Student Affairs 2017-2018 Highlights

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Presented to Richard Williams, President of Dixie State University

October 1st, 2018
EXECUTIVE SUMMARY

The overall focus for Student Affairs for FY 2017-2018 was to lead the way in developing new retention initiatives, refine and enhance our recruitment focus, make several key changes in the organizational alignment, and move forward as a division together.

We have accomplished these goals as follows:

Retention Initiatives

Student Affairs is proud to have led the charge in developing several new retention initiatives including our structured enrollment and peer coach programs as well as the development of retention and graduation rate dashboards to enable the entire campus to have better access to data to facilitate data-driven decision making.

Recruitment Focus

Enrollment Management has begun a traditional sophomore and junior search program for the first time in DSU history, in partnership with Royall/EAB and began marketing to these students earlier than ever before. The aim of this initiative is to open the recruitment funnel and enable us to yield students at a higher rate in the future.

Organizational Realignment

Comprehensive and strategic realignment and restructuring took place in the Student Inclusiveness area and will continue to evolve over the coming year, enabling Student Inclusiveness to better serve students.

Departmental Highlights

Departmental achievements and highlights are presented in this report and include significant new retention initiatives and positive moves forward to make all students at Dixie State University feel like they belong.

The division of Student Affairs has seen many positive changes this fiscal year. We were pleased to welcome our new Assistant Vice President of Student Success and Co-curricular Assessment and our new Assistant Vice President of Student Inclusiveness, both of which have hit the ground running.
DEPARTMENTAL HIGHLIGHTS

Enrollment Management

The department of Enrollment Management at Dixie State provides collaborative leadership in planning, developing, and leading strategic enrollment initiatives that support the institutional mission and values & goals of the campus-wide strategic plan to recruit, retain, and graduate successful students. Enrollment Management includes Admissions, Registration, Financial Aid, and Testing.

The Enrollment Management department is responsible for Goal 5 of the Student Affairs Strategic Plan, to strengthen enrollment growth via strategic recruitment with a focus on retention, along with its accompanying strategies, outlined below:

- **Strategy 1:** Seamlessly integrate communications to create an authentic Dixie experience for prospective students & parents
- **Strategy 2:** Increase students of color through partnering with MIC, targeted name buys, increasing diversity among student ambassadors, and creating strategic partnerships with local and regional high schools and colleges.
- **Strategy 3:** Increase international student population through working closely with ISS to recruit and retain students, examining agent options, exploring domestic partnerships, and researching strategic partnerships with other organizations.
- **Strategy 4:** Enhance DSU’s academic reputation to become a top choice for students with high academic standards

For the fall 2017 semester, Dixie State University led the state of Utah enrollment growth for public colleges & universities. Our full-time student percentage increase was 7.38%, which makes DSU the largest public institution in Southern Utah.

A Strategic Enrollment Plan was created outlining a strategy to reach 12,500 total enrollment by 2020.

A $100 tuition deposit was implemented for the 2018 incoming class for the following reasons: Ability to better predict enrollment numbers – students confirm their intent to enroll (they have some skin in the game); Assist with advance planning of course sections/offerings and student support resources; Encourage students to file FAFSA’s and file them earlier (would be required to be considered for deposit deferment for those eligible to file a FAFSA); Help DSU identify students in need of financial assistance earlier (those who apply for deposit deferment); Helps bolster reputation as a premier destination for academic excellence. 1214 freshmen (over 50% of enrolling students) and
254 Transfer (46% of enrolling students) submitted deposits and 350 total formally requested deferrals which is considered a success for the first year on implementation.

We began a traditional sophomore & junior search program for the first time in partnership with Royall/EAB and began marketing to these students earlier than ever before. Studies show that students who are first contacted as sophomores are twice as likely to enroll as students who are first contacted as seniors. We will assess the success of the program in the fall 2019 and 2020 classes.

We enhanced the DSU Preview recruitment events to include an academic session where students met with deans and faculty from each of the six colleges to learn more about academic programs and opportunities supporting active learning. We also incorporated a parent session to help them feel more informed and connected to the enrollment process, in addition to getting their questions answered earlier. We offered four events and hosted 423 students. The yield on these events ranged from 33% to 61%. We will continue to work to improve the yield on these events.

Highlights from each department under Enrollment Management are included below.

**Admissions**
- Welcomed a record-breaking New Student class of over 2000 new freshmen students for fall 2017
- Implemented a new CRM and application management software to improve the new and returning student admissions process
- Student Ambassadors sent 29,684 emails and 14,842 text messages to prospective students and their influencers.
- Name buys from ACT and Collegeboard targeted higher achieving student profiles
- DSU Ambassadors gave over 2,000 campus tours and hosted over 700 prospective students overnight for DSU Preview events

**Registration**
- Banner 9 rollout with Administrative Computing continued with Faculty Grading and Student Registration modules now online
- Upgraded Student Registration Banner module resulted in simplified registration for students and a better user experience
• 3,776+ college transcripts were received, evaluated, and entered into Banner, an increase of more than 500 over last year at this time
• Residency Officer processed 336 residency applications, 135 more than 2016-2017. An online application is being developed to simplify the residency process
• Veterans Coordinator logged 1,346 student visits thanks to the opening of the new Veterans Center in fall 2017. Veteran Student Services served 221 beneficiaries during the school year

Financial Aid
• Awarded $16,254,777 in grant funds
• Awarded $18,545,908 in loan funds
• Awarded $422,736 in work-study funds
• Awarded $15,425,459 in scholarship funds
• Awarded $50,649,881 in student aid funds for the year
• Attended 11 FAFSA completion nights throughout Southern Utah area high schools and academies
• Completed the U.S. Department of Education E-App process to award graduate level student loans and Department recognition of the Taylor Heath Science Building per changes by the Department of Education
• Successfully implemented graduate level loans prior to DSU’s first graduate program
• Successfully migrated to period-based budgeting prior to the move to Banner 9
• Successfully migrated to using Banner 9 prior to the beginning of the new academic year

Testing
• Completed a professional contract with LSAT
• Added the following new exams: IAAP, Electrical Journeyman, NARM Certified Professional Midwife, typing test, LSAT, and HESI nursing entrance exam
• DSU’s Prometric testing operation passed all secret shops and maintained a top 10% worldwide ranking
• Remodeled the student testing center lab and added 48 new desktop testing workstations (net gain of 38)
• Professional Testing Center: 6,294 exams proctored (15.7% increase), and $143,556 in revenue generated (3.3% increase)
• Prometric Testing Center: 2,167 (4.1% decrease) exams proctored, and $60,566 in revenue generated (0.2% decrease)
• Total revenue $204,122 (2.2% increase)
Student Success and Co-Curricular Assessment

The department of Student Success and Co-Curricular Assessment provides students at all skill levels with the skills they need to succeed at Dixie State University. They also provide faculty and staff with tools, training, and support services to assist them with their student support services.

The Student Success and Co-Curricular Assessment department is responsible for Goal 1 of the Student Affairs Strategic Plan, to promote student success by increasing student persistence, retention, and degree completion while enhancing transferable skills and encouraging personal growth, along with its accompanying strategies, outlined below:

- **Strategy 1:** Increase degree completion rates, retention, and persistence at all levels
- **Strategy 2:** Implement co-curricular transcript system and increase student use of system.
- **Strategy 3:** Research digital badging for measuring transferable skills
- **Strategy 4:** Create and feature video and written testimonials about what Student Affairs has done to help students on DSU website

The department of Student Success and Co-Curricular Assessment includes the Student Success Center, SSS/TRiO programs, and the Career Center.

Highlights from each department under Student Success and Co-Curricular Assessment are included below.

**Peer Coaching**

- Over 2200 individual mentor meetings with students this past year.
- Peer Coach Cohort size has increased from 25% of the freshmen class to 50%. Meaning 50% of all incoming DSU students have their own personally assigned peer coach to assist in their transition to college and provide a barrier against drop outs.
- 5% increase in fall to spring retention over previous years for students working with a peer coach

**Peer Coaching Success Story**

As part of the structured enrollment program, Kane Womack and Natalie Adams were both assigned peer coaches to work with them throughout their freshman year. Right
away it became obvious that both students had the drive and resiliency required to be successful in college.

To make their already difficult transition to college more challenging, both Kane and Natalie were out of state students from Japan and Iowa, respectively. Neither knew anyone on campus when they arrived, and although at times it was overwhelming trying to adjust to this new chapter of their lives, in the end they were able to settle, make friends and excel academically.

Because of their accomplishments, they were invited to interview and join the peer coach program. They capture exactly the essence of what it means to be a student mentor on campus. To face difficulty, rise to the occasion and reach the goals we all set for ourselves. We can think of no one better to help the next year's batch of freshmen discover the strengths hidden within each one of them.

Orientation

- 1,687 students attended an orientation
- 50 did not register for any classes
- 108 registered for at least one credit but less than 12 credits
- 1,529 students registered for at least 12 credits
- 90.6% of students who attend orientation are registering for a full load of credits
- 97% of students who attended orientation registered for at least one class

Early Alert Program

Our early alert program is expanding and improving. We have shifted the focus from an early semester approach to an early problem-solving approach. We still have a beginning of the semester campaign to help students who are struggling before midterms. But this past year, we have added referrals to use after the flag raising campaign has ended, so we can continually help students in need throughout the semester. Faculty and staff can refer students to different resources on campus through the Starfish system. A coordinator from each of the referral areas receives the referral and proactively reaches out to the student. Our Early Alert system has become an increasingly more utilized communication tool for student success and retention.

Faculty completed 590 progress surveys during the 2017-2018 academic year, allowing Academic Advisors and Student Success staff to provide additional resources to struggling students. With the notes that were collected from the progress surveys, we have been able to review data indicating why students leave the university, and how we can better support and retain our students.
Through continued campus wide training and collaboration for the Early Alert Program, we hope to see an increase in our retention numbers this next year.

**Structured Enrollment**

The Student Success Program is a mandated program for academically at-risk students. The program provides a supportive network and structure for success during the first year of college. Students identified as having an index of 45 or below complete targeted student success courses that provide them with specific skills and supportive services to ensure their college success.

- 283 Students are enrolled in the Student Success Program and in SSC 1020 (Study Skills and Student Success) serving at risk students with an index of <43
- 2/3 of those students were retained from fall to spring semester
- Structured Enrollment program description and requirements were submitted and approved for the 2018-2019 DSU Catalog
- Approval to move one of the part-time Retention Counselor positions to full time
- Developed and implemented and onboarding process where all new students attend a program orientation, complete a new student intake and sign a program agreement
- Moved from a first semester program to a first-year program
- Developed student success courses with a unified curriculum across sections with aligned course learning outcomes and institutional learning outcomes
- Increased the index score to <45 to serve more at-risk students at DSU
- Peer Coaches worked with the Fall cohort and had 1052 touchpoints with our students

**TRiO Student Support Services (SSS)**

TRIO Student Support Services (SSS) is a federally funded program designed to provide a variety of free services to help students complete an associate degree and move on to a bachelor degree. Students must meet at least one of the following criteria:

1. First Generation – Neither parent received a four-year college degree before the student was 18-years old, and/or
2. Low Income Student – Student is receiving federal financial aid such as a Pell grant or the student’s household taxable income meets federal guidelines, and/or
3. Disability – The student has a disability that has been documented through DSU’s Disability Resource Center.
Student Support Services is comprised of students from the following ethnic backgrounds:

42% of SSS participants are of ethnic origin.

**Performance Objectives for the 2016-2017 program year**

All three objectives of the DSU SSS program's purpose are to provide opportunities for academic development to assist 200 eligible students with basic college requirements and serves to motivate students towards the successful completion of their post-secondary education. The objectives are to:

1. increase the college retention and graduation rates of participants;
2. increase the transfer rate of SSS participants from 2-year to 4-year institutions; and
3. improve the financial literacy and economic literacy of participants including basic personal income, household money management and financial planning skills and basic economic decision making skills.

The DSU SSS project will achieve the following objectives specifically to meet the needs identified of SSS participants. These objectives meet the four goals established by the Government Performance and Results Act (GPRA).

1. **PERSISTENCE RATE**
   50% of all participants served by the SSS project will persist from one academic year to the beginning of the next academic year or graduate and/or transfer from a 2-year to a four-year institution during the academic year.
   **DSU SSS Retention rate – 89%**

2. **GOOD ACADEMIC STANDING RATE:**
   70% of all enrolled participants served by the SSS project will meet the performance level required to stay in good academic standing (2.0 GPA) at Dixie State University.
   **DSU SSS Good Academic Standing Rate – 89%**

3. **GRADUATION AND TRANSFER RATE:**
   45% of new participants served each year will graduate with an associate degree or certificate within four (4) years.
   **DSU SSS Associates degree Graduation Rate – 68%**
   40% of new participants served each year will transfer with an associate degree or certificate within four (4) years.
   **DSU SSS Transfer Rate – 57%**
The funded grant amount for the 2017-2018 year was $326,536. Of that amount, more than $39,350 was awarded to students in the form of a Participation Grant and $22,580 in indirect costs went directly into DSU funds as the sponsor of the grant.

**Educational Talent Search**

The Talent Search program is a TRIO grant awarded by the Department of Education for five years. The awarded grant is over $2,000,000.

The Talent Search program identifies and assists students from disadvantaged backgrounds who have the potential to succeed in higher education. The program provides academic, career, and financial counseling to its participants and encourages them to graduate from high school and continue on to and complete their postsecondary education. The goal of Talent Search is to increase the number of youth from disadvantaged backgrounds who complete high school and enroll in and complete their postsecondary education.

- DSU Educational Talent Search (ETS) served 10 schools in Washington County School district. ETS’ distribution of race/ethnicity goal is to exceed that of Washington County School District. For example, 25% of ETS participants are Hispanic compared to 14% in the school district.
- DSU ETS program assisted 95 ETS seniors in receiving over $2.6 million in scholarships and other student aid for their first year in college.
- DSU ETS program served 832 students in the 2017-18 school year which fulfilled the Dixie State University TRIO grant which is to serve 825 participants.
- The TRIO grant requires two-thirds of the participants to be low-income and potential first generations students. DSU ETS exceeded the goal with 75% meeting the grant criteria.
- DSU ETS TRIO grant objective #1 for Secondary School Persistence is 78%. DSU ETS participants met the criteria for the goal with 100% – goal was exceeded.
- DSU ETS TRIO grant objective #2 for Secondary School Graduation with a Regular Diploma is 80%. DSU ETS participants met the criteria for the goal with 100% – goal exceeded.
- DSU ETS TRIO grant objective #3 for Secondary School Graduation with a rigorous secondary school program of study is 15%. DSU ETS participants met the criteria for the goal with 34% – goal exceeded.
- DSU ETS TRIO grant objective #4 for Postsecondary Education Enrollment is 20%. DSU ETS participants met the criteria for the goal with 71% – goal exceeded.
- DSU ETS TRIO grant objective #5 for Postsecondary Education Attainment is 15%. This goal will be calculated six years after graduation from high school.
which has not yet been reached. The first year for this calculation will be next year. However, preliminary research is currently at 41% that will exceed the grant goal.

**Upward Bound**

Upward Bound provides fundamental support to participants in their preparation for college entrance. The program provides opportunities for participants to succeed in their precollege performance and ultimately in their higher education pursuits. Upward Bound serves: high school students from low-income families; and high school students from families in which neither parent holds a bachelor's degree. The goal of Upward Bound is to increase the rate at which participants complete secondary education and enroll in and graduate from institutions of postsecondary education.

- Upward Bound met the goal of serving 100% of the student population. The Dixie State University grant is funded to serve 90/90 participants for 100% overall percentage.
- Two-thirds of the participants served during the project should be low-income and potential first generation. Exceeded goal with 86.66% of participants meeting these criteria.
- DSU Upward Bound had a goal for 70% of our participants served during the project year to have a cumulative GPA of 2.5 or better on a four-point scale at the end of the school year; 96.66% of participants met or exceeded this goal.
- DSU Upward Bound set a goal for 80% of UB Senior served during the project year to achieve at the proficient level of state assessments in reading/language arts and math; 94.11% of participants met or exceeded this goal.
- DSU Upward Bound set a goal for 85% project participants served during the project year to continue in school for the next academic year, at the next grade level, or will have graduated from secondary school with a regular secondary school diploma. 98.88% of participants met this goal.
- DSU Upward Bound set a goal for 90% of all current and prior-year UB participants who graduated from high school during the school year with a regular secondary school diploma will complete a rigorous secondary school program of study. 100% of participants met this goal.
- DSU Upward Bound set a goal for 85% of all current and prior-year participants who graduated from high school during the school year with a regular secondary school diploma will enroll in program of postsecondary education by fall term immediately following high school graduation, or will have received notification by the fall term immediately following high school from institution of higher education of acceptance but deferred enrollment until next academic semester. 85.71% of participants met this goal.
• DSU Upward Bound set a goal of 30% for participants who enrolled in program of postsecondary education, by fall term immediately following high school graduation or by next academic term (e.g. spring term) as a result of acceptance but deferred enrollment, will attain either an associated or bachelor’s degree within six years following graduation from high school. 54.54% of participants met this goal.

Career Services
Career Services prepares Dixie State University students and alumni to begin successful and fulfilling careers by providing comprehensive career development and help building their professional network.

Individual Student Appointments:
• 1,873 total appointments - 1,007 students
• 7% of Freshmen, 14% of Sophomores, 13% of Juniors, 12% of Seniors
• As students leave Career Services, they are encouraged to fill out a short survey to rate the quality of service they received that day. Some of the results have been included below.
  o The information I received today was relevant and will assist me in my career path. 99.02% agree or strongly agree
  o Overall, my experience helped me develop career knowledge. 98.36% agree or strongly agree
  o Overall, my experience helped me develop career skills. 97.37% agree or strongly agree
  o Overall, my experience helped me develop career & life goals. 95.4% agree or strongly agree

Placement Statistics
DSU 2016-17 Graduates (1 year follow up survey)
• 9.7% are enrolled or applying to graduate school
• 81.5% are employed or self employed
• 78.8% report their employment is related to their career goals

DSU 2017 – 18 Spring Graduates
• 25.4% are enrolled or applying to graduate school
• 61% have secured employment

Internships
Dixie State Internship Exchange Program
• A new competitive internship program that unifies strong employers and Dixie State University. This program will produce high quality internships that help employers
find their next star employee and ensures students gain the experience and knowledge necessary to succeed in today’s job market. These companies have committed to grow a multitude of diverse internships that will be available every semester to DSU students.

- DSU & IHC have developed an internship program that is being used as the template for the DSU Internship Exchange Program. Areas included in this internship are: Public Relations, Business, Communications, Research, Finance, IT, Pre-Med, Leadership, Hospital Administration, Computer Programming, Physical Therapy, Exercise Science, Precision Genomics and Athletic Training.

**Employers Interviewing on Campus**
- Oncontelligent
- Wilson Electronics
- Hinton Burdick CPA’s & Advisors
- Sequel Youth Services of Red Rock
- Squire
- Office of the Utah State Auditor
- Utah State Tax Commission – Auditing Division

**RETENTION INITIATIVES**

The approach the university is taking to increase student retention is by enhancing the effectiveness of existing interventions and retention programs, which include orientation, the first year experience course, redesigning high failure rate courses, supplemental instruction, early alert, peer mentoring, structured enrollment, health and wellness services, career services, TRIO, calling campaigns, data and information, advising, and the honors program.

**Calling Campaigns**

A new non-returning student form was developed to centrally track data on phone calls made to students who are not registered the next semester. It is available on the Student Success website:  [https://dixieir.qualtrics.com/jfe/form/SV_cC7WjjE6UP9hDGR](https://dixieir.qualtrics.com/jfe/form/SV_cC7WjjE6UP9hDGR)

Academic advisors, program staff and the colleges are involved in the calling campaigns. This provides one last chance to intervene and help students who may not be returning. Over 1,000 students were contacted in spring 2018. Other calling initiatives are conducted to resolved student holds and reach out to students experiencing financial difficulty.

**Data and Information**
The university now has retention rate and graduation rate dashboards. Colleges and programs can see retention rates by major, age, gender, race-ethnicity, index scores, high school, state of origin; for students such as athletes, Pell recipients, those who have taken high school concurrent enrollment credit, honors students etc. Deans and program directors can track progress on improving the retention rates of students they serve and identify at-risk groups to develop interventions.

The dashboards are available on the Institutional Research website at: https://ir.dixie.edu/visualizations-and-dashboards/

Other data initiatives include non-returning student informational reports and the implementation of EAB, Academic Performance Solutions to track course completion rates, class size, bottleneck courses, to enhance our course scheduling and offerings.

**Student Engagement and Dean of Students**

The department of Student Engagement and Dean of Students office provide students with valuable and enriching co-curricular programs at Dixie State University, as well as encouraging wellness and assisting with disabilities students face. The department of Student Engagement and Dean of Students office includes Student Engagement, Campus Recreation, Disability Resource Center, Health and Counseling Center, and Raging Red.

The Student Engagement and Dean of Students department is responsible for Goal 2 of the Student Affairs Strategic Plan, to provide student engagement opportunities and increase student awareness of and access to those opportunities, along with its accompanying strategies, outlined below:

- **Strategy 1:** Find and collect information on all student engagement opportunities across campus
- **Strategy 2:** Create awareness campaign to get students more involved in campus life

Highlights from each department under Student Engagement and Dean of Students are included below.
Student Involvement & Leadership

- Worked with the Dean of Students to create the "Dixie Applied Leadership Program" which provides students with hands-on practical leadership experience, uniting the efforts of major campus leadership groups (DSUSA, Ambassadors, Student Alumni, RA’s, Peer Mentors, Inclusive Student Leadership, International Student Council, Raging Red, etc.) in receiving purposeful and directed leadership training.
- The "Alternative Breaks" Program exploded in growth this past year. DSU offered our first-ever international "Alt-Break Trip" to Puerto Rico in partnership with the "Light Up Puerto Rico" non-profit. We also doubled the total number of "Alt-Break" programs and completed 4 trips with 35 student participants who provided over 1,000 hours of Alt-Break service hours.
- With an expanded re-structuring in the DSUSA Merit-Money System, DSU Clubs increased their overall service hours by 1,500 -- with 113 completed projects.

Raging Red

- In the past year, visited 18 schools they'd never been to before. They visited the states of Hawaii and Washington for the first time, and brought back 344 interest cards from students
- Each of the schools visited this year asked us to return, and many of the teachers and administrators said they would happily get us into other schools when we return. Raging Red's presence and recruitment efforts continue to expand

Disability Resource Center

- The DRC assisted more students than ever with applications for Financial Assistance from outside agencies including: The State Office of Rehabilitation, Red Rock Center for Independence, and Center for the Blind and Visually Impaired. Due to this new partnership, four (4) DSU students with disabilities received grants for tuition and books.
- The DRC continued to provide a confidential and safe environment for students to discuss concerns as they dealt with emotional, mental or learning disabilities elevated by academic stress.

Campus Recreation
• DSU maintained our National Top 50 Campus Recreation status for the 2nd consecutive year, and our staff was invited to attend the NIRSA National Conference & Expo. In preparation for our pending move into the new HPC Bldg., they conducted an extensive survey, and will develop a task force to focus on different demographic groups and formulate new programs to meet their needs.

Health and Counseling Center
• Through the support of DSUSA, the DSU Health & Counseling Center was funded to a level that allows them to provide medical and mental health appointments at no cost to students. Students now pay $0 to see a medical or mental health professional on campus.
• Working with the H.O.P.E. Squad, the H&CC implemented a suicide awareness and prevention campaign, offering free training and certification for students, staff and faculty groups. Additionally, H&CC staff continued offering QPR trainings across campus.
• After a year of pilot work, the H&CC began a DSU Wellness Workshop series. This series addresses various areas of Wellness over an 8 week cycle of workshops, and offers a certificate of completion when all 8 workshops are concluded.

STUDENT INVOLVEMENT PROFILES

August Barlow – PROFILE:
August is a senior, and he originally came to DSU in 2013 Fall semester. In the past 5 years he has been a full-time student at Dixie, but for three semesters he was also in the Army Reserve... serving in Fort Benning, Georgia, and Fort Sam Houston in San Antonio, Texas. August is originally from Hildale, Utah, and comes from a very, very large family.

INTERVIEW:
Q: What was it like having such a large family?
A: “Not many people have 18 siblings, and so that is just really cool. It gave me a unique perspective because I had to be accepting to everyone. Eighteen opinions all at once is a lot -- and it helped me be a better person as far as including everyone.”
Q: Did you always want to go to college?
A: So, my family is actually one of the few in Hildale that have degrees. All three of my parents, which is also cool to say, because I have two moms, but all three of my parents have a college degree and a lot of my older siblings have a college degree which is pretty unique, so I knew I was going to go to college when I started high school.

Q: Why did you choose Dixie?
A: I chose Dixie because I felt like it had the best opportunity for me. I wanted to come to an institution where I could make a difference. I helped start the Club DPMA, The Dixie Pre-Medical Alliance. I was on Dixie Serves back before it became a branch of student government and I helped transition it to the branch that it is now, so I wanted to come to an institution where I could have a bigger impact.

Q: What has been the biggest obstacle or hurdle you had to overcome to pursue your degree?
A: Money was a big one. Coming from such a large family, obviously, my dad couldn’t afford to pay for 18 kids to attend college. That was one of the reasons that I joined the military. It was for financial stability. It gave me the opportunity to do full time school and not work because I really wanted to focus on my education so I could get the grades that were required to get into medical school.

Q: How do you feel about your co-curricular involvement and Academic Experience at DSU?
A: It has been absolutely incredible. I have been involved in so many things. It honestly blows my mind sometimes. I sit and think about all of the things I been involved in and how lucky I am to be at an institution where I can get that much experience and involvement outside of my education.

Q: So what is your plan for the future? What is your timeline?
A: I just applied to medical school, so hopefully I’ll know by January or March whether I got accepted. My goal is to go to the University of Utah Medical School. I have applied to about 20 different medical schools around the country, so hopefully that will happen soon. I graduate in May with my Bachelor’s degree. My degree is a Biology degree with a medical emphasis, a minor in Chemistry and a minor in Psychology. I’ll start medical school in August of 2019.

Emilie Namikawa – PROFILE:
Emilie is from Rancho Cucamonga, California and is a junior majoring in English with three minors – Digital Forensics, Social Justice and Spanish. She was apprehensive about getting involved at DSU initially, and contemplated leaving.

INTERVIEW:
Q: How have you enjoyed it at Dixie State?
A: I love it here.
Q: How did you end up here?
A: My mom lived in Salt Lake for a while and then moved to Nevada. She had to drive to St. George occasionally because she had a Utah bank. My senior year of high school I really wasn’t
excited for college. I came to Dixie once and thought “Wow, it is really pretty here” and then I decided to attend, I got here and loved it. Well, I didn’t love it at first.

Q: Tell me about that, why didn’t you love it at first?
A: When I got here my freshman year, it was really miserable. I didn’t have any friends out here, or family out here. I drove home to California honestly almost every other weekend because I just didn’t enjoy it.

Q: How were you doing in your classes?
A: I was doing okay. I was just getting by. But I was miserable. I decided to go on an Alt Break. I was walking out of the Holland building and knew that was something I had done in high school and so I was like “Well, I’ve never been to Oregon so I might as well do something fun for Spring Break because I don’t have any other plans and I went and had the time of my life. I made friends with people that I am still friends with today and I was encouraged to apply and I applied and took a whim. I said that maybe I would stay if I got the position, but wasn’t a hundred percent convinced. I joined student government and I found my place. I would die for Dixie now.

Q: How are you doing in your classes now?
A: I am doing really, really well. I have a 3.75 GPA now

Q: What would your message be to someone was thinking -- “I don’t really know whether I like it here. I don’t know whether I want to get involved or not”?
A: I would tell them that getting involved changes your life. I’ve definitely had some hard days, but I have also had some of the highest highs I’ve ever had in my life since getting involved at DSU. I’ve met my best friends. They are people I would never have crossed paths with other than through student government and it has made me a better student as well as a better person because I am surrounded by people who are ambitious and have goals and are driven and like-minded and that just continues to push me and light that fire.

**Student Inclusiveness**

The department of Student Inclusiveness includes the Multicultural and Inclusion Center, International Student Services, the LBGTQ+ Resource Center, the Women’s Resource Center, and the Veteran Success Center. In addition to providing services that support historically underrepresented students, the Student Inclusiveness departments offer opportunities for student engagement, student leadership, and growth through campus wide, educational events. These experiences advance cultural and LBGTQ+ competencies; provide for meaningful engagement and learning across diversity.

Student Inclusiveness recently welcomed its new Assistant Vice President for Student Inclusiveness, Tasha Toy. Tasha started at DSU on June 1, 2018.

The Student Inclusiveness department is responsible for Goal 3 of the Student Affairs Strategic Plan, to provide programs and activities that encourage and support the
inclusion of all students, recognizing that students possess varying abilities, backgrounds, identities, beliefs, and values, along with its accompanying strategies, outlined below:

- Strategy 1: Develop peer mentoring that will address cultural adaptation and campus integration, improving diverse students' sense of belonging and access to resources
- Strategy 2: Develop and implement a cultural competency program for faculty, staff, and students
- Strategy 3: Provide needs assessment for student affairs departments

Highlights from each department under Student Inclusiveness are included below.

**Multicultural Inclusion Center**
- In Spring of 2018, hosted the inaugural Inclusive Excellence Conference with over 170 attendees. The conference was organized as a strategic way of building intercultural competency
- Increased visibility and use of newly created LGBTQ+ Resource center. Create printed informational material for the Center. Hired a dedicated Coordinator.
- Host Guinness World Record holder Jessica Cox for Movie viewing and Speaking engagement with 300 + Attendees
- Hosted our first Summer Bridge program, titled "Adelante" with 100% retention -Summer to Fall
- Distribution of first Spanish language Recruitment and Parents Guides
- Hosted over 55 total events for Students, Staff and Community members.

**Women’s Resource Center**
- Successfully organized "What Where You Wearing?: A Sexual Assault Awareness Exhibit event at DSU last April 2018 in collaboration with DOVE Center that was picked up by local, state, and national press, including St George News, Salt Lake Tribune, San Francisco Chronicles, Associated Press, among others
- Launched WRC Laptop Support Project
- Forged a new community partnership with Support the Girls Southern Utah to provide free feminine hygiene products and bras to students, faculty, staff in need

**International Student Services**
- The ISS implements 15 events, which included for the first time International Education Week and the International Festival. Events included Miss DSU International & Mr. DSU International pageants, international student panels, and the International Bazaar. Each event had over 150 students, faculty, staff, and community members in attendance.
• Hosted a traditional Thanksgiving Dinner for all of our international students to participate in.
• International Students provided over 800 hours of service during the 2017-2018 academic year.
• During the 2017-2018 year, efforts to increase international student enrollment the ISS developed new recruitment methods and visited the following 8 countries: Kenya, Nigeria, Rwanda, China, Spain, France, Brazil, Mexico, S. Korea, Vietnam, and Ghana. This effort increased our enrollment by 11%.

Veteran’s Student Success Center
• Met with Chief Education Officer at Nellis Airforce Base in Las Vegas and opened dialogue on possible interactions and partnerships with DSU
• Working with VA Medical Center in Salt Lake to be a part of their VITAL (Veteran Integration to Academic Leadership) program. VITAL is dedicated to aiding student veterans in achieving academic success. It is a Veteran centered, results oriented, collaboration between the VA Medical Center (VAMC) and higher education.

CONCLUSION

In conclusion, Student Affairs has seen many positive changes and improvements this past fiscal year, and has charted a course for continued improvements in the years to come. We are especially excited to see the impact the new Human Performance Center will play on campus once development is finished in 2019.