



Strategic Plan Progress Report 2015-2016

Dalton State College has completed the third year of its 2013-2016 *Strategic Plan*. The Strategic Plan had 4 main strategic goals, 16 planning strategies, and 54 planning objectives or action plans. During 2015-2016, the institution adopted all 54 action plans for implementation in the third year, as some of these action plans were carried over from previous years and still needed time to complete them. At the end of this third year, attempts were made to complete all of the action plans to complete the 2013-2016 strategic planning cycle. But because of the nature of some of the action plans, only 13 were completely and fully implemented – with most (34) partially implemented. In total, 7 action plans could not be completed. In sum though, all the 4 goals and the 16 planning strategies had full or partial implementation – even if not all action plans under the goals and strategies were completed from year to year (for example, in the third year there were no progress reports for 18 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** established two reciprocal partnerships. One partnership is with Whitfield County Schools and one is with Dalton Public Schools. Last academic year (2014-2015), the school and Blue Ridge worked diligently to write a MoU to define the Professional Development School plan, and called a Learning Partnership School (LPS). In March of 2015, teacher candidates applied to the LPS, and they were interviewed for the experience. Five teacher candidates were accepted into the LPS. In AY 2015-2016, the five teacher candidates were placed in two pairs and one single student teaching experience. These teacher candidates were part of the Blue Ridge family from their very first day of the LPS experience. The pairs of teacher candidates co-taught with each other as well as their site teachers. They all received coaching as part of their field placement experience. In March of 2016, applications were again available and four teacher candidates were accepted into the LPS for the 2016-2017 AY.

For the second partnership, the dean met with Assistant Superintendent of Whitfield County Schools and the principal of Eastbrook. A second Professional Development School (PDS) was established at Eastbrook Middle School. The first teacher candidates submitted an application and was accepted into the PDS at Eastbrook for AY 2016-2017. The dean and the field director would expend a great deal of effort to make these partnerships work. Although they take a great deal of time and conversations to make sure the needs of the P-12 school and the needs of the School of Education are both met, the effort is worth the results that are generated. The dean, assistant dean, and field director will thus work to find additional partnership opportunities or additional ways to expand the current partnerships. Indeed, teacher candidates are gaining additional experiences that go beyond the traditional placements. The School of Education will use the data

and feedback gathered from these experiences to consider altering the manner in which field placement experiences are delivered.

Faculty and staff members in the **School of Health Professions** participated in many activities and events in local P – 12 school systems. They regularly attended events at the schools, taught about topics related to their fields, volunteered for health fairs, blindness/wellness screenings, and recruited for DSC. There have been discussions of another Careers Quest event, where faculty and staff will be encouraged to seek out opportunities in local schools.

Two **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 2015-2016 academic year. During Fall Semester 2015 and Spring Semester 2016, a faculty member visited Dalton High School and spent the entire day with them. She taught eight classes, reaching approximately 250 students, and discussed entrance requirements, her English 1101 syllabus, the COMPASS test, passing and failing essays, and examples of student work. She also talked to English faculty members during the lunch period. To further strengthened our partnerships with P-12, she visited Coahulla Creek High School and South East High School, serving as a guest lecturer as a part of the Carlton Thomas’s Next Step where she discussed the expectations of college in general and College English in particular, February 25 and March 23, 2016. In addition, during the 2015-2016 academic year, 19 out of 57 School of Liberal Arts faculty (33%) 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. School of Liberal Arts faculty members were very generous with their time, assisting area school systems with a wide range of activities. While the percentage of faculty who engaged in activities with area school systems decreased from the previous academic year, the scope of activities increased. School of Liberal Arts faculty have been asked to consider making continued participation with area schools a goal for the 2016-2017 academic year to build on the connections that have already been established.

During the 2015-2016 academic year faculty members from the **School of Science, Technology, and Mathematics** participated in more than 74 activities with local school systems. These activities included presentations, tutoring, judging, helping to develop STEM programs, participation in career days, sponsoring nature field days, and delivering talks, demonstrations, and workshops on STEM subjects for both students and teachers. Additional activities included collaboration with Brookwood Elementary School to help them achieve status as a STEM designated school, involvement with P-12 students in river cleanups, and helping 4th graders in a wetland rehabilitation project. The school continued to offer dual enrollment mathematics and science classes at some high schools in our service area. Mathematics and biology courses were offered at Gordon Lee High School, North Murray High School, and Southeast Whitfield High School. We are also working to develop a program to offer dual enrollment mathematics and biology classes at Coahulla Creek High School during the upcoming 2016-17 school year.

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

Progress Report

In the **School of Liberal Arts**, during Fall Semester 2015 and Spring Semester 2016, there were 100 students enrolled in dual enrollment sections of English 1101 and 1102 and POLS 1101 and 2201 housed at Southeast High School and North Murray High School. This number represents a 17.6% increase over Fall Semester 2014

and Spring Semester 2015. In addition, a faculty member served on the Statewide Precision Review for Social Studies Committee tasked with revising the Social Studies curriculum standards for the P-12 systems in the state of Georgia. He also chaired the American Government K-12 GPS Review Team tasked with revising the American Government Learning Outcomes and Objectives for the Georgia Public School system and served on the College Career Readiness Team (CCRT) with the Dalton Public Schools. By offering English 1101 and 1102 and Political Science 1101 and 2101 at Southeast High School and North Murray High School, the Department of English and the Department of Social Sciences helped the College meet its goal of assisting more high school students in getting a “head start” on college. In fact, using Liberal Arts enrollment alone, the College reached the target of achieving 100 students participating in dual enrollment by fall 2015. The School of Liberal Arts will offer additional courses at area high schools during the 2016-2017 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.

During 2015-16, the **School of Science, Technology and Mathematics** offered two math and two biology classes at each of three high schools in the College’s service area – Gordon Lee High School, North Murray High School, and Southeast Whitfield High School. A total of 163 students were enrolled in those classes. That is a 46% increase over the previous year. The school plans to continue offering classes at Gordon Lee, North Murray, and Southeast Whitfield High Schools and expand to offering classes at Coahulla Creek High School next year.

The **Office of Admission** made contact with all constituents on the high school checklist and the volume of service are high school applications did increase. The office increased the number of college and career fairs attended, and also expanded its recruitment territory to include the entire state of Georgia. With most attention on traditional aged students needed to fill newly constructed residence halls, attention on 2-year and technical partnerships and transfer students did decline. Presentations to middle schools remained consistent with prior years as did the number of P-12 campus visitations.

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

In Spring 2016, the dean of the **School of Education** volunteered to be included in a meeting with the GAPSC and the Associate Vice Chancellor, Educator Preparation and Policy, and other deans from Georgia. At this meeting, she put forth the idea that the GaPSC should consider addressing the needs of students from diverse backgrounds that were not meeting with success on all components of the Program Admission Test. She suggested that there were individuals, ELLs, who had excellent GPAs but were unable to pass the reading portion of the GACE. She requested that the GaPSC considering allowing colleges to admit students who passed two but not all three portions of program admission GACE. It was decided that the deans and the Associate Vice Chancellor would discuss this at a July 2016 meeting. This proposal was discussed at the meeting and the deans approved the idea of drafting a proposal. The dean and Dr. Bob Michael (Associate Vice Chancellor) drafted a proposal and sent it to the deans for their input in Fall 2016. If the proposal is approved by the deans, it will go to the GaPSC for consideration. The fact that the GaPSC would even allow a

proposal to be written was a huge step in the process of moving this idea forward. With a teacher shortage across this nation, getting more students into quality teacher preparation programs is a must. If the change in the rule does not occur, then the School of Education will continue to work with other schools on campus to find ways to offer additional supports for the reading and writing exam. If the change in the rule does occur, then the School of Education will monitor the progress of the students as they move through the professional program. If allowing students to enter who do not pass one portion of the exam disadvantages them for successful completion, the School of Education will review the new admission policy and make changes. A change could help students to save money as they will not have to retake the test more than two times in order to get admitted. Some students have taken the test as many as five times in order to gain admission. This translates into the spending of a great deal of money and a delay in program completion. Timely program completion for these targeted students will now be possible. DSC will help to fill a void in classrooms that are missing certified teachers.

English faculty members in the **School of Liberal Arts** and the QEP Action Team believe that English language learners need more assistance in writing. These students have more difficulty in exiting ENGL 0098 than do native language learners. In an effort to address this need, the Writing Lab attempted to hire a part-time lab worker with ESL experience. However, the individual hired stayed only a few weeks until she found full-time work elsewhere. The QEP coordinator also organized a two-hour workshop on working with English language learners to assist composition faculty as they work with students whose native or home language is not English. With these activities, the English faculty and the QEP Action Team identified English language learners as needing more assistance in writing as these students have greater difficulty passing learning support English and reading and in passing English 1101. The Writing Lab coordinator, the English Department chair, and the QEP coordinator tried to assist this population and the faculty who work with it. If the College permits the English Department to replace a retiring faculty member in the coming year, the department will try to find an English faculty member with experience in working with English language learners and non-native speakers of English. Finding an English faculty member with ESL credentials will be beneficial to the College as an emerging Hispanic-servicing institution since this population has difficulty in successfully completing learning support English and freshman composition.

In the second year of using the pre and post-tests, the tests have now been made available through GeorgiaView in the **School of Science, Technology and Mathematics**. The data is now available for instructors to use to help improve their classes through the use of action plans developed based on the pre/post test results. Students in Area A math courses Math 1111, Math 1101, or Math 1001 who had learning support math requirements were also jointly enrolled in Math 0999, Math 0998, or Math 0997 respectively. Approximately 74% of the math students enrolled in the co-requisite courses passed their Area A math course and successfully exited learning support math.

The Office of Computing and Information Services personnel provided all requested interfaces from the Banner SIS to the EAB Data Analytics system. This project was able to identify the student populations that need additional targeted intervention/support services. Baseline data was established. The office will continue to provide access to all data needed for analysis and assessment.

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 **Institutional Research** office generated a report that showed accumulation of credit hours beyond the necessary amount to acquire a degree has been a concern for some time. Emphasis on intrusive advising was increased this year in order to counsel students to toward a major reflecting their previous academic success and to avoid impulsive decisions to change their major. Although every student may ultimately select any major they please, early guidance can help them determine what may be a best fit for their skills, abilities and ambitions, particularly if they are undecided coming into the College. Although it is still early to ascertain the real impact on number of credit hours accumulated, there is early indication that fewer students are acquiring excessive credit hours before graduating. In 2008, 41% of enrolled students had earned more than 90 credit hours entering the Fall term. In Fall 2013, it was 31%. By 2015 Fall, it had dropped to 19% of enrolled students. The report and others produced by the office will offer 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.

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

Progress Report

With the launch of its new website in August 2015, the **Marketing and Communication** office introduced customized content for specific constituent audiences in the “Resources for” section of the main menu navigation. Several of those constituent audiences represent previously underserved audiences who have special informational needs about the College. Among those audiences are veterans, dual enrolled students, adult learners, students with disabilities, Gilmer County residents, online students, and at year’s end, a Spanish-language section for Hispanic students and families. The office also coordinated volunteers to distribute DSC viewbooks to an estimated 2,400 tenth graders attending Teen Maze in fall of 2015.

In **Academic Affairs**, one-page fliers for prospective adult learners were created to support the adult learner efforts. An open house for Adult Learners was held and the five deans as well as student activities were present to meet and greet prospective students; attendees had their application fees waived. Twelve prospective students attended the evening and gave positive feedback and appreciation for the event. Currently these individuals are being tracked to see which will enroll. In April 2016, recognition night for the Adult Learners was held. All students over the age of 25 who were part time and would qualify for the Dean’s List if they had been attending full time were invited. Approximately 35 students attended the event along with their families and friends. They expressed a great deal of appreciation for the recognition.

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 student's 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.

Forty students in the **School of Education** made use of the practice materials in the first year of its availability. Students reported satisfaction with the practice as well as appreciation for the easy access and no cost study materials. While these study materials are not a panacea for all who struggle with the math portion, they provide an additional option to free math assistance that is available in the Math Lab. The administrative assistant and the advisor will continue to suggest these materials to students who have taken and failed the math portion of the exam as well as to the students who are taking the exam for the very first time. The faculty will also address the continuing need for some students to have assistance with the Program Admissions Exam. At a faculty meeting, the faculty will brainstorm additional ways to assist these students and to find ways to work with other schools to address the writing and reading portion of the exam.

During 2015-16, 973 students made 5636 visits to the Math and Science Learning Lab, totaling 10,061.9 hours. The number of visits in the **School of Science, Technology and Mathematics** represented a 16% increase over the previous year, and the total hours represented an 18% increase over last year. The Math Lab facilities were expanded, doubling its size and adding an emporium-style computer lab dedicated to Learning Support and Area A math courses. MyLabsPlus, an online coursework and tutorial platform, was adopted for learning support math students in the co-requisite support math courses.

Staff in the **Financial Aid** office conducted an on-campus FAFSA completion workshop as well as visiting nine local high schools. The staff was able to assist 322 students with FAFSA completion this year.

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

Faculty are now freed from advising responsibilities for the first two years of the education program. Since faculty will not need to advise students once they are in the program as all program requirements are pre-determined, the **School of Education** will consider moving to a mentoring model for faculty involvement in the advising process once the students are in the program. This topic will be addressed at a fall faculty

meeting in the School of Education.

Professional advisors in the **School of Science, Technology and Mathematics** advised and registered 835 students out of more than 1,100 students. The advisors setup a plan to remain as the primary academic advisor for all students to ensure all STM students get the very best of advising. From fall 2016 on, when a student reaches the point of junior level status, they will also be paired with a faculty mentor that shares the same academic interest with the student (e.g., BS Biology majors wants to pursue marine biology; pair them with a faculty member that has a marine biology background). With this new faculty mentoring model program, the number of advisees assigned to the two advisors is expected to rise. By keeping the students assigned to a professional advisor and reorganizing faculty advising responsibilities towards mentoring responsibilities, the school will be able to provide better academic advising services, increase contact between professional advisors and students, and encourage retention of students majoring in a STEM program by directly involving with a faculty mentor.

In **Academic Affairs**, the past year was spent training both the professional advisors as well as the faculty in the proper use of the EAB advising tool. To date, there have been over 140 faculty members trained. This fall semester was the first semester in which a critical mass of advisors were trained in the platform; there is no data at this point. Assessment of the tool will be ongoing. Faculty and advisor usage of the tool will be monitored as well as student satisfaction with advising. Faculty who are using EAB and continue training in best practices will be publicized and acknowledged.

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 Education**, the dean met with several administrators at GA Northwestern. They explored the option of an articulation agreement in order to accept some of the GA Northwestern credits for some of the credits at DSC. Unfortunately, this is not possible because lower division courses cannot be automatically substituted for upper division courses. Thus, the dean and the administrator from GA Northwestern moved onto the next plan to make this a smoother process by discussing the possibility of creating additional PLA (Prior Learning Assessment) templates for the upper division classes that are most likely to afford the transfer students an opportunity for credit. If PLA is not the best option for the GA Northwestern transferring students, then challenge exams may be the next option. This is a worthy endeavor as it will allow the GA Northwestern student to pay less for a challenge exam or a PLA notebook evaluation than it would cost to retake classes where the students already have prior learning at the college level.

Students in the **School of Science, Technology and Mathematics** were offered exams to receive credit for BIOL 1108, BIOL 2212, BIOL 2213, and BIOL 2215 and various CAPS and ELCT courses.

In **Academic Affairs**, it was difficult to assess the number of students who are using the fully online CJ eMajor program as their pathway. Students are mixing and matching the online options along with the face-to-face option according to their schedules. The newly launched Health Information Management program has 50 declared majors at this point. Enrollment and graduation rates for these programs will be monitored in the future.

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. A process was put in place to ensure students know what is required for upper division including the prerequisite sequence in order to graduate. Also, streamlined the process by which students matriculate to upper division via changes in notification and processing.

Because the majority of its programs are selective admissions and cohort-based, the time to completion in the **School of Health Professions** (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 need to 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. Because of its selective admissions, the School of Health Professions generally has high retention and graduation rates for students in its programs. Policies are continuously reviewed by programs and associated accrediting agencies to increase student success.

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 the BAS programs for DSC so that students will not lose credits as they progress from degree to degree. The school has also added an Information Technology concentration for the Bachelor of Applied Science in Scientific Technology. The development of this concentration was a joint effort by The Department of Technology and Mathematics, The School of Business, and Georgia Northwestern Technical College. The Information Technology concentration creates a pathway by which students who complete an Associate of Applied Science degree in an approved technology field at DSC or GNTC can continue their studies and complete a bachelor's degree with no loss of credit. Math 0997, Math 0998, and Math 0999 were offered for students in learning support math as co-requisite 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 and chemistry courses were offered off-sequence in order to provide more flexibility in scheduling.

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 dean of the **School of Education** mentored new faculty this year. Within the first month of the academic year, the dean met with the new faculty members. She provided them with an example of completed annual goals for herself when she was a faculty member. She explained the purpose of each of the categories and provided advice and suggestions for setting goals. Each of the new faculty members created a first draft and submitted it to the dean. The dean returned the document as many times as needed to assist the faculty

members to put specific details into the goals document. The dean had an open door policy and addressed questions and concerns for the faculty members as the semester progressed. New faculty members exceeded their goals and analyzed them with sufficient depth and breadth at the end of the semester. End of semester meetings with the faculty members suggest that they were given sufficient advice and mentoring to meet with success in their first year of employment. This method was an effective method to assist new faculty members as they launch their careers at DSC. It made new faculty generate faculty goals that were at least as realistic and rigorous as established faculty members.

Faculty in the **School of Health Professions** continued to assess individual classes using the Weave assessment tool. Indeed, course assessment by faculty is assumed as one of the responsibilities for teaching a class. Also, the members of the School of Health Professions Policies and Procedures Committee will address the addition of the policy and faculty in the school will vote on it. Once approved, members of all departments within the School of Health Professions will participate in various aspects and will continue to participate. The policy should be added to each department's evaluation criteria.

During Spring Semester 2016, the Assistant Vice President for Academic Affairs approached the dean of the **School of Liberal Arts** and informed her that he and the Faculty Evaluation Committee thought that the Liberal Arts guidelines were too tough and higher than those the other schools had submitted. He also indicated that some of the schools' guidelines were too weak. When she asked him he had notified those schools to strengthen their guidelines, he informed her that they were not and that those schools would strengthen them on their own. She requested that the schools be given feedback early in the semester since faculty annual reports were due mid-semester. When she received no feedback by February, Academic Affairs assured her that the revision process would be postponed until fall. However, in late March, the Faculty Evaluation Committee requested the faculty in each department compare their school's guidelines with those of other schools and revise or create their policies by April without any input from their department chairs or dean. The faculty in the Department of English requested a postponement given the poor timing of the request. While they did not receive a response to their request, Academic Affairs decided to postpone work on the revision until the new vice president for academic affairs arrived. In light of this, Liberal Arts recommended that the vice president and the Faculty Evaluation Committee should review the lists from each of the schools to ensure equity across schools. The College as a whole should determine overall guidelines for promotion and tenure so that some schools' "superstars" are not the same as other schools' standard performers. The College should also have one set of guidelines to determine how chairs will convert previously earned points to the new system. School of Liberal Arts faculty, department chairs, and dean worked hard to develop performance criteria for teaching, service, and professional development without clear guidance and direction from the Faculty Evaluation Committee or the upper-administration. Though the committee and the vice president's office had received each school's criteria in April 2015, the Faculty Evaluation Committee failed to take any action until late March 2016 at a time in the semester when Liberal Arts faculty were busy with personal annual reports and heavy grading.

Eighty-four percent (37/44) of the faculty members in the **School of Science, Technology and Mathematics** had an average of 4.6 or higher on student faculty evaluations and had comments on student faculty evaluations that were predominantly or overwhelmingly positive during the 2015 – 2016 academic year. All the faculty members who did not meet the standard for high professional performance in teaching were asked to set goals to improve instruction in the areas of need indicated by student faculty evaluations during the 2015 – 2016 academic year.

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

No progress reports were provided by responsible teams during the 2015-2016 year.

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

Several innovative practices took place in the **School of Education** this academic year: the Field Director, and one of the part-time site supervisors added coaching to the site supervision of teacher candidates in the Professional Development School at Blue Ridge; a faculty member explored the use of headsets during observation of teacher candidates; several teacher candidates created lessons for the Tunnel Hill Railroad; several teacher candidates worked with three faculty members on summer research projects; two teacher candidates created standards-based science and literacy lessons for summer Power Lunches; several teacher candidates worked with faculty to deliver literacy development workshops to parents and children at Learning Academies with Whitfield County; eight teacher candidates participated in Study Abroad in Costa Rica where they worked in local schools with children of a variety of ages; a faculty member took teacher candidates to visit the Georgia School for the Deaf; and several different sets of teacher candidates developed and presented at conferences with various faculty members. The dean and the assistant dean will continue to support faculty members as they try innovative ideas. The School of Education has added questions to the Completer's Survey to see if they can determine if the self-efficacy of its graduate's increases based upon the dosage of the innovative activities to which the graduates were exposed while in the program.

Almost all faculty members in the **School of Health Professions** participated in professional development activities during the 2015 – 2016 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 2016. The school used its Foundation grant to pay for any faculty or staff who wishes to attend the conference. Several Nursing faculty attended the annual GANE (Georgia Association of Nurse Educators) conference in spring 2016.

During the 2015-16 academic year, 37 faculty members (65%) 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 81% of those who implemented a strategy provided some analysis of student learning and course completion. A significant portion of Liberal Arts faculty set goals to implement a strategy to improve student success and course completion based on evidence-based pedagogy and effective instructional strategies demonstrating their concern for student achievement. In fact, the School of Liberal Arts achieved this goal since more than 50% of Liberal Arts faculty set a relevant teaching goal (65% did so), implemented a strategy, and discussed the outcome in their personal annual reports. This goal, if fully implemented across campus, should promote student success and course completion, leading to higher retention and graduation rates.

A faculty member in the **School of Science, Technology and Mathematics** offered two I-Clicker training sessions for faculty and over a dozen faculty used I-Clickers in their classrooms this year. Other faculty members were using Top Hat in place of I-Clickers. Some biology, chemistry and math faculty members have been using online homework systems like Mastering Genetics, and Sapling Learning. A number of faculty members participated in workshops on developing undergraduate research projects. Over 120 students participated in service learning, science readings, or undergraduate research this year. The I-Clickers, Top Hat and online homework technologies provided students in a number of classes with interactive learning experiences. The service learning, readings, and research opportunities are providing our students with numerous high impact learning experiences.

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

During 2015-2016, 21 **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 in the number of courses (a 125% increase in the number of different courses) and in the level of participation (a 91% increase in the number of faculty) over 2011-12, where only 12 different courses were taught by 11 different faculty members.

During 2015-2016, 15 School of Liberal Arts faculty members developed and taught 20 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 in number of courses (a 233.3% increase in the number of different courses) and a significant increase in the number of faculty (a 400% increase in the number of faculty) over 2011-12, where only 6 different courses were developed and taught by 3 different faculty members.

An examination of Fall Semester 2015 completion rates of online and hybrid courses vs. their traditional counterparts revealed the following:

- Students in the hybrid sections for ENGL 1101 were slightly more successful than the traditional sections and that both hybrid and traditional were vastly more successful than online (hybrid 83%, traditional 81%, online 57%).
- Students in the online section of ENGL 2111 were less successful than were students in the traditional sections (traditional 89%, online 72%).
- Students in the hybrid section of ENGL 2120 were less successful than were students in the traditional sections (traditional 82%, hybrid 63%).
- Students in the hybrid section of ENGL 2130 were more successful than were students in the traditional sections (traditional 71%, hybrid 82%).
- Students in the hybrid section of HIST 2111 were less successful than were students in the traditional sections (traditional 80%, hybrid 72%).
- Students in the hybrid section of HIST 2112 were slightly more successful than students in the traditional sections (traditional 80%, hybrid 84%).

- Students in the traditional sections of MUSC 1100 were more successful than were students in the online section, and both the traditional and online sections were more successful than the hybrid (traditional 86%, hybrid 66%, online 83%).
- Students in the online section of POLS 1101 were more successful than were students in the traditional section (traditional 83%, online 91%).
- Students in the traditional sections of READ 0098 were slightly more successful than were students in the hybrid sections (traditional 79%, hybrid 76%).
- Students in the traditional sections of SOCI 1101 were more successful than were students in the online sections, and both the traditional and online sections were more successful than the hybrid (traditional 78%, hybrid 67%, online 72%).

Overall, traditional sections were more successful than similar online and hybrid sections offered in the Liberal Arts general education and upper-level courses, though the success rates in online and hybrid sections are generally satisfactory. The success rate for the online section of ENGL 1101 was poor, and the success rates for the hybrid sections of ENGL 2120, MUSC 1100, and SOCI 1101 need considerable improvement. School of Liberal Arts faculty members appear to be taking the lead in the development of online and hybrid offerings. The English Department would monitor and possibly reevaluate the inclusion of English 1101 in its online offerings since so few students are successful. School of Liberal Arts faculty members have again been asked to consider developing additional online and hybrid sections as a part of their annual goals, which should lead to increased access for working and nontraditional students.

The **School of Science, Technology and Mathematics** offered 19 sections of hybrid or online courses. These sections include biology, computer, and geology courses.

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

During 2015-2016, **School of Liberal Arts** faculty were very generous in assisting Dalton State's First-Year Learning Initiative, staffing 18 of the 34 sections of FYES 1000 (53%) during Fall Semester 2015 and 67% of the sections during Spring Semester 2016. Liberal Arts faculty developed and taught all of the First-Year Experience learning community sections, and they developed and taught 42% of thematic sections of FYES on topics such as the Politics of Harry Potter, From Page to Stage, History of Sports, and Psychomythology, again taking the lead in thematic course development. (Professional advisors and staff taught 33% of the thematic sections, with faculty from schools outside of Liberal Arts developing and teaching the remaining 25% of the sections.) The School of Liberal Arts continues to play a leading role in the development and instruction of First-Year Experience courses. Its faculty led the college in staffing Dalton State's First-Year Experience Program and in teaching thematic sections of FYES.

The number of FYES classes taught by faculty members from the **School of Science, Technology and Mathematics** doubled in the 2015 – 2016 academic school year as compared to 2014 – 2015. Three faculty members from the School of Science, Technology and Mathematics participated in developing science themed FYES 1200 courses.

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

During the 2015-2016 academic year, 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 2015-2016 was 100%, a significant improvement over the previous year's 76% success.

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%
2015-2016	100%

* From 2010 until 2012, ENGL 0090 was taught with ENGL 0096.

The English Department faculty successfully improved ENGL 0090 exit rates during the 2015-2016 academic year. Indeed, student performance in ENGL 0090 improved, and the success rate reached 100% for the first time. But it needs pointing out that because of changes in admission standards, fewer students are enrolling in ENGL 0090. These numbers will decrease even further since Dalton State has eliminated most of its certificate programs, and the Licensed Practical Nursing program now requires its students to take degree-level English courses. The Department of English should work with the School of Science, Technology, and Mathematics to determine whether students in its remaining certificate program could be required to take degree-level English courses. There are currently only 13 students enrolled in the certificate in Computer Networking and Service Technology. These are insufficient numbers to staff the certificate-level learning support and certificate-level English and reading classes. In fact, before the start of Fall Semester 2016, the English Department had to cancel English 0090, English 1100, and Reading 1100 since fewer than three students enrolled in any of these classes.

In the **School of Science, Technology and Mathematics**, due to a decrease in the number of certificate programs requiring Math 1102 or Math 1104, no students needed Math 0090. Therefore, Math 0090 was not offered during 2015-16.

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

In the **School of Liberal Arts**, student success in English 0098 significantly increased 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%. In the fourth year, 2015-2016, the fall success rate was 75%, and the spring success rate was 81%. The drop in year four compared to prior years represents a change in admissions policies in the University System of Georgia as a whole; in 2015-2016, 47% (111/237) of students in Learning Support English would not have been admitted to the college at all in the previous years of the QEP. Alternative approaches to Learning Support in English have resulted thus far in a tremendous increase in student success. The Fall Semester 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 2015-2016, 76% 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.

For continuous improvement, Dalton State should continue with the changes that it has implemented in its Quality Enhancement Plan, and it should continue to commit the resources required to maintain these changes. For ENGL 0098, these include reduced class sizes of 18 students to allow for more individualized attention, support for the Writing Lab and its hours and staffing, and equipment and technical support to allow the continued use of automated writing evaluation. Also, the co-curricular model with the First-year Experience Seminar should be continued. In addition, Dalton State should continue to require underprepared students to complete READ 0098 as a prerequisite for courses that require significant reading. Dalton State's Quality Enhancement Plan has effected a tremendous increase in student success in Learning Support English, even as the student population has changed, 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. These changes should be applauded and carried forward. As student success has risen much more than the projected 10%, and as students completing English 0098 are more successful than other students in English 1101, this goal has been achieved. Student success in Reading 0098 has fluctuated, and with the relaxed admission standards this year that enabled more underprepared students to enroll at Dalton State, success this year did not reach the 10% mark achieved in previous years. During the 2015-2016 academic year, the success rate for Reading 0098 increased by 9 percentage points, slightly less than the 10% target.

Math 0098 is no longer offered in the **School of Science, Technology and Mathematics**. All students with learning support math requirements now enroll in a co-requisite support math class along with their appropriate Area A credit level math in order to satisfy their learning support math 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

Due to budget constraints, the **Roberts Library** was not able to recommend titles from RCL for purchase for each 4-year degree program; however, subject-specific titles were added to the collection through donations. There were 950 volumes added to the library's collections (868 were donated) and 234 Government Document monographs. Materials were added in the following subject areas: Psychology, History, Geography, Economics, Social Work, Political Science, Education, Music, Fine Arts, Language and Literature, Math and Computer Science, Public Health, Internal Medicine, Technology, Military Science, and Library Science. The Roberts Library subscribed to the Resources for College Libraries database. Through the GALILEO consortium, the EBSCO ebook Academic collection was added and contains 119,000 titles representing a broad range of subject areas. Based on an analysis of the library conducted in 2014, it had only 15% of the core titles recommended by the Association of College Libraries for our Carnegie classification. In 2014-15 the Library was only able to purchase 168 books, though added 1,832 due to a large donation. In 2015-16, the library was only able to add 980 items and 868 of these were donated. The Library Director will conduct an analysis of the collection and determine critical areas for purchase. The Director will study the 2016-17 budget to determine possible shifts in line items to allow the purchase of more materials as well as explore outside opportunities for funding. Librarians will create lists of recommended titles using sources such as *RCL*, *Choice*, and *Library Journal*.

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

During the 2015-16 year, the **Roberts Library** collaborated with four different departments. The director Whitesell worked the Director of the Writing Lab to offer a series of Academic Writing workshops. A Library staff member also worked with the theater department and created costumes for the fall and spring plays. The library offered several workshops for faculty professional development. The Library Director also worked with the Office of Disability Support to continue developing ADA compliant materials for faculty and staff. Faculty materials were posted in GAView (D2L) and in the Disability Support as well as the Online Education LibGuides. Other Library staff served as the Affordable Learning Georgia Library coordinator. Working with the Communications Department, the staff encouraged faculty participation in the ALG initiative to create open education resources for students. Seven faculty members received ALG grants for the following courses: POLS 1101, PSYC 1101, MATH 2253, MATH 2254, and MATH 2255. As well, the Roberts Library also partnered with the Bandy Heritage Center and hosted two exhibits at the library. Additionally, through an agreement

with the Georgia Public Library service, the Roberts Library offered a technology boot camp which allowed individuals to try out technology tools.

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 2015-2016 year.

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 2015-2016 year.

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

Progress Report

No progress reports were provided by responsible teams during the 2015-2016 year.

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

The **Office of Computer and Information Services** responded to all requests for facilities data (both local requests as well as to the Board of Regents).

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 seventeen faculty were able to present their research at professional meeting in 2015-2016.

The **School of Education** developed a plan whereby as requests for proposals for journals or conferences are delivered to faculty and administrators, these are sent to a designated faculty member so he can keep a master list. In addition, individuals who have already presented or published sent the information about these to the designated faculty member in order to add them to the master list. The list is then sent to all faculty in the School of Education. This has helped newer faculty have a starting point as they look for places to send proposals or articles.

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 by the dean and submitted to the president.

All 57 full-time faculty members (100%) and all four staff members (100%) in the **School of Liberal Arts** participated in professional development activities last year, with 157 plus activities in the Department of Communication, 247 plus activities in the Department of English, 113 plus activities in the Department of History, and 203 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 61% of the full-time faculty as well as for one part-time faculty member. In addition, the administrative assistant organized two staff development workshops for the College's administrative assistants with the assistance of two faculty members. Staff and faculty performance was exemplary: 100% of the faculty and staff engaged in professional development activities even though the School of Liberal Arts provided funding for only 61% of the faculty.

During the 2015-2016 academic year, the chemistry faculty in the **School of Science, Technology and Mathematics** continued training on equipment including the LCMS, GCMS, HPLC, and NMR. A number of biology faculty members were trained in the use of the new equipment including research grade grinders, incubators, and darkfield and phase contrast microscopes. A faculty member was trained to use a new solar telescope, and another continued his participation in Project Next. Much of the training that the faculty received this year has already benefited the college and community as faculty members have used their new skills to aid classroom instruction, direct undergraduate research projects, collaborate with the local industry, and train students and other faculty members.

Professional development opportunities can help create a stronger and reenergized faculty and staff, leading to improved performance and productivity in all aspects of the College's operation as well as improved morale.

The Office of **Marketing and Communication** allocated departmental funds for professional development. The communications manager and the marketing manager travelled to Orlando, FL for the CASE District III annual conference, attending numerous sessions on marketing and communications. In addition, the director travelled to Washington DC for an AASCU conference for senior communications officers and to a PRAC meeting and communications conference in Brasstown Valley. The office applied to be session presenters (on website development) at 2017 CASE conference but were not selected.

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

The diversity of the faculty in terms of race and ethnicity in the **School of Education** has decreased as the school lost two of its Latino faculty at the end of the previous academic year. However, faculty diversity in terms of background experiences and gender is higher than the ethnic diversity. Thirty-three percent of the faculty in this academic year were male and 67% were female. Faculty have experiences teaching in elementary, middle and high school. Faculty have taught in public school, rural schools, Montessori schools, private schools, and in several countries around the world. Teacher candidates interact with faculty who have a great range in age. It appears difficult to attract minorities (in the field of ECE/ESOL/Secondary education) to the campus. They may apply for positions and be offered the positions, but they can make more money elsewhere. Thus, they do not accept the positions. In addition, the minority faculty (including the two Latino faculty mentioned above) are often lured away with lighter teaching loads and higher compensation.

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

For the **School of Liberal Arts**:

Two new faculty 2015-2016; both are white, one male, one female, both under 30.

Existing Faculty (excluding the two new above):

24 Males, 31 Females

14 are 30-39

11 are 40-49

15 are 50-59

13 are 60-69

2 are 70-79

48 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); 3 Females

White: 4

1 is under 30

1 is 40-49

1 is 50-59

1 is over 60

While the majority of faculty and all of the staff are white, the faculty does include two Asians, two blacks, two individuals of Hispanic origin, one Palestinian, and one white/Native American. Females make up 56% of the faculty, while males make up 44%, and 53% of the faculty are over 50, while 47% are under 50. All of the staff are white, with the majority female, and the staff represent four age categories.

The School strives to hire faculty from diverse backgrounds. However, there were only two new hires for the 2015-2016 academic year, one for a temporary appointment for a deactivated program and the other for our psychology position. The temporary appointment had only one applicant, who was not a member of a minority group, and the psychology position went to a young white woman with strong credentials. The School will continue to strive for increased diversity in hiring as it expects to fill tenure-track positions in Spanish, English, communication, and history as well as a temporary full-time academic advisor in the upcoming academic year. In addition, with 26% of the faculty over 60 years old, we may see more faculty retiring.

The diversity of the full-time faculty in the **School of Science, Technology and Mathematics** is as follows: 18 females and 29 males; 1 Asian, 1 African-American, 1 Hispanic, 42 White, 2 other: Thus, 38% for the faculty are female and 11% of the faculty comes from minority races. Last year we hired one new full-time faculty member, a white female. The school will continue to utilize its Diversity Recruitment Plan to maintain a diverse faculty.

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 2015-2016 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 2015-2016 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

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

During the August 2016 **School of Liberal Arts** meeting, the dean asked faculty to indicate on the School's committee ballot whether they had actively participated in campus recycling efforts. Ninety-three percent reported that they actively participated. Eight faculty and staff specifically noted their efforts in their personal annual reports. Since Plant Operations did not determine a measure for this item and did not report such a measure to unit heads across campus, the dean decided that a 93% participation rate was exemplary.

In the **School of Science, Technology and Mathematics**, there are over 25 recycling bins placed in key locations throughout Sequoya Hall and Peebles Hall, as well as paper recycling can in each office.

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 2015-2016 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**, complete appropriate training as determined by Human Resources and other departments on campus. These trainings include: Right-To-Know, Harassment, Title IX, Data Security, and Vehicle Safety. New employees also participate in Ethics training.

Although each area was mostly compliant, some changes were made to strengthen the policies and their alignment with state and federal regulations regarding **Financial Aid**.

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 are data-driven when possible in the **School of Health Professions**. Some of decisions, however, are based on program accreditation requirements, student numbers, etc.

Even with significant senior administrative changes beginning in 2014-15 (e.g., VP Academic Affairs moved on to an out-of-state position, the President retired a few months later), **Institutional Research** furnished all necessary data on time to deans and administrative department heads. Three program reviews were completed and processed timely.

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

Institutional Research suggested that academic records of students with excessive credit hours be evaluated for achievement of Associate or Certificate awards. It has since been clarified that such students could continue toward their current degree goal, as there is no financial aid penalty for continuing toward a subsequent degree. Another suggestion was called for eliminating the diploma fee for students in order to receive an award. The office also contributed to Dalton State's Complete College Georgia project with supporting data.

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 uses the SACS-driven WEAVE course-by-course and program assessment tool to link the school's learning goals to SACS' required individual course and program assessments. The school also employed the services on a consulting firm to assist in implementing the AACSB 2013 Standards.

All faculty and staff members in the **School of Health Professions** reported course assessments in WEAVE for fall 2015 and spring 2016. Program directors have created course evaluation cycles so that all courses are assessed and entered into WEAVE every two years. These plans will be followed for each cycle.

All course-level and program outcomes for the **School of Liberal Arts** were entered into Weave prior to the end of 2015-2016 academic year, and the dean, department chairs, and Weave coordinators 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 needs a full-time assessment position, similar to the position in the School of Education. The department chairs, the dean, and the majority of faculty in the School of Liberal Arts are committed to continuous improvement. They complete all assessments as required and on time. The unit's performance is exemplary.

Pre-test and post-tests were administered on D2L for each course taught by the **School of Science, Technology, and Mathematics**. The results from these tests were used to assess the school's learning objectives for the 2015 - 2016 academic year. A faculty member from each department was assigned the duty of Departmental WEAVE Coordinator to act as a resource and to ensure that all assessments are done correctly. This greatly increased the efficiency of data gathering and analysis. The new Departmental WEAVE Coordinators were a success in aiding faculty members with their assessments and maintaining a uniform quality of assessments.

Under the coordination and supervision of **Institutional Research and Planning**, the College entered its fourth year of Weave implementation across campus. The office is now assisted by faculty assessment coordinators to ensure that faculty and academic departments complete their program and course assessments. During the year, the director started introduction and training with the faculty coordinators to transition to an upgrade to Weave, called Academic Effect. The campus will begin to use the upgrade system starting with the 2016-2017 academic year. With WEAVE implementation and the upgrade to Academic Effect, the College continues to engage in formal assessment processes and continuous improvement. The 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.

This goal and results stated here will help to fulfill the institutional effectiveness standard for the forthcoming Fifth-Year Interim Report for SACS in the next few years. Again, it will respond to the SACS committee's report following the 2013 reaccreditation that the College "document that the institution is undertaking a consistent process of assessment that includes the identification of authentic outcomes, assessment that produces meaningful data, and an analysis of that data leading to documented improvements in the administrative support services units." The College is thus now complying with SACS standards on institutional effectiveness with the Weave assessment program, and fulfills one of the core commitments of the institutional mission that the College embark on "continuous improvement in all aspects of its operations through the use of inclusive, participatory planning and meaningful assessment." 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.

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 14 programs that were open to the campus and the larger community:

- two theatre productions (*The White Rose* and *Much Ado about Nothing*) with four performances each (supported in part by a Dalton State Foundation grant to the School of Liberal Arts)
- two campus community concerts
- two chorus concerts
- two concerts in which faculty and students performed as a part of the Dalton/Whitfield Community Band
- Dalton State of Mind concert
- “Birth of the Cool” (at the Creative Arts Guild) (supported in part by a Dalton State Foundation grant to the School of Liberal Arts)
- Four performing artists (Adrin Akins, L’Abri String Ensemble, Shape Notes, Rhonda Ford/Bill Pritchard) (supported in part by a Dalton State Foundation grant to the School of Liberal Arts)

The School sponsored two events for students that were not open to the larger community:

- Literary “Spooktacular” (an event organized by a faculty member in which faculty, staff, and students dressed up as characters and read spooky stories and poems for Halloween)
- Ruth Baker, master class for music majors (supported in part by a Dalton State Foundation grant to the School of Liberal Arts)

In addition, a faculty member and the students in the Criminal Justice and Psychology Clubs helped organize the Walk a Mile in Her Shoes event that raised money for the Northwest Georgia Family Crisis Center, and another faculty member organized the Roadrunner Runaround that raised money for scholarships. Both events were open to the public. The School of Liberal Arts music, theatre, English, criminal justice, and psychology faculty provided the campus community with an interesting array of theatre productions, musical events, running/walking events, readings, and public lectures on a very limited budget. The **Bandy Heritage Center** also provided numerous lectures, exhibits, and events that are detailed in the Center’s report.

Music, theatre, and cultural presentations contribute to a rich campus life, offer students the opportunity to display their talents, and strengthen the bonds between the college and the local community. Fundraising walks and races such as Walk a Mile in Her Shoes and Roadrunner Runaround promote wellness, enhance college life, and strengthen bonds between the college and the local community as well.

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

Progress Report

No progress reports were provided by responsible team during the 2015-2016 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

Student Life partnered with **Residential Life** to offer additional programs to students during three major programming weeks. This partnership showed a deeper sense of connection on campus and engaged more students. As the student population continues to change each year, Student Life feels responsible to continue meeting the needs of students, and that includes a more traditional experience with programming at night and on the weekend.

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 2015-2016 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 5 evening and weekend programs over the course of last year. 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. Given the limited staff and budget of the Center, it was still able to meet its mandate for at least five evening and weekend programs for the academic year. These programs are an integral part of building a first-rate history center/museum and securing community buy-in to the mission of the Center.

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

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 help organize, in conjunction with Student Life, an annual Health Fair on campus. Additionally, most programs have students participate. The ASN students participate

in blindness prevention screenings each year at local daycares, the LPN students participate in Special Olympics, Radiologic Technology students run an annual food drive, Social Work students participate in Make a Difference Day each October, and Respiratory Therapy students participate in asthma screenings each year.

During the 2015-2016 academic year, six faculty members from the Department of Communication, Department of English, and Department of Social Sciences in the **School of Liberal Arts** offered service learning projects:

- A faculty member of the Department of Communication, offered a service learning option in his COMM 1110 classes during Fall Semester 2015 and Spring Semester 2016. While no one participated in the fall, one student participated during Spring Semester 2016 and presented his health and wellness-related persuasive speech to Ms. Rhonda Carty's 10th/11th grade Project Success class at Southeast High School in Whitfield County on March 25, 2016.
- A faculty member of the Department of English, created a service learning assignment in her ENGL 1101 and ENGL 3000 classes to help students better understand purpose, audience, and relevance within the writing process. She tailored her comparison and contrast essay for her traditional 1101 class and her cause and effect essay in her hybrid 1101 class to require students to spend at least two hours assisting the community in some way, whether stocking food at a homeless shelter, feeding the homeless, helping stray animals, reading to children, or assisting the elderly. Whether students volunteered by themselves or with their peers, they evaluated their experience and compared it with their group members, creating one cohesive group essay. In her English 3000 class, she changed her analytical research essay to a short anthropological study. This study required each student to volunteer at least one hour of time, make notes and chart his/her observations and duties, interview at least one person, and survey either the class or, again, those he/she came in contact with on the topic and activities to uncover some truth or issue about society or human life. Approximately 64 students participated (50 in two sections of ENGL 1101; 14 in one section of ENGL 3000).
- A faculty member of the Department of Social Sciences, incorporated service learning into her Fall Semester 2015 Abnormal Psychology course (PSYC 3200) for service (and reflection) in their communities. Approximately 7% of students (2 out of 29) chose to complete this opportunity. She also offered this opportunity to her Introduction to Psychology students (PSYC1101) during Spring Semester 2016.
- A faculty member of the Department of Social Sciences, developed a service learning project for his POLS 1101 courses. The project ("Be the Change") required students to engage in a service project that would "change the world." Students were told to consider the local to global implications of their choices and were encouraged to think about their own spheres of influence. Student projects ranged from food drives and church-sponsored events to volunteering in local schools to engaging in regional disaster relief. In a survey given to students at the conclusion of the semester, 25 students (N=35) indicated that their experience enhanced their understanding of social issues in their local communities. In addition, 60% of students indicated that they were able to recognize and understand the global implications of their project (specifically how their local actions [or the issue that they were addressing] impacted the global environment in which we live).

- A faculty member of the Department of Social Sciences, incorporated service learning in her Spring Semester 2016 classes. Students volunteered at least eight hours at the Northwest Georgia Family Crisis Center (or a similar center) in her CRJU 4350 Family Violence class. Approximately 16 students participated.
- A faculty member of the Department of Communication, encouraged volunteerism by implementing a “Compassion Credit” experiment her Spring Semester 2016 COMM 2000-02 course. She encouraged students to give of themselves to others in exchange for earning one point for each activity (added to the final course grade) by participating in volunteer opportunities. Twelve students participated.

The School successfully surpassed the goal, with six faculty members creating a variety of activities that promoted student engagement and volunteerism. The dean and the department chairs have again encouraged faculty to offer opportunities that promote student engagement and service as these activities are encouraged in Dalton State’s *2016-2019 Strategic Plan*. Service learning can broaden student perspectives, bring course material to life, show students theory in action, and strengthen the bonds between the college and the community.

The number of students participating in service learning continued to increase this year in the **School of Science, Technology and Mathematics**. A total of 63 students enrolled in the service learning classes offered by the biology and chemistry faculty. This represents a 49% increase from the 2014 – 2015 academic year. This continued increase is in part due to increased student awareness of the service learning opportunities made available by the School of Science, Technology and Mathematics.

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

Progress Report

During the 2015-2016 academic year, faculty in the **School of Liberal Arts** offered a number class-based service learning activities with outcomes related to social responsibility and stewardship. Faculty engaged their students in volunteerism and formulated assignments in which students participated in service learning activities and reflected on the global and societal implications of their actions, evaluated their experiences, or reflected on some truth of the human experience. While these faculty members did not document their efforts in Weave, they did document their findings in their personal annual reports. They took the initiative to find creative ways to encourage their students to participate in service learning activities appropriate to their academic disciplines.

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 2015-2016 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 2015-2016 year.

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

Progress Report

No progress reports were provided by responsible teams during the 2015-2016 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** continued to use the old freight depot in downtown Dalton 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.

The Bandy Center has hosted the following exhibits at the depot during the past two years: *Over Here and Over There: Georgia and Georgians in World War II*; *Latino/Latina Culture in Dalton*; *Thread by Thread: Georgia's Tufted Textile Heritage*; and *Deadly Skies: Georgia and Georgians in the Army Air Forces in World War II*. However, the Bandy Heritage Center still does not have exhibit space on campus, nor does the Center have storage space. The College only houses the Center's offices and archive. Off-campus storage facilities and the depot gallery make up the rest of the Center. The Bandy Heritage Center needs to have a large exhibit area on campus if it is to actually grow into its vision of being a true regional history center and museum.

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 2015-2016 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

Under the direction of **Marketing and Communication**, Dalton State’s new public facing site was designed to be Dalton State’s primary marketing tool, and the content is intended primarily for prospective students and their families, as well as other external stakeholders. The new mobile responsive site was designed to provide a rich online experience for all interested in Dalton State. Created with the millennial learner in mind, the new site is light on text and heavy on photos, videos, and graphics. A special “Admissions Resource Center” is a one-stop shop for prospective students seeking information about the Admission process at Dalton State. A series of five videos highlights Dalton State’s affordability, location, academics, campus life, and what it means to be part of Roadrunner Nation. The Roadrunner Spotlight features a different student, faculty or staff member or alumnus/alumna each week. The interactive map is engaging and loaded with information about the Dalton State campus, including location of such campus features as printers, vending machines, and emergency call boxes. A “Featured News” and Twitter feed are continually updated with fresh content, and a calendar promotes upcoming events on campus.

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 2015-2016 year.

Diversify student leadership and student engagement opportunities on campus

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

Progress Report

During the 2015-2016 Academic Year the **Office of Student Life** colonized with Delta Chi Fraternity in the fall semester and colonized and chartered with Alpha Sigma Tau in the spring semester. This is progress that will make students more satisfied with their experience on campus. Student Life will continue to increase the number of organizations on campus as the interest grows.

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 2015-2016 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 2015-2016 year.

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

Progress Report

Work on the Dalton State brand was a top priority for Marketing and Communication and the College in FY16. In fall of 2015 the office engaged the Raleigh, NC firm of VisionPoint Marketing to assist with the effort. This would represent the first branding work to be undertaken by the College in 10 years; as previously mentioned we are a completely different institution from what we were then. The College has shifted from being primarily a two-year transfer institution to a four-year College offering more bachelor’s degrees (22) than associate degrees (17). The institution has shed its technical mission, has more fulltime, younger students, and now offer residential housing and intercollegiate athletics. Following a series of interviews and workshops, VisionPoint delivered a document articulating Brand Pillars and Attributes as well as Key Messaging Points we could incorporate into our brand messaging. This was the first phase of a three-phase project.

The pillars upon which our brand rests are:

- Outstanding Value
- Inclusivity
- Student-Centered
- Confidence and Belief
- Engaging Experience
- Challenging Academics.

The brand attributes are:

- Genuinely Caring
- Supportive
- Optimistic
- Collegiate
- Rigorous

Phase II of the engagement centered around refreshing the Dalton State brandmark (bell tower logo); that work dominated the latter portion of FY16 with rollout of the new mark scheduled to coincide with the onset of the FY17 academic year which was also the beginning of our Year of Celebration leading up to the College’s 50th anniversary. Phase III of the marketing work will focus on development of an integrated marketing plan to put the strategies into practice to recruit and retain “just right” students who can succeed at Dalton State and persist to graduation.

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 2015-2016 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 2015-2016 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 2015-2016 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

The **School of Education** faculty meeting minutes showed that GOSA, Girl Scouts, summer camps, and other updates were offered on a regular basis. This affords the school's faculty the opportunity to share what they are doing as well as to hear about endeavors that are taking place. While many faculty were involved in the community, some were more heavily and deeply involved than others. Community Endeavors Include, but are not limited to:

1. Learning Academies – parent-child workshops for literacy development
2. Power Lunches
3. Tunnel Hill Railroad Museum
4. Girl Scouts
5. Tutoring
6. Arts Guild
7. Meals on Wheels
8. Emery Center

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

All full-time faculty in the **School of Liberal Arts** engaged in service to the College, and 81% of the full-time faculty (46/57) and all staff (4/4) participated in service to the community. Full-time School of Liberal Arts faculty and staff:

- Offered 18 presentations to area schools.
- Participated in 7 academic/performance tutoring activities.
- Judged 5 literary, essay, speech, technology, JROTC drill, or performing arts competitions for local schools.
- Engaged in 17 non-instructional public/private school-based activities.
- Participated in 13 adult education or literacy activities.
- Participated in 30 performing arts events.
- Participated in 19 cultural activities (non-performing arts) (excluding those who simply attended these).
- Offered 6 public lectures.
- Participated in at least 83 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 Gordon County Community Emergency Response Team, to name only a few.

Staff and faculty performance was exemplary: 100% of the faculty and all of the staff engaged in service to the College and the community.

Almost all full-time faculty and staff in the **School of Science, Technology and Mathematics** participated in service to the campus or community. Ninety-one percent of the faculty members in the school served on at least one campus committee. Ten faculty members were advisors for DSC student organizations, several faculty and staff members were involved with Girls Scouts, Boy Scouts, or the Boys and Girls Club. 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 on and off campus 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, wetland rehabilitation, 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.

Marketing and Communication published service opportunities regularly in the weekly *Bulletin* that goes out via email to faculty and staff. The director personally recruited faculty and staff, and students to serve as volunteers at three events in FY16: Readers to Leaders' fourth annual Book Blast celebration of community literacy, Teen Maze (five days), and Readers to Leaders' Power Lunch (eight consecutive summer Tuesday lunch times).