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ADVERTISING

DIXIE STATE COLLEGE OF UTAH RESEARCH REPORT
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INTRODUCTION

Sorenson Advertising was hired to research and advise Dixie State College of Utah on issues surrounding its transition to a university, specifically in relation to the new name of the institution. This research involved qualitative interviews and focus groups with various parties (students, alumni, staff/faculty, community members); and a quantitative survey, which ran for some weeks and was promoted among all stakeholders.

The region known as Dixie has a tradition of self-reliance, even stubbornness in the face of adversity. It operates just 45 minutes away from another four-year institution (SUU) and three times in its history (according to a former DSC president) the campus has had funding withdrawn yet it remained open because the community wanted it to persevere (faculty salaries were paid by local community at such times). In 2005, when an audit discovered that SUU had apparently held back $400,000 earmarked for classes it ran at Dixie's University Center, the community responded by rallying around representative Bill Hickman, who successfully introduced legislation for Dixie to become a four-year institution. More recently overtures by the University of Utah were spurred, again, because people wanted independence.

Dixie as a geographical area is hard to define. It certainly incorporates St. George and surrounding towns such as Hurricane and Kanab, but also parts of northern Nevada, Arizona and New Mexico as well as stretching north to central Utah.

Perceptions of Change

The change to a university is seen as a positive by every group/person contacted through the research, the concerns were not so much about making the change but how it will be done. Faculty and students stated they would benefit from the credibility of being attached to a university name; one faculty presented academic research that noted, “University activities, particularly knowledge-based activities such as teaching and basic research, have been found to have substantial positive effects on a variety of measures of regional economic progress.” Within one of the focus groups it was noted that the degrees offered by the university should be aligned with local business to better serve the community.

The Culture of Dixie

The locals want those who experience Utah's Dixie to think of warm welcomes, friendliness and a sense of community. While they acknowledge that non-Utahans are likely to hear ‘Dixie’ and think of slavery and the Civil War, more than one subject suggested this was their problem—that either Dixie needed to be explained, or that those who took offense were too few to worry about— these respondents felt nothing severe enough to warrant dropping the name from local identity.

General Concerns

A common recurring theme in the qualitative research was the change of the school mascot/athletic identity from Dixie Rebels to Red Storm. In most people's minds this happened without community approval and without explanation as to why. People do not want to see a repeat of the circumstances that occurred then, and the mascot controversy has certainly made the upcoming change more sensitive.

Name Change Concerns

The last time the campus name was changed was in the late 90‘s. A book detailing the institution’s history noted of that change that:

> The obvious choice in the minds of most people at Dixie College was ‘Dixie State College.’ But that “people around the country couldn’t understand that name. The word ‘Dixie’ sounded like it should be in Alabama or Georgia, not Utah.

Back then the solution that satisfied both regents and the naming committee was Dixie State College of Utah. For the current renaming many of the same issues have arisen. Research subjects were asked about specific words and names, and there were advocates and detractors for each word. Some 36 of interview subjects were asked to rank four possible names for the new institution. This was to just get a feel rather than to be statistically informative. The most popular name was Dixie State University. Dixie University and St. George University scored almost the same, and in last place was Dixie University of Utah.

The word State was widely, though not universally, accepted. A state college is defined as one that is funded by the state government. If the campus is to continue receiving money from Utah, putting the word 'state' in the title would not be inappropriate. It is worth noting that Utah Valley State College dropped the 'state' moniker when it became Utah Valley University.

The phrase "University of Utah" is widely considered to be avoided so as not to confuse with the institution of that name (and its satellites), although including 'Utah' was not considered inherently bad. Also along geographical lines, 'St. George' had moderate support, with some, including the assistant director of business for the town, noting it sounded like a Catholic school.

The greatest discussion was around the word Dixie. As already noted this name is known to confuse people with the southern states, though there is disagreement as to the extent and whether that's a good/bad thing. Dixie is more than the college. If the word Dixie is taken out of the campus name, it would still be prevalent in the community. Removing the Dixie name would likely alienate the campus from the community (compounding the alienation some feel form the removal of the word 'rebel' from their mascot).

While most want 'Dixie' kept, one faculty raises a valid point. They, more than most, operate in a national rather than local arena. Faculty members interact on a larger stage—presenting papers, applying for grants—and the perceived negative connotation of the name by outsiders is more apparent. To summarize, the word Dixie is a positive to the local community, but becomes a greater liability with more national interactions.

Only one of the interviewees suggested names not based around the words in general discussion (Dixie, Utah, State)—Southwestern University.

The Dixie Experience/Culture

Why did you choose Dixie?

Among most faculty and staff members, the climate and weather were major factors in coming to teach at Dixie State College of Utah. Some had other offers in colder places but the activities and affordability of DSC were more enticing. One faculty member commented that DSC was the place to go if you had been rejected to teach at other schools. Many faculty members found their job on the Internet and chose to teach at DSC simply because they were hired, not necessarily for any other reason. However, another faculty member disagreed and said that DSC was not “the college of last resort.”

Some students, like the faculty and staff, came to Dixie State College of Utah for the good climate and laid-back lifestyle. Friend influence played a big role in one student’s attendance at DSC, while one married student chose the college so she wouldn’t need to move her family. One faculty member noted that DSC attracts students from warmer climates such as California because of the enticing climate and lower prices than “destination locations.” Some students were recruited for sports or were interested in programs like nursing or dental hygiene. Another faculty member also mentioned the “Mormon environment” as playing a role in student attendance.

What was/is your favorite experience at Dixie?

Many staff and faculty members noted that the best parts of working at Dixie State College of Utah are the kind people and the home-like atmosphere. One donor also noted that the best parts of DSC are the small environment and close-knit community. This small environment also helps student's springboard into diverse opportunities and develop strong social skills.

What do you think of the size of Dixie?

Most faculty members like the small, close feeling that Dixie State College of Utah gives students and faculty members. Some prefer the more intimate experience. The small size of DSC is the reason some faculty members are at the college. When compared to larger schools they had previously attended, faculty members preferred the smaller feel. They said the big city feel does not have a place in DSC. However, several faculty and staff members noted the need to broaden the student recruitment focus as DSC beyond the southwest and beyond the United States to attract a wider audience that could benefit the entire community. A prominent member of the athletic department said it would be important to increase enrollment for financial reasons, but DSC is probably at its limit. One staff member feels that the larger community means individuals know less about the major decisions being made.

Likewise, the students like the close-knit classes that exist in a smaller enrollment. These small classes make it easier to get recommendations from teachers. One student noted that it is easier to connect with people when you know everyone and you feel like your voice is heard more.

What do you like about campus/college right now?

The faculty like the attitude the students carry to class and the relationship they have with professors. They also note that the proximity of the college to the community allows students to help beyond the campus. This creates an inclusive attitude between college and community. One faculty member thinks the value of education is particularly important now because no matter where the students come from, they can always get a good education. Some are worried that becoming a university will cause the institution to lose the close community feeling.

The majority of the students like the small community of DSC and its surroundings because the community cares what the students think and encourages involvement and mingling between students and faculty. Several also noted that it is a very active community that promotes social life and that needs to remain. Donors feel that DSC is a place for students to discover themselves and find their potential to move on to graduate school, employment and success.

What do you think needs to change about the current campus?

Almost all faculty members saw a need to portray Dixie State College of Utah as a more sophisticated, well-respected, top-notch school and not just as the last choice college where students attend because they were not accepted anywhere else. Several faculty members also saw the need to diversify the school and surrounding community. As the world continues to change, this problem will grow in importance. One faculty member saw the need to educate and support beyond the classroom. He felt that faculty members should attend athletic and cultural events in order to become a part of the university and unify the whole school. A few faculty members noted the need for more funding and hoped the transition to a university would provide this funding. They also feel more faculty will be needed to continue giving students an intimate education. The alumni and students saw the need for more student housing to help bring the students together. Students also want more variety in classes and majors.

What is “Dixie Spirit?” What is the culture at Dixie State College of Utah?

The “Dixie Spirit” drives the community surrounding the college. It tells a story of the founders of the area. When cotton was first grown in this area, it became “Utah’s Dixie.” The people in the area are friendly and inviting. One staff member explained the community as compassionate. “Everyone in this community goes above and beyond to help others and they are closely knit throughout campus. The people make the place inviting and a sort of haven.” The alumni and donors cited the “Dixie Spirit” as the main reason they came back to St. George to live.

Students and Faculty also stated the “Dixie Spirit” represented the small class sizes and stress-less atmosphere in their classes. The students appreciate the ability to speak to the president of the college anytime. They also like the current teacher to student ratio. Students do not feel lost, but more like part of a family. The “Dixie Spirit” means the college is not only for St. George but also for all of Washington County. The county is unique because it is warm year round but still in Utah.

What is the history of Dixie State College of Utah and how does that affect the future? What are some traditions at DSC?

Dixie State College of Utah focuses on the past while preparing students for the future. The name “Dixie” tells the story of the first pioneers who risked everything to move to the area and attempt to grow cotton. It tells a story of hardworking, compassionate people. Some of the traditions that are part of Dixie include painting the “D”, D-Week, homecoming, The Great Race, etc. When asked about traditions, nearly every demographic expressed regret that so many traditions have ceased and hope the traditions will be revived or new traditions would be adopted.

What could the school do to get more alumni involvement?

DSC faculty feels it needs to continually invite alumni to participate in the school and get involved. They feel this is particularly important for the more recent alumni. Keeping the loyalty between alumni and school is important so alumni still want to be involved. One alumnus suggested that the school do more to educate the students regarding what the community and alumni have done for the school.

How has the culture changed since you started your involvement at Dixie? What did you value about the college then, what do you value now?

The consensus among the various demographics is that Dixie State College of Utah has changed as more students attend the college. The culture of DSC and the community feel has been lost. One faculty member said years ago you had to show up early to the home games in order to get a seat. The community used to travel with the teams wherever they played. As the college grew, many of these traditions stopped because it no longer was a small community. The size of the school has created a lot of apathy regarding school spirit and involvement. A few faculty and students believed if there were more dorms on campus, the culture would thrive once more. Because of the size of the school, many employees come and go, which makes it hard to build pride and tradition in the college and community.

Name Change

What are your opinions on the change from a college to a university?

Nearly everyone interviewed saw the change as positive. Donors see the change as a chance to engage those who have been lost. Students are excited to see “University” on their diplomas and feel the title will provide more credibility to the degree. The overall reaction is that it is a great change and the institution will receive more respect as a university.

Faculty and staff members are mainly concerned with how the name will affect the institutions credibility and what will happen to community support. Much support has been lost since the mascot controversy. Others think that the only real change will be the name and everything else will remain the same. They see the future of DSC as being bright with much potential.

How does it affect future choices at Dixie (students)?

One concept that was investigated thoroughly with the research subjects was how the name change might affect student's future choices at Dixie State College of Utah. Many students commented that the college was already moving forward from a preparatory college to a four-year college. Now that they are making the transition to a university, many students expressed that the change would be positive. Rather than starting at Dixie and finishing elsewhere, the transition to a university would allow students more opportunities for masters and graduate programs.

Several alumni commented that with the recent changes they feel that DSC provides current and future students with more possibilities. Many of the alumni agreed that they've seen fewer students staying in the area after they graduate because a bachelor's degree isn't enough to find work in the immediate area. With this transition, they felt students would be more inclined to stay at the university to finish their graduate degrees and then find work in the area after. In contrast, many alumni mentioned for international students, the name change likely wouldn't mean much, but the benefits would.

How will this affect teaching/administration styles (staff/faculty)?

One very important factor to consider is how the transition from a college to a university will affect teaching and administration styles. Throughout the interviews and focus groups, students, faculty, staff and alumni all expressed that the personal interest the faculty takes in its students makes DSC unique. All felt that this characteristic needed to remain. Many of the faculty expressed that the transition to a university would attract more faculty from out of state, providing more qualified expertise in certain fields.

Another thought that often surfaced throughout the research was the idea that as long as faculty could continue to provide quality education to prepare students to continue their education, rather than transfer to a different school, the transition would be successful. Part of this, one staff member said, would include hiring more experienced faculty members to teach classes. Overall, many felt the change would be positive for students because it would provide more credible programs. Therefore the university could potentially lose the stereotype of being a school you go to when you can't pass at another school, while still offering open enrollment.

How will this affect the image of the school?

As is evident in participant responses from similar questions, the feeling was mutual that the transition to a university would reflect positively on the institution as a whole. Many donors commented that a university status holds more weight in the eyes of future donors, students and employers. Many faculty members agreed that the transition would be a great stride forward in moving from a “stepping stone” school to a “destination” school.

For quite some time, DSC has had the reputation of being a party school, but with the quality education provided and the transition to a credible university, many students, faculty and staff alike feel that this is a great opportunity to move away from the “party school” image.

How do you see Dixie changing because of the announcement? What do you think will change?

Donors and alumni see the amount and quality of students increasing with the change. They also foresee a change in the curriculum and the amount of classes and majors offered. Faculty members also foresee the curriculum and student diversity changing. Some also think athletic programs need to be the center of the growing institution, or unity and community support will be lost. Students predict a big growth in attendance with more students wanting to attend because it is more credible. Some also expect tuition to be higher.

How will this change affect your donation patterns?

Interestingly, there was quite a split in opinions as to whether the name change would affect donation patterns. It seems that the line is drawn between donors who have been investing in the school for years, if not generations, and faculty members who have been teaching at the school for a number of years. Almost all the donors engaged were clear that taking “Dixie” out of the name would be detrimental to the financial survival of the university when it came to donations. Many of the donors have been personally and financially invested in the institution for decades and to change that identity would be a mistake. However, some mentioned that regardless of the name, the transition to a university would likely help influence donations from other entities since they would hold a more credible standing among competing institutions.

However, many of the faculty members, usually those who more recently began teaching at DSC (i.e. within the last five years), felt that there was no need to keep the name “Dixie” in the name. In fact, the past President of the university mentioned that 85 percent of the budget is from the state while only 15 percent comes from other entities, such as donations. (However, there are some misconceptions among students, who think that the university receives very little state funding.) Many faculty members felt that those who would be offended by taking out the name “Dixie” may be lost, but that the university could find new donors and thrive.

What impact will this have on the community?

Donors and alumni recognize Dixie State College as being the heart of the community. Any major change that happens to DSC greatly impacts the community. DSC supports the economy of the community by providing jobs and bringing support from the state. The college also brings entertainment and culture. Many of the people we interviewed focused on the large overall emphasis on the economic support DSC gives to the community.

Faculty and staff members see a need for the school to continue growing to support the community. There needs to be a symbiotic relationship between college and community because they are so closely tied. They also feel the change to university is necessary to rebrand St. George as more than a retirement community. “The future of the college will determine the future of this area.” “I would not want to stay here if the school was not advancing to the status of a university.”

What would you like to see change?

The faculty, both past and present, would like to see academic standards change to provide more opportunities for faculty to do credible research. Funding is also a major factor; more money coming into the new university will allow them to excel and be more credible.

Students want more degrees, bigger buildings and more dorms. They want to unify the students using more activities but think it is important to keep tuition low. They also hope for a more diverse student body, which they believe, is possible because there is plenty of room for more growth.

What do you think of the name Dixie? How passionate are you about this opinion?

Perhaps the component that all participants felt most passionate about was the decision of whether or not to keep “Dixie” in the name of the new university. On the one side, there were donors, students, alumni (including alumni who are now faculty and staff) who felt the name “Dixie” was absolutely crucial to keeping a tight-knit community relationship. Almost all of the people who fell into one of these categories felt personally connected to the name and many felt that the school would lose a lot of credibility in the community and a lot of donors if “Dixie” were taken out.

On the other side were some faculty and staff members who began teaching at Dixie within the last 5-7 years. They agreed to take the name “Dixie” out, saying that the negative connotations to the country’s history in the south were more important than losing a few donors. Several faculty members felt uncomfortable applying for Federal research grants or publishing work with the Dixie name on it when it was being associated with “Dixie.” in this case, faculty do not have the opportunity to explain how the university’s name differs from the connotation immediately associated with it. Understanding this argument, another staff member felt this was something that faculty members should have considered when taking the job and that selfishness of the faculty is not an excuse to take Dixie out of the name.

What would you name the Institution?

Overwhelmingly, the clear name recommendation was Dixie State University. Additionally, many agree with using “of Utah” as an additional modifier only when needed. Respondents were very adamant about this opinion. They also pointed out that “Dixie State” is already on all memorabilia. Others liked the idea of putting “university” at the front to emphasis it. Another worry about removing “state” was linked to the school’s reputation as a party school. Having the initials “DU” would be a short jump to “DUI” or “DUH.”

Alternate names were rare but one faculty member suggested the idea of including “Southwestern” in the name and this idea was relatively well received in the focus group. The alumni focus group liked the idea of “Dixie Southwestern University.” Two other suggestions were “Dixie University of Southern Utah” (as a way to avoid the association with the University of Utah) or Southwestern University Rebels (get rid of Dixie, but bring back rebels).

Others suggested including the words “Red Rock.” This implies a location and describes the area without using Dixie, but there is a school for troubled kids in the area called “the Red Rock School.” One large donor suggested the name “Utah’s Dixie University.” The area is called Utah’s Dixie and the uniqueness of the apostrophe is symbolic of the uniqueness of the school. Others thought the apostrophe was odd and that the name seemed weak.

What do you think of the word “State”?

Faculty and alumni are split on whether the word “state” should stay in the name of the university. Some liked the idea of getting rid of it because they don’t think it is needed and people will be less likely to abbreviate the name. Another also suggested that using “state” made the school sound more southern, which added to the complications with the word “Dixie.” Most people believe “state” sounds less prestigious. One faculty member did point out that three letter abbreviations sell merchandise better and another felt that “Dixie University” would sound incomplete. On the whole, stakeholders weren’t as passionate about the word “state” as they were the word “Dixie.”

What do you think of including a location like “Utah” or “St. George”?

Most respondents were concerned about being associated with the University of Utah or being thought of as a satellite of the U. One faculty pointed out that the official name of the college is Dixie State College of Utah, but few know it. Others thought that Utah needed to be included when reaching out to a national audience. That could limit the negative effect of the word “Dixie.” Otherwise, there could be confusion. During a focus group it was noted that there are many prestigious schools whose location is unclear. Most people interested in DSC come from Utah or the western United States and wouldn’t be confused anyway.

Most people we talked to weren’t keen on including St. George in the name. They pointed out that the college appeals to students all across Southern Utah, not just St. George. Another pointed out that St. George University sounds like a Catholic school. A newer member of the faculty thought that St. George University sounds like a community school and would lessen the effect of the university title.

Mascot/rebel controversy?

Through the course of the interviews, many subjects brought up the rebel mascot controversy without prompting. The mayor stated that in the majority of his meetings the rebel controversy is still brought up. He warned that it is still a heated issue and if “Dixie” is not in the new name there will be serious concerns from the community. The mascot issue was mainly discussed with alumni or community members. Students cannot relate to Dixie Red Storm. One faculty mentioned that students want to change name to simply the Dixie Storm.

Former alumni donors were greatly affected by the name change and have since stopped donating. One donor, who was not an alumnus, didn’t mind the name change but would like a mascot that elicits more respect.

Alumni felt that the college didn’t listen to their input when the mascot change occurred originally. They want to open the discussion once more about the athletic identity of the university and would like an agreement to discuss the mascot in the near future.

Should Dixie serve the land region or emphasize a national/international attraction?

Donors and students think DSC should emphasize itself as a regional university and focus on western states for recruitment. National and international students are a very small percentage of the student population. Most students come from the Utah area. Donors believe people from the southern United States will learn the word “Dixie” does not reference the negative connotation. One donor said Dixie should promote degrees that support the outlying areas.

Faculty would like to expand to a national level but do not see this as likely to happen. They believe Dixie’s niche is western states that want a sunny place to go to college. Alumni would like to see Dixie compete on a national level, but in order for this to happen, DSC needs to marry the past traditions with the future of the university.

One prominent community member said more and more are leaving DSC to go to other universities. He believes the college needs to grow with people from other areas. Washington County also has potential to grow with the new people coming in. This area is the only area in Utah that is warm all year round hence the need to appeal to people outside the area to grow it.

From the qualitative data a survey was written targeting four primary groups: Students, faculty and staff, alumni and community. Donors were not a separate group because each group contains donors; there are however, questions about donations.

Sample Sizes Needed and Number of Responses

The table below shows the population size and the sample needed for results to be statistically significant. Statistical significance was reached in all areas, meaning readers can be 95% certain that if all members of a category answered the overall result would be the same.

	Population	Respondents Required	Respondents Received
Students	8,863	367	1918
Faculty + Staff	1,287	297	614
Alumni	30,000 est.	382 est.	1792
Community (Wash. County)	141,666	382	1284

Some Things to Note on the Qualitative Research

It is worth noting faculty and staff is a single category; it hasn't been determined what each group thinks separately. There were also 419 who categorized themselves as ‘other’. Several of these were actually alumni or community members but there were some future students and relations of alumni.

A variety of question types were used, from straight forward multiple choice to questions of ranking and sliding scales. Only multiple choice, matrix and embedded data can be used in cross-tabulation (comparing results of two questions against each other).

In questions, which ask about including certain words or names in the new name there were no discussion of the pros and cons of each option, so it was not noted that ‘St. George’ in the name could be seen with a Catholic connection. Presenting such views could have allowed for more informed answers, but could also have been seen as our trying to bias the result.

Some questions allowed for free text answers for example: ‘what are your concerns about X?’ However, most questions accommodated the majority of the respondent’s responses, that is, the number of people that included an opinion in an ‘other’ category was always comparatively small.

General Concerns

As expected the name of institution was paramount both in terms of what was researched and people's opinions. The feeling among the majority of people in most demographics is that the name Dixie should stay. However, there are also some related issues. Of particular note is the importance of heritage and history.

Name Change Concerns

It should be noted that there are at least 15 towns and one county in the US that bear the name Dixie and a number of places and businesses (i.e. Dixie Valley). It is not known to what extent the name is a liability for those places, or to what extent they embrace specific aspects of the civil war (school mascots, statues etc.), however, the name is not unique to southern Utah.

The discussion around words such as ‘Utah’ and ‘State’ in the new name is of interest but the data shows that of prime concern is the name ‘Dixie’. Keeping the name protects heritage and history and the name Dixie relates not just to the campus but also to the community. The argument against keeping the name Dixie is its connection with the civil war, seen by some as a liability in outsider’s perception of the area and the university.

The Dixie Experience/Culture and Demographics

Where are you originally from? If Utah, which county?

A note on reading tables

Most charts in this report are to be read downward not across. In the chart below 69.6% of current students are from Utah, not 69.6% of those surveyed from Utah are students.

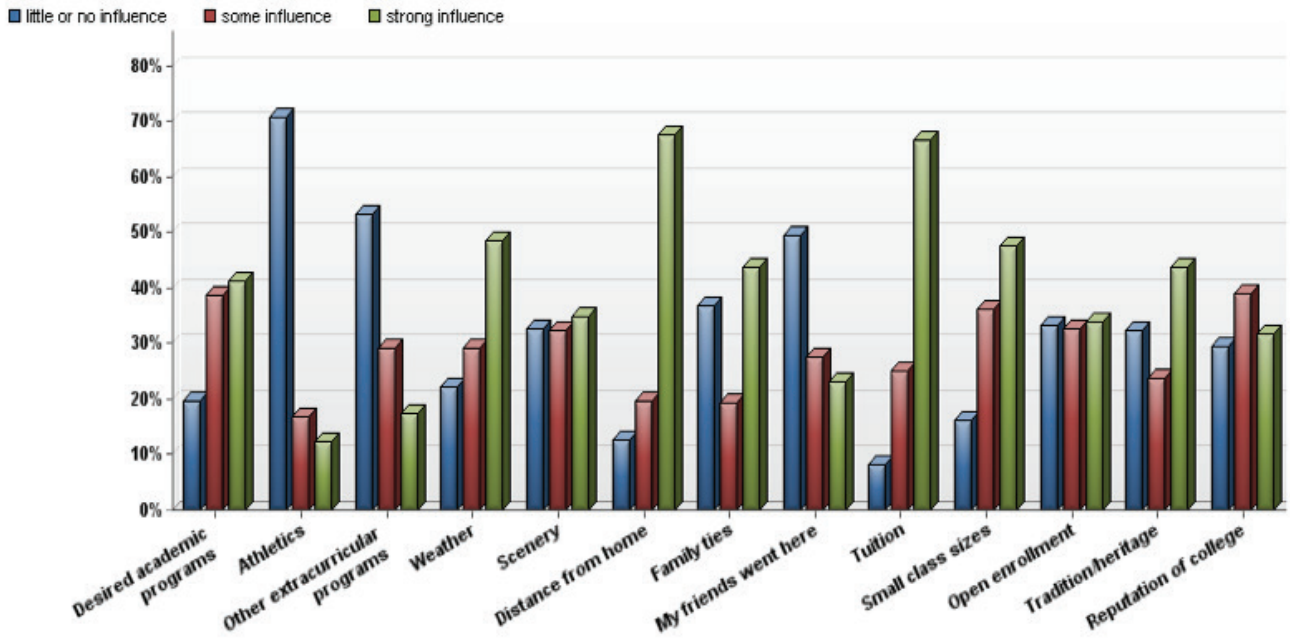
Which best describes your connection to Dixie State College?				
Where are you originally from?	Current student	Faculty/staff (not Alumni)	Faculty/staff Alumni	Alumnus
Utah	69.6%	37.8%	74.9%	82.2%
Arizona, New Mexico, Nevada	8.7%	7.6%	5.4%	6.1%
California	8.5%	16.6%	5.4%	5.2%
Other States	10.8%	33.7%	11.6%	6.1%
Outside US	2.4%	4.4%	2.7%	0.4%
Total	100%	100%	100%	100%

This table confirms that the majority of students come from Utah, with another 9% or so coming from the 'Dixie' area, though interestingly the number that comes from other state (11%) is greater than the students that come from the Dixie area outside of Utah. It is also of note that most alumni stay within the state of Utah.

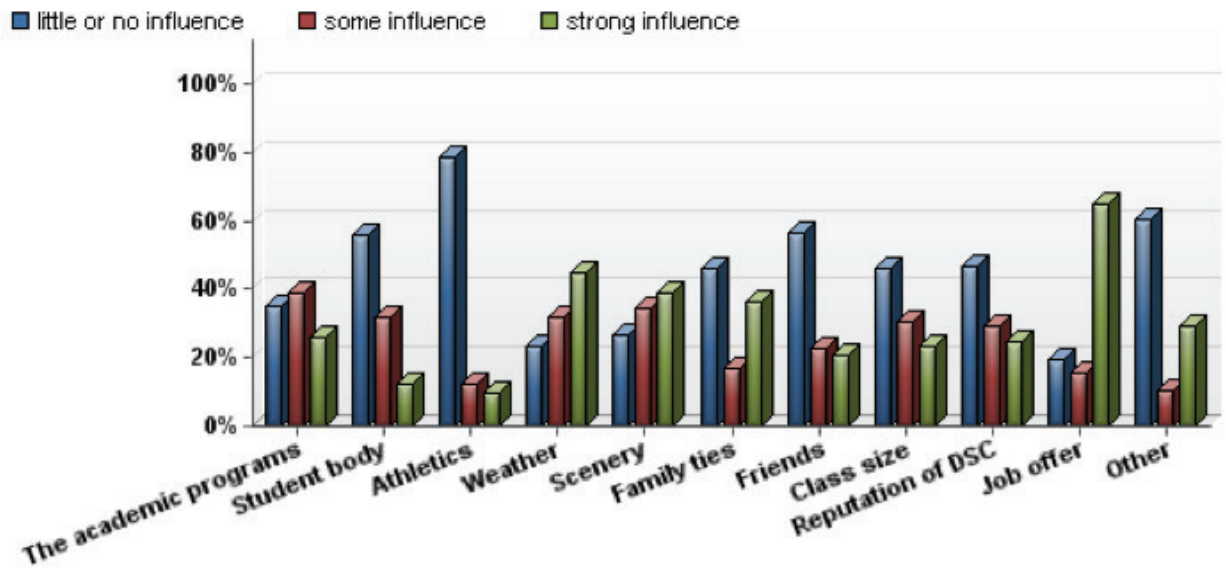
Please indicate the influence of the following factors in your coming to DSC

The top table shows the results of this question for students and alumni, the second for staff/faculty (whose question was slightly different).

Students/Alumni



Staff/Faculty



Tuition, distance from home, small class sizes, and the weather had the strongest influence on the decision of students and alumni in attending Dixie State College of Utah. A job offer and the weather had the strongest influence on the decision for faculty and staff in coming to teach or work at DSC. Most respondents said athletics and the student body had little or no influence on their decision.

Did you teach at another institution before Dixie State College of Utah?

73% said “Yes” and 27% said “No.” Respondents who answered “yes” had the opportunity to list where they previously taught. Most responded with colleges or public schools in Utah.

What is the highest level of education you have attained?

	Faculty/Staff (Not Alumni)	Faculty/staff (Alumni)	Alumnus
High School Diploma	11.8%	4.3%	7.6%
Bachelor’s Degree	16.3%	36.5%	45.6%
Master’s Degree	38%	33.9%	18.9%
Doctorate	26.8%	13.3%	5.5%
Other	7%	12%	22.4%
Total	100%	100%	100%

If you went on to a four year university, which did you attend?

	Faculty/Staff (Not Alumni)	Faculty/staff (Alumni)	Alumnus	Other	Total
Brigham Young University	19.3%	11.2%	13.6%	18.5%	111.8%
Southern Utah University	8.4%	20.2%	20.3%	3.3%	11.2%
University of Utah	8.4%	7.6%	11.5%	8.6%	9.3%
Utah State University	8.8%	11.2%	11%	7.6%	7.9%
Utah Valley University	1.5%	2.2%	3.5%	3.8%	2.8%
Weber State University	5.1%	2.2%	3.6%	3.3%	3.2%
Did not attend a university	4.4%	20.2%	23.1%	30.4%	38.6%
Other	44.2%	25.1%	13.5%	24.6%	15.2%
Total	100%	100%	100%	100%	100%

Of note here is that in all groups except 'other' the four year school attended was in Utah.

How would you rate your overall experience at Dixie State College of Utah?

	Current Student	Faculty/staff (Not Alumni)	Faculty/staff (Alumni)	Alumnus	Total
very unsatisfied	1.5%	0%	1.8%	0.9%	1.1%
mostly unsatisfied	4.7%	6.2%	1.3%	2.1%	3.5%
neither satisfied nor unsatisfied	9.1%	5.1%	5.3%	2.4%	5.8%
mostly satisfied	49.2%	51.4%	43.4%	31.2%	41.5%
very satisfied	35.5%	37.3%	48.3%	63.4%	48.1%
Total	100%	100%	100%	100%	100%

All demographics were mostly or very satisfied. The 6% of faculty/staff that are not DSC Alumni totaled 16 comments, which were varied the most, mentioned (five) being low salary.

What do you think the ideal student body ratio at Dixie State College would be?

The question was formatted so respondents distributed percentages (totaling 100) among three student types: local (southern Utah, northern Arizona, and northern New Mexico), U.S. student's non-local, and international students. The table below shows the average ideal student body ratio among all respondents.

Local (southern Utah, northern Arizona, northern new Mexico)	58%
US students non-local	29%
International	13%

This question was designed to relate current student body ratio (known to the Board of Directors) with the ideals of survey takers.

During the qualitative research, participants often mentioned the 'Dixie Spirit' therefore it was incorporated into the discussions and the survey.

Please indicate how important the following traditions are/were?

This question was answered by respondents selecting a rank of 1 (not important) to 5 (very important) for a number of DSC social elements. The survey included an 'other' category for respondents to include events and activities not listed. The average results are shown in the table below

Homecoming	3.45
Attending athletic events	3.44
Hiking the D	3.24
True Rebel Night	2.95
The Great Race	2.89
D-Week	3.58
Traveling to away games	2.21
Other	2.90

The neutral score was therefore 3, and while most events listed were near that, there is some variation. It is worth noting True Rebel Night is under 3, simply because it is the only event that also has a connotation to the civil war—an issue that relates to the institutions name. Athletic events score second highest which is interesting relating to earlier questions about why people came to DSC in the first instance—athletics scored low. It would suggest that supporting sports is not a reason to attend, but is a way people manifest their support, and this is displayed out by the next question. Cultural, musical and service events were popular suggestions in the 'other' category.

In what ways have you supported DSC in the last 12 months?

	Faculty/Staff (Not Alumni)	Faculty/staff (Alumni)	Alumnus	Member of the community (not Alumni)	Other	Total
Monetary donations	24.6%	28.3%	26.2%	167%	12%	21.8%
Volunteered time or expertise	67.7%	68.2%	21.8%	17.7%	11.4%	26.1%
In-kind donations (equipment, software)	15.1%	11.2%	4.7%	4.2%	2.84%	5.6%
Attended an athletic or cultural event	70.2%	74%	60.9%	62.9%	43.2%	61.3%
Other	11.2%	10.3%	11.5%	9.1%	15.3%	11%
None of the above	10.9%	8.1%	27.5%	29%	45.5%	27%
Total	100%	100%	100%	100%	100%	100%

Respondents could select all that apply. Most have attended an athletic or cultural event in the last 12 months. The most common response in the “other” category was paying tuition. This can be confusing because the question was not asked of those that identified themselves as students. 26% of respondents have not donated in any way to Dixie State College of Utah in the last 12 months.

It is interesting to note there is not much difference between staff/faculty that are alumni and those that are not alumni in each of the areas detailed.

How often do you monetarily donate to DSC? And how much do you donate annually?

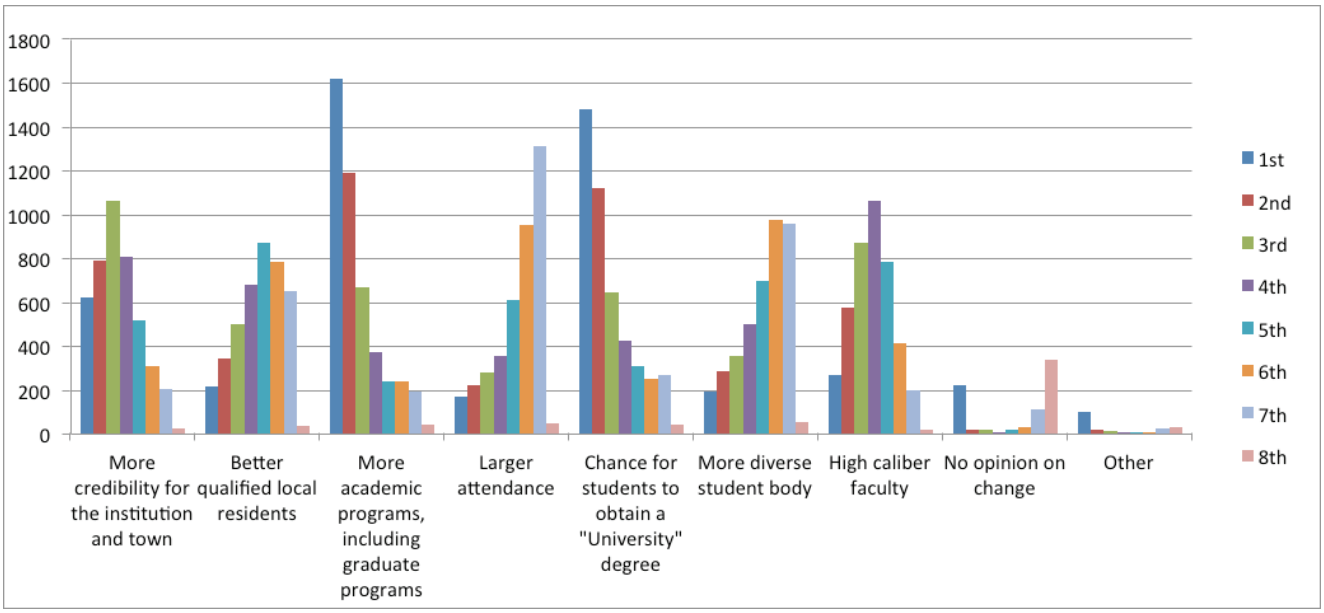
How often do you monetarily donate to Dixie State College of Utah?	Faculty/Staff (Not Alumni)	Faculty/staff (Alumni)	Alumnus	Community Member	Other	Total
Once a month or more	28.6%	27.0%	4.6%	2.7%	7.1%	8.3%
2-3 times a year	24.3%	20.6%	23.2%	19.4%	16.7%	21.8%
Once a year	28.6%	33.3%	41.7%	50.5%	40.5%	41.9%
Once every couple of years	8.6%	12.7%	25.6%	23.7%	19.1%	22.2%
Other	10.0%	6.4%	4.9%	3.8%	16.7%	5.8%
Total	100%	100%	100%	100%	100%	100%

How much do you donate annually?	Faculty/Staff (Not Alumni)	Faculty/staff (Alumni)	Alumnus	Community Member	Other	Total
Less than $1,000	62.9%	56.5%	47.6%	48.9%	39.%	49.6%
$1,001 to $4,999	10%	19.4%	21.1%	18.3%	4.9%	18.4%
$5,00 to $9,999	2.9%	1.6%	5.1%	4.3%	9.8%	4.7%
$10,000 or more	1.4%	4.8%	6.1%	3.8%	9.8%	5.2%
Rather not specify	22.9%	17.7%	20.2%	24.7%	36.6%	22.2%
Total	100%	100%	100%	100%	100%	100%

The data held by DSC about monetary donations is more comprehensive. These questions were asked for comparison with responses to following questions about the name change and the responses are shown here for interest purposes only.

Please indicate what you are most looking forward to as a result of the change from a college to a university

This question asked respondents to rank eight options into first through eighth place in terms of what they were most looking forward to. The graph below indicates how often each option was selected 1st, 2nd 3rd, etc.



Most ranked in first place were ‘more academic programs’ and the related ‘chance to earn a university degree’. The option least looked forward to was ‘larger attendance’ followed by ‘more diverse student body’.

Please indicate any concerns you have concerning the change from a college to a university

This question gave respondents a list of possible concerns about the change from college to university and one could check all that applied. On the table below the top three concerns for each demographic are in parenthesis following the percentage.

	Which best describes your connection to Dixie State College of Utah?						
	Current Student	Faculty/staff (Not Alumni)	Faculty/staff (Alumni)	Alumnus	Community Member	Other	Total
Larger number of students in area	19.6%	5.8%	5.2%	13.9%	11.3%	11.9%	14.2%
Larger class sizes	46.9%(2)	31.6% (2)	30%	34.8%	20.4%	25.2%	34.7%
Distancing from local community	13.5%	16.7%	29.1%	30.9%	20.1%	15.8%	21.3%
Loss of hometown feel	25.9%	19.3%	32.9%	48.7%	33%	25.8%	34.4%
Higher tuition	78.2% (1)	29.8% (3)	44.1% (3)	56.6% (3)	44.9% (1)	51.3%	58.7% (1)
Name change	44.0% (3)	24.7%	49.3% (1)	66.1 (1)	44.6% (2)	39.4%	49.8% (2)
Loss of traditions	30.5%	22.6%	42.7 (2)	58.9% (2)	39.8% (3)	34.2%	41.5% (3)
I have no real concerns	9.4%	36.7% (1)	17.4%	11.9%	23.5%	22.6%	15.8%
Other	4.7%	6.9%	5.2%	4.1%	4.2%	7.1%	4.7%
Total	100%	100%	100%	100%	100%	100%	100%

Again, staff/faculty that are also alumni have views closer to alumni than to non-alumni staff/faculty. For all alumni and the community, the top three concerns are the same if not in the same order (higher tuition, the name change, loss of traditions). The name change was in the top three for students, but not for non-alumni staff/faculty. The top selection for non-alumni staff/faculty was “I have no real concerns”, although both they and students had larger class size in the top three.

How do you think the change to a university will affect the community?

This question gave respondents a list of possible concerns about the change from college to university and one could check all that applied. On the table below the top three concerns for each demographic are in parenthesis following the percentage.

	Which best describes your connection to Dixie State College of Utah?						
	Current Student	Faculty/staff (Not Alumni)	Faculty/staff (Alumni)	Alumnus	Community Member	Other	Total
Change the number of students that come	69.9%(1)	62.7%(3)	63.6%(2)	64.1%(2)	55.2%(2)	59.5%(1)	63.7%(1)
Change the type of students that come	56.7%(3)	63.0%(2)	52.3%	58.0%(3)	54.6%(3)	52.1%(3)	56.5%(3)
Change how long students stay after graduating	41.4%	35.5%	46.3%	42.7%	33.8%	34.7%	39.7%
Influence the environment of the campus and community	56.8%(2)	65.6%(1)	68.7%(1)	64.5%(1)	63.7%(1)	53.7%(2)	61.4%(2)
Influence which sports are played	22.8%	15.9%	20.1%	25.3%	25.1%	26.4%	23.8%
Influence types of businesses that come here	49.0%	57.6%	63.1%(3)	51.5%	53.7%	48.9%	51.8%
No significant impact	7.2%	8.3%	7.5%	5.5%	9.9%	6.8%	7.3%
Other	3.4%	3.6%	2.3%	4.0%	2.4%	5.1%	3.5%
Total	100%	100%	100%	100%	100%	100%	100%

The top three overall scores were reflected (though not in the same order) by all demographics with one exception. Faculty/staff that are also alumni ranked an “influence on businesses that come to the area” above “a change in the type of students that attend”.

How will the name change affect your support if…

This was considered one of the crux questions of the survey. Respondents were given three scenarios—whether they liked, disliked, or were indifferent to— the new name. They were asked for each of these scenarios if they would withdraw, leave the same, or increase support.

Support vs. demographic

How will the name change affect your support if you...		Faculty/staff (Not Alumni)	Faculty/staff (Alumni)	Alumnus	Community Member	Other
...you don't like the name?	I will withdraw my support	13.6%	36.8%	56%	43%	36.9%
	I will continue my support	85.7%	61.8%	42.8%	55.7%	61.2%
	I will increase my support	0.7%	1.4%	1.2%	1.4%	1.9%
	Total	100%	100%	100%	100%	100%
...you are indifferent to the name?	I will withdraw my support	4.4%	15.7%	26.8%	18.3%	18.6%
	I will continue my support	94.2%	82.9%	72.1%	80.5%	79.2%
	I will increase my support	1.5%	1.4%	1.1%	1.3%	2.2%
	Total	100%	100%	100%	100%	100%
...you like the name?	I will withdraw my support	1%	2.8%	5.7%	6.7%	3.5%
	I will continue my support	70%	56.2%	53.8%	55.7%	56.8%
	I will increase my support	28.9%	41%	40.5%	37.6%	39.8%
	Total	100%	100%	100%	100%	100%

The above table shows some significant differences of intentions between groups.
Faculty/staff that are also alumni are more likely to withdraw their support than their non-alumni counterparts if they are indifferent to, or do not like the new name. Alumni and community are more likely to withdraw their support than staff/faculty if they do not like the name.
If however, the name is liked, 40% of all alumni state they will increase their support (community members being just behind at 38%).

Support vs. annual donations

How will the name change affect your support if you...		Less than $1,000	$1,001 to $4,999	$5,000 to $9,999	$10,000 or more	Rather not specify	Total
...you don't like the name?	I will withdraw my support	56.7%	70.9%	77.1%	76.3%	62.6%	62.6%
	I will continue my support	41.7%	28.4%	20%	23.7%	37.4%	36.3%
	I will increase my support	1.6%	0.7%	2.9%	0%	0%	1.1%
	Total	100%	100%	100%	100%	100%	100%
...you are indifferent to the name?	I will withdraw my support	22.9%	30.3%	51.4%	47.2%	31.2%	28.7%
	I will continue my support	75.1%	69.7%	45.7%	52.8%	68.2%	70%
	I will increase my support	2%	0.00%	2.9%	0%	0.7%	1.3%
	Total	100%	100%	100%	100%	100%	100%
...you like the name?	I will withdraw my support	3.8%	5.7%	11.1%	7.9%	9.3%	5.9%
	I will continue my support	62.1%	55.7%	36.1%	39.5%	53.4%	56.6%
	I will increase my support	34.1%	38.6%	52.8%	52.6%	37.3%	37.5%
	Total	100%	100%	100%	100%	100%	100%

This table indicates that the higher the monetary donation (up to $10,000) the more likely they are to withdraw their support if they do not like the name or are indifferent to it. However, if groups like the new name—rather than maintain their support they intend to increase it.

However, 70% of all donors levels will continue their support if they are indifferent to the name.

Again, around 40% of all donors said they would increase their support if they like the name.

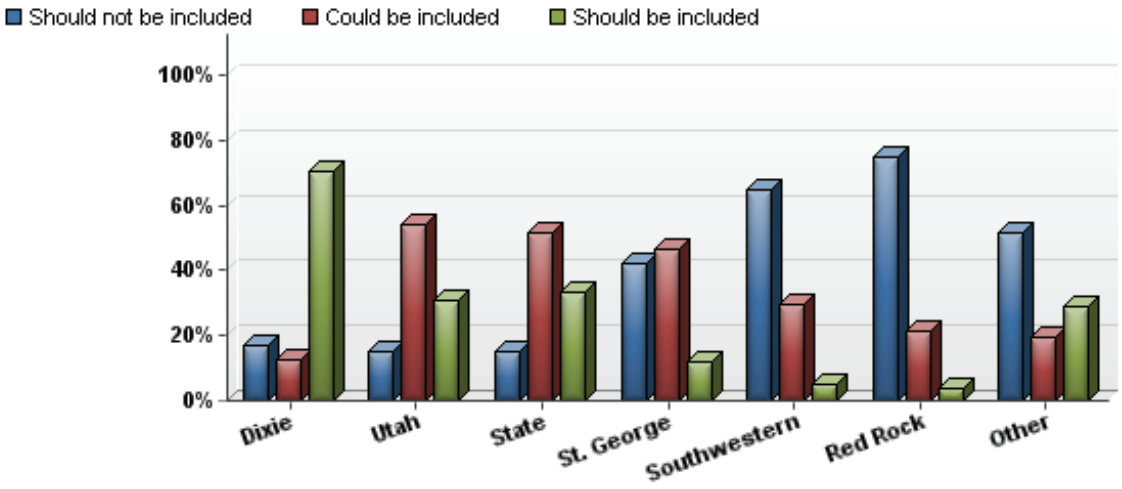
11% of $5k-$10k donors said they would withdraw support if they liked the name.

Considering the name of the university, please indicate whether each of the following words should not, could, or should be included in the name

		Which best describes your connection to Dixie State College of Utah?					
		Current Student	Faculty/staff (Not Alumni)	Faculty/staff (Alumni)	Alumnus	Community Member	Other
Dixie	Should not be included	15.7%	40.4%	23.2%	7.9%	23.2%	23.2%
	Could be included	13.4%	18.8%	10.0%	8.9%	14.4%	14.8%
	Should be included	71.0%	40.8%	66.8%	83.3%	62.4%	62.1%
	Total	100%	100%	100%	100%	100%	100%
Utah	Should not be included	16.7%	8.6%	9.4%	16.2%	13.9%	12.5%
	Could be included	51.6%	48.1%	54.7%	56.6%	56.2%	54.7%
	Should be included	31.7%	43.3%	35.9%	27.3%	30.0%	32.8%
	Total	100%	100%	100%	100%	100%	100%
State	Should not be included	16.1%	14.6%	15.3%	13.0%	15.2%	16.7%
	Could be included	42.0%	54.6%	54.6%	57.8%	55.0%	54.2%
	Should be included	41.9%	30.8%	30.1%	29.2%	29.8%	29.2%
	Total	100%	100%	100%	100%	100%	100%
St. George	Should not be included	45.2%	32.8%	43.5%	44.3%	35.4%	40.1%
	Could be included	42.8%	46.2%	43.5%	48.3%	50.8%	45.8%
	Should be included	12.0%	21.0%	13.0%	7.4%	13.8%	14.1%
	Total	100%	100%	100%	100%	100%	100%
Southwestern	Should not be included	69.1%	42.4%	58.4%	70.4%	59.8%	58.4%
	Could be included	24.4%	46.7%	35.4%	26.8%	35.1%	35.1%
	Should be included	6.5%	10.9%	6.2%	2.8%	5.1%	6.5%
	Total	100%	100%	100%	100%	100%	100%
Red Rock	Should not be included	73.4%	69.0%	80.2%	83.4%	67.8%	63.1%
	Could be included	22.2%	28.6%	15.0%	15.2%	26.3%	31.6%
	Should be included	4.5%	2.4%	4.8%	1.4%	5.9%	5.3%
	Total	100%	100%	100%	100%	100%	100%
Other	Should not be included	56.3%	48.2%	51.6%	54.1%	47.5%	36.1%
	Could be included	15.5%	20.0%	19.0%	16.4%	26.4%	27.1%
	Should be included	28.2%	31.8%	29.5%	29.5%	26.1%	36.8%
	Total	100%	100%	100%	100%	100%	100%

The highest scores for each word are in bold. For five of the seven words the consensus of whether it should, could, or should not be included is the same for all demographics. Only two words have a differing opinion—Southwestern is a 'could' among non-alumni faculty/staff, rather than a 'should not' among all other demographics; St. George is a 'could' among three of the demographics, except students, who list it a 'should not', and alumni faculty/staff who are evenly split between 'should not' and 'could'.

The graph below shows results across all demographics.



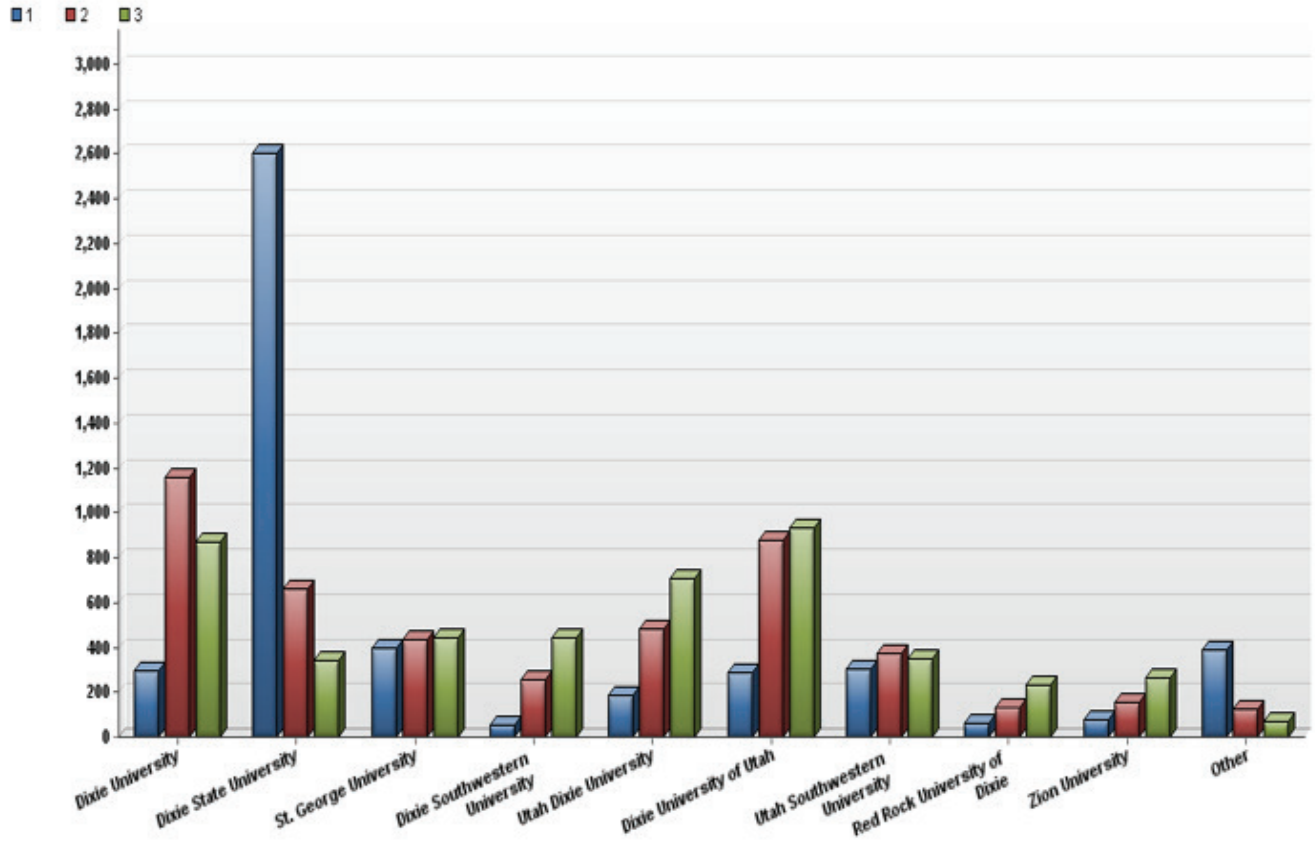
Please indicate which, if any, of the following factors below influenced your answer to the last question

	Which best describes your connection to Dixie State College of Utah?						
	Current Student	Faculty/staff (Not Alumni)	Faculty/staff (Alumni)	Alumnus	Community Member	Other	Total
Tradition/heritage	64.3%	49.3%	74.5%	84.6%	68.9%	61.2%	71.0%
Geographical location	48.5%	61.9%	62.7%	57.1%	55.1%	52.6%	54.2%
Perception by potential students	35.8%	55.6%	42.9%	28.7%	36.0%	35.7%	35.1%
Perception of other universities	33.8%	53.0%	36.8%	24.4%	31.0%	36.1%	31.7%
Ability for the university to have a national reach	33.6%	59.0%	41.5%	24.5%	34.6%	36.8%	33.0%
Credibility of the institution Perception by	46.6%	63.8%	52.8%	40.5%	45.4%	45.4%	45.7%
potential employers	27.9%	47.0%	34.0%	22.4%	27.8%	27.5%	27.5%
Name recognition	70.9%	57.5%	74.1%	78.2%	68.3%	68.4%	71.9%
Other	6.1%	7.1%	6.6%	5.5%	4.6%	8.6%	5.8%
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Interestingly, while name recognition was, unsurprisingly, ranked highly by all demographics, the group with the least concern (albeit 57.5% of respondents) was non-alumni faculty/staff. Name recognition and tradition/heritage were the top picks for all groups except one—with community members and faculty/staff alumni having them as an equal concern. The one group that differs is the non-alumni faculty/staff whose main factor of influence was credibility of the institution.

Below is a list of possible names for the university (NOT a list of finalists). Please rank them.

Respondents were asked to rank a list of nine possible names for the university from most preferred to least preferred. This graph shows the quantity for the top three votes for each name. Although this list was specified as not being exhaustive it was felt after the survey's release that the name 'Dixie State University of Utah' would have given an interesting result. Because this is a ranking question a cross-tabulation is not possible.



CONCLUSIONS AND AREAS FOR BOARD CONSIDERATION

Each of the recommended names for the new university detailed below match specific characteristics of three sets of circumstances: Local, National, and Balanced Focus.

Local/Regional Focus

If the university intends to keep its primary area of service and influence in the local region (considered to be the region where it currently has primary service and influence) then a name for consideration would be “Dixie State University.”

Reasoning

With a local focus, the near-by community is the most important audience. The name Dixie relates to the local region, not just the campus, and keeping it in the name of the school reinforces the position of the university within that community. While the name will garner a certain amount of national attention with the university status, there will be limited need to explain/justify the name to a wider audience. Within the local community the history and heritage of the name/institution remains.

Related Notes/Recommendations

This option would be, arguably, the least disruptive to existing characteristics of the school (events, physical facilities), attendees and faculty. However, provision should be made to explain the name to outsiders. In addition, it is the clear choice from an economic standpoint both from a position of potential donation losses and the cost to change all materials that include the name Dixie State. We estimate this cost to be in the seven figures.

National Focus

If the university intends to capitalize on its university status and have aO large a role in the national stage, then a name for consideration would be “St. George University” (or University of St. George).

Reasoning

With a national focus, the university would seek to be ever more recognized in terms of academic presence (papers published, national conferences, grant submissions, awards etc.). The moniker “Dixie” is more likely to carry a negative connotation to groups and individuals outside the local region hence the suggestion of its removal.

Related Notes/Recommendations

If this focus/name is chosen, a significant adjustment within the local community will need to be addressed. The university would still physically be present, and the benefits of an expanded program of higher education would still be evident, however, efforts would need to be made to enforce the idea

that the institution can be true to its heritage even if its name has changed. At the national level the university would need to be introduced. Among applications from students/faculty there may be a need to clarify that it is not a Catholic school.

Balanced Focus

The university may intend that it expand its area of service and influence significantly from where it is, but not with the intention of expanding to the fullest extent or across every avenue that may bring wider prominence at a national level. In that instance, two names for consideration would be: “Utah Dixie University”, or “Utah Dixie State University”.

Reasoning

These names keep Dixie, to be relevant to the local community, but add the qualifier “Utah” so as to distinguish the university from southern State connotations. In addition, neither side of the issue with the word “Dixie” should feel alienated as a result of the name selection because concerns from both sides have been addressed in the name.

Related Notes/Recommendations

This focus would also necessitate messaging to explain the word “Dixie,” but misunderstandings regarding the name are likely to come less often.

Other Recommendations

Regardless of the name chosen it is recommended that the school take action to distance itself from civil war references. The name Dixie is not inextricably linked to the civil war. For the people in Utah, the name Dixie represents hard work and a welcoming homestead feel, but that definition is not conveyed to the outside world with additional civil war references. To convey the meaning Dixie has to the community we recommend removing any and all civil war references and widely spreading carefully prepared messaging to explain the community, its origins and the meaning of Dixie.
Finally, it is suggested the heritage/history of the school be acknowledged. This repeatedly came up as something of concern in the research. The school mascot was asked about specifically but came up in several interviews and in some of the survey comments.

Acronyms

We did not find other universities that use the following: Dixie State University (DSU), Utah Dixie University (UDU), University of Dixie Utah (UDU), and Utah Dixie State University (UDSU).

CONCLUSIONS AND AREAS FOR BOARD CONSIDERATION

Additional Considerations

In summary the change to a university is seen as a positive thing. The feeling among the majority of people in most demographics is that the Dixie name should stay and also that heritage and history should be protected. However, there is a concern that if the university begins to operate in a more national community that name carries a negative connotation that may prove a disadvantage in areas such as grant requests, paper submissions, national conferences and general perception.
The most pertinent question for the Board to consider seems to be—does the local positive of keeping Dixie in the name, outweigh the national positive of taking it out?

To answer this, two additional questions can be considered:

- Is it easier to explain to outsiders why the word Dixie exists in southern Utah (and the school name), or to explain to locals why it has been removed?
  If the institution is to remain largely local in its appeal there is a stronger argument for keeping the name Dixie. If however, if long-term plans are to appeal to a much greater number of non-local students the opposite may be true.
- What are the medium and long-term plans for the institution?
  Does it seek to broaden its appeal to a national stage, a regional stage, or remain more local in its focus. It can be argued that the name chosen should reflect what the university wants to be in 20, 30, even 100 years from now. Taking the word Dixie out may have a long-term benefit but with short-term hurdles; equally it could be argued that the name Dixie may not, with careful, consistent messaging, have such a negative connotation in years to come and therefore could be kept. The institution's footprint on the national stage may grow, but not necessarily to the point that the name is a serious liability.

There is great support for keeping Dixie. While inclusion of the word 'Utah' as a qualifier had moderate support the phrase University of Utah may suggest a non-existent relationship or even ownership by the University of Utah in Salt Lake City.

Additional Data

There are two areas where information may be helpful to the Board in its decision but which are not known to the authors of this report. The first regards donors. It is true that donors loyal to the Dixie name may leave, but a new generation of donors is being cultivated. It would be good to consider the ages/amounts donors give, and if they are married to the Dixie name. Second, as has been mentioned, existing goals regarding the makeup of the student body (local, national, international). These details would certainly influence the name selection—it is easier to keep Dixie if the focus is to remain local.

NAME CHANGE RECOMMENDATIONS

Based on the data compiled, the following names are recommended for consideration:

- Local/Regional Focus
  - –Dixie State University (DSU)
- National Focus
  - –University of St. George (USG)
- Balanced Focus
  - –Utah Dixie University (UDU)
  - –Utah Dixie State University (UDSU)