Northwest Commission on Colleges and Universities

A REGULAR INTERIM REPORT
(DRAFT)

Dixie State College of Utah
St. George, Utah

October 17-18, 2007

Prepared by
Dr. Scott J. Bergstrom, Director, Institutional Research and Assessment
Brigham Young University - Idaho
Rexburg, Idaho

and

Dr. Danny A. Gonzales, Political Science Instructor
Great Basin College
Elko, Nevada

A Confidential Report Prepared for the
Northwest Commission on Colleges and Universities
that Represents the Views of the Evaluators
TABLE OF CONTENTS

I. Introduction .................................................................................................................1

II. Findings .......................................................................................................................2

    Part A ..........................................................................................................................2

    Part B ..........................................................................................................................5

        Standard One .......................................................................................................5
        Standard Two .......................................................................................................6
        Standard Three ....................................................................................................8
        Standard Four .....................................................................................................8
        Standard Five ......................................................................................................10
        Standard Six .......................................................................................................11
        Standard Seven .................................................................................................12
        Standard Eight .................................................................................................12
        Standard Nine .................................................................................................12

III. Summary ...................................................................................................................13

IV. Commendations .........................................................................................................13

V. Recommendations ......................................................................................................13

Appendix A .....................................................................................................................14
I. Introduction

This report summarizes a Regular Interim Evaluation visit conducted by Dr. Danny Gonzales and Dr. Scott Bergstrom to Dixie State College located in St. George, UT, on October 17-18, 2007. Dixie State College underwent a full-scale evaluation on October 6-9, 2002. This evaluation resulted in four recommendations. An interim focused visit was conducted on April 19, 2004 to review actions taken regarding the four general recommendations. As a result of that visit, the Commission accepted the progress made on the general recommendations but requested that the institution complete work associated with the update of its mission statement.

The purpose of this visit was threefold. First, it was to review the institution’s ongoing compliance with the NWCCU eligibility requirements, standards, and policies. Second, it was to review institutional activity related to the four general recommendations from the October 2002 Full-Scale Evaluation with a particular focus on a general recommendation from the April 2004 Focused Interim Evaluation related to the institutional mission statement. Finally, it was to review significant institutional changes since the last full-scale evaluation conducted in October 2002.

The evaluators were cordially received. The institution was well-prepared for the visit and accommodated all requests for information by the evaluators. Meetings were held on the first day with the senior leadership, various committees, and other employees as needed. Open meetings were held for faculty and students wishing to meet with the evaluators. A number of students, faculty, and staff took advantage of that opportunity. In the evening of the first day, the evaluators toured the Hurricane facility and visited with staff and students. The second day was spent reviewing documents, conducting follow up meetings, and meeting with three members of the Board of Trustees. A schedule and list of people interviewed during this visit are found in Appendix A.

The evaluation team acknowledges the administration, faculty, trustees, staff, and students for the hospitality extended to them on the visit. The team also notes that the report submitted by Dixie State College was substantive and well organized. It addressed all the relevant issues in a clear and comprehensive manner. It is highly commendable that the Regular Interim Report addressed the specific concerns expressed by evaluators in the October 2002 full-scale evaluation report (see Appendix B.2.3 and other references throughout the report). Support documentation and exhibits were well organized and provided to the evaluators in a timely manner. Documents were available on their web site prior to the visit and other documents were available onsite during the visit. The evaluators also want to thank Dixie State College for the excellent scheduling assistance for the evaluation visit.

During this visit, the evaluators did not observe anything that would suggest non-compliance with the Commission’s Eligibility Requirements. They appear to have a well-functioning campus which operates according to its mission and available resources. A number of new opportunities for growth and change have engendered a sense of optimism and excitement about the future of Dixie State College.
The remainder of this report documents the evaluators’ findings with respect to the institution’s efforts to address recommendations received in its most recent full-scale evaluation visit and interim focused visit (Part A) and its general adherence to the Commission’s standards (Part B).

II. Findings

The findings for the Dixie State College Regular Interim Evaluation Report are organized in two sections. Part A addresses actions taken regarding recommendations in the last full-scale evaluation committee report and subsequent reports. Part B discusses compliance with Commission standards and policies as well as institutional changes.

Part A

Based on the review of the Regular Interim Report and the subsequent evaluation visit, the following evaluates the degree to which Dixie State College has addressed General Recommendation 1-4 from the October 2002 full-scale evaluations and General Recommendation 1 from the April 2004 interim focused visit.

General Recommendation 1 (Full-Scale Evaluation). Faculty Evaluation: The accreditation team recommends that Dixie State College review and revise its faculty evaluation process, paying specific attention to policy 4.1. While the team did find evidence that Dixie applied its evaluation policy in a number of departments, the lack of consistent application across all departments was apparent. Recommendation number two in the 1992 Northwest Accreditation report indicated, “the faculty evaluation process is inconsistent and fragmented, lacking clear direction and conformity.” That is still the case in 2002 (4.1).

Regarding General Recommendation 1 and the institution’s action addressing the faculty evaluation process, Dixie State College has demonstrated that a great deal of time, resources, and effort have been dedicated to implement a comprehensive faculty evaluation plan. The collective approach taken by Dixie State College administrators and faculty included the development of uniform policies and procedures (Regular Interim Report, October 2007, Appendix A.2. Faculty Evaluation Forms; Exhibit A.1. Faculty Evaluation Policy; Exhibit A.3. Matrix of Faculty Evaluations; and Exhibit A.4. 2007 faculty Survey and Results).
General Recommendation 2 (Full-Scale Evaluation). Workloads: The Committee recommends that Dixie State College engage in a process that will bring faculty workloads into compliance with Standard 2.A.1 and 4.A.3. In order for the institution to demonstrate its commitment to high standards of teaching and learning (2.A.1) it is essential that sufficient human resources be provided to support the educational programs and facilitate student achievement of program objectives wherever and however they are offered. Current full-time faculty workloads are high; however faculty have willingly taken on additional burdens of teaching overloads and additional assignments that have exceeded the amount where the high standards of teaching and learning can be sustained. Further, there are too many instances where the burdens on faculty and staff workloads come to the point that there is not sufficient time and support allowing for professional growth and renewal (4.A.3).

Regarding General Recommendation 2 and the institution’s action addressing the various faculty workload policies, Dixie State College implemented a strategy called “The Workload Model” to finalize its workload policy in the 2003-04 academic year. The campus process addressing workload policies identified the procedures for changing the workload model that included a provision for a standing committee to review and update the document. This approach gave the campus sufficient flexibility to draft the new workload policies and finally approve and codify the procedures (Exhibit A.6. Rank and Tenure Model and Exhibit A.7. Workload Policy).

General Recommendation 3 (Full-Scale Evaluation). Institutional Integrity: The team found inconsistencies, inaccuracies and omissions in information present to Dixie’s constituencies (including the Commission) and some lapses in ethical treatment of undergraduate students. Whether its failure to “teach out” a discontinued program to ensure fair student treatment, publication of inaccurate information about the current accreditation status of programs, communication of inaccurate information in schedules and catalog, or failure to document compliance with policies, the institution has had lapses in its attempts to adhere to high ethical standards. Any institution undergoing rapid change in size, mission, or personnel is prey to lapses, and the Committee understands that. Taken individually, these instances vary in their significance. Although unintentional on the institution’s part, the number of such occurrences indicates inadequate review of publications, and inadequate communication among those responsible for making, documenting and publicizing administrative actions and decisions. No single action or procedural change can correct this array of problems. The Committee recommends that the college re-evaluate the means by which policies and procedures are disseminated, their application monitored, and their results implemented and reported in college documents. (Standard 9, 9.A.2 and 9.A.3)

Dixie State College has implemented policies which resolve the concerns described in the recommendations. They have had occasion to implement their policy (finalized in May 2003) for several discontinued programs (see Table 2.1 of the Regular Interim Report). The evidence suggests that in these situations the stated policy was successfully followed. They have taken measures to prevent inaccurate information from appearing in their print and online materials. These efforts appear to be successful based on student and faculty feedback related to the issue
of accuracy of information in institutional material. They have communicated with the Commission on substantive change matters as evidenced by the list of communications sent to the Commission. Finally, the senior leadership at Dixie State College, in particular President Caldwell, has gone to great lengths to improve communication with employees and involve them in institutional governance. These efforts have been demonstrably successful. Faculty members expressed their appreciation for the new culture of openness and communication that has developed in recent years.

**General Recommendation 4 (Full-Scale Evaluation).** *Recommendation on Mission* - The mission statement of Dixie State College of Utah was created amidst change that is still unfolding. It does not appear that the internal community was fully engaged in its creation. While it is published widely and widely recognized by the campus community, it is not as widely understood, perhaps because it does not capture the unique characteristics of Dixie State College or give clear guidance as to the next changes. The evaluation team therefore recommends that the campus review the current statement to both reaffirm its general content and to implement whatever adjustments would make it fully consonant with current institutional realities and reflect Dixie’s unique characteristics (1.B.3 and 1.B.9). Dixie can use that process to its advantage so it decides how to resolve its resource dilemmas. (Page 56.)

**General Recommendation 1 (Focused Interim Evaluation).** *Mission Statement* - The College has taken specific steps to update their mission statement. While much has been accomplished, it is imperative that this work be completed so as to influence advocacy and resource allocation at the campus, local, and state levels. (1.B.3 and 1.B.9).

Dixie State College has completed the update of its mission statement. It appears in Appendix A-5 of the Regular Interim Report. The revised mission statement was formally approved by the Utah State Board of Regents in June 2005. This revision was the result of a multi-year process that involved careful study of the institution’s core values and opportunities. All major campus constituencies were involved in its development.

The revised mission statement has been in effect for more than two years. It is featured prominently in major college publications and the institutional website. It appears in many locations around the campus as well. All sectors of the campus community appear to be aware of it and understand its importance in campus life. Its principles have been incorporated into institutional planning and resource allocation as evidenced by the Annual Report which summarizes progress on a series of benchmarks related to the mission and which is used for resource allocation and budgeting. The growth of the College – new degree programs, strategic alliances and partnerships, the campus master plan, etc. – is clearly driven by the new Dixie State College mission.
Part B

Based on the review of the Regular Interim Report and the subsequent evaluation visit, the following evaluates the degree to which Dixie State College has addressed Commission standards and policies.

Standard One—Institutional Mission and Goals, Planning, and Effectiveness

Dixie State College is an institution which engages in systematic and inclusive planning as evidenced by its revised mission statement, a new campus master plan, ongoing academic planning for new degree programs, enrollment management planning, the $100M capital campaign, regional economical trends and needs study, and the creation of external partnerships and alliances. Planning activities are aligned with the institutional mission and goals. Planning has involved the campus community. The evaluation team interviewed several faculty members who discussed their involvement with shared governance and Faculty Senate. They have been pleased with their ability to offer input on strategic planning.

Measures of institutional effectiveness are incorporated into the institutional planning process as evidenced by an annual report which summarizes progress on key institutional goals and benchmarks. Dixie State College is developing new benchmarks that more clearly reflect its new mission and goals. These benchmarks would use national comparative data more than in the past. The College would benefit from a more formal representation of its institutional planning process. People understand the planning process, but there is no clear process model of how it works.

Dixie State College is committed to maintaining their community college mission and an open-door enrollment policy. However, they are looking to expand their offerings and their outreach. They are launching new baccalaureate programs to address legitimate areas of need for their constituencies and communities. This is being done in a prudent manner, ensuring that resources are in place and that the programs offered will attract students. They have established a number of partnerships that provide important benefits to their students. These include strategic alliances with the Dixie Applied Technology Center, Intermountain Health Care, SkyWest Airlines, POST Academy, and Southern Utah University. Most notably, they are currently exploring a partnership with the University of Utah which has enormous potential for change at Dixie State College, including its name. Formal discussions between administrators at the two institutions have yet to take place. The respective Boards have only authorized that these discussions can take place. It is envisioned that the Dixie State College mission and operating status will not change appreciably, but that graduate programs would be offered on the St. George campus and that other mutually beneficial connections would be established.

Standard Two—Educational Programs and Its Effectiveness

With the additional of baccalaureate degree programs at Dixie State College, the faculty are very engaged in the development of new upper-division curriculum (Exhibit A.12: Curriculum
Creation, Change, and Approval Policy). The development of new upper-division curriculum has also increased the communication with faculty counterparts at the other campuses. New faculty members have been hired with experience teaching upper-division courses. In the interviews faculty noted that their approach to student learning has been holistic in nature, involving a strong integration between the lower- and upper-division curriculum.

Regarding an area of professional development, there have been a series of monthly meetings available to all faculty that focus on best practices related to the multiple student learning styles and unique circumstances of first generation students. It was noted that many of the departments are sharing what’s working well in their classes in the way of best practices and learning models. The Regular Interim Report noted that from March 2004 to December 2006, eighty-two individual faculty members had been awarded a total of $112,879.31 to pursue professional development ranging from conference attendance to released time for degree completion and reimbursement for tuition costs (Appendix A.3: Professional Development, 2004-2006).

Planning and identifying the business and community needs for new bachelor’s degree programs have been well organized and inclusive. The academic focus of the strategic plan has been in the areas of business technology, health, and education. Dixie State College also wants to add programs to meet student interest. With the addition of new associate’s and bachelor’s degrees, there has been also been a number of programs that have been discontinued (Appendix B.2.1: Inventory of Certificate and Degree Changes Since 2002) or absorbed into other academic programs. With the discontinued programs, a “teach out” policy was formalized and adopted (Exhibit A.10: Elimination of Academic Programs Policy). Individual students in the programs that were going to be discontinued were identified and contacted. It was noted during the evaluation visit that some students transferred to the Applied Technology College.

The college has hired several new faculty members. Regarding the staffing, support, and resources required for the accommodation of bachelor’s degree programs, the evaluation team during the interviews noted that a number of bachelor’s programs (e.g. nursing, education, biology, English) have dedicated a lecturer/advisor positions that have proven to be quite successful. These positions provide academic advisement, describe bachelor’s degree program requirements, and assist in the enrollment of students. In human resources, a position has been dedicated to recruit faculty. In the area of student services, a position was dedicated for student recruitment. Additionally, release time for faculty to recruit students has been provided. A support position for the institutional research office was dedicated. Finally, there was a pay increase for part-time secretarial support to assist in new programs. Some of the challenges identified by the evaluation team concerned growth (increase in new programs and University of Utah partnership) and physical facilities (to support new programs and faculty offices).

The Regular Interim Report stated that in November 2004, a General Education Task Force, later to become a standing committee on General Education, was appointed to assess the state of general education at DSC. The task force was charged with reviewing the general education requirements, the general education mission and philosophy, and making recommendations for revisions, as well as reviewing the general education programs at other state and peer institutions for alignment purposes. By the spring of 2005, the first of the task force’s recommendations
began to make their way through the internal approval processes. The committee recommended
five major changes, summarized as follows:

- Students would be required to take a new information literacy course, Library 1010, one-
  credit class, focused on library research skills, specifically outlining online research.
- A required oral communications course would be eliminated.
- A designated diversity course would be required.
- Only two science courses instead of three would be required; one course in life science and
  one course in physical science.
- The social science and fine arts/humanities requirements would be reconfigured to require a
  total of three instead of four courses.

Dixie State College’s general education program was revised in 2005. With the addition
baccalaureate degrees, the departments have been responsible for ensuring that all existing
general education courses be reviewed to maintain consistency with program objectives, goals,
and student learning outcomes. The evaluation of existing general education course was
completed in spring 2007. Faculty members have been diligently working on ensuring the
consistency course syllabi for accuracy and consistency. The work on the general education
program is ongoing.

Concerning the assessment of academic programs at Dixie State College, the Utah State Board of
Regents’ Policy (R411, Review of Existing programs) and the Policies and Procedures Manual
Section 3-Faculty, Policy Number 43) and outlines the program review process in its entirety.
According to the explanation of criteria, both policies call for a "cyclical process" of review for
each existing program every five-years based on the program outcomes and assessment criteria,
curricula, students, faculty, staff, equipment, facilities, and other resources.

In the institutional program review procedures, there is a program assessment category that
collects the following information: (1) indicators of student achievement; (2) summary of data
from assessment; (3) examples of goals and measurements; and (4) impact of assessment (how
the results are used to improve teaching and learning). In terms of process, the department is
responsible for collecting the information and then is submitted to the Academic Council for
review. The Vice President for Academic Affairs noted that there is overlap with the departments
that have conducted a program review with departments that are preparing to conduct a review.
Dixie State College is in the process of identifying benchmarks and core indicators of
institutional effectiveness in the campus strategic planning process that would be part of the
program review process.

Based on the evaluator’s examination of online reports generated by the program reviews
conducted in the last three-years and the findings from the Dixie State College of Utah Core
Indicators for the Annual Report documenting institutional effectiveness, it was verified that
Dixie State College’s educational program planning and assessment activities have resulted in
the overall improvement of teaching and student learning. It was acknowledged that the campus
assessment activities continue to be a work in progress. Additionally, the evaluation of general
education courses and the addition of bachelor’s degrees have focused faculty on enhancement
of existing course and programs and new upper-division curriculum.
Standard Three—Students

Dixie State College is providing the necessary services and support for its students and appears to be meeting the needs of its student body. The College continues to have a vibrant program of student government. It is actively working on improving diversity on campus. It has developed a new type of needs-based financial aid to supplement its other scholarship and financial aid programs. It has upgraded its athletic programs to NCAA Division II. The College has made improvements to its records management software, BANNER. They have developed some new reporting applications and received some onsite help from BANNER experts at Weber State University.

The College is diligently working to improve retention and increase enrollments, two areas of concern identified in their Regular Interim Report. To that end, it has developed a comprehensive two-year plan for the management of enrollment. This two-fold plan seeks to improve retention of students from 49% to 53% in two years and increase enrollments by 5% to 7%. The plan includes a variety of initiatives such as early intervention advising, a Freshman Experience, 4-year advising, improved web content, “mystery shoppers,” ongoing focus groups, identification of at-risk students, reaching out to younger high school students, increasing media presence in the community, and targeting more international students.

Evidence from conversations with students suggests widespread satisfaction with their undergraduate experience. During the campus forum for students, students made note of the following:

- Instructors are approachable.
- Tuition is reasonable.
- Class sizes are typically small.
- Instructors know your name.
- They were aware and excited about the prospects of University of Utah affiliation.
- Information in the semester schedule, catalog, and website are clear.
- Online classes have positive feedback.
- Librarians are helpful.
- One student noted a concern about excellent teaching faculty being replaced by faculty with doctorate credentials who were less skilled at teaching.
- The career counseling and advising staff were good.
- Dixie State College student government representatives believed that their feedback and input were taken into consideration by college administrators.

Standard Four—Faculty

It was noted by faculty and deans in the campus interviews that the faculty evaluation process has brought the part-time faculty into the college community. The College initiated a campus wide mentoring project that is being piloted by the Mathematics Department, focused attention on a rigorous
tenure review process, and created an effective process that provides uniform feedback to all faculty. Additionally, the faculty stated that the Faculty Senate has been committed to review the evaluation process and address the review of online classes to enhance student learning and quality teaching.

The faculty evaluation process consists of the following measures:

- Full-time probationary faculty:
  - Student Opinion of Instruction Surveys conducted in all courses every term.
  - Self-Evaluation completed once per year during the probationary period.
  - Supervisor Evaluation completed once per academic year during the probationary period.
  - Peer exchange completed during the spring semester.

- Full-time non-probationary or tenured faculty:
  - Student Opinion of Instruction Surveys conducted in all courses during the fall term.
  - Self-Evaluation completed during the spring semester.
  - Supervisor Evaluation completed once every three academic years.
  - Peer exchange completed once every three academic years.

- Part-time faculty:
  - Student Opinion of Instruction Surveys conducted in all courses every semester.
  - Supervisor Evaluation will be completed once per academic year (Exhibit A.2, Faculty Evaluation Policy, Revised May 2003).

Regarding professional development activities for faculty, a revised policy was approved on April 21, 2005 (Exhibit A.8: Policy 3-9, Professional Development). The Faculty Excellence Committee is responsible for planning professional development activities at the college.

During the campus forum for students, the following was noted:

- Noted general knowledge of college mission and strategic plan
- Recognized commitment of new college president and administration to shared governance and active involvement of Faculty Senate
- Strong campus communications were noted.
- Contended that the new faculty hires strengthened academic programs
- Applauded efforts of institutional support in the library, student services, and information technologies. More support staff were needed.
- Noted that faculty workload and professional development policies were strengthened.
- Believe that the University of Utah partnership was a “forward motion” by Dixie State College by offering master’s programs and meeting community needs.
- The college initiative increasing faculty salaries and bringing the salaries in line with the market was well received.
- Stated that the new baccalaureate degree programs added value to the college’s existing program offerings and provided a wonderful opportunity to add new faculty with fresh perspectives.
There was a suggestion to receive input from faculty on the associate dean model that was implemented in order to evaluate the new organization.

In the Regular Interim Report, it was noted that in 2002 Dixie State College had ninety full-time and approximately 225 part-time faculty members. Of the full-time faculty, thirty-four had doctorates, fifty-two had master degrees, and 6 held bachelor degrees. As of July 1, 2007, the number of full-time faculty has increased to 118, and seventy-four, or 63%, hold a terminal degree. This is compared to 37% of faculty with terminal degrees in 2002.

Dixie State College has been committed to increasing the benefit package and developed a new salary schedule for faculty. The current salary plan was completed in 2007. According to the October 2007 Regular Interim Report and interviews during the evaluation visit, the college was able to increase the overall faculty average salary to be in accordance with the 2006 national average. Figure 4.2, Annual Average Faculty Compensation, in the October 2007 Regular Interim Report, shows the total compensation increases from the 2002-03 academic year ($62,166) to the 2006-07 academic year ($74,619).

**Standard Five—Library and Information Resources**

The library and information technology resources are actively working to keep abreast with the growth and change at Dixie State College. As one library administrator expressed it: “This is the best year the library has had.”

There are a number of notable accomplishments. The library recently added two new slots for full-time professional librarians. They are in the process of filling those positions. Professional librarians were given faculty status which meant a significant increase in salary and standing at the institution. This also provided a tremendous boost in the morale of the professional librarians. They have reconfigured their acquisitions budget so that budget areas now represent academic disciplines rather than arcane budget categories which were simply carried over from past years. Librarians are actively working to build stronger connections with the University of Utah’s Marriott Library. This will continue in spite of what happens with the Dixie State—University of Utah partnership and potential merger.

As discussed in the Regular Interim Report, the administration and librarians are actively working to resolve a number of concerns. The information literacy course, LIB 1010, required of all students, initially imposed a substantial burden on librarians who teach the classes and provide support for class assignments. The course is now online which has helped to relieve some of the burden. The salaries of the library paraprofessional staff members are perceived as too low given the education and experience required for these jobs. They have some modest funding now, approximately $50,000, to alleviate the situation. The administration intends to address this in the next budget cycle. Finally, the College has had difficulty in hiring a new Library Director over the past two years. They have made several attempts but have not been able to attract the right person. The interim director appears to be handling the administrative duties quite well.
Their future for the Library and information technology at the College looks promising. They have established a strategic plan that addresses future challenges and needs. The College is planning for a new building which will house an Information Commons area. The plan is to add more library space, approximately 25K square feet, and create a greater integration of with other information technology resources if possible. While this is still in the planning stages, it is evident that they have done a considerable amount of research and have thought carefully about its design and operational needs.

**Standard Six—Governance and Administration**

According to the Regular Interim Report, campus interviews during the evaluation visit with members from the Board of Trustees, administrators, faculty, staff, and students, and campus forums with students and faculty and staff, the evaluation team verified that Dixie State College governance system is effective and promotes an environment to achieve the institutional mission and goals. The college’s core indicators of institutional effectiveness annual report relate directly to the mission in the areas of student progress, workforce development, general education, transfer preparation, developmental skills, and community outreach. It was noted during the evaluation visit the core indicators and benchmarks are being updated to reflect the new baccalaureate programs. During the campus forums, representatives from Faculty Senate and the Student Government Association indicated that their input is valued and taken into consideration by the college leadership team. It was also apparent that faculty, staff, and students are aware of the transition that is occurring with the new higher education and community partnerships as well as the new academic programs.

During the meetings with the Dixie State College Board of Trustees and representatives from the college’s leadership, a number of administrative and leadership changes have taken place as a result of the new president. Dr. Lee G. Caldwell became the college’s new president in June 2006. The trustees indicated that the board was very active in the search for the new president.

According to the Regular Interim Report and interviews during the evaluation visit, the reorganization moved the Sciences and Mathematics from the Division of Arts, Letters, and Sciences (ALS) division to the Division of Business, technology, and Health (BTH) division and created a more equitable program and faculty balance. It also seemed to appropriately place crucial mathematics, life sciences and chemistry programs in proximity to the degree programs in business, technology and health sciences. With these changes, the two divisions were renamed: the School of Education, Humanities, Arts and Social Sciences (EDHASS) and the School of Business, Sciences and Health (BSH), respectively. The reorganization addressed the imbalance created a disproportionate work load for the two division deans, as well as the appearance of potential for funding inequities.

Additionally, five associate dean positions were created, and the addition of new baccalaureate programs has resulted in the creation of new departments. The appendices in the October 2007 Interim Evaluation Report provided the organizational charts that were clearly represented the new college leadership structure. Finally, the Office of Institutional Advancement was

**Standard Seven—Finance**

Dixie State College is managing its financial resources well and appears to be in good financial health. Approximately, one-third of their funding comes from tuition and virtually all of the remainder comes from state appropriations. In 2006-2007, the College changed from a two-tiered tuition system with different rates for lower and upper division courses to a single tuition charge for all undergraduate classes. This has simplified accounting and aligned them more closely with other institutions offering four-year programs. As enrollments rise according to stated enrollment management goals (see Standard Three), tuition will continue to adequately support the institution’s educational programs and maintain their quality. In addition, because of their low tuition rates, they have room to raise tuition if needed.

The College was the beneficiary of a state budget surplus allocation last year which resulted in a net gain of $490,000 each year for the College. Unfortunately, the legislature earmarked most of the monies for specified projects and did not allow the college to address specific campus problems of its own determination.

The College has launched an ambitious capital campaign using a combination of state and private funds to achieve its goals. The goal is to raise $100M by 2011. Thus far, more than $58M has been raised. This will provided needed funds for scholarships and educational programs, but mostly it will fund new facilities needed for future growth.

**Standard Eight—Physical Facilities**

The facilities at Dixie State College are meeting the needs of their educational programs. Their buildings and grounds are well-maintained. They recently completed construction on the Eccles Fine Arts Center and have started construction on the Taylor Health Science Center. It is scheduled for completion in April 2008. A new off-site facility in Hurricane provides several classrooms for instruction. It is used for both daytime classes and evening/night programs. Approximately, 400 students attend classes in this facility.

The College is well-poised for future growth. It has recently completed an extensive campus planning exercise which has resulted in a new Campus Master Plan. The plan is comprehensive and visionary. A challenge to growth was attributed to the constrained campus footprint. So, the College is seeking to acquire at least 100 acres adjacent to campus.

**Standard Nine—Institutional Integrity**

Dixie State College continues to meet all of the requirements associated with this standard. Based on the support documentation included in the exhibits and interviews with representatives
from the various campus groups, campus policies and procedures demonstrate that Dixie State College is ensuring that high ethical standards are present in its treatment of students, faculty, and staff in the college’s maintenance of institutional integrity. A number of activities and efforts were noted in the interviews about how policies and concerns have been identified, addressed, and implemented by the college’s administration and Faculty Senate.

III. Summary

The evaluation team verifies that appropriate action has been taken to address the recommendations issued in the October 2002 Full-Scale Evaluation and the recommendation from the April 2004 Focused Interim Evaluation. This assessment by the evaluation team is based on the October 2007 Regular Interim Evaluation Report submitted by Dixie State College, support exhibits and materials, and campus interviews conducted. Dixie State College is actively engaged in the identification of regional workforce training needs and continues to anticipate the opportunities associated with the expansion of new campus programs and community partnerships.

IV. Commendations

Dixie State College is to be commended for its efforts to connect with and align itself to the local community and region, to understand their needs and to attempt to address them. The College has made important alliances with key community partners which are greatly beneficial to their students and educational programs. They are actively seeking to forge other important alliances which have the potential to benefit the College in significant ways.

V. Recommendations

None.
### Appendix A

#### Schedule and List of People Interviewed

**Wednesday, October 17**

<table>
<thead>
<tr>
<th>Time</th>
<th>Evaluator</th>
<th>Topics</th>
<th>Attendees</th>
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| 8:30-9:55 a.m. | Bergstrom, Gonzales | 1. Brief overview of Dixie State (What would you like us to know about your institution? What are your strengths and capabilities?)  
2. The “new” mission statement  
3. Major changes that have occurred since the 2002 visit.  
4. New partnerships—Success Academy, IHC, DRMC, WCSD, SkyWest, DXATC, U of U, SUU.  
5. New bachelor degree programs  
6. Any new strategic initiatives not included in the Interim Report (if any). | President Caldwell and Executive Committee: VP Academics, Donna Dillingham-Evans  
VP Student Services, Frank Lojko  
VP College Services, Stan Plewe  
VP Institutional Advancement, Christina Schultz  
Dean, Business Health & Sciences, David Borris  
Dean, Adult Studies, Steven Bringhurst  
Dean, Ed-HASS, Donald Hinton  
Dean, Information Services, Gary Koeven  
Exec. Director HR, Pamela Montrallo  
Exec. Director Business Services, Scott Talbot  
Assoc. VP Advancement, George Whitehead  
Athletic Director Dexter Irvin |
| 10:00-10:55 a.m. | Gonzales | 1. Faculty teaching and workload  
2. Faculty evaluation  
3. Other faculty issues  
4. New and discontinued programs | Academic VP Donna Dillingham-Evans  
Deans David Borris and Donald Hinton  
Faculty Senate: Bill Christensen, Tom McNeillis  
Faculty Members: Brent Hanson, Scott Mortensen, Addison Everett, & other Faculty Senate leaders  
HR Exec. Dir. Pamela Montrallo |
| 10:00-10:30 a.m. | Bergstrom | Library visit and meet with key library staff | Dean Gary Koeven, Academic Librarian & Acting Director Martha Talman, Key Personnel |
| 10:30-10:55 a.m. | Bergstrom | Meeting with key Student Services staff  
Enrollment management and Retention | VP of Student Services Frank Lojko, Registrar David Roos, Janet Walker, Kathy Kinney, Bruce |
| 11:00-11:55 a.m. | Bergstrom, Gonzales | Financial matters (Standard Seven)  
Physical facilities (Standard Eight) | Exec. Dir. Business Services Scott Talbot  
VP College Services Stan Plewe, Ned Carnahan, Sherry Ruesch |
| 12:00-1:00 p.m. | Bergstrom, Gonzales | Lunch; topics will be: Administration (Standard Six) and Integrity (Standard Nine) | President Caldwell, Vice Presidents Dillingham-Evans, Plewe, Lojko, Schultz and Deans Borris, Hinton, Bringhurst, Koeven |
**Wednesday, October 17 (continued)**

<table>
<thead>
<tr>
<th>Time</th>
<th>Evaluator</th>
<th>Topics</th>
<th>Attendees</th>
</tr>
</thead>
<tbody>
<tr>
<td>1:10-2:00 p.m.</td>
<td>Bergstrom, Gonzales</td>
<td>Outcomes Assessment General Education</td>
<td>Frank Lojko, Don Hinton, Brenda Sabey, Brad Barry, Darl Biniaz, Randal Chase, Scott Mortensen, Louise Excell</td>
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<tr>
<td>2:10-3:00 p.m.</td>
<td>Bergstrom, Gonzales</td>
<td>Document review and reading</td>
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<td>3:10-3:30 p.m.</td>
<td>Bergstrom, Gonzales</td>
<td>Open Meeting with Students</td>
<td>Interested Students</td>
</tr>
<tr>
<td>3:30-4:00 p.m.</td>
<td>Bergstrom, Gonzales</td>
<td>Open Meeting with Faculty and Staff</td>
<td>Interested Faculty and Staff</td>
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<tr>
<td>5:00-6:00 p.m.</td>
<td>Bergstrom, Gonzales</td>
<td>Visit to Hurricane Center</td>
<td>Director Becky Smith Key Center Staff, Students</td>
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**Thursday, October 18**

<table>
<thead>
<tr>
<th>Time</th>
<th>Evaluator</th>
<th>Topics</th>
<th>Attendees</th>
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</thead>
<tbody>
<tr>
<td>8:30-9:50 a.m.</td>
<td>Bergstrom, Gonzales</td>
<td>Writing and Coordination Document Review and Reading</td>
<td>Donna Dillingham-Evans, David Borris, Don Hinton, Brent Hanson, Phillip Lee, Karen Bauer, Carole Grady, Curtis Larsen, Sue Bennett, Randal Chase, Tracy Wheeler, Karmen Aplanalp, Darl Biniaz, Sherry Floerchinger</td>
</tr>
<tr>
<td>10:00-11:00 a.m.</td>
<td>Bergstrom, Gonzales</td>
<td>New programs Discontinued programs and teach-out process</td>
<td></td>
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<tr>
<td>12:00-1:00 p.m.</td>
<td>Bergstrom, Gonzales</td>
<td>Lunch with Board of Trustees Executive Committee Topics: Administration (Standard Six) and Integrity (Standard Nine)</td>
<td>Shandon Gubler, Chair Vicki Wilson, Vice Chair &amp; TLC Bill Ronnow, Internal Audit Committee</td>
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<tr>
<td>1:00-1:15 p.m.</td>
<td>Bergstrom, Gonzales</td>
<td>Final Preparation for Exit Meeting</td>
<td></td>
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<tr>
<td>1:15-1:30 p.m.</td>
<td>Bergstrom, Gonzales</td>
<td>Meeting with President Caldwell</td>
<td>President Caldwell</td>
</tr>
<tr>
<td>1:30-1:45 p.m.</td>
<td>Bergstrom, Gonzales</td>
<td>Exit Meeting</td>
<td>President Caldwell and Vice Presidents Dillingham-Evans, Lojko, Plewe, Schultz Accreditation Liaison, Louise Excell</td>
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