



Strategic Plan Progress Report 2013-2014

Dalton State College has completed the first year of its 2013-2016 *Strategic Plan*. The Strategic Plan has 4 main strategic goals, 16 planning strategies, and 54 planning objectives or action plans. During 2013-2014, the institution adopted all 54 action plans for implementation in the first year. Of those action plans, 45 were partially implemented as these action plans will be ongoing and not all department heads reported on their contributions to attain the planning objectives. There were no implementations reported on 9 of the action plans. Only 3 action plans were fully implemented.

I. Increase Student Success

Strengthen partnerships with P-12

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

Progress Report

The department of Enrollment Services continues its collaboration to strengthen the institution's partnerships with the P-12 school systems. Recent initiatives include the Summer Academy and the Next Step programs. The Summer Academy is designed to attract and support Latino students who want to attend DSC, while the Next Step Program is designed to support first generation students who demonstrate a financial need in attending college successfully.

Dalton State faculty were also involved in expanding communication and collaboration between the College and the P-12 school systems. Faculty in the School of Health Professions participated in many activities and events in local schools. For example, faculty regularly attended events at the schools; taught about topics related to their fields; volunteered for health fairs, sports physicals, blindness/wellness screenings; and recruited students for the College.

During the 2013-2014 academic year, 25 out of 59 full-time School of Liberal Arts faculty (42%) participated in activities with local school systems. These activities ranged from serving on the PTA, to assisting with musical and theatre activities, to judging essay and writing contests, to judging performance competitions. This participation represents a significant increase over the previous academic year where 18/59 faculty (31%) participated in similar events.

Academic Resources continues to partner with P-12 in various ways. For example, Disability Support participates in Transition Fairs in six area school systems; staff volunteers for the area high schools' Teen Maze; a new collaboration has formed between Academic Resources and the Boys and Girls Club in order to transition high school students into college; Counseling staff is a member of the Dalton Public Schools Career Readiness Committee; and Testing Center staff conducts site testing at area high schools.

During the 2013-2014 academic year 66 percent of 47 full-time School of Science, Technology and Mathematics faculty participated in activities with local school systems. These activities ranged from helping

with drama, band and cheerleading programs to participation in the “Big Buddy Program”, tutoring individual students, judging science fair projects, helping to develop of STEM labs, helping with course development, sponsoring environmental field days, and giving presentations on careers, human anatomy, frog dissection, butterflies and chemistry.

Starting in 2014, the Athletics Department conducted over 15 free soccer clinics for youth (P-12) that served over 600 kids in the “service area” who all attend P-12 schools. There were also volleyball and Soccer ran Monday physical education classes (all day) at Dug Gap Elementary School. Three staff members taught “Family Frameworks” health classes which hit every 9th grader in select classes at Northwest Whitfield, Southeast Whitfield and Dalton High Schools for an entire semester, each semester. The Athletic Department members also spoke to students at the following schools: Dalton Middle School, Christian Heritage School, Dalton High School, New Hope Elementary, Cohutta Elementary, Valley Point Middle School, Eastbrook Middle School, Valley Point Elementary, Cedar Ridge Elementary, Dug Gap Elementary, Westside Middle School about either physical fitness, careers, bullying, etc. These were usually in conjunction with campaigns such as “Career Day,” “Anti-Bullying” or healthy lifestyles. And coaches addressed athletic groups/teams at Coahulla Creek High School, Dalton High School, Calhoun High School, Northwest Whitfield and Southeast Whitfield High School. The Athletic Director has addressed teams at every one of these schools. Furthermore, athletic teams volunteered at the following schools: Brookwood Elementary, Morris Innovative and Coahulla Creek High School. This also involved hosting interns from Dalton High School and Northwest Whitfield High School for high school credit.

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

Progress Report

The School of Science, Mathematics, and Technology continued to offer dual enrollment mathematics and science classes at North Murray High School and developed a program to offer dual enrollment mathematics classes at Southeast High School. The school faculty also presented three mathematics classes at Lafayette High School and discussed the possibility of offering dual enrollment mathematics and science classes there in the future. In addition, two biology classes and one mathematics class were offered on the campus of North Murray High School. A total of 64 students enrolled in those classes.

The science and mathematics faculty also worked with the Whitfield and Murray County School Systems to develop and submit a Math-Science Partnership Grant Proposal, hosted students and faculty from the honors science classes at Calhoun High School, consulted with Dug Gap Elementary on the creation of an outdoor science lab on their campus, consulted with Southeast High School on the expansion of their engineering lab/program, assisted Whitfield County in coaching their Governor’s Honors program candidates, judged at the Phoenix High School Tech Fair, presented and tutored at several middle and pre-K schools, taught in the Steps to College Program, and taught in the Dalton Design-Engineering-Manufacturing Camp, to name a few.

The Office of Admissions within Enrollment Services also coordinated the College’s Dual Enrollment program, which allows more advanced high school students to get a “head start” on college by pairing high school courses with classes in the college’s core curriculum to allow students to complete the course at DSC and get credit for both levels. During 2013-14, the College partnered with two high schools, Southeast High School and North Murray High School, to allow DSC to offer Dual Enrollment classes on their campuses. Also, in an effort to shorten time to degree students so that no more than 12 hours above the number would be required to complete curriculum requirements, the Office of the Registrar continued to assist faculty, staff, and students in the utilization of DegreeWorks, a web-based academic advising and degree audit tool that

helps students and their advisors successfully navigate curriculum requirements. The goal is to ensure that all faculty/staff advisors and all students are trained in and use DegreeWorks. In addition, the Office of Financial Aid and Veterans Services continued to manage the default rate so that students will have access to all available Title IV funds. For 2014, Dalton State's default rate was flat and did not increase.

Improve completion/access for students traditionally underserved

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

Progress Report

The School of Science, Technology, and Mathematics developed and administered pre- and post-tests for each freshman and sophomore level course during the fall of 2014 for students taking MATH 1101 or MATH 1001 and required support in a co-curricular course instead of MATH 0096/0098. Every student in MATH 1101/1001 who required learning support was enrolled in MATH 0092/0091, respectively. In the coming year, the Math department will assess the results of the tests and note areas requiring improvement. And personnel in the Office of Computing and Information Services will continue to provide access to all data needed for analysis and assessment as baseline data were established.

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

Progress Report

The Office of Institutional Research and Planning (OIRP) presented data and information that assisted with relevant procedures and policies concerning student success and any review thereof. Of particular note, the office added a staff member as an analyst during the 2013-2014 year in order to offer more analysis and support administrative decision-making. In this regard, the office provided multiple data sets and analyses to senior administration and faculty for purposes of reviewing graduation, retention, and the success of special populations.

Particular effort was applied to *Complete College Georgia* metrics development and reporting. In addition, OIRP developed a lengthy spreadsheet to report graduation rates, student utilization/satisfaction with academic support services, special populations, course withdrawals, and graduation rates of low income, non-traditional and African-American students. This was delivered to the administration in preparation for *Complete College Georgia* reporting.

In addition, in support of improving completion/access for students, OIRP prepared and managed the 2013-14 Graduate Survey and coordinated the administration of the 2014 National Survey of Student Engagement (NSSE). In addition, standard analyses and "Respondent Comments" on the Graduate Survey and the NSSE were delivered to senior administrators for their consideration about the impact of policies/practices. For example, a number of negative remarks regarded a lack of sufficient upper-division courses and poor advising practices that hinder student movement toward graduation. These reports and presentations will offer senior administrators the opportunity to review relevant policies and procedures that might serve as barriers to student success and change these if needed.

Apart from the Office of Institutional Research, the School of Education in Academic Affairs reviewed documents available to students in the school that will assist with the application process concerning GACE testing in order to identify areas where new protocols or information sheets need to be established. Because the objective is to streamline and make the GACE testing process as transparent to students as possible in order to decrease time to degree completion, the school created an information sheet that walked students through the registration process for the GACE exam on a step-by-step basis. This form also provided the dates of the exam and the web location for students to locate practice tests and study materials. At least two versions of this sheet were created during the 2013-2014 academic year as more information about the new GACE tests became available. And when it was found that students were not taking the exam in a timely manner, the school added identifiers to state which dates were the latest dates for students to choose in order to receive the results by the start of classes. The application process was also updated with the changes in the rules for area F admission, including the addition of the ethics assessment for program admission, which were reviewed several months before each application deadline with needed changes being made. In the coming year, the School of Education will update application forms, GACE information, and its website on a semester or yearly basis as needed.

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

Progress Report

The School of Business developed plans to offer a revised BAS program in response to the decline in enrollment in the traditional BAS degree that occurred after the discontinuation of the School of Technology and some of the Associate of Applied Science (A.A.S.) programs. The change was made in light of the recent board and institutional emphasis on adult learners. The revised BAS degree became effective fall 2014 and discussions continued to partner with another institution to deliver some of the courses. Three students were accepted into the revised BAS program from nine adult learners who were referred to Dalton State to pursue educational opportunities.

To attract more adult learners, the online BAS program will also accept increased technical credits and offer a set of bridge courses that will prepare students for upper-level classes. This will offer multiple engagement opportunities that meet the needs of underserved populations. In the coming years, the School of Business will identify members of traditionally underserved populations, investigate needs such as language and funding of these populations, and increase faculty involvement in the recruitment process. The school will also work on an articulation agreement with Georgia Northwestern Technical College for transferring their graduates to the BAS program. The school is also in discussion with Gwinnett Technical College to develop an articulation agreement for their students once the on-line classes become available.

To assist attain the goal, the Office of Marketing and Communication (OMC) worked with Academic Affairs to produce promotional materials in support of the College's collaboration with Georgia Northwestern Technical College and Chattahoochee Technical College to provide career assessment and counseling to unemployed and underemployed adults in our region. The office created posters and flyers, placed 39 newspaper ads, created a landing page for the College website, and placed news releases. In the coming year, the office will participate in at least two job fairs or other large public events to distribute material about DSC to local businesses and industries for them to give their employees and to the National Guard Armories in the NW Georgia region to give to military personnel. During Fall Semester 2013, the office coordinated volunteers to distribute DSC literature to 2,000 tenth graders attending the Teen Maze. The objective is to promote Dalton State programs to traditionally underserved groups, including military, Hispanic, and first-generation college student populations.

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

Progress Report

During the 2013-2014 academic year, the School of Liberal Arts faculty continued to volunteer in the Writing Lab and continued to employ Terri Jenkins-Suggs 39 hour hours a week, Betty Bates 20 hours a week, and Carol Yim about 12 hours a week to offer expanded hours for students. In addition, learning support English students were required to make use of lab services.

The Writing Lab was opened 4 more hours a week during fall 2013 than during fall 2011 and 7.5 more hours a week during spring 2014 than during spring 2012. During 2013-14, 128 students were enrolled in English 0098. These students made 639 visits to the Writing Lab for an average of 4.99 visits per student. During 2011-12, 442 students were enrolled in English 0098. These students made 1,231 visits to the Writing Lab for an average of 3.79 visits per student. So while there were fewer visits overall, there were more visits per student. Writing Lab surveys conducted during Fall Semester 2013 and Spring Semester 2014 showed that 100% of the students who used the lab were satisfied or very satisfied with the assistance they received and that all would recommend the lab to other students.

Shorten time to degree

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

Progress Report

The Office of the Registrar continued to assist faculty, staff, and students in the utilization of DegreeWorks. The goals are to ensure that all faculty/staff advisors and all students receive training in DegreeWorks and that as a result of the effective use of DegreeWorks students will take no more than 12 hours above the number required to complete the credentials they are seeking. In addition, the Office of Financial Aid and Veterans Services continued to manage the default rate so that students may access all available Title IV funds. The College's 2014 default rate was flat and did not increase.

All School of Liberal Arts faculty and advisors were trained in the use of DegreeWorks during the 2012-13 academic year and again during the 2013-14 academic year. The professional academic advisors were directed to train new advisees on the use of DegreeWorks, and they made every attempt to do so. The dean, department chairs, professional advisors, and school faculty implemented all aspects of the School of Liberal Arts Academic Advising Improvement Plan:

1. The dean reviewed and updated program sheets on the College web page.
2. The professional advisors scheduled required advising refresher training for all full-time faculty prior to spring registration and provided more in-depth training for new faculty members.
3. The dean and chair of the communications department held a required training session for faculty who advise interdisciplinary studies majors.
4. Department chairs reminded faculty to email their advisees to schedule appointments for advising prior to the beginning of registration and to be flexible with advisees who may need late afternoon appointments.

5. Department chairs encouraged faculty to put advising sign-up sheets on their doors the week prior to the opening of registration with a request that students sign up 24 hours in advance.
6. Department chairs encourage faculty who teach upper-level classes to distribute program sheets in upper-level classes as well as a listing of upper-level courses to be offered in the fall and summer to encourage students to create a plan toward graduation.
7. Department chairs revised two-year schedules and posted them on the college web page.

The dean of the School of Education also implemented the following for its faculty in order to increase their competency in advising.

1. The dean and the professional advisors for the content areas will review the orientation sessions that are offered to students seeking secondary certification.
2. The dean will attend all orientation sessions to help students make good decisions about their course choices and other related issues.
3. The SOE dean and the professional advisors will meet at least once per year to discuss changes and updates.

Faculty meeting minutes showed that the dean provided more than two training sessions during this academic year. As well, the dean attended the secondary orientation sessions, made a brief presentation, answered questions, met with the supervisor of the advisors in a formal meeting to discuss needs, and met informally with the professional advisors before and after the orientation meetings.

Faculty and staff members and students in the School of Health Professions are not all documented as being trained in DegreeWorks. Several faculty members have expressed a need for additional training with DegreeWorks. All professional programs in the School of Health Professions have clearly defined course plans and application procedures. Professional and faculty advisers go through these with all students. Students have access to these in several locations online and are also provided with printed copies upon meeting with advisors.

The School of Science, Mathematics, and Technology increased contact between students majoring in a STEM program and its professional advisers, including procuring another professional advising position in the school. The advisor took responsibility for the orientation of students during orientation and interacted with each student entering a program offered by the school. Also, the advisor assumed more responsibility for advising the secondary certification majors due to the complexity of their matriculation.

In Fall 2013 Dalton State College became a member of the Educational Advisory Board's (EAB) Student Success Collaborative. The Student Success Collaborative™ (SSC) data platform predicts each student's likelihood to graduate in a wide range of majors. Predictions are generated by comparing key academic factors for each student against historical patterns of success and failure. To develop these algorithms, data on historical student cohorts is collected from Dalton State College's student records and is used to generate an initial set of candidate factors for the predictive model. The EAB data scientist team then employs advanced multivariate statistical and machine learning techniques to perform variable selection and conduct hypothesis testing. The resulting predictive model enables the platform to display a range of predictive outputs for students from enrollment to graduation. Both Professional Advisors and Faculty Advisors can then use the predictive analytics to keep students on track in their programs as well as suggest alternate pathways for a student who is underperforming in their chosen major and is unlikely to succeed. This is particularly useful for programs that have competitive admission standards such as nursing.

Initial implementation was begun in 2013 beginning with pilot programs including biology, business, mathematics, nursing, and education. These programs were processed into the platform and advisors were trained on the use of the advising tool. In Fall 2014 a representative from the EAB was highlighted at the Fall Assembly with a full scale roll out of the advising platform to the campus

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

Progress Report

At the 2013 School of Liberal Arts meeting in August 2013, school faculty were encouraged to develop and offer online and hybrid courses as well as to suggest alternative scheduling. In addition, Dr. James Wright, associate professor of criminal justice and sociology who was training in prior learning assessment, evaluated prior learning assessment (PLA) portfolios for criminal justice students, and Ms. Roschelle Bautista, assistant professor of Spanish developed and evaluated challenge exams for students who sought credit for Spanish for Criminal Justice. A few faculty members suggested alternative scheduling (a one-afternoon-a-week English class), but records were not kept of the number of suggestions offered or implemented. While challenge exams were offered, no credit appears to have been awarded; however, 9 credit hours were awarded in Criminal Justice for students' prior learning assessment portfolios.

In addition, 18 School of Liberal Arts faculty members developed and taught 21 different hybrid courses (not sections). These numbers represent a significant increase (a 75% increase in the number of different courses) over 2011-12, where only 12 different courses were taught by 11 different faculty members. Apart from that, seven School of Liberal Arts faculty members developed and taught seven different online courses (not sections). These numbers represent a modest increase (a 16.7% increase in the number of different courses) over 2011-12, where only 6 different courses were developed and taught by 3 different faculty members.

The dean of the School of Education promoted PLA to students, faculty, and advisors as an alternative for credit. The PLA was discussed with faculty and the professional advisor of the school. The school began to accept PLA credit for EDUC 2110, 2120, and 2130. The director of academic advising sent several transfer students and several DSC students to the dean to discuss PLA. The dean shared the PLA process with these students and other students she encountered. Only one student completed the process, and she earned 6 credits. In addition, another student took the GACE content exam before he was accepted into the program. He had technical school credits in ECE. After a discussion with the faculty, he was awarded at least nine hours of credit for his upper division courses based upon the fact that he obviously had college level learning if his technical school classes and his time in the classroom as a paraprofessional provided enough knowledge for him to pass a test that is meant to be taken at the end of the program and not the beginning. Overall, 15 hours of credit were awarded to students in this academic year.

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

Progress Report

After reviewing current policies, the dean of the School of Education presented policies that were causing a delay in program admission to the faculty for the faculty to suggest changes that could result in a more timely admission to the program. Meeting notes showed that the following requirements were identified as possible roadblocks to program admission:

- 1) There was a requirement of the completion of thirty hours before a student could take any area F courses. The faculty voted to change the policy to the following. Students could take area F courses in math and science as long as they met the prerequisites for those classes. There would no longer be the thirty hour rule. For EDUC classes in area F, students must have completed area A with Cs or better, PSYC 1101 and COMM 1110 with Cs or better, and there would no longer be the thirty hour rule.
- 2) Only one area F education course (2120) was offered in the summer. The faculty did not want to allow 2130 to be taught in the summer because teaching Junior Achievement classes is currently required to meet the ten observation hours. However, 2110 was added for Summer 2014.

Moreover, two major changes to programming requirements and course offerings were discussed and revised in order to meet the needs of students. These course offerings made a difference regarding how quickly students can now take an area F education course. This could help with retention because the students will possibly have a timely program admission and become more involved earlier with their major.

Restructure instructional delivery

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

Progress Report

All faculty in the School of Education submitted an individual assessment of goals. The dean wrote a summary for all faculty and met with faculty after they submitted their assessments to read their summaries. Changes to the goals for next year were suggested based upon the results of the current year's goals. Most faculty were receptive to suggestions and proceeded to develop plans for improvement based upon reflection of what worked and did not work in their classes. They also used student comments on their student evaluations of teaching and the student feedback they received throughout the semester to make plans on their goals for things they were going to try in order to improve student success. As the faculty strive for continual improvement in their teaching, the school will continue to use the annual evaluation process as a means by which to assess faculty on an individual basis for strengths and weaknesses and to implement a plan for improvement.

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

Progress Report

At the Fall 2013 School of Liberal Arts faculty meeting, the dean asked faculty whose DFW rates were greater than 30% to set goals to reduce these rates. Department chairs also asked faculty to set goals in this area as well. A review of the number of sections with DFW rates greater than 30% during Fall Semester 2013 revealed a 69% reduction in the number of sections with DFW rates greater than 30% during Fall Semester 2013 when compared with Fall Semester 2011. Faculty whose DFW rates were greater than 30% were encouraged to explore ways of improving success (without sacrificing standards) and to set individual goals to improve student performance.

The School of Education examined the percentage of A's earned in upper division courses to determine if this was a concern. The school found that 95% of the grades earned in the upper division courses were A's in Spring 2014.

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

Progress Report

At the Fall 2013 School of Liberal Arts faculty meeting, the dean asked faculty to set goals to implement evidence-based pedagogy and effective instructional practices to improve student success and course completion. Department chairs also emphasized this call at the August 2013 department meetings. During the 2013-14 academic year, 40 faculty members (68%) in the school specifically mentioned setting a goal to implement a strategy to improve student success and course completion. These faculty members noted their strategies; however, very few (only 17.5%) actually assessed student learning or course completion. Liberal Arts faculty exceeded the target for the first KPI (91% of Communication faculty, 92% of English faculty, and 30% of Social Sciences faculty), but the second KPI was not addressed in a significant way.

The School of Education supported professional development and scholarship opportunities by providing a minimum of \$800.00 per faculty member for presentations at local, regional, national, or international conferences. Since not all of the money was used by all faculty, the dean used the extra \$1600 not used plus some Foundation money to support some faculty who presented and attended more than one conference. These workshops and conferences bolstered teaching skills and professional knowledge and expertise in the school. Indeed, most faculty (6/8) took advantage of this professional development opportunities. Seventy-five percent of the faculty traveled locally, regionally, national, or internationally to present and attend conferences.

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

Progress Report

At the 2013 School of Liberal Arts meeting in August 2013, school faculty were encouraged to develop and offer online and hybrid courses. Department chairs repeated this charge at the department-level meetings in August. During 2013-2014, 18 School of Liberal Arts faculty members developed and taught 21 different hybrid courses (not sections). These numbers represent a significant increase (a 75% increase in the number of different courses) over 2011-12, where only 12 different courses were taught by 11 different faculty members. And 7 faculty members developed and taught seven different online courses (not sections). These numbers represent a modest increase (a 16.7% increase in the number of different courses) over 2011-12, where only 6 different courses were developed and taught by 3 different faculty members.

An examination of completion rates of online and hybrid courses vs. their traditional counterparts revealed that hybrid sections of COMM 1110 were comparable to traditional courses, with C or better completion rates only slightly lower for the hybrid sections (hybrid: 86% and traditional 89%, excluding withdrawals; hybrid 83% and traditional 86%, including withdrawals). The hybrid section of ENGL 1102 taught in Fall Semester 2013 also had success rates comparable to the traditional sections, with the hybrid slightly higher (85%) than the traditional classes (81%). The hybrid section of ENGL 1201 taught in the fall was more successful than the traditional sections, though both were very high (87% vs. 89%). The hybrid section of ENGL 2112 taught in the fall was also comparable to the traditional sections, though success rates were slightly higher in the hybrid section (88% vs. 85%).

The fall hybrid sections of HIST 2111 were slightly less successful than the traditional sections (74% vs. 80%). The Fall Semester 2013 hybrid section of HUMN 1201, though successful, had lower pass rates than the traditional sections (81% vs. 93%). For MUSC 1100 classes taught during Fall Semester 2013, 79% of the students in the hybrid section were successful, 83% in the traditional sections were successful, and 89% in the online section were successful.

For Fall Semester 2013 POLS 1101 classes, students in the online section were only slightly less successful than students in the traditional sections (79% success vs. 81% success). For SOCI 1101, 73% of the students in the hybrid section were successful, 78% of the students in the online section were successful, and 79% of the students in the traditional sections were successful. For Fall Semester 2013 PSYC 1101 classes, students in the hybrid sections were more successful than students in the traditional sections (86% vs. 72%); however, this difference is instructor-related since the instructor of the hybrid sections has a tendency to award an unusual number of As (46%) in PSYC 1101 in comparison to the other instructors (21% As).

Hybrid sections for learning support were not successful when compared to traditional sections. The hybrid section of ENGL 0098 offered during Spring Semester 2014 was not as successful as the traditional sections (56% vs. 76% in the traditional sections), and the Spring Semester 2014 co-curricular hybrid section of READ 0098, which had only four students, was overwhelmingly unsuccessful (25% of the students were successful in the co-curricular hybrid section vs. 100% successful in the traditional section).

Overall, traditional sections were slightly more successful than similar online and hybrid sections offered in the Liberal Arts general education curriculum, though the success rates in online and hybrid sections are satisfactory. Hybrid sections for Learning Support for the 2013-2014 academic year are problematic and warrant further examination since the sample sizes for reading in particular were especially low (4 students).

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

Progress Report

First Year Experience Program (FYEP) at Dalton State College provides first year students with a strong foundation in academic, life, and social skills for continued development as students' progress toward graduation. This program works in collaboration with both academic- and faculty-based programs, and the First Year Experience Program is committed to assisting students in their transition to collegiate life through several interrelated factors. FYEP continues to reinforce the value of a general education curriculum by exposing students to the concepts of citizenship (collegiate, local, national, and global), by offering students the opportunity to engage in critical thinking, and by promoting holistic growth (personal, academic, and social) through varied opportunities at Dalton State College.

The First Year Experience Program uses assessment as a means of making programmatic and course level improvements on a regular basis. Following the cohort from the Spring 2011 through the Fall 2013 semester showed that students enrolled in FYES have higher cumulative G.P.A.s and take a greater number of courses than their classmates who did not enroll in FYES 1000. And examining the Fall 2012 Cohort showed that students enrolled in FYES 1000 had modestly higher G.P.A.s and took more credit hours per semester than their counterparts who did not take FYES 1000. (Note: This semester introduced the QEP which required ENGL 0098 (learning support English) students to enroll in FYES 1000. These students, on average, had lower overall G.P.A.s than non-learning support students.)

201108 FTFTFR Cohort Bachelor's					
Term	Category	#	LS	Crs Load	Cum GPA
201108 Cohort	Both	312	274	13.93	0
	FYES	245	210	14.13	0
	non-FYES	67	64	13.19	0
Term	Category	#	LS	Crs Load	Cum GPA
F-S Return in 201202	Both	249	214	13.33	2.79
	FYES	203	176	13.46	2.88
	non-FYES	41	38	12.74	2.40
Term	Category	#	LS	Crs Load	Cum GPA
F-F Return 201208	Both	172	163	13.29	2.87
	FYES	145	136	13.39	2.88
	non-FYES	27	27	12.78	2.77
Term	Category	#	LS	Crs Load	Cum GPA
F-S Return in 201302	Both	150	142	12.41	2.91
	FYES	123	115	12.46	2.95
	non-FYES	27	27	12.22	2.71
Term	Category	#	LS	Crs Load	Cum GPA
201308 S-F Return	Both	124	117	12.34	2.94
	FYES	107	100	12.35	2.98
	non-FYES	17	17	12.31	2.67
201208 FTFTFR Cohort Bachelor's					

Term	Category	#	LS	Crs Load	Cum GPA
201208 Cohort	Both	308	307	14.06	0
	FYES	225	225	14.40	0
	non-FYES	83	82	13.17	0
Term	Category	#	LS	Crs Load	Cum GPA
F-S Return in 201302	Both	265	265	14	2.92
	FYES	191	192	13.77	2.92
	non-FYES	74	73	13.12	2.89
Term	Category	#	LS	Crs Load	Cum GPA
F-F Return in 201308	Both	192	192	13.17	2.92
	FYES	144	144	13.44	2.93
	non-FYES	48	48	12.35	2.9
201402 is not available					

Transform remediation

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

Progress Report

In the fall, spring, and summer semesters, 29 out of 46 students who completed Math 0090 earned a passing grade. Of the 13 students who successfully completed Math 0090 in the fall of 2013, 9 were successful in Math 1102/1104 in the spring or summer semester.

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

Progress Report

Dalton State's Quality Enhancement Plan, launched in the fall of 2012, centers on Learning Support English. Changes implemented in the course include a reduction in class enrollment caps and the enhanced use of technology, particularly in using automated writing evaluation to provide students with instant feedback on their essays and revisions. Other changes include the creation of a co-curricular learning community with English 0098 and the First-year Experience Seminar. Additionally, students are required to visit the faculty-staffed Writing Lab to work on targeted writing goals at least five times during the course of the semester.

With respect to Math 0098, during the fall, spring, and summer semesters, 206 out of 329 students who completed Math 0098 earned a passing grade. Of the 88 students who successfully completed Math 0098 in the fall of 2013, 64 were successful in Math 1001/1101/1111 in the spring or summer semester.

To improve the success of Reading 0098 and English 0098 students, instructors participated in the college-wide course-redesign initiative and set goals to improve student success:

1. Student success in English 0098 jumped upon implementation of the Quality Enhancement Plan. In the baseline year, 2011–2012, student success in the fall semester was 45%; the student success in the spring semester was 57%. In fall of 2012, student success was 79%, and in Spring 2013 success was 67%. This represents a jump of 34 percentage points in the fall, and an increase of 10 percentage points in the spring. In the 2013 to 2014 school year, fall student success rates rose further, to 83%, while spring student success rates remained stable at the increased figure of 67%.
1. Alternative approaches to Learning Support in English have resulted thus far in a tremendous increase in student success. The Fall 2011 baseline student success rate was 45%; every semester since the implementation of alternative approaches to learning support has represented a more than 20 percentage point increase over that rate. Finally, students who succeed in Learning Support English are now doing slightly better than the general population in English 1101.
3. Student success in Reading 0098 also improved significantly over the 69% success rate in 2011-2012. During 2013-2014, 94% of all students enrolled in READ 0098 during Fall Semester 2013 exited Learning Support Reading (including withdrawals), and 73% exited in Spring Semester 2014 for an overall success rate of 92%. Faculty course-redesign efforts as well as changes in System policy (the elimination of COMPASS exit testing) contributed to success rates.

Exit Rates for READ 0098 over Time

Year	Exit Rate for Reading 0098
2010-2011	67%
2011-2012	69%
2012-2013	77%
2013-2014	92%

II. Seek and Steward Resources

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

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

Progress Report

The Athletics Department budgeted personal development and growth funds in each program to allow staff to attend national conventions, workshops, clinics, and anything that enhances and grows the individual within their field(s).

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

Progress Report

Academic Resources continually researches grant opportunities and ways to supplement internal budget funding. Recently, AR has applied for 5 grants and received a total of 12 thousand dollars. Also, AR's Testing Center charges for various tests and proctoring. Last year the Center brought in a total of \$85,575. In addition, AR's Career Services charges companies/organizations for the Career Fair and Grad Fair participation and charges to run ads in the Career Guide (fall and spring).

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

Progress Report

Athletics has over 150 donors, 700 season ticket holders and 40 corporate partners. This includes the following corporations which either give money, time or product to Dalton State:

Burger King - signage at store
Chik Fil A- free meals, catering
Buckin Burrito- free meals, catering
Zaxbys - free meals
Dalton Depot- created menu item with proceeds going to school "Roadrunner Stew"
Hamiltons - gift certificates
Applebees - mural at restaurant promoting Dalton State Athletics
Alliance Community Bank
FSG Bank - FSG Scholar Program
First Bank of Dalton - wall pads in Bandy Gym
Cohutta Banking Company - hosted tailgate/publicity
La Quinta - free rooms
Hampton Inn - free rooms
Courtyard Marriot - free rooms
Comfort Suites - free rooms

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

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

Progress Report

Fiscal Affairs employed a consultant and others to study the student center for possible renovation. This project remained on the small capital list. Furthermore, requests for facilities data (both local requests as well as to the Board of Regents) were satisfied and have been routinely satisfied annually.

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

Progress Report

Fiscal Affairs and Enrollment and Student Services proceeded with new housing via the BOR P3 initiative. The Technical Building is being renovated into a health sciences facility.

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

Progress Report

Fiscal Affairs reported the system-wide space utilization plan as an ongoing project – evidenced by the renovations taking place on campus throughout the year (e.g., moving Public Safety to its new area).

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

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

Progress Report

Each year, faculty and to some extent staff set professional development goals for their personal annual reports. The School of Liberal Arts and the Departments of Communication, English, and Social Sciences support these activities as best they can with their limited travel budgets and through a Foundation grant to the School of Liberal Arts. During the 2013-2014 academic year, all 59 faculty and all five staff participated in professional development activities, with 151 plus activities in the Department of Communication, 324 plus activities in the Department of English, and 317 plus activities in the Department of Social Sciences. The College and the School of Liberal Arts provided financial support for professional development for 80% of the staff. The School of Liberal Arts through its departmental funds and through a Foundation grant to the School of Liberal Arts provided financial support for 58% of the faculty.

As well, all faculty and staff members in the School of Health Professions reported their professional development activities as they do each year through an Excel activities template. These reports were combined and presented in the school's annual report (Section B and Table B-1).

In the Department of Fiscal Affairs, each employee completed training on a new presentation tool, Prezi. Two employees took training in creating forms, and one staff member took Skillssoft training. In the Department of Student and Enrollment Services, the following staff development opportunities took place: Academic and Student Affairs book groups and discussions; Emergency Procedures Workshop; required campus trainings (Right to Know, Ethics, Sexual Harassment, Auto Liability, Information Security); NASPA Virtual Conference; CPR; Acculite Workshop; EAB Informational meetings; two Lunch and Learns; Tech Talks-Prezi; Latinos in the U.S.; Administrative Assistance Conference; Lib Guide Training; Learning Express Training; AMAC Webinar; CAS Webinar; Titanium Trainings; Claroread webinar; ADA Meeting; Lifeline Tech Virtual Conference; Bio Feedback Training; RCLD Meetings; RACDSP Meetings; CERT Training; Campus Security Training; and Building Monitor Training. Two OCIS personnel also attended conferences and received training for the period.

And for the first time in many years, the Office of Marketing and Communication allocated departmental funds for professional development. The director along with an admission recruiter travelled to Orlando, FL, for the CASE District III, attending numerous sessions on marketing and communications. In addition, the director travelled to Macon, GA, for a communications conference on social media sponsored jointly by the University System of Georgia and Technical College System of Georgia.

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

Progress Report

The following were reported by various departments concerning their faculty and staff demographics/diversity:

Academic Resources

12 male; 12 female
12 are 18-24 yrs old
3 are 25-29 yrs old
8 are 30-48 yrs old
1 is 49-60 yrs old
9 are non-traditional students
3 are Asian Am/Pacific Islander
1 is African American/Black
4 are Mexican Am./Hispanic/Latino
2 are Multicultural
14 are white

Athletics Department

Total 21 (7 PT and 1 Teleworker)
13 M/8F
18-24: 0
25-29: 8
30-48: 5
49-60: 4
60+: 4
11 have just a Bachelor's Degree

10 have Bachelor's Degree and Higher
17 are American white people
2 are black
1 is from Africa
1 is from Turkey
1 is English
1 is Brazilian

Fiscal Affairs

New and existing employees each year in Fiscal Affairs: 3 white females, ages 40, 58, 64.

Office of Computing and Information Services

White Non-Hispanic Male – 9
White Non-Hispanic Female – 1
Black Non-Hispanic Female – 1
Indian - 1

Office of Institutional Research and Planning

1 Male; 1 Female
1 White Non-Hispanic Female
1 Black Male

Office of Student Life

Full-Time Office Staff:
of Males: 1
of Females: 3
Ethnicity: 4 Caucasian
Orientation: # of Males: 3; # of Females: 6
Ethnicity: 3 African American; 4 Caucasian; 2 Hispanic
SAVE Leaders: # of Males: 0; # of Females: 3
Ethnicity: 1 Chinese, 2 Hispanic
Gameroom: # of Males: 4; # of Females: 1
Ethnicity: 3 Caucasian, 2 Hispanic
CAB: # of Males: 2 males; # of Females: 4 females
Ethnicity: 2 Caucasian; 2 Hispanic; 1 African American; 1 Indian

School of Education

The diversity of the faculty is as follows:
9 faculty – 6 females and 3 males; 1 Asian, 1 African, 1 Latino, 6 Caucasian: Thus, 33% of the faculty come from minority races. In addition, faculty have a variety of differing backgrounds with regards to research interests, public or private school teaching experiences, international teaching experiences, and urban teaching experiences.

School of Science, Technology, and Mathematics

The diversity of the faculty is as follows: 23 females and 29 males; 1 Asian, 1 African-American, 1 Hispanic, 48 White, 1 other: Thus, 46% for the faculty are female and 8% of the faculty come from minority races. This year the School developed a Diversity Recruitment Plan that included a recruitment plan, search committee directions and a time line for implementation.

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

Progress Report

Fiscal Affairs reported that the goal was not implemented because of insufficient resources.

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

Progress Report

In 2013, Dalton State collaborated with Georgia State University to conduct a staff survey. The survey was completed by 72 staff members, and a summary of the results is shown below. There were also extensive comments, and the majority of them echoed the sentiments that people appreciated their coworkers but were extremely unhappy with the lack of pathways to increase pay and/or advance in their careers. The results of this survey were disseminated on the campus portal for everyone to review. This survey has not been repeated, although it does establish a baseline for improvements.

1. Please indicate the extent to which you agree with the following statements:

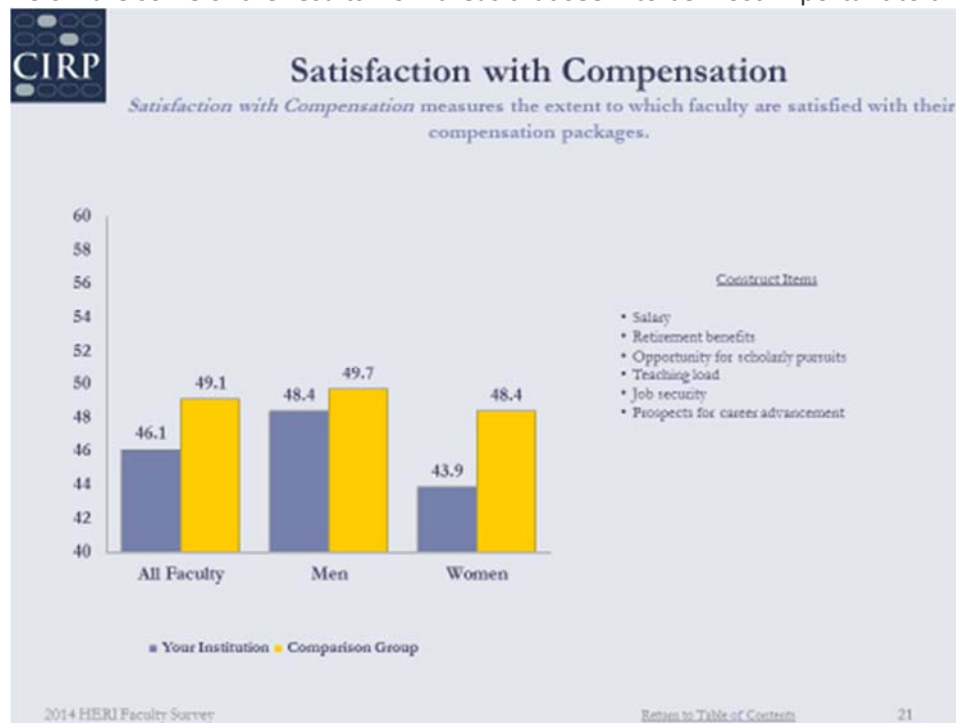


In 2014 Dalton State College partnered with the Higher Education Research Institute for the administration of the HERI Faculty Survey.

“The HERI Faculty Survey provides institutions with a comprehensive, research-based picture of key aspects of the faculty experience. Since 1989 over 1,100 two- and four- year institutions have used results from this survey to connect faculty practices, values and priorities to institutional success and drive improvement efforts. The HERI Faculty Survey is designed to provide institutions with actionable information on important and timely issues. It includes topics such as pedagogical practices, faculty goals and expectations for students, research and service activities, sources of stress and satisfaction, and the connection between learning in the classroom and practices in the local and global community.” (<http://www.heri.ucla.edu/facoverview.php>)

Dalton State received the results of the survey in fall 2014, and the results were distributed to the Campus Climate Committee. Since this is the College’s initial survey, the committee is still working to establish a baseline and to see where the greatest needs arise and where action plans may be the most effective. The College will administer the survey again in 2015 and then, based on the trends, develop action plans.

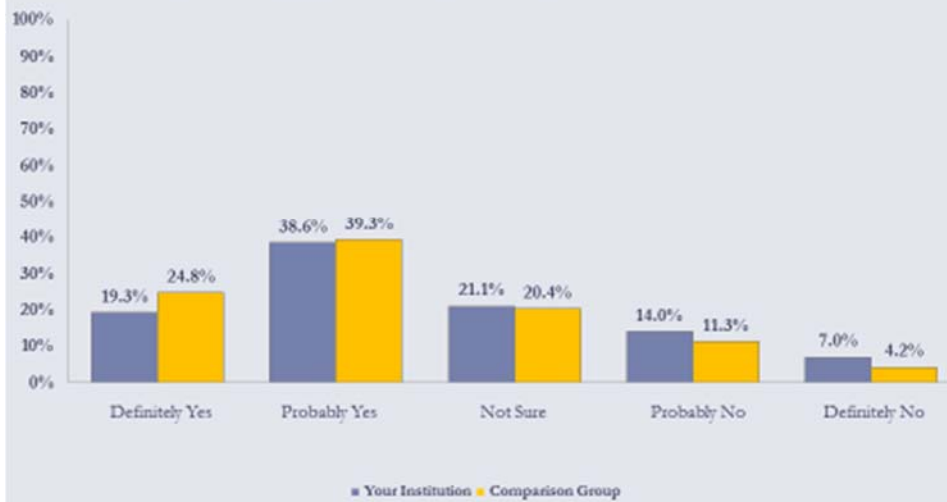
Below are some of the results from areas that seem to be most important to the faculty and campus overall:





Overall Satisfaction

"If you could begin your career again, would you still want to come to this institution?"



2014 HERI Faculty Survey

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Additional Sources of Faculty Stress

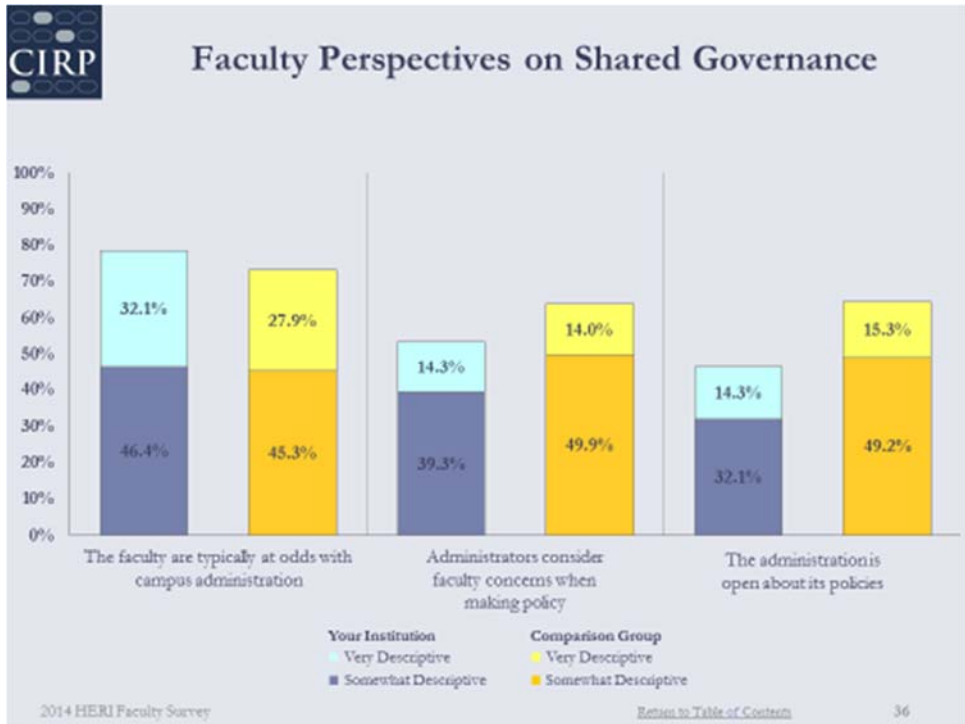
"Please indicate the extent to which each of the following has been a source of stress for you during the last two years?"



2014 HERI Faculty Survey

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

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

Progress Report

Faculty and staff in the School of Education used recycling bins in the halls and offices of the Brown Building, and unused supplies were used for different purposes rather than disposing of them in recycling or trash bins. For example, unused furniture and supplies were moved to central storage for others to use when the school moved into Brown. And unused office supplies that had been in the workroom in Memorial were put into the Model Classroom to be used with courses and students.

Athletics began a recycling program and used e-files instead of printed paper where possible. Student Life staff were encouraged to recycle using the bins around campus.

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

Progress Report

As funding became available, the Department of Plant Operations in Fiscal Affairs replaced all of the old exit signs in Sequoya with new LED exit signs, installed 10 new LED pole lights outside the Bandy Gym (replaced 175 watt bulbs with 45 watt LED), and installed new energy efficient lighting on the Gym court. Also replaced were old outdated HVAC Controls with new energy efficient controls at Pope Student Center and the Lorberbaum Liberal Arts Building.

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

Progress Report

The College created a new Department of Environmental Health and Safety/Risk Management and hired a director. The director has written several new policies to improve operations, reduce risk, and insure compliance with codes/laws and regulations. Fiscal Affairs also had a consulting company come in to evaluate the trip hazards on all the sidewalks on campus. As a result of that, the contractor removed many hazards on the sidewalks to ensure safety.

The Office of Computing and Information Services continues to conduct the annual IT Security User Awareness Training that is included in the slate of mandatory training that all faculty and staff must complete each year. During the period, it was discovered that only 60% of all faculty and staff were completing the training. It was also discovered that HR cannot hold faculty and staff accountable for not completing the training. Thus, the IT Governance and Security Committee adopted a policy making the completion of IT Security training a requirement for maintaining a user account for access to the College's information technology assets (Email, Wifi, PC and network logins, LMS, portal, Banner).

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

Progress Report

A primary function of the Office of Institutional Research and Planning (OIRP) is to support institutional decision-making by providing data and information to senior administrators, deans, chairs, and administrative directors that can aid policy changes and decision-making. In this regard, to support the attainment of the goal/objective during the 2013-2014 year, the OIRP provided multiple data sets and analyses to senior administration and faculty for purposes of reviewing graduation, retention, and success of special populations. This included a spreadsheet with information on graduation rates, student utilization/satisfaction with academic support services, and course withdrawals.

To support the College's commitment to accountability, OIRP adopted a dashboard software to present institutional data in graphical forms for use by the campus community and external stakeholders. For example, data views generated by the dashboards include graduation and retention rates and students' general attributes such as gender, race/ethnicity, age, source nation, source high school, etc.).

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

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

Progress Report

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

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

Progress Report

Following recommendations of the SACS On-Site Reaffirmation Committee during the College's 2013 reaffirmation concerning deficiencies in institutional effectiveness, the institution has now fully implemented its new assessment plan using WEAVEOnline, the web-based assessment system the College adopted to provide evidence and documentation that it has undertaken a consistent process of assessment that includes the identification of authentic outcomes, assessment that produces meaningful data, and an analysis of that data leading to documented improvements in its educational programs. Indeed, under the coordination and supervision of Office of Research and Planning, the College entered its third year of Weave implementation across campus.

At the beginning of each semester, department chairs in the School of Liberal Arts assign course-level assessments to the faculty within their departments and ensure that traditional, hybrid, online, and now off-campus courses are assessed each term. Weave assessments require faculty to assess outcomes, measures, and targets and to develop and implement action plans. The dean and the department chairs, sometimes with the assistance of selected faculty, review and approve the assessment reports in Weave the following semester. At the end of the academic year, the chair of the Department of English assesses the bachelor's degree program in English (and English education) in Weave; the Writing Lab coordinator completes the Writing Lab program assessment in Weave; and the dean assesses the AA transfer and the general education programs in Weave. The dean also prepares drafts of selected programs in Weave and then seeks input from the appropriate department chairs and faculty, ensuring that all programs are evaluated over the course of a 3-year cycle. During the 2013-2014 academic year, the dean assessed the BA in history and the BS in criminal justice degrees.

Hence, for the 2013-2014 year (Fall 2013 and Spring 2014), all course-level and program outcomes for the School of Liberal Arts were entered into Weave prior to the end of FY 13, and the dean and department chairs continue to monitor progress toward completion of goals/outcomes and to develop appropriate action plans, as have faculty in their individual course-level assessment reports.

All faculty and staff members in the School of Health Professions reported course assessments in WEAVE in fall 2013 and spring 2014. All programs were assessed in spring 2014. Section D and Table D-1 in the Dean's annual report listed courses and programs assessed during 2013-2014. Program directors have created course evaluation cycles so that all courses are assessed and entered into WEAVE every two years. These plans will be followed for each cycle.

The School of Science, Technology, and Mathematics developed a pre-test/post-test process for assessing the courses offered by the school. A test was developed for each 1000- and 2000-level course, and a plan was developed to administer the tests in each of the fall 2015 classes.

In the administrative staff area, the Athletics Department used the Dynamic Forms for evaluations and feedback and met on regular basis with all staff members for open communication and staff input. The Office of Computing and Information entered its goals into the Weave system and utilized the system to monitor progress towards goals/outcomes, indicate goal/outcome achievement, and developed corrective action plans when goals/outcomes were not met.

The Office of Student Life fell short on several of its goals in WEAVE for FY13 due to a great deal of office transition and shortage of two staff members. However, the Office is monitoring progress and has developed corrective actions plans. Also, the Office is revisiting goals set by previous staff members who are no longer at Dalton State in order to revise or set new goals to meet the needs of the new staff.

The Office of Institutional Research and Planning reported its assessment in Weave and included this assessment in its annual report.

III. Enhance/Expand Campus Life Opportunities

Increase delivery of activities and programs in evenings and on weekends

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

Progress Report

The School of Liberal Arts officially sponsored eight programs that were open to the campus and the larger community: two theatre productions (*Overdue* and *Night Must Fall*) with four performances each; two community concerts; one major concert performance (*Atlanta by Six*); one guest speaker, Diamond Go-Sti, who conducted two separate lectures on the Cherokee; and a Creative Writers presentation featuring the works of DSC faculty and students enrolled in creative writing and ePublishing classes. Approximately 260 students, faculty, and community members attended the concerts; 160 attended the Diamond Go-Sti morning and afternoon presentations, 1,650 attended the theater productions (approximately 1,000 for *Overdue* and 650 for *Night Must Fall*), and 40 students and faculty attended the Creative Writers presentation organized by Dr. Marsha Mathews and Ms. Barbara Tucker.

The Library also contributed the following cultural programming for the campus during 2013-2014:

- Fine Arts Lecture Series: the Library director recruited and hosted 2 guest speakers. Janie Dempsey Watts, author of *Moon Over Taylor's Ridge* set in Ringgold, spoke on Oct. 3, 2013, at 7:30 pm; Elizabeth Cline, author of *Overdressed: The High Cost of Fashion*, spoke on Feb.13, 2014, at 7:30 pm.
- The 5th Annual Book Festival was held on February 26, 2014, with lectures both in the day and evening by Kimberly Brock, author of *The River Witch* and Georgia Author of the Year, 2013.
- The Library served as host site for World Book Night, April 23, 2014, and also held a reception on April 16 at 6:00 pm to recognize those who volunteered to be Book Givers.
- The Library sponsored its first Summer Reading Program during Summer Term 2014. Over 28 participants (students and staff) signed up for the reading list and attended two video viewings and one workshop. This provided some opportunities for student involvement during the summer period when there is less programming on campus.

The Office of Student Life contributed to this goal with new programming offered to the campus. For the first time the Campus Activities Board rolled out their Roasted program. Roasted: Full Cups, Open Minds was introduced to the student population in the fall of 2013. This program allowed students to come together over a unifying factor, coffee, and discuss hot button current events and controversial topics. This was a safe space for students to explore their thoughts, beliefs, and values while learning about others.

The Office of Student Life also hosted the Coming Out Day Celebration on National Coming Out Day. We were able to provide students an outlet for expressing messages of hope and courage for the LGBT community that

has come out and those that are still closeted. We were able to impact a number of students through the other resources and information we provided that day. This program was successful and will be expanded in the future.

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

Progress Report

Athletics provided over 50 home events including its first annual homecoming event during and after a game. The availability of sporting events has enhanced the quality of student life on campus and in the community.

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

Progress Report

The Library remains open on the weekends and open as late as 8:00 pm. During final exam week in both fall and spring semesters, the Library stayed open until 10:00 pm and invited the Therapy Pets and offered free hot chocolate. The Library maintained the weekly schedule of 65.5 hours per week:

Monday – Thursday 7:30am – 8:00 pm

Friday 7:30am-5:00 pm

Saturday Closed

Sunday 1:00pm – 7:00 pm

Furthermore, all of the Library's electronic resources are available 24/7 both on and off campus through the DSC portal. For 2013-14, the Roberts Library added 2 new databases with perpetual access with end-of-year funding (*Literature Criticism Online* from Gale and *Dictionary of American Regional English* from Harvard).

The Library also added 27,667 more e-book titles through the ProQuest *Academic Complete* database. For the Gilmer County Center, the Library transferred 173 reference volumes that were second copies or duplicate titles and were subject-specific to the courses that are taught at that location.

Besides the Library, Campus Recreation opens the fitness center on Sunday afternoons from 2:00 pm – 8:00 pm. On Monday and Tuesday evenings, the fitness center remains open until 10:00 pm and on Wednesday and Thursday until 9:00 pm.

The Office of Student Life made a concerted effort to increase its offerings outside of the normal Monday-Friday, 8 to 5 hours of operation. During 2013-2014, the office hosted numerous activities outside of the normal business hours. For example, Roasted, was a new program implemented by the Campus Activities Board. This program took place once a month at 7:30 p.m. in the Eddie Miller Room, and it always drew a large crowd. Furthermore, the Homecoming Bash took place in February 2014 on a Saturday night, and it was a huge success, drawing more than 250 students to the event. The office also hosted other after hour events like a trip to Six Flags Fright Fest and a trip to see the Christmas Rockettes in Atlanta.

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

Progress Report

The Office of Residential Life saw significant improvement in program offerings and participation in the 2013-2014 academic year. The Office of Residential Life offered 51 programs serving 1,341 residents throughout the academic year compared to 32 programs serving 633 residents during the 2012-2013 academic year. That is a 59.4% increase in program offerings and a 111.8% increase in program participation. Additionally, the Office of Residential Life created the first Residence Hall Association (RHA) that offered 10 programs throughout the 2013-2014 academic year serving 658 residents. In total, the Office of Residential Life and RHA offered 61 programs with participation of 1,999 attendees during the 2013-2014 academic year.

The Office of Student Life did a much better job of tracking and documenting attendance this year via the Blackboard system. The Office also did a much better job posting and marketing via social media. Our participation numbers are almost double what they were last year, with FY13 reporting 173 programs and FY14 reporting 252 programs. This is a 67% increase. Furthermore the Campus Activities Board (CAB) introduced two new programs this year. Additionally, with the better tracking system, our participation numbers more than doubled, jumping from 10,451 in FY13 compared to 23,344 in FY14.

The first program, Roasted, was a series. Every month students would gather over coffee to discuss current issues and trends. This was a great program because it allowed students to feel comfortable exploring new thoughts and ideas. Also, CAB started the Annual Roadrunner Music Festival that was the culminating event for the Spring Fling Programming Week. This event brought in local talent and a regional headline for a concert on the Quad. It was open to students and their guests.

Campus Recreation provided intramural sports flag football, basketball, and ultimate Frisbee that involved 37 teams and 481 participants. The Club Sports Soccer participated in the Region 2 competition. In addition, the Golf program had 4 tournaments and 6 participants. A variety of fitness classes were also provided – 473 participants with another 81 participants taking part in the Personal Training program. The fitness initiative, Cardio Across Georgia, involved 48 participants, and the NWGA Healthcare Partnership (Community in Motion) involved 77 participants.

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

Progress Report

The Bandy Center offered a number of programs during 2013 and 2014 as reported in its *2009-2014 Programming and Activity Report*. The following are a sample of its program offerings:

- “Remembering the Great War: The Arms and Equipment of the Allied and Central Powers.” Living history presentation by Glen Kyle (25 attendees)
- “Over Here and Over There: Georgia and Georgians in World War II” Installed traveling exhibition at North Georgia History Center (500 attendees)
- “Who Am I?” Introduction to Genealogy Part I. Genealogy workshop conducted by Dr. Dorothy Weathersby (50 attendees)
- “Friend or Foe: America’s Allies and Enemies in World War II.” Living history presentation by Glen Kyle (30 attendees)
- “The Fifth Field.” Book discussion and lecture by Colonel French Maclean on executions of American military personnel during and after World War II (75 attendees)

- “The Latinization of American Schools.” Book discussion and workshop with Dr. Jason Irizzary (45 attendees)
- “Over Here and Over There: Georgia and Georgians in World War II.” Installed traveling exhibit at Terrell County History Museum, Dawson, GA. (300 attendees)
- 2014 Civil War in the Western Theater Colloquium. “The Devil Went Down to Georgia: The Atlanta Campaign” (90 attendees)
- “Touch the Earth.” Cherokee Myth and Culture presentation by Diamond Go-Sti sponsored by a Foundation grant to the School of Liberal Arts (115 attendees)
- “Hero or Villain: Nathan Bedford Forrest and His Image in American History.” Art exhibit and lecture by Dr. John Fowler (90 attendees)
- “Mists of Appalachia:” “Appalachian Pottery.” Co-sponsored presentation as part of the series at the Royal Oaks Retirement Home in Dalton, GA (50 attendees)

The Center also provided the following exhibits to the campus and community:

- Model of *CSS Alabama* installed in Roberts Library, August 12, 2013.
- Model of *U-202* installed in Whitfield County courthouse, September 4, 2013.
- Models of *CSS Alabama*, *SS James Oglethorpe*, and *USS Atlanta* installed in Whitfield County courthouse, March 10, 2014.
- Models of United States Army Air Force airplanes installed in Roberts Library, March 31, 2014.
- Exhibit on Civil War Medicine on loan from 6th Cavalry Museum installed in Roberts Library.

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

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

Progress Report

A total of 23 students enrolled in the service learning classes offered by the biology faculty in the School of Science, Mathematics, and Technology. This increased the opportunities for Dalton State students to earn credit for service learning in the sciences.

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

Progress Report

All students in the School of Business are required to participate in a service learning project in the Professional Development Seminar (Junior or Senior Seminar). A total of 193 students participated in a community service activity with either the VITA Volunteer Tax Preparation, Girl Scouts, or Junior Achievement.

Provide adequate facilities for campus life activities and services

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

Progress Report

The Bandy Gymnasium had a new floor and new lighting installed, and the entrance was redesigned and renovated. Two courts were designed for basketball, and the volleyball team plays home games there. The renovation of the Pope Student Center is on the FY16 small capital list awaiting approval and funding.

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

Progress Report

Dalton State College is in the P3 project process, and construction of new housing will begin in June 2015 to replace the existing housing.

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

Progress Report

That was a plan that was made several years ago but has now changed. The Library is not under consideration for any renovations at this time. Sequoya Hall and Memorial Hall are on the list for renovations for the next 4 years pending funding.

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

Progress Report

The Bandy Heritage Center has obtained the use of the old freight depot in downtown Dalton for use as an exhibit gallery. In exchange for Dalton State College agreeing to pay the utilities for the depot, the city rented the space to the College for \$1 a year. As a result, Mr. Jack Bandy donated \$100,000 for the necessary equipment, programs, services, and supplies to begin using the depot as an exhibit gallery. This will increase the Bandy Center's reach by allowing it to have true exhibit space. However, the Bandy Heritage Center still does not have exhibit space on campus, nor does the Center have storage space. The College houses only the Center's offices and archive. Off-campus storage facilities and the depot gallery make up the rest of the Center. While this arrangement is not terrible, it does present problems in logistics.

Enhance programming resources and support programs that reflect our diverse population

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

Progress Report

During the 2013-14 academic year, a new position, the Director of Hispanic/Latino Outreach, was created and filled. The position reports directly to the Vice President for Enrollment and Student Services and is responsible for assessing and meeting the needs of currently enrolled Hispanic/Latino students. One of the major

accomplishments in the initial year was the establishment of the Latin American Student Organization (LASO). The director is also responsible for steering the Hispanic Serving Institution (HSI) application process.

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

Progress Report

The Office of Marketing and Communication started the process of developing a new website, the primary purpose of which will be to market to prospective students. The new site will be very dynamic with high visual impact. It will be a responsive site, accessible on a variety of platforms including tablets and smartphones. In the meantime, the office launched a new feature on the institution’s website called “Dalton State in Pictures” which is updated weekly. The feature includes images occurring on campus the week prior. Special effort is taken to ensure the photos reflect the diversity of the Dalton State community.

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

Progress Report

During the AY 2013-2014, the Center for International Education (CIE) promoted various activities to “Create opportunities for faculty, staff, and students to participate in diverse experiences”:

- (1) Formulated and finalized the DSC International Education Strategic Plan (2013-2016) based on the College’s strategic plan.
- (2) Joined the “Generation of Study Abroad,” an initiative sponsored by the Institute of International Education (IIE) with a pledge to double DSC student participation rate by 2019.
- (3) Offered two new short-term study abroad programs: Dominican Republic and Belgium.
- (4) Promoted existing study abroad programs in China, France, UK, Spain, Russia, Ireland, Scotland, Germany, Taiwan, and Japan; also promoted exchange activities with international partner universities. There were 46 students and 10 faculty and staff members who participated in study abroad programs or study abroad related trips/programs in 8 countries. Two students were sent to South Korea as exchange students for a semester or a year.
- (5) Offered study abroad scholarships to 15 students for a total award amount of \$15,000.
- (6) Sponsored two faculty/staff trips to South Korea and Vietnam to explore opportunities for student and faculty exchanges.
- (7) Celebrated International Education Week (IEW) to promote cultural diversity and internationalization. IEW activities included study abroad information sessions, an international symposium, faculty presentations, Fulbright lectures, and International night.
- (8) Celebrated the Asian New Year, which featured an international performance and international food.
- (9) Sponsored students’ participation in the Georgia International Leadership Conference (GILC). The delegates included 10 students and 1 faculty member.
- (10) Conducted a workshop on teaching English as Second Language in South Korea and Japan.

Diversify student leadership and student engagement opportunities on campus

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

Progress Report

In April 2013, Alpha Kappa Lambda colonized at Dalton State College and became a chartered organization in April 2014. In February 2014, Alpha Omicron Pi colonized at Dalton State College and became a chartered organization in April 2014.

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

Progress Report

The Office of Residential Life increased leadership and involvement opportunities for campus residential students by adding three leadership roles within the Residence Hall Association (RHA): vice president of improvement, vice president of programming, and vice president of athletics. Additionally, it added two paid office assistant positions.

IV. Create a Unique Campus Culture

Transform the culture of the College

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

Progress Report

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

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

Progress Report

To implement a full-on branding campaign, Dalton State would first need to engage a marketing firm to take the institution through the lengthy process of determining what the Dalton State brand is and how best to communicate it to our various constituent audiences. In 2013-2014, launching a branding campaign was not feasible before the restoration of a marketing budget. The Office of Marketing and Communication (OMC) intends to take the first steps to identifying a marketing partner after the College’s new website is up and running, after the OMC staff are fully in place, and preferably after a new president is on board.

In the meantime, during 2013-2014, OMC developed a branding message that the College has now used for three recruiting seasons. The message revolves around the transformative power of a Dalton State education on the lives of our students. The adoption of this message extended from what the office heard from students time and time again: *“This place changed my life.”* Considering the composition of the student population, this message seems particularly well suited: college education is particularly transformational for the first generation college student. It changes the path of the family from uneducated to educated. The first year, the College used the line *“Transforming Lives.”* The second recruitment season, it was modified to *“Experience Transformation,”* and this third year, it has evolved into *“Your Life Will Change.”*

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

Progress Report

Dalton State had its first homecoming event in decades during the 2013-2014 academic year. The event was well-received, and a homecoming king and queen were crowned during half time of a basketball game, with a dance held after the game in downtown Dalton.

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

Progress Report

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

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

Progress Report

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

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

Progress Report

All full-time faculty in the School of Liberal Arts (with the exception of two Social Sciences lecturers) engaged in service to the College, and 76% of the full-time faculty (45/59) and all staff (5/5) participated in service to the community. For example, school faculty and staff

- Offered 14 presentations to area schools.
- Judged 15 literary, essay, speech, technology, or performing arts competitions for local schools.
- Engaged in 14 non-instructional public/private school-based activities.
- Participated in 18 adult education or literacy activities.
- Participated in 23 performing arts events.
- Participated in 30 cultural activities (non-performing arts).
- Offered 11 public lectures.
- Participated in at least 73 other community service activities ranging from volunteering with the Dalton-Whitfield-Murray Teen Maze to the Readers to Leaders program, to the Murray County Humane Society, to the YMCA, to name only a few.

All faculty in the School of Education engaged in service through committee work, activities in the public schools, activities with professional organizations (including serving as accreditations reviewers), and other community service endeavors. Faculty members engaged in activities for which they have an affinity. For example, Dr. Pfiester, the science methods professor, worked with classroom teachers to assist them with developing skills for delivering inquiry-based science lessons. Dr. Mesco and Dr. Hixon, both with reading education backgrounds, developed parent/child workshops to help children be ready to read when they entered schools.

All full-time faculty and staff in the School of Science, Technology and Mathematics participated in service to the campus or community. Eighty seven percent of the faculty members in the school served on at least one campus committee. Eight faculty and staff members were advisors for DSC student organizations, and 10 faculty and staff members were involved with the Girls Scouts or Boy Scouts. Other examples of service activities that faculty members were involved in included working for Habitat for Humanity, participation in community bands and choruses, helping with local running events, helping with science summer camps, making and donating pottery to benefit charity auctions, volunteering at the Tellus Museum. Faculty involved students in service activities like collecting food for local food banks, collecting aluminum can tabs for the Ronald McDonald House, building the DSC hiking trail, participating in the Conasauga River Cleanup, participation in the Adopt-A-Mile Program, teaching science to P-12 students, and sponsoring booths at events like Family Fun Night or Ecumenical Earth Day.

The Office of Student Life made a concerted effort to provide more opportunities for service (for faculty, staff, and students) and to track reported service hours. While service hours were collected for 2013-2014, the only hours collected on service were from activities that were sponsored through the office. There were 3,099 hours of service completed which equated to a value of \$69,882.45. (Dollar value calculated by Federal standards provided at independentsector.org/volunteer time)

Two members of the Office of Computing and Information Services participated in 3 service activities. This was reported in the department's annual report.

All staff members in Fiscal Affairs participated in the annual holiday project. One employee volunteered at the Salvation Army during the holiday to assist individuals in completing forms.

The Office of Marketing and Communication published service opportunities regularly in the weekly *Bulletin* that goes out via email to faculty and staff. The director personally recruited faculty, staff, and students to serve as volunteers at three events in FY 14: Readers to Leaders' second annual celebration of community literacy, Teen Maze, and Readers to Leaders' Saturday Academy held over six Saturdays in spring of 2014, and Readers to Leaders' Power Lunch.

Faculty in the School of Business participated in numerous committees both on and off campus as well as committees for accreditation visits and their profession. Last year's School of Business faculty worked with 27 businesses and community organizations and presented 28 courses, seminars, and presentations to outside groups.