

STANDARD ONE APPENDICES

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APPENDIX A: NWCCU REPORTS | BASIC INSTITUTIONAL DATA FORM

Information and data provided in the institutional self-evaluation are usually for the academic and fiscal year preceding the year of the evaluation committee visit. The purpose of this form is to provide Commissioners and evaluators with current data for the year of the visit. After the self-evaluation report has been finalized, complete this form to ensure the information is current for the time of the evaluation committee visit. Please provide a completed copy of this form with each copy of the self-evaluation report sent to the Commission office and to each evaluator. This form should be inserted into the appendix of the self-evaluation report (see the guidelines).

INSTITUTIONAL INFORMATION

Dixie State University

Mailing Address: 225 South University Ave.
Address 2: _____
City: St. George
State/Province: Utah
Zip/Postal Code: 84770
Main Phone Number: 4350-652-7500
Country: U.S.A

Chief Executive Officer

Title: President
First Name: Richard
Last Name: Williams
Position (President, etc.): _____
Phone: 435-652-7501
Fax: _____
Email: williams@dixie.edu

Accreditation Liaison Officer

Title: Dr.
First Name: Debra
Last Name: Bryant
Position (President, etc.): Assoc. Professor
Phone: 435-879-4281
Fax: _____
Email: bryant@dixie.edu

Chief Financial Officer

Title: Mr.
First Name: Scott
Last Name: Jensen
Position: Exec. Dir. Business Services
Phone: 435-879-4603
Fax: _____
Email: scott.jensen@dixie.edu

INSTITUTIONAL DEMOGRAPHICS

Institutional Type (*Choose all that apply*)

- Comprehensive
- Specialized
- Health-Centered

- Religious-Based
- Native/Tribal
- Other (specify): _____

Degree Levels (*Choose all that apply*)

- Associate
- Baccalaureate
- Master

- Doctorate
- If part of a multi-institution system,
name of system: _____

Calendar Plan (*Choose one that applies*)

- Semester
- Quarter
- 4-1-4

- Trimester
- Other (specify): _____

Institutional Control

- City County State Federal Tribal

- Public OR Private/Independent

STUDENTS (all locations)

Full-Time Equivalent (FTE) Enrollment (Formula used to compute FTE: IPEDS)

Official Fall: 8392 (most recent year) FTE Student Enrollments

Classification	Current Year: ___ Fall 2019 _____	One Year Prior: ___ Fall 2018 _____	Two Years Prior: ___ Fall 2017 _____
Undergraduate	8365	7608	6600
Graduate	27	20	0
Professional			
Unclassified			
Total all levels	8392	7628	6600

Full-Time Unduplicated Headcount Enrollment. (Count students enrolled in credit courses only.)

Official Fall: 6580 (most recent year) Student Headcount Enrollments

Classification	Current Year: ___ Fall 2019 _____	One Year Prior: ___ Fall 2018 _____	Two Years Prior: ___ Fall 2017 _____
Undergraduate	6557	6106	6778
Graduate	23	19	0
Professional			
Unclassified			
Total all levels	6580	6125	6778

FACULTY (all locations)

- Numbers of Full-Time and Part-Time Instructional and Research Faculty & Staff
- Numbers of Full-Time (only) Instructional and Research Faculty & Staff by Highest Degree Earned

Include only professional personnel who are primarily assigned to instruction or research.

Total Number: 242 Number of Full-Time (only) Faculty and Staff by Highest Degree Earned

Rank	Full-Time	Part-Time	Less than Associate	Associate	Bachelor	Masters	Specialist	Doctorate
Professor	43					6		37
Associate Professor	68				1	17		50
Assistant Professor	95				1	27		67
Instructor	18				4	11		3
Lecturer and Teaching Assistant								
Research Staff and Research Assistant								
Undesignated Rank	18			1	1	6		10

FACULTY (all locations)

Mean Salaries and Mean Years of Service of Full-Time Instructional and Research Faculty and Staff. Include only full-time personnel with professional status who are primarily assigned to instruction or research.

Rank	Mean Salary	Mean Years of Service
Professor	83,954	16
Associate Professor	71,332	9
Assistant Professor	60,958	3
Instructor	51,055	5
Lecturer and Teaching Assistant		
Research Staff and Research Assistant		
Undesignated Rank	49,143	1

INSTITUTIONAL FINANCES

Financial Information. Please provide the requested information for each of the most recent completed fiscal year and the two prior completed fiscal years (three years total).

Please attach the following as separate documents submitted with the Basic Institutional Data Form

- **Statement of Cash Flows & Balance Sheet** – collapsed to show main accounts only; no details



2017.pdf



2018.pdf



2019.pdf

- **Operating Budget**



06 DSU A-1 Budget
2016-2017.pdf



06 DSU A-1 Budget
2017-2018.pdf



06 DSU A-1 Budget
2018-2019.pdf

- **Capital Budget**

Each capital project is budgeted and tracked individually. An initial budget is established at the outset of the project, and then actual expenditures (which often span multiple years) are tracked in comparison to the budget. Each project has a unique combination of funding sources and construction timing. Can provide budgetary information on any individual project, but there isn't a year-by-year campus-wide capital budget because the timing of construction expenditures can't be precisely projected within each fiscal year. However, actual year-by-year capital outlays are reflected in the university annual financial statements.

<https://employees.dixie.edu/business-services/financial-statements/>

- **Projections of Non-Tuition Revenue**

Not sure how to reply. Sources of non-tuition revenue include student fees, auxiliary enterprises, course fees, grants, donations, and endowment income. DSU monitors each department that relies on non-tuition funding to ensure that annual planned expenditures (primarily personnel commitments) do not exceed expected revenues. However, this process takes place on a department-by-department, account-by-account basis. Revenue expectations are generally based on established revenue levels, while taking into account additional environmental impacts such as fee rate changes or enrollment variations. There isn't a campus-wide report that reflects this upfront process, although the results can be seen in year-end budget reports that show the vast majority of departments stayed within budget. The positive overall financial outcomes are also captured in the annual financial statements.

<https://employees.dixie.edu/business-services/financial-statements/>

NEW DEGREE / CERTIFICATE PROGRAMS

Substantive Changes

Substantive changes including degree or certificate programs planned for 2020 – 2021, approved by the institution’s governing body. If NONE, so indicate. *Please feel free to create the list using the headings we have specified and submit it as an Excel spreadsheet.*

** This listing does not substitute for a formal substantive change submission to NWCCU*

Substantive Change	Certificate/Degree Level	Program Name	Discipline or Program Area
New program, minor change; like an existing program	BS	Information Technology	Computing and Design
New program, minor change; like an existing program	BS	Computer Engineering	Engineering
New program, minor change; Combination of courses from existing programs program	BS	Earth, Energy and Environmental Science	Physical Science
New program, minor change; like an existing program	BS	Respiratory Therapy	Healthcare Diagnostics and Therapeutics
New program, minor change; like an existing program	AS	Earth and Environmental Science	Physical Science
New program, minor change; like an existing program	AS	Management	Management and Marketing
New program, minor change; like an existing program	BS	Electrical Engineering	Engineering
New program, minor change; like an existing program	BS	Software Engineering	Engineering
New program, minor change; like an existing program	Certificate	Sustainability	Physical Science

DOMESTIC OFF-CAMPUS DEGREE PROGRAMS and ACADEMIC CREDIT SITES

Degree Programs – list the *names* of degree programs that can be completed at the site.

- **Academic Credit Courses** – report the *total number* of academic credit courses offered at the site.
- **Student Headcount** – report the *total number (unduplicated headcount)* of students currently enrolled in programs at the site.
- **Faculty Headcount** – report the *total number (unduplicated headcount)* of faculty (full-time and part-time) teaching at the site.

Programs and Academic Credit Offered at Off-Campus Sites within the United States

Name of Site	Physical Address	City, State, Zip	Degree Programs	Academic Credit Courses	Student Headcount	Faculty Headcount
Hurricane Center	112 S 700 W	Hurricane, UT 84737	- 31 credit GE Certificate -Police Officer Standards & Training (POST) -CNA Certificate	GE courses which vary/year -POST courses -CNA courses	325	Varies/Year No fulltime Center: 9 PT POST: 20 PT
Kanab Center in Kanab High School	59 East Cowboy Drive	Kanab, UT 84741	31 credit GE Certificate of Completion	Only GE courses -vary by year	Varies by Year	Varies by Year – No FT
Crimson Cliffs High School	4430 S. Crimson Cliffs Way	Washington, UT 84780	23 credits toward GE Certificate of Completion	Only GE courses -vary by year	Varies by Year	Varies by Year – No FT
Desert Hills High School	828 East Desert Hills	St. George, UT 84790	21 credits toward GE Certificate of Completion	Only GE courses -vary by year	Varies by Year	Varies by Year – No FT
Dixie High School	350 East 700 South	St. George, UT 84770	24 credits toward GE Certificate of Completion	Only GE courses -vary by year	Varies by Year	Varies by Year – No FT
Enterprise High School	565 S 200 E St	Enterprise, UT 84725	22 credits toward GE Certificate of Completion	Only GE courses -vary by year	Varies by Year	Varies by Year – No FT
Hurricane High School	345 Tiger Blvd	Hurricane, UT 84737	Less than 16 credits toward GE Certificate Completion	Only GE courses -vary by year	Varies by Year	Varies by Year – No FT
Pine View HS	2850 East 750 North	St. George, UT 84790	26 credits toward GE Certificate of Completion	Only GE courses -vary by year	Varies by Year	Varies by Year – No FT
Snow Canyon HS	1385 Lava Flow Drive	St. George, UT 84770	23 credits toward GE Certificate of Completion	Only GE courses -vary by year	Varies by Year	Varies by Year – No FT
Utah Online HS	121 West Tabernacle	St. George, UT 84770	21 credits toward GE Certificate of Completion	Only GE courses -vary by year	Varies by Year	Varies by Year – No FT

DISTANCE EDUCATION

Degree and Certificate Programs of 30 semester or 45 quarter credits or more where at least 50% or more of the curriculum is offered by Distance Education, including ITV, online, and competency-based education. Adjust entries to category listings below as appropriate. *If your list is longer than ten entries, please create a list using the heading we have specified and upload it in the box provided as an Excel spreadsheet.*

** This listing does not substitute for a formal substantive change submission to NWCCU*

Name of Site	Physical Address	Degree/Certificate Name/Level	Program Name	Student Enrollment (Unduplicated Headcount)	On-Site Staff (Yes or No)	Co-Sponsoring Organization (if applicable)
Dixie State University - Main Campus	225 South University Ave.	Bachelor (100% online)	Registered Nurse	303	Yes	
Dixie State University - Main Campus	225 South University Ave.	Bachelor of Applied Science	Healthcare Administration	19	Yes	
Dixie State University - Main Campus	225 South University Ave.	Associate of Science	Early Childhood Education	45	Yes	
Dixie State University - Main Campus	225 South University Ave.	Certificate (100% online)	General Education	Unknown	Yes	
Dixie State University - Main Campus	225 South University Ave.	Master of Science (Blended)	Technical Writing and	14	Yes	
Dixie State University - Main Campus	225 South University Ave.	Bachelor of Science (Blended)	Population Health	80	Yes	

PROGRAMS and ACADEMIC COURSES OFFERED at SITES OUTSIDE the UNITED STATES

- **Degree Programs** – list the *names* of degree programs that can be completed at the site.
- **Academic Credit Courses** – report the *total number* of academic credit courses offered at the site.
- **Student Headcount** – report the *total number (unduplicated headcount)* of students currently enrolled in programs at the site.
- **Faculty Headcount** – report the *total number (unduplicated headcount)* of faculty (full-time and part-time) teaching at the site.

Programs and Academic Credit Offered at Sites outside the United States

Name of Site	Physical Address	City, State, Zip	Degree Programs	Academic Credit Courses	Student Headcount	Faculty Headcount
No specific Name of Site	No specific local address	Mexico	Mexico Service Learning /Medical Terminology Study Abroad	SPAN 3990	No current students - Covid-19	No current faculty - Covid-19
No specific Name of Site	No specific local address	China	Remote Sensing Landscape Study Abroad	GEOG 3930	No current students - Covid-19	No current faculty - Covid-19
No specific Name of Site	No specific local address	Korea	Ceramics Art and Korean Culture Study Abroad	ART 4910R	No current students - Covid-19	No current faculty - Covid-19
No specific Name of Site	No specific local address	Rome	Art Travel to Rome Study Abroad	ART 4910R	No current students - Covid-19	No current faculty - Covid-19
No specific Name of Site	No specific local address	Peru	Peruvian Amazon Natural History Study Abroad	ENVS 3920	No current students - Covid-19	No current faculty - Covid-19
Ovieda University	Calle San Francisco, 3,	33003 Oviedo, Asturias Spain	Education: Spanish Emphasis Study Abroad	SPAN 2990	No current students - Covid-19	No current faculty - Covid-19
Meijo University	1-501 Shiogamaguchi, Tempaku-ku	Nagoya 4688502 JAPAN	One to two semester Student Exchange Program	Transfer of Meijo Credit	No current students - Covid-19	No current faculty - Covid-19
Universidad Catolica Los Angeles Chimbote (ULADECH)	Jiron Tumbes N 247 Centro Financiero de Chimbote	Chimbote, Ancash, PERU	One to two semester Student Exchange Program	Transfer of ULADECH Credit	No current students - Covid-19	No current faculty - Covid-19

**APPENDIX B:
DSU'S STATUS on EACH STANDARD ONE STANDARD**

**Rubric for Institutional Effectiveness
Standards 1.B.1 – 1.B.4**

CRITERION	DSU STATUS
1.B.1 Process for assessing institutional effectiveness	Developed. While all divisions of the institution regularly evaluate and assess operation and results, DSU is committed to integrating and advancing an institution-wide system of formalized assessment.
1.B.1 Evaluation and planning process inform institutional effectiveness, assign resources, and improve student learning and achievement.	Developed, advancing toward Highly Developed. DSU is committed to aligning evaluative and planning processes with overall efforts to increase institutional effectiveness. An evidence-based process for determining strategies and assigning resources is tied to strategic planning, but needs to extend to all campus improvement practices.
1.B.2 The institution sets meaningful goals, objectives, and indicators to define mission fulfillment and improve effectiveness	Developed. DSU sets goals, objectives, and indicators to define mission fulfillment. The core theme indicators need revision. More clearly defined benchmarks and measurements will help increase their effectiveness. Mission fulfillment analysis and discussion needs to fully permeate the whole institution. Need for documented direct evidence.
1.B.2 The goals, objectives, and indicators of mission fulfillment or institutional effectiveness are in the context of and in comparison with regional and national peers	Emerging, advancing toward Developed. The institutional effectiveness office recently undertook an effort to refine DSU's peer groups in context of both operational and aspirant peer institutions. Data from these institutions will be considered in future assessments. There is minimal comparative analysis of mission fulfillment and institutional effectiveness with peers.
1.B.3 The planning process is inclusive, allocates resources, and leads to improvement of institutional effectiveness	Developed. The academic and strategic planning processes are both inclusive, used in resource allocation, and support institutional effectiveness. More direct evidence needed in order to have planning more clearly lead to improvements.
1.B.4 Internal and external environmental monitoring.	Developed. Internal and external monitoring informs the planning process and supports monitoring of its effectiveness. But, it should be deeper, more systematic and continuous.
1.B.4 Governance system engagement in institutional effectiveness	Developed. The institution has reaffirmed its commitment to institutional effectiveness by creating the executive director of institutional effectiveness role, reporting directly to the President and jointly to the Provost. This will assist in engaging senior administrators more fully in using feedback and assessment findings for improvement in institutional effectiveness.

**Rubric for Institutional Effectiveness
Standards 1.C.1 – 1.C.9**

CRITERION	DSU STATUS
1.C.1 Program content is consistent with recognized fields of study	Highly Developed. Program content is informed by market demands, specialized accreditation requirements, faculty and peers, external evaluators, and curricular alignment with peer institutions.
1.C.1 Appropriate rigor in student learning outcomes leads to college-level degrees, certificates, or credentials in programs of study	Developed. USHE helps define rigor through State peer, major meetings. Curriculum development and sequencing by program faculty determine appropriate levels of learning across academic programs. Establishing course rigor is left, to a large extent, to individual faculty. The verification of learning is conducted through PLO assessment, but is not formally monitored.
1.C.2 Awards of credit, degree, certificates, or credentials for programs are based on student learning	Developed. Courses, programs, certificates and degrees have clearly stated learning outcomes. There is institutional measurement of learning outcomes. However, a few certificate programs do not yet practice advanced assessment practices. Transcripts do not include learning outcomes.
1.C.2 Learning outcomes are of appropriate breadth, depth and sequencing	Developed. Student learning outcomes are developed and assessed by class and program. DSU is making ongoing institutional efforts to improve learning outcomes and to align multiple components of the assessment program.
1.C.3 All program and degree learning outcomes (PLOs) are published	Highly Developed. Program learning outcomes are available in the catalog, on program websites and in syllabi.
1.C.3 Enrolled students are provided expected learning outcomes for all courses	Highly Developed. Learning outcomes are available and published on course syllabi and on Canvas.
1.C.4 Admission requirements are easily accessible to students and the public	Highly Developed. Admission requirements are readable and accessible. Applicants can readily track application status and progress towards admission using an online system.
1.C.4 Graduation requirements are easily accessible to student and the public	Highly Developed. Graduation requirements are available on program websites and in the catalog. Students can track progress toward graduation with both degree audit software and advisors.
1.C.5 An effective system of assessment of the quality of learning	Developed. The institution has trained faculty on and facilitated assessment planning and reporting processes across academic departments. DSU is enhancing monitoring of these assessment activities and related analyses.
1.C.5 Clearly identified faculty responsibility for curricula, student learning, and instructional improvement	Developed, advancing to Highly Developed. Program faculty assess and develop curriculum, student learning outcomes, academic practices and assessment. A faculty curriculum committee approves curriculum. Curricular changes are minimally monitored.
1.C.6 Institutional learning outcomes (ILOs) and competencies are established and assessed for all programs or within General Education curriculum	Developed. GEILOs are identified, mapped and commonly assessed across programs. Next step is monitoring and improving the GEILO assessment process so that findings result in direct improvement of curriculum and learning. DSU's two non-traditional ILOs, Innovation and G.R.I.T are still under operationalizing and assessment development.

1.C.7 Results of student learning assessment are used to inform and improve academic programs	Developed. Results from assessment activities are employed for improvements by faculty in academic programs. DSU is working to facilitate the monitoring of these assessment activities and related improvements in course assessment.
1.C.7 Results of student learning assessment are used to inform and improve learning support practices	Developed. Results from assessment activities are employed in the design of learning support activities. Co-curricular programs are fully invested in the development of assessment and learning support. DSU is working to facilitate the monitoring of these assessment activities and related improvements.
1.C.8 Transfer credit policies are clearly defined, easily accessible, and ensure comparable quality	Highly developed. State and institutional processes exist and are communicated to evaluate transfer credit. Timely credit evaluation is aided by articulation agreements and faculty input.
1.C.8 Transfer credit policies are clearly defined, easily accessible, and ensure comparable quality	Highly developed. State and institutional policies and processes exist and are easily accessible to evaluate and award credit for prior learning. Faculty are engaged in transfer credit policy, as well as evaluation of experiential learning for credit.
1.C.9 Graduate programs are aligned with respective disciplines and professions	Highly developed. While DSU’s development of master’s level programs is relatively nascent, they undergo the same rigorous and systematic review as undergraduate program offerings (see 1.C.1).
1.C.9 Graduate programs require greater depth, demands, and engagement of students than undergraduate programs	Developed. DSU’s development of master’s level programs is very intentional, the additional rigor and depth required of a graduate program is researched and continually considered in the design and implementation of new programs and in comparison with Utah peers.

**Rubric for Institutional Effectiveness
Standards 1.D.1 – 1.D.4**

CRITERION	DSU STATUS
1.D.1 The institution recruits and admits students with the potential to benefit from its educational offerings	Highly Developed. DSU’s recruitment process is focused to meet the strategic plan and DSU’s commitment to open-access, providing educational opportunity to a wide variety of students. Recruitment collaborates intentionally and well with many other campus programs and services.
1.D.1 The institution orients students to ensure they understand the requirements related to their programs of study and receive timely, useful, and accurate information	Developed, advancing toward Developed. DSU offers a very thorough orientation process, which includes timely, accurate and useful advising information and registration activities. The topics and material within orientation continue to evolve to address incoming student needs. Orientation is not yet required for all students, but strongly encouraged.
1.D.2 The institution establishes and shares widely a set of indicators for student achievement	Developed. DSU provides information about a variety of student achievement indicators that is accessible to the campus community. The amount and frequency of information provided continues to increase to an ever-broadening set of stakeholders.
1.D.2 Indicators are established in comparison with regional and national peer institutions	Developed. The established student achievement indicators are common to many institutions. IPEDS and other large-scale datasets are used for comparability. (Also see 1.B.2.)
1.D.2 Student achievement indicators are disaggregated to promote equitable outcomes	Developed, advancing toward Highly Developed. All student achievement indicator data is available in a disaggregated manner. More systematic and regular analysis needed to inform and promote equitable student achievement.
1.D.3 Results for student achievement are widely published	Developed. The institution always strives to make student achievement data widely available. The new Office of Institutional Effectiveness will help to promote new reporting and data delivery systems that will enhance transparency of and access to data.
1.D.3 Disaggregated indicators are aligned and benchmarked against regional and national peers	Emerging, advancing toward Developed. Disaggregated, comparison data gathered for regional and national peers, but benchmarking and analysis are very limited. Currently disaggregated data is not compared with that of peer institutions. This is an application that will be developed as IE moves forward. See 1.B.2
1.D.4 Disaggregated indicators are used for continuous improvement by informing planning, decision making, and allocation of resources	Developed. While these data are available, their use in decision-making and resource allocation must continue to increase.
1.D.4 The institution’s processes and methodologies for collecting and analyzing indicators of student achievement are transparent; used to inform strategies and allocate resources to mitigate gaps in achievement and equity	Emerging, advancing toward Developed. DSU is continually evaluating its presentation, delivery, and analysis of student achievement indicators. There is a need for disaggregated data to better inform ways to resolve achievement gaps.

**APPENDIX C:
STANDARD ONE EVIDENCE DOCUMENTS**

STANDARD	COMPLIANCE CRITERION	EVIDENCE LINKS or NOTES, PAGES, COMMENTS, or CONCERNS
Institutional Mission		
<p>1.A.1 The institution’s mission statement defines its broad educational purposes and its commitment to student learning and achievement</p>	<p>✓ Defines educational purposes</p>	<p>Mission: Dixie State University is a public, comprehensive university dedicated to rigorous learning & the enrichment of the professional & personal lives of its students & community by providing opportunities that engage the unique Southern Utah environment & resources. Core Themes: Learning, Engagement & Opportunity -Policy R-312-4.2, USHE Institutional Mission and Roles -DSU Core Theme Assessment Plan - Includes Rationale and Mapping to Strategic Plan and Academic Initiatives -2015-20 Strategic Plan</p>
Improving Institutional Effectiveness		
<p>1.B.1 The institution demonstrates a continuous process to assess institutional effectiveness, including student learning and achievement and support services. The institution uses an ongoing and systematic evaluation and planning process to inform and refine its effectiveness, assign resources, and improve student learning and achievement</p>	<p>✓ Process for assessing institutional effectiveness</p> <p>✓ Evaluation and planning process inform institutional effectiveness, assign resources, and improve student learning and achievement</p>	<p>-DSU Data Taskforce Description -Institutional Effectiveness webpage -Visualizations & Dashboards -Academic Affairs Annual Reports -Student Affairs Annual Reports (2016-2019) -Administrative Affairs Annual Reports (2017-2020) -Bachelor Program Taskstream Assessment Reports Student Affairs Taskstream Assessment Reports -Academic Action Plan Template</p> <p>-Policy 109: Strategic Planning & Evaluation -Policy 609: Academic Cyclical Program Review -USHE Policy R411: Cyclical Institutional Program Reviews -USHE Policy R401, Sections 6 & 8: Review of New Programs</p>

<p>1.B.2 The institution sets and articulates meaningful goals, objectives, and indicators of its goals to define mission fulfillment and to improve its effectiveness in the context of and in comparison with regional and national peer institutions</p>	<p>✓ The institution sets meaningful goals, objectives, and indicators to define mission fulfillment and improve effectiveness</p>	<p>-Institutional Strategic Assessment & Accreditation Committee (ISAAC) -Mid-cycle Review Evaluators' Report (p.10) -DSU Core Theme Assessment Plan - Includes Rationale and Mapping to Strategic Plan and Academic Initiatives -Challenges in Assessing Mission Fulfillment -Summary of Core Theme Initiatives and Achievements -Core Theme Assessment & Mission Fulfillment Reports</p>
	<p>☐ The goals, objectives, and indicators of mission fulfillment or institutional effectiveness are in the context of and in comparison with regional and national peers</p>	<p>-Policy R508: USHE Guidelines for Approving Comparable Institutions -DSU peer institutions -USHE 2020 Databook-TAB M -2018-19 DSU IPEDs Report -GCTWF Survey Results -GCTWF 2020 Survey Comparative Results -NSSE HIP Report F19 -National Student Survey of Engagement (NSSE) -2015-2020 Strategic Plan Final Report</p>
<p>1.B.3 The institution provides evidence that its planning process is inclusive and offers opportunities for comment by appropriate constituencies, allocates necessary resources, and leads to improvement of institutional effectiveness</p>	<p>✓ The planning process is inclusive, allocates resources, and leads to improvement of institutional effectiveness</p>	<p>-Policy 103: College President: Ethics and Responsibilities, section 4.6.1.5 -Policy 541: Student Government, Sec.1.3 -Policy 633: Faculty Rights and Responsibilities, Section 4.2.13 -Policy 111: Staff Association, Section 1.1 -2015-20 SP Implementation Team Members -ISAAC Charter -Academic Affairs Annual Reports -Student Affairs Annual Reports (2016-2019) -Administrative Affairs Annual Reports (2017-2020) -Policy 109: Strategic Planning & Evaluation -2015-20 Strategic Plan Team Members -2019-20 DSU Committees & Charters -Academic Division Initiatives 2015-20 -Student Affairs Initiatives 2015-20 -Administrative Affairs Initiatives 2015-20 -2015-20 Strategic Plan Final Report -2019-20 Strategic Plan Accomplishments and Further Planned Actions</p>

<p>1.B.4 The institution monitors its internal and external environments to identify current and emerging patterns, trends, and expectations. Through its governance system it considers such findings to assess its strategic position, define its future direction, and review and revise, as necessary, its mission, planning, intended outcomes of its programs and services, and indicators of achievement of its goals</p>	<p>✓ Internal and external environmental monitoring</p>	<ul style="list-style-type: none"> -2012 Comprehensive Evaluation Committee Report (p.29) -EAB -Strategic Planning website -Policy 109: Strategic Planning and Evaluation -2015-20 Strategic Plan -Strategic Planning website, 2020-25 Strategic Plan under development. -Kem Gardner Policy Institute -2020 Economic Report to the Governor -Five Counties Association of Governments -USHE Databook -Atwood Innovation Plaza -DSU's Specialized Accreditation Programs -Annual Financial Statements -Utah Building Board Preventative Maintenance Audit Dixie FY19 -Facilities Master Plan -IT Strategic Plan -DSU IT Equipment & Software Purchase & Replacement Plan -Cleary Act Reports & Crime Logs -2019 Annual Security & Fire Safety Reports -DSU Student Association -Staff Association -Faculty Senate -Internal Audit Department -Policy 140: Internal Audit
	<p>✓ Governance system engagement in institutional effectiveness</p>	<ul style="list-style-type: none"> -Governance Approval Pathways -USHE Policy R220, Delegation of Responsibilities of the Board of Trustees -Policy Review Chart -Policy 204: Budget Process -New Academic Program Approval Flowchart -Policy 609: Academic Program Review -USHE Policy R411: Cyclical Institutional Program Reviews -USHE Policy R401, Sections 6 & 8: Review of New Programs -Policy 109: Strategic Planning & Evaluation

Student Learning		
<p>1.C.1 The institution offers programs with appropriate content and rigor that are consistent with its mission, culminates in achievement of clearly identified student learning outcome that lead to collegiate-level degrees, certificates, or credentials with designators consistent with program content in recognized fields of study</p>	<p>✓ Program content is consistent with recognized fields of study</p>	<p>-New Academic Program Approval Flowchart -Program Tracker -Examples of Recently Developed PLO Assessment Plans -USHE Policy R470, Section 6.1: Majors Committees</p>
	<p>✓ Appropriate rigor in student learning outcomes leads to college-level degrees, certificates, or credentials in programs of study</p>	
<p>1.C.2 The institution awards credit, degrees, certificates, or credentials for programs that are based upon student learning and learning outcomes that offer an appropriate breadth, depth, sequencing, and synthesis of learning</p>	<p>✓ Awards of credit, degree, certificates, or credentials for programs are based on student learning</p>	<p>-USHE Policy R401: Approval of New Programs... -Policy 609: Academic Program Review -New Academic Program Approval Flowchart -Policy 602: Undergraduate Curriculum Approval and Revision -USHE Policy R470, Section 6.1: Majors Committees -NSSE HIP Report F19 -High Impact Teaching Practices -DSU ILOs</p>
	<p>✓ Learning outcomes are of appropriate breadth depth and sequencing</p>	
<p>1.C.3 The institution identifies and publishes expected program and degree learning outcomes for all degrees, certificates, and credentials. Information on expected student learning outcomes for all courses is provided to enrolled students</p>	<p>✓ All program and degree learning outcomes are published</p>	<p>-Catalog - Degree Program pages -Catalog programs & degrees</p> <p>-Policy 633: Faculty Rights & Responsibilities, Section 4.2.2.3.2, Syllabi -Required Elements of Syllabi -Syllabi Examples</p>
	<p>✓ Enrolled students are provided expected learning outcomes for all courses</p>	
<p>1.C.4 The institution's admission and completion or graduation requirements are clearly defined, widely published, and easily</p>	<p>✓ Admission requirements are easily accessible to students and the public</p>	<p>-Policy 501: Undergraduate Admission to the Institution -Catalog Admissions pages -Admissions website</p>

<p>accessible to students and the public</p>	<p>✓ Graduation requirements are easily accessible to student and the public</p>	<p>-Policy 524: Graduation -Graduation office & website -Catalog's Graduation pages -Catalog programs & degrees -Degree Works</p>
<p>1.C.5 The institution engages in an effective system of assessment to evaluate the quality of learning in its programs. The institution recognizes the central role of faculty to establish curricula, assess student learning, and improve instructional programs</p>	<p>✓ An effective system of assessment of the quality of learning</p>	<p>-Examples of Recently Developed PLO Assessment Plans -New Academic Program Approval Flowchart -Taskstream -Bachelor Program Assessment Reports from Taskstream -Core Theme Assessment & Mission Fulfillment Reports -Academic Assessment Committee -Policy 633: Faculty Rights and Responsibilities, Section 4.1.16 -Policy 609: Academic Program Review -USHE Policy R411: Cyclical Institutional Program Reviews -USHE Policy R401, Sections 6 & 8: Review of New Programs</p>
	<p>✓ Clearly identified faculty responsibility for curricula, student learning, and instructional improvement</p>	<p>-Academic Assessment Committee -Policy 633: Faculty Rights & Responsibilities, Section 4.1.16 -Policy 609: Academic Program Review -USHE Policy R411: Cyclical Institutional Program Reviews -Center for Teaching & Learning -Office of Digital & Extended Learning -Policy 641: Faculty Retention, Tenure & Promotion -Policy 634: Faculty Professional Development -Policy 552, Section 4.1.2.9: Student Rights & Responsibilities</p>

<p>1.C.6 Consistent with its mission, the institution establishes and assesses, across all associate and bachelor level programs or within a General Education curriculum, institutional learning outcomes and/or core competencies. Examples of such learning outcomes and competencies include, but are not limited to, effective communication skills, global awareness, cultural sensitivity, scientific and quantitative reasoning, critical analysis and logical thinking, problem solving, and/or information literacy</p>	<p>✓ Institutional learning outcomes (ILOs) and competencies are established and assessed for all programs or within General Education curriculum</p>	<p>-GE Taskforce Reform Report -AAC&U's LEAP Initiative -USHE Policy R470: General Education Requirements... -GE Area Course Criteria -DSU's GE Learning Goals & Outcomes -General Education website -DSU's GE Requirements -USHE Policy 401, Section 3.1.2 & 3.1.3: Certificate & AAS GE Requirements -2012 Comprehensive Evaluation Committee Report (p.22) -GEAC 2018-19 Assessment Report -GELO Assessment Results 2018-19</p>
<p>1.C.7 The institution uses the results of its assessment efforts to inform academic and learning support planning and practices are used for continuous improvement of student learning</p>	<p>✓ Results of student learning assessment are used to inform and improve academic programs</p> <p>✓ Results of student learning assessment are used to inform and improve learning support practices</p>	<p>-Bachelor Program Assessment Reports in Taskstream -Academic Affairs Annual Reports -Academic Action Plan Template</p>
<p>1.C.8 Transfer credit and credit for prior learning is accepted according to clearly defined, widely published, and easily accessible policies that provide adequate safeguards to ensure academic quality. In accepting transfer credit, the receiving institution ensures that such credit accepted is appropriate for its programs and comparable in nature, content, academic rigor, and quality.</p>	<p>✓ Transfer credit policies are clearly defined, easily accessible, and ensure comparable quality.</p> <p>✓ Credits for prior learning policies are clearly defined, easily accessible, and ensure comparable quality</p>	<p>-Policy 526, Section 4.1: Academic Transfer Credit -USHE Policy R470: General Education -Transfer Guide -USHE Policy R470, Section 6.1: Majors Committees -Interstate Transfer Passport -WICHE Passport Program</p> <p>-Policy 523: Extra-Institutional Credit -USHE Policy R472: Credit for Prior Learning -DSU Policy 523, Section 3.2 & 4.3.8: Prior Learning</p>

<p>1.C.9 The institution’s graduate programs are consistent with its mission, are in keeping with the expectations of its respective disciplines and professions, and are described through nomenclature that is appropriate to the levels of graduate and professional degrees offered. The graduate programs differ from undergraduate programs by requiring, among other things, greater: depth of study; demands on student intellectual or creative capacities; knowledge of the literature of the field; and ongoing student engagement in research, scholarship, creative expression, and/or relevant professional practice</p>	<p>✓ Graduate programs are aligned with respective disciplines and professions</p>	<p>- Office of Graduate Studies -Policy 701: Graduate Studies -Policy 702: Administration & Governance -Policy 703: Graduate Degree Requirements -Policy 706: Master's degrees -Program Tracker -Policy 704: Graduate Admission -Policy 705: Graduate Assistantships</p>
	<p>✓ Graduate programs require greater depth, demands, and engagement of students than undergraduate programs</p>	

Student Achievement

<p>1.D.1 Consistent with its mission, the institution recruits and admits students with the potential to benefit from its educational programs. It orients students to ensure they understand the requirements related to their programs of study and receive timely, useful, and accurate information and advice about relevant academic requirements, including graduation and transfer policies</p>	<p>✓ The institution recruits and admits students with the potential to benefit from its educational offerings</p>	<p>-Reimagining the First Year Initiative -Registration Placement Requirements</p>
	<p>✓ The institution orients students to ensure they understand the requirements related to their programs of study and receive timely, useful, and accurate information</p>	<p>-Student Core Theme Video -New Student Orientation Program -Trailblazer Connections website -Academic Standing Policy 525 -EAB's Navigate -Catalog Programs/Degrees -Policy 663: Academic Advisement -Career Services -Transfer Guide -Policy 526: Academic Transfer -catalog.dixie.edu/graduation -Graduation.dixie.edu</p>

		-Degree Works -Policy 524: Graduation
<p>1.D.2 Consistent with its mission and in the context of and in comparison with regional and national peer institutions, the institution establishes and shares widely a set of indicators for student achievement including, but not limited to, persistence, completion, retention, and postgraduation success. Such indicators of student achievement should be disaggregated by race, ethnicity, age, gender, socioeconomic status, first generation college student, and any other institutionally meaningful categories that may help promote student achievement and close barriers to academic excellence and success (equity gaps)</p>	✓ The institution establishes and shares widely a set of indicators for student achievement, such as course completion, experiential learning, retention, program completion, degree completion, job placement	-Institutional Effectiveness webpage -Visualizations & Dashboards
	✓ Indicators are established in comparison with regional and national peer institutions	-1st Destination Website -2018-19 DSU IPEDs Report -USHE Databooks -National Peer Institutions -Strategic Planning website, 2020-25 Strategic Plan under development.
	✓ Student achievement indicators are disaggregated to promote equitable outcomes	
<p>1.D.3 The institution's disaggregated indicators of student achievement should be widely published and available on the institution's website. Such disaggregated indicators should be aligned with meaningful,</p>	✓ Results for student achievement are widely published	-Visualizations & Dashboards -Enrollment -Graduation Credentials -DSU Graduation Rates -DSU Retention Rates -1st Destination -Datablaze website -Datablaze Enrollment -Graduation Credentials

<p>institutionally identified indicators benchmarked against indicators for peer institutions at the regional and national levels and be used for continuous improvement to inform planning, decision making, and allocation of resources</p>	<p>Disaggregated indicators are aligned and benchmarked against regional and national peers</p>	<p>Currently disaggregated data is not compared with that of peer institutions. This is an application that will be developed as IE moves forward.</p>
<p>1.D.4 The institution's processes and methodologies for collecting and analyzing information on student achievement are transparent and are used to inform and implement strategies and allocate resources to mitigate achievement gaps and promote equity</p>	<p>✓ The institution's processes and methodologies for collecting and analyzing indicators of student achievement are transparent</p>	<p>-Visualizations & Dashboards -1st Destination -Datablaze website -Policy 109: Strategic Planning & Evaluation -Core Theme Assessment & Mission Fulfillment Reports -University Committees - University Council Charter</p>
	<p>✓ Data used to inform strategies and allocate resources to mitigate gaps in achievement and promote equity</p>	<p>-EAB Navigate Report -START -Equity Challenges re. Multicultural Student Retention</p>
	<p>✓ DSU response to four questions regarding retention and graduation</p>	<p>-DSU Responses to Four Questions Regarding Retention and Graduation</p>

APPENDIX D:

INSTITUTIONAL REPORT CERTIFICATION FORM



Institutional Report Certification Form

On behalf of the Institution, I certify that:

- There was broad participation/review by the campus community
- This report accurately reflects the nature and substance of this institution
- The Institution is in compliance with NWCCU Eligibility Requirements
- The Institution will continue to remain in compliance throughout the duration of the institution's cycle of accreditation.

Richard B Williams

(Signature of Chief Executive Officer)

Richard B Williams

(Name of Chief Executive Officer)

Dixie STATE University

(Name of Institution)

August 18, 2020

(Date)