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DALTON STATE COLLEGE  
STRATEGIC PLAN 2020-2024  
PROGRESS REPORT

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Year One, 2020-2021

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## Goal 1: Student Success

Description: We will increase student success through excellent teaching and developmental opportunities both inside and outside the classroom.

Linked to: [University System of Georgia Strategic Plan 2024 Goal 1](#), Student Success

## Strategic Initiative 1.1: Expand Momentum Approach practices

Results of action plans for Strategic Initiative 1.1 established for the 2020-2021 academic and fiscal year are as follows:

2020-2021 Action Plan	Results
<p>The MATH 1111 and ENGL 1101 Gateways to Completion committees will continue to incorporate mindset activities in these gateway courses and report on student success.</p>	<p>During Fall 2020, four sections of MATH 1111 and six sections of ENGL 1101 reported deliberately incorporating activities to help students develop a growth mindset, as research indicates that development of a growth mindset can help to improve student performance. Unfortunately, these sections experienced higher DFWI rates (41% in MATH 1111 and 41.7% in ENGL 1101) than the sections that did not incorporate mindset activities (39% in MATH 1111 and 29% in ENGL 1101).</p>
<p>Encourage freshman enrollment in BUSA 2106, Environment of Business, and continue support of any first-year initiatives by offering options for students interested in pursuing a degree in business.</p>	<p>Baseline data were collected during this year, with 121 of 179 enrolled students (67.6%) in Fall 2020 and 43 of 81 enrolled students (53.1%) in Spring 2021 being categorized as freshmen, who had completed fewer than 30 credit hours. The 260 students enrolled in the course had completed an average of 27.36 credit hours toward their BBA degrees prior to enrollment. Faculty updated promotional materials and pathway documents to encourage enrollment in the course during the first year of study.</p>
<p>All department chairs or deans will work with their faculty to determine nine hours of focus-area classes for each major and submit courses and rationale to the Office of Academic Affairs by October 1, 2020.</p>	<p>All bachelor's and associate's degree programs have identified nine hours of focus-area classes. In some cases, prerequisites were adjusted to make focus-area classes available within a student's first year.</p>
<p>Communicate information about alumni salaries, common occupations of alumni, where alumni work, etc. Prospective and current students can use information to help determine the best program for them.</p>	<p>Alumni career information and program specific web pages were developed for all programs.</p>
<p>The Advising Center staff will continue to incorporate USG Momentum Year goals through several activities.</p>	<p>Advisors contacted incoming freshmen during the summer to help them make purposeful choices. Advisors worked with department chairs to review and update program pathways. In end-of-semester advising surveys, 61% of students reported understanding the requirements for</p>

	their major after Fall 2020, and this rose to 67% after Spring 2021.
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Action plans for Strategic Initiative 1.1 established for the 2021-2022 academic and fiscal year are as follows:

- The Advising Center staff will continue to incorporate USG Momentum Year goals through several activities.

## Strategic Initiative 1.2: Improve course and program availability

The results of action plans for Strategic Initiative 1.2 established for the 2020-2021 academic and fiscal year are as follows:

2020-2021 Action Plan	Results
Offer evening hybrid courses and online courses for gateway courses in the Departments of Life Sciences and Physical Sciences.	An evening hybrid section of CHEM 1211K was offered in Fall 2020, an evening hybrid section of CHEM 1212K was offered in Spring 2021, and an online section of CHEM 3500 was offered in Summer 2021.
Expand degree programs offered at the Gilmer Campus.	The Gilmer Campus was officially renamed the Mountain Campus. Two new Associate of Arts in General Studies pathways, in Ecotourism and Entrepreneurship, were developed to be offered at the Mountain Campus beginning in Fall 2021 and were approved at the April 2021 Academic Programs Committee meeting.
The Associate of Science in Nursing and Radiologic Technology programs will increase the number of students admitted to their freshman cohorts and/or develop new program pathways for the degree.	The Associate of Science in Nursing (ASN) program accepted two cohorts during the academic year, with 40 students admitted in Fall 2020 and 39 students admitted in Spring 2021, an increase of 14 students over the single cohort of 65 students admitted the previous year. The LPN/Paramedic Bridge pathway to the ASN (RN) was developed and was offered starting in Summer 2021, with 21 students in its initial cohort. The AAS Radiologic Technology program admitted 20 students in its Summer 2021 cohort, an increase of two students (11%) over the previous year.

Action plans for Strategic Initiative 1.2 established for the 2021-2022 academic and fiscal year are as follows:

- The Dean of Students Office will create an assessment to be sent out to students who currently do not use any services in our offices to determine what barriers currently exist.
- The Bachelor of Social Work program will increase the number of students admitted to the incoming junior cohort.
- The Department of Physical Sciences and the Department of Technology and Mathematics will offer more evening, evening hybrid, and online courses.

### Strategic Initiative 1.3: Increase diversity and inclusivity in our campus community

Results of action plans for Strategic Initiative 1.3 established for the 2020-2021 academic and fiscal year are as follows:

2020-2021 Action Plan	Results
The Roberts Library will offer educational and cultural activities that increase diversity and inclusivity, address needs, and improve the quality of life of the campus and community.	An online Constitution exhibit was conducted in September 2020, an outdoor music event was held in October 2020 in cooperation with LASO, a virtual Coming Out Day event was held in October 2020, and a Hunger/Homelessness exhibit was conducted in November 2020.
The Department of Life Sciences will prepare a grant proposal for the HHMI Inclusive Excellence 3 cycle for \$1 million over 5 years for faculty development in Diversity, Equity, and Inclusion with the purpose of increasing first- and second-year retention rates.	The grant proposal was submitted and received funding. Dr. Hays, Mr. Manis, and Dr. Smitherman participated in training to become facilitators of faculty development centered on inclusive excellence. The six-week Inclusive STEM Teaching Project online course offered on EdX.org was identified as an excellent resource to be run concurrently with a faculty learning community.
The Office of Human Resources will design and implement a talent system that supports a thoughtful and unbiased approach to attract, hire, and retain the best talent for our students and community by May 2021.	The Office of Human Resources attempted to use the 20/21 year to establish a baseline measurement of the diversity of applicants for job postings but could only establish a baseline number of applicants per posting due to self-identification not being required at the time of application.

Action plans for Strategic Initiative 1.3 established for 2021-2022 are as follows:

- With inclusivity as the end-goal, the Office of Human Resources will define changes in the external recruitment practices and processes that are biased toward any individual.
- The Department of Life Sciences will continue implementing the HHMI Inclusive Excellence Round 3 grant work targeting the STEM disciplines.
- The Roberts Library will offer educational and cultural activities that increase diversity and inclusivity, address needs, and improve quality of life of the campus and community.
- The Bandy Heritage Center will continue to grow its archives and collections reflective of communities historically excluded or marginalized in archival environments and within the Center’s area of collecting interest.



### Strategic Initiative 1.4: Increase support for first-generation students

Results of action plans for Strategic Initiative 1.4 established for the 2020-2021 academic and fiscal year are as follows:

2020-2021 Action Plan	Results
<p>The Roberts Library will develop intentionally designed library resources, services, and physical spaces that adapt to diverse needs, stimulate collaboration, and support student success and engagement.</p>	<p>Of 107 participants in an annual library survey administered November 2020, 75% were satisfied or very satisfied with the library catalog, web page, and GALILEO resources, and 68% were satisfied or very satisfied with the circulating book collection. The library performed a space usage inventory in September 2020, assigned librarians as subject liaisons, and developed a laptop loan program for students.</p>
<p>The School of Education will offer support services for students who did not pass the program admissions (PAA) GACE test prior to admissions.</p>	<p>An administrative assistant created a spreadsheet to facilitate tracking GACE passes and fails and faculty volunteered to develop workshops for math, reading, and writing. Most students who attended workshops proceeded to pass all three sections of the GACE or passed two of three and were admitted on appeal or had a composition score of 750. The remaining students were removed from the program based on GaPSC requirements and will be worked with individually.</p>
<p>The Advising Center staff will provide advising experiences that increase support for first-generation students.</p>	<p>Advisors met with 40% of students not in good standing for Spring 2021 and these students improved their institutional GPA an average of 0.187 points compared to the other 60% of students not in good standing. One advisor offered a workshop sharing her experiences as a first-generation Latina college student and shared strategies to overcome obstacles. Another advisor hosted workshops addressing DegreeWorks and registration for classes.</p>

Action plans for Strategic Initiative 1.4 established for the 2021-2022 academic and fiscal year are as follows:

- The School of Health Professions will host a Master of Social Work graduate student intern during the 2021-2022 academic year.
- The Roberts Library will develop intentionally designed library resources, services, and physical spaces that adapt to diverse needs, stimulate collaboration, and support student success and engagement.
- The School of Education will offer support services for students who did not pass the program admissions (PAA) GACE test prior to admissions.

- The Advising Center staff will provide advising experiences that increase support for first-generation students.

Metric 1.1: Increase the number of degrees and certificates awarded

The number of degrees of each level awarded in 2020-2021 was considerably lower than in 2019-2020, the year preceding implementation of the 2020-2024 Strategic Plan. The overall decrease in degrees awarded was 60 degrees, or 7.1%. The largest decrease was in the number of associate degrees awarded from 299 to 265, a decrease of 11.4%.

<b>Year</b>	<b>Certificates Awarded</b>	<b>Associate Degrees Awarded</b>	<b>Bachelor's Degrees Awarded</b>	<b>Total Degrees Awarded</b>
2019-2020 (baseline)	28	299	513	840
2020-2021	23	265	492	780

### Metric 1.2: Increase the number of adult-aged undergraduate students

Students are classified as adult-aged if they are 25 years or older.

The number of adult-aged undergraduate students was lower in Fall 2021 than in Fall 2020, as evidenced in the following table.

Table: Number of Enrolled Students who are Adult-Aged

<b>Year</b>	<b>Number of Adult-Aged Undergraduate Students</b>
Fall 2020 (baseline)	775
Fall 2021	748

The number of first-time freshmen who are adult-aged increased slightly from Fall 2020 to Fall 2021, but is in line with other recent years. The 22 first-time adult-aged freshmen in Fall 2021 are the most since Fall 2017, when there were 24.

Table: Number of First-Time Adult-Aged Freshmen

<b>Year</b>	<b>Count</b>
Fall 2020 (baseline)	19
Fall 2021	22

### Metric 1.3: Increase first- and second-year retention rates

Our one-year and two-year retention rates use the Fall 2017, Fall 2018 and Fall 2019 cohorts as baseline data. Fall 2018 is the last cohort for whom the two-year retention rate would not be impacted by this Strategic Plan and Fall 2019 is the last cohort for whom the first-year retention rate would not be impacted by this Strategic Plan. Fall 2017 is included because it is the last cohort for which both rates were not impacted by the coronavirus pandemic.

Table: First-year retention rates for First-Time Full-Time Degree-Seeking Students

<b>Cohort Year</b>	<b>All Students</b>	<b>Hispanic Students</b>	<b>White Students</b>	<b>African-American Students</b>	<b>Female Students</b>	<b>Male Students</b>
2017	68.6%	75.4%	66.0%	53.3%	70.7%	69.7%
2018	64.5%	71.5%	61.4%	54.9%	70.8%	61.6%
2019	67.2%	70.0%	65.5%	57.5%	70.9%	62.0%
2020	63.9%	68.0%	61.5%	65.5%	62.9%	65.8%

The first-year retention rate for many student demographics were considerably lower for the Fall 2020 cohort than previous years. A confounding factor in this data is the instructional strategies that needed to be employed by faculty during this academic year because of the coronavirus pandemic, as many classes could only accommodate half of the enrolled students in person on a given day.

Table: Two-year retention rates for First-Time Full-Time Degree-Seeking Students

<b>Cohort Year</b>	<b>All Students</b>	<b>Hispanic Students</b>	<b>White Students</b>	<b>African-American Students</b>	<b>Female Students</b>	<b>Male Students</b>
2017	52.6%	63.9%	49.0%	23.4%	56.4%	47.8%
2018	47.6%	55.5%	44.1%	35.3%	53.2%	39.3%
2019	49.4%	52.5%	48.1%	35.0%	52.8%	44.5%

The second-year retention rate for the Fall 2019 cohort is generally on par with previous years, with the exception of Hispanic students. The two-year retention rate for Hispanic students remains above the rate for White and African-American Students.

#### Metric 1.4: Increase student satisfaction scores

This metric was not evaluated this year, as “student satisfaction scores” cover a very wide variety of possibilities. A score or collection of scores will be identified to report in the progress report covering the second year of this Strategic Plan.

## Goal 2: Responsible Stewardship

We will continue to ensure access and affordability for students by containing costs and increasing efficiency across the college.

Linked to: [University System of Georgia Strategic Plan 2024 Goal 2](#), Responsible Stewardship

### Strategic Initiative 2.1: Continue USG Know More Borrow Less activities

While no action plans for Strategic Initiative 2.1 were established for the 2020-2021 academic and fiscal year, work was still done in this area.

2020-2021 Action Plan	Results
N/A	We have adopted the Campus Logic standardized offer letter which explains cost of attendance components and shows students award and repayment amounts, and include FATV videos. We partner with Inceptia, who contacts student at risk of defaulting on loans, and our three-year default rate has decreased from 12.6% for loans made in 2016 to 8.1% for loans made in 2018. Our Student Loan Coordinator monitors entrance and exit counseling, ensuring borrowers are educated on options and importance of limiting borrowing. Students are required to actively accept their loans each year, while the College ensures that Master Promissory Note and Entrance Counseling requirements are met. Students receive a Loan Disclosure Statement from the US Department of Education at the beginning of the year and a Loan Disclosure in their Dalton State email at the time of disbursement. A Campus Logic chatbot is now available in the Roadrunner Portal so students can interact and ask financial aid questions.

There are no action plans for Strategic Initiative 2.1 established for the 2021-2022 academic and fiscal year.



## Strategic Initiative 2.2: Continue USG Affordable Learning Georgia activities

Results of action plans for Strategic Initiative 2.2 established for the 2020-2021 academic and fiscal year are as follows:

<b>2020-2021 Action Plan</b>	<b>Results</b>
The Department of Physical Sciences and the Department of Communication, Performing Arts, and Foreign Language will continue to use Open Education Resource textbooks in several courses and will explore the possibility of using and/or creating Open Education Resources in other course areas.	During Summer 2020, Fall 2020, and Spring 2021, open education resources and instructor-created or instructor-collated materials were used in many courses. All sections of COMM 1110 and THEA 1100 used OER resources. COMM 3301 used OER and instructor-created or instructor-collated materials. INTS 4999 and COMM 4999 used instructor-created materials. All sections of CHEM 1211K and CHEM 1212K used an OpenStax textbook. All sections of ISCI 2002 used instructor-created OERs. Open education resources continue to be investigated for physics, astronomy, Spanish, and music courses.

Action plans for Strategic Initiative 2.2 established for 2021-2022 are as follows:

- The Department of Physical Sciences, the Department of Communication, Performing Arts, and Foreign Language, and the Department of Technology and Mathematics will continue to use Open Education Resource textbooks in several courses and will explore the possibility of using and/or creating Open Education Resources or other low-cost sources in other course areas.

### Strategic Initiative 2.3: Improve course scheduling to ensure timely graduation

Results of action plans for Strategic Initiative 2.3 established for the 2020-2021 academic and fiscal year are as follows:

2020-2021 Action Plan	Results
<p>The Chair of the Department of Social Sciences and History will work with program coordinators to schedule courses.</p>	<p>The number of upper-level electives in Social Sciences and History have been reduced in hopes of reducing the likelihood that courses would need to be canceled. Two-year course rotations for CRJU, HIST, and PSYC were modified to reflect streamlined course offerings. The department will continue to analyze and evaluate course offerings and rotations to ensure students have courses available to them so that they can progress in a timely manner.</p>
<p>The Vice President for Student Affairs and Enrollment Management will work with the Registrar and Academic Advising to implement AdAstra Scheduling Software. The software will enable us for the first time to automate classroom scheduling and utilize predictive analytics to plan future course schedules.</p>	<p>The fall 2021 course schedule has been built in AdAstra, and Department Chairs and Deans have been trained in the use of AdAstra applications. Campus Services has also adopted AdAstra and is using the system to make reservations for campus spaces. While training is complete, adoption by academic departments has been slow and spotty. We need to continue to offer training and highlight the benefits of the data analytics available in AdAstra. The Title V committee is developing materials to highlight the benefits of usage.</p>

Action plans for Strategic Initiative 2.3 established for 2021-2022 are as follows:

- The Chair of the Department of Social Sciences will work with program coordinators to schedule courses. The Chair of English will both strategically schedule upper-division courses so that English and English Education majors can take the required and elective courses in a timely manner for graduation and hold advising workshops about the English degrees, course projections, and registration/advising procedures for faculty who advise both English and English Education majors. She will also work with advisors (general and faculty) to implement newer policies for 2000-level courses.

## Strategic Initiative 2.4: Increase efficiency in processes and services

Results of action plans for Strategic Initiative 2.4 established for the 2020-2021 academic and fiscal year are as follows:

2020-2021 Action Plan	Results
<p>The Wright School of Business will investigate removal of upper division eligibility as a prerequisite for WSOB courses.</p>	<p>Faculty in each BBA degree area met and presented a proposal to the WSOB curriculum committee to remove the upper division eligibility holds. Faculty also met to expand the prerequisites for all 3000- and 4000-level business courses so they were more relevant and applicable for the subject matter. These changes were voted on by WSOB faculty and were then approved for the 2021-22 academic year at the April 2021 DSC Academic Programs Committee meeting.</p>
<p>The Office of Human Resources will assess and revise DSC Employee Experiences that are fully compliant incorporating online delivery to include policy and procedure review, rollout of OneUSG Connect-Careers module by March 2021.</p>	<p>A Policy Template was created and approved by the Executive Cabinet and shared with the Faculty Senate. Prioritization was completed based on urgency and implementation of changes by Regulation. Policies were updated with respect to USG and Federal requirements, with approval from USG Legal and, if needed, the Executive Cabinet and Faculty Senate. The rollout of the MSS/Onboarding and Careers modules of OneUSG was completed. Report design is taking a bit longer to execute for baseline measures but will be forthcoming. HR will establish continuous improvement methodology in 2021/22 based on baseline measures. Presentation to the Executive Cabinet is delayed due to reporting issues.</p>

Action plans for Strategic Initiative 2.4 established for 2021-2022 are as follows:

- The Office of Human Resources will assess and revise DSC Employee Experiences that are fully compliant, continue policy and procedure review, and the rollout of OneUSG Connect-Careers ePerformance module by May 2022. Develop HR efficiency and effectiveness metrics for the college which include a customer and client satisfaction metric.

Strategic Initiative 2.5: Improve resource conservation and use of sustainable practices

Results of action plans for Strategic Initiative 2.5 established for the 2020-2021 academic and fiscal year are as follows:

<b>2020-2021 Action Plan</b>	<b>Results</b>
Continue transitioning campus lighting to LED lights.	While this is an ongoing process, the institution has replaced 60%-65% of all lighting (interior and exterior) on campus with LED lights as part of its continuing efforts toward reducing utility costs.

There are no action plans for Strategic Initiative 2.5 established for the 2021-2022 academic and fiscal year.

## Strategic Initiative 2.6: Increase funding from other sources

Results of action plans for Strategic Initiative 2.6 established for the 2020-2021 academic and fiscal year are as follows:

2020-2021 Action Plan	Results
The Grants Coordinator will assist faculty and staff in the identification of funding sources, writing proposals, and submitting grants to support research, professional development, and programming.	The Library Director was not able to offer workshops due to focus on library flood remediation and repairs as well as transition of normal library operations due to Covid-19. Director did assist in the submission and processing of three National Science Foundation (NSF) grants (Noyce, LSAMP, and S-STEM), Dept. of Education IREPO grant, MSM Community Engagement Course & Action Network grant, and Georgia Northwest Community Foundation grant.
The School of Education will seek outside funding sources for projects.	The School of Education applied for the NSF Robert Noyce Scholarship grant to award scholarships for Secondary Certification students. The grant was awarded during the Spring semester and recruitment of students began immediately. Four applicants were accepted, with three progressing to become Noyce Scholars for Fall 2021.
The Office of Student Affairs and Enrollment Management will submit applications for two federal grants during the 2020-2021 academic year: Institutional Resilience and Expanded Postsecondary Opportunity Grant related to distance education delivery and dual enrollment (Fall 2020), and a second Title V Grant around the themes of diversity and inclusion (Spring 2021).	An external grant fund writer was hired to write two grant applications using funds from several departmental budgets. The IREPO federal grant application was developed after analysis of data collected led by OCIS, Student Affairs and Enrollment Services. The Federal government did not allocate funding for a general Title V grant competition, so the second intended grant application could not be submitted. However, a Title V HSI STEM and Articulation Program grant application was submitted to fund programs and services which would help Dalton State increase the number of Hispanic STEM graduates. Both submitted grants received funding.
The Foundation will continue to provide scholarships to students to decrease the percentage of students who accept federal student loans.	The Foundation awarded a total of \$297,146 in scholarships to 212 students.
The Foundation will secure private support for Dalton State.	The Foundation raised approximately \$1.3 million in gifts, including approximately \$200,000 from 400 donors in its first-ever Giving Day event in October 2020.

Action plans for Strategic Initiative 2.6 established for 2021-2022 are as follows:

- The Foundation will continue to provide scholarships to students to decrease the percentage of students who accept federal student loans.
- The Foundation will secure private support for Dalton State.
- Programs within the School of Health Professions will seek grant opportunities to fund and support classroom and/or community work.

Metric 2.1: Reduce average time to degree for bachelor's and associate degrees

A specific measurement for this metric has not yet been identified.

## Metric 2.2: Increase annual savings to students from free textbooks

The [Affordable Learning Georgia website](#) provides estimates of savings to students from Affordable Learning Georgia grants obtained by faculty members to transition to open educational resources. Dalton State faculty have historically been successful in obtaining these grants. Estimates for savings to students in recent years are summarized in the table below.

Table: ALG-Estimated Textbook Savings from ALG Grants

Academic Year	Estimated Savings from ALG Grants
2018-2019	1.0 million dollars
2019-2020	0.7 million dollars
2020-2021	0.6 million dollars

Source: *Affordable Learning Georgia*

Through Spring 2021, ALG estimates that Dalton State students have saved a total of 4.5 million dollars through the program, which is the seventh highest out of 26 University System of Georgia institutions and second out of nine institutions in the State Colleges sector behind Georgia Highlands College (which leads all institutions at a total savings of 12.2 million dollars).

As another measure of how Dalton State’s utilization of free and low-cost (total required cost 40 dollars or less) educational resources have impacted students, we have identified the total enrollments in classes that have been flagged as using these resources; a course using free resources is flagged as using free resources, not low-cost resources, so these are distinct groups. This data is summarized in the table below.

Table: Utilization of Free or Low-Cost Educational Resources

Academic Year	Enrollment: All Classes	Enrollment Count: Free Resources	Enrollment Percentage: Free Resources	Enrollment Count: Low-Cost Resources	Enrollment Percentage: Low-Cost Resources
2019-2020	38,521	9,372	24.3%	5,292	13.7%
2020-2021	36,566	8,459	23.1%	3,205	8.8%

Source: *Dalton State College Office of Computing and Information Services*

While utilization of free or low-cost educational resources decreased in 2020-2021, students were still able to spend less than 40 dollars for their required resources in more than 30% of their enrolled classes.



Metric 2.3: Decrease the percentage of students who maximize their total federal student loan borrowing

The percentage of students who accept their maximum federal student loans increased slightly for the 2020-2021 academic year, which is likely due to increased financial pressures due to the COVID-19 pandemic.

Table: Percentage of Students Maximizing Federal Student Loans

<b>Year</b>	<b>Percentage</b>
2019-2020 (baseline)	34.2%
2020-2021	34.7%

## Goal 3: Academic Excellence

We will deliver a collegiate experience to students that develops the competencies and knowledge needed by our communities.

Linked to: [University System of Georgia Strategic Plan 2024 Goal 3](#), Economic Competitiveness.

### Strategic Initiative 3.1: Create and implement a process to measure student achievement of marketable skills in the new general education curriculum

Due to the pandemic and the retirement of Chancellor Steve Wrigley in 2021, the new general education curriculum is on hold. As a result, no action plans for Strategic Initiative 3.1 were established for the 2020-2021 or 2021-2022 academic and fiscal years.

Strategic Initiative 3.2: Create and measure faculty scholarly productivity

Results of action plans for Strategic Initiative 3.2 established for the 2020-2021 academic and fiscal year are as follows:

<b>2020-2021 Action Plan</b>	<b>Results</b>
The Dean’s Office will aggregate faculty scholarly productivity of the Wright School of Business using measures consistent with AACSB standards.	During 2020-21, scholarly academic (SA) faculty generated 23 publications and two other intellectual contributions, while scholarly practitioner (SP) faculty generated zero publications and one other intellectual contribution.

There are no action plans for Strategic Initiative 3.2 established for the 2021-2022 academic and fiscal year.

### Strategic Initiative 3.3: Explore nexus degrees

Due to the pandemic and resulting financial pressures, the institution is not currently pursuing adding new types of degree programs. As such, no action plans were established for Strategic Initiative 3.3 for the 2020-2021 or 2021-2022 academic and fiscal years.

### Strategic Initiative 3.4: Increase experiential learning activities and courses

Results of action plans for Strategic Initiative 3.4 established for the 2020-2021 academic and fiscal year are as follows:

2020-2021 Action Plan	Results
Increase the number of students enrolling in readings, service learning, research, and/or internship courses in Communication and/or Biology.	Twelve students enrolled in INTS 4000, COMM 4000, or GFA 2000 during the 2020-2021 academic year, working with External and Government Relations, Dalton Public Schools, or Chattanooga Pulse magazine. Four students in COMM 4001 presented at the Georgia Communication Association conference, and communication majors in COMM 3301 created websites for their eportfolios. Life Sciences enrolled 43 students in 25 experiential learning classes, a decrease over the previous year which is attributed to increased faculty workload this year due to the pandemic.
The Office of the Wright School of Business will continue to identify high impact practices (HIPs) courses and designate them in Banner.	Five courses incorporated HIPs practices and were designated as such in Banner: MGIS 3356 and ACCT 4300 in the fall term, LSCM 4701 in the spring term, and BUSA 3701 and MNGT 4701 in both fall and spring terms.

Action plans for Strategic Initiative 3.4 established for 2021-2022 are as follows:

- Increase the number of students enrolling in readings, service learning, research, and/or internship courses in Communication, Biology, and/or the Physical Sciences.
- The Bandy Heritage Center will work with faculty members across campus to explore opportunities for student involvement in the Center’s archival processing and preservation activities.

Strategic Initiative 3.5: Improve alignment of degree programs with corporate and community needs

Results of action plans for Strategic Initiative 3.5 established for the 2020-2021 academic and fiscal year are as follows:

2020-2021 Action Plan	Results
In the 2020-2021 academic year, the Department of Communication, Performing Arts, and Foreign Language will hold an Advisory Committee meeting to audit the B.A. Communication major's curriculum.	During the 2020-2021 academic year, this goal was not met due to COVID restrictions. The goal will be evaluated during the Advisory Council meeting planned for Fall 2021. Contact was made with a local benefactor for sponsorship of the screenwriting contest as well as future projects.
The Wright School of Business Dean's Office will hold two meetings with the WSOB Advisory Board to discuss the alignment of the BBA curriculum with corporate and community needs.	Two BAC meetings were held virtually due to COVID restrictions, one each semester. Discussions covered a wide variety of topics, including the Junior Achievement Discover Center at Hammond Creek Middle School, the impact of COVID-19 on business, Giving Day 2020, initiatives to recruit new business students, an articulation agreement with Clayton State University, and pathways focusing on ecotourism and entrepreneurship at DSC's Gilmer Campus.
Professor Lorraine Gardiner will collaborate with Associate Dean Mike D'Itri and Dean Randall Griffus to investigate the feasibility of creating an IT/IS Advisory Board for information technology/systems programs across campus.	During 2020-2021, continued investigating the separating of the IT/IS board due to the current STEM board not having focus on IT issues. Discussed breaking out IT/IS as a separate board to be housed and administered in the WSOB, using representatives on the STEM board and other companies for inclusions. Continued evaluation is ongoing.
The Associate of Science in Nursing will develop new program pathways for the degree.	In summer 2021, the Associate of Science in Nursing program added the LPN/Paramedic Bridge Pathway to the ASN (RN) program with 21 students in the first cohort.

Action plans for Strategic Initiative 3.5 established for 2021-2022 are as follows:

- The Licensed Practical Nursing (LPN) program will work with community partners to explore the feasibility of an LPN pathway for students from the local college and career academies.

### Metric 3.1: Measure student achievement of marketable skills in the new general education curriculum

Due to the pandemic and the retirement of Chancellor Steve Wrigley in 2021, the new general education curriculum is on hold. Consequently, no measurement of marketable skills in the new general education curriculum can be made.



### Metric 3.2: Measure faculty scholarly productivity

The USG Strategic Plan 2024 indicated that the system office would work with institutions to create a metric for faculty scholarly productivity. To date, this has not occurred.

### Metric 3.3: Increase the number of graduates in health professions

For this metric, the number of graduates is measured on a fiscal year basis, consistent with reporting through the [USG By the Numbers](#) website. The total number of graduates in health professions in 2020-2021 was 4.0% lower than the number in 2019-2020.

Table: Graduates in Health Professions

<b>Degree Program</b>	<b>2019-2020</b>	<b>2020-2021</b>
Licensed Practical Nursing (Certificate)	28	22
AAS Medical Laboratory Technology	10	8
AAS Radiologic Technology	16	17
AAS Respiratory Therapy	14	14
AS Nursing (ASN)	53	64
BS Nursing (RN-BSN)	45	34
BS Respiratory Therapy	8	8
<i>Total</i>	174	167

### Metric 3.4: Increase the number of student enrollments in experiential learning courses

Dalton State College does not yet have a method of measuring student enrollments in experiential learning courses, as courses are not yet marked as including experiential learning opportunities.

### Metric 3.5: Increase post-graduation employment and graduate school enrollment rates

Near the end of each fall and spring semester, the Office of Career and Professional Development surveys students who have applied for graduation to gather data about post-graduation employment and graduate school enrollment.

<b>Academic Year</b>	<b>Responses</b>	<b>Requests (Fall and Spring)</b>	<b>Response Rate</b>
2019-2020	801	864	92.7%
2020-2021	680	708	96.0%

Students reporting employment following graduation are summarized below:

<b>Academic Year</b>	<b>Responses</b>	<b>Full-Time Employment</b>	<b>Part-Time Employment</b>
2019-2020	801	340 (42.4%)	118 (14.7%)
2020-2021	680	311 (45.7%)	88 (12.9%)

Students enrolled in baccalaureate programs reporting graduate school enrollment are summarized in the table below:

<b>Academic Year</b>	<b>Baccalaureate Responses</b>	<b>Graduate School Enrollment</b>
2019-2020*	257	20 (7.8%)
2020-2021	425	25 (5.9%)

\*The December 2019 survey administration did not include a question indicating current degree program, so a count of baccalaureate responses could not be determined; this survey administration is excluded from this table.

The overall employment rate increased slightly, from 57.2% to 58.7%, with a larger increase in full-time employment rate. While the graduate school enrollment rate appears to have decreased, but the graduate school enrollment rate for spring graduates was effectively constant, with 7.7% of baccalaureate respondents reporting graduate school enrollment in Spring 2021 and 7.8% of baccalaureate respondents reporting graduate school enrollment in Spring 2020.

## Goal 4: Community Engagement

We will positively impact our communities through a collaborative exchange of knowledge, diverse ideas, innovation and service to improve the societal and economic landscape.

Linked to: [University System of Georgia Strategic Plan 2024 Goal 4](#), Community Impact.

### Strategic Initiative 4.1: Increase corporate and community partner engagement

Results of action plans for Strategic Initiative 4.1 established for the 2020-2021 academic and fiscal year are as follows:

2020-2021 Action Plans	Results
<p>The Roberts Library will work with community members and organizations to coordinate public events and preservation.</p>	<p>Due to Covid restrictions, Roberts Library was unable to conduct the Veterans Oral History project interviews. Library is working with the Congressional office to reschedule for May 26-27, 2022. Covid restrictions and library flooding also canceled plans to co-host a local writers' festival with the public library and prevented the scheduling of book talks/signings. Library book club meetings were transitioned to virtual events and were offered on the following dates: Oct. 22, 2020; Jan. 14, 2021; Feb. 18, 2021; Mar. 18, 2021; and April 8, 2021.</p>
<p>The Department of Life Science will identify service-learning opportunities in Biology.</p>	<p>In 2019-2020, there were 18 BIOL 4800: Service-Learning in Biology sections offered to a total of 36 students. In 2020-2021, there were 13 sections for a total of 24 students. This represents a 28% drop in courses and a 34% drop in students enrolled in BIOL 4800. The COVID-19 pandemic contributed to this decline, as the number of students allowed in each laboratory was reduced due to physical distancing requirements and fewer companies elected to have interns physically at their locations. Due to complications with the merger of the schools of Liberal Arts and Science, Technology, and Mathematics amidst the pandemic, the student career and professional development committee was not staffed for the year.</p>
<p>The Wright School of Business will increase opportunities for students to participate in service-learning projects in courses, continue to support community service hour requirements in BUSA 3701, Professional Development, and identify projects in the region leveraging the talent pool among the faculty and students of the WSOB.</p>	<p>Due to the 2020-21 Covid-19 pandemic and face-to-face service constraints, the Junior Achievement Discovery Center did not allow outside student volunteers. However, students (in the BBA program in general and other students as part of the BUSA 3701 Professional Development class) did work with VITA the Voluntary Income Tax Assistance program in Spring 2021, preparing tax returns for the community both at the Georgia United Federal Credit Union and on the DSC campus. VITA began January 22, 2021, and ended March 6, 2021, for each Friday and Saturday at Georgia United Credit Union. Students also participated in tax preparation on the DSC campus from Feb. 5,</p>

	2021, through March 6, 2021, on Tuesdays, Wednesdays, and Thursdays. In total, 26 volunteered for 849.5 hours, preparing 382 Federal and 382 State Tax Returns.
The Bachelor of Social Work program will increase offerings of SOWK 2103 and will increase volunteer requirements for students in the program.	Two sections of SOWK 2103, a service-learning course required for acceptance into the program, were offered during the 2020-2021 school year.
The School of Health professions will increase its number of community partners for volunteering, clinical/field instruction, and service learning.	Five faculty and one staff, along with 13 LPN and 22 senior Social Work students, assisted with vaccine dispensing on campus through the Ken White Student Health Center. 94 students (LPN & ASN) assisted with vaccine dispensing at county health departments in Whitfield, Murray, Gilmer, and Pickens Counties. Over 20 new clinical partner sites and offices were added across all programs for field and clinical experiences.
The School of Education will extend its partnership with Whitfield County Schools (WCS) and Dalton Public Schools (DPS) within the limitations established by the pandemic.	The Dean discussed with the administration at Whitfield Public Schools and Dalton Public Schools to determine how current grant work can be executed within the limitations set by safety protocols due to the Covid-19 pandemic. Professors Mescio and Johnson reformatted Learning Academies to be held virtually in the Fall and Spring. Dalton Public Schools decided not to host in-person or virtual learning academies. School of Education conducted Literature camps, ESOL camps, and Power Lunches face-to-face with safety protocols. The Noyce grant was awarded May 2021, and most of the grant work started July 2021.
The Office of Human Resources will drive performance and development programs that elevate and engage Roadrunner employees to succeed in their work, career and life.	OHR concluded 2021 Summary of Performance for all Staff, June 30, 2021. OHR collected 103 fully executed Performance Management forms out of 117 staff, an 88% completion rate for FY21 compared to 67% (102/153) for FY20, representing a 21% increase, and 50% of these had at least one goal that aligned with the strategic plan and objectives of 2020-2024. Additionally, 58 of 117 staff employees participated in some form of professional development.

Action plans for Strategic Initiative 4.1 established for the 2021-2022 academic and fiscal year are as follows:

- In support of employee engagement and retention and growth, the Office of Human Resources will identify, create and conduct three development programs for staff and faculty that align with the Strategic Initiatives of Dalton State and individual professional development objectives. The Office of Human Resources will establish a career framework template to facilitate a more unbiased approach for supervisors when assessing performance, recruiting and hiring employees and establishing compensation/pay, as well as support employees in career progression, movement and development.
- The Office of Government and Alumni Relations will work with government offices to secure internships for students.
- The Office of Government and Alumni Relations will work with local state delegation to secure funding for capital outlay projects.
- Student Life will rotate two of the allocated AmeriCorps VISTA positions (following the current recruitment cycle) to become intermediary positions open to local community agencies to assist with capacity-building projects and serving one-year terms.
- The School of Health Professions will increase its number of community partners for volunteering, clinical/field instruction, and service learning.
- The Chair of the Department of Communication, Performing Arts, and Foreign Languages will create a Film Advisory Board. The Department of Life Sciences will increase the number of students enrolling in BIOL 4860 courses compared to 2020-2021.
- The Roberts Library will work with community members and organizations to coordinate public events and preservation.
- The School of Education will extend its partnership with Whitfield County Schools (WCS) and Dalton Public Schools (DPS).
- During Fall Semester 2021 and Spring Semester 2022, the Mountain Campus will engage in Chamber and high school events.



Strategic Initiative 4.2: Enhance Dalton State’s recognition and perception locally, regionally, and nationally

Results of action plans for Strategic Initiative 4.2 established for the 2020-2021 academic and fiscal year are as follows:

2020-2021 Action Plan	Results
<p>The Wright School of Business will facilitate faculty peer-reviewed research including attendance and presentation at state, regional, and national conferences. The WSOB will increase the opportunities for students to participate in academic experiences such as local, regional, and national competitions. The WSOB will facilitate faculty engagement with local and regional private and public organizations as part of their service and professional development goals.</p>	<p>Despite COVID-19 restrictions, WSOB faculty participated in nine virtual meetings and nine conference presentations, while lecturers participated in two conference presentations. Faculty facilitated student participation in the HSI Battle of the Brains, and students presented at the Spring 2021 Undergraduate Research Symposium on nine research projects.</p>
<p>The Office of Human Resources will develop and strengthen partnerships with internal and external communities through training, communication, and information sharing and support on employee related concerns allowing for prevention, early discovery, and/or prompt resolution.</p>	<p>The office integrated into various department meetings and worked with Staff Council and Faculty Senate. Assessment of HR skillsets and alignment for future support was kicked off late in 2020-2021 and will continue. HR received preliminary review and approval to support volunteerism in the PTO for well-being policy, which was shared with executive committee in January and promoted via the weekly well-being newsletter.</p>
<p>The Bandy Heritage Center will continue to build repository-of-record relationships with local governmental, civic, and business organizations, positioning the Center and the College as the most dependable and authoritative archival resource in Northwest Georgia.</p>	<p>The Bandy Heritage Center engaged in two substantial repository agreements, one with the 6<sup>th</sup> Cavalry Museum in Fort Oglethorpe, and one with the Walker County African American Historical and Alumni Association Inc.</p>

Action plans for Strategic Initiative 4.2 established for 2021-2022 are as follows:

- The Office of Marketing and Communications will work with Academic and Student Affairs to increase student development and learning and enhance the Dalton State brand by developing a set of transformational student experiences required for graduation.
- During Fall Semester 2021, the Mountain Campus will develop some continuing education courses, set up some free professional workshops/speakers from local small business owners, and other presenters, as well as interact with business, community, and high schools. For Spring 2022, the Mountain Campus will host these courses, speakers, and workshops.
- The Office of Human Resources will develop and strengthen partnerships with internal and external communities through training, communication, and information sharing with specific focus on Diversity and Inclusion initiatives (DI).

- The Bandy Heritage Center will continue to build repository-of-record relationships with local governmental, civic, and business organizations, positioning the Center and the College as the most dependable and authoritative archival resource in Northwest Georgia.

Strategic Initiative 4.3: Increase educational opportunities for adult and English-language learners

Results of action plans for Strategic Initiative 4.3 established for the 2020-2021 academic and fiscal year are as follows:

<b>2020-2021 Action Plan</b>	<b>Results</b>
<p>The Department of Communication, Performing Arts, and Foreign Language will work to expand enrollment in the Interdisciplinary Studies major to achieve ten or more graduates per year and to increase its number of adult-aged students.</p>	<p>The Office of Marketing was contacted about an idea for an article about Interdisciplinary Studies. From Summer 2020 through Spring 2021, the IS major graduated ten students, but does not currently have enough students to guarantee that for the next year.</p>
<p>The Office of Academic Affairs will identify academic programs and non-credit courses to market for adult learners.</p>	<p>Meetings were held with the Dalton City fire fighters and police officers to review relevant programs for current and future career goals; due to alternating and rotating work schedules fully online programs such as Organizational Leadership and Criminal Justice were identified as the most relevant options. The WSOB identified social media marketing as an appropriate course to offer to business leaders in Ellijay at the Gilmer County Mountain campus, and plans to offer two sessions on social media marketing during Summer 2021.</p>
<p>The Wright School of Business will market the associate degree option that includes the Area F courses in the BBA degree, market courses for enrollment of adult learners seeking specific skills, create certificate programs leading to specific career goals, and investigate offering non-credit hour courses for adult learners in business skills.</p>	<p>The WSOB developed and gained approval at the school and DSC college level for a Business Administration pathway in the AS Degree in General Studies. Faculty began advising students at 30 hours rather than 60 hours. Two pathways were approved for the Mountain (Gilmer) campus in Eco-tourism and Entrepreneurship to begin in Fall 2021. Materials to market these degrees are being developed by the DSC Office of Marketing and Communications. In the Spring of 2021, Virtual sessions were delivered to adult learners at the City of Dalton Fire and Police Departments targeting degree completion programs as well as our eMajors in criminal justice and organizational leadership. Materials were distributed to these employees by teams of faculty, staff from Enrollment Services, and the Provost's office. Non-credit options including the Career Enhancement and 150- hours for the CPA programs have been publicized on the WSOB website and articles in the Dalton Daily Citizen have also been published.</p>

There are no action plans for Strategic Initiative 4.3 established for the 2021-2022 academic and fiscal year.

Metric 4.1: Increase the number of student enrollments in service-learning courses

Dalton State College began marking courses as incorporating service-learning during the 2020-2021 academic year, so no prior baseline data is available and the 2020-2021 data may not fully reflect service-learning enrollments. In the table below, we identify the total number of students that enrolled in at least one service-learning course during the academic year.

Table: Students Enrolled in at least one Service-Learning Course

<b>Academic Year</b>	<b>Unduplicated Annual Headcount</b>	<b>Headcount Enrolled in Service-Learning</b>	<b>Percentage Enrolled in Service-Learning</b>
2020-2021	5,392	307	5.7%

## Metric 4.2: Increase student volunteer hours

Student Life uses the RoadrunnerServe Volunteer Management platform for students to find volunteer opportunities, connect with agencies, and track completed volunteer hours. All hours submitted to RoadrunnerServe are verified by the agency where students completed the volunteer hours. Since this information is voluntarily reported, it does not encompass all volunteer efforts in which Dalton State students engage.

The table below summarizes the number of responses and total number of hours of student volunteer efforts.

Table: Student Volunteer Efforts

<b>Year</b>	<b>Tracked Volunteer Efforts</b>	<b>Total Volunteer Hours</b>
2019-2020	1,177	5,331
2020-2021	396	1,743

*Source: Dean of Students office.*

The number of volunteer hours dropped significantly in 2020-2021, but we know that the COVID-19 pandemic was a major contributing factor in this decrease. Many agencies were closed to volunteers, and travel prohibitions through the University System of Georgia prevented institution-organized volunteer efforts.

### Metric 4.3: Measure employee volunteer participation

Information was not available at the time of publication.

Metric 4.4: Increase the number of corporate and community partner engagements

Information was not available at the time of publication.