



Strategic Plan Progress Report 2014-2015

Dalton State College has completed the second year of its 2013-2016 *Strategic Plan*. The Strategic Plan has 4 main strategic goals, 16 planning strategies, and 54 planning objectives or action plans. During 2014-2015, the institution adopted all 54 action plans for implementation in the second year, as these were ongoing from the previous year. Of those action plans, 30 were fully or partially implemented. The partially implemented action plans will be carried over into the third year of implementation. Overall, there were no implementations reported on 24 of the action plans.

I. Increase Student Success

Strengthen partnerships with P-12

Expand the communication and collaboration between Dalton State faculty and staff and the faculty and staff in the P-12 systems that serve as feeders to DSC.

Progress Report

The **School of Education** (SoE) formalized partnership established with Blue Ridge Elementary in Dalton City. This partnership is formalized with an MOU, and essentially follows a professional development school model. During the 2014-2015 academic year, the partnership with Blue Ridge resulted in several initiatives. As well, the SoE established a reciprocal partnership with West Side Elementary in Catoosa County. While this is not formalized, it is mutually beneficial. For example, during the academic year, the principal took a greater than normal number of teacher candidates to be placed in his school. Faculty members provided workshops on Saturdays at the school for parents and their pre-school children. One workshop in Spring 2015 assisted with literacy development for pre-kindergarten children who were identified as at risk. Both partnerships focused on optimizing learning for the children in the P-5 classrooms while also increasing learning for SoE teacher candidates. In the next year, the SoE would like to study the effects of the partnerships with scores on observations instruments (TCOI and APBD) and P-5 student learning measures (Ga Milestones exams). The study would use focus group questions with teacher candidates and site teachers at Blue Ridge to see what changes need to be made for future professional development school models.

Apart from the School of Education, faculty and staff members in the **School of Health Professions** also participated in many activities and events in local schools. These included regular attendance of events at the schools, teaching about topics related to their fields, volunteering for health fairs, sports physicals, blindness/wellness screenings, and recruiting students for DSC. The school partnered with Blue Ridge AHEC and hosted 30 high school students for a multi-day careers camp. The students were from Murray County High School, North Murray High School and the Whitfield Career Academy. Collaborations with local P-12 schools increased more than 10% from the previous year's engagements – as 21 faculty members in the School of Health Professions were involved in P-12 related events as compared to the 6 in the prior year. There are continuing efforts to maintain and increase these partnerships.

During the 2014-2015 academic year, 40 of 47 (87%) full-time **School of Science, Technology and Mathematics** faculty participated in activities with local school systems – a significant increase over last year. These activities ranged from helping with drama, band and cheerleading programs to tutoring individual students, helping to develop STEM labs, participation in career days, sponsoring nature field days, and delivering talks, demonstrations, and workshops on STEM subjects for both students and teachers. The school also continued to offer dual enrollment mathematics and science classes at North Murray High School and Southeast Whitfield High School, and developed a program to offer dual enrollment mathematics and biology classes at Gordon Lee High School. Faculty presented to three mathematics classes at Lafayette High School and discussed the possibility of offering dual enrollment mathematics and science classes there in the future. Furthermore, the school worked with the Whitfield and Murray County School Systems to develop and submit a Math-Science Partnership Grant Proposal, hosted students and faculty from the honors science classes at Calhoun High School, consulted with Dug Gap Elementary on the creation of an outdoor science lab on their campus, consulted with Southeast High School on the expansion of their engineering lab/program, assisted Whitfield County in coaching their Governor’s Honors program candidates, judged at the Phoenix High School Tech Fair, presented and tutored at several middle and pre-K schools, taught in the Steps to College Program, and taught in the Dalton Design-Engineering-Manufacturing Camp, to name a few.

Two **School of Liberal Arts** faculty members served on the School of Education’s Teacher Education Council, a partnership between the School of Education, area secondary and middle school teachers and principals, and Liberal Arts and Science, Technology, and Math faculty. The Teacher Education Council met twice during the 2014-2015 academic year. In spring 2015, two other Liberal Arts faculty members met with four English faculty members (and several others as their schedules allowed) at Pickens High School, which is situated within fifteen minutes of the Gilmer campus and is the only high school in Pickens County. This collaboration focused on helping the high school faculty align their curricula with that of Dalton State’s English 1101 and on answering other questions they might have had regarding preparing students to succeed in college. Future sessions with several groups of junior and senior students were then scheduled at which the DSC faculty were able to answer student questions about college in general and Dalton State in particular, the application process, and expectations upon acceptance (with emphasis on expectations in English 1101). Two of the four class sessions were with AP students who might very well exempt ENGL 1101 but who had questions about upper-division English classes and the structure of college classes in general. A number of these students were unfamiliar with DSC’s RETP program, for instance, and were intrigued and impressed by it. All sessions included familiarizing students with the Dalton State website, application information, sample syllabi for several classes, and fundamental expectations in the English Department. In total, the DSC faculty members met with approximately 200 students in four sessions generally over an hour each and held on two separate visits beyond the initial meeting with English faculty. In addition, during the 2014-2015 academic year, 27 out of 57 School of Liberal Arts faculty (47%) participated in activities with local school systems. These activities ranged from serving on the PTA to assisting with musical and theatre activities, to judging essay and writing contests, to judging performance competitions. This participation represents a modest increase over the previous academic year, where 25 out of 59 faculty (42%) participated in similar events.

These partnership activities with area P-12 schools helped to achieve the goal of *increase student success* and support the mission of Dalton State to provide “public service through economic development and cultural activities that address the needs and improve the quality of life of the region.” The goal and its results helped Dalton State improve communication and collaboration with area school systems. There are efforts to continue participation with area schools to build on the connections that have already been established. It is hoped that as area students become more aware of Dalton State’s new degree programs, more students will select the College as their first choice for post-secondary education.

Collaborate with the P-12 systems to improve college enrollment, readiness, and success of high school graduates.

Progress Report

The **School of Science, Technology and Mathematics** offered two biology classes and one math class at Southeast Whitfield High School, and three mathematics class and two chemistry classes at North Murray High School. A total of 112 students enrolled in those classes. The school plans to continue offering classes at North Murray and at Southeast Whitfield High School and expand to offering classes at Gordon Lee High School next year.

In the **School of Liberal Arts**, 85 students from Southeast High School and North Murray High School enrolled in dual enrollment sections of English 1101 and 1102 during fall semester 2014 and spring semester 2014. This number represents a 6.3% increase over fall semester 2013 and spring semester 2014. In addition, a faculty member provided information about Dalton State programs at the Georgia High School Association Region 7 Literary Competition in March 2015. Information about Dalton State's new music program were distributed to area high school and middle school band and choir directors.

The number of students enrolling in Dalton State's enrollment courses continues to increase. These dual enrollment programs are helping the College meet its goal of assisting more high school students in getting a "head start" on college. In addition, by providing recruitment materials at high school events, faculty members are able to spread the word about new programs as well as other Dalton State course offerings. Additional dual enrollment courses will be offered in more area high schools during the 2015-2016 academic year, providing the opportunity for more high school students to get college credit before graduating. Offering Dalton State courses at area high schools may help students decide that Dalton State should be the student's first choice for further study and helps to fulfill the College's mission of providing broad access to higher education.

Improve completion/access for students traditionally underserved

Assess the needs of identified student populations that appear to need additional targeted intervention/support services, determining any areas that need special assistance. (Enrollment and Student Services, Academic Resources, Retention Committee, Office of Computing and Information Services, Academic Affairs, Deans, Department Chairs)

Progress Report

The **School of Education** (SoE) collected data regarding GACE Program Admission and identified weak areas, and shared information with the deans and chairs from the relevant content areas (Math and English). The data showed that there was no clear connection between the Area A math course students took (College Algebra vs. Math Modeling) and their performance on the GACE exam. Students who did not pass the GACE math exam for program admission did have grades of C in their Area A math. The dean met with the primary instructor for Math 2008 and discussed adding the geometry components to the course since these are tested on Program Admission GACE, and the area students score low on that portion of the test. In addition, students do not take a required course that includes geometry concepts. Thus, they are primarily relying on what they know from high school math to meet with success on this portion of the math exam. The Math Department is thus adding geometry concepts that are tested on Program Admission GACE to Math 2008, a course required for all Department of Education students. The data also show that some non-traditional

students find the math portion particularly challenging. These students who do not pass have been advised to take the practice test results from the GACE website to the math lab for additional assistance.

With respect to English, students who did not pass were transfer students, but the greater proportion of the students who did not pass were SoE students. The chair of the English Department and the dean of Liberal Arts suggested students who do not pass the English and reading portion of the exam may not be the ones we need in teaching. The dean of the School of Education is currently working with the students who do not meet with success in reading, and advising the ones who do not pass writing to go to the writing lab for assistance.

The **School of Science, Technology and Mathematics** developed and administered a pre/post tests, and included enrolled non-STEM students with a learning support math requirement who took MATH 1101 or MATH 1001 in a co-curricular support course instead of MATH 0096/0098. The results of the pre/post tests are now available for instructors to use to help improve their classes. Students in MATH 1101/1001 who required learning support were also jointly enrolled in MATH 0092/0091, respectively. Approximately 2/3 of the math students enrolled in the co-requisite courses successfully exited learning support math and passed their Area A math course.

Although the responsibility for the courses students need to pass the GACE are housed in a few different schools on campus, the College will continue to develop formalized programs or strategies to assist students with passing Program Admission GACE. So far, the department chair of Math and dean have been receptive to adding geometry components to the MATH 2008 course. Students are also now utilizing the math lab and the writing lab – sometimes with success.

Review relevant policies and procedures that might serve as barriers to student success and change these if needed. (Enrollment and Student Services, Registrar, Academic Affairs, Institutional Research and Planning)

Progress Report

The Office of Academic Affairs instituted and revised policies that serve as barriers to student success. For example, when a student fails to maintain a sufficient Grade Point Average, the student's status will change from Good Standing to Academic Probation. Students who do not bring their cumulative institutional GPA up to a 2.00 or higher will be continued on Probation if the institutional GPA for that semester (Term GPA) is not 2.00 or higher. Students will receive notification of their Academic Probation via a letter from the Office of Academic Affairs and it will also appear on their Dalton State Tranguide. Students on Academic Probation may register through their academic advisor for the semester following notification of placement on Academic Probation. A student petition is not required. Also, a student who fails to maintain the required 2.00 cumulative institutional Grade Point Average after having been placed on Academic Probation, and does not achieve an institutional GPA of 2.00 or higher for that semester (Term GPA), will be suspended from the College. The first suspension is for one term; the subsequent suspension is for one year. Students will receive notification of their suspension via a letter from the Office of Academic Affairs and it will also appear on their Dalton State Tranguide. When placed on academic suspension for the period of one semester, the student will be eligible to re-apply to the College in the Office of Academic Affairs by the end of the next academic term. For instance, should a student be placed on a one term academic suspension at the end of a spring semester, the one term suspension could be the summer term and the student could then reapply for a fall admission. When placed on academic suspension for the period of one year, the student will be eligible to reapply to the College in the Office of Academic Affairs registrar after three consecutive semesters. With

these policies, students will be more aware of their academic success and be able to maintain a satisfactory GPA throughout their academic careers. Academic Affairs will continue to monitor closely the effects of this policy on probation, suspension and student progression.

While working on the 2015 Complete College Georgia project and based on collected data and analysis, the **Office of Institutional Research** emphasized to senior administrators that timely graduation is probably inhibited by the informal, but commonly practiced, four-day fall and spring teaching schedules. Indeed, in past graduating students' survey results, students complained about the lack of available courses they needed, especially at the senior level, to graduate. The office suggested in its analysis that senior administrators reexamine this practice and look for solutions to remove such barriers as way to improve graduation rates. The office also suggested that faculty and advisors who use the new EAB Analytics provide analysis and reports for insights on how to retain students and improve graduation rates. There are helpful reports that can be generated with that the EAB Analytics. The reports and presentations will provide opportunity for senior administrators to review relevant policies and procedures that might serve as barriers to student success and change these if needed. And now with broader focus on the policies and practices affecting student retention/progression and graduation – especially in light of the president's goal on improving retention and graduation rates, the office can support and produce analytic reports toward achieving this goal. The office will continue to become fully-versed in campus policies and practices related to student success, and produce and/or provide data and analysis as it continually does for the annual *Complete College Georgia* project.

Engage in targeted marketing efforts to reach traditionally underserved student populations. (Enrollment and Student Services, Academic Affairs, Marketing and Communication)

Progress Report

No progress reports were provided by responsible teams during the 2014-2015 year.

Initiate new services and expand/enhance existing ones to better assist high risk students in being successful. (Enrollment and Student Services, Academic Resources, Financial Aid, Academic Affairs, Deans, Department Chairs, Professional and Faculty Advisors, First Year Experience Program, QEP Director, Foundation)

Progress Report

The **School of Business** was the test school for implementation of the Educational Advisory Board's (EAB) student assessment system. EAB is used to identify high risk students' progress in their program of study. It utilizes markers that identify whether their course of study is appropriate for their skill set and advise students early on so they may choose a more appropriate program. EAB has numerous functionalities with features that can assist any student and their advisor as they progress in their program.

The dean and the professional academic advisor in the **School of Education** (SoE) worked closely to identify any advising issues. The school has continued its plan to share advising trouble spots with the faculty during faculty meetings for up-to-date training. All SoE faculty have been trained on EAB to improve advising. The professional advisor keeps the ECE majors as long as possible to insure targeted advising that enables students to meet the program admission demands whenever possible. An administrative assistant was also hired as the first point of contact for students who have questions about the SoE. The assistant brings with her a wealth of knowledge about admission and graduation requirements as well as knowledge about

financial aid and has the answers to the questions students may have. Furthermore, the dean attends all new student orientations as available or sends a faculty representative when not available. At the orientation, the dean discusses the importance of maintaining a 2.7 or higher GPA and the importance of staying on track by working closely with the professional advisor for getting into the program in a timely manner. The increasing costs of becoming a teacher due to demands from the state governing agencies and the time demands are discussed, including information about scholarships that are available to help defray the costs and possibly alleviate the need for full-time employment. The school also added additional Area F courses to the summer schedule as the lack of these courses was deemed a hurdle to timely program entrance and completion. In addition, an orientation for ECE and secondary majors after they are accepted into the program to help them continue successfully was added. There are still some challenges that would need addressing. For example, although the school continues to make progress with student advising, the percentage of students who are accepted into the program stays steady at about 65% each semester. While failing parts of the GACE are often reasons for denial of entrance, students are denied because of missing courses and low GPA. Students do not always receive the best advice from some of the faculty when it comes to what works best for raising GPAs. This will need to be the focus of future advising workshops during faculty meetings.

The ASN program in the **School of Health Professions** instituted changes this past year to increase student success in class and on the NCLEX. These changes have been to use a flipped classroom and to switch testing services to ATI. The hope is that these will also increase student GPA as differences in the ASN GPAs will be examined in the next year to determine if the changes implemented are impacting GPA. The ASN faculty will also continue to implement the flipped classroom and use ATI.

The **School of Science, Technology and Mathematics** recorded 4,868 student visits totaling 8526.4 hours in the Math and Science Learning Lab during the 2014 – 2015 academic year. In addition, 7 student math lab workers served as supplemental instructors in one section of Math 0098 and in all the co-curricular Math 0091 and Math 0092 courses serving 276 students with a total of 14,917.5 contact hours. The school plans to expand the Math Lab facilities next year, doubling its size and adding an emporium-style computer lab dedicated to Learning Support and Area A math courses. There are also plans to use MyLabsPlus online coursework and tutorials to further assist the Learning Support math students.

In the **School of Liberal Arts**, the Department of English and the QEP Action Team undertook several professional development activities to better assist high-risk students in being successful. First, they offered an extended book club discussion of *Teaching Unprepared Students*. Eight Liberal Arts faculty participated, including one faculty member from the Department of Communication. Though the discussion group was open to the whole college, only Liberal Arts faculty attended. In addition, the QEP (in conjunction with the Center for Academic Excellence) sponsored a guest speaker who offered two separate sessions on teaching English language learners: “Teaching English Language Learners in Prep and Mainstream College,” Session 1, “The Students, Teachers, Issues—The More We Know” and Session 2, “Innovations in Teaching College ELLS,” October 17, 2014. Though the session was open to the whole campus, of the 18 faculty who attended, 17 were from the School of Liberal Arts. During 2014-15, only 90 students were enrolled in English 0098. These students made 506 visits to the Writing Lab for an average of 5.62 visits per student. During 2011-12, 442 students were enrolled in English 0098. These students made 1,231 visits to the Writing Lab for an average of 3.79 visits per student. So while there were fewer visits overall, there were more visits per student. Writing Lab surveys conducted during Fall Semester 2014 and Spring Semester 2015 showed that 100% of the students who used the lab were satisfied or very satisfied with the assistance they received and that all would recommend the lab to other students. As well, faculty from the Department of Communication and the Department of English assisted at-risk students through their volunteer work in the Writing Lab, with Writing Lab assessment reports showing that English 1101 students who used the Writing Lab were more

likely to pass English 1101 than students who did not make use of lab services. This helped students be more successful in learning support and gateway composition classes, and offered Dalton State faculty additional training in assisting at-risk students. School of Liberal Arts faculty will continue to encourage all students in composition or writing-intensive classes to make use of Writing Lab services, and the dean and department chair will also continue to encourage faculty to donate their time as volunteer tutors.

In student advising, the **Professional Advisors** have all been trained in using EAB, which not only identified students who are at risk, but also enabled the advisor to see the students' mid-term grades and contact the students to discuss options. The advisors can also run campaigns identifying students in a given GPA range and contacting them for individual meetings or referrals to other resources.

Shorten time to degree

Provide better advising services to ensure consistency and continuity. (Enrollment and Student Services, Academic Affairs, Deans, Department Chairs, Professional and Faculty Advisors)

Progress Report

The student advising system DegreeWorks is now fully integrated and a critical component of the student advising process in the **School of Business**. The system allows students and advisors to make course schedules while ensuring that course sequencing, prerequisites, and other requirements are made.

The **School of Health Professions'** professional advisors developed an online training for DegreeWorks. The training was offered via GAView. This included an assessment in the form of a quiz. Only 50% of the faculty and staff took the assessment and passed. All professional programs in the school have clearly defined course plans and application procedures. Professional and faculty advisers go through these with all students. Students have access to these in several locations online and are also provided with printed copies upon meeting with advisers. Also, all existing programs posted 2-year schedules online during the fall 2014 semester. Schedules will also be posted to the new programs in Health Information Management and Organizational Leadership. And faculty and staff who have not completed and passed the DegreeWorks trainings sessions will be required to do the training.

The Professional advisors in the **School of Science, Technology and Mathematics** made more than 1,047 advising/registration contacts from fall 2014 through summer 2015. This number does not reflect the contacts made with students registered at summer 2015 orientation sessions, e-mail correspondences. The advisors setup a plan to remain as the primary academic advisor for all students in the school to ensure all students get the very best of advising. After a student reaches the point of being upper division eligible they will also be paired with a faculty mentor that shares the same academic interest with the student. (Ex. A BS Biology major wants to pursue marine biology will be paired with a faculty member that has a marine biology background). In the past students were randomly assigned based on major and number of advisees.

All **School of Liberal Arts** faculty and advisors were trained in the use of DegreeWorks during the 2012-13 academic year and again during the 2013-14 academic year, and the professional academic advisors offered training to new faculty advisors. During the 2014-2015 academic year, the dean of Liberal Arts, the department chairs for Communication, English, History, and Social Sciences, the professional advisors, and the Criminal Justice program coordinator participated in EAB training to determine success markers. The chair of the English Department determined success markers for the B.A. degree in English with and without secondary certification. The dean determined additional success markers to be used in the B.A. degrees in

English education and history education. The chair of the History Department determined success markers for the B.A. degree in history and history education. The chair of the Social Sciences Department determined success markers the B.S. in psychology. The chair of the Communication Department determined success markers for the B.A. in interdisciplinary studies, and the program coordinator for Criminal Justice determined success markers for the B.S. in criminal justice. These were added to the analytics platform during Spring Semester 2015. Faculty in Liberal Arts were encouraged to participate in EAB training, and 35 (61%) did so. All majors were provided with clearly defined programs of study, and these were updated by the administrative assistants for programs in which changes had been made during the year. Department chairs continued to update their two-year course schedules and post these on the College's web page.

Overall, **Academic Affairs** spent the past year training both the professional advisors as well as the faculty in the proper use of this tool. To date, there have been over 100 faculty members trained. Assessment of the tool will be ongoing. The office will look at faculty and advisor usage of the tool as well as continue to monitor student satisfaction with advising. Most of the **Professional Advisors** are using course progression charts in working with new students to show them how they can complete an associate's degree in two years or a bachelor's degree in four years. The advisors are also requiring that students submit Plans through DegreeWorks that are accepted or rejected by the advisor before the student is released to self-register. The results from the Professional Advisor Outcome Survey indicate that students are hearing our message. The Professional Advisor Outcome Survey was emailed by each Professional Advisor to his or her advisees when the advisees were being notified that they were being moved to a Faculty Advisor during Fall Semester 2014 and Spring 2015. This target was met with 90.6% of students responding that an advisor discussed how to plan for completion of their degree.

Consider alternative course credit allocation, alternative scheduling, and alternative delivery formats to better accommodate working adults. (Academic Affairs, Deans, Department Chairs, Registrar)

Progress Report

The **School of Business** increased the number of hybrid and totally on-line classes during the evenings in order to accommodate working adults.

In the **School of Health Professions**, the RN-BSN program is offered in a hybrid format. Efforts have been made to increase online activities and flexibility for the work schedules of the RNs in the program. Also, the Organizational Leadership (concentration Health Care Administration) program with eMajor is completely online. And all the courses in the soon to start BS Health Information Management (HIMS) program will be offered online in an effort to make it more attractive to those students who are working. Generally, the number of hybrid courses in the School of Health Professions has stayed relatively the same. Indeed, the School of Health Professions has several programs that are designed to complement the schedules of working students. The new HIMS courses will significantly increase the school's online offerings. There have also been discussions on the creation and offering of some Health and Wellness, Physical Education, and BS Respiratory Therapy courses in a hybrid format.

In alternative course credit allocation, the **School of Science, Technology and Mathematics** offered students exams to receive credit for BIOL 1108, BIOL 2212, BIOL 2213, and BIOL 2215 and various CAPS and ELCT courses. These students demonstrated mastery of the knowledge and/or skills learned in a class to receive credit for the classes.

During 2014-2015, the Department of Communication in the **School of Liberal Arts** offered challenge exams for Spanish for Criminal Justice and the Department of Social Sciences offered prior learning assessment for criminal justice students. Three students earned credit for SPAN 2034, and one student earned 15 credit hours in criminal justice through prior learning assessment credit. As well, School of Liberal Arts faculty members developed and taught 27 different hybrid courses (not sections—some faculty taught more than one section and different faculty taught the same course as a hybrid). These numbers represent a very substantial increase (a 125% increase in the number of different courses) over 2011-12, where only 12 different courses were taught by 11 different faculty members. Furthermore, the school's faculty members developed and taught 11 different online courses (not sections—some faculty taught more than one online section and different faculty taught the same course online). These numbers represent a significant increase (an 83.3% increase in the number of different courses) over 2011-12, where only 6 different courses were developed and taught by 3 different faculty members. And an associate professor of Criminal Justice spearheaded the College's new eMajor program in criminal justice. This new degree format, fully online, will better accommodate working adults. In the upcoming 2015-2016 academic year, School of Liberal Arts faculty members have been asked to consider developing and teaching additional online and hybrid offerings as a goal. These courses make it easier for students who work and students who live a great distance from campus to further their education. In addition, a communication faculty member has completed training in prior learning assessment, expanding the content areas for which students will be able to receive credit, and the new eMajor will begin in Fall Semester 2015.

Academic Affairs added 2 new online options for students this past year. The BS in Criminal Justice is now offered fully online through eMajor. These online options will be a benefit to current students as well as potential students who are unable to come to campus for our traditional program. The College also added a BS in Health Information Management as a hybrid program. The coursework will all be delivered online with some clinical experiences in a hospital or clinic. Increased online and hybrid options, increased online degree programs, and increased opportunities for prior learning assessment may help more working adults complete their degrees in a timely fashion, thus increasing retention and graduation rates.

Consider policy revisions that will encourage students to complete their programs in a timely manner. (Enrollment and Student Services, Registrar, Academic Affairs, Deans, Department Chairs, Institutional Research and Planning)

Progress Report

The **School of Business** encouraged all lower division students to take 15 hours per semester.

After reviewing policies in the **School of Education**, it was determined that requiring EDUC 2130 to be offered only in the spring and fall was a barrier to timely completion of the program. The objection in the past to offering this course in the summer was that students would not be able to teach Junior Achievement (JA) lessons. Many felt that these canned or boxed lessons helped students decide if teaching was for them and better prepared them for program entrance. The dean introduced all the reasons for allowing the EDUC 2130 to be taught in the summer, and after much discussion, it was decided that the school would offer EDUC 2130 in summer 2015. Data from this session would be used to determine if students who take EDUC 2130 in the summer without JA lesson have more difficulties in Block I.

Because the majority of programs in the **School of Health Professions** are selective admissions and cohort-based, the time to completion (once students are in the programs) is fixed. Therefore, the increased time to degree for these programs is dependent on the pre-requisites and eligibility of the students. There are students who fail and may re-enter in some programs. However, that number is relatively small and can change depending on the cohort. Faculty work diligently to retain students in the programs. Efforts are made to alter delivery methods to help students be more successful. In any event, the School of Health Professions generally has high retention and graduation rates for students who are in its selective admissions programs. In fact, policies are continuously reviewed by programs and associated accrediting agencies to increase student success. Faculty members also work to increase student success in a variety of ways and will continue to do so. Because students waiting to get into programs are more at risk of not completing the use of EAB as an advising tool should assist faculty members in identifying these students and assisting them in a timelier manner.

The AAS in Integrated Technology Studies in the **School of Science, Technology and Mathematics** provides a flexible program which allows students (with approval) to use credits already earned toward their degree and sets up nicely for planned ladder programs with GNTC and a proposed BAS program for DSC so that students will not lose credits as they progress from degree to degree. Math 0091 and Math 0092 were offered for students in learning support math as corequisite support instead of the previous one to two semester long pathway to exit learning support math. Additionally, more upper level courses were offered in the summer semester, and physics courses were offered off-sequence (with plans to do the same with chemistry next year).

Though the Academic Leadership Team, the **School of Liberal Arts** made a suggestion that would encourage or enable more students to attend summer school (a reduction in fees), no change in policy took place. The president and vice presidents were asked to consider summer fee reductions since summer fees can come to more than the cost of tuition. A 3-credit-course costs a student \$617.39, with more than half of that total going to fees.

By way of the data analysis undertaken to support the College's Complete College Georgia report, **Institutional Research** suggested a number of ways that some policies may be revised to encourage students to complete their programs in a timely manner. These include: (1) doing away with the fee to apply for graduation. Graduates are required to pay a fee "for printing their diplomas"; (2) once students acquire the necessary credit hours, let candidates become eligible for an interim degree (i.e., an Associate's degree or Certificate) while pursuing a Bachelor's or Associate's degrees. Student records should be reviewed for such eligibility and diplomas be conferred without fees. Fees can be applied to those graduates who later elect to participate in a graduation ceremony; and (3) students with excessive accumulated student credit hours be reviewed for candidacy to graduate with any degree or certificate as appropriate.

Restructure instructional delivery

Implement an annual individualized instructional assessment for faculty to identify areas for improvement and develop a plan for addressing those areas. (Academic Affairs, Deans, Department Chairs, Faculty Evaluation Committee)

Progress Report

The **School of Education** used a very formalized in place evaluation system which lets the dean meet with faculty at the end of the semester to address the annual evaluation and make suggestions for improvements

for the following semesters. At the meeting, the dean identifies the faculty member's strengths in each of the assessed areas (teaching, scholarship, and service). If a faculty member is new or is struggling in an area, the dean meets with this individual at the end of the fall semester and as needed thereafter. As part of the formal evaluations, student evaluation data is analyzed, and faculty that have scores below or well above the SoE average of 4.6 will develop specific strategies for improvement. This process has allowed several faculty members to create their own midpoint reviews to get student feedback in the middle of each semester, so they will know what is working and what is not working and have time to restructure courses in real time. These midpoint reviews have helped faculty members to restructure courses to improve teaching and learning and student evaluations.

Each department in the **School of Health Professions** developed new annual evaluation standards to align with the new system that is expected to be used in the future. Assessment by faculty is assumed as one of the responsibilities for teaching a class.

In January 2015, the interim vice president for academic affairs asked the deans to continue to develop the new rating scales for teaching, service, and professional development. The chair of the English Department in the **School of Liberal Arts** formed three subcommittees, the chair of the History Department worked with a committee of her faculty, and the chair of the Social Sciences Department appointed a committee in his area. Faculty in the Communication Department asked the chair to compile a list, and he circulated his list to the faculty for their suggestions. When the Social Sciences committee simply developed a listing of standard job requirements, the chair worked with his committee members to develop a listing of activities that could be used to distinguish exemplary performance from above average performance and to distinguish above average performance from standard performance. These four lists were submitted to the dean, who decided that they should be combined into one master list to avoid having the same activity (e.g., developing a new online course) categorized as exemplary, above average, or standard depending on one's department. The dean compiled a master list, and she and the four department chairs met and after many hours of work came to a consensus. The revised list was circulated to the faculty for feedback, and the dean incorporated this feedback into the final document. This document was then distributed to the faculty for a vote via email. Ninety-one percent of the faculty voted in favor of the criteria and performance lists, and copies of the School of Liberal Arts Review Criteria and Liberal Arts Performance Activities Combined were sent to the Faculty Evaluation Committee and the interim vice president for academic affairs for their review.

**Reduce D/F/W rates in all courses that consistently exceed 30% of students enrolled in the course.
(Academic Affairs, Deans, Department Chairs, Faculty Evaluation Committee)**

Progress Report

During Fall Semester 2014, 32 sections of English Department and Communication Department classes in the **School of Liberal Arts** had DFW rates higher than 30%, and 12 sections of Social Sciences Department and History Department classes had DFW rates higher than 30%. In Fall Semester 2011, 57 sections of Humanities Department courses had DFW rates higher than 30%, and 33 sections of Social Sciences Department courses had DFW rates higher than 30%. Thus, there has been a 43.9% reduction in courses with high DFW rates for English/Communication and a 63.6% reduction in courses with high DFW rates for Social Sciences/History. These results showed that School of Liberal Arts faculty members have been very successful in reducing DFW rates in high-risk courses.

Increase faculty development opportunities and expectations for involvement with an emphasis on implementation of evidence-based pedagogy and effective instructional practices to improve student success and course completion. (Academic Affairs, Deans, Department Chairs, Center for Academic Excellence)

Progress Report

All faculty in the **School of Education** took advantage of professional development opportunities on and off campus. Faculty presented at international, national, regional, and local conferences. In addition, one faculty member took graduate coursework. The dean invested a minimum of \$800.00 per faculty member to attend conferences if the faculty member was presenting. The dean used foundation money to support a portion of the cost for one faculty member's coursework. The dean and the field director also applied for and received a mini grant from the state that enabled the dean, the field director, and public school partners to attend a conference to build more reciprocal partnerships. The attendance at these conference – while not always linked to evidence-based pedagogy have the potential to build student success because they are linked to the professor's subject area of expertise and/or interest. For example, a faculty member traveled to Costa Rica to learn how to build a study abroad program there, and this led to nine students traveling to Costa Rica for a week. These students will have a better insight into teaching and learning strategies that work with students who do not speak English as they worked in schools in Costa Rica for a week, and the students knew little or no English.

Almost all faculty members in the **School of Health Professions** participated in professional development activities during the 2014 – 2015 year. Almost all of those participated in at least one activity related to teaching success. Many attended and some presented at the annual DSC Teaching and Learning Conference in March 2015. The school used its Foundation grant to pay for any faculty or staff who wishes to attend the conference. Most of the Nursing faculty attended the annual GANE (Georgia Association of nurse Educators) conference in spring 2015.

In the **School of Science, Technology and Mathematics**, a faculty member offered four I-Clicker training sessions for faculty, and over a dozen faculty used I-Clickers in their classrooms this year. Two faculty members have switched from using I-Clickers to Top Hat. A number of faculty members participated in workshops on developing undergraduate research projects. Over 60 students participated in service learning or undergraduate research this year. The I-Clickers and Top Hat technologies have provided students in a number of classes with interactive learning experiences. The service learning and research opportunities being provided to students should have a significant impact on student success and degree completion.

During the 2014-15 academic year, 40 faculty members (70%) in the **School of Liberal Arts** specifically set goals to implement a strategy to improve student success and course completion based on evidence-based pedagogy and effective instructional practices to improve student success and course completion. These faculty members noted their strategies in their personal annual reports, and 50% of those who implemented a strategy provided some analysis of student learning and course completion. Liberal Arts faculty exceeded the target for the first KPI (75% of Communication faculty, 52% of English faculty, 63% of the History faculty, and 79% of Social Sciences faculty), but only half of the faculty addressed the second KPI in a significant way. Faculty should be encouraged to set teaching goals to implement evidence-based strategies to improve student success and course completion, and all Liberal Arts faculty should be reminded to assess the actual results in their personal annual reports. The results helped Dalton State reduce DFW rates and meet the first

KPI, addressing the implementation of strategies designed to improve student success and course completion.

Within **Academic Affairs**, there were a number of notable events: (1) Active Center. In academic year 2013-2014 there were minimal Professional Development activities offered under the previous Director, so the first critical objective with a new Director from June 2014 was to ensure the Center became active in providing a wide range of professional development activities offered on campus through different times of day to our faculty; (2) High Impact Practices. Faculty learnt about what High Impact Practices are, How they can be incorporated into the classroom and the evidence base that demonstrates effectiveness for improved long-term success, engagement and retention to graduation in our population of students; (3) Faculty engaged in Peer-Mentoring and Reflective Practice through Faculty Learning Communities; (4) Successful Teaching and Learning Conference in March; and (5) Promoted Undergraduate Research by expanding the Student Scholarship Showcase in April to a campus-wide event.

Expand hybrid and online course offerings, including quality control measures and training for faculty preparing to teach them for the first time. (Academic Affairs, Deans, Department Chairs, Distance Education Committee)

Progress Report

Because the **School of Education** program is approved by NCATE/CAEP and the GaPSC to be a face to face delivery model, the school does not usually have a greater number of hybrid courses unless it wants to apply for permission for a substantive change. Thus, the only courses that can be hybrid is the ones that are already hybrid in the junior and senior year. The school is allowed to make the 3 Area F course hybrid since they are not in the program of study once students are accepted into the program. A faculty member had already made EDUC 2110 and 2130 hybrid, so the dean supported her quest to develop open resource materials to improve the learning in EDUC 2130. The dean also supported the instructor's quest to develop open source materials for the art, music, and physical education course that the students typically take in their student teaching semester. For the upcoming year, the dean will also encourage the development of open source materials in other areas (such as face to face classes, EDUC 2110, and for GACE preparation.

The **School of Science, Technology and Mathematics** begun offering CAPS 1101 in a hybrid format and offered 19 sections of hybrid or online courses.

School of Liberal Arts faculty members developed and taught 27 different hybrid courses (not sections—some faculty taught more than one section and different faculty taught the same course as a hybrid). These numbers represent a very substantial increase (a 125% increase in the number of different courses) over 2011-12, where only 12 different courses were taught by 11 different faculty members. Eight faculty members also developed and taught 11 different online courses (not sections—some faculty taught more than one online section and different faculty taught the same course online). These numbers represent a significant increase (an 83.3% increase in the number of different courses) over 2011-12, where only 6 different courses were developed and taught by 3 different faculty members. An examination of Fall Semester 2014 completion rates of online and hybrid courses vs. their traditional counterparts revealed that students in the hybrid sections for COMM 1110 were slightly less successful than students in the traditional classes (hybrid 74% successful; traditional 82% successful). During Fall Semester 2014, the hybrid section of ENGL 1102 had the same success rates as the traditional sections (81% each). During Fall Semester 2014, the hybrid section of ENGL 2112 was much more successful than the traditional sections (hybrid 100% successful; traditional 70% successful). Fall Semester hybrid sections of HIST 2111 were comparable to the traditional

sections (hybrid 73% successful; traditional 76% successful). For MUSC 1100 classes taught during Fall Semester 2014, 70% of the students in the hybrid section were successful, 75% in the traditional sections were successful, and 77% in the online section were successful. For Fall Semester 2014 POLS 1101 classes, students in the online section were slightly less successful than students in the traditional sections (75% success vs. 83% success). The Fall Semester 2014 hybrid section of READ 0098 was more successful than the traditional sections (100% success vs. 87% success). For SOCI 1101, only 53% of the students in the hybrid section were successful, while 82% of the students in the online section were successful, and 78% of the students in the traditional sections were successful. For Fall Semester 2014, the hybrid section of SPAN 1002 was much less successful than the traditional sections (64% vs. 81%). The instructor who taught the hybrid section had never taught a hybrid class before but took it over when the original instructor left Dalton State to return to graduate school. For Fall Semester 2014 PSYC 1101 classes, students in the hybrid sections were more successful than students in the traditional sections (82% vs. 73%); however, this difference is instructor-related since the instructor of the hybrid sections has a tendency to award an unusual number of As in PSYC 1101 in comparison to the other instructors. Now that this instructor is no longer in the department, these differences may be less likely to occur. For some hybrid sections taught during Fall Semester 2014, there were no comparable traditional sections. The Fall Semester 2014 hybrid section of COMM 3301 had a 73% success rate, the hybrid section of CRJU 3710 had a 96% success rate, the hybrid section of CRJU 3700 had a 92% success rate, the hybrid section of PSYC 3000 had a 73% success rate, the hybrid section of HUMN 1000 had a 71% success rate, the hybrid section of HIST 3000 had a 69% success rate, and the hybrid section of HIST 4930 had an 86% success rate. Overall, traditional sections were generally slightly more successful than similar online and hybrid sections offered in the Liberal Arts general education and upper-level curricula, though the success rates in online and hybrid sections are satisfactory, the exceptions being the hybrid sections of SOCI 1101 and SPAN 1002. The success rate for the hybrid section for Learning Support Reading (READ 0098) for the 2014-2015 academic year was very promising, though the class size was so small (7 students) that more data need to be collected.

Offering high quality hybrid and online courses provides students, especially students who work, who are homebound, or who live a great distance from campus, a work- and life-friendly means of achieving their academic goals and could lead to improved retention and graduation rates.

Improve first year students' retention and success rates through a redesign of the First Year Experience course and overall program. (Academic Affairs; First Year Experience Program; Learning Support; School of Science, Technology and Mathematics; School of Liberal Arts)

Progress Report

School of Liberal Arts faculty were very generous in assisting Dalton State's First Year Learning Initiative, staffing 17 of the 26 sections of FYES 1000 (65%) during Fall Semester 2014 and all sections during Spring Semester 2015. During Fall Semester 2014, only 3 sections of FYES were taught by faculty outside of the School of Liberal Arts (the remaining sections were taught by staff). During Spring Semester 2015, the director of the First-Year Experience Program proposed that the college offer new thematic sections of FYES and requested faculty and to submit topics of interest to them. Five Liberal Arts faculty submitted proposals ranging from The Politics of Harry Potter to From Page to Stage to Psychomythology.

Transform remediation

Improve student first time pass rates and ensure that the content of the learning support 0090 classes is such that students are prepared to successfully complete the required English and math courses in their respective certificate programs. (Academic Affairs; Learning Support; School of Science, Technology, and Mathematics; School of Liberal Arts)

Progress Report

In the fall, spring, and summer semesters, 13 out of 19 students in the **School of Science, Technology and Mathematics** who completed Math 0090 earned a passing grade. Of the 13 students who successfully completed Math 0090 in the fall of 2014 or spring of 2015, 7 were successful in Math 1104 in the spring or summer semester.

English faculty in the **School of Liberal Arts** who taught ENGL 0090 made a concerted effort to improve success rates. The overall success rate for ENGL 0090 during 2014-2015 was 76%, a significant improvement over the previous year's 63% success rate and a modest improvement over 2011-2012 where 73% exited.

Exit Rates for ENGL 0090 over Time

Year	Exit Rate for English 0090
2010-2011*	63%
2011-2012*	73%
2012-2013	71%
2013-2014	63%
2014-2015	76%

* During these time periods ENGL 0090 was taught with ENGL 0096.

The English Department faculty successfully improved ENGL 0090 exit rates during the 2014-2015 academic year. But because changes in admission standards are making fewer students enroll in ENGL 0090 (during Fall Semester 2015, only 10 students enrolled in this course, and only 10 students enrolled in READ 0090, its companion course), the chair of the English Department and the dean of Liberal Arts asked the ENGL 0090/READ 0090 instructor to develop an integrated English and Reading course to replace ENGL 0090 and READ 0090 effective Fall Semester 2016.

In **Academic Affairs**, the First Year Experience program saw increased enrollment due to updated admissions criteria (that is, updated requirements as to which students must take FYES 1000), and it has seen stable Fall to Spring retention rates. Fourteen faculty members from seven departments (English, Communication, Psychology, History, Business, Education, and Science) and four staff members (Library, Enrollment Services, Advising, Testing Center) taught twenty-eight sections of FYES number of courses in the academic year. Faculty evaluations were used to gauge students' satisfaction with courses. The average course evaluation was 4.64, slightly higher than the average for the College as a whole. Specifically,

Table: Student Evaluation for FYES faculty

Instructor	Respondents	Average	S.D.
Faculty #1	15	3.6	1.4
Faculty #2	15	4.5	.9
Faculty #3	14	4.7	.6
Faculty #4	22	4.9	.5
Faculty #5	14	4.9	.9
Faculty #6	32	4.7	.8
Faculty #7	189	4.6	.7
Faculty #8	43	4.7	.7
Faculty #9	54	4.9	.4
Faculty #10	20	4.4	.9
Faculty #11	14	4.9	.3
Faculty #12	23	4.3	.9
Faculty #13	17	4.9	.7
Faculty #14	72	3.9	1.2
Staff Member #1	21	4.7	.6
Staff Member #2	47	4.6	.8
Staff Member #3	21	5	.1
Staff Member #4	17	4.9	.3

A concern is long-term tracking of students who have enrolled in FYES in recent years. The chart below shows grade distributions and retention rates in succeeding semesters, as well as average GPAs of each cohort.

Cohort Year	Total	As	Bs	Cs	Ds	Other	Spring 2013	Fall 2013	Spring 2014	Fall 2014	Spring 2015	GPA	College Average GPA
Fall 2012	250	143	53	14	9	32	217	168	143	113	104	2.37	2.63
% ages		57.2	21.2	5.6	3.6	12.8	86.8	67.2	57.2	45.2	41.6		
Spring 2013	68	31	13	5	1	18		42	35	26	22	2.22	2.79
% ages		45.6	19	7.3	1.4	26.5		61.8	51.5	38.2	32.4		
Fall 2013	694	423	116	50	13	92			576	460	400	2.45	2.78
% ages		61	16.7	7.2	1.9	13.2			83	66.3	57.6		
Spring 2014	155	61	28	13	11	43				89	68	2.01	2.92
% ages		39.4	18.1	8.4	7.1	28				57.4	44		
Fall 2014	587	220	148	97	15	54					499	2.37	2.81
% ages		37.5	25.2	16.5	2.5	9.2					85		
Spring 2015	123	21	34	17	46	5						n/a	2.89
		17	28	14	37	4							

Also, the retention of students taking FYES in Fall 2012 through Spring 2015, and Cumulative GPAs is as follows:

- Fall to Spring averages: 84.93%
- Fall to Fall averages: 66.75%
- Spring to Fall averages: 59.6%
- Average GPA of students taking FYES: 2.36 (weighted)

The discrepancy in GPAs of students taking FYES and the general population can be explained by the fact that the best students (highest entrance scores) have been exempt from FYES and therefore the populations are not analogous. The average GPA numbers were obtained from the iDashboard and it is not clear how those were figured. Also, the retention rates of FYES students tend to be much higher than historical retention rates. In other accomplishments, the FYES program employed a common reader, *The Happiness Project*, by Gretchen Rubin. The program director and co-director submitted a grant proposal for the Affordable Learning Georgia initiative to develop a cost-free textbook. Although it was not awarded, this book was developed and will start being used in Fall 2015. Additionally, a robust website with course resources for faculty and other information was developed and enhanced.

Improve student-first time pass rates in ENGL 0098, Reading 0098, and Math 0098 through implementation of alternative instructional design such that students exit on their first attempt and are prepared to successfully complete English 1101 and their selected course to satisfy the math requirement for Area A in the Core Curriculum. (Academic Affairs; QEP Director; Learning Support; School of Science, Technology, and Mathematics [Chair of Technology & Mathematics Department]; School of Liberal Arts [Chair of Humanities Department])

Progress Report

It is no longer valid to compare pass rates of students who have completed Math 0098 in the **School of Science, Technology, and Mathematics** because Math 1001 and Math 1101 were removed from the pathway, leaving only Math 1111. Consequently, no updates or changes were made to Math 0098 because beginning Fall 2015, all Learning Support math students will satisfy their learning support math requirement with a co-requisite course taken with their Area A math.

Student success in English 0098 in the **School of Liberal Arts** jumped upon implementation of the Quality Enhancement Plan. In the baseline year, 2011–2012, student success in the fall semester was 45%; the student success in the spring semester was 57%. In fall of 2012, student success was 79%, and in spring 2013 success was 67%. This represents a jump of 34 percentage points in the fall, and an increase of 10 percentage points in the spring. In the 2013 to 2014 school year, fall student success rates rose further, to 83%, while spring student success rates remained stable at the increased figure of 67%. In the third year, 2014-2015, the fall success rate rose to 89% and the spring rate jumped to 82%. 2. Alternative approaches to Learning Support in English have resulted thus far in a tremendous increase in student success. The Fall 2011 baseline student success rate was 45%; every semester since the implementation of alternative approaches to learning support has represented a more than 20 percentage point increase over that rate. Finally, students who succeed in Learning Support English are now doing better than the general population in English 1101. Student success in Reading 0098 also improved significantly over the 69% success rate in 2011-2012. During 2014-2015, 84% of all students enrolled in READ 0098 exited. Faculty course-redesign efforts as well as changes in System policy (the elimination of COMPASS exit testing) contributed to success rates. Dalton State's Quality Enhancement Plan has effected a tremendous increase in student success in Learning Support English, and Department of English reading faculty have made significant progress in increasing student

success in Learning Support Reading, success that was occurring even before the System eliminated the COMPASS as an exit requirement.

II. Seek and Steward Resources

Grow and manage existing assets while developing new opportunities to increase resources

Continue to support the work of the institution by providing supplemental resources from private donors in the form of endowments, operating funds, student scholarships, real estate, and special projects. (Foundation)

Progress Report

The combination of state funding for travel and funds from the Foundation allowed all faculty in the **School of Business** who had papers accepted for presentations to attend their professional meetings. A total of sixteen faculty were able to present their research at professional meeting in 2014-2015.

Create an infrastructure to support sponsored operations and encourage faculty and staff to seek public and private external funding opportunities as needs arise and appropriate sources are identified. (President, Academic Affairs, Fiscal Affairs, Enrollment and Student Services)

Progress Report

No progress reports were provided by responsible teams during the 2014-2015 year.

Seek public/private and community partnerships to assist in securing additional resources for the institution, including determine the feasibility of a capital campaign in the near future. (President, Academic Affairs, Fiscal Affairs, Enrollment and Student Services, Foundation, Foundation Board)

Progress Report

No progress reports were provided by responsible teams during the 2013-2014 year.

Update/implement the Sasaki Master Plan and create a framework for campus facility expansion

Engage the services of a consultant to update the Sasaki Master Plan and help determine an implementation strategy, including athletics. (President, Fiscal Affairs)

Progress Report

No progress reports were provided by responsible teams during the 2014-2015 year.

Proceed with portions of the Master Plan that are already in progress. (President, Academic Affairs, Fiscal Affairs, Enrollment and Student Services)

Progress Report

The **Office of Computing and Information Services** supplied all requests for facilities data (both local requests as well as to the Board of Regents) – requests the office routinely satisfies annually as part of its involvement in any system-wide space utilization plan.

Collaborate with the facilities staff from the Board of Regents' office on the system-wide space utilization plan. (Fiscal Affairs, Plant Operations, Enrollment and Student Services, Registrar, Office of Computer and Information Services)

Progress Report

No progress reports were provided by responsible teams during the 2014-2015 year.

Grow and manage human resources to help develop and nurture diverse and mutually beneficial relationships

Continue to commit resources for professional development for faculty and staff as resources allow, realizing that this is an investment in the overall quality of the institution. (President, Academic Affairs, Fiscal Affairs, Enrollment and Student Services, Deans, Department Chairs, Administrative Directors)

Progress Report

The combination of state funding for travel and funds from the Foundation allowed all faculty in the **School of Business** who had papers accepted for presentations to attend their professional meetings. A total of sixteen faculty were able to present their research at professional meeting in 2014-2015.

All faculty in the **School of Education** took advantage of professional development opportunities on and off campus. Faculty presented at international, national, regional, and local conferences. In addition, one faculty member took graduate coursework. The dean invested a minimum of \$800.00 per faculty member to attend conferences if the faculty member was presenting. The dean used foundation money to support a portion of the cost for one faculty member's coursework. The dean and the field director also applied for and received a mini grant from the state that enabled the dean, the field director, and public school partners to attend a conference to build more reciprocal partnerships. The attendance at these conference – while not always linked to evidence-based pedagogy have the potential to build student success because they are linked to the professor's subject area of expertise and/or interest.

All faculty and staff members in the **School of Health Professions** report their professional development activities each year through an Excel activities template. These are combined and presented in the annual report to the President.

During the 2014-2015 academic year the chemistry faculty in the **School of Science, Technology, and Mathematics** received training on the new equipment in Peebles Hall including the LCMS, GCMS, HPLC, and NMR. A number of biology faculty members were trained in the use of the new scanning electron microscope, including travel to Zeiss Microscope facilities for training. A faculty member attended an NSF grant writing workshop, and another participated in Project Next.

Fifty-seven full-time faculty (98%) and all five staff in the **School of Liberal Arts** participated in professional development activities last year, with 118 plus activities in the Department of Communication, 213 plus activities in the Department of English, 118 activities in the Department of History, and 145 plus activities in the Department of Social Sciences. The School of Liberal Arts through its departmental funds and through a Foundation grant to the School of Liberal Arts provided financial support for 60% of the faculty as well as for one member of the staff.

Increase diversity in hiring and retention of faculty and staff to broaden the representation of sub-groups in the population among its employees, to enrich our campus culture, and to ensure equal opportunity and equity. (President, Academic Affairs, Fiscal Affairs, Enrollment and Student Services, Deans, Department Chairs, Administrative Directors, Members of Hiring Search Committees)

Progress Report

Within the **School of Education**, there were 9 faculty during the 2014-2015 academic year. Thirty-three percent (3/9) of the faculty were from minority groups (2 Latino and one Asian). Fifty-five percent of the faculty were female and 45% of the faculty were male. In a school that focuses primarily on ECE, the balance between males and females is a good indication of diversity. The school's faculty also have a variety of experience which adds to the diversity of ideas. There is faculty who have taught in private schools, public US schools, schools in other countries, Montessori schools, and so forth.

The following are the demographics for the full-time faculty and staff members in the **School of Health Professions**:

Male: 3

Female: 33

30 – 49 years old: 13

50 – 65 years old: 22

66 years or older: 1

All (36) identify as white/non-Hispanic

The diversity of the full-time faculty in the **School of Science, Technology and Mathematics** is as follows: 16 females and 31 males; 1 Asian, 1 African-American, 1 Hispanic, 43 White, 2 other. Thus, 34% for the faculty are female and 11% of the faculty come from minority races. Last year the school hired four new full-time faculty: 1 Hispanic male, 1 Egyptian male, 1 white female, one white male.

The diversity in the **School of Liberal Arts** is as follows:

New faculty 2014-2015

Both are white, non-Hispanic, one male, one female, ages 40 and 47

Existing Faculty (excluding the new faculty)

25 Males, 30 Females

None are under 30 years old

18 are 30-39

10 are 40-49

11 are 50-59

16 are 60-71

47 are white (non-Hispanic origin)

2 are white, Hispanic origin
1 is white/native American
2 are black
2 are Asian
1 is Palestinian
1 is a disabled veteran

Existing Staff

1 Male (half-time Liberal Arts/half Business); 4 Females

White: 5

1 is under 30

1 is 30-39

1 is 40-49

1 is 50-59

1 is over 60

While the majority of faculty in the school and all of the staff are white, the faculty does include two Asians, two African-Americans, two individuals of Hispanic origin, one Palestinian, and one white/Native American. Females make up 54% of the faculty, while males make up 46%, and 47% of the faculty are over 50, while 53% are under 50. All of the staff are white, with the majority female, and the staff are evenly divided among five age groups. The School strives to hire faculty from diverse backgrounds. The Department of Social Sciences and the Department of English each had failed searches this past year.

Implement the recommendations of the recent salary study as resources allow. (President, Academic Affairs, Fiscal Affairs, Enrollment and Student Services)

Progress Report

No progress reports were provided by responsible teams during the 2014-2015 year.

Conduct a campus climate study to identify areas of the institution that need attention and develop an action plan to address those issues. (Academic Affairs, Diversity Committee, Enrollment and Student Services, Fiscal Affairs)

Progress Report

No progress reports were provided by responsible teams during the 2014-2015 year.

Implement smart business practices to increase sustainability, reduce risk, ensure compliance with Board of Regents/state/federal regulations, and engage in evidence-based decision-making

Encourage all DSC employees to promote a more sustainable environment by actively participating in recycling efforts on campus for paper, aluminum, and plastic. (Fiscal Affairs, Plant Operations, Academic Affairs)

Progress Report

All offices in the **School of Education** contain recycling bins for paper. Recycling trash cans exit in the halls and the classrooms for professor and student use. Old printed copies that are no longer used (i.e. assignments and handbooks) are collected and used to print charts and reports for analysis. Materials are reassigned. For example, containers used for storage of supplies are reallocated for storage and transportation for outreach projects such as Power Lunches and Saturday Academy.

Every office in the **School of Health Professions** has a recycling trash can and faculty and staff utilize them.

There are over 25 recycling bins in the **School of Science, Technology and Mathematics** placed in key locations throughout Sequoya Hall and Peeples Hall in addition to a paper recycling can in each office. Paper, aluminum, and plastic recycling bins are visible and accessible to anyone who wants to recycle.

During the August 2015 **School of Liberal Arts** meeting, the dean asked faculty to indicate on the School voting ballot whether they had actively participated in campus recycling efforts. Fifty-one faculty members answered the question (some faculty returned blank ballots or opted not to answer the question). Of these 51 responses, 49 faculty members (96%) reported that they actively participated in campus recycling, and 2 faculty members (4%) reported that they did not recycle. Seven faculty specifically noted their efforts in their personal annual reports, and one additional faculty member emailed the dean to report that he does recycle but had left the question blank on the ballot. In addition, administrative assistants recycled ink cartridges from the department's printers. Since Plant Operations did not determine a reasonable measure for this item and did not report such a measure to unit heads across campus, the dean decided that a 96% participation rate was exemplary. The recycling of paper, aluminum, plastic, and ink cartridges helped to reduce the School's footprint on the environment. In addition, recycling efforts saved the departments money (though certainly not very much) since many members of the department used recycled paper to take notes.

Continue to install low energy lighting throughout campus buildings and install more efficient temperature controls in buildings. (Fiscal Affairs, Plant Operations)

Progress Report

No progress reports were provided by responsible teams during the 2014-2015 year.

Institute a number of new and/or expanded risk control activities and policies to comply with all state and federal laws. (Fiscal Affairs, Human Resources, Public Safety, Business Services, Plant Operations, Academic Affairs, Enrollment and Student Services)

Progress Report

Each faculty and staff member, both full and part-time, in the **School of Health Professions** completed appropriate training as determined by Human Resources and other departments on campus. These trainings included: Right-To-Know, Harassment, Title IX, Data Security, and Vehicle Safety. New employees also participate in Ethics training.

Engage in data-driven decision-making and, based on such data, make program additions/revisions/terminations and revise processes and procedures in an effort to increase the efficiency and effectiveness of our operations. (President, Academic Affairs, Fiscal Affairs, Enrollment and Student Services, Institutional Research and Planning)

Progress Report

Staffing needs, budget allocations, travel, and program changes in the **School of Health Professions** are data-driven when possible. For example, the creation of the HIM program was based on data suggesting a great need for trained professionals in this area. Some of decisions, however, are based on program accreditation requirements, student numbers, etc.

Institutional Research contributed to the goal and objective by continuing to coordinate the College's comprehensive academic program reviews – using a 5-year program schedule where deans complete reviews of their academic programs per a template produced by the office. The reports are reviewed by a faculty CPR committee and approved by the vice president for academic affairs. These program reviews potentially lead to data-driven decisions regarding academic programming. The program reviews are a critical component in fulfilling the SACS comprehensive standard on institutional effectiveness: "The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of improvement based on analysis of the results in educational programs."

Determine best practices and implement appropriate methods for increasing efficiency and service excellence in campus processes

Identify processes utilized in various departments and conduct audits to determine where improvements are needed. (Academic Affairs, Fiscal Affairs, Enrollment and Student Services, Institutional Research and Planning)

Progress Report

The **Institutional Research** office's contribution in this area is its data review and analysis for the Complete College Georgia report where it observed that there appears to be many students with excessive accumulated student credit hours who could qualify for an associate's or certificate diploma. These students could be awarded such degrees without paying a graduation fee. It can also provide a positive metric for institutional graduation rate. It concluded that a change in policy to award an associate's or certificate diploma to students with excessive accumulated student credit hours can be a best practice for increasing efficiency and service excellence in campus processes.

Engage in formal assessment processes and continuous improvement. (President, Academic Affairs, Fiscal Affairs, Enrollment and Student Services, Institutional Research and Planning, Deans, Department Chairs, Administrative Directors)

Progress Report

The **School of Business** has a mature and comprehensive AOL process and the faculty in the school use the SACS-driven WEAVE course-by-course assessment tool to link the school's learning goals to SACS' required individual course assessments.

As often as time allows, the **School of Education** share data in faculty meetings. For example, it shared data at the Teacher Education Council with clinical faculty, and at its EPP meetings with content area administrators. The school also used data to make changes in the timing of the offering of Area F course, how it provides professional development for advising, and in how it will train clinical supervisors. As well, small incremental changes were made in the course offerings for some of the content areas based upon data and requests from the dean to the content area administration. Math faculty are adding geometry components to Math 2008.

All faculty and staff members in the **School of Health Professions** reported course assessments in WEAVE for fall 2014 and spring 2015. All programs were assessed in spring 2015.

Pre-test and post-tests were successfully administered for each course taught by the **School of Science, Technology, and Mathematics**. The results from these tests were used to assess learning objectives for the 2014 - 2015 academic year. The school will place the pre-/post-tests on D2L so that faculty can assess its learning objectives for the 2015 - 2016 academic year online. Giving these tests on D2L will increase the efficiency of data gathering and analysis.

All course-level and program outcomes for the **School of Liberal Arts** were entered into Weave prior to the end of FY 14, and the dean and department chairs continue to monitor progress toward completion of goals/outcomes and to develop appropriate action plans, as have faculty in their individual course-level assessment reports. All required assessments (such as comprehensive review) are complete and up-to-date. Given the number of programs and the complexity associated with the assessment of general education and the various bachelor's-degree programs, the School should be given a full-time assessment position, similar to the position in the School of Education. In addition, the assessment load for faculty should be further reduced so that no faculty member assesses more than two courses in a given term.

Under the coordination and supervision of the **Institutional Research** office, the College entered its fourth year of Weave implementation across campus. Slowly but surely, it is becoming an accepted assessment culture – even though there continues to be some resistance from certain sectors of the campus. In Section D (institutional effectiveness) of annual reports, deans, vice presidents, and directors report on their Weave assessment implementation. With adequate assessment reports entered into Weave, the College will be able to show the Board of Regents and SACS that all units take assessment and continuous improvement seriously. Regular assessment will make it easier for responsible parties to write the 5th Year Interim Report for SACS. Furthermore, with WEAVE implementation, the College continues to engage in formal assessment processes and continuous improvement. The WEAVE assessment reports produced by academic and administrative departments, including community/public service demonstrate the College's commitment to continually enhance its institutional effectiveness through formal, ongoing processes in order to identify expected outcomes, assess outcomes, and use assessment results for improvement.

III. Enhance/Expand Campus Life Opportunities

Increase delivery of activities and programs in evenings and on weekends

Provide cultural events on campus and increase program offerings for the campus and the larger community to include both after business hours and weekend activities. (Fine Arts and Lecture Committee, Faculty [Music and Arts], Enrollment and Student Services)

Progress Report

The **School of Liberal Arts** officially sponsored 13 programs that were open to the campus and the larger community: two theatre productions (*Long Lost Relatives* and *Romeo and Juliet*) with four performances each, two campus community concerts, one chorus concert by the newly formed Dalton State Singers, three concerts in which faculty and students performed as a part of the Dalton/Whitfield Community Band, four major concerts (Jerico Vasquez, Christina Howell, Michelle Tabor, and Midtown Brass), and one guest speaker, Dr. Patricia Agatson. Approximately 1,121 students, faculty, and community members attended the concerts (duplicated headcount); 800 attended the theater productions (duplicated headcount); and 30 attended Dr. Patricia Agatson's "Cyberbullying" presentation.

Provide athletic activities after business hours and on weekends beginning fall 2013. (Athletics)

Progress Report

No progress reports were provided by responsible teams during the 2014-2015 year.

Provide increased student support services, program offerings, and resources for the entire student body to include both after business hours and weekend services. (Enrollment and Student Services, Residential Life, Student Life, Campus Recreation, Career Services, Academic Affairs, First Year Experience Program, Fine Arts and Lecture Committee, Faculty [Music and Arts], Library)

Progress Report

The **Library** reported these findings:

1) Library Hours: The Library maintained the regular weekly schedule of 65.5 hours per week.
Monday – Thursday 7:30am – 8:00pm
Friday 7:30am-5:00pm
Saturday Closed
Sunday 1:00pm – 7:00pm

Library hours were extended periodically during the year. During fall and spring breaks, instead of the usual schedule change to 8:00am to 5:00pm, Roberts Library stayed open the regular hours of 7:30am to 8:00pm, giving students more opportunity to use the Library in the evenings. During fall and spring final exams, Roberts Library stayed open until 10:00pm to allow more study time for the students.

2) All of the Library's electronic resources are available 24/7 both on and off campus through the DSC portal. For 2014-15, Roberts Library added 1 new database to support the new Bachelor's in Psychology, *PsycARTICLES*, through cost-share with GALILEO. The Library also added 119 more e-book titles to support the School of Education and the following new degrees: Associate of Arts in Music, Bachelor's in Health Information Management, and the online Bachelor's in Criminal Justice.

3) Library Programming:

*Fall Open House to welcome students and faculty was held on August 25. All students were invited via email blast. Individual letters of invitation from the Library Director was sent to each new faculty member. Displays were created for Government Documents, for microfilm collection highlighting newspaper headlines from 1996, and bookmarks and posters. Candy kisses and pads and pencils from GovDocs were given away.

*The Chattanooga Area Library Association (CALA) met at the Roberts Library on November 19, 2014. Librarians David Brown and Melissa Whitesell gave presentations on open access textbooks on the web and creating ADA compliant documents.

*To support volunteerism and the FYES Happiness Project, three-card making workshops were held in Fall 2014 and the cards were donated to Operation Write Home and Operation Gratitude.

*Open Access Week included a joint panel by Dr. Sarah Mergel and Librarian David Brown about the University System of Georgia's project Affordable Learning Georgia.

*An Artist Talk and Exhibit, "Preserving the Time Between" was held in Fall 2014 with Professor Kristina Hall.

*A summer reading program, "A Taste of Summer" was held during the Summer semester 2015. Faculty were recruited for several book talks and workshops on health and nutrition, along with a family movie night and a summer salad contest for faculty.

These openings and offering by the Library supported students with extended evening and weekend hours on a weekly basis, provided electronic resources available 24/7 both on and off campus to support new degrees, and provided cultural events and programming in the evenings and summer semester.

Increase participation in residence life and campus programming. (Enrollment and Student Services, Residential Life, Student Life, Campus Recreation)

Progress Report

No progress reports were provided by responsible teams during the 2014-2015 year.

Provide program and activity offerings of the Bandy Heritage Center, including in the evenings and on weekends, many of which will be open to the community as well as the campus. (Bandy Heritage Center)

Progress Report

The **Bandy Heritage Center** sponsored or co-sponsored 9 evening and weekend programs over the course of last year including the following: the "My Lai: A Retrospective" lecture, a reception and opening for the Latino/Latina Cultural Exhibit, the Latino Food Festival, the 2015 Civil War in the Western Theater Colloquium, "The Leadership of Jimmy Doolittle" lecture, a reception and opening for *The Dixie Highway: Gateway to the South* exhibit, the Dixie Highway Symposium, a reception and opening for *Thread by Thread: Georgia's Tufted Textile Heritage* exhibit, and "Waterloo, June 18, 1815: The Emperor's Last Ride" lecture.

These programs enhanced the visibility of the Bandy Heritage Center and Dalton State College in the larger community and served as a significant community outreach initiative.

Develop joint service-learning opportunities between academic affairs and student services

Implement at least one service learning project by spring 2016 in conjunction with a class for each school each semester. (Academic Affairs, First Year Experience Program, Deans, Department Chairs, Coordinator for Leadership and Civic Engagement, Coordinator for the American Democracy Project)

Progress Report

The teacher candidates in the **School of Education** used informal service learning in all their field experiences. They served the children and the teachers in the P-12 schools and their own learning is enriched as a result. In many cases, they went beyond the requirements of their field placements and volunteer for extra duties that assist the schools and the children.

Service learning/leadership projects have and continue to be completed in many of the programs in the **School of Health Professions**. The RN-BSN students helped organize, in conjunction with Student Life, an annual Health Fair on campus. Additionally, most programs have students participate. The ASN students participated in blindness prevention screenings at local daycares, the LPN students participated in Special Olympics, Radiologic Technology students run an annual food drive, and Respiratory Therapy students participated in asthma screenings.

A total of 32 students enrolled in the service learning classes offered by the biology and chemistry faculty in the **School of Science, Technology and Mathematics**. This represented a 39% increase from the 2013 – 2014 academic year. Some of this increase was due to changing CHEM 4800 Chemistry Internship to include campus service learning opportunities for our students.

A faculty member of the Department of Communication in the **School of Liberal Arts** set a teaching goal that included offering a service learning component for his three sections of COMM 1110. His goal was for students to provide service within the community via a persuasive speech on a health and wellness topic targeted to a particular audience. This service learning component was an option, not a requirement. Unfortunately, none of the students in any of his three sections of COMM 1110 opted to pursue service learning. No other faculty members attempted service learning, though one psychology faculty professor did successfully engage students in service to the Northwest Georgia Family Crisis Center and one political science faculty member had his FYES 1000 class participate in a Habitat for Humanity volunteer activity that could reasonably be considered service learning.

Strengthen student understanding of social responsibility and stewardship in those students who participate in a service learning project. (Academic Affairs)

Progress Report

A faculty member in the **School of Liberal Arts** offered service learning opportunities in three sections of COMM 1110; however, no students expressed interest in participating. Furthermore, in the three sections of COMM 1110 that offered service learning opportunities, no students expressed interest.

Provide adequate facilities for campus life activities and services

Renovate the Bandy Gymnasium and the Pope Student Center to provide adequate and safe recreational space. (Fiscal Affairs, Plant Operations, Enrollment and Student Services)

Progress Report

No progress reports were provided by responsible teams during the 2014-2015 year.

Replace existing housing stock with a new residence hall(s). (Fiscal Affairs, Plant Operations, Enrollment and Student Services, Residential Life)

Progress Report

No progress reports were provided by responsible teams during the 2014-2015 year.

Renovate the Library to expand/enhance the Learning Commons. (Academic Affairs)

Progress Report

No progress reports were provided by responsible teams during the 2014-2015 year.

Establish dedicated space both on and off campus for the Bandy Heritage Center to have a visible presence and sponsor exhibits, programs, and other activities. (Bandy Heritage Center)

Progress Report

The **Bandy Heritage Center** has obtained the use of the old freight depot in downtown Dalton for use as an exhibit gallery. In exchange for Dalton State College agreeing to pay the utilities for the depot, the city rented the space to the College for \$1 a year and pays utility expenses of approximately \$10,000 a year. As a result, Mr. Jack Bandy donated \$100,000 for the necessary equipment, programs, services, and supplies to begin using the depot as an exhibit gallery. This increased the Bandy Center's reach by allowing it to have true exhibit space. This allowed the Bandy Center to host the following three exhibits at the depot this past year: *Over Here and Over There: Georgia and Georgians in World War II*, *Latino/Latina Culture in Dalton*, and *Thread by Thread: Georgia's Tufted Textile Heritage*. The Bandy Heritage Center has managed to obtain an off-campus facility for use as an exhibit gallery. The Center also has off-campus storage facilities. However, it still does not have an on-campus presence. Moreover, the cost of the storage facilities is a serious drain on the Center's limited budget. The logistics of having multiple locations and limited College transportation is also a problem. Still, the Bandy Heritage Center has reached its goal of an off-campus facility.

Enhance programming resources and support programs that reflect our diverse population

Seek funds to hire a support services professional with expertise in diversity and inclusion who will develop/expand and promote quality programs and services. (Academic Affairs, Diversity Committee, Enrollment and Student Services)

Progress Report

No progress reports were provided by responsible teams during the 2014-2015 year.

Revise Dalton State's website to include online resources that represent and/or address the needs of its diverse population. (Marketing and Communication, Enrollment and Student Services, Diversity Committee)

Progress Report

No progress reports were provided by responsible teams during the 2014-2015 year.

Create opportunities for faculty, staff, and students to participate in diverse experiences. (Academic Affairs, Enrollment and Student Services, Center for International Education)

Progress Report

No progress reports were provided by responsible teams during the 2014-2015 year.

Diversify student leadership and student engagement opportunities on campus

Establish Greek organizations on campus. (Enrollment and Student Services, Student Life)

Progress Report

No progress reports were provided by responsible teams during the 2014-2015 year.

Increase the number of new leadership and involvement opportunities for campus residential students. (Enrollment and Student Services, Residence Life)

Progress Report

No progress reports were provided by responsible teams during the 2014-2015 year.

IV. Create a Unique Campus Culture

Transform the culture of the College

Conduct a campus climate assessment to help identify areas for improvement and then develop a plan based on results. (Enrollment and Student Services, Academic Affairs, Diversity Committee, Institutional Research and Planning)

Progress Report

No progress reports were provided by responsible teams during the 2014-2015 year.

Engage in “branding” and identify what makes Dalton State unique. (Marketing and Communication)

Progress Report

No progress reports were provided by responsible teams during the 2014-2015 year.

Establish campus traditions, including annual events, events associated with athletics, and family-oriented events. (Enrollment and Student Services, Academic Affairs, Athletics)

Progress Report

No progress reports were provided by responsible teams during the 2014-2015 year.

Explore the feasibility of providing/improving campus-level support services. (Academic Affairs, Fiscal Affairs, Enrollment and Student Services)

Progress Report

No progress reports were provided by responsible teams during the 2014-2015 year.

Incorporate diverse perspectives into courses and co-curricular activities as appropriate. (Academic Affairs, Enrollment and Student Services)

Progress Report

No progress reports were provided by responsible teams during the 2014-2015 year.

Encourage all faculty, staff, and students to engage in service to the campus and the larger community. (Academic Affairs, Enrollment and Student Services, Fiscal Affairs, Deans, Department Chairs, Administrative Directors)

Progress Report

School of Education faculty assisted with community Summer Power Lunches of Whitfield County. This endeavor serves children in low socio-economic areas to maintain and build their literacy development over the summer. Activity included responsibility for driving students and documenting which students attended

through charts and pictures. Also, kept track of the number of children who attended events and the number of books that were given away to the children.

All faculty and staff in the **School of Health Professions** reported their service activities through an Excel activities template which are combined and presented in the annual report to the President.

Almost all full-time faculty and staff in the **School of Science, Technology and Mathematics** participated in service to the campus or community. Seventy-four percent of the faculty members in the school served on at least one campus committee. Eight faculty members were advisors for DSC student organizations, and seven faculty and staff members were involved with the Girls Scouts or Boy Scouts. Other examples of service activities that faculty members were involved in included working for Habitat for Humanity, participation in community bands, dance groups and choruses, volunteering with local churches, helping with local running events, helping with science summer camps, making and donating pottery to benefit charity auctions, and volunteering at the Tellus Museum. Faculty involved students in service activities like collecting food for local food banks, collecting aluminum can tabs for the Ronald McDonald House, building the DSC hiking trail, participating in the Conasauga River Cleanup, operating the Dalton State College Turtle Assurance Colony, teaching science to K-12 students, and sponsoring booths at events like Family Fun Night and an Earth Day celebration. A number of faculty members gave talks on scientific subjects to seniors groups, local nature organizations, local K-12 schools, and nearby colleges.

All full-time faculty in the **School of Liberal Arts** engaged in service to the College, and 84% of the full-time faculty (48/57) and all staff (5/5) participated in service to the community. Liberal Arts faculty and staff:

- Offered 15 presentations to area schools.
- Participated in 10 academic/performance tutoring activities.
- Judged 12 literary, essay, speech, technology, or performing arts competitions for local schools.
- Engaged in 11 non-instructional public/private school-based activities.
- Participated in 14 adult education or literacy activities.
- Participated in 27 performing arts events.
- Participated in 19 cultural activities (non-performing arts).
- Offered 10 public lectures.
- Participated in at least 61 other community service activities ranging from volunteering with the Dalton-Whitfield-Murray Teen Maze, to the Northwest Georgia Family Crisis Center, to the Murray County Humane Society, to the Northwest Georgia Healthcare Partnership, to name only a few.