

**Information Item**  
**Bachelor of Communication Emphasis in**  
**ORGANIZATION AND LEADERSHIP**  
**in an Adult Degree Completion Format**  
**Starting August 2008**  
**Dixie State College**

Prepared for  
David L. Buhler  
By  
Randall Chase  
Brent Hanson  
Donald Ray Hinton



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## SECTION I: The Request

Complete Emphasis Description

The Adult Completion Emphasis

Proposed Emphasis in Organization and Leadership

Prerequisites

Purpose of the Degree

## SECTION II: Need

Labor Market Demand

Student Demand

Benefits

## SECTION III: Institutional Impact

## SECTION IV: Finances

Funding Sources

Reallocation

Impact on Existing Budgets

## Section I: The Request

Dixie State College of Utah (DSC) anticipates offering a new emphasis within the Communication Bachelor of Science degree. The new emphasis will be in Organization and Leadership and is designed to be offered in an adult completion degree format. DSC anticipates offering this emphasis starting Fall Semester, 2008. This emphasis was approved by the DSC institutional Board of Trustees on \_\_\_\_\_.

### **Complete Emphasis Description:**

This Organization and Leadership emphasis incorporates 88% of the core courses for the DSC Communication degree and targets the employed adult learner in Washington and Kane Counties. It provides a core of communication and business courses that are aimed at refining the ability of graduates to lead, contribute, and compete in an increasingly complex business world. This adult degree completion program responds to the needs of the employed adult learner by providing a career-focused learning path that incorporates the needs of the adult learner, including consecutive rather than concurrently delivered course work. It builds on an Associate Degree or equivalent, offers the adult learner a shortened time (18 months) to the baccalaureate degree, and is designed to be self-supporting.

**The Adult Completion Emphasis:** This program is an Adult Bachelor Degree Completion emphasis which responds to the needs of the employed adult learner by providing a career focused education in organization and leadership. All students must first complete an Associate Degree or equivalent before they are accepted into the program, and no one with less than 60 credits will be accepted. Credits for experiential learning may be granted (DSC policy 5.15) if the student meets the proper qualifications, but these credits can only be used as lower division elective credits and cannot be used to fill general education requirements. Consistent with the nature of the intended student target population, it is the intent of Dixie State College to direct the coordination and facilitation of this adult degree completion emphasis through the Division of Adult Studies. The responsibility for the design and integrity of this Organization and Leadership adult completion emphasis will remain with the Communication department which offers the Communication Degree and provides the majority of the course work for this emphasis.

This emphasis will be advertised and interested students will sign up until a full cohort of 25 has registered. At that point students will proceed as a cohort through successive courses for 18 months that culminates in their degree. Course work would focus on Business and Professional Communication (written & oral), Professional Ethics, Intercultural and Organizational Communication, Small Group/High Performance Teams, Conflict and Negotiations/Bargaining, Leadership, Management, Public Relations, and Research Methods and Applications. The course work will culminate in a final research project.

While most of the courses needed to complete this Organization and Leadership emphasis already exist, the structure and approach for each class will have to be adapted to meet the hours available to teach each subject. The proposed courses and weeks/hours devoted to each subject can be seen as follows:

## Proposed Emphasis in Organization and Leadership

Students who complete their degree through this program will take the following:

Block Title	Credit Hours	Contact Hours	Additional Online Hours
<b>Business and Professional Communication:</b>	6	18	36
ENGL 3010		Writing in the Professions	
COMM 4020		Integrated Oral Presentations	
<b>Global Commerce &amp; Traditional Organizations:</b>	6	18	36
COMM 3190		Intercultural Communication	
COMM 3850		Organizational Communication	
<b>Professional Collaborative Behaviors:</b>	6	24	48
COMM 3050		Successful Small Group Dynamics	
COMM 4050		Leadership and High Performance Teams	
<b>Communication and Conflict Processes:</b>	6	21	42
COMM 4500		Human Communication & Conflict	
COMM 3330		Negotiations/Bargaining	
<b>Leadership &amp; Management:</b>	6	18	36
MGMT 3010		Marketing Principles	
MGMT 3400		Management & Organizations	
<b>Public Relations:</b>	6	24	42
COMM 3580		Introduction to Public Relations	
COMM 4580		Public Relations Case Studies	
<b>Ethics</b>	2	12	24
PHIL 3510		Professional Ethics	
<b>Effective Influence Strategies:</b>	9	36	78
COMM 3460		Content & Rhetorical Analysis	
COMM 4010		Persuasion	
COMM 4490		Contemporary Public Issues	
<b>Research Methods &amp; Applications:</b>	15	45	90
COMM 3020		Communication Research	
COMM 3550		Theoretical Perspectives of Org. Comm.	
COMM 4030		Applied Organizational Comm. Research	
COMM 4950		Internship	
COMM 4980		Final Research Project	
	62	216	432

Previous upper-division coursework in any of these content areas can be transferred and receive credit toward or in lieu of any of these content blocks and/or courses.

**Prerequisites**

It is assumed that students in this program have completed their general education requirements, including but not limited to the following courses which are important prerequisites to the courses taken within the degree completion process. If these have not been completed, prospective enrollees will need to complete these prior to actually entering the program. DSC will offer them on the following basis to students needing these two courses:

<u>Block Title</u>	<u>Credit Hours</u>	<u>Contact Hours</u>	<u>Additional Online Hours</u>
<b>Interpersonal Communication:</b> (Prerequisite to other courses/blocks) (May be waived if taken previously)	3	9	18
<b>Argumentation &amp; Critical Thinking:</b> (Prerequisite to other courses/blocks) (May be waived if taken previously)	3	9	18

While most college course work is based upon two hours of outside study for each hour in class, this program of study will require far more out-of-class study time. The faculty for this degree will primarily be drawn from the Communication Department but will be augmented by faculty from both the English and the Business Departments.

**Purpose of Degree:**

This emphasis targets the growing number of working adults in Washington and Kane Counties who have some college background but do not have a baccalaureate degree. The working adult learner is part of a large higher education market segment that traditionally has been underserved in the two County area and is growing at twice the rate of the traditional higher education market. Criteria traditionally used by students to select educational institutions, such as location, price, flexibility, scheduling, availability, applicability, and faculty quality are critical to the adult learner. Criteria specific to adult learners are even more important, such as time to degree, flexible financing, method of delivery, and credit for experiential learning. This degree is aimed at this audience and is designed to meet the needs of this population in Washington County.

**Section II: Need**

As indicated earlier, one of the central missions specifically assigned to DSC is to meet the higher education needs of Washington and Kane County citizens. In order to support the

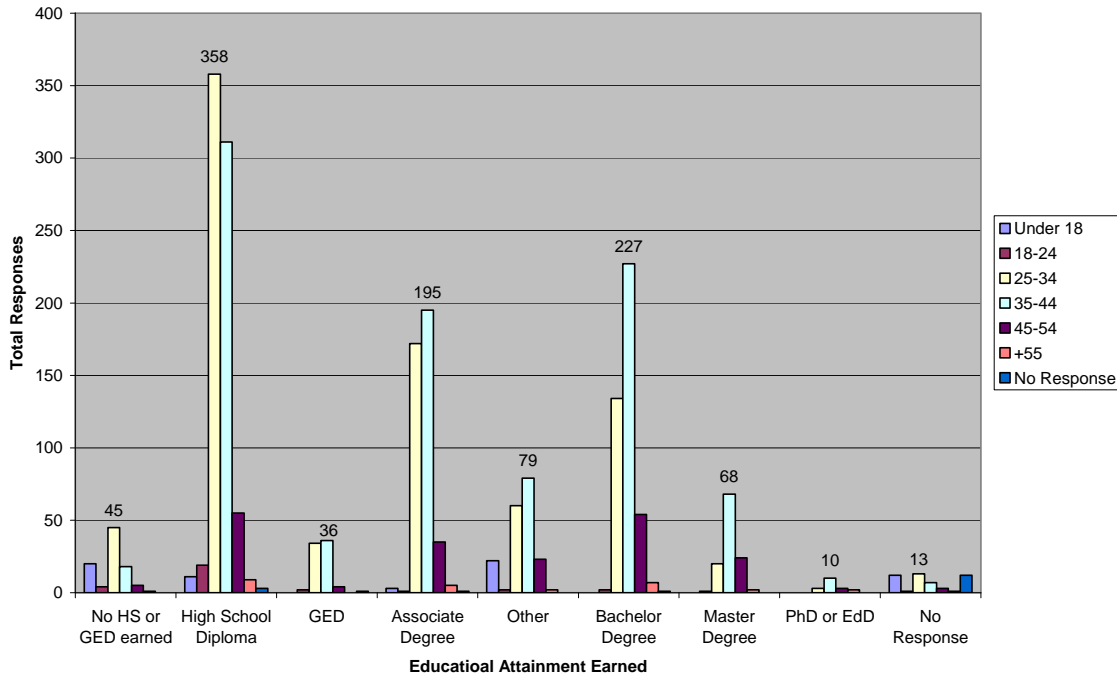
economic future of the region and provide individuals with opportunities for personal development, citizens in southwest Utah need local opportunities to earn bachelor's degrees in a broad range of academic disciplines. The current completion rate of bachelor's degrees for citizens in the DSC service area, among the lowest in the nation, needs special attention. According the US Census 2005 American Community Survey, Washington County has a bachelor's degree educational attainment rate of 16.7% in the twenty-five to thirty-four-year-old age group. As a point of reference, the national rate for the same group is 29.9%, and the rate for West Virginia, a state with long-standing educational performance challenges, is 21.5% (<<http://factfinder.census.gov>>).

Access to higher education in the immediate geographic region is demonstrably a limiting factor in educational attainment. While Washington County citizens have low baccalaureate achievement rates, their rate of starting college or attaining associate degrees is above the national average (Appendix A). The education offered in the area tends to be the education attained. Present educational opportunities in Washington County are not adequate. Access to a full range of baccalaureate programs is crucial to this economically important part of the state, a region that is home to one of the fastest growing metropolitan areas in the nation. Access to flexible degree programs to meet the needs of under-educated working adults is an important component in a strategy that will, among other things, require an effective public relations program aimed at persuading an education-deficient population to come to college.

#### **Labor Market Demand:**

As indicated before, this degree aims at a unique market because it targets an already-employed student. Most of these potential students are already working but need a Bachelor's Degree to advance in their chosen career. Many of these may already own their own business but baccalaureate education will enhance their business and improve the marketing of their products.

**Education Level Attained by Age**



Therefore, the question is not, are there jobs for graduates with this degree, but rather is there an undereducated public ready to take advantage of this degree. In a recent study<sup>1</sup> conducted through the Washington County School District, parents were surveyed as to their own educational attainment. While this survey does not necessarily represent the entire county population, the 2,153 respondents clearly indicate a large population base with less than a Bachelor's degree. Additionally, as indicated in the U.S. Census Bureau's 2005 American Community Survey (Appendix A), 87.4% of the county's twenty-five to thirty-four-year-old age group does not have a Bachelor's degree.

Additionally, Washington County is growing. It is the fastest-growing metropolitan area in the state of Utah and the second-fastest-growing in the United States. Population estimates for the end of the next decade are 200,000<sup>2</sup>. Non-farm annual job growth in Washington County is 10.2%, second-highest in the state behind only Tooele County at 11.5%<sup>3</sup>. This is well above the statewide average of 4.0% and the national average of just under 3% for the year 2005<sup>4</sup>. Dixie State College is the sole state institution of higher education, offering academic associate and baccalaureate degrees, located in the county and will be increasingly counted on to provide the trained and educated workers that this kind of growth will require.

<sup>1</sup> Office of Institutional Research @ Dixie State College – Washington County School and Community Survey 2006

<sup>2</sup>Source: Utah Population Estimates Committee; Utah Governor's Office of Planning and Budget

<sup>3</sup>Source: Utah Department of Workforce Services; U.S. Bureau of Labor Statistics

<sup>4</sup>Source: Utah Department of Workforce Services

## Labor Market Demand – Statewide in Utah

*Skills in Demand:* The Utah Department of Workforce Services (DWS), reports that the skills that are projected to be in the highest demand for new hires in the state of Utah all relate to Organization and Leadership. In fact, of the top 16 skills in demand, 14 are an integral part of the Organization and Leadership curriculum. Altogether, DWS estimates a demand of 57,920 new hires over the ten-year period from 2002–2012 for people with these specific skills<sup>5</sup>.

*Occupations in Demand:* DWS also reports data by occupations that show projections for Utah job opportunities (employment estimates, annual openings) in each of the recognized occupation categories. In those categories related to Organization and Leadership that require persons with bachelor's degrees, DWS estimates a demand of 1,550 new hires per year over a 10-year period from 2004–2014<sup>6</sup>.

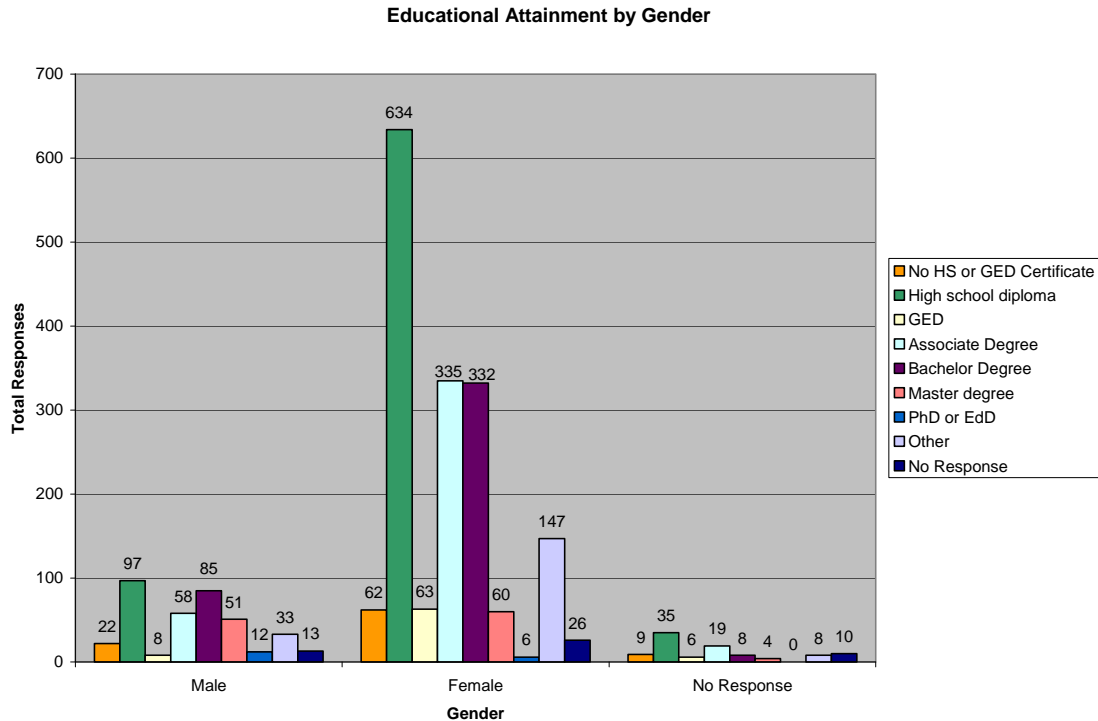
### **Student Demand:**

As indicated at the start of the prior section, the primary goal of this program is to meet the need of under-educated adults. A recent chart from the Washington County School District Survey indicates that 65% of those surveyed have less than a Bachelor's Degree (see chart below). This survey above combines with the 2005 American Community study (cited above) that indicates that 87% of Washington County residents between the ages of twenty-five to thirty-four have not yet attained their Bachelor's Degree. These are then the prime base of students whose needs would be met through this degree. Never in the history of Dixie State College has there been a Bachelor's degree offering which reaches out to this underserved population. Certainly it will take a major marketing effort by DSC to make members of this population aware of the degree and help them to see how it can benefit them. However, since the degree is self-funding and since the degree will not begin course offerings until a cohort has signed up, neither DSC nor the state is jeopardized by offering the degree. As enrollments build and the demand for the degree increases, faculty and staffing can be provided from the funds received.

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<sup>5</sup> Source: Projected Demand for Skills for Employment, Utah Department of Workforce Services.

<sup>6</sup> Source: Utah Occupational Projections 2004–2014 for the following occupational categories: Advertising, Marketing Promotions, Public Relations, and Sales Managers (SOC 11-2000); Operations Specialties Managers (SOC 11-3000); and Business Operations Specialists (SOC 13-1000).



**Benefits:**

The benefits to this Adult Degree of Completion in Organization and Leadership are wide and varied, and include the following:

- It helps DSC and USHE fulfill their missions.
- It responds to, and helps fulfill the needs of the community and many of the employed adult learners within the community.
- Its flexible schedule and mode of delivery provide an opportunity for those students who are “trapped” by their need for employment to continue their education to either improve their current and future work opportunities or pursue a graduate degree, or both.
- Its continuous cohort format shortens the overall time required to complete the degree.
- Its structure provides more intensive student/faculty interaction; close networking between students, consistent and fulfilled expectations of course offerings and enhanced advisory opportunities.
- It provides an opportunity for those completing the program to improve their standard of living.

**Section III: Institutional Impact**

After careful reflection by administration and affected faculty at DSC, this proposed new emphasis is not anticipated to negatively impact either the Business or Communication department enrollments, nor will it negatively impact other degree offerings at DSC. With this emphasis being self funding and offered in the evenings, traditional students enrolling in degree programs at DSC

are not likely to become involved. Likewise, with enrollees required to have an associate degree or its equivalent, the emphasis will not negatively impact lower division general education offerings. However, it may increase some enrollments in evening general education offerings by prospective students completing the last of their general education requirements in order to enroll in the Organization and Leadership emphasis.

Administration of the degree will add some load to administrators and staff in both the Continuing Education School and the Communication Department. Initially DSC anticipates that current administration and staff will absorb the load. However, as the program grows, careful attention will need to be paid to this load. DSC anticipates hiring two new full-time faculty and one lecturer/advisor to assist with the teaching of this emphasis. The lecturer/advisor will likewise pick up a substantial portion of the support requirements for each cohort. Recognizing that this degree completion program is designed to be self supporting, the revenues generated from tuition will be used to cover the costs of these hires.

The introduction of this evening program should enhance the utilization of space during a time of day/night when the physical facilities are not fully employed. This should assist DSC in more efficient use of the resources provided. Because of the nature of the courses involved in this emphasis, no additional equipment will be needed beyond that supplied in the classrooms already on campus. Additionally, the on-line infrastructure is already in place to support this degree approach.

#### Section IV: Finances

This program is unique in that it is self-supporting and meets the educational needs of a rapidly expanding public. The anticipated expenditures and revenues for this adult degree completion (ADC) program in Organization and Leadership leading to a baccalaureate degree in Communication are as follows:

Financial Analysis Form for All R401 Documents						
	Year 1	Year 2	Year 3	Year 4	Year 5	
<b>Students</b>						
Projected FTE Enrollment	25	50	50	50	50	
Cost Per FTE						
Student/Faculty Ratio	12.5	16.7	16.7	16.7	16.7	
Projected Headcount	25	50	50	50	50	
<b>Projected Tuition</b>						
Gross Tuition						
Tuition to Program	\$300,000	\$600,000	\$600,000	\$600,000	\$600,000	
<b>5 Year Budget Projection</b>						
	Year 1	Year 2	Year 3	Year 4	Year 5	
<b>Expense</b>						

Financial Analysis Form for All R401 Documents					
	Year 1	Year 2	Year 3	Year 4	Year 5
Salaries & Wages	99,000	158,000	158,500	158,500	158,500
Benefits	39,000	64,500	64,500	64,500	64,500
Total Personnel	130,000.00	215,000	215,000	215,000	215,000
Current Expense	12,000	14,000	14,000	14,000	14,000
Travel					
Capital					
Library Expense	10,000	5,000	3,000	3,000	3,000
Total Expense	\$ 152,000	\$ 234,000	\$232,000	\$232,000	\$232,000
<b>Revenue</b>					
Legislative Appropriation	0	0	0	0	0
Grants	0	0	0	0	0
Reallocation	0	0	0	0	0
Tuition to Program	\$300,000	\$600,000	\$600,000	\$600,000	\$600,000
Total Revenue	\$300,000	\$600,000	\$600,000	\$600,000	\$600,000
<b>Difference</b>					
Revenue-Expense	\$ 148,000	\$366,000	\$368,000	\$ 368,000	\$368,000
<b>Comments</b>					

**Funding Sources:**

One hundred percent of the Adult Degree Completion program revenue will be generated by the students, who will pay an anticipated \$12,000 in tuition for the entire program.

**Reallocation:**

Implementation of this degree program will not require reallocation.

**Impact on Existing Budgets:**

This program will provide additional revenues for use by DSC and therefore will not have a negative impact on any budget.

Appendix A  
**Bachelor's Degree Completion Rates**  
**U.S. Census Bureau 2005 American Community Survey**

**Washington County, Utah**

S1501. Educational Attainment

Data Set: 2005 American Community Survey

Subject	Total	Margin of Error	Male	Margin of Error	Female	Margin of Error
Population 25 to 34 years	20,425	+/-840	10,100	+/-445	10,325	+/-620
High school graduate or higher	87.4%	+/-4.7	86.5%	+/-5.4	88.3%	+/-7.0
<b>Bachelor's degree or higher</b>	<b>16.7%</b>	+/-5.3	11.7%	+/-6.1	21.5%	+/-8.0

Available at: [http://factfinder.census.gov/servlet/STTable?\\_bm=y&-state=st&-context=st&-qr\\_name=ACS\\_2005\\_EST\\_G00\\_S1501&-ds\\_name=ACS\\_2005\\_EST\\_G00\\_&-tree\\_id=305&-redoLog=true&-\\_caller=geoselect&-geo\\_id=05000US49053&-format=&-\\_lang=en](http://factfinder.census.gov/servlet/STTable?_bm=y&-state=st&-context=st&-qr_name=ACS_2005_EST_G00_S1501&-ds_name=ACS_2005_EST_G00_&-tree_id=305&-redoLog=true&-_caller=geoselect&-geo_id=05000US49053&-format=&-_lang=en)

**United States**

S1501. Educational Attainment

Data Set: 2005 American Community Survey

Subject	Total	Margin of Error	Male	Margin of Error	Female	Margin of Error
Population 25 to 34 years	38,785,474	+/-27,224	19,323,847	+/-21,216	19,461,627	+/-16,407
High school graduate or higher	86.4%	+/-0.1	84.8%	+/-0.2	87.9%	+/-0.2

<b>Bachelor's degree or higher</b>	<b>29.9%</b>	+/-0.2	27.2%	+/-0.2	32.5%	+/-0.2
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Available at: [http://factfinder.census.gov/servlet/STTable?\\_bm=y&-geo\\_id=01000US&-qr\\_name=ACS\\_2005\\_EST\\_G00\\_S1501&-ds\\_name=ACS\\_2005\\_EST\\_G00\\_&-\\_lang=en&-\\_caller=geoselect&-state=st&-format=](http://factfinder.census.gov/servlet/STTable?_bm=y&-geo_id=01000US&-qr_name=ACS_2005_EST_G00_S1501&-ds_name=ACS_2005_EST_G00_&-_lang=en&-_caller=geoselect&-state=st&-format=)

### **West Virginia**

S1501. Educational Attainment

Data Set: 2005 American Community Survey

Subject	Total	Margin of Error	Male	Margin of Error	Female	Margin of Error
Population 25 to 34 years	216,671	+/-2.885	107,134	+/-1,742	109,537	+/-2,012
High school graduate or higher	89.3%	+/-1.3	87.9%	+/-1.6	90.8%	+/-1.8
<b>Bachelor's degree or higher</b>	<b>21.5%</b>	+/-1.7	18.1%	+/-2.1	24.7%	+/-2.3

Available at: [http://factfinder.census.gov/servlet/STTable?\\_bm=y&-state=st&-context=st&-qr\\_name=ACS\\_2005\\_EST\\_G00\\_S1501&-ds\\_name=ACS\\_2005\\_EST\\_G00\\_&-tree\\_id=305&-redoLog=false&-\\_caller=geoselect&-geo\\_id=04000US54&-format=&-\\_lang=en](http://factfinder.census.gov/servlet/STTable?_bm=y&-state=st&-context=st&-qr_name=ACS_2005_EST_G00_S1501&-ds_name=ACS_2005_EST_G00_&-tree_id=305&-redoLog=false&-_caller=geoselect&-geo_id=04000US54&-format=&-_lang=en)

## Signature Page

**Institution Submitting Proposal:** Dixie State College

**School affected:** Education, Humanities, Arts, and Social Sciences

**Division affected:** Arts and Letters

**Department affected:** Communication

**Program/Administrative Unit Title:** Communication Department

**Recommended Classification of Instructional Programs (CIP) Code:** 09.0901

**Degree to be Awarded:** Adult Completion Degree of Bachelor of Science in Organization and Leadership

**Proposed Beginning Date:** Fall Semester, 2008

### Institutional Signatures:

\_\_\_\_\_, Department Chair  
Randal Chase

\_\_\_\_\_, Associate Dean  
Brent L. Hanson

\_\_\_\_\_, Dean  
Donald R. Hinton

\_\_\_\_\_, Chief Academic Officer  
Donna Dillingham-Evans

\_\_\_\_\_, President  
Lee G. Caldwell

\_\_\_\_\_, Date