



## **Proposal for Substantive Change**

### **To Expand DSU Distance/Online Offerings**

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## EXECUTIVE SUMMARY

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Dixie State University requests approval for a substantive change which expands its online educational offerings. The university is committed to offering programs of very high quality at all levels and in a variety of modes of delivery. In harmony with its institutional mission, Dixie State University seeks approval for offering online general education courses, leading to associate and baccalaureate degrees and for select online and blended courses within major fields of study. In the next two to three years, DSU will likely also be offering graduate level, online and blended courses. Over the past several years, DSU has been building the infrastructure and support for non-traditional students who take courses online. This proposal details the provisions outlined by the Commission for such a change and the compliance of Dixie State University with those provisions.

The change to increased online offerings is made in response to the needs of the citizens of southwestern Utah, specifically due to the following:

- Sustained, substantial population growth, including university-age population growth
- A large segment of fulltime workers and place-bound students who can neither relocate nor commute for educational purposes, but who need alternative means of accessing courses online
- Rising student demand for the courses currently offered
- Increasing demand for flexibility in instruction modes and schedules, ie. online courses.
- Utahns' low attainment of higher education degree and certificates, particularly in Southern Utah.

This proposal has been prepared in accordance with the Commission policies, procedures, and guidelines regarding substantive change, following the topics listed in Commission Policy A-2. These topics include nature and purpose of the change; mission and core theme fulfillment; evidence of formal authorization; descriptive information of the educational offerings; evidence of need for the change; student clientele to be served; planning and procedures used in arriving at the decision for change; organizational arrangements to be made; timetable for the change; budget provisions; provisions for student services; provisions for physical facilities including library and learning resources; and analysis of faculty and staff needed, including professional qualifications of the faculty. The proposal begins by providing a brief history and background of the university.

## INTRODUCTION

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Dixie State University (DSU) is located in St. George, Utah, the county seat of Washington County, which has a population of 144,809. St. George is situated in the extreme southwest corner of Utah, about 120 miles north of Las Vegas, Nevada, and approximately seven miles from the Arizona state border. Significantly, Washington County has a warm climate and proximity to ten major national parks, monuments, recreation areas, state parks, and scenic tourist destinations that make the area extremely desirable for various demographic groups and recreationists; furthermore, the county is bifurcated by a major north-south transportation route, Interstate 15, so it is a convenient location for commercial enterprises.

The university is located on a beautiful 100-acre campus in the center of St. George. The university also owns a developed amphitheater site near the entrance to Zion National Park, a facility in Pine Valley, Utah, and an eight-acre site in the community of Hurricane, seventeen miles from the main campus, the Dixie State University Hurricane Center.

The region and DSU have experienced rapid growth over the past 20 years. As the economy went into recession, DSU saw stunning enrollment growth. However, with the apparent economic recovery, DSU dropped slightly in enrollment FTE for Fall 2012 (-1.0%) and 2013 (-4.4%). The university's enrollment for Fall 2013 stands at 6313 FTE, 8405 headcount.

Just over one hundred years ago, on September 19, 1911, the "St. George Stake Academy" opened its doors, thus, 2011 marked DSU's centennial. DSU's character can be explained, in part, by providing some historical context. Perched at the convergence of the Mohave and Sonoran Deserts and the Great Basin, St. George was dubbed "Utah's Dixie" by early settlers because of the warm climate and potential for raising agricultural crops like those of the Cotton Belt. It made sense, then, that the Stake Academy would be called "Dixie" as well. Throughout the twentieth century, Dixie Academy grew, becoming **Dixie Normal College, then Dixie Junior College, and Dixie College, a community college. By 2000**, Dixie College had evolved to Dixie State College, a baccalaureate institution.

As it began its second century, DSU again welcomed change as it responded to educational needs in a dynamic and vibrant region. In 2010, Utah Governor Gary Herbert called upon the State Board of Regents and the Commissioner of Higher Education to present a plan for Utah's colleges and universities to meet the needs of students in the 21<sup>st</sup> century; subsequently, in December 2010, the Regents adopted an initiative entitled "Higher Ed Utah 2020." The plan entailed a mission change to university status for Dixie State College. University preparation benchmarks were then established by Regent directive. Upon meeting the benchmarks, Regent approval for university status was given and on February 16, 2013, the Governor pronounced the title and status change of the college to Dixie State University.

## **a. MISSION AND GOALS**

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### **Carnegie and Utah State Board of Regent's Classification**

In the Utah State Board of Regents' Policy R-312-4.3, *Classifications*, Dixie State University is categorized under "baccalaureate colleges and universities". Institutions within this classification typically "offer baccalaureate degrees representing at least 10 percent of all undergraduate degrees and award fewer than 50 master's degrees or 20 doctoral degrees per year". According to Regent Policy 312, it is the university's responsibility to:

...provide training and educational programs developed as a part of a dynamic continuum of opportunities that includes certificate, associate's degrees, baccalaureate degrees, and continuing education offerings responsive to a rapidly growing and divergent economic region. Emphasis is placed on teaching and training, scholarly, professional and creative efforts complementing its teaching and training role and community service. The institution contributes to the quality of life and economic development of the community, the state, and the region. Student success is supported through developmental programs and services provided by a comprehensive community college.

### **DSU's Mission**

*Dixie State University is a teaching institution that strives to enrich its community and the lives of its students by promoting a culture of learning, values, and community.*

### **DSU's Core Themes**

#### **Core Theme 1          A Culture of Learning**

Dixie State University promotes a campus-wide culture of learning; delivers excellent teaching; and prepares knowledgeable and competent students who achieve their educational goals.

#### **Core Theme 2          A Culture of Values**

Dixie State University invests in a culture of values which include service, citizenship, diversity, ethics, and collaboration.

#### **Core Theme 3          A Culture of Community**

Dixie State University builds and maintains strong relationships between students, faculty, staff and community to foster economic growth and a continuum of educational, cultural and recreational enrichment.

Dixie State University statements of mission, core themes and objectives are found at:

<http://www.dixie.edu/accreditation/File/2013%20Objectives%2C%20Indicators%2C%20Measures8232013.pdf>.

The purpose of offering more online classes and eventually online programs is to fulfill and sustain this mission of giving students the opportunity to achieve their educational goals and

further building strong relationships and community. The continued development of online offerings is in particular a response to serving students who are place-bound, at a distance from the university or whose work schedules do not accommodate a traditional course schedule. DSU currently provides select, mostly general education courses and a few major specific courses online and in blended format and plans in the future to provide more courses and whole programs online. This change will address five main mission related concerns:

1. The current higher education infrastructure cannot accommodate the growing university-aged population and enrollments, making more distance education programs necessary. With the increasingly large high school classes graduating annually and adult learners seeking education in greater numbers, the demand for online courses and degrees has created a great opportunity for the university to develop its distance education offerings.
2. Students are shopping for courses that meet their schedules and circumstances. Flexibility, more than institutional or program loyalty, is crucial for learners who seek to fit education into already- complicated schedules.
3. Post-secondary learner profiles are changing. The typical university student's expectations have changed; both traditional and non-traditional students come to institutions with expectations of electronic learning modalities, experiential learning, and demand for rapid turnaround.
4. The percentage of adult and minority learners is increasing. No longer is the typical student a white person age 18 to 22. Now, the majority of students are female, and the percentage of mature adults and Hispanics participating in higher education is growing.
5. The adult citizens of Southern Utah have low higher education degree attainment

## **b. AUTHORIZATION to OFFER ONLINE COURSES**

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### **Governance**

Dixie State University is a publicly funded, open-admission teaching university within the Utah System of Higher Education (USHE), and is authorized by the Utah State Legislature in Article X, Section 4 of the Utah State Constitution. It is governed by a President, a Board of Trustees, and the State Board of Regents. The university has been accredited by the Northwest Commission on Colleges and Universities since 1945.

While both the Board of Regents and the institutional Board of Trustees have sought and received periodic reports about DSU's delivery of online courses, no formal approvals from these boards are required to offer online courses. The determination of online offerings has been predominantly the purview of the Vice President of Academics, the academic deans and the Curriculum Committee and the Academic Council. As of 2008, the current Dean of Academic and Community Outreach has been the supervisor of online courses.

In the early 1990's, the university received a Title III grant to integrate technology in instruction, and as recipients of grant funds, several faculty members began the process of integrating technology into their courses. This was an early attempt to address technology's impact on education. It, however, did not result directly in online courses, but rather technology-enhanced delivery of course materials in traditional coursework.

In 1998, the Utah Board of Regents established the Utah Electronic College (UEC) which served as a central distributor of courses created by all ten of Utah's public post-secondary institutions. The UEC provided improved and seamless access to the array of technology-assisted courses then offered by the Utah System of Higher Education (USHE) institutions. As a partner with the UEC, Dixie State provided courses that the UEC advertised and coordinated. The UEC is no longer active; institutions are now independent in their development of online courses and programs. The UEC did, however, serve to provide assistance in the early development of online courses and setting state-wide standards.

### **c. EDUCATIONAL OFFERINGS**

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At this time, it is not the intent of DSU to offer fully online degrees. DSU's philosophy is that the best educational experience that it can offer requires students to obtain at least portions of their degrees by attending courses rich in experiential activities and interactivity. Online offerings are to be instrumental in helping students with the flexibility needed to complete their degree requirements. With that said, as DSU develops more online sections of current courses, students are able to satisfy more credits with online offerings. Online courses have been developed because of student demand, matched by faculty interest and willingness in teaching online, and with department approval to teach online sections. With the increase in online courses, it has become evident that DSU needs to provide a more formal and strategic approach to online education. As part of the formal assessment process at DSU, departments are being asked to review their program learning outcomes and evaluate carefully the selection of the online courses they provide with an eye to the balance of providing the interactivity and experiential components for which DSU wants to be known and defining what then can be appropriately offered online.

#### **Academic Integrity of Online Courses**

Online courses at Dixie State University must have the same rigor as face-to-face courses. Student learning outcomes for online and face-to-face course are equivalent, though not necessarily identical, but will adhere to course and program learning outcomes. Assessment instruments may vary from face-to-face to accommodate best practices within an online learning environment.

Instructors must provide documentation that students spend an equivalent amount of time preparing for and participating in online learning activities as they would spend in face-to-face learning activities. In the faculty endorsement training, as faculty build the course, they document weekly schedules to ensure that three activity hours per credit is required.

Each course syllabus is reviewed for approval by the appropriate department chair to assure that it contains the standard syllabus requirements. For a Syllabus Review Checklist go to: [www.dixie.edu/ctl/online](http://www.dixie.edu/ctl/online).

Each online course must require a minimum of two proctored assignments/tests where a student must provide a picture ID and the work proctored in its entirety to insure that the person doing the work is the person registered for the course. For the Intake and Proctor Request Forms used in setting up appropriate off-campus proctor sites go to: <http://www.dixie.edu/testing/forms.php>.

Program department chairs periodically review online course materials posted to the Internet to assure that the materials are professional and error-free, and that the electronic media is current, appropriate and cleared for copyright use. Online courses are evaluated in the latter part of the term by the program department chairs using equivalent instruments and procedures as those used for face-to-face courses. The Online Delivery Standard Checklist is found at [www.dixie.edu/ctl/online](http://www.dixie.edu/ctl/online).

### **Descriptive Information of the Educational Offerings**

In Fall Semester of 2012, 8.39% of DSU courses were provided with online course options. Online courses at DSU may fulfill requirements for both certificate and degree programs, but there are currently no programs where all program requirements may be obtained fully online. However, DSU has reached the level of online offerings where it is possible for a student to complete almost all General Education (GE) category requirements online. The only GE categories which do not have an online option are Life Sciences, Laboratory Science and Foreign Language. For those courses with online options, there are a minimal number of online sections.

Though unintentional, DSU students can now obtain up to 90% of an Associate of Science degree credits and up to 80% of an Associate of Arts degree credits online. This could be accomplished by taking the limited course sections offered online to meet GE requirements and completing the associate's elective courses with the other limited online course offerings. For most students, this would mean taking additional general education courses rather than working toward pre-major requirements.

Though technically possible to almost complete an associate's degree online, it would not be advisable or advised. DSU's core theme one is "*Dixie State University promotes a campus-wide culture of learning; delivers excellent teaching; and prepares knowledgeable and competent students who achieve their educational goals*". The intent of this core theme is to assist student in developing educational goals which prepare them to be successful in the competitive global economy. To achieve this typically means obtaining more than a general associates degree. The intended purpose of the courses to be taken after completion of GE requirements is to complete specialized associate degree requirements or to fulfill baccalaureate major pre-requisites and advance toward bachelor degree completion. Students not advancing toward degree completion may be faced with being out of compliance with federal financial aid mandates and athletic eligibility requirements, as well as other issues that prevent progress toward a degree.

For the complete General Education Checklist and associate degree requirements go to:  
<http://www.dixie.edu/catalog/File/degreeworksheets12-13/GE2.pdf>

Following is a list of general education required courses and whether there is an online option for the courses.

General Education Requirements	Online Option	# of online course options
English 1010 (ENGL)	Yes	1
English 2010 (ENGL)	Yes	1
Mathematics (MATH)	Yes	1
American Institutions (AI)	Yes	2
Life Sciences (LS)	No	
Physical Sciences (PS)	Yes	1
Laboratory Science (LS)	No	
Fine Arts (FA)	Yes	3
Literature/Humanities (LH)	Yes	2
Social & Behavioral Sciences (SBS)	Yes	9
Exploration	Yes	Choice from any category
Global & Cultural Perspectives (GC)	Yes	8
Foreign Language (FL)	No	
Computer Literacy (IR)	Yes	1
Information Literacy (IR)	Yes	1

IR = Institutional Requirements

Fall 2012, DSU offered 56 online courses, the highest number in the institution's history. The following list provides courses offering an online section and the General Education category requirements they fulfill. There are two courses that are only offered as online options, but both are supported by labs where students may obtain in-person faculty support in addition to their online faculty support – LIB 1010 and Keyboarding.

Department	Number	Description	GE
ART	1010	Intro to Art	FA
BUS	1010	Intro to Business	
CIS	1140	Basic Keyboarding	
CIS	1150	Keyboard Skill Building	
CIS	1160R	Adv Keyboard Skill Building	
CIS	1200	Computer Literacy	CL
CIS	2010	Business Computer Proficiency	
COMM	1010	Elements of Effective Comm	
COMM	1050	Intro to Communication Theory	SBS
COMM	1270	Argument & Critical Thinking	
COMM	1500	Intro to Mediated Comm	
COMM	2010	Media & Society	SBS
COMM	2110	Interper Comm	SBS

COMM	3230	Health Communication	
COMM	4010	Persuasion	
DHYG	4010	Biostatistics & Epidemiology	
DHYG	4020	Research Methodology	
DHYG	4510	Instruct Design & Measurement	
DHYG	4540	Cultural Diversity Care Comp	
ECON	2010	Micro Economics/UofU/DSC/	SBS
ECON	2020	Macro Economics	SBS
EDUC	2500	Tech/Electronic Portfolios K12	
ENGL	1010	Intro to Writing	ENGL
ENGL	1410	Elements of Grammar	
ENGL	2010	Intrm Wrtg Sel Topics	ENGL
ENGL	2270	Intro to World Lit I	LH/GC
ENGL	3010	Writing /Professions	
ENVS	1010	Environmental Science	PS/GC
FCS	1500	Human Development Lifespan	SBS/GC
FIN	1750	Personal Finance	
HIST	1700	Am Civilization	AI
HUM	1010	Intro to the Humanities	LH/GC
LIB	1010	Information Literacy	IR
MATH	1050	College Algebra / Pre-Calculus	MATH
MGMT	4000	Purchasing & Supply Mgmt	
MUSC	1010	Introduction to Music	FA
MUSC	1100	Fundamentals of Music	
MUSC	3630	Music History and Lit I	
NFS	1020	Sci Fndtns/Nutrition	LS
NURS	3100	Prof. Nursing Roles	
NURS	3300	Transcultural Nursing	GC
NURS	3400	Nursing Informatics	
NURS	3600	Nursing Research	
NURS	3700	Gerontological Nursing	
NURS	4020	Community Health Nursing	
NURS	4040	Nurs. Leadership Mgmt	
POLS	1100	American Government	AI
PSY	1010	General Psychology	SBS
PSY	1100	Human Dev through Lifespan	SBS/GC
PSY	2000	Writing in Psych: APA Style	
PSY	3710	Behavioral Neuroscience	
SOC	1010	Intro to Sociology	SBS/GC
SPAN	4510	Business Spanish I	
SPAN	4560	Culture/Customs of Span Americ	
STAT	2040	Business Statistics/ONL/NURS	
THEA	3024	Diversity in Film	FA/GC

## **Current Programs with Significant Online Components**

### **Bachelor of Science in Nursing and Bachelor of Science in Dental Hygiene**

In 2005, the university was granted approval to offer a degree completion program as a Bachelor of Science of Nursing degree with an upper-division curriculum that was largely online. There is a similar degree completion program for a Bachelor of Science degree in Dental Hygiene, approved in 2007. However, the upper and lower-division clinical courses for these two health science degrees are not offered online, but are required in-person. The lower-division courses for these baccalaureate degrees are not intended to be online and the required pre-requisite science courses are not offered online.

### **Increase in Blended Course Offerings**

In response to research and positive feedback from students, DSU is offering more blended courses (a combination of in-person and online). This approach to scheduling is particularly popular with the large working population of students.

### **Future Online Teaching Certificate**

The Education Department has been working on a proposal for an Online Teaching Certificate consisting of 6 courses that will certify public school teachers to teach online. This certificate would require that applicants be regularly qualified teachers at elementary or secondary schools and would then provide an endorsement to teach online. The Utah State Legislature has mandated that secondary schools require students to take 1-2 of their high school graduation requirements in an online setting. DSU hopes to be the institution to provide a statewide program to certify these teachers.

## **d. PLANNING**

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The decision to offer online courses as an option for students supports the university mission of providing a culture of learning, values and community. During the course of DSU's 100+ year history, the partnership between the community and the institution has been strong. Growth in the county drives the educational offerings at DSU. The Washington County Economic Development Council serves as a partner with local government and the business community, as well as the University, in defining the educational needs of the community to support economic growth.

- 1. Population growth in the service region.** The general population of the university's service region is approximately 220,000 persons, based upon 2011 figures. Because of the sun-belt climate, the area continues to grow rapidly. Washington County, where Dixie State University is located, has about 146,000 persons currently. Since the historical, cultural, and business affiliations include northwestern Arizona and southeastern Nevada, another 55,000 persons have ties to Dixie State University service area, not counting Las Vegas, Nevada. Las Vegas has a population of 1.7 million persons. Many citizens of Las Vegas have southern Utah roots, since the original settlers

of Las Vegas moved to Nevada from the southern Utah settlements. These ties still influence decisions, and families in Nevada send students to colleges in Utah.

2. **A large segment of “place bound” students.** Students in the 18-24 age range from Washington County are placed at a severe disadvantage when seeking to enroll in a higher education institution. Many of these would-be university candidates are “place-bound.” Single parents wishing to increase earning capacity and opportunities for long-range career advancement comprise the majority of “place bound” persons who desire higher education. Other “place-bound” persons are women who married young, began their family, but now would like to return to university while their children are at school. Still other “place-bound” persons are young married men who did not complete their degrees and would now like to complete a degree in the evening hours. The single, unmarried students are, in the vast majority, employed while attending university. These students need to retain their off-campus employment and cannot commute to another university. The cost of time-lost and the travel expense make commuting prohibitive.
3. **Student demand for access to higher education.** Virtually every survey conducted by Dixie State University indicates that students in the service area require additional education opportunities and access. In 2012, Washington County Employment and Wage Data showed an annual total of 48,914 non-farm jobs with an average monthly salary of \$2,506. Currently DSU has a headcount of 8,405 students up from 3,624 students in 2000 showing high enrollment growth patterns over the last 10+ years.
4. **Current trends in online enrollment in the State of Utah.** According to USHE data, current 1 in 5 students enrolls in an online course with 2/3 of all students participating in technology-delivered instruction. In the state there are 49 degrees available entirely online with over 1,400 courses available online.
5. **Higher Education Attainment.** In 2010, the Utah State Board of Regents, the Commissioner of Higher Education and the Governor’s Education Excellence Commission set an educational attainment goal for Utah: 66% of Utahns—men and women ages 25-64 —with a postsecondary degree or certificate by the year 2020. Central to the goal are strategies to increase higher education participation and completion rates across the state. [www.higheredutah2020.org](http://www.higheredutah2020.org)

### **Benefits to the Institution**

- Better service to students, including 24 hour access - from any computer - to course materials, student records, technical assistance, and libraries.
- Better monitoring and assessment of student progress through online tracking of attendance, class participation, and assignments.
- Ability to add courses without additional technology investment.
- Ability to add students without adding facilities infrastructure.
- Provides a forum for enhancing faculty technology skills.

## e. BUDGET

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### **Revenue and Expenditures Associated with the Change**

Currently, DSU's online offerings are compensated according to the same standards and policy as all other instructional modes of delivery on campus. Workloads for faculty and tuition for students are the same for all delivery types. However, the administration is now in review of the potential for assessing an online course fee beginning in the 2014-2015 year which would fund the hiring of additional instructional technologists to assist faculty in the development of quality online course offerings. A study is beginning in the Fall of 2013 to determine the need and feasibility of such a fee.

Costs for the development of online education have previously been embedded within various divisions on campus, such as academic departments, instructional and administrative technology division, or the continuing and community education division. In 2008, an expanded position was developed, the Associate Dean of Academic Outreach. This position was a reassigned and extended contract for a current faculty/administrator. Part of the reassignment was to take on the responsibility for providing coordination, training and supervision of online course offerings. In 2013, this associate dean became a dean, with ongoing oversight for online education, as well as added responsibility for community outreach. Other costs related to online education are those for two instructional technology support professionals who assist faculty in developing online coursework. Resources and oversight for course content development are the responsibility of the discipline specific departments.

A significant savings in facilities costs is expected to be realized with an increase in online course offerings.

## f. STUDENT SERVICES

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### **Admission Policies**

Online students will be admitted through the same online admissions process as traditional students.

***2.D.14 The institution maintains an effective identity verification process for students enrolled in distance education courses and programs to establish that the student enrolled in the distance education course or program is the same person whose achievements are evaluated and credentialed. The institution ensures the identity verification process for distance education students protects student privacy and that students are informed, in writing at the time of enrollment, of current and projected charges associated with the identity verification process.***

DSU policy requires that students enrolled in any online course must take a minimum of two proctored exams and/or assignments during the timeframe of the course. Proctors or proctor sites are pre-approved by the university testing center or by the individual instructor with guidelines

that the proctor may not be related to the student, and may not be a friend, roommate, neighbor, church official, current teacher, coach, employer, supervisor, or coworker of the student. The proctor agrees to administer exams in accordance with DSU policy, which is supplied to the proctor as part of the approval process. Online students may use a proctor from the existing approved list, which includes other college and university testing sites, some libraries, and so on, or they may request that a proctor be pre-approved. In order to take a proctored exam, students must be verified visually and with a picture ID. When students register with the proctor site, they are informed of any fees in conjunction with provided testing services that will be charged by that site. DSU is not responsible for paying testing fees for students at remote sites.

### **Advisement**

The Academic Advisement Center has a staff of trained and experienced advisors with specific assignments based on their expertise and knowledge—such as academic areas, distance or outreach, general education, multicultural and diversity, athletics, and so on. The Academic Advisement Center offers an Advisement and Registration (A&R) program for newly admitted students and their parents during the summer months prior to the beginning of the academic year.

An early warning system alerts the advisement office of students who have been identified by faculty throughout the semester, but particularly in the first weeks, as not attending or participating in class or completing course assignments. Upon alert, advisors contact the at-risk students by phone or email to offer assistance and encouragement.

New and current students are made aware of advising requirements and responsibilities, which are defined, published, and made available on convenient web pages. Students also have access to online Degree Worksheets and the university catalog, both of which provide clearly defined degree requirements. The website directs students to the appropriate advisor, based on their student characteristics and needs.

Four methods have been established to specifically meet the advisement needs of distant students:

- (1) Outreach Advisement and Registration - These advisors will assist students with proper class scheduling and address both short and long range academic schedules. Students will be registered by Internet or telephone connection while the advisors are with the students on-site.
- (2) Telephone Advisement - All students who are unable to obtain personal advisement will be called on the telephone using the university's 1-800 number. The advisor will have all transcripts, test scores, and student grade point averages for advisement purposes. The trigger for this effort will come from a general letter with a return postcard indicating which advisement/registration method the student would like to use. All students indicating a preference for home telephone advisement will be called by one of the staff advisors.

- (3) Internet Advisement (Degree Works) - The “Degree Works” advisement software program has been implemented at Dixie and is in beta testing during the Fall 2013 semester. This replaces the “On-Course” system that has been used in the past. . It is a self-advisement program that hinges on student course completion success and computer access.
- (4) Personal Advisement - All Academic/Program advisors will be available on a walk-in basis Monday thru Friday from 8:00 a.m. until 5:00 p.m. During the first two weeks of each semester, advisors will be available each weekday until 6:00 p.m.

### **Financial Aid**

A varied and comprehensive program of financial assistance is available to all students at Dixie State University. The general qualifications include acceptable scholastic standing and financial need. The university maintains a financial aid office consistent with its mission and goals. Information on the financial aid program is published in the university catalog and at <http://www.dixie.edu/financial/>. Institutional accountability is a fundamental part of the financial program. Loan programs and loan repayments are continually monitored. Realizing the potential risk of retention for online students, which impacts financial aid eligibility, new tracking and retention programs have been put in place.

During the past two years, the financial aid office has worked to streamline the scholarship/loan process through web-based application and to assist students in understanding the requirements and process of application. This advancement is particularly useful to distance students. From the DSU homepage, students may access the Office of Financial Assistance where they can learn about processes and requirements and explore the various grants and scholarships, work study opportunities, and loan options available to them, and when ready, apply online. A handy Net Price calculator is available for first-time, fulltime students.

DSU publishes an online Financial Aid Handbook that provides an application checklist to help students avoid errors. The handbook provides information regarding various aspects of financial aid as well as students’ responsibilities when they receive financial aid. Links are provided for students to complete required student loan entrance & exit counseling. Students are advised of the various loan repayment options and given links to the Direct Loan Servicing Center, managed by the U.S. Department of Education, should they have difficulty in making their student loan payments.

### **University Bookstore**

Dixie State University Bookstore is a convenient student and faculty/staff source for textbooks, general books, educational supplies, and a wide variety of calculators, office, and school and art supplies. The bookstore is an Apple Authorized Campus Store offering academic pricing on Apple Product and offers educational discounts on software and computer supplies. Course required textbooks can be viewed and ordered online. Textbook buyback also has an online option.

## **g. PHYSICAL FACILITIES AND EQUIPMENT**

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At present, no additional physical facilities and equipment are needed to expand online educational offerings. DSU has steadily built up its infrastructure to provide the necessary facilities and equipment for current and near future online course development. As noted under the Budgets section, a financial advantage to the institution realized by online and blended classes is the savings in facilities utilization.

***2.G.5. Consistent with its mission, core themes, and characteristics, the institution has appropriate and adequate technology systems and infrastructure to support its management and operational functions, academic programs, and support services, wherever offered and however delivered.***

The Information Technology Department's mission is "to enhance teaching and learning using Information Technology and to address IT challenges and opportunities through central planning, policies, and operations." The DSU IT Department is under the direction of the chief information officer who reports to the vice president of administrative services. Although managed centrally, the department is comprised of three major functional units: administrative computing; IT support services; and IT security. The IT organizational chart illustrates the functional structure of the department.

Services provided by the IT Department include:

- Banner, DSU's administrative software application, maintaining student, financial, and personnel data (available online).
- Campus Helpdesk, providing assistance in log-ins, wireless configuration, LMS, and a range of technical troubleshooting support related to educational endeavors.
- Campus Network, the high speed network supporting telephones, video conferencing, and data applications, with connections to the Utah Education Network
- Network infrastructure design, installation, maintenance, and troubleshooting including copper and fiber optic cabling/terminations.
- Enterprise wireless access to students, staff, faculty, and guests.
- VPN services, providing secured remote access to staff and faculty to university network resources and content.
- Email services for students and university employees.
- Campus printing: Campus copier/printers have been installed in most buildings across campus. With a pre-paid print balance, individuals can print, copy, scan, and email documents from a USB flash drive. Web printing from personal devices is available on classroom and lab network printers.
- Instructional Technology Center, providing training and consultation to faculty members for the design and development of instructional materials and access to reference materials.
- Media services, supplying and managing instructional technology check-out equipment and e-classrooms support and training campus-wide.

- Interactive Video Conferencing, providing scheduling for classes and events, to be facilitated over the UEN video conferencing bridge.
- Electronic/Touch-screen Signage, developing and managing content for touch-screen and digital display systems.
- Software licensing
- Telephone services
- Web services, managing and maintaining the campus web presence.
- IT operations support, providing technical support to faculty and staff, specifically hardware, software, and applications support.
- Service hosting, providing the campus and departments with shared files and applications serviced supported by central IT.
- Open computer labs, providing students and faculty locations to work and to conduct research.

***2.G.6. The institution provides appropriate instruction and support for faculty, staff, students and administrators in the effective use of technology and technology systems related to its programs, services, and institutional operations.***

The Student Helpdesk supports the technology and computer needs of students and employees with a wide array of services and useful information. Located in the Smith Computer Center and the Udvar Hazy Building, the Helpdesks are staffed with technicians from 8:00 am to 8:00 pm Monday through Friday. Technicians can be reached via telephone and email.

Faculty and Staff support is provided by the Instructional Technology Center (ITC) which provides consultation of the design and development of instructional materials including electronic presentations, digital photography, digital audio production and editing, and digital video capture and editing, among other things. Training for faculty and staff is also available in workshops or one-on-one individual training, and the Center makes available various educational reference materials. A trained and efficient staff of media equipment specialists attends to maintenance of the e-classrooms and instructional technology needs of faculty; likewise, web services, the new learning management system, “Canvas,” and email and telephone services are also well-staffed and efficient. Full time faculty members are currently being supported as they begin to develop their professional and teaching portfolios online using “Digital Measures.” The Dean of Academic and Community Outreach, Becky Smith, works with faculty in small groups and one-on-one to facilitate the transfer of data for e-portfolios and to train faculty members in the effective use of *Canvas*, the university’s online learning management system.

***2.G.7 Technological infrastructure planning provides opportunities for input from its technology support staff and constituencies who rely on technology for institutional operations, programs, and services.***

***2.G.8 The institution develops, implements, and reviews regularly a technology update and replacement plan to ensure its technological infrastructure is adequate to support its operations, programs, and services.***

Governance of the IT Department is inclusive of administrators, faculty and staff. The Information Technology Governance Committee ([ITGC](#)) is comprised of representatives from various academic areas and administrative departments, and its primary role is to develop and review annual IT strategic plans, as well as to review IT policies and projects. The Administrative Computing Committee ([ACC](#)) reviews, approves, and coordinates administrative computing-related data standards, improvements, and modifications to the administrative computing hardware and software. Information Technology works with other campus entities, such as the executive staff and university council, to support and inform the actions of these committees. They coordinate with departments and *ad hoc* committees to disseminate information, deliver training, and seek the input of the overall campus community.

In preparation for meeting the university benchmarks set with the Board of Regents, technology infrastructure and services was one of the key areas of assessment and development. In 2011-12, the 2<sup>nd</sup> Century Strategy Committee also assessed and identified needed technology on campus.

## **h. LIBRARY AND INFORMATION RESOURCES**

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***2.E.1 Consistent with its mission and core themes, the institution holds or provides access to library and information resources with an appropriate level of currency, depth, and breadth to support the institution's mission, core themes, programs, and services, wherever offered and however delivered.***

The DSU Library holds print and electronic collections appropriate in number, breadth, and depth for a baccalaureate college and university. Currently, the collection holds 109,421 books, 9,207 audiovisual items, and 103,018 e-books on various vendor platforms. The e-books collection continues to grow as many vendors regularly add titles. Purchased (perpetual use) collections include: EBSCO E Books( 6,850 + books) purchased by Utah Academic Library Consortium (UALC) of which Dixie State University Library is a member, with some titles purchased by DSU; Sage Reference (a collection of subject encyclopedias covering a wide range of disciplines); Oxford Reference Online (a collection of essential reference books online); Gale Virtual Reference (a selected group of online reference sources); Cambridge Companions online (a collection of materials on authors, poets, and literature); Salem Health (a collection of four selected reference sources); Salem History (a collection which includes milestone documents in American History, book on various decades, and a reference source on Music and Musicians).

Subscription electronic book collections include: *ebrary* ( 86,000+ + books and documents); *Safari* (7,922+ titles on Computer Science that are selected and reviewed by CIT faculty); *Stat! Ref* (medical reference materials selected by Nursing and Allied Health faculty); *Music Online Reference Library*; *Oxford Art Online*; *Oxford Music Online*; and *Access Medicine and Literature Resource Center*. Dixie State University Library purchases a number of perpetual-use books that are housed on the ebrary and other platforms.

***2.E.3 Consistent with its mission and core themes, the institution provides appropriate instruction and support for students, faculty, staff, administrators, and others (as appropriate) to enhance their efficiency and effectiveness in obtaining, evaluating, and using library and information resources that support its programs and services, wherever offered and however delivered.***

Outreach and instructional support for students, faculty, administrators and staff, as well community users is emphasized at the DSU Library. LIB 1010 Information Literacy, a co- or pre-requisite for English 1010, is a required DSU online course and is taught by professional librarians with MLS degrees. This course consists of eight modules that cover information searches with encyclopedias, books, global search and article databases, as well as how to select topics, search techniques, citations and bibliographies, and issues of ethical and legal information use. The library also provides instruction from its homepage by way of the LibGuides, special subject or need-specific pathfinders.

Students, faculty and staff enrolled in or teaching a Dixie State University class are eligible for a variety of remote services and resources including:

- Borrowing and delivery of books and other circulating library materials
- Access to electronic databases, including many full-text resources, both at remote campus sites and at home
- Fax delivery of articles not held in full-text electronic databases
- Interlibrary Loan of books not held by the library
- Instruction online and in person at remote centers
- Reference services
- Web resources including subject guides and reference sources

DSU remote centers have full access to all Web-delivered databases including those restricted by IP addresses. Distance students, faculty and staff have full access to all Web-delivered databases through the library proxy server. The library provides an electronic reserve system for the use of distance classes.

Instructional technology for faculty is housed in the library; the instructional technologist is available to assist faculty members with questions or problems and, more importantly, to aid faculty in development of websites, using online databases for use in courses, and instruction in using other educational or creative software. Most recently the technologist has initiated a broad campus discussion of the complexities surrounding the use of social media in the classroom.

## **i. FACULTY**

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Faculty for online courses is provided by using a combination of fulltime faculty utilizing regular workload or overload and adjunct faculty. Adjunct instructors are required to have the same qualification as fulltime faculty and are approved (through resume review) by the appropriate department chair. Faculty are to be endorsed to teach online by completing an online training

endorsement course provided through Academic Outreach or submit a waiver for the training. Successful waivers would include evidence of prior training in teaching online and should receive approval of the department chair, dean, and Academic Outreach. Approval to teach a course online must be given through the department chair, associate dean (if applicable), and dean. Final approval then goes through Academic Outreach.

Faculty may request assistance for designing and teaching online/blended classes and for integrating library services into their course curriculum. The amount and type of homework, the instructional methods and materials, and the learning outcomes are identified in the approved syllabus. The coursework and time commitment is comparable to the course taught in regular lecture or blended environments. Course content management is the responsibility of the discipline specific departments.