Our mission in Student Affairs is to impact each student at DSU with a transformative set of experiences that prepare students to be productive and global citizens. As such, Student Affairs acts as a catalyst for holistic student development by providing quality services and opportunities that increase student access and equity. Student Affairs works to promote student success, foster inclusion, and champion engagement to enrich the overall collegiate experience allowing each student to leave this university with the skills and knowledge needed to succeed in the world.

The strategic priorities for Student Affairs for FY 2018-2019 comprised the following:

1. Promote student success by increasing student persistence, retention, and degree completion while enhancing transferable skills and encouraging personal growth
2. Provide student engagement opportunities and increase student awareness of and access to those opportunities
3. Provide programs and activities that encourage and support the inclusion of all students, recognizing that students possess varying abilities, backgrounds, identities, beliefs, and values
4. Increase collaboration and communication between divisional departments and with campus and community partners
5. Strengthen enrollment growth via strategic recruitment with a focus on retention
6. Continuously invest in resources to facilitate growth for quality student services

The 2018-2019 Fiscal Year saw many major accomplishments for Student Affairs:

**Enrollment Management**
- Recruited the largest incoming class in the history of DSU with 2,897 new students
- Created and launched a simplified, comprehensive new student onboarding process
- Awarded nearly $50 million in financial aid and scholarships
- Revamped recruitment campaign and yielded the highest returns in all primary markets especially Washington County and Las Vegas, Nevada.
- Oversaw a record 40% enrollment yield in international students

**Student Success and Co-Curricular Assessment**
- Provided leadership in university wide retention efforts that saw a steady rise in freshman retention
- Successfully competed for and received a $95,000 Atwood Retention grant for Supplemental Instruction
- Launched and strengthened the Peer Coach program that is credited with an 85% fall-spring retention for new freshmen participating in the peer coach, compared to 77% for new freshman in general; 89% retention if they attend all their peer coach visits. Retention rates are higher for students participating in the peer-coach program across index score ranges
- Strengthened the Structured Enrollment program that saw significant retention improvements (fall to spring increase of 5%) seen for students in structured enrollment. Fall to spring retention at 71.2% for Structured Enrollment cohort, up from 66.2% 2017-18 academic year
- Provided excellent career development services that saw an impressive 81% of recent graduates employed or self-employed
Student Engagement and Dean of Students

- Launched Applied Leadership Program to mentor student leadership groups and help them improve their leadership skills
- Dramatically enhanced performances by Raging Red from 48 to 74 performances, including performing in Costa Rica
- Collaborated with Academic Affairs and International Student Services in recruiting international students and developing global partnerships generating significant interest in DSU
- Exceeded expectations with Intramural teams by winning numerous coveted awards
- Expanded mental health support and campus wide programming including QPR training, participation in the State of Utah Mental Health internship program, electronic records and moved to the final stages of clearance to provide insurance billing for medical health services

Student Inclusiveness

- Reorganized the Multicultural and Inclusion Center programs to strategically focus on closing the achievement gap between minority and majority students
- Hired coordinators to oversee engagement and student success efforts with African American/Black Students and Latinx/Hispanic Students
- Collaborated with International Student Services and others to host the first ever Religious Fair with over 15 different religious organizations represented locally and a well-attended International Fair featuring music, cultural performances and food from across the globe.
- Applied for and received the Veterans Services VITAL grant that allows us to offer telecounseling and telehealth services for veteran students
- Organized and held a successful 2nd Annual Inclusive Excellence Conference featuring keynote and concurrent sessions to build cross cultural competency
- Expanded programming and services with the Women’s Resource Center that included the second annual “What Were You Wearing?” exhibit to bring awareness to sexual assault, a hygienic product drive and a much-needed laptop assistance program for needy female students.

Going into the new Fiscal Year, Student Affairs is focused on meeting the needs of each of our students. This requires our staff to interact and listen to our students and find effective and creative ways to ensure our students are developing skills and knowledge while being supported and appreciated. Each member of our team is focused on providing user friendly and accessible resources. Student Affairs is also committed to improving staff skills and knowledge through additional training, standardizing procedures, and expanding cross education campus-wide. We look forward to making this year the best year yet.
DEPARTMENTAL HIGHLIGHTS

Departmental achievements and highlights are presented in this report detailing the great work our team has done for the 2018-19 year.

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 New Student and Family Programs.

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

Goals for the Year

The primary goal for Enrollment Management at the beginning of the 2018-2019 academic year was to initiate and coordinate strategic initiatives to meet our aggressive new student enrollment goals for freshman and transfer students for the fall 2019 incoming class. Strategies that have helped us in working toward this goal include partnering more closely with Academics in the recruitment process, which was accomplished through the Enrollment Summits, Campus-wide Recruitment Initiative, Concurrent Enrollment Active Learning Day, Academic Sessions at the DSU Previews, and the Welcome Videos and Postcards that were created and sent out.

ENROLLMENT CONTINUES TO TREND UPWARD

FRESHMEN

FALL 2019 - 2,271
FALL 2018 - 2,145

TRANSFER

FALL 2019 - 620
FALL 2018 - 558
Accomplishments

- Recruited the largest incoming class in the history of DSU with 2,897 new students
- Enrollment Summits - Organized and conducted five campus-wide enrollment summits, with participants from each Division.
- Website redesign - Working with vendor EKR to redesign the website with the goals to improve the user experience (search, navigation, interface) and SEO to improve recruitment opportunities.
- Virtual Map/Tour - Partnered with vendor, Rovit, to create first virtual campus map/tour of DSU
- Campus-wide Recruitment Initiatives – Partnered with UMAC to lead a campus-wide recruitment initiative.
- To-date: 80 applications; 51 admits; 31 “yes”/1 “probably”
- Deans Welcome Videos - Sent to all admitted freshmen and transfer students in March 2019.  
  o https://photos.dixie.edu/UMAC-ONLY/DEANS-2019/n-LLgTNR/
- Concurrent Enrollment Active Learning Day - Partnered with Kevin Simmons in Concurrent Enrollment to obtain an Atwood Retention Grant and host our first CE Active Learning Day.
- Deans Welcome Postcard - Sent to all admitted freshmen and transfer students in March 2019.

The Way Forward

For the 2019-2020 academic year, we will continue to partner with Academics in the recruitment process by building on the objectives and accomplishments from the current year. Through the Admissions, Registration, Financial Aid & Scholarships, and New Student Onboarding/Orientation programs and processes, for both domestic and international students, we currently lay the foundation for helping students build the skills, knowledge, and grit they need to be successful at Dixie State University. In the coming year, we will work to better understand the specific impacts of our current recruitment and enrollment practices on incoming students, particularly related to the institutional learning outcomes.

Highlights from each department under Enrollment Management are included below.

ADMISSIONS

The Admissions Office is responsible for recruiting the new incoming class each year. They provide prospective students (first year, transfer, returning, non-degree), parents, and counselors information about the opportunities for higher education offered at Dixie State University and guide them through the admissions process.

Goals for the Year

At the beginning of the 2018-19 academic year, the Admissions Office set out with two specific goals to accomplish.
First, our admissions team set a new student enrollment goal that would support important benchmarks of the Strategic Plan of the University. The ultimate goal was to enroll 2,500 new freshman and 600 new transfer students by third-week of the fall 2019 semester. In order to achieve this goal, we set targets at each stage of the enrollment funnel (applications, admissions, enrollment intention). By reaching our enrollment funnel targets, we were confident in our ability to achieve our overall enrollment goal.

Second, we knew that we needed to improve our admissions processes and outreach abilities. The second goal we set was to implement Slate as our admissions operations and outreach solution and to hire new student recruitment coordinators in regional areas. Achieving this goal would provide us with the resources necessary to achieve our enrollment goals.

Accomplishments

- Admissions team received over 25,000 new student inquiries, processed nearly 16,000 applications, and reviewed and released over 10,000 admissions
- Admissions processing efficiency and capacity metrics improved drastically with the further implementation of Slate CRM
- Approximately 592,000 emails, 407,000 text messages, 30,000 search pieces, 8,000 viewbooks, and 1800 admit boxes were delivered to prospective students during their enrollment process
- Nearly 1,500 individual campus tours and 45 large group campus tours were given by the Student Ambassadors
- Over 600 prospective students and 160 parents attended the DSU Preview Campus Events
- Four new graduate applications were built and admissions process implemented
- CA Regional Recruiter - Hired regional recruiter stationed in Southern California to assist with recruitment and outreach initiatives.
- NACAC College Tour Event brought 48 high schools counselors from round the nation/world to visit campus and learn about DSU Academic Programs

The Way Forward

After this year, our admissions team will regroup and set new goals for the upcoming year. We will continue to focus our efforts on helping prospective students learn about the academic opportunities that exist here at DSU and will focus on achieving our new strategic enrollment goals for the year.

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**FALL 2020 NEW STUDENT ENROLLMENT GOALS**

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<thead>
<tr>
<th>FRESHMAN</th>
<th>TRANSFER</th>
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</tr>
<tr>
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</tbody>
</table>

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Much of our efforts will be directed at helping prospective students with their college readiness and knowledge. By doing so, prospective DSU students will enroll with a stronger foundation of our institutional learning outcomes such as Knowledge, Responsibility, and Grit. With a stronger foundation, we are confident that our students will be more successful in college and beyond.

REGISTRATION

The Registrar’s Office at Dixie State University guides students through the registration process and keeps all records secure. They are also responsible for the university catalog, graduation, transfer credit evaluation, Degree Works, and residency.

Goals for the Year

Customer Service
Goal 1: Develop and implement the new CIM Program form.

The Program form (PIM) has been created and Courseleaf has the crosswalk tables to implement this new form. We are currently doing some fine tuning and we expect this form to be live August 2019. There will be training on how to use the PIM form for new programs and for updating existing programs.

Professional Development
Goal 2: Create training modules for Banner 9

This is a work in progress, some of our training modules have been updated to reflect changes in Banner 9. We are updating as many trainings as we can this summer and will continue to make new trainings as we get requests or when we see need for training in specific areas.

Goal 3: Develop a veteran’s 101 course for faculty and staff called “Got Your Six”.

The “Got Your Six” training has been recorded and we are working with the Media Department to get the video edited. We are anticipating having the video on the Veteran website before the end of Fall semester.
Accomplishments

- 3,792+ college transcripts were received, evaluated, and entered into Banner.
- Residency Officer processed 341 residency applications, 274 applications (or 80%) were approved.
- 781 complete withdrawals were processed, 15% less than last year.
- Veterans Coordinator logged 2,109 student visits thanks to the Veterans Center in from July 1, 2018 – May 15, 2019. Veteran Student Services served 233 beneficiaries during the school year, a 5% increase over last year.
- With the intention of improving the user experience with the catalog, the catalog was re-organized for 19-20. Feedback was obtained from students, staff (IT was very helpful when discussing how to improve navigation), and the catalog analytics. This collective feedback provided guidance on the reorganization of the catalog which included alphabetical lists of degrees, minors, and certificates; reorganization of content that is visited less often; and the renaming of all the program URLs for consistency and SEO (search engine optimization). Other factors that influenced changes in the catalog were accreditation requirements, the upcoming implementation of the Program form (PIM), and the necessity for updated departmental information that will now be located on the department’s websites, rather than the catalog.
The Way Forward

During the 2019-2020 year the Registrar’s Office will be working on the following goals:

Customer Service/Professional Development
   Goal 1: Targeted training for office staff and student workers.

   This training will be held monthly or more frequently as needed. Some of the trainings will include a quiz at the end. This goal will be helpful in our cross-training efforts and will empower our staff to better assist students, faculty and staff.

Customer Service
   Goal 2: Centralize incoming university/college transcripts.

   In order to facilitate the admission process and timely evaluation of incoming transcripts, a process will be implemented to funnel all incoming transcripts into a central location. As official transcripts arrive, they will be placed in a secure, designated location in the Registrar’s Office. The transcripts will be entered into Slate and Banner daily, any transcripts that cannot be matched or entered into both systems will be separated into a file that will be reviewed twice a week.

Data Processes
   Goal 3: Digitize old records

   This year we will continue to work on digitizing records. These records including uploading previous catalogs that are not currently available on the web, entering pre-sis transcripts into Banner and moving records on microfilm to a pdf format. We will designate a staff member to coordinate this ongoing effort.

FINANCIAL AID & SCHOLARSHIPS

The Financial Aid & Scholarships Office at Dixie State University provides information and assistance to students in applying for institutional, state and/or federal scholarships, grants, loans, and work-study that will assist those who qualify in reaching their educational goals.

Goals for the Year

The DSU Financial Aid & Scholarship Office is always reviewing at our processes and procedures looking for ways to be more efficient when completing student financial aid and scholarship files.

We had heard of other USHE schools that were using a verification platform called Campuslogic to collect documents and information electronically, 24/7/365. We visited Weber State University who graciously showed us their processes and how they use the Campuslogic product. We made a proposal to the Administration at DSU who saw a demonstration of the product and we were awarded the funds and signed a five-year contract
with Campuslogic. We began using Campuslogic’s Verify My FAFSA in November and it has been very successful getting students and parents to submit their FAFSA verification items sooner allowing them the opportunity to plan their financial resources for the coming year.

Accomplishments

- Implemented CampusLogic, a web-based FAFSA verification and forms system allowing students and parents to submit required documentation from anywhere at any time. It has simplified and streamlined the verification process resulting in an 90% increase to-date over last year in the number of students completing verification.
- Successfully awarded the first year of graduate level federal student financial aid.
- FAFSA’s processed: 15,738
  - Grants: $14,907,260
  - Work-study: $461,278
  - Loans: $16,807,667
  - Scholarships: $17,211,352
  - Total amount of monies awarded: $49,387,557
- Hirings
  - Steven Bryan was hired to replace London Steglich as the Financial Aid Coordinator.
  - Marcie Kaye was hired as Financial Aid Counselor/Financial Aid Processing Technician.
  - Jessica Oliveira was hired as a part-time Scholarship Assistant.
  - Kelly Wilkins was hired as a part-time Financial Aid Specialist.
- Mailed a postcard (see below) to new and continuing students who haven’t submitted a FAFSA.

Apply now for Federal Financial Aid!

QUALIFY FOR:
Pell Grant, Work Study & Student Loans

Go to: fafsa.ed.gov

DIXIE STATE UNIVERSITY
School Code: 003671
The Way Forward

This coming year, we will continue to build on the Campuslogic platform and implement a new dynamic financial aid award notification. The new notification will allow us to change messaging throughout the school year. It will also allow us target specific information based upon the student demographic such as Utah residents and non-residents. This will give students direct information that is pertinent to them and their needs. We are hoping that this new notification will enhance the student’s understanding as they prepare to cover the costs associated with higher education for the coming year. New Student and Family Programs

The New Student and Family Programs Office at Dixie State University is responsible for the design, development, and implementation of a comprehensive student transition plan, which includes communications, outreach events, new student orientation, and services that will move new students (freshman and transfer) through the enrollment process from admit to matriculated student, as well as accompanying parent & family programs.

Goals for the Year

• Remove confusion and barriers.
• Shorten the gap of communication between the time students are admitted to the time they are initially contacted.
• Create a single point of contact for students with advising and peer coaching.
• Create an onboarding process that shows the steps, and purpose of each step, a new student is asked to do from admission through registration and the first day of classes.
• Increase communication to parents.
Accomplishments

- **Early Alert Program**
  - 725 flags raised and 3,118 kudos raised in Fall 2018/465 flags raised and 3,122 kudos raised in Spring 2019
  - 174 referrals raised in Fall 2018/155 referrals raised in Spring 2019
  - Received and cleared 40 different student concern forms.
  - Early Alert System has become an increasingly more utilized communication tool for student success and retention.

- **New Student Onboarding and Communication**
  - Plan created this year with the goal to create a more immediate connection, personal approach and to reduce confusion.
  - Once students say “yes” to enrollment intention form, they move from admissions to peer coaches and academic advising.
  - Canvas course created as an online orientation and to provide direction on how to register for classes.
  - Several new print pieces sent out to students and parents.

- **Dixie Outreach Days**
  - Revamped program to make it more comprehensive and welcoming, providing “just-in-time” information for students and parents, focusing on financial aid, housing, and registration.
  - Exceeded 2018 in number of attendees by 83% for those along the Wasatch Front, Nevada, and California.
  - Supplemented with three webinars on the following topics: Registration - March; DACA/Undocumented hosted by MIC - June; How to Pay for College hosted by MIC - July.

- **Orientation**
  - Adjusted the timing of orientation based on feedback from last year’s survey.
  - Prepare students and their supporters with a vision to learn, connect, and engage.
  - Continue to include academic support and student support resource information.
  - Mailed onboarding postcard that included orientation dates and sign up information.
  - Updated orientation booklet and folder.
Family Programs
- Created dual Parent and Family Programs mission and vision statement that addresses both parents of students and student parents.
- Created Parent and Family Programs booklet that is part of the orientation booklet.
- Restructured parent session at orientation to make it more engaging.
- Set up a parent Facebook page.
- Partnered with Alumni Association to host a parent weekend during homecoming and create a parent traditions piece in the tradition app.

The Way Forward

As part of the 2018 – 2019 goals for the New Student & Family Programs Department, we created a five year plan. The main focus of that plan was to create/develop a department. We were several programs within the Student Success Center. We are now a more cohesive set of programs within our own department under enrollment management:

Previous Programs:
- New Student Orientation
- Early Alert
- Parent & Family Programs

Current Programs:
- New Student Communication & (Admitted Student) Onboarding
- New Student Orientation & Outreach
- Parent & Family Programs

2019 – 2020 Department Goals:
- Create a more cohesive website for New Student & Family Programs, combining our current pages to better brand our department and make things easier for students and parents.
- Document program processes with time-lines, checklists, and strategic plans, including outreach events, communication, and parent programs.
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.

Goals for the Year

In addition to the areas of the University strategic plan that the Student Success and Co-Curricular Assessment department is responsible for, the department had several goals for the year:

- Support university efforts reducing failure rates in high failure rate courses in collaboration with the academic leadership
- Support university-wide retention initiatives
- Implement the Centralized Assessment Management System (Task Stream)

As a result of collaborative efforts across the entire University, the retention rate for first-time full-time bachelor degree seeking students at DSU increased by 3.5 percentage points, from 54.7% to 58.2%, which is cause for celebration.

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

PEER COACHING

The Peer Coach Program is designed to help students in their freshman year transition into college life. We realize that coming to college brings a new set of expectations and challenges that our students may or may not be fully prepared for. Our goal is to help students adapt to this new chapter in their life.
Goals for the Year

The first goal with the peer coach program was to expand our role within Trailblazer Connections. We desired to have representation in every section and require students to meet with a peer coach as part of the curriculum.

The second goal was to see at least a 5% increase in fall to spring retention for the cohort. Both of these goals were met for the 2018-2019 academic year.

Accomplishments

- Peer coaches will reach upwards of 75% of freshmen this coming fall. Within that 75%, the peer coach program will have a targeted and specialized cohort of approximately 1000 students. We will compile individualized plans for each of these students that focuses on developing the soft skills needed to be successful in college. Students will be required to meet four times, outside of class, to check up on their progress and intervene, when necessary.
- Last year the program impacted fall to spring retention by 5%. This year the impact increased to 12% higher retention for our cohort, with overall retention at 60% in the peer coach program, and 64% for full participation in the peer coach program. Compared to the overall University Fall to Fall retention rate of 58.2%, this is a marked improvement. Beyond that, the impact on retention was felt at every index level, high to low. If a student utilized their peer coach, they did better than a freshman student who didn’t.
- Beyond retention, the peer coach program has taken on the new role of onboarding new freshmen committed to DSU. By taking on this responsibility, the peer coaches will now develop a relationship with a student the spring before the commit then meet them at orientation and retain them once school starts. This comprehensive approach to retention will help the student develop a deeper relationship with the university and get them integrated into campus culture.

Peer Coaching Success Story

LaTonya Davis is a recently hired peer coach with a unique background. LaTonya is a single mother from Las Vegas, Nevada who came to Dixie State University last year not knowing anyone or anything about the school and area. Although initially discouraged by the difficulty of adjusting to life in St. George, LaTonya developed a relationship with a peer coach who helped her define her goals and understand why she is here. After finding her purpose her grades went up and her ability to persevere in the face of hardship improved. Fast forward to today and we are pleased to announce that LaTonya is now a peer coach with the program who will greatly help us retain students going through similar difficulties.

The Way Forward

This coming fall, our goal is to standardize the requirements for peer coach meetings in Trailblazer Connections (last year the points for meeting a peer coach were not uniform so some sections didn’t make it a point of emphasis), and to increase fall to spring retention by 10% of institutional average. Additionally, we want to begin creation of a second year retention program that works with fall semester sophomores.
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.

Goals for the Year

In 2018-2019 the Structured Enrollment Program implemented the approved SSC 1020 and SSC 1060 courses to provide a true first-year program for our students. We successfully provided these courses to 288 at-risk freshmen students.

Our goal to increase retention was met when 83% of our students fully engaged in the program were retained from Fall to Spring. Additionally, Fall to Fall retention saw an increase of 6% this year, thanks to changes made in this program. We decreased Academic failure by 9% which directly impacts retention because students with a GPA >2.0 are significantly more likely to graduate.

Our goal to align course assignments with course learning outcomes (Resources Awareness, Academic Skills, Critical Thinking, Self-Regulated Learning and Financial Literacy) and institutional learning outcomes (Learning, Opportunity, Responsibility) was successful. We will continue to examine outcomes, and assignments and identify signature assignments for each course for the 2019-2020 academic year.

Our students learn how to improve study skills, understand and apply critical thinking, apply self-regulated learning, set goals, financial literacy and GRIT through our goal setting, class lectures and assignments. We will continue to improve this by adding Bloom’s Taxonomy of Learning.

Accomplishments

- 283 Students were enrolled in the Student Success Program and in SSC 1020 (Study Skills and Student Success) for Fall 2018
- Fall to spring retention at 83% with students fully engaged in the program, up from 66.2% 2017-18 academic year
- Average of 218 student visits to the Student Success Center per month
- Made 718 referrals to DSU resources Fall 2018 semester
- 9% of students in the program report Study Skills & Student Success course is helpful
- Collaborated with Academic Advising to use a survey to prebuild Structured Enrollment student schedules, easing students transition to college
- 4 peer coaches hired to work with incoming freshmen students next year were Structured Enrollment students, a great sign for student development
Success Stories

Jacob Olson is a phenomenal student and an inspiration. He came to DSU Fall of 2018 with a 2.7 GPA and finished his first semester with a 4.0 GPA. He was accepted into the Honors Program and is currently taking honors Humanities. He was awarded the Rising Star Scholarship for his effort and engagement in college in January 2019. Jacob continues to do well academically and is very focused on his goal to become a doctor. He will graduate from the Student Success Program this spring and will apply to be a Peer Coach for the following year. We are very proud of his accomplishments.

Savannah Snyder is an amazing young woman who came to St. George from Virginia to pursue her dream of becoming a teacher. She is an engaged and dedicated student who came to DSU Fall 2018 with a 2.27 GPA and finished her first semester with a 3.66 GPA. She was nominated for the Rising Star Scholarship for her consistent dedication to her academic success. Her energy and enthusiasm are contagious, and she is a joy to be around. She will graduate from our program at the end of fall semester and was recently hired as an Administrative Assistant at DSU. Savannah is now eligible for the Dixie ½ Merit Scholarship.

The Way Forward

We are working closely with the Assistant Provost of Academic Success and the Academic Advisement Center to enhance academic advising and other forms of academic support for students in the Structured Enrollment program. Structured Enrollment students are provided with a one-stop-shop for services that include academic advising, career counseling, peer coaching, and mentoring.

We will continue to build the program to meet the needs of the incoming freshmen students, as well as, expand the quality for our students by providing additional programming to promote engagement and Learning with Outdoor Leadership Academy, and Dinner & Dialogue for instructors and 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.

Goals for the 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.

Accomplishments

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 – 84%

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 – 87%

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 – 73%
   40% of new participants served each year will transfer with an associate degree or certificate within four (4) years.
   DSU SSS Transfer Rate – 60%
The funded grant amount for the 2018-2019 year was $340,414. Of that amount, more than $39,350 was awarded to students in the form of a Participation Grant and $23,900 in indirect costs went directly into DSU funds as the sponsor of the grant.

The Way Forward

TRiO Student Support Services is busy writing a new grant for the upcoming grant cycle. If funded, this grant will support the program for an additional five years and will provide the necessary resources to continue assisting qualified students at DSU.

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.

Goals for the Year and Accomplishments

- 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 92 ETS seniors in receiving over $1 million in scholarships and other student aid for their first year in college.
- DSU ETS program served 832 students in the 2018-19 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 98% – 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 37% – goal exceeded.
- DSU ETS TRIO grant objective #4 for Postsecondary Education Enrollment is 20%. DSU ETS participants met the criteria for the goal with 68% – goal exceeded.
- DSU ETS TRIO grant objective #5 for Postsecondary Education Attainment is 15%. This goal is calculated six years after graduation from high school. DSU ETS participants met the criteria for the goal with 43% - goal exceeded.
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.

Goals for the Year and Accomplishments

- 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 78.88% 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; 97.77% 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; 85.29% 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. 96.66% 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. 90% 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. 52% 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.
Goals for the Year

The three main goals in Career Services are:

- Help DSU students make short term and long term goals needed to provide knowledge and skills for future career and life decisions
- Provide quality internships, experiential learning, and employment opportunities to students to increase their employability and career options.
- Invest in training and resources to facilitate growth and education of Career Services staff to stay ahead of changing employment trends

Accomplishments

Employer Relations
Our Employer Relations team is committed to building, enhancing, and strengthening relationships with employers to directly benefit students by providing internships, active learning, and employment opportunities.

2017 - 2018 Graduate Employment Data
Information gathered 1 – 1.5 years after graduation
- 769 students graduated with a Bachelor’s Degree following the 2017-18 academic year. Of those 769, we gathered responses from 288 students (37% response rate).

Findings
The complete findings will be provided to campus. Career Services is working with Institutional Research to develop a dashboard to be placed on the website. The initial findings are listed below:

- What best describes your employment status?
  - Employed or Self-Employed – 81%
    - Full time - 86%, Part time - 14%
  - Continuing Education (Admitted to Program) – 16%
  - Seeking Employment - 3%

- What is your salary range? (Employed Full Time)
  - Less than $20,000 = 4%
  - $20,000 - $29,000 = 7%
  - $30,000 - $39,000 = 18%
  - $40,000 - $49,000 = 29%
  - $50,000 - $59,000 = 22%
  - $60,000 - $69,000 = 8%
  - $70,000 + = 11%
Notable Companies Where Recent Graduates are Employed
- Tesla
- Scientific Games
- Piercy Bowler Taylor & Kern (PBTK)
- Wilson Electronics
- IBM
- Utah Jazz
- L3
- Ernst & Young (EY)
- Enterprise Holdings
- Skywest
- Golden Knights
- Weave
- Maverick Corporation
- Squire
- PrinterLogic

Internships
- During the 2018-19 school year 1,847 DSU students participated in internships for credit, clinicals or student teaching.
- Notable internships: Scientific Games, IHC, Wilson Electronics, PrinterLogic, RAM, CBIZ, Tuacahn, Voxxy Marketing, Stephen Wade, Live Well Center, City of St. George, Skywest

Targeted Student Services
Our DSU Career Coaches strive to help students discover and employ career and life decisions leading to an intentional career path.

Individual Student Appointments
- 2,013 total appointments (Up 19% over 2017-18)
- 36% of Freshmen, 25% of Sophomores, 13% of Juniors, 25% of Seniors, 1% Alumni
- Breakdown by College
  - 45% College of Business & Communication
  - 15% College of Humanities & Social Science
  - 14% College of Health Science
  - 10% College of Science, Engineering & Technology
  - 8% College of the Arts
  - 8% College of Education
- Appointment Exit Survey
  - As students leave Career Services, they are encouraged to fill out a short exit survey to rate the quality of service they received that day. Some of the results have been included below.
    - The information I received today was relevant and will assist me in my career path. 83% strongly agree, 16% agree, 1% disagree
    - Overall, my experience helped me develop career & life goals. 67% strongly agree, 32% agree, 1% disagree
Career Lab (New Service Added this Year)

- The primary purpose of the Career Lab is to connect students with Career Mentors who can build rapport with their peers and to help meet their needs. The Career Mentors provide initial services including: Handshake, Co-op, Focus2, beginning career exploration and basic resumes and cover letters.
- Three Career Mentors received training and were available to help students.
- Career Mentors receive additional training and exposure to careers and opportunities for their personal career development.
- Students were welcome to stay in the Career Lab, as long as they needed, to use the computers or their own devices to work on resumes, Handshake profiles or to take the Focus2 Career Assessment.
- Career Coaches were on hand if additional help was needed or if a student wanted to follow up with a more in-depth appointment.
- 134 appointments occurred this year in the Career Lab
- Some of the comments received from the exit survey:
  - Nic Experience. Got good help!
  - My Career Mentor was extremely helpful and really good to work with me. It’s nice when they want you to succeed.
  - Great insight regarding my resume.
  - My Career Mentor was very helpful and great to work with.
  - She was AWESOME!
  - She was extremely helpful and helped me make my resume look amazing!

The Way Forward

In Career Services, we have three on going goals with associated strategies and action steps. Each year, we reevaluate our action steps to ensure we are continually driving a career focused campus and providing opportunities to students that will enable them to intentionally work toward and establish careers of their choice and design.

Testing Services

Testing Services is comprised of three separate testing operations: Student Testing, Professional Testing, and Prometric Testing. The Student Testing Center is for DSU students wanting to take an exam for one of their classes. The Professional Testing and Prometric Testing Centers are used by both students and professionals to take various paid certification exams, placement tests, and exams for other universities. Part of the mission of Testing Services is to provide a testing location and atmosphere that is secure, comfortable, and stress-minimizing.

Goals for the Year

For the 2018-2019 academic year, Testing Services set out to expand and update exam offerings, collaborate with outside stakeholders, and to improve operational efficiency through several internal process audits. The following list details the goals set for the 2018-2019 year and the results of those goals.
1. Replace DSU’s placement exams because the old versions were about to expire. Testing Services employees worked with many stakeholders to implement the ALEKS PPL for math placement and the next-gen Accuplacer for reading and writing placement.

2. Engage in a collaborative project with another Student Affairs department. Testing Services teamed up with Student Success and Institutional Research to pilot ACT’s Tessera exam for social and emotional learning.

3. Help the DSU nursing department implement a new entrance exam. DSU Professional Testing set up and became certified to proctor El Sevier’s HESI A2.

4. Host the IRTA conference for regional Testing Professionals. The IRTA conference was successfully hosted with over a dozen institutions from Utah and Idaho represented.

5. Expand the list of revenue-generating exams offered at the Professional Testing Center. The professional center added the LSAT law school entrance exam and a screening exam for the Richin’s eye center.

6. Feedback from stakeholders
   1. Implemented an internal proctor survey. Based on the feedback received, signage was improved, the filing system was updated, and the proctor training system was updated.
   2. Each academic department was contacted to get feedback on services and processes.

7. Audited internal processes
   1. An internal audit was completed for the Student Testing Center’s filing system. The filing system was revised to streamline redundant processes and larger files were purchased to accommodate larger classes.

Accomplishments

- 82,999 Total Exams Proctored
- $204,122 in Revenue Generated
- Hosted the Intermountain Region Testing Association (IRTA) conference
- Implemented a new math placement exam, the ALEKS PPL

The Way Forward

Testing Services will build on the 2018-2019 goals through continued efforts to expand test offerings and improve efficiency. The department will also make efforts to improve communication with new students and faculty and create an employee development program for student employees in the department.

1. Audit closed files in the Student Testing operation monthly to track quality and errors.
2. Implement a faculty survey.
3. Update operating software in the Professional Testing lab for all workstations.
4. Add new revenue-generating exams.
5. Petition GMAC for an Exception that would allow DSU to offer the GMAT exam.
6. Find a funding source to cover revenue lost due to changes in the competitive landscape.
7. Create a testing advisory panel to inform and support Student Testing Center exam policies.
8. Create and post a short instructional video on the Testing Services homepage to educate new students on what to expect when they come to take a test.
9. Create an employee development program for student employees.
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.

SUPPLEMENTAL INSTRUCTION (SI) PROGRAM

Over the last several months, we met with chairs and faculty, obtained feedback and developed a grant proposal for student led supplemental instruction. An Atwood grant was received for $95,000. A coordinator has been hired to supervise about 10 student supplemental instruction leaders. The 24 course sections being offered in fall 2019 are as follows:

<table>
<thead>
<tr>
<th>Math 1040S-01</th>
<th>Chem 1210</th>
<th>Biology 1010S-02</th>
</tr>
</thead>
<tbody>
<tr>
<td>Math 1040S-02</td>
<td>Chem 1210</td>
<td>Biology 1010S-01</td>
</tr>
<tr>
<td>Math 1040S-03</td>
<td>Chem 1110</td>
<td>Biology 1010S-50</td>
</tr>
<tr>
<td>Math 1050S-01</td>
<td>History 1700S-02</td>
<td>Biology 1010S-51</td>
</tr>
<tr>
<td>Math 1050S-02</td>
<td>History 1700S-01</td>
<td>Psych 1010S</td>
</tr>
<tr>
<td>Math 1050S-03</td>
<td>Biology 1610S-</td>
<td>Psych 1010S</td>
</tr>
<tr>
<td>Geog 1000S-01</td>
<td>Biology 1010S-04</td>
<td>Psych 1100S</td>
</tr>
<tr>
<td>Geo 1010S-01</td>
<td>Biology 1010S-03</td>
<td>English 1010-19</td>
</tr>
</tbody>
</table>

In order to offer these courses, they had to be approved by the curriculum committee in each college, the university curriculum committee and the general education committee.

These courses are designed for all students wishing more academic support in particular high-enrollment, high-fail-rate courses (30% or higher DFW rate). A peer SI leader will attend each class session to create relationships with students and will conduct an additional, mandatory homework/study session outside of class, giving students additional help above the non-SI course. Most studies show those who enroll in and attend SI courses score more than a full grade point higher than those in the standard course.

Our target student group is at-risk students including structured enrollment (index score less than 45) and TRIO. But, we also want a mix of higher-performing students too: a student trying to get into the nursing program and must have an A in Biology 1610 or another student who scored a C- in English 1010 the first time and will need additional help to score higher on her second try, for example.

All the courses on the list except English 1010, Chem 1210, and Chem 1110 are official SI courses with the study session already added into the course schedule (some in progress). English and Chemistry will be pilot SI courses for Fall 2019, in which students will have many weekly SI sessions to pick from.
We have been communicating with students about SI by texting the information to all newly admitted freshman for fall 2019, sending out a parent communication. The director over the Academic Performance Center, Robert Gray, is running an orientation break-out session. We have also called students via the call center. Despite these efforts registration in SI sections of History 1700 are low, and the department chair changed them to regular sections; so these sections were changed from mandatory to voluntary supplemental instruction. We are calling students regarding Psychology 1100 and other courses because registration is low. The plan is if mandatory SI is not implemented we go with voluntary sessions in the Academic Performance Center. All SI leaders are hired and trained ready for the fall.

Next Steps:
- Get spring courses approved by curriculum committees
- Get instructional materials and online resources for SI courses from Bruce Harris

Recruit Back Scholarships

Strategic plan funding was made available to directly support students in financial need. Students are able to apply for a one-time grant directly funded by DSU to help them pay off any outstanding balance to allow them to register for classes for a new semester. This program has seen great success so far and has been a big help in our retention efforts.
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

The Department of Student Involvement & Leadership (SI&L) is committed to training and advising the Dixie State University Student Association (DSUSA) leaders on campus policy and procedure, and promoting involvement in an inclusive learning environment. The mission of DSUSA is to provide all Dixie students with educational, social, and service opportunities and a sense of belonging. The DSUSA leadership oversees student fee allocation, and advocates for the student body academically, socially, and personally. DSUSA and the Department of SI&L aim to foster school spirit, create unity, and craft a unique Dixie culture by promoting established traditions while shaping new ones.

Goals for the Year

- Preserve Dixie State traditions (Homecoming, D-Week, etc.); produce a variety of events that appeal to an increasingly diverse student population; offer a minimum of one major student event weekly; generate daytime programming for commuter students; maintain high quality events that foster strong student involvement.
- Maintain a vibrant and diverse club community that provides personalized student involvement and social engagement
- Maintain a fully functioning and cutting-edge Service Center; offer multiple service opportunities to students; provide service scholarships to students
- Promote academic success by providing funding for students’ academic initiatives including but not limited to conferences, research, capstones; generate, investigate, adopt, and promote student-driven initiatives to strengthen academic environment at DSU

Our overarching goals for the year last year were to maintain our number of events and resources while focusing on increasing quality of content and experience.
Accomplishments

Applied Leadership Program:
2019 saw the launch of the Dixie State University Applied Leadership Program (ALP). The Applied Leadership Program mentored 24 students from the student-leadership teams on campus through individual coaching, 10 workshops, and regular group discussions focused on developing the mindset, habits, and understanding of the actions of leadership. Next year, all full-time students on campus will be encouraged to apply which will not only increase the cohort size but will help an increasing number of students to receive an active learning, active life, experience through leadership.

- During Pilot Year, 150 students were told about the opportunity to apply.
- 24 students applied and were accepted to the program. (16% of audience told about the Program)
- For the 2019-2020 Academic Year, all full-time students on the DSU campus will be contacted and encouraged to apply for the program.
- 10 Leadership Work(hops) were held during the Academic Year.
- 2400 hours of Leadership Involvement were reported

Marketing:
- Marketing Events: 20
- Total Attendance of All (Student Life) Events: 30,000 (average of 612 per event) (17-18 was 24,000)
- Achieved attendance of 2250, the largest dance that DSU had ever had, selling 2000 tickets prior to the event even starting. (2017 Attendance: 2000)
- Achieved attendance of 2600 at Chaos (Halloween/Homecoming Dance), breaking the record for largest dance at DSU. (2017 Attendance: 1955)
- More than doubled the attendance for the traditional DWeek Dance, now branded as “The Inferno” (2018 Attendance: 1650; 2017 Attendance: 790)

Student Life:
- Fall Events: 24
- Spring Events: 25
- Average Cost per Experience (number of attendees divided by cost of event): $8.35
- Total Attendance of All Events: 30,000 (average of 612 per event) (17-18 was 24,000)
- Held two large scale concerts (0 Concerts in 16-17, 1 Concert in 17-18)

Service Branch Numbers:
- 2480 Service Hours
- 39 Projects
- 465 Volunteers
- 5.33 Average Volunteer Hours Per Project
Clubs and Organizations

- 3833 Hours
- 99 Projects
- 38 Hours Per Project
- 955 Volunteers

The Way Forward

For our upcoming school year, we have many exciting things we will be working on. We will be continuing to promote and expand the Applied Leadership Program. Our plan is to promote to campus as a whole and to increase the number of students at large from non-student leader groups in the program. Another focus will be on Athletics. As we transition to Division 1 we will be evaluating an implementing new processes and activities for the Student Section, Cheer, Dance and the Mascot. With the addition of scholarship dollars, we will be increasing the requirements for all of the Spirit Squad. As with each school year, we will be continuing to focus on student activities and involvement. We plan to continue to provide a minimum of 1 activity each week appealing to large and diverse audiences. We will also continue with our efforts with service as well and club participation on campus.

Raging Red

- Spring Semester 2019 Raging Red performed for over 25,000 people, presented 74 shows, visited 26 schools, traveled over 15,000 miles, provided community service outreach to nearly a dozen community and elderly care centers, and participated in 4 major tours – including a Spring Break Tour to Costa Rica to assist with International recruiting.
- Featured entertainment group at the Clark County Fair in Logandale, NV in April
- Released the “You Will Be Found” music video.
- This represents a 400% increase in performances and tours, with a 600% increase in audience members.
Disability Resource Center

The Disability Resource Center seeks to ensure that equal access and resources are available for students with documented disabilities to participate in DSU programs and services without discrimination. To accomplish these goals the department provide reasonable accommodations to assist eligible students persist and graduate.

Number of students registered with the DRC for each of the past three years including top four accommodations:

<table>
<thead>
<tr>
<th>Year</th>
<th>Service Type</th>
<th># of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>General Accommodations</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Exams Proctored</td>
<td>385</td>
</tr>
<tr>
<td></td>
<td>Alternative Texts</td>
<td>1335</td>
</tr>
<tr>
<td></td>
<td>Not taking assistance</td>
<td>48 students (144 books)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>63 in 148 courses</td>
</tr>
<tr>
<td>2016-2017</td>
<td>Golf Cart Transportation</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>512</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1845</td>
</tr>
<tr>
<td></td>
<td></td>
<td>70 rides per week</td>
</tr>
<tr>
<td></td>
<td></td>
<td>55 in 135 courses</td>
</tr>
<tr>
<td>2017-2018</td>
<td>Note taking assistance</td>
<td>426</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1648</td>
</tr>
<tr>
<td></td>
<td></td>
<td>72 in 152 courses</td>
</tr>
<tr>
<td></td>
<td></td>
<td>50/week. Service discontinued</td>
</tr>
<tr>
<td></td>
<td></td>
<td>in Spring 2019</td>
</tr>
<tr>
<td>2018-2019</td>
<td>Golf Cart Transportation</td>
<td></td>
</tr>
</tbody>
</table>

Goals for the Year

Some goals the department worked on included increasing disability awareness on campus, reviewing and updating department policies and procedures and promoting campus diversity and inclusion through collaboration with the MIC and Veterans Resource Center.

Accomplishments

- The DRC in collaboration with the MIC hosted a panel of faculty, staff, and students with disabilities and students without disabilities to share their perspectives on disabilities and accessibilities on campus. The event was well attended with more than 35 attendees mainly students and staff. Some participants recommended to have more campus-wide trainings and disability awareness events.
- The department worked on a training material (Rights and Responsibilities of Service Dogs Owners) to help faculty and staff appropriately respond to service dogs on campus without violating owner’s rights.
- The department collaborated with outside agencies including Vocational Rehabilitation and Red Rock Center for Independence (RRCI) to provide more resources for students. One of these collaborations resulted in establishment of a scholarship fund by RRCI for students with disabilities enrolled at DSU.
The Way Forward

Goals for 2019/2020 include providing ongoing faculty/staff training to increase awareness and support for students with disabilities. Another goal is to provide both online and face to face training opportunities to increase student awareness on rights and responsibilities under the Americans with Disabilities Act.

CAMPUS RECREATION

The mission of Dixie State University Campus Recreation is to enrich the lives of its students, faculty, staff as well as the community by providing diverse, safe, educational, and enjoyable recreation opportunities. These engagements are geared to develop healthy habits of an active lifestyle, to allow for participation in friendly competition, the exploration of the wonders of Southern Utah, provide leadership opportunities, and develop a strong sense of community, that are intended to promote physical, mental, spiritual and social enrichment.

Goals for the Year

Goal 1: Earn NIRSA School Status and become more involved nationally in NIRSA
Result: Accomplished; This year Campus Recreation became a NIRSA School and continued to participate in regional and national conferences, competitions and other events through NIRSA

Goal 2: Develop and implement Department policies and procedures, handbook, and pay structures
Result: Accomplished; The Campus Recreation Team has worked hard in this area as the department continues to grow and evolve

Goal 3: Prepare for the move to the Human Performance Center
Result: Campus Recreation continues to be strategic in the preparation for the addition of the Human Performance Center on campus. The Campus Recreation team has been instrumental in providing data, insight and expertise for the HPC committee as an equipment budget was set, building programming is considered and staffing needs are studied.

Accomplishments

• Designed and implemented our Campus Recreation App
  o Major Features
    » Allows students to use their phone to gain access to the Fitness Center and SAC
    » Easily check group fitness class schedules.
    » Register for intramural activities
• Kids All-Sports Camp
  o Significant Outcomes
    » Children 5-11 years
    » Increase skill
    » Community Service
    » 40 Campers
Fitness & Wellness
Accomplishments

- Increased group fitness classes from 4 (Spring 2018) to 25 (Fall 2018 & Spring 2019)
- Instituted the “HER” program. Monthly seminar for women to provide instruction in exercise & nutrition programming & prescription, as well as addressing current fitness topics that affect women.

Outdoor Adventures
Accomplishments:

- Began Rebranding and Pricing Update
- Finished Front Desk Rock Wall

Club Sports

- Wrestling Team participated in the NCWA National Tournament in Allen, Texas. Shavelle Espindola was a finalist.
- Rodeo Club had a successful fall and spring season. McKinley Drake and her horse won the “Horse of the Year” award.

Intramural Sports

Fall 2018 Events (22)

<table>
<thead>
<tr>
<th>SPORT/AIDSCTIVITY</th>
<th># OF TEAMS</th>
<th># OF STUDENTS</th>
<th>CONTACT HOURS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Flag Football (men)</td>
<td>14</td>
<td>181</td>
<td>1267</td>
</tr>
<tr>
<td>Flag Football (coed)</td>
<td>14</td>
<td>278</td>
<td>2780</td>
</tr>
<tr>
<td>Flag Football (Womens)</td>
<td>4</td>
<td>42</td>
<td>126</td>
</tr>
<tr>
<td>4v4 Sand Volleyball (men)</td>
<td>7</td>
<td>34</td>
<td>102</td>
</tr>
<tr>
<td>4v4 Sand Volleyball (coed)</td>
<td>18</td>
<td>103</td>
<td>721</td>
</tr>
<tr>
<td>4v4 Sand Volleyball (Womens)</td>
<td>5</td>
<td>23</td>
<td>92</td>
</tr>
<tr>
<td>6v6 Outdoor Soccer (coed)</td>
<td>13</td>
<td>144</td>
<td>1152</td>
</tr>
<tr>
<td>Singles Ping Pong (open)</td>
<td>NA</td>
<td>10</td>
<td>30</td>
</tr>
<tr>
<td>Doubles Ping Pong (open)</td>
<td>6</td>
<td>12</td>
<td>36</td>
</tr>
<tr>
<td>3 on 3 Basketball (coed)</td>
<td>10</td>
<td>52</td>
<td>520</td>
</tr>
<tr>
<td>3 on 3 Basketball (men)</td>
<td>23</td>
<td>122</td>
<td>1220</td>
</tr>
<tr>
<td>3 on 3 Basketball (women)</td>
<td>5</td>
<td>25</td>
<td>175</td>
</tr>
<tr>
<td>Turkey Bowl (men)</td>
<td>10</td>
<td>86</td>
<td>430</td>
</tr>
<tr>
<td>Free Throw Contest</td>
<td>NA</td>
<td>35</td>
<td>2</td>
</tr>
<tr>
<td>SPORT/ACTIVITY</td>
<td># OF TEAMS</td>
<td># OF STUDENTS</td>
<td>CONTACT HOURS</td>
</tr>
<tr>
<td>-------------------------------------------</td>
<td>------------</td>
<td>---------------</td>
<td>---------------</td>
</tr>
<tr>
<td>3 Point Contest (open)</td>
<td>NA</td>
<td>45</td>
<td>2</td>
</tr>
<tr>
<td>Bowl Pick ‘Em</td>
<td>NA</td>
<td>45</td>
<td>2</td>
</tr>
<tr>
<td>Cornhole (Doubles)</td>
<td>13</td>
<td>26</td>
<td>78</td>
</tr>
<tr>
<td>NIRSA Mens Flag Football Regional Tournament</td>
<td>1</td>
<td>16</td>
<td>80</td>
</tr>
<tr>
<td>NIRSA Womens Flag Football Regional Tournament</td>
<td>1</td>
<td>12</td>
<td>60</td>
</tr>
<tr>
<td>Pickleball</td>
<td>20</td>
<td>40</td>
<td>120</td>
</tr>
<tr>
<td>International Student Clinic</td>
<td>NA</td>
<td>276</td>
<td>1104</td>
</tr>
<tr>
<td><strong>Semester Total</strong></td>
<td><strong>165</strong></td>
<td><strong>1623</strong></td>
<td><strong>10177</strong></td>
</tr>
</tbody>
</table>

Spring 2019 Events (17)

<table>
<thead>
<tr>
<th>SPORT/ACTIVITY</th>
<th># OF TEAMS</th>
<th># OF STUDENTS</th>
<th>CONTACT HOURS</th>
</tr>
</thead>
<tbody>
<tr>
<td>5v5 Basketball (men)</td>
<td>20</td>
<td>183</td>
<td>1281</td>
</tr>
<tr>
<td>5v5 Basketball (coed)</td>
<td>6</td>
<td>68</td>
<td>476</td>
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<tr>
<td>NIRSA Mens 5v5 Basketball Regional Tournament</td>
<td>1</td>
<td>10</td>
<td>80</td>
</tr>
<tr>
<td>3 Point Contest</td>
<td>NA</td>
<td>40</td>
<td>2</td>
</tr>
<tr>
<td>Foul Shot Contest</td>
<td>NA</td>
<td>40</td>
<td>2</td>
</tr>
<tr>
<td>5v5 Basketball All-Star Game</td>
<td>2</td>
<td>24</td>
<td>2</td>
</tr>
<tr>
<td>All Star Game/Events (Attendance)</td>
<td>NA</td>
<td>100</td>
<td>NA</td>
</tr>
<tr>
<td>NCAA Bracket Challenge</td>
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<td>40</td>
<td>6</td>
</tr>
<tr>
<td>6v6 Indoor Volleyball (Coed)</td>
<td>16</td>
<td>142</td>
<td>1846</td>
</tr>
<tr>
<td>Indoor Soccer (Coed)</td>
<td>10</td>
<td>81</td>
<td>567</td>
</tr>
<tr>
<td>Indoor Soccer (Mens)</td>
<td>3</td>
<td>24</td>
<td>120</td>
</tr>
<tr>
<td>Singles Billiards</td>
<td>NA</td>
<td>3</td>
<td>9</td>
</tr>
<tr>
<td>Softball (Mens)</td>
<td>5</td>
<td>63</td>
<td>441</td>
</tr>
<tr>
<td>Softball (Coed)</td>
<td>13</td>
<td>204</td>
<td>1428</td>
</tr>
<tr>
<td>4v4 Sand Volleyball (Coed)</td>
<td>9</td>
<td>39</td>
<td>117</td>
</tr>
<tr>
<td>4v4 Sand Volleyball (Mens)</td>
<td>4</td>
<td>17</td>
<td>51</td>
</tr>
<tr>
<td>Great Race</td>
<td>24</td>
<td>240</td>
<td>NA</td>
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<tr>
<td><strong>Semester Total</strong></td>
<td><strong>113</strong></td>
<td><strong>1338</strong></td>
<td><strong>6430</strong></td>
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</table>
Accomplishments:

- Flag Football
  - Men’s team won the NIRSA Western Regional tournament at UCLA
  - CoEd Team runner’s up in the NIRSA Western Regional tournament at UCLA
  - First year sending a women’s team to the Western Regional tournament

- Basketball
  - Men’s team won the NIRSA Western Regional Tournament at UCLA
  - Men’s team were Runner’s-up in the NIRSA National Tournament in Wichita Kansas.

AQUATICS

Accomplishments 2019

- The New Year brought not only new staff but a new position to the pool here at Dixie State University. This year we hired the new position of an Aquatics Training Specialist. Tammy Williams was a great fit for the position with her knowledge and involvement with the American Red Cross Association. She has been used to help train and prepare all staff including lifeguards and all summer swim staff. She was brought on at the best time and was used as a great resource during the hiring process for our summer staff back in March. She plans in-services bi-weekly to help train and prepare our staff. She is also on site during swim lessons to help manage and help the swim instructors and aids. She was also able to hold a Water Safety Instructor course which enabled us to have the best swim instructors possible who are well trained and qualified to teach children how to swim and be safe around water.

- This new change has opened a lot of windows for our facility and has given us the opportunity to better train and ready our staff for any situation. We have felt that this change has impacted us for the better and we are excited to see what comes from this new position in the future.

The Way Forward

Goal 1: Order, install and train all staff on the new Human Performance Center equipment (July-September 2019)

Goal 2: Conduct an assessment to determine the efficacy of all new policies and procedures are appropriate and functioning properly for the Human Performance Center (October-December 2019)

Goal 3: Expand and add new Campus Recreation programming as per increased facilities and equipment as needed and as other resources are available, including staffing and funding (January-March 2020)

Goal 4: Conduct an End of the Year assessment and evaluation of the Human Performance Center (April-June 2020)
HEALTH AND COUNSELING CENTER

The DSU Health & Counseling Center provides services that support campus wide well-being to enhance the ability of the Dixie State University community to thrive and succeed. The Health & Counseling Center coordinates Wellbeing Services across the Dixie State University Campus in support of the institutional mission, values and goals of the campus-wide strategic plan. The Health & Counseling Center also provides direct services that include acute health care brief mental health services and referrals to community partners. The Health & Counseling Center offers wellness program that delivers educational services and information to teach wellness-based approaches to life, enhance coping skills, and encourage the development of healthy lifestyles and behaviors.

Goals for the Year

- Get all ongoing records to digital format. Move old records to digital format
  - All counseling and most medical files have been moved to HIPAA compliant digital format
  - Further engaging digital system for future charting
- Increase center staffing
  - Engaged U of U training program, began establishment of UT-PIC pre-doctoral internship
  - Hired 2 full time employees within current budget
- Increase impact on campus by adding more outreach events with wellness interventions along with “fun”
  - Added yoga, meditation and collaboration with Recreation services
  - Wellness workshop series
- Increase utilization of services
  - Up year to year by +19%

Accomplishments

- Obtained an increase from student fee committee
  - Eliminated appointment fees for students
- Increase in appointments made
  - 19.61% increase
  - 3,784: Fall 2017-Spring 2018
  - 4,526: Fall 2018-Spring 2019
- Increased number of service providers
  - Hired Craig Booth, MD and Lori Mayfield, PhD, NP
  - Provided supervision for 4 Mental Health Therapists in training
  - Establishment of the pre-doctoral level internship
- QPR gatekeepers for increased suicide awareness and prevention
  - 500+ individuals certified as gatekeepers in the last year
- “active learning, active life wellness fair” connected the campus with local resources
  - 2000+ individuals participated
• “Love Is...” was expanded to include the “Sex Ed in Higher Ed”
  o 750+ individuals participated
• “Decompress and Stress Less” methods of relaxation and stress management
  o Collaboration with dining services, recreation services and the library
  o 2000+ individuals participated (each semester)

• Initiated the “Wellness Workshop Series”
  o Offering weekly workshops biopsychosocial aspects of well-being

• American College Health Association -National College Health Assessment
  o Completed Spring 2019-results available upon request

• Student Pulse text service started in Summer 2019
  o Measure University “mood”
  o Provide evidence based interventions to help student mood
  o During initial implementation rate of response around 20-25%

• Medical Health Services:
  o Added physicals and wellness checks
  o Incorporated Electronic Health Records
  o Staff Certified in CPR
  o Increased appointments by 25% (2,547)

• Mental Health Services:
  o Added a LGBTQ+ group therapy offering
  o Added second Prime 4 Life Instructor
  o Enrolled in the NASPA Certified Peer Educator Program to increase peer to peer intervention
  o Offering ongoing training for DSU HOPE squad
  o Provided supervision for 4 Master’s level therapists (3 CMHC and 1 SW)
  o Increase in appointments of 13% (1,979)

The Way Forward

• Expand Center services and presence by including more social/digital outreach and intervention
  o Increase student awareness of available resources
  o Increase ability to access resources and engage in positive wellness practices
• Begin 3rd party charges for Medical services, where applicable
  o Increase availability of services and providers
  o Offer opportunity for students to further understand adulating of payment and use of medical insurance
• Further expand current outreach services to include more collaboration
  o Expand wellness fair into a wellness week
  o Expand Wellness Workshop series onto campus with campus and community experts
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.

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

The Multicultural & Inclusion Center (MIC) is committed to building and increasing diversity at Dixie State University and the surrounding community. This past year the MIC collaborated with many departments, accomplish the goal of increasing diversity and cultural awareness on the campus and in the community.

Goals for the Year

- Restructure the Multicultural & Inclusion Center department and hire Student Coordinators for African American/Black and Latinx student populations
- Revise Multicultural Student Leadership team’s organization structure
- Review programming model for student group and department

Accomplishments

Completed first year with Dr. Tasha Toy as Assistant Vice President for Campus Diversity/CDO. Hired two new staff members:

- Wendell Raiford – African American/Black Student Coordinator
- S. Cesaria Selwyn – Latinx/Hispanic Student Coordinator

Staff Development Activities and Conferences: Governor’s Native American Summit, Utah UPSIL Conference, Expect the Great Conference, Leadership Development during Inclusive Excellence Conference, Diversity Advocacy Training, Safe Zone Training
Departmental
• Rebranding to create the Multicultural Inclusion Student Association (MISA) from the Inclusive Student Leaders (ISL) with a newly appointed Student President.
• Recent renovation to Browning Building created 3 additional office spaces for staff, interns and student leaders.
• Hired and trained 7 work study, student workers and 1 intern to assist with CDO, MIC and ISS departmental needs.
• Scholarships: Awarded 12 student scholarships.

Outreach
• Created the inaugural Native American Film Festival with the Utah Education Network and the Shiwwits Cultural Education division with 75 students, staff and community members in attendance.
• Collaborated with Washington County School District Indian Education Program for the Seniors Honors Night with 47 graduating seniors.
• Coordinated the Southern Utah Pacific Islander Coalition (SUPIC) Health fair and 5K with 200+ participants.
• Assisted with P.E.A.C.E. Mentor program for the Cedar Band of Paiute Indians with 12 native students
• Assisted with New Student Orientation events providing Diversity and Inclusion workshops during all orientations.
• Collaborated with Trailblazer Connections course, presenting to over 10 classes regarding MIC services and diversity education.

Activities & Events
• MIC served over 450 students, staff and faculty at our annual Taste around the World event increasing attendance yearly.
• Hosted first ever Religious Fair with over 15 different religious organizations in the community. Worked with the Interfaith Council to organize.
• Assisted with first ever LGBTQ+ Drag Show by including Drag Boot camp in conjunction with Diversity Week.
• Created Hijab Day event focusing on Women and Religion. Student led discussions on faith and the commonly misunderstood head cover. This including providing students with the opportunity to wear a Hijab for the day.
• 2nd annual Multicultural Student Graduation Banquet with President Williams awarding Bachelor Graduates a MIC cord. 165 parents, staff and family in attendance.
• 23rd anniversary Miss Native Dixie pageant with 130 attendees. Royalty is Missy Clitso and Farrah Duncan.
• Former Miss Native Dixie winner Amy Begaye won Miss Western Agency Navajo Crown.
• Martin Luther King Jr. Events over 4 days. a DSU first. Hosted the MLK Gala with speaker Pastor Washington and special guests Las Vegas Mass Choir. Over 100 in attendance.
• Martin Luther King Jr. Interfaith Event in collaboration with the Interfaith Council.
• National Day of Service Event. Rain delay, but rescheduled to 4 locations in the community. 50 in attendance. Bella Terra, Family Support Center, Switchpoint and Desert Garden/Pioneer Park.
• Expect the Great Conference with 12 Black Student Union members.
Hosted Dream Catcher making event with 100 students in attendance.
Departmental collaborations include International Student Services, Women’s Resource Center, Veterans Support Services, TRIO, New Student Services, Structured Enrollment, Health & Counseling Center, DSUSA, Spanish Department, Art Department, Housing, Athletics, Alumni Association, Ambassadors, Music Department, English Department, Dance Department, and Theatre Department

The Way Forward

After a successful year of restructuring and evaluating the department, the MIC has set some new goals for the coming year, including:
  • Developing student outreach in MIC to increase student retention
  • Increasing quality and quantity of campus engagement, specifically with the MIC and MISA
  • Revise and implement a communication plan, for current and incoming campus members, along with external members

WOMEN’S RESOURCE CENTER

The goal of the Women’s Resource Center is to facilitate access to resources, mentoring, and scholarships available to women across the disciplines. We organize campus events with professional resource speakers and work with community partners to offer additional support.

Goals for the Year

One of our goals was to promote mentoring between female faculty/staff and female students by broadcasting mentoring successes through digital narratives and offering practical mentoring workshops/forums once a semester. Another goal was to promote campus events with discipline-specific and general topics as a means to provide examples of successful role models and resources that motivate our participants. In SY 2018-2019, we organized 11 campus events, provided at least 7 different (free) services on campus to support our students, and collaborated with community partners for additional resources.

Accomplishments

  • Organized 11 campus events
  • Provided 7 services and/or free resources on campus, including Laptop Rental Project, Free Hygiene Products, DOVE Advocacy Service through WRC, Support the Girls So. Utah Service, Spring Mentoring Opportunity, Free Safety Whistles, One Free Re-Usable Cloth Pantyliner from GladRags
  • Collaborated with the following community partners for campus resources: DOVE Center for DOVE Advocacy Service through WRC and Support the Girls So. Utah Service for free feminine products
  • Held 2nd annual “What Were You Wearing?”, A Sexual Assault Awareness Exhibit at DSU April 1-19, 2019 in collaboration with DOVE Center
• Launched 2nd Laptop Support Award search for female students in need
• Established new community partnership with the Women’s Influence Center on mentoring graduating female students

The Way Forward

For the upcoming academic year, we hope to keep instilling a sense of responsibility and grit among our students through our mentoring workshops/forums, established mentoring connections, and inspirational mentoring digital narratives. We also hope to help develop students’ skills and knowledge on different areas, including but not limited to leadership, career choices, college success, advocacy awareness, inclusiveness, etc. through our campus events in collaboration with other organizations and community partners.

INTERNATIONAL STUDENT SERVICES

The International Student Services Department (ISS) provides programs and services that are aimed at fostering personal and academic success of International students at DSU through intentional support channels that focus on recruitment, retention, progression and the graduation of International students. ISS assists students adjust, integrate, and engage at DSU and the surrounding St. George community.
Goals for the Year

With the help of a new Director, the International Student Services department set some new goals for the year, including:

- Increase international student enrollment by developing Global and Domestic multidimensional recruitment pipelines
- Increase International Student Retention by creating opportunities for International students to connect and engage with the DSU community and the Southern Utah Region
- Increase the number of training opportunities for International students, so that the students can become more informed regarding their Academic, Legal and Ethical rights and responsibilities
- Turn the International Students Services department into an even friendlier and more welcoming home for our students

Accomplishments

- Applications for fall 2019 increased by 45% compared to fall 2018 (147 applicants for fall 2018; 213 for fall 2019)
- Applicant increase due to a diversified recruitment campaign using academic and non-academic domestic as well as International resources.
- International Students completed 350 service hours
- 35 merit scholarships were awarded including 15 freshmen scholarships.

The Way Forward

After increasing application, admit, and registered student numbers dramatically, the International Student Services department is set to continue that growth trajectory and further grow the program. We are pleased to be welcoming many new faces from around the world to DSU and are excited for what the future will bring to this program.

VETERAN’S STUDENT SUCCESS CENTER

The Office of Veteran and Military Services at Dixie State University (DSU) is dedicated to helping students who receive Veteran Educational benefits navigate the paper work and understand the rules. The office is also determined to assist students in academic advising, tutoring, transition, mentoring, outreach and retention. In addition, the Veteran Student Services department is responsible for the operation, maintenance and vitality of a Veteran Success Center. The Veterans Success Center (VSC) helps students connect to resources and benefits while providing comprehensive service to aid veteran students in their successful completion of their educational objective.
Goals for the Year

Goal 1: Implement ALEKS Math testing and tutoring program here at DSU using our RFP grant money to fund the purchase of ALEK access key codes and to pay for the proctoring of the ALEKS test for placement.

Goal 2: Establish the VITAL program, which includes a student peer-mentoring program, telemed access for mental and emotional health counseling services with VA psychologists and a training program for faculty and staff on how to successfully manage interaction with veterans on campus and in the classroom.

Goal 3: Establish an improved academic improvement and retention plan

Goal 4: Conduct the new Trailblazer Connections course for Veterans for Fall 2018 semester.

Accomplishments

- The Veterans Coordinator has logged 2,109 student visits from 1 Jul 2018 through 15 May 2019. These visits included study time and use of printing services, academic advising including academic improvement plan contracts and follow-up visits. It also included students using the lounge to decompress and socialize. This office also pushes out information, opportunities and benefit options for veteran, service members and their families.
- In July 2018, this office responded to a Request for Proposal (RFP) from the Utah Department of Veterans and Military Affairs (UTDVMA). DSU was awarded $32,043.00 for the following: $6,000 for Tutoring and Testing, $4,000 for Professional Development Travel, $4,130 for 2 lap tops for the Veterans Success Center, $15,000 for Part-time Outreach Specialist and $2,913 for 10% indirect costs for the University.
- The VITAL program is approved and running as we have started using our study center for TeleHealth counseling, and our mentors have completed phase 1 of the 2 phases of training. The center is providing space for VITAL counseling at least weekly at this point. Future expansion of a dedicated room for counseling would be optimal.

The Way Forward

Goals for the upcoming year include:

- Establish VITAL peer mentoring
- Complete the “Got Your 6” Veterans 101 course for Staff and faculty training modules
- Start Conversation about larger space to accommodate TeleHealth counseling
- Complete Trailblazer Connections course for veterans Fall 2019
CONCLUSION

Great things are happening in Student Affairs and our division continues to excel in contributing to the academic mission of the university. We are meeting our enrollment goals as per the University Strategic Plan. Propelled by a laser sharp and strategic recruitment plan, a refined, hands-on student onboarding process and cross campus collaborations, our enrollment has reached new highs. We have spent the last 3 years laying a foundation for student success and are finally starting to see very encouraging results in Fall to Fall retention and overall persistence. Student engagement has grown and we now have a much more comprehensive and vibrant student life program. Our new student leadership development program is taking leadership development to new levels. We have refocused the Multicultural and Inclusion programs to address retention and socialization challenges of our ever-growing underrepresented student population. This fall, retention numbers show that we have started to close the achievement gap between these student groups and the general student population. Our efforts result in happier, more well-rounded and balanced students, better capable to succeed here at DSU as well as in the real world.

Looking forward, we have set some even more aggressive enrollment goals and are confident that we can meet them. We will continue to refine and enhance our retention efforts. The division of Student Affairs will continue to stay focused on meeting the needs of each of our students, and making strategic investments in student learning and development.