



DALTON STATE COLLEGE
STRATEGIC PLAN 2020-2024
PROGRESS REPORT

Year Two, 2022-2023

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Note About This Report

While many action plans were implemented during the 2020-2021 academic and fiscal years, this reports focuses on the results of efforts during the 2021-2022 academic and fiscal years and plans that were put into place for 2022-2023. Reporting on the 2020-2021 activities can be found in the Year One Progress Report that is available on the Dalton State College website.

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 2021-2022 academic and fiscal year are as follows:

2021-2022 Action Plan	Results
The Advising Center staff will continue to incorporate USG Momentum Year goals through several activities. <i>(Continuation of prior-year action plan)</i>	Guided pathways for academic programs were reviewed and updated to be in alignment with the current catalog, and these pathways have been published on the academic programs webpage.
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. <i>(Continuation of prior-year action plan)</i>	The Wright School of Business worked with advising to encourage enrollment in BUSA 2106 among freshmen and saw an increase of freshmen enrollment in the course from 164 in 2020-2021 to 218 in 2021-2022. Four PRSP courses were offered in Fall 2021 that were geared toward business majors, with a fifth PRSP course offered by WSOB faculty that was not geared toward business majors.
Investigate introduction of BUSA 1105 as a substitute for BUSA 2106.	A proposal has been developed within the WSOB to offer BUSA 1105 (which is also offered through eCore) as an addition to or substitution for BUSA 2106. This proposal will be considered and voted on by WSOB faculty in Fall 2022 as the next step in the approval process.
Update program webpages to improve navigability and access to relevant information.	The “Majors and Programs” webpage was reorganized around academic focus areas. Program-specific pages for baccalaureate programs were updated with alumni career information.

Action plans for Strategic Initiative 1.1 established for the 2022-2023 academic and fiscal year are as follows:

- The Wright School of Business will encourage freshman enrollment in BUSA 2016, Environment of Business, and continue support of any first-year initiatives by offering options for students interested in pursuing a degree in business.
- The Department of Communication, Performing Arts, and Foreign Languages will work to ensure students’ ability to enroll in COMM 1100.

Strategic Initiative 1.2: Improve course and program availability

The results of action plans for Strategic Initiative 1.2 established for the 2021-2022 academic and fiscal year are as follows:

2021-2022 Action Plan	Results
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 survey received 153 responses, representing approximately 3.8% of the student population in Fall 2021. Two notable barriers identified were a sense of not needing the services (24.4% of respondents) and work schedule conflicts (22.8% of respondents). "Other" responses included other scheduling conflicts and concerns about the pandemic.
The Bachelor of Social Work program will increase the number of students admitted to the incoming junior cohort.	The Fall 2021 cohort had a net increase of six students, which was lower than the goal of ten. The cohort began with an additional eight students who dropped from the cohort during the year for various personal or academic reasons.
Offer more evening, evening hybrid, and online STEM courses. <i>(Continuation of prior-year action plan)</i>	Evening sections of ENGR 3301K, ENGR 2205, and MATH 2253 were offered in Fall 2021 and ENGR 3302K, ENGR 3131K, CHEM 1212K, CHEM 4000, and MATH 2254 in Spring 2022. Hybrid evening sections of CHEM 1211K, BIOL 1100, BIOL 2212K, BIOL 2213K were offered in Fall 2021 and BIOL 1100 and BIOL 2213K in Spring 2022. Online sections of BIOL 2270 and BIOL 2212K were offered in Fall 2021 and BIOL 1105, BIOL 2212K, BIOL 2213K, and BIOL 2270 in Spring 2022.

Action plans for Strategic Initiative 1.2 established for the 2022-2023 academic and fiscal year are as follows:

- The departments of Physical Sciences, Life Sciences, and 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 2021-2022 academic and fiscal year are as follows:

2021-2022 Action Plan	Results
With inclusivity as the end-goal, define changes in the external personnel recruitment practices and processes that are bias toward any individual.	The Office of Human Resources will have representation on search committees to help committees understand appropriate interviewing practices. The Office has reviewed a few bias training opportunities and plans to release bias training to search committees in the next fiscal year.
Continue implementing the HHMI Inclusive Excellence Round 3 Grant work targeting the STEM disciplines. <i>(Continuation of prior-year action plan)</i>	28 STEM faculty completed the six-week online inclusive STEM Teaching Practices course during the year and 28 STEM faculty participated in the six-week faculty learning community. A second grant was submitted and awarded supporting the training of five additional faculty facilitators, which will support broadening participation across campus with the participation of the Center for Excellence in Teaching and Learning. A symposium held in May allowed for discussion of goals and action plans related to student success in STEM.
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. <i>(Continuation of prior-year action plan)</i>	The Library hosted nine events and three exhibits, highlighting diverse perspectives, history of diverse groups, and resources available to students.
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.	In light of delays due to the ongoing pandemic and the resumption of the Library of Congress' Veterans History Project, and in consultation with the Georgia Humanities Council and campus partners in the Derrell C. Roberts Library, the timeline for the oral history and collections project, now called ¡Nosotros Somos Dalton!, has been delayed and projects described under this action plan will begin in Fall 2022. The Bandy Heritage Center has onboarded a bilingual oral historian through a student internship, and her work conducting and transcribing oral histories will begin in the Summer 2022 term.

Action plans for Strategic Initiative 1.3 established for the 2022-2023 academic and fiscal year are as follows:

- The Department of Life Sciences will continue implementing the HHMI Inclusive Excellence Round 3 Grant work targeting the STEM disciplines.

Strategic Initiative 1.4: Increase support for first-generation students

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

2021-2022 Action Plan	Results
The School of Health Professions will host a Master of Social Work graduate student intern during the 2021 – 2022 academic year.	A Masters of Social Work student intern was hosted by Dalton State for the academic year. This intern met with students who needed additional support, hosted study skills groups for students, and created a writing module that was completed by the junior cohort.
The Roberts Library will develop intentionally designed library resources, services, and physical spaces that support student success and engagement. <i>(Continuation of prior-year action plan)</i>	The annual survey was administered October 25 to November 8, 2021, with 81 respondents. In response to the survey the vending machines were repaired or replaced and new study tables and seating were ordered. Librarians were assigned to serve as liaisons to major programs and sent monthly emails to faculty. Space in the library was designated and designed to house the Center for Excellence in Teaching and Learning to support faculty development. The Library continued to provide a laptop loan program for students, with over 300 requests during the year.
The School of Education will offer support services for students who did not pass the program admissions (PAA) GACE test prior to admissions. <i>(Continuation of prior-year action plan)</i>	HEERF funding was sought and obtained to compensate faculty for their time spent offering workshops to students. Workshops were held during Fall 2021 and some faculty continued to work with students one-on-one.
The Advising Center staff will provide advising experiences that increase support for first-generation students. <i>(Continuation of prior-year action plan)</i>	Advising staff have participated in several professional development opportunities about mental health and volunteered at the Fresh Check Day event in October 2021 which hosted over 300 students in interactive mental health awareness activities.

Action plans for Strategic Initiative 1.4 established for the 2022-2023 academic and fiscal year are as follows:

- As part of preliminary implementation of the Quality Enhancement Plan, all first-year students will be required to enroll in a Perspectives course unless their programs do not allow it.
- The School of Health Professions will host a Master of Social Work graduate student intern during the 2022-2023 academic year.

Metric 1.1: Increase the number of degrees and certificates awarded

The number of degrees awarded has decreased since the 2019-2020 fiscal year, the year preceding implementation of the 2020-2024 Strategic Plan. The overall decrease in degrees awarded was 99 degrees, or 11.8%, although the rate of decrease was lower from Fiscal Year 2021 to Fiscal Year 2022 than from Fiscal Year 2020 to Fiscal Year 2021. The number of certificates awarded has increased, reflecting increased completions of the Certificate in Licensed Practical Nursing, and the number of bachelor's degrees awarded has held relatively steady. The most significant change has been the 30.4% decrease in associate degrees awarded, which reflects a significant decrease in the number of Associate of Science degrees awarded which is in part due to changes in policy that have allowed students to enter selective programs (such as the BS Elementary Education program) without first completing the corresponding associate-level pathway.

Year	Certificates Awarded	Associate Degrees Awarded	Bachelor's Degrees Awarded	Total Degrees Awarded
2019-2020 (baseline)	28	299	513	840
2020-2021	23	265	492	780
2021-2022	37	208	496	741

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 has increased slightly in Fall 2022 after reaching a five-year low of 748 in Fall 2021. The count had decreased each year since Fall 2018, when 932 students were adult-aged.

Table: Number of Enrolled Students who are Adult-Aged

Year	Number of Adult-Aged Undergraduate Students
Fall 2020 (baseline)	775
Fall 2021	748
Fall 2022	783

Data from Dalton State College Office of Computing and Information Services

The number of first-time freshmen who are adult-aged decreased to a five-year low in Fall 2022.

Table: Number of First-Time Adult-Aged Freshmen

Year	Count
Fall 2020 (baseline)	19
Fall 2021	22
Fall 2022	13

Data from USG By The Numbers Enrollment Reports

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

Cohort Year	All Students	Hispanic Students	White Students	Black Students	Female Students	Male Students
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%
2021	63.8%	68.6%	60.9%	45.0%	63.4%	64.5%

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. The retention rate stayed relatively consistent for the Fall 2021 cohort, but the decrease for Black students is concerning.

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

Cohort Year	All Students	Hispanic Students	White Students	Black Students	Female Students	Male Students
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%
2020	52.9%	53.5%	52.4%	58.6%	50.6%	57.5%

The two-year retention rates for the Fall 2019 and Fall 2020 cohorts were generally on par with previous years, with the exception of Hispanic students. The Fall 2020 cohort is noteworthy as it had one of the lowest one-year retention rates in recent history but then rebounded to have the highest two-year retention rate since the Fall 2014 cohort. Since this rate includes all students who started in Fall 2020 and enrolled in Fall 2022, whether or not they were also enrolled in Fall 2021, this unusual result may be the result of students “stopping-out” for some time as a result of pandemic challenges.

Metric 1.4: Increase student satisfaction scores

This metric has not been evaluated as it remains ill-defined.

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

No action plans were established for Strategic Initiative 2.1 for 2021-2022.

There are no action plans for Strategic Initiative 2.1 established for the 2022-2023 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 2021-2022 academic and fiscal year are as follows:

2021-2022 Action Plan	Results
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 Educational 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. <i>(Continuation of prior-year action plan)</i>	Open Education Resources or textbooks were utilized in CHEM 1211K, 1212K, MUSC 1100, THEA 1100, THEA 2400, COMM 1110, COMM 3301, COMM 4000, COMM 4999, INTS 4000, INTS 4999, MATH 1101, MATH 1111, MATH 1113, MATH 2253, MATH 2254, and MATH 2255. Affordable Learning Georgia grants were pursued by Chemistry faculty and Theater faculty, with a grant awarded to Chemistry faculty to develop lab manuals for CHEM 1211K and CHEM 1212K.

Action plans for Strategic Initiative 2.2 established for the 2022-2023 academic and fiscal year are as follows:

- The Department of Communication, Performing Arts, and Foreign Languages and the Department of Physical Sciences will continue to use Open Educational Resource textbooks in several courses and will explore the possibility of using and/or creating Open Educational 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 2021-2022 academic and fiscal year are as follows:

2021-2022 Action Plan	Results
<p>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. <i>(Continuation of prior-year action plan)</i></p>	<p>The Department of Social Sciences revised curriculum by removing courses that were not being taught and updated two-year course rotations to assist student matriculation through its programs. The Department of English drafted a revised two-year course rotation and is investigating revisions to the English program, such as consolidating courses and removing specialty and unpopular electives.</p>

Action plans for Strategic Initiative 2.3 established for the 2022-2023 academic and fiscal year are as follows:

- The Chair of the Department of Social Sciences and History will work with the program coordinators to schedule courses to ensure that students are able to take the necessary courses (both required and electives) to keep them on track toward graduation. Two-year course projections will also be evaluated to ensure the goal is met.
- The Chair of the Department of English will work with the newly-formed English Program Committee to review and make any necessary revisions to the English program. Based on the committee’s findings, the Chair will revise the two-year course projections. The Chair will also continue to 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 offer training about the English degrees, course projections, and registration/advising procedures for faculty who advise both English and English Education majors.

Strategic Initiative 2.4: Increase efficiency in processes and services

Results of action plans for Strategic Initiative 2.4 established for the 2021-2022 academic and fiscal year are as follows:

2021-2022 Action Plan	Results
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.	Policy review has been placed on hold due to decrease in HR personnel. However, the ePerformance module is on track to go live in June 2022. HR will provide training to staff and supervisors on the new process in the coming year.
Track and investigate the removal of business classes with high DFW rates.	DFW rates for all WSOB classes as well as math courses and other known "sticking points" was gathered for 2021-22 in June 2021 and is currently under review by the curriculum committee to determine changes to curriculum or ways to help students (tutoring, supplemental instruction, homework lab) achieve higher grades and progress in these courses.

No action plans were established for Strategic Initiative 2.4 for the 2022-2023 academic and fiscal years.

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

No action plans for Strategic Initiative 2.5 were established for the 2021-2022 academic and fiscal years.

No action plans for Strategic Initiative 2.5 were established for the 2022-2023 academic and fiscal years.

As part of an ongoing process, the institution has replaced a high percentage of all interior and exterior lighting on campus with LED lights to reduce utility costs.

Strategic Initiative 2.6: Increase funding from other sources

Results of action plans for Strategic Initiative 2.6 established for the 2021-2022 academic and fiscal year are as follows:

2021-2022 Action Plan	Results
The Foundation will continue to provide scholarships to students to decrease the percentage of students who accept federal student loans. <i>(Continuation of prior-year action plan)</i>	The Foundation awarded \$305,746 in scholarships to a total of 176 students.
The Foundation will secure private support for Dalton State. <i>(Continuation of prior-year action plan)</i>	The Foundation raised approximately \$1.2 million in gifts, including approximately \$250,000 from 300 donors in the Giving Day event.
Programs within the School of Health Professions will seek grant opportunities to fund and support classroom and/or community work.	The School of Health Professions secured two mini-grants from Morehouse School of Medicine. One of these mini-grants was used to complete a community needs assessment at the Beechland Community, with results presented at the Spring Student Scholarship Showcase. The other funded activities to increase COVID-19 vaccine awareness among minority groups, particularly those of traditional college age.

Action plans for Strategic Initiative 2.6 established for the 2022-2023 academic and fiscal year are as follows:

- The Dalton State College Foundation will continue to provide scholarships to students to decrease the percentage of students who accept federal student loans.
- The Dalton State College Foundation will secure private support for Dalton State College.
- The School of Education will seek additional funding to support current and new activities.
- Programs within the School of Health Professions will seek grant opportunities to fund and support classroom and/or community work.
- Intercollegiate Athletics will continue to generate revenue from private sources to meet scholarship needs.

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
2021-2022	0.6 million dollars

Source: *Affordable Learning Georgia*

Through Spring 2022, ALG estimates that Dalton State students have saved a total of 5.1 million dollars through the program, which is the ninth highest out of 26 University System of Georgia institutions and third out of nine institutions in the State Colleges sector behind Georgia Highlands College (which leads all institutions at a total savings of 14.6 million dollars) and Georgia Gwinnett College (6.3 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%
2021-2022	34,657	9,912	28.6%	3,201	9.2%

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. Utilization increased in 2021-2022, particularly the use of free resources, with over 37% of course enrollments using free or low-cost resources and a new high of 28.6% of course enrollments utilizing free resources.

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. The percentage dropped 5.1 percentage points in 2021-2022.

Table: Percentage of Students Maximizing Federal Student Loans

Year	Percentage
2019-2020 (baseline)	34.2%
2020-2021	34.7%
2021-2022	29.6%

Source: DSC Office of Financial Aid

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, the retirement of Chancellor Steve Wrigley in 2021, and the departure of Executive Vice Chancellor for Academic Affairs Tristan Denley in 2022, 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.

Sonny Perdue took over the role of chancellor effective April 1, 2022, but there has continued to be no news regarding the general education curriculum. As such, no action plans have been established for the 2022-2023 academic fiscal years.

Strategic Initiative 3.2: Create and measure faculty scholarly productivity

Results of action plans for Strategic Initiative 3.2 established for the 2021-2022 academic and fiscal year are as follows:

2021-2022 Action Plan	Results
The Dean's Office will aggregate faculty scholarly productivity using measures consistent with AACSB standards. <i>(Continuation of prior-year action plan)</i>	During 2021-22, scholarly academic (SA) faculty generated eight publications and 17 other intellectual contributions, while scholarly practitioner (SP) faculty generated zero publications and two other intellectual contributions. The decrease from the previous year is at least partially attributed to the decrease in the number of faculty members.

Action plans for Strategic Initiative 3.2 established for the 2022-2023 academic and fiscal year are as follows:

- The Dean's Office of the Wright School of Business will continue to aggregate faculty scholarly productivity using measures consistent with AACSB standards.
- The Department of Communication, Performing Arts, and Foreign Languages will aggregate faculty scholarly activity in its various disciplines.
- The School of Education will aggregate and disaggregate data to show faculty scholarly productivity.

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 have been established or are expected for Strategic Initiative 3.3 during the duration of this strategic plan.

Strategic Initiative 3.4: Increase experiential learning activities and courses

Results of action plans for Strategic Initiative 3.4 established for the 2021-2022 academic and fiscal year are as follows:

2021-2022 Action Plan	Results
Increase the number of students enrolling in readings, service learning, research, and/or internship courses in Communication, Biology, and/or the Physical Sciences. <i>(Continuation of prior-year action plan)</i>	The Department of Physical Sciences hired an additional chemistry faculty member to start in Fall 2022 using Title III grant funding which will help increase the research opportunities available, and the college hired a Coordinator of STEM Mentoring and Experiential Learning in Spring 2022. Between the listed departments, there were a total of 67 experiential learning enrollments, with 14 in Physical Sciences, 43 in Life Sciences, and 10 in Communication.
The Office of the Wright School of Business will continue to identify high impact practices (HIPs) courses and designate them in Banner. <i>(Continuation of prior-year action plan)</i>	Seven courses incorporated HIPs practices and were designated as such in Banner: ACCT 2101, BUSA 3701, MGIS 3356, and MNGT 4701 in both fall and spring terms, and ACCT 3800, ACCT 4300, and LSCM 4701 in spring 2022.

Action plans for Strategic Initiative 3.4 established for the 2022-2023 academic and fiscal year are as follows:

- The departments of Life Sciences, Physical Sciences, and Communication, Performing Arts, and Foreign Languages will increase the number of students enrolling in readings, service learning, research, and/or internship courses in their respective disciplines.
- The Wright School of Business will continue to identify courses implementing high impact practices (HIPs) and designate them in Banner.
- As part of preliminary implementation of the Quality Enhancement Plan, all first-year students will be required to enroll in a Perspectives course unless their programs do not allow it.
- The Bachelor of Social Work program will pilot a new capstone course project to increase senior students' experiential learning and involvement.

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 2021-2022 academic and fiscal year are as follows:

2021-2022 Action Plan	Results
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.	Discussions have been held and are ongoing with Whitfield College and Career Academy and Catoosa College and Career Academy. A draft plan has been created for Whitfield College and Career Academy and is currently awaiting stakeholder feedback.
The WSOB 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. <i>(Continuation of prior-year action plan)</i>	Two BAC meetings were held during the year, with one held each semester. Discussions covered an array of topics, including the reintroduction of a Business Administration pathway in the AS General Studies program, Giving Day, marketing of WSOB programs, the Mountain Campus, and additional presentations introducing WSOB personnel.
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. <i>(Continuation of prior-year action plan)</i>	The new board creation did not take place in 2021-2022 due to a variety of issues including curriculum revisions due to budget constraints. Dr. Gardiner and Dean Griffus have agreed to a plan to start the new Board in Fall 2022. They will work collaboratively to set the first meeting and recruit IS/IT industry representatives, some of whom will transition from the Liberal Arts board.

Action plans for Strategic Initiative 3.5 established for the 2022-2023 academic and fiscal year are as follows:

- The Dean’s Office of the Wright School of Business will hold two meetings with the Wright School of Business Advisory Board to discuss the alignment of the BBA curriculum with corporate and community needs.
- Students in COMM 4000 (Internship in Communication) will have access to the MAC Production Lab for work projects.
- Concentrations or tracks will be developed for the Bachelor of Science in Health and Wellness.

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

Due to the pandemic, the retirement of Chancellor Steve Wrigley in 2021, and the departure of Executive Vice Chancellor for Academic Affairs Tristan Denley in 2022, 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. Information contained in the four academic schools' annual reports was parsed to obtain the counts listed below, so all counts should be considered approximate.

Based on AY2021 annual reports, 84 of 153 (54.9%) full-time Dalton State College faculty were engaged in research and publication efforts, with 54 scholarly or creative works produced during the academic year.

Based on AY2022 annual reports, 72 of 155 (46.5%) full-time Dalton State College faculty were engaged in research and publication efforts, with 45 scholarly or creative works produced during the academic year. The number of full-time faculty engaged in research and publication efforts declined by 14.3% compared to the previous year, which is reflected in the 15.7% decline in the number of publications produced.

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. While the total number of graduates from health professions programs has fallen by 7.5% over the last two years, the additional enrollments in the Associate of Science in Nursing (ASN) program due to the LPN/Paramedic Bridge pathway are expected to result in increased graduations from the ASN in future years.

Table: Graduates in Health Professions

Degree Program	2019-2020	2020-2021	2021-2022
Licensed Practical Nursing (Certificate)	28	22	37
AAS Medical Laboratory Technology	10	8	6
AAS Radiologic Technology	16	17	12
AAS Respiratory Therapy	14	14	11
AS Nursing (ASN)	53	64	57
BS Nursing (RN-BSN)	45	34	27
BS Respiratory Therapy	8	8	11
<i>Total</i>	174	167	161

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

The 2020-2021 academic year was the first year when courses began to be tagged as service learning, experiential learning, or capstone, so some courses may not have been tagged appropriately. We have separated experiential learning and capstone courses; capstone courses frequently, but not always, include experiential learning components.

Table: Students Enrolled in at least one Experiential Learning Course

Academic Year	Unduplicated Annual Headcount	Headcount Enrolled in Experiential Learning	Percentage Enrolled in Experiential Learning
2020-2021	5,392	789	14.6%
2021-2022	5,184	679	13.1%

Table: Students Enrolled in at least one Capstone Course

Academic Year	Unduplicated Annual Headcount	Headcount Enrolled in Capstone	Percentage Enrolled in Service-Learning
2020-2021	5,392	257	4.8%
2021-2022	5,184	267	5.2%

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.

Academic Year	Responses	Requests (Fall and Spring)	Response Rate
2019-2020	801	864	92.7%
2020-2021	680	708	96.0%
2021-2022 ¹	363	430	84.4%

Students reporting employment following graduation are summarized below:

Academic Year	Responses	Full-Time Employment	Part-Time Employment
2019-2020	801	340 (42.4%)	118 (14.7%)
2020-2021	680	311 (45.7%)	88 (12.9%)
2021-2022 ¹	363	199 (54.8%)	54 (14.9%)

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

Academic Year	Baccalaureate Responses	Graduate School Enrollment
2019-2020 ²	257	20 (7.8%)
2020-2021	425	25 (5.9%)
2021-2022 ^{1,3}	242	20 (8.3%)

The overall employment rate has increased significantly, from 57.2% for the 2019-2020 graduates to 69.7% for the Spring 2022 graduates, driven primarily by an increase in full-time employment rate. Economic conditions have been a factor, with the unmet demand for employees in the workforce being a constant refrain throughout the 2021-2022 academic year. The graduate school enrollment rate appears to be fairly consistent, particularly when looking at the graduate school enrollment rate for spring graduates, with 7.8% of baccalaureate respondents reporting graduate school enrollment in Spring 2020, 7.7% of baccalaureate respondents reporting graduate school enrollment in Spring 2021, and 8.3% of baccalaureate respondents reporting acceptance to a graduate or professional school in Spring 2022.³

¹ The December 2021 survey administration is excluded due to data irregularities (more responses than candidates for graduation) stemming from how it was administered.

² 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.

³ The May 2022 survey did not include “enrolled in graduate/professional school” as a response, but instead included “accepted to a graduate/professional school.” While acceptance is no guarantee of enrollment, we have used this response as a proxy for graduate school enrollment.

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 2021-2022 academic and fiscal year are as follows:

2021-2022 Action Plan	Results
In support of employee engagement and retention and growth, identify, create and conduct three development programs for staff and faculty in that align with the Strategic Initiatives of Dalton State and individual professional development objectives. Establish 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.	As part of our well-being initiative, we created a series of nine watch-and-learn events from February 2022 through June 2022 that consisted of free lunch while learning about well-being opportunities to increase employee knowledge of benefits and initiatives, funded by a well-being grant. During Administrative Cabinet sessions, HR has promoted the use of Educational Support Leave.
The Office of Government and Alumni Relations will work with government offices to secure internships for students.	Two students were placed in internships with government offices and one student was placed for employment in a government office.
The office of Government and Alumni Relations will work with local state delegation to secure funding for capital outlay projects	The institution received \$8.3M in the FY 22 budget for the Bandy Gym Renovation Project
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.	Through the 2022 CNCS and AmeriCorps VISTA grant renewal process, Student Life has allocated two AmeriCorps VISTA positions to become intermediary positions open to local community agencies. The first community placement has been approved for Kid City. This placement is actively recruiting and hopes to fill the position for summer 2022. The grant renewal submitted in March 2022 sets the framework to transition a second position (or split position) to a community agency to assist with capacity-building projects once current VISTA placements close in Fall 2022.
The School of Health Professions will increase its number of community partners for volunteering, clinical/field instruction, and service learning. <i>(Continuation of prior-year action plan)</i>	Eleven new clinical partner sites located throughout the region were added across all programs for field and clinical experiences. The 2021-2022 Social Work junior class was the first to have a requirement of 20 volunteer hours and all 20 members of the cohort attained this requirement.
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	The Film Advisory Board was created and met in November 2021 and May 2022. The board includes three alumni working in the film industry, one current student, five local

enrolling in BIOL 4860 courses compared to 2020-2021.	filmmakers, and a Chattanooga State Community College film instructor.
The Roberts Library will work with community members and organizations to coordinate public events and preservation. <i>(Continuation of prior-year action plan)</i>	Some related projects remain on hold due to ongoing COVID-19 concerns. The library hosted nine public events and three public exhibits during the year.
The SoE will extend its partnership with Whitfield County Schools (WCS) and Dalton Public Schools (DPS). <i>(Continuation of prior-year action plan)</i>	NOYCE Scholars were placed with Whitfield County Schools and Dalton Public Schools. Grant funding was sought and obtained to develop the Roadrunner Reading Clinic with Whitfield County Schools and Power Lunches with Whitfield County Schools. A VISTA position was hired to support community outreach endeavors for the School of Education and the School of Arts and Sciences.
Engage in Chamber and high school events near the Mountain Campus.	Mountain Campus personnel engaged in numerous events in the community and at high schools throughout the area. Some groups were brought to the Mountain Campus for tours and presentations.
Increase opportunities for students to participate in service-learning projects in courses. Continue to support community service hour requirements in BUSA 3701, Professional Development. Identify projects in the region leveraging the talent pool among the faculty and students of the WSOB. <i>(Continuation of prior-year action plan)</i>	Throughout the year, 135 students in BUSA 3701 were able to complete two days of in-field (business-related) volunteer service for the community. In Spring 2022, students and faculty participated in the VITA program in partnership with the Georgia United Federal Credit Union, assisting in the preparation of 327 federal income tax and 326 Georgia state income tax returns.

Action plans for Strategic Initiative 4.1 established for the 2022-2023 academic and fiscal year are as follows:

- The Wright School of Business will continue to increase opportunities for students to participate in service-learning project in courses, 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 school.
- The School of Health Professions will increase its number of community partners for volunteering, clinical/field instruction, and service learning.
- Athletics will continue to build upon its community and corporate partner engagement for the purpose of enhancing the student-athlete experience.

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 2021-2022 academic and fiscal year are as follows:

2021-2022 Action Plan	Results
Facilitate faculty peer-reviewed research including attendance and presentation at state, regional, and national conferences. Increase the opportunities for students to participate in academic experiences such as local, regional, and national competitions. Facilitate faculty engagement with local and regional private and public organizations as part of their service and professional development goals. <i>(Continuation of prior-year action plan)</i>	Eight faculty attended 30 conferences, 19 of which were virtual attendance, and three faculty presented research at conferences. There were no faculty/student research projects this year.
Work with Academic Affairs and Student Affairs and Enrollment Management to increase student development and learning and enhance the Dalton State brand by developing a set of transformational student experiences required for graduation.	Due to institutional priorities, this was not pursued in FY2022. This initiative will be pursued in FY2023.
The Mountain Campus will interact with high schools, businesses, and the community, and host speakers and workshops.	The Mountain Campus hosted a wide array of workshops and presentations for the community. Mountain Campus personnel engaged with the Chamber and high schools, participated in Gilmer Leadership, and participated in community groups.
Develop and strengthen partnerships with internal and external communities through training, communication, and information sharing with specific focus on Diversity and Inclusion initiatives (DI).	Personnel changes within the HR Office stalled the work of this plan for 21/22, but HR will resume these objectives for 22/23. HR received approval from both the Executive Cabinet and USG Well-being to allow the Well-being release time policy to be used for volunteer efforts.
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.	Community outreach and partnership continues to represent one of the Bandy Heritage Center's greatest successes. Beyond working with community commercial and civic organizations, we now maintain relationships with regional peers in the field of public history, acting as repository for the 6th Cavalry Museum in Fort Oglethorpe, GA. Our transformational success is now recognized by state-level peers as well-- Bandy Center director Dr. Adam Ware received the 2021 Advocacy Award from the Georgia Historical Records Advisory Council for the Center's work building collaborative relationships

	with community partners to advance the Center's work.
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Action plans for Strategic Initiative 4.2 established for the 2022-2023 academic and fiscal year are as follows:

- The Wright School of Business will facilitate faculty peer-reviewed research including attendance and presentation at state, regional, and national conferences, increase the opportunities for students to participate in academic experiences such as local, regional, and national competitions, and facilitate faculty engagement with local and regional private and public organizations as part of their service and professional development goals.
- The Department of Communication, Performing Arts, and Foreign Languages will continue to promote itself regionally and beyond.
- Athletics will continue community events that promote the college.
- The Office of Marketing and Communications will work with Academic Affairs and Enrollment Management to increase student development and learning and enhance the Dalton State College brand by developing a set of transformational student experiences required for graduation.

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 2021-2022 academic and fiscal year are as follows:

2021-2022 Action Plan	Results
<p>Market the associates 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. Investigate offering non-credit hour courses for adult learners in business skills. <i>(Continuation of prior-year action plan)</i></p>	<p>This objective has been completed. The DSC catalog and WSOB website have been updated to promote and identify the AS Degree in General Studies with a focus in Business Administration (The Area A-F Curriculum at DSC). Faculty, led by Associate Dean Mike D'Itri have shared this option with students, particularly as faculty are now advising students at 30 hours (rather than at 60 hours). Additionally, AA General Studies pathways in Entrepreneurship and Ecotourism were implemented at the Mountain Campus beginning in Fall 2021 and marketing materials were produced by the DSC Office of Marketing and Communications.</p>

Action plans for Strategic Initiative 4.3 established for the 2022-2023 academic and fiscal year are as follows:

- The School of Health Professions will increase cohort size and the number of cohorts for the LPN/Paramedic Bridge to ASN pathway.

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

Academic Year	Unduplicated Annual Headcount	Headcount Enrolled in Service-Learning	Percentage Enrolled in Service-Learning
2020-2021	5,392	307	5.7%
2021-2022	5,184	256	4.9%

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. While the decrease in reported volunteer efforts and hours decreased significantly for 2020-2021 due to pandemic-related limitations, the number of reported volunteer efforts and reported volunteer hours in 2021-2022 increased beyond those reported in 2019-2020.

Table: Student Volunteer Efforts

Year	Tracked Volunteer Efforts	Total Volunteer Hours
2019-2020	1,177	5,331
2020-2021	396	1,743
2021-2022	1,342	5,658

Source: Dean of Students office Annual Report

Metric 4.3: Measure employee volunteer participation

No formal mechanism currently exists for tracking employee volunteer participation. However, based on annual reports, the academic schools report that 119 of 163 (73.0%) full-time faculty engaged in public outreach or community service during 2019-2020, 114 of 155 (74.5%) full-time faculty in 2020-2021, and 102 of 155 (65.8%) full-time faculty in 2021-2022.

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

While the institution does not maintain a count of these engagements, we are able to identify new or expanded engagements as reported by departments on campus. The COVID pandemic presented novel challenges for community engagement, particularly during the 2020-2021 academic year.

The School of Education continues to engage with local schools and the community through literacy programs, while the Wright School of Business continues to engage the community through the VITA tax preparation program with Georgia United Credit Union.

During the 2020-2021 academic year, two new repository agreements were added by the Bandy Heritage Center and the School of Health Professions worked with public health departments to assist in COVID vaccine administration.

During the 2021-2022 academic year, the Office of Student Life placed a student with Kid City as part of its AmeriCorps VISTA grant, the School of Health Professions added eleven new clinical partner sites, the Office of Government and Alumni relations placed multiple students in government internships, and the Department of Communication, Performing Arts, and Foreign Language developed a Film Advisory Committee which includes alumni and local filmmakers. Mountain Campus staff have also engaged with the Ellijay community by providing workshops to community members and visiting local schools and businesses.