![Utah System of Higher Education logo]

UTAH SYSTEM OF HIGHER EDUCATION

MEMORANDUM

April 16, 2021

Dixie State University: University College Proposal

Utah Code 53B-16-102(4)(a) requires the Utah Board of Higher Education to provide approval when an institution establishes a new branch, extension center, college, or professional school. Board Policy R401-3.9 defines a college or professional school as an "academic unit… that is headed by an academic dean." Dixie State University has requested approval to establish a new University College under the general direction of the provost and under direct leadership of an associate provost, a position equal to or higher than an academic dean. Through direction of statute and Board policy, this request is being channeled through the Board approval process and is hereby brought to the Academic Education Committee for consideration.

The university college concept is found within institutions in the United States and in many parts of the world. University colleges are often units within an institution. Specific roles for university colleges can vary, but providing support that enables student success is a common role. This is the approach Dixie State University seeks to address with its university college proposal.

Dixie State University's mission calls for the institution to serve students who choose to pursue certificates and associate and bachelor's degrees. This requires the university to distinguish among students who have chosen and are prepared to pursue a bachelor's degree and students who are either undecided, plan to transfer, or are not yet prepared for the rigor of a four-year program. The institution has seen a noticeable number of students struggle who are not yet ready for college-level work. Through the University College, the institution intends to change this trajectory. The University College will:

- Provide focused advisement to students who have not declared a major
- Engage Career Services to help students review interests and choose a major
- Provide tutoring and supplemental instruction to students who are in need of preparatory skills within English and math
- Provide support to faculty, administrators, and staff to help students be successful

It is anticipated the University College will be instrumental in assisting the institution to increase retention of incoming freshmen. By having a clear knowledge of entering students' abilities, faculty, advisors, and administrators can work more successfully to help students achieve educational and career goals.

This new unit comports well with the institution's mission for open enrollment and toward fulfillment of its community college role as described in [Board Policy R312-4.2](). The new college will provide a focused and visible way for the institution to advance and strengthen lower-division courses and programs, to serve non-traditional students and students from diverse backgrounds, and to provide services and systems for students who need direct and focused support. The new college will enable these important aspects of the institution to remain viable as it continues to advance its overall mission of a regional university. The additional costs to run the new college are projected to be less than $66,000 by the third year, with funds projected to come from appropriations and tuition.

The proposal was presented to the chief academic officers for peer review. Comments were received from Utah State University, Weber State University, Southern Utah University, and Salt Lake Community College. Comments expressed support for the University College with no concerns raised.

Commissioner's Recommendation

The Commissioner recommends the Academic Education Committee advance Dixie State University's University College proposal to the full Board for approval.

Attachment:

Utah System of Higher Education
New Academic Program Proposal
Cover/Signature Page - Full Template

Institution Submitting Request: Dixie State University

Proposed Program Title: University College

Are There New Emphases: Yes ☐   No ☒

Names of New Emphases (Separated by Commas):

Sponsoring School, College, or Division: New College

Sponsoring Academic Department(s) or Unit(s):

Classification of Instructional Program Code[1] :

Min/Max Credit Hours Required of Full Program: /

Proposed Beginning Term[2]:   Fall   2021

Institutional Board of Trustees' Approval Date:

Program Type (check all that apply):

☐	(AAS)	Associate of Applied Science Degree
☐	(AA)	Associate of Arts Degree
☐	(AS)	Associate of Science Degree
☐		Specialized Associate Degree (specify award type[3]:)
☐		Other (specify award type[3]:)
☐	(BA)	Bachelor of Arts Degree
☐	(BS)	Bachelor of Science Degree
☐	(BAS)	Bachelor of Applied Science Degree
☐		Specialized Bachelor Degree (specify award type[3]:)
☐		Other (specify award type[3]:)
☐	(MA)	Master of Arts Degree
☐	(MS)	Master of Science Degree
☐		Specialized Master Degree (specify award type[3]:)
☐		Other (specify award type[3]:)
☐		Doctoral Degree (specify award type[3]:)
☐		K-12 School Personnel Program
☐		Out of Service Area Delivery Program ☐ Attached MOU
☐		Out of Mission Program
☐		NEW Professional School

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[1] For CIP code classifications, please see http://nces.ed.gov/ipeds/cipcode/Default.aspx?y=55.

[2] "Proposed Beginning Term" refers to first term after Regent approval that students may declare this program.

[3] Please indicate award such as APE, BFA, MBA, MEd, EdD, JD

Changes to Existing Programs or Administrative Units Required (check all that apply, if any):

☐	Program Restructure with or without Consolidation
☐	Emphases transfer from another program or academic unit
☐	Name Change of Existing Program or Academic Unit
☐	Program transfer to a different academic unit
☐	Suspension or discontinuation of a unit or program
☐	Reinstatement of a previously suspended/discontinued program or administrative unit
☒	Other

Describe Above Changes

This proposal is seeking approval for a new college at DSU that will serve lower division students as part of our dual mission responsibilities.

Chief Academic Officer (or Designee) Signature:

I, the Chief Academic Officer or Designee, certify that all required institutional approvals have been obtained prior to submitting this request to the Office of the Commissioner.

Michael Lacourse   Date: January 21, 2021

☒   I understand that checking this box constitutes my legal signature.

Utah System of Higher Education
Program Description - Full Template

Section I: The Request

Dixie State University requests approval to offer the following undefined and undefined degree(s): University College effective Fall 2021. This program was approved by the institutional Board of Trustees on .

Section II: Program Proposal

Program Description
Present a complete, formal program description.

Dixie State University is a dual mission institution seeking to blend the openness and vocational programs of a community college within the ecosystem of a four-year institution. The proposed University College will orchestrate the interactions between the two and will oversee the lower division pathways and services for students as they negotiate their educational goals. The University College will be led by a dean and will house the AA/AS in General Studies, the General Education Program, the University Advisement Center, and the Trailblazer Connections and Career courses. University College will provide an opportunity for student success through curricular and co-curricular offerings, academic and student services, and advisement.

Consistency with Institutional Mission
Explain how the program is consistent with the institution's Regents-approved mission, roles, and goals (see mission and roles at higheredutah.org/policies/policyr312) or, for "out of mission" program requests, the rationale for the request.

In Dixie State University's 2025 strategic plan, open and inclusive education are part of our mission. To better serve students and this mission, the University College will offer intrusive advisement, tutoring for those students who are in remedial English and Math and offer the START Scholars Academy.

With our open enrollment at DSU, our goal is to have a higher retention for those students who are admitted with an index score below a 50 and a high school GPA below a 3.0.

Section III: Needs Assessment

Program Rationale
Describe the institutional procedures used to arrive at a decision to offer the program. Briefly indicate why such a program should be initiated. State how the institution and the USHE benefit by offering the proposed program.

The university currently has a dual mission to serve those students who choose to pursue an AA/AS/AAS degree as well as a Baccalaureate degree. This will allow the university to distinguish among those students who have chosen and are prepared to pursue a baccalaureate degree and those who are either undecided, plan to transfer, or are not yet prepared for the rigor of a four year degree.

In past years, students who were below 50 index score, did not receive the focused attention to achieve their maximum potential. Students between a 45-50 index had a fall to fall retention rate of 40% and those who fell below the 45 index were at 36%. These low retention rates indicate the need for a more focused intervention to help these students achieve success. In addition, many of these freshmen and sophomores were declared majors and were not recognized as such, therefore, never made it to upper division courses. The University College intends to change this trajectory.

The benefits of the University College include;
-Provide those students who are undeclared but exploring possible majors with intrusive advisement & career coaching
-Engage Career Services to help students review their interests and choose a major
-Provide tutoring and supplemental instruction to those students who are in need of preparatory skills within English and Math

Overall, our goal as an institution is to raise our fall to fall retention for all incoming freshmen to 65%. Having a clear knowledge of entering students' abilities, faculty, advisors and administrators can work more successfully toward helping our students achieve their educational & career goals.

University College will provide faculty, administrators and staff this guidance and information to help students be successful.

Labor Market Demand
Provide local, state, and/or national labor market data that speak to the need for this program. Occupational demand, wage, and number of annual openings information may be found at sources such as Utah DWS Occupation Information Data Viewer (jobs.utah.gov/jsp/wi/utalmis/gotoOccinfo.do) and the Occupation Outlook Handbook (www.bls.gov/oco).
n/a

Student Demand
Provide evidence of student interest and demand that supports potential program enrollment. Use Appendix D to project five years' enrollments and graduates. Note: If the proposed program is an expansion of an existing program, present several years enrollment trends by headcount and/or by student credit hours that justify expansion.
n/a

Similar Programs
Are similar programs offered elsewhere in the USHE, the state, or Intermountain Region? If yes, identify the existing program(s) and cite justifications for why the Regents should approve another program of this type. How does the proposed program differ from or compliment similar program(s)?

Utah Valley University currently has a University College. Taken from their webpage; University College serves a unique role and mission within Utah Valley University. Based on a national model, the name University College signifies opportunity for student success through curricular and co-curricular offerings, academic services, and innovative programs. University College welcomes students at present levels of academic achievement and challenges them with higher expectations. The programs and departments of Literacies and Composition, Student Leadership & Success Studies, Developmental Mathematics, English Language Learning, Academic Standards, Writing Center, Academic Tutoring, Math Lab, and the University College Advisement Center, promote interdisciplinary partnerships as students transition into university academics.

Collaboration with and Impact on Other USHE Institutions
Indicate if the program will be delivered outside of designated service area; provide justification. Service areas are defined in higheredutah.org/policies/policyr315/ . Assess the impact the new program will have on other USHE institutions. Describe any discussions with other institutions pertaining to this program. Include any collaborative efforts that may have been proposed.
n/a

External Review and Accreditation
Indicate whether external consultants or, for a career and technical education program, program advisory committee were involved in the development of the proposed program. List the members of the external consultants or advisory committee and briefly describe their activities. If the program will seek special professional accreditation, project anticipated costs and a date for accreditation review.

n/a

Section IV: Program Details

Graduation Standards and Number of Credits
Provide graduation standards. Provide justification if number of credit or clock hours exceeds credit limit for this program type described in R401-3.11, which can be found at higheredutah.org/policies/R401.

n/a

Admission Requirements
List admission requirements specific to the proposed program.

n/a

Curriculum and Degree Map
Use the tables in Appendix A to provide a list of courses and Appendix B to provide a program Degree Map, also referred to as a graduation plan.

Section V: Institution, Faculty, and Staff Support

Institutional Readiness
How do existing administrative structures support the proposed program? Identify new organizational structures that may be needed to deliver the program. Will the proposed program impact the delivery of undergraduate and/or lower-division education? If yes, how?

The institution will not need any structural change.

Faculty
Describe faculty development activities that will support this program. Will existing faculty/instructions, including teaching/ graduate assistants, be sufficient to instruct the program or will additional faculty be recruited? If needed, provide plans and resources to secure qualified faculty. Use Appendix C to provide detail on faculty profiles and new hires.

Faculty will be affiliates and not assigned to University College. Faculty are aware of our students who are in need of preparatory coursework. However, support, training and sharing information will be pertinent.

Staff

Describe the staff development activities that will support this program. Will existing staff such as administrative, secretarial/ clerical, laboratory aides, advisors, be sufficient to support the program or will additional staff need to be hired? Provide plans and resources to secure qualified staff, as needed.

To have an intrusive advisement model and more support for our students, collapsing structured enrollment within the University Advisement Center will help with the advisor to student ratio. However, because of projected numbers, there may be a need for more academic advisors.

Student Advisement

Describe how students in the proposed program will be advised.

DSU has a University Advisement Center dedicated to all General Studies students. This will continue to be the model moving forward. Each advisor in the University Advisement Center will be connected to a college. Those students who have shown interest will be seen by the appropriate affiliated advisor to that specific college to keep the student on track as well as share information on news within the college.

A policy will be added to have students declare their majors prior to completion of 60 credits earned.

Library and Information Resources

Describe library resources required to offer the proposed program if any. List new library resources to be acquired.

n/a

Projected Enrollment and Finance

Use Appendix D to provide projected enrollment and information on related operating expenses and funding sources.

Section VI: Program Evaluation

Program Assessment

Identify program goals. Describe the system of assessment to be used to evaluate and develop the program.

The goals of University College is to retain more students year to year and to continue these students into our baccalaureate degree.

Student Standards of Performance

List the standards, competencies, and marketable skills students will have achieved at the time of graduation. How and why were these standards and competencies chosen? Include formative and summative assessment measures to be used to determine student learning outcomes.

University College will work with the Institutional Effectiveness Department to assess all students and their progress throughout each term.

Appendix A: Program Curriculum

List all courses, including new courses, to be offered in the proposed program by prefix, number, title, and credit hours (or credit equivalences). Indicate new courses with an X in the appropriate columns. The total number of credit hours should reflect the number of credits required to be awarded the degree.

For variable credits, please enter the minimum value in the table for credit hours. To explain variable credit in detail as well as any additional information, use the narrative box at the end of this appendix.

		Course Number	NEW Course	Course Title	Credit Hours
		General Education Courses (list specific courses if recommended for this program on Degree Map)			
				General Education Credit Hour Sub-Total	
		Required Courses			
+	-				
+	-				
+	-				
+	-				
+	-				
+	-				
+	-				
+	-				
+	-				
+	-				
				Required Course Credit Hour Sub-Total	
		Elective Courses			
+	-				
+	-				
+	-				
+	-				
+	-				
+	-				
+	-				
+	-				
+	-				
+	-				
				Elective Credit Hour Sub-Total	
				Core Curriculum Credit Hour Sub-Total	0

Program Curriculum Narrative

Describe any variable credits. You may also include additional curriculum information.

Degree Map

Degree maps pertain to undergraduate programs ONLY. Provide a degree map for proposed program. Degree Maps were approved by the State Board of Regents on July 17, 2014 as a degree completion measure. Degree maps or graduation plans are a suggested semester-by-semester class schedule that includes prefix, number, title, and semester hours. For more details see http://higheredutah.org/pdf/agendas/201407/TAB%20A%202014-7-18.pdf (Item #3).

Please cut-and-paste the degree map or manually enter the degree map in the table below.

Appendix C: Current and New Faculty / Staff Information

Part I. Department Faculty / Staff

Identify # of department faculty / staff (headcount) for the year preceding implementation of proposed program.

	# Tenured	# Tenure -Track	# Non -Tenure Track	
Faculty: Full Time with Doctorate				
Faculty: Part Time with Doctorate				
Faculty: Full Time with Masters				
Faculty: Part Time with Masters				
Faculty: Full Time with Baccalaureate				
Faculty: Part Time with Baccalaureate				
Teaching / Graduate Assistants	/////////	/////////		
Staff: Full Time				
Staff: Part Time				

Part II. Proposed Program Faculty Profiles

List current faculty within the institution -- with academic qualifications -- to be used in support of the proposed program(s).

	First Name	Last Name	Tenure (T) / Tenure Track (TT) / Other	Degree	Institution where Credential was Earned	Est. % of time faculty member will dedicate to proposed program.	If "Other," describe
Full Time Faculty							
Part Time Faculty							

Part III: New Faculty / Staff Projections for Proposed Program

Indicate the number of faculty / staff to be hired in the first three years of the program, if applicable. Include additional cost for these faculty / staff members in Appendix D.

	# Tenured	# Tenure -Track	# Non -Tenure Track	Academic or Industry Credentials Needed	Est. % of time to be dedicated to proposed program.
Faculty: Full Time with Doctorate					
Faculty: Part Time with Doctorate					
Faculty: Full Time with Masters					
Faculty: Part Time with Masters					
Faculty: Full Time with Baccalaureate					
Faculty: Part Time with Baccalaureate					
Teaching / Graduate Assistants	/////////	/////////			
Staff: Full Time					
Staff: Part Time					

Appendix D: Projected Program Participation and Finance

Part I.

Project the number of students who will be attracted to the proposed program as well as increased expenses, if any. Include new faculty & staff as described in Appendix C.

Three Year Projection: Program Participation and Department Budget	Year Preceding Implementation	New Program				
		Year 1	Year 2	Year 3	Year 4	Year 5
Student Data						
# of Majors in Department						
# of Majors in Proposed Program(s)	/////////					
# of Graduates from Department						
# Graduates in New Program(s)	/////////					

Department Financial Data		Department Budget				
		Year 1	Year 2	Year 3		
Project additional expenses associated with offering new program(s). Account for New Faculty as stated in Appendix C, "Faculty Projections."	Year Preceding Implementation (Base Budget)	Addition to Base Budget for New Program(s)	Addition to Base Budget for New Program(s)	Addition to Base Budget for New Program(s)		
EXPENSES – nature of additional costs required for proposed program(s)						
List salary benefits for additional faculty/staff each year the positions will be filled. For example, if hiring faculty in year 2, include expense in years 2 and 3. List one-time operating expenses only in the year expended.						
Personnel (Faculty & Staff Salary & Benefits)	$91,429		$65,750	$65,750		
Operating Expenses (equipment, travel, resources)	$49,005					
Other:						
TOTAL PROGRAM EXPENSES	/////////	$0	$65,750	$65,750		
TOTAL EXPENSES	$140,434	$140,434	$206,184	$206,184		
FUNDING – source of funding to cover additional costs generated by proposed program(s)						
Describe internal reallocation using Narrative 1 on the following page. Describe new sources of funding using Narrative 2.						
Internal Reallocation						
Appropriation						
Special Legislative Appropriation	$77,239		$36,163	$36,163		
Grants and Contracts						
Special Fees						
Tuition	$63,195		$29,587	$29,587		
Differential Tuition (requires Regents approval)						
PROPOSED PROGRAM FUNDING	/////////	$0	$65,750	$65,750		
TOTAL DEPARTMENT FUNDING	$140,434	$140,434	$206,184	$206,184		
Difference						
Funding - Expense	$0	$0	$0	$0		

Part II: Expense explanation

Expense Narrative
Describe expenses associated with the proposed program.
n/a

Part III: Describe funding sources

Revenue Narrative 1
Describe what internal reallocations, if applicable, are available and any impact to existing programs or services.
n/a

Revenue Narrative 2
Describe new funding sources and plans to acquire the funds.
n/a