



**DIXIE STATE UNIVERSITY
SPECIAL REPORT on
SUBSTANTIVE CHANGE
(Requested July 31, 2013)**

November 1, 2013
Compiled by Dr. Debra Bryant, Accreditation Liaison Officer

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INTRODUCTION

This Special Report is in response to the July 31, 2013, request by Dr. Sandra Elman, on behalf of the Northwest Commission on Colleges and Universities (Appendix A). On that date, Dixie State University was informed by letter that on the basis of its Spring 2013 Special Report and two previous annual reports, action regarding its reaffirmation of accreditation was again deferred. A “Warning” was also issued with respect to Eligibility Requirement 21.

Upon receiving the letter, the administration of Dixie State University was understandably alarmed. Accreditation Liaison Officer, Debra Bryant, immediately contacted Dr. Pamela Goad and began to sort out the issues related to the warning and documents in question. President Stephen Nadauld, Academic VP, Bill Christensen and ALO Debra Bryant also set up a September 18, face-to-face meeting with Dr. Goad and Dr. Elman at the Seattle Hilton Airport Hotel, in order to clarify any remaining misunderstandings and to communicate DSU’s sincere desire to understand and comply with NWCCU standards and policies.

It is Dixie State University’s understanding that the content of this November 2013 Special Report is to have a twofold purpose:

- I. Provide details on planning and resource allocation, including faculty needed and their qualifications for the following programs: 1) an emphasis in Recreation Management for the existing BA/BS degrees in Integrated Studies; 2) an emphasis in Earth Sciences for the existing BA/BS degrees in Integrated Studies; 3) termination of the emphasis in Business for the BA/BS degrees in Integrated Studies; and 4) suspension of the BS degree program in Aviation Management.
- II. Provide an executive summary on the nature and purpose of the changes and the implications for institutional resources and students by the implementation of the thirty-two substantive changes listed as planned in the 2012 and 2013 annual reports, but not accounted for in the Spring 2013 Special Report.

In compliance with Substantive Change Policy purposes, DSU does strategically plan, assess and attend to minor and substantive changes in light of mission fulfillment, sustainability and Commission standards. It is hoped this report dispels any uncertainty that this is not the case. It is also the intent of this report to show that DSU seriously intends to comprehend its responsibility to disclose institutional changes and comply with Commission Substantive Change Policy. With this report, DSU believes the Commission will have sufficient evidence and confidence to remove the “Warning” and take action to confirm accreditation. Please do not hesitate to request additional information needed for clarification.

I. Provide details on planning and resource allocation, including faculty needed and their qualifications for the following programs

Institutional Strategic Planning

Dixie State University makes a concerted effort to ensure that its planning and resource allocation process is strategic and comprehensive, supporting mission fulfillment and sustainability. In their 2012 Comprehensive Evaluation Committee Report, peer evaluators concurred:

The evaluators found this institutional planning process sweeping in scope and scale but usefully sequential and coordinated (p.28).

The evaluators went on to say that:

“The evaluation team was thoroughly impressed by this planning process. As described above, the recent institutional planning processes was [*sic*] exemplarily marked by inclusive, systematic, comprehensive and purposeful planning informed by the collection and use of appropriate data and the achievement of a remarkable consensus over priorities (p.29).”

“Moreover, the evaluation team finds that institutional planning processes, and non-accreditation based evaluations of resources and capacity are often exemplary (p.35).”

“For instance, the college’s benchmarks for achieving university status ... provide grounded, useful data upon which the college bases resource decisions (p.35).”

Strategic planning at Dixie State University has been directed by Policy 6.30, *Strategic Planning and Evaluation* (<http://www.dixie.edu/humanres/poladm.html>). The policy recognizes that planning and assessment are ongoing processes resulting in continuous improvement of the institution; it requires that planning be linked to the institutional mission statement and that planning take place at regular intervals. Policy 6.30 is currently being updated to further strengthen the continuous improvement purpose and ongoing nature of the strategic planning process at DSU. With the revision of the accreditation standards and processes and the move to university status, DSU has established an Institutional Strategic Accreditation and Assessment Committee (ISAAC) to oversee accreditation and assessment. The new Director of Academic Assessment, the new Director of Institutional Research, the new Accreditation Liaison Officer and ISAAC have been involved with administration in defining a new assessment and strategic planning process.

Dixie State University’s strategic plan, in reference to its mission, core themes and objectives, provides overarching direction. The plan is the result of substantial input over many months from a broad range of campus constituencies and community stakeholders. It has varying degrees of specificity and generality, given the complexities of the institution; furthermore, the document is dynamic, due to the nature of change and growth at the institution. In addition, DSU’s planning activities are informed by official Utah State Board of Regents policies that require regular and

on-going review, assessment and revision. The DSU 2012 Strategic Plan can be found at: <http://www.dixie.edu/accreditation/File/2012%20Dixie%20State%20College%20of%20Utah%20Strategic%20Plan.pdf>

Before the university benchmarks indicated new programs for development, the need for new academic programs was identified by department faculty and chairs. With fulfillment of the university program benchmarks, the faculty driven process is resumed. Once a new degree is initially vetted by a department and division regarding mission fulfillment, demand and need; a faculty member, qualified in the specific academic area, is chosen to begin to research similar programs offered at other institutions, particularly in Utah, and define program parameters. Proposals for new programs involve a process of research, assessment, and planning, guided by the division chair or dean and an administrator with the duties of program development. That administrative support is currently provided by the Director of Academic Assessment; but will soon be managed by the new Academic Program and Curriculum Director. Comprehensive third and fifth year program assessments are conducted according to Board of Regent guidelines.

Extensive training is taking place on the DSU campus with faculty, staff and administrators regarding assessment, accreditation processes and NWCCU substantive change policy and reporting. Academic and support programs are all involved in development of practical assessment processes that will provide them with useful data in assessing and analyzing their individual program mission fulfillment, as well as their contributions to institutional mission fulfillment and sustainability.

Allocation of Resources and Faculty Qualifications

Utah is a very conservative state financially and otherwise. Each year there are very limited funds provided from the state; institutions must, therefore, plan well and plan lean for new programs and hiring of faculty. Faculty for new programs is typically hired for course and program development two or three years before a program is offered. It is, however, somewhat a question of “the chicken and the egg”: How can faculty and other resources be justified without a program in place and students enrolled and how can a program be offered without sufficient faculty and supporting resources? DSU’s unique development from a community college to a baccalaureate college and then to a university that maintains its community college mission, helps resolve this dilemma.

Most new programs at DSU have GE courses with faculty already in place. The development process is further enabled by building student enrollment in a discipline with the offering of specialized emphases in integrated studies and minors. Faculty qualifications and sufficiency have also been developed in preparation for baccalaureate and university status. For the past ten years, DSU has focused predominantly on hiring faculty with terminal degrees in the disciplines being taught, even for teaching at the GE level.

Two of the programs which were identified by the Commission to be included in this report are examples of new discipline areas of development through the offering of emphases for the BA/BS degree programs in Integrated Studies. The Bachelor of Integrated Studies is a carefully designed degree that provides an academically rigorous and coherent program of study. The

program consists of a common core and select concentrations, offering students the flexibility of developing a major program of study that will uniquely suit their personal and professional goals. It presents the advantages of a liberal arts degree while allowing students to combine basic knowledge and explore relationships between two academic or professional fields. Integrative, interdisciplinary study involves bridging traditional academic boundaries to examine the relationships between various disciplines. This approach challenges students to recognize the distinct methodologies and practices unique to different fields of knowledge and to appreciate the significant ways that knowledge results from interactions among these fields. A successful Integrated Studies program will produce a student who understands that learning, itself, is interdisciplinary and integrative in nature and who can identify significant connections between disciplines and incorporate them into his or her education, work and life.

Students who successfully complete the Integrated Studies baccalaureate program will be able to:

- Recognize the distinct perspectives, epistemologies, methods, assumptions, and contributions of the traditional academic disciplines
- Employ concepts, theories, methods, and knowledge from multiple disciplines to address real-world problems and issues
- Demonstrate higher-order cognitive abilities, including abstract, dialectical, creative, critical, analytical and holistic thinking
- Produce written and oral forms of communication that are cogent, organized, articulate and supported by research
- Conduct research in the professional literature related to various discipline-specific fields and demonstrate competence in analyzing and synthesizing material
- Integrate concepts, perspectives, theories, and knowledge to produce an original artifact or research project

1) A Recreation Management emphasis in the existing BA/BS degrees in Integrated Studies

The Recreation Management emphasis for the BA or BS degrees in Integrated Studies was included in the Spring 2013 Special Report on Substantive Change, pages 442-444. (See Appendix B for the original Special Report submission)

Following is a copy of the body of the September 4, 2013, letter sent to Dr. Pamela Goad, resubmitting the emphasis in Recreation Management for Commission approval. Before sending the letter, Dr. Goad gave explicit instructions as to its necessary content.

September 4, 2013

Dear Dr. Goad and Northwest Commission on Colleges and Universities;

This letter seeks approval to implement the BA/BS in Integrated Studies emphasis in Recreation Management. This emphasis was included in the Spring 2013 Special Substantive Change Report on pages 442-444 (see Appendix B). It was approved by all the appropriate faculty and institutional councils and by the State Board of Regents on 1/25/13.

The BA/BS in Integrated Studies emphasis in Recreation Management is being proposed because it responds to student and community demand, fulfilling DSU’s mission as “*a teaching institution that strives to enrich its community and the lives of its students by promoting a culture of learning, values, and community.*” The proposal also supports core theme one that states, “*Dixie State University promotes a campus-wide culture of learning; delivers excellent teaching; and prepares knowledgeable and competent students who achieve their educational goals.*”

Because of the unusually rich local opportunities for a wide range of leisure activities, there is considerable built-up demand for trained recreation professionals within the institutional service area of Southwestern Utah. Excepting DSU, all of the baccalaureate-degree-offering institutions in the USHE presently offer an academic degree, minor, and/or emphasis in Recreation or Parks Management. An emphasis in Recreation Management will expand the Integrated Studies program as well as provide a foundation for future Recreation offerings at DSU.

Program Curriculum for Recreation Management Emphasis in Integrated Studies

The 23 credit requirements for the Recreation Management Emphasis include new foundational courses in: the history and philosophy of Recreation; typical government sponsored service components and facility management; and specific skills and methods of administration. The Integrated Studies Senior Project will serve as a capstone by bringing the various curricular components into an integrated whole.

Required Courses Complete all of the following:		
PEHR 2500	Introduction to Recreation & Leisure	3
PEHR 2700	Recreation Program Planning & Facilities Management	4
PEHR 4010	Administration, Management, & Finance in Recreation	4
SUB-TOTAL		11
Elective Courses Complete four (4) of the following:		
PEHR 3010	Special Event Administration / Management	3
PEHR 3220	Legal Foundations in Recreation & Leisure Services	3
PEHR 3310	Leisure Behavior & Human Diversity	3
PEHR 3430	Community and Commercial Recreation	3
PEHR 3780	Issues & Assessment in Recreation	3
SUB-TOTAL		12
TOTAL		23

The Recreation Management emphasis will be supported by the existing Physical Education, Health, & Recreation (PEHR) and Integrated Studies programs within the School of Education. The expansion of recreation courses will be met by the July 2013 hiring of a fulltime, lead faculty member with a Ph.D. in Recreation Management. This person, previously an employee in a different DSU department, has been engaged in program development. The Director of the Fitness Center, who is ABD and expected to

complete his Ph.D. in Health Promotion and Wellness in Spring 2015 is also employed in both program development and teaching of existing courses. The PEHR program made a second Fall 2013 hire of a Ph.D. in Kinesiology who will assist in offering emphasis courses. DSU has committed to adequately staffing this program. Sufficient personnel and supervisory resources, as well as library, facilities and equipment resources, currently exist to supply the operational and clerical needs of the new emphasis area. Integrated Studies lecturer/advisors will provide advisement, along with PEHR and Recreation faculty.

The costs associated with hiring future additional, well-qualified Recreation adjunct faculty to supplement existing PEHR faculty, will be covered by the PEHR program in order to successfully staff the courses included in this emphasis. It is anticipated that the Recreation Management Emphasis will have little budgetary impact on other programs.

Because the emphasis, like a minor, involves limited additional coursework and because of current PEHR faculty and facility capacity, due to the existence of previous related course offerings, fitness certification prep programs and hires; DSU hopes that this proposal will be considered a minor change and can be approved in an expedited fashion.

NWCCU Approval: A letter dated September 6, 2013, from Dr. Pamela Goad announced Commission approval of the Recreation Management emphasis for the existing BA/BS degrees in Integrated Studies as a minor change.

2) An Earth Sciences emphasis for the existing BA/BS degrees in Integrated Studies

The Earth Sciences emphasis in the existing BA/BS degree in Integrated Studies was mistakenly included on the list of Utah Board of Regents' approved programs, which were established between 2008 and the April 2013, and submitted in the Spring 2013 Report. In fact, the proposal for this program was not included in the report because it was not approved by the Regents until April 29, 2013, just after submission of the report.

The following proposal was sent to the Commission on August 28, 2013:

**Emphasis Proposal
Dixie State University
Earth Sciences Emphasis in Integrated Studies Baccalaureate Program
Approved by the Board of Trustees: April 29, 2013**

Program Description:

Dixie State University requests approval of an Earth Sciences emphasis in the Integrated Studies baccalaureate program. This emphasis is comprised of 27 credits in geology and related courses in addition to other Integrated Studies program requirements, which include General Education, a core curriculum, and a second emphasis. This emphasis was not presented in the DSU Spring

2013 Special Substantive Change Report, the time of its Regent approval coinciding with the May 1 deadline of the special report.

a. Mission and Core Themes

The emphasis in Earth Sciences is being established to support DSU’s mission and core theme one. There is a growing appreciation and demand for emphases due to their value for educational diversification and breadth.

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.*

Core Theme One: 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.
B) Offer quality educational programs
Objective 3: Develop students’ knowledge and skills, enabling them to succeed in a changing and competitive world
A) Students develop and master relevant knowledge and skills
Objective 4: Support student achievement of their educational goals

b. Authorization

The Earth Sciences Emphasis has gone through all the appropriate institutional and state educational approval committees:

Approving Councils	BA/BS INTS Earth Science Emphasis
Curriculum Committee	9/18/12
Academic Council	11/6/12
University Council	11/8/12
Board of Trustees	11/30/12
State Board of Regents	3/29/13

c. Educational Offerings

A rigorous bachelor’s degree in Physical Sciences with a significant Geology component already exists at DSU. The emphasis will be offered to increase educational options and breadth.

Integrated Studies Emphasis in Earth Science 27 credits

The bachelor’s degree in Integrated Studies has the following basic components:

- General Education & Institutional Requirements (31 – 36 credits, some of which are included in program requirements)
- Core Integrated Studies Requirements (12 credits)
- Emphasis 1 Requirements (18 – 31 credits)
- Emphasis 2 Requirements (18 – 31 credits)
- Elective credits (varies)

Course Prefix & Number	Title	Credit Hours
CHEM 1210/15	Principles of Chemistry I / Lab	4/1
GEO 1110/15	Physical Geology / Lab	3/1
GEO 1220/25	Historical Geology	3/1
GEO 3060	Environmental Geology	3
GEO 3180	Paleontology	4
GEO 3400	Water Resources	3
GEO 3550	Sedimentology & Stratigraphy	4
Total Number of Credits		27

d. Planning

With the move to more baccalaureate degrees, it was determined that adding minors and emphases would be beneficial for the students. Emphases areas in integrated studies are also a way to progress in development toward baccalaureate degrees. The ideas were initiated by faculty and progressed through the appropriate academic and administrative channels. In the future it is anticipated that the Physical Science Composite BS/BA degree and the Earth Science Emphasis will lead to a stand-alone Geology baccalaureate degree.

Currently, almost 500 students are majoring in Integrated Studies yet the program offers only one Science emphasis: Biology, in which 48 students are currently enrolled. Students frequently remark to Earth Science instructors that they would like to continue their geological studies, and the Integrated Studies emphasis enables that.

An Earth Science program also has a unique institutional fit with DSU. According to the Rocky Mountain Section of the Geological Society of America, “The geology and landscapes of Utah’s Southwest are diverse and spectacular ... formal geoscientific research in the area is still in its infancy compared to other parts of Utah, [but] the sheer geologic diversity of the region [will] give rise to a wide range of new research projects” (http://www.utahgeology.org/UGA_Publications/Introduction%20and%20Contents.pdf, accessed Sept. 18, 2013). An Earth Science emphasis in DSU’s Integrated Studies program will involve the institution and its students in that effort. Indeed, almost every U.S. institution, and many international universities, includes Washington County and the surrounding area as one of their destinations for multi-week Geology field camps because of its unique nature, sheer diversity, and proximity of the structures and formations. All other baccalaureate granting institutions in the Utah System of Higher Education offer a major, minor, and/or emphasis in Geology, Geoscience, or Earth Science. The Earth Science emphasis will not adversely affect enrollments in other departments; rather, it will increase the opportunities for DSU students to achieve a bachelor’s degree.

e. Budget

Funding Sources: The faculty and most courses for the emphasis are already in place, so no appropriation, reallocation, or grants will be required.

Impact on Existing Budgets: No impact on existing budgets is anticipated, although a few of the electives have physical science prerequisites which might increase enrollment in those courses, although not substantially. The Physical Sciences Department believes it can currently accommodate the increase.

f. Student Services

With the addition of student services personnel in preparation for university status, there is currently no need for additional student services resources due to the addition of this emphasis. Academic advisement will be managed by the integrated studies lecture/advisors, as well as by the bachelor program lecture/advisors in the physical sciences and by geology faculty.

g. Physical Facilities

No additional facilities are currently needed due to the addition of this Earth Science emphasis. The emphasis program will be housed with the physical science programs. In 2012-2013 the institution's library was moved to the new Holland Commons. The old library was refurbished for the physical science programs, including geology. This recently completed Edward H. and Idonna E. Snow Science Building, with 10,000 square feet of new science labs, assures physical plant to support this new emphasis by providing new chemistry and geology labs as well as lecture classrooms. Updated equipment in the form of electron microscopes, mass spectrometer, multiple fume hoods, safe storage, and much more is now available to support study, research, and experimentation. Full capacity of the new facilities is not yet met.

h. Library and Information Resources

The library has accommodated the bachelors of chemistry and of physical science composite, as well as general geology courses, with needed information resources which can also be used for the emphasis. There is a dedicated librarian for the physical sciences programs to monitor and assure sufficient information resources.

i. Faculty

The DSU Physical Sciences department offers a rigorous Physical Science Composite Teaching degree. All courses required for this emphasis are in place and are staffed by extremely well-qualified instructors. The geology department employs three faculty members with Ph.D.s in the field of geology.

At the current time, faculty staffing is adequate to cover the additional earth sciences and chemistry course demand. However, if enrollment requires additional faculty to maintain the very popular lower-division Geology courses, the institution will hire faculty as needed to continue successfully staffing demands for both General Education Physical Science courses and upper-division courses to support this emphasis.

NWCCU Approval: The Earth Science emphasis for the BA/BS degree in Integrated Studies was sent to the Commission on August 28, 2013, after Regent approval. DSU has not heard back yet as to the status of this proposal.

3) Termination of the Business emphasis for the BA/BS degrees in Integrated Studies

The termination of the Integrated Studies bachelor's degree emphasis in Business was not included in the Spring 2013 Special Report because it was not yet approved by the Utah Board of Regents. The termination of this emphasis, approved by the Regents on 9/13/13, was done in combination with the addition of two alternative emphases areas in Marketing and Management. The three actions were requested intentionally in tandem and in response to related program assessment and analysis. All three changes were, therefore, combined into the following proposal:

**1) Discontinuance of the Business Emphasis
Plus Addition of a 2) Management Emphasis and a 3) Marketing Emphasis
in the BA/BS in Integrated Studies
Dixie State University
All Approved by the State Board of Regents: 9/13/2013**

Program Description

The Integrated Studies Department and the School of Business reviewed the performance of students enrolled in the currently existing Business emphasis and found problems with student outcomes in both content area knowledge and ability to analyze, synthesize, and integrate their two emphases. The conclusion was that students would benefit more from a mono-disciplinary approach within the disciplines represented in the existing Business emphasis rather than the general Business approach currently reflected in the requirements. To accomplish this change, the Integrated Studies department and the School of Business have proposed a three-part curricular/program revision, each with a separate proposal:

1. Discontinuing the current Integrated Studies Business emphasis
2. Creating Integrated Studies Management emphasis
3. Creating Integrated Studies Marketing emphasis

a. Mission and Core Themes Fit

The Bachelor of Integrated Studies is intended to advance the institutional mission of the college and to provide opportunities for students to earn a bachelor's degree beyond the traditional, discipline-specific degree. The degree benefits students who have a variety of needs and interests, including those who are beginning their college program, those who may have started a program but wish to change course, and those with associate degrees and/or college credits who want to complete a degree for career advancement or for personal fulfillment. An integrated studies degree is a response to institutional core themes one and three.

Core Theme One: 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 Three: 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.

Discussions with students focused on the two major areas of study most in demand by Integrated Studies students: Management and Marketing. Accounting and Finance required too many foundational courses and credits to be a good fit as emphases in the Integrated Studies program, and DSU’s Economics curriculum is not yet mature enough to support an emphasis. Although Management and Marketing are only two of the disciplines taught in the School of Business, they are the best fit with the DSU Integrated Studies program, including the potential “fit” with other emphases, and meet the needs of the greatest number of students.

b. Authorization Committees and Dates (Each emphasis action was approved separately)

Approving Councils	Addition of Marketing Emphasis	Addition of Management Emphasis	Discontinuance of Business Emphasis
Curriculum Committee	3/19/13	3/19/13	3/19/13
Academic Council	4/02/13	4/02/13	4/02/13
University Council	4/04/13	4/04/13	4/04/13
Board of Trustees	4/29/13	4/29/13	4/29/13
State Board of Regents	9/13/13	9/13/13	9/13/13

c. Educational Offerings:

The purpose of the proposed curricular/program changes is to focus study on a specific discipline (Management or Marketing) rather than offering students the equivalent of a General Business minor. The Integrated Studies program believes that focusing the curriculum will create greater depth of study for students in their particular business interest area, allowing them to spend more time and effort learning that discipline, rather than taking broad-based pre-Business and general Business classes. This specialization will, of course, not be equivalent to the current Business emphasis. That is not the purpose. By concentrating student learning in a specific discipline rather than on Business in general, students will gain greater knowledge of the epistemology, assumptions, research methods, theories, and concepts of that discipline, thereby facilitating their success in using the methods, practices, and theories of interdisciplinary study through integrated approaches to complex issues, which is required as part of all Integrated Studies senior projects.

Students in the DSU Integrated Studies degree will complete:

- The university’s General Education requirements, or the equivalent
- Courses in the Core Requirements with a grade of C or higher in all courses (10 credit hours)
- Two Concentration Areas (at least 21 credit hours in each area—credits will vary depending on the area—of which at least 12 hours in each area must be upper-division)
- A minimum of 120 total credit hours; at least 40 credits must be upper-division

The degree centers around a core set of courses that provide training in issues, methods, and practices vital for success in college, in personal life and in one’s career. All core courses are communication-intensive, training students to master basic skills in written and oral communication, critical analysis, and problem-solving.

Additional benefits will be a slight reduction in the total credits required in the emphasis (from 31 in Business to 27 in Management and 28 in Marketing). Currently, the Business emphasis requires the third highest number of credits of Integrated Studies emphases, exceeded or equaled only by Mathematics (32 credits) and Music (31 credits). The reduction places the Management and Marketing emphases on the level of the Computer Science, Information Technology, and Visual Technology emphases (27 credits each). In addition, Integrated Studies Business emphasis students have not traditionally fared well in the FIN 3150 course because the background courses required within the emphasis are fewer in number than in other School of Business programs.

The School of Business believes students will obtain sufficient knowledge, skills, and experiences in each of the proposed emphases to provide them with marketable job skills valued by future employers which will be enhanced by each student's second emphasis and integrative work in the Integrated Studies core, culminating in the senior project. One of the most important aspects of the Integrated Studies program is the ability of students to individualize their academic study, first in their choice of emphases and then in their selection of a Senior Project topic. This has proved very attractive to students, as well as valuable as students graduate and go on to graduate education or into careers. Allowing students to specialize in either Management or Marketing, rather than forcing all Integrated Studies students interested in Business to take the same courses (the 31 credits in the Business emphasis were all prescribed; no electives were available), will enhance their ability to personalize their coursework to fit individual goals. Students will not be allowed to combine the Marketing and Management emphases in the Integrated Studies program. Those who wish broader study in Business should enroll in one of the Business degrees offered at DSU.

d. Planning/Need

The Bureau of Labor Statistics has found that the average number of different jobs for workers between ages 18 and 38 is 10. Whether these are different positions or different careers, "most people make many changes during their working lives."¹ While preparing for those changes by investing in a specialized career like education or nursing can be very valuable for some, others find a more broad-based approach like that offered by an Integrated Studies program to be just as valuable. Washington County's residents need access to academically rigorous bachelor's degrees, but the exact program is often of secondary interest. The relationship is not always between a major and a career; often it is between an education and a career.

Student Demand

Demand for baccalaureate degrees in a variety of areas is evidenced in several recent polls and statistical data. A 2006 survey of students graduating with associate degrees indicates that over 78% of these students would remain at DSU if bachelor's degrees were offered in a field of interest. More recent data reinforces this and even suggests that students may recognize that the primary imperative is to earn a bachelor's degree and may be willing to consider a variety of programs.

¹ Occupational Outlook Quarterly, Bureau of Labor Statistics, U.S. Department of Labor, available at <http://www.bls.gov/opub/ooq/2006/summer/grabbag.htm>.

The Business department anticipates that attracting students to the proposed new emphases, Management and Marketing, that will replace the current Business emphasis in the Integrated Studies program, will not be a problem. Students will appreciate the depth of study in a single discipline, the applicability to specific jobs upon graduation, the improved performance in the Integrated Studies core, and the availability of electives within the emphasis so each student can tailor his/her program to meet individual educational and career goals.

e. Budget

As previously noted, the Integrated Studies major will bring increased enrollments in upper-division courses, providing increased cost efficiency in these courses. By utilizing existing courses, the program requires relatively minimal funding.

Funding Sources, Reallocation & Impact on Existing Budgets

Institutional funds, including revenue from tuition and state allocations, will provide funding for the additional emphases, Marketing and Management. Since the emphases will be replacing the existing Business emphasis, no reallocation of existing funds is anticipated. The degree will have no budgetary impact on other programs.

f. Student Services g. Physical facilities h. Library and Information Resources

The Marketing and Management emphases will be replacing the existing Business emphasis and using resources previously allocated for it. The staff, facilities, and library resources for the bachelor degree in Business Administration are sufficient for the addition of these emphases.

Student Advisement and Recruitment

The quality of any academic program depends on competent and consistent advisement. Student retention and success hinges on knowledgeable and experienced advisors who can guide and assist students throughout their program. Given the nature of DSU's Integrated Studies degree, students will require significant advisement in the initial planning of their program as well as subsequent meetings to address concerns and to assess progress. The Bachelor of Integrated Studies program employs a lecturer/advisor. This individual's primary responsibility is to recruit and advise students in the degree. In addition to teaching courses in the core, the lecturer/advisor assists with clerical needs and various aspects of the program assessment, including regular student progress reports.. The Business Department also has two fulltime advisors and willing faculty to assist students in business related advisement issues.

i. Faculty

Current discipline specific and integrated studies faculty is considered sufficient in qualifications and experience for these two emphases.

Teach Out Plan for the Discontinuance of the Business Emphasis

After careful consideration and program assessment, periodically Dixie State University determines to eliminate an academic program. This decision is not made lightly, but in compliance with institutional policy 3-46, Elimination of Academic Programs. The Business Department fully complies with Policy 3-46: <http://www.dixie.edu/humanres/polfac.html>

The “teach out” plan for ending this emphasis is straightforward: Students enrolled in the business emphasis before July 1, 2013, will be afforded the opportunity to complete their program under existing requirements for the time remaining on his/her catalog rights (up to seven years). The Business emphasis in Integrated Studies will not be offered to students after July 1, 2013. All courses required in the current Integrated Studies Business emphasis will continue to be taught every semester in the School of Business because they are all requirements in very popular Business baccalaureate programs. A currently declared student who wishes to stay in the Integrated Studies Business emphasis will need to graduate no later than the end of Spring semester 2020. The Integrated Studies advisors will continue to provide advising, and the Integrated Studies faculty will continue to work with students in core classes, just as they have since the program’s inception. In essence, an existing Integrated Studies major who selected the Business emphasis before July 1, 2013, will see no difference in his/her educational experience, but no new students will be accepted into the emphasis after July 1, 2013. Students who wish to switch to either the Management or Marketing emphasis will be allowed to do so.

NWCCU Approval: The proposal for the additions of the Integrated Studies Bachelor degree emphasis in Marketing and the emphasis in Management and the proposal to terminate the Integrated Studies Bachelor degree emphasis in Business were sent to the Commission on September 30, 2013. DSU has not heard back yet as to the status of these proposals.

4) Suspension of the BS degree program in Aviation Management

The Suspension of the BS degree program in Aviation Management was included in the Spring 2013 Special Report on Substantive Change, page 448. (See Appendix C for the original Special Report submission)

Suspension of Bachelor of Science (B.S.) in Aviation Management Approved by the Utah Board of Regents: 9/14/12

Request

Dixie State University requested suspension of the Bachelor of Science (B.S.) in Aviation Management program, effective Fall semester 2012. The program suspension was approved by the institution's Board of Trustees on 04/30/2012.

Need

Program suspension was requested because the program did not unfold as planned. The Aviation Management adult degree completion (ADC) program was offered in partnership with SkyWest Airlines, an airline company based in St. George, Utah. The accelerated degree completion program was designed to meet the needs of the SkyWest employees, but with the downturn of the economy and since 100% of the program revenue was being generated by the students, student enrollment has been low and declining. The number of FTE student enrollment for the initial two cohorts were well below projected FTE student enrollment (11 students for Cohort 1 and 9 students for Cohort 2 compared to the 20 students per cohort required for cost breakeven).

Institutional Impact

The suspension of the B.S. in Aviation Management program could lead to increased enrollments in instructional programs within the School of Business since any working adult within the airline industry, interested in taking management, marketing, finance and/or accounting courses, can still enroll in those courses and programs.

Finances

Program suspension results in a savings of monies required to operate the program when breakeven is not obtained. For example, if there were a Cohort 3 enrollment rate similar to that of Cohort 2 (i.e., 9), by suspending the program, there would be a savings of approximately \$140,000. A part-time program director retired upon program suspension and the remaining faculty was predominantly regular business faculty. Since the graduation of the last cohort, the physical and human capital resources normally required were not needed.

Following Policy and Proper Protocol for Suspension of a Program

The B.S. in Aviation Management program was run on a cohort basis. Only two cohorts were offered in which students were to take evening course sections offered specifically for their group. No additional students were admitted into the program outside of the cohorts. If a student for some exceptional reason could not take a class with his/her cohort, make up was possible because all but two classes were offered to general business students. All students wishing to complete the program were able to do so. The last cohort (Cohort 2) graduated December 2010.

After careful consideration and program assessment, periodically Dixie State University determines to eliminate an academic program. This decision is not made lightly, but in compliance with institutional policy 3-46, Elimination of Academic Programs (<http://www.dixie.edu/humanres/polfac.html>).

II. Executive summary on the nature and purpose of the changes and the implications for institutional resources and students by the implementation of the thirty-two substantive changes listed as planned in the 2012 and 2013 Annual Reports, but not accounted for in the Spring 2013 Special Report

References to the 2012 and 2013 Annual Reports in a July 31, 2013, letter from Dr. Sandra Elman seem to be the crux of the “Warning” of non-compliance. The letter refers to thirty-two substantive changes listed as planned in Section 6 of the 2012 and the 2013 Annual Reports, but not accounted for in the DSU’s Spring 2013 Special Report. It was also noted in the letter that “the Commission’s Annual Report Survey is not the appropriate vehicle to notify the Commission of substantive changes that have occurred since the previous evaluation.”

After clarification over the past year, through the patience of Dr. Pamela Goad and a special report on Substantive Change, DSU and its new accreditation liaison officer, Dr. Debra Bryant, understand that NWCCU annual reports are not where substantive change notifications and approvals take place. It is also appreciated after the March 2013, NWCCU training, that programs were not to be proposed until approved by the Board of Regents.

The NWCCU 2012 and 2013 annual report instructions request “degree and certificate programs planned” for the coming academic year. While Board approval was not in place at the time of the submission of the annual reports, the substantive changes listed were "planned" as indicated in the instructions of Section 6. Since the programs were not yet Regent approved, they were not included in the Spring 2013 Special Report. Dr. Goad indicated in an August 21, 2013, phone conversation, that with the current wording, it was possible to have an unintended interpretation of the instructions for Section 6 of the Annual Report. Dr. Goad plans to make a recommendation to the Commission that the instructions of Section 6, Substantive Changes, be revised such that the instructions make clear that the listing of changes should be only those changes with existing institutional Board approval.

An additional misunderstanding took place because “planned” programs were not always carried through to fruition, at least in the short-term. For example, a BS in eMarketing was listed as a planned substantive change in the 2012 Annual Report, but it was subsequently put “on hold” by DSU administration due to the need for further development. The programs that were on the annual report lists of planned substantive changes, but have not yet been submitted for NWCCU approval, have been typically “withdrawn”, or are still “in progress” or “on hold”.

2012 Annual Report, Section 6, Substantive Changes Planned, as Reported. Following are the programs listed in the 2012 and 2013 Annual Reports and their current status:

SUBSTANTIVE CHANGES - NEW PROGRAMS 2012-2013

Certificate/Degree Level	Program Name	Discipline or Program Area	Regent Approval Date	Included in Spring 2013 Special Report
BA/BS	Community Recreation	Education/PEHR	On hold	
BA/BS	eMarketing	Business	On hold	
BA	Spanish	Foreign Languages	11/16/2012	yes
BA/BS	History	Social Sciences	1/25/2013	yes
BA/BS	Social Science Composite	Social Sciences	11/16/2012	yes
Certificate/AAS/BS	Medical Coding	Life Sciences	On hold	
AS/BA/BS	Distance Education	All Divisions	No completely online programs	

Notes:

- 1) AS/BA/BS Distance Education Offerings proposal was sent to the Commission on 9/12/13. Several DSU programs have reached the potential for students to complete the programs at 50% or more of the curriculum delivered via online instruction. Once program completion opportunities reach 100% online delivery for students, a separate letter of notification will be sent to the Commission for each program in this category.
- 2) The BA/BS in Community Recreation was put on hold and the BA/BS in Integrated Studies emphasis in Recreation Management was proposed in the interim, as a developmental step.

2013 Annual Report, Section 6, Substantive Changes Planned, as Reported

None of the programs listed in the 2013 Annual Report was approved by the Board of Regents in time to be included in the Special Report of May 1, 2013. Thirteen of the programs were

approved in the summer and two were approved in September, after the Special Report was submitted. All programs approved by the Regent have been sent to the Commission. The table below provides additional information on Regent and Commission approval dates for the substantive changes listed in the 2013 Annual Report.

SUBSTANTIVE CHANGES:NEW PROGRAMS 2013-2014

Certificate/Degree Level	Program Name	Discipline or Program Area	Regent Approval Dates	Dates Sent to NWCCU & Approval Dates
Certificate of Proficiency	eMarketing	Business	5/17/2013	Sent 8/28/2013
Emphasis in Integrated Studies	Dance	Fine Arts	5/17/2013	Sent 8/28/2013
BA/BS	General Studies	Education	In progress	
BS	Finance	Business	7/19/2013	9/6/2013
Minor	Biology Education	Life Sciences	7/19/2013	Sent 8/28/13
Minor	Biology	Life Sciences	5/17/2013	Sent 8/28/13
Minor	Mathematics	Mathematics	5/17/2013	Sent 8/28/13
Minor	Mathematics Education	Mathematics	7/19/2013	Sent 8/28/13
Minor	Creative Writing	Humanities	7/19/2013	Sent 8/28/13
Minor	Music	Music	7/19/2013	Sent 8/28/13
Minor	Music Education	Music	Withdrawn	
Minor	Chemistry	Physical Science	5/17/2013	Sent 8/28/13
Minor	Chemistry Education	Physical Science	7/19/2013	Sent 8/28/13
Emphasis in Integrated Studies	Chemistry	Physical Science	7/19/2013	Sent 8/28/13
Minor	Sociology	Social Science	5/17/2013	Sent 8/28/13
Certificate of Proficiency	Online Teaching & Learning	Education	In progress	
Certificate of Proficiency	Film Production	Communication	In progress	
Emphasis in Integrated Studies	Management	Business	9/13/2013	Sent 9/30/13
Emphasis in Integrated Studies	Marketing	Business	9/13/2013	Sent 9/30/13
Minor	Management	Business	In progress	
Minor	Marketing	Business	In progress	
BS	Marketing	Business	In progress	
Certificate of Proficiency	TV Production	Communication	In progress	
Emphasis in Integrated Studies	Spanish Education	Foreign Languages	In progress	
BA/BS	Chemistry/Environmental Science	Physical Science	In progress	
BA/BS	Geography	Physical Science	In progress	
Emphasis in Integrated Studies	Physical Education /Exercise Science	Education	In progress	

CONCLUSION

Please accept this November 2013 Special Report as fulfilling the necessary information and justification of substantive changes as requested in the July 31, 2013, letter from Dr. Sandra Elman, on behalf of the Northwest Commission on Colleges and Universities. DSU would be happy to provide any further information needed.

In reading this report, we hope that the Commission feels assured that Dixie State University is, and intends to remain, in full compliance with NWCCU policies and standards. We earnestly look forward to the Commission removing the “Warning” status placed on DSU, and to also consider taking action to reaffirm the accreditation of this institution. Please do not hesitate to request additional information at any time should the need arise. Thank you for your time and review of this report.

APPENDIX A: July 31, 2013 letter from Dr. Elman requesting Special Report



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July 31, 2013

Dr. Stephen D. Nadauld
President
Dixie State University
225 South 700 East
St. George, UT 84770

Dear President Nadauld:

On behalf of the Northwest Commission on Colleges and Universities, I am writing to inform you that at its June 26-28, 2013, meeting, the Commission deferred action on the reaffirmation of the accreditation of Dixie State University on the basis of the University's Special Report regarding planning and resource allocation for substantive changes occurring since 2008. This matter was the subject of correspondence dated February 5, 2013.

In deferring action, the Commission issued a *Warning* with respect to Eligibility Requirement 21. The Commission remains gravely concerned that the institution has yet to comprehend the responsibility of the institution to disclose institutional changes as required by Commission Policy, *Substantive Change* (enclosed). Pursuant to USDOE 34 CFR 602.22, *Substantive Change*, and as stated in the Commission's Policy and the Annual Report Survey, the Commission's Annual Report Survey is not the appropriate vehicle to notify the Commission of substantive changes that have occurred since the previous evaluation of the institution.

Therefore, based on information included in the institution's previous two Annual Report Surveys, the Commission requests a Special Report to be reviewed and acted upon by the Executive Committee at its next regularly scheduled Fall 2013 meeting. The Report is to be submitted by November 1, 2013.

In accordance with Commission Policy, *Substantive Change*, this Special Report should include details on planning and resource allocation, including faculty needed and their qualifications for the following programs: (1) an emphasis in the existing BA or BS degree programs in Integrated Studies for Recreation Management; (2) an emphasis in the existing BA or BS degree programs in Integrated Studies for Earth Sciences; (3) termination of the bachelor degree program emphasis in Business for Integrated Studies; (4) the suspension of the BS degree program in Aviation Management. Regarding the termination and suspension of curricula, the Commission must be assured that the University remains compliant with Standard 2.D.4 which relates to USDOE 34 CFR 602.24(c) concerning teach-out plans. In addition to the Special Report, the Commission requests an executive summary on the nature and purpose of the changes and the implications for institutional resources and students by the implementation of the thirty-two substantive changes listed as planned since 2012 but not accounted for in the University's Spring 2013 Special Report (see Section 6 of the University's 2012 Annual Report Survey and Section 6 of the University's 2013 Annual Report Survey). The Commission urges the University to be mindful that in

President Stephen D. Nadauld
Page Two
July 31, 2013

accordance with Commission Policy, *Substantive Change*, NWCCU may issue an order for the institution to *show cause* as to why its accreditation should not be terminated if the institution has implemented unapproved changes. To appropriately address these articulated concerns, the Commission strongly encourages that arrangements be made for a mutually agreeable time to meet to discuss expectations well in advance of November 1, 2013.

Further, the Commission requests that the institution expand its Fall 2015 Year Three *Resources and Capacity* Self-Evaluation Report to include a second addendum in addition to the addendum previously requested (see correspondence dated February 5, 2013) to provide an update on the implementation of the bachelor's degree program in Criminal Justice and its related certificate program for Computer Forensics.

Finally, and in lieu of the substantive change proposal submission mentioned in your letter dated March 1, 2013, the Commission requests an addendum to the University's Fall 2013 Year One Self-Evaluation Report, which explicates the University's substantive change concerning its move to University status regarding its mission and core themes, educational offerings, planning, budgeting, student services, facilities, library resources, and needed faculty and staff as required by Commission Policy, *Substantive Change*. As a reminder, the University's Fall 2013 Year One Self-Evaluation Report is due September 16, 2013.

If you have any questions, please do not hesitate to contact me or Executive Vice President Les Steele.

Sincerely,



Sandra K. Elman
President

SEE:rb

Enclosure: Commission Policy, *Substantive Change*

cc: ✓ Dr. Debra Bryant, Assistant Professor/Workforce Development Specialist and
Accreditation Liaison Officer
Mr. Steven G. Caplin, Board Chair

APPENDIX B: Recreation Management Emphasis in Integrated Studies Baccalaureate Proposal as found on pages 442-444 of the Spring 2013 Special Report.

**Emphasis
Dixie State College of Utah
Recreation Management Emphasis in Integrated Studies Baccalaureate Program
2013**

Section I: Request

The Dixie State College of Utah (DSC) requests approval of a Recreation Management Emphasis within the Integrated Studies (INTS) Baccalaureate Program to begin the first full semester after approval. This emphasis is comprised of 23 credits in addition to other Integrated Studies baccalaureate requirements, which include a core curriculum and second emphasis. Emphasis requirements for Recreation Management include foundational courses in the history and philosophy of Recreation, a review of typical government sponsored service components and facility management, and specific skills and methods of administration. The Integrated Studies Senior Project will serve as a capstone by bringing the various curricular components into an integrated whole.

Section II: Need

Excepting DSC, all of the baccalaureate-degree-offering institutions in the USHE presently offer an academic degree, major, minor, and/or emphasis in Recreation or Parks Administration/Management, including Utah State University, Weber State University, University of Utah, Utah Valley University, and Southern Utah University. An emphasis in Recreation Management will expand the Integrated Studies program as well as provide a foundation for future Recreation offerings at DSC.

DSC student demand for a Recreation Management emphasis in the Integrated Studies baccalaureate degree is primarily driven by student desire to become qualified to work in locally meaningful public and community service professions, as well as contribute to overall quality of life for area residents.

Because of the increasing population of Washington County, the nature of that population, and the unusually rich local opportunities for a wide range of leisure activities, there is considerable built-up demand for trained recreation professionals within the institutional service area of Southwestern Utah.

The strategy of providing for the provision of the Recreation Management Emphasis within the framework of the existing DSC Integrated Studies baccalaureate presents some unique and promising opportunities for interdisciplinary study. Each students will individualize his/her program to meet unique career goals by combining Recreation Management with an existing Integrated Studies emphasis area, including:

Art
Biology
Business

Communication
Computer Science
Criminal Justice
English
History
Information Technology
Mathematical Sciences
Military Science
Music
Management & Operations
Psychology
Spanish
Theatre
Visual Technologies

Integrated Studies baccalaureate degrees with an emphasis in Recreation Management will be sought by students intending to pursue careers in public and community service as well as those who wish to seek entrance to graduate level study in Recreation or related fields such as Public Administration, Urban and Regional Planning, or Event Management, and many others. The program is ideally suited to the needs of students preparing for careers working for local, regional and state governments, providing leisure programs, performing facility development and management, as well as directing resource planning efforts, among other potential careers.

Section III: Institutional Impact

The Integrated Studies Recreation Management Emphasis will significantly increase opportunity for DSC students to undertake professional education and training in a program that offers both targeted and diverse opportunity.

The existing location of the Physical Education, Health, & Recreation and INTS programs within the School of Education will continue to serve, but increasing the frequency of offering the Recreation classes necessitates hiring 1.5 new faculty with sufficient education and expertise. DSC has committed to adequately staffing this program. Sufficient personnel and supervisory resources currently exist to supply the operational and clerical needs of the new emphasis area. Integrated Studies lecturer/advisors will provide advisement, along with Integrated Studies and Recreation faculty.

Section IV: Finances

The costs associated with hiring 1.5 new, well-qualified Recreation faculty to supplement existing PEHR faculty will be added to the PEHR program in order to successfully staff the courses included in this emphasis. It is anticipated that the Recreation Management Emphasis will have little budgetary impact on other programs at DSC.

Section VI: Program Curriculum

Bachelor of Arts/Science in Integrated Studies

One of the following:

- Complete DSC General Education & Institutional Requirements
- Complete an Associate of Arts/Science from an accredited institution

- Receive a certificate of GE completion from a USHE institution

General Education Requirements

Integrated Studies Core Requirements (grade of C or higher required in each course)

- INTS 3100 Interdisciplinary Studies (3.0)
- INTS 3900 Interdisciplinary Topics (3.0)
- INTS 4900 Senior Interdisciplinary Research (3.0)
- INTS 4910 Senior Interdisciplinary Project (3.0)

Emphasis Area Requirements (see specific Emphasis Area Requirements)

- Emphasis 1: Recreation (23 credits, 15 upper-division)
- Emphasis 2: Minimum 21 credits, 15 must be upper-division

Graduation Requirements:

- Complete a minimum of 120 credits
- Complete at least 40 upper-division credits
- Complete at least 30 upper-division credits at DSC for institutional residency
- Cumulative GPA 2.0 or higher
- Grade C or higher in each Core Integrated Studies and Emphasis Area course

Integrated Studies Emphasis in Recreation Management

Required Courses		
Complete all of the following:		
PEHR 2500	Introduction to Recreation & Leisure	3
PEHR 2700	Recreation Program Planning & Facilities Management	4
PEHR 4010	Administration, Management, & Finance in Recreation	4
SUB-TOTAL		11
Elective Courses		
Complete four (4) of the following:		
PEHR 3010	Special Event Administration / Management	3
PEHR 3220	Legal Foundations in Recreation & Leisure Services	3
PEHR 3310	Leisure Behavior & Human Diversity	3
PEHR 3430	Community and Commercial Recreation	3
PEHR 3780	Issues & Assessment in Recreation	3
SUB-TOTAL		12
TOTAL		23

No New Courses to Be Added in the Next Five Years

APPENDIX C: The Suspension of the BS in Aviation Management Proposal as submitted in the Spring 2013 Special Report on Substantive Change, page 448.

Discontinued or Suspended Academic Programs Since 2008

After careful consideration and program assessment, periodically Dixie State University determines to eliminate an academic program. This decision is not made lightly, but in compliance with institutional policy 3-46, *Elimination of Academic Program* (Appendix 12).

Program eliminations impacts students in profound ways, requiring that they change their plans, remain enrolled for a period longer than anticipated, or leave the university altogether. In recognition of these profound effects, the institution adheres to high standards of ethics and integrity whenever it eliminates programs. DSU ensures that students are informed, that negative impacts are minimized, and that appropriate adjustments are offered to affected students.

Following are academic programs which have been suspended or discontinued since 2008 to present and the schedule of Institutional and Board of Regents approval.

Program Name	Academic Council	University Council	Board of Trustees	Board of Regents
Nursing PN (Discontinued)	11/03/09	11/09/09	11/20/09	01/15/10
Aviation Management (Suspended)	10/02/12	N/A	04/30/12	09/14/12

Notes:

Nursing PN (Discontinued): The PN program was discontinued with a final closing date of December 17, 2010. No specific PN courses are currently offered. However, the Board of Nursing allows students to take the PN licensing exam after two semesters of the RN-ADN program if they take a PN Transitions course which DSU offers. DSU no longer has nor advertises a PN certificate program.

Aviation Management (Suspended): This program was run by cohorts. Classes were provided for the last cohort of 9 students, which graduated Fall 2010. No students were admitted into the program after the last cohort.