



**ANNUAL RETENTION AND
GRADUATION RATES
IMPROVEMENT PLAN**

SUBMITTED TO
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INTRODUCTION

Retention and graduation rates have been thorny issues for DSC. Indeed, the subject of retention has been widely discussed over the past several years on the DSC campus as one of the three or four most significant issues facing the institution. At the same time, improving retention rates has also become a major initiative within the University System. In fact, improving freshman-to-sophomore retention is now one of the benchmark performance accountability standards for all 35 System institutions. The Board of Regents is attempting to gain a better understanding of the barriers to retaining and graduating students enrolled in the University System of Georgia. As noted by the senior vice chancellor for academics and fiscal affairs, “The bottom line is that we need more research on why students drop out or leave. We need to hear what the students have to say to increase our understanding.” Thus, like the Regents, improving student retention and graduation rates are top priorities included among DSC’s goal statements in its strategic plans.

However, in light of several recent attempts in the form of resources, programs and services to address the retention issue, Dalton State College’s first-year retention rate for first-time, full-time degree seeking freshmen is still very low. The effect on enrollment is significant since freshmen have averaged about 60 percent of the total student population in the last ten years. A retention problem of this magnitude has negative implications for the long-term success of DSC’s new four-year programs.

Although the purpose of this report is to respond to the Board of Regent’s requirement that each USG institution must provide an Annual Retention and Graduation Rates Improvement Plan, it is also an attempt to address the vexing question for the College: how and what can DSC do to devise its own unique retention programs to address the specific needs of its student population? What extensive and ongoing research is required to shed light on the issues that affect retention and graduation rates at DSC? A fresh effort for 2005-06, spurred in part by the University System’s new RPG Initiative, will be launched. Notwithstanding growth in its baccalaureate offerings, DSC faces significant challenges of retention and program completion in its associate degree and certificate curricula which will demand aggressive and ingenious actions to resolve.

ANALYSIS OF RETENTION AND GRADUATION RATES AT DSC

The DSC one-year retention rate for first-time, full-time, degree students for the Fall 2003 cohort was 63.6 percent. This was a 4.7 percent increase from the Fall 2002 cohort retention rate of 58.9%. The percent retained system-wide was 66.3 percent - an increase of about 4 percent from the previous cohort year. On the whole, DSC's retention rates for its first-time, full-time, degree seeking freshmen have not been very impressive. In the last nine years for which reliable data is available, DSC's retention rate had fluctuated: the rate had increased from about 59 percent during Fall 1996 to Fall 1997 to a high of 68 percent with the Fall 2001 cohort. But then like the unevenness between those years, the rate declined to 59 percent during Fall 2002 to Fall 2003 and rose again to 64 percent the next year's Fall cohort. Preliminary internal unofficial data show that DSC's retention rate had fallen again to about 57 percent in the last year (Fall 2004 to Fall 2005). So between the fall cohort years of 1996 to 2004, DSC's average retention rate is 60 percent. This is troubling since in the last few years, the College has implemented a number of retention and graduation strategies under its Advising, Retention, and Completion (ARC) Initiative. Yet DSC's retention and graduation rates have shown no gradual or continuous improvement over the last couple of years.

An examination of the retention rates of different racial and ethnic groups as well as for other key student cohorts such as gender, traditional/non-traditional freshmen, and learning support status also show mixed and uneven results of weak to modest retention rates. Perhaps a positive step shown in the last year has been the better than average retention rates for first-time, full-time, degree-seeking underrepresented groups. Retention data for DSC shows that of the 2003 class, 80 percent of Hispanic students returned for their second year. Seventy-five percent of African-American first-time returned for their second year, and 64 percent of Asians were retained in the second year. The retention rate for White students was 62 percent and for males and females, the retention rates for first-time, full-time students were 64 percent and 63 percent respectively.

When comparing one-year retention rates for traditional and non-traditional freshmen, the rates are also not favorable. Using data from the *USG by the Numbers*, the University System of Georgia's portal for reporting and accountability for higher education, the first-year retention rates show slow, fluctuating and uneven pattern for freshmen cohorts as a whole. Between the fall cohorts of 1996 and 2003, one-year retention rates averaged about 64 percent for first-time, full-time traditional freshmen and 51 percent for first-time, full-time non-traditional freshmen. During the same period, an examination of the different racial/ethnic groups who are first-time, full-time freshmen show an average retention rate of 64 percent for Whites, 78 percent for Hispanics, and 79 percent for African-Americans. For other subgroups in the same cohort, the average retention rate for males is 63 percent and 65 percent for females. Retention rates for first-time, full-time non-traditional freshmen were much lower in all the cohort groups. Between the fall cohorts of 1996 and 2003, the average retention rate for male students was 54 percent, 51

percent for females, and 50 percent for White students. There was no comparable data available for the other racial/ethnic groups.

How do the retention rates of students with learning support requirements compare to those with no requirements? When we look at traditional freshmen who are first-time, full-time with learning support requirements, their retention rate averaged about 61 percent and for those without learning support requirements, the average retention rate was 66 percent. For non-traditional freshmen the average retention rate for first-time, full-time students with learning support requirements was 39 percent and 55 percent for students without learning support requirements.

Because DSC's four-year degree programs are relatively young, there is no long-term data to look at 6-year graduation rates for students in the baccalaureate degree programs. The data available is for first-time, full-time three-year associate degree graduation rates. Here too, there is nothing special. In 1994, the graduation rate was 11.9 percent, rising to 16.6 percent in 1996 and then falling to 12.5 percent in 1999 before rising slightly to 13.5 percent in 2001. Complete data is not available to cover the 1994 to 2001 period for cohort groups. The comparable data available, covering 1994 to 1997, show a female first-time associate degree graduation rate of 14.5 percent in 1997, rising to 20.7 percent in 1996 and then falling to 17 percent in 1997. The graduation rate for males is a low of 8.1 percent in 1997 to a high of 10.6 percent in 1996 and falling to 9.4 percent in 1997. When it comes to the graduation rates of the different racial/ethnic groups, the data is not complete for all racial/ethnic groups. What is available show the three-year associate degree graduation rate for first-time, full-time Asians to be 12.5 percent in 1997. For African-American students, there was a graduation rate of 14.3 percent in 1994, falling to 12.5 percent the following year. Hispanics registered a graduation rate of 33.3 percent in 1996 but fell to 12.5 percent in 1997. White students had complete graduation data for associate degree students. The graduation rate for White students who were first-time, full-time freshmen was 11.9 percent in 1994, increasing to 16.6 percent in 1996 and falling to 13.8 percent in 1997.

Much more research and complete data is needed, but based on the available data and analysis above, the following preliminary conclusions can be drawn about retention and graduation rates at DSC:

- retention rates are still not where they need to be; the trend line in first-year retention rates is still uneven and a mixed bag – averaging about 60 percent
- retention rates show that the most significant loss of students, as a result of attrition, occurs during the first year
- traditional students have a higher retention rate than non-traditional students
- underrepresented groups have a higher retention rate than White students
- traditional students who are female have a slightly higher retention rate than males
- non-traditional males have a higher retention rate than females
- students without learning support requirements have a higher retention rate than those who take learning support classes

- three-year associate degree graduation rates have averaged about 14 percent
- females have a significantly higher graduation rate than males
- except for Hispanics, white students have a slightly higher graduation rate than African American and Asian students.

What explains the low retention and graduation rates? What are some factors that may contribute to completion and non-completion? What available observable patterns and trends can explain the low and fluctuating trends in retention and graduation rates at DSC? Understanding retention and graduation rates thoroughly require systematic data from multiple sources to develop a rich understanding of why students stay and leave. It must be said from the outset here that, admittedly, DSC has in the past not done much in this area. Like many colleges, DSC has not had clear, longitudinal retention data. The institution is just starting to develop such a system of data gathering and analysis with respect to retention and graduation rates. Thus, some of the information required for this report such as ‘how participation in a program designed to enhance retention/graduation affect the rates’, or ‘how double majors affect progression and graduation’, or ‘what is known about students who are not at risk but drop out anyway’ are not available. All the same, in an attempt to understand why DSC has low retention and graduation rates, several studies and reports have been produced in the last few years to shed light on factors that contribute to completion or non-completion. Below are some suggested possibilities. Further studies, data collection and analysis will need to be ongoing to corroborate or refute these propositions.

1. The College is performing a dual mission, building on its two-year college tradition while developing four-year programs in focused areas of regional need. DSC continues to serve as a point of access for students entering the University System of Georgia, offering challenging courses and programs that lead to associate degrees and prepare students for transfer to baccalaureate programs, and offering vocational and career certificates through its Technical Division. Thus, DSC has traditionally attempted to meet the needs of its students without insisting that they actually graduate from here, especially among those enrolled in AA or AS programs of study. There has not been much emphasis on graduation. Nor has the College insisted that students enroll on a continuous basis. Many DSC students enroll intermittently over time, frequently taking part-time course loads. This has resulted in graduation and retention rates that are unimpressive. Indeed, in the last ten years, the percentage of students attending full-time has decreased from 46% to 42%, with an increase in part-time students from 54% to about 60%. And it appears that part-time students will continue to comprise the majority of the enrollment.
2. Apart from that, an analysis of DSC’s fall enrollment pattern shows that the College is primarily a “freshman school.” In the last ten years, more than half of students enrolled at DSC held freshman status – even as high as 67 percent of the student body two years in a row.

3. DSC is also what education researcher Alexander Astin has described as a “commuter school” comprised primarily of “parking lot students” – the group at the lower end of what he calls “continuum of involvement.” Research shows that these types of students “stay, leave, ‘stop out’ for indefinite periods, and transfer out” with little or no official notice.
4. The College has a nontraditional student body, with an average of 27 years. A data analysis presented in a recent environmental study report shows that it will continue to be nontraditional while also becoming more diverse.
5. The percentage of DSC’s entering students who were first-generation college students is quite high. For example, using the 2004-2005 FAFSA data available for 162 first-time, full-time degree-seeking students who enrolled in Fall 2004 but did not return Fall 2005, it was found that, of these students 91 or 56 percent indicated that neither parent had completed education beyond the high school level.
6. DSC has an open admissions policy. It is possible that some schools with an open admission policy may have better retention and graduation rates than Dalton State, but on the whole, the research data indicate that students admitted under an open admissions policy have significantly lower retention rates than students admitted under a selective admissions policy. Certainly, many of these students come under-prepared and often need remedial studies or learning support courses. In fact, of the 1,103 first-time freshmen (both full-time and part-time) entering a degree program in Fall 2001, 369 students, or 33%, were required to enroll in a least one Learning Support (remedial) course.
7. Perhaps because of its nontraditional and part-time enrollment pattern, DSC students carry a heavy employment load. For example, the Fall 2001 ACT Student Satisfaction Survey showed that DSC students carry heavy employment loads. Over half (53.5%) work more than 20 hours per week, and almost one-third (31.4%) work more than 30 hours per week, compared to the national norm percentages of 36.9% and 20.7% respectively. No wonder that only a small percentage of DSC students participate in co-curricular activities. In 2004-2005, for example, the ten largest student organizations had a total membership of only 354 members, representing 8% of enrollment. In addition, DSC students, even those on the main campus, have very little co-curricular involvement. But research indicates that this characteristic is significant in student retention. Again, education researcher Alexander Astin has for many years noted that one of the basic factors in student retention is their level of involvement, indicated by the amount of time, energy, and commitment they direct to on-campus activities.
8. Both faculty and student surveys show that academic advising at DSC is not exemplary and much more needs to be done for an effective student advising system.

9. It appears that financial aid affects retention and graduation rates at DSC. When financial aid information for first-time, full-time freshmen who enrolled Fall 2004 but did not return Fall 2005 was analyzed, it was found that of the 227 students who did not return, all but 25 (about 90%) received some type of financial aid during the 2004-2005 academic year. But the key thing to note here is that, of the students receiving HOPE Scholarship, 109 of these students, or 72 percent, lost HOPE at a checkpoint during the academic year.

10. In recent efforts to understand why students leave or withdraw from DSC, the Institutional Research Office conducted these follow-up surveys.
 - In the Spring of 2002 a randomly selected sample of students was polled regarding college experiences and expectations for retention. The survey and subsequent focus group discussions asked three questions: (1) “Thinking about your friends who have had to drop out from DSC, what were their reasons or issues that made it impossible for them to remain in school,” (2) “What could DSC do to make it easier for you to stay in school (and complete your program of study)? and (3) “What issues might cause you to drop out of school?” For the first question regarding the factors leading to their friends dropping out of DSC, responses cited conflicting schedules and responsibilities. The conflicts included long and changeable working hours, a distribution of class times incompatible with their schedules, no campus child care, family responsibilities, or simply lack of time. The second-most prevalent cause, mentioned in the responses, was poor academic performance. As with class scheduling, the students felt several components of instruction were unnecessarily at odds with their lives, i.e. course attendance policies, the amount and relevance of assignments, teaching styles, grading policies, or inadequate, impersonal advising. The third most important factor, mentioned by the students, was money, a problem often caused by losing their HOPE scholarships or other non-loan financial aid because of poor academic performance. Students had limited information on other types of financial aid available and the loss of HOPE funding was perceived as an insurmountable obstacle.

 - In Fall 2004, students who withdrew without completing a program of study were given a withdrawal/exit survey to complete. They were asked to identify the primary reasons why they were withdrawing from DSC. Although almost all had positive experiences at DSC, three major reasons stood out from the student responses. The first and most frequent reason for withdrawing is ‘conflict between demands of job and college.’ The second major reason cited for withdrawing is ‘the program I chose was not what I expected.’ This was followed by “I experienced academic problems” as another major reason for withdrawing.

 - In Fall 2005, 227 students who attended DSC for the first time as full-time degree seeking students in Fall 2004 but did not return Fall 2005 were surveyed. Not all of them could be reached either by an online survey or personal calls to their homes. Ninety-six students could not be contacted at all. We heard from

69 students. When the data was analyzed the top 5 reasons students the students gave for not returning to DSC were: (1) transfer to other schools (2) academic problems – mostly with general dissatisfaction with major/courses; difficulty of courses taken (e.g., College Algebra, English 1102); received inadequate or misleading academic advising; and credit load too difficult to handle (3) financial reasons, primarily, losing Hope Scholarship due to poor grades and denied financial aid (4) conflict between demands of job and college, and (5) health and personal problems.

For now, from the results of the above surveys, the major findings or the primary reasons for the low retention and graduation rates at DSC are:

1. conflicting schedules and responsibilities or conflict between demands of job and college
2. academic problems
3. obligation and commitment to employment instead of attending school
4. incongruent program expectations
5. transfer to other schools
6. financial/money problems
7. health and personal problems.

EVALUATION OF PROGRAMS DESIGNED TO IMPROVE RETENTION AND GRADUATION

Over the past several years, there have been intervention programs designed to improve retention and graduation at DSC. Indeed, because of the College's low retention and graduation rates, a major strategic planning goal has been to "increase retention and graduation rates." To this end, a number of academic programs, support services, and proactive interventions have been put in place. A campus-wide inventory and description follows.

1. ARC (Advising, Retention, and Completion) Committee
Chaired by the Vice President for Academic Affairs, it was formed by the President in 2004 following reports received from the Central Office that show rates of student retention and degree/certificate completion for Dalton State College below University System averages. The primary purpose of the Committee is to devise strategies that would focus on ways to improve student retention and graduation rates at DSC. Under the umbrella of this committee, there is also the Committee on Retention, comprised of faculty, staff, and students that is also charged with promoting the identification and implementation of retention strategies appropriate for DSC's students and service area.
2. COLL 1101 – Academic Success
This is a freshman experience program that consists of a required one credit hour course. It is required of all first-time, full-time entering freshmen effective Fall 2002. The course applies self-analysis and other techniques to the development of basic academic and computer skills. It teaches study skills course, with topics including time management, note taking, learning strategies, memory, text book reading, test taking, campus resources, critical thinking, and goal setting. A major objective is to bond the student to his/her educational goals by creating a mentoring relationship with a faculty member and by creating a sense of involvement and participation in campus life. The course was updated and modified for Fall 2005.
3. Freshman Orientation
DSC's freshman orientation has been refined. It is now a small group process featuring student mentors and follow-up services.
4. Early Warning Program
The program, begun in June 2002, encourages faculty to notify Enrollment Services of a student who is not meeting designated criteria for Academic Success. The system requires all faculty to check their class rolls and identify students who meet one or more of the following criteria: not attending class, low grades, not completing assignments, insufficient preparation for class, lack of class participation, and other academic difficulty as perceived by the faculty. If students

meet any of these criteria, faculty notify the Enrollment and Student Services office during the fourth week of class. Students are then individually contacted by the Academic and Career Enhancement Center staff to discuss their academic progress and plan for ways to continue their education at DSC. Faculty members are also contacted about the student's status after the intervention has been completed.

5. WebBAS and Hybrid BBA Program

DSC has developed innovative instructional methods that include on-line delivery of academic programs and concentrate on the production of web-based courses leading to the BBA in Management and the Bachelor of Applied Science in Technology Management degrees. The WebBAS and the hybrid BBA are primarily designed to improve sophomore-to-junior retention numbers. With the development of these on-line programs, the College hopes to retain students who experience class scheduling and conflict issues as well as to address work and childcare responsibilities.

6. Academic Advising Center

The Center began operation in January, 2004 with a full-time director and a cohort of faculty members who are specifically trained to work with at-risk students. These faculty members provide assistance with all academic disciplines, with a particular emphasis on improving the success rates of students enrolled in English and math classes. The Center initially concentrated on students testing into two or more Learning Support areas upon admission. There is also a strong emphasis on improving the retention rates of students as they move from their freshmen to sophomore years and from their sophomore to junior years. As well, with respect to students' academic abilities, there has been some concern since the inception of the Advising Center that the Center might be stigmatized by the fact that it advised only students with learning support requirements. To address this, a decision was made during the spring term to expand the Advising Center population to include all General Studies majors besides the students with two or more learning support requirements and students assigned to the Advising Center by the Admissions Committee. This decision took effect during the summer orientations for the Fall 2005 semester. In the Summer of 2005, as designed in the Title III grant, the Center's activities were broadened and relocated from the Student Center to larger space in the Liberal Arts Building so as to accommodate the faculty advisors, the peer advisors and the staff under one roof.

7. Learning Communities

DSC's Title III Grant stipulates the introduction of Learning Communities. Significant evidence suggests that learning communities are an effective way to involve and engage students and help them succeed. Under the auspices of the Academic Advising Center, DSC has thus created Learning Communities. Designed to link "killer" courses at DSC that have high drop out and failure rates, three Learning Communities were planned for Fall 2004 and two were

implemented. Four were planned for Fall 2005 and three were implemented. Training has been provided for instructors planning Learning Communities as part of their teaching programs in future semesters.

8. Peer Advisor Program

Like the Learning Communities, DSC's Title III Grant also includes the development of a Peer Advisor Program. Hired in the summer of 2005, a new Assistant Director of the Advising Center has taken over the coordination and development of the Peer Advisor Program. During the 2004-2005 academic year, the Center employed four Peer Advisors. The Peer Advisors work with students when they come to the Center for registration and meet with Advising Center students during Orientation. However, their primary activity is contacting students for initial appointments and follow-up appointments.

9. Master Advisors Program

Through the Advising Center, DSC has developed a Master Advisor Program. Trained faculty are assigned to the Advising Center to provide intrusive advising to students who come through the Center. These faculty members were offered training sessions about the importance of academic advising, advising styles and ethical issues in academic advising as well as "hands-on" advising training using DSC case studies. During 2004-2005 there were seven Faculty Advisors, all of whom worked in the Advising Center during the Summer term for an average of 10 hours per week

10. Honors Program

Under the Title III grant, an Honors Program was planned in the spring of 2004 and implemented in the fall of 2005. The purpose is to improve retention, especially among academically talented students.

11. Support Services

- The Admissions Office and Financial Aid Office merged on July 1, 2000, creating an Office of Enrollment Services to serve as a "one stop shop" for students to facilitate various initiatives to address student persistence issues.
- The Liberal Arts Building has enabled the College for the first time to create a comprehensive learning support center – reading lab, writing lab, foreign language lab, open computer labs, general tutorial lab, all in one place
- The Academic and Career Enhancement (ACE) Center sends a letter to students who had withdrawn during a previous semester. The letter reinforces the student support services available and offers assistance on their return to DSC. A return postcard noting students' intentions is included and students receives a follow-up phone call. Students indicating they would return during a specific future semester are re-contacted and offered assistance in the college re-entry process.

12. Follow-Up and Student Satisfaction Surveys

The Institutional Research Office conducts occasional surveys with students who withdraw or do not return to school the following fall semester to ascertain reasons for withdrawing or not returning. Also, beginning with the 2003-2004 year, DSC adopted and administered for the first time ACT's Academic Advising Survey as part of the Title III Grant. The results of the survey conducted during spring semester 2004 will be used as benchmarks to gauge student opinion on the quality of advising at DSC. The survey will be administered annually as a continual evaluation of the advising process.

The programs, services, and initiatives described above have shown promise in the preliminary analysis but it will take time to obtain measurable results from these efforts as well as to show how effective they are in retaining students. They are relatively new in the College's history. Thus, **to date, there has not been any systematic attempt to evaluate these programs and services for their effectiveness.** A plan to regularly assess these programs will now form a critical part of DSC's strategy for improving retention and graduation rates.

PLAN FOR IMPROVING RETENTION AND GRADUATION RATES

The magnitude of the retention and graduation trends described in this report has negative implications for the long-term success of the College. So, in order to succeed, the College must address the problem and develop a plan for improving and maintaining high retention and graduation rates. To this end, it has been generally agreed by the senior College administration that the academic advising process holds much of the answer as to how improved rates might be achieved at DSC. In fact, the Advising, Retention, and Completion (ARC) Committee contends that “enhanced and improved academic advising is crucial to achieving the desired results.” Indeed, the research literature strongly submits that a key to student retention is strong advising.

As previously mentioned, student graduation and retention have become a primary and growing focus under Dalton State’s Federal Title III grant. Indeed, the grant has allowed the College to grow and improve a number of retention programs and initiatives. The key among them is the expansion of the new Academic Advising Center which will be front and center in any plan to improve retention and graduation rates at DSC. Under the College’s planning priority of “Improve Retention and Graduation Rates” in the new 2006-2010 Strategic Plan, the following strategic goals are recommended as means to improve or maintain high retention and graduation rates at DSC.

1. Increase retention and graduation rates by 1 percent per year beginning with the 2006-07 academic year.
2. Establish institutional goals and objectives related to retention and graduation rates with accompanying outcomes to be achieved or indicators of success, and compare data with selected peer institutions.
3. Focus on reasons students remained enrolled and how DSC could make changes or develop programs
4. Implement regular evaluation of all DSC retention programs and services as well Academic Advising Center activities and use assessment results to make improvements in retention and graduation rates.
5. Convert the one-credit COLL 1101 Academic Success course into a comprehensive First-Year Experience Program for all first-time, full-time degree-seeking students.
6. Create more interesting class and course linkages with the Learning Communities Program (e.g., Intro to Psychology with Intro to Film).
7. Design more online and hybrid classes and reexamine class scheduling formats to respond to the educational needs of a nontraditional student body.
8. Expand the Peer Advisor program. First-generation students don’t know how to “do college.” They need to be exposed to people who have been successful in college. Thus peer advisors are a must for first-generation students.
9. Designate student retention as the Quality Enhancement Plan (QEP) topic for the College’s next self-study for SACS
10. Conduct survey and develop a comprehensive data elements needed to be gathered and analyzed semesterly/annually from student records to shed light on areas of

weaknesses and strengths with respect to retention, progression, and graduation/completion and to devise strategies for improvement.

11. Increase student success rates in targeted Learning Support (LS) and freshman courses.
12. Increase retention of sophomores in an associate degree program to juniors in a baccalaureate program.

RETENTION AND GRADUATION RATE TARGETS

USG Retention Rate Targets					
Institution: <u>DALTON STATE COLLEGE</u>					
Rate	2005-06	2006-07	2007-08	2008-09	2009-10
Institution-Specific	57.0	58.5	60.0	61.5	63.0
Disaggregated Institution-Specific					
White, Non-Hispanic	62.5	62.5	63.0	63.5	64.0
African-American/Black, Non-Hispanic	75.0	75.5	76.0	76.5	77.0
Hispanic	80.4	80.9	81.4	81.9	82.4
American Indian or Alaskan Native	NR	NR	NR	NR	NR
Asian or Pacific Islander	64.0	64.5	65.0	65.5	66.0
Multi-racial	NR	NR	NR	NR	NR
Unknown	NR	NR	NR	NR	NR
Male	63.0	63.3	63.6	63.9	64.2
Female	64.0	64.3	64.6	64.9	65.2
Other Groups	NR	NR	NR	NR	NR
System-Wide	70.0	71.0	72.0	73.0	73.0
Disaggregated System-wide					
White, Non-Hispanic	64.0	65.0	66.0	67.0	68.0
African-American/Black, Non-Hispanic	77.0	78.0	79.0	80.0	81.0
Hispanic	82.0	83.0	84.0	85.0	86.0
American Indian or Alaskan Native	NR	NR	NR	NR	NR
Asian or Pacific Islander	66.0	67.0	68.0	69.0	70.0
Multi-racial	NR	NR	NR	NR	NR
Unknown	NR	NR	NR	NR	NR
Male	66.0	67.0	68.0	69.0	70.0
Female	67.0	68.0	69.0	70.0	71.0
Other Groups	NR	NR	NR	NR	NR

USG Six-Year Bachelors's Graduation Rate Targets						
Institution: <u>DALTON STATE COLLEGE</u>						
Cohort and Rate	Entering Cohort					
	1999	2000	2001	2002	2003	2004
	Rate by FY05	Rate by FY06	Rate by FY07	Rate by FY08	Rate by FY09	Rate by FY10
Institution-Specific	18.7	19.7	20.7	21.7	22.7	23.7
Disaggregated Institution-Specific						
White, Non-Hispanic	17.5	18.5	19.5	20.5	21.5	22.5
African-American or Black, Non-Hispanic	27.3	28.3	29.3	30.3	31.3	32.3
Hispanic	25.1	26.1	27.1	28.1	29.1	30.1
American Indian or Alaskan Native	NR	NR	NR	NR	NR	NR
Asian or Pacific Islander	30.2	31.2	32.2	33.2	34.2	35.2
Multi-racial	NR	NR	NR	NR	NR	NR
Unknown	NR	NR	NR	NR	NR	NR
Male	19.4	20.4	21.4	22.4	23.4	24.4
Female	22.7	23.7	24.7	25.7	26.7	27.7
Other Groups	NR	NR	NR	NR	NR	NR
System-Wide	30.6	31.6	32.6	33.6	34.6	35.6
Disaggregated System-Wide						
White, Non-Hispanic	24.0	25.0	26.0	27.0	28.0	29.0
African-American or Black, Non-Hispanic	39.0	40.0	41.0	42.0	43.0	44.0
Hispanic	31.0	32.0	33.0	34.0	35.0	36.0
American Indian or Alaskan Native	NR	NR	NR	NR	NR	NR
Asian or Pacific Islander	44.4	45.4	46.4	47.4	48.4	49.4
Multi-racial	NR	NR	NR	NR	NR	NR
Unknown	NR	NR	NR	NR	NR	NR
Male	30.3	31.3	32.3	33.3	34.3	35.3
Female	39.6	40.6	41.6	42.6	43.6	44.6
Other Groups	NR	NR	NR	NR	NR	NR

USG Three-Year Associate Graduation Rate and Transfer Rate Targets						
Institution: <u>DALTON STATE COLLEGE</u>						
Cohort and Rate	Entering Cohort					
	2002	2003	2004	2005	2006	2007
	Rate by FY05	Rate by FY06	Rate by FY07	Rate by FY08	Rate by FY09	Rate by FY10
Institution-Specific Graduation Rates	14.5	15.5	16.5	17.5	18.5	19.5
Disaggregated Institution-Specific						
White, Non-Hispanic	15.0	16.0	17.0	18.0	19.0	20.0
African-American or Black, Non-Hispanic	13.0	14.0	15.0	16.0	17.0	18.0
Hispanic	14.0	15.0	16.0	17.0	18.0	19
American Indian or Alaskan Native	NR	NR	NR	NR	NR	NR
Asian or Pacific Islander	16.0	17.0	18.0	19.0	20.0	21.0
Multi-racial	NR	NR	NR	NR	NR	NR
Unknown	NR	NR	NR	NR	NR	NR
Male	10.4	11.4	12.4	13.4	14.4	15.4
Female	18.1	19.1	20.1	21.1	22.1	23.1
Other Groups	NR	NR	NR	NR	NR	NR
Transfer Rates	11.0	12.0	13.0	14.0	15.0	16.0
Disaggregated Transfer Rates						
White, Non-Hispanic	10.8	11.8	12.8	13.8	14.8	15.8
African-American or Black, Non-Hispanic	12.5	13.5	14.5	15.5	16.5	17.5
Hispanic	15.0	16.0	17.0	18.0	19.0	20
American Indian or Alaskan Native	NR	NR	NR	NR	NR	NR
Asian or Pacific Islander	18.7	19.7	20.7	21.7	22.7	23.7
Multi-racial	NR	NR	NR	NR	NR	NR
Unknown	NR	NR	NR	NR	NR	NR
Male	12.0	13.0	14.0	15.0	16.0	17.0
Female	13.0	14.0	15.0	16.0	17.0	18.0
Other Groups	NR	NR	NR	NR	NR	NR

USG Two-Year Certificate Completion RateTargets One-Year Certificate Programs Institution: <u>DALTON STATE COLLEGE</u>						
Cohort and Rate	Entering Cohort					
	2003	2004	2005	2006	2007	2008
	Rate by FY05	Rate by FY06	Rate by FY07	Rate by FY08	Rate by FY09	Rate by FY10
Institution-Specific Completion Rates	8.0	8.5	9.0	9.5	10.0	10.5
Disaggregated Institution-Specific						
White, Non-Hispanic	4.8	5.8	6.8	7.8	8.8	9.8
African-American or Black, Non-Hispanic	7.5	8.0	8.5	9.0	9.5	10.0
Hispanic	9.0	9.5	10.5	11.0	11.5	12.0
American Indian or Alaskan Native	NR	NR	NR	NR	NR	NR
Asian or Pacific Islander	10.0	10.5	11.0	11.5	12.0	12.5
Multi-racial	NR	NR	NR	NR	NR	NR
Unknown	NR	NR	NR	NR	NR	NR
Male	5.5	6.0	6.5	7.0	7.5	8.0
Female	7.0	8.0	9.0	10.0	11.0	12.0
Other Groups	NR	NR	NR	NR	NR	NR

USG One-Year Certificate Completion Rate Targets						
Certificates of Less than One Year						
Institution: <u>DALTON STATE COLLEGE</u>						
Cohort and Rate	Entering Cohort					
	2004	2005	2006	2007	2008	2009
	Rate by FY05	Rate by FY06	Rate by FY07	Rate by FY08	Rate by FY09	Rate by FY10
Institution-Specific Completion Rates	6.0	7.0	8.0	9.0	10.0	11.0
Disaggregated Institution-Specific						
White, Non-Hispanic	2.8	3.8	4.8	5.8	6.8	7.8
African-American or Black, Non-Hispanic	5.5	6.0	6.5	7.0	7.5	8.0
Hispanic	7.0	7.5	8.0	8.5	9.0	9.5
American Indian or Alaskan Native	NR	NR	NR	NR	NR	NR
Asian or Pacific Islander	8.0	8.5	9.0	9.5	10.0	10.5
Multi-racial	NR	NR	NR	NR	NR	NR
Unknown	NR	NR	NR	NR	NR	NR
Male	3.5	4.0	4.5	5.0	5.5	6.0
Female	5.0	6.0	7.0	8.0	9.0	10.0
Other Groups	NR	NR	NR	NR	NR	NR