



DALTON
STATE

Retention and Graduation Report

Presented to the
Graduation Rate Task Force
University System of Georgia
February 23, 2010

Dalton State College Statement of Purpose

Dalton State College is dedicated to providing broad access to quality higher education for the population of Northwest Georgia, thereby enhancing the region's vitality and quality of life. As an institution of the University System of Georgia, Dalton State offers targeted bachelor's degrees, a full range of associate's degrees and career certificate programs, and a wide variety of public service and continuing education activities. The College's work is strengthened by partnerships between the College and Northwest Georgia businesses and industries, governments, and schools.

2009–2012 DSC Strategic Plan: Seeking Excellence in Challenging Times

- ▶ Goal 1: The College will promote multiculturalism and diversity in all aspects of its operations. (Linked to University System Strategic Goals 1 and 2)
- ▶ Goal 2: The College will create a rich and secure campus environment that provides varied student life opportunities. (Linked to University System Strategic Goals 1, 2, and 6)
- ▶ Goal 3: The College will strengthen its ties with the community by promoting the arts and humanities, collaborating with area schools, fostering economic development, providing leadership and service, and offering recreational and entertainment opportunities for the general public. (Linked to University System Strategic Goals 1, 3, and 4)

2009–2012 DSC Strategic Plan: Seeking Excellence in Challenging Times

- ▶ Goal 4: The College will improve student learning and academic support to ensure student success, to improve retention, and to improve graduation rates. (Linked to University System Strategic Goals 1, 2, and 6)
- ▶ Goal 5: The College will renew excellence in undergraduate education by improving teaching quality and by focusing on student achievement of essential learning outcomes for the 21st century. (Linked to University System Strategic Goals 1, 2, 3, and 6)

DSC Retention and Graduation Rate Targets

Retention Rates:

Year	Targeted Rate	Actual Rate
2005 - 2006	57.0 %	63.25 %
2006 - 2007	58.5 %	65.86 %
2007 - 2008	60.0 %	60.23 %
2008 - 2009	61.5 %	64.40 %
2009 - 2010	63.0 %	

Graduation Rates for Three-Year Associates Degree

Year	Targeted Rate	Actual Rate
2002	14.5 %	10.90 %
2003	15.5 %	14.22 %
2004	16.5 %	13.94 %
2005	17.5 %	14.32 %
2006	18.5 %	

Table 1: DSC One Year Retention Rates First-Time, Full-Time 2001 – 2009

Year	DSC Rate	System-Wide Rate
Fall 2008 – Fall 2009	64.40 %	66.84 %
Fall 2007 – Fall 2008	60.23 %	62.97 %
Fall 2006 – Fall 2007	65.86 %	67.37 %
Fall 2005 – Fall 2006	63.25 %	66.40 %
Fall 2004 – Fall 2005	56.65 %	60.25 %
Fall 2003 – Fall 2004	63.61 %	66.28 %
Fall 2002 – Fall 2003	58.90 %	62.40 %
Fall 2001 – Fall 2002	67.50 %	72.00 %

Table 2A: Three Year Associate Degree Graduation Rates First-Time, Full-Time Freshmen

Year	DSC Rate	System-wide Rate
2005	14.32 %	14.32 %
2004	13.94 %	14.18 %
2003	14.22 %	12.36 %
2002	10.90 %	11.68 %
2001	13.50 %	14.20 %
2000	13.36 %	13.62 %
1999	12.50 %	13.80 %
1998	12.30 %	12.30 %
1997	13.30 %	13.90 %
1996	16.60 %	16.80 %
1995	16.00 %	16.00 %

Table 2B: Six Year Baccalaureate Graduation Rates First-Time, Full-Time Freshmen

Entering Cohort	DSC Rate	System-wide Rate
2001*	9.09 %	57.80 %
2002	5.00 %	49.30 %

* Eight Year Graduation Rate is 100%

Learning Support Requirements First-Time, Full-Time Freshmen

		System Requirements		Institution Requirements				Total (System + Inst. + Vol.)	
Year	FT FT Fresh	Required	Percent	Required	Percent	Volunteer	Percent	Number of students	Percent
2008	1147	669	58.3	0	0	10	0.9	679	59.2
2007	969	569	58.7	33	3.4	3	0.3	605	62.4
2006	897	639	53.9	24	2.0	5	0.4	668	74.5
2005	882	504	57.1	0	0	13	1.5	517	58.6
2004	821	437	53.2	0	0	17	2.1	454	55.3

Table 3: Graduation Rate for First-Time, Full-Time Students with Learning Support Requirements

Term	0 LS	1 LS	2 LS	3 LS
	3 yr Grad rate	3 yr Grad rate	3 yr Grad rate	3 yr Grad rate
Fall 2006	20.3 %	13.5 %	5.1 %	2.0 %
Fall 2005	18.9 %	13.3 %	8.6 %	3.6 %
Fall 2004	19.4 %	12.1 %	2.0 %	0
Fall 2003	25.5 %	7.1 %	11.3 %	3.1 %
Fall 2002	18.8 %	8.5 %	5.9 %	15.0 %

NSSE 2009

Mean Benchmark Comparisons

Enriching Educational Experiences:

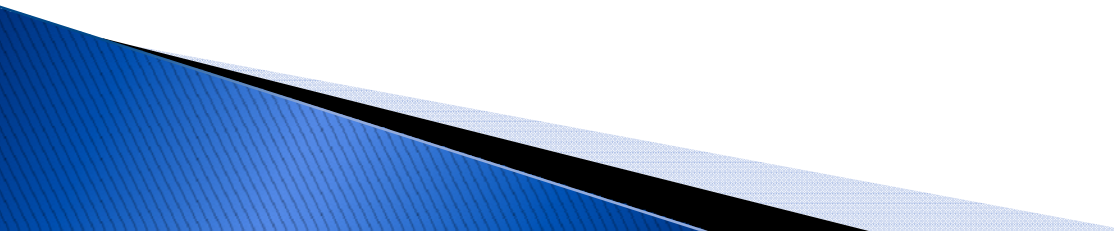
Class	DSC	Selected Peers I	Selected Peers II (50%)	Selected Peers III (10%)
First Year	25.3	27.9	24.5	24.6
Senior	35.5	39.5	37.3	37.4

Supportive Campus Environment:

Class	DSC	Selected Peers I	Selected Peers II (50%)	Selected Peers III (10%)
First Year	60.3	63.3	59.9	60.5
Senior	62.0	60.9	58.7	58.3

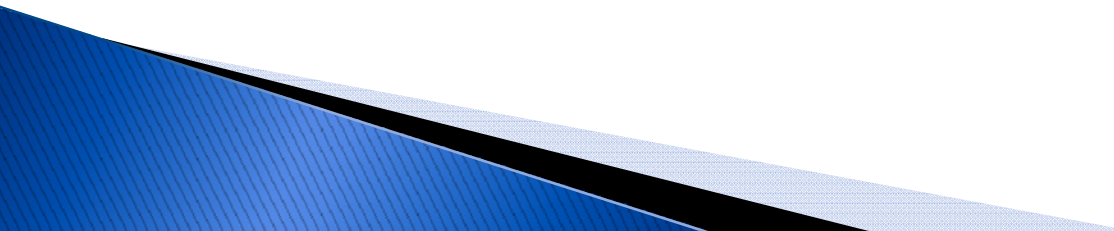
Retention, Progression, and Graduation Task Force Recommendations

Examples of Accomplished Tasks

- ▶ Financial aid – HOPE probation notices and warnings
 - ▶ Academic Advising – mentoring system for new faculty and new faculty workshops as component of new faculty orientation
 - ▶ Development of additional non–major lab science courses and a Science Learning Center
 - ▶ Develop and Implement a Summer Bridge Program
 - ▶ Modify the Early Learning Alert System and implement midterm grades
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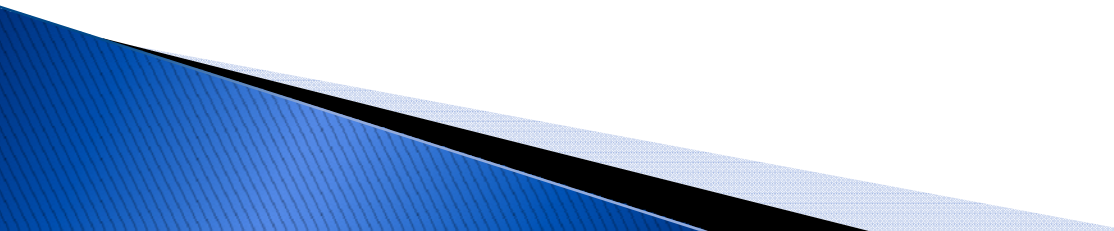
Retention, Progression, and Graduation Task Force Recommendations

Examples of Cost Prohibitive Objectives


- ▶ Provide HOPE–Gap Scholarships/Loans
 - ▶ Reduce the size of Learning Support classes and other “killer courses”
 - ▶ Degree check software, e.g. DegreeWorks
 - ▶ Establishing a Master/Meritorious Advisor Certification Program
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Retention, Progression, and Graduation Task Force Recommendations

Examples of Tasks In Progress

- ▶ Implement a system of evaluating advisors, advising, and the advisement process
 - ▶ Assess, analyze, and interpret current student success strategies or programs
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Title III Initiative Activities 2003 – 2009

- ▶ Establish the Academic Advising Center – including extensive advisor training
 - ▶ Develop online/hybrid junior and senior level courses for B.B.A.
 - ▶ Develop and implement First Year Experience Program
 - ▶ Develop and implement Learning Communities and Supplemental Instruction
 - ▶ Develop and implement an Honors Program
 - ▶ Provide online and computer-based tutoring programs for Learning Support classes
 - ▶ Implementation of a DSC web portal
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Academic Advising Center Title III Activity

Year	Number of Students	Comments
Spring 2004	62	Pilot program
Fall 2004	236	2+ Learning Support students
Fall 2005	718	2+ Learning Support and General Studies students
Fall 2006	1,161	All new students
Fall 2007	2,383	All new students
Fall 2008	3,300	All new students
Fall 2009	3,778	All new students

Students remain with the Academic Advising Center until they exit Learning Support and earn 15 hours of college credit.

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Successful Completion of Killer Courses Title III Activity

Course	Base-line year 02-03	Last academic year 08-09	Definition of passing
English 0098	40.7 %	50.5 %	D or above (S)
English 1101	44.5 %	75.7 %	C or above
Reading 0098	52.0 %	60.5 %	D or above (S)
Mathematics 0096	39.1 %	59.5 %	D or above (S)
Mathematics 0098	38.0 %	46.6 %	D or above (S)
Mathematics 1111	51.5 %	66.8 %	D or above
Biology 1107	57.6 %	66.1 %	D or above

First Year Experience Title III Activity

Year	Retention FTFT in FYES	Retention non FTFT in FYES	DSC Retention
F 06 → F 07 **	69.2	53.0	65.86
F 07 → F 08	61.9	45.7	60.23
F 08 → F 09	64.5	57.4	64.40

**Fall 06 – Coll 1101 was taught; Fall 07 FYES 1000 was taught

Summer Bridge Program

Year	Students Started Program	Students Completed Program	Percent COMPASS scores Improved	Percent Exited 1 or more Learning Support Areas	Return First Fall	GPA	Return Second fall	GPA
2007-2008	36	31	93 %	80 %	45	2.29	25	2.44
2008-2009	95	81	97 %	62 %	76	2.41		
2009-2010	77	74	87 %	44 %				

Online and Hybrid Offerings 2004 – 2009

		Course Level			
Academic Year	Format	1000	2000	3000	4000
2004 – 2005	Online	6	4	6	0
	Hybrid	3	1	1	0
2005 – 2006	Online	10	1	4	2
	Hybrid	3	5	7	6
2006 – 2007	Online	11	6	0	0
	Hybrid	13	17	6	5
2007 – 2008	Online	18	4	0	0
	Hybrid	21	23	8	3
2008 – 2009	Online	20	3	0	0
	Hybrid	32	22	6	2
F2009 – S2010	Online	17	1	0	0
	Hybrid	45	26	6	1

NSSE 2009 Mean Comparisons

To what extent does your institution emphasize providing the support you need to help you succeed academically:

Class	DSC	Selected Peers I	Selected Peers II (50%)	Selected Peers III (10%)
First Year	3.03	3.16	2.98	3.02
Senior	3.13	3.06	2.91	2.95

*Scale of 1 – 4: 1 is very little and 4 is very much

Overall, how would you evaluate the quality of academic advising you have received at your institution ?

Class	DSC	Selected Peers I	Selected Peers II (50%)	Selected Peers III (10%)
First Year	3.02	3.13	3.02	3.08
Senior	2.92	3.08	2.98	2.98

* Scale 1 – 4: 1 is poor and 4 is excellent

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Dalton State College

Comparator/Aspirational Institutions

- ▶ Indiana University – Kokomo (Kokomo, IN)
- ▶ Farmingdale State University of New York (Farmingdale, NY)
- ▶ Coastal Carolina University (Conway, SC)
- ▶ CUNY Medgar Evers College (Brooklyn, NY)
- ▶ Dixie State College of Utah (Saint George, UT)
- ▶ West Virginia University at Parkersburg (Parkersburg, WV)
- ▶ Missouri Southern State University (Joplin, MO)
- ▶ University of Arkansas – Fort Smith (Fort Smith, AR)
- ▶ Pennsylvania State University – Altoona (Altoona, PA)
- ▶ Mesa State College (Grand Junction, CO)

Strategies Extracted from Sections II and III of President Grube's Presidential Project Report on Improving Retention and Graduation Rates (2007)

- ▶ Adequate availability of upper-division courses
 - ▶ Departmental and major field orientations
 - ▶ Course redesigns
 - ▶ Use of undergraduate peer mentors
 - ▶ Intrusive advising
 - ▶ Systematic analysis and tracking of retention and graduation data
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