training as well as specific related skill building, “hands on” application courses.

**Travel Systems:** This program also includes training in the general education areas of written and oral communication, mathematics, economics, and human relations and contains a concentrated core of courses in specific travel and hospitality related areas. These core courses include both academically oriented training as well as specific related skill building “hands on” application courses. Many of these courses are also offered on-line.

Each of these programs has designed and implemented educational assessments that are based on program objectives. The results of the programs' educational assessments have led to substantive improvements.

**What will students learn or be able to do as a result of these programs?** Students who complete a Bachelor’s degree in Business Administration will be prepared to find and maintain employment in small to medium-sized businesses and organizations, as well as many large corporations. They will also be prepared to pursue advanced degrees.

Students who complete an Associate of Science degree in Business will have acquired all of the general education and core business skills necessary to prepare themselves to successfully complete the requirements of a bachelor’s degree in a business related area.

Students who complete a certificate or Associate of Applied Science degree in any of the applied skill areas are prepared to enter the workforce and maintain employment in their specialty area.

**How do we know if students accomplish what we want them to?** In order to determine if students have accomplished the desired goals of their respective programs, a variety of measurements are used including student and employer employment and job placement follow up surveys, student satisfaction surveys, student tracking surveys, practice sets, portfolios, and other indicators of student achievement. To see these methods and measurements in greater detail see the section entitled Student Achievement — Indicators, Assessment, Analysis, and Appraisal in the individual program studies, exhibits 2.200 through 2.203.

**What have program faculty done to improve student success on the learning objectives that are most challenging to them?** According to the findings of student achievement assessments, the following are the areas that were listed by employers and students as being the learning objectives that were the most challenging for students. Each is followed by an explanation of what the program faculty is doing to improve student success.

1. **The ability to communicate orally.** Program faculty have included an oral presentation in many of their course requirements in order to help students develop this important skill.
2. **The ability to communicate in writing.** Program faculty have included at least one major written assignment in all of their courses. Some faculty require that students submit drafts of their assignments to be evaluated before the final assignment is completed. All students are strongly encouraged to have their written work evaluated by the campus writing center before submitting their final copies.
3. **The ability to demonstrate quantitative skills.** After conferring with the Mathematics faculty it was agreed that the curriculum for Math 1090 (College Algebra for Business Majors) was inadequate.
Additional quantitative skills were added to the curriculum and the credit hours for the course were changed from three to four.

4. **The ability to work effectively in teams and maintain good working relationships with others.** Program faculty include team projects in most of their courses. Students are often encouraged to enter into team contracts that list the duties and expectations of all team members. Case studies are also often completed using the team concept.

### Significant Changes

The programs have identified the following as the most significant major changes of the recent past. To see a more detailed list, see the individual program studies, exhibits 2.200 through 2.203.

1. **The Bachelor of Science degree in Business Administration** is a new program addition at Dixie State College and one of the major changes that has taken place in the recent past. The curriculum and degree requirements for this program were set after extensive review of similar programs around the state and after much consultation with the program advisory committee to make sure that the program met the needs of local business and industry.

2. **The Associate of Science in Business** was introduced in the fall of 1999 to better meet the needs of students majoring in business related areas who were continuing on with a bachelor’s degree business program. This degree was carefully designed and articulated through the Utah Business Academic Advisors Network (UBAAN), presented to the Board of Regents for approval, and adopted by all of the public colleges and universities in the state. This degree facilitates the easy transfer of business students to other institutions within the state system as well as provides the means for tracking transfer students.

3. **The General Marketing program** has seen several changes in the last several years. Several courses were dropped and several were combined with other courses when the change was made from the quarter to the semester system. In addition, there have been several course name changes, course deletions, and courses moved to upper division status. There were all done after consultation with the advisory committee. Again, to see a more detailed list, exhibit 2.200, Academic Program Self-Study: Marketing, Management, & Sales.

4. **The Office Administration program** has also seen several changes in recent years. After input from their advisory committee, several emphasis area options and seminars have been added to the program.

5. **The Travel Systems program** has had several curriculum changes during recent years. These changes were made at the recommendation of their advisory committee and were instituted to keep pace with the changes in the travel and hospitality industry. In addition, a majority of their travel course requirements are now offered on-line to accommodate those students desiring that option.

### Strengths

Through program assessment, the programs have identified the following strengths:

1. Each program is well articulated with similar programs in the state.

2. Advisory programs are properly utilized to assure curriculum relevancy.

3. Faculty are highly trained in their respective areas, have excellent relevant work experience, are effective teachers, enjoy teaching and enjoy their students.

4. Student tracking, employee and employer follow up surveys, and other forms of student achievement are utilized to evaluate the respective programs.

5. The programs are housed in excellent physical facilities and have all the equipment needed to properly maintain the programs.
6. All junior and senior-level business courses incorporate the following:
   a. Application of theory, through projects, practice sets, computer simulations, or cases.
   b. Written reports utilizing research or outside readings.
   c. Oral presentation, group projects, or both
7. Dixie State College’s small class size allows for greater student/teacher interaction and makes a higher degree of academic rigor possible.
8. All courses have well-developed syllabi that list course objectives, students assignments, and student grade evaluation criteria.

Weaknesses
Through program assessment, the programs have identified the following weaknesses:

1. For the vocational programs, the curriculum may become too “localized” and designed only to fit the needs of businesses in the surrounding area. While the stated purpose of a community college is to fill the needs of the community it serves, it must also address the needs of the students who will seek employment outside of the area. To help assure that the curriculum doesn’t fall prey to this weakness, it is also compared to the curriculum of other institutions within the state.
2. Vocational certificate and degree programs have low enrollments.
3. Employers do not “financially” recognize vocational certificates and degrees, and completers' salaries continue to be quite low.
4. The baccalaureate programs are not completely articulated with those at other state institutions.
5. The baccalaureate programs need a separate, discipline-specific accreditation.

Recommendations
Programs recommend that in coming years, the following be implemented:

1. Make sure the curriculum doesn’t become too localized and, in addition to responding to advisory committee suggestions, continue to compare curriculum with other similar programs in the state.
2. Place additional emphasis on recruiting applied science and certificate students.
3. Complete baccalaureate program articulation with other in-state programs.
4. Pursue specialized business program accreditation.
5. Investigate the viability of new programs and/or emphases in health information management, management information systems, finance, and accounting.

Educational Programs in FCS/PEHR/ED (including baccalaureate program in Elementary Education)

Overview and Purpose: The Department of Family and Consumer Science/Physical Education, Health and Recreation/Education (FCS/PEHR/ED) is administered by the Division of Arts, Letters and Science. This department is composed of three sets of curricular offerings. First, it offers lower-division transfer programs in Family and Consumer Science, Interior Design and Textiles, and Nutrition, Foods and Wellness (exhibit 2.232). Second, it offers lower-division transfer programs in Physical Education, Health and Recreation (exhibit 2.233). In addition to these two sets of curricular offerings, this department also administers a new baccalaureate program in Elementary Education, which the Board of Regents approved in October 2001 (exhibit 2.233, Education Program Self-Study). Each of these programs has identified program goals and objectives that articulate with the overall College mission. These programs have prepared a portfolio of sample course syllabi, exams and student projects (exhibit 2.271). The table on page 36, “2000-2001 Enrollment Summary Information,” shows the relative size of these programs. Also,
department members have prepared the following discussion of program objectives, strengths, and weaknesses.

The following is a brief description of program offerings in this area: The Family and Consumer Science Program at Dixie State College of Utah, consists of three separate but interrelated curricular areas: 1) Family and Consumer Science, which includes child development and guidance, family relationships, and other childhood related classes; 2) Interior Design and Textiles, which covers the areas of interior design and clothing and textiles; and 3) nutrition.

Due to the nature and diversity of Family and Consumer Science courses, students find considerable support in their search for academic rigor, career direction and life skill development. These multi-disciplinary curricular areas of focus are unique in depth and breadth, providing general education and critical skills development that helps students achieve life, academic and career goals, filling major core requirements and enabling students to transfer. In addition, students may select from a variety of elective courses to enhance achievement of their academic and career goals as well as preparation to meet the challenges of everyday living. Students in FCS courses typically continue their education in a number of disciplines such as social science, health science, nutrition, education, interior design, or go into a business or become entrepreneurs, etc.

The interior design program has been recently condensed in response to changing economic trends. Some years ago, this program was a vocational offering, with students completing certificates; however, with a changing economy, the program was reconfigured as a non-vocational offering. In 2002, the number of courses offered in this program was reduced to only a few, and the program's labs and equipment were likewise reduced.

Physical Education, Health and Recreation (PEHR) is a major curricular component of the FCS/PEHR/ED Department. The program includes lower division, community and continuing education courses in four main curricular areas: 1) physical activity, 2) health, 3) recreation, and 4) fitness. Courses in these areas fill prerequisites at regional four-year institutions, providing a foundation for transfer to specific upper division programs. All of the courses enhance students' critical thinking and physical skills, and help students create life-long habits of fitness and exercise.

Physical Education, Health and Recreation programs and courses all have as their specified purpose, the development of lifelong health and fitness skills that help students achieve their academic career and life goals. One of the goals of the PEHR faculty is to provide many options from which the students can choose. All students regardless of ability, age, fitness level and interest can find something appealing to them. A large number of activity courses both individual and team sports are available to all students. Offerings include such classes as rodeo competition, freshwater fishing, rock climbing, aerobics, backpacking, mountain biking as well as the more traditional PEHR courses of basketball, volleyball, soccer, tennis, golf, swimming, softball etc.

Elementary Education is currently administered in the FCS/PEHR/ED department, in the Division of Arts, Letters and Science. Before 2002, the program consisted of several lower-division classes that prepared students to transfer to other education programs. However, in the Fall of 2002, Dixie State College offered its own baccalaureate program in elementary education. The institutional Board of Trustees approved the program proposal on May 4, 2001, and the Board of Regents approved it in October 2001.

The program is described as a "two-plus-two" program, with students completing a traditional associate degree before applying for admission to the upper-division program. While obtaining an associate of arts degree or equivalent, students fulfill select prerequisite course work. After completing the associate degree, students are eligible to make application to the upper-division program at Dixie State College. Upper-division courses and educational experiences lead students to the Utah State Level I Educator License. This license certifies program graduates to teach grades 1 - 8 in Utah schools and other states under the National Association of State Directors of Teacher Education and Certification (NASDTEC) interstate contract.

The program as presently constituted admits students in a cohort that will progress through the program in a prescribed manner. Once completed, pre-service teachers are mentored through a methodological semester wherein students apply course concepts in a public school classroom under the
dual direction of a public school teacher and a College supervisor. This culminating experience helps students consolidate their experience and prepares them for subsequent professional teaching responsibilities. A capstone seminar is part of the final semester and serves as a vehicle for readying candidates for professional teaching positions.

This program fulfills part of the larger mission of Dixie State College, providing select baccalaureate degrees to meet local and state needs. Because educational pre-service training is inextricably linked to more general education requirements, careful articulation exists between the education program and other programs on campus. For example, courses in early childhood education that will be used as a component part of the elementary education degree have similar goals, objectives and outcomes.

Each of these programs has designed and implemented educational assessments that are based on program objectives. The results of the programs' educational assessments have led to substantive improvements.

What will students learn or be able to do as a result of these programs? Family and Consumer Science courses include those related to development, nutrition, and interior design. As a result of taking courses relating to development, students will be able to recognize developmental change with respect to behavior and cognitive skills. As a result of taking courses in nutrition, students will be able to understand nutritional requirements leading to healthier lives. As a result of taking courses in interior design and textiles, students will be able to provide for themselves and their families and society, healthier, more comfortable, efficient and sustainable environments in which to live. (For more discussion of these objectives, see FCS Program Self Study, exhibit 2.232)

PEHR course objectives are of four varieties: 1) activities learning objectives, 2) health and theory learning objectives, 3) recreation learning objectives, and 4) fitness learning objectives. In activities courses such as tennis or volleyball, students learn and demonstrate physical skills; learn pertinent rules, strategies, and game etiquette; participate in healthy competition; and develop lifelong skills and habits that promote fitness. In health and theory courses, students communicate motor skills through oral, tactile or demonstrational methods; achieve certification in governing organizations (when applicable); and learn major concepts of health and physical education. In recreation courses, students develop skills, learn to use equipment, understand principles of safety, and develop a lifelong appreciation for recreation's impact on fitness. In fitness courses (those taught in the College's Fitness Center), students are introduced to exercise science, develop exercise skills, and develop skills and habits that promote fitness. (For more discussion of these objectives, see PEHR Program Self Study, exhibit 2.233).

Elementary Education course objectives are summarized by an acronym, DESERT, as follows: D) diversity, understanding ethnic, cultural, racial, linguistic, and intellectual differences; E) evaluation, including quality, valid, educational evaluation and assessment; S) self-reflection, the ability to use self-reflection to inform practice in the classroom; E) effectiveness in teaching, including an understanding of the teaching process, and the intricacies of how students learn; R) reaching beyond the classroom, asking students to envision their roles outside the boundaries of classrooms; T) teaching climate and classroom management. (For more discussion of these objectives see Elementary Education Program Self Study, exhibit 2.234).

How do we know if students accomplish what we want them to? In FCS programs, student will participate in the following activities, indicating their achievement:

1. Classroom activities that are designed to enhance the students understanding of the assigned texts.
2. Written researched papers, projects and hands-on projects that support individual course objectives and class concepts.
3. Family structure analysis (genograms).
4. Student presentations concerning related subject areas.
5. Tests and quizzes based on class/text concepts.
6. Observations in various settings related to the curriculum. Additionally, reports are due after each visit to measure the students' ability to process and reflect on their actual experiences.
7. Portfolio of problem solutions relative to design assignments.
8. Class showing of completed apparel and nonapparel constructed projects.

In PEHR classes, students complete a variety of assessment activities, including drills, game situations, skills tests, multiple choice tests, essay tests, and exit surveys.

In the elementary education program, by participation in class activities/projects and assignments, students demonstrate their emerging expertise through—

1. Writing a personal reflection and foundation “philosophy of education” paper, based on criteria as set forth in the syllabus rubric.

2. Reading chapters, articles and supplementary materials made available in class to facilitate discussion of issues in education.

3. Researching a significant “historical figure” in education currently or historically, and present those findings to their class peers.

4. Taking quizzes concerning teaching methods and strategies, and by utilizing strategies in the presentations they give in class.

5. Spending two full days in a public school placement for observation. These days are spent in both an elementary and middle-level placement, and with the expectation that students will become involved with school children through the participation asked for by cooperating teachers.

6. Additionally, observation reports are due after each visit as a measure of the ability of students to process and reflect on their actual experiences.

What have program faculty done to improve student success on the learning objectives that are most challenging to them? The following are students’ greatest challenges in achieving the learning objectives that the FCS program has set for them: 1) Inability to digest and demonstrate comprehension of large quantities of subject specific content in a very short period of time; 2) lack of writing ability, vocabulary and interpretation of resources; 3) misconceptions about nature, difficulty and application of conceptual ideas in the FCS area. In the PEHR program, attendance is the greatest barrier to students achieving the stated learning objectives in each class.

To address these challenges, faculty in the FCS program provide printed instructional materials, including examples and illustrations and study guides in all required class supplements. Most instructors include handouts on study skills and tips at the beginning of the semester to help students be more efficient and competent in utilizing study time.

Detailed syllabi with specific objectives, class expectations and grading procedures are provided in each class. Plenty of opportunity is provided for clarification. Faculty teaching the same course have worked together to develop common learning objectives that are utilized to teach course content. Faculty assist students during office and other hours. Faculty in Family and Consumer Science really go the extra mile in helping and working with students.

FCS faculty encourage students to utilize campus resources such as the Writing Center, Academic Support Center and library personnel as appropriate.

Because PEHR classes are elective courses and skill-based, students often fail to consider them as important and do not devote the necessary time and energy to succeeding in them. If students attend regularly they can easily be successful in meeting course requirements. To improve student achievement associated with attendance, the PEHR faculty provide detailed syllabi that will help the students understand the class expectations, grading procedure and other class policies from the commencement of the class. Enforcing a strict attendance policy encourages regular participation that will lead to a successful completion of course objectives. The Fitness Center, which constitutes a majority of PEHR’s student enrollments, has incorporated a variety of programs to provide options for all students to meet course requirements.

For students in the elementary education program, to be innovative and creative in their approaches to teaching, students must not view their own school experiences as definitive and inclusive. Students have trouble developing a new view of teaching, learning and facilitating educational experiences for students in the 21st century. Another challenge is to develop in students the notion that teaching is a professional career. Students struggle with the understanding that teaching represents a significant commitment to one’s
own training, maintaining currency in educational trends and practices. Students find it difficult to develop and maintain this commitment.

Previously beginning education students fulfilled an observation-hours requirement by being placed in a public school and observing for a specified total number of hours throughout the semester. The elementary education program changed this format to better accommodate our objectives. Now students are scheduled for two full-day (7:30 am - 4:00 pm) in each of a middle school and an elementary school. This format better equips students to make an informed decision about whether or not they wish to pursue teaching as a career. The students have more of a “video” school experience as opposed to a “snapshot.” Experiencing the broad range of procedures transpiring in the course of a complete day helps students to capture the culture of school.

Because education is broad in scope, program faculty have devised some uniform syllabi templates for the course design of foundations courses. These syllabi provide students a structure on which to arrange many and varied new aspects of teaching.

**Significant Changes**

The programs have identified the following as the most significant major changes of the recent past:

1. In the Fall of 1999, the Family and Consumer Science Department and the Physical Education, Health and Recreation Departments were combined. Both departments were small, but now the combined department has a much larger number of full-time faculty.

2. Recently, November 2001, the Board of Regents approved the Elementary Education Program as a four-year program at Dixie. This program is currently administered in the FCS/PEHR/ED department, but will soon be branching off into its own department. FCS will continue to offer the early childhood class, as well as other support classes for the education program.

**Strengths**

Through program assessment, the programs have identified the following strengths:

1. The variety of learning methods – hands on activities, observing, group assignments, and labs, in addition to readings, discussions and lectures.

2. In the new elementary education program, while large-scale programmatic assessment has not been carried out, preliminary student evaluations indicate a favorable response to changes. Students greatly appreciate the two full-day observations as part of the foundations/introductory class, allowing them a realistic view of the day-to-day aspects of teaching, and equipping them to determine if the teaching profession is for them.

**Weaknesses**

Through program assessment, the programs have identified the following weaknesses:

1. The FCS program needs more full time faculty to support increased student enrollment.

2. The majority of FCS classes offered are introductory in nature. Often students request more advanced classes in many of our subject areas.

3. We have a core of classes for students in early childhood education, but no degree. This is the most requested program for our area. Several of the colleges and universities in Utah are working on an associate degree in early childhood education to be proposed for Board of Regents approval. This would be a stepping-stone for many students, who plan to pursue a degree in Elementary Education.

4. The elementary education program relies on a strong relationship with local school districts. Forming a good relationship will take time. Therefore, scheduling adequate discussion and planning time for curriculum development and practicum experiences is a challenge at this point.
Recommendations

Programs recommend that in coming years, the following be implemented:

1. Hire an additional FCS faculty member, particularly one with a nutrition emphasis.

2. Increase the number of classes offered, particularly more in-depth classes, such as life cycle nutrition and elder or community nutrition. Students and the community request more family relationships and communications classes as well as child development classes.

3. Develop and approve an early childhood associate degree.

Educational Programs in Fine and Performing Arts

Overview and Purpose: The Fine Arts Department is administered within the Division of Arts, Letters and Science. This department is composed of four sets of curricular offerings, all of which are lower-division transfer programs: 1) theatre, 2) dance, 3) art, 4) communication, and 5) music. Each of these programs is similar in many regards to typical educational programs offered at comprehensive community colleges nationwide. Also, each has identified program goals and objectives that articulate with the overall College mission (exhibits 2.228 through 2.231, Program Self-Studies). These programs have prepared a portfolio of sample course syllabi, exams and student projects (exhibit 2.272). The table on page 36, “2000-2001 Enrollment Summary Information,” shows the relative size of these programs. Also, department members have prepared the following discussion of program objectives, strengths, and weaknesses.

The following is a brief description of program offerings in this area: Dixie College State College theatre and dance includes academic activities designed to meet the needs of general education students, prospective theatre and dance majors, students from the local community with interests in theatre and dance, and students who are prospective majors in communications, journalism, music, and physical education who need theatre and dance training to supplement training in their intended majors. Course offerings include general education fine arts and humanities/literature classes, theatre performance and technical theatre courses, dance studio courses in a variety of dance styles, and performance practicum courses.

Dixie College State College theatre and dance programs are supported by an active production program designed to create a rich cultural experience for Dixie College students and to provide the community at large with quality theatre and dance experiences. The production program prepares a full season of plays, musicals and dance concerts for performance each year. Serious theatre and dance students are expected to be involved in production activities on a continuous basis. The production program emphasizes development and application of skills, effective collaboration and professional discipline.

Dixie College State College art program includes academic activities designed to meet the needs of general education students, prospective art majors, and students from the local community with interests in art. The art program is designed to build knowledge and skill level for beginning students as well as provide a platform of development and expansion for more advanced students. Both traditional and nontraditional students benefit from the use and knowledge of the visual arts as a universal form of communication.

The art program offers courses at both freshmen and sophomore levels, including general education fine arts classes and various two-dimensional and three-dimensional studio arts. Drawing, watercolor, oil painting, portraiture, sculpture, ceramics and photography are emphasized.

Students in the art program are actively involved in skill development through studio courses. Regular student art shows give students opportunities to have their work formally adjudicated and viewed by the public. Additionally, students are exposed to professional artwork through an aggressive, in-house gallery program that brings in the work of varied artists and through regular, program-sponsored travel opportunities to noted art museums on the west coast and in Europe.
The Dixie College State College communication program includes academic activities designed to meet the needs of general education students, prospective communication majors, and students from the local community with interests in communication. The communication program at Dixie State College offers courses at both freshmen and sophomore levels, including general education classes, introductory communication classes and specific application classes. Introductory courses in interpersonal communication, public speaking, voice and diction, and mass communication provide a background for students in a wide variety of backgrounds and majors. Additional instruction is provided for those seeking more technical instruction.

Students have varied opportunities to develop and demonstrate skills in varied communication co-curricular activities. Mass communication produces an award-winning student newspaper. Students get on-hands experience in radio and television broadcasting. Students engaged in the motion picture production course are involved with the community in organizing an annual film festival where student, amateur and independent productions can reach a broader audience.

Dixie College State College music program includes academic activities designed to meet the needs of general education students, prospective music majors, and students from the local community with interests in music. The music program is designed to build a knowledge and skill level for beginning students as well as provide a platform of development and expansion for more advanced students. The music program offers courses at both freshmen and sophomore levels, including general education fine arts classes, and courses in music theory and ear training, music history and literature, and fundamentals of conducting. Group piano, voice and guitar courses are also offered.

Students in the music program have opportunities to develop and demonstrate skills in varied public performance activities. Co-curricular student choir, band and orchestra groups have an aggressive performance schedule that showcases student talent and skills and contributes significantly to the cultural life of the campus and the community at large. Individual applied instruction courses often lead to student recitals, which emphasize individual rather than group performance skills.

Each of these programs has designed and implemented educational assessments that are based on program objectives. The results of the programs’ educational assessments have led to substantive improvements.

**What will students learn or be able to do as a result of these programs?** All courses that fill the fine arts general education requirement share the following objectives: 1) Students will appreciate and enjoy more fully the art, dance, music, and theatre experiences that they encounter in their lives; 2) students will be able to trace the evolution of humankind as expressed through artistic eras (i.e.: Medieval/Renaissance, Age of Reason, Modernism, etc.); and 3) students will gain insights into humankind’s approach to creativity in art, dance, music and/or theatre.

How do we know if students accomplish what we want them to? To determine if students achieve the above learning objectives, the fine arts program has administered a set of assessment activities described in exhibit 2.235, Fine Arts Assessment Plan. The components of this plan include a group of final examination questions that address the common learning objectives in general education fine arts courses (exhibit 2.2, G. E. Course Common Learning Objectives), and a portfolio evaluation that addresses the common learning objectives in many fine arts elective courses.

The final examination questions were administered in all sections of general education fine arts courses in spring 2001, results were tallied and analyzed (exhibit 2.236, Results of Fine Arts Assessment, Spring 2001). Several questions were designed to assess student opinions and perceptions about the fine arts disciplines they studied. In some, students compared their participation in arts events during the semester of the class to the previous four months. Responses indicated that fine arts courses were successful in engaging students in arts experiences. Responses from students in art classes reveal a puzzling pattern when compared to the other disciplines. Since art students must walk through the gallery space where art shows hang in order to get to their classes, it’s unclear why 14% of them responded that they hadn’t experienced an art show the semester they were enrolled in the general education art class.
Other questions asked students to assess their exposure and attitude to the art form prior to the course, to judge how the course had affected their attitudes, and to assess the value of fine arts education generally. Responses showed that few students in the courses had high levels of involvement in the art form; GE courses indeed attract general students, not majors. Responses also showed that the classroom experience generally had positive effect on students’ perceptions of the art form. Responses to one question showed that students believe that fine arts course work is a legitimate part of their liberal arts education experience.

**What have program faculty done to improve student success on the learning objectives that are most challenging to them?** Communications faculty have found that students are challenged most in the application of the transactional model of communication, an area of curriculum that relates to the first objective, "Through regular attendance and active participation you will be able to identify the essentials of communication." Program faculty have since devoted more effort to teach this model as it serves as a foundation to remaining course content. Faculty use film clips and classroom role-playing along with support from texts and discussions. An informal survey of faculty and students indicates that students are more engaged on a variety of levels, reaching a better understanding of the model. The assessment tool is being used to gauge this improvement.

**Significant Changes**

The programs have identified the following as the most significant major changes of the recent past:

1. In 1996, the general education requirements were changed, adding an "oral communication" course requirement for students receiving the associate of science degree. This change in curricular structure increased enrollments in basic communication courses.

2. There has been a significant change in emphasis within the communication program. In 2001, the forensics program was eliminated due to budget cuts and program validity and efficacy. The communication program emphasis is shifting to digital motion picture production for web, corporate, commercial and broadcast contexts. An associate degree with an emphasis in digital production is being developed and a proposal for a baccalaureate degree in communication technology in the drafting stages.

3. In 1998 and 1999, it became increasingly evident that the old Eccles-Graff Building was structurally unsatisfactory for fine arts programs. The basement level of the building was condemned for fire code violations, and all academic programs had to be removed from that space, requiring the College to relocate many activities. In 1999, the theatre program moved into space that previously housed the art program, and the art program was relocated into newly acquired space, the North Plaza Building, a former grocery store that was remodeled for the art program’s use.

4. Through the late 90’s the community made repeated requests for a dance program. The College created dance curriculum in 1996, and all courses were taught by adjunct instructors. In fall of 2000, the College hired a full-time dance instructor, Dr. Li Lei, and the dance program flourished, offering dance recitals in collaboration with the theatre program.

5. In 2002, the College received the state’s approval to demolish the old Eccles-Graff Fine Arts Building and begin construction on a new building.

**Strengths**

Through program assessment, the programs have identified the following strengths:

1. Student outcomes in the communications, theater, music and visual arts programs are consistent with program goals and objectives.

2. The fine arts programs provide an important point of community contact for the College. Each year, thousands of residents in local communities enjoy concerts, art shows, plays, recitals, and other productions.
3. The fine arts programs offer students more individualized instruction opportunity with comparatively smaller cohorts and faculty dedication.

**Weaknesses**

Through program assessment, the programs have identified the following weaknesses:

1. Some fine arts programs play a less-central role in the community’s cultural life than previously. While attendance at some events is very high (most especially the *Messiah* concert at Christmastime), other events do not draw as many community patrons as previously. Especially, the theatre has had declining attendance, partially because of the development of competing community theatre events, including Tuacahn, a professional theatre organization, and the city theatre productions.

2. Theater design/tech classes are virtually non-existent, leaving gaps in academic and practical knowledge/skills students should possess before transferring to four-year programs.

3. There is high staff turnover in some fine arts programs. The College newspaper, for example, has had five separate full-time faculty advisers in the past decade. Faculty also move into and out of other positions.

4. The staffing level in fine arts programs is not constant. In the past decade, the music program, for example, has gone from four faculty to three, and the theatre program has gone from three to two faculty. These reductions have occurred while enrollments have grown considerably.

5. By virtue of the overhead and equipment involved in fine arts instruction (ceramic kilns, dark rooms, theatre workshops, band instruments, etc.), the programs require more than usual administrative duties for faculty. Instructors must conduct coursework and also shoulder substantial budgetary and facilities administration. In some cases, faculty perform these administrative duties very well; however, in other cases, these duties are not well executed.

**Recommendations**

Programs recommend that in coming years, the following be implemented:

1. Create a development campaign to provide stable scholarship funding for all the fine arts.
2. Develop on and off campus programs that give students experience in theater, film, radio and music performance.
3. Establish greater flexibility in music course material; more closely align the music program with present practices in higher education.
4. Provide specific opportunities for converging and idea sharing among members of the communications program. Perhaps a monthly departmental colloquium to discuss pedagogy, scholarship, and pertinent issues in the discipline would promote faculty morale by providing a venue for discussion and the formation of a group mindset. This would promote the interdependence that is necessary as we move towards the four-year degree program.
Educational Programs in Health Sciences

Overview and Purpose: The Health Science Department is administered by the Division of Business, Technology and Health. This department is composed of three sets of curricular offerings, including some certificate programs, some applied associate degrees, and some lower-division transfer programs: 1) Nursing (NA, PN, ADN), 2) Dental Hygiene, and 3) Emergency Medical Services (EMT, Paramedic, & all EMS-related training). Each of these programs has identified program goals and objectives that articulate with the overall College mission (exhibits 2.207 through 2.209, Program Self-Studies). These programs have prepared a portfolio of sample course syllabi, exams and student projects (exhibit 2.273). The table on page 36, “2000-2001 Enrollment Summary Information,” shows the relative size of these programs. Also, department members have prepared the following discussion of program objectives, strengths, and weaknesses.

The following is a brief description of program offerings in this area: The nursing program's curriculum uses a "career ladder" approach to nursing education and work force readiness. When students complete a segment of nursing training, they can make the choice to enter the workforce or continue with more advanced training. A one-semester nurse assistant program is the beginning level, after which a student may seek employment or advance to the second level. The one-year (two semester) practical nursing is the second level, after which a student may seek employment or advance to the third level. The third level is the one-year (two semester) Associate Nursing Degree. Students can seek employment at each level to enhance their previous training, or they can choose to move toward the next level. Through this model, the College allows opportunities for students at all three levels to feed the work force as well as opportunities to continue toward more advanced education.

Nurse Assistant (NA). This is a course for students interested in certification as a Nurse Assistant. This course is designed to increase student knowledge of the skills and abilities required by the profession of Nurse Assistants.

Practical Nurse (PN). This course prepares students to take the national examination to become a licensed practical nurse. This level of nursing ideally works under the supervision of a registered nurse or physician. At this level, education in nursing theory, skills lab and clinical is provided by qualified nurse educators. This new nursing knowledge is correlated with prerequisite course work from the biological, physical, and behavioral sciences.

Associate Degree Nursing. This program expands on the scope of practice of the practical nurse in preparation for performing within the scope of practice of the registered nurse. The student will be able to independently and effectively provide holistic quality nursing care and serve as a role model and mentor for other members of the health care team.

Surgical Technician (Surg Tech). This program is provided through a partnership between Dixie Regional Medical Center and Dixie State College. This program prepares the student to function as a surgical technician in a hospital or surgical center operating room.

Dental Hygiene. The dental hygienist is a specialist for the maintenance of good oral health and educates the patients in the prevention of dental disease. Dental hygienists perform their services in cooperation with licensed dentists. Students are instructed in the theoretical knowledge and clinical skills essential for becoming an excellent dental hygienist.

Emergency Medical Services (Emergency Medical Technicians - Basic and Intermediate Levels, and Paramedic). These programs are designed to prepare students for career opportunities in pre-hospital emergency care, such as ambulance services, fire departments, search and rescue and volunteer services.

Emergency Related Training Courses. The health sciences department through the E.M.S. Training Center oversees courses such as CPR, first aid, basic electrocardiogram, and pediatric advanced
These courses are designed to provide emergency personnel, hospital and pre-hospital caregivers the knowledge, training and required certification related to their careers.

Each of these programs has designed and implemented educational assessments that are based on program objectives. The results of the programs' educational assessments have led to substantive improvements.

What will students learn or be able to do as a result of these programs? The above courses have many common outcomes. Because they are mostly courses that assist the student in gaining knowledge and learning skills to provide health care, they also have similar learning opportunities. Students who complete these programs become a viable part of the health care team where they function within a specific setting to perform specific skills that are defined under their chosen profession. Besides the skills they learn and the knowledge they gain which allows them to practice inside their chosen field, they also learn the following:

1. To serve the public as they provide specific skills toward better physical, psychosocial, and spiritual health.
2. To mesh with other health care providers in a team effort for the well being of others.
3. To give medical / dental assistance from diagnostic findings with each individual client.
4. To develop competency in what they do through lab practice and clinical supervision.
5. To display their knowledge of health care problems, procedures and treatments.
6. To show confidence in their daily challenges to learn new skills and become competent in providing those skills.
7. To become licensed / certified professionals as they meet the standards for each course following prescribed procedures.
8. To represent the profession in both practice and community affairs.
9. To be marketable and gain employment as they build a portfolio of knowledge, skills, and practice that is competitive in today's employment market.
10. To develop good communication skills as they work with the health care team, clients and family members.
11. To understand and participate in continuing educational pursuits.
12. To gain abilities to be problem solvers using critical thinking.
13. To make good, ethical judgments while providing safe care for clients at the highest professional standard.
14. To function within the scope of practice, as defined by local, state and national organizations.

How do we know if students accomplish what we want them to? Most of the outcome measures are very similar within health occupation courses. Some of these measures are as follows:

1. Students are required to practice, perform and pass-off the skills portion of each course in both a lab and clinical setting, based on the specific course requirements.
2. Passing written and practical examinations at a pre-determined level is a requirement in most of the courses.
3. Continual satisfactory performance in the clinical setting is evaluated.
4. Students are required to meet other academic standards of both the program and the College (i.e., maintain certain GPA, current certifications, etc.)
5. On-going evaluations are in place in each program and vary from course to course, (i.e., peer evaluations, clinical evaluations, faculty evaluations, etc.)
6. Students complete graduation surveys on an annual or bi-annual basis for those who have successfully passed the program.
7. Passing their state or national board examinations for certification or licensure.
8. Gaining employment in their field of choice.
What have program faculty done to improve student success on the learning objectives that are most challenging to them? To improve student success with objectives that are challenging, the program faculty utilize the following actions:

1. Early identification of the challenging objectives through direct observation, evaluation, or interviews.
2. Immediate course of resolution to the identified challenging objectives.
3. Attempt to define the objectives and expectations in a more clear and concise way for that particular objective.
4. Provide opportunities to be exposed to different learning styles.
5. Create a contracted learning opportunity with student involvement.
6. Extra time is spent on individual (one-on-one) basis.
7. Faculty meet regularly with other faculty, advisory committee, and student evaluators to discuss difficult aspects of student progress and to identify the need for implementing changes.
8. If the objectives are a challenge to the majority of the students, faculty will initiate needed changes immediately, and inform students of such changes. (IE. Tests, assignments, lab or clinical expectations, etc.)
9. Develop creative learning opportunities.
10. Interview other students especially past students in seeking difficult concepts, objectives, or expectations.
11. Involve students in post-conference discussions after clinicals to identify difficult experiences.
12. Faculty are encouraged to attend continuing educational offerings to learn techniques that would enhance their ability to present learning material in a more successful manner.

Significant Changes

The health occupations department started in 1996 with the hiring of a director of health occupations to begin the EMT, paramedic, and practical nursing programs. The programs have identified the following as the most significant major changes of the recent past:

1. Change of the department name to Health Sciences.
2. The development and start-up of the dental hygiene program, and faculty staff.
3. Development and addition of associated degree nurse program, with the addition of a new overall curriculum, faculty and staff.
4. The addition of multiple American Heart Association classes.
5. The appointment of an EMS coordinator.
7. Selection of advisory committee members for each health science program.
8. Achieved required accreditation for both dental hygiene and paramedic programs with plans for initial accreditation in Fall 2002 for nursing.
9. Improvement in teaching facilities including smart classrooms.
10. Improved pass rates for state and national licensure examinations.
11. Improved student selection process.
12. Outreach programs in EMS, NA, and practical nursing.
13. Hiring of NA coordinator.

Strengths

Through program assessment, the programs have identified the following strengths:
1. Unity within each program and among programs within the department. Desire among each member of the health science team to work and grow as a team.
2. Enrollment growth.
3. Very rigorous programs with high expectations that produce top students.
4. Support from the community and clinical agencies.
5. Autonomy to grow and develop.

**Weaknesses**
Through program assessment, the programs have identified the following weaknesses:
1. High faculty turnover due to increased workload.
2. Lack of clear governance of some programs.
3. Roles and titles of the chain in administration is not clear.
4. Separate locations of each of the three major programs in the department with one of the programs being located mostly off campus.
5. Not enough secretarial help to manage each program.
6. Expectations toward the start-up of new programs without proper facilities, funds, and faculty / staff.
7. Often there is inflexibility in certain courses.
8. Limited clinical resources.
9. On-going changes without the needed help to meet them.

**Recommendations**
Programs recommend that in coming years, the following be implemented:
1. Have own Health Science Building that is located on campus especially a Dental Hygiene Clinic, where all Health Sciences Programs could be housed together.
2. Hire new faculty as needed especially dental hygiene instructor, secretarial help, and director of nursing.
4. Create own health science division due to growth.
5. Have all programs meeting specific accreditation.
6. Start a BSN program.
7. Increase enrollment in each area.
8. Hold regular health science department meetings outside of faculty, program and division meetings.
9. Maintain rigor with in the programs but view the need for flexibility.
10. Keep prerequisites and requirements consistent from year to year if possible.
11. Create open-entry / open-exit programs where appropriate.

**Educational Programs in Humanities and Social Sciences**

**Overview and Purpose:** Humanities and Social Science offerings are organized in three departments: 1) the English Department, which offers courses in composition and literature, 2) the Humanities and Social Science Department, which offers courses in humanities and philosophy, history, western civilization, and political science, psychology, sociology, criminal justice, and anthropology, and
The Division of Arts, Letters and Science administers all three programs. Each of these programs has identified program goals and objectives that articulate with the overall College mission (exhibits 2.216 through 2.221, Program Self-Studies). These programs have prepared a portfolio of sample course syllabi, exams and student projects (exhibit 2.274). The table on page 36, “2000-2001 Enrollment Summary Information,” shows the relative size of these programs. Also, department members have prepared the following discussion of program objectives, strengths, and weaknesses.

The following is a brief description of program offerings in this area: The composition program offers courses in beginning, intermediate, and advanced writing. The program helps students develop strong reading, thinking, and writing skills in order to further their academic, career, and life goals. Depending on their "placement scores" as detailed in the College's placement procedures (exhibit 3.72, Placement Procedures in Basic Skills Courses), new students may be placed into developmental or college-level writing courses. Placement is mandatory, but students who feel the placement is inappropriate may "challenge" the placement by demonstrating their writing skills in an essay which is evaluated by composition faculty, and successful students may be placed into more advanced courses.

Students requiring the most intensive developmental preparation sign up for English 0750, a five-credit course which leads directly into English 1010, the beginning composition course. Students requiring less developmental preparation sign up for English 0920, a three-credit course that also leads directly to English 1010. Students report a high level of satisfaction with the placement procedures, avowing that their placement in the various courses was "just right" (exhibit G.17, Graduating Sophomore Survey - Six Year Trends, question three).

By Utah System of Higher Education policy (exhibit 2.92, Policy R465, General Education), the general education requirements of all institutions in Utah must include an introductory and an intermediate writing course. In compliance, the College offers English 1010 (introductory) and English 2010/2011 (intermediate). English 2011 is a version of intermediate writing that is designed for business majors. While students may demonstrate competency and receive credit for English 1010 through either Advanced Placement or the CLEP test, the College has made a fundamental judgment that no student may receive credit by examination for the intermediate writing course, and all transfer-degree students take either English 2010 or 2011.

The College also requires that all upper-division majors include an upper-division writing course, English 3010, Writing In The Professions.

The College's general education requirements mandate that all associate of art and associate of science students complete a literature course, and the English program offers a broad range of literature courses for lower-division students, including genre courses (poetry, short story, novel), survey courses (American literature, world literature, and literature of England), and other specialty courses (Shakespeare, literature by and about women, literature of the American West).

The humanities and philosophy program offers courses to help students explore the interrelationship of art, literature, film, music, philosophy, architecture, sculpture and other art forms. Philosophy courses provide an overview of theories about the nature of existence, knowledge, truth, freedom, autonomy, aesthetics, ethics and logic. Most of the courses are lower division courses within an open-enrollment institution. The aim of the courses is to provide students, most of whom are traditional freshmen and sophomore transfer students, with a substantial introduction to areas identified above.

These courses help students to further their academic, career, and life goals, enhancing students’ appreciation and understanding of various forms of human expression. The 1000- and 2000-level courses satisfy the general education requirements in the humanities block. Additionally, these courses can be taken to fill elective credits. The 3000-level courses are for students who have been accepted in a Dixie State College baccalaureate program and for students needing upper-division transfer courses. Additionally, many members of the community take humanities and philosophy courses for personal enrichment or to improve their knowledge of the world.

The history, western civilization, and political science programs offer lower-division courses within an open-enrollment institution. The aim of the courses is to provide students, most of whom are
traditional freshmen and sophomores, with a substantial introduction to American history, the development of western civilization, the political processes of our government, and economic theory and its applications in our capitalistic society.

All institutions in the Utah System of Higher Education (USHE) require an "American Institutions" course. Students fulfill this USHE requirement by taking either of two courses in this program, History 1700 and Political Science 1100. Other courses in the program can be taken for general education social science credit or as electives. The western civilization courses fulfill either history or humanities requirements, so students taking these courses may use them to fill requirements in one area or the other. Approximately 80% of students taking western civilization use this course to fill the social science requirement.

Because all transfer degree students must take either History 1700 or Political Science 1100, the College uses these courses as a gateway screening process to ensure that students develop sufficient reading skills. Students must have certain reading test scores, or demonstrate reading competency, or take a prerequisite developmental reading course (exhibit 3.72, Placement Procedures in Basic Skills Courses). For more discussion of placement in reading skills courses, see “Establishment of a Reading Placement Procedure” on page 63.

Many psychology, sociology, anthropology, and criminal justice courses fill general education requirements in the social science area, and others are designed to fulfill pre-major core requirements at regional colleges and universities or to serve as electives. Beyond courses which satisfy general education requirements, for example, the psychology program offers courses such as personal growth, stress management, and substance abuse education and prevention, each designed to contribute to better decision making and improved interactive skills of the student. Other courses such as developmental, abnormal, and social psychology are offered to allow students intending to major in sociology, psychology, criminal justice, or education to examine “core" courses that are found in the basic curriculum of psychology majors and minors.

Five foreign languages – American Sign Language (ASL), French, German, Japanese, and Spanish – offer students a variety of options for their foreign language study. Beginning classes are taught in all five languages; intermediate classes are taught in ASL and Spanish; and advanced classes are taught in Spanish. Most are four-credit classes. Foreign language courses at the beginning and intermediate levels are taken in a sequence, numbered 1010 and 1020 for beginning courses, and 2010 and 2020 for intermediate courses. The advanced Spanish courses are numbered 2310 and 2320.

Many students use these courses to fill requirements for the associate of arts degree, which requires eight credits of foreign language. Others take the courses as prerequisites for an intended major or minor, as electives, or for personal interest. Dixie State's new baccalaureate degree in elementary education focuses on English as a Second Language (ESL). Those admitted are required to have language courses in their lower-division education. The student population served by the foreign language program is diverse, including traditional, re-entry, and "personal interest" students. Utah's student population of returned missionaries, many with substantial language skills, and Utah's growing Hispanic population bring a rich language and cultural background to the advanced Spanish classes that is unusual among lower-division courses.

Each of these programs has designed and implemented educational assessments that are based on program objectives. The results of the programs' educational assessments have led to substantive improvements.

What will students learn or be able to do as a result of these programs? Each academic area or department has developed a set of aims or goals that should be met by their students at the end of a term (or in the case of some sequence courses in languages, at the end of two terms). In every case, full-time faculty from the program have formed consensus about the proper roles for the courses and learning objectives for students, and all course syllabi within the department include common learning objectives that have been departmentally approved (exhibit 2.2, Common Learning Objectives for GE Courses). For example, all introductory foreign language courses include these learning objectives: Demonstrate communication skills appropriate to the level of the course (beginning, intermediate, or advanced) in the following areas:
speaking (signing for ASL students), listening (understanding the signing of others for ASL students),
reading, writing, and vocabulary. In a similar way, each program’s faculty have identified the learning
objectives for each broad curricular requirement.

**How do we know if students accomplish what we want them to?** Each academic program has
established a pre-and-post test assessment to be given at the beginning and at the end of select courses.
These tests measure the competencies of the students regarding the learning objectives as they enter and as
they exit the term or sequence. (See, for example, exhibit 2.239, Pre- and Post-Tests in Literature,
Sociology, and Foreign Language.)

In developmental composition courses, student success is evaluated through success in subsequent
composition courses. The College monitors the percent of students who took developmental composition
and later succeeded in a subsequent composition course (exhibit 2.42, Success in Subsequent, Related
Coursework).

Because the Utah System of Higher Education has mandated that all institutions include
introductory and intermediate writing course requirements, assessments for these courses have been
developed and implemented on a statewide basis. Also, however, the English department has developed
and implemented a variety of assessments independent of the statewide assessment (exhibit 2.221,
Academic Program Self-Study: Composition, both developmental and college-level).

**What have program faculty done to improve student success on the learning objectives that
are most challenging to them?** While this question is most easily addressed on the level of each group of
faculty in each discipline, there are some general observations that can be made about the results of
implementing a process of shared pre-and-post assessments. They are as follows:

1. Through the process of constructing shared assessments, instructors who have sections of common
courses have worked harder to develop shared objectives and course materials wherever feasible.
2. After the assessment procedure, most faculty members re-evaluated two things fairly quickly. First,
they reviewed varying responses to examine materials, objectives, etc. in order to make sections
more consistent. Second, they reviewed the assessment instruments themselves to see whether they
were effective in measuring what they intended students to achieve.
3. Faculty also used the instruments to better assess the skills and knowledge of students as they come
into the courses. If faculty see a pattern of strengths or weaknesses, they attempt to adjust courses
to better accommodate the reality of the needs and skills of the students. This was an unexpected
bonus of assessment.

**Significant Changes**

The programs have identified the following as the most significant major changes of the recent
past:

1. The 1998 conversion to the semester calendar was important. For example, composition classes
that were three quarter credits became three semester credits, giving composition instructors much
more time to cover material, do more revising, and conduct more in-depth teaching and learning.
On the other hand, history, sociology, and psychology courses that were five quarter credits
became three semester credits, decreasing the contact time somewhat. Also, because the standard
teaching load became five semester courses instead of three quarter courses, the number of students
that instructors in history, sociology, and psychology met each week increased significantly. Those
instructors have found it difficult to require and grade as much writing as they had done under the
quarter system.
2. Further, a revision of general education requirements during conversion to the semester calendar
affected the programs. Before the revision, students were required to take two quarter courses in
literature and humanities, and two in fine arts, a total of four courses to fill GE requirements.
Presently, students take only three courses from the three areas -- one in literature, one in fine arts,
and one additional course from literature, fine arts, humanities, or philosophy.
3. One very welcome change was the addition of a new full-time political science/history faculty. That has helped relieve dependence on adjuncts and has made it possible to offer more courses in political science, for which there is some student demand.

4. Another important change was the expansion of the writing faculty. One full-time instructor was hired in 1996, followed by two more in 1998; one developmental writing instructor was added in 1999, and finally, two more instructors to teach writing and literature on a 50-50 split were added in 2001.

Strengths

Through program assessment, the programs have identified the following strengths:

1. These programs are fortunate to have a strong core of academically prepared, dedicated teachers, a healthy mix of experienced teachers and young teachers with fresh degrees. There is good collegiality and a healthy sharing among the new and experienced that has enriched all faculty and, obviously, the students as well.

2. In addition, some fairly visionary administrators have worked hard to find equipment and training to increase the faculty's ability to teach on-line courses and to enrich their teaching with a variety of media.

3. Redesign of the developmental composition courses, English 0750 and 0930, accompanied by accurate placement, has significantly reduced the amount of time and credit hours students must spend in developmental course. This has also reduced students’ frustration and sense of failure.

Weaknesses

Through program assessment, the programs have identified the following weaknesses:

1. There is no weakness more overwhelming than excessive reliance on adjuncts. This is not to say that the programs do not have competent adjuncts; indeed, they have a number of dedicated, effective adjunct instructors who have taught for many years. However, students often do not have full access to even the most dedicated adjuncts when problems arise. Also, although these programs have been fortunate to have some good teachers at low wages, the tasks of committee meetings, advisement, and answering a variety of questions from drop-by students are heaped increasingly on full-time instructors.

2. The developmental studies and English composition programs have a particularly large number of adjuncts, and faculty sense that these part-time instructors are not trained or supported adequately.

3. Some small discipline areas are staffed exclusively by adjuncts. For criminal justice, American Sign Language, French, Japanese, and German courses, the College relies entirely on adjunct instructors. Under these conditions, it is difficult to build these programs effectively or effectively to solicit students for them. Faculty in the programs sense a need for hiring full time instructors.

4. Class size in composition classes remains a weakness. Currently, Dixie’s class size is set at 25 students, an amount substantially higher than recommended by the NCTE and other national organizations, and above the number recommended by most reliable research.

5. For several years, Dixie has struggled to establish a Writing Center directed by an experienced professional and staffed primarily by trained peer tutors. The effort has been largely unsatisfactory for a number of reasons. Surveys indicate that the most needy writing students, the developmental students and freshmen in English 1010, are the least likely to use the Writing Center; furthermore, students and faculty have not been adequately informed as to the Writing Center’s function, since many continue to view it as an editing shop.

Recommendations

Programs recommend that in coming years, the following be implemented:

1. Hire more full time instructors in a variety of areas.

2. Hire doctorate level instructors as programs expand or as retiring faculty are replaced.
3. Improve the training and support given to adjuncts. A new position was created this year aimed at that goal, with a full-time faculty member given released time for these duties; it remains to be seen how effective that new training program will be.

4. Assess the needs of this growing community and state and develop new baccalaureate programs to fill the needs. That may include, for example, an expanded criminal justice program and a psychology degree with an emphasis in gerontology.

5. Build and maintain faculty and staff morale in the light of budget cuts that threaten even further to increase the proportion of adjunct instructors and, concurrently, increase administrative load on full time instructors.

6. Continue to develop a strong professional relationship with adjunct instructors, including mentoring, frequent classroom visits followed by feedback and recommendations for effective classroom strategies, sharing syllabi and assignments, and including adjuncts in departmental meetings.

Educational Programs in Information Technology (including initial baccalaureate program)

**Overview and Purpose:** The administrative arrangement for these programs has changed in recent years. In 1996, a third academic division was added to the College's academic organization -- the Division of Computer Information Technology (CIT). This new division, however, differed from the two existing academic divisions in that it combined both faculty devoted to computer-based instruction and staff devoted to administrative computing. This hybrid of instructional and administrative computing was an innovative way to centralize all computer-related functions. However, in 2001 faculty called for a review of the administrative structure for academics, and growing out of this review, the CIT division was eliminated. Today, these programs are administered in the Division of Business, Health and Technology (see Academic Services organizational chart, page 9).

The educational programs in this division offer certificates, applied and transfer associate degrees, and baccalaureate degrees. The educational programs are of six basic types: 1) Computer Information Systems, 2) Computer Science, 3) Drafting, 4) Visual Technology, 5) Graphic Communication, and Computer Information Technology (baccalaureate program). Each of these programs has identified program goals and objectives that articulate with the overall College mission (exhibits 2.210 through 2.215, Program Self-Studies). These programs have prepared a portfolio of sample course syllabi, exams and student projects (exhibit 2.275). The table on page 36, “2000-2001 Enrollment Summary Information,” shows the relative size of these programs. Also, department members have prepared the following discussion of program objectives, strengths, and weaknesses.

The following is a brief description of program offerings in this area:

**Computer Information Systems (CIS):** The Computer Information Systems Program at Dixie State College has undergone major transitions during the past ten years. A decade ago, the program was much more narrow in scope than today, providing basic computer instruction to students who were planning to make computers their career. With one full-time instructor the program was known as the Data Processing Department, and applications such as word processing were taught in a secretarial training program on dedicated word processors.

Of course, the transition to desktop computers resulted in major changes, the first being an organizational change that created the Computer Information Systems (CIS) Department, consolidating instruction about computer applications including operating systems, word processing, and spreadsheets. Two faculty members who had been teaching in the secretarial training program were moved into the CIS department, creating a faculty team of three members. Curriculum changes were made and faculty settled into new roles.
Other changes have occurred which have had a major impact on this department—most of these in the last few years. Application course offerings have expanded. One of the basic microcomputer courses is now a general education requirement for all students. The program has moved into a consolidated computer facility known as the Smith Computer Center. Many application courses are now taught in a self-paced, instructor-supported arena rather than through traditional methods. The program is still composed of three full-time faculty, supplemented by an average of ten adjunct faculty.

**Computer Science**: The computer science program in the Computer and Information Technology Department at Dixie State College is designed for students seeking a career in industry, academia, or in research and development. The program will prepare individuals for careers as software designers and programmers. The typical student will seek a bachelor’s degree in computer and information technology at Dixie State College or transfer to an institution that offers a bachelor degree in Computer Science. Students from other disciplines such as science and engineering also benefit from courses in this program. Finally, non-degree seeking individuals from the community take courses to enhance various computer-programming skills. The program courses cover current topics in the field, including fundamental programming skills in an appropriate language, data structures, software engineering principles, operating systems, and so forth.

**Drafting**: Drafting technology provides a two-year transfer program and a certificate program under the Computer Information Technology Division of Dixie State College. Drafting technology courses teach computer-aided, architectural, civil and mechanical drafting to students whose ultimate goal is a degree in architecture and students who proceed directly into the work force or need to upgrade skills for a current employment situation. Drafting students are diverse ethnically, in age levels, in levels of skill and in academic and physical abilities. The only criterion to enter the program is proper application to Dixie State College.

**Graphic Communications**: The graphic communications program at Dixie State College prepares students to select, enter and advance in a productive career in graphic communications occupations, providing basic knowledge, skills and abilities necessary for successful employment in areas of digital image preparation, image assembly and plate making, offset press operation, bindery and finishing, and screen printing. In Utah and nationwide, the printing industry faces a critical shortage of skilled craft persons. Industry representatives state that their greatest challenge is recruiting qualified employees. The graphic communications program at Dixie State College is designed to give completers job skills for the printing industry.

In April 1998, the Graphic Arts Education Research awarded Dixie State's graphic communications program national certification as a PrintED course of study. Dixie State's program was the first one accredited in the state of Utah, and the program will be re-evaluated in April 2003.

Dixie State College’s graphic communications program is articulated with Washington County Schools, allowing students from various high schools in the district to receive concurrent enrollment for credit. Snow Canyon High School has the only secondary graphic communications program in the Washington County School District, and once they have completed the high school courses, these students usually attend the College's advanced GCOM courses. The graphic communications program at Dixie State is committed to cooperation with public education and enjoys a very successful association with Snow Canyon High School, sharing the same craft advisory committee and curriculum.

**Visual Technologies (VT)**: As a part of the Computer and Information Technology department of the Computer and Information Technology division, the visual technology program explores the new information-age technologies that have so significantly impacted all areas of modern society. Program courses cover current topics and technology in the graphic design field.

While graphic design was traditionally about creating layouts to inform, stimulate, provoke, persuade and entertain us in the printed media, technological innovations have extended the scope of graphic design far beyond the traditional print media. Images created by graphic designers today are often found in new areas like video production and web-page design. The program is infused with computer application classes that will direct students’ creative endeavors to open many career opportunities in the new and dynamic areas of graphic design. The skills taught in the Visual Technologies programs are in
high demand. Information technology jobs in Utah and worldwide have been clearly documented by the growth in both the number of IT firms and the increase in employment opportunities. The IT industry is concerned that the supply of well-trained workers will be insufficient to meet demand. Many employment opportunities with above-average salaries are waiting for qualified applicants in this field.

Courses in general graphic design, web publishing, 3-D modeling and animation, multimedia authoring, and digital video editing instruct students about the issues and skills required for graphic design. Successful completion of the courses will prepare individuals for careers as multimedia developers, interface designers, web designers, graphic designers, and electronic commerce engineers.

Students can choose one or more paths through the program. They may 1) obtain a visual technologies vocational certificate in three semesters, 2) use VT courses as electives within a general two-year associate degree, and/or 3) complete the four-year CIT baccalaureate degree. The program also allows students from other disciplines such as art, communication, journalism, and business, and individuals from the community to learn or enhance their graphics skills.

**Computer Information Technology (baccalaureate program):** For the past several years, one of Dixie College’s great strengths has been a high quality visual technology program. This program has been very effective in training students in the areas of Internet and e-commerce skills, computer graphics, multimedia, and digital video.

In parallel with the development of this program, a “Center of Excellence” was established at Dixie College in 1991. In this center, students and faculty have been active in research and development in computer graphics and Internet related topics, with a strong impact on economic development. InfoWest, the first local Internet Service Provider in Southern Utah, was a spin-off of this Center in 1994. Another spin-off company created a complete CD tour of Zion National Park with 360-degree panorama views (pioneering the use of Quicktime VR technology). Partnerships have been formed with many companies who work with the center on internship opportunities for students and contract with the Center to work on specific Internet or computer graphics related projects.

The bachelor of science in computer information technology builds on the existing strength in this successful area at Dixie State College. After students complete the two-year associate degree program, those who continue working toward the baccalaureate degree take upper-division courses that provide more depth in the multi-media and WEB/e-commerce related visual technology arena. At the same time upper-division courses add breadth and increase the value of this applied degree by adding a substantial set of computer science programming courses. System administration skills from CIS courses round out the degree requirements, helping to mold individuals who are versatile in the typical modern Information Technology environment where they may be required to be not only the front-end web page designer, but also the back-end system administrator and programmer (exhibit 2.143, Program Requirements for B.S. in Computer Information Technology).

Each of the programs described above has designed and implemented educational assessments that are based on program objectives. The results of the programs’ educational assessments have led to substantive improvements.

**What will students learn or be able to do as a result of these programs?** Because of the required computer skills course in Dixie State's general education curriculum, the CIS program has learning objectives that apply to all associate-degree students. Other learning objectives apply to students majoring in specific disciplines in the CIT division. Following are those learning objectives:

1. Each student, regardless of major, will have a basic knowledge of a computer and its operating system, as well as a basic knowledge of basic computer software applications—word processing, spreadsheets, internet, and e-mail.
2. Each student majoring in the business area will have a basic knowledge of two additional applications—presentations and database.
3. Each student majoring in the computer information systems field will have foundation knowledge and skills of applications as well as some more advanced skills. They will have the knowledge and skills necessary to enter and succeed in a transfer program in MIS, BIS, or CIS.
4. Students majoring in office administration and travel will be able to use a computer to facilitate the execution of their daily responsibilities.

5. Nontraditional students will gain basic competencies, starting with “how do I even turn this thing on” and progressing into a variety of useful applications for home use.

6. Students majoring in a CIT program will enter the work force with state-of-the-art skills in their chosen areas of major.

7. Students majoring in a CIT program will go through training programs that are (as much as possible) industry accredited.

8. Students majoring in a CIT program will go through programs that are developed through input from the industries served.

9. Students majoring in a CIT program will enter transfer programs where they have met the same skill sets at Dixie State that the transfer institution has set for their own non-transfer students.

10. Students majoring in a CIT program will produce at their transferring institution at the same high levels at which they produced here at Dixie State.

11. Students majoring in a CIT program will be expected to meet high standards and expectations of their work and work habits.

**How do we know if students accomplish what we want them to?** Students exhibit their level of success in a variety of ways. At the basic level of each course, their course grades will reflect the degree to which they have met individual requirements. At a program level, their completion of vocational and industry certifications indicates that they have met program standards. At an employment level for non-transferring students and, also for our four-year graduates, our students will gain employment, and succeed in their chosen fields shown by employment records and employer feedback through our advisory committees as well as personal contact with those employers. Finally, for our transfer students, our students will succeed in four-year programs and then enter the work force successfully with their DSC skills as their foundation. More specific information can be found at each program’s self-study pages (exhibits 2.210 through 2.215).

In Utah the CIS program has contributed to statewide goals intended to ensure that general education learning objectives are in line with those at other USHE institutions. A general education task force established by the Board of Regents determined that students need certain computer skills, regardless of major. These objectives are the performance objectives for the required CIS 1200 class. In addition, a statewide adviser’s association, the Utah Business Advisors Network (UBAN), also determined that a business student completing lower division coursework should have foundation knowledge of certain computer skills. The College's CIS 1200 and CIS 1210 courses fulfill the UBAN learning objectives.

Interestingly, the Graduating Sophomore Survey shows compelling statistics regarding students' satisfaction with the computer skills requirement. In 1995, only 43% of students surveyed felt that the curricular emphasis on computer skills was “about right.” At that same time, 50% felt that the emphasis was too light. Of those completing the survey in the year 2000, 76% felt that the emphasis was “about right” and only 19% felt that it was too light (exhibit G.17, Graduating Sophomore Survey - Six Year Trends, questions 13 and 35).

In order to show that the Computer Information Literacy skills have been met, a student must pass the required course with a B- (80%) or better. To ensure that this grade reflects the literacy level, the course grade is based solely on test scores. Each test must be passed at the 80% or better level for a student to earn a B-. If a student does not pass 1 or more of the tests at this level, the student's course grade will be no higher than C+. The enrollment and grade data for the courses show that our students are meeting this literacy requirement at an exceptionally high rate (exhibit 2.198, Enrollment and Grade Data, CIS 1200 and CIS 1210).

To meet program goals of continuing transfer success for CIS majors, program faculty work with other institutions to make sure that our courses are meeting their expectations. Faculty implement an ongoing assessment of “real” business applications through a series of readings, seminars, and working relationships with contacts outside the educational realm to ensure that students are receiving the training...
that they need to meet industry expectations. In addition, program faculty work with other departments on campus to provide supporting courses to ensure that course objectives are meeting their expectations and needs.

About every two years, the program conducts a community survey of business to determine the level of computer use within their companies. The program uses this information to make decisions on what software and hardware to use in providing training, to determine future course offerings, and to determine the direction our department should take in future development.

**What have program faculty done to improve student success on the learning objectives that are most challenging to them?** Program faculty in all areas are constantly evaluating their courses and programs. These evaluations are based first on student feedback from course evaluations. Each student’s comments are assessed along with the overall class assessments and each recommendation is evaluated carefully. These evaluations are then compared to the input we receive from industry. Some evaluations might result in course changes, others in program changes. Still others might result in faculty teaching styles.

In order to service an increasing number of applications offered in the self-paced setting, faculty are constantly working through new applications and course designs. These courses are revised each semester, especially to address students’ natural inclination of procrastination in the self-paced environment. Also, faculty offer formal lectures to supplement the self-paced curriculum for students who prefer a more structured approach; however, faculty find that these are not well attended and students seem to prefer the one-on-one attention they receive in the computer center.

Faculty look carefully at prerequisite courses in the planning of their learning objectives in sequential classes to ensure that students are ready to move on to higher level skill sets. Faculty maintain office and lab hours to support students on an out-of-class basis. Faculty require adequate levels of practice for students in areas to ensure their grasp of concepts and skill sets. Drafts are encouraged with feedback given from faculty and a student’s peers.

Faculty also make sure that their own skills are “state-of-the-art” in their fields, taking advantage of educational opportunities, including taking courses themselves, attending conferences and workshops in their fields, taking advantage of training to improve their teaching skills, as well as belonging to organizations that help to keep faculty strong. The program draws on adjunct faculty who work in the industry to teach courses. These faculty oftentimes motivate the student to work harder on those “challenging” learning objectives because it is something that is “real life.”

**Significant Changes**

The programs have identified the following as the most significant major changes of the recent past:

1. The development of the Smith Computer Center, a centralized computer center, with its courses in computer applications in both self-paced and traditional formats, access to an e-mail account and the Internet, a lab to complete homework and research for any course on campus, and a supplemental class environment to complement traditional course offerings such as English. Although there is a small computer lab in the basement of the library and a few computer classrooms scattered across campus, this facility centralizes computer services at the College.

2. The approval of a CIS Introduction to Microcomputers course as a general education requirement. While there is nearly universal agreement about the importance of computer skills, many other institutions in the Utah System of Higher Education have not included a computer skills requirement in their curricula. Dixie State is one of the few institutions that require all students, regardless of their majors, to take a computer skills course.

3. Transitioning the required computer skills course from traditional lecture format to self-paced delivery format, along with several other courses that have been developed for self-paced format, allowing the College to meet the needs for large numbers of students and take full advantage of personnel and physical resources. Because of the success of the self-paced CIS 1200 course, the College now offers self-paced versions of several courses.
4. The PrintEd Accreditation approval—the first in the state—of the graphic communications program. This provides industry certification of the program and ensures that students will be able to find rewarding and well paying jobs in the industry.

5. The approval of the CIT baccalaureate degree. This program expands the highly successful visual technologies two-year program, adding computer science and systems administration components that will make graduates highly sought after in the industry.

6. The hire of new CS faculty has been a challenge during a time when technology experts were in extremely high demand. Regardless, the College has successfully hired two excellent Ph.D. qualified faculty to teach in the program.

7. At the same time, the College has helped existing faculty to improve their credentials. One of the VT faculty has now completed a related master’s degree program, and the College will be assisting another visual technology faculty complete his Ph.D.

8. Acquiring ongoing funding for the four-year programs has been a very important accomplishment. It is important that the program have the appropriate equipment to provide the high-end technical instruction that is needed today. The current level of on-going funding is adequate to meet that need.

**Strengths**

Through program assessment, the programs have identified the following strengths:

1. Faculty. The CIT faculty is highly qualified to teach in their areas. They are dedicated to their craft and have a personal interest in seeing students succeed. They work side-by-side with industry contacts to ensure that programs are current, with a look to future needs.

2. Programs. Each program area is under constant scrutiny by faculty to ensure that each is state-of-the-art in requirements to meet industry standards.

3. Facilities. The College's computer facilities are among the best in the state—so we are told. Computer software and hardware have been well provided in the past few years. The College offers the latest applications versions in courses and teaches students that technology is constantly changing, requiring that they must constantly upgrade their own skill sets. The College also provides audiovisual projection systems to enable the students to “work and watch” in the classroom.

4. Personalized. Our students indicate that faculty are caring about their individual success as well as maintaining high standards of expectation. Classes are comparatively small and each student is recognized.

5. The College experience as a whole. Each program is well supported by its department, division, and campus administration. The department structure provides a collaborative team who are interested in their own and others’ success. The student services, library facility, and other supportive areas on campus are supportive of our programs’ success.

**Weaknesses**

Through program assessment, the programs have identified the following weaknesses:

1. High workload issues in areas where the only constant is change. In technology, software and hardware are constantly evolving and changing. It is unusual to be able to maintain software more than a year, and this requires constant changing of course syllabi and materials. It also requires a great effort on the part of faculty to maintain their own knowledge, to stay ahead of students and provide them something new.

2. The ability to hire full-time faculty is also a challenge. Because of the high demand in the Information Technology marketplace and the salaries offered for professional positions, it is difficult to hire qualified CIT faculty.

3. Overload taught by full-time faculty. All full-time faculty in our area teach one or two overload courses, additional teaching assignments beyond the regular contract, each semester. The
department assigns overload classes for a variety of reasons including the lack of large numbers of adjunct faculty and the difficulty to mentor and develop that adjunct faculty to become a department asset.

4. Professional development of faculty. The constant need to keep current in technology that is constantly changing is an ongoing challenge. Because of a dedication to their programs and the high workload demands, it is difficult for faculty to really stay current and energized.

5. In the CIS program, recent faculty turnover has been challenging. In an environment where full-time faculty turnover is rare, this program has recently experienced a faculty retirement and a death due to cancer. The program is currently operating with two full-time faculty and an average of 10 adjuncts.

6. A great challenge in the self-paced environment is to keep a fresh, customer-service oriented approach. To answer the same questions hour after hour but treat each student as if it was the first time the faculty had heard the question requires patience and discipline.

**Recommendations**

Programs recommend that in coming years, the following be implemented:

1. Keep programs state-of-the-art to prepare students well to enter their chosen fields.
2. Keep computer hardware and software at adequate levels to meet student and faculty needs.
3. Keep a strong faculty development program to enable faculty to stay current and looking to the future.
4. Keep faculty from burning out so that their approach to students is energizing.

**Educational Programs in Mathematics and Physical and Life Sciences**

**Overview and Purpose**: Math and Life and Physical Science offerings are organized in three departments: 1) the Math Department, which offers lower-division math courses, 2) the Developmental Studies Department, which offers developmental math courses, and 3) the Science department, which offers lower-division courses in biology, chemistry, physics, and geology/geography (see program self study documents, exhibits 2.222 through 2.227). All three departments are administered by the Division of Arts, Letters and Science. Each of these programs has identified program goals and objectives which articulate with the overall College mission. These programs have prepared a portfolio of sample course syllabi, exams and student projects (exhibit 2.276). The table on page 36, “2000-2001 Enrollment Summary Information,” shows the relative size of these programs. Also, department members have prepared the following discussion of program objectives, strengths, and weaknesses.

The following is a brief description of program offerings in this area:

The **mathematics program** of Dixie State College of Utah helps students at the institution to achieve their academic, career, and life goals, including those related to basic computational skills, mathematical processes, and knowledge that develops real-life applications, modeling and problem solving. The program's comprehensive and integrated offerings help students to master competencies for independent learning with a solid base of mathematical knowledge for future career and educational endeavors.

Although at this time the mathematics program does not culminate in a specific degree or certificate in mathematics, it does provide valuable support to institutional offerings, including the institution's four-year degree programs. At least one college-level mathematics course is required for all transferring associate degrees offered at the institution. In order to accommodate institutional needs, the program now includes separate tracks for business majors, other non-science majors, and traditional science and mathematics majors. These tracts were designed to allow students to master traditional concepts in classes that focus relevant application topics.
In 1997, Dixie State's mathematics program led a state-wide curriculum reform that resulted in a significant upgrade of math requirements at all Utah System of Higher Education institutions. Whereas before 1997, most institutions' general education requirements specified that students demonstrate competency at the intermediate algebra level, math programs agreed in 1997 to require a course for which intermediate algebra was prerequisite. Dixie College was one of two institutions that first implemented this new more rigorous requirement, and by the end of 1998, all institutions had adopted the requirement.

Dixie State College offers the traditional foundation classes for mathematics in a developmental sequence that provides pre-college preparatory work, intermediate algebra, pre-calculus, calculus, multivariable calculus, linear algebra and differential equations. In addition, college algebra for business, calculus techniques for business, math for elementary teachers and technical math support non-science degree options. A well defined set of strongly recommended course prerequisites that are published in institutional catalogues and class schedules is used for student advisement into all tracts (exhibit 2.60, Placement Procedures [Information for Students]). Prerequisite standards are based on in-house analysis of student performance data and are subject to periodic review. When followed by students, these prerequisites provide individual students with an optimal, success-oriented learning environment based on demonstrated abilities and background.

Science programs are divided between **life science** and **physical science** programs. The general education requires that associate of science and associate of art degree students must take at least one life science course and one physical science course. The College provides well-equipped laboratories for all types of students -- including health science, transfer students with science majors, and pre-professional students such as pre-med or pre-dent students.

During the past decade, the College has moved aggressively to develop programs in health science, including degrees and certificates in nursing, paramedics, EMT, and dental hygiene. These new programs have had a big impact on the life science program, increasing the demand for pre-requisite science courses and requiring the Science Department to offer more sections of existing courses in response. These new health science programs have especially increased traffic in the College's science labs.

In life science, care is taken to advise students about the correct selection of courses. All life science course numbers have ‘BIOL’ as a prefix. A general education course, BIOL 1010, provides a broad overview of biology. Majors and pre-professional students usually begin their life science studies in the five-credit course, Principles of Biology I, and its lab. Students interested in plant science usually begin with General Botany I and its lab. Either course serves as a prerequisite to all other biology courses. Some majors and pre-professional emphases require a full year of Principles of Biology, in which case, the College offers a second course, Principles of Biology II and its lab. Others can proceed to more advanced courses without this second Principles of Biology course.

The life science program also includes a broad array of courses to support students who intend to major in either plant science or another life science, students who pursue health science degrees and certificates, either at Dixie State or elsewhere, and pre-professional students, such as pre-medical and pre-dental. The program includes courses in heredity, human biology, biotechnology, human physiology, human anatomy, microbiology, local flora, genetics, and ecology.

In addition to life science courses, the College also provides programs in physical science, including chemistry, engineering, geology, geography, and physics. All associate of science and associate of art students are required to take at least one physical science course. The College provides students with well-equipped and functional physical science laboratories.

The Utah System of Higher Education has approved two discipline-specific associate degrees, one in engineering and one in business. The associate of pre-engineering degree is described in detail on page 63. After an introductory engineering course, students take courses in statics, dynamics, and strengths of materials. The number of actual engineering courses (four) is so small because of this degree's requirements in math and physics. This degree program coordinates closely with the math program, where students take calculus, and the physics program, where students take two engineering physics courses.

The chemistry program at Dixie State College offers a basic course for general education students as well as courses for majors and pre-professional students. Care is taken to advise students in the correct
selection of courses. All course numbers have ‘CHEM’ as their prefix. The chemistry curriculum is
designed to serve students with a variety of intended majors (for example, chemistry, pharmacology, or
nursing) as well as pre-professional students. The chemistry curriculum is composed of two yearlong
series, the elementary organic/ biochemistry series and the principles of chemistry series, and a course in
organic chemistry. All courses include extensive laboratory components.

The geology program at Dixie State College offers five different courses, all of which have a prefix
of ‘GEOL.’ Southern Utah is one of the best places to study geology in the whole country. Extensive use is
made of our natural field laboratory where students observe a wide range of geologic phenomena. The
courses range from a general education overview to some basic courses for majors, including life of the
past, environmental geology, physical geology, and geology of the Southwest. The geology and geography
programs are often linked together at Dixie State. Only one geography course (physical geography) is
offered in the Science Department, while another geography course (cultural geography) is offered in
another department.

At Dixie State College the physics program offers nine courses, with a wide range of topics.
Several of the courses satisfy the physical science general education requirement. Others are very specific
as to the subject area and discipline for which they are designed. As mentioned above, the physics
program coordinates closely with the engineering program to serve engineering majors, and students also
have opportunity for courses on weather, astronomy, and principles of technology. The physics curriculum
also includes a two-course series in general physics for pre-professional students. A prefix of ‘PHSX’ is
used for physics courses.

Each of these programs has designed and implemented educational assessments that are based on
program objectives. The results of the programs’ educational assessments have led to substantive
improvements.

What will students learn or be able to do as a result of these programs? Every offering within
the mathematics program is oriented towards four common goals. These goals emphasize mathematical
processes, theoretical applications, real-life applications and inferential challenges. In addition to these
program goals, each course has specific performance objectives related to its content. Throughout the entire
program, students learn how to use mathematics, when to use mathematics and what mathematics to use in
a variety of situations. (For more discussion and to view a list of these objectives, see Mathematics
Program Self Study, exhibit 2.223).

As a result of science programs described above, different students know and are able to do
different things. General education students, who have different goals than science majors, take only the
minimum life and physical science courses. These students learn some of the basic principles of science,
such as the scientific method, basic chemistry, life on the planet, the physical world around us, and personal
responsibility to maintain the environment rather than destroy it. They also acquire the background to
become interested in news items concerning the physical world or articles involving things pertaining to the
life. They may have sufficient training to effectively serve as a juror when DNA evidence is presented. If
elected or appointed to serve as a public official, they will have background information to help them that
deal with land, water, sewer, or land fill issues.

For students with a major in the science area, courses are sequential: each course is carefully
designed to prepare students for the next course in their major. Students learn the principles and concepts
to advance and achieve in the next required course.

How do we know if students accomplish what we want them to? Student accomplishment in
the mathematics program is measured through a variety of measurable indicators that include assessing
skill acquisition, adequate preparation for advanced work in mathematics, and course content as a basis for
successful work in other math-based programs on campus, such as business, physics, computers, and
chemistry in comparison to students who received their preparatory math work some place other than Dixie
State College. The program is examined on the quality of its offerings, the demographics of its students
and location/methodology of delivery. In addition student retention, persistence and success are evaluated
for each course. (For more information, see Mathematics Program Self Study, exhibit 2.223).
Within science courses periodic quizzes and tests and a common comprehensive final test given at the end of a course are used to evaluate student knowledge. Beyond a course the null hypothesis approach has been used to evaluate the preparation of our students. Feedback from the second course of a series is useful to determine if the student accomplishes intended outcomes from the first course. If there is negative feedback, the course content or method is examined to correct the deficiency. If there is positive feedback, the course is considered adequate.

Also, feedback from transfer institutions is used to determine if students are properly prepared for upper division classes. This feedback is informal with no actual questionnaires involved. Attempts have been made to have students fill out questionnaires and return them to evaluate courses, but the return rate has been so low that the data from them is probably flawed. With the implementation of a capstone course, students are given a test with questions that evaluated some of the learning goals of every area. The score on that test is used to determine if the primary goals are met. (For more information see the science program self-study documents, exhibits 2.222 for Biology, 2.224 for Chemistry, 2.225 for Physics, and 2.226 for Geology/Geography.)

What have program faculty done to improve student success on the learning objectives that are most challenging to them? The faculty of the mathematics program, both full-time and adjunct, are committed to the success of every student. To that end, they continually evaluate multiple aspects of the teaching-learning environment, including curriculum, and student preparation, participation and accomplishment. For example, in an attempt to tighten continuity of instructional experiences, the faculty use common texts, syllabi that cover identified key concepts, and common finals in most classes that have numerous sections. These actions, in turn, provide information about student difficulties related to specific course objectives and provide reflection and revisions that enhance student performance. In addition, the faculty analyze and adjust placement criteria against course prerequisites, and they review and select textbooks that emphasize increased application and problem solving, which is a primary challenge for math students. These efforts are part of a continual formative evaluation that centralizes student learning as its key component.

Math faculty also structure their course content and methods to maximize the learning process. Review of background material, test item analyses, special review sessions, and volunteering at the campus tutoring center are only a few examples of how program faculty members go the extra mile to help students with difficult learning objectives.

Faculty members in the science department have implemented training to write objectives that clearly state the goals of learning for each course and have included them in each syllabus. Faculty teaching common courses have met to produce a common syllabus and use common finals to promote consensus about learning objectives. The faculty have instituted peer and chair evaluations to improve individual teaching. Also, science faculty have enhanced their teaching through improved use of models, equipment and other teaching tools. Two “smart” classrooms have been built which enable faculty to use a wider variety of tools to help students, such as PowerPoint presentations and use of the Internet. Many textbooks are packaged with CD lectures and student learning aids that can be placed on reserve in the library. The department continually updates videos that enhance lectures, increasing the resources for the department.

**Significant Changes**

The programs have identified the following as the most significant major changes of the recent past:

1. Creation of a separate Mathematics Department.
2. Increase in the mathematics requirement for graduation from Intermediate to College Algebra.
3. Adjustment of the placement score for Math 1010 (Intermediate Algebra) from 17 to 18 (ACT math score) based on score related success rates.
4. Increase of credits for Math 1010 (Intermediate Algebra) from three to four credits, substantially contributing to a rise in the student success rate from 55% to 72% at the end of the first post-implementation semester.
5. Reversal to four credits from three for Math 1090 (College Algebra for Business) after a notable decline (91% to 67%) in student success after implementation.


7. Planning for support classes for new four-year programs such as elementary education, computers and business.

8. Hiring a chemistry professor for each basic area of chemistry. When just one chemistry professor was trying to teach the nursing series, the inorganic series, and the organic series, the program was not progressing in performance or enrollment. With a professor assigned to each area the programs have progressed and enrollment has increased at an accelerated rate.

9. Equipping the physics/engineering lab with Pasco hardware and software has enabled students to perform experiments with computer input. Many of the old physics apparatus experiments can now be modeled and the ‘what if’ concept used.

10. The biology courses have been divided into major’s courses and general education courses. This enables students of general education to take a course with more breath and less depth. The major’s first course has more depth and includes two semesters for the principle’s course.

11. At the time of the change from quarters to semesters, there was a major attempt to promote common course content and common course numbers throughout the state. Many of the physics, chemistry and geology courses have common numbers at USHE institutions. (It should be noted, however, that attempts at consensus in biology were not successful. Few could agree biology continues to have idiosyncratic course numbers and names, and students have difficulty transferring biology credit.)

12. Hiring an engineer to strengthen the engineering program. With a faculty devoted to building a good program, instead of several faculty with other main interests teaching engineering, the program will expand and improve.

**Strengths**

Through program assessment, the programs have identified the following strengths:

1. Instructional consistency irrespective of instructor’s affiliation (i.e., fulltime versus part time), delivery location, or time of instruction.

2. Strong and effective placement policies that orient students toward success.

3. A coherent curriculum that demonstrates progressive student competency.

4. A statewide, articulated and transferable content demonstrated through selective statewide assessment.

5. Courses that successfully prepare students for success in dependent, non-math classes.

6. An accommodating and flexible faculty who support campus programs by co-developing specific content courses.

7. Faculty mutual support and regard, with little backbiting or individual agendas that create bad feelings. Difficult issues can be discussed at department meetings and no one becomes angry or hurt.

8. An appropriate variety of specialties and degrees. All faculty are agreeable to teach lower level courses, including general education courses.

9. Well equipped laboratories in all programs, providing excellent opportunities for students to explore the real world.

10. Up to date technology provided for faculty and students. Care has been taken to ensure that students and faculty have access to the newest technology that enhances teaching and learning.

11. Class size has been kept at a reasonable number for faculty to get to know students and provide better instruction. The largest lecture is held at sixty students. Labs vary from 8 to 26 students depending on the type of lab.
12. Because of the climate, the department is able to hire adjunct instructors that have a wealth of experience in teaching. Many of the adjunct instructors have retired from other institutions of learning and still want to teach a class or two.

**Weaknesses**

Through program assessment, the programs have identified the following weaknesses:

1. Some class sizes are as much as 80% larger than recommended by professional organizations and national guidelines.
2. Inadequate assessment of student success/nonsuccess related to diverse student populations.
3. Inadequate plan for periodic review of textbooks and student assessments and transfer success.
4. Inadequate ratio of full- to part-time instructors with approximately sixty percent (60%) of all instruction performed by adjunct personnel. Unable to hire more full-time faculty, the College relies on more and more adjunct instructors. Lack of formal mentoring contributes to problems with grading and security of labs and equipment.
5. Course scheduling and enrollment are not always coordinated. For example, students may want a class offered at several times during the day and the enrollment doesn’t justify that many sections, making it difficult for the student to schedule courses in a series. Prerequisites may not be imposed as strictly as they should be, resulting in students getting low grades and having to repeat classes. Students may be allowed to take too many credits during summer semester, which is shorter than a normal semester with longer class periods. Some students try to take a full normal semester’s load of credits and complain if they can’t.
6. The workload policy doesn’t restrict the number of preparation per week for faculty. Some faculty can have as many as five different preparations a week.

**Recommendations**

Programs recommend that in coming years, the following be implemented:

1. Establish a comprehensive assessment structure that will provide a consistent flow of information to monitor important program components such as student success, instructor performance, and curriculum effectiveness.
2. Establish policies and procedures that direct and maximize adjunct involvement and effectiveness within the department.
3. Establish campus-wide pre-requisites in mathematics that will promote increased student success in other departments.
4. Establish section enrollment targets that will provide the most positive environment for student success.
5. Establish a comprehensive structure that will provide a unifying basis for projected growth and preserve maximum potential for student success.
6. Additional full time faculty should be hired to reduce the number of adjunct instructors, especially in biology where the ratio of full-time faculty to adjunct instructors is about one to one.
7. Properly ventilate the rest of the laboratories. Only one of the labs is ventilated as it should be. The others have the plans in place and the request is in place.
8. Continue to find better ways to evaluate student achievement. The efforts thus far completed have been good, but if the department faculty is not vigilant, the results will deteriorate.
Educational Programs in Technology

**Overview and Purpose**: The Technology Department is administered by the Division of Business, Technology and Health Science. This department is composed of two sets of curricular offerings, including certificate programs and applied associate degree programs: Apprenticeship Programs (Plumbing, electrical, miscellaneous related training), and Auto Technology (Auto Mechanics, Auto Body, Diesel Mechanics). Each of these programs has identified program goals and objectives which articulate with the overall College mission (exhibits 2.204 through 2.206, Program Self-Studies). These programs have prepared a portfolio of sample course syllabi, exams and student projects (exhibit 2.277). The table on page 36, “2000-2001 Enrollment Summary Information,” shows the relative size of these programs. Also, department members have prepared the following discussion of program objectives, strengths, and weaknesses.

The Technology Department works with various industry representatives and technical advisory committees that address the changing needs of employers in the various technical areas and ensure that advances in industry technologies are incorporated into the instructional programs in a timely manner. This periodic updating ensures that the knowledge and skills acquired by the graduates and completers of the various programs are relevant to current technology and industry practices and allows the Technology Department to provide opportunities for recurrent training and skill enhancement for those already employed or considering advancement. The supervising agencies conduct periodic review and surveillance of the programs and certify or accredit the appropriate program at regular intervals.

The following is a brief description of the program offerings in this area: The Dixie State College Electrical and Plumbing Apprenticeship program, in partnership with industry employers, is designed to provide the required education and experience to prepare the student for certification as a Journeyman electrician or plumber. Individuals desiring to enter into either of these professions must comply with the education and training requirements set forth in the applicable state and federal laws, which require that individuals in the electrical and plumbing professions be licensed in order to ensure public health and safety. The mission of the Apprenticeship Program is to provide the classroom time, instruction, and testing required by the licensing laws of the State of Utah and the Bureau of Apprenticeship and Training.

Students enrolling in the program must be employed full time in the trade area and be sponsored by that employer to attend the apprenticeship classes. The duration of the program depends upon specifically which certification the apprentice is working toward. The possible certificates are 1) a two-year certificate valid for residential-only electrician, 2) a three-year certificate valid for residential-only plumbing, or 3) a four-year certificate for journeyman in either electrical or plumbing.

The program requires 144 clock hours of classroom instruction and 2000 hours of work time per year, the total being dependent upon the certificate that is sought. When students have met these requirements, Dixie State College grants a certificate of completion and a letter of recommendation that entitles the graduate to take the applicable Utah State licensing exam.

The Automotive Technology program is certified by the National Automotive Technician Education Foundation (NATEF) which administers the Automotive Service Excellence (ASE) certification of automotive technicians and certifies and supervises automotive technician programs at post secondary educational institutions. The ASE has certified the College's Auto Mechanics Program in all eight areas. Students may earn a transfer-oriented Associate of Science Degree by completing the College general requirements plus auto mechanics classes. Students may also earn certificates of competency in any or all of the ASE areas. Students of the Auto Body program receive the skills and knowledge necessary for entering the field of auto body repair. The Auto Body Program offers both the Associate of Science degree, and certificate in all areas of auto bodywork.

The Diesel Mechanics program prepares students to make fundamental repairs of heavy-duty truck systems in vehicles such as trucks, buses, and construction equipment, and to make repairs on stationary diesel engines in electrical generators and related equipment. The program includes instruction about engines, brakes, drive trains, electrical systems, suspension and steering, heating and air conditioning, and preventive maintenance. Emphasis is also placed on critical thinking, career
development, business, economic, and leadership skills for entry into diesel mechanic occupations. The program emphasizes four elements: 1) formal/technical instruction, 2) experiential learning, 3) supervised occupational experience, and 4) the vocational student organization (V.I.C.A.)

Each of these programs has designed and implemented educational assessments that are based on program objectives. The results of the programs' educational assessments have led to substantive improvements.

**What will students learn or be able to do as a result of these programs?** In the apprenticeship program, students will have completed the required course work, have documentation of the required clock hours of classroom and work time, and will have passed the applicable Dixie State College written and practical Apprenticeship exams in preparation for taking the Utah Department of Business Regulation and Professional Licensing Residential or Journeyman tests in either electrical or plumbing trades.

In the auto body program, students will have successfully completed the NATEF tasks and passed Dixie State College exams necessary to be eligible to take the ASE certification exams. Completing students will receive Dixie State College certificates in auto body, which will enable them to gain employment in the auto body field.

In the diesel mechanics program, students will possess the knowledge and skills necessary to pass the ASE exam for heavy duty truck mechanic. Obtaining the ASE certification will enable the student to gain employment as a heavy duty truck mechanic.

**How do we know if students accomplish what we want them to?** Students in the apprenticeship programs must pass all practical and written exams before Dixie State College will recommend to the Utah Department of Business Regulation and Professional Licensing that the student has reached a level of proficiency in the trade to be allowed to take the Utah State exam for residential or journeyman licenses.

In the Auto Mechanic Program, students must have successfully completed all tasks required by the NATEF, and pass Dixie State College Auto Mechanic exams before they are allowed to take the ASE certification exams.

In the Auto Body Program, students must past ASE criteria and proficiencies. Although the Auto Body Program at Dixie State College is not ASE certified at this time, the program still follows ASE standards. As with the auto mechanics program, all auto body students will not be eligible to take the ASE certification exams unless they have successfully completed all NATEF tasks and passed Dixie State College Auto Body exams pertaining to their area of study.

In the Diesel Mechanics Program, students must successfully complete all NATEF tasks and pass all Dixie State College Diesel Mechanic exams before they are eligible to take the ASE certification exams.

**What have program faculty done to improve student success on the learning objectives that are most challenging to them?** In the apprentice program, to help students achieve the required level of proficiency for both the electrical and plumbing trades, the faculty provide hands on training and requires of each student, the successful completion of each plumbing or electrical task. Through repetitive hands on training, the instructor is confident that the student has learned the necessary skills.

**Significant Changes**

The programs have identified the following as the most significant major changes of the recent past:

1. In spring of 2002, the state required that the College’s professional flight program be self-supporting (i.e., that student tuition and fees pay all costs of instruction, without any state revenue support). This requirement rendered the program unfeasible, and the program was eliminated.
2. The most significant change to the automotive program has been the addition of the diesel program to the automotive department at Dixie State College.
3. Two additional adjunct instructors have been hired in the auto body program. A computerized paint mixing system was obtained, which allows the students to correct the mix and save it, rather than having to dispose of it, as in the past.
4. The most significant change in the Apprenticeship Program has been the incorporation of pre-testing of both plumbers and electricians in math, and providing remedial math training to bring students up to the Utah State required level of proficiency for licensed plumbers and electricians.

5. The STIT Program has sought to offer more certification courses in various fields such as MCSE Computer Network Engineer, Loan Processor, and various health occupations certifications, such as CNA, ACLS, and PALS Certification

**Strengths**

Through program assessment, the programs have identified the following strengths:

1. The auto program has been ASE certified in all eight areas since 1992. The curriculum and laboratory tasks are to ASE standards. Students receive hands on training on new cars that have been obtained from local dealerships. The latest diagnostic equipment, which exceeds ASE standards, is utilized in training. The instructors are all ASE certified and are maintaining training each year to stay current with the latest technology of the automotive industry.

2. Strong enrollment and good equipment have been the major strengths of the auto body program.

3. The instructor of the diesel program is ASE Certified, and has structured the program to comply with ASE requirements, and the highest quality equipment is utilized in the laboratory.

4. The continued growth in southern Utah has steadily increased the need for licensed electrical and plumbing contractors. Both the electrical and plumbing apprenticeship programs at Dixie State College have met this need, as well as all Utah state requirements for training in preparation for achieving residential and journeymen licenses.

5. The Short Term Intensive Training Program (STIT) is fortunate to offer the highest quality instruction, as well as state of the art equipment.

**Weaknesses**

Through program assessment, the programs have identified the following weaknesses:

1. The automotive program is limited by space. There is no room to expand which adversely effects enrollment. The lack of a job placement program for automotive students who complete the program also effects enrollment.

2. Since the Diesel program is new, ASE Certification has not been obtained yet. However, the program is actively working towards becoming certified at this time.

3. It is anticipated that southern Utah will continue to grow at a relatively fast rate. To meet the demands of the construction industry, the plumbing and electrical apprenticeship programs will have to expand. The program currently has one instructor for two years of apprentices. The 1st and 2nd year students are in one class, and the 3rd and 4th year students are in another. Ideally, the 1st year class should be separate from the 2nd year class and so forth.

4. It is a challenge to keep up with the constantly changing needs of business, when determining what STIT courses to offer. This challenge is met by meeting as often as possible with members from the business community.

**Recommendations**

Programs recommend that in coming years, the following be implemented:

1. Expanding the automotive facility and hiring more full-time staff, which would accommodate anticipated future growth, is the first priority.

2. The Apprenticeship Program will continue to follow Utah State Division of Occupational and Professional Licensing requirements for both the plumbing and electrical courses.

3. More time will be spent meeting with members of the business community to determine which types of training to provide. The STIT Program will also incorporate into its course offerings additional certificate programs.
Educational Programs in Continuing Education and Community Education Services

(See page 101 for a complete discussion of this department's offerings, strengths, weaknesses, and recommendations.)

Projection

The current chapter on educational programs has contained main three sections. In the first section, evaluators learned about the College compliance with general accreditation standards. In the second section, evaluators learned how the College accomplishes and assesses its educational mission (specifically, developmental education, lower-division education, upper-division education, applied technology education, and continuing education). In the third section, evaluators learned about various instructional programs at Dixie State, especially their strengths and weaknesses, and their response to perceived weaknesses.

In this final section of Chapter Two, evaluators will find a list of the general strengths and weaknesses of educational programs, and evaluators' attention will be directed to the future. Given the strengths and weaknesses, how will the College improve its programs? And what projects will the College undertake, over short- and long-term time periods?

The College's educational programs have enjoyed unprecedented development in the past decade -- growth that has been both exciting and challenging. Student enrollment has more than doubled since the College's last full-scale accreditation evaluation in 1992, and enrollment will likely double again before the next evaluation in 2012. Since 1992, the College has developed and offered a number of new degrees, including two additional associate degrees (the associate of pre-engineering and the associate of pre-business) and three new baccalaureate degrees.

In the coming decade, the College's educational programs will mature. By 2012, the College's upper-division enrollments will grow from their current proportion (two or three percent of total enrollments) to twenty-five or thirty percent of total enrollments. Instead of three baccalaureate degrees, the College will offer twenty or thirty. Dixie State, which has been known as a quality comprehensive community college will emerge as a quality state college with robust educational programs. The rate of institutional growth that has characterized the past decade will undoubtedly characterize the next.

Recent Accomplishments

1. In 1999, the Strategic Planning Committee completed its Climate Survey (exhibit 1.2), and this committee has created and finalized a "Future Projects List" (Exhibit 1.5) that includes strategic goals for future educational programs and initiatives.
2. In 1999, the Regents approved a mission change for Dixie State to offer baccalaureate programs.
General Strengths of Educational Programs

1. Assessment activities show that Dixie State's educational programs are well designed and promote student goal achievement.

2. Educational program planning is conducted effectively, with clearly defined processes and lines of communication. Planning is based on a thorough analysis of the educational environment and a clear assessment of educational needs. Assessment data finds its way to planning entities and results in meaningful improvements.

General Weaknesses of Educational Programs

1. Since 1995, several major curricular changes have occurred, including conversion from quarters to semesters and the mission change to add baccalaureate programs. The educational environment has changed significantly since 1995. Also, while the 1995 general education committee established a philosophy of general education that was intended to function as a coherent educational rationale that would guide individual decisions about the G.E. curriculum, some faculty claim that individual decisions about the G.E. curriculum have been based on campus politics rather than the underlying principles of an educational rationale.

2. Assessment data shows that only a small proportion of a cohort of students who enroll in developmental skills courses (ENGL 0750 and MATH 0900, for example) subsequently enroll and succeed in College level skills courses of the same variety within a two-year period (exhibit G.7, Annual Report, 2000-2001, page 78).

3. During the past two or three years, the Utah System of Higher Education and the State Office of Public Education have been involved in a struggle over the governance of Applied Technology Education (ATE) programs. In the wake of this debate, a tenth college was created, the Utah College of Applied Technology (UCAT), with ten regional centers. One regional center is located in St. George, operating in conjunction with Dixie State College. While the College has established protocol for collaboration and curriculum coordination, there is still much work to do. While many issues are resolved, there is some uneasiness about how other matters will be resolved.

4. For nearly a decade, Dixie State College has been involved in internal debate about the appropriate nature and role of an honors program. For some years, the honors program was administered in the humanities and social science disciplines, and participating students tended to be those intending to major in these disciplines. Faculty in the science, business, and technology disciplines often complained that the honors program was not useful in serving students intending to major in these latter disciplines.

5. Faculty and students express broad-based and fundamental dissatisfaction about aspects of the academic calendar, especially about scheduling of breaks and two calendar formats – evening school and summer school. Students and faculty have made it clear that they do not want a long summer term; however, students also complain that the summer schedule does not offer them enough course options. Students would prefer to complete more credits during the summer term, but they can’t because the summer term is abbreviated to eight or ten weeks, limiting their ability to enroll in and complete courses. Also, enrollments in evening courses are not robust, and students complain that it is difficult to complete degree requirements using only evening classes.

6. In the past two or three years, the College has expended resources to develop educational centers in Hurricane and Kanab, and the College is exploring options of other centers. As these programs have developed, the relationship between campus-based academic departments and counter-parts conducting credit-bearing courses in off-campus educational centers has not always been good, and faculty have expressed concerns about the quality of instruction and about ineffective
administrative coordination. In general, there is an “us-and-them” mentality between academic departments and distance programs.

7. The College's retention rate is low.

8. For the past few years, faculty have been concerned about indicators that students were not developing the academic skills they needed for success in upper-division coursework. While some reports show that students who transfer from Dixie State with associate degrees are quite successful at transfer institutions, some reports have shown a decline in GPA after Dixie State’s students transfer to certain colleges and universities in the USHE (exhibit 2.32, Report on Academic Quality and Rigor).

9. The structure of engineering requirements in Utah represents a substantial disincentive for students who choose to begin their degree at a community college, resulting in very low enrollments in the College’s Associate of Pre-Engineering program. In an attempt to improve this situation, Regents approved the Associate of Pre-Engineering degree; however, this degree also includes hindrances that delay students in their degrees, and very few students enroll in the College’s engineering program. The College will implement changes that will result in robust enrollments.

**Short-Term Goals [1-2 years]**

1. Repeat the work of the 1995 G.E. Committee, updating, if need be, the philosophy to reflect major changes in the educational environment and reestablishing the curricular structure of general education. A faculty committee will review, and if necessary revise, the G.E. philosophy; and once this document is approved, the committee will review the basic structure of G.E. and all individual requirements.

2. Devise and implement procedures that will result in a ten-percent increase in the proportion of developmental students who subsequently enroll and succeed in College-level skills courses.

3. Establish the procedures and protocol that will allow Dixie State to coordinate applied technology program offerings with the new Utah College of Applied Technology (UCAT) and its local called, the Dixie Area Technology College (DXATC).

4. Provide an honors program that will attract gifted students regardless of intended major and provide them with appropriate enhancements to their educational experience, including one or more national affiliations.

5. Resolve issues related to the academic calendar and create coherent sets of course offerings in evening and summer formats. Develop a schedule of evening school offerings that will allow students who can only attend evening school to graduate with an associate degree within three years. Develop a schedule of summer school offerings that allow associate and baccalaureate students to make significant progress on degree requirements during the summer.

6. Develop distance educational offerings, including offerings in Hurricane and Kanab, and explore the option of other educational centers. At the same time, improve the general working relationship between campus and off-campus departments and faculty members. Improve the procedure that allows academic programs to exercise appropriate oversight of these and other continuing education, credit-bearing offerings, such that there is general confidence in the quality of the offerings.

7. Implement a mid-term grade procedure that will identify struggling and failing students and allow for appropriate intervention, thus increasing student retention.
Long-Term Goals [3-10 years]

1. Increase the transfer success of students to transfer from Dixie to regional colleges and universities, as measured by GPA. The GPA’s of students who complete their associate degrees at Dixie State will remain constant or increase -- they will not decrease.

2. Expand curricular offerings that will promote economic development in Washington and Kane Counties, creating the following new programs:
   a. Visual Technology AAS.
   c. Health Science Management BS.
   d. Communication Technology BS.
   e. Speech Pathology/Communicative Disorders BS.
   f. Nursing BSN.
   g. Physician Assistant Program AAS or BS.
   h. Medical Radiology AAS.
   i. Surgical Technician Certificate.
   j. Perioperative Nursing Certificate.

3. Aggressively pursue instructional space for all educational programs, including the fine arts and health science programs. Current facilities are functionally inadequate for these programs.

4. Meet the demand for distant degree-completion programs in Dixie State’s assigned service region. Develop and offer programs that provide residents living outside of St. George the opportunity to complete select degree programs.
Alteris McClodden decided to attend Dixie State College after graduation from high school in Las Vegas, Nevada. During high school she played on the women’s basketball team for four years and ran track for three years. In addition to her enjoyment of sports the 19-year-old sophomore said she is interested in computers and business courses.

“My first love is basketball, and though I haven’t played college ball yet, I hope to participate in professional basketball someday,” she says. “Playing basketball is fun, competitive and keeps me in shape. Competition makes me better.”

While attending Dixie State she has been involved in business, computers and accounting courses. “Dixie has a great business program and I have especially enjoyed accounting.”

One of her favorite business classes was taught by Professor Brent Snow. “He was always nice and very informative.”

Alteris hopes to play professional basketball, but if it doesn’t work out then she plans to continue her education at UNLV in computer programming.

“I like the St. George area,” she smiles. “It has been a great place to live and attend college.”

Dixie State College of Utah helps students achieve their academic, career, and life goals.
Chapter Three:

Students

Purpose and Overview

This chapter will review the purpose and mission of the student services division. In it, evaluators will learn about the organization of, and the resources allocated to the student services unit; about the College's efforts to identify and respond to students' needs, about campus safety and security, and about student-related policies. This chapter will also review procedures related to evaluating and awarding academic credit, and readers will be introduced to an array of services that enhance the campus learning environment, including such things as advisement and testing, medical and psychological treatment, financial aid, and extra-curricular activities. After a discussion of intercollegiate athletics, the chapter will end with an appraisal of the strengths and weaknesses of the College's student services. The chapter will also list short- and long-term goals.

Mission and Goals: Dixie State's mission statement lists six goals. Five of these goals are focused on the College's educational programs, and one is focused on student services and academic support: "Dixie State College of Utah," the mission statement avows, "will provide student support services and student life that enhances students' individual growth and allegiance to the College and promotes student success, including assessment, advising, career counseling and library support" (exhibit G.1, Mission Statement). This last goal makes clear that the Student Services unit exists to complement the other educational goals and support student goal achievement.

Giving careful consideration to how the College can best fulfill students' needs at the various stages of their educational experiences, the student services unit has elaborated on this basic goal. The services that the College provides for students begin with their first contact with the College and progress through their enrollment and initial advisement, during the academic terms of their educational coursework, through graduation, and finally to events that occur after they have left the institution, including transfer and employment. Following are more specific objectives of the student services units:

1. Before enrolling at Dixie State, potential students will have access to clear, comprehensive, accurate and timely information pertaining to the institution that will attract students to the college (involving school relations, publications, public relations).
2. While enrolling at Dixie State, students will receive professional and friendly customer oriented service, providing information that is clear, comprehensive, accurate and timely (involving admissions, advisement, testing/transcript evaluation, financial aid/scholarship, registration & records).
3. During academic orientation, students will be evaluated and receive information and skills that promote retention and success (involving orientation).
4. While enrolled at Dixie State, students will receive services that support and enhance their experience at the College, including housing, food services, bookstore, computer resources, security, health care/psychological, disability resources (ADA), multi-cultural/international, wellness, career exploration, employment/job placement, athletics, intramurals, student government, student activities, TRIO.
5. While enrolled at Dixie State, students will be provided library services that support and enhance classroom experience and extra curricular activities at the college.
6. While enrolled at Dixie State College of Utah, students will have access to services, facilities, and instruction that support the accomplishment of their educational goals, promote student success, and encourage the development of life-long learning skills.

7. Near the completion of their associate degree programs, students will receive evaluation, information, and skills that facilitate graduation and successful transfer to further education or to the job market (involving capstone, graduation, transfer counseling, placement services – exhibit G.2, Level-Two Goals for Student Services).

**Student Services Organization:** The student services division is organized to meet these objectives. The organization of the student services unit is adequate and contributes appropriately to the educational mission of the College. The Student Services Division, along with Campus Services and Academics, is one of the College's three main organizational units, each supervised by a vice president (see campus organizational charts, page 8).

The student services unit consists of seven components, each supervised by a director or an executive director as follows: 1) advisement and counseling, including the multicultural center, the disabled student resource center, the testing center, the career and employment center, and three federally funded TRIO programs (educational talent search, student support services, and upward bound); 2) athletics; 3) financial aid and scholarships; 4) admissions and records; 5) enrollment management and school relations; 6) campus security, including the drug/alcohol/wellness center; and 7) student activities and student government president (see campus organizational charts, pages 8 and 10). Under the leadership of the Vice President of Student Services, these administrative units work together in unison to achieve the College's mission.

With the College's recent mission change and continued enrollment growth, the student services unit has evolved in pace with the larger campus climate. In general, the addition of upper-division academic programs has required that the student services division serve a greater number of students and offer a more complicated array of services (exhibit 2.267, Student Services for Upper-Division Programs). With the addition of baccalaureate programs, admissions and financial aid, for example, are more complex, with additional matriculation programs and added federal guidelines and requirements. Recruiting is more elaborate, with new campaigns aimed at community college graduates.

Advisement also is more intricate and difficult, with more than triple the number of transcript evaluations and more complicated graduation processes. Whereas before 1999 all professional advisers reported to the executive director of advising, since that time, the College has moved to limited decentralized advising, hiring full- and part-time advisors who work within academic departments and have dual supervision. These new advisors report to both the academic dean and the executive director of advisement. One full-time adviser serves the business administration and computer information technology programs; another full-time adviser serves students in applied technology programs; and a third part-time adviser serves elementary education majors.

Before Fall of 1998, student services were overseen by a dean, one of four deans who reported to the vice president for academic affairs, an organization which permitted easy coordination among academic and student services units. With burgeoning enrollments, proposed upper-division programs, and a growing number of students, the position overseeing student services became more appropriately vice-presidential in its level of complexity and oversight. While some faculty have reservations about the new structure's apparent disconnect between academics and student services, the student services unit has demonstrated since 1998 that its primary focus remains the same as that of academics -- helping students to achieve their educational goals.

In 1998 when the dean of student services was upgraded to a vice president, the scope of this position's oversight was enlarged. Before 1998 the intercollegiate athletics program was administered by an athletic director who reported directly to the president, with no intermediate supervisor. In 1998, this structure was altered such that the athletic director reported to the vice president for student services, rather than directly to the president.

Also, in 1998, the College responded in part to a recommendation of the 1992 accreditation evaluation team: "... The college's organizational structure lacks clear definition of roles and
responsibilities including fragmented reporting relationships . . . " (exhibit G.18, Report of 1992 Evaluation Team). In response, the College designed a more intuitive administrative structure for student advising. Before 1998 various campus units were involved in student advising, but reported to various administrators (with TRIO reporting to an academic division, and the Career Center reporting directly to an academic dean), in 1998 all units with major advising functions were put under the supervision of the executive director of advisement and counseling. This restructuring has eliminated duplication and resulted in greater coordination.

Another important administrative restructuring occurred in Fall 2001. Before that time, there was no officially designated "enrollment management" assignment. Instead, enrollment management duties were disseminated among various personnel in different student service departments, including admissions, school relations, advising, and financial aid.

To enhance coordination among at least four offices (school relations, admissions and records, financial aid, and advisement and counseling), enrollment management responsibilities were assigned to the person who had previously held the position of director of school relations. That position was re-designated as the director of enrollment management and school relations, and the person who held the position was asked to oversee important enrollment management functions, coordinating among admissions and records, financial aid, advising, and school relations, with the following duties associated with admission: "Directs the admissions processes of all students to include letters of acceptance, resident and non-resident status and appeals, and application review" (exhibit 3.8, Position Announcement for Director of Enrollment Management/ School Relations).

This new structure is still relatively new, and under the leadership of the vice president, the affected units are still seeking to define relationships and roles and create a sense of collaborative responsibilities and purpose. Because the student database (SCT's Student Information System, SIS-Plus) is a common enrollment management tool and resource that all student services departments jointly developed and use, coordination among units is vital, and this organization change is intended to promote improved harmony and dexterity.

The student services council oversees important issues related to the entire unit. This council has been charged to "recommend approval of meal rates, housing rates, and all auxiliary charges to students; to deal with policy issues related to student costs, including tuition, fees, refunds and bookstore costs" (exhibit 1.20, Committee Assignments, 2001-2002). Composed of faculty, staff, and student representatives, this council meets at least yearly to provide a general overview of student service activities (exhibits 3.15, and 3.16, Student Services Council Minutes, January 2001, and Student Services Council Minutes, March 2000).

**Student Services Resources:** The human, physical, and financial resources for student services and programs are allocated on the basis of identified needs and are adequate to support the services and programs offered. The following section will discuss three types of resources: staff, facilities and equipment, and funding.

**Staff:** Student services human resources, the staff employees, are qualified for their roles, with academic preparation and experience appropriate to their assignments. For a complete report of student service personnel, along with assignments, academic preparation, and years of service, exhibit 3.4, Student Service Personnel Data. The following charts show the gender and the academic degrees of personnel:
### Gender

<table>
<thead>
<tr>
<th>Gender</th>
<th>Professional</th>
<th>Support</th>
<th>Part-time</th>
<th>Student</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>14</td>
<td>24</td>
<td>3</td>
<td>71</td>
</tr>
<tr>
<td>Male</td>
<td>22</td>
<td>5</td>
<td>9</td>
<td>42</td>
</tr>
</tbody>
</table>

### Degrees:

<table>
<thead>
<tr>
<th>Degrees</th>
<th>Professional</th>
<th>Support</th>
<th>Part-time</th>
<th>Student</th>
</tr>
</thead>
<tbody>
<tr>
<td>PhD, EdD</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>MA, MS</td>
<td>13</td>
<td>0</td>
<td>7</td>
<td>0</td>
</tr>
<tr>
<td>BA, BS</td>
<td>20</td>
<td>3</td>
<td>5</td>
<td>0</td>
</tr>
<tr>
<td>AA, AS, AAS, Cert. etc.</td>
<td>2</td>
<td>11</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

### Years of Experience at Dixie State

<table>
<thead>
<tr>
<th>Years of Experience</th>
<th>Professional</th>
<th>Support</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than 5</td>
<td>14</td>
<td>13</td>
</tr>
<tr>
<td>5-10</td>
<td>8</td>
<td>7</td>
</tr>
<tr>
<td>11-15</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>16-20</td>
<td>5</td>
<td>3</td>
</tr>
<tr>
<td>More than 20</td>
<td>6</td>
<td>1</td>
</tr>
</tbody>
</table>

The performance of student service personnel is evaluated regularly, as part of the College's annual performance appraisal process (exhibit P4.12, Policy on Staff Performance Appraisal). In an interview setting, the employee and the supervisor discuss the past year's performance, review progress on previous goals, and set new goals. The results of this meeting are recorded in a standard document and filed for ongoing review (exhibit 3.49, Performance Appraisal Form). Also, in harmony with the College's recent goal to implement a comprehensive professional development plan for faculty and staff (exhibit 1.25), student service personnel are provided regular opportunity for professional development (exhibit 3.5, Sample Conferences and Workshops Attended).

Student services staff have opportunity for professional development. One of the College's recent accomplishments is a comprehensive faculty and staff professional development plans (exhibit 1.25). During the 2000-2001 school year, President Huddleston issued a challenge to the director of human resources and the academic vice president that they conduct a thorough overview of professional development for both staff and faculty. Further, the College provided and organized funding for professional development activities and updated College policies (exhibit P3.09, Policy on Faculty Professional Development and exhibit P4.39, Staff Professional Development).

Many units' budgets have included sufficient professional development funding to allow at least the exempt employees to attend one or more annual national or regional conferences in the employees' various areas of expertise. Examples include conferences for the following associations: the Utah Association of Collegiate Registrars and Admission Officers (UACRAO), the American Association of Collegiate Registrars and Admissions Officers (AACRAO), the Student Information System Users (SETA), the Associations of Student Financial Aid Administrators (NASFAA, RMASFAA, UASFAA), the Utah Professional Student Activities Directors (UPSA), the National Association of Foreign Student Advisors (NAFSA), National Association of Campus Activities (NACA), and National, Rocky Mountain, and Utah Associations of Student Financial Aid Administrators. (For more detail, see exhibit 3.5, Sample Conferences and Workshops Attended.)

All security officers are Utah State Police Academy graduates, category one state police officers and are all licensed EMT's. Additionally, each year security officers are required to complete least eighty hours of POST (state police academy) approved in-service training, attend the three day Mountain West
Campus Law Enforcement Association conference, as well as at least one state sponsored drug and gang identification conference.

Most, but not all, coaches belong to the professional organizations of their particular sports. Each has opportunities to attend workshops, clinics, and conferences. Occasionally athletics staff members also attend NJCAA workshops and clinics for coaches and administrators.

**Facilities and Equipment:** With the continual increase in enrollment, several student service units are outgrowing their facilities. The old Student Union Building (the current Whitehead Student Services Building) was built in 1969 through bonding and auxiliary revenue; however, increasingly the College housed institutional operations in this building, reducing the square footage available for student services by two-thirds. Student activities functions were moved out of the building.

In 1994, the College completed construction of the Kenneth N. Gardner Student Center, a 47,130 square foot facility that included a ballroom, conference rooms, student lounges, a bookstore, a snack bar/cafeteria, student government offices, and other student facilities. This modern facility, the venue for many student activities, was built through a combination of donations, auxiliary revenue, and bond restructuring that has a somewhat complicated history. The bond is currently paid through student fees; however, through the years, auxiliaries have made contributions to supplement student fees. In 2001, the College applied for and received $160,000 in ongoing "operation and maintenance" state funding for the Gardner Center, which supplements student fees and keeps auxiliary services from funding deficits. As evaluators come to campus, they will find a major construction project underway, expanding the Gardner Center to provide more convenient and attractive dining facilities for students. This addition is funded through increased student fees associated with enrollment growth and through bond restructuring.

At the time of the last full-scale accreditation evaluation, some student services functions were housed in geographically out-of-the-way locations. Today, the College continues to move toward a "one-stop student services" center in the Whitehead Student Services Building (the old Student Union Building), where students can receive academic advising and counseling, career advisement, financial aid, and admissions and records. The rationale of this plan is to create an intuitive match between the location of student service functions, and the sequence by which students use those functions, such that the conceptual rationale for the location of these services is that those services used first, are accessed first. The College conceived this plan several years ago and continues to implement this plan.

Even though this "one-stop" center is convenient and still serviceable, the Whitehead Building has significant structural and design problems, and its serviceable life is very limited. The Whitehead Building is deteriorating structurally, and frequently its HVAC and other systems malfunction temporarily or fail. This facility clearly needs to be replaced, and the College's strategic plan lists this building as a top priority for replacement or major remodeling (exhibit 1.5, Future Projects List).

It should be noted that student activities occur in nearly every campus facility, including the Burns Arena, the Cox Auditorium, the Dunford Auditorium, and a variety of outdoor malls, amphitheatres, and plazas. The campus scheduling procedure allows student activities to have defined priority when facilities are scheduled.

One important student services facility is in transition at the time of this accreditation, the dining facilities. The College has operated both a cafeteria and a snack bar for many years, and these facilities have moved. In 1992, the snack bar was in the top floor of the current Advisement Building and the cafeteria was in the ground floor of the Whitehead Student Services Center. When the new Gardner Student Center was opened, the snack bar was moved to the ground floor of this facility, and because of the declining atmosphere in the old cafeteria and the rising popularity of the snack bar, the cafeteria became less and less viable. Facing a financial crisis in food services, the College closed the old cafeteria and expanded the new snack bar in 1999. Despite the fact that seating capacity was more than doubled in the snack bar, this facility was never designed as a full-scale cafeteria, and the College soon found that the arrangement failed to meet the food services needs of the student body. Thus, the College formed plans and devised funding mechanisms for an expansion of the dining facilities in the Gardner Center.

Despite a high rate of growth in student headcount, campus and private housing remains adequate, as indicated by ongoing occupancy rate reports. Dixie State's student body consists of approximately 68%
local students who commute to campus from their homes. Remaining students find housing arrangements on campus, in adjacent housing developments, or in scattered locations throughout the local community. Six buildings comprise the College's on campus housing -- four buildings in Nisson Towers which were constructed in 1968 with a combined 25,474 gross square feet; the Shiloh Dorms which was constructed in 1962 with 11,725 gross square feet (used to house student-athletes); and a housing administration and lounge building. Together with off-campus housing, these facilities are generally adequate for students' needs, as evidenced by the fact that, despite aggressive marketing, neither the units on campus nor immediately adjacent to campus are full. In Fall 2001, for example, on campus facilities were 83% occupied, with 43 available beds. Off campus, adjacent housing facilities were 79% occupied, with 263 available beds (exhibit 3.57, Total Bed Count, Housing, Fall 2001).

Housing provided on campus is safe, clean, and convenient. The College has a history of facilities maintenance and ongoing improvements to these facilities, ensuring that, despite the advanced age of these buildings, the rooms are comfortable and suitable. Recent projects involved the complete replacement of beds in the Shiloh Dorms, a high-security key system that allows for access management, the replacement of the Nisson Towers air conditioner, security peek holes in the doors of facilities for females, as well as ongoing paint and wall paper upgrades. Each term, a "resident life survey" is administered (exhibit 3.58) and the College responds to suggestions listed there.

**Funding:** When compared to student service expenditures per FTE at regional community colleges, expenditures at Dixie State are average. Though somewhat dated, a report produced by the Utah System of Higher Education showed that student service expenditures at Dixie State have been both somewhat above and somewhat below the average for regional institutions (exhibit G.50, Regents 1999-2000 Data Book, Tab L, page 32). Following are expenditures for student services from state appropriations, including athletics, for the past three years:

<table>
<thead>
<tr>
<th>Year</th>
<th>Total FTE</th>
<th>Student Services Expenditures, including Athletics</th>
<th>Expenditures per FTE</th>
<th>Percent of Total Institutional Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>1998-1999</td>
<td>3547</td>
<td>$1,849,262</td>
<td>$521</td>
<td>10.72%</td>
</tr>
<tr>
<td>1999-2000</td>
<td>3667</td>
<td>$1,890,872</td>
<td>$515</td>
<td>10.01%</td>
</tr>
<tr>
<td>2000-2001</td>
<td>3890</td>
<td>$2,078,930</td>
<td>$534</td>
<td>9.97%</td>
</tr>
</tbody>
</table>

(Exhibit 3.66, Expenditures for Student Services, from Form A-1 Actual.)

In addition to the above, under the terms of an approved student fee schedule, students pay fees which the College uses for student services activities. At the lower-division tuition plateau (12-20 credits), students paid $626 in tuition and an additional $145.80 in fees, generating $623,751 in fee revenue during the 2000-2001 school year. These funds pay the bond on the Gardner Student Center and provide operating budgets for such things as the associated students' organizations, the student government, intramurals, and student health services (exhibit 3.67, Resident Tuition and Fees, 2001-2002).

**General Responsibilities**

This section will review 1) assessment of student services, 2) addressing specific student needs, 3) student-related policies, and 4) campus security.

**Assessment of Student Needs:** Dixie State bases student services on an assessment of student needs. Each year, the College conducts and publishes a thorough demographic analysis of its students. The College's annual reports (exhibits G.5, Annual Report 1998-1999; G.6, Annual Report 1999-2000, and G.7, Annual Report 2000-2001) demonstrate a history of comprehensive and ongoing assessment of student characteristics. Also, the College's planning processes demonstrate a consistent effort to respond to specific student needs as demonstrated through these studies. Each year, the institutional annual report
includes fourteen assessment activities as listed in and described in a publication of the American Association of Community Colleges (AACC), Core Indicators of Institutional Effectiveness for Community Colleges (Richard Alfred et al, exhibit 1.7). Among these indicators, Dixie State analyzes student persistence from Fall to Fall (retention), degree completion rates, and demonstration of citizenship skills (exhibits G.5, Annual Report 1998-1999; G.6, Annual Report 1999-2000, and G.7, Annual Report 2000-2001). The 2000-2001 Annual Report, for example includes data about racial and ethnic diversity, headcount by term, success of developmental students, students' citizenship, and success after transfer -- among dozens of other studies.

Dixie State's assessment of student services has, along with the annual report, select ongoing components and select one-time evaluations. For example, student services units submit reports as part of the Student Right to Know regulations. Among one-time or periodic evaluations are two Clarus Corporation Student Scan surveys administered in December 1997 and November 2001 (exhibits 3.68 and 3.69), a Student Service Survey Administered to Graduating Sophomores in May 2001 (exhibit 3.38), and a telephone survey administered in 2001 by the Admissions and Records Office.

The two Clarus Corporation Student Scan surveys show that for the vast majority of Dixie State's services, students express greater satisfaction than was average at twenty-six peer institutions used for comparison. Students were asked to rate service, ease, access, and other characteristics on a five-point scale, with five being "excellent" and one being "poor." The 1997 report included responses from 225 students and 75 faculty or staff, and differences were rated in significance at p<0.10. According to the 1997 survey, compared to students at peer-group institutions, Dixie's students expressed greater satisfaction with most aspects included in the survey.

In the 1997 results, students were generally critical about the availability and convenience of computer resources at Dixie. They rated most computer-related survey items lower than was average at peer institutions. It should be pointed out that the survey was administered just before the College opened its new Smith Computer Center, which addressed many of the students' perceived misgivings, and by 2001, students rated all computer-related survey items higher than was average at peer institutions.

In addition to criticism about computer labs, the following were the most significant specific areas for improvement, according to students' opinions. Notice that each area is related to the cost of education:

<table>
<thead>
<tr>
<th>Item</th>
<th>Dixie</th>
<th>Other Colleges</th>
<th>p value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition/Fees: Cost of tuition</td>
<td>3.26</td>
<td>3.42</td>
<td>.060</td>
</tr>
<tr>
<td>Tuition/Fees: Cost of Fees</td>
<td>3.00</td>
<td>3.17</td>
<td>.040</td>
</tr>
<tr>
<td>Bookstore: Cost of textbooks</td>
<td>2.43</td>
<td>2.63</td>
<td>.029</td>
</tr>
</tbody>
</table>

(Exhibit 3.68, 1997 Student Scan Report, Prepared by CLARUS Corporation)

Results of the 2001 report were even more positive than those for the 1997 survey. The 2001 survey included responses from 286 students, and differences were rated in significance at p<0.05. For ninety-two of the ninety-five areas assessed, students gave Dixie State higher marks than was average among responses at normative institutions. The executive summary of the 2001 survey lists ninety-two "Areas of Excellence" (or "the areas in which Dixie State College was rated significantly higher than the other colleges"). Importantly, the report lists just three "Areas For Improvement," (or "the areas in which Dixie State College was rated significantly lower"). Following are the "Areas for Improvement" listed:

<table>
<thead>
<tr>
<th>Item</th>
<th>Dixie</th>
<th>Other Colleges</th>
<th>p value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Value of the orientation program</td>
<td>3.09</td>
<td>3.51</td>
<td>.0001</td>
</tr>
<tr>
<td>Cost of room and board</td>
<td>3.49</td>
<td>3.31</td>
<td>.037</td>
</tr>
<tr>
<td>Cost of textbooks</td>
<td>2.36</td>
<td>2.58</td>
<td>.006</td>
</tr>
</tbody>
</table>

(Exhibit 3.69, 2001 Student Scan Report, Prepared by CLARUS Corporation)
While student services has made considerable effort to assess student needs, satisfaction, and use of services (especially through the gathering of student demographic data in the institution's annual report), the College has recently created a comprehensive assessment plan for student services that allows for regular longitudinal appraisal that is based on repeated, logistically feasible and reliable studies. Prior to 2001, assessment consisted of a number of individual assessment efforts, including surveys, doctoral dissertation studies, and occasional professional assessments such as the Clarus Surveys. Although a number of individual studies continue, a comprehensive student services survey forms the foundation for ongoing assessment and is now being administered regularly to graduating sophomores and exiting students (exhibit 3.37, Student Service Survey Instrument, included in SSC 2000 Materials). All departments within the unit participate in strategic planning that links with the overall institutional strategic plan, and all departments have identified action strategies and plans for improvement (exhibits 3.200-3.210, Student Service Unit Self-Studies).

Evidence indicates that assessment activities lead to concrete and measurable improvement. For example, growing out of assessment activities, the College became aware of a general problem with the retention of its students. The assessments indicated an alarming decline in the portion of an identified fall term entering student cohort that remained enrolled the following fall term (persistence from fall to fall). Notice the declining percentage of returning students:

<table>
<thead>
<tr>
<th>Fall Term</th>
<th>Cohort Size</th>
<th>2nd Fall Enrollment</th>
<th>Percent Returning</th>
</tr>
</thead>
<tbody>
<tr>
<td>1994</td>
<td>819</td>
<td>387</td>
<td>47%</td>
</tr>
<tr>
<td>1995</td>
<td>989</td>
<td>478</td>
<td>48%</td>
</tr>
<tr>
<td>1996</td>
<td>1063</td>
<td>446</td>
<td>42%</td>
</tr>
<tr>
<td>1997</td>
<td>1258</td>
<td>513</td>
<td>41%</td>
</tr>
<tr>
<td>1998</td>
<td>1436</td>
<td>602</td>
<td>42%</td>
</tr>
<tr>
<td>1999</td>
<td>1467</td>
<td>529</td>
<td>36%</td>
</tr>
<tr>
<td>2000</td>
<td>1574</td>
<td>626</td>
<td>40%</td>
</tr>
</tbody>
</table>


Based on this input, the College began efforts to design and implement a retention plan, beginning in the 1997-98 school year. A large number of staff, faculty, and administrators attended a Noel-Levitz conference on retention, and a retention task force was formed. Growing out of this effort were a variety of efforts aimed at improving retention. First, the freshman orientation program was completely redesigned. For many years, students have registered in an orientation course as an elective; however, three years ago this course was redesigned (exhibit 2.110, SSC 1000, Orientation Course Textbook), and the course became a graduation requirement, along with a companion course, Sophomore Capstone, which was to be taken during the last term of the students' associate of arts or science degrees.

In 1998 and 1999, director of admissions and records administered a student opinion survey in all sections of the freshman orientation class. As part of a doctoral dissertation that was completed at that time, the director wrote an analysis of the survey results (exhibit 3.33, Evaluation of SSC 1000, Freshman Orientation, Dr. Barbara Hansen's Dissertation Study, and exhibit 3.34, Evaluation of SSC 1000, Freshman Orientation Impact on Retention). A retention task force used this data analysis to plan and implement three improvements: First, the orientation course's content and emphasis was redesigned to address retention. Second, an "early alert" telephone intervention program called "Rebel Retention" was implemented (exhibit 3.39, Proposed Early Alert System). Third, in Spring term 2002, a midterm grading pilot study was initiated to assess the value of midterm grades in identifying students at risk.

Assessment data indicated a problem. The College planned and implemented procedures aimed at increasing the rate of retention, and recent data indicate that those efforts have resulted in improvement.
Meeting Students' Needs: The College makes provision to meet identified student needs and emphasizes students' achievement of their educational goals. Goal achievement is both the keystone of the College's mission and the theme of this self-study document. Through its required freshman orientation and sophomore capstone courses, the College helps students to form and express their educational goals, and then helps students to actually achieve those goals (exhibit 2.35, Sample Student Goal Essays, Including Orientation and Capstone, Fall 2001). To enhance student goal achievement, the College's academic support services identify students with special needs, beginning at the application process, where students provide educational transcripts and test scores. Also, all students meet initially with advising staff members, and depending on review of data and conversation in that advising session, students may be referred to a variety of programs such as the Disability Resource Center (DRC), Student Support Service, or the Developmental Studies Department.

Using a placement system and an academic warning procedure, the College identifies at-risk students. When they are admitted, students are required either to submit test scores (ACT or SAT) or to take an academic assessment test (exhibit P5.6, Policy on Academic Assessment). Using an index that combines students' high school GPA's and these assessment test results, the college creates a "placement score" for each student. Depending on defined placement score benchmarks, students may be required either to take developmental math, reading, or composition courses or to demonstrate proficiency on a "placement challenge test" which waives the requirement (exhibit 2.60, Placement Procedures [Information for Students]).

The College placement system is designed to be accurate, flexible, and humane. When they complete their associate degrees, more than 85 percent reported that their placement in basic skills courses was "just right" -- that the courses into which they were placed were neither too advanced nor too basic (exhibit G.17, Graduating Sophomore Survey - Seven Year Trends, questions number 3 and 4). A 1999 study found that 56 % of Dixie's students take at least one developmental course.

The placement system identifies students' academic needs when they are first admitted to the College; however, the College monitors student success throughout their degrees in order to offer intervention in behalf of those who may be in danger of failure. The Academic Standards Policy specifies that students who fail to maintain a 2.0 GPA while enrolled at Dixie State be placed on academic warning (exhibit P5.19, Policy on Scholastic Standards). A variety of programs designed to intercede on the students' behalf are then implemented, including one called Rebel Retention. In this program, any faculty member may send a list of students who are not doing well in a particular class. An adviser contacts the students by telephone and offers assistance, usually resulting in an appointment for the student to see the adviser. In this visit, the College's full range of intervention services may be offered to the student, including such things as psychological counseling, tutoring, and career advising.

The College has a faculty-chaired and faculty-directed retention committee, which has been charged to "attempt to identify factors related to student attrition." Various campus constituencies debate about the purpose of this committee, and some faculty members see the committee as something that promotes grade inflation, a threat to academic rigor and integrity. (For more discussion of conflicting faculty and student services views, see "Student services views versus faculty views," on page 251.) Despite internal debate about the appropriate forms of intervention in behalf of failing students, the campus has a generally sensitive and caring attitude toward all students, and once at-risk students are identified, all employees make both formal and informal efforts to promote student success.

With its history as a comprehensive community college, Dixie State has a strong commitment to developmental education as an integral part of its mission. This commitment may be seen by the fact that in 1998 the College created an academic department, developmental studies, devoted to serving academically under prepared students. The rationale of this organizational change was that developmental instruction should be the first priority of a group of faculty who are devoted to helping under prepared students, not a second or third priority of a group of faculty with more advanced courses and students.

To complement and support the developmental studies department and the College's placement system, the student service unit contains a variety of services aimed at helping at risk students to achieve their educational goals. Several federally funded units work together with the developmental studies department to promote student achievement, including the three TRIO grant services (Upward Bound,
Educational Talent Search, and Student Support Services) and AmeriCorps services aimed at serving educationally disadvantaged adult students (exhibit 3.204, "TRIO Program" in the Advisement and Counseling Unit Self Study and exhibit 2.177, AmeriCorps Unit Self Study.) In addition to these Title IV funded activities, the College coordinates with the Washington County School District in offering an adult basic education program, including GED preparation and adult high school completion. The TRIO programs are administered as part of the advisement and counseling department within the student services division, and the College’s continuing education division and the local school district jointly administer the adult basic education program, along with the AmeriCorps program. These programs make available services such as tutoring, financial aid, study skills development, and advisement.

Students whose native language is not English are served in three College programs. For years the College has contracted with a third-party provider of intensive ESL instruction. This company rents College space and brings students to the community for home stays and intensive English instruction. Occasionally, international students who have participated in this program enroll in the College. With rising numbers of students whose native language is not English, especially Hispanic students, the College conducts a volunteer-based ESL program through its AmeriCorps program, and in Fall 2001 the College began offering its own ESL courses as part of the developmental studies department offerings. (For more discussion of student diversity, see "Ethnic and Gender Diversity" in Chapter 9, page 287.)

The College provides a writing center and a tutoring center in which students may receive support on these basic academic skill sets. The English department administers the writing center, and Student Support Services (TRIO) administers the tutoring center. Although students may find tutoring in support of diverse academic subjects such as geography, physics, and French, the great majority of students using the tutoring center use it for math tutoring. Thus, in 2001 the tutoring center was collocated with the math department, allowing easy interchange between instructors and tutors.

Disabled students are assisted in the Disability Resource Center (DRC), which provides assistive technology, advising, and academic accommodations in harmony with the Americans with Disabilities Act (exhibit 3.73, Disability Resource Center Web Resources). The center follows defined procedures to identify and serve disabled students, serving approximately 130 individuals each year, (exhibit P3.37, Policy on Americans With Disabilities Act and Section 504 of the Vocational Rehabilitation Act Compliance). The center works closely with students, faculty, staff, and outside agencies to provide appropriate and reasonable accommodations for disabled individuals. The center's staff consists of four employees, one Disabilities/ADA Coordinator, one part-time secretary, and two work-study students.

While Dixie State's student body is predominantly of traditional college age, the average student age has risen in the past few years, and the College actively recruits older students and returning students. Such students find several services to meet their needs. One full-time adviser is assigned to serve as an adviser and advocate for older students, and a campus club (NETO - Never-Ever Too Late) provides a venue for mutual support and instruction.

**Student Policies:** The College has an effective complement of student policies, and through a variety of publications, students are regularly and appropriately informed about these policies. The College Catalog (exhibit G.30) and the College's Policies and Procedures Manual (exhibit G.3) each contain detailed information about student policies. All College policy is grounded on concepts of fairness and due process, especially when those policies and procedures concern students (see "Fairness" in Chapter 9, page 285). Additionally, individual student service departments have internal policy manuals that outline detailed procedures for personnel working within the unit (see, for example, exhibit 3.81, the Advisor Handbook; exhibit 5.15, the Library Policy Manual; and exhibit 3.82, the Academic Program Guide).

The College makes provision for broad-based student and faculty participation in the formation of student policy and procedure (see pages 238 and 239 in Chapter 6). College policy and procedure is formed through a formally approved and widely understood process that allows for adequate input from various constituencies, including faculty and students (exhibit P4.1 Policies and Procedures). Policy is formed in committees and councils, all of which have faculty members, and most of which have student members. All of the College's committees are organized into six basic categories, one of which is "Student Services Committees." Included in this category are committees devoted to ADA, athletics, commencement, financial aid appeals, residency, retention, scholarships, scholastic standards, student orientation, and
Each of these committees reports to the Student Services Council, which, together with the College Council, has semi-final approval functions. Once reviewed, analyzed, and preliminarily approved, policies and key decisions are recommended to the Board of Trustees, which has right of final approval. While no faculty member serves on the Board of Trustees, the student body president sits on this board, and most other student services committees and councils have faculty representation (exhibit 1.21, Committee Assignments - Ratios Among Faculty, Students, Staff, Executives, and Others).

There is some tension between student services personnel and faculty about policy and procedures. As discussed on page 251 of this self-study, faculty often see their fundamental role as certifying student achievement, and student services staff often see their fundamental role as facilitating student achievement. Depending on which imperative is emphasized, these two roles sometimes come into conflict with each other. Whereas a faculty member may want to stiffen academic requirements and eliminate loopholes in policy and procedure, a student services employee may at times function as an aggressive student advocate, helping students navigate the easiest and quickest course through academic requirements. This constitutes a basic institutional conflict, and through give-and-take dialog, the faculty faction and the student services faction continue to work through their disagreements and establish effective working relationships. (For more discussion of this conflict, see "Student services views versus faculty views" in Chapter 6, page 251.). In order to promote and facilitate cooperation and coordination between faculty and student services personnel, representatives from both discuss key issues and policies in Academic Council.

**Evidence of student participation in student services policy:** Students have adequate opportunity to participate in student services policies. As mentioned above, committees are organized into six basic categories. In addition to the group of committees known as "student services committees" listed above, another group known as "student committees" deals with issues that are immediately relevant to students. These committees include the student executive committee (student government), the "D" week committee (a week-long series of activities for both current students and alumni), the fee allocation committee, the homecoming committee, honors & awards committee (recognition of citizens in the community), the rebel awards (recognition awards such as honor graduates and outstanding students, faculty, and staff in various categories), the student affairs committee (adjudicates violations of policy), and the student parking appeals committee. Students are prominent members of these committees (exhibit 1.21, Committee Assignments - Ratios Among Faculty, Students, Staff, Executives, and Others).

The Student Services Council has been charged to "recommend approval of meal rates, housing rates, and all auxiliary charges to students; to deal with policy issues related to student costs, including tuition, fees, refunds and bookstore costs" (exhibit 1.20, Committee Assignments, 2001-2002). Composed of faculty, staff, and student representatives, this council meets at least yearly to provide a general overview of student service activities (exhibits 3.15, and 3.16, Student Services Council Minutes, January 2001, and Student Services Council Minutes, March 2000).

Certain student-related policies deserve special mention here: 1) Student Rights and Responsibilities, 2) Academic Appeals, 3) Academic Discipline, 4) Confidentiality of Records.

**Student Rights and Responsibilities:** The 1992 evaluation team recommended that the College conduct "a review and update of the Student Disciplinary Code," (exhibit G.18, 1992 Evaluation Team Report, page 82). The Student Code of Conduct (exhibit 3.84, Old Policy - Code of Student Conduct) was upgraded two times during the past decade; however, in 2001, this policy was completely redesigned. Whereas the old code of conduct consisted primarily of a list of prohibitions, the new student rights and responsibility code (exhibit P5.33, Student Rights and Responsibilities Code) includes both prohibitions against certain behaviors and admonitions upholding other behaviors. Also, this new policy thoroughly describes due process in student affairs, including the venues and procedures for any appeals concerning rights and responsibilities. The procedures for any appeals and grievances is contained in a second newly written policy, exhibit P5.35, Student Appeal and Grievance Procedure. These policies are available to all members of the campus community, both online and in the College Catalog.

Disagreement and challenge may pit student against student, student against faculty member, student against the institution, or student against the law, and the College's many policies regulate a broad spectrum of disputes concerning a broad spectrum of claims. The Student Rights and Responsibilities...
Code describes students’ obligations and rights and gives general direction for grievance and appeal procedures. Policy 5-35, Student Appeal and Grievance Procedure, informs students about which committee or campus entity should receive and process their grievances, as well as how those grievances should be lodged. The Disability Resource Center publishes a policy and procedure pamphlet that describes ADA grievance procedures (exhibit 3.75, http://www.dixie.edu/drc/index.html). Policy 3.32, Conflict Between Student and Faculty, stipulates procedures, timelines, and persons to be involved when students want to bring complaint or appeal for redress or remedy in matters such as grading, testing, or class assignments. Policy 5.34, Sexual Harassment/Discrimination, sets forth campus processes for these matters. Also, exhibit P5.48, Academic Appeals, informs students of steps to be taken when petitioning an exception to academic policy, including those related to admission, registration, and academic credit.

Indeed, the College's policy manual includes detailed information about due process, and if any criticism could be brought, it would be that the procedures are so complicated as to be a hindrance to due process by virtue of confusion. Clearly, the College needs to make these policies and procedures accessible to the average student. In 2001, the Vice President of Student Affairs headed a task force to review the many procedures in order to ensure that College policy regarding due process was internally consistent and that the average student could understand and use those policies.

Cases of egregious student malfeasance are brought before the student affairs committee, which has been given the following official charge: “To adjudicate student needs; to listen to [student rights and responsibilities] policy violations and determine appropriate action for students brought before the committee for disciplinary action; to attend hearings convened at the discretion of the Vice President of Student Services or the college President” (exhibit 1.22, Charges to Committees for 2001-2002). Throughout the past decade, this committee has been mobilized to deal with several cases of student misconduct. While details of these cases are confidential, it suffices to say that the committee is active, fair, and effective.

Academic Appeals: Due process extends to all aspects of academics. Exhibit P5.48, Academic Appeals, Policy, allows students to petition for exceptions or waiver of academic deadlines, conditions, and requirements. A committee with a majority membership from the faculty hears student appeals and renders decisions about these academic matters. Through procedures outlined in this policy, students make written petition and, if they don't accept the committee's initial ruling, are allowed to personally plead their case before the convened committee. The policy allows students to petition the academic vice president if they remain unsatisfied with the committee's judgment. This policy also contains procedures for processing appeals that require quick rulings. These emergency appeals go directly to the academic vice president, and while evaluators will probably sense some misgivings among committee members about students who obviate the appeal process, the procedure allows students to obtain a speedy decision.

Academic Discipline: Policy 3.34, Academic Discipline, addresses conditions and procedures for handling instances of cheating, academic dishonesty, or behavior that disrupts educational activities. This policy outlines steps that may be taken in response to academic dishonesty, and it specifically declares the faculty member's right to manage the learning environment by, if necessary, causing the removal of students who disrupt that environment. The policy also refers to a student appeal process.

Confidentiality of Records: Policy 5.18, Confidentiality of Records, describes how Dixie State complies with the terms of the Family Education Rights and Privacy Act of 1974 (FERPA). Students are informed in the catalog of the steps needed to restrict the release of information. The executive director of admissions and records is the College's designated "FERPA Officer," responsible to monitor general campus compliance and serve as a campus resource concerning the details of the statute.

Dixie State publishes a catalog and makes it available to prospective and enrolled students, both in hard copy (exhibit G.30) and electronic copy (see http://www.dixie.edu/reg/images/catalog.pdf). The catalog includes the College mission, admission requirements and procedures, a summary of a variety of policies, the philosophy of general education, the tuition rates and refund regulations, as well as the students' rights and responsibilities (the old student code of conduct). The College produces a brief student handbook to supplement the catalog. This handbook emphasizes extra- and co-curricular activities, student clubs, and student life (exhibit 3.10, Student Handbook, 2001). The class schedule also has frequent
explanations of academic requirements and academic policies, especially those related to adding, dropping, withdrawals, refunds, and Title IV disclosures (exhibit G.31, Class Schedules).

**Campus Safety**: Dixie State makes adequate provision for the safety and security of its students and their property. The campus security unit is composed of four full-time officers who are peace officers of the State of Utah and are empowered as category-one certified officers. Also, these full-time security personnel are EMT (emergency medical technician) certified. In accordance with state law, the college security office works closely with local and state law enforcement agencies. The authority of officers of all three agencies may be called upon to assist one another as dictated by manpower needs and, if the occasion arises, where agents see the need for cooperative assistance and information. These may also relate to needs of the Washington County Attorney's Office or the circuit court.

Pursuant to the Crime Awareness and Campus Security Act of 1990, 20 U.S.C. 1092, Dixie State College annually updates and provides valuable information regarding campus law enforcement, report of criminal activity, crime awareness and prevention, and campus crime statistics. This information is available to all students, employees or anyone interested in Dixie State College who requests such information. Following are crime statistics for recent years:

<table>
<thead>
<tr>
<th>Dixie State College Annual Crime Statistics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of incidents</td>
</tr>
<tr>
<td>Homicide</td>
</tr>
<tr>
<td>Rape</td>
</tr>
<tr>
<td>Robbery</td>
</tr>
<tr>
<td>Agg. Assault</td>
</tr>
<tr>
<td>Burglary</td>
</tr>
<tr>
<td>Larceny</td>
</tr>
<tr>
<td>Drug Viol.</td>
</tr>
<tr>
<td>Vehicle Theft</td>
</tr>
<tr>
<td>Liquor Viol.</td>
</tr>
<tr>
<td>Weapons Viol.</td>
</tr>
</tbody>
</table>

*Statistics reflect citations issued and arrests made.

The College is committed to the concept that public safety is promoted by educating all members of the campus community about potential danger. Therefore, crime statistics and crime reports are appropriately and openly distributed, and the College undertakes several activities to educate students, staff, and the community at large. At the beginning of each academic year (August), Dixie State College conducts a general student orientation program to acquaint students with their rights and responsibilities. This information includes security policies, the rights and responsibility code, housing rules and regulations, and the proper conduct expected in a safe learning environment. Mini courses are also taught regarding crime prevention and guidelines for accepted social behavior.


The campus security office actively promotes public safety and contributes to a learning environment that is free from undue distraction and turmoil. The security office's last annual report (exhibit
3.41,) shows that during the 2000-2001 school year officers conducted 37 training sessions in various settings, appeared in court 57 times, made 1003 service calls, and 1604 security contacts.

The College's wellness center functions in close coordination with the campus security office to promote substance abuse awareness, health, and public safety. This center offers students Level I (ten hours) and Level II (twenty hours) alcohol/drug prevention counseling in one-on-one therapy sessions. During the 2000-2001 school year, 107 students were referred for counseling by the court system or campus security. With a well stocked library of health and safety related materials such as alcohol and drug pamphlets, books and videos, the center sponsors several campus events to promote awareness, wellness, and safety, including Red Ribbon Week, the Great American Smoke Out Day, Eating Disorder Week, and Dixie State College Health Fair (exhibit 3.209, Student Service Unit Self-Study: Campus Security and the Wellness Center).

**Academic Credit and Records**

Through its history as a community college, Dixie has received and evaluated credit from many other institutions that students attended before enrolling here; likewise, the College has sent credit to many other colleges and universities. Dr. Cece Foxley, Commissioner of Higher Education in Utah, commented in 1998 that 77 percent of students graduating with a bachelor degree in Utah use credit from more than one institution. In receiving and transferring credit, the College is guided by policies and procedures related to the evaluation of student learning and the award of academic credit. These policies and procedures are consistent with state and national norms, and Dixie State is careful and methodical in how it evaluates and awards credit.

It is important to point out that Dixie State's academic policy includes a careful definition of a unit of credit. Faculty in appropriate academic disciplines ensure that all credit-bearing learning activities adhere to standards that are consistent with the Accreditation Handbook's glossary definition of a credit. Specifically, faculty are to ensure that "contact time and student involvement, including homework, will be equivalent to forty-five hours for each credit granted" (exhibit P3.42, Curricular Integrity of Special Learning Activities). Thus, one credit is equivalent to what a student might be expected to complete in a week's time. Over a fifteen-week semester, a twelve-credit load is considered full time, and students are "encouraged to register for 16 credits each semester to complete 63 credits within a two-year period" (exhibit P5.3, Registration). To enroll in class loads in excess of twenty credits, students must have a cumulative GPA of 3.0 or higher and receive special permission from the director of advisement or the registrar (exhibit P5.3, Registration, paragraph 3.6.3).

Policies and procedures for evaluating transfer credit are discussed at length in chapter two (see "Transfer of Academic Credit" on page 53), and procedures for transferring credits to and from Dixie State are thoroughly outlined in policy (exhibit P5.47, Academic Transfer). The Utah System of Higher Education has developed a set of articulation agreements and policies to govern transfer from one Utah institution to another (exhibit 2.87, USHE Articulation Agreements).

Because of its use of formula-based funding, the Utah System of Higher Education defines credit very carefully, down to minute characteristics. For the USHE, credit is either "budget-related" (i.e., used to calculate institutional revenues as per the budget formula) or "non-budget-related" (i.e., not used to calculate institutional revenues). This formula funding system amounts to a detailed set of safeguards against abuse in the ways that the College awards credit (exhibit 3.93, The Utah System of Higher Education Budget Tree). The College’s awarding of academic credit (including residency enrollment reporting, whether academic or vocational, and whether credit or non-credit) is subject to thorough audit by officials of the USHE (exhibit 3.12, USHE Audit of Credit Awarded).

The admissions and records office and the institutional research office are clearinghouses of academic data, central outlets and controllers of information. Communication among these offices and campus constituencies is adequate, appropriate and prompt. The admissions and records office is assigned to monitor and promote FERPA compliance, and this office effectively balances the campus's need for data to be used in planning against the students' right to privacy. Campus employees desiring access to the
Student Information System must first review a FERPA tutorial and sign a form verifying that they understand and will comply with this policy.

To address students' need for academic information, the office provides a registration system that is well designed and functional. For faculty, administrators, and staff, the office provides functional database products that allow appropriate access to information. To serve students, Dixie State College provides a registration system with three primary components: 1) in-person registration, 2) the Internet registration system, and 3) the telephone registration system. All components of this registration system have limitations; however, each component contributes to a registration system that is functional and well-designed overall.

As the registration activity percentages for Spring 2002 in the chart below illustrates, in-person registration continues to be the primary choice for students, perhaps due to the fact that advisors and faculty across campus have access to register students. If the downward trend of telephone registration continues, this system will be discontinued:

<table>
<thead>
<tr>
<th>Type of Registration</th>
<th>Percentage</th>
<th>Transactions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Internet Registration</td>
<td>30.78%, or 19,096 transactions</td>
<td></td>
</tr>
<tr>
<td>Telephone Registration</td>
<td>6.17%, or 3,826 transactions</td>
<td></td>
</tr>
<tr>
<td>In-Person Registration</td>
<td>62.05%, or 39,112 transactions</td>
<td></td>
</tr>
</tbody>
</table>

In 1986, Dixie College implemented SCT's Student Information System (SIS) database to track student's academic credit, and this system has been periodically updated. The current version is SIS-Plus. Used by numerous institutions across the United States, this system has until now met the needs of Dixie State College. The fact that most institutions in Utah use this system allows the College to resolve problems and “compare notes” with counterparts. As students have become more computer literate with an expectation of 24/7 services available via the web, the limitation of the current Cobol-based SIS system have become evident. This system is currently being shut down every evening for system maintenance and batch processing, and is then brought back up the next morning. This affects students’ web services that are tied to SIS-Plus and limits availability.

Currently, the Utah System of Higher Education has committed to implement a more robust and versatile student information system -- SCT's Banner system. Some persons argue for and others against moving to this new system. Converting current data systems to the new format will be a challenge in the next year or two.

In addition to the time constraints mentioned previously, the College's online registration system, although adequate, has other limitations. It is difficult to customize and the registration screens are somewhat cumbersome to use and not very intuitive. The admissions application that was provided with this product has been especially difficult to use, so the decision was made to use CollegeNet's admissions solution instead. On the positive side, the online registration system provided by SCT allowed Dixie State College to implement internet registration before many other colleges and universities (1996) and currently accounts for over 30% of all registration activity.

The College also uses a telephone registration system provided by TouchNet. Similar to the College's Internet system, voice response registration is limited by the availability of the SIS system. Using the same “middleware” as web registration, this system responds in a similar manner, but without the functionality of the web. Currently approximately 6% of registration activity takes place on the system. Financed by special student fees, this system's chief benefit are that it allows students to register who either do not have an Internet connection or find it difficult to come on campus to speak with their advisor. However, this system's limited functionality limits its usefulness. During 2001, the student government debated whether to eliminate this registration option based on low usage, high maintenance costs, and student fee-based funding.

In addition to being a platform for providing information and services to students, the College's SIS system facilitates the appropriate dissemination of information, and the admissions and records office plays a key role in this dissemination. This database may be queried efficiently, providing important data for academic assessment and planning. The institutional research office and the admissions and records office
provide statistical reports and data to administrators and others on a “need-to-know” basis. The admissions and records office produces several recurring data reports such as the class schedule drafts, missing grade reports, rank in class report, and also reports which check for database integrity. Evaluators will find that complaints from the campus community in terms of responsiveness or adequacy of information are neither common nor significant.

The College provides adequate protection of its records and data against fire, theft and vandalism. Through redundant storage on different media -- paper, microfiche, and magnetic media -- records are adequately protected. A current project is to move all paper records to magnetic storage, with a regular back-up of the imaging system being conducted. The risk of theft or vandalism is minimal as the records are physically located in secure areas which are locked up during non-business hours, and the College employs a range of security measures against unauthorized database access. There is clearly room for improvement though in the redundancy of records back-ups and the need to store back-up copies off-site. The College's disaster recovery plan, however, includes off-site storage, and the College is currently in the process of implementing this plan.

Student Services

Dixie State College fosters a supportive learning environment, providing services to support students' achievement of their educational goals. These services include 1) advising, counseling, and testing; 2) student orientation; 3) financial aid; 4) career counseling and placement services; 5) health services; 6) extra- and co-curricular activities.

Advising, Counseling, and Testing: Four full-time general academic advisors and one nearly full-time general academic advisor serve Dixie's students in the advisement and counseling department. With over seven thousand students at the institution, the general advisor-to-student ratio is approximately 1300 students per general advisor. The general advisors all have at least twofold duties, which include the administration of advisement related programs or responsibilities. The special assignments are 1) administration of the advisement and counseling department; 2) advising for vocational and certificate programs; 3) advising for baccalaureate programs in business administration and computer information technology; 4) operating the multicultural center; 5) advising returning adult students; 6) retention activities; 7) providing disability resources; and 8) graduation. Two full-time advisors work within their academic areas -- one advisor for baccalaureate students in business and computer information technology, and another advisor for approximately 400 vocational and certificate seeking students. One part-time adviser works with baccalaureate elementary education majors.

Complementing the advisors listed above are several other employees: The Disability Resource Center coordinator, two full-time and one half-time career and employment advisors in the Career Center and three on-campus advisors in the Student Support Services (TRIO) program, which serves 240 at-risk students. These support advisors assist the Advisement Office in peak times of registration and when their unique services are needed. The programs are quite interdependent and are coordinated under one executive director.

Of the thirteen full-time advisors, all have at least a bachelor degree and seven have their masters degrees. All directors or coordinators of advisement related units have their masters degrees, except the coordinator of the disability serves, who has extensive training and experience working with disabled individuals. The part-time employment advisor, appointed by the Department of Workforce Services, has an associate degree. The baccalaureate degree advisor and the vocational advisor both also have expertise and working experience in the fields for which they advise. The part-time adviser in elementary education has a masters degree. The education of the advisors is more than adequate for academic advisement and is supplemented with on-going weekly training and annual national and regional conferences. Generally, all advisors attend at least one regional or national professional development conference annually.

In a survey, graduating sophomores were asked the following question: "In terms of academic advising, did you receive enough information from counselors and advisers? A) The information was completely adequate -- I received enough information to make good decisions. B) The information was
somewhat adequate -- I received some information, but not always enough. C) Not adequate -- I did not receive the information I needed to make good decisions.” Responses show a high degree of satisfaction; however, there is still some concern that the College is not meeting some students' need for information:

![Counseling and Advising - Adequacy of Information](chart)

(Exhibit G.17, *Graduating Sophomore Survey - Seven Year Trends*)

Given recent growth in head count, the College's advising staff is often stretched to its limit. While Wes Habley, Director of ACT, Inc., has written that the optimum ratio between academic advisors and students served "has not been the subject of definitive research," he hastens to add the following: "Many experts in the field believe that a good target ratio for full-time advisors is 300/1 . . . ." (from the NACADA web site, "Frequently Asked Questions Related to Academic Advising," at [http://www.nacada.ksu.edu/Profres/questions.htm](http://www.nacada.ksu.edu/Profres/questions.htm)). A recent telephone survey of Utah institutions reveals that Dixie State's advisor/advisee ratio is quite high (exhibit 3.40, *Comparative General Advisement Staffing*).

While increases in the number of full-time advising staff are frequently considered in budget determinations, those requests are weighed against other important priorities, and the College's advising staff remains minimal. The following data was reported in the 2000 NACADA Survey (available at [http://www.nacada.ksu.edu/Survey/index.html](http://www.nacada.ksu.edu/Survey/index.html)):
### Ratio of students per advisor*

<table>
<thead>
<tr>
<th></th>
<th>One Advisor for 101–250 Students</th>
<th>One Advisor for 251-500 Students</th>
<th>One Advisor for Over 500 Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Two-year institutions</td>
<td>19.61%</td>
<td>31.37%</td>
<td>34.31%</td>
</tr>
<tr>
<td>Public Comprehensive Colleges and Universities</td>
<td>24%</td>
<td>34.67%</td>
<td>25.33%</td>
</tr>
</tbody>
</table>

*National Academic Advising Association (NACADA) 2000 Survey of Student/Advisor Ratios

General Education advisement, initial major or emphasis advisement and graduation advisement occurs within the advisement office and through the new student orientation course. All freshman students receive personal advisement at least once in their freshman year. Because the number of freshman is too great for eight advisors to individually advise in the short critical entry period, instructors in the required new student orientation course partially fill the need for students' first-time instructional advisement. In the new student orientation freshmen receive career/major advisement and basic administrative and services information. Also, freshman students develop and declare their goals and prepare educational plans.

Generally, from March through August all advisors are continuously scheduled in advising sessions. Each general advisor conducts on average 1600 appointments each year, according to 2001 records. The advisement office has over 9000 contacts annually, including walk-ins, phone calls and quick answers. From October through May, the four graduation/certificate advisors are continuously scheduled, providing individual advisement sessions for all graduates and certificate recipients. In 2001 graduation advisors saw approximately 1200 applicants. Of these students, there were 724 associate degree graduates, 39 applied science associates degree graduates, 361 certificates awarded, and two bachelor degree graduates (exhibit 3.78, Advisement Center Traffic Report).

In orientation, new students are helped in their choice of a major, even though the choice may be tentative, and each student meets with a faculty member in their area of interest. This exercise is designed to assist students in connecting early with experts in their fields of interest, the faculty, who can provide up-to-date major/career specific insights and identify major pre-requisite courses. Often, students will change their major, but have learned the process of choosing a major, gathering the pertinent information and clarifying their plans. Advisement is a part of the job descriptions of all faculty (exhibit P3.4, Faculty Responsibilities and Academic Freedom). The College is providing tools and information to aid faculty in advising students. All new faculty go through an advisement training session in which they also learn to use the computerized student information system (SIS) and faculty periodically are trained in advisement issues.

In general there is competent instructional advisement readily available to Dixie students. The areas of weakness are delayed appointments due to insufficient staffing at peak registration times, unavailability of faculty advisement during summers, and the difficulty of providing 100% accuracy of information with a large number of individuals, staff and faculty providing information.

Certificate and vocational advisement is ever-changing in response to current market demands. The certificates are numerous and tend to be more customized to individuals and their work experience and particular skill needs than are associate degrees. Thus, vocational and certificate advisement is a daunting challenge. In response, the College has hired a full-time advisor who has had vocational (computer) work experience to work with the vocational faculty in producing up-to-date information sheets, stay current in vocational advisement, market programs and track student progress to completion of certificates and degrees. This has been a very successful move because of the advisor’s skills and experience and the good relationship between the advisor and faculty.

The 1992 accreditation evaluation team suggested that the College provide psychological counseling services for Dixie students (exhibit G.18, Report of the 1992 Accreditation Evaluation Team, page 43). After thoroughly studying student need for psychological counseling, the College contracted with a local psychological counseling group to provide referral-based services. The advisement center
makes on average referrals 180 counseling sessions per year, with three sessions per student on average. Requests for a state-funded psychological counselor have been denied, the College believes that the timely service that students receive from the contracted counseling group is excellent. Contracting provides some advantages over a single full-time in-house counselor, among which is a broader availability of time for services. Six therapists specializing in a variety of disorders are available twenty-four hours a day, seven days a week. The College's executive director of advising reports that she does not know of a single incident in which a student needing immediate counseling did not receive that service.

Because of initial and ongoing training, professional advisers are adequately oriented and familiar with requirements and curriculum of most majors. All advising staff have been trained in basic use of the student database pertinent to advisement processes, general education/graduation requirements, and other advisement protocol.

Advising personnel have developed an adviser's handbook (exhibit 3.81) that contains curriculum guides for most defined majors. This handbook is updated during the weekly staff meetings whenever changes occur in the curriculum guides. Also, professional advisers attend national and regional workshops and professional development seminars, such as NACADA, National Academic Advising Association conferences; NASPA, National Association of Student Personnel Administrators conferences; UAOA, Utah Advising and Orientation Association conferences; AHEAD, Association of Higher Education Disability conferences; ACT conferences; Noel-Levitz retention conferences; etc.

In their role as advisers, faculty are sometimes not kept updated concerning curriculum changes and articulation agreements, an issue that should be addressed if faculty advisers are to be effective. Likewise, some faculty may report that the advisement office gives students bad information concerning a particular academic program. The overall result is that students frequently report that they have received inconsistent or inaccurate information, and the College should work to develop procedures by which all advisers are kept informed so that students receive consistent information, reducing inaccurate and inconsistent advising.

The College's testing center is an active service, which has grown considerably in recent years. In 1983, the College's testing center gave approximately 350 exams, but by 2000 testing services had grown to over 31,000 tests given. Open seven days a week, the testing center gives entrance exams, career interest and personality tests, national certification exams, CLEP and Advanced Placement exams, and academic course exams. Sixteen employees, all but one of whom are part-time, staff the center. On average, students use the testing center five times per academic year (exhibit 3.20, Testing Center Talley, 2000-2001).

**Student Orientation:** The College seeks to establish an individual and personal relationship between the entering student and the institution. To accomplish this goal, the College has designed two required courses, one for entering freshmen and one for graduating sophomores. In 1998, these half-credit courses were added as basic graduation requirements -- SSC 1000, New Student Orientation, and SSC 2000, Sophomore Capstone. These courses were designed in response to data showing a decline in retention and in response to the new College mission statement's emphasis on student goal achievement (the College . . . "helps students achieve their academic, career, and life goals"). These two courses function as "book-ends," helping students make transitions at the beginning and the end of the students' associate degrees. Following are the courses' learning objectives:

1. Students will form and express their educational goals and gain a stronger sense of purpose and a greater overall perspective on those educational goals.
2. Students will create an educational plan in the freshman orientation course, including what degree will be achieved, what courses will be taken, and when those courses will be taken. This plan will be filed in each student’s portfolio.
3. Students will take a set of entering freshman educational assessments. These assessments will form the basis of “value added,” the baseline from which educational achievement can be measured.
4. Students will, in the capstone course, update their education plan to include future steps, if any (i.e., transfer, employment, etc.). Also, they will write an assessment of the effectiveness with which the college helped them achieve their original educational goals.
5. Students will take a set of exiting sophomore educational assessments, including satisfaction surveys and skills assessments. The college will use these assessments to evaluate effectiveness and plan improvements (exhibit 3.30, Sophomore Capstone Course, SSC 2000, Course Approval Form).

The curriculum for both the new student orientation and the sophomore capstone course has been carefully designed to achieve the courses’ intended learning outcomes. The orientation course textbook is in its fifth edition (exhibit 3.31) and the SSC 2000, Sophomore Capstone Textbook is in its second edition (exhibit 3.32). Both courses include curriculum aimed at addressing students’ academic, social, and personal needs. For example, the orientation course includes units on using the library, taking tests, reading academic materials -- along with units on extra-curricular activities and balancing one’s personal life. The capstone course has units on transfer and general education -- along with units on decision-making and career goals. For students, these courses provide improved retention, institutional information, and academic advising. For the institution, these courses provide valuable assessment data that is used for gauging institutional effectiveness and for planning improvement. These courses are vital to the College's overall assessment plan (exhibit 2.30). Specifically, these courses help students and the institution focus on the centerpiece of the mission statement, goal achievement.

Designed around the concept of "portfolio advising," these courses require students to log on to a server and complete a variety of assignments that facilitate the achievement of the objectives listed above. An electronic portfolio is created for each student, in which the new student files a statement of her goals, an educational plan, and a career worksheet. As sophomores, students again file documents in their electronic portfolios, including a transfer worksheet and a review of Dixie State's role in helping them achieve their goals (exhibit 2.112, SSC 1000 and SSC 2000 Online Portfolio Assignments; exhibit 2.34, Sample Freshman Portfolio Documents; and exhibit 2.35, Sample Sophomore Portfolio Documents).

An implicit purpose of the orientation course is to create an individual, personal relationship between the student and the College. Small sections taught by full-time campus personnel allow for frequent and personal interaction, and students report satisfaction with those relationships (exhibit 3.33, Evaluation of SSC 1000, Freshman Orientation, Dr. Barbara Hansen's Dissertation Study). The College has conducted thorough assessments of these courses’ effectiveness, including an assessment of their impact on retention (exhibit 3.34, Evaluation of SSC 1000, Freshman Orientation Impact on Retention and exhibit 3.28, Fall 2000 Evaluation of SSC 1000: New Student Orientation).

Through these evaluations, the following strengths have been identified: 1) Students establish a personal connection with the instruction, faculty, and staff; 2) students receive early intervention and assistance with college policies and procedures, enhancing student retention; 3) students express high regard for the program's excellent textbook and curriculum (exhibit 2.110, SSC 1000 Course Materials). Also, the following weaknesses have been identified: 1) Occasionally, the on-line portfolio has technical problems that interfere with students' assignments in the class; 2) class sizes (averaging 31 per section in Fall 2001) are sometimes too large for effective communication and a personal relationship between the instructor and the students; 3) instructors express dissatisfaction with the remuneration for the half-credit course; 4) students lack appreciation for the course, and the course scores poorly on student satisfaction ratings and other assessments, such as the Clarus Survey (exhibit 3.69, 2001 Student Scan Report, Prepared by CLARUS Corporation). Technical support, class size, and required credits are all limited resources at any institution; thus, some of the aforementioned problems are not easily resolved.

Financial Aid and Scholarships: The Office of Financial Assistance serves as the awarding office for all federal aid (Title IV) funds to students and the "clearinghouse" for scholarships. The office is centralized within the campus and the student services unit has the authority to use all forms of student assistance at the college. In its roles as the "clearinghouse" for all funds paid to students for educational purposes, the office disburse all assistance paid to students, whether institutionally administered scholarships or financial aid in various forms. Aid is tracked in order to monitor “financial need” and potential overawards. Federal regulations and the institutional policies and procedures are carefully monitored to ensure funds are spent according to regulation and intent.
The College is generally able to assist with some form of aid to every needy student who is admitted. In the 1999-2000 academic year, over $2.5 million in Pell grants were provided to approximately 1450 students. An additional $1,887,000 in student loan funding was awarded to approximately 800 students. Total federal and state aid in the form of grants, work and loans for that period was nearly five million dollars. Another two million dollars in institutional and private funds was awarded through the scholarship programs. Short-term loans amounted to approximately $165,000.

Each year, the College surveys graduating sophomores, asking them to respond to this question: “If you received financial assistance from Dixie State College, was it -- a) Scholarship, b) Other financial aid (grants, loans, etc.), c) Both of the above, or d) None of the above.” The following data indicate that a large percentage of graduates receive either scholarships, grants and loans, or both:

(Exhibit G.17, Graduating Sophomore Survey - Seven Year Trends.)

The College has an aggressive scholarship program. Hundreds of students receive general academic scholarships and a variety of departmental and athletic scholarships. For the past few years, Dixie State students have received the following amounts of scholarship funding: $2,336,878 during 2000-2001, $2,040,613 during 1999-2000, and $1,949,905 during 1998-1999 (exhibit 3.102, Scholarship and...

The College participates in the following federal programs, serving the following numbers of students:

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<tbody>
<tr>
<td>Americorp</td>
<td>$10,058</td>
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<tr>
<td>State E.D. Grant</td>
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<tr>
<td>LEAPP (Leveraging Educational Assistance Partnership)</td>
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<tr>
<td>SEOG (Federal Supplemental Educational Opportunity Grant)</td>
<td>$153,615</td>
<td>336</td>
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<td>UCOPE (Utah Centennial Opportunity Program for Education)</td>
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<td>Pell</td>
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<td>Perkins</td>
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<td>Subsidized Stafford</td>
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<tr>
<td>Unsubsidized Stafford</td>
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<tr>
<td>PLUS (Parents Loan for Undergraduate Students)</td>
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<td>13</td>
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<tr>
<td>Alaska Loans</td>
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<tr>
<td>Work Study, UCOPE</td>
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</tr>
<tr>
<td>Work Study</td>
<td>$203,124</td>
<td>118</td>
</tr>
<tr>
<td>Work Study, Off Campus (America Reads)</td>
<td>$19,775</td>
<td>12</td>
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<tr>
<td><strong>TOTAL FINANCIAL AID</strong></td>
<td><strong>$5,545,916</strong></td>
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(Exhibit 3.102, Scholarship and Financial Aid Paid to Students, 1998-2001)

Every needy student who 1) is admitted, 2) completes the application process for federal and state funds and 3) meets the general eligibility criteria can be assisted with some form of funding as long as he or she maintains satisfactory progress. To maintain eligibility for financial aid, students must maintain a 2.0 GPA and complete the number of credits for which they have obligated themselves (i.e., twelve credits for full-time students). When recipients don't maintain these standards, they're placed on financial aid probation, and they have one term to make up any deficiency in credit hours earned or grade point average. Also, if students withdraw while on financial aid, they are placed on probation, and if they withdraw during a second term, they lose eligibility. A financial aid appeals committee oversees effective procedures for providing students due process in these policies (exhibit P5.12, Financial Assistance). Students must maintain "satisfactory progress" to be eligible for financial aid, and procedures are clearly communicated, included as a handout in each student's aid award envelope (exhibit 3.19, Satisfactory Progress Handout).

The Institution’s 1999 cohort default rate for the Federal Family Education Loan Program is 8.1%. In 1998, the default rate was 10.2% and in 1997 it was 11.2%, well below the 25% rate that could jeopardize the Institution's Title IV funding (exhibit 3.104, Default Rate Communiqué from Department of Education, September 2001). The Perkins Loan default rate for the 2000-2001 was 15.84%. In general, Dixie State's default rate is slightly higher, but still fairly comparable to those at other Utah community colleges, which serve a somewhat volatile population, providing open-access enrollment (exhibit 3.105, Cohort Default Rates at Regional Institutions for Fiscal Year 1999). As the institution grows and adds select baccalaureate programs, the default rate will probably decrease, and an increased number of students will borrow a greater volume.
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The College uses a system for accurately determining the extent of a student’s financial need. Each year the financial aid office establishes a "cost of attendance" (COA), an estimate based on tuition, fees, books, board and room, transportation and personal expenses (exhibit 3.106, Estimated Costs of Attending Dixie State College and exhibit 3.107, Financial Aid Full Time Budgets, 2001-2002). Then, when a student applies for financial aid, federal methodology applies a complicated formula to determine the "effective family contribution" (EFC). With these two indices established, Dixie State's financial aid office subtracts the EFC from the COA to establish the amount of need-based financial aid for which each student is eligible. In general, students at Dixie State have less unmet financial need than is average in the nation, due in large part to the comparably low cost of attendance at Dixie State. Funds are provided based upon the “need” of students with the “most needy” students designated as those who receive Pell Grant.

In general, students do not receive assistance in excess of their demonstrated need; however, some students who receive the Pell grant as their only federal aid and have other outside resources (for example, private scholarships, Job Training Place Act funds, or vocational rehabilitation funds) may exceed “financial need.” The College makes careful effort to guard against overaward, verifying daily that students who receive federal and/or state aid other than “Pell grant only,” are not awarded funds in excess of their demonstrated financial need. This daily report shows the most current status of financial awards and identifies students who may apply for duplicate types of financial aid. In practice, the College stops overaward before the checks are delivered to the students. (It should be noted here that, technically speaking, Pell grant funds are classified as "entitlement funds," and these funds may not be reduced based on the student's other funding resources.) Additionally, students who receive institutional scholarships that are based only on merit and do not require “needs analysis” may show an overaward.

The scholarship committee governs the policies and procedures for the scholarship program at Dixie State College. The academic council and the college council approve policies regarding the distribution and management of federal aid funds. All of these committees include representation from faculty, staff and students.

Once policies are established, they are widely communicated. The College financial assistance policy (exhibit P5.12, Financial Assistance) describes policies and procedures related both to the student and to the institution. Additionally, such matters as satisfactory progress, maximum allowable credit, probation, and termination of financial assistance are communicated in a straightforward handout which students receive in their award letters (exhibit 3.19, Satisfactory Progress Handout) and the College Catalog (exhibit G.30) describes policies and procedures in detail.

The College provides adequate accounting and supervision of financial aid funds and follow-up of the recipient. At Dixie State College, considerable effort is made to establish proper accounting and supervision of funds and adequate separation of functions in management of the funds. Those who handle awarding cannot disburse checks: the office of financial assistance processes the applications and authorize the awards; however, the checks are made and disbursed in the cashier's office, which is supervised by the business affairs office.

Within the office, control is maintained through the separation of functions that include review of each other’s work and efforts towards quality control. Accounting procedures are checked and reconciled with the Business Services Office. The SIS Computer system utilizes many management controls to help ensure that only eligible students receive aid. The system provides automatic checks to ensure required criteria are met before the student aid is paid into the student account. Student academic progress is monitored each semester to check that each student receiving funds is maintaining adequate satisfactory progress.

Career Counseling and Placement Services: Dixie State College meets its obligation to assist students in securing part- and full-time employment. The College's career center was established through a cooperative agreement between the College and the Department of Workforce Services (DWS), a state employment agency. Under the terms of the agreement (exhibit 3.115), staff members paid by two entities, the College and the DWS, work together to assist current students and graduates in securing part- and full-time employment. The career center is staffed by a director who is paid by the College, and by two employment counselors, one of which is paid on a fifty-fifty basis by the College and the DWS, and the other is paid completely by the DWS. This cooperative arrangement between the College and the state's
employment agency brings many benefits to the College's students, including full access to the state's employment database system.

The career center's primary functions are these: 1) assist students in career exploration, 2) assist students in job placement, and 3) perform specified career-related administrative tasks. To help students explore career options, the College provides offices and counseling stations in a central location. The center is equipped with eight computer workstations, which provide students a variety of exploration tools, including the Discover program (an ACT product), the Choices program (a career guide produced by a consortium of career advisement entities), and the Campbell Interest and Skills Survey (an aptitude test). In the Center, students also have access to a large library of employment publications.

Each fall, the career center sponsors a major event, Career Day, which provides students access to a broad range of career specialists who counsel students about the details of preparation and employment in particular fields (exhibit 3.116, 2001 Career Day Brochure). For this day, the College invites regional high school seniors to visit campus and attend workshops, and the College suspends regular classes, allowing all students to attend. This past fall, approximately 1,100 high school students and 950 college students chose from 116 career workshops, featuring 90 presenters.

To assist students in finding part- and full-time employment, career center staff sponsor career fairs and coordinate closely with the DWS, the state employment agency. The career center contacts major employers by mail, introducing the career center's services and inviting employers to recruit Dixie's students. Generally, the College sponsors two career fairs each fall.

The Career Center staff also perform myriad employment-related administrative tasks. The director of Cooperative Education has his office in the Career Center, and there is close coordination between COOP and the center. The center performs select vocational assessments, mostly CNA and ASE certificate examinations. The center's staff provide instruction in several courses, including help with resumes in English courses and help with career advisement in the College's freshman orientation course. Career center staff track students who receive vocational rehabilitation assistance, tracking eligibility and enrollment and helping to locate possible funding sources under a variety of programs.

The career center faces two major challenges: staff turnover and employment recruitment for baccalaureate graduates. First, there has been a high rate of turnover in persons who work as employment counselors. The DWS assigns a person to work in the center, and in the past the persons in this position have seen the assignment as a temporary stepping-stone before they move up to positions of greater responsibility within the DWS. Thus, within a two-year period, four different employees have filled one position. By the time the employees have been trained, they are reassigned within the DWS, and a new person is assigned.

A second challenge is providing employment recruitment for baccalaureate graduates. Currently, because the baccalaureate programs are so new and so few students are graduating, recruitment fairs are small. It is difficult to entice potential employers to recruit from such small graduating classes. However, recruitment fairs will develop in pace with the baccalaureate programs. The College needs enough baccalaureate graduates to attract recruiters. Initially, in order to ensure good participation, the College will schedule its recruitment fair the day after Southern Utah University's fair (at fifty miles distance). Perhaps the College may offer some secondary enticement for potential employers, such as a golf tournament, to encourage good participation.

The center completes an annual follow-up study that tracks the employment of students who completed applied degrees and certificates. In the 2000 follow-up study, a total of 369 students completed an associate of applied science or certificate program. Of this group, 25% received an AAS degree and 75% received certificates. After six months, 4% of the students were in school in an area related to their major or certificate. Of the students who went into the workforce, 51% of the graduates were employed in the area for which they were trained or a closely-related field and 24% were working in unrelated employment. Fourteen percent of the graduates and completers could not be located, 3% were high school students, and the remaining 4% were either not employed, or on missions for the LDS Church (exhibit 3.157, Employment Follow-Up, 2000).
Health Services: The College adequately addresses students’ need for health and wellness through a variety of services, including a Wellness center, a program for diagnostic and basic medical treatment services, and a psychological counseling program.

Through the wellness center, students have access to alcohol/drug prevention counseling, administered in one-on-one therapy sessions with each student. Also, students, faculty and staff have access to an array of pamphlets, books, and audio-visual about many common health problems. The Wellness center’s clients are self-referred, or they are referred after a violation of campus policy or legal statutes. During the 2000-2001 school year, 107 students received either ten- or twenty-hour therapy sessions. The wellness center also sponsors a variety of campus events aimed at promoting health: Red Ribbon Week, a general substance abuse awareness and prevention program; the Great American Smoke Out Day, a national tobacco prevention program; Eating Disorder Week, offering information and speakers; and the Health Fair, which enlists the help businesses in the health field.

The College has contracted with Intermountain Health Care (IHC) to provide diagnostic and basic medical services for its students. Without any charge, students may see a doctor in the IHC's Insta-Care facility, located within a few blocks of campus. This service covers initial diagnosis and basic treatment, including prescriptions. Conditions requiring complicated treatment are not covered. In recent years, approximately three hundred students per year have used this service (exhibit 3.118, Health Care Referrals). The College also makes available two basic health insurance packages that are marketed by non-College insurance companies (exhibit 3.119, Student Health Insurance Brochures).

For psychological counseling, the College has contracted with a local company, Kolob Therapeutic Services, which provides up to eight counseling sessions at no charge to the students. When faculty and staff become aware that a particular student may need counseling, they refer the student to Debra Bryant, the executive director of advising. Debra determines the urgency of the situation, and asks the student to fill out Kolob's evaluation forms. In the first session, the student is evaluated, and depending on the complexity of the problem, the student may receive as few as three counseling sessions or as many as eight. Students with problems requiring more than eight counseling sessions are referred to other organizations; however, the College does not pay for treatment beyond the eighth session.

The College coordinates with another entity that provides psychological counseling, Vocational Rehabilitation, a government employment service that grants funding to allow persons with a history of employment problems to attend classes at Dixie. The College would like to coordinate more fully with this agency provides for students who may be psychologically disabled; however, because this agency requires strict confidentiality, cooperation is difficult. Because many students are receiving services from Vocational Rehabilitation, this is an ongoing problem with which the College struggles.

Bookstore, Food Services, and Housing: Administered under the vice president for college services, Dixie State provides efficient food services, bookstore and housing services that contribute to the College's overall academic environment.

The bookstore provides an appropriate array of textbooks, supplementary materials, and general readership books. The bookstore staff work with academic departments to ensure that the stock of textbooks and other required and recommended materials is adequate and available to students at the time they need to make their purchases. The College's faculty workload policy (exhibit P3.10) specifies the enrollment sizes of all courses offered, and through a review of this data, along with enrollment histories, the College bookstore manager purchases inventory that is sufficient for the policy enrollment size. Additionally, each term every faculty member is asked to submit a textbook adoption form, specifying all required and recommended materials (exhibit 3.112).

The bookstore also offers a reasonable selection of fiction, nonfiction and poetry for supplementary reading. The inventory for these general readership offerings is derived from a NACSCORP report that recommends a reading list that is popular in college bookstores across the nation. Using these recommendations, the bookstore manager develops an inventory that effectively addresses the needs of a general readership, especially in popular areas such as literature, business, computers, and history.

The policies of the store set by a board or committee that includes representation of the administration, faculty and student body. With student, faculty, and administrative representatives, the
auxiliary committee has the following charge: "To review student, faculty, staff and community issues relating to food services, the bookstore, housing, and the student center; to make policy and procedure recommendations on copyright issues as they relate to bookstore operations; to review licensing of the Dixie State College logo and seal; to evaluate and recommend policy relating to concessions and clothing sales at athletic events" (exhibit 1.22, Committee Members and Committee Charges).

Student housing is convenient and adequate. Dixie State's student body consists of approximately 68% local students who commute to campus from their homes. Remaining students find housing arrangements on campus, in adjacent housing developments, or in scattered locations throughout the local community. Six buildings comprise the College's on campus housing -- four buildings in Nisson Towers which were constructed in 1968 with a combined 25,474 gross square feet; the Shiloh Dorms which was constructed in 1962 with 11,725 gross square feet (used to house student-athletes); and a housing administration and lounge building. Together with off-campus housing, these facilities are generally adequate for students' needs, as evidenced by the fact that, despite aggressive marketing, neither the units on campus nor immediately adjacent to campus are full. In Fall 2001, for example, on campus facilities were 83% occupied, with 43 available beds. Off campus, adjacent housing facilities were 79% occupied, with 263 available beds (exhibit 3.57, Total Bed Count, Housing, Fall 2001).

Housing provided on campus is safe, clean, and convenient. The College has a history of facilities maintenance and ongoing improvements to these facilities, ensuring that, despite the advanced age of these buildings, the rooms are comfortable and suitable. Recent projects involved the complete replacement of beds in the Shiloh Dorms, a high-security key system that allows for access management, the replacement of the Nisson Towers air conditioner, security peek holes in the doors of facilities for females, as well as ongoing paint and wall paper upgrades. Each term, a "resident life survey" is administered (exhibit 3.58) and the College responds to suggestions listed there.

The College monitors the facilities' safety and makes safety-related upgrades, installing computerized heat and smoke sensors in every room. The College conducts an annual risk management self-inspection, based on thorough criteria established by the College's insurance provider. In these annual inspections, housing facilities are reviewed for safety issues (exhibits 8.20, Risk Management Self Inspection Report, 1999, and exhibit 8.21, Risk Management Self Inspection Report, 2001). The College responsibly addresses all housing safety issues.

The housing program actively complements the instructional programs, providing student-residents with living quarters that are conducive to learning. Each room on campus has a T-1 computer connection, and for a nominal fee ($25 per semester), students have high-speed access to the Internet. Students who live on campus sign a contract which lists terms and conditions of occupancy (exhibit 3.59, Housing Contract). The contract's regulations ensure that residents honor one another's rights, obey the law, and maintain an appropriate learning environment. In the event that residents violate the terms of the contract, the College may pursue a variety of disciplinary measures, including eviction. Because alcohol and substance abuse is a prevalent problem locally as well as nationally, the College has implemented regulations that prescribe consequences such as mandatory drug and alcohol education at the College wellness center for a first offence, or eviction from student housing for a second offence (exhibit 3.60, Sample Drug and Alcohol Violation Notice Letters).

Situated around the periphery of the campus are a number of privately owned housing developments. Even though occupied almost exclusively by Dixie State's students, these housing developments are not officially sanctioned as "College housing." Such a sanction involves the College in legal liability that it is not willing to assume. Nevertheless, the managers of these units have an informal agreement with the College to promote a positive learning environment, and these private complexes have a generally positive environment. Several employ on-site managers. There is frequent and mutually beneficial contact between private owners and College housing officials.

Complementing the housing services, food services enjoys a generally positive reputation among students. Each year, the food service unit administers a customer satisfaction survey, and results show that students appreciate the quality and the value of their food service purchases (exhibit 3.126, Food Service Satisfaction Survey).
Food service at Dixie State has undergone major changes in the past few years. After showing a net loss each of three consecutive years, in the year ending June 30, 2001, the program showed small net revenue. This success can be attributed to 1) effective management, 2) fundamental restructuring of food services, and 3) the fact that the College received funding for operation and maintenance of the Gardner Building. Some years ago, food services consisted primarily of a cafeteria operated on the ground floor of the Whitehead Student Services Building, and later a snack bar was added in the new Gardner Student Services Building. Over time, the old cafeteria lost appeal, and as the new snack bar in the Gardner Building gained popularity, the old cafeteria ceased to be viable and was closed in July 2000, at which time the College remodeled and expanded food service space in the Gardner Student Center. In August 2000, the College opened a buffet lunch and dinner service (one meal price, all you can eat) in conjunction with the snack bar. The buffet in combination with the snack bar has served students well. However, with growth, the College faces limitations of space and equipment in these facilities, and the College has planned a new food court that will have six food stations offering a variety of menus. At the time of the evaluation visit, this new facility should be under construction, scheduled for completion in spring of 2003.

Food service personnel are professionally trained. The director has an associate degree in restaurant management, and all staff have food handlers' permits. The food service unit has membership in the National Association of College and University Food Services (FACUFS), and personnel frequently attend conferences and training seminars. Food service facilities are inspected annually by the Southwest Utah Health Department and receive high marks for health and safety standards. In October 2001, the buffet and snack bar received scores of 95 and 96, respectively, out of one hundred possible points (exhibit 3.127, Health Department Inspection Score Sheet).

Extra- and Co-Curricular Activities: Working under the supervision of the vice president for student services, the student activities director and the Associated Students of Dixie State College Executive Council (the ASDSC, or student government) jointly administer a full complement of co-curricular and extra-curricular activities (exhibit 3.128, ASDSC Organization and Job Descriptions and exhibit 3.129, ASDSC Constitution). Although campus activities are the combined effort of students, the ASDSC, faculty and staff, and clubs and organizations established for and by the students, officers of student government play a major role. After students are elected to the ASDSC, they receive both campus and statewide leadership training in creating, organizing, and implementing extra- and co-curricular activities. Each spring, a yearly schedule of events is organized, coordinated with the institution’s academic calendar, and printed into the DSC handbook, which is distributed to all students in the fall (exhibit 3.10, DSC Student Handbook).

Positions on the executive council include vice presidents and officers for the following committees: 1) the Dixie Activity Board (DAB), 2) the Service Committee, 3) the Inter-Club Council, and 4) the Student Advisory Council (SAC). These committees are responsible for major "theme weeks," as well as isolated weekly activities. Throughout the year, there are nine theme weeks, including a welcome week, homecoming, hunger awareness week, voter registration week, world week, men's week, women's week, D-week, and student appreciation week.

The student advisory council (SAC) is the judicial branch of student government. Beside major student awareness weeks, this committee has weekly meetings to learn about student problems and propose solutions. The service committee operates a service center, organizing special events in which student-volunteers participate, including such things as blood drives, adopt a grandparent, food drives, campus clean up, quilt days, and a Christmas dance, the gift of Dixie, which provides funds for needy children.

The Inter-Club Council (ICC) is the governing arm for campus clubs and organizations across campus, some of which are nationally affiliated (VICA, DEX, and PB) and others of which are campus affiliated groups (choirs, bands, rodeo, cheerleaders, dance team, non-traditional students, etc.). So long as they meet three basic requirements (at least ten students, having a written constitution, and a DSC faculty or staff advisor), any group of students may form a club and be officially recognized as a student organization (exhibit 3.36, Campus Clubs, 2001).

These extra- and co-curricular activities programs are diverse enough to adequately cover the needs and interests of the student body. The majority of Dixie State’s extracurricular activities are inclusive...
events planned to enhance the college experience for the entire student body. Additionally, however, the College promotes activities that appeal to and highlight various student groups, including the multi-cultural student population. While the College has a few clubs created by and for minority students, because of a lack of interest and perhaps leadership, keeping those clubs functioning and active on campus has been a challenge. To address this problem during 2001 and 2002, the ASDSC is rewriting its constitution to include officers for two under-represented campus groups: 1) a diversity representative and 2) a non-traditional student representative. These positions will ensure that trained student leaders help a diverse population fulfill their needs through student activities.

Participation in these activities and organizations contributes to, rather than interfere with, the academic progress of individual students. The main goal of DSC activities is to complement the campus’ educational programs. Activities encourage student learning and developmental growth, effective communication skills, clarification of values, exploration of career choices, physical fitness, social responsibility, leadership techniques, and self esteem. Many of the clubs and activities are co-curricular, closely intertwined with academic programs and courses. For example, the art club, the choir, the jazz band, and the various business and vocational clubs (DEX, VICA, PBL) complement the curricular offerings of various academic programs. Other clubs and activities are purely recreational and extra-curricular.

Financial support for the activities is generally adequate. Activities and clubs are financed from two sources: 1) student fees and 2) revenues from programming. The student body president serves as chair of the DSC fee allocation committee, which has the charge to "review current fees and to recommend fee allocations and re-allocations; to determine ASDSC club funds each semester." The Board of Regents approves this committee’s recommendations. Specific fees support student organizations, student government, and other activities, especially those which function as institutional representatives, such as student publications and performance groups (exhibit 3.67, Tuition and Fees). In conjunction with the director of student activities and other officers of the ASDSC, the student body president proposes student activity budgets each semester, and allocations are approved by the ASDSC executive council. Clubs and organizations are awarded funding based on 1) attendance at the Inter-Club Council (ICC), 2) involvement in DSC programs and activities, 3) service projects, and 4) institutional representation. Clubs and organizations may also receive funding from academic departments, and clubs are allowed to collect membership fees. Additionally, student groups generate funding by sponsoring activities such as dances, concerts, or entertainment.

Management of these programs is a joint responsibility for students and faculty. Each student organization has a faculty or staff advisor (exhibit 3.36, Campus Clubs, 2001). In addition to volunteer advisors, many faculty have released-time assignments to function as advisors to key campus activities. The ASDSC executive council works in conjunction with their advisor, the director of student activities, in planning, organizing, and implementing most of the student activities on the Dixie State campus.

**Intercollegiate Athletics**

With a long tradition of competitive success and great community support, the College's intercollegiate athletics program is an integral part of community relations, student life, and the educational program at Dixie State. The College sponsors eight athletic teams: women's and men's basketball, men's football, men's golf, men's baseball, women's soccer, women's softball, and women's volleyball. For most sports, the College participates in the Scenic West Athletic Conference (SWAC); for football, the College participates in the Western States Football League (WSFL). In support of these teams, the athletics program has a cheerleader squad and a drill team, the Rebelettes, each of which receive a small budget and limited scholarships. Coaches and staff in the athletic program are experienced and qualified for their roles (exhibit 3.152, Athletic Program Staff). The program also maintains an active sports booster club, the Colonels, comprised of interested community members. The athletics program serves the College's local community and student body, providing recreation and institutional allegiance for all spectators and participants.
At Dixie State a strong athletic program has always been vital to the institution, serving all the traditional roles of athletic programs -- co-curricular and extra-curricular support, recreation, public relations, fund raising, and community and student spirit. While athletics has always functioned in harmony with the educational mission of the institution, four important changes of the recent past have altered the basic functions and features of the program: First, the 1994 academic restructuring that separated athletics from physical education; second, the 1996 removal of physical education from general education requirements; third, the 1996 creation of the fitness center and associated curriculum; and fourth, the 1997 change of coaching staff from faculty to staff status. As evaluators read about these changes, they will see that intercollegiate athletics at Dixie State have evolved such that the physical education curriculum and athletic co-curriculum is not as interconnected as they were previously.

Before 1994, physical education instruction and intercollegiate sports were closely integrated under a single dean who coordinated instructional and competitive functions. In 1994, President Huddleston implemented an academic structure that separated athletics from academics, with athletics under an athletic director and academics under a separate dean.

The coaches at that time were faculty members whose assignments were split between instruction and competition, and thus they answered to the athletic director for part of their assignment and to their chair and dean for the other part of their assignment. In most cases, full-time coaches had a two-thirds teaching load and a one-third coaching load. While this combination of coaching and instruction led to the effective amalgamation of curricular co-curricular functions, in practice it also led to other problems that troubled the campus community at large. Because the coaching assignment was so demanding, the coaching faculty were not well integrated among general faculty membership. Travel and practice schedules prohibited coaches from participating fully as regular faculty.

In fairness, these problems grew out of the fact that coaches conducted the complex coaching assignment under an open and public scrutiny that is measured with a win-loss record. Coaches were on "at-will status," subject to summary dismissal. Obviously, under these conditions coaches gave first priority to their coaching duties. In 1997, coaches were relieved of most of their teaching assignments such that they became full-time coaches with very few instructional duties.

Before 1996, the general education included a requirement that students take three physical education courses; however, in 1996, the general education committee completed its work, recommending a new structure for general education that excluded physical education. When the new general education was implemented, enrollment in traditional P.E. courses plummeted, and the institution faced a surplus of teaching resources in that discipline. Also, in 1996 the College created its fitness center, a facility that offered students fitness instruction and equipment in an open format. The center became immensely popular, further diminishing enrollments in traditional physical education courses such as swimming, tennis, or volleyball.

Because of these four developments – the administrative separation of instruction and coaching, the removal of G.E. physical education requirements, the creation of the fitness center, and the removal of coaches’ instructional duties – the athletics program has progressively become isolated from instruction. Regardless, the College seeks to blend athletics into its overall mission in order to provide valuable and appropriate opportunities for students, fans, and the community. For some students, athletics is the vehicle that enables them to achieve academic goals that would be otherwise unattainable, and athletic personnel make sustained effort to help student-athletes understand that they are students first and athletes second. Each student-athlete must set priorities to balance educational and athletic goals; however, through a variety of efforts, the athletics program and the institution help student-athletes keep proper perspective.

The College implements many programs to promote academic achievement among athletes. The first goal in the athletic program's mission statement says, "[Provide] academic advisement, grade checks, counseling, and study halls to encourage student achievement and excellence in the classroom " (exhibit 3.137, Athletics Program Mission Statement). These efforts (advising, grade checks, counseling, and study halls) are ongoing projects for each competitive team.

Student athletes are advised to enroll in appropriate courses leading to graduation. Before 2001, a College employee served as a half-time academic advisor for student-athletes. In 2001, personnel and
budget changes reconfigured the position, and the advising assignment was dispersed among the full-time employees in the athletics programs. The athletics program recognizes the ongoing need for an academic advisor for student-athletes, and when future budget conditions allow, the position will be reinstated. Currently, a representative of the advisement center meets with coaches each term, and athletes have "holds" in the student database that require them to see either the athletic director or an adviser before changing classes.

To monitor student-athletes' progress, coaches require athletes to have their teachers complete a mid-term grade report (exhibit 3.139, Mid-Term Grade Check Form). On this report, faculty make comment about attendance and missing assignments or tests, and then assign an approximate mid-term grade. Student-athletes then return the completed forms to their coaches, who report any deficiencies or concerns to the athletic director and to the student-athlete who is involved. Final grades are also monitored for advisement and eligibility purposes. Coaches are evaluated on student-athlete academic performance and progress (exhibit 3.138, Report on Individual Athletes' Grades).

Each of the College's eight athletic teams requires athletes to attend weekly study hall sessions with a weekly contact time of three to four hours. In study hall, full-time coaching staff consult with athletes about academic progress, and many coaches provide tutoring services. For example, the football program conducts study hall twice a week for two hours, and all team members are required to attend. Tutors in science, math, and English also attend to help football players with their assignments. If athletes fail to attend study hall, or if it becomes apparent that athletes are in jeopardy of failure, the coaching staff provides motivation in various forms.

The College carefully monitors athletic eligibility, and the College's teams function in complete compliance with NJCAA academic rules. A series of effective database queries allow ongoing inspection of student-athletes' full-time status, academic progress, GPA's, scholarship eligibility, and graduation rates (exhibit 3.140, Athletic Department FOCUS Reports). Also, to complement the above efforts, Dixie State has implemented more rigorous scholarship standards than those required by the NJCAA. Whereas, by NJCAA rule, to maintain athletic scholarships students must maintain a 1.75 GPA and twelve credits per term, the College requires that students maintain a 2.0 GPA.

At the College, intercollegiate athletics is conducted with appropriate oversight by the governing board, chief executive officer, and faculty. Through regular reports in board meetings, the institutional Trustees are apprised of appropriate issues and information -- including team rankings, athletic policies, personnel changes, and NJCAA audits. A quick review of recent agendas from Trustees' meetings shows a pattern of report and board oversight. For example, the agenda for March 16, 2000 (exhibit 3.141) included the June 30th 1999 NJCAA Audit Report on internal financial controls of athletic funds and an up-to-date win-loss report and rankings report for all currently active teams.

Organizationally, the athletic director is under the supervision of the vice president of student services, who is under the supervision of the president. The athletic director manages most day-to-day operations; however, the vice president and the president review all major decisions and implementation of new budgets, policies and hires.

The athletic committee allows faculty members and the entire College community to review and give input about athletic issues. This committee is formally charged to "review annual budget recommendations, game management, ticket prices and fundraising activities; to oversee all matters pertaining to student athletes, including Title IX and the six goals of athletics, which are: 1) eligibility, 2) competitiveness, 3) academic achievement, 4) living within the budget, 5) following NJCAA rules and regulations, and 6) appropriate demeanor of coaches and players" (exhibit 1.22, Campus Committees and their Charges).

The athletic programs provide an adequate variety of opportunities for students who wish to participate. Dixie State College provides opportunities for men and women in eight separate sports. Additional opportunities are available for students in club extramural teams in tennis, golf, volleyball, and soccer. Dixie State College sponsors eight athletic teams: women's and men's basketball, men's football, men's golf, men's baseball, women's soccer, women's softball, and women's volleyball. Each year, more than two hundred individual students participate in the College's intercollegiate programs. While the
College's student population is predominantly local and in-state, the athletics program often brings students from other states, regions, and countries, greatly enhancing the diversity and cultural background of the campus community. Also, a good proportion of Dixie's students participate in a thriving intramural sports program, as indicated by the following survey question administered to graduating sophomores:

![Participation in Intramural Sports](image)

Exhibit 3.38. Student Service Survey administered to Graduating Sophomores in May 2001

The funds to support intercollegiate athletic programs are fully controlled by the administration and properly audited. All athletic funds are controlled by established accounting procedures that are used in every department on campus. Through the comptroller’s office, and in consultation with the vice president of student affairs, the athletic advisory committee, and the athletic staff, all funds are established and administered. In addition to gate receipts and institutional allocations, the athletics program benefits from generous contributions from a variety of donors, and the College is careful and responsible in managing these funds. A very large portion of the College’s policy manual, section seven on Institutional Advancement, contains detailed procedures for ensuring integrity and internal control. In receiving funds, the College complies with all IRS and internal control policies.

The athletic program is audited each year as a part of the general institutional audit, and every three years as part of an NJCAA audit (exhibit 3.141, Dixie College NJCAA Report for the Year Ended June 30, 1999). For several years, these audit reports have been free of any significant audit finding. When, during the early 90's, the College received two audit findings related to athletics, the College responsibly and quickly addressed and rectified those issues. One finding addressed the College's issuance of donation slips to persons who had paid for display advertising in sports arenas (exhibit 3.142, Management Report for the Year Ended June 30, 1994, pages 9 and 10). This practice was discontinued immediately. In another finding, the Board of Regents' auditor, Greg Fisher, found fault with frequent mismatches between gate receipts and ticket counts, which had resulted from gifted tickets. In 1998, the College centralized the ticketing functions for various events, including athletics, and implemented more strict bookkeeping procedures that accounted for all gifted tickets and cash receipts. Since the time of centralized ticketing, there have been no audit findings.

Admission procedures and requirements of student-athletes are the same as for other students. Like any student, student-athletes must pay the admission fee, meet either transfer credit requirements or provide high school transcripts and test scores, and register for courses. The academic requirements for participation in intercollegiate athletics are reasonable and consistently applied, and scholarship academic requirements are more stringent than the national rule. As mentioned above, Dixie State's required standards for maintaining an athletic scholarship are more stringent than the NJCAA's standards. On each letter of intent, the College lists the following conditions for scholarship: "Must maintain a 2.0 GPA and 12 credits" (exhibit 3.149).
As an open-admission institution, Dixie State has comparatively few academic requirements for admission at the lower-division level. Dixie State welcomes students with very few restrictions other than "ability to benefit" and age -- students must be "older than the age of compulsory education in Utah" (although the College admits students of any age if they have graduated or have a high school completion credential). The College applies these standards to all students, including athletes. Additionally, however, the College's internal academic policies impose a variety of prerequisites to limit access to courses requiring advanced skills. For example, College policy requires students to demonstrate proficiency in spoken English (by having attended an English-speaking high school or having passed a national exam such as the TOEFL). Also, students must achieve a prescribed "placement score" on a placement index to be admitted to advanced courses in composition or math.

Evaluators should keep in mind that many Dixie State athletes are gifted and high-achieving students. The 2001 soccer team, for example, had a combined cumulative GPA of 3.323, and other teams' GPA's were nearly as high (exhibit 3.143, Cumulative GPA's for All Teams, Spring 2001). As a rule, the athletics program is responsible in counseling students about academic requirements and urging student athletes to abide by all academic policies. This emphasis on academic integrity emanates from leaders in the athletic program, including the athletic director and the College president.

The opportunities for men and women to participate in intercollegiate athletics show consistent and measurable progress toward complete equality. The opportunities for women have grown consistently on campus during the past ten years. Included in this analysis would be increased budgets, teams, scholarships and coaching. Despite the fact that, like other institutions, the College must promote equity through sustained efforts, opportunities for participation are more equitable now than at any time in the history of Dixie State College.

As is the case at many institutions, men's sporting events are more popular than women's, as the following results of a student survey indicate:

![Attendance at Women's Sports](image-url)
The College has made sustained progress in promoting equity of resources between men and women's sports. The 2001 Equity in Athletics Report (exhibit 3.144) shows the following data:

<table>
<thead>
<tr>
<th>Female Teams</th>
<th>Male Teams</th>
</tr>
</thead>
<tbody>
<tr>
<td>• 68 athletes overall</td>
<td>• 121 athletes overall</td>
</tr>
<tr>
<td>• $166,955 total operating expenses</td>
<td>• $216,131 total operating expenses</td>
</tr>
<tr>
<td>• $9,902 total revenues</td>
<td>• $59,157 total revenues</td>
</tr>
<tr>
<td>• $179,325 (37%) in athletically-related student aid</td>
<td>• $304,684 (63%) in athletically-related student aid</td>
</tr>
<tr>
<td>• $9,770 in recruiting expenses</td>
<td>• $18,231 in recruiting expenses</td>
</tr>
<tr>
<td>• 0 full time head coaches, 3 part time head coaches</td>
<td>• 3 full time head coaches, 1 part time head coach</td>
</tr>
<tr>
<td>• 2 assistant coaches</td>
<td>• 4 assistant coaches</td>
</tr>
<tr>
<td>• $20,963, average annual salary for head coach</td>
<td>• $44,501, average annual salary for head coach</td>
</tr>
<tr>
<td>• $8,935, average annual salary for assistant coach</td>
<td>• $21,830, average annual salary for assistant coach</td>
</tr>
</tbody>
</table>

While clearly the College must continue its efforts to balance opportunities and resources, throughout the past decade the College has made sustained progress in promoting equity. The following report shows a history of incremental improvement, with a pattern of increases to women's sports operating expenditures and growing ratios of women participants (exhibit 3.145, *Equity in Athletics, 1996-2001*):
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Enrollment %</td>
<td>47% Male</td>
<td>48% Men</td>
<td>49% Male</td>
<td>44% Male</td>
<td>48% Male</td>
</tr>
<tr>
<td></td>
<td>53% Female</td>
<td>52% Female</td>
<td>51% Female</td>
<td>56% Female</td>
<td>52% Female</td>
</tr>
<tr>
<td>Participants %</td>
<td>73% Male</td>
<td>65% Male</td>
<td>66% Male</td>
<td>67% Male</td>
<td>64% Male</td>
</tr>
<tr>
<td></td>
<td>27% Female</td>
<td>35% Female</td>
<td>34% Female</td>
<td>33% Female</td>
<td>36% Female</td>
</tr>
<tr>
<td>Head Count- Male</td>
<td>119</td>
<td>115</td>
<td>120</td>
<td>119</td>
<td>121</td>
</tr>
<tr>
<td>Head Count- Female</td>
<td>42</td>
<td>62</td>
<td>62</td>
<td>59</td>
<td>68</td>
</tr>
<tr>
<td>Operating Expenses- Men's teams</td>
<td>$161,000</td>
<td>$170,000</td>
<td>$253,000</td>
<td>$181,000</td>
<td>$216,000</td>
</tr>
<tr>
<td></td>
<td>75%</td>
<td>69%</td>
<td>62%</td>
<td>56%</td>
<td>60%</td>
</tr>
<tr>
<td>Operating Expenses- Women's teams</td>
<td>$55,000</td>
<td>$77,000</td>
<td>$154,000</td>
<td>$144,000</td>
<td>$147,000</td>
</tr>
<tr>
<td></td>
<td>25%</td>
<td>31%</td>
<td>38%</td>
<td>44%</td>
<td>40%</td>
</tr>
<tr>
<td>Recruiting Expenses-Men's teams</td>
<td>14,300</td>
<td>17,000</td>
<td>16,000</td>
<td>16,000</td>
<td>18,000</td>
</tr>
<tr>
<td>Recruiting Expenses-Women's teams</td>
<td>71%</td>
<td>94%</td>
<td>80%</td>
<td>64%</td>
<td>64%</td>
</tr>
<tr>
<td>Assistant Coach- Men's teams</td>
<td>13</td>
<td>12</td>
<td>10</td>
<td>8</td>
<td>4</td>
</tr>
<tr>
<td>Assistant Coach- Women's teams</td>
<td>3</td>
<td>6</td>
<td>3</td>
<td>8</td>
<td>2</td>
</tr>
<tr>
<td>Head Coach Salary- Men's teams</td>
<td>$53,776</td>
<td>$56,000</td>
<td>$35,000</td>
<td>$35,000</td>
<td>$44,000</td>
</tr>
<tr>
<td>Head Coach Salary- Women's teams</td>
<td>$31,185</td>
<td>$36,000</td>
<td>$18,000</td>
<td>$17,000</td>
<td>$21,000</td>
</tr>
<tr>
<td>Assistant Coach Salary- Men's teams</td>
<td>$15,445</td>
<td>$13,548</td>
<td>$15,378</td>
<td>$21,000</td>
<td>$21,000</td>
</tr>
<tr>
<td>Assistant Coach Salary- Women's teams</td>
<td>$10,178</td>
<td>$795</td>
<td>$1,398</td>
<td>$11,000</td>
<td>$9,000</td>
</tr>
<tr>
<td>Revenue- Men's teams</td>
<td>$93,000</td>
<td>$110,000</td>
<td>not available</td>
<td>$89,000</td>
<td>$59,000</td>
</tr>
<tr>
<td></td>
<td>98%</td>
<td>99%</td>
<td>not available</td>
<td>97%</td>
<td>86%</td>
</tr>
<tr>
<td>Revenue- Women's teams</td>
<td>$2,250</td>
<td>$1,100</td>
<td>not available</td>
<td>$3,000</td>
<td>$9,000</td>
</tr>
<tr>
<td></td>
<td>2%</td>
<td>1%</td>
<td>not available</td>
<td>3%</td>
<td>14%</td>
</tr>
</tbody>
</table>

The intercollegiate athletics program is organized with some faculty oversight to ensure the maintenance of ethical standards as well as prescribed regulations; however, in general the athletics program identifies and promotes internal principles of ethical conduct. The intercollegiate athletics program is guided by a number of ethical principles, especially those enumerated in policy: "Dixie College Athletic Department Philosophy: It is the intent of Dixie College to follow the NJCAA rules and regulations and to manage a program which [1] stresses integrity, [2] competitiveness, [3] fiscal responsibility, [4] academic excellence for athletes, and [5] appropriate deportment of coaches and [6] student athletes" (exhibit P4.37, Athletic Staffing Policy). The athletic committee, which has faculty members, is charged with reviewing these six ethical principles, as well as gender equity (exhibit 1.22, Charges to Committees). These themes are also mirrored in the athletic program mission (exhibit 3.137) as well as other documents, such as the "Coach's Creed" (exhibit 3.146).
The principles of "academic excellence for athletes" and "gender equity" have been discussed above, along with "fiscal responsibility." As public representatives of the institution, coaches are expected to maintain a professional demeanor and behavior at all times. Specifically, the athletic director has written that --

1. Coaches should not overreact to situations on or off the field/court. Things are seldom as bad, or as good, as they may initially seem.
2. Coaches' language should be positive and never violate community standards.
3. Coaches should conduct themselves with class and dignity and expect the same behavior from their student athletes.
4. Coaches should be great teachers!

Like coaches, student-athletes represent the institution, and athletes are under special obligation, with special terms of enforcement, in addition to all the provisions of exhibit P5.33, Student Rights and Responsibilities Code. Specifically, the College has implemented a stringent drug and alcohol policy for student-athletes, reaffirming the College's substance abuse policies and describing terms of penalty for those found to have violated the policy. For example, according to policy, if an athlete appears on a policy report for a "minor consumption of alcohol" offense, the policy stipulates that the athlete attend drug and alcohol programming and submit to a drug test. The policy goes on to specify further penalties, ranging from temporary suspension from the team to termination from the team with loss of any athletic scholarship (exhibit 3.148, Athletic Drug and Alcohol Policy). The athletic program has imposed these penalties without regard for the resultant impact on the team's ability to compete, with gifted athletes having been terminated regardless of the value of their contribution to the team's success.

The Dixie State College intercollegiate athletics program enjoys strong community, student, and institutional support. The success of the College's teams has been exceptional in all facets of intercollegiate competition.

Appraisal

Following is the student service unit's self-appraisal:

Strengths

1. Student Services Staff are dedicated and service-oriented, with high marks from students on service assistance.
2. Student Services staff have strong, positive, cooperative working relationships with all campus departments.
3. Freshman Orientation and Capstone courses are developed and taught through cooperation of both faculty and staff. Freshman Orientation has been correlated with increased retention as a main goal.
4. On a recent National Clarus student services evaluation, compared with 26 other colleges, Dixie State College was rated significantly higher or more positively by its students on 92 of 95 criteria items.
5. Implementation of sophisticated multi-department imaging system (electronic filing system).
6. Improvement of enrollment management/recruitment functions with an organizational change.
Weaknesses

1. Need for long-term strategic plans for service, staffing and technical processes as the College grows and migrates to Banner conversion.
2. Need for office coverage for student service needs beyond 5:00 p.m.
3. Lack of mentoring/tracking program for minority students.

Projection

The past decade has seen a doubling of enrollments. The College has aggressively developed its educational programs and changed its mission to add baccalaureate degrees. The College's larger and more diverse student body has required that the student services unit offer larger and more complicated types of student support. Listed below are the most important accomplishments of the past five or six years.

The coming decade will undoubtedly bring similar growth and development to the College, and the student services unit will keep pace, offering appropriate support that is characterized by excellence. Meeting this challenge is both sobering and exciting. Listed below are the student service unit's goals for coming years.

Recent Accomplishments

1. Development of positive student-oriented service approach as verified by the high Clarus Report ratings.
2. Creation of the Vice President of Student Services position, and recognition of the importance of the position.
3. Maintenance of high level, efficient student services while enrollment doubled and staffing experienced minimal increases.
4. Implementation of multi-departmental imaging system with web-based retrieval.
5. Physical relocation of Student Services offices to provide a “One-Stop Shop Service Center.”
6. Reorganization and centralization of Advisement Services with addition of department-centered bachelor’s and vocational/technical advisement.
7. Increased and improved on-line student and faculty services.
8. Creation of new Student Rights & Responsibilities and Appeals & Grievances policies.
9. Implementation of required freshmen orientation and sophomore capstone courses.
10. In the past three years, five athletic teams have played for national championships and won two.
11. Initiation of a mid-term grading program with proactive advisement intervention by key personnel.
12. On Course electronic degree audit setup and implementation.
13. Recruitment efforts have resulted in positive enrollment growth.

Short-Term Goals [1-2 years]

1. Obtain technical support for Student Services, and prepare for Banner conversion with a two-year timetable for implementation.
2. Continue to implement new distance electronic functions for student services needs for students on campus and at education centers of the college (Hurricane/Kanab).
3. Refine data collection for Dixie State graduates to monitor associate degree recipient transfer success by GPA and graduation rates for baccalaureate degree seekers. Lower division class preparation skills should also be monitored for academic success performance by department after transfer.

4. Implement a minority student tracking and assistance program.

5. Monitor and evaluate the success rate job placement of baccalaureate students.

6. Develop expertise in expanding web-based services for students.

**Long-Term Goals [3-10 years]**

1. With the proposed replacement of the existing Whitehead Student Services Center, plan new state-of-the-art facility with proposed Information Commons building to complete one-stop shopping centralization plan for student services.

2. Hire a full-time therapeutic counselor and a security officer to provide for 24-7 campus coverage.

3. Simplify and reduce general education requirements for associates of arts and science degrees.

4. Improve service/retention for minority students.

5. Study and evaluate student mentoring.

6. Work with Athletics and Institutional Development to establish an endowment for Athletic Department budget needs.

7. Seek funding (hourly wage), or alternative staff work hours to accommodate student service needs beyond 5:00 p.m. at least four days per week.
A few years ago, Alicia Larsen Dabney walked away from Dixie State with an associate of art degree plus a certificate in visual technologies. She felt it was a modest accomplishment on her way to bigger and better things; however, once she got to where she was going, she realized how far she had already come. “I am continually impressed with what I have learned from my instructors and classes at Dixie. I’m definitely glad to have gained what I did from attending school here,” she said. “I am grateful to be that much more ahead of the game because of it.”

Alicia is currently attending the exclusive, private art college Pacific Northwest College of Art in Portland and is working on two internships. The first is a website documenting visual images for each artistic movement in the 20th Century for Margaret Richardson, a journalist/author in the graphic design field. The other began this past summer with Literary Arts, Inc. where she is acting as both designer and art director for the organization’s current design projects.

“Dixie helped me tremendously,” she explains. “I had many instructors that gave me much more than just my credits and a grade for the course. I still have knowledge and skills in use that I learned from my classes there, and those things have carried me through these past few years.

Her impressive jump into the national mainstream was made easier by the fact that, because one hundred percent of her credits from Dixie were transferable, she entered PNCA as a junior in the graphic design BFA program. In addition, she is currently starting a local school chapter of AIGA and has been doing freelance design and portfolio development in her spare time. She also is part of a student-run design firm, DNA Studios, which has opened doors professionally and created many opportunities.

“Visual technologies classes, where I did the largest percentage of my work at Dixie, are where I gained the most from my experience,” she says. “I didn't fully realize how incredible the program was until I came to PNCA. The other design students here, who had also transferred from design programs across the world, had nowhere near the base of knowledge or skill in both theory and software, or as wide a selection of experience as I did.”

She applauds the programs at DSC and credits her professors, particularly Ron Woodland and Eric Pedersen, for really going the extra mile. She adds: “While it is important for students to be motivated and hard-working, they can only go so far if the program and teachers are sub-par. Dixie has a stellar program with incredible knowledge and experience.”
Chapter Four: Faculty

Purpose and Overview

Dixie State College of Utah considers the character and quality of its faculty to be the single most important factor in the academic integrity and rigor of its educational programs, having a profound and long-term influence on students' lives and an immense impact on the College's reputation, prestige, and achievement. Excellent faculty members are essential to success in the College's mission to help students achieve their academic, career, and life goals. No other campus division or unit is more fundamental to the College's success and prestige. No other campus resource is more essential and basic than teaching and learning, with more long-lasting effect on students' lives.

This chapter will examine this most vital institutional element, the faculty, in three main sections. In the first section, evaluators will learn how the College hires and retains excellent faculty. This section will review faculty recruitment, hiring and faculty qualifications. This section will also examine faculty retention and security provisions, including academic freedom, faculty salaries and benefits, and faculty teaching loads. In the second section, evaluators will learn about various faculty roles, including curriculum design and approval, student advising, institutional governance and academic planning, and policy formation. In the third section, evaluators will learn how the College promotes ongoing faculty excellence through its faculty evaluation procedures, professional development efforts, and rank and tenure policies.

In 1992, at the time of the College's last full-scale accreditation visit, there were sixty-seven full-time faculty members, and in July 2001, there were eighty-eight (for employee demographics, see exhibit G.7, Annual Report, 2000-2001, page 28). In 1992, the College faculty had the greatest average tenure among the nine faculties in the Utah System of Higher Education, with an average of nearly seventeen years of teaching experience. In 2002, average faculty tenure at the institution is just over ten years, a fact that highlights a general expansion and increased rate of change over the past decade. Since 1992, the College has hired fifty-nine full-time faculty members. In those same years, thirty-eight faculty members have left the ranks of the College's faculty (through Fall 2001), including thirteen who took early retirement, seven who retired, fourteen who resigned, three who were terminated, and one who went on long-term disability.

As the College has developed a limited number of baccalaureate degrees, the professional culture of the College's faculty has changed, and will continue to change, in at least three important ways. First, through Dixie's history as a community college, faculty members have been engaged primarily in teaching, and the College has expressed little expectation that faculty members pursue scholarship, research, and creative endeavors, or develop the professional associations that attend such tasks. Because the institution continues to serve as a community college, this historic emphasis on teaching will be complemented, not replaced, by a growing emphasis on scholarship.

Second, the historic emphasis on teaching skills in faculty recruitment and hires now includes a complementary emphasis on scholarly qualifications that may be important for upper-division programs. In hiring new faculty, the College has recently given greater weight to terminal degrees and appropriate academic qualifications for baccalaureate-level teaching.

Third, the Faculty Senate's role in institutional governance is becoming more formal and prominent. At the time of the last full-scale accreditation evaluation, Dixie's faculty organization, the
"Faculty Association," was loosely organized, with functions that were largely social. In the past decade, the Faculty Association changed to become the Faculty Senate, and a board of "senators" (called the executive board) took on representative functions. The Faculty Senate has evolved to become a governance organ, and the Faculty Senate's officers are more centrally involved in institutional dialog and decision-making. The senate's constitution and bylaws (exhibit 4.1) list several standing functions for the senate: faculty salary negotiation, faculty academic excellence and professionalism, and new faculty orientation. In 1995, the Senate authored a policy on Professional Standards in Teaching (exhibit P3.29), which was approved by institutional bodies, and in the same year, a policy on faculty grievance was passed, which outlined the Faculty Senate's role in resolving individual faculty members' work-related grievances (exhibit P3.31). Also, each year the Senate president, in cooperation with the administration, makes faculty committee assignments (exhibit P3.4 Faculty Responsibilities and Academic Freedom).

**Hiring and Retaining Quality Faculty Members**: The College hires faculty in light of two types of participatory input, the budget process and the faculty staffing committee. The Budget process sets budget priorities that are tied to the mission statement. Each fall, all employees participate in the "budget process" (described in chapter 7, page 260), and academic departments submit budget proposals, including requests for additional personnel. All budget requests are arranged in priority order through a series of reviews. In this way, new faculty positions are approved.

Also, with each year's faculty retirements and with increases to institutional budgets, academic administrators plan for new faculty hires and, in rare cases, for faculty reassignments. The faculty staffing committee aids administrators in this process. Composed exclusively of full-time faculty members, this committee has a formal charge "to determine areas in which Dixie State College is over and under staffed, and to make recommendations for personnel changes." Throughout the past several years, this committee has recommended both increases to program faculty and reductions; however, because such decisions involve colleagues, this committee has found it difficult to recommend significant reduction in force (exhibit 1.22, Charges to Committees for 2001-2002, and exhibit 4.13, Staffing Committee Recommendations, 1998-2000). When academic administrators plan hires, allocate resources, and replace retired faculty, they use two basic types of input -- recommendations from the budget process and from the faculty staffing committee.

Faculty recruitment occurs through advertising and informal networking. Advertisements are placed in regional and national news media, including the *Chronicle of Higher Education*, and local faculty members and administrators contact associates throughout the nation asking for recommendations. While searches at the College have historically enjoyed large candidate pools, in recent years these pools have diminished somewhat in size, especially in certain high-demand disciplines. In response, the College has implemented more aggressive recruitment strategies. Till now, the College has been able to find and hire faculty with impressive credentials and excellent teaching skills. Nevertheless, economic conditions of the past few years have brought fewer applications, and there is rising anxiety on campus about the College's ability to keep pace with market conditions.

**Faculty Qualifications**: In Fall 2001, the College employed 90 full-time faculty members (with two hires made at the beginning of Fall term) and roughly 225 adjunct faculty members. The College has an appropriate number of qualified faculty in support of each of its degree offerings and general education requirements (exhibit 4.10, Faculty in Support of Educational Offerings; exhibit 4.11, Faculty in Support of ATE Offerings; and exhibit 4.12, Faculty in Support of G.E. Offerings).

**Full-time faculty**: Faculty make ongoing effort to remain current in their disciplines and update their expertise and qualifications. In Fall 2001, the Procedures for Rank and Tenure policy (exhibit P3.7) was changed to require that faculty prepare a faculty portfolio that would document their ongoing commitment to excellence. The faculty portfolio includes the following (exhibit 4.22, Faculty Portfolios):

1. The faculty member’s current resume or vita. This vita should include reference to scholarship and public service, including service on College committees and task forces.
2. Copies of all course syllabi.
3. Examples of curriculum, including such things as handouts, exams, and papers or projects. These examples should include graded examples of student work.
4. All documents related to teaching evaluation, including student opinion survey summaries, supervisor evaluation forms, peer evaluation reports, and self-evaluation documents.
5. Examples of scholarship and public service.
Table 1, exhibit 4.2, shows certain aspects of the faculty's qualifications:

<table>
<thead>
<tr>
<th>Rank or Class</th>
<th>Number</th>
<th>Number of Terminal Degrees</th>
<th>Salary, 9 Months*</th>
<th>Years of Experience at Institution</th>
<th>Total Years of Teaching Experience</th>
<th>Previous Fall Term Credit Hour Load</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Full Time</td>
<td>Part Time</td>
<td>Dr</td>
<td>M</td>
<td>B</td>
</tr>
<tr>
<td>Professor</td>
<td>10</td>
<td>8</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Associate Professor</td>
<td>22</td>
<td>13</td>
<td>9</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Assistant Professor</td>
<td>35</td>
<td>12</td>
<td>21</td>
<td>2</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Instructor</td>
<td>25</td>
<td>1</td>
<td>20</td>
<td>4</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Graduate Assistant</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Research Assistant</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Visiting Lecturer</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other:</td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
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<tr>
<td>TOTAL</td>
<td>92</td>
<td>34</td>
<td>52</td>
<td>6</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

** This figure reflects two "sabbatical replacement" contracts. If these two contracts weren't included, this figure would be $31,300.
*A small number of faculty are on a twelve-month contract, with salaries as follows:

<table>
<thead>
<tr>
<th>Salary, 12 Months</th>
<th>Min</th>
<th>Med</th>
<th>Max</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professor</td>
<td>$41,050</td>
<td>$43,894</td>
<td>$46,446</td>
</tr>
<tr>
<td>Associate Professor</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assistant Professor</td>
<td>$43,319</td>
<td>$44,650</td>
<td></td>
</tr>
<tr>
<td>Instructor</td>
<td>$43,319</td>
<td>$44,650</td>
<td></td>
</tr>
</tbody>
</table>

**Standard Four - Faculty Table #2. Number And Source Of Terminal Degrees Of Faculty (Spring 2002)**

<table>
<thead>
<tr>
<th>Number of Degrees</th>
<th>Doctor</th>
<th>Master</th>
<th>Bachelor</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Utah State University</td>
<td>1</td>
<td>12</td>
<td>1</td>
<td>14</td>
</tr>
<tr>
<td>Brigham Young University</td>
<td>3</td>
<td>9</td>
<td>1</td>
<td>13</td>
</tr>
<tr>
<td>University of Utah</td>
<td>3</td>
<td>5</td>
<td>1</td>
<td>9</td>
</tr>
<tr>
<td>Northern Arizona University</td>
<td>1</td>
<td>4</td>
<td></td>
<td>5</td>
</tr>
<tr>
<td>Michigan State University</td>
<td>3</td>
<td>2</td>
<td></td>
<td>5</td>
</tr>
<tr>
<td>Southern Utah University</td>
<td></td>
<td>3</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>University of Wyoming</td>
<td>1</td>
<td>1</td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>University of Phoenix</td>
<td></td>
<td>2</td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>University of Nevada Las Vegas</td>
<td>1</td>
<td>1</td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>University of Idaho</td>
<td>2</td>
<td></td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>Washington State University</td>
<td>1</td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>University of Rochester</td>
<td></td>
<td>1</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>University of Oregon</td>
<td>1</td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>University of Missouri Columbia</td>
<td>1</td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>University of Colorado</td>
<td></td>
<td>1</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>University of Central Arkansas</td>
<td>1</td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>University of California, Riverside</td>
<td>1</td>
<td></td>
<td></td>
<td>1</td>
</tr>
</tbody>
</table>
Standard Four - Faculty Table #2. Number And Source Of Terminal Degrees Of Faculty (Spring 2002)*

<table>
<thead>
<tr>
<th>Number of Degrees</th>
<th>Doctor</th>
<th>Master</th>
<th>Bachelor</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Texas A&amp;M University</td>
<td>1</td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Syracuse University</td>
<td>1</td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Southern Illinois University</td>
<td>1</td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>San Diego State University</td>
<td></td>
<td>1</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Oxford University</td>
<td>1</td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Oregon State University</td>
<td></td>
<td>1</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Ohio State University</td>
<td></td>
<td>1</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Northwestern University</td>
<td></td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Northern Illinois University</td>
<td>1</td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>New York University</td>
<td>1</td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Murray State University</td>
<td></td>
<td>1</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Kansas State University</td>
<td>1</td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Idaho State University</td>
<td></td>
<td>1</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Howard University</td>
<td>1</td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Colorado State</td>
<td>1</td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Claremont Graduate School</td>
<td></td>
<td>1</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Carnegie Mellon</td>
<td></td>
<td>1</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Cal Poly Pomona</td>
<td></td>
<td>1</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Bowling Green State University</td>
<td>1</td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Arizona State University</td>
<td></td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>28</strong></td>
<td><strong>52</strong></td>
<td><strong>5</strong></td>
<td><strong>85</strong></td>
</tr>
</tbody>
</table>

**Adjunct Faculty:** Part-time faculty are integral to Dixie State's academic departments, bringing a diversity of strengths, ideas, and background experiences to Dixie's students. Several of the Dixie's full-time faculty served first as adjunct faculty. The Regents' 1999-2000 Data Book (exhibit G.50, Tab J, pages 2-11) reports that Dixie State's ratio of full- to part-time instruction, at 64.56 % full-time, is nearly the same as the average of all institutions in the state system, which is at 64.89% full-time instruction. Dixie's ratio
of full-time instruction is quite high compared to urban institutions like Salt Lake Community College (with 40.87% full-time instruction); however, compared to Utah's most rural institution, Snow College (with 82.24% full-time instruction), Dixie's ratio is low (exhibit 4.15, Ratio of Full-Time Instruction). For an institution of Dixie State's size and with Dixie State's programs, the ratio of full- to part-time instruction is appropriate, providing for institutional stability and academic leadership.

Adjunct instructors at Dixie State are qualified for their teaching assignments. In the 2000-2001 school year, of 214 individual adjunct instructors, 22 (10.3%) had doctoral degrees; 80 (37.4%) had masters degrees; 87 (40.7%) had bachelors degrees; 25 (11.7%) had associate degrees, vocational certificates, or no degree. Of those with less than the baccalaureate degree, all except one were teaching in either the physical education program or applied technology programs such as travel, auto, or welding. One person with no degree taught private music instruction. (For more detail, see exhibit 4.16, Adjunct Faculty Degrees 2000-2001). In general, the College seeks to appoint persons with appropriate qualifications for varied teaching responsibilities. Some academic programs, such as the composition program, insist that faculty members have at least a masters degree in the discipline, although one or two adjunct composition instructors who have taught many years at the College have bachelors degrees in English. The College's communication program, with a required general education course, presents particular challenges, and some instructors in this program have only the baccalaureate in communication. Also, adjunct faculty members teaching in continuing education courses are approved through a special process described in policy (exhibit P3.42, Policy on Curricular Integrity of Special Learning Activities) to ensure that all instruction meets basic standards for teacher qualifications, student learning, and course content.

Dixie State's adjunct faculty are informed of the conditions of employment, including work assignment, rights and responsibilities, and compensation provisions. Each year, the College publishes and distributes a New and Adjunct Faculty Handbook (exhibit 2.180, 1996 Adjunct Faculty Handbook; 2.181, 1998 Adjunct Faculty Handbook; exhibit 2.182, 2000 New and Adjunct Faculty Handbook; and exhibit 2.183, 2001 New and Adjunct Faculty Handbook). This guide includes information concerning the College mission, program and course objectives, instructional procedures and policies, classroom procedures, instructional equipment and supplies, general campus procedures, and "Who's Who at Dixie State College." Each Fall, the College invites all adjunct faculty to a training session during which selected material from the handbook is reviewed and questions are answered.

The College adjunct agreement, which is distributed each year in the New and Adjunct Faculty Handbook, contains the following five conditions of employment:

Following are terms for overload and adjunct instruction:

1. The contract appointment is only for the time indicated, usually one term: No guarantee is made for additional terms.

2. Performance of instructors is subject to evaluation, which may include classroom visitation.

3. Should enrollment fail to reach or fall below an appropriate class size, the class may be canceled any time within the first two weeks of the term and the appointee’s assignment adjusted accordingly.

4. When necessary, to complete an annually contracted full-time instructor’s workload, the assignment may be given to the contracted faculty member. The division dean has the right of class assignment.

5. In the event the class is canceled, assigned to a contracted faculty member, or otherwise not taught by the appointee, the appointee will be reimbursed at the rate of $20.00 per contact hour for the time which the appointee has been required to be in class.
The terms of adjunct faculty compensation are also generally described in the adjunct faculty handbook. Adjunct instruction is "paid on a course-by-course basis for this instruction, at the rate of $475 per credit for lower-division instruction and $625 per credit for upper-division instruction [2000-2001]." Also, the adjunct faculty handbook describes the limits on the teaching load for adjunct instructors: "Adjunct faculty's fall and spring combined instructional contracts may not exceed 22 workload factors (or credits)."

Part-time faculty at Dixie State have an Adjunct Faculty Association, but are not unionized. Through this organization, adjunct faculty express their concerns to academic administrators and promote various causes, including increased remuneration, enhanced benefits, and greater participation in governance. The president of this association is a member of the Academic Council. During 2000-2001, Nancy Porrit-Hauck, part-time education faculty, served as president, and during 2001-2002, Nancy Perschon, part-time communication faculty, served as president.

**Terminal Degrees:** The College's recent mission change brought to the forefront a particular issue related to faculty qualifications -- that of the ratio of terminally degreed faculty. In its baccalaureate degree proposals to the Utah Board of Regents, the College included budgets that provided for the appointment of specified numbers of faculty with doctoral degrees (exhibits 2.137, CIT Proposal to Regents December 1999; exhibit 2.138, Business Administration Proposal to Regents December 1999, and exhibit 2.139, Elementary Education Proposal to Regents September 2001). In all three baccalaureate programs, the College has been able to appoint faculty members with doctoral credentials.

The issue of faculty qualifications received thorough review by the Regents, and in fact this was the key reason given for the Regents' initial denial of the elementary education proposal in 1999. Whereas, Regents wrote, the College had extensive faculty resources and infrastructure in support of both lower-division business and computer information technology, the College's lower-division education program was not supported by similar faculty resources: In Regents' "collective judgment," according to October 1999 minutes, "the institution was not ready to deliver four-year programs in Elementary Education" (exhibit G.10, Board of Regents Meeting Minutes, October 1999). The College has since responded to the need for greater numbers of faculty with doctoral degrees, allocating financial resources to the hire of appropriate terminally-degreed faculty. The College has since responded to the need for greater numbers of faculty with doctoral degrees, allocating financial resources to the hire of appropriate terminally degreed faculty. The baccalaureate programs are well supported by qualified faculty. As of Fall 2002, six doctoral faculty members teach in the business administration program, and two teach in the computer information technology program, and two teach in the elementary education program.

The charts on page 96 show the increase in the number and overall ratio of terminally degreed faculty at the College. In 1996, the College employed 20 terminally degreed full-time faculty, accounting for 28.99 percent of the faculty at that time. By 2001, the College employed 33 terminally degreed full-time faculty, accounting for 37.5 percent of the faculty.

Dixie State, like other institutions nation wide, has encountered difficulty in recruiting and hiring qualified faculty with doctoral degrees in business administration and computer information technology. During the 2000-2001 school year this difficulty required that the College abandon its long-standing salary schedule (exhibit P3.18 Salary Schedule policy) and hire a small number of faculty at salary levels far above the levels prescribed by the salary schedule. This shift in procedure caused a great deal of faculty concern; however, only by offering enhanced salary levels could the College hire qualified faculty to support educational programs at the baccalaureate level. (For more discussion of this issue, see the discussion of salaries under Chapter Six, on page 250 of this self-study.)

**Academic Freedom:** Dixie State College, through policy and day-to-day implementation, actively supports academic freedom. The College's academic freedom policy (exhibit P3.04, Policy on Academic Freedom and Faculty Responsibility) is based on the AAUP's "1940 Statement of Principles on Academic Freedom and Tenure With 1970 Interpretive Comments" (see http://www.aaup.org/1940stat.htm).

In a February 2001 survey on institutional ethics (exhibit 9.5), persons were asked to indicate their agreement to the following statement: "Dixie State College promotes academic freedom for faculty and
students alike." Based on responses from 66 faculty members, 65 staff employees, and three students, results show that in general, faculty and staff believe the College promotes academic freedom:

![Academic Freedom Chart]

Also, respondents to this survey indicated their agreement to the following statement: "In general, Dixie State's academic climate is not unduly influenced by outside social, political, economic, or religious influences."

![Institutional Autonomy Chart]

Respondents made interesting written comments about various types of influence, but especially about that of the LDS Church (exhibit 9.5, Results of the Survey on Institutional Ethics).

**Competitive Salaries:** While the common perception among faculty is that salaries are below regional market levels, Dixie State's faculty salaries are in line with regional and national average salaries for faculty at public institutions. In summer 2001, the *Chronicle of Higher Education* published average national salaries for faculty. When compared to institutions with academic rank, average salaries for Dixie State's faculty are within a few hundred dollars of average salaries nationwide. Dixie faculty with the rank
of instructor receive, however, low salaries compared to national averages. (For specific data and more discussion of this issue, see “Salaries” on page 250. See also exhibit 4.61, National Average Salaries for Full-Time Faculty.)

**Attractive Benefits Package:** Dixie State's benefit package is excellent, much higher-valued than the average benefit package at similar institutions. The 1999-2000 IPED Survey shows that Dixie State's average salaries for that year ($41,775) were slightly lower than national average faculty salaries at two-year institutions without academic rank ($43,141), but slightly higher than the Utah average ($38,557, exhibit 4.50, IPED Survey Comparison of Faculty Compensation for 1999-2000). However, Dixie State's benefit package is better than most. The value of the average faculty benefit package in this survey was $11,151, and Dixie State's average was $15,719. Thus, when benefits are included, Dixie State total faculty compensation was higher than the national average:

![IPED - 1999-2000, Comparison of Dixie Faculty Salary and Benefits to National Average](image)

<table>
<thead>
<tr>
<th></th>
<th>Salary</th>
<th>With Benefits</th>
</tr>
</thead>
<tbody>
<tr>
<td>National Average</td>
<td>$43,141</td>
<td>$54,295</td>
</tr>
<tr>
<td><strong>DIXIE</strong></td>
<td>$41,775</td>
<td>$57,234</td>
</tr>
</tbody>
</table>

Before the year 2000, all full-time faculty were remunerated according to a standard salary schedule (exhibit P3.18, Policy on Faculty Salary Schedule). In 2000, when the Utah Board of Regents approved Dixie State's mission change to add baccalaureate degrees, certain faculty members were hired "off salary schedule," at rates that reflected market salary levels for business and computer faculty. Even though the proposal to set these salaries at market levels was unanimously approved in College Council, with representatives of the Faculty Senate in attendance, this change caused consternation among some faculty members. In the years since that time, other faculty members who are "on salary schedule" have promoted a review of salary levels so that their salaries also would be adjusted to market levels for professionals in their respective disciplines. As the College continues to develop baccalaureate offerings, the issue of whether individual faculty salaries are set at market level or at salary schedule level will
continue to be controversial, with faculty in some disciplines favoring salary that is set at market, and faculty in other disciplines favoring a salary that is set at a standard faculty salary schedule.

**Equity of Faculty Teaching Loads:** Faculty teaching loads are assigned under the terms of a faculty workload policy that describes many, many workload arrangements -- provision for composition classes with their large "paper load," provision for science labs, provision for specified co- and extra-curricular advising assignments, provision for teaching assignments in the open computer center, etc.

The foundation concept of this workload policy is that faculty in the different disciplines have teaching assignments that are essentially different from one another. Throughout extensive dialog, faculty have come together to articulate and understand these differences in workload and to make due adjustments in teaching assignments. This policy is the product of difficult debates and disagreement among faculty teaching in different programs under different teaching arrangements; however, because of the controversial, divisive, and potentially rancorous discussions about equity of teaching load that brought about the accords in this workload policy, faculty express general satisfaction with the policy in its current form and an unwillingness to reopen the policy's basic agreements to further debate. Evaluators will likely encounter faculty who believe that teaching assignments are not equitably arranged; however, evaluators will probably not find faculty willing to renew a comprehensive review and overhaul of the workload policy (exhibit 4.62, Faculty Workload Policy Draft, June 2002.)

A faculty member's standard annual workload is thirty "workload factors" (WLF's) per year. In general, one credit of instruction amounts to one WLF, although WLF's may be established through a variety of formulae, depending on the agreements of the workload policy. Laboratory courses, for example, calculate WLF's based on contact time, at a ratio of one WLF to one and one-half weekly contact hours. Composition courses, for example, are three-credit courses; however, faculty are awarded four WLF's for each course. There are many such formulae to take care of unique instructional arrangements.

Class size is an important part of the faculty teaching load. Dixie State's mission clearly identifies it as a teaching institution, and this emphasis is reflected in its class size policies. Early in the dialog concerning the workload policy, faculty decided that high quality contact between individual teachers and individual students was essential for effective learning. Small class size, they asserted, was the hallmark of Dixie's educational atmosphere. While maintaining small class size is expensive, the institution values high quality student-teacher contact enough to allocate necessary funds to promote it. In this context, the workload committee ruled that no class at Dixie State would have a policy enrollment of over sixty students. In the policy, all courses are designated as having one of four standard enrollment sizes -- sixty, forty-five, thirty-five, or twenty-five.

The faculty-student ratio for the institution overall is one to 17.1, as can be seen in the “2000-2001 Enrollment Summary Information” chart on page 36. This ratio divides faculty full-time equivalents (including adjunct faculty) by student full-time-equivalents. While this data should not be taken to mean that the average class size is seventeen, it does indicate an appropriate and healthy ratio between faculty and students.

Because College enrollments have doubled in the past seven years, and will likely double again within the next decade or so, there is constant pressure to increase class size. While a student may take several courses with enrollments of forty, fifty, or sixty, that student will also have several small classes that involve one-on-one contact with the instructor. Certainly, each student at Dixie State has some opportunity for a close and personal academic relationship with individual faculty members, whether it be as editor of the student literary magazine, a stage crew member in the theatre, or as member of the DECA club. The College has until now been able to foster such close learning relationships, avoiding situations in which students meet in groups of four or five hundred to hear a single lecturer.

**Faculty Roles - Curriculum Design and Approval:** Responsibility for designing, approving, and implementing the curriculum lies squarely with the faculty. The institution is governed by the principle that faculty in any given academic discipline are specialists whose judgment and perspective regarding academic offerings in that discipline should be respected and, wherever possible, obeyed. Curriculum development begins with individual faculty and dialog at the program level, and faculty are empowered as promoters and custodians of the institution's academic integrity.
Faculty have played the primary roles in establishing the philosophy and objectives of general education (exhibit 2.1, General Education Philosophy and Goals), specific course objectives for G.E. courses (exhibit 2.2, G. E. Course Common Learning Objectives), and the Level-Two Goals (exhibit G.2, Level-Two Goals), which enlarge and elaborate the five educational goals in the mission statement. In the past decade, College faculty have articulated and agreed upon learning objectives governing virtually all educational offerings. These planning activities have each included extensive procedures to gather faculty input and opinion.

Policy stipulates that "before any committee or council reviews proposed new curriculum and proposed changes to current curriculum, individual faculty in the academic department should review the proposed changes" (exhibit P3.41, Policy on Curriculum Creation, Approval, Change, and Review). Furthermore, policy mandates that any "special learning activities" such as concurrent enrollment, workshop credit, continuing education instruction, etc., must be approved by program faculty (exhibit P3.42, Policy on Curricular Integrity of Special Learning Activities). Policy ensures that faculty also participate in academic planning at the College level, requiring that, "Before any curriculum change is implemented, it must be reviewed and approved by the Curriculum Committee, a standing committee reporting to the Academic Council, and it must in turn be reviewed and approved by the Academic Council." Both committees are composed primarily of faculty members. In recent years, in an attempt to give full-time faculty greater influence, several non-faculty members of the Academic Council have been designated "ex-officio" -- non-voting persons who attend the Council for information purposes only (exhibit 1.21, Committee Assignments - Ratios Among Faculty, Students, Staff, Executives, and Others).

In recent years, the College's curriculum has undergone certain comprehensive reviews, and faculty are centrally involved in these thorough overhauls. Chapter two discusses three such curriculum overhauls: the "General Education Reform," page 45; the "Semester Conversion," page 47; and "Four-Year Status," page 49.

Student Advising: Dixie State College maintains effective academic advising programs to meet student needs for information and advice. Supported by an array of institutional publications (catalogs, brochures, etc.) and by a cadre of full-time academic advisors, faculty serve as students' primary source of information. In fact, policy lists advising as a basic faculty responsibility (exhibit P3.04, Policy on Faculty Responsibilities and Academic Freedom). While students receive important guidance from the College's printed materials (catalog and course schedule, for example) and from advisers working in the advisement and counseling center, through continual student-teacher contact in lectures, labs, and other learning activities, students seek and receive direction and counsel from faculty members. In addition to everyday contact with students, faculty also disseminate information through several formal advising activities, including "outreach registration," department advising receptions, the orientation and capstone courses, and advisement meetings.

During recent summer terms, the College has sent teams of faculty and advising personnel to conduct "outreach registration" throughout Utah. Groups of faculty and advising staff travel to various regions to meet students and help them in the admission and registration processes. Several faculty participate in each outreach registration tour. On these excursions, full-time advising staff and faculty members learn from each other detailed particulars about student advisement. Also, each fall, during the days immediately before classes begin, academic departments sponsor advising receptions for all students whose intended major or program of study is within the department. Students meet, share refreshments, become acquainted with department faculty and personnel, and receive the department's guidance.

The freshman orientation (SSC 1000) and sophomore capstone (SSC 2000) courses are designed to help students as they form their educational goals, guiding students at the beginning and at the end of their associate degree, allowing them both to plan their general education and to prepare for transfer. Faculty have played seminal roles in creating the course curriculum and teaching these courses (exhibits 2.110 and 2.112, Freshman Orientation and Sophomore Capstone course materials). While advising staff, academic administrators, and full-time faculty teach these courses, full-time faculty teach many sections (in Fall 2001, for example, twenty of the thirty-five sections of freshman orientation were taught by full-time faculty). In the orientation course, students express their educational goals and create an education plan which lists courses to be taken, including developmental coursework, if any, and general education.
requirements. Students take their completed education plan to a full-time faculty member in the department of the student's intended major and, in a one-on-one meeting, receive that faculty's advice. In the sophomore capstone course, students update their education plans to include future steps they must take both before and after they transfer or begin baccalaureate programs.

Other one-on-one meetings between students and faculty occur frequently, and faculty have regular opportunities to disseminate department and institutional information. In fact, certain faculty have formal assignments to serve as key advisers in discipline areas. Each term's class schedule lists faculty with advising assignments (see introductory pages in exhibit G.35, Class Schedules for Past Two Years), and students are invited to meet in these faculty members' offices. Also, policy stipulates that all faculty "provide office time of one hour minimum each weekday for consultation with students concerning course work as appropriate to the discipline" (exhibit P3.04, Policy on Faculty Responsibilities and Academic Freedom).

The academic advisement and counseling center supplies supplementary services. In the advisement and counseling center, students receive general academic advising, career advising, and some specialized advising. General academic advisors seek to learn students' educational goals, provide general guidance, and then direct students toward appropriate faculty advisers for more specific advising. A growing number of discipline-specific advisers serve students in Dixie's baccalaureate and applied programs, and three advising personnel are assigned as advisers to serve students in the business administration and computer baccalaureate degrees, students in applied technology programs, and students in the elementary education baccalaureate degree.

Dixie State College effectively informs and prepares faculty and other personnel responsible for the advising function. The Advisor Handbook (exhibit 3.18) contains lists of particular advising agreements and details. Each week, the advisement and counseling center sponsors a training session that focuses on such advising issues as concurrent enrollment, placement procedures, assessment, and program-specific requirements. All new faculty and all adjuncts receive a faculty handbook which contains essential advising information (exhibits 2.180 through 2.183, New and Adjunct Faculty Handbooks), and all new faculty are training during new faculty orientation meetings that occur each year before Fall semester. The faculty handbook is also available online.

Course scheduling is an advising function conducted primarily by faculty and their chairs. The College is particularly proud of the extent of the match between course offerings and student demand. Academic administrators, faculty members and advising personnel closely monitor enrollment patterns and adjust the course offerings with the aim of optimizing registration opportunities while at the same time maximizing financial and personnel resources. On occasions when it becomes apparent that a significant part of student demand has been unmet, advising personnel consult with academic advisers and faculty, and both short- and long-term adjustments are implemented. Even though Dixie's students insistence on morning-time courses has taxed the College's physical and personnel resources, the College has efficiently and creatively employed those resources to meet student demand, where it can, or to entice students to take courses during less occupied hours of the day.

Faculty frequently complain about inaccuracy of what may be called "the grapevine": Students' reliance on their peers' often unreliable advice is a continuing problem at Dixie State. As is the case in most colleges and universities, students often disseminate inaccurate information through informal, but nevertheless powerful, channels of communication, and Dixie State's faculty seek to identify and correct misinformation that appears through these channels.

**Institutional Governance, Academic Planning, and Policy:** At Dixie State College, the term "committee" usually denotes a work group that implements policy and procedure and initially proposes policy creation or revision. The term "council" generally denotes a work group that refines and approves policies. The College Council is a final clearinghouse where all new policies and policy changes are reviewed and approved before going to the Board of Trustees for final approval. (For more information on governance, see Chapter six, page 235.)

In 2000/2001, there were 42 committees and councils at Dixie State College, with 480 individual (duplicated headcount) committee and council memberships. Of these 480 committee memberships, 129
were full-time faculty members (26.88%). Faculty representatives served on a broad spectrum of committees and councils, with particular concentration on appropriate bodies such as the academic council, the strategic planning committee, the faculty staffing committee, the academic credentials & faculty development committee, and the institutional effectiveness/student academic achievement committee. All these committees participate in institutional and academic planning, and the faculty have appropriate venues for expression and influence, with particular concentration in academic committees and the academic council.

The College's 42 committees are categorized into six groups: executive, student, student services, information technology, administrative services, and academic. While faculty have broad representation on all types of committees, they particularly predominate on the academic committees, including the institutional effectiveness and academic achievement committee (with six faculty members), the library committee (with ten faculty members), the academic appeals committee (with seven faculty members), and the academic credentials & faculty development committee (with twelve faculty members). The college council in particular, chaired by the president, is the most authoritative and influential council on campus, serving as a semifinal review and approval entity, before agenda items are forwarded to the institutional Board of Trustees. Notice the prominence of the faculty senate's officers among this council's fall 2001 membership:

Robert Huddleston (President),
Susan Ertel (Faculty Senate President)
Jan Carpenter (Faculty Senate President Elect),
Louise Excell (Associate Dean of Arts, Letters & Science),
Bill Fowler (Vice President for Student Services),
Pamela Montrallo (Executive Director of Human Resources),
Stan Plewe (Vice President for Administrative Services),
Connor Shakespeare (Student Body President),
Max Rose (Academic Vice President),
Dennis Cox (Staff Association President),
Scott Talbot (Executive Director of Business Affairs),
Beau Woodbury (Executive Director of Development).

In 2001, a new all-faculty committee was formed. During previous years, the Faculty Senate's executive board, a group of five or six key faculty representatives, served on an ad hoc basis to review issues related to professional development, faculty evaluation, academic excellence and integrity. In 2001, this committee was formally adopted as a standing committee of the institution. Termed the faculty excellence committee, this group is given a formal charge "to improve grading fairness, academic rigor, and academic excellence; to participate in faculty professional development planning and faculty peer evaluation; to monitor and ensure academic integrity." In many ways, this new committee represents an important stage in the evolving role of the Faculty Senate, showing that the Senate is taking on a more formal role in College governance.

Faculty are also given, by Board of Regent policy, an official point of policy participation on the Institutional Board of Trustees. This policy calls for the Faculty Senate president to serve as the "point of policy input" to the Board of Trustees from the faculty (exhibit 6.10, Regent Policy R223, Faculty and Staff Participation in Institutional Board of Trustees). The Faculty Senate president has a standing agenda entry on the Board of Trustees meetings, and there is frequent exchange between faculty and Trustees’ in these meetings.

An underlying principle of academic planning is that faculty with particular expertise in a given discipline are consulted before decisions impacting that discipline are implemented. The College seeks the right balance between laborious and heavy bureaucratic decision-making that involves too many persons, and unilateral decision-making that fails to seek appropriate consensus or even participation. Faculty may report that a particular decision was put into practice despite the opposition of faculty members in an impacted academic program; however, faculty will also report that very few decisions are implemented without appropriate consultation of impacted academic programs.
Scheduling classes is perhaps the most basic type of academic planning, and faculty members are integrally involved in determining what types of courses will be offered, how they will be scheduled, and who will teach them. In preparation for each term, academic departments strategically lay out course offerings in ways that efficiently meet student demand. In most cases, the department chair works out a proposed set of class offerings, often laid out on an entire wall of a planning room, and through repeated conferences among faculty members, the chair and the dean, the schedule is adjusted to avoid conflicts and to meet anticipated student demand. Faculty members play an appropriate role in course scheduling.

In January 2001, a faculty task force reviewed accreditation materials on governance and wrote a report that appraised, from the faculty point of view, the strengths and weaknesses of Dixie State College's system of governance (exhibit 6.4, Faculty Review of College Governance). This report made several specific recommendations concerning such things as the role of the Faculty Senate, the structure of academic administration, and role of faculty in hiring. In response to these recommendations, President Huddleston met with the Faculty Senate on February 22, 2001 and discussed concerns. As a result of this faculty review, some of particulars of College governance came under review, including the basic academic organization. In general, faculty felt that, with institutional growth, the Division of Arts, Letters & Science (which accounts for roughly 76% of instruction) was too large and a single dean over this unit inhibits the faculty's input and influence in institutional governance. To respond to this survey, the Faculty Senate and administration collaborated in a task force to review academic structure and governance. The current academic structure (see Academic Services organizational chart, page 9) grew out of this task force’s efforts.

For more information about faculty roles in governance, see "Roles of Governing Boards, Faculty, Staff, Administrators, and Students" on page 238.

Promoting Ongoing Faculty Excellence - Faculty Evaluation: The visiting team in Dixie's 1992 comprehensive evaluation noted that the College was out of compliance with the accreditation policy on faculty evaluation and recommended that the College "develop a clearly defined, comprehensive and consistently applied faculty evaluation program" (exhibit G.18, Evaluation Report of the 1992 Team). In response to this concern, a committee of faculty and administrators met during 1995 and 1996 to design a more effective faculty evaluation process, which resulted in a somewhat complicated, but nevertheless serviceable faculty evaluation system, with three components: student opinion of instruction surveys, supervisor (chair or dean) evaluations, and self-evaluations. This policy, approved in 1997, has been implemented since that date. All faculty, both full- and part-time, will report that their teaching is consistently evaluated.

Faculty involved in creating the 1997 policy and procedure were very careful and concerned about any potential for mischief in evaluation, and they insisted that the policy include two types of evaluation activities. First, the policy included a set of required evaluation activities called "uniform evaluation." The student survey, the supervisor evaluation, and the self-evaluation were required of all faculty members. Each of these components has been consistently applied since 1997 (exhibits 4.42, Student Opinion of Instruction Survey Instrument; 4.43, Sample Reports from Student Opinion of Instruction; 4.44, Supervisor Evaluation Instrument and Samples; and 4.45, Faculty Self-Evaluation Samples).

However, the 1997 policy also discussed a second set of evaluation activities that were suggested, but not required. These suggested evaluation activities were called "individualized evaluation." The implicit concept of these suggested activities was that, given administrative mischief, the individualized evaluations would function as counter-evidence or as a check and balance. The policy included the following paragraph:

8.4.3 At his or her option, a faculty member may use the information generated by individual evaluation in any internal application process. For example, statements from peers, the results and resultant changes from student evaluations, and the methods and results of self evaluation could be useful to a faculty member seeking promotion in rank or tenure. This may be particularly important to faculty members who believe that the uniform procedure gives any inaccurate or incomplete picture of their professional competence. Only
a faculty member’s refusal to participate in individualized evaluation will be considered in a negative context by administration (exhibit 4.46, 1997 Faculty Evaluation Policy).

Through four-year history of the 1997 policy, no cases of administrative mischief or misuse of evaluation data aroused faculty anxiety. Thus faculty members paid little attention to the suggested activities. Very few faculty members, perhaps none at all, conducted the suggested activities as described. In fact, apart from a handful of faculty members who drafted the 1997 policy, few faculty understood or cared about the suggested activities.

Importantly, a peer evaluation component was not among the 1997 Faculty Evaluation's required activities. Instead, peer evaluation was one of the suggested activities (exhibit 4.46, 1997 Faculty Evaluation Policy, section 8.4.5, "Individualized Peer Evaluation"), and being suggested, it was almost never conducted. In 2001, Dixie State updated its faculty evaluation policy (exhibit 4.40, Current Policy on Faculty Evaluation) such that, in addition to all previous components, it now includes a required, not suggested, peer evaluation component. This policy revision, the 2001 faculty evaluation policy omits all discussion of suggested evaluation activities. Policy, it is assumed, deals with required activities rather than suggestions. The College's current faculty evaluation procedure includes the following required activities:

1. **Student Opinion of Instruction Survey**: A standard opinion survey is administered according to a schedule established by policy (exhibit 4.40, Policy on Faculty Evaluation), with all faculty having at least one course surveyed each year, both full- and part-time. The survey instrument (exhibit 4.42) contains questions about student demographics (year in school, gender, etc.) and questions about a variety of instructional issues. Students are asked if they were kept informed of their grades, if classes were held during scheduled times, if the instructor was available in regular office hours, etc. Additionally, students are asked to write open-ended responses, listing the instructor's strengths and making suggestions for improvement.

2. **Supervisor Evaluation**: According to a schedule established by policy, a supervisor (either the chair or the dean) visits a class session of all faculty members, both full- and part-time. Using a standard form (exhibit 4.44), the supervisor evaluates the instructor's performance. In the next few days following the visit, the supervisor meets with the faculty member to review the evaluation. The faculty member signs the completed form, and it is stored in the supervisor's office.

3. **Self-Evaluation**: Each year, all full-time faculty write a memo to their dean in which they appraise their own strengths and challenges as instructors. This is an opportunity for the individual faculty member to make a formal declaration of his or her ambitions and ask for the dean's support and for institutional resources to address those challenges and ambitions (exhibit 4.45, Faculty Self-Evaluation Samples).

4. **Peer Evaluation**: This part of the policy is new, as of Fall 2001. In it, the individual faculty member identifies two colleagues, one from inside his or her department and one from another department. These colleagues attend one of the faculty member's teaching sessions, fill out an evaluation form, meet with the faculty member, and return a copy of the form to the dean's office, where it is filed.

   Evaluators may sense some unevenness in the ways that faculty evaluation is implemented. Some of the procedures in faculty evaluation must be standardized. Whereas, some faculty receive formally prepared reports of the results of student opinion surveys and the survey forms themselves are returned to faculty for their use, for others, the survey results are never tabulated. Instead, the forms are stored in central offices, and faculty are invited to review the survey forms there.

**Faculty Professional Development**: Dixie State College provides opportunities for faculty to obtain professional development (exhibit P3.09, Policy on Faculty Professional Development) in the form of small grants (up to $1500), which allow faculty to undertake small-scale professional development projects, and sabbatical leaves, which allow faculty to receive up to sixty percent of their annual salary while they engage in long-term professional development activities. Since 1992, the College has spent the
following amounts of funding for professional development (exhibit 4.48, Professional Development expenditures from 1992-April 2001):

<table>
<thead>
<tr>
<th>Year</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>92-93</td>
<td>$33,296.78</td>
</tr>
<tr>
<td>93-94</td>
<td>$31,204.36</td>
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<td>$90,625.08</td>
</tr>
<tr>
<td>2000-2001</td>
<td>$47,693.76</td>
</tr>
</tbody>
</table>

Faculty use these funds for scholarly endeavors, workshops, courses, and advanced degrees. (See exhibit 4.48, Professional Development expenditures from 1992-April 2001, for detailed expenditures.)

Three other major professional development activities, not included as part of the above expenditures, deserve comment here -- the NEH Challenge Grant, the Title III Grant, and the Educational Leave Policy.

**NEH Challenge Grant**: In 1993 Dixie College was awarded a Challenge Grant by the National Endowment for the Humanities. The grant would provide $250,000 in federal funds, if the College raised an additional $750,000 over a four-year period, for a total one-million-dollar endowment. By 1997, the College had succeeded in providing the matching funds, and the professional development grant was put into effect.

The earnings from this million-dollar fund allow faculty to participate in yearly professional development programs. Usually, these professional development activities are week-long seminars with eminent scholars based on humanities topics. Funding pays for the visiting scholar, the curricular materials, and also provides a stipend for faculty participants. Recent seminars have included Terry Tempest Williams, author of environmental literature, teaching about the art of nature writing; Barre Toelken, eminent folklorist and scholar, teaching about folklore; Charles Sheffield, physicist and science fiction author, teaching about literary science fiction; and Jack Horner, paleontologist, teaching about the philosophical relationship of science and religion. In addition to the weeklong seminar, each scholar has presented an evening lecture to the community.

During May of 2002, this fund partially financed a two-week-long faculty seminar in Cambridge, England, and Paris, France along with tours of important British and French cultural sites. Since its approval, this endowment has allowed faculty to participate in incredibly rich and stimulating scholarship and enrichment.

**Title III Grant**: In 1994, the College received a federal Title III grant (exhibit 4.49, Title III Executive Summary, “Strengthening Academic Quality and Student Retention through Technology Restructuring”). This five-year project, funded at 1.7 million dollars, encompassed two primary program activities: first, strengthening the institution by allowing faculty to incorporate technology into their courses, and second, enhancing student retention. Through this grant, the College established the Faculty Assistance Center, a well-equipped technology lab, and hired a full-time technical specialist to assist faculty in their use of technology. Each year, faculty members applied for trainee grants, which provided funding for high-end multimedia desktop computers and peripherals and other equipment appropriate to the proposed project. Also, faculty received "released time" from teaching assignments to work on their projects. Over the course of the grant, 51 faculty members received trainee grants, producing curriculum
support materials and enhancing their instruction. Even after the grant’s completion in 1999, the College has continued to fund the Faculty Assistance Center, and faculty continue technology professional development activities.

**Educational Leave Policy:** In 1998 and 1999 as the College planned its baccalaureate proposals, it faced the economic difficulty of hiring PhD faculty in business administration and computer information technology. One solution was to "grow its own" PhDs in those high-demand areas. However, to do so, the College would have to provide extraordinary incentive for current employees to take an educational leave.

Therefore, the College created and approved the Educational Leave Policy, which provides for paid leaves that are "granted so individuals can attain a degree that is required by Dixie College for accreditation or enhancement of baccalaureate programs." The policy explains that such leaves "would be used infrequently, and would apply only in cases where viable candidates cannot be found through the normal hiring processes" (exhibit P3.12, Policy on Sabbatical and Educational Leave Policy). Unlike the sabbatical, which provides partial salary, this leave provides full salary. To date, this policy has been used once. Professor Keldon Bauer was awarded a three-year leave, finishing his PhD in Business Administration in July 2002.

**Linkage between Professional Development and Faculty Evaluation:** Before the 2001 Faculty Evaluation Policy was approved, there was some linkage between professional development and the results of faculty evaluation. Dixie State's professional development policies are based on the concept that faculty development is self-initiated and self-directed. By policy, faculty submit an annual self-evaluation that identifies the faculty member's ambitions and self-assessed challenges (exhibit 4.45, Faculty Self-Evaluation Samples). In these self-evaluations, faculty members answer the following question: "What can the administration do to help the faculty member meet those challenges or satisfy those ambitions?" This question is especially important, since it allows faculty members to request specific professional development funding or institutional support (exhibit 4.40, Policy on Faculty Evaluation).

**Faculty Promotion, Rank, and Tenure:** With its recent mission change, Dixie State College is reviewing and evaluating its policies and procedures regarding promotion, rank, and tenure. Many community colleges, with strong emphasis on teaching and less emphasis on scholarship and research, eschew the whole notion of rank, opting instead to accord all faculty members the same status. Community colleges in this tradition compensate faculty with a salary schedule that is akin to salary schedules used in public education. Such salary schedules use the faculty member's degree and years of service to establish salary levels. On the other hand, many state colleges and most universities compensate faculty using a system that is based on several variables, such as market demand and compensation, the faculty member's scholarly productivity, and the faculty member's academic rank and tenure.

For decades, Dixie State College has employed a public-school-like salary schedule, and the faculty's rank and tenure have had no influence whatsoever on the faculty member's remuneration. At Dixie State, in policy and practice, the aspect of a faculty member's status and classification that has the greatest effect and relevance is the faculty member's standing as either probationary or non-probationary. However, in keeping with the national culture and precedent of academic institutions, the College also presents two other titular awards, rank and tenure.

**Probationary Status:** While Dixie State College has a tenure policy and procedure (exhibit P3.07, Procedures for Rank and Tenure), faculty at Dixie State have probationary status during their first four years. During this probationary period, in keeping with Utah System of Higher Education policy, faculty contracts may be "non-renewed" or terminated without "cause" -- meaning that the institution may choose not to extend a renewed annual contract, without offering an explanation to the probationary faculty member. In the past decade, following intensive evaluation processes which are described in the faculty evaluation policy (exhibit 4.40) and after good faith efforts to resolve problems, the contracts of three faculty have been "non-renewed" during their probationary period.

At the beginning of their fifth year, faculty are no longer probationary and may not be terminated without "cause." Because faculty status is "non-probatory" at the beginning of the fifth year of employment, many faculty have commented that this amounts to *de facto* tenure, and some faculty never undergo the process of applying for tenure. One senior faculty member commented, "Why should I apply..."
for tenure if it makes no real difference? I'm not paid any more. I don't have any more or any less security. Why should I?" These faculty members make the basic judgment that only their status as non-probationary faculty is relevant and important and that their status as tenured or non-tenured has little real significance.

Rank and Tenure: Despite the fact that rank and tenure have no impact on faculty remuneration, for decades Dixie's faculty have upheld and advanced the system of rank and tenure because of its "honorary" function. As one faculty expressed it, "Academic rank is meaningful to people outside of Dixie State College, indicating something about my status as a professor here." Faculty at Dixie State are classified by four academic ranks -- instructor, assistant professor, associate professor, and professor. Faculty also are either non-tenure track, tenure-track, or tenured.

As Dixie State emerges as a new state college with limited baccalaureate offerings, the institution is re-evaluating its procedures for rank and tenure. In Fall 2001, the Procedures for Academic Rank and Tenure Policy (exhibit P3.07) was revised to require a faculty portfolio to be used when faculty apply for promotion in rank or for tenure. Portfolio materials include such things as transcripts, results of evaluations, examples of scholarship, curriculum and teaching materials, and recommendations. These materials are submitted to a faculty committee, the academic credentials and faculty development committee (exhibit 1.20, Committee Assignments, 2001-2002), which reviews the application materials and forwards a recommendation to the Board of Trustees for final approval.

Impact of Rank and Tenure on Morale: Many anecdotes suggest that morale is positively influenced by promotion in rank and tenure. While certain faculty decide not to apply for rank and tenure, many faculty respond positively to the largely symbolic and honorific categories of rank and tenure. These instructors make the basic judgment that these titles reflect professionalism and credibility. One tenure-track faculty member with the rank of "instructor" recently commented, "If you're seen as an 'instructor,' you're little more than a high school teacher. To have credibility at the college level, you must have a title that includes the word 'professor' and reflects the professional degree you've earned." These faculty members eagerly prepare application materials and undergo procedures to become tenured and advance in rank.

Appraisal

Following is the College’s self-appraisal of faculty strengths and weaknesses, along with faculty-related goals.

Strengths

1. The college employs qualified full-time faculty in support of its educational programs.
2. Faculty play the major role in curriculum planning and have appropriate participation in academic and institutional governance.
3. Faculty participate appropriately in student advising.
4. The faculty evaluation process is well designed and has been consistently implemented for many years.
5. The College promotes faculty professional development, and faculty participate appropriately in an impressive range of activities.
6. The College implements effective faculty security provisions. Faculty salaries are commensurate with regional and national levels, faculty benefits are among the best provided by any institution, and faculty enjoy academic freedom.
7. The College has well designed policies and procedures for ensuring that workload assignments are equitable. While individual faculty members may claim that particular workload arrangements are disproportionate or unequal, the workload agreements are the product of the faculty's design and provide a method of effectively comparing disparate type of instructional activities.

8. Adjunct faculty are qualified for their teaching assignments and integrated into the academic organization. Adjunct faculty are fully informed of campus procedures, policies, and the conditions of their employment.

Weaknesses

1. In some cases, the College's adjunct instructors do not possess sufficient degree qualifications. In particular, the College should recruit and employ adjunct instructors with higher-level qualifications in its communication program.

2. The tie between faculty evaluation and faculty professional development, while specifically addressed in the faculty self-evaluation procedures, has nonetheless been somewhat weak. Before 2001, faculty submitted professional development proposals to the division dean, who would either approve or deny the requests. Because requests appeared individually throughout the year, the requests were judged individually, not in groups. Because professional development requests were not put into priority ranking according to potential impact on the instructor or on the teaching and learning processes, the deans usually approved requests on a first-come-first-served basis. Throughout the past decade, funding for faculty professional development activities has been expended by January or February. In practice, therefore, requests that appeared late in the year were denied, regardless of their merit. The College has had a goal to "develop a comprehensive professional development plan" (exhibit 1.5, Future Projects List), and while significant progress has been achieved, administrators continue to struggle with this problem. On one hand, requiring that all requests be submitted by a specific date allows requests to be prioritized; on the other, such a practice limits the faculty's ability to take advantage of professional development opportunities that appear perhaps unexpected through the year.

3. The College's longstanding community college faculty culture may have to be altered in order to foster high quality baccalaureate programs. As the College implements its recent mission change, it must carefully monitor and promote a professional culture that is appropriate to a state college faculty. The College's faculty must assess the historic emphasis on teaching and lack of emphasis on scholarship and public service. As the College continues to develop a limited number of baccalaureate programs, its faculty recruitment and hiring procedures must give more weight to terminal degrees. The Faculty Senate should continue to develop its role in institutional governance, serving more effectively as the collective voice of the faculty.

4. The Student Opinion of Instruction Survey has two problems: First, it's not well written, and second, it is logistically very difficult to administer and to calculate. The questions on this survey were written in 1996 by a committee that may have been too anxious about potential for administrative misuse of evaluation data, and the questions may be therefore less useful that they might otherwise have been. Also, the survey is difficult to administer. After department secretaries administer the survey in individual sections, the forms are collected and run through a scanner. Results are downloaded into a spreadsheet for calculation. All of this is very cumbersome, time consuming, and work intensive, given the availability of commercially developed surveying instruments such as ParSurvey.
**Projection**

Dixie State’s faculty has changed considerably in the past decade. At the time of the last full-scale accreditation evaluation in 1992, there were 64 full-time contract faculty members, five of whom were coaches. Faculty salaries ranged between $19,654 and $40,105, and the faculty's length of service at the institution, with an average of over fourteen years, was greater than that of any other institution in Utah. Nearly a fifth of the faculty had achieved only the bachelors degree as their most advanced degree. Adjunct instructors provided a comparatively small proportion of instruction; however, the College was wholeheartedly a two-year community college, and emphasis was placed on faculty teaching and public service, as opposed to faculty scholarship and creativity.

Today's faculty at Dixie State have on average fewer years of service at the institution. Faculty salaries range from $31,300 to $58,031 and the median faculty salary is $43,894. Today, only 5 faculty members teaching in applied technology have the bachelors as their highest degree. The faculty salary formula is no longer used as the sole determiner of salary level. The College has placed a higher priority on hiring faculty with doctorates, and the ratio of doctoral prepared faculty is rising. With this greater depth of educational background, today's faculty has greater interest in and preparation for scholarly pursuits.

As Dixie State's upper-division programs mature and a larger proportion of the College's instruction occurs at the upper-division level, the faculty will continue to evolve. Enrollment growth will not subside, and the College will continue to rely heavily on adjunct faculty for a significant proportion of instruction. At the time of Dixie State's next full-scale accreditation evaluation in 2012, the faculty will likely be larger, with some concentration of faculty membership and resources in departments that offer baccalaureate degrees. The faculty salary schedule may be a thing of the past at that time, as the College struggles internally to devise strategies that will allow it to attract select, highly qualified faculty members in support of baccalaureate programs.

**Recent Accomplishments**

1. Throughout the 2000-2001 school year, faculty and academic administrators revised the Policy on Faculty Professional Development (exhibit P3.09), resulting in two important improvements. First, the tie between faculty evaluation and faculty professional development was strengthened. When professional development proposals are submitted, they are to be appraised and awarded according to a list of prioritized outcomes. The highest priority is given to requests that include "activities targeting evaluated deficiencies." Second, the policy corrects a shortcoming of the procedures for awarding faculty professional development. Throughout recent decades faculty professional development proposals were evaluated one at a time, without weighing individual requests in the context of all other requests. This practice resulted in "first-come-first-served" awards, and proposals that arrived late in the academic year were denied because of lack of funds, regardless of the merit of the proposals. In 2001, the procedure was revised so that proposals could be set in priority. Three decision dates were established (September 1, December 1, and March 1), and professional development requests are now weighed against one another and set into priority ranking.

**Short-Term Goals [1-2 years]**

1. Rewrite the Student Opinion of Instruction Survey and find a less cumbersome method for both administering the survey and tabulating the data.
2. More closely tie the results of faculty evaluation to faculty professional development efforts.
3. More formally define and adopt the Faculty Senate's role in the institutional governance system. Including the Faculty Senate's Constitution and By-Laws in the College Policy Manual will formalize the Senate's role in discussing issues and negotiating agreements.

4. Standardize faculty evaluation procedures such that the results of student opinion surveys are processed in standard ways and faculty in all academic units receive similar reports.

**Long-Term Goals [3-10 years]**

1. Emphasize degree qualifications in the hire of both full- and part-time faculty. Continue to increase the ratio of full-time faculty with doctoral degrees. In non-applied, general education and transfer programs, continue to increase the ratio of adjunct faculty with at least the masters degree in the discipline.

2. Establish wise and effective procedures for setting faculty salaries so that high-demand faculty can be recruited and retained. Whether the faculty salary schedule is maintained, abandoned in favor of individual salary negotiation, or modified in some way, the College must establish faculty salary policy and procedure that leads to harmony and promotes the institution's overall well-being.
Leslie Carter first attended Dixie College in 1967-68, soon after graduating from Dixie High School. After being bucked off of a horse, suffering a crushed kidney, however, she was forced out of school for three weeks and ultimately for the term, and her days as a Dixie College student came to a close.

Now, nearly 35 years later at the age of 54, she’s back in the saddle at Dixie to finish what she started. A recent divorce and the responsibility to support herself and her two daughters have brought Leslie back to Dixie State College to upgrade her skills.

A lot has happened since she was last here, not only to Leslie, but to the College. Yet, to her, in a lot of ways it’s still the same school that she left.

“Dixie, in ways that I think really count, hasn’t changed that much,” she said. “It’s small enough that you can know everybody in your class and have a one-on-one relationship with your teachers. That’s the way it was before, and it still is that way. Dixie is still Dixie. There’s still that ‘Dixie Spirit.’ Whatever you want to call it, this is a neat place.”

Now in her second semester as a returning student, Leslie plans to apply to DSC’s nationally ranked dental hygiene program in 2003. In her first semester back, after a 30-year hiatus from college, she achieved a 3.7 GPA while taking 17 credits – no small feat considering much of that coursework consisted of prerequisites for the dental hygiene program.

“I am just amazed that I could do it,” she says. “My whole experience as a returning student has been very positive. Not only am I able to communicate better with teachers than I did as an 18-year-old, but the students treat me in many cases like one of them and it makes it really enjoyable. I’m having a good time.”

Both daughters currently living at home attend Dixie High School, so there’s plenty of homework to go around among the three of them. And now she’s finding herself asking them for help instead of the other way around.

“My girls help me with my algebra, and it’s been very fun because they know almost as much as I do. As I’m doing my homework I’ll say, ‘Okay you guys -- what do I do here?’ They just roll their eyes and say ‘Oh mom!’”
Chapter Five:

Library and Information Resources

Purpose and Overview

This chapter is comprised of seven sections: 1) the library's purpose and mission, 2) support of upper-division programs, 3) information resources and services, 4) facilities and access, 5) personnel and management, 6) planning and evaluation, including a list of strengths and weaknesses, and finally 7) short- and long-term goals.

The Library's Purpose and Mission: The Val A. Browning Library and the Division of Computer and Information Technology work together to provide Dixie State's students with the information resources they need. The library mission articulates with the institutional mission to "[help] students achieve their academic, career, and life goals." The library's mission affirms that "while enrolled at Dixie State College of Utah, students will have access to library collections, services, facilities and instruction that facilitates the accomplishment of their academic, career and life goals" (exhibit 5.1, Library Mission Statement). The library maintains collections that provide sufficient and well-balanced support for the college's educational offerings. Each year, the library produces an annual report that includes statistical summaries and departmental reports (exhibit 5.3, Annual Report 2000-2001, Val A. Browning Library).

The combined library holdings and electronic information resources are adequate to support the educational mission of Dixie State College. The College has devised an organization that facilitates library and information resource effectiveness and harmonizes academic and technological functions. The library is administered in the Division of Information Services, which reports to two vice presidents: The vice president of Academic Services administers academic issues, and the vice president of College Services administers technology issues such as digital infrastructure, servers, and webs. Under this arrangement, new technology complements hard-copy holdings, with reference CDs, video and music collections, microform and online databases. The library functions in harmony with computer and information technology, ensuring support for the library's computers, networks, technology infrastructure, and online access to electronic information resources.

The library is staffed by qualified librarians. In January 2002 the director of the library left the College to take employment at an in-state university library. Thus, at the time of this writing, the library director position is being filled. In general, there are three levels of library staff: 1) Librarian, 2) Library Assistant II, and 3) Library Assistant III. Persons at each level have appropriate assignments and credentials.
Support of Upper-Division Programs: The Val A. Browning Library has evolved, and will continue to do so. The library that evaluators visit today differs radically from the Dixie College library of a decade ago -- in facility, services, and collections. In 1992, at the time of the last full-scale accreditation evaluation, the College was poised to begin construction that would more than double the size of the library building. Completed the following year, this renovation resulted in important technological and architectural improvements, enhancing the traffic flow, storage capacity, and general comfort of the building. In 1992, the library's holdings included just over fifty thousand books. Today, the library's collection includes more than eighty thousand volumes. The library's recent history is marked by continuous maturation and sustained development.

Looking forward, the College clearly sees the library's future course. Library staff have articulated what they consider to be the most important enhancements that a state college library must implement as it evolves (exhibit 5.5, Library Upgrades for Baccalaureate Programs), and the College is developing a quality state college library in pace with the College's baccalaureate curriculum development and enrollment. The College's Budget Plans in Support of Baccalaureate Programs (exhibit 7.65) show a large initial allocation for library acquisitions in 2000-2001, with substantial ongoing allocations. Among the most important enhancements the College anticipates are these:

1. A state college library has a collection that supports the state college mission and educational offerings, with materials to support all of the lower-division educational programs offered by the community college, but also with materials to support a limited number of upper-division educational programs. Select discipline-specific collections provide students in-depth materials needed for advanced study. Upper-division materials contain comprehensive treatments of subjects
and often address the research interests of the faculty. These materials are often interdisciplinary. More scholarly print periodicals or access to full-text, subject-specific databases are acquired to support the curriculum, faculty and student needs for information.

2. **A state college library has a "base collection" of greater depth**, containing all the materials in the community college's base collection, but including more "depth" throughout the entire range of its base collection.

3. **A state college library employs library personnel with particular areas of expertise.** In addition to advanced degrees in library science, some of the librarians at four-year state colleges should hold a bachelor's degree or a second master's degree in a discipline that supports library development. State college librarians are accorded faculty status. Again, depending on the stage of the institution's development, librarians may be required to undertake scholarly activity, publication, and service for promotion and tenure, or the library may have its own internal promotion system or set of requirements. Librarians at four-year colleges with faculty status become members of the faculty senate or other governance structure and serve the college on committees, task forces, councils, etc. Participation in library and scholarly organizations is expected.

4. **A state college library provides library skills instruction appropriate to upper-division students.** Instruction in a four-year state college is much more discipline focused and driven. It builds upon prior learning and encompasses utilization of library and information resources in a subject discipline and information literacy skills, which include 1) determining the extent of information needed, 2) accessing the needed information effectively and efficiently, 3) critically evaluating the information and its sources, 4) incorporating selected information into one's own knowledge base, 5), using information effectively to accomplish a specific purpose, 6) understanding the economic, legal and social issues surrounding the use of information, so that the information is used in an ethical and legal way.

As the College implements a mission change to add baccalaureate programs, the library continues to grow in support of educational offerings in pace with institutional growth and program development. The library is at an appropriate stage of maturity, and evaluators will see that the College is putting into action appropriate plans for library development in response to the College's mission change (exhibit 5.2, *Library Strategic Plan, October 2001*). During the 2000-2001 school year, for example, the College added hundreds of titles of print and electronic information media in support of the two baccalaureate programs that had been approved at that time (exhibit 2.140, *Report to Regents on First Year of B.S. Degrees, September 2001*, pages 5 - 6, and exhibit 5.4, *Materials Added for Baccalaureate Degrees, 2000-2001*). As the elementary education and other baccalaureate degrees are approved, similar purchases are made in their support.

Dr. Verl Anderson, a faculty member of Dixie State's Business Department, served for many years as director of Eastern Oregon University's library. As the business and CIT baccalaureate degrees were beginning, Dr. Anderson wrote an analysis of Dixie's current holdings in support of the business degree -- an analysis that has served to define Dixie's current acquisition strategy (exhibit 5.31, Anderson's *October 2000 Review of Library Holdings in Support of Business*).

Like library resources, information technology at Dixie State is provided in support of the institutional mission, at a level appropriate to the College's educational offerings. Rather than just staying current with technological advances, Dixie State has been a leader in information technology. Since the beginning of the computer revolution, Dixie has made major budget commitments that have resulted in a robust institutional computer system. Beginning in the 70's, the College began developing its administrative mainframe, and in the 80's, it began purchasing individual PCs. During the 90's, College faculty began introducing multimedia in classroom presentations, and more than fifty individual faculty members received professional development funding and equipment through a Title III grant (see page 206, "Faculty Professional Development" in chapter four). By 1995, the great majority of faculty and staff offices had been connected to the Internet with at least a T-1 line. In 1998, the College received ownership of a large convention center facility of more than 19,000 square feet, and the College converted it into a state-of-the-art computer center with a full array of leading edge hardware and applications.
Today, the Information Services Division (exhibit 6.12, CIT Structure) develops and maintains networks, servers, mainframes, and hundreds of individual desktop computers. An information technology master plan describes both the history and makes recommendations for the future of technology at Dixie State. A major section of this master plan describes current and future trends in information technology that impacts library services and sets forth the College’s plans for providing that technology (exhibit 6.11, Information Technology Master Plan 2001, exhibit 6.13, Previous Information Technology Plans, and exhibit 6.14, Thirty Years of Technology).

Information Resources and Services: The library serves many patrons. In a typical week, the library is open 82 hours, with a gate count of more than five thousand persons, and an average of 141 reference transactions. The core collection includes approximately 89,358 volumes (73,407 paper titles), 34,386 microform units, 344 current serial subscriptions, and 13,411 audiovisual materials units (exhibit 5.7, IPEDS Data from FY2000 Library Survey). Also, the library is continually evolving in response to institutional change, with hundreds and perhaps thousands of acquisitions each year (exhibit 5.3, Annual Report 2000-2001, Val A. Browning Library, page 5, "Statistical Summary").

The library makes its electronic databases available across campus and off campus, through its proxy server. The library's electronic indexes, reference tools, and electronic full-text periodicals are available within the library and from elsewhere on campus, to any computer with a Dixie State domain name. The proxy server allows non-Dixie domain connections to be configured to allow faculty, staff, and students access to resources from any workstation in any location (exhibit 5.16, Library Proxy Server Instructions). Library personnel provide instruction on use of Internet resources.

During fiscal 2000, through Interlibrary Loan, the library provided other libraries 395 returnable titles, and 9 non-returnable titles, and received 131 returnable and 2 non-returnable titles from other libraries (exhibit 5.7, IPEDS Data from FY2000 Library Survey). Depending on the location of the titles requested, patrons may receive their information as quickly as one week. Even if requested materials must be brought from out of state, patrons never wait more than two weeks. Also, the Utah Article Delivery (UTAD) service allows patrons to request materials from any electronic service, through a self-service Internet form. Articles are sent to FAX machines and delivered to the user within two days.

The library facility provides study spaces, group study rooms, audio-visual listening rooms, meeting rooms, three photocopiers for public use, and eleven catalog database terminals in various locations. The library includes a special collections and archives room containing many historic and rare documents. These archives are staffed, in part, by senior citizen volunteers, who serve as receptionists for scholars and the public. The library also houses many curriculum materials that the state office of education sends in support of public schools. These materials, along with an extensive juvenile literature and audiovisual collection, are made available to local teachers and education students.

In a typical year, library staff provide nearly 150 formal presentations intended to make students and patrons independent and skilled users of information resources. Much of this instruction is conducted in a state-of-the-art "smart classroom," equipped with twenty-three individual workstations and advanced multimedia presentation hardware and software, allowing library staff to deliver multimedia library skills instruction and provide student hands-on experience in electronic bibliographic sources. Through the library's Internet home page, faculty are allowed to schedule library instruction modules at their convenience (exhibit 5.9, Sample Library Instruction Lab Schedule, August-September 2001).

Sufficiency: As of Fall 2001 Dixie State's library contains 83,160 paper volumes, comprising 67,245 titles. The College maintains 343 current periodical subscriptions in paper and microform (including government documents), and the library includes 12,321 audiovisual titles (exhibit 5.7, IPEDS Data from FY2000 Library Survey). These statistics compare well to national averages for two-year institutions. The Association of College and Research Libraries (ACRL) reports the following data from its 1999 library survey. Note that the library's total volumes and number of audio-visual titles is well above the median and mean of surveyed libraries, and while the library's number of current serials is above the median, it is below the mean:

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**SUMMARY DATA -- COLLECTIONS**

Chapter Five – Library and Information Resources, Page 217
INSTITUTIONS GRANTING ASSOCIATES OF ARTS DEGREES*

<table>
<thead>
<tr>
<th></th>
<th>High</th>
<th>Mean</th>
<th>Median</th>
<th>Low</th>
<th>Libraries Reporting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Volumes in Library</td>
<td>160,404</td>
<td>51,843</td>
<td>45,154</td>
<td>1,944</td>
<td>312</td>
</tr>
<tr>
<td>[Dixie State's Volumes in Library: 83,160]</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Current Serials Total</td>
<td>7,130</td>
<td>487</td>
<td>307</td>
<td>5</td>
<td>308</td>
</tr>
<tr>
<td>[Dixie State's Current Serials Total: 343]</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Microform Units</td>
<td>251,449</td>
<td>31,800</td>
<td>9,665</td>
<td>0</td>
<td>279</td>
</tr>
<tr>
<td>Government Documents</td>
<td>35,000</td>
<td>577</td>
<td>0</td>
<td>0</td>
<td>184</td>
</tr>
<tr>
<td>Audio Materials</td>
<td>7,810</td>
<td>1,042</td>
<td>470</td>
<td>0</td>
<td>262</td>
</tr>
<tr>
<td>Film and Video</td>
<td>8,752</td>
<td>1,863</td>
<td>1,350</td>
<td>0</td>
<td>289</td>
</tr>
<tr>
<td>[Dixie State's Total Audio-visual titles: 12,321]</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

(Exhibit 5.10, ACRL 1999 Summary Statistics, also available at http://fisher.lib.virginia.edu/acrl/.)

The library's holdings do not yet approach national averages for baccalaureate institutions, and in coming years as upper-division curriculum grows, the library will make substantial acquisitions. Especially, these data suggest that the College make substantial progress in the number of current serials:

<table>
<thead>
<tr>
<th></th>
<th>High</th>
<th>Mean</th>
<th>Median</th>
<th>Low</th>
<th>Libraries Reporting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Volumes in Library</td>
<td>615,940</td>
<td>160,214</td>
<td>123,481</td>
<td>5,848</td>
<td>318</td>
</tr>
<tr>
<td>Current Serials Total</td>
<td>10,578</td>
<td>997</td>
<td>650</td>
<td>11</td>
<td>313</td>
</tr>
<tr>
<td>Microform Units</td>
<td>576,857</td>
<td>96,994</td>
<td>35,291</td>
<td>0</td>
<td>302</td>
</tr>
<tr>
<td>Government Documents</td>
<td>335,166</td>
<td>30,917</td>
<td>0</td>
<td>0</td>
<td>212</td>
</tr>
<tr>
<td>Audio Materials</td>
<td>20,328</td>
<td>3,067</td>
<td>1,699</td>
<td>0</td>
<td>266</td>
</tr>
<tr>
<td>Film and Video</td>
<td>9,902</td>
<td>1,786</td>
<td>1,162</td>
<td>0</td>
<td>293</td>
</tr>
</tbody>
</table>

(Exhibit 5.10, ACRL 1999 Summary Statistics, also available at http://fisher.lib.virginia.edu/acrl/.)

To evaluate the library's holdings, in Fall 2001 all academic programs completed a formal appraisal of how well their curriculum is supported (exhibit 5.11, Academic Program Library Evaluation Instrument). In addition to rating library holdings that supported their curriculum, program faculty suggested priorities for acquisitions, recommended titles for weeding, and gave general advice about library services (exhibit 5.12, Academic Program Library Evaluation Results). An analysis of this and other evaluative efforts is included below; however, it is clear that some curricular areas are better supported than others, as the chart below illustrates, and the library's acquisition strategy will address these imbalances.
Note that a report of Library Data Ratios (expenditures per FTE, circulations per FTE, collections per FTE, etc.) is available, as exhibit 5.17.

Currency: The College periodically "culls" library materials that are obsolete and inaccurate. The following shows the currency of materials in the library as of March 2001:

<table>
<thead>
<tr>
<th>Academic Discipline</th>
<th>0-1 yr.</th>
<th>2-5 yrs.</th>
<th>6-10 yrs.</th>
<th>11-20 yrs.</th>
<th>21+ yrs.</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business</td>
<td>133</td>
<td>749</td>
<td>1055</td>
<td>900</td>
<td>1080</td>
<td>3917</td>
</tr>
<tr>
<td>FCS</td>
<td>740</td>
<td>1050</td>
<td>879</td>
<td>979</td>
<td>1068</td>
<td>4716</td>
</tr>
<tr>
<td>Fine Arts</td>
<td>86</td>
<td>657</td>
<td>901</td>
<td>1194</td>
<td>2560</td>
<td>5398</td>
</tr>
<tr>
<td>Health Sci.</td>
<td>63</td>
<td>621</td>
<td>670</td>
<td>711</td>
<td>697</td>
<td>2762</td>
</tr>
<tr>
<td>Info Tech</td>
<td>44</td>
<td>245</td>
<td>341</td>
<td>84</td>
<td>8</td>
<td>722</td>
</tr>
<tr>
<td>Science</td>
<td>149</td>
<td>1190</td>
<td>918</td>
<td>1226</td>
<td>3816</td>
<td>7299</td>
</tr>
<tr>
<td>Tech</td>
<td>10</td>
<td>99</td>
<td>57</td>
<td>77</td>
<td>260</td>
<td>503</td>
</tr>
<tr>
<td>Hum. &amp; Soc. Sci.</td>
<td>397</td>
<td>4689</td>
<td>7880</td>
<td>10063</td>
<td>25169</td>
<td>48198</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>1622</strong></td>
<td><strong>9300</strong></td>
<td><strong>12701</strong></td>
<td><strong>15234</strong></td>
<td><strong>34658</strong></td>
<td><strong>73515</strong></td>
</tr>
</tbody>
</table>
Organization of Materials: The library and associated information resources are developed to support the curriculum of the College. Historically, materials were organized under the Dewey Decimal system, and the library has undertaken a ten-year project to convert to the Library of Congress system. While much work remains to be done to reclassify materials, reference materials have been reclassified. Currently, Dewey Decimal materials are housed on the top-most of three floors, and Library of Congress materials are housed on the ground floor. Periodicals and a computer lab are housed in the basement floor. The ground floor also houses the reference materials, circulation desk, reserve library, audio-visual materials, meeting rooms, the electronic classroom, and the current periodicals reading area.

The primary access tool for library resources is the catalog database, which has gone through three evolutionary stages in the past decade. When evaluators made the 1992 full-scale evaluation, the catalog was a Dynix database running on a DEC mainframe using the Unix operating system, with coaxial cables and dumb terminals. In 1995, the library migrated to the Horizon system, which uses a non-windows graphical user interface that accesses the database through the Internet, providing great functionality improvement over the previous Dynix system. In 2001, the library migrated to Sunrise, the next generation of Horizon. Sunrise now uses the Windows interface with all Windows conventions and functions. Each upgrade has greatly improved the ease and utility of the catalog database and enhanced the general access of library materials.

From any web browser, patrons access the library's home page at http://library.dixie.edu/library/ (exhibit 5.18) and are offered access to a variety of services — catalog searches, library instruction, Internet resources, and access to article databases.

Library Instruction: To help students, faculty, and staff become skilled, independent users of library and information technology resources, the College provides a range of library skills instruction. The most basic ongoing library instruction occurs, of course, at the Reference Desk, where library staff answer individual questions, giving extensive one-on-one instruction in such things as procedures for searches in online databases and the use of complicated bibliographic resources. Additionally, each semester all faculty are invited to bring students to the library for skills instruction that is specifically tailored to the discipline. All sections of composition, from developmental through upper-division, include skills instruction, and other discipline faculty -- notably in allied health, office administration, and communication -- bring students for skills instruction. Library staff have developed an effective online schedule for session signup (exhibit 5.9, Sample Library Instruction Lab Schedule, August-September 2001), and library facilities house a technologically advanced skills instruction classroom, complete with twenty-three individual computer workstations and advanced multimedia presentation hardware. In this library instruction classroom, students receive hands-on training that allows them efficiently to access print and electronic resources. Students who want more formal and extensive library skills instruction may access two self-paced, credit-bearing courses, ASC 1010, Introduction to Information Retrieval; and COMP 1220, Internet Navigator. This latter course is based on ACRL Information Literacy Competency Standards for Higher Education (available at www.ala.org/acrl/ilcomstan.html) and is offered on campuses throughout Utah by the Utah Academic Library Consortium.

Students express a high level of satisfaction with library skills instruction. For seven years, the College has given graduating sophomores a satisfaction survey, in which the following question appears: “34. A goal of general education is to help students be able to use the library. How well did Dixie State College’s general education accomplish this goal? A) very ineffective, B) somewhat ineffective, C) somewhat effective, D) very effective.”

The data indicate that in students' general opinion library instruction is quite positive:
**Policies and Faculty/Student Involvement in Collection Development:** The library has a full complement of policies, some external (intended for students, faculty, and the campus community) and others internal (intended for library staff). The institutional policy manual includes policies governing hours of operation, checkout privileges, interlibrary loan, collections development, and offenses against the library (exhibit P5.31 Library Policy). Additionally, the library's internal policy manual describes in great detail guidelines and procedures for library operations (exhibit 5.20, Internal Library Policies and Procedures Manual). These policy documents include the regulations and procedures for management of information resources, for setting priorities and for distributing decision-making among library staff, faculty, and students.

Great effort is made to involve faculty in library planning. The institutional library policy sets priorities in collection development as follows: 1) Requests form faculty to build support materials for the curriculum, 2) Standard sources in subject areas and reference materials . . . etc. (exhibit P5.31 Library Policy). The institution's library committee is made up of library staff, faculty members, and students. This committee has the following formal charge: "To make recommendations to college departments
regarding the library collection; to make recommendations regarding the expenditures for and use of the Browning Endowment funds” (exhibit 1.22, Charges to Committees for 2001-2002).

Complementing the Library Policy and the library committee, many procedures ensure that the library collections are developed in harmony with curriculum offerings. One member of the library staff is assigned as liaison to each academic department, and this liaison meets with the departments annually to discuss curriculum needs and collection development issues (exhibit 5.21). In its budget, the library assigns each academic department a portion of the collections funding, which is used at the department's discretion for purchase of information resources in support of the department's curriculum offerings. As the library purchases new materials, it sends lists of new titles to the departments to inform them of acquisitions and to seek faculty input in collections development. The curriculum approval form includes a question requiring faculty to analyze the adequacy of current holdings to support the proposed curriculum change: "Are library resources adequate to support this change? Yes__ No__ If not, how are those resources to be acquired?" (exhibit 2.23, Course Change Form). An active library committee, including broad faculty representation, meets to discuss collections development and other policy issues.

Students give input in library planning through participation on the library committee, materials requests, and a suggestion box (exhibit 5.22, Sample Student Suggestions for Library).

**Consortium Agreements**: Dixie State's Val A. Browning Library is a member of the Utah Academic Library Consortium (UALC). Through a nominal membership fee and annual operating budget payment, the College is able to extend access to information resources beyond the boundaries of its on-campus holdings. Because of this consortium agreement, library patrons are able to access a range of online databases, full-text services, and search services that would be otherwise too expensive for Dixie State's library. The UALC Use Statistics for 2000 (exhibit 5.23) show that Dixie's patrons are heavy users of services such as Academic Search Elite (EBSCO), SIRS, MEDLINE, and ABI Inform (Proquest). Additionally, the UALC allows patrons access to the Utah Article Delivery (UTAD) service, which will provide a fax copy of a journal article found in any Utah academic library within two working days. Through UALC, any student or faculty with a current ID card at any consortium institution enjoys reciprocal borrowing rights at all of the other academic libraries in the system, so that Dixie State's students who happen to travel to the University of Utah Library, for example, may access library service by using their Dixie State activity card.

**Computer Technology and Information Resources**: The library, like many other campus units, relies heavily on the College's technology infrastructure, which is administered through a major campus division, Information Services. The administrative portion of this division includes the following units: 1) The Administrative Computing Center, with the campus databases (student, budget, human resource databases), 2) telecommunications, including the campus telephone system; 3) the campus networks, including Internet and email systems; 3) the Faculty Assistance Center, a state-of-the-art multimedia and instructional media development center, 4) the Smith Computer Center, a large computer lab with hundreds of individual PC's and workstations; and 5) the Community Education Channel, a public-access channel funded largely through an inter-local trust, but located on Dixie State's campus. The instructional portion of this division oversees the library. The division has developed an extensive Information Technology Master Plan 2001 (exhibit 6.11), a living document which evolves in response to ongoing advances and opportunities.

Providing electronic information resources is a part of this master plan. Computers have decentralized information retrieval, such that libraries are no longer the only place to conduct secondary research, and students no longer confine their research to information available within library facilities. Dixie State makes information resources widely accessible from individual workstations that may be located anywhere in the world, effectively extending the boundaries of information available. Through the library's proxy server, patrons are able to set their browsers to access the many online databases (exhibit 5.16, Library Proxy Server Instructions). Once patrons have configured their browser software, they may access many online resources (exhibit 5.24, Alphabetical Listing of Library Electronic Databases). The College makes most of these resources available through an agreement with the Utah Academic Libraries Consortium (UALC), which provides an array of electronic resources and services (exhibit 5.25, Utah Academic Library Consortium Services).
An important part of library instruction is teaching students to be discriminating users of electronic information. The explosion of information on the Internet brings students quantities of information, some of which is of questionable value. To function as a clearinghouse of reliable information, the library has established a link on the library home page to "Selected Internet Resources" arranged by subject. This service informs patrons about the quality of online resources, pointing them to information that has been reviewed and recommended by academic authorities.

The library makes available top-quality computer technology, which patrons use to access information, including an electronic classroom for library instruction (21 workstations) and a computer lab (36 workstations). Some time ago, the College decided to centralize computer labs, and when the Smith Computer Center opened (nearly 20,000 square feet), there was a suggestion that the library's computer lab be closed. However, because of its location, the library computer lab allows student writers to take reference materials and periodicals with them as they write research papers. Also, the location allows library staff to assist students in their electronic searches. Therefore, the computer lab remains in the library, where it is a popular, useful, and effective venue for information retrieval.

**Facilities and Access:** The Val A. Browning Library facilities are adequate for library and information resources and personnel, and these resources are made readily available to Dixie State's students, faculty, and other clientele, both on and off-campus. The library building, originally built in 1966 with 23,776 square feet, was renovated and expanded in 1993, more than doubling its size, with 47,055 square feet. The current library building is well designed, comfortable, adequate in size, and disabled-accessible. This facility provides study space for individuals and groups (with ten group study rooms, carrel seating for 20, and general public seating for 358), workstations for use with electronic resources, and PCs in a computer lab. In Fall 2001, these accommodations constituted one study seat for 11.22 FTE students and one computer workstation for 70.47 students. When workstations in the Smith Computer Center are included in the calculation, the ratio was one computer workstation for every 13.08 students.

**Access:** The library strives to make its material readily available in appropriate ways, circulating loans items to all Dixie State students, faculty, staff, and community patrons who present their DSC identification or library cards. Students are the library's first priority, and policies are established to ensure their access to materials. The period of the circulation varies according to the borrower type, and to ensure availability, some of the library's materials (reference books, periodicals, microforms, special collections or archival materials, etc.) are not loaned and do not circulate. Faculty may put library items or their own materials on reserve so that these may be shared or a limited period of time, enhancing their availability. Policies regarding circulation are posted at the circulation desk, along with policies regarding fines and charges for vandalism or theft.

Access to electronic resources from both on- and off-campus locations is available through a proxy server. The online catalog is available to any patron who has an Internet connection. The number of electronic databases and full-text resources has grown dramatically in recent years (exhibit 5.24, *Alphabetical Listing of Library Electronic Databases*).

**Consortium Agreement:** To extend access to high quality materials, the library has entered into formal, documented agreement with the Utah Academic Library Consortium, which provides a variety of services and electronic information resources. This cooperative relationship is intended to complement and enhance, rather than substitute for, the library's own adequate and accessible core collection and services (exhibit 5.26, *UALC Constitution*). A related consortium agreement allows students to access the collections of academic libraries located throughout Utah, using their Dixie State College identification or library card (exhibit 5.27, *Reciprocal Borrowing Agreement*). Included in this agreement is a useful interlibrary loan and document delivery system to fulfill patrons' needs.

**Technology and Equipment:** The library provides technology and equipment that is sufficient for student success in Dixie's educational programs. The electronic catalog database is accessed through eleven terminals -- eight on the library's main floor, and three distributed on other floors and in the stacks. Patrons have access to three photocopiers, two microform reader/printers, and a variety of audiovisual equipment, which is used in the library's dedicated listening and viewing rooms. A fall 2001 inventory shows that, of the a total of 416 computers for student use College-wide, 91 are located in the library (exhibit 6.15, *Computers for Student Use, Fall 2001*)
**Distance Education:** The College's distance education offerings have been relatively small in scope and enrollment, especially compared to distance offerings at other Utah System of Higher Education institutions, with less than one-half of one percent of instruction being technologically delivered (exhibit 2.253, *Technology Delivered Instruction in USHE*) and just over four percent being delivered through live instruction at distant sites (exhibit 2.21, *Student Demographics, Off-Campus Headcount and FTE* - Fall 2001). The recent development of the course offerings in Hurricane (at eighteen miles distance) and Kanab (at seventy-five miles distance from the central campus) has required that the College implement plans for providing library and information resources at those sites, as well as at other sites where courses may be offered in the future. Students who study at a distance from the main campus have access to a variety of electronic tools, including a distance librarian, the online catalog, online reference sources, periodical indexes and select full-text services, an article delivery service, and an online library instruction module (exhibit 5.30, *Distance Education Library Procedures*). Also, working together, the library staff and the continuing education staff have developed procedures and policies that provide for the effective implementation of distant library procedures (exhibit 5.28, *Library Services for Distant Learners, Policies and Procedures*).

**Personnel and Management:** The Val A. Browning Library employs 4 full-time professional librarians, as well as 5.17 FTE paid staff and 2.66 FTE student assistants, for a total full-time equivalent staff of 11.83 (exhibit 5.7, *IPEDS Data from FY2000 Library Survey*). This level of staffing is sufficient in number to support the large number of lower-division, as well as the small number of upper-division educational programs. The number of library staff is roughly the national average for two-year institutions, as the following data illustrates (from the Association of Research and College Libraries [ARCL] 1999 survey):

<table>
<thead>
<tr>
<th>SUMMARY DATA -- PERSONNEL AND PUBLIC SERVICES</th>
<th>INSTITUTIONS GRANTING ASSOCIATES OF ARTS DEGREES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional Staff (FTE)</td>
<td>High</td>
</tr>
<tr>
<td></td>
<td>14</td>
</tr>
<tr>
<td>Support Staff (FTE)</td>
<td>20</td>
</tr>
<tr>
<td>Student Assistants (FTE)</td>
<td>17</td>
</tr>
<tr>
<td><strong>Total Staff (FTE)</strong></td>
<td><strong>43</strong></td>
</tr>
</tbody>
</table>

[Dixie State's Total Staff: 11.83]

(Exhibit 5.33, ACRL 1999 Summary Statistics, also available at [http://fisher.lib.virginia.edu/acrl/](http://fisher.lib.virginia.edu/acrl/).

The level of staffing in Dixie State's library falls somewhat short of the national average level of staffing at baccalaureate institutions, as the following data suggest:

<table>
<thead>
<tr>
<th>SUMMARY DATA -- PERSONNEL AND PUBLIC SERVICES</th>
<th>INSTITUTIONS GRANTING BACHILLERS OF ARTS DEGREES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional Staff (FTE)</td>
<td>High</td>
</tr>
<tr>
<td></td>
<td>15</td>
</tr>
<tr>
<td>Support Staff (FTE)</td>
<td>26</td>
</tr>
<tr>
<td>Student Assistants (FTE)</td>
<td>33</td>
</tr>
<tr>
<td><strong>Total Staff (FTE)</strong></td>
<td><strong>66</strong></td>
</tr>
</tbody>
</table>

(Exhibit 5.33, ACRL 1999 Summary Statistics, also available at [http://fisher.lib.virginia.edu/acrl/](http://fisher.lib.virginia.edu/acrl/).

As Dixie State's curriculum develops, its library staff will grow. When the College seeks approval for additional baccalaureate degrees, it includes library staff in its budget proposals. According to the College's upper division program budget proposals (exhibit 7.65, *Budget Plans in Support of Baccalaureate Programs*), the College plans to hire additional library staff in 2002 and 2003.
The library’s staff includes qualified professional and technical staff, with required specific competencies and clearly defined responsibilities (exhibit 5.34, Library Staff Resumes). The following table shows the librarians' academic credentials and areas of responsibility:

<table>
<thead>
<tr>
<th>Name</th>
<th>Institution, Year</th>
<th>Degree(s)</th>
<th>Field(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>David Zielke</td>
<td>BYU, 1990</td>
<td>MLIS -- Accounting, 1988</td>
<td>Cataloging and Reference</td>
</tr>
<tr>
<td>Bonnie Percival</td>
<td>BYU, 1987</td>
<td>MLS -- Anthropology, 1985</td>
<td>Cataloging, Special Collections/ Archives and Reference</td>
</tr>
<tr>
<td>Rob Snyder</td>
<td>USU, 1980</td>
<td>BS -- Natural Resources</td>
<td>System Administrator</td>
</tr>
<tr>
<td>Martha Talman</td>
<td>Emporia, 2002</td>
<td>MLS -- American Studies, 1979</td>
<td>Instructional Outreach</td>
</tr>
</tbody>
</table>


Dixie State College provides opportunities for professional growth for library and information resources staff. Library operation budgets and the Browning Endowment Account provide funding that allows all professional librarians to attend at least one major library conference or workshop each year. In recent years, at least one librarian or library staff member (and often more) have attended workshops and conferences such as the Utah Academic Libraries Consortium professional development workshop, the Utah Library Association's Fall workshops, the Horizon/Sunrise (catalog database) User Group Conference, and the Bibliographic Research Center's annual workshops in Colorado. Although librarians frequently receive training aimed at maintaining general competence in library science and developing library-related computer skills, professional development training is concentrated on the individual librarian's area of responsibility (see above). The library staff has an ongoing commitment to keeping their skills and knowledge current and obtaining the most up to date expertise to improve the library.

As the library grows in support of upper-division educational programs, the library staff will also evolve. In particular, two important issues must be addressed -- secondary academic degrees and faculty status. In many baccalaureate-institution libraries, professional librarians also have particular second academic degrees. For example, Dr. Verl Anderson, a faculty member in Dixie's Business Department, was the director of Eastern Oregon University's library for many years, and his academic degrees in business allowed him to serve as an important resource for library patrons in business disciplines. Dixie's hiring strategy must be such that it engages librarians with academic backgrounds that support the institution's baccalaureate degrees. The librarians must be knowledgeable in appropriate degree disciplines and understand the discipline's research processes and assumptions, in order to assist students and faculty in their research and aid in acquisitions.

Currently, professional librarians at Dixie State College do not have faculty status. At many baccalaureate institutions, librarians are tenure track, serve on academic committees, and participate in institutional governance in the same venues and with the same procedures as full-time faculty. As the upper-division curriculum develops at Dixie State, the College will consider the issue of faculty status for
professional librarians, taking into account the institution's expectations for them, their evolving roles, and their academic credentials.

**Budget:** In general the institution provides sufficient financial support for library and information resources and services. The library enjoys financial support from institutional funds and from an endowment. Dividends from the million-dollar Browning Endowment are used for acquisitions, technology upgrades, and professional development. Also, the institution allocates more than a half million dollars annually to library operation and resource development. The following shows expenditures for salaries, information resources, and operations:
PART C - LIBRARY EXPENDITURES, FY 2000

Salaries and wages:
- Librarians and other professional staff: $132,437
- All other paid staff (except student assistants): $123,417
- Student assistants: $5,534

Information Resources:
- Books, serial backfiles and other materials (one-time purchases):
  - Paper and microform: $83,067
  - Electronic: $0
- Current serial subscriptions and search services (ongoing commitments):
  - Paper and microform: $15,488
  - Electronic: $9,934
- Other information resources:
  - Audiovisual materials: $10,305
  - Document delivery/ interlibrary loan: $0
  - Preservation: $2,268
  - Other materials: $0

Operating expenditures:
- Furniture and equipment (exclude computer equipment): $23,323
- Computer hardware and software (include maintenance): $73,749
- Bibliographic utilities, networks and consortia: $6,220

All other operating expenditures: $34,066

TOTAL EXPENDITURES: $519,808*

*Note that this amount excludes employee benefits. When benefits are included, total expenditures for the year are $592,119.

Source: http://surveys.nces.ed.gov/library/ALS/Forms/DataField.Asp

One indicator of sufficiency of financial support is the percent of total institutional support that is supplied for the library budget. In Dixie's 1992 full-scale accreditation, evaluators made repeated reference to ACRL standards. While most aspects of the College's library fell well within ACRL recommended guidelines, evaluators wrote that the percent of total institutional funds fell short of the ACRL’s
recommendation: "In comparing the institutional financial support for the Library with the [ACRL Standards]; a minimum of six percent of the total education and general expenditure budget should be allocated to the Library. The budget allocation for the library at Dixie currently is 2.6%" (exhibit G.18, Report of the 1992 Evaluation Team, pages 11 and 12). The funding level of the Val A. Browning Library remains less than six percent of total institutional funds, and like most institutions, Dixie State never finds itself with more institutional funding than it can spend. The following data, showing the percent of total institutional funding for libraries in all Utah System institutions, may provide some perspective on this matter. Among other things, it shows that the College has increased total percent of institutional funds for its library above 1992 levels:

<table>
<thead>
<tr>
<th></th>
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<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>University of Utah</td>
<td>6.99%</td>
<td>7.58%</td>
<td>7.81%</td>
<td>7.76%</td>
<td>7.41%</td>
</tr>
<tr>
<td>Utah State University</td>
<td>5.09%</td>
<td>5.03%</td>
<td>5.31%</td>
<td>7.14%</td>
<td>6.01%</td>
</tr>
<tr>
<td>Weber State University</td>
<td>2.99%</td>
<td>3.17%</td>
<td>3.42%</td>
<td>1.60%</td>
<td>3.30%</td>
</tr>
<tr>
<td>Southern Utah University</td>
<td>3.85%</td>
<td>5.30%</td>
<td>4.60%</td>
<td>4.48%</td>
<td>3.82%</td>
</tr>
<tr>
<td>Snow College</td>
<td>3.34%</td>
<td>3.53%</td>
<td>3.39%</td>
<td>3.86%</td>
<td>3.71%</td>
</tr>
<tr>
<td>Dixie State College</td>
<td><strong>2.98%</strong></td>
<td><strong>2.97%</strong></td>
<td><strong>3.30%</strong></td>
<td><strong>3.16%</strong></td>
<td><strong>2.94%</strong></td>
</tr>
<tr>
<td>College of Eastern Utah</td>
<td>2.75%</td>
<td>3.38%</td>
<td>3.09%</td>
<td>3.33%</td>
<td>2.92%</td>
</tr>
<tr>
<td>Utah Valley State College</td>
<td>2.59%</td>
<td>2.40%</td>
<td>2.29%</td>
<td>2.33%</td>
<td>3.48%</td>
</tr>
<tr>
<td>Salt Lake Community College</td>
<td>2.50%</td>
<td>2.45%</td>
<td>2.62%</td>
<td>2.55%</td>
<td>2.51%</td>
</tr>
<tr>
<td>Total USHE</td>
<td>4.84%</td>
<td>5.13%</td>
<td>5.24%</td>
<td>5.36%</td>
<td>5.25%</td>
</tr>
</tbody>
</table>

*For more detail, see exhibit 5.32, Library Expenditures as Percent of E. & G.

At just more than three percent, financial support for the library has been at an appropriate level, given all institutional priorities. Library expenditures at Dixie constitute more than six percent of instructional expenditures, but only about three percent of total institutional expenditures (exhibit 5.32, Library Expenditures as Percent of E. & G). The following national data show that two-year institutions allocate similar proportions of total institutional funding for library support:
Table: SUMMARY DATA -- EXPENDITURES

<table>
<thead>
<tr>
<th>Institution Category</th>
<th>High</th>
<th>Mean</th>
<th>Median</th>
<th>Low</th>
<th>Total</th>
<th>Libraries Reporting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Library Materials</td>
<td>338,684</td>
<td>95,241</td>
<td>72,271</td>
<td>1,048</td>
<td>27,905,684</td>
<td>293</td>
</tr>
<tr>
<td>Total Salaries &amp; Wages*</td>
<td>1,116,293</td>
<td>295,236</td>
<td>215,334</td>
<td>3,603</td>
<td>82,075,718</td>
<td>278</td>
</tr>
<tr>
<td>Total Library Expend.</td>
<td>1,437,432</td>
<td>394,728</td>
<td>303,794</td>
<td>14,127</td>
<td>112,892,310</td>
<td>286</td>
</tr>
<tr>
<td>Total Inst. Budget</td>
<td>66,260,270</td>
<td>21,673,998</td>
<td>17,315,925</td>
<td>2,360,974</td>
<td>2,514,183,748</td>
<td>116</td>
</tr>
</tbody>
</table>

(Exhibit 5.33, ACRL 1999 Summary Statistics, also available at http://fisher.lib.virginia.edu/acrl/.)

Clearly, as Dixie State moves into the coming decade as a community college that offers select baccalaureate degrees, it will continue to weigh institutional priorities and give a higher priority to financial support for its library. With three approved baccalaureate degrees and just over 150 upper-division students, Dixie State is, and will continue to be, committed to develop library services and collections to support its curriculum. The College hopes to develop those things, however, at an appropriately feasible pace and to an extent that is consistent with program offerings.

Planning: Both the library and the College implement conscientious and effective planning procedures which ensure that the library's development is coordinated with educational offerings and institutional priorities. The library's planning processes are somewhat integrated in institutional planning processes, incorporating input from relevant constituencies, including library users, staff, faculty, and administrators. The library director serves as a member of the Strategic Planning Committee, the Curriculum Committee and the Academic Council. Membership on these central committees ensures that institutional planning appropriately responds to library and information resource issues. Also, an active Library Committee includes faculty, staff, and student representatives, ensuring that the library's planning includes input from relevant constituencies (exhibit 1.21, Committee Assignments - Ratios Among Faculty, Students, Staff, Executives, and Others).

The College has established technical and managerial linkages among information technology units and the library. Rob Snyder, a member of the library staff, serves on the Information Technology Master Planning Committee, ensuring that there is a management linkage between the library and other technology-based College units, including instructional computing, media production, and technology infrastructure. The College's Information Technology Master Plan 2001 (exhibit 6.11) includes a section devoted to information technology and the library.

The College's strategic plan includes a "Future Projects List" (exhibit 1.5, Future Projects List - Current Strategic Plan) that proposes new educational programs. Before each new educational program is developed, the institution creates a program proposal which describes in detail the efforts and budget expenditures that are aimed at ensuring that library and information resources are adequate. (See, for example, exhibits 2.137, 2.138, and 2.139, Program Proposals for B.S. Degrees in Business Administration, Computer Information Technology, and Elementary Education).

The library has begun a strategic planning process that applies specifically to library and information technology, and while library staff have accomplished important tasks toward a viable strategic plan, the plan is still in draft stage (exhibit 5.2, Library Strategic Plan - October 2001). This strategic plan has not yet been reviewed by the faculty or members of the Academic Council. While the library and the institution make great effort to integrate library and institutional planning, evaluators may note some dissatisfaction among library personnel, suggesting that the College still has progress to make in integrating library planning with institutional planning. There is some frustration that budget allocations are insufficient, that institutional and library budget information is not readily available to library administrators, and that information technology initiatives are not undertaken with due regard for library priorities, and that academic planning occurs without full consultation of the library and its staff.
**Evaluation:** The library has a history of episodic and intense, but nevertheless not systematic, library evaluation. Reviews of information resources tend to be one-time efforts, rather than sustained studies that result in meaningful longitudinal appraisal of library effectiveness and progress. Recent one-time evaluations included a faculty survey, a student survey, student focus groups, detailed written annual reports, and two "suggestion boxes," one online and one hard-copy. The library is working to develop and implement a systematic library evaluation plan that will result in sustained and regular appraisal that provides methodical and regular evaluation of library progress.

In preparation for this comprehensive evaluation, the faculty completed an appraisal of the library through a general survey (exhibit 5.35, Library Survey Instrument - Given to Faculty During March 2001; and exhibit 5.36, Faculty Written Responses on Library Survey). Dr. Jan Carpenter, a faculty member who teaches statistics and business management, analyzed data from the survey. Of 70 respondents, 48 were full-time faculty members, 17 were adjunct instructors, and five did not indicate faculty status. Faculty were asked to indicate their satisfaction with various aspects of library resources and services, and Dr. Carpenter found that satisfaction was correlated to department, with faculty in humanities and social sciences expressing the lowest satisfaction. Those expressing less overall satisfaction with the library were not satisfied with 1) the number of staff, 2) signage, 3) the department liaison program (in which one professional librarian serves as the contact for each individual department). Interestingly, adjuncts were overall less satisfied than full-time faculty. The most significant determinant of faculty satisfaction was whether or not the faculty member used the library for his or her own research. In general, the more the faculty used the library, the less their satisfaction.

When asked about collection development priorities, survey respondents suggested the following priorities: 1) adding more hard-copy books (33 respondents), 2) adding more online databases (23 respondents) 3) adding more periodicals (20 respondents), and 4) adding more audiovisual materials (16 respondents).

Survey respondents rated the following services and resources most positively: 1) staff and their helpfulness, 2) library instruction for students, 3) the acquisition process that allows faculty to order materials for the library, and 4) the library facility. Survey respondents rated the following services and resources most negatively: 1) collections, both books and periodicals, 2) the communication between library and staff, keeping all faculty informed of available resources, 3) the number of staff, 4) access, including availability of study areas and service hours, and 5) the conversion to Library of Congress (i.e., faculty urge that the library complete the re-classification sooner). Exhibit 5.37 shows Dr. Carpenter's full analysis of the data.

In addition to the faculty satisfaction survey, each academic program wrote an appraisal of library resources in support of program curricula. The appraisal for these reports was conducted during a one-day library open house on October 3rd (exhibit 5.11, Academic Program Library Evaluation Instrument). For several hours, faculty members and library staff inventoried discipline-specific library holdings, and faculty members wrote reports in which they appraised current resources and suggested strategy for acquiring future resources. Library staff received reports from all academic programs (exhibit 5.38, Academic Program Library Evaluation Results), summarized trends (exhibit 5.39, Interpretation of Program Library Evaluation Results), and made the following general inferences:

1. Faculty need further instruction regarding library resources.
2. Periodical collection needs updating and improvement.
3. Better communication is needed between some departments and the library.
4. Faculty in many departments want more audiovisual materials.
5. Collections in some areas are deficient.
**Appraisal**

The following is the library staff’s self-appraisal of library strengths and weaknesses.

**Strengths**

1. Commendations to the library from the 1992 accreditation are continuing strengths: 1) A skilled and dedicated staff, 2) a strong library instruction program, 3) implementation of the latest technology, 4) the computer lab that is housed in the library building, and 5) the accessibility of the archives and special collections (exhibit G.18, Report of the 1992 Accreditation Evaluation Team).
2. Library holdings are sufficient to support current educational program offerings.
3. The institution has adequate technology infrastructure and equipment to support current electronic information resources, and the library has sufficient electronic information resources to support current educational offerings.
4. The library has effective policies and procedures for internal library management, and the institution has adequate policies for library and information resources.
5. The library's acquisition strategy effectively and appropriately includes input from students, faculty, and staff.
6. Library and information resources are readily accessible to all students, including those who study through various distance programs.
7. The library complements its information resources via an effective cooperative agreement with other academic libraries.

**Weaknesses**

1. While current administrative arrangements allow for the integration of library planning in institutional planning, the connection between these two types of planning needs to be strengthened.
2. The library strategic plan is as yet incomplete. This plan must be completed and approved by the Academic Council and the institutional strategic planning committee.
3. While considerable planning has occurred, as yet, the institutional plan for providing library support for courses offered in Hurricane and Kanab (and perhaps other locations in the future) is not yet complete or implemented.

**Projection**

The past decade has brought significant change to the College's library. As discussed above, since the time of the last full-scale accreditation evaluation in 1992, the College has more than doubled the size of the library building, implemented important technological and architectural improvements, and developed the collections. The library's holdings have grown in the past decade from just over fifty thousand books in 1992 to more than eighty thousand volumes today.

The coming decade will bring continued growth. In 2012, at the time of the College's next full-scale evaluation, the library's collection will again nearly double. The library's services will be technologically enriched to a degree that is perhaps not imaginable now. The College's emerging baccalaureate degrees will show vitality and maturity, and the College's library will appropriately support those programs as a fully mature state college library.
Recent Accomplishments

1. A substantial number of titles were added to the collection in support of baccalaureate degrees -- books, periodicals, databases, e-books.
2. A library electronic classroom for instruction was established. The library course, ASC 1010, Introduction to Information Retrieval, was developed online and moved to WebCT platform, which has been adopted as the campus platform for online courses.
3. Library planning for distance education information services is complete and a web page was created to make these services accessible.
4. Increased number of TV/VCRs in Viewing room; added 2 TV/DVD players and acquired the complete plays of Shakespeare on DVD.
5. State public education curriculum materials were acquired.
6. A recreational reading collection was established.
7. A self check-out machine was installed.
8. Two suggestion boxes for student feedback were established, one hard copy and one online.
9. The library increased PR efforts through such efforts as National Library Week, treats for students during finals, and a library component in SSC 1000, Freshman Orientation.
10. The library web page was updated.
11. Library staff designed and implemented a faculty liaison program.
12. A program allowing faculty to order items for the collection in their disciplines was established.
13. In 2000-2001, the library became a regional repository for the State of Utah. This designation will significantly increase the special collections and archives collection.
14. Purchased and installed two computer workstations for adaptive technology to assist disabled students in the use of library resources, with assistance from a Marriner S. Eccles Foundation grant and matching funds from the DSC Disabled Resource Center.

Short-Term Goals [1-2 years]

1. Emphasize the critical supporting role of the library within the institution and more effectively integrate library planning in institutional planning, with regular and organized library input in budget and academic planning.
2. Complete a library and information resource strategic plan that articulates and links with the institutional strategic plan that will specifically address steps to be taken for providing library and information technology support for current and planned baccalaureate programs.
3. Evaluate the periodical collection and increase the number of both print and electronic subscriptions as warranted, especially in support of current and planned baccalaureate degrees. The evaluation will take into consideration the wide range of periodicals offered by the UALC electronic databases.
4. Complete and implement a library evaluation plan that results in regular, ongoing appraisal of library effectiveness.

Long-Term Goals [3-10 years]

1. Develop, acquire, organize, and maintain library collections, both print and electronic, that will support the educational programs of the College and, secondarily, the general interests of library users.
2. Continue to develop and improve programs of library instruction and service to distance education that will support students in acquiring the skills and knowledge needed to effectively access and use information resources to achieve their academic, career, and life goals.

3. Evaluate and implement the most up-to-date and current technologies for delivery of instruction and services to meet the information resource needs of the College community.

4. Plan, organize, and maintain a comfortable, inviting, accessible, and useful physical facility that will accommodate current and future growth.

5. Employ sufficient and qualified library staff who are motivated to provide superior and cost-effective user-centered services and operation.
Dixie State College of Utah helps students achieve their academic, career, and life goals.

John Angus has lived in many places, even a stint overseas, but the neighborhood feel has been one of the most enjoyable parts of getting an education on the Dixie State College campus. “You get the feeling that students here are their own community. There is so much positive feedback among students and professors,” he says. “Students help each other out and push each other to do better. It is a neat thing.”

He graduated this past year with a bachelor’s degree in visual technologies. “My teachers were awesome and really cooperative. They were willing to work with me so I could get all my work done in time to graduate,” he says. “I think most anyone going to school can vouch for this, but one of the most positive things about going to Dixie is the one-on-one professors offer.”

Originally John had begun his studies in business but after investigating the computer industry, he found it offered more inventive avenues. “The classes I’ve taken have been so good. The curriculum allows for a lot of creativity. It’s opened my eyes to ways I can apply computer technology to the business end of everything from advertising to printing, to web design and hundreds of other options.”

The Center of Excellence computer facility also opened professional doors for him, and he currently works with the back-end systems of several small Internet companies. “I’m involved with the sales and marketing aspects of the companies but my technical knowledge really supplements my abilities. I will come out of Dixie with successes already under my belt and with connections to many leaders in business,” he explains. “I have loved my classes. It’s been difficult and competitive but there are so many applications for the knowledge that I’m gaining.”
Chapter Six: Governance and Administration

Purpose and Overview

Defined in simple terms, governance answers the questions, "Who makes decisions?" and "How are decisions made?" This chapter will discuss governance, including (1) the roles of governing boards, faculty, administrators, staff, and students; (2) principles of sound practice in governance; (3) a governance case study, and (4) affirmative action and nondiscrimination. It will offer an appraisal of strengths and weaknesses of governance at Dixie State College, and it will conclude with a list of governance-related goals.

Roles of Governing Boards, Faculty, Staff, Administrators, and Students

At Dixie State College, various groups appropriately share responsibility in planning and governing the institution, influencing the allocation of resources and the patterns of educational services. This shared governance promotes the overall welfare of the institution, helping all who are involved to understand the interdependence among teachers, students, tax payers, citizens in the state and service area communities, administrators, and governing boards. Communication among the various constituencies of the College promotes an inclusive and judicious perspective on individual decisions. Dialog, full opportunity for joint planning, and cooperative effort characterize the College's constituencies.

Certain key documents function to unify, coordinate, and interrelate the views of governing boards, administrators, faculty and staff, and students. In these documents, representatives of the different constituencies set forth principles of governance and planning and agree to operating procedures. Primary among these documents is the mission statement (exhibit G.1) and the level-two goals (which elaborate the mission statement's goals and describe them in greater detail, exhibit G.2), but other secondary documents contribute to the general unity of purpose and procedure among groups, including the Future Projects List of the strategic plan (exhibit 1.5), the Policies and Procedures of the College (exhibits P1.1 through P7.28), the Philosophy of General Education (exhibit 2.1), General Education Course Objectives (exhibit 2.2), and Annual Reports (exhibits G.5 through G.7).

The College's committee and council structure is effective and generally (though not universally) understood among governance entities. Members of the campus community follow the structure's lines of communication and control. Each committee and council is given a formal charge which outlines that committee or council's chief purposes and tasks (exhibit 1.22, Charges to Committees for 2001-2002). Additionally, committee memberships include appropriate ratios among faculty, students, executives, staff, and others. Exhibit 1.21, Committee Assignments - Ratios Among Faculty, Students, Staff, Executives, and Others, shows committees with members color-coded, indicating representation by various constituencies, including administrators, faculty, students, and staff employees.

A good many of the College's administrative activities are conducted in regularly scheduled meetings of the administrative committees and councils of the College, especially the College Council and the Strategic Planning Committee (exhibit 6.17, Minutes of College Council; exhibit 6.18, Minutes of the Strategic Planning Committee). The president also holds weekly staff meetings with his executive team.
during which College officials communicate about the activities of various committees and conduct general
discussion of all campus developments (exhibit 6.19, Minutes of Executive Staff Meeting).

Governing boards, administrators, faculty and staff, and students participate in long-range
planning, decisions regarding capital facilities, and institutional budgeting. College policy allows for joint
decision-making in the selection and appointment of new faculty, chairs, deans, and other administrators.
Appropriately controlled, but nevertheless participatory decision-making also governs promotion and
tenure, allocation of new faculty positions to departments, and faculty dismissals. The College's budget
process is participatory, inviting all employees and campus constituencies to take part.

Governance at Dixie State College is appropriately shared among the following groups: 1) Two
governing boards, the Board of Regents at the state system level and the Board of Trustees at the
institution level, 2) administrators, 3) faculty, 4) staff, and 5) students.

Board of Regents and Board of Trustees: In Utah, a Board of Regents oversees higher education
at the system level (exhibit 6.6, Utah State Board of Regents, Profiles), and a Board of Trustees oversees
higher education at the institution level (exhibit 6.7, Dixie State Board of Trustees, Profiles). Members of
both boards are citizens appointed by the governor and approved by the state senate. The relationships
among the Governor, Legislature, Regents, and Trustees are described in policy (exhibit 6.20, Regent
Policy R220, Delegation of Responsibilities to the President and Board of Trustees, especially section
R220-4. Relationships). These two citizen groups, the Regents and the Trustees, together represent the
interests of residents of Utah and residents of Dixie State College's service region, Washington and Kane
Counties, ensuring that the institution is responsive to the needs of the citizenry. While only very few
citizens of these two counties know who the Regents or Trustees are or how to contact them, these two
citizen boards are responsive to citizens' concerns. (Policies describing governance are available at the
Regents' web site at http://www.utahsbr.edu/policy/contents.htm.)

At the system level, the sixteen-person Board of Regents, appointed by the Governor, delegates
powers and responsibilities to the institutional Board of Trustees and the institutional president, but state
policy specifies the following as duties, powers, and responsibilities which are reserved for the Regents:
Statewide policies, executive appointments, system master planning, system budget and finance,
legislation, governmental relations, and program approval (see policy R131, Functions of the State Board
of Regents).

At the institution level, the ten-person Board of Trustees, appointed by the governor, serves in
"facilitating communication between the institution and the community, in assisting in planning,
implementing and executing fund raising and development projects aimed at supplementing institutional
appropriations, in perpetuating and strengthening alumni and community identification with the institution's
tradition and goals, and in selecting those persons to be recipients of honorary degrees to be granted by the
institution" (exhibit 6.8, Regent Policy R120, Bylaws of the State Board of Regents). The Board of
Regents has delegated specific responsibilities to the institutional Board of Trustees including the
following: reviewing and approving institutional policies, reviewing academic program effectiveness, and
consulting with and petitioning the Board of Regents (exhibit 6.20, Regent policy R220, Delegation of
Responsibilities to the President and Board of Trustees).

The members of the Board of Trustees are citizens of Dixie State's service area (Washington and
Kane Counties) and other regions in the state. As citizens, they help to relate the College to its community,
bringing the community's views to College governance. The Trustees bring a wealth of experience and a
breadth of background to their positions. Whether leaders in industry, government, or education, or
representatives of the College's alumni and student body, these persons individually and collectively are
appropriately qualified and capable of making significant contributions to the College.

The Trustees maintain a general overview of College governance, reviewing and approving matters
of policy, personnel, and budget; however, they entrust the specific execution of administration to the
College's president and the College's administrative officers, just as they entrust the carrying out of
instruction to the faculty. The Trustees carry out several specific tasks, including the approval of policies
and procedures, assistance in obtaining needed capital, approval of general and specific personnel
decisions, and oversight of budget and strategic planning.
Administrators: This section will discuss the roles of the institutional president and the roles of other administrators, including vice presidents, deans, and directors.

Institutional President: Appointed by the Board of Regents, the president serves under the Regents' direction as the Chief Executive Officer for the institution, with delegated "administrative responsibilities for institutional operations" (see exhibit 6.20, Regent Policy, R220, Delegation of Responsibilities to the President and Board of Trustees, which discusses the relationship among the Regents, Trustees, and the president).

President Huddleston collaborates appropriately with Regents, Trustees, and the faculty -- with the understanding that he functions through delegated authority from these groups to be the chief operations officer at Dixie State College. In this role, he has been an initiator, a motivator, and an innovator, with many major programs instigated and implemented under his leadership, including such things as the Smith Computer Center and attendant instructional programs, the Fitness Center and its courses, the Hurricane Education Center and east-region courses, and baccalaureate degree programs. Also, many major enhancements to the physical facilities have been achieved under his supervision, including the Udvar Hazy Building, the purchase of the old Dixie Center (Avenna Center), the purchase of the old Harmon's building (North Plaza Building), the acquisition of the North Instructional Building (the old LDS Institute), and the Hurricane Center Building. He has also initiated several programs aimed at public service to this community, including a leadership-development program (Leadership Dixie), a county Office of Economic Development, and a community education television channel (the CEC).

President Huddleston brings to his administration a wealth of background from other educational systems, which has given him the ability to view Utah's educational processes with new eyes. While sensitive to educational precedent in the Utah System of Higher Education, he also repeatedly reminds faculty and administrators broader educational precedent, thus helping the College to keep perspective on Southern Utah tradition with an eye towards new developments.

With a background in accounting and management, President Huddleston has brought both efficiency and creativity to the institution, maximizing existing resources and securing new ones. At times, with and without a unit or department's support, he has infused new life into a time-worn and weary operation or reduced or eliminated over-staffed programs, reallocating surplus resources in the overall best interest of the institution. As he either infuses new life or reallocated surplus resources, he is motivated by a vision of institutional welfare and innovation. Despite his sometimes painful initiatives, he enjoys the general, while not universal, support of faculty, at times incurring considerable dismay. While some have claimed otherwise, as he promotes improvements, he weighs the value of institutional progress against the personal distress that attends any radical change.

Vice Presidents, Deans, and Directors: President Huddleston has assembled an administrative staff that is functional, effective, and speedy in its planning and implementation of educational services. That staff is described in each year's annual report (exhibit G.7, Annual Report, 2000-2001, pages 7 through 10) and in the College's organizational charts (see page 8).

The College's current administrative structure was established in 1994, in part as a response to a 1992 accreditation recommendation. The 1992 team had found that "In general there appears to be a prevalent belief on campus that the college's organizational structure lacks clear definition of roles and responsibilities including fragmented reporting relationships. It is suggested that consideration be given to an in depth analysis of campus community concerns followed by a comprehensive internal communications program indicating clear lines of budgetary and decision making authority." In response, President Huddleston included the following as one of eleven institutional goals for the 1994-95 school year: 'Reorganize the College so that the organizational structure has a clear definition of roles and responsibilities that lead to a comprehensive internal communications program indicating clear lines of budgeting and decision-making authority."

This reorganization streamlined the organization, reducing the number of deans and vice presidents. Before 1994, there were six academic divisions. Afterward, there were two academic divisions, each headed by a dean, and Student Services was headed by a third dean. These three deans served under the supervision of the Vice President for Academics and Student Services. Both academic
divisions contained several departments, and each department was led by a faculty chair whose duties were primarily instruction rather than administration.

During the past decade, enrollment at the College has doubled, and over the years, this basic structure has been appropriately expanded such that today, there are three vice presidents and four deans. With recent internal reviews of governance, the organizational structure of the College will likely continue to evolve, incrementally responding to growth and governance needs (exhibit 6.5, Trustees Review of College Governance; 6.4, Faculty Review of College Governance; 6.23, Administrators' Review of College Governance; 6.24, Staff Review of College Governance; 6.25. Student Review of College Governance).

Since the 1994 administrative reorganization, the following changes in administrative structure have been implemented:
1. Department structure has been adjusted, including the shifting of a department from one division to another, the combining of previously separate departments, and the creation of new departments.
2. A new division was created, Information Services, combining high technology matters with library and information resources.
3. Continuing Education and Community Services was administered through changing arrangements through the decade, until in 1998, a fourth dean was appointed.
4. Whereas, previously the Student Services unit was headed by a dean working under the supervision of the Vice President for Academics and Student Services, in 1999, the Dean of Student Services was designated as a third vice president, no longer supervised by the Academic Vice President.

In their review of College governance, faculty expressed concern about the relative size of the academic divisions, one of which (Arts, Letters & Science) accounts for more than seventy percent of instruction as measured by FTE (2000-2001 Enrollment Summary on page 36). "Many faculty feel [this division] is too large and diverse to be administered by a single dean" (exhibit 6.4, Faculty Review of College Governance). During the 2001-2002 school year, the College considered many alternative administrative structures, but in the end, a group of department chairs recommended that the basic academic structure remain unchanged. As evaluators come to campus, this issue is still fresh on the faculty's minds; however, after thoroughly considering alternatives, a faculty task force recommended that the division not be broken into smaller units.

Faculty: The faculty play a primary role in establishing educational objectives, procedures and policy, including the evaluation of instruction, the promotion and tenure of faculty members, degree requirements, and course placement and prerequisites. The faculty plays a primary role in creating and approving appropriate curriculum and instructional procedures and assessing whether educational goals are achieved. In its relationship to the faculty, the Board of Trustees has power of review and final approval, in consultation with the College president and administrators; however, Trustees and administrators very rarely overturn or redirect faculty initiatives, and then only after there has been thorough dialog with the faculty concerning the matter.

The faculty have, formally (through Regent Policy R223, Faculty and Staff Participation in Board of Trustees Meetings, exhibit 6.10) and informally, the ability to openly review their concerns in Board of Trustees meetings and in the planning committees and councils of the institution. In 2000/2001, there were 42 committees and councils at Dixie State College, with 480 individual (duplicated headcount) committee and council memberships. Of these 480 committee memberships, 129 were full-time faculty members (26.88%). Faculty representatives served on a broad spectrum of committees and councils, with particular concentration on instructional bodies such as the Academic Council, the Faculty Staffing Committee, the Academic Credentials & Faculty Development Committee, and the Institutional Effectiveness/Student Academic Achievement Committee. They are encouraged to openly transmit faculty views and participate in governance, individually and collectively through the Faculty Senate. The Faculty Senate president and president-elect serve on the College Council, which has semi-final review and approval of all policy and personnel issues, which are recommended to the Trustees for final approval.

In conjunction with academic administrators, faculty members review and approve graduation requirements, and, through the granting of course grades, faculty members determine when students have met graduation requirements. By College policy, the faculty in appropriate disciplines must review and
approve or disapprove of all special learning activities such as credit-bearing courses offered through Continuing Education (exhibit P3.42, Curricular Integrity of Special Learning Activities). Faculty groups play a primary role in determining policies governing salary, benefits, promotion, tenure, evaluation, and the appointment of deans and department chairs.

Through the Faculty Senate, the faculty has the structure and procedures for general faculty participation in administrative matters. While membership in the Faculty Senate is optional, and a small number of faculty choose not to be members, the vast majority of the faculty maintain membership and participate actively through the Senate in matters of College governance. The Faculty Senate is both Athenian and representative in nature. All members meet for open-forum, Athenian style discussion of issues, and the Senate is governed by a group of elected faculty officials, including a president and president-elect who are aided in their activities by a small group of elected representatives called the executive board.

In recent years, the Faculty Senate has increasingly functioned as an official governance body with distinct responsibilities. For example, a new committee has evolved over the course of several years, the Faculty Excellence Committee, functioning at first as a series of ad hoc task forces, then later as a formally constituted committee. In 1999, faculty expressed growing concern about the state of academic rigor, complaining about an environment characterized by grade inflation, lack of student commitment, poor classroom attendance, etc. Under the leadership of the Senate President, Professor Ed Reber, an ad hoc group of faculty studied the problem and wrote a final set of recommendations (exhibit 2.40, Spring 2000 Report from the Academic Standards and Rigor Committee). The following year, under the leadership of Senate President Curt Walker, another ad hoc group of faculty studied the issue of faculty evaluation and drafted procedures for handling faculty evaluation. In 2001, these previously ad hoc faculty groups were formalized as an ongoing committee, the Faculty Excellence Committee. This committee is chaired by past president of the Faculty Senate, and the committee is composed of members of the Senate's Executive Board. This committee is an official governance body with responsibilities for such issues as academic rigor, faculty evaluation, faculty professional development, and part-time faculty mentoring.

**Staff:** Both exempt and non-exempt staff work in roles that are "instructional support," performing functions that aid the students' academic achievement. As such, staff are ancillary to faculty in the achievement of educational objectives. Nevertheless, staff members at Dixie State College participate in governance in ways suited to their roles. Library staff are central to library policy and procedure. Advising staff propose and consult about academic policy. Financial aid staff have due governance in scholarship and endowment management.

Through the Staff Association, Dixie State College staff members express their combined will and promote various causes. The Staff Association President and the President-Elect sit as voting members of the College Council. Also, the Staff Association membership periodically undertakes votes to measure and express their will and impact administrative decisions and structure. In recent years, the Staff Association membership has conducted votes about such things as whether the exempt (professional salaried employees not subject to over-time pay) staff and non-exempt (wage employees subject to over-time pay) staff should be split into two employee associations, and whether salary funding should be applied "across the board" or for "catch-up" of staff whose salaries have been designated under funded.

**Students:** At Dixie State College, students have appropriate input in governance. Student representatives serve as voting members on most college committees and councils, including the Academic Council, the Student Services Council, and the College Council, and the student body president serves as a voting member of the Board of Trustees. Additionally, one of the members of the Board of Regents is a student from one of the state institutions. In matters of governance, students exercise an appropriate role, one that recognizes that they are central to Dixie State's mission, and that their perspective is both needed and valued.

The Board of Trustees, the president, College administrators, and the faculty at large recognize the just right of students to participate in appropriate matters of institutional governance. With fitting recognition that students may be inexperienced in matters of educational policy and procedure, Dixie State College recognizes that students are the focus of the institution and accords them appropriate venues for expressing their views and exercising influence in institutional decisions. Students are free to discuss and
propose initiatives of policy and procedure, enjoying the right to grieve (see Policy 5.35, *Grievance*) what they consider to be unacceptable requirements or conditions, and the right to due process and freedom of speech.

Students at Dixie State College of Utah enjoy an active and functional student government system, which allows them to participate in creative and open-ended ways. In the past, student government groups have promoted changes to policies and procedures, such as changes to Testing Center operating hours, school colors, and skate boarding and skating on campus. While the tuition and fee schedule is approved by the Board of Regents, the students exercise a semi-final review of general student fees (not course fees).

In some cases, student views prevail; in other cases, they do not. In 1998, for example, students were influential in allocating excess general student fees to purchase computer equipment in the Smith Computer Center, and in 2001 students redirected fees that formerly funded a yearbook toward the operation of a radio station. Also, student groups have promoted and seen to completion various undertakings, including changes in the campus master plan and physical facilities (a sidewalk, for example, between the McDonald Building and the Browning Building and south of the Udvar Hazy Building, the campus marquee on the north-west corner of campus, the sod for the encampment mall), changes in food services and the Student Center, and various changes to the student fee allocation. Students were influential in a decision to maintain the College mascot ("Rebels"); however, many students were opposed to decisions to discontinue using the Confederate flag as the official school flag and decisions to alter school colors.

**Principles of Sound Practice in Governance**

Dixie State's governance displays characteristics of general good practice, including the following:

1. Policy documents describe the ethical requirements of governance. In a general way, the ethical conduct of all public appointees is described in Utah Code *Title 67, Chapter 16* (exhibit 6.30, Utah Public Officers' and Employees' Ethics Act). All College administrators operate under principles of ethical behavior, including avoidance of conflict of interest, maintenance of student privacy (FERPA), and general standards of fairness and honesty. Specifically, the Trustees and President's obligation to ethical behavior is described in these policies: *P2.1 Board of Trustees: Ethics and Responsibilities* and *P2.2 College President: Ethics and Responsibilities*. Many other policies specifically address ethical issues, such as the following: *P4.11, Personal Conduct/ Conflict of Interest*; *P4.8, Employment of Relatives*; and *P4.33, Discrimination and Harassment*. (For more information on ethics, see Chapter 9, *Institutional Integrity*, on page 284.)

2. The Regents select, appoint, and evaluate the president. With help from state, institutional, and community representatives, the Board of Regents conducts the search for the president, as outlined in *R203, Search Committee Appointment and Function, and Regents' Selection of Presidents of Institutions* (exhibit 6.31) and appoint the president as outlined in *R131, Functions of the State Board of Regents* (exhibit 6.32). The president is evaluated under Policy *R209, Appraisal of Chief Executive Officers* (exhibit 6.33), which stipulates a schedule and a procedure for evaluating the president's performance. Regents, Trustees, faculty, staff, and community citizens all give input in the president's evaluation. President Huddleston was evaluated under the terms of this policy during the 1999-2000 academic year.

3. The president's full-time responsibility is to the institution.

4. The Regents, Trustees and administration direct periodic reviews of the institutional mission. The Board of Regents is given the task of creating a system master plan. In the *Regents' Master Plan 2000: A Commitment to the People of Utah* (exhibit G.15), the Regents include a Regent-drafted mission statement for Dixie State College which delineates the system's expectations for Dixie State. After the Trustees had approved the current draft of the institution's mission statement, it was submitted for Board of Regents approval on March 3, 2000, and it appears in the Regents'
policy R311, Institutional Missions and Roles (exhibit 6.34). The periodic revision of the mission is the culmination of regular evaluation and planning processes, including annual reports, the annual budget process, the annual review of the campus master plan, completion of the educational assessment plan, and strategic planning (exhibit P6.30, Strategic Planning and Evaluation).

5. The Regents and Trustees review and approve all new academic, vocational and technical programs, consistent with Regent policy R401, Program Approval (exhibit 6.35), which describes the procedure for submitting a program proposal for Regent approval and defines categories of program additions and changes that require approval. In brief, all new degrees and majors require Regent approval, while emphases within previously approved degrees and majors may be added with approval of the institutional Board of Trustees.

6. The Trustees review and approve institutional policies. At Dixie State College, institutional policy is created and approved through steps that are themselves outlined in policy (exhibit P3.1, Policies and Procedures).

7. The policies, procedures, and criteria for administrative and staff appointment, evaluation, retention, promotion, and/or termination are published, accessible and periodically reviewed, as outlined in the following documents:

- **Appointment:** For appointment of staff positions, see P4.5, Hiring. The appointment of administrators is discussed in these policies: For the appointment of deans and department chairs, P3.28, Academic Structure. The appointment of vice presidents, executive directors, directors, and other administrators is handled under the general hiring policy, P4.5, Hiring, and under section 4.3, "Administrative Reassignment," in P4.4, Job Classification.

- **Retention:** The following policy discusses the probationary period for staff persons: P4.9, Probation. The following policy discusses the probationary period for faculty persons: P3.5, Faculty Tenure.

- **Evaluation:** The faculty are evaluated under the terms of P3.8, Faculty Evaluations. All staff, administrative and other, are evaluated under the terms of P4.12, Performance Appraisals.

- **Promotion:** Faculty promotion is discussed in P3.7, Procedures for Rank and Tenure. Staff classification and change of classification is discussed in P4.4, Job Classification.

- **Termination:** The following policy discusses faculty non-reappointments: P3.5, Faculty Tenure. The following policy discusses staff terminations: P4.27, Termination and Reduction of Workforce.

8. The duties and responsibilities of administrators are described in policy and official job descriptions that are regularly reviewed and updated. These job descriptions provide the rationale for job classification and salary and are available online at http://www.dixie.edu/humanres/jobd.html. Also, the duties of key administrative positions are described in College policy (exhibits P2.1, Board of Trustees: Ethics and Responsibilities, P2.2, College President: Ethics and Responsibilities, P2.3, Executive Officers of the College, and P3.28, Academic Structure, especially paragraph 28.2, Duties of Department Chairs).

9. Administrators are evaluated both "up" and "down," by their supervisors and the persons they supervise (exhibit P4.12, Performance Appraisals, especially paragraph 12.5 Performance Evaluation of Executive Staff). Administrators facilitate cooperative working relationships, promote coordination within and among organizational units, and encourage open communication and goal attainment.
A Case Study in Governance -- The Mission Change

As stated previously, defined in simple terms, governance answers the questions, "Who makes decisions?" and "How are decisions made?" In the decade since the 1992 accreditation, no institutional event has focused more attention on these questions than the College's recent mission change. The history of this change shows that, while governance about routine matters is formally defined and easily conducted, when the question involves matters of such portent, governance becomes more complicated and less routine.

Residents of Southwestern Utah have long agitated about four-year programs in Washington County. As they have sent their children to colleges and universities throughout Utah and the nation, local residents have pined, lobbied, agitated, stirred controversy, and created a generally uneasy atmosphere among educational entities. The community and the College began discussions with the Utah State Board of Regents regarding possible four-year status as early as 1984 and continued in ensuing years to advance the prospect of offering a limited number of four-year degrees. In 1992 and 1993 as Utah Valley Community College applied for and received approval to offer select baccalaureate programs, Washington County residents focused on those developments, and community interest became even more intense. Soon after his arrival in 1993, President Huddleston understood that this issue would continue to be troublesome and the social atmosphere would be restless, unless he could allay the issue by setting forth appropriate plans for development. By establishing official benchmarks to determine when the question of a mission change could be appropriately asked, he sought to allay tension, coordinate efforts, and avoid premature confrontation. In November 1993, he submitted a report to the Utah Board of Regents concerning when a formal study should be conducted. Rather than promoting a mission change, he sought to establish benchmarks for determining when a feasibility study should be carried out:

"Therefore, as the President of Dixie College, I recommend that when Dixie College enrolls 4000 (full-time student equivalent) or 6000 headcount, and Washington County has a population of over 100,000, a thorough feasibility study be done to consider the conversion of Dixie College to a four-year institution." (See exhibit 2.131, Huddleston Resolution On Dixie College Becoming A Four-Year College, Submitted to Regents.)

Again, President Huddleston's motivation was to establish benchmarks to indicate when it would be appropriate to do a formal study concerning a mission change. The Regents rejected this proposal, and grassroots agitations continued unabated.

The sometimes sensitive relationship between Southern Utah University (SUU) and Dixie State College -- in two neighboring counties, at only fifty miles distance from one another -- is an important component of this unrest. The population growth of Iron County, where SUU is located, is on a much lower growth trajectory than that of Washington County. The Governor's Office of Budget and Planning (GOBP) ([http://www.governor.state.ut.us/dea/demographics](http://www.governor.state.ut.us/dea/demographics)) lists the population data represented in the following chart:
The above population figures, based on an early projection, in fact underestimated growth in Washington County and overestimated growth in Iron County. The 2000 census lists the population of Washington County at 90,254 persons, with an 86.1% percent growth from 1990 through 2000. The census lists the 2000 population of Iron County at 33,779 persons, with a 62.5% percent growth from 1990 through 2000 (exhibit 6.40, Census 2000; and exhibit 6.41, Utah Population Growth by County, 1990 - 2000). In view of the differing population trajectories, residents have long objected to the fact that educational services and resources were located at such distance from the largest population center of Southwestern Utah.

The Utah System of Higher Education (USHE) established a Missions and Roles Committee to study the functions and services of its nine institutions. This committee sought to create a good fit between the mission types and the services offered throughout the state. Thus, there developed a conflict between regional and statewide educational needs: From the state's perspective, the citizens of Utah needed the full range of institution types, from community colleges to research universities, and this committee expressed its desire that Dixie College remain a two-year institution. From the Southwestern Utah region's point of view, however, the state had failed to provide sufficient opportunity and access for baccalaureate-level instruction.

To provide services, in 1992, the Regents passed a University Center Policy (exhibit 2.132, Regent Policy R138, University Centers), and allocated funding for a University Center at Dixie College. The stated purposes of the University Center were to serve "students unable to relocate to a four year campus" and to provide "programs developed to meet regional needs." The policy further stipulated that "state appropriations provided to fund administrative, and academic and student support services at university centers shall be allocated to the host community college and shall be included in the Education and General budget of the institution." Thus, the funding for the University Center, $106,787, was placed under Dixie College's administrative control.

Dixie College hired personnel and began negotiations to provide baccalaureate-level programs to Washington County Residents; however, the programs had many logistical and educational difficulties. The Regents had intended that, as the policy states, "the quality of instruction, access to technology, library, and learning resources, advisement, accreditation standards, and the value of degrees offered through a
university center will equal those provided on the main campus of the delivering institution." Such was seldom the case, however, and Regents conjectured that problems were caused by the University Center’s funding structure. The original funding structure allocated all revenues from student tuition and fees to the provider institution, SUU, and all state allocations to the community College, Dixie.

In 1994, this initial decision to allocate all state funding to the community college, not to the university providing baccalaureate courses, was then reversed: "The university, the provider of educational services, lacked incentive and ownership, Regents theorized, because state funding flowed to the "service broker," the host community college, and not to the "service provider." Thus, in order to give incentive for program support and development, Regents transferred state funding from Dixie College's administrative control to SUU's control, since. Regents reasoned that, as the providing institution, SUU would reap the fiscal advantages of success.

An administrative group composed of SUU and Dixie administrators began planning and implementing programs. Nevertheless, through the years, this arrangement continued to be unsatisfying to students, the residents of Washington County, and to Dixie College. Repeatedly, when Dixie administrators requested enhanced services such as a broader array of offerings, day-time classes, or more access to program advisers and learning support services, SUU responded that the educational offerings were too expensive and that, at current service levels, SUU was subsidizing University Center accounts from other university funds. In April and May of 1998, Dixie College administrators became quite upset and disappointed when an SUU business officer inadvertently revealed to a Dixie College business officer the fact that nearly one-half million dollars of surplus University Center funds had accumulated in SUU’s accounts. At first incredulous, Dixie College administrators requested an audit, which was conducted in July of 1998, revealing an accumulated surplus of $498,000 in SUU’s University Center accounts. This revelation, thoroughly reported in local media, only exacerbated community tensions (exhibit 6.42, Press Coverage of SUU Surplus Funds).

In the late summer of 1997, a group of community, business, and education leaders had met in an economic summit to develop a long-range, comprehensive economic strategic plan for southwestern Utah. One of the strategic goals defined was to “Establish Dixie College as a Four-Year College” (exhibit 2.75, Washington County Economic Development Plan). A committee was formed to achieve this goal. The committee contracted with the Northwest Education Research Center (NORED) to study baccalaureate needs in southwestern Utah. The study was completed and published in December, 1998, under the title of Baccalaureate Program Needs in Southwestern Utah: A Problem and A Solution (exhibit 2.133, NORED Study). During these years, this and other citizens groups formed, laid strategies, lobbied, and promoted four-year status, often in direct opposition to the Board of Regents.

As a citizen board, Dixie's Institutional Board of Trustees was sympathetic to the grassroots citizens' lobby. In Spring of 1998, the Regents' Missions and Roles Committee asked the Dixie College Board of Trustees to respond to seven questions, including: "What are some other important planning issues for your institution and the Utah System of Higher Education?" to which the Trustees responded:

The Board of Trustees of Dixie College is convinced that the University Center concept has failed to meet the needs of our community. Despite assurances from the Board of Regents that University Center programs would adequately meet students' needs, we have felt stifled and found partnering institutions unwilling to whole-heartedly promote four-year programs. Therefore, the Board of Trustees urges the Board of Regents to give us the opportunity to plan and develop Dixie College's future. We ask that the Regents allow us to forge our own destiny without having to rely on other institutions that do not share our commitment or our vision. We wish to convey to the Regents the sense of urgency and demand that we feel daily in dealing with members of our community about this issue. The University Center concept does not allow us the freedom we need to determine needs, create programs in response to those needs, and then promote and advertise those programs to our community. We desire greater latitude to plan and adequately promote offerings. We have watched with great interest the success of the Utah Valley State College four-year degrees, which have responded to the demand and needs of their students, while maintaining a community college atmosphere in the rest of their programs. Washington County’s needs
correlate directly to Utah County's in that the community places similar demands for programming on the schools located there. Having seen the success of UVSC's programs, we appeal for the same opportunity to meet our students' needs.

Several years ago a group of Washington County citizens approached the Board of Regents requesting the opportunity to offer four-year programs. Rather than approve that petition, the Regents made it extremely clear that they wanted the University Center concept to fill the demand for four-year programs in our service area. Because the Board of Trustees and President Huddleston have been bound by the Regents’ insistence on the University Center model, our community has repeatedly and harshly criticized us for not more aggressively advocating its interests and demands. The Board of Trustees believes that we have given the University Center model a great deal of attention and effort, but this model has not been and cannot be successful. We feel that now is the time to provide the kind of four-year programs that our community demands of us, following the model of Utah Valley State College. It would be extremely difficult for us to propose any other future for Dixie College (exhibit 2.74, Trustees 1998 Response to Missions and Roles Committee).

Thus, the Board of Trustees set itself somewhat at odds with the Board of Regents about the issue of baccalaureate status for Dixie College. Regent policy R311, Institutional Missions and Roles implies that mission changes must be approved by the Board of Regents:

4.2. Institutional Mission Changes - The Board of Regents, in consultation with institutional Boards of Trustees, will continually refine the missions and roles of each public college and university to respond to the changing needs of students, businesses, and communities. At the appropriate time, based on the principles enunciated in the current Master Plan, the Regents will consider additional institutional mission changes.

By January 1999, the Regents drafted a document for determining when a community college's mission should change (exhibit 2.135, Preliminary Process and Criteria for Evaluating an Institutional Mission Change from Community College to State College). In March 1999, while the Regents were still debating criteria for considering the proposed mission change, state politicians representing Southwest Utah became convinced that the Regents were mired in debate and that Regents could not, and would not, adequately address the citizens' demand for baccalaureate programs. Regents, on the other hand, avowed that theirs was the entity with governance over the issues, and given time, their process would yield a sound decision. Local politicians, however, demurred, and State Senator John "Bill" Hickman submitted a bill to the legislature that Dixie College's mission should change. During the legislative session, Senator Hickman's bill passed, requiring that Dixie's mission change be approved and the College's name be changed to reflect that mission change (exhibit 2.76, House Bill 32).

After this legislation had passed, in October 1999 the Regents voted to approve the proposed mission change and name change:

1. Effective July 1, 2000, the Regents approve a change of mission at Dixie College from community college to state college for an initial period of three years. During that three-year period, annual reports are to be provided to the Regents by the President on all relevant aspects of progress being made. During the 2002-2003 academic year, the Commissioner will undertake a careful review of the mission change and submit a recommendation to the Board on making the conversion to a state college permanent (exhibit G.10, Minutes of October 1999 Regents Meeting).

The series of events narrated here highlights conflict between regional and state-wide groups. The issue continues to be a source of tension between some state-level figures and Dixie State College. These persons characterize the College's mission change as an "end run" on the Regents and the Utah System of
Higher Education. These persons decry the involvement of the legislature in forcing the decision to its conclusion. As Dixie State College proceeds into the next decade, it must continue efforts to repair current relationships and build further relationships with state-level planners. Likewise, as Dixie State continues to expand baccalaureate offerings, it must establish an internal governance model that complements the new aspects of the College's mission and leads to effectiveness.

**Affirmative Action and Nondiscrimination**

This section addresses accreditation policy 6.1, Affirmative Action and Nondiscrimination. For further discussion of diversity, see "Ethnic and Gender Diversity" in Chapter Nine, page 287.

Historically, Dixie State College's faculty and staff have not been diverse. A January 27, 1995 article in the *Salt Lake Tribune* illustrates this fact:

### UTAH COLLEGES GET LOW MARKS IN STAFF AND STUDENT DIVERSITY

One voice was missing during the rancorous debate about whether Dixie College should keep the Confederate battle flag as its symbol: that of an African American professor.

Dixie Officials could not consult with a black professor, administrator or employee a year ago as the community argued whether the flag represented school spirit or slavery -- because the college has no black professors, administrators or employees. Nor does it have any other people of color among its faculty or top administration.

This article points out that all institutions in the Utah System lack diversity in both staff and student body: "Although people of color make up more than 10 percent of the state's population, minorities comprise about 6 percent of the enrollment. . . ." In 1995, the College's enrollment was primarily Anglo, comprising 95.15% of the student body (exhibit 6.50, "Utah College Get Low Marks in Staff and Student Diversity," *Salt Lake Tribune*, 1/27/1995).

While the diversity of Southern Utah's cultural climate is increasing, many persons allege that the region's mostly homogenous population is a stumbling block to the College's efforts to attract applicants for its advertised positions. Some avow that persons of minority background feel alienated or otherwise not a part of the community because of their race, ethnic background, gender or sexual orientation. In 1994, the College discontinued its long-standing use of the Confederate battle flag as a symbol -- an act that is emblematic of increasing institutional sensitivity, openness, and acceptance for racial diversity.

The following chart compares the ethnic origin of residents of the College's service region (Washington and Kane Counties) to the ethnic origin of students enrolled (exhibit G.6, *Annual Report, 1999-2000*; and exhibit 6.40, Census 2000):
Evaluators should note two things: First, that the overall percentage of minority residents of the College's service region is nearly precisely the same as the percentage of minority students enrolled in College programs; and second, that despite the overall ratio of white to minority enrollment, the College apparently is under serving the Hispanic population, which has increased 448 percent in the decade from 1990 through 2000 in Washington County, from 862 to 4,727. College reports show steady growth in the enrollment of Hispanic students from 25 students in 1990 to 150 students in 1999 (exhibit G.6, Annual Report, 1999-2000, page 13); however, the proportion of Hispanic students is much smaller than the proportion of the Hispanic population in the College's service region.

With well-developed employment policies on non-discrimination, Dixie State College has made considerable effort to strengthen the numbers of women and minorities within the teaching faculty and the student body. Policy avows that "this institution will monitor gender and ethnic balance in its departments and make a concerted effort to correct any imbalances," (exhibit P4.6, Equal Employment Opportunity and Affirmative Action). As the 1995 Tribune article points out, "Schools with the most minority faculty members are those with the most aggressive recruiting efforts." In the past five years, Dixie State has stepped up its recruitment efforts and made noteworthy improvements: Whereas in 1995, no persons of minority background were on the faculty, today there are four persons.

This progress is commendable, but insufficient. Despite efforts to recruit and hire minority applicants, the College receives relatively few minority applications for full-time positions. Despite the fact that the 2000 Census reports 5.2 percent of Washington County's population is of Hispanic origin, in that same year, only two full-time College employees were of the same ethnic background. In 2000, fewer than five percent of the 816 applicants for the College's full-time employment openings were minority applicants. In 2000, only eight of the College's full-time employees were of a minority origin (exhibit G.6, Annual Report, 1999-2000, page 31).

The proportion of male and female employees remains a problem, as indicated by the following data from the Annual Report, 2000-2001 (exhibit G.7, page 29).
During the 2000-2001 fiscal year, the College employed 158 men (56.03 percent) and 124 women (43.97 percent) in the above classifications. While the ratio of male and female employees in some classifications is roughly balanced, upper-administration is generally male dominated. The executive cabinet of the College is currently comprised of eleven men and two women -- Louise Excell, Associate Dean of Arts, Letters & Science; and Pam Montrallo, Director of Human Resources. Most members of the executive cabinet have long tenure, meaning that the College has had very few recent opportunities for promoting equity. The College is concerned about, and will advance gender equity as it makes staffing changes. (For more discussion of diversity, see Chapter Nine, Institutional Integrity, page 287).

### Appraisal

In preparation for accreditation, the institution has undertaken a thorough review and appraisal of governance. Four constituency groups -- Trustees, faculty, administrators, and students -- reviewed all governance policies and procedures and wrote, from their constituencies' point of view, an evaluation of the strengths and weaknesses of governance. After thoroughly surveying the opinions of constituency members, each of these four groups wrote formal reports about their findings. Each group was asked to read materials on governance and analyze from their various perspectives the strengths and weaknesses of governance at Dixie State. Finally, they were to make recommendations. These reports are not unanimously laudatory of governance at Dixie State College, and the institution has thoughtfully and carefully considered its structures and processes in response. The following appraisal is, in large part,
based on these analyses (exhibit 6.5, Trustees Review of College Governance; 6.4, Faculty Review of College Governance; 6.23, Administrators' Review of College Governance; 6.24, Staff Review of College Governance; 6.25, Student Review of College Governance).

**Strengths**

1. **Institutional Effectiveness:** The College's governance structures result in institutional effectiveness. The College is financially sound, offers educational programs of high quality, employs excellent faculty and staff, has beautiful buildings and grounds, and enjoys excellent alumni and community support.

2. **Chain of command and appropriate delegation:** Problems and issues are resolved at the lowest appropriate level. This procedure ensures that governance is participatory and allows many employees to give appropriate input in planning and governance. The campus culture ensures that administrators and faculty address problems and questions at appropriate levels.

3. **Communication:** The various constituencies involved in governance generally understand their respective rules, work interdependently, and communicate openly in an atmosphere of trust and respect.

4. **Balance between timeliness and participation:** Governance and planning at Dixie State College provide for sufficient input from constituencies, and at the same time decisions are generally made in a timely way. When proposals require that many governing entities review and give input to particular decisions, the process is necessarily, but not unduly, slowed. College officials appropriately balance two competing claims: First, that decisions be timely, and second, that they involve appropriate participation from governing entities.

5. **Dixie State College’s governance and the College’s mission statement:** The mission focuses attention on the central functions of the College, and the various employees and campus entities play appropriate roles in achieving the mission.

6. **Responsiveness:** Persons of good will often disagree on matters of governance. The administrative culture at Dixie State College encourages openness and values all views, even dissenting ones. The College has a long history of appropriately resolving its disagreements, while maintaining the cooperative character of its operations. The administration and the Board of Trustees often revise their positions or policies on the basis of input from students, the community, and faculty.

7. **Perspective of Trustees:** The Board of Trustees is composed of community members who bring a wealth of background and insight to their duties. Some are residents of the College's service region and are sensitive to local culture and politics. Others are residents of other parts of Utah and bring a broader regional perspective. One is president of the Alumni Association, and another is the student body president. All have impressive professional backgrounds, and as former business persons, lawyers, educators, and politicians they contribute great expertise and wisdom to College governance.

8. **Administrative Evaluation:** For several years, College administrators and directors have been evaluated "top-down," by their immediate supervisors, through the performance appraisal process (exhibit P4.12, Performance Appraisals). In 2001, the College implemented a process to evaluate these persons "bottom-up," by the persons they supervise (see paragraph 12.5 Performance Evaluation of Executive Staff).

9. **The Information Technology Master Plan 2001:** The day-to-day work of College administration relies on effective electronic tools. The College has conducted a thorough appraisal of its technology needs, and campus information technology is in generally good condition. The master plan outlines strengths and describes three general themes for future improvement: 1) upgrading of the campus administrative database, 2) upgrading of the campus backbone and network systems to higher speeds, and 3) consolidation of information technology services in a centralized location (which is reflected on the campus master plan, exhibit G.20). Evaluators are referred to exhibit 6.11, Information Technology Master Plan 2001, for further details.
**Weaknesses**

1. **Salaries**: Campus surveys show a great deal of dissatisfaction with salaries, and evaluators are likely to hear a lot about this issue from employees. Remuneration and salary equity are protracted and tenacious problems among employees of Dixie State College, lingering and drawn-out internal conflicts that, because of austere funding, seem to resist solution. No other issue is as divisive and conflict-ridden, despite the fact that annual salary surveys show that faculty and staff remuneration is about average for community colleges in the region (exhibit 6.55, Mountain States Association of Community Colleges annual salary survey for 1999-2000). The following comparison of Dixie State faculty salaries to averages reported by the AAUP in the Chronicle of Higher Education ([http://chronicle.com/stats/aaup/](http://chronicle.com/stats/aaup/) - requires password) shows that faculty salaries are very near national average salaries:

<table>
<thead>
<tr>
<th></th>
<th>National Average</th>
<th>Dixie Average</th>
<th>Percent Different</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Professor</strong></td>
<td>$56,285</td>
<td>$52,255</td>
<td>-7.71%</td>
</tr>
<tr>
<td><strong>Associate Professor</strong></td>
<td>$47,210</td>
<td>$46,155</td>
<td>-2.29%</td>
</tr>
<tr>
<td><strong>Assistant Professor</strong></td>
<td>$40,486</td>
<td>$40,053</td>
<td>-1.08%</td>
</tr>
<tr>
<td><strong>Instructor</strong></td>
<td>$35,051</td>
<td>$32,901</td>
<td>-6.53%</td>
</tr>
</tbody>
</table>

(*Note that with increased enrollment growth and a large number of new faculty hires in recent years, the average tenure of Dixie's salary has declined. In 1992 the average tenure was nearly sixteen years, and by 2001 it had been reduced to 10.7 years.)

In 1994, the College devised a plan to achieve internal salary equity -- a major effort to bring similar positions into salary equity. This plan required that the College draft a detailed job description for each position and devise a reliable job classification system to compare the duties and responsibilities of College employees. At that time and over the course of the following four years, large amounts of ongoing funding were allocated to achieve equity, and in 1997, the College finished the initial equity plan. In 1997, the College achieved "internal equity," wherein employees of similar job duties and classifications were paid equitable salaries as compared to other College employees. However, the budget allocations that were required to achieve internal equity worsened the College's employees' "external equity" somewhat, wherein salaries are compared to regional market levels.

College employees frequently challenge the grade classification system, which is used to establish internal salary equity. When employees sense internal salary inequity, College policy provides them an effective process for describing the imbalance and seeking remedy (exhibit P4.4, Job Classification).

Because many staff members are frustrated with current salary levels (but find few better opportunities in the community), the overall morale of the institution suffers. Therefore, employees concentrate intense attention on hiring and promotion, frequently seeking internal
assignment changes, and the College has more than its share of both lateral and upward staff movement.

Also, as the College's enrollments have more-than doubled in the past decade, internal and external salary equity have become further distorted. Employees' duties and responsibilities have grown in magnitude and complexity at the same time the institution has evolved. A secretary serving, for example, five faculty members in 1993 may find herself serving fifteen faculty members today. Thus, while the College has made substantial and appropriate efforts to address salary equity, the College's personnel continue to sense problems in salary sufficiency and equity.

2. **Internal disharmony and working at cross-purposes**: Even though administrators facilitate cooperative working relationships and promote coordination within and among organizational units, some internal tension persists along identifiable fault lines. All persons at the College generally accept the mission and contribute their efforts to its fulfillment; however, major constituencies often disagree about certain matters, resulting in the types of governance conflicts that are common on all campuses. Three such conflicts are cause for concern: The conflict between faculty and student services, the conflict between faculty and administration, and the conflict between faculty and athletics.

*Student services views versus faculty views*: Often, a given proposal will please the student services personnel but upset the faculty, or visa versa. The student services units of the College see their role as one of facilitating success, and in this role, they often become advocates of students who have not met the standards that faculty expect them to meet. The student services, in this role, are motivated by a genuine care for the individual student as a human being. When a student fails a course and ultimately fails to achieve his or her goals, the student may suffer life-long implications.

On the other hand, the faculty see their role as one of certifying achievement, and in this role, they establish requirements, prerequisites, expectations, and grading standards that may hinder the student's ability to progress toward graduation. The faculty, in this role, are motivated by an ethic of academic integrity and duty.

Both points of view have much to commend: the ethic of academic integrity and strict adherence to standards, and the ethic of care for the individual student. Dixie State College seeks to harmonize this tension through discussion, one group to the other. In past years, several campus-wide meetings have dealt with aspects of this tension. It is important that student services personnel understand the perspective of the faculty; likewise, it is important that faculty understand the perspective of student services personnel.

*Faculty views versus administrative views*: Faculty sometimes believe that administrators are motivated primarily (or even solely) by the financial implications of decisions. If a given decision is financially viable, faculty may assert, then administrators will accept it without due regard for other matters, such as academic excellence and impact on personnel.

The "Go/ No-Go" procedure, in which low-enrollment courses are canceled, is a case in point. Before President Huddleston came to campus in 1994, the academic deans were allocated a finite amount of funding, and they were to plan and implement all curricular offerings within the limitations of that dollar amount. This finite amount of funding made the deans conservative about how many sections were offered and when they were offered. Allocating a finite amount of funding to the deans was the operational method for ensuring that class scheduling occurred in a financially conservative way; however, under this arrangement the College often failed to provide sufficient sections to respond to student enrollment demands, resulting in a limit on the overall enrollment growth of the College.

When President Huddleston came to campus, he altered this procedure such that deans could schedule classes, and the classes would be funded . . . so long as the class enrollment was ten or more. If the class enrollment was nine or fewer, then the section would be canceled. (It should
be noted, however, that when a small-enrollment course is students' only option for fulfilling graduation requirements, the course is not canceled.) Under this funding arrangement, new sections were added so long as they were sustained by student demand; however, whereas the widespread cancellation of low-enrollment courses was unheard of before 1994, after that year low-enrollment sections were frequently canceled. This new method of funding ensures that class scheduling is both financially conservative and responsive to student demand.

The practice of routinely canceling low-enrollment classes, however, has caused faculty to believe that financial considerations inappropriately outweigh educational considerations. When financial considerations take precedence over educational considerations, faculty avow, the institution's educational offerings are fundamentally compromised. A music faculty member, for example, may point out that even though only six students need a particular course, the course may be pivotal in those students' educational program, and canceling the low-enrollment course undermines the overall viability of the College's music offerings. Likewise, faculty sense an inherent unfairness in course cancellation. A biology faculty member who teaches very large sections of introductory biology, for example, resents bitterly that an advanced biology class, a favorite teaching assignment, is canceled. This faculty member may argue that large enrollments in some of her courses should compensate for an occasionally low-enrollment course.

Faculty and administrators have sought to understand one another's points of view concerning the "Go/ No-Go" (low enrollment cancellation); however, this issue continues as a cause of tension between two organizational units. While the issue is not always easily resolved, ultimately both faculty and administrators share a commitment to the overall welfare of the institution and its students, and dialog continues about how best to serve that welfare.

Athletics: At institutions that sponsor intercollegiate sports, this program generates opposing views, from the booster club member to the faculty member who would rather the institution not include athletic competition at all. Athletics is a very visible part of Dixie State College, playing a large role in the institution's community relations. As Dexter Irvin, Athletic Director, recently expressed it, "If Dixie State College is a house, we are the front porch, the entry to the house. We represent the institution to the community, and we are one of the most visible parts of the house. We realize that we're not a room inside the house. We're just the front porch. We know what our role is, and we're happy with this role."

Many persons at the College and in the community at large are devoted and enthusiastic supporters of Dixie State's athletics programs. Many faculty feel that this enthusiasm creates an atmosphere in which the institution gives too much emphasis to athletics. Some claim that student-athletes are beneficiaries of disproportionately large amounts of financial aid, academic support, and exception to policy and procedure. In Fall 2001, the Faculty Senate administered a survey in which "Forty-five percent of the full-time faculty [reported that they] had been asked to provide accommodations for a student-athlete beyond what they would do for other students" (exhibit 6.56, Faculty Senate Survey on Athletics, Fall 2001). Faculty are generally uneasy about the relationship between academics and athletics.

3. **Diversity in Student Enrollment and Personnel**: The minority population of the College's service region has changed drastically in the past decade, and while the College has made some progress in serving minority students and recruiting minority employees, the percentages of minority student enrollments and minority full-time employees fall short of the percentage of minority persons in the College's service region.

4. **Faculty Senate**: The evolving role of the Faculty Senate as a formal part of an emerging state college governance structure is still indefinite, largely without precedent at the institution. The College should enter into a years-long process of defining the proper role of the Faculty Senate in governance.

5. **Faculty and Staff Participation in Trustees' Meetings**: In their review of governance, the Trustees noted that "... the Faculty Senate and Staff Association have very few agenda items on the Trustees' agenda." They added that "... some Trustees ask if the Faculty Senate and Staff..."
Association have adequate access to the Trustees" (exhibit 6.5, Trustees Review of College Governance.) The "chain of command" inherent in the College's governance structures may account for some of this concern, as issues and conflicts are handled in appropriate departmental or program settings.

6. **Institution-System relationship**: Some Trustees believe that the Regents do not always seek the Trustees' input on important matters of institutional governance. In cases where the Trustees are able to give input, they sense an "us-and-them" atmosphere in the discussion. Some Regents at times seem defensive and distrustful.

7. **Relative Sizes of Academic Divisions**: Of the academic divisions, the Division of Arts, Letters & Science accounts for nearly three-fourths of the College's instructional FTE. The faculty evaluation of governance points out that "many faculty feel [this division] is too large and diverse to be administered by a single dean" (exhibit 6.4, Faculty Review of College Governance). This concern was voiced fairly recently (during the 2000-2001 school year), and the College is currently reviewing its academic administration.

8. **Communication**: As the College grows, it faces increased diversity among employee units -- administration, faculty, and staff. Despite efforts to involve all employees in appropriate governance activities (i.e., the annual budget process, strategic planning, etc.), employees in the varied units often feel isolated and "not included" in the loop. One employee evaluation of governance points out that there are "communication problems at the lower levels," and "though administration invites participation, many employees are reluctant to participate" (exhibit 6.23, Administrators' Review of College Governance). Through the past several years, the president and members of his administrative staff have conducted annual meetings with each of the various employee units. At times, these meetings have included vice presidents and deans; at other times, the president has conducted meetings alone.

9. **Diversity and Gender Equity**: Even though the College has made some progress in increasing the diversity of its faculty and staff, the current personnel does not yet reflect the diversity of citizenry in the College's service area. Also, while the College's faculty and staff reflect an appropriate mix between genders in various roles, the College's upper-level administration continues to be dominated by men. Upper-level administrators tend to serve in their positions for a long time, providing very few opportunities for promotion and change among the ranks of administrators.

10. **Selection of Board Members**: As mentioned above, the Trustees bring great expertise and insight to College governance. The College is fortunate that the Board is an appointed board, rather than an elected board with attending political problems. However, because the Trustees are appointed by the governor, the College sometimes has little opportunity to give input in their selection. At times the College has felt that its input about the composition of the Board of Trustees, especially recommendations that persons with particular background and knowledge be appointed, has been overlooked. As one senior Trustee recently wrote, "The Regents and the Trustees are both appointed by the governor and are essentially political appointees. This means that some appointees have no personal background in the educational system, and in fact, have never worked in it before their appointment. Some appointments are nothing but political favors bestowed" (exhibit 6.5, Trustees Review of College Governance).
Projection

The following are recent accomplishments and goals related to governance and administration.

Recent Accomplishments

1. Administrator Evaluation: Trustees noted that "... it would be useful if administrators had feedback from the persons they directly supervise." Trustees recommended that "some process should be devised to provide for administrators to be evaluated by those who are directly under their supervision. In Spring 2001, the Performance Appraisals Policy (exhibit P4.12) was revised to include a process wherein the vice presidents and deans are evaluated by those they supervise.

Short-Term Goals [1-2 years]

1. Revise the structure of academic divisions and reorganize academic divisions and departments to more effectively facilitate faculty roles in governance. As the faculty review of governance puts it, "... consider organizational changes that would encourage stronger roles for the faculty senate, for individual departments (especially in Arts, Letters, and Sciences), for committees, and for other administrators." The reorganization will address the inconsistency in the size of academic divisions. Also, it will create a governance structure, including administrative structures for academic programs and student services, that will serve upper-division students well.
2. Promote Faculty Senate and Staff Association activity in Trustees' meetings. As the Trustees wrote, "Through training or open invitation, the Faculty Senate and Staff Association representatives should become active participants in Trustees' meetings" (exhibit 6.5, Trustees Review of College Governance).
3. Consistently and thoroughly implement the Policy on the Performance Evaluation of Executive Staff (exhibit P4.12, paragraph 12.5). In this process, the College must be sensitive to create bottom-up evaluations that encourage honest comments. If a supervisor oversees a small number of employees, the evaluation must avoid compromising either the evaluation process, or the status of the subordinate who writes evaluations.
4. Continue efforts to communicate among College constituencies. The president and members of the executive staff will continue annual meetings with faculty and staff units. The minutes of College Council and the Board of Trustees meetings will be available online in a consistent, prominent, and timely way. An abbreviated version of the annual report will be released to key College constituencies, including the press, school district officials, local politicians, and other persons. Also, the report will be made available to the general public, via a distribution box in the Administration Building.

Long-Term Goals [3-10 years]

1. Implement a salary equity review and devise a plan for adjusting salaries to achieve internal salary equity. Basically, the College should undertake anew the salary equity plan of 1993.
2. Promote greater institutional input in the appointment of Trustees.
3. Work to improve relationships between the College and state and local politicians.
4. Work to improve relationships between institutional representatives (Trustees and College employees) and state higher education leaders (the Utah System of Higher Education and the Board of Regents). Specifically, Trustees express a need for a better relationship with the Regents. The College will work to improve the procedures and general atmosphere for communication between Regents and Trustees.

5. Improve healthy working relationships between academic and student services personnel and departments. The president and vice presidents will direct a long-range effort to coordinate these units' goals and improve harmony.

6. Undertake a regularly scheduled, systematic review of policies at least every five years.

7. Develop and implement plans to more effectively serve the growing minority population in the College's service region, increasing the proportion of minority student enrollment and full-time minority employees.

8. Internally develop and promote women in appropriate leadership roles to address the current imbalance in upper administration. Also, promote diversity such that the College's personnel reflect the diversity of citizenry in the College's service area.

9. Revise academic chair structure compensation (monetary and/or workload) with the aim of motivating more people to want to be chairs and perhaps avoiding chair tenure that is too long.

10. Promote community awareness about the roles of Trustees and Regents as representatives of the community.

11. Promote general campus awareness about governance structures, especially the function of committees and councils.
“I doubt that I can capture in a few paragraphs the positive effects that Dixie State College has had on me,” writes Steve Vincent. “I really found myself at Dixie. My professors at Dixie saw my potential and tapped it. Charles Barkley once said, ‘John Stockton took a little farm boy from Louisiana and made him the Mailman.’ I think a similar thing could be said of my teachers at DSC. They took an unfocused kid from St. George and gave him a future. Eric Young developed my analytical skills; Loren Webb developed my journalistic skills; George Jantzen developed my writing skills; Glen Besonnette and Ed Reber refined my writing skills even more; Susan Ertel developed my editing skills. I'm not saying that I have perfected any of these skills, but they have been significantly bettered by my experiences, and mostly by my fine professors, at Dixie State College.

“One of the qualities I appreciate most about my Dixie experience is that my professors let me fail. I remember my first debate trip at DSC. We traveled to Colorado Springs, Colorado, and I got crushed in every round in every event I competed in. I mean, I got defeated more soundly than Pat Buchanan in a presidential election. It was humiliating. I remember sitting in TGI Friday's and thinking that I was wasting my time trying to be a college debater and expressed that thought to Eric. He just looked at me, and said, ‘I didn't bring you here to win. I brought you here to get experience.’ I stuck with it. I never was one of the elite debaters or orators on the circuit, but I was decent. I got better. I even won a few trophies and learned the art of making people laugh. I learned valuable skills, but most of all, I had the time of my life on the Dixie State College debate team. It was one of the happiest memories of my life.

“I think what I appreciate most about the professors and administrators at Dixie, is that they loved me. They made that evident. They weren't just my professors; they were my friends. They treated me as an equal. When I knew I was there, I could walk into the office of a dean, vice president, secretary or professor, and he or she would make time for me. I learned much from those conversations with great minds. I never felt as if there was an invisible wall that separated me from my professors; rather, I felt as if I were being trained by a great friend and mentor. I always came away from such encounters enlightened and led to believe that my ideas as were as important as theirs. Clearly, they were the greater minds, the more educated, the more refined in analysis, but I was never belittled or made to think I was something less. I craved these moments; I still enjoy going back and talking to them. It really is the most remarkable part of my education at Dixie.”
Chapter Seven: Finance

Purpose and Overview

Dixie State College has a long history of fiscal solvency. The conservative, wise, and efficient management of financial resources over the past decade has enabled the College to accomplish unprecedented development, resulting in assets and programs that otherwise the College could not afford -- a beautiful campus and physical plant, highly qualified faculty and staff, and progressive educational offerings.

The College also has a long history of successfully enduring grim fiscal challenges. Dixie State's institutional memory includes the historical narrative of one particularly dire financial crisis. In 1911, the Church of Jesus Christ of Latter-Day Saints established a four-year high school (grades nine through twelve), officially called the St. George Stake Academy, nicknamed the "Dixie Academy." In 1916 the school added a junior college program (grades thirteen and fourteen). Facing hard times in the wake of the Great Depression, in 1933 the Church withdrew its financial support for Dixie Junior College. For some time, using donated labor and goods, the College's faculty and staff operated without financial sponsorship, until the state of Utah agreed to assume financial responsibility. Still today, students, faculty, and staff often repeat this historical narrative, reminding one another that institutions thrive because of strong personal commitment, almost more than wealth.

During more recent years, the College has faced other financial crises that, while not nearly as severe, are nevertheless very disquieting to the campus community. Inaccuracy in state-level projections of general tax revenues caused two such crises in 1986 and in 2001-2002. In 1986, actual Utah tax revenues collected fell behind projected revenues by nine percent, and the College was asked to cut its allocated budgets by six percent. In 2001, in the wake of the September eleventh terrorist attacks in New York and Washington, Utah's economy followed the national trend toward recession, and the state's actual collected revenues fell short of projections by more than four hundred million dollars. The January 11, 2002 Chronicle of Higher Education describes the situation as follows:

Gov. Michael O. Leavitt, a Republican, has already held back 2.5 percent of the money appropriated to the state's higher-education system for the current (2001-2) fiscal year, and has asked other state agencies to prepare for a new wave of rescissions amounting to 4 percent of their budgets. With the state's economy in the doldrums, and its income-tax collections way down, there is little chance that lawmakers will put much additional money into public colleges in 2002-3 (see http://chronicle.com/weekly/v48/i18/18a02101.htm#UTAH).

In May 2002, after Dixie State College had cut more than a million dollars from its budgets, state revenue projections fell even further, and the College was asked to make additional cuts that are substantial and distressing, possibly as much as an additional million dollars on top of previous cuts. Because more than 85 percent of expenses in Utah's higher education's budgets are for personnel compensation, these budget cuts necessarily mean staff reductions and other workforce adjustments such as class size and
adjunct instruction ratio increases. To make these cuts, the College has been forced to freeze personnel searches and require all faculty and staff to perform additional duties without additional remuneration.

When evaluators visit campus, they are asked to be sensitive to the impact on morale of these difficult economic times. Evaluators should anticipate the anxiety that the College's difficult adjustments, cost-cutting and downsizing have caused. While the financial outlook for Utah's economy does not suggest a speedy resolution of these budget shortfalls, the College will survive and resume its pattern of robust and visionary development.

This chapter presents information about the four major headings of the accreditation handbook's finance section: 1) financial planning, 2) adequacy of financial resources, 3) financial management, and 4) fundraising and development. Evaluators will see that, despite economic doldrums, funding is sufficient for accomplishing the College mission, the College's financial management is conservative and successful, and the College exercises responsible and trustworthy stewardship over state, private, and student funds.

Financial Planning

Dixie State's budgeting and financial planning are ongoing, realistic, participatory, and based on the institution's mission.

**"Base-Plus" Funding**: Utah employs what it calls a "base-plus" funding method, which provides ongoing and stable funding for colleges and universities in the state. This method can be represented with the following illustration:

Each year, the state allocates ongoing funding to the College in the amount of the previous year's base, plus an increment for enrollment growth. As the College's enrollments grow, the state uses a complicated enrollment growth funding formula to increase the base. In this formula, state budget analysts calculate the average costs of educating "Full-Time Equivalent" students (FTE, defined as fifteen credits per semester and thirty credits per year) and allocate new funding based on these estimated costs.

With input from institutions, analysts calculate projected costs for different categories of FTE's, including lower-division general education students, lower-division applied technology students, and upper-division students (exhibit 7.15, Enrollment Growth Formula Worksheets). For the 2002-2003 school year, the formula provides $3,282 per FTE for new lower-division general education enrollment, $5,016 per FTE for applied technology education enrollment, and $5,115 per FTE for upper-division education enrollment.

These calculations are dynamic and changing, floating in response to many input variables such as faculty salaries and operating costs. Using a complicated "Budget Tree" (exhibit 3.93,) the system tallies the College’s FTE, classifying instruction as either "budget related" (for which the institution receives state allocations) or "self-support" (for which the institution does not receive allocations). When additional students enroll, in theory the College’s base budget will be expanded accordingly.

Utah's enrollment growth formula is, however, subject to political tweaking. As legislators allocate funds, they may reason that enrollment growth is more expensive for small numbers of students in small institutions than for larger numbers of students in larger institutions, and thus they may reduce the per-student allocations for larger institutions. They may hypothesize that the system of higher education has excess and unused capacity; and therefore, they may lower allocations accordingly. And, as occurred recently, they may face a statewide financial crisis and not have sufficient funds to adequately pay for growth. Such modifications of formula growth funding result in unfunded growth, which periodically
forces the College to redirect resources, as occurred in 2001 when the legislature funded only 78 percent of the state's enrollment growth.

This funding method has interesting implications. For example, the base budget is adjusted for growth, but only a portion of the base is adjusted for inflation. The College's budgets are composed of approximately 85 percent personnel compensation and 15 percent current expense. In most years' budget deliberations, the state plans for increases in compensation for state personnel. Thus, the portion of the base for compensation is periodically adjusted for inflation. However, no such adjustment exists for current expense; therefore, some of the allocations for enrollment growth are diverted to cover inflation in current expense. Also, enrollment growth funding is allocated on a one-year lag. The legislature does not allocate growth funding until the institution's reports have documented the growth, one year after the growth has actually occurred, requiring that the institution temporarily accommodate new students without the state’s financial support.

Regardless of these political considerations, the enrollment growth funding has provided the College its largest and most reliable source of funding for new programs and major program enhancements. In short, the use of a statewide enrollment growth funding formula requires that, for ongoing institutional vitality, the College must seek enrollment growth. Luckily, the College has enjoyed a growth rate that has helped the College to avoid programmatic inactivity, as indicated in the following table:

<table>
<thead>
<tr>
<th>Year</th>
<th>FTE</th>
<th>Increase/Decrease</th>
<th>Percent Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>91-92</td>
<td>2297</td>
<td>141</td>
<td>7%</td>
</tr>
<tr>
<td>92-93</td>
<td>2291</td>
<td>-6</td>
<td>0%</td>
</tr>
<tr>
<td>93-94</td>
<td>2429</td>
<td>138</td>
<td>6%</td>
</tr>
<tr>
<td>94-95</td>
<td>2620</td>
<td>191</td>
<td>8%</td>
</tr>
<tr>
<td>95-96</td>
<td>2945</td>
<td>325</td>
<td>12%</td>
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<tr>
<td>96-97</td>
<td>3109</td>
<td>164</td>
<td>6%</td>
</tr>
<tr>
<td>97-98</td>
<td>3335</td>
<td>226</td>
<td>7%</td>
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<tr>
<td>98-99</td>
<td>3547</td>
<td>212</td>
<td>6%</td>
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<td>3667</td>
<td>120</td>
<td>3%</td>
</tr>
<tr>
<td>00-01</td>
<td>3890</td>
<td>223</td>
<td>6%</td>
</tr>
</tbody>
</table>

As reported in a July 26, 2001 Utah Board of Regents press release (exhibit G.34), it is likely that Dixie State will continue to grow at a rate that is manageable and yet avoids institutional stagnation:

Each of [Utah's] nine institutions is projected to grow, both in the short and long-term. Leading the growth will be Utah Valley State College and Dixie [State] College, which are projected to grow by 27 and 22 percent respectively during the next five years, and by 82 and 92 percent in twenty years. Both of these institutions are located in rapidly growing parts of the state.

The College's budget-building process includes internal components involving on-campus entities such as departments, programs, the institutional Board of Trustees, and the administrators, and external components involving off-campus entities such as the Utah State Board of Regents, the Governor, the
legislative budget analysts and the legislature. The passage of an “appropriations act” at the conclusion of each spring’s legislative session is the culmination of over a year’s internal and external preparation and deliberation. Funding for higher education (which is included in the “general appropriations act”) involves cooperation among the College, the Regents (or the “Utah System of Higher Education [USHE]”), the Office of the Commissioner of Higher Education (the “OCHE”), the Governor’s Office of Planning and Budget (the “GOPB”) and the Legislative Fiscal Analysts Office (the “LFA”) as well as the Governor and Legislature.

**Internal Budget Process:** The budget process starts with the faculty and staff of Dixie State College. As described in Dixie State's Budget Process Policy (exhibit P6.11), on the first of November each year, the Business Services Office requests budget proposals from members of the campus community. The Business Services Office sends forms and instructions to all budget directors of the College (exhibit 7.79, Budget Process Forms), and budget directors conduct discussions with the employees they supervise, such that employees at all levels of the College give input regarding budget requests. In particular, all employees are instructed that budget requests should be tied to one of the goals in Dixie State's mission, and the College's strategic plan is the principal rationale for approving budget requests.

Distributing budget forms and requesting broad input has three purposes: First, to inform budget planners regarding budget needs at all levels of the college; second, to help individuals and units in understanding the budget and preparing budget requests; and third, to ensure that funds that may be appropriated, received, or reallocated by the college are distributed wisely, in ways that contribute to the College's strategic success.

By the 15th of December, budget directors should have reviewed all budget projects and ranked them in priority order. Requests are ranked in priority order at several levels: For example, a department chair ranks requests before submitting them to a dean. The dean then prioritizes requests from several department chairs or directors before submitting them to the vice president. And finally, the vice president ranks requests before submitting them to the president. If a budget director reports to someone other than a dean or vice president, that director discusses all requests from the units he or she supervises with a dean or vice president, and those requests are included in the priority-setting.

Three types of budget requests must go through an intermediate review process: 1) The director of information services reviews all computer requests; 2) the director of facilities planning reviews all requests for facilities repairs and improvements; and 3) the director of human resources reviews all requests involving salary changes or new positions. This intermediate review is completed by January 1.

By February 18th of each year, requests are sent to the business services office, which assembles the documents into book form and prepares a summary report of all the requests (exhibit 7.80, 2000-2001 Budget Request Book).

In mid-March, the President and Vice-Presidents conduct budget hearings that allow all campus personnel the opportunity to explain their requests' impact on meeting the strategic goals of the College. At the conclusion of these hearings, the president and vice-presidents set the budget in light of available funds and the strategic goals.

**External Budget Processes:** As would be expected, many praiseworthy requests go unfunded. Requests that are unfunded through the above internal budget process are then forwarded for continued consideration to an external budget process, the legislative process. In April-May, the Office of the Commissioner of Higher Education (OCHE) distributes forms and guidelines to the Utah System of Higher Education institutions for use in preparing operating and capital budget requests. At that time, the budget preparation calendar and parameters for requesting budget enhancements are established. In July and August, the OCHE collects and analyzes institutional requests, and prepares recommendations on base budget and proposed enhancements for the Regents' consideration.

In September and October, the Regents hold hearings with institutions to determine budget requests to forward to the Governor and Legislature for consideration (exhibit 7.20, Regents 2000-2001 Operating Budget Request). The Governor's Office of Planning and Budget (GOPB), with input from the State Tax Commission and reviews with the Legislative Fiscal Analyst (LFA), prepares up-to-date revenue
projections to be used in finalizing the governor's budget recommendations in November and December of each year.

By Mid-December, the governor publicly releases his budget recommendations and by Mid-January, the legislative financial analyst evaluates the governor's budget recommendations, independently projects revenue (with review by GOPB), and prepares operating and capital budget recommendations for consideration by the legislature. The legislature meets the third week of January through the first week of March, and various legislative committees review the budget requests and provide funding based on legislative goals. The state constitution allows the governor line item veto authority, and the Governor signs or vetoes the enrolled appropriations bills.

**Distributing the Annual Budget to Appropriate Constituencies:** On campus, budget information is communicated through a variety of channels -- the all-employees' meetings, the campus financial database (FRS), reports to budget directors, and reports to Trustees. Twice each year, at the beginning of Fall term and at the conclusion of the legislative session in March or April, the College president conducts all-employee meetings in which he communicates budget information. In these meetings, the president thoroughly explains major revenue sources and amounts, and major allocation increases and changes.

Appropriate budget managers have access to portions of the campus financial database (SCT's product, FRS), where they may see current expenses, account balances, and budget transfers. Hard copy reports from the FRS are distributed throughout the year. Also, in April and May the College's Business Services Office distributes budget reports to all budget directors. In these reports, the results of the budget process are communicated to the budget directors, allowing them to initiate job searches, purchase equipment, and implement other improvements (exhibit 7.81, Sample Budget Notifications to Budget Directors).

The institutional Board of Trustees receives frequent reports on budgets in all scheduled meetings. In Regent Policy R220 (exhibit 6.20) the state Board of Regents delegates certain authority to the institutional Board of Trustees, including the following approval functions: In keeping with this authority, key budget information is presented for approval at each of the Trustees' meetings, as listed in a policy addendum, Checklist of Presidents' and Trustees' Responsibilities (exhibit 7.82). Each year after the legislative session is complete, the president reviews annual revenues and allocations of revenues. At regular intervals, Trustees review and approve the institutional budget, along with the progression of expenditures and revenues. Any of the Trustees' agenda packets contains numerous budget reports. For example, exhibit G.69, the May 2001 Trustees' agenda, contains the Investment Report (which shows distribution of investments and investment earnings), the Budget Control Statement (which describes the progression of expenses and revenues), the Budget Control Statement (which shows individual account summaries), and the Tuition and Fee Schedules (exhibit 7.23, which shows Regent-approved tuition and fee rates for resident and non-resident, at the lower- and upper-division levels). Likewise, the Trustees review and approve all audit letters (see, for example, exhibit 7.22, the College's most recent audit).

**Long-Term Financial Planning:** The fact that Utah's legislature annually revises the procedures and even some of the assumptions under which the College receives public revenues limits the College in its long-range budget planning. While the College is able to anticipate some broad budget trends, each year its allocations vary according to the political and economic environment in the state. Thus, the College is not able to project with confidence what long-term funding will be available.

Despite this limitation, the College undertakes a number of studies to gauge budget conditions for the short- and long-term future. Each year, the College submits to the Regents a budget report that, along with past- and current-year budgets, includes a one-year budget projection (exhibit 7.13, Financial Report To Regents for 2002, Budget Form A-1, Appropriated Funds Expenditures, Transfers, and Revenues). Also, as part of the College's strategic planning process, the College conducts a "climate survey" with the aim of understanding the long-range budget environment in the state. To assess long-term budget conditions, in 1994, the College consulted with a former legislative analyst and current assistant to the commissioner of higher education (exhibit 1.3, 1994 Climate Survey), and in 1999 the College consulted with an associate commissioner for finance and budget in the USHE (exhibit 1.2, 1999 Climate Survey). Using its best sense of statewide budget conditions, the College writes a strategic plan, including the Future
Projects List (exhibit 1.5) which lists the College's anticipated projects; however, in reality the state's budgets are variable, and it is nearly impossible to project long-term budgets with accuracy.

Debt for Capital Outlay: There is no institutional policy on debt for capital outlay, other than the fact that the state legislature must approve every bond, and history shows that Utah's legislature is very conservative in its willingness to approve bonding and incur debt. For example, in the past three or four years, the College's proposed Eccles-Graff Fine Arts Center has been ranked very high among all state building priorities, often as the second or third statewide priority; however, for several years the legislature declined proposals to bond for new construction, despite building needs. In Utah's fiscal 2001-2002 budget, non-bond funding was finally allocated for construction, but was later rescinded in the wake of the state's revenue shortfall, and then later reinstituted through state (not institutional) bonding. Thus, the Fine Arts Center construction will proceed.

In its use of debt, the College openly distributes information. Trustees approve the College's debt procedures in annual financial statements, including detailed information on long term debt and bond retirement (see for example the notes to financial statements in the January 2002 Trustees agenda, exhibit G.27).

Dixie State currently services two bond debts for the Avenna Center and the Gardner Center. The Avenna Center is a four-building conference complex that was formerly known as the Dixie Center. Originally constructed in 1986 on campus land, the Dixie Center was originally operated through an special services district involving a number of government and educational entities -- towns, cities, the county, and educational entities. In 1998 the College purchased the Center from this entity. From 1986 through 1998, the College rented space in the Dixie Center for College use. When the College purchased the Dixie Center, the Center's name was changed to the Avenna Center, and the College assumed full ownership and responsibility for the existing bond debt. In 1998, the College's funding allocation that had been used to rent space in the former Dixie Center, more than four hundred thousand dollars, was now applied to debt service in the new Avenna Center. The bond was structured such that the state allocation for space rental was the precise amount needed for debt service. The funding will continue to be ongoing and secure throughout the life of the bond.

In Utah, associated student governments are allowed to develop student centers through bonding. The Gardner Student Center was among several centers statewide that were financed through bonding. To service this debt, students are assessed a fee that varies according to credits taken, up to a rate of $55.90 for full-time students (exhibit 7.23, Tuition and Fee Rates). In 2002, a major addition to the Gardner Center will be constructed through an additional bond which is made possible by enrollment growth. The students' fees will not be increased; however, with enrollment growth, many more students are paying those fees. Before the 2002 addition, these student fees generated large amounts of excess revenue. Exhibit 7.19, Dixie State College Debt Service Coverage, shows the current and historical Gardner Building debt service coverage for the years 1996 through 2005. This report shows that the actual and projected revenues have and will cover indebtedness, usually with a substantial margin. For the past two or three years, revenues have been more than double the amount of debt service expenses. (For detailed analysis, exhibit 7.25, Actual and Projected Revenues, Expenses and Debt Service for Fiscal Year 2001.)

Adequacy of Financial Resources

Dixie State College seeks and uses different sources of funds adequate to support its programs and services. It has adequate resources to accomplish its mission and the mission's six goals, for the number and type of students it serves. Dixie State's financial statements indicate a history of financial stability for the past five years (exhibit 7.3, Table #3, Summary Report of Revenues and Expenditures). As demonstrated by a financial history of substantial fund balances carried forward from one year to the next (see "Fund Balance Carried Forward" in Chapter Two-A, page 44), the College maintains sufficient financial reserves to meet fluctuations in operating revenue, expenses, and debt service,
To demonstrate financial sufficiency, this self study will refer to a financial analysis model created in 1997, when the Ohio State legislature passed Senate Bill 6. This legislation imposed a series of financial analyses on Ohio's institutions to demonstrate their "financial accountability" (exhibit 7.16, Financial Accountability Analysis, Ohio Board of Regents). This model establishes "a standard set of measures with which to monitor the fiscal health of campuses." Utah's Board of Regents has recently noted the Ohio system's method of analysis and has used the model to monitor the fiscal health of Utah's colleges and universities. The model employs a variety of formulae to establish three ratios which are scored from zero to five points, with five being the highest score. As the Ohio Regents have explained them, the ratios are –

1. The Viability Ratio, which is "the expendable fund balance divided by the plant debt." This ratio indicates the institution's ability to handle long-term debt.

2. The Primary Reserve Ratio, which is "the expendable fund balance divided by total current funds expenditures and mandatory transfers." This ratio indicates whether the institution's equity is at a healthy level.

3. The Net Income Ratio, which is "the net total revenues divided by total revenues." This ratio indicates the institution's ability to generate income for operations.

The Ohio model includes an institutional composite score which "is the primary indicator of fiscal health." The Utah System of Higher Education has applied the Ohio system's analytical model to assess the "fiscal health" of Utah institutions. In the "Fiscal Watch Trend Analysis" (Spring 2002) the Regents' analysts have determined these ratios for Utah institutions for FY98, FY99, and FY00. Also, the analysts assigned a composite score for each of those years. Among scores of the nine USHE institutional evaluated, one had very high ratio scores (all 4's and 5's), one had very low ratio scores (all 1's and 2's), and several others had a mixture of high and low scores. Notably, Dixie State College had all 3's, 4's, and 5's. Dixie State's composite scores were 3.2 for FY00, 3.0 for FY99, and 3.7 for FY98 (exhibit 7.17, Utah System Fiscal Watch Trend Analysis).

Dixie State's budget officers are very pleased with this analysis, believing that it is a strong indication of fiscal health and balance. It should be noted that for some of these ratios, while a low score may indicate poor fiscal health, in a fiscal environment like Utah's, a high score may indicate surplus funding, thus making the institution a target for rescission. The scores show an overall pattern of conservative fiscal health. For comparison, evaluators are invited to set Dixie State's composite scores alongside those in exhibit 7.18, Ohio System Fiscal 2000 Fiscal Watch Analysis. Dixie State's scores show that the College has adequate financial resources, and that these resources are managed wisely.

While the institution does not have its own policy controlling transfers among major funds and interfund borrowing, all of Dixie State's financial transactions are in harmony with GASB guidelines and state policies. The Utah Board of Regents has adopted Policy R548, Institutional Discretionary Funds Administration and Accountability (exhibit 7.33), which requires that all transfers out of unrestricted and discretionary funds be approved by the institutional Board of Trustees and reviewed by the Regents. This policy also lists authorized uses for these funds and types of approved transfers. The College is in full compliance with this policy.

Resources are adequate to support the academic offerings of the College, including specialized occupational, technical, and professional programs. The instructional cost study included in each year's annual report lists the direct cost per FTE for all educational offerings (exhibit G.7, Annual Report, 2000-2001, pages 17 through 27). As explained above, Utah's formula funding system has allocation components to ensure that applied technology education and upper-division education are adequately funded. A Board of Regent policy stipulates that "the Regents will develop specific funding mechanisms . . . which address the fact that many applied technology programs are more costly than general education/transfer programs. The Board will continue current monitoring to ensure maintenance of effort in applied technology education at all five community colleges" (exhibit 7.88, Regent Policy R301, Master Plan Executive Summary). By virtue of "maintenance of effort" funding, the state's allocations for all applied programs are substantially higher than allocations for general education programs.
Financial Aid: Dixie State College has identified the sources of its student financial aid for current enrollments. Also, the College plans for future financial aid in light of projected enrollments. Following are amounts of tuition and fees charged by Utah System of Higher Education institutions:

<table>
<thead>
<tr>
<th>Institution</th>
<th>Tuition and Fees #</th>
</tr>
</thead>
<tbody>
<tr>
<td>University of Utah</td>
<td>$2,897.00</td>
</tr>
<tr>
<td>Utah State University</td>
<td>$2,403.00</td>
</tr>
<tr>
<td>Weber State University</td>
<td>$2,118.00</td>
</tr>
<tr>
<td>Southern Utah University</td>
<td>$2,066.00</td>
</tr>
<tr>
<td>Snow College</td>
<td>$1,354.00</td>
</tr>
<tr>
<td>Dixie State College</td>
<td>$1,480.00</td>
</tr>
<tr>
<td>College of Eastern Utah</td>
<td>$1,466.00</td>
</tr>
<tr>
<td>Utah Valley State College</td>
<td>$1,682.00</td>
</tr>
<tr>
<td>Salt Lake Community College</td>
<td>$1,636.00</td>
</tr>
</tbody>
</table>

# Resident Undergrad Tuition and Centrally Assessed Fees (exhibit G.23, Utah System of Higher Education FACTS AT A GLANCE)

The Utah Board of Regents has limited the College's ability to waive tuition "to an amount not exceeding 10% of the total amount of tuition." Also, on a limited and defined basis the College may waive portions of non-resident tuition for students who reside outside of Utah (exhibit 7.89, Regent Policy R513, Tuition Waivers and Reductions). The College carefully adheres to the terms of this policy, monitoring the relationship between unfunded student financial aid and tuition revenues.

The College uses scholarship funding of at least five varieties to supplement tuition waivers: 1) alumni funds, 2) endowment account funds, 3) current scholarship donation funds, 4) Dixie State Foundation funds, and 5) President's Discretionary Account funds. For the 2000-2001 school year, the College awarded scholarships in the amount of $2,336,878. Of that amount, $341,778 came from the tuition waivers; $380,780 from various non-resident awards and reductions; $271,359 from the president's discretionary account; and the remainder from various endowments and current scholarship donation funds. Student athletes received $462,244, and other student leaders and recipients of academic awards also received substantial amounts of scholarship funding. In the past year, students received more than five million dollars in non-scholarship financial aid (see "Financial Aid and Scholarships" in Chapter Three, page 172). A detailed list of all fund sources may be found in exhibit 3.102, Scholarship and Financial Aid Paid to Students, 1998-2001.

Scholarship funding is carefully managed. As revenue is generated or collected, it is placed in a holding account which the Office of Institutional Advancement oversees. All interest from endowment accounts, current donations and other funds are also transferred into the holding account. On February 1st of each year, after students are notified of awards, the College Scholarship Committee is notified of the projected dollar amount that is available for the following school year. This projection is based on all anticipated revenues, as well as average percentage of scholarship offers accepted. In August before students arrive, the College knows with greater certainty what offers have been accepted, and funds are transferred from the holding account into spending accounts. Then previous-year unspent funds are carried forward, and the Scholarship Committee is again notified of spendable scholarship funds for the current year.

Auxiliary Enterprises: The College demonstrates an understanding of the financial relationship between its education and general operations and its auxiliary enterprises. According to Regent Policy R550, Auxiliary Enterprises Operation and Accountability, auxiliary enterprises are those which are "distinguished from primary programs of instruction, research, and public service, and from organized activities and intercollegiate athletics," the purpose of which is "to provide specified services to students,
faculty, staff or guests of the institution. All housing, food service, and college store activities in any institution are to be classified and managed as auxiliary enterprises.

Auxiliary enterprises accounts are properly administered and audited, and regular reports are made to the institutional Board of Trustees and the state Board of Regents. These reports provide detail about account status and audit findings (exhibit G.72, Board of Trustees Agenda, 1 February 2002, "Administrative Services" tab). The Regents monitor the fiscal health of these enterprises to ensure their ongoing operation and to avoid threat to education and general funds.

By Regent policy, the College is required to submit annual financial reports on four auxiliary enterprises -- bookstore, food service, housing, and student center (exhibit 7.28, Operating Budgets for Auxiliary Organizations). Also, the College's Business Services Office makes annual financial reports to the Trustees (see, for example, exhibits G.72, G.67, and G.62, Trustees Agenda and Materials, "Report of Auxiliary Enterprises Operations and Bond Reserve Change").

The four auxiliary enterprises are commercial entities with defined financial independence from the College. While not private entities in all senses of the word, these enterprises are by Regent policy "essentially self-supporting," responsible to maintain fund balances that will ensure that they do not negatively impact other educational accounts (exhibit 7.34, Regent Policy R550, Auxiliary Enterprises Operations and Accountability). Other than routine transfers for utilities (because all College facilities are on a common power account), there have been no transfers from education and general accounts into auxiliary enterprises accounts. Surplus auxiliary funds, however, are managed to benefit all auxiliary services, and one enterprise may be subsidized by revenue generated by others. Also, all enterprises often participate in common projects: In the recent past, funds have been spent for a point of sales cash register system implemented in food service and the bookstore, and other surplus funds have been saved in anticipation of an up-coming expansion of the Gardner Student Center.

For some years, the College food service did not operate "in the black." This deficit was always handled through funds generated by other auxiliary services, and never through transfers from education and general accounts. The College made several administrative and operational changes to enhance food service revenue: 1) Internal policies were implemented to govern billing for food services more carefully; 2) food service administration was streamlined, and staffing was reconfigured; 3) the old cafeteria was eliminated; 4) the snack bar was dramatically remodeled to include a "convenience store" in conjunction with other food services; and 5) pricing was adjusted to enhance profitability. For the first time in several years, food service showed a positive balance for the 2000-2001 school year. Also, during the 1999-2000 legislative session, the College received a state allocation for operation and management funding for the Gardner Student Center, which houses the bookstore and snack bar. This allocation reduced rental expenses for auxiliary services.

The bookstore has shown a positive balance of revenues for many years, and it is generally considered a well managed component of auxiliary services. Several years ago, one audit finding suggested that the bookstore impose a upper-limit on the amount of credit available to employees through personal accounts with the bookstore. In response to this finding, the bookstore implemented the Personal Charge Account – Bookstore Policy (exhibit P6.6), which effectively resolved the issue. Since that time, there have been no audit findings concerning the College bookstore. The bookstore is governed by a set of institutional policies (cash handling, inventory control, accounting procedures, etc.) and a set of policies internal to the bookstore (exhibit 3.123, Internal Policies, Bookstore).

All auxiliary enterprises at Dixie State are in complete compliance with all institutional business policies and procedures. Individually, each enterprise has established responsible internal procedures that lead to effective operations and profitability.
Financial Management

Dixie State College of Utah is a financially well-managed institution. College officials are committed to a reporting system that provides information needed for financial decision-making and fully complies with state and national regulations. The College employs appropriate control mechanisms to ensure the integrity of institutional finances, regulations that are detailed in institutional policy and Board of Regent policy.

Financial functions are under the direction of a single qualified financial officer, the Executive Director of Business Services, Mr. Scott Talbot, who holds a masters degree in accountancy and is a certified public accountant (see organizational charts, page 9, especially “College Services,” page 11). Also, the institution's accounting system follows generally accepted principles of accounting, the Governmental Accounting Standards Board (GASB) guidelines.

Dixie State has clearly defined and implemented policies concerning cash management and investments, which the Trustees approved in 1998. In harmony with Utah's Money Management Act and Board of Regent Policy, this policy sets forth the membership and operating procedures for the Investment Committee. The policy suggests that a wise rate of growth be the general objective of the committee, and requires that periodic reports be made to the Trustees and the Regents (exhibit P6.5 Investment of Dixie College Funds).

For many years, Dixie State has used an administrative and financial database system marketed by SCT, SIS-Plus. While this software product has generally served the College, it is becoming increasingly antiquated. In particular, the financial component of SCT's product (FRS) has limitations, and College personnel are willing to undertake the considerable effort of a transition to a new product. The College's Information Technology Master Plan 2001 (exhibit 6.11) points out that the Utah System of Higher Education is currently exploring options to upgrade and perhaps standardize the administrative database system used in USHE institutions, so Dixie State will wait to respond to developments at the system level.

The president regularly reports to the Board of Trustees and the Regents about the financial adequacy and stability of the institution. In practice, the Trustees meet at least six times each year -- five times during the academic year and once during the summer at an informal retreat. Each of these meetings includes "administrative services" agenda items, which include a variety of budget reports. Presented to Trustees at defined intervals, these reports are "action items," requiring Trustee approval. Two reports appear in each Board of Trustees agenda packet -- the Investment Report (which shows distribution of investments and rates of return) and the Budget Report (which shows revenues and expenditures).

Other reports appear on the Trustees agenda once a year, including such things as the tuition and fees schedules, the intercollegiate athletics sources and uses of funds report, and the analysis of service enterprise report (exhibits G.50 through G.75). After the Trustees have approved them, reports are then forwarded to the Regents for review and approval.

The Utah Board of Regent policies clearly specify the reports that are required, the information to be included, the format for presentation, and the processes for approval (exhibits 7.30 through 7.40). Specifically, policy requires that the College "shall issue an annual financial report for each fiscal year, in accordance with generally accepted accounting principles for colleges and universities" (exhibit 7.36, Regent Policy, R561, Accounting and Financial Controls). The Regents delegate certain approval authority to Trustees, "subject to being reported annually, in summary form, to the Regents and subject to audit." By policy, "reviews of institutional audits shall be conducted by the Board of Trustees, with the participation of the President at the discretion of the Board of Trustees." Also, each year certain institutional reports are to be approved by Trustees and forwarded to the Regents, including "institutional reports on athletics, auxiliary and service enterprises, development fund, institutional discretionary fund, investments, leased property, money management, and real property" (exhibit 6.20, Regent Policy, R220, Delegation of Responsibilities to the President and Board of Trustees). The College presents all these reports to the Trustees and then forwards them to the Regents.
Also, Regent policies require both an internal audit (conducted by system staff) and an external audit (conducted by an independent certified public accountant -- exhibit 7.37, Regent Policy, R566, Audit Review Process). The Regents hire an internal auditor who, in addition to the "Student Audit" (which shows Dixie State's compliance with Regent policy in classifying credits as "budget related" or "self-support," exhibit 3.94), the internal auditor may conduct a variety of other audits -- the auxiliary services audit, athletics, travel, admissions and records, etc. The Regents' internal auditor serves under the direction of the Regents' Audit Review Subcommittee, which reviews past audits and assigns future audit projects (exhibit 7.44, Regents' Audit Review Subcommittee agenda, January 9, 2001). In recent years, the internal auditor has completed studies about a variety of issues at Dixie State, all of which have been reviewed by the Board of Trustees (exhibit 7.45, Reports of the Regents' Internal Auditor, 1997-2002).

Each year an independent external auditor conducts a review of Dixie State's accounts and financial management. Audit statements indicate that the College's financial reports "present fairly, in all material respects, the financial position of Dixie State College of Utah . . . ." Auditors also issue an annual management letter in which they review internal control mechanisms and issue an opinion. "We noted no matters involving the internal control over financial reporting and its operation that we consider to be material weaknesses," they wrote in September 2001. The College has a long history of "unqualified opinion" management letters (exhibit 7.21, Independent Auditor's Report for Past Five Years).

Included in the auditor's management letter are audit comments which, though not material in nature, warrant the College's attention. In subsequent years, the auditors review previous management letter comments, and if an issue is adequately resolved, the comment is not repeated; however, if the issue continues to be a cause for concern, it is repeated. The fact that the great majority of comments are not repeated indicates the College's success in resolving most issues. In the past, however, some audit comments have been repeated. In 1995 and 1996, auditors repeated a comment that the College had not completed a wall-to-wall inventory. This issue was later resolved. In 2000 and 2001, the auditors issued comments that were based on the College's high turnover among accountants. These comments centered on the timeliness and completeness of reports. Because the College continues to face high turnover among accounting staff, some of these comments may be repeated in the 2002 report. The auditor's recommendation in these comments is that the College keep better stability among its accounting staff (exhibit G.72, January 2002 Trustees Meeting Agenda & Materials, "Administrative Services" tab).

The funds for financial aid are audited annually by an independent certified public accountant and include a management letter. This review is included in the State of Utah Single Audit Report, with findings listed under "U.S. Department of Education." The last finding that concerned Dixie College occurred in 1998, at which time the College was admonished to more carefully comply with FSEOG selection procedures (exhibit 7.60, Financial Aid Audit, included in State of Utah Single Audit). The College has had no financial aid audit comments since that time.

The results of external audits are publicly available. Periodically, bond rating agencies (S & P, Moodies) and other interested entities request copies of external audits, and the College sends copies to any person or agency requesting them. Also, many Dixie State College audit documents are available online through the state auditor's reports page (http://www.sao.state.ut.us/reports/reports.htm).

In the recent past, two troubling incidents have indicated some weakness in internal control of financial resources. In these incidents, employees have committed fraud and theft by deception. Both incidents have resulted in staff terminations and in legal actions, one of which is pending at the time of this writing. Because of the legal sensitivity of these incidents, specific details cannot be included here; however, in a spirit of full-disclosure, the College will review the details with evaluators when they visit campus.
Fundraising and Development

In the early 1980's, the College established a "Development Office" that was supervised by a committee composed of College administrators and development officers. This office initiated a capital campaign that solicited various types of giving, including annual, planned, deferred and other specialty giving plans.

From the beginning, the College's fundraising efforts have been very successful, and at times the College has ranked among the top two or three fundraising community colleges in the nation. In 1993, Community College Times reported that "Dixie College has raised over $20 million during the past four years, with an additional $6 million committed through deferred giving. Its efforts have helped the college vault into a spot among the nation's most successful community College when it comes to collecting private donations" (exhibit 7.71, "A Capital Jackpot," in Community College Times, September 7, 1993). Since that time, the College continues to supplement revenues significantly. Exhibit 7.90, Institutional Advancement, Summary of All Gift Income, 1995-2002, shows a history of fundraising success, with nearly fifteen million dollars gifted since 1995.

In 1995, the Development Office's name was changed to the Institutional Advancement Office, and in 1996, a comprehensive series of policies was passed to regulate its operations (exhibits P7.1 through P7.28, Institutional Advancement Policies). Organizationally, the Institutional Advancement Office is supervised by an executive director who answers directly to the institutional president (see organizational chart, page 8). The Institutional Advancement Committee is composed of representatives from the faculty, athletics, and administration. This committee has the following formal charge: "To fulfill the goals and objectives established by the Capital Campaign and to coordinate fundraising on campus" (exhibit 1.22, Charges to Committees for 2001-2002).

Alumni relations is a major function of the institutional advancement office. The alumni coordinator works with the alumni president to administer the alumni association. The College's administrative database includes a module (SCT's Alumni & Development System, or ADS) which is used to track alumni information, maintain relations that foster allegiance to the College, and receipt gifts to the College. Twice a year the College publishes an alumni magazine, Dixie State Magazine (exhibit 7.70), along with periodic newsletters and fundraising communiqués.

By policy, all fundraising in the name of the College or any of its units must be approved through the executive director of institutional advancement to ensure that the fundraising is in harmony with the institutional mission and with other fundraising projects (exhibit P7.1). Periodically, the institutional advancement office designs a capital campaign and publishes its objectives and priorities. In 1998, for example, the office initiated "Campaign 2000," and the College accomplished the first five priorities of that campaign: 1) acquire the Dixie Center complex (which is now the College's Avenna Center); 2) develop a high technology computer center (which is now the College's Smith Computer Center); acquire land adjacent to the College (which is now the College's North Plaza Building); and develop the campus in accordance with the Campus Master Plan (exhibit 7.73, Campaign 2000 brochure). The current campaign, "Securing Our Future," includes these goals: 1) scholarships, $10 million; 2) land acquisitions, $1.4 million; 3) athletic endowment, $3 million; 4) expansion of the McDonald Building, $2 million; and 5) Health Science Center, $12 million.

The success of the College's fundraising has meant that it has been able to build new facilities and purchase real estate adjacent to the campus while spending relatively small amounts of state capital development funds. In the fourteen years between 1986 and 2001, the Utah legislature funded over five hundred million dollars in higher education capital development projects, and of this amount, Dixie State received just over two and a half percent, or less than thirteen million dollars. In this same time period, the College campus has grown markedly -- largely through private donations, which figured largely in construction projects and land acquisitions such as the Gardner Center construction, the library remodel, the Udvar-Hazy Building, the Dixie Center acquisition, and the development of the Smith Computer Center (exhibit 7.75, State Funded Capital Development in USHE, 1986 - 2001 and exhibit 7.78, Fourteen Year History of USHE Capital Development Funds).
The Institutional Advancement Office adheres to governmental requirements. All gifts are acknowledged and receipted on official College forms (exhibit P7.18), and the College complies with IRS rulings regarding fair market value of gifts-in-kind (exhibit P7.17). A variety of policies are established to ensure that fundraising is conducted in a professional and ethical manner (exhibit P7.1 through P7.28).

All gifts that come to the Institutional Advancement Office are managed under the terms of Utah's Money Management Act, which dictates that property and stock be liquidated immediately, which may not always be the most effective way to manage the gifts. Because a private, non-College foundation allows for more effective management, many donors choose to make gifts to the Dixie State College Foundation, a 501(c)(3) organization that exists for the support of education. Composed of a Board of Directors (up to 25 in number) and presided over by a president, two vice-presidents and a secretary/treasurer, the foundation acts and is governed totally independent of the College and is its own clearing house for gifts-in-kind or cash gifts made directly to it. The foundation accounts for such gifts, and not the Office of Institutional Advancement. The College's president from time to time makes requests of the foundation, but the foundation has total discretion as to whether the request is honored. Formed by charter in 1971, the foundation continues to function according to its own approved bylaws (exhibit 7.76). The relationship of the College to the foundation is clearly defined in the foundation's charter and by-laws and in College policy (exhibit P7.15 Acceptance of Gift).

In cooperation with the Institutional Advancement Office, the College enjoys the volunteered consultation of a National Advisory Council (the NAC), a group of men and women from all walks of life who meet on campus twice a year to lend their insight and assistance about problems and initiatives. The NAC uses its contacts, experience, and wisdom to help the president and the Institutional Advancement Office conceive and implement fundraising ideas. Further, the NAC members serve as liaisons among the College, its alumni and its friends (exhibit 7.77, NAC Members, 2002, and exhibit P7.12 National Advisory Council policy).

All endowment and life income funds and their investments are administered by the Executive Director of Business Services, Scott Talbot, in conjunction with staff in the Business Services Office, which maintains complete records concerning these funds and complies with all legal requirements.

**Appraisal**

The following is an appraisal of the strengths and weaknesses of the College’s financial resources and management:

**Strengths**

1. The College has sufficient funds to accomplish its mission. Also, specific aspects of the College's operations, including off-campus programs and summer school, are adequately funded.
2. Cooperation among three entities in Utah – the state auditor, the Office of the Commissioner of Higher Education, and the financial offices of Utah’s ten state institutions – provides a strong system of financial planning, a network that allows smaller institutions like Dixie State College to rely on the planning resources of the entire system.
3. Dixie State College’s financial management is strong. With an effective budget reallocation process, headed by a president with academic and practical background in accounting, the institution manages financial resources well.
4. Dixie State College’s Office of Institutional Advancement has been very successful. For years, the College has been ranked among the top ten fundraising community colleges in the nation. These resources have allowed the College to build a beautiful campus and to develop excellent educational programs, including the new baccalaureate degrees. When the College changed its mission, over six
hundred community members donated one thousand dollars each, and some donors contributed amounts of six and seven figures.

**Weaknesses**

1. Faculty and staff report that they can’t understand budget information and reports. To supplement the administrative database financial information (SCT’s FRS), periodic budget reports are distributed in hard copy to appropriate faculty and staff. These reports require more than casual familiarity with accounting procedures, principles and standards.

2. High staff turnover resulting from salaries that are below market levels causes several problems. First, key financial staff leave the College to take regional employment at much higher salaries, requiring that the College repeatedly hire and train new employees for crucial functions. Second, this turnover has resulted in work delays and inaccuracy in the Business Services Office. Some staff are not fully familiar with the accounting system and have been unable to quickly recognize inaccuracies or problems. And finally, the turnover has caused weakness in internal controls. While the College has a long history of strong financial controls, two recent incidents of employee theft by deception indicate a need for better training and vigilance.

**Projection**

Dixie State College has made significant progress in financial matters in recent years, and in coming years, the College will continue to develop:

**Recent Accomplishments**

1. **Bond Refunding:** Over the past five years, bonds have been refinanced at lower interest rates, resulting in savings of over four hundred thousand dollars for the College.

2. **General Campus Audits:** There has been a significant reduction of management comments that accompany general campus audits. Whereas in past decades, up to twenty comments accompanied audits, in the past three years no general campus audit has included more than five comments. In two of the past three years, the College has had only one comment, and in one year, there was no comment at all.

3. **Wall-to-Wall Inventory:** A few years ago, the College overcame a long-standing audit comment when it implemented a wall-to-wall inventory system, including forms and procedures for the addition and deletion of fixed assets from inventory.

4. **Business Services Office Reorganization:** Before 1997, all staff in the Business Services Office reported directly to the controller; however, in 1997 the organization was flattened somewhat. Certain key accountants were given oversight over various processes and resources, providing more control over revenues and expenditures. This new organization funnels far more information to the Business Affairs Council for more effective decisions.

5. **Accounts Receivable System:** In the past five years, the Business Services Office has developed a web-based system that the Accounts Receivable Department uses to more efficiently handle accounts receivable requests from campus entities. This system allows more efficient data entry and more detailed reporting.

6. **Employee Training:** The Business Services Office has provided staff training on computer applications and accounting and business functions.
7. **Fixed Assets System**: The procedure for tracking fixed assets, which previously involved hand ledgers, was computerized using an effective database that efficiently accounts for depreciation.

8. **Purchasing**: The procedures for routine purchases were streamlined. Today, employees may use “Mini-Purchase Orders” for small-dollar purchases and travel cards for travel expenditures. These procedures are both accurate and flexible. The College is implementing procedures for purchasing cards that will give employees even greater flexibility, which providing for automated posting to campus accounts.

### Short-Term Goals [1-2 years]

1. Improve accessibility of budget reports such that persons who may not be familiar with accounting procedures, principles and standards can easily read and understand them.
2. Improve the salaries for staff employees in Business Services, and improve the retention of key employees.
3. Convert all required accounting formats to the GASB-35 statement format.
4. Upgrade the campus financial database system (SCT’s FRS) to a new version (Banner). The software consultants estimate that this conversion will add twenty percent to the Business Services Office’s workload during the year that the upgrade is implemented, 2002-2003.
5. Fully implement the procedures for purchasing cards.

### Long-Term Goals [3-10 years]

1. Increase the quality of work and professionalism of financial staff employees. The College will hire and train employees that will advance competence, both their own and that of other employees.
2. Provide more “cross training” that will allow the Business Services Department to continue to operate efficiently in cases of the loss of key employees. The College will provide each employee with the needed software tools and training needed to complete their jobs.
3. Provide all needed financial services. The Business Services Office will serve its constituencies – including campus entities, the Board of Regents, and the legislature – and will communicate with these colleagues according to the standard of professional conduct as outlined by NACUBO (National Association of University and Business Services Officers, exhibit 7.91).
In a span of nearly four decades Gian Ferrari has gone from dropping out of high school to get married, to becoming one of the top students at Dixie State College.

The road has been a long and winding one for Gian, but it’s a journey that’s taken her full cycle, right back to education’s doorstep. After moving back to the St. George area three years ago, she decided to enroll in some courses at Dixie State College just for fun. That decision began a process that is still building momentum.

“It was just like lighting a fire under me when I got started at school. To me, the adventure in learning is that you discover things about yourself that you weren’t aware of, and that’s what I missed when I cut short my education when I was young.”

In 2001, Gian completed her high school education through DSC’s Adult Education program, graduated with honors, and was named class salutatorian. That next fall, Gian began pursuing a degree in visual technology at Dixie State. In her first full year of college as a returning student she earned a 3.7 GPA, was inducted into the college’s honor society, and received the prestigious “Freshman of the Year” Award. Next fall, she’ll be attending DSC not just on one scholarship, but two, and so far, she’s enjoyed every minute of her education.

“I’ve never met more dedicated, professional educators anywhere. I don’t think I’d ever want to go anywhere else just because I have felt so accepted and welcome here. Even though I may not have been to start with, I’ve become a real fan of Dixie College. I love it here.”

Throughout the latter half of her life Gian has made a living as a freelance artist. It’s a talent that she didn’t even know she had until 20 years ago. Now, she wants to take that talent further and become a designer, and she feels that Dixie State College is the key to making that happen.

“The main thing I think this academic experience has given me is confidence in myself as a person and in my skills – that’s priceless to me. It’s sort of like not just seeing the light at the end of the tunnel but having your brain pried open with a lot of daylight flooding in. Everything that was closed to me before will now open up and I’ll have opportunities that I never would have had otherwise.”
Chapter Eight:

Physical Resources

Purpose and Overview

When evaluators come to Dixie State's campus in St. George, they will find more than ninety-seven acres of trees, grass, rolling knolls, and open-space set among magnificent and diverse geological landforms. Looking in one direction, they'll see palm trees framing remnants of volcanic activity, arid sandstone, rocky cliffs and mesas—the terrain common to the Mojave and Upper-Sonoran deserts. Looking in another, they'll see pine trees framing the looming granite face of Pine Valley Mountain, with terrain common to the Colorado Plateau. Set in a residential neighborhood with close proximity to limited commercial establishments, the campus has an openness. The campus's many small and utilitarian buildings, most of which are designed with large windows, exploit the openness and beauty of surrounding vistas. Evaluators will find a generally inviting campus, with manicured grounds and well-cared-for buildings.

Dixie State's facilities were the subject of two commendations in the 1992 evaluating team's report:

The college and its executive leadership should be commended for its progressive facility acquisition, forward-looking capital master plan and for demonstrated creative solutions and exceptional fund development success of raising more than 17 million dollars in the last four years to meet capital funding and program endowment needs. Of particular note is the Dixie Center and amphitheatre, and stadium facilities.

An exceptional program of facility and grounds maintenance that contributes substantially to the establishment of an inviting and enjoyable campus environment is highly commended.

Campus facilities, under the supervision of Campus Services, have been greatly improved and expanded since the last accreditation evaluation. Following are the most significant facilities changes since 1992:

1. Val A. Browning Library Expansion: In 1993, the old library was remodeled and more than doubled in size.
2. Kenneth N. Gardner Student Services Center: In 1994, the College completed construction of a 47,130 square foot facility that housed student lounges, ball rooms, food services, the book store, and other administrative offices.
3. The Evan and Glenna Cooper Ball Diamonds: In 1996, three ball fields were constructed, including the George S. Eccles Field, the Karl F. Brooks Field, and the Bruce Hurst Field. That year, Athletic Management magazine designated the complex the Best New Outdoor Sports Facility, a national award.
4. Institutional Residence: In 1996, the College completed construction of a new residence for the College president.
5. Udvar-Hazy School of Business: In 1996, with the help of many donors, the College completed construction of a 58,160 square foot instructional and office facility, housing business programs.

6. The Avenna Center: In 1998, the complete ownership of four buildings (a 1200-seat auditorium, a sports arena, a fitness center and swimming pool, and a convention center) totaling more than 134,000 square feet was transferred to Dixie College. Previously, this facility was owned and operated through an inter-local trust comprised of three entities -- the College, Washington County, and St. George City. Once ownership was transferred, the College developed a state-of-the-art computer center in space that had been a convention center and a modern fitness center in space that had been dance practice rooms.

7. The North Plaza Building: In 1999, with the help of the Dixie College Foundation, the College took ownership of a former grocery store located on six acres of land adjacent to the north boundary of the campus. In this facility, the College developed classrooms and generic laboratory spaces.

8. The Hurricane Education Center: In 2000, through private donations, the College received ownership of 8.3 acres of land and constructed a 6005 square foot classroom facility to serve the needs of the Hurricane community. In 2002, the College completed a 5,325-foot addition to the center, and the facility now is 10,863 square feet.

9. The Dolowitz/Snow Cabin: In 2000, through the transfer of donated property and with the help of several donors, the College constructed a 6243-foot retreat and meeting center located in a beautiful mountain valley, thirty miles distant from the campus.

10. The North Instruction Building: In 2001, the College exercised a real estate trade with the LDS Church, in which the College received the former LDS Institute Building, a large instructional facility and parking lot adjacent to the campus. In exchange the College deeded to the Church a roughly similar amount of undeveloped land on the eastern edge of campus. The LDS Church developed a new Institute Building on this location.

The following are the most significant Campus Services management changes since 1992:

1. In 1996, a half-time Hazardous Materials Specialist was added to manage the College's compliance with all regulations.

2. In 1997, a Space Inventory and Events specialist was added to assist the College in efficient scheduling of campus facilities.

3. In 1997, a new position was created, the Director of Facilities Planning, and a person was hired to assist the College in planning and improvements.

4. In 1998, three additional positions were added: a journeyman electrician, a journeyman plumber, and an HVAC specialist.

5. In 1998, three additional custodians were added to the existing staff to help care for the College's expanding facilities.

**Appraisal**

**Sufficiency of Facilities**: Dixie State College's facilities are fully sufficient for its mission. The 1999 Mountain States Association of Community Colleges ranked Dixie as third among 36 institutions in total square footage, with 681,000 square feet (exhibit 8.31, Mountain States Square Footage Survey, 1998-1999).
Following is the College space inventory, as of March 2001:

<table>
<thead>
<tr>
<th>Bldg</th>
<th>Bldg Name</th>
<th>Yr Const / OCCUPIED</th>
<th>Gross Sq. Ft.</th>
</tr>
</thead>
<tbody>
<tr>
<td>ALM</td>
<td>Alumni House</td>
<td>1920 / 1990</td>
<td>2046</td>
</tr>
<tr>
<td>CON</td>
<td>Conference Center</td>
<td>1956 / 1995</td>
<td>22,319</td>
</tr>
<tr>
<td>CS</td>
<td>Conference Center Storage</td>
<td>1956 / 1995</td>
<td>861</td>
</tr>
<tr>
<td>GYM</td>
<td>Gymnasium</td>
<td>1956</td>
<td>38,063</td>
</tr>
<tr>
<td>ADV</td>
<td>Advisement Center</td>
<td>1962</td>
<td>9,745</td>
</tr>
<tr>
<td>FAC</td>
<td>Graff Fine Arts Center</td>
<td>1962</td>
<td>39,156</td>
</tr>
<tr>
<td>FCS</td>
<td>Family Consumer Science</td>
<td>1963</td>
<td>18,333</td>
</tr>
<tr>
<td>NIB</td>
<td>North Instructional Building</td>
<td>1963 / 2001</td>
<td>33,662</td>
</tr>
<tr>
<td>RAC</td>
<td>Racquetball Courts</td>
<td>1966</td>
<td>2,387</td>
</tr>
<tr>
<td>LIB</td>
<td>Val A. Browning Library</td>
<td>1966 / 1993</td>
<td>47,055</td>
</tr>
<tr>
<td>AUT</td>
<td>Automotive Building</td>
<td>1968</td>
<td>15,686</td>
</tr>
<tr>
<td>MCD</td>
<td>Mcdonald Center</td>
<td>1968</td>
<td>19,815</td>
</tr>
<tr>
<td>TEC</td>
<td>Technology Building</td>
<td>1968</td>
<td>7,812</td>
</tr>
<tr>
<td>SSC</td>
<td>Edith S Whitehead Student Service Center</td>
<td>1969 / 1997</td>
<td>33,580</td>
</tr>
<tr>
<td>NPZ</td>
<td>North Plaza</td>
<td>1976 / 1999</td>
<td>39,315</td>
</tr>
<tr>
<td>ZA</td>
<td>Tanner Amphitheater</td>
<td>1976</td>
<td>5,510</td>
</tr>
<tr>
<td>APH</td>
<td>Airport Hanger</td>
<td>1979</td>
<td>5,840</td>
</tr>
<tr>
<td>JEN</td>
<td>Jennings Technology Center</td>
<td>1979</td>
<td>28,113</td>
</tr>
<tr>
<td>CED</td>
<td>Community Education</td>
<td>1984</td>
<td>1,448</td>
</tr>
<tr>
<td>HAN</td>
<td>Hansen Football Stadium</td>
<td>1984</td>
<td>10,882</td>
</tr>
<tr>
<td>BUR</td>
<td>Burns Arena</td>
<td>1986 / 1998</td>
<td>67,228</td>
</tr>
<tr>
<td>COX</td>
<td>Cox Auditorium</td>
<td>1986 / 1998</td>
<td>36,713</td>
</tr>
<tr>
<td>FIT</td>
<td>Eccles Fitness Center</td>
<td>1986 / 1998</td>
<td>10,388</td>
</tr>
<tr>
<td>SCC</td>
<td>Smith's Computer Center</td>
<td>1986 / 1998</td>
<td>19,967</td>
</tr>
<tr>
<td>AS</td>
<td>Automotive Mechanic Storage</td>
<td>1990</td>
<td>1,079</td>
</tr>
<tr>
<td>BRN</td>
<td>Browning Resource Center</td>
<td>1990</td>
<td>18,314</td>
</tr>
<tr>
<td>GAR</td>
<td>Kenneth N. Gardner Center</td>
<td>1994</td>
<td>47,130</td>
</tr>
<tr>
<td>HST</td>
<td>Hurst Baseball Complex</td>
<td>1996</td>
<td>9,145</td>
</tr>
<tr>
<td>UHB</td>
<td>Udvar-Hazy School Of Business</td>
<td>1996</td>
<td>58,160</td>
</tr>
<tr>
<td>HUR</td>
<td>Hurricane Education Center</td>
<td>2000</td>
<td>10,863</td>
</tr>
<tr>
<td>PVC</td>
<td>Dolowitz/Snow Cabin</td>
<td>2000</td>
<td>6,243</td>
</tr>
</tbody>
</table>

708,402*

(Exhibit 8.5, Space Inventory Details)

Probably a better indicator of sufficiency is the ratio of FTE to instructional space square footage.
In June 2000, the Utah Office of the Legislative Fiscal Analyst reported that Dixie State's gross square
footage had been 674,150 in Fall 1999. At that point, the College's FTE was 3667, for a ratio of 183.84 square feet per student. Following is state and regional data from that report:

<table>
<thead>
<tr>
<th>Gross Square Footage, Fall 1999</th>
</tr>
</thead>
<tbody>
<tr>
<td>University of Utah</td>
</tr>
<tr>
<td>9,945,604</td>
</tr>
<tr>
<td>Utah State University</td>
</tr>
<tr>
<td>5,761,780</td>
</tr>
<tr>
<td>Weber State University</td>
</tr>
<tr>
<td>2,060,543</td>
</tr>
<tr>
<td>Southern Utah University</td>
</tr>
<tr>
<td>1,044,317</td>
</tr>
<tr>
<td>Snow College</td>
</tr>
<tr>
<td>768,352</td>
</tr>
<tr>
<td>Dixie [State] College</td>
</tr>
<tr>
<td>674,150*</td>
</tr>
<tr>
<td>College of Eastern Utah</td>
</tr>
<tr>
<td>583,014</td>
</tr>
<tr>
<td>Utah Valley State College</td>
</tr>
<tr>
<td>1,157,184</td>
</tr>
<tr>
<td>Salt Lake Community College</td>
</tr>
<tr>
<td>1,378,536</td>
</tr>
<tr>
<td>USHE Total</td>
</tr>
<tr>
<td>23,373,480</td>
</tr>
</tbody>
</table>

(Exhibit 8.6, *Utah Square Footage Update, Office of the Legislative Fiscal Analyst*.)

Space inventories among Utah System of Higher Education institutions show that Dixie State’s facilities are more or less average, given its enrollments (exhibit G.46, 2001-2002 Data Book Tab K; and exhibit G.23, *Utah System of Higher Education FACTS AT A GLANCE*).

**Operation and Maintenance (O&M) Funding:** Funding for the ongoing maintenance and operation of facilities, including utilities, is adequate to ensure their continuing quality and safety. O&M funding varies, but is usually at a rate of between $4.00 and $4.50 per square foot. The 1998-1999 Operation and Maintenance of Plant funds was estimated at just over three and a half million dollars (exhibit G.48, 1999-2000 Data Book, Tab E, page 26), and the actual base budget for O&M for the 2000-2001 school year was $3,926,960.

The Regents 1999-2000 Data Book compares O&M expenditures per FTE at regional colleges during the 1995-96 school year:

<table>
<thead>
<tr>
<th>Institution</th>
<th>Amount of O&amp;M Per FTE</th>
<th>Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>Western Wyoming Comm. College</td>
<td>$1,404</td>
<td>1</td>
</tr>
<tr>
<td>Onondaga Community College</td>
<td>$896</td>
<td>2</td>
</tr>
<tr>
<td>Snow College</td>
<td>$865</td>
<td>3</td>
</tr>
<tr>
<td>College of Eastern Utah</td>
<td>$835</td>
<td>4</td>
</tr>
<tr>
<td>Grand Rapids Junior College</td>
<td>$777</td>
<td>5</td>
</tr>
<tr>
<td><strong>Dixie [State] College</strong></td>
<td><strong>$766</strong></td>
<td><strong>6</strong></td>
</tr>
<tr>
<td>Joliet Junior College</td>
<td>$724</td>
<td>7</td>
</tr>
<tr>
<td>Salt Lake Community College</td>
<td>$697</td>
<td>8</td>
</tr>
<tr>
<td>Spokane Community College</td>
<td>$619</td>
<td>9</td>
</tr>
<tr>
<td>Anne Arundel Comm. College</td>
<td>$595</td>
<td>10</td>
</tr>
<tr>
<td>Chemeketa Community College</td>
<td>$580</td>
<td>11</td>
</tr>
<tr>
<td>Utah Valley State College</td>
<td>$447</td>
<td>12</td>
</tr>
</tbody>
</table>

(Exhibit G.48, 1999-2000 Data Book, Tab L, page 38.)

Dixie State College employs **sufficient maintenance personnel**. The College organizational charts in its annual reports (exhibit G.7, *Annual Report, 2000-2001*, page 9) show both the level of staffing and the organizational structure for providing maintenance for the physical plant. Forty-one full-time employees work in various roles, such as administration and clerical workers, HVAC, plumbing, electrical, preventative maintenance, fleet mechanics, custodians, and grounds keepers. Additionally, the Campus Services hires twenty-five part-time and seasonal employees. The *Association of Higher Education*
Facilities Officers suggest a staffing level above the College's level; however, as can be readily seen, the Physical Plant is maintained very well.

**Health and Safety and Access by the Physically Disabled** Safety is the shared concern of all employees at Dixie State College; however, Student Services and Physical Plant each have specific responsibilities and organizational units devoted to health and safety. Student Services administers a security office, psychological counseling, a health care referral program, and the office of Disabled Student Services. These and other Student Service efforts in behalf of safety are discussed at greater length in chapter three (see “Health Services” on page 177); the current chapter takes up health and safety issues as they pertain to the Physical Plant.

**Safety and Access Considerations in Construction:** All state-funded construction is conducted under the administration of a state agency, the Division of Facilities Construction and Management (DFCM), which works with the state fire marshal and state inspectors to ensure that all life safety codes are observed. This agency and the state fire marshal review and approve all architectural plans before construction begins, and before occupancy is approved, the DFCM does a thorough and rigorous final inspection.

The College and the State of Utah are conscientious and responsible in addressing safety problems; however, like those at most institutions, aging College facilities present special challenges. Three College buildings that were constructed before the advent of the DFCM or the ADA show particular problems in life-safety, code, and ADA compliance. The North Instructional Building (constructed in 1963 and acquired by the College in 2001), the Gymnasium (1956) and the Graff Fine Arts Center (1962) have multiple levels, inadequate ADA access, narrow door and corridor ways, and insufficient ADA restroom facilities. At present, the Gymnasium remains a problem, and programs have been moved out of the building into other facilities. The Graff Fine Art Center's problems, however, were of a magnitude that required aggressive measures. Beginning in 1992, the state fire marshal's office issued a report that detailed code violations, and through the past decade engineers have outlined seismic and safety problems with the building. After multiple efforts to design effective remedies, in 1998, the DFCM ordered that the basement level of the building be permanently vacated because of code and safety issues. At present, funding has been procured to replace the building, architectural planning has begun, and demolition is scheduled during the summer of 2002. When evaluators visit campus, they will find some disruption resulting from rescheduling all classes and activities that were formerly conducted in the Graff Fine Art Center.

**Safety and Access Considerations in Maintenance:** The College undergoes a comprehensive annual self-inspection process that is overseen by a state agency, the Utah Division of Risk Management, which is the College's insurance provider. Each year this agency releases a "Self Inspection Survey," a sixty-three-page, checklist style review of common risk concerns (exhibit 8.21, Risk Management Self Inspection Report, 2001). This document asks that the College evaluate a full range of safety and health issues, including such things as exit ways, fall or trip hazards, electrical hazards, fire and flammable liquids, medical and first aid, transportation, etc. The College's incentive for thoroughness and effectiveness in this appraisal is a discount on the institutional insurance rate.

The College's Safety Committee, composed of persons representing various campus entities, completes the Self-Inspection Survey. With relevant safety and health expertise, these persons are assigned areas of responsibility within the survey. The following persons were members of the 2000-2001 Risk Management Committee, with the following areas of responsibility:

<table>
<thead>
<tr>
<th>Person/ Title</th>
<th>Area of Expertise and Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sherry Ruesch, Campus Fire Marshall</td>
<td>Trip or Fall Hazards</td>
</tr>
<tr>
<td>Larry Hall, Campus Electrician</td>
<td>Electrical Hazards</td>
</tr>
<tr>
<td>Sherry Ruesch, Campus Fire Marshall</td>
<td>Fire Protection</td>
</tr>
<tr>
<td>Person/ Title</td>
<td>Area of Expertise and Responsibility</td>
</tr>
<tr>
<td>--------------------------------------------------</td>
<td>------------------------------------------------------------</td>
</tr>
<tr>
<td>• Monte Shirts, HAZMAT Specialist</td>
<td>Flammable Liquids</td>
</tr>
<tr>
<td>• Pam Montrallo, Director of Human Resources</td>
<td>Medical and First Aid</td>
</tr>
<tr>
<td>• Bob Reed, Custodial Supervisor</td>
<td>Maintenance and Custodial</td>
</tr>
<tr>
<td>• Gary Koeven and Rob Snow, Administrative and Academic Computing</td>
<td>Computer and Data Processing</td>
</tr>
<tr>
<td>• Joe Wilde, Vehicle Fleet Maintenance Supervisor</td>
<td>Automobile and Trucks</td>
</tr>
<tr>
<td>• Sherry Ruesch, Campus Fire Marshall</td>
<td>Exit Ways</td>
</tr>
<tr>
<td>• Pam Montrallo, Director of Human Resources</td>
<td>Liability/ ADA</td>
</tr>
<tr>
<td>• Joe Wilde and Ed Frantz, Vehicle Fleet Maintenance Supervisor and Technology Department Chair</td>
<td>Vehicle Maintenance</td>
</tr>
<tr>
<td>• Monte Shirts, HAZMAT Specialist; Pat Allen, Biology Faculty; Dave Feller, Chemistry Faculty</td>
<td>Laboratories</td>
</tr>
<tr>
<td>• Martin Peterson, Director of Food Services</td>
<td>Cafeteria/Kitchen</td>
</tr>
<tr>
<td>• Demaree Johnson, FCS-PEHR Department Chair</td>
<td>Playground</td>
</tr>
<tr>
<td>• Christian Hildebrandt, Fitness Center Director; Dexter Irvin, Athletic Director</td>
<td>Athletic Program</td>
</tr>
<tr>
<td>• Don Reid, Security</td>
<td>Security</td>
</tr>
</tbody>
</table>

The College's response and analysis are honest and lead to conscientious management for safety. Members of the College's Risk Management Committee thoroughly inspect the institution and summarize specific concerns (exhibit 8.21, 2001 Risk Management Self Inspection Summary). When a specific concern is noted, it is keyed to the Self Inspection Survey, and a corrective action plan is set in place. For example, the first item on the College's 2001 Self Inspection Summary is keyed to the survey question G26, which asks if employees are trained to use fire extinguishers. The corrective plan is that "All employees will be trained in department meetings." The responsible person is Sherry Ruesch, and the plan is to be completed by December 2001. Common findings involve such things as combustible material stored near ceiling, paint stored outside of approved cabinet, cracks in concrete, and doors held open by wooden wedges.

This Self Inspection Survey and the College's response constitute a comprehensive, periodic, and effective means of ensuring that facilities are maintained with due regard for health and safety. The College observes all OSHA requirements for reporting job-related injury (exhibit 8.28, OSHA Injury Report, 2001).

At the time this chapter is drafted, the College is responding to serious safety code problems brought forward by the state fire marshal in September 2001. After a thorough investigation of two recently-acquired buildings, the North Instructional Building (NIB, acquired in 2001) and the North Plaza...
Building (NPZ, acquired in 1999), the fire marshal wrote that he had encountered violations of fire code. Among easily remedied problems, the following serious problems were listed: 1) there is no fire "detection, notification, or fire suppression systems" in the NIB building; 2) NIB exit signs were missing or inoperative; 3) the NPZ's Applied Technology Center diesel mechanic shop, despite a letter of agreement in which they promised otherwise, conducts classes with engines running on flammable fuels; 4) the photo lab darkroom in the NPZ has only one exit; and 5) the NPZ ceramic kiln room has insufficient ventilation (exhibit 8.22, September 27, 2001 letter from Office of the State Fire Marshall).

Notification of the safety issues in these buildings has prompted the College to completely reconfigure its capital improvements requests and internal budgets. In a letter of response, the College sets forth its remedies (exhibit 8.23, Draft Response to Fire Marshall Letter). Like any institution of Dixie State's size, individuals and civic entities have brought claims against the College through the years. However, the College has been responsible and thorough in addressing claims and in providing a safe environment for students, employees, and the public (exhibit 8.26, Risk Management Claims, 1995 through 2000).

**Hazardous Materials:** The College complies with hazardous materials management regulations. However, it was a 1988 crisis that brought the College to its current level of meticulous care. At that time, a fire broke out in the chemical storage room of the Science Building, and EPA investigations conducted afterward indicated that the College had not maintained a careful inventory of chemicals in storage (exhibit 8.24, EPA Investigation of Chemical Storeroom Fire). This finding was the occasion of a thorough review of all College procedures for managing hazardous materials.

Before the chemical storeroom fire, the College was categorized as a "small quantity generator" (SQG) of hazardous materials; however, after the fire, the College was categorized as a "large quantity generator" (LQG) until such time as it could demonstrate more effective management of its hazardous materials. A half-time HAZMAT specialist, Monte Shirts, was hired in 1996 to bring the College into compliance, and in 1996, the College satisfied requirements to be classified as an "exempt small quantity producer," indicating the College's progress (exhibit 8.25, Correspondence between Dixie College and the Utah Division of Environmental Health, 1988-2001).

The College has complete and up-to-date policies (exhibit P6.83, Chemical Emergency Response; P6.84, Hazardous Materials; and P6.82, Blood Borne Pathogens), and current Material Safety Data Sheets (MSDS's) are in all appropriate campus locations.

**Meeting the Needs of the Physically Disabled** College facilities are constructed and maintained with due regard for the needs of the physically disabled. The College has been diligent in finding and correcting impediments for the physically disabled (exhibit 8.27, ADA Project List, 1988-2001).

The College's policy on ADA compliance stipulates that "it is the responsibility of the employee, student or applicant to disclose his/her disability and to request reasonable accommodation, if desired, from the ADA Coordinator" (exhibit P3.37, ADA and Section 504; and exhibit 8.10, Disability Resource Center [DRC] Handbook). Procedure, then, requires that a person make a request for accommodation to the chair of the ADA Committee, which functions under the Student Services Council with members who represent facilities, educational programs, and facilities. Bill Fowler, Vice President for Student Services, functions as the College 504 Compliance Officer, and members of the committee who represent facilities, educational programming, and human resources coordinate together to comply with all regulations. When an individual requests accommodation, persons on this committee coordinate to plan and implement accommodations. In a Fall 2001 telephone survey, 91 students who had used disability services on campus responded to the following question: “Did you have any difficulties in accessing any part of campus?” Seventy-one percent responded that they had no problem; however, eight percent responded that they had some problem with one or more of the following (in order of prevalence): 1) non-functioning elevators, 2) steepness of campus ramps, 3) lack of parking spaces, 4) difficulty of doors (exhibit 3.74, Disabled Student Resource Survey.)

Two incidents show both diligence and difficulty in meeting the needs of disabled persons: In 1998, a disabled student enrolled in a stage makeup course that had been scheduled in the basement of the Graff Fine Arts Center and sought accommodation because of difficult access. At great effort, the course
was moved to accommodate this student's needs. Also, later in 1998, the DFCM requested that the College close the lower level of this building and stop using it altogether. In 1999, a wheelchair athlete requested accommodation that would allow him to use the track at the Hansen Stadium. The College issued this individual a key for a locked gate, and the person gained access without having to pass through a turnstile.

The College's ADA personnel function under the supervision of a state agency, the Division of Risk Management, which provides the College's liability insurance. In April 2001, the state's ADA consultant, Norm Alverson, conducted an audit of the College's ADA compliance (exhibit 8.11, Alverson Audit of ADA Compliance). This audit identified very few facilities issues and represents a very good appraisal of ADA compliance overall. Recommended were an FM sound system to aid the hearing impaired in the Cox Auditorium and brail signage at various locations. The College has taken this audit's findings into consideration in its facilities planning. Whenever an accommodation is rejected, it must first be reviewed by this state agency, the Division of Risk Management.

**Physical Facilities at Off-Campus Sites:** Following are facilities that are off-campus:

<table>
<thead>
<tr>
<th>Bldg Abv</th>
<th>Bldg Name</th>
<th>Yr Const / OCCUPIED</th>
<th>Gross Sq. Ft.</th>
</tr>
</thead>
<tbody>
<tr>
<td>CON</td>
<td>Conference Center</td>
<td>1956 / 1995</td>
<td>22,319</td>
</tr>
<tr>
<td>ZA</td>
<td>Tanner Amphitheater</td>
<td>1976</td>
<td>5,510</td>
</tr>
<tr>
<td>APH</td>
<td>Airport Hanger</td>
<td>1979</td>
<td>5,840</td>
</tr>
<tr>
<td>HUR</td>
<td>Hurricane Education Center</td>
<td>2000</td>
<td>10,863</td>
</tr>
<tr>
<td>PVC</td>
<td>Dolowitz/Snow Cabin</td>
<td>2000</td>
<td>6,243</td>
</tr>
</tbody>
</table>

No complete educational program is offered at any of these facilities, as defined by Accreditation Policy A-2, Substantive Change (see definitions, 1999 Handbook, p. 105).

The Conference Center is a former dormitory at approximately one mile's distance from the College's main campus. The facility currently houses offices and temporary residency for an Elderhostel program, providing educational adventures for adults who are 55 and older. Over three thousand persons per year spend up to a week's time at the Center, studying such things as geography (the most popular program here), botany, 50's music, and other topics. A major portion of the facility was remodeled in 1995, and its current capacity is 78 persons; however, future remodeling projects will expand that capacity.

The Tanner Amphitheatre, located in Springdale at thirty-eight miles’ distance from the main campus, is a beautiful, 2000-seat outdoor amphitheatre that is surrounded by the cliffs of Zion National Park. Beginning in May and ending in September, the College's Cultural Activities Office sponsors weekly concerts that include such things as the Utah Symphony Orchestra, the Los Angeles Guitar Quartet, and the Dixie Chicks. Additionally, the College rents the facility to local arts organizations and private groups for seminars, weddings, and retreats. Unfortunately, this beautiful facility is under-utilized.

The Airport Hangar is located at the St. George Airport. Before 2002, this facility was used to house three airplanes used in the College’s flight training program, which began in 1968 and was closed in 2002 (see page 65 for discussion of this program’s closure). At the time of this writing, the College is undertaking steps to sell the hangar.

The Hurricane Educational Center is located in Hurricane, Utah, eighteen miles from the College's St. George Campus. Originally, citizens of this community asked that the College provide courses locally, so that students would not have to commute to St. George. The first courses offered in Hurricane were scheduled in the evening, in classrooms at the public high school. Over the years, it became apparent that demand was growing, and in 1998, 8.3 acres of land was donated to the College for the purpose of constructing a classroom facility. During the next year, funding and materials were donated, and a three-classroom facility was constructed without state appropriations. Offerings and enrollments have grown at the Hurricane Center (exhibit 2.257, Hurricane and Kanab Center Headcount and FTE - Fall 2001; and exhibit 2.186, History of Enrollment in Hurricane Courses, 1999-2001), and in 2001, additional funding was donated to begin construction on a classroom addition that would include four small classrooms and one large classroom. This addition was completed in May 2002.
In 1998, the **Dolowitz/Snow Cabin** was completed in Pine Valley, some thirty miles from the campus. It was constructed on donated property, using funding largely supplied through the sale of other donated property. Located in a beautiful mountain valley, this facility serves as a retreat and meeting center for campus entities.

**Equipment**: Dixie State College provides suitable equipment, including computing and laboratory equipment, both on- and off-campus to meet educational and administrative requirements. All equipment assets valued more than $3000, and all computers regardless of value, are inventoried annually, and a database of these assets is maintained in the College's administrative computer. This inventory includes all types of equipment, as varied as pianos, infrared spectrophotometers, lawn and leaf vacuums, and photocopiers. Evaluators interested in reviewing the equipment of a particular lab (for example, the Airport Hangar or the Val A. Browning Library) can review equipment holdings in exhibit 8.14, Fixed Asset Inventory Listed by Building. Evaluators interested in reviewing the equipment overseen by a particular administrator (for example, the Chair of the Technology Department or the Science Department Chair) can review equipment holdings in exhibit 8.15, Fixed Asset Inventory Listed by Custodian.

A great deal of the equipment in this inventory is computer technology. The College maintains several computer labs, and the College maintains a separate inventory of equipment in those computer labs (exhibit 2.16, *Fall 2001 Instructional Computer/ Smart Classroom Inventory*).

Adequate policies govern the appropriate use and control of equipment. The College complies with all Board of Regents, State of Utah, and Federal regulations regarding care and accountability for equipment. All equipment with a value of $3000 or more and all computer equipment regardless of value is assigned to a "custodian," who is responsible for the care and safekeeping of the equipment (exhibit P6.3, *Equipment Inventory Control Systems*). Each year the College undergoes an independent audit of all financial records and procedures (exhibit 7.21, Independent Auditor's Report for Past Five Years), and fixed asset control and procedures are included in this evaluation. For the past five years, the College has had no comments, management letters or findings concerning fixed assets. Before that time, however, the independent auditors issued management letters concerning the inventory system, requesting that the College conduct a wall-to-wall inventory to establish initial control. Since the time of that management letter, the college has conducted annual wall-to-wall inventories and maintained careful control and accountability of fixed assets.

The College's annual budget process, in which any campus employee is free to submit requests for new equipment, ensures that equipment purchases are tied to the mission of the College. Mission-central purchases receive priority over extraneous or superfluous requests (exhibit P6.11, *Budget Process*).

**Campus Master Plan**: The College maintains and periodically updates a campus master plan that is consistent with the College's mission and long-range educational plan. This plan is reviewed annually by campus and state planners, the Institutional Board of Trustees, and the Board of Regents. Before the Trustees review the master plan, the Campus Planning Committee and the Strategic Planning Committee review, revise and approve it. At the state level, the Board of Regents reviews and approves the plan in their spring-time meeting on Dixie State College's campus. The master plan shows current facilities and planned future facilities (exhibit G.20, *Campus Master Plan*).

**Faculty/Staff Survey**: In Spring terms of 2001 and 2002, staff in the Physical Plant unit administered a satisfaction survey to faculty, staff and students at Dixie State (exhibit 8.1, *Faculty and Staff Physical Plant Survey Results, Spring 2001* and 8.2, *Faculty and Staff Physical Plant Survey Results, Spring 2002*). This same survey was also administered to students (exhibit 8.3, *Student Physical Plant Survey Results, Spring 2002*). Following is the Physical Plant Unit's analysis of results:

Positive opinions:
1. 70% of those surveyed felt that class size and seating capacity was appropriate.
2. 92% of those surveyed felt that the mail freight department was accurate and courteous.
3. 73% of those surveyed felt that the general appearance of the campus grounds was adequate.
4. 70% of those surveyed felt that the Heating Plant personnel respond quickly and effectively to requests.
5. 82% of those surveyed felt that vehicle fleet scheduling and customer service is prompt and accurate.
6. 74% of those surveyed felt safe when on campus.
7. 71% of those surveyed felt that employees and students with disabilities had adequate reserved parking.
   
   Negative opinions:

8. 46% of those surveyed felt that the automobile parking facilities on campus is not adequate.
9. 46% of those surveyed felt that sufficient storage rooms for equipment and supplies were not provided.
10. 48% of those surveyed felt that the college did not provide sufficient office space for its employees.

**Strengths**

1. Institutional facilities are sufficient to achieve institution’s mission and goals.
2. Management, maintenance, and operation of institutional facilities are adequate to ensure their continuing quality and safety necessary to support educational programs and support services of the institution.
3. Facilities are constructed and maintained with due regard for health and safety and for access by the physically disabled.
4. When programs are offered off the primary campus, physical facilities at these sites are appropriate to the programs offered.
5. Suitable equipment (including computing and laboratory equipment) is provided and is readily accessible at on-and off-campus sites to meet educational and administrative requirements.
6. Equipment is maintained in proper operating condition, is inventoried and controlled, and replaced or upgraded as needed.
7. The master plan for campus physical development is consistent with the mission and long-range educational plan of the institution and the master plan is updated periodically.
8. Physical resource planning addresses access to institutional facilities for special constituencies including the physically impaired and provides for appropriate security arrangements.
9. Governing board members and affected constituent groups are appropriately involved in planning physical facilities.

**Weaknesses**

1. Building security is an ongoing problem. When campus security officers check exterior doors late at night, they often find them open.
Projection

With continued growth and expansion of educational offerings, the campus will continue to be upgraded and improved. The following are very recent accomplishments and the most significant anticipated improvements in the next ten years (from exhibit 1.5, Future Projects List):

Recent Accomplishments

1. The College has secured funding for demolition of the old Graff Fine Arts Building and construction of a new facility.

Short-Term Goals [1-2 years]

1. The College will acquire additional real estate adjacent to the current campus, allowing it options for expansion and development.
2. The Gardner Student Services Building will be expanded, providing additional food services and dining facilities.
3. Capital Improvement projects will be completed, enhancing the Avenna Center, the Whitehead Student Services Building, the McDonald Building, the North Administration Building, and the out-of-doors campus itself.
4. Construction will continue on a replacement for the old Graff/Eccles Fine and Performing Arts facility. This replacement was approved during the 2001 legislative session.
5. The College will devise and implement procedures to improve building security, especially lockdown at night.

Long-Term Goals [3-10 years]

1. A new Health Sciences Building will be planned and constructed.
2. The Whitehead Student Services Building will be remodeled or replaced.
3. An Information Commons Building will be constructed contiguous to the Browning Library, bringing together computer, library, and other information services.
4. The Smith Computer Center will be expanded, providing additional work stations and instructional space.
5. The McDonald Building will be expanded.
6. Additional student housing will be built on campus, especially for married students.
Kelly Nyberg attended Dixie State College’s first computer camp when he was 12-years-old and is now the President and CEO of southern Utah’s first and largest Internet provider. He boasts strong family ties to the area where he has lived since age one. In addition, his late father, Dr. Peter Nyberg, served in administrative positions and as a biology professor for over 20 years at DSC. It’s no wonder that Kelly naturally gravitated towards Dixie.

Originally his studies were concentrated in the field of medicine and his knack for computers was merely a way to help pay the bills. “I worked my way through college by developing computer programs and software in Dixie State College’s Center of Excellence program,” Kelly said. “It was then that I decided to make a dramatic change in my career which ultimately brought me into the computer industry.”

The Center of Excellence and Dixie State College allowed Kelly the opportunity to start an Internet access based business named InfoWest in 1994. The company provides a range of Internet service throughout Utah and also has made a dramatic impact on the economic development of southern Utah through Internet access and job creation.

“I give credit for much of my success to the skills I learned while at Dixie State College,” Kelly says. “These skills have helped to make InfoWest a company that has continued to grow and be successful.”
Chapter Nine: Institutional Integrity

Purpose and Overview

An institution's ethical standards grow out of the hearts and minds of the institution's people, almost more than out of the institution's policies. Policies, ethical standards, and their implementation result from the integrity of an institution's people, the students and employees. The collective principles of an institution's people form the ethical atmosphere of the institution. While the day-to-day implementation of ethical standards is influenced by policy, to a greater degree, Dixie State's ethical integrity is based on the principles of individuals who learn, teach, and work here. This report should begin, then, by saying that Dixie's people -- the students and employees -- have great integrity, decency and commitment to ethical standards, and this commitment has formed the ethical atmosphere of the institution.

Policy and procedures, however, play a strong supporting role in creating the ethical atmosphere of the institution. Dixie State fully accepts its institutional responsibility to provide ethical leadership and set example for both students and employees here. Dixie State actively promotes a social environment based on certain core ethical values, which underlie key policy documents and provide the context for decisions, actions, and procedures. Those core values include the following: 1) fairness, 2) distributive justice, 3) autonomy and freedom, 4) honesty and truth-telling, 5) responsible behavior, and 6) commitment to mission. This chapter will discuss these themes.

In February 2001, Dixie's employees completed a survey on institutional ethics in which they rated the institution's integrity as it relates to such issues as diversity, discrimination, academic freedom, sexual harassment, honesty, and copyright. In general, the 134 employees who completed the survey gave the College high marks (as measured by "strongly agree" and "agree" responses) on diversity, discrimination, intellectual property, and avoidance of conflict of interest. Of comparative concern were matters of institutional autonomy (i.e., the institution is not unduly influenced by outside social, political, economic, or religious forces), employment policies (recruitment, hiring, promotion, termination, etc.) and copyright. These themes are all discussed below. In addition to their ratings, many employees submitted written comments. Evaluators are invited to review exhibit 9.1, Institutional Ethics Survey and Data, February 2001.

Fairness

Fairness is an assumed convention of thought and behavior at Dixie State College. Fairness is the principle that evaluation, the central function of education, is based on sufficient, relevant, and unbiased criteria and input, consistently applied with an overriding commitment to due process. When an instructor establishes grading criteria in his or her course syllabus, when an administrator conducts an annual performance appraisal, and when a committee decides among several qualified applicants for a single scholarship, fairness is an underlying imperative, an assumed code of thought and behavior.

Dixie State appropriately leaves some matters of fairness as optional and unrestricted, open to individual discretion, while designating other matters of fairness as obligatory and restricted. The College allows appropriate freedom of discretion regarding some elements of fairness, leaving these issues open to interpretation. For example, suppose that a student who has been ill asks two teachers in different classes if they will accept the student's late homework assignments. One teacher readily accepts the late homework...
and awards full credit; another doesn't accept the homework at all. In the first teacher's best judgment, the student's illness is, and should be, relevant to the student's grade. In the second teacher's best judgment, the student's illness is not, nor should be, relevant to the student's grade. Both teachers are guided by a commitment to fairness, and it is this commitment that the College promotes. Exercising their best discretionary judgment, individuals at Dixie State analyze and implement fairness as they see it.

Other details of fairness are matters of procedural directive and explicit rulings, especially in the College's policies. For example, exhibit P3.7, Procedures for Rank and Tenure gives clear procedural instructions for maintaining fairness; and exhibit P5.2, Admission to the Institution includes detailed and explicit prohibitions about the use of age, race, color, religion, sex, marital status, national origin, or physical capability as admission criteria. Further, one policy, exhibit P3.29, Professional Standards in Teaching, describes principles of fairness in the relationship between students and faculty. Teachers are to . . .

| 29.1.4 Promote an atmosphere in which students are treated impartially, regardless of race, gender, creed or disability. |
| 29.1.5 State course and grading requirements in a syllabus and discuss these requirements as completely as possible at the beginning of each semester. . . . |
| 29.1.8 Provide meaningful grading opportunities and feedback to students before the drop deadline. |

To promote an atmosphere of fairness, the College effectively communicates students' rights and responsibilities, as well as consequences of infringement or abrogation and procedures for maintaining due process (exhibit P5.33, Student Rights and Responsibilities Code, and exhibit G.30, Current College Catalog). Procedure for resolving claims of unfair practice is an important part of Dixie State's commitment to fairness. Dixie State College has clearly outlined the procedures for responding to claims of unfairness in the following policies:

- P3.31, [Faculty] Grievance Procedure
- P4.28, [Staff] Grievance Procedure
- P5.35, Student Grievance Procedure
- P3.32, Conflict Between Student and Faculty
- P5.34, Sexual Harassment/ Discrimination

Distributive Justice

Distributive Justice answers the question, "Who gets what?" When Dixie State allocates assets, resources, and opportunities (a variety of funds, scholarships, admissions, and positions) it is guided by institutional, state, and national policies and regulations of equal opportunity. Additionally, Dixie State seeks to demonstrate principles of justice that will stand the test of internal and public scrutiny. The College adheres to principles of justice in four broad areas: 1) avoiding conflict of interest and nepotism; 2) student admission, financial aid, and scholarships; 3) initial employment, terminations, salaries, and benefits, and tenure; and 4) ethnic and gender diversity.

Avoiding Conflict of Interest and Nepotism: In the allotment of funds, positions, and opportunities, employees at Dixie State College eschew conflicts of interest, the influence of inappropriate personal gain. Exhibit P3.17, Personal Conduct/ Conflict of Interest stipulates that "Employees are expected to avoid any situation where they use their College position to influence transactions to their personal benefit, or to conduct any business in which they have an interest, or to benefit any family member." The policy specifically mentions such things as endorsing political candidates or issues during work hours, accepting gratuities for favors, and using equipment and supplies for personal purposes.
Nepotism is a specific conflict of interest, extending employment advantages to one's relatives and family. Employees at Dixie State are prohibited from employing or supervising members of their families (exhibit P3.15, Employment of Relatives).

Romantic relationships are also potential conflicts of interest, especially when those relationships involve a person in a position of power or control, such as a teacher or a supervisor. Dixie State's Discrimination and Harassment Policy, exhibit P4.33, addresses these types of romantic relationships. The purpose of this policy is to "provide fair, expeditious and uniform procedures by which claims regarding discrimination and harassment may be investigated and resolved within the College community. The College also wishes to safeguard the rights of those accused of discrimination."

**Student Admission, Financial Aid, and Scholarships:** Dixie State College's lower-division is open admission, and with the exception of certain age, language, and high school requirements, students are admitted with very few conditions. Exhibit P5.2, Admission to the Institution, stipulates that "The institution admits qualified students without regard to age, race, color, religion, sex, marital status, national origin, or physical capability." Exhibit P5.12, Financial Assistance, stipulates that "There is no discrimination in awarding financial aid due to race, color, religion, age, sex, national origin, pregnancy-related condition, physical disability, or being a disabled veteran or veteran of the Vietnam era." Dixie State College's Policy P5.13, Scholarships, outlines application and granting procedures for scholarships. In making these awards, Dixie State is governed by appropriate evenhandedness and integrity to common principles of justice.

As Dixie State College develops certain high-demand baccalaureate programs and other vocational programs such as the elementary education baccalaureate, the associate degree nursing program and the dental hygiene degree, increasingly the College faces difficult admission decisions, in which far more students apply than can be accommodated in the program. In such cases, admission decisions are based on relevant, unbiased, and impartial data such as the applicants' GPA's, writing skills, performance on assessment tests, etc. The College is committed to undertaking these decisions in impartial, evenhanded ways. As of Spring 2001, the only selective admission programs at Dixie State are elementary education (exhibit 9.10), nursing (exhibit 9.11) and dental hygiene (exhibit 9.12); however, as the College develops other degrees and certificates, it will likely develop other selective admission processes.

**Initial Employment, Terminations, Salaries and Benefits, and Tenure:** Dixie State has a full complement of policies aimed at ensuring ethical distribution and management of personnel positions and benefits. Exhibit P4.6, Equal Employment Opportunity and Affirmative Action explains that "The College seeks to provide equal opportunity in all employment practices including recruitment, selection, compensation, benefits, transfers, terminations, training, and advancement, without regard to race, religion, color, sex, national origin, age, veteran status, or disability." Strict procedural guidelines govern such things as 1) staff hiring (see P4.5, Hiring), 2) salary-level classification (see P4.4, Job Classification), 3) terminations (see P4.9, Probation and P4.27, Termination and Reduction of Workforce), 4) salaries and benefits (see P4.13, Salary and P3.20, Benefits and Payroll Deductions and P3.18, [Faculty] Salary Schedule), and 5) tenure (see P3.5, Faculty Tenure).

The following policies allow students, staff, and faculty ample opportunity to seek remedies to actual and perceived errors in distributive justice: 1) P3.31, [Faculty] Grievance Procedure, 2) P4.28, [Staff] Grievance Procedure, and 3) P5.35, Student Grievance Procedure.

**Ethnic and Gender Diversity:** In 2001, an informal alliance of Utah's leaders expressed concern about Utah's lack of diversity ("... Diversity in Utah today is not of the scope or at the level it ought to be"). This alliance then set forth a goal to "help people cross boundaries of culture, religion, and ethnicity to better understand and befriend one another" (exhibit 9.24, Alliance For Unity Mission Statement). While the cultural climate in Utah has been characterized as homogeneous and unsympathetic to diversity, Dixie State is committed to principles of equal opportunity in its admissions and personnel policies and procedures. The College sponsors a Gender Equity Office, a Diversity Committee, and a Multicultural Office (exhibit 9.8, Diversity Information, Spring 2001).

Dixie State College is open-admission at the lower-division level. Dixie's mission statement affirms that the College "welcomes students both young and old who represent diverse education, national,
and economic backgrounds.” The students are predominantly residents of southwest Utah and other western regions, and mostly of traditional college age; however, the student body reflects some ethnic diversity, as the following chart indicates:

Dixie State's personnel is increasingly diverse. The Utah System of Higher Education reports that the percentage of women faculty at Dixie State grew from 25% of total faculty in 1992, to 32% in 1999 (exhibit 9.9, USHE 1999-2000 Annual Report on Women and Minorities). Also, the College has made some progress in recruiting minority faculty. In 1992, there were no minority faculty members on campus, and in 2002 there are four. While the College still needs to make much progress, in the past decade it has taken steps toward greater ethnic and gender diversity in its staffing, as the following charts indicate (from exhibit G.7, Annual Report, 2000-2001, page 29; see also “Male & Female Employees by Classification,” page 248 of this self-study document):

### Equal Employment Opportunity Staffing Report

<table>
<thead>
<tr>
<th>Faculty</th>
<th>Executive</th>
<th>Exempt</th>
<th>Non-Exempt</th>
<th>Hourly</th>
<th>Coaches</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male: White</td>
<td>57</td>
<td>7</td>
<td>44</td>
<td>39</td>
<td>0</td>
<td>7</td>
</tr>
<tr>
<td>Male Minority:</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Female White:</td>
<td>27</td>
<td>1</td>
<td>30</td>
<td>61</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Female Minority</td>
<td>1</td>
<td>0</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

ADA Compliance: The College makes reasonable accommodation for documented disabilities, both in its educational programming and facilities design and maintenance. An ADA Committee functions under the Student Services Council, and College policies describe procedures for documenting disability, requesting accommodation, and expressing grievance (exhibit P3.37, [Staff] ADA and Section 504; P4.36, [Faculty] ADA and Section 504 4-36; and P5.36, Disabled Student Services). These three policies cover ADA as it relates to faculty, staff, and students. Two of these policies (for faculty and staff) are current, detailed, and effective; however, the last policy is probably too general and inadequate in its detail. It is currently under review, being made more current and more specific. A Utah System of Higher Education committee is creating a statewide policy, and the College must wait for the system committee to complete its work before overhauling the College's policy. Currently, however, a College pamphlet (exhibit 8.10,
Disability Resource Center [DRC] Handbook) contains a thorough communication of procedures and policies for disabled students, and this information will be included in a more comprehensive policy.

**Autonomy and Freedom**

**Autonomy:** Dixie State College promotes an atmosphere of academic freedom, independence from restrictive pressures, which allows students and faculty unfettered pursuit of truth. As a state-supported institution of higher learning, Dixie State is committed to appropriate institutional autonomy and independence from undue social, political, religious, or economic influence. Students and employees are encouraged to freely question assumptions and explore data and values, free of undue pressure.

Of course, as a state-supported, public institution, Dixie State is responsive to the state and community's needs for educational services. To that extent, Dixie State is appropriately responsive and dependent. However, Dixie State also seeks to maintain appropriate autonomy. Dixie State College seeks a balance between, on the one hand, responding to its constituencies responsibly and, on the other, maintaining appropriate academic independence. In 1957, Supreme Court Justice Felix Frankfurter described this independence thus:

> It is the business of a university to provide that atmosphere which is most conducive to speculations, experiment, and creation. It is an atmosphere in which there prevail "the four essential freedoms" of a university -- to determine for itself on academic grounds who may teach, what may be taught, how it shall be taught, and who may be admitted to study. (Sweezy v. New Hampshire, 1957, as quoted in "Governing in the Public Trust: External Influences on College and Universities," by the Association of Governing Boards of Universities and Colleges.)

While a variety of state and non-state entities exert formative influence on Dixie State College through private-sector patronage and political pressure, the College is committed to maintaining sufficient autonomy to support an atmosphere of academic freedom. Three forms of influence deserve special comment and examination here -- financial patronage received through the College's Institutional Advancement efforts; social/moral influence exerted by the LDS (Mormon) Church, which is the predominant religious denomination and culture in Dixie State's service region; and legislative influence exerted through government officials.

**Financial Patronage:** Dixie State's Office of Institutional Advancement has been since its inception very successful. Through capital campaigns and with the help of a National Advisory Council (NAC), Dixie State has received millions of dollars from hundreds of benefactors (see "Fundraising and Development" in chapter seven, page 268).

The National Advisory Committee is composed of prominent citizens who have significant ties to Dixie State College, either because they are College alumni, have donated funds, or have lived in the College's service area (exhibit 7.77, National Advisory Committee Membership). The college president functions on the NAC's governing board, and in this role, the president ensures that the NAC's influence on the College's intellectual and cultural atmosphere is conducive to academic freedom. The NAC is governed by institutionally approved bylaws that identify the following as "objects and purposes" (exhibit 9.10):

> To advise and assist the administration and Institutional Council [Board of Trustees] of Dixie College concerning all aspects of its objectives and programs.

> To conceive and implement ideas and projects for the advancement of the College, thereby creating channels of its constituencies both written [sic] and outside the State of Utah.

> To respond to the needs of the College as consultants, information sources and evaluators; and to provide the College with guidance and advice in its various academic, administrative, and service activities.
To aid the College in connection with its financial and fiscal matters and needs, such as rendering assistance in raising funds and gifts from the private sector, including individuals, business organizations and foundations; and to assist and support Dixie College's Endowment Fund and the Dixie Foundation.

Provide counsel to the College for the investment of contributed funds, whenever specifically requested by the administration.

Additionally, a private entity, the Dixie College Foundation (also composed of prominent community members) collects and manages private funds which are donated for projects in the College's benefit. The Dixie College Foundation coordinates the efforts of community and outside investors. It has a charter and regularly receives input from College personnel; however, it is an independent, non-public, and non-institutional entity. The Foundation is completely independent from the state or College. This independence allows the Foundation freedom to manage funds to benefit the College without certain restrictive state regulations. Proceeds from the Dixie College Foundation have benefited the College a great deal, providing scholarships and funding for real estate acquisition and capital improvements.

In Utah's recent past, private foundations have functioned in behalf of most state colleges and universities; however, the state, wanting to show a positive asset flow in order to secure bond funding, has brought many of these private foundations under the institutions' and the state's financial control. The Dixie College Foundation, however, is one of the very few, if not the only, private foundation in support of Utah institutions that has not come under public control.

The College is aware of and vigilant about ethical entanglement that could inappropriately compromise academic freedom and institutional autonomy; therefore, the College's Office of Institutional Advancement is governed by detailed policy and procedure. See the College institutional development policies, exhibits P7.1 through P7.12.

Social/Moral Influence: Members of the Latter-day Saint (Mormon) Church were the earliest and largest European settlers of the Intermountain West and all regions of Utah, and the Church's influence is deeply interwoven in the history and culture of Southwestern Utah. The Church's influence is also interlaced in the College's history. The Encampment Mall on Dixie State's campus is a monument to the first Mormon settlers in this region. In fact, the Mormon Church originally founded Dixie State College and administered the College through the first two decades of its existence, as indicated in this paragraph from Dixie's history:

When the Civil War threatened a shortage of cotton goods in the west, Brigham Young, the "Mormon Colonizer," sent 300 families to southwestern Utah to raise cotton and build a factory for manufacturing cloth. This colonization, which began in 1861, is an historic epic in hardship and struggle. The combination of semi-tropical climate and cotton raising caused early settlers to refer to the area as Utah's Dixie - hence the name Dixie College. When the school began operation in 1911, it was a four year high school, officially called the St. George Stake Academy, but it was soon nicknamed "Dixie Academy." In 1916 it added a junior college program. In 1923 it became Dixie Junior College, and in 1970, Dixie College. Thus, in one form or another, the name has endured. Originally operated by the Church of Jesus Christ of Latter-day Saints, the College was turned over to state control in 1933 (emphasis added).

Complete independence from the influence of the Mormon Church, because of the Church's continued predominance in Dixie's region, is feasibly impossible, and any institution that intends to serve the population of its region should be aware of, and appropriately deferential to, strong religious and cultural heritages of the region. However, since 1933, Dixie State ceased being a church-sponsored institution and became a public-sponsored institution, from which point it has evolved toward its present role as a secular and modern institution.
This history and current general social and cultural milieu require that Dixie State exercise both sensitivity and balance: On one hand, the College has made decades-long progress toward traditional secular education. The College has increased the cultural, gender, and racial diversity of its student body and staff, serving all students, regardless of religious background, and non-Mormon students and employees have contributed to Dixie State's current culture. On the other hand, Dixie State is fully aware that a majority of its students are Mormon.

A recent real estate exchange illustrates both the extent to which the College and the Church are intertwined, and the uneasiness of that relationship. A large proportion of Dixie's students go to an off-campus, but adjacent Mormon facility, the Institute, where they receive religious instruction. In 1998, Mormon officials approached the College with a proposal to exchange real estate. The College would receive the current Institute Building (a large facility with twelve classrooms, two auditoriums, a standard gymnasium, and more than twenty office spaces) and the real estate on which the building sits. In exchange, the College would deed the Mormon Church a portion of undeveloped land on its campus, on which the Church would build a new teaching facility. The terms of the exchange were overwhelmingly to the College's financial advantage: For raw land on the eastern perimeter of campus, the College would receive a piece of real estate of approximate size along with a 34,000-foot teaching facility on the northern perimeter of campus.

After long debate, the College agreed to the exchange. Campus and community persons have reacted with a mixture of approbation and anxiety, and some have suggested that, despite the fact that the contractual exchange was very much to the College's advantage, the reciprocation suggests that the College is not in fact autonomous and completely independent from the Church.

This balance and this sensitivity are difficult. Some non-Mormon students, faculty, staff, and community members have found it difficult to assimilate into a culture that has been characterized as monolithic. Others find the College's culture remarkably open and accepting. Some Mormon students, faculty, staff, and community members regret Dixie State's secular openness. This issue -- the Mormon Church's influence on the community and College's history and culture -- continues to be divisive, a topic of active dialog. Part of this sensitivity and balance is creating and maintaining an intellectual atmosphere that is both accepting and respectful of all views, both Mormon and non-Mormon.

Legislative and Governmental Influence: State and local government agencies influence College governance through regulatory and budgetary means, and Dixie State seeks to be accountable and responsive to its constituencies. However, at some point government may undermine academic autonomy through exercise of fiscal and legislative power. Some salient examples of legislative control of curriculum design come to mind. Some years ago, the Utah State legislature mandated that all students graduating from Utah institutions would complete a required course in "American Institutions." Also, the legislature has mandated that American Sign Language would fulfill the same curricular requirements as other foreign language courses, such as Spanish, French, or German. These examples show that, on occasion, governmental agencies in Utah are willing to remove prerogative over curriculum design from campus bodies, and in these issues, the faculty has little or no role in the design, integrity, and implementation of those aspects of the curriculum. The institution and its faculty must adjust curricular design to accommodate such legislative mandates.

Another example that illustrates how government may override Dixie's academic autonomy involves Governor Michael Leavitt's New Century Scholarship. In 1998, Governor Leavitt announced to Utah's students that if they finished the associate degree by the September after their cohort had graduated from high school, they would receive a scholarship to any state college or university for their junior and senior years. Motivated primarily by a desire to provide higher education in inexpensive ways, the Governor's plan called for increased use of Advanced Placement, concurrent enrollment, CLEP credit, online and correspondence courses, and other forms of extra-institutional credit (i.e., credit awarded for off-campus and non-traditional study). Many students and their parents have expressed interest in the scholarship. Faculty at Dixie State have expressed grave misgivings about the academic integrity of awarding a Dixie State College diploma to students who complete a large portion of their coursework while still attending high school, and who sometimes receive their associate degree during the same week they receive their high school diploma. In the judgment of many faculty, such a practice violates the academic
integrity of the degree. However, faculty and institutional leaders understand the dangers implicit in countermanding the governor's scholarship plan.

**Academic Freedom:** Dixie State's policies officially acknowledge that employees' personal views are private matters, not subject to institutional control; however, the College officially and informally encourages faculty, staff, and students to be respectful and open, within appropriate boundaries. Exhibit P3.4, Faculty Responsibilities and Academic Freedom directly quotes the American Association of University Professors 1940 Statement of Principles on Academic Freedom and Tenure (exhibit 9.3) document, as follows:

> Academic freedom in public life - A college faculty member is a citizen, a member of a learned profession, and an officer of an educational institution. When the faculty member speaks or writes as a citizen, he/she should be free from institutional censorship or discipline, but the faculty member's special position in the community imposes special obligations. As a person of learning and an education officer, the faculty member should remember that the public may judge his/her profession and institution by his/her utterances. Hence the faculty member should at all times strive to be accurate, should exercise appropriate restraint, should show respect for others, and should make every effort to indicate that he/she is not speaking for the institution (emphasis added).

Dixie State College policy avows that "the personal life of an employee is not an appropriate concern of the College, provided it does not affect the employee's effectiveness in fulfilling his/her obligations" (exhibit P3.17, Personal Conduct/Conflict of Interest). Faculty at Dixie State enjoy academic freedom in teaching, and students enjoy that same freedom in learning.

**Honesty and Truth-Telling**

Dixie State values truth-telling and explicitly condemns dishonesty in its various forms. Three issues deserve comment here: Institutional truth-telling (the institution's obligation to communicate truthfully to its constituencies), individual truth-telling (the honesty of individual students and employees), and copyright.

**Institutional Truth-Telling:** Dixie State College observes its obligation to represent itself accurately and honestly to its constituencies in all publications and media. The College observes all Department of Education and Federal regulations concerning disclosure, including the following:
<table>
<thead>
<tr>
<th>Required Report</th>
<th>Responsible Person</th>
<th>Exhibit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student-Right-To-Know - general student body data (graduation and completion rates)</td>
<td>Kathy Bailey</td>
<td>Exhibit 9.11.</td>
</tr>
<tr>
<td>Student-Right-To-Know - award of athletically related student aid</td>
<td>Randy Wilstead</td>
<td>Exhibit 9.12.</td>
</tr>
<tr>
<td>Equity in Athletics (Title IX)</td>
<td>Randy Wilstead</td>
<td>Exhibit 9.15.</td>
</tr>
<tr>
<td>Loan Default Rate</td>
<td>Peggy Leavitt</td>
<td>Exhibit 9.17.</td>
</tr>
<tr>
<td>Financial Assistance &amp; Eligibility</td>
<td>Peggy Leavitt</td>
<td>Exhibit 9.18.</td>
</tr>
<tr>
<td>Cost of Attendance</td>
<td>Peggy Leavitt</td>
<td>Exhibit 9.27.</td>
</tr>
<tr>
<td>Federal Student Aid Return of Funds</td>
<td>Peggy Leavitt</td>
<td>Exhibit 9.29.</td>
</tr>
<tr>
<td>Information about Services for Disabled Students</td>
<td>Michael Hanley</td>
<td>Exhibit 9.19.</td>
</tr>
<tr>
<td>Requirements and Procedures for Withdrawing from DSC</td>
<td>Debra Bryant</td>
<td>Exhibit 9.31.</td>
</tr>
<tr>
<td>School Catalog (including information about DSC Accreditation, academic programs, DSC facilities, faculty and instructional personnel and information about how and where to obtain a GED)</td>
<td>Mark Peterson</td>
<td>Exhibit G.30.</td>
</tr>
<tr>
<td>Job Placement Rates (in support of marketing claims)</td>
<td>Virginia Woodward</td>
<td>Exhibit 9.20.</td>
</tr>
<tr>
<td>Drug and Alcohol Abuse Prevention Information</td>
<td>Barbara Johnson</td>
<td>Exhibit 9.22.</td>
</tr>
</tbody>
</table>

**Individual Truth-Telling:** Exhibit P 3.17, *Personal Conduct/ Conflict of Interest* insists that "Employees must be honest, demonstrating integrity in their business and personal dealings and in their public service commitments." A unique obligation of truth telling involves public relations policy. Faculty and staff are to take care that when making public statements, they designate their statements as those of private citizens, not as those of College representatives (see also P 6.101, *Media*).

For students, exhibit P 3.34, *Academic Discipline* warns that "Academic dishonesty in any form will not be tolerated at Dixie State College, including but not limited to plagiarism on written assignments, submitting other person's work as one's own, and cheating on exams or quizzes." This policy outlines appropriate disciplinary actions that may be imposed on students proven guilty of cheating.

**Copyright:** Ethical honesty is based on the principled and right use of information. A part of using information ethically is observing the intellectual property rights of others. Dixie State College strives to improve its observance of copyright law. During recent years, the College has undertaken concerted efforts to ensure that computer software used on campus is completely and legally licensed and that all duplicated materials observe copyright law. Also, the College has conducted training sessions with employees to promote knowledge of fair and legal use. Exhibit P 6.56, *Copyright* describes the appropriate use of intellectual property. It also includes procedures for approving instructor-prepared lab manuals and course supplements before they're distributed in the bookstore (see paragraph 56.4).

**Responsible Behavior**

Employees and students are bound by a number of codes of responsible behavior; however, two of these deserve particular comment, the *Student Rights and Responsibilities Code* (exhibit P 5.33) and the *Substance Abuse and Testing Procedure*. 
The Student Rights and Responsibilities Code begins with the general observation that "students at Dixie State College neither lose the rights nor escape the obligations of citizenship. Students retain and enjoy all rights and responsibilities secured by the Constitution and laws of the United States and the State of Utah and local ordinances." The Code further comments that "the College expects all students to obey the law, to show respect for properly constituted authority, to perform contracted obligations, to maintain absolute integrity and high standards of individual honesty in academic work, and to observe a high standard of conduct for the academic environment." The policy then proceeds to list specifically prohibited behaviors, including such things as forgery, disruption of teaching and learning, physical or sexual abuse, and distribution of narcotics and other illegal substances. The policy also lists specifically encouraged behaviors, including such things as observing faculty members' directives relating to attendance and maintaining high academic standards.

Substance abuse involving both alcohol and drugs receives particular attention in College policies (P5.37, Substance Abuse and Testing Procedure). In addition to prohibiting illegal substance abuse and describing consequences, this policy sets forth procedures for coordination between campus and non-campus law enforcement agencies regarding controlled substances.

Two additional policies describe responsible behavior for persons in positions of power. Because the institutional president and members of the institutional Board of Trustees are in positions to exercise powerful influence, they are under a special obligation to act in harmony with ethical principles. Two College policies outline those obligations: exhibit P2.1, Board of Trustees: Ethics and Responsibilities, and exhibit P2.2, College President: Ethics and Responsibilities.

**Commitment to Mission**

At least two ethical issues directly grow out of Dixie State's commitment to mission: Turf and the relationship between athletics and academics.

**Turf:** The culture of higher education is characterized as "turf" protection, or safeguarding the province of one's influence: College and university employees, as it is sometimes affirmed, are more concerned with the health and well-being of their own particular unit than with the overall well-being of the institution.

Because Dixie State's mission statement is emphasized so repeatedly and insistently, Dixie State seeks to govern itself with an implicit commitment to the overall well-being of the institution, such that individual units are often self-sacrificing in the name of collective welfare. A competitive atmosphere prevails at Dixie State, as at most institutions; however, through repeated reference to the priorities established in the mission, this competition is diminished.

**Athletics and Academics:** One type of campus struggle, a very important one, is that between athletics and academics. Dixie State College has a tradition of very successful athletic teams. Its women's soccer team won a national NJCAA championship in 2000. It's men's basketball team took third place in NJCAA Division One in 2001 and won the national championship the following year. Its football team won the Rotary Bowl, and its men's baseball team won the 2000 SWAC Regional Championship and NJCAA District Tournament, and placed second in the invitational JUCO World Series. This tradition of success attracts a lot of attention to the College, from both inside and outside the College's service region.

Because athletic competition attracts so much public attention, and because athletic reputation is correlated to successful institutional advancement (donations), coaches and athletic administrators function in a tense environment, caught between the pressures to prevail athletically and conform to academic and other regulations. The national culture of athletics values winning so highly that coaches, athletes, faculty, and administrators must continually guard against abuse of the academic system.

Dixie State's commitment to its educational mission helps it put athletic competition into perspective. Dexter Irvin, Dixie Athletic Director, explained it this way to the Dixie State Board of Trustees in July 2000:
If we compare a college's functions to the rooms in a house, we realize that athletics isn't even inside the educational house. It's probably just the front porch. And like a good front porch on any house, the athletic program brings people into Dixie State College and gives people their first impression of the College. People working in the Athletics program understand the College's important educational functions, and we never want to hinder those functions. We realize that athletics is only the front porch.

Procedure at Dixie State College mandates that student athletes be treated in precisely the same ways that any student is treated. Some faculty may report that athletes cause problems and seek special exception to academic policy; however, any exception based on students' status as athletes is prohibited. Evaluators talking to Dixie faculty will discover a certain amount of concern about the relationship between athletics and academics -- concern that the integrity of academic curriculum may be subverted in the name of athletic success, that athletic eligibility is more important than academic integrity, that resources spent on athletics would be better applied to under-funded academic programs. The uneasy relationship between athletics and academics is based in part on differing aims: winning games or promoting student academic achievement. When these two goals come into conflict, the institution undergoes some internal turmoil.

Appraisal

In preparation for this self-study, the College has undertaken thorough, thoughtful, and honest internal assessment and analysis of institutional ethics. In addition to analyses of policies, the College administered a survey to staff, faculty, and students (exhibit 9.1, Institutional Ethics Survey and Data, February 2001). Persons surveyed made extensive written comments about ethical issues. Additionally, the Director of Human Resources and the Vice President for College Services wrote the following appraisal of survey results:

**Strengths as indicated by survey results**: Academic Freedom, administrative ethics, and ethical behavior were shown as strengths by the higher percentage of 'agrees.' At the same time, discrimination, academic freedom, sexual harassment, intellectual rights, student grievances, administrative ethics, and ethical behavior can be viewed as strengths as shown by the lower percentage of 'disagrees.'

**Weaknesses as indicated by survey results**: Employment policies and institutional autonomy were shown as weaknesses based on the higher percentage of 'disagrees.' Student grievances, employment policies, copyright laws, and institutional autonomy may be viewed as weaknesses based on the lower percentage of 'agrees.'

**Recommendations**: With a high percentage of 'I don't knows,' discrimination and student grievances could be viewed as a strength or as a weakness. Because of the high percentage of 'I don't know' responses, particularly for student grievances and copyright laws, it is apparent that we need to better familiarize our employees and students with the College's policies and procedures. Employment policies was seen as an area of weakness, and it would be beneficial to survey the faculty and staff for more information to see whether the concerns may be addressed and determine what improvements could be made to this area (exhibit 9.2, Appraisal of Institutional Integrity Survey).

During Spring Term 2001, as a class project, six students enrolled in an upper-division professional ethics course undertook a study of Dixie State's institutional ethics which resulted in a presentation with written appraisal of strengths and weaknesses (exhibit 9.26, Class Project on Institutional Ethics). The campus newspaper, aware of efforts to assess institutional integrity, undertook its own survey (exhibit 9.25, Student Newspaper Survey on Institutional Ethics, April 25, 2001). Through this careful and healthy self-appraisal, the College has identified the following strengths and weaknesses of institutional ethics:
Strengths

1. All persons at Dixie State College, both students and employees, exhibit great integrity and commitment to ethical principles. The institution displays a tradition of openness and self-appraisal in its ethical practices.
2. Commitment to the College's mission promotes an atmosphere of collaboration and cooperation, shared governance, and consensus, with very little "turf protection."
3. College policy and procedure is well designed, based on principles of good practice in education, and consistently and fairly implemented.
4. The College's very successful institutional development efforts are based on a full complement of sound policies, and the College benefits from donated resources in honest and reasonable ways, in harmony with the College's mission.
5. College publications represent the institution accurately and honestly.
6. The College has made commendable progress in promoting gender and ethnic diversity in staffing, student services, athletics, and curriculum.
7. The College has made important recent progress on observance of copyright.

Weaknesses

1. The College, like all institutions in the Utah System of Higher Education, has difficulty in the recruitment of minority faculty and staff.
2. While the College has complied with regulatory disclosure laws (such things as Student Right to Know, Campus Crime, and Student Athletic Completion reports), the College needs to be more thorough and organized in these reports, ensuring that all information is complete and timely.
3. The College needs to take further steps to tighten its observance of copyright law. The College needs to continue to train its faculty, students, and employees about fair and ethical use of intellectual property, including such things as photocopied portions of books, recorded music, computer programs, reproduced maps and drawings, cartoons, and charts.
4. The Student Code of Conduct, as of Spring 2001, was dated and in need of revision.
5. There is an uneasy relationship between athletics and academics at the College, based in part on differing priorities and aims.
6. Among some employees and students, there is some uneasiness about the influence of the region's predominant religious and cultural background.

Projection

After reviewing recent accomplishments regarding institutional ethics, the following goals point toward future improvements.

Recent Accomplishments

1. The College drafted a copyright policy in Spring 2001 and implemented a training session during the Fall Workshop in August 2001. Also, College computer and photocopy practices were reviewed and, where needed, corrected.
2. The College, during the 2000-2001 school year, began the process of evaluating and updating its Student Code of Conduct.
Short-Term Goals [1-2 years]
1. Review procedures for developing regulatory disclosure reports (such things as Student Right to Know, Campus Crime, and Student Athletic Completion reports), and establish organization structures and staff task assignments that ensure that these reports are thorough and error-free.
2. Review copyright observance and implement further faculty/ staff training to ensure ethical observance of intellectual property rights.
3. Review and update the Student Code of Conduct.
4. Review and update the Disabled Student Services Policy (5-36).

Long-Term Goals [3-10 years]
1. Have a faculty and staff and student body that reflect Washington County's general minority population. Continue efforts to recruit minority students, faculty and staff. Create an atmosphere that attracts quality minority applicants, a campus environment in which all persons feel comfortable and welcome.
2. Promote a more harmonious relationship between athletics and academics by formally declaring the relationship and priorities among their differing aims.
3. Promote sensitivity and respect in the relationship between the region's predominant religious culture and all persons with differing religious and cultural backgrounds.