STRATEGIC PLAN, 2016-2020
Progress Status Summary Report
(Updated: May 2019)

Institutional Strategic Goal: Goal 1: Student Success: Opportunities for learning exist everywhere.

Objective: 1.1 *Develop an Institutional Culture and Processes to Foster Student Success* - Dalton State College will cultivate a cohesive institutional identity developed through shared responsibility committed to removing barriers and nurturing a diverse student body.

Action Plan #1: The Student Success Committee (S4S) will continue its work by identifying those populations and processes that support the mission and vision of the college.

Person/Group Responsible for Implementing Action: Executive Cabinet, Student Success Committee (S4S)

Performance Metric: Committee will meet and set goals for G2C.

Progress Status Summary:
- S4S committee was developed with representatives from the faculty and staff throughout the college.
- Subcommittees to address Academic Mindset, purposeful choice, and financial literacy were established.
- In the spring semester of 2018, the committee sponsored book discussions of *The Undergraduate Experience.*

Action Plan #2: Deans will identify faculty in each school to act in the capacity of an accessibility coordinator.

Person/Group Responsible for Implementing Action: Executive Cabinet, Academic Deans, Associate Director, Disability Access and Student Support Services

Performance Metric: Accessibility faculty coordinators identified in each school and meet with ADA office to address issues.

Progress Status Summary:
- Each of the five schools on campus identified an accessibility coordinator. As a part of the Accessibility Compliance Taskforce, the coordinators completed an online course on ICT Accessibility offered by the Georgia Institute of Technology, which identified information and communication technology accessibility issues facing institutions today, as well as possible solutions to those issues.
- Accessibility coordinators completed training on making paper and electronic documents, videos, and other media compliant with current laws under the Americans with Disabilities Act and Section 508 of the Rehabilitation Act.
- A syllabus template to ensure accessibility was developed and approved and will be put into effect in the 2018-2019 academic year.

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Action Plan #3: A designated task force (S4S) on making Dalton State a first-choice destination 4-year college will work with the Office of Marketing and Communications.

Person/Group Responsible for Implementing Action: Provost/Vice President for Academic Affairs, Director of Marketing and Communications

Performance Metric: One meeting will be organized to set goals and develop plan for implementation.

Progress Status Summary:
- An S4S committee was developed, and a series of subcommittees to address Academic Mindset, purposeful choice, and financial literacy were charged.
- The Momentum Year initiative was embraced by campus constituents; committee leaders were identified and participated in system outreach.

Action Plan #4: The College will continue to work on the rebranding initiative by developing a long-term and short-term plan for rebranding.

Person/Group Responsible for Implementing Action: Executive Cabinet, Director of Marketing and Communications, Athletics Director

Performance Metric:
- Clicks on landing pages developed.
- Structure regarding requests for information, campus tours, Preview Day reservations, and applications will be put in place.
- Campus resources used to engage community members in both academic and non-academic outreach.
- Strong athletic program built that engages community spirit and provides a balance for the institution.
- 10%-20% increase in events that engage across disciplines and the community.
- Increase in the number of collaborations that share resources with the campus and community.

Progress Status Summary:
- Marketing landing pages developed for college, Dalton State Day (formerly Prevue Day) and academic programs including logistics, education, IT, STM and health professions
- New improved forms added to daltonstate.edu to make it easier for users to request information and sign up for a campus tour.
- Additional events hosted by athletics to increase community engagement (golf)
- Business alumni event hosted at basketball game
- Homecoming celebration involved The Mill for Friday night event and Saturday event

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Action Plan #5: With the assistance of the Office of Marketing and Communications, deans will ensure that course content that is online is accessible for all students.

Person/Group Responsible for Implementing Action: Academic Deans, Marketing and Communications, Provost/Vice President for Academic Affairs, Associate Director of Disability Access and Student Support Services, Instructional Technologist

Performance Metric: Online course contents accessible to all students.

Progress Status Summary:
- The Accessibility Compliance Taskforce, which is responsible for trying to ensure that all course documents and other course materials are accessible, held mandatory workshops during the month of February to train faculty and staff. Faculty members who had previously participated in similar training were given the option of sending their syllabi to a task force member. If one of the task force members approved the syllabus, the faculty member was excused from the training. For faculty who could not attend any of the scheduled sessions because of class conflicts, the College's instructional technologist offered to meet with them individually.
- The campus instructional technologist worked with the deans and the Provost and VPAA to develop a fully accessible syllabus template that is now available to faculty as a libguide. This guide should enable faculty to have accurate syllabus statements in an easy-to-follow accessible format and help reduce barriers that may hinder student success. Faculty were asked to have all their syllabi in compliance with the new syllabus template by January 2019.
- Website accessibility audit completed by AMAC accessibility solutions in September of 2018.

Action Plan #6: The Office of Career and Professional Development will develop and offer two First Year Experience (FYE) courses centered on personal and career assessment.

Person/Group Responsible for Implementing Action: Coordinator, Student Transitions Committee (Academic Affairs), Assistant Director for Career & Professional Development

Performance Metric: 2 FYE courses developed.

Progress Status Summary:
- In the Dean of Students Office, the Office of Career and Professional Development was not able to develop and offer two First Year Experience courses centered on personal and career assessment. The courses were in the development phase when the institution found out it could no longer offer FYES classes to students for the Fall 2017 class. However, in its place, Career and Professional Development and the Student Transitions Committee developed a one-hour session that incoming freshmen students could choose to attend in the fall semester to learn more about their personal and professional goals while here at Dalton State and beyond.
- Career & Professional Development works directly with the deans to offer in-class presentations on a variety of topics regarding career services and exploration.

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Action Plan #7: Where appropriate, deans, with the assistance of faculty assessment coordinators, will assess certain student course and program outcomes, and adjust accordingly.

Person/Group Responsible for Implementing Action: Academic Deans, Faculty Assessment Coordinators

Performance Metric: Weave assessment reports on selected courses/programs that show analysis and documentation on improvement plans.

Progress Status Summary:
- During the 2017-2018 academic year, most of the courses and programs in the School of Health Professions were assessed in Weave.
- The Wright School of Business assessed selected, scheduled courses in Weave for the School's six BBA programs during the 2017-2018 academic period. The School's assessment coordinator mentored new faculty on the use of Weave and reviewed assessed courses to ensure improvement plans are sufficiently documented.
- During the 2017-2018 academic year, the School of Education assessed the following courses in Weave: EDUC 2120; EDUC 3214; EDUC 3271; EDUC 3286; EDUC 3902; EDUC 4262; EDUC 4263; EDUC 4284; SPECD4776; ESOL 4241; and READ 3251.
- The School of Liberal Arts assessed each of the School's academic programs during the 2017-2018 as well as each of the courses scheduled for assessment in Weave. In addition, the dean assessed course completion rates for ENGL 1101, ENGL 1102, and COMM 1110, as well as success of the co-curricular support class, ENGL 0999.
- With the support and advice of its two assessment coordinators, courses taught in the School of Science, Technology, and Mathematics were assessed through pre- and post-tests delivered through GeorgiaView. The assessment coordinators set up a schedule to ensure that all courses are assessed either yearly or in another reasonable time frame. Course outcomes have generally remained unchanged during 2017-2018, but some program outcomes have been adjusted with a new program assessment plan in place for the upcoming year.

Action Plan #8: The Office of Hispanic/Latino Outreach will work on an initial application for the institution to become a Hispanic Serving Institution (HSI).

Person/Group Responsible for Implementing Action: Director of Hispanic/Latino Outreach

Performance Metric:
- Application for DSC to become an HSI institution submitted and successful.
- Dalton State becomes an HSI institution.

Progress Status Summary: The college achieved official HSI status in the spring of 2018.

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Objective: 1.2 *Enhance and Promote Student Engagement Opportunities -* Dalton State College will provide collaborative and holistic teaching, learning, and co-curricular experiences that complement the mission of the college, connect students to the world community, and foster opportunities for personal, academic, and professional development.

Action Plan #9: Faculty in each school will provide collaborative and holistic teaching, learning, and co-curricular experiences that complement the mission of the college, connect students to the world community, and foster opportunities for personal, academic, and professional development and detail their activities in their personal annual reports.

Person/Group Responsible for Implementing Action: Chair HIPs Team, Academic Deans, Faculty Senate Subcommittee on Faculty Development and Welfare

Performance Metric
Year One: 20% faculty participation 2016-2017
Year Two: 30% faculty participation 2017-2018
Year Three: 40% faculty participation 2018-2019

Progress Status Summary:
Year One: 20% faculty participation 2016-2017
- During the 2016-2017 academic year, 20% of the Wright School of Business faculty, 24.2% of the School of Health Professions faculty, 58% of the School of Liberal Arts faculty, most of the School of Education faculty, and 15% of the School of Science, Technology, and Mathematics faculty members were involved in providing collaborative and holistic teaching, learning, and co-curricular experiences that complement the mission of the college, connect students to the world community, and foster opportunities for personal, academic, and professional development.
- Faculty led study abroad trips, gave presentations during International Education Week or as part of the International Education speaker series, offered students opportunities to participate in research projects, offered students the opportunity to participate in a worldwide project to preserve endangered turtle species from Asia and Africa, and took students to regional and national conferences, to name only a few of the ways this goal was accomplished.

Year Two: 30% faculty participation 2017-2018
- During the 2017-2018 academic year, 82% of the Wright School of Business faculty, 78% of the School of Education faculty, 45.4% of the School of Health Professions faculty, 57% of the School of Liberal Arts faculty, and 25% of the School of Science, Technology, and Mathematics faculty provided collaborative learning and co-curricular experiences to connect students to the world community, fostering opportunities for their personal, academic, or professional development.
- For example, students performed *Froggy Went a Courtin'* at 7 local elementary schools for 8 performances, students participated in the Georgia Theatre Conference, students participated in PIC Math (Preparation for Industrial Careers in Mathematical Sciences), and students in the School of Education took their Block II and III courses at the School's professional development schools (Blue Ridge Elementary and Dug Gap Elementary).

Year Three: 40% faculty participation 2018-2019

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Action Plan #10: The Committee for Academic Excellence (CAE) will focus on new teaching/learning paradigms for new faculty through weekly notes distributed via email as well as on campus presentations.

Person/Group Responsible for Implementing Action: Coordinator for the Academic Excellence Committee

Performance Metric:
- New teaching/learning paradigms for new faculty developed by CAE.
- Monthly meetings scheduled, presentations made, and email used to disseminate information.

Progress Status Summary:
- The Committee on Academic Excellence (CAE) developed and implemented an orientation for new faculty that included monthly seminars, observation of teaching, and strategies to engage students in the learning process. New faculty members were assigned a mentor to guide their progress and attended monthly meetings focused on teaching, learning, and other aspects of assisting students in their college careers. These cross-disciplinary sessions explored various aspects of teaching and learning proven to improve retention and student success. These included understanding principles of classroom management; developing strategies for motivating students towards studying and course preparation; designing transparent assignments that help students appreciate what is required of them; encouraging a positive academic mindset in their students; using classroom assessment techniques to help them and their students assess their progress through a course with prompt in-class feedback; and developing ways to embed high-impact practices, use classroom discussion techniques that promote equity for all students, create interactive and effective lectures, use inquiry-based learning, incorporate classroom response systems for student engagement, and adopt and utilize a variety of other instructional technologies including web-conferencing.

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Action Plan #11: <u>The Office of the Provost/Vice President for Academic Affairs will provide international educational opportunities with exposure to global communities either in person or via scholarly exchanges.</u>

Person/Group Responsible for Implementing Action: Provost/Vice President for Academic Affairs, Academic Deans, Coordinator for the International Education Committee

Performance Metric:
- 10% increase in the number of students selecting study abroad.
- Global Studies Minor developed.
- At least one course in each school internationalized.

Progress Status Summary:
- During the 2016-2017 academic year, five faculty members from the Wright School of Business faculty were involved with study abroad recruitment efforts during the 2016-2017 academic year. Study abroad trips were offered as a class elective to undergraduate business students. The classes included (1) "Special Topics in Management – Doing Business in Belgium," (2) "Doing Business in Peru," and (3) "Doing Business in Morocco." This sample of 33 students included four short-term study abroad trips, averaging ten10 days each: one in Belgium, two in Peru, and one in Morocco.
- The School of Education provided international educational opportunities with exposure to global communities either in person or via scholarly exchanges within the School of Education by offering educational trips/study abroad ventures to Mexico. This past academic year 15 students (out of 195 potential education students enrolled during the 2015-2016 AY) attended the School of Education's Study Abroad program in Mexico. Other faculty took 14 students on a domestic trip to New York and Washington, DC. Between these two trips, 33/195 students participated in global trips. Thus, 17% of the School's students participated in global or domestic trips.
- During the 2016-2017 academic year, five Liberal Arts faculty were involved with study abroad recruitment efforts. Three faculty organized a calendar fundraiser to try to offset costs of new study in Paris program. One faculty member participated in the 2017 Study Abroad China Program, five Liberal Arts faculty gave presentations during International Education Week or as a part of the International Education Speakers Series, and one Liberal Arts faculty member offered presentations on how to write successful essays for study abroad scholarships. These presentations were well attended (15 to 20 students/faculty per presentation).
- The dean of the School of Liberal Arts, with assistance from the International Education Committee and the director of Institutional Research, developed a new minor in Global Studies, which was approved by the Academic Programs Committee during the 2017-2018 academic year.
- During the 2016-2017 academic year, the School of Science, Technology, and Mathematics encouraged STM majors to participate in international educational opportunities and faculty members participate in the University System of Georgia's Study Abroad Program. For example, an evolution course was developed and taught in the Study Abroad Program to London by a faculty member. Seven students took this course during the fall 2016 semester in London. The faculty member also developed a new course to be taught in the fall 2017 Study Abroad Program to London entitled BIOL 3150 - Science in Society.

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Action Plan #12: <u>The Committee for Academic Excellence (CAE), formerly known as the Center for Academic Excellence, will continue its outreach and engage the faculty in teaching strategies to enhance classroom learning.</u>

Person/Group Responsible for Implementing Action: HIPs Team, Academic Deans, Coordinator for the Academic Excellence Committee

Performance Metric:
Year One: 20% faculty participation in Center for Academic Excellence outreach. <u>2016-2017</u>
Year Two: 10% of new faculty from previous year utilized as mentors. <u>2017-2018</u>
      15% of faculty utilized new teaching strategies.

Progress Status Summary:
Year One: 20% faculty participation in Center for Academic Excellence outreach. <u>2016-2017</u>
- During the 2016-2017 academic year, 30% (7/23) of the faculty of the Wright school of Business, 30% (3/9) of the faculty in the School of Education, 54.5% (18/33) of the faculty in the School of Health Professions, 60% (34/57) of the School of Liberal Arts, and 57% of the faculty in the School of Science, Technology, and Mathematics participated in workshops, conferences, and book groups sponsored by the Center for Academic Excellence.

Year Two: 10% of new faculty from previous year utilized as mentors. <u>2017-2018</u>
*   15% of faculty utilized new teaching strategies.*
- The Office of Academic Affairs oversaw a successful new faculty orientation that focused on teaching strategies and career alignment.
- During the 2017-2018 academic year, the Office of Academic Affairs sent weekly teaching tips to faculty throughout the institutions as well as articles of interest.
- The Office of Academic Affairs also began a new on-campus opportunity entitled Bold Talks to provide faculty and staff with a platform to present their ideas on teaching/learning strategies to the college community. Nineteen faculty (33%) from the School of Liberal Arts attended the Bold Talks symposium, and eight Liberal Arts faculty presented. Two faculty members from the School of Business presented, and several School faculty and administrators attended as well. The School of Health Professions had 30.3% of its faculty members attend the 2018 Bold Talks, and one staff member presented. Fifteen faculty (33%) from the School of Science, Technology, and Mathematics attended Bold Talks, and two Science, Technology, and Mathematics faculty presented. One faculty member from the School of Education presented at Bold Talks.

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Action Plan #13: International educational opportunities will be provided with exposure to global communities either in person or via scholarly exchanges for the student body.

Person/Group Responsible for Implementing Action: Academic Dean, International Education Committee

Performance Metric:
- 2% of students selected global studies as a minor.
- 15% student participation in global outreach whether it is abroad or on campus.
- 20% student participation.

Progress Status Summary:
- The Office of Academic Affairs identified new leadership for the International Education Committee (now known as the Office of International Education).
- The Wright School of Business faculty did not provide international educational experiences through a study abroad experience during 2017-2018. However, faculty made presentations during DSC's International Education Week and as a part of the International Education speaker series and planned Study Abroad programs. The increased number of bi-lingual and international faculty also served to internationalize students in the classes they taught. Moreover, the School continued to host students from Odisee University in Brussels, Belgium, as part of its MOU. The School also selected textbooks with international content. The School will work to offer more study abroad programs and travel opportunities in FY19. A study abroad program for Spring Break 2019 to Lima, Peru, is currently being marketed to Wright School of Business students. A faculty member has also been selected for a travel experience to South Africa in May 2019.
- The School of Education provided international educational opportunities with exposure to global communities for education majors. This past academic year, 15 students (out of 248 currently enrolled education majors during the 2017-2018 academic year) participated in the School's Study Abroad program in Mexico, and 15 students participated in the London program. Also, a faculty member took 7 students on a domestic trip to New York City and Washington, DC. Between these two trips, 37 students participated in global trips. Thus, 14% of the education majors participated in global or domestic trips. In addition, Dr. Brian Hibbs chaired the USG Study Abroad program in Spain.
- During the 2017-2018 academic year, six School of Liberal Arts faculty were involved with study abroad recruitment efforts, and one faculty member participated in the Study Abroad China program.
- A faculty member in the School of Science, Technology, and Mathematics developed and taught BIOL 3150 Science and Society in the Study Abroad Program to London during Fall 2017. Eleven students were enrolled in BIOL 3150 and traveled to London as part of the course. This represented an increase of 57% over the number of students in 2016-17.
- Since the global studies minor was approved in late November 2017, no students selected the minor during the 2017-2018 academic year.
- In March 2018, international students in the Residence Hall hosted a culture night where they shared food that was shipped by their parents/guardians while each student had an opportunity to discuss their culture and how it impacted their development.

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Objective: 1.3 *Equip Students with the Skills Necessary to Navigate the College Experience and Beyond* - Dalton State College will build and support institutional processes to foster academic advisement and life skills including financial management and career development.

Action Plan #14: <u>The Office of the Provost/Vice President for Academic Affairs will collaborate with the Dean of Students Office on initiatives to build an advising team and collect data to determine the effectiveness of early alerts, the First Year Experience (FYE) and career development. This will engage freshmen and sophomores.</u>

Person/Group Responsible for Implementing Action: Provost/Vice President for Academic Affairs, Dean of Students, Director of Academic Advising

Performance Metric:
- Advising Director appointed 2018.
- Utility of early alert system assessed was begun in 2017 but advising coordinator left and no data was collected from 2016 until new director was on board.
- Data collected to determine the effectiveness of early alerts, the First Year Experience (FYE) and career development.
- 50% of freshmen and 25% of sophomores engaged in process. These are based on 2018 data to date.

Progress Status Summary:
- Academic Affairs reported that a new director of advising was hired in January 2018, and she engaged advisors in new processes to address student needs.
- The director of advising has begun assessing the utility of the new early alert system.
- The Committee on Student Transitions was established to replace part of the FYE in order to include opportunities for collaboration on campus with multiple offices and Student Affairs and go beyond first-year students.

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Action Plan #15: The coordinator of Academic Advising and the Dean of Students Office will provide career advisement through one-on-one meetings, professional development workshops and career assessments.

Person/Group Responsible for Implementing Action: Provost/Vice President for Academic Affairs, Dean of Students, Coordinator of Academic Advising

Performance Metric:
Year One: 15% of freshmen and 10% of sophomores provided with career advisements. 2016-2017
Year Two: 30% of freshmen and 20% of sophomores provided with career advisement through one-on-one meetings and professional development workshops. 2017-2018
Year Three: 60% of freshmen and 35% of sophomores provided with career advisement. In progress

Progress Status Summary:
Year One: 15% of freshmen and 10% of sophomores provided with career advisements. 2016-2017
- The Office of Academic Affairs assisted with the development of a formal outreach to students regarding financial obligations during and after college in conjunction with the Office of Student Affairs.
- The Office of Academic Affairs initiated support for career and professional development with faculty from each of the five schools participating in the Find Your Fit, Find Your Future Majors Fair.

Year Two: 30% of freshmen and 20% of sophomores provided with career advisement through one-on-one meetings and professional development workshops. 2017-2018
- The assistant director for Career and Professional Development meets with students one-on-one to offer the career assessment and advise upon completion.
- During Spring and Summer 2018, professional advisors worked with the Office of Career and Professional Development on ways to incorporate career advising into their advising sessions and student interactions. Advisors expanded their knowledge of the Focus 2 Career Assessment offered at DSC by completing the assessment personally and discussing the experience.
- Advisors conducted specific email outreach around the spring Career Fair and preparation workshops. Advisors participated in the "Find Your Fit, Find Your Future" Fall 2017 program.
- Additionally, the coordinator of Academic Advising reached out to 32 students who identified as undecided to discuss career interests, programs available at DSC, and help determining a major.

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- Based on student responses to the advising survey (which includes professional and faculty advisors) during Fall 2017-Spring 2018, 73% agreed or strongly agreed that "My advisor helped me understand how to choose courses and other activities that would help me achieve my educational and career goals," while 66% agreed or strongly agreed that "My advisor challenged me to reflect on my educational and career goals."
- Professional presentations covering a variety of career related topics have been presented to the professional development classes by the assistant director for Career and Professional Development.

Year Three: 60% of freshmen and 35% of sophomores provided with career advisement. <u>In progress</u>

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Action Plan #16: Create and implement a comprehensive and continuous instructor development plan focused on strategies to improve teaching in the first year. Flat enrollment did not permit an increase.

Person/Group Responsible for Implementing Action: Provost/Vice President for Academic Affairs, Academic Deans

Performance Metric:
Year One: 10% increase in the percentage of offerings in each school. 2017-2018
Year Two: 20% increase in the percentage of offerings in each school.

Progress Status Summary:
Year One: 10% increase in the percentage of offerings in each school. 2017-2018
- During the 2017-2018 academic year, the Office of Academic Affairs sent weekly teaching tips to faculty throughout the institutions as well as articles of interest.
- The Office of Academic Affairs sponsored two book groups that focused on strategies to improve teaching: *Teach Students How to Learn* and *Blind Spot.*
- The Department of English had two discussion groups that focused on teaching: the Rhetoric and Composition
  Pedagogy Group and the ENGL 0999 Co-curricular Committee. Both groups were open to all faculty within the department.
- Under the auspices of the Office of Academic Affairs, outreach to faculty regarding strategies to increase the use of new teaching paradigms was begun via the Committee on Academic Excellence.
- An orientation for new faculty was redesigned to include monthly workshops regarding teaching strategies and college processes. New faculty members throughout the College participated in the year-long New Faculty Academy.
- Faculty in the Wright School of Business worked to mentor new hires and work closely with the School's academic advisor to integrate best practices for student advising. Some faculty also expressed interest in working with new hires to improve teaching effectiveness.
- The School of Health Professions paired new faculty members with a faculty mentor who teaches in the same program. The mentor was responsible for working with the new faculty member on teaching techniques and overall department, school, and college expectations.
- All new faculty in the School of Liberal Arts were assigned mentors in their discipline to help them navigate their first year. In addition, at the School of Liberal Arts meeting in August 2017, the dean suggested that faculty consider setting a teaching goal to support the following strategic initiative: Increase the percent of high-impact practice and pedagogies utilized in first-year courses.

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Action Plan #16: Create and implement a comprehensive and continuous instructor development plan focused on strategies to improve teaching in the first year. Flat enrollment did not permit an increase.

- School of Liberal Arts and the School of Science, Technology, and Mathematics began participating in the Gateway to Completion course redesign effort for the next three years. The focus of this initiative is the improvement of success in high enrollment first-year courses, particularly ENGL 1101 and MATH 1111, with the expectation that the strategies the course redesign teams implement will be useful and transferable to instructors of all gateway courses.
- Since there was a college-wide effort to improve course density, the School of Business offered only three additional sections during the 2017-2018 academic year but increased its independent study sections for students who needed to graduate; in addition, the School offered more for-credit internships because of the improved economy and local job market. The School of Liberal Arts offered 4.2% fewer sections of courses during the 2017-2018 academic year but assisted its seniors by offering independent student classes needed for graduation. The School of Science, Technology, and Mathematics also offered 3.5% fewer course sections during 2017-18 than in 2016-17 in order to make the most efficient and cost-effective use of faculty while ensuring that students continued to be able to graduate on time.
- The School of Education added three new courses for the ASD Endorsement and offered them online in 2017-2018.

Year Two: 20% increase in the percentage of offerings in each school. In progress

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Action Plan #17: Develop programs to expose students to financial planning for their academic career.

Person/Group Responsible for Implementing Action: Provost/Vice President for Academic Affairs, Vice President for Student Affairs and Enrollment Management

Performance Metric: Financial planning educational programs for students developed.

Progress Status Summary:
- The Provost and the Vice President for Student Affairs and Enrollment Management provided a financial literacy workshop to a small group of students as a pilot in the spring of 2018.
- In the spring of 2019 the college will roll out new student debt notification tools to help students make better borrowing decisions.
- The college anticipates providing CashCourse a free, online financial education resource, in the spring of 2019. CashCourse equips students with information that helps them make informed financial decisions, from orientation to graduation and beyond. CashCourse was created by the independently funded National Endowment for Financial Education (NEFE).

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Action Plan #18: Explore opportunities for the creation and establishment of a transitional outreach program for students at critical transitional points in their academic careers.

Person/Group Responsible for Implementing Action: Provost/Vice President for Academic Affairs, Vice President for Student Affairs and Enrollment Management, Academic Deans

Performance Metric: Eight unique opportunities to support student engagement and retention were provided.

Progress Status Summary:
- In the Wright School of Business, the academic advisor developed handouts, videos, and updated degree check sheets for all six majors and updated the website to provide additional information for students at transition points. The School's operations coordinator sends a letter to students transitioning to upper-division courses and also sends a letter to their parents/guardians about expectations and opportunities in junior-and senior-level courses. In the Professional Development class (BUSA 3701), students are prepared for the work of work transitions through modules on mock interviewing, networking, dining etiquette, professional dress, community/volunteer service, and attendance at professional meetings in their major. In the capstone MNGT 4701 Strategic Management course, students discuss transitions to work and graduate school options and are encouraged to attend career and graduate school fair.
- The School of Education developed multiple ways to assist students during transitional periods in the track for their careers. During their sophomore to junior years, the School provides orientations as the students enter the program, along with secondary orientations during freshman and sophomore years.
- In the School of Liberal Arts, the academic advisor conducted the DSC Secondary Education Orientation Workshops for English and History education majors. Faculty who taught capstone courses encouraged their students to sign up for LinkedIn accounts and to attend the career and graduate school fairs, and the English Department publishes a "What's in All Those English Classes" booklet so that majors can plan their schedules in advance. In addition, the English Department offered its own Graduate School workshop with representatives from universities in the region providing information about their programs and requirements.
- Academic advisors in the School of Science, Technology, and Mathematics conducted orientations for secondary education majors in biology, chemistry, and math. They also began to explore the establishment of a mentoring program where students would be assigned a faculty mentor at the beginning of their sophomore year with hopes to improve student involvement in the School and increase retention from the sophomore to junior year.

Institutional Strategic Goal: Goal 1: Student Success: Opportunities for learning exist everywhere.

Objective: 1.3 *Equip Students with the Skills Necessary to Navigate the College Experience and Beyond* - Dalton State College will build and support institutional processes to foster academic advisement and life skills including financial management and career development.

Action Plan #19: The coordinator of Academic Advising and the assistant director of Career and Professional Development will provide career advisement through one on one meetings, professional development workshops and career assessments.

Person/Group Responsible for Implementing Action: Director of Academic Advising, Assistant Director for Career and Professional Development

Performance Metric: 25% of freshmen and 15% of sophomores provided with career advisement. I have worked with Mallory and the data were not tracked by classification. I don't think at this point there is any way to track the information other than the way I included in the summary.

Progress Status Summary: The Career and Professional Development office offered 15 student activities serving approximately 700 students. Over 200 students met one-on-one with the assistant director, and 124 students completed the career exploration assessment. In addition, the assistant director made 25 classroom presentations.

Action Plan #20: Design and implement additional experiences for students through collaboration with various non-academic departments.

Person/Group Responsible for Implementing Action: Provost/Vice President for Academic Affairs, Vice President for Student Affairs and Enrollment Management

Performance Metric: At least one additional experience offered each semester.

Progress Status Summary:
The Division of Student Affairs and Enrollment Management exceeded the metric of offering one additional non-academic experience each semester. Examples of non-academic offerings include -

- The Ken White Student Health Center sponsors an annual Health Fair on both the Dalton and Ellijay campus.
- Counseling services offers QPR training and other campus awareness days throughout each semester.
- In August 2018, Resident Assistants had mandatory individual meetings with each of our 1st year residential students where they also went over study techniques and utilized an activity to assist with determine the best learning environment for the individual student.
- In the fall of 2018, Residence Life offered several life skill programs including 1) an interactive activity on the different functions of the mechanics of an automobile and an overview of the different types of automobile insurance coverage offered and 2) how to build a fire with minimal materials.

Institutional Strategic Goal: Goal 1: Student Success: Opportunities for learning exist everywhere.

Objective: 1.3 *Equip Students with the Skills Necessary to Navigate the College Experience and Beyond* - Dalton State College will build and support institutional processes to foster academic advisement and life skills including financial management and career development.

Action Plan #21: Assess developed programs that expose students to financial planning for their academic career.

Person/Group Responsible for Implementing Action: Provost/Vice President for Academic Affairs, Vice President for Student Affairs and Enrollment Management

Performance Metric: Financial planning program offered once each semester.

Progress Status Summary: The action plan has been partially completed as illustrated by the examples below. It is expected the action plan will be fully implemented during the 2019-2020 academic year.

- The Provost and the Vice President for Student Affairs and Enrollment Management provided a financial literacy workshop to a small group of students as a pilot in the spring of 2018.
- In the spring of 2019, the college will roll out new student debt notification tools to help students make better borrowing decisions.
- The college will roll out CashCourse a free, online financial education resource, in the spring of 2019. CashCourse equips students with information that helps them make informed financial decisions, from orientation to graduation and beyond. CashCourse was created in by the independently funded National Endowment for Financial Education (NEFE).

Action Plan #22: Vice Presidents will seek and obtain feedback from all students to refine administrative processes.

Person/Group Responsible for Implementing Action: Provost/Vice President for Academic Affairs, Vice President for Student Affairs and Enrollment Management, Vice President for Fiscal Affairs

Performance Metric:
- Survey developed and implemented.
- Opportunity for at least one set of focus groups provided each year.

Progress Status Summary: This has not yet been fully addressed. Graduating students participate in a senior survey regarding satisfaction with administrative processes and other items. Results are posted on the Institutional Research website. https://www.daltonstate.edu/about/student-achievement.cms

Institutional Strategic Goal: Goal 1: Student Success: Opportunities for learning exist everywhere.

Objective: 1.4 *Reimagine the First Two Years* - Dalton State College will reimagine the freshman- and sophomore-year experience through the innovative transformation of core courses and transitional experiences.

Action Plan #23: Complete an electronic version of guidebook to create High Impact Practices (HIPS).

Person/Group Responsible for Implementing Action: Chair HIPs Team, Coordinator for the Student Transitions Committee

Performance Metric:
- Mission and vision of HIPs program written.
- Electronic HIPS guidebook produced.

Progress Status Summary:
- The HIPS team formulated a mission and vision statement for the program.
- The HIPS team began developing an electronic guidebook for faculty.

Action Plan #24: Identify High Impact Practices (HIPS) liaisons in each department/unit.

Person/Group Responsible for Implementing Action: Chair HIPs Team, Coordinator for the Student Transitions Committee

Performance Metric: 1-2 faculty from each school interested in HIPs identified.

Progress Status Summary: The HIPS team identified faculty from each school who expressed interest in implementing high-impact practices in their courses.

Action Plan #25: Survey faculty regarding High Impact Practices (HIPS) awareness, understanding, and current usage.

Person/Group Responsible for Implementing Action: Chair HIPs Team, Coordinator for the Student Transitions Committee

Performance Metric:
- HIPS survey developed and administered.
- Survey results analyzed and distributed.

Progress Status Summary:
- The HIPS team developed a survey and administered it during Fall Semester 2016 and again in Spring Semester 2018.
- Dr. Barbara Tucker analyzed the results and submitted the report to the Office of Academic Affairs.

Institutional Strategic Goal: Goal 1: Student Success: Opportunities for learning exist everywhere.

Objective: 1.4 *Reimagine the First Two Years* - Dalton State College will reimagine the freshman- and sophomore-year experience through the innovative transformation of core courses and transitional experiences.

Action Plan #26: Engage faculty members through informational workshops regarding High Impact Practices (HIPs).

Person/Group Responsible for Implementing Action: Chair HIPs Team, Coordinator for the Student Transitions Committee

Performance Metric:
Year One: Identify 10 faculty for workshops. 2016-2017
Year Two: More than 10 faculty for workshops identified and presentations made. 2017-2018

Progress Status Summary:
Year One: Identify 10 faculty for workshops. 2016-2017
- During the 2016-2017 academic year, 29 faculty members from the School of Liberal Arts participated in informational workshops pertaining to high-impact practices.
- During the 2016-2017 academic year, School of Science, Technology, and Mathematics attended 59 workshops regarding the scholarship of teaching and learning and the use of high impact practices.
- The School of Education worked with juniors and seniors and used HIPs in all courses. The School of Education faculty teach Area F courses using HIPs practices such as debates and volunteer hours in field experiences. Some students participate in Power Lunches and Learning Academies, and students in EDUC 2130 teach Junior Achievement lessons.

Year Two: More than 10 faculty for workshops identified and presentations made. 2017-2018
- Academic Affairs reported that the office offered workshops to develop HIPs.
- Two School of Education faculty have been involved within the HIPs team and have helped present HIPs techniques.
- Five faculty members from the School of Liberal Arts participated in the HIPS cohort, and 22 Liberal Arts faculty attended informational workshops pertaining to HIPS.
- Five faculty members from the School of Science, Technology, and Mathematics participated in the HIPS Redesign focus with two of these serving as leaders and three participating in the Course Redesign. Additionally, sixteen STM faculty attended HIPS workshops.

Institutional Strategic Goal: Goal 1: Student Success: Opportunities for learning exist everywhere.

Objective: 1.4 *Reimagine the First Two Years* - Dalton State College will reimagine the freshman- and sophomore-year experience through the innovative transformation of core courses and transitional experiences.

Action Plan #27: <u>Organize a retreat for faculty course redesign as part of the High Impact Practices (HIPs) designated course project.</u>

Person/Group Responsible for Implementing Action: Chair, HIPs Team, Coordinator for the Student Transitions Committee

Performance Metric:
- 10 faculty identified.
- Examples of course redesigns developed and shared with faculty committed to teaching a HIPS designated course.

Progress Status Summary:
- Academic Affairs reported that three meetings were held to assist faculty in the planning and redesign of their courses to implement a HIPs initiative.
- Six Wright School of Business faculty published examples of course redesign and/or HIPs in the *Journal for Academic Excellence* during the 2017-2018 academic year. In addition, a School of Business faculty member supervised a joint faculty/student study on social media presented at the DSC Spring 2018 Student Research Showcase which emphasized HIPS practices in a business course.
- Two School of Education faculty have been involved within the HIPs team and two other faculty have participated in course redesign within the Professional Development Schools. Five other School faculty have been working to use HIPs in their courses by moving Block II and Block III courses to the Professional Development Schools to build more authentic experiences.
- Five School of Liberal Arts faculty published examples of course redesign in the *Journal for Academic Excellence* during the 2017-2018 academic year, and five Liberal Arts faculty participated in a HIPS cohort as a part of the HIPS- designated course project.
- Five faculty members from the School of Science, Technology, and Mathematics participated in the HIPS Redesign focus with two of these serving as leaders and three completing and/or implementing action plans for their course redesign.

Institutional Strategic Goal: Goal 1: Student Success: Opportunities for learning exist everywhere.

Objective: 1.4 *Reimagine the First Two Years* - Dalton State College will reimagine the freshman- and sophomore-year experience through the innovative transformation of core courses and transitional experiences.

Action Plan #28: Increase the number of faculty engaged in developing and teaching High Impact Practices (HIPs) designated course.

Person/Group Responsible for Implementing Action: Chair, HIPs Team, Coordinator for the Student Transitions Committee

Performance Metric: 50% increase in the number of faculty teaching HIPS courses from previous year.

Progress Status Summary:
Year One: Health professions reported 10/33 (30%) of faculty provided students with these opportunities.
Year Two
- Health professions reported 15/33 (45%) of faculty provided students co-curricular and.or holistic teaching and learning.
- Liberal Arts reported 36/58 (62%) of faculty engaged students in HIP. This is 4% higher than the previous academic year.
- Education reported 100%
- Wright School of Business reported 100%
- Science, Technology and Math reported 33%

Action Plan #29: Assess and revise the High Impact Practices (HIPs) guidebook to assist faculty.

Person/Group Responsible for Implementing Action: Committee for Student Transitions, Chair HIPs Team, Coordinator for the Student Transitions Committee

Performance Metric: A revised HIPS guidebook produced after review. 2017-2018 HIPS guidebook will be distributed – in progress.

Progress Status Summary: The revised HIPS guidebook was produced.

Institutional Strategic Goal: Goal 1: Student Success: Opportunities for learning exist everywhere.

Objective: 1.5 *Examine Graduation and Retention Rates* - Dalton State College will engage in ongoing evidence-based examinations of student persistence and graduation rates to identify factors that impede student success, and we will implement needed changes to policies and programs that will improve these rates.

Action Plan #30: Identify the data that are necessary and relevant to address persistence and graduation rates.

Person/Group Responsible for Implementing Action: Student Success Committee (S4S)**,** Institutional Research and Planning

Performance Metric: Retention and graduation rates data identified, analyzed, and produced in a report for decision-making and distribution.

Progress Status Summary: The Office of Institutional Research and Planning has produced and published a historical data table that shows Dalton State's graduation and retention rates for 6-Year Bachelor's and 3-Year Associate's first-time, full-time degree seeking students. Additional review of the data is necessary to determine how these rates can be positively influenced.
https://www.daltonstate.edu/about/student-achievement.cms

Action Plan #31: Identify information that should be publicly available on the website vs. information that should be available for internal use on the Roadrunner Portal.

Person/Group Responsible for Implementing Action: Student Success Committee (S4S)**,** Office of Marketing and Communications

Performance Metric:
- Content for external audiences is updated and available on website: www.daltonstate.edu
- Content for campus community is available through Roadrunner Portal.

Progress Status Summary:
- Ensured daltonstate.edu content is focused on external audiences and implemented ongoing process for updates, primary goal being student recruitment.
- Ensured Roadrunner Portal content is focused on campus community and implemented ongoing process for updates.

Institutional Strategic Goal: Goal 1: Student Success: Opportunities for learning exist everywhere.

Objective: 1.5 *Examine Graduation and Retention Rates* - Dalton State College will engage in ongoing evidence-based examinations of student persistence and graduation rates to identify factors that impede student success, and we will implement needed changes to policies and programs that will improve these rates.

Action Plan #32: Update website to reflect changes in retention and graduation rate data.

Person/Group Responsible for Implementing Action: Student Success Committee (S4S), Department of Marketing and Communications, Institutional Research and Planning

Performance Metric: Revised/changes in DSC student retention and graduation rates produced and uploaded on Institutional Research webpage on 'Student Achievement.

Progress Status Summary: On its website, the **Office of Institutional Research** continually updates new/current information from the University System to reflect changes in retention and graduation rate data. Graduation and retention rate data are included in a webpage, "Student Achievement Data" – required by SACSCOC. As part of its "Student Achievement Data" project to fulfill SACSCOC standards on institutional effectiveness, the information provided by the office assists in looking at trend data related to student achievement and helps to identify areas where intervention might be necessary. https://www.daltonstate.edu/about/student-achievement.cms

Action Plan #33: Begin an annual assessment of data to determine information that is necessary for student persistence and graduation.

Person/Group Responsible for Implementing Action: Chair, Complete College Georgia Committee, Student Success Committee (S4S), Institutional Research and Planning

Performance Metric: An annual assessment report regarding relevant DSC graduation and retention rates data produced, published and distributed.
https://www.daltonstate.edu/about/surveys.cms#graduate

Progress Status Summary:
- Year One: Momentum Year initiatives in addition to Motivate lab survey of students 2017-2018
- Year Two: In progress 2018-2019

END GOAL 1

Institutional Strategic Goal: Goal 2: Academic Excellence: Academic excellence is a core component of academic institutions.

Objective: 2.1 *Promote Exceptional Educational Experiences* - Dalton State College will prioritize support for faculty, staff, and students to promote scholarly activities, professional development, and excellence in instruction.

Action Plan #34: Set aside monies through Academic Affairs to promote scholarly activities on an institutional level for faculty.

Person/Group Responsible for Implementing Action: Executive Cabinet, Provost/Vice President for Academic Affairs

Performance Metric: 1 research-based initiative in each school identified.

Progress Status Summary:
- The Office of Academic Affairs set aside monies and other supports to promote scholarly activities on an institutional level for faculty through the following activities:
    1. Providing funding for faculty and student travel
    2. Identifying the director of Library Services as the coordinator for grant writing and submissions
    3. Supporting the infusion of technology into classroom work

Action Plan #35: Increase funding for student and employee travel through the Office of Academic Affairs.

Person/Group Responsible for Implementing Action: Executive Cabinet, Provost/Vice President for Academic Affairs, Director of Institutional Advancement

Performance Metric: Sources of funding to support endeavor identified.

Progress Status Summary: The Office of Academic Affairs set aside monies and other supports to promote scholarly activities for student travel, developing a funding request form for faculty members interested in taking students to conferences.

Institutional Strategic Goal: Goal 2: Academic Excellence: Academic excellence is a core component of academic institutions.

Objective: 2.1 *Promote Exceptional Educational Experiences* - Dalton State College will prioritize support for faculty, staff, and students to promote scholarly activities, professional development, and excellence in instruction.

Action Plan #36: Identify mechanisms to provide opportunities for faculty, students, and staff to expand professional development opportunities.

Person/Group Responsible for Implementing Action: Executive Cabinet, Vice President for Academic Affairs, Academic Deans

Performance Metric: Mechanisms and need initiatives identified by leadership.

Progress Status Summary:
- The Executive Cabinet has supported three cohorts of an employee leadership program ("Leadership Excellence Institute") in 2017 (shortened timeline), 2017- 2018 and 2018-2019.
- The Staff Council was revived after a period of dormancy with updated bylaws, officers and activities for staff.
- The Administrative Cabinet was expanded to include a larger cross section of employees across the institution with representatives from the divisions of each of the Vice Presidents and the Chief of Staff along with Faculty Senate, Staff Council and Student Government Association representatives.

Institutional Strategic Goal: Goal 2: Academic Excellence: Academic excellence is a core component of academic institutions.

Objective: 2.2 *Establish a Multidisciplinary Honors Program* - Dalton State College will investigate, develop, and support an honors program for high-achieving students.

Action Plan #37: <u>The Provost/Vice President for Academic Affairs will gather stakeholders to assist in the development of an honors program that includes criteria for admission, sustainability, and graduation recognition.</u>

Person/Group Responsible for Implementing Action: Executive Cabinet, Provost/Vice President for Academic Affairs

Performance Metric: Honors program developed.

Progress Status Summary: During the 2017-2018 academic year, the Provost and Vice President for Academic Affairs formed an Honors Program Development Committee. The committee, with representatives from each of the academic schools, developed criteria for admission, substantiality, and recognition.

Action Plan #38: <u>The Provost/Vice President for Academic Affairs will oversee a leadership team to implement an honors program and collect and analyze its outcomes. The program will be expanded to include honors research-based activities and global experiences.</u>

Person/Group Responsible for Implementing Action: Provost/Vice President for Academic Affairs

Performance Metric: Honors program implemented.

Progress Status Summary: The Provost/Vice President for Academic Affairs identified a director for the Honors Program. The director and a new Honors Program Committee selected incoming freshmen to participate. The first student cohort began taking classes in Fall Semester 2018.

Institutional Strategic Goal: Goal 2: Academic Excellence: Academic excellence is a core component of academic institutions.

Objective: 2.3 *Seek and Steward Resources for Technology* - Dalton State College will seek resources to support the use of technology to develop cutting-edge curriculum and scholarship.

Action Plan #39: Expand the use of technology in the School of Science Technology and Mathematics and the School of Health Professions (first year gather baseline data).

Person/Group Responsible for Implementing Action: Executive Cabinet, Dean of the School of Science, Technology, and Mathematics, Dean of the School of Health Professions, Provost/Vice President for Academic Affairs, Director of Computing and Information Services

Performance Metric:
Year One: Baseline data obtained. 2017-2018
Year Two: Faculty and staff surveyed to determine if technology is adequate within classrooms and
 offices.

Progress Status Summary:
Year One: Baseline data obtained. 2017-2018
- The School of Science, Technology, and Mathematics and the School of Health Professions were assigned the responsibility of expanding the use of technology in their curricula and scholarship. During the 2016 -2017 academic year,
- The School of Health Professions reported that it had one high fidelity simulation manikin and several low fidelity manikins. Two of its classrooms in the newly remodeled building were designed for flexible use of computer and classroom space. Baseline assessment of technology in the School was established, but there remain several areas of concern where equipment needs would be high. For instance, with the opening of the simulation lab during the 2017-2018 academic year, there will be an increase in the use of technology by faculty and students. Fiscal Affairs has designated $48,000 for the purchase of needed equipment in the School.
- During the 2016-2017 academic year, the School of Science, Technology, and Mathematics reported that various forms of technology were used in at least 89 courses. Students conducting research were able to use the research facilities available in Peeples Hall along with an impressive list of technological equipment including a scanning electron microscope, fluorescent microscope, phase contrast and dark field microscopes, thermocycler, electrophoresis equipment, electroporator, an FTIR-NIR spectrometer, ELSD liquid chromatograph, and chemical simulation software. In addition to this list, other more basic technologies were used including PowerPoints, spreadsheets, GeorgiaView, MyLabsPlus, iClickers, Plickers, videos, programming software, online programs, equipment for obtaining and analyzing data, and various other technologies. In the next year, the School plans to increase the number of courses using technology to over 90 courses.

Institutional Strategic Goal: Goal 2: Academic Excellence: Academic excellence is a core component of academic institutions.

Objective: 2.3 *Seek and Steward Resources for Technology* - Dalton State College will seek resources to support the use of technology to develop cutting-edge curriculum and scholarship.

Action Plan #39: Expand the use of technology in the School of Science Technology and Mathematics and the School of Health Professions (first year gather baseline data).

Year Two: Faculty and staff surveyed to determine if technology is adequate within classrooms and offices.
- During the 2017-2018 academic year, the Office of Academic Affairs reported the following progress in support of campus technology expansion to enhance student learning:
  - Began livestreaming from the main campus to the Gilmer campus to assist in providing more opportunities in the future for expanded curriculum at that campus. The School of Liberal Arts piloted livestreaming ENGL 1102 and ENGL 2111 in Summer 2018 and MUSC 1100 and HIST 1112 in Fall 2018. The Wright School of Business delivered microeconomics via streaming to Gilmer in Fall 2018.
  - Initiated investigation into the use of Virtual Reality.
  - Opened the simulation lab in the School of Health Professions.
  - Identified the new director of the Bandy Heritage Center who will begin to investigate the use of technologies in both archiving as well as presenting exhibits.
- The Faculty Resource Committee sends out a survey annually to all faculty. The survey asks for feedback regarding their technology needs. In addition, OCIS annually sends an email to all faculty requesting them to submit any changes to the software that is loaded on the classroom and computer lab PCs.
- Attached are the FRC survey and results from the past 2 years. Because of this survey, the classroom and lab PCs were upgraded with additional memory and solid-state hard drives which decreased login times from 5 mins to less than 1 minute. Also, the campus wifi was upgraded to provide a more robust wifi experience.
- Also attached are the classroom/lab software request emails from the past 2 years. A comprehensive list of the software that was added as a result is also attached.

Action Plan #40: Designate the Director of the Library as the liaison for the identification and writing of grants to support research.

Person/Group Responsible for Implementing Action: Executive Cabinet, Roberts Library Director

Performance Metric: Library director designated as liaison and monthly meetings scheduled.

Progress Status Summary:
- The Office of Academic Affairs designated the library director as the liaison for the identification and writing of grants to support research.
- Each week, the office distributes the *Bulletin* from the Grants Resource Center, which includes a listing of grant and funding opportunities

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Institutional Strategic Goal: Goal 2: Academic Excellence: Academic excellence is a core component of academic institutions.

Objective: 2.3 *Seek and Steward Resources for Technology* - Dalton State College will seek resources to support the use of technology to develop cutting-edge curriculum and scholarship.

Action Plan #41: Submit grants to support research.

Person/Group Responsible for Implementing Action Executive Cabinet

Performance Metric: 1-2 grants prepared, submitted and approved for funds.

Progress Status Summary: During the 2017-2018 academic year, the Office of Academic Affairs reported that the office applied for five separate grants through the newly developed grants office in the library. Three grants were awarded, and the office assisted six faculty members with research for grant opportunities.

Institutional Strategic Goal: Goal 2: Academic Excellence: Academic excellence is a core component of academic institutions.

Objective: 2.4 *Promote and Enhance High-Impact Practices* - Dalton State College will increase curricular and co-curricular opportunities for students to engage in high-impact practices as appropriate to each school.

Action Plan #42: <u>The HIPs Team will provide ongoing workshops regarding the Scholarship of Teaching and Learning as well as in the use of High Impact Practices (HIPs) in the classroom.</u>

Person/Group Responsible for Implementing Action: Chair HIPs Team, Coordinator for the Student Transitions Committee, Academic Deans

Performance Metric: Workshops and presentations organized by HIPS for faculty.

Progress Status Summary: There were at least three workshops as well as a High Impact Practices Summit offered during the 2016-2017 academic year. At least 9 faculty members from the School of Liberal Arts, 5 faculty members from the School of Health Professions, and 16 faculty members from the School of Science, Technology and Mathematics faculty attended a HIPS workshop or the High Impact Practices Summit.

Action Plan #43: <u>The Committee for Academic Excellence (CAE) and the Instructional Technologist will offer opportunities to work with instructional technology to infuse technology into courses.</u>

Person/Group Responsible for Implementing Action: Chair, HIPs Team, Coordinator for the Student Transitions Committee, Academic Deans, Instructional Technologist/Office of the Provost/Vice President for Academic Affairs

Performance Metric: Instructional technology workshops and presentations organized by CAE and the instructional technologist for faculty.

Progress Status Summary: Two Liberal Arts faculty participated in instructional technology workshops offered by the instructional technologist. Many faculty members in the Schools of Health Professions and Liberal Arts worked independently with the instructional technologist to improve and increase technology in their courses. Some of the results include flipped classrooms, gaming technology, video assessments, and live streaming of events.

Institutional Strategic Goal: Goal 2: Academic Excellence: Academic excellence is a core component of academic institutions.

Objective: 2.4 *Promote and Enhance High-Impact Practices* - Dalton State College will increase curricular and co-curricular opportunities for students to engage in high-impact practices as appropriate to each school.

Action Plan #44: Faculty will provide curricular and co-curricular opportunities to engage in high-impact practices as appropriate and detail their activities in their personal annual reports.

Person/Group Responsible for Implementing Action: Department Chairs, Academic Deans

Performance Metric: 20% of faculty participation.

Progress Status Summary: During 2016-2017, 37% of the Wright School of Business faculty, 100% of the School of Education faculty, 30.3% of the School of Health Professions faculty, 58% of School of Liberal Arts faculty, and 48% of School of Science, Technology, and Mathematics faculty provided curricular or co-curricular opportunities to engage students in high-impact practices and described their activities in their personal annual reports.

Action Plan #45: Increase the percent of high impact practice and pedagogies utilized in first-year courses.

Person/Group Responsible for Implementing Action: Chair HIPs Team, Coordinator for the Student Transitions Committee, Academic Deans

Performance Metric: Increase by 10% over previous year. 2017-2018 - achieved

Progress Status Summary: During the 2017-2018 academic year, over 20% of the Wright School of Business faculty, 100% of the School of Education faculty, 78.8% of School of Health Professions faculty, 62% of the School of Liberal Arts faculty, and at least 50% of the School of Science, Technology, and Mathematics faculty provided curricular or co-curricular opportunities to engage students in high-impact practices and described their activities in their personal annual reports.

Action Plan #46: Revamp the Student Transitions Committee to include additional campus stakeholders.

Person/Group Responsible for Implementing Action: Chair HIPs Team, Coordinator for the Student Transitions Committee, Academic Deans

Performance Metric: A member from each school and administrative unit on campus was included to Increase membership in committee.

Progress Status Summary: The coordinators of the Student Transitions Committee revamped the membership in 2016-2017. While the committee did not meet last year, the coordinators designed the new Perspectives course and sought feedback from the committee members. Faculty from each of the five schools on campus developed and offered school-centered Perspectives courses during Fall Semester 2018 (Finding Success in Business, Pop Culture & Society, Success in Health Systems, Perspectives in Education, Perspectives in STEM, Sports History, and Villains, Rogues, & Scoundrels).

Institutional Strategic Goal: Goal 2: Academic Excellence: Academic excellence is a core component of academic institutions.

Objective: 2.4 *Promote and Enhance High-Impact Practices* - Dalton State College will increase curricular and co-curricular opportunities for students to engage in high-impact practices as appropriate to each school.

Action Plan #47: Expand collaborative programming offerings during both the first and second year.

Person/Group Responsible for Implementing Action: Chair HIPs Team, Coordinator for the Student Transitions Committee, Academic Deans

Performance Metric: Program offerings increased by 10% over previous year.

Progress Status Summary: In progress.

END GOAL 2

Institutional Strategic Goal: Goal 3: Community Engagement: Colleges are a vital part of their communities.

Objective: 3.1 *Enhance Partnerships* - Dalton State College will enhance and coordinate partnerships with the Technical College System of Georgia, K-12 systems, local and state agencies, nonprofits, and businesses, as well as institutions that promote economic development and entrepreneurship.

Action Plan #48: Expand partnerships already in effect.

Person/Group Responsible for Implementing Action: Academic Deans, Bandy Heritage Center

Performance Metric:
- Search for new director of Bandy Center completed and director appointed.
- 2 to 4 new partners added to Dalton State partnerships.

Progress Status Summary:
- A new director for the Bandy Heritage Center was appointed and joined the College in May 2018.
- Academic Affairs worked closely with local leadership committees, the Chamber of Commerce, and area public school systems to develop partnerships with stakeholders. Also, the office researched the development of a business incubator and visited other institutions that have successfully established one.
- The Bandy Heritage Center has established a working relationship with a number of local and state organizations including the following: Georgia Trail of Tears Association, Carpet and Rug Institute, Creative Arts Guild, Dalton Convention and Visitors Bureau, Northwest Georgia Trade and Convention Center, Community Foundation of Northwest Georgia, West Georgia Textile Heritage Trail, Northwest Georgia Regional Library, University of West Georgia, Northeast Georgia History Center, Whitfield-Murray Historical Society, 6th Cavalry Museum, Royal Oaks Retirement Community, Coalicion De Lideres Latinos (CLILA), and the Dalton/Whitfield Senior Center. However, this year, the Center did not "expand" these partnerships; rather, it maintained them. When later the director became aware of the administration's desire to expand partnerships, he took the initiative and began discussions with the Dalton Convention and Visitors Bureau (CVB) on the possibility of that organization utilizing some of the Center's collections as a loan. The CVB would use these items at its historic sites around Whitfield County.
- The School of Education currently has five partnerships for its professional development schools within the DSC community.
- In the School of Health Professions, partnerships were expanded by adding new field and clinical sites for various programs. For example, Nursing and Social Work added new sites this past academic year. Piedmont Mountainside (Jasper, GA) was added as a clinical option for ASN students. Social Work added the following agencies to its list of partners: Northwest Georgia Healthcare Partnership, Hamilton Hospice, Welcome Home of Chattanooga, Ross Woods, Murray County Development Center, White's Pediatrics, Floor Covering Industry Foundation, and Pace Alexian (Chattanooga).
- The School of Health Professions has also been asked to have one or more faculty members sit on the advisory board for Chattooga County Schools Health Occupations programs. The dean was asked to sit on the advisory board for the Whitfield Career Academy's health occupations programs.

Institutional Strategic Goal: Goal 3: Community Engagement: Colleges are a vital part of their communities.

Objective: 3.1 *Enhance Partnerships* - Dalton State College will enhance and coordinate partnerships with the Technical College System of Georgia, K-12 systems, local and state agencies, nonprofits, and businesses, as well as institutions that promote economic development and entrepreneurship.

Action Plan #48: Expand partnerships already in effect.

- To expand partnerships already in effect, two of School of Liberal Arts faculty members served on the School of Education's Teacher Education Council, a partnership between the School of Education, area secondary and middle school teachers and principals, and Liberal Arts and Science, Technology, and Math faculty. In addition, the Communication Department's music program partnered with the Creative Arts Guild to use space for private lessons, practice rooms, and concerts. The music program also used facilities provided by First Presbyterian Church to offer two concerts open to the community.
- In the School of Science, Technology, and Mathematics, partnerships were revitalized, maintained, and expanded. The School recruited two volunteers to assist the school with community partnerships, made progress toward an articulation agreement with UTC, and partnered with local organizations to provide applied projects and internships for our students. At least 3 additional companies hired DSC students as interns. In addition, the School again offered the Preparation for Industrial Careers in Mathematics (PIC Math) working with Mohawk Industries, hosted multiple events including at least 4 public school visits, 2 public nights at the observatory, TAC tours for individuals and community groups, AIS Lunch and Learns, and DEM camp. School faculty also participated in Literacy Night at Beaverdale Elementary, presented at community events, and co-hosted the Solar Express Eclipse trip to Englewood, Tennessee. The School revived the DSC Summer Camps and added four new members of the community to the STEM Advisory Council. In partnering with other schools/departments on campus, the B.A.S. Technology Management was moved from the Wright School of Business to the School of Science, Technology, and Mathematics. Working with community partners, the School revised the curriculum to align with the workforce needs in the region. Two School faculty members served on the School of Education's Teacher Education Council; and through a partnership with Public Safety, STM offered HAZWOPER training to students and the community.
- The Roberts Library collaborated with Dalton High School art teachers, Trevor Ledford and Heidi Heidenescher, for two exhibits of student artwork. The first exhibit was held February 6-17, 2017, with an opening reception on Thursday, February 9. The second exhibit was held from April 7-21, with an opening reception on Thursday, April 13, 2017.
- The Roberts Library expanded the partnership with the Dalton-Whitfield Public Library to offer a joint book talk with author Tim Gautreaux in September 2018.

Institutional Strategic Goal: Goal 3: Community Engagement: Colleges are a vital part of their communities.

Objective: 3.1 *Enhance Partnerships* - Dalton State College will enhance and coordinate partnerships with the Technical College System of Georgia, K-12 systems, local and state agencies, nonprofits, and businesses, as well as institutions that promote economic development and entrepreneurship.

Action Plan #49: <u>The Office of Marketing and Communications will assist in promoting activities of/or related to the College.</u>

Person/Group Responsible for Implementing Action: Office of Marketing and Communications, Academic Deans, Bandy Heritage Center

Performance Metric: Events promoted to area news media and posted on community calendars, DSC website, and social media platform

Progress Status Summary: The Roberts Library, the School of Health Professions, the School of Liberal Arts, and the School of Science, Technology, and Mathematics worked with the Office of Marketing and Communication to promote their events on the College web page and through news releases to the community. As a result, many photographs of Health Professions, Science, Technology, and Mathematics, and Liberal Arts students were included on the Dalton State webpages as well as in stories, blogs, and announcements of school and library events.

Action Plan #50: <u>Expand dual enrollment by 2% over the 2016-2017 academic year.</u>

Person/Group Responsible for Implementing Action: Coordinator of Dual Enrollment, Academic Deans

Performance Metric: 2% increase in the number of dual enrollment students at DSC from previous year.

Progress Status Summary:
- Fall 2016 total number of dual enrollment students = 380
  Fall 2017 total number of dual enrollment students = 385 (1.3% fall over fall increase)
  Fall 2018 total number of dual enrolled students = 369 (4.3% fall over fall decrease) *Source USG Enrollment Report
- Spring 2017 total number of dual enrolled students = 377
  Spring 2018 total number of dual enrolled students = 398 (5.5% spring over spring increase) * Source USG Enrollment Report
- During 2017-2018, the School of Liberal Arts offered dual enrollment classes at Southwest, Northwest, Coahulla Creek, and North Murray High Schools. The School offered a total of 19 sections including ENGL 1101, ENGL 1102, ENGL 2130, HIST 2111, HIST 2112, POLS 1101, and POLS 2101. Total Liberal Arts enrollment at area high schools was 327, a 120.9% increase over the 2016-2017 academic year.
- During 2017-2018 academic year, the School of Science, Technology, and Mathematics had 339 (unduplicated) dual enrollment students enrolled in STM courses. This represents an increase of 8.7% over 2016-2017. In addition to the STM classes in which dual enrollment students were registered on campus, the School of Science, Technology, and Mathematics offered several dual enrollment classes at high schools within our service area. Courses in biology, chemistry, and/or math were offered on the campuses of Coahulla Creek High School, North Murray County High School, Northwest Whitfield High School, Southeast Whitfield High School, and Ringgold High School.

Institutional Strategic Goal: Goal 3: Community Engagement: Colleges are a vital part of their communities.

Objective: 3.1 *Enhance Partnerships* - Dalton State College will enhance and coordinate partnerships with the Technical College System of Georgia, K-12 systems, local and state agencies, nonprofits, and businesses, as well as institutions that promote economic development and entrepreneurship.

Action Plan #51: Expand partnerships, service engagement, and internships with nonprofits.

Person/Group Responsible for Implementing Action: Academic Deans, Dean of Students, Bandy Heritage Center

Performance Metric: Increase number of service engagement and internships.

Progress Status Summary:
- As of June 2018, there were 32 agencies who had posted 39 volunteer opportunities getting 398 responses by hosting 198 volunteers and facilitating 1415.57 hours of completed community service – this equates to a monetary worth of $35,601.58*. *monetary worth of volunteer hours is based on the state value of volunteer time ($25.15) listed at https://www.independentsector.org/r1415.57esource/the-value-of-volunteer-time/
- Fall 2018 Student Life launched the RoadrunnerServe volunteer management portal. This portal allows us to track and connect with community agencies to promote community engagement. To date, we have 56 agencies who are utilizing this resource.
- Student Life also hosts the Day for Dalton Event. The fall 2018 event hosted 46 local businesses and non-profits who set up displays and provided information on ways students, faculty, and staff to connect with Whitfield County and surrounding communities. The spring 2019 event hosted 47 local businesses and non-profits.
- Articulation agreements were developed and signed with UT Chattanooga and Georgia Northwestern Technical College.

Institutional Strategic Goal: Goal 3: Community Engagement: Colleges are a vital part of their communities.

Objective: 3.1 *Enhance Partnerships* - Dalton State College will enhance and coordinate partnerships with the Technical College System of Georgia, K-12 systems, local and state agencies, nonprofits, and businesses, as well as institutions that promote economic development and entrepreneurship.

Action Plan #52: Build and sustain a collaborative effort for service learning with academic and student affairs.

Person/Group Responsible for Implementing Action: Academic Deans, Dean of Students

Performance Metric: A collaborative for service learning between academic affairs and student affairs established.

Progress Status Summary:
- During the 2016-2017 academic year, the School of Health Professions worked to build and sustain a collaborative effort for service learning with Academic and Student Affairs by partnering with the Student Health Clinic to assist with and participate in the annual Health Fair.
- During the 2016-2017 academic year, Liberal Arts faculty and staff also participated in a variety of community volunteer activities that were sponsored by different groups across campus. For example, some faculty participated in the Day of Service during the week leading up to Dr. Venable's inauguration, reading to students at area elementary schools. Others participated in for 2017 Career Symposium, a collaboration including Dalton State College, the United Way, and the Dalton Public School District. Others served on the Board of Directors of the Northwest Georgia Family Crisis Center, sponsoring the Walk a Mile in Her Shoes fundraiser and awareness activity. Some participated in the Readers to Leaders Power Lunch program and the Readers to Leaders 5th Annual Book Blast Literacy Celebration. Still others volunteered at the Dalton-Whitfield Teen Maze, the United Way's Community Health Fair, the Northwest Georgia Aids Taskforce, the College Career Readiness Team (CCRT) with the Dalton Public Schools, and the Board of Directors of Primary Health Care Center.
- During the 2016-2017 academic year, the School of Science, Technology, and Mathematics worked to build and sustain a collaborative effort for service learning with Academic and Student Affairs through events and activities sponsored by DSC such as Dalton Day of Service, Career Symposium, Dalton-Whitfield Teen Maze, Conasauga River Clean-Up, and more.
- During the 2016-17 academic year, the staff of the Roberts Library participated in a variety of activities. Among the events were the Conasauga River clean-up, Freshman Orientation Fair, the Health Fair, and the DSC Day of Service.

Institutional Strategic Goal: Goal 3: Community Engagement: Colleges are a vital part of their communities.

Objective: 3.2 *Expand Physical Presence* - Dalton State College will expand its physical presence in downtown Dalton in order to enhance programming.

Action Plan #53: Investigate the development of a business incubator.

Person/Group Responsible for Implementing Action: President**,** Provost/Vice President for Academic Affairs

Performance Metric: A business incubator was investigated and presented for development.

Progress Status Summary: The President visited the Business Innovation Group (BIG) operated by Georgia Southern University as well as makerspaces and business incubators in Calhoun and Chattanooga. The deans (Johnson and Helms) of the Wright School of Business have also participated in some of these visits.

Action Plan #54: Identify a funding source and model for business incubator.

Person/Group Responsible for Implementing Action: President

Performance Metric: A funding source and model identified and recommended for Dalton State.

Progress Status Summary: Dalton State's Wright School of Business has partnered with the Dalton Innovation Accelerator (DIA) and others in a space in downtown Dalton to provide space and business advice and services to local entrepreneurs. Dalton State provided furniture for one of the rooms in the facility and our students have opportunities to engage in this work alongside others.

Action Plan #55: Hire appropriate staffing to implement business incubator.

Person/Group Responsible for Implementing Action: President

Performance Metric: Staff hired to implement funding model.

Progress Status Summary: No additional staffing is anticipated at this time due to partnership with DIA.

Institutional Strategic Goal: Goal 3: Community Engagement: Colleges are a vital part of their communities.

Objective: 3.3 *Commit to Service* - Dalton State College will commit to service that has mutual and educational benefits through service learning and volunteerism involving students, faculty, and staff.

Action Plan #56: Faculty in each school will participate in service that has mutual and educational benefits through service learning and volunteerism and document their activities in their personal annual reports. Deans will summarize these activities and report in their "Community/Public Service" section of their annual report to the President.

Person/Group Responsible for Implementing Action: Academic Deans

Performance Metric:
Year One: 20% of faculty in each school participated in community service, and results reported in deans' annual reports.
Year Two: 30% of faculty in each school participated in community service, and results reported in deans' annual reports.
Year Three: 40% of faculty in each school participated in community service, and results reported in deans' annual reports.

Progress Status Summary:
Year One: 20% of faculty in each school participated in community service, and results reported in deans' annual reports.
- During the 2016-2017 academic year, almost all faculty in the Wright School of Business were involved in various public outreach and volunteer activities. These included membership and/or service as speakers for local Dalton and Ringgold chapters of civic organizations (particularly the Rotary, Civitan, and Kiwanis clubs and the Tri-State Chapter of APICS). In addition, faculty judged FBLA competitions at Ringgold High School; spoke to United Way, Junior Achievement, AIS Board, and Catoosa County and Dalton/Whitfield Chambers of Commerce; assisted with the VITA income tax assistance program; and spoke to high school business classes.
- Within the School of Education,100% of the faculty engaged in community service. Examples include involvement in the Girl Scout organization and with the Power Lunches offered during the summer.
- During the 2016-2017 academic year, 81.8% (27/33) of the School of Health Professions faculty engaged in community service and outreach. Most of the faculty members listed activities that served K-12 schools and various organizations in the communities.
- During the 2016-2017 academic year, 76% of the full-time faculty (46/57) in the School of Liberal Arts were involved in various public outreach and volunteer activities. These included working with adult and children's literacy, volunteering in public schools, volunteering at the Creative Arts Guild, serving as speakers for 2017 Career Symposium, assisting the chorus teacher at Ringgold High School with the Ringgold High School spring musical, judging the Georgia High School One-Act play completion, serving on the board of directors of the Chattooga County Literacy Council, serving on the board of the Northwest Georgia Family Crisis Center, volunteering as an occasional tutor in reading and writing at the Mack Gaston Community Center, participating in the Readers to Leaders Power Lunch program, volunteering at various Humane Societies, and serving as a panelist at a Community Justice Forum sponsored by the Dalton Police Department and the Whitfield County Sheriff's Office.

Institutional Strategic Goal: Goal 3: Community Engagement: Colleges are a vital part of their communities.

Objective: 3.3 *Commit to Service* - Dalton State College will commit to service that has mutual and educational benefits through service learning and volunteerism involving students, faculty, and staff.

Action Plan #56: Faculty in each school will participate in service that has mutual and educational benefits through service learning and volunteerism and document their activities in their personal annual reports. Deans will summarize these activities and report in their "Community/Public Service" section of their annual report to the President.

- During the 2016-2017 academic year, at least 65% of faculty in the School of Science, Technology, and Mathematics engaged in community/public service and volunteer activities. These activities included numerous visits to local public schools for presentations, tutoring, buddy program, project judging, reading to classes, etc. Additional activities included serving on advisory boards and committees for local clubs and agencies such as   Friendship House, Green House, Georgia Department of Natural Resources, Parent Teacher Organizations.
- During the 2016-2017 and the 2017-2018 academic years, 100% of the faculty of the Roberts Library were involved in community service. Among their activities were the Conasauga River clean-up, the Community Emergency Response Team (CERT), the Red Cross Pillowcase Project, and the Readers 2 Leaders Book Drive.
- The launch of RoadrunnerServe has assisted in creating collaborative efforts between academic and student affairs. During Campus Assembly, RoadrunnerServe was presented to faculty as a tool and resource to use in the classroom. There were four faculty members who piloted RoadrunenrServe in the classroom for spring 2019. The Dean of Students Office also has a representative serving on the HIPS Committee to help educate and promote service learning in the classroom.
- One of the larger barriers we face in formalizing   collaborative partnerships is that there is no common language regarding community engagement/service learning as an institution. All departments are defining these in different ways. We also lack a way to consistently track and identify service-learning courses on campus.

Year Two: 30% of faculty in each school participated in community service, and results reported in deans' annual reports.
- During the 2017-2018 academic year, 81.8% (27/33) of the faculty in the School of Health Professions engaged in community service and outreach. Most of the faculty members listed activities that serve K-12 schools and various organizations in the communities.
- During the 2017-2018 academic year, almost all faculty in the Wright School of Business were involved in various public outreach and volunteer activities. These included participating in and/or serving as speakers for local Dalton and Ringgold chapters of civic organizations, such as the Rotary, Civitan, and Kiwanis clubs; judging FBLA competitions at Ringgold High School; speaking to United Way, Junior Achievement, and the Appalachian Regional Port; providing VITA income tax assistance program; and speaking to high school business classes, the Cherokee Estates Planning Council, the YMCA, and the Scenic Chattanooga Optimists Club.
- One hundred percent of faculty within the School of Education participated in service to the community during the 2017-2018 academic year. Examples include involvement in Teen Maze, Power Lunches, Family Support Council, and Special Olympics.

Institutional Strategic Goal: Goal 3: Community Engagement: Colleges are a vital part of their communities.

Objective: 3.3 *Commit to Service* - Dalton State College will commit to service that has mutual and educational benefits through service learning and volunteerism involving students, faculty, and staff.

Action Plan #56: Faculty in each school will participate in service that has mutual and educational benefits through service learning and volunteerism and document their activities in their personal annual reports. Deans will summarize these activities and report in their "Community/Public Service" section of their annual report to the President.

- During the 2017-2018 academic year, 74% of the full-time faculty in the School of Liberal Arts were involved in various public outreach and volunteer activities. These included working with adult and children's literacy, volunteering in public schools, volunteering at the Creative Arts Guild, tutoring third graders, serving on Parent Advisory Committees, volunteering with Parent Teacher Organizations, teaching English as a Second Language, serving on the board of the Northwest Georgia Family Crisis Center.
- During the 2017-2018 academic year, at least 65% of faculty in the School of Science, Technology, and Mathematics engaged in community/public service and volunteer activities. These activities included numerous visits and presentations to local public schools, the Friendship House, the Boys and Girls Club, and the Civitan Club. Additional activities included serving on advisory boards and/or committees for the Georgia Department of Natural Resources, the NW Georgia Audubon chapter, the Tellus Science Museum, the IBM Consortium of School Advisors, First Robotics, Hamilton Medical Center, Parent Teacher Organizations, and the Green House.

Year Three: 40% of faculty in each school participated in community service, and results reported in deans' annual reports.

Institutional Strategic Goal: Goal 3: Community Engagement: Colleges are a vital part of their communities.

Objective: 3.3 *Commit to Service* - Dalton State College will commit to service that has mutual and educational benefits through service learning and volunteerism involving students, faculty, and staff.

Action Plan #57: <u>Faculty in each school will engage *their students* in service learning and volunteerism and document these activities as well as level of student participation in their personal annual reports.</u>

Person/Group Responsible for Implementing Action: Academic Deans

Performance Metric:
Year One: 5% of faculty in each school engaged *their students* in community service, and results reported in deans' annual reports.
Year Two: 10% of faculty in each school engaged *their students* in community service and reported results in their annual reports.
Year Three: 20% of faculty in each school engaged *their students* in service learning or volunteerism, reporting these activities in their annual reports.

Progress Status Summary:
Year One: 5% of faculty in each school engaged their students in community service, and results reported in deans' annual reports.

- During the 2016-2017 academic year, 12.1% of the faculty members in the School of Health Professions engaged students in service learning and volunteerism and documented these activities as well as level of student participation in their personal annual reports. The activities included partnering with the Student Health Clinic and participating in the health fair, involving students in Make a Difference Day projects, and supervising student development of a diabetes program at a local facility.
- One hundred percent of students within the School of Education were involved in community service through Area F courses that were taught by at least 50% of the School faculty during the 2016-2017 academic year.
- During this time period, 17.5% of the School of Liberal Arts faculty engaged their students in service learning and volunteerism. Some examples include volunteering at a selection of agencies that specifically deal either with victims of crime, volunteering at the Northwest Georgia Family Crisis Center, and participating in "Feed the Deed."
- During the 2016-2017 academic year, all 104 students who successfully passed BUSA 3701 completed 10-hours of community service volunteer activities.   Organizations assisted included area 4H clubs, the Alzheimer's Association, junior achievement, and the Girl Scouts. Thus, at least two faculty engaged their students in service to the community.

Institutional Strategic Goal: Goal 3: Community Engagement: Colleges are a vital part of their communities.

Objective: 3.3 *Commit to Service* - Dalton State College will commit to service that has mutual and educational benefits through service learning and volunteerism involving students, faculty, and staff.

Action Plan #57: <u>Faculty in each school will engage *their students* in service learning and volunteerism and document these activities as well as level of student participation in their personal annual reports.</u>

Year Two: 10% of faculty in each school engaged their students in community service and reported results in their annual reports.

- During the 2017-2018 academic year, approximately, 69.7% of the School of Health Professions faculty reported engaging in volunteer activities that included DSC students. Most of the faculty members listed activities that serve K-12 schools and various organizations in the communities.
- All faculty in the School of Education engage their students in community service. The School's three Area F courses include service learning projects and require 10 hours of service learning in each course. In addition, 100% of juniors and seniors are engaged in service learning through their participation in approximately 1000 hours of field experience.
- During the 2017-2018 academic year, 23% of the full-time faculty (13/57) in the School of Liberal Arts engaged their students in service learning or volunteer activities. These included such diverse activities as participating in internships, volunteering at a child-centered organization, volunteering at the Northwest Georgia Family Crisis Center, and developing a social media campaign.
- During the 2017-2018 academic year, almost 80% of the Wright School of Business faculty, particularly in upper-division courses. engaged students in volunteer activities, working with nascent entrepreneurs, supporting non-profit organizations, and engaging students as "consultants" to these organizations. In addition, all 161 students who passed BUSA 3701 completed 10-hours of community service volunteer activities, assisting with the Boys and Girls Club, the Alzheimer's Association, and VITA income tax preparation.
- During the 2017-2018 academic year, 31% percent of the faculty in the School of Science, Technology, and Mathematics engaged their students in service learning and volunteerism. These activities took place through service learning courses, RSOs, and various other volunteer opportunities. Examples include prepping and leading labs, preparing sterile reagents, operating an autoclave, organizing and cataloging collections, organizing canned food drives, assisting with the Turtle Assurance Colony, working at river clean ups, tending DSC hiking trails, and working with kids/students at DSC camps. The School of Science, Technology, and Mathematics faculty provided service learning and volunteer opportunities to students through fundraising for the Shriner's Hospitals, participating in a can food drive, involving students a River clean-up, making improvement to the DSC hiking trails, church volunteering, donating blood, donating breast milk, volunteering at elementary student camps on DSC campus, volunteering in health care fields and many more. School faculty members were also advisors for the following RSOs, all of which offered opportunities for students to participate in service and/or volunteer activities: the Chemistry Club, Tri-Beta Biology Honor Society, the Environmental Club, the Math Club, the Physics Club, and the Astronomy Club.

Year Three: 20% of faculty in each school engaged their students in service learning or volunteerism, reporting these activities in their annual reports.

Institutional Strategic Goal: Goal 3: Community Engagement: Colleges are a vital part of their communities.

Objective: 3.3 *Commit to Service* - Dalton State College will commit to service that has mutual and educational benefits through service learning and volunteerism involving students, faculty, and staff.

Action Plan #58: <u>One staff member in each school will participate in service that has mutual and educational benefits through service learning and volunteerism and document these activities in his/her personal annual reports. Deans will summarize these activities and report in their "Community/Public Service" section of their annual report to the President.</u>

Person/Group Responsible for Implementing Action: Academic Deans

Performance Metric: 1 staff member from each school was identified and community service activity reported in deans' annual reports.

Progress Status Summary:
- During the 2016-2017,2017-2018 academic years, all of the five schools on campus had at least one faculty member who participated in community service. Activities included volunteering at the Dalton-Whitfield-Murray Teen Maze, participating in the Bird Feeder, participating in the medical Careers Symposium in Gilmer County, volunteering at the Creative Arts Guild, assisting with the Girl Scouts, supporting the Murray County Humane Society by making and donating dog beds, participating in the Conasauga River clean-up, participating in the Community Emergency Response Team (CERT), participating in the Red Cross Pillowcase Project, assisting with the Boy Scouts, participating in the Readers 2 Leaders Book Drive, assisting with the Design, Engineering, and Manufacturing Camp (DEM Camp), and assisting with the First Robotics Competition.

Action Plan #59: <u>Continue to build collaboration between and among all stakeholders.</u>

Person/Group Responsible for Implementing Action: Academic Deans, Dean of Students

Performance Metric: One event organized to build collaboration between academic affairs and student affairs.

Progress Status Summary:
- During the 2016-2017 academic year, the Schools of Business, Education, Health Professions, Liberal Arts, and Science, Technology, and Mathematics worked with Student Affairs by participating in activities during the Week of Welcome (Donuts with Deans, Ask Me Anything), participating in New Student Orientation, presenting and/or participating in Constitution Day events, and participating in "Snap and Chat" and "Dinner and Dialogue" events leading up to the 2016 elections.
- During the 2016-2017 and 2017-2018 academic years, the Roberts Library collaborated with the Office of Student Life for the following events: Library Murder Mystery, Boo Bash, Library Open House Carnival, and Pop-up Library. The Library collaborated with the School of Liberal Arts for the Literary Spooktacular.
- Ken White Student Health Center has worked with the LPN program for the annual Health Fair and other campus testings (STI/HIV, etc…) in both 2016-17 and 2017-18
- Counseling Services worked with the Social Work department to sponsor Eating Disorder Awareness Week in 2017-18.

Institutional Strategic Goal: Goal 3: Community Engagement: Colleges are a vital part of their communities.

Objective: 3.4 *Contribute to the Vibrancy of the Community* - Dalton State College will contribute to the vibrancy of the community by providing a variety of events, programs, and activities while encouraging collaboration and shared resources.

Action Plan #60: Increase the number of events and participants at the College's community and public programs.

Person/Group Responsible for Implementing Action: Dean of Students, Athletics, Academic Deans, Bandy Heritage Center

Performance Metric:
Year One: Events and participants increased by 10% over previous year (2015-2016 served as baseline year).
Year Two: Events and participants increased by 15% over previous year.
Year Three: Events and participants increased by 20% over previous year.

Progress Status Summary:
Year One: Events and participants increased by 10% over previous year (2015-2016 served as baseline year).

- During the 2016-2017 academic year the School of Liberal Arts sponsored or participated in 17 programs (a 21% increase over the previous academic year) that were open to the campus and the larger community:
  - Two theatre productions (*Christmas Belles* and *Grass Men*) with four performances each (sponsored by the School of Liberal Arts).
  - Two campus community concerts.
  - One chorus concert (the Dalton State Singers), held at First Presbyterian Church.
  - A Raft Debate (Save Our Civilization), a joint effort organized by the dean of the School of Liberal Arts as a member of the Celebrations Committee for Inaugural Week.
  - One joint chorus concert at the University of Tennessee at Chattanooga.
  - Two concerts in which faculty and students performed as a part of the Dalton/Whitfield Community Band.
  - A workshop on the Alexander Technique next Friday morning at the Creative Arts Guild, a joint venture (open to students and the community, a music workshop).
  - Midtown Brass (at First Presbyterian Church), supported in part by a Dalton State Foundation grant to the School of Liberal Arts and a donation from the dean of Liberal Arts.
  - Players of the Rome Symphony Orchestra at the Creative Arts Guild (supported in part by a Dalton State Foundation grant to the School of Liberal Arts).
  - Five performing artists (Jerico Vasquez, Kris Carlisle, Expedition Chamber Winds, UTC Jazz Quintet, Western Carolina Trio), supported in part by a Dalton State Foundation grant to the School of Liberal Arts and from the School of Liberal Arts Humanities budget which paid for piano tuning for Goodroe Auditorium.
  - Literary "Spooktacular" (an event organized by Dr. Jenny Crisp in which faculty, staff, and students dressed up as characters and read spooky stories and poems for Halloween).

Institutional Strategic Goal: Goal 3: Community Engagement: Colleges are a vital part of their communities.

Objective: 3.4 *Contribute to the Vibrancy of the Community* - Dalton State College will contribute to the vibrancy of the community by providing a variety of events, programs, and activities while encouraging collaboration and shared resources.

Action Plan #60: Increase the number of events and participants at the College's community and public programs.

- o Over 2,824 faculty, staff, students, and community members (duplicated headcount) attended various music, theatre, and cultural events sponsored by the School of Liberal Arts.
- During the 2016-2017 academic year, the Roberts Library sponsored a Summer Reading program and offered five book talks, two brown bag programs, and a Murder Mystery event. The library also hosted an Open House carnival, two book talks, a Boo Bash, and a Book Festival. There were 2,199 faculty, staff, and students (duplicated headcount) that attended these events.
- During the 2016-2017 academic year, the School of Education continued to offer Power Lunches and Learning Academies.
- During the 2016-2017 academic year, the School of Science, Technology, and Mathematics sponsored or participated in several events that were open to the DSC community and the public. The grand opening of the DSC Observatory was held in March 2017. This observatory was used to engage the DSC community and the public by hosting several evening observations and astronomy programs. The Dalton State College Turtle Assurance Colony provided outreach to the community and research and service learning opportunities for students, and over a dozen informal tours were given to DSC students and the public. The School sponsored talks given by US-EPA researcher and administrator Dr. Ann Richard about the art and practice of structure-activity modeling at the chemistry-toxicology interface, and several others participated in Earth Day talks. These talks were open to the campus community and public. The School also sponsored the First Robotics Competition.
- As of June 2018 there were 32 agencies who had posted 39 volunteer opportunities getting 398 responses by hosting 198 volunteers and facilitating 1415.57 hours of completed community service – this equates to a monetary worth of $35,601.58*. Student Life and SAVE planned and hosted 10 opportunities (this includes days of service, community action days, and Alternative Break Trips – an immersive and transformative service-learning experience) posted on RoadrunnerServe accounting for 1360.32 of the 1415.57 hours of completed community service – this equates to a monetary worth of $34,212.48*. *monetary worth of volunteer hours is based on the state value of volunteer time ($25.15) listed at https://www.independentsector.org/r1415.57esource/the-value-of-volunteer-time/
- Athletics participated in the Christmas Parade each of the last two years and involved members of other campus student organizations as well.
- Athletics staff person collaborated on the Homecoming Planning Committee and introduced community sponsors into the event.
- Athletics in conjunction with Student Life sponsored "Fill the Feeder" event at a January basketball game for the purpose of re-stocking the campus food pantry, the Bird Feeder, for the spring semester.

Institutional Strategic Goal: Goal 3: Community Engagement: Colleges are a vital part of their communities.

Objective: 3.4 *Contribute to the Vibrancy of the Community* - Dalton State College will contribute to the vibrancy of the community by providing a variety of events, programs, and activities while encouraging collaboration and shared resources.

Action Plan #60: Increase the number of events and participants at the College's community and public programs.

Year Two: Events and participants increased by 15% over previous year.
- During the 2017-18 academic year, Campus Recreation established new club sports: Bass Fishing, Ultimate Frisbee, Running Club.
- Athletics began hosting annual golf tournaments for women and men in FY18. Community partners served as sponsors and volunteers. The events exposed greater Dalton to over 23 visiting colleges and universities. Significant economic impact was realized.
- Each athletic program has a community service organization or project they align themselves. golf - special Olympics, basketball - school literacy, cross country & track – volunteer at middle and HS cross country events and Dalton Running Club, soccer – adoption of Dug Gap Elementary School.
- Athletics hosted numerous dance teams and a local youth basketball team to provide halftime entertainment at basketball games.

Year Three: Events and participants increased by 20% over previous year.

Institutional Strategic Goal: Goal 3: Community Engagement: Colleges are a vital part of their communities.

Objective: 3.4 *Contribute to the Vibrancy of the Community* - Dalton State College will contribute to the vibrancy of the community by providing a variety of events, programs, and activities while encouraging collaboration and shared resources.

Action Plan #61: Utilize all campus resources to engage community members in both academic and non-academic outreach.

Person/Group Responsible for Implementing Action: Dean of Students, Athletics, Academic Deans, Bandy Heritage Center

Performance Metric: 1 outreach event organized.

Progress Status Summary:
- Faculty from the Schools of Business, Education, Health Professions, Liberal Arts, and Science, Technology and Mathematics participated in a "Dalton State Save Our Civilization" Panel, October 21, 2016.
- A School of Liberal Arts faculty member presented "The State of Race in America: Progress or Prejudice" at the College's Constitution Day event, September 15, 2016.
- During the 2017 - 2018 academic year, Student Life was able to host seven community wide events promoting the education of students for engaged citizenship through democratic participation in their communities, respect and appreciation of diversity, applied learning and social responsibility yielding 576+ participants over the academic year. Information about each event and their successes are below: * Day for Dalton is held each semester as a way for students to learn about local businesses and non-profit organizations in the community. The fall 2017 event hosted 46 local businesses and non-profits who set up displays and provided information on ways students, faculty, and staff to connect with Whitfield County and surrounding communities. The spring 2018 event hosted 47 local businesses and non-profits. * National 9/11 Day of Service and Remembrance Ceremony was observed by Dalton State members and community partners for the first time in fall 2018. Collaborative partners for this event included the Salvation Army Family Store, The Birdfeeder Food Pantry, Lakeshore Community Gardens, the Northwest Georgia Family Crisis Center, the Roadrunner Trail System, and Student Life. Each of these collaborated partners facilitated a service project for students, faculty, staff, or community to participate in. There were 43 volunteers who completed a combined total of 141.5 volunteer hours to our community.
- Constitution Day was expanded to include a full day of events and programming. The day kicked off with Constitutional Cab Trivia - 228 students participated. There was also a constitutional reading on the quad where faculty, staff, students, and administration took turns reading sections of the US Constitution. The Keynote event was a Documentary and Dialogue event discussing the Constitution and Immigration. Panelist included two faculty members (Seth Weitz and Maria Hammontree) and one staff member (Quincy Jenkins).
- #VoteLocal: Meet the Candidates was an event hosted to encourage participants to vote locally and make more informed voting decisions. This event was open to the public. There were 38 students in attendance at this event. Collaborative partners for the planning and implementation for this event included the Whitfield County Board of Elections, Candidates running in the election, and Student Life.
- The Big Event was an opportunity for students, faculty, and staff to express our campuses gratitude and support to our community. There were 20 volunteers at this event who completed a combined total of 67.66 volunteer hours. Collaborative Partners for this event included Lakeshore Community Garden, Habitat for Humanity of Dalton-Whitfield & Murray, and the Roadrunner Trail System.

Institutional Strategic Goal: Goal 3: Community Engagement: Colleges are a vital part of their communities.

Objective: 3.4 *Contribute to the Vibrancy of the Community* - Dalton State College will contribute to the vibrancy of the community by providing a variety of events, programs, and activities while encouraging collaboration and shared resources.

Action Plan #62: Build a strong athletic program that engages community spirit and creates strong partnerships in other areas of the College.

Person/Group Responsible for Implementing Action: Athletics Director

Performance Metric: Athletic programs that engages community & college partnerships.

Progress Status Summary:
- During the 2017-2018 academic year athletics established two Roadrunner Classic Golf Tournaments in Dalton. In the fall of 2017 & 2018 the women's team hosted a classic at Nob North Golf Course and in the spring of 2018 & 2019 the men hosted a classic at The Farm. Both events were very successful in bringing dozens of teams from across our region and nationally to town. The CVB and many local businesses partnered in making these events possible.
- Local dance and age group sport teams participated in half-time activities at Dalton State Basketball games.
- Athletics also contributed to Homecoming activities through participation on the planning committee. This led to increased community support for the events associated with Homecoming.
- Athletics partnered with the Wright School of Business to host an alumni event at a basketball game.
- Athletics honored faculty and staff through Roadrunner Recognition program.
- Second annual "Fill the Feeder" initiative took place in January of '18 & '19.

Institutional Strategic Goal: Goal 3: Community Engagement: Colleges are a vital part of their communities.

Objective: 3.4 *Contribute to the Vibrancy of the Community* - Dalton State College will contribute to the vibrancy of the community by providing a variety of events, programs, and activities while encouraging collaboration and shared resources.

Action Plan #63: Collaborate and share resources with the community.

Person/Group Responsible for Implementing Action: Dean of Student, Academic Deans, Athletics, Bandy Heritage Center

Performance Metric: 1 outreach event organized.

Progress Status Summary:
- During the 2016-2017 academic year, Liberal Arts faculty and staff participated in a variety of community events and programs that encouraged collaboration and shared resources. The faculty advisors of the Criminal Justice and Psychology Club sponsored the Walk a Mile in Her Shoes fundraiser event for the Northwest Georgia Family Crisis Center, and music faculty collaborated and shared resources with the Creative Arts Guild and First Presbyterian Church by offering concerts and classes open to the community at those facilities.
- The Roberts Library collaborated with Dalton High School art teachers, Trevor Ledford and Heidi Heidenescher, for two exhibits of student artwork. The first exhibit was held February 6-17, 2017, with an opening reception on Thursday, February 9 from 6-8pm. The second exhibit was held from April 7-21, with an opening reception on Thursday, April 13, 2017.
- The Big Event was an opportunity for students, faculty, and staff to express our campuses gratitude and support to our community. There were 20 volunteers at this event who completed a combined total of 67.66 volunteer hours. Collaborative Partners for this event included Lakeshore Community Garden, Habitat for Humanity of Dalton-Whitfield & Murray, and the Roadrunner Trail System.
- Dean of Students office volunteered at the 3rd Annual CTAE Day for students at Southeast High School. Ten sessions presented on conflict management.
- Dean of Students Office recruited and provided volunteers for the First Robotics Competition at the Dalton Convention Center.
- During the 2017-18 academic year, Liberal Arts faculty and staff participated in a variety of community events and programs that encouraged collaboration and shared resources. The faculty advisors of the Criminal Justice and Psychology Club sponsored the Walk a Mile in Her Shoes fundraiser event for the Northwest Georgia Family Crisis Center, and music faculty collaborated and shared resources with the Creative Arts Guild.
- During the 2016-17 academic year, the School of Science, Technology, and Mathematics faculty and staff served in various positions and participated in several events that encouraged collaboration and shared resources with the community.
- Dr. Griffus, STM dean, served on the board of the Northwest Georgia College and Career Academy, Gordon County College and Career Academy, Hamilton Medical Center IRB, and Dalton Civitan Club.
- STM has hosted meetings of several community and civic organizations: monthly meetings and quarterly Lunch and Learn meetings for the Alliance for Innovation and Sustainability (AIS) bringing together local government, corporations, community leaders, and academia; Dalton Civitan Club meetings; and Dalton Garden and Tea Club meetings.

Institutional Strategic Goal: Goal 3: Community Engagement: Colleges are a vital part of their communities.

Objective: 3.4 *Contribute to the Vibrancy of the Community* - Dalton State College will contribute to the vibrancy of the community by providing a variety of events, programs, and activities while encouraging collaboration and shared resources.

Action Plan #63: <u>Collaborate and share resources with the community.</u>

- STM faculty spoke at Kiwanis, Civitan, and Rotary club meetings.
- STM/DSC was a sponsor and organizer of the Conasauga River Watershed Cleanup with much participation from STM faculty.
- In collaboration with local schools and students, STM hosted the Design, Engineering, Manufacturing (DEM) Camp and Manufacturing Day for local students, participated in STEM and STEAM nights at several local schools, presented Campfire Under the Stars at the DSC Observatory in collaboration with Beaverdale Elementary along with several other public nights at the observatory, and several STM faculty and staff took part in the First Robotics competition.
- STM met with its STEM Advisory Council made up of representatives from several local companies.
- During the 2017-18 academic year, the School of Science, Technology, and Mathematics faculty and staff served in various positions and participated in several events that encouraged collaboration and shared resources with the community.
- Dr. Griffus, STM dean, served on the board of the Northwest Georgia College and Career Academy, Catoosa County College and Career Academy, Gordon County College and Career Academy, Hamilton Medical Center IRB, and Dalton Civitan Club.
- STM has hosted meetings of several community and civic organizations: monthly meetings and quarterly Lunch and Learn meetings for the Alliance for Innovation and Sustainability (AIS) bringing together local government, corporations, community leaders, and academia; Dalton Civitan Club meetings.
- STM faculty spoke at Kiwanis, Civitan, and Rotary club meetings.

Institutional Strategic Goal: Goal 3: Community Engagement: Colleges are a vital part of their communities.

Objective: 3.4 *Contribute to the Vibrancy of the Community* - Dalton State College will contribute to the vibrancy of the community by providing a variety of events, programs, and activities while encouraging collaboration and shared resources.

Action Plan #64: Assess athletics programming and its effects on attracting high quality students.

Person/Group Responsible for Implementing Action: Athletics, Academic Deans

Performance Metric: The College Athletics Committee will meet regularly to assess programming on student recruitment and presented recommendations.

Progress Status Summary:
- 2017-2018 the Bachelor of Science in Health and Wellness was established. This degree was viewed as one in which student athletes would have a primary interest.
- During the 2017-2018 and 2018-2019 academic years, the College Athletics Committee and the Student Athlete Advisory Committee met monthly to discuss concerns of athletes as well as issues pertaining to advising and registration. The College Athletics Committee includes faculty representation from each of the schools and the Faculty Athletics Representative as well as representation from the Student Government Association, Business Office, Enrollment Services, student athletes, the athletics director, and the assistant athletics director. One outcome of these meetings has been the provision for priority registration for athletes. In addition, some of the department chairs, the chair of the Department of Communication in particular, met with the coaches and the assistant to the athletics director to explain the program requirements for the Interdisciplinary Studies degree since many athletes choose this degree option. The chairs communicate with the coaches, especially when there are issues regarding class attendance, classroom performance, and academic advising.

END GOAL 3

Institutional Strategic Goal: Goal 4: Operational Excellence: Colleges should support transparency, efficiency, and stewardship.

Objective: 4.1 *Enhance Policies and Procedures* - Dalton State College will ensure its policies and procedures are complete, current, transparent, and accessible.

Action Plan #65: Revise statutes to reflect changes in administrative structure and policy.

Person/Group Responsible for Implementing Action: Executive Cabinet, Faculty Senate

Performance Metric: A new and updated *Statutes* produced and published*.*

Progress Status Summary: The Faculty Senate worked on updating the College *Statutes* during the 2016-2017 academic year. The revision process continued throughout the 2017-2018 academic year, and the revised *Statutes* were approved by the full faculty at the end of Spring Semester 2018.

Action Plan #66: Modify promotion and tenure criteria and move from paper submission to electronic submission of portfolios.

Person/Group Responsible for Implementing Action: President, Faculty Senate, Provost/Vice President for Academic Affairs

Performance Metric:
- A revised promotion and tenure criteria produced.
- Electronic submission of portfolios implemented.

Progress Status Summary:
- During the 2016-2017 academic year, a committee chaired by the president of the Faculty Senate revised the promotion and tenure criteria. The revised criteria were approved by the full faculty at the end of Spring Semester 2017.
- The Office of Academic implemented electronic portfolios for the submission of tenure and promotion portfolios during the 2016-2017 academic year.

Action Plan #67: Begin revisions of the Faculty Handbook.

Person/Group Responsible for Implementing Action: Provost/Vice President for Academic Affairs, President, Faculty Senate, Director of Human Resources

Performance Metric: A new revised/updated *Faculty Handbook.*

Progress Status Summary: The Provost/Vice President for Academic Affairs charged the Faculty Senate with updating the *Faculty Handbook*. This revision is on-going as of January 2019.

Institutional Strategic Goal: Goal 4: Operational Excellence: Colleges should support transparency, efficiency, and stewardship.

Objective: 4.1 *Enhance Policies and Procedures* - Dalton State College will ensure its policies and procedures are complete, current, transparent, and accessible.

Action Plan #68: Publish policy manual.

Person/Group Responsible for Implementing Action: Executive Cabinet

Performance Metric: Dalton State *Policy Manual* published*.*

Progress Status Summary: The Office of Academic Affairs developed a policy and procedure manual for Academic Affairs during the 2017-2018 year. It has been reviewed by the president and is in its final stages of editing.

Action Plan #69: Review policy manual and other documents.

Person/Group Responsible for Implementing Action: Executive Cabinet

Performance Metric: Policy Manual reviewed and revised every two years. Updated version published on DSC website for users.

Progress Status Summary: Executive Cabinet is in the process of reviewing and re-formatting policy manuals to ensure completeness and consistency with BOR policies and current DSC practices.

Institutional Strategic Goal: Goal 4: Operational Excellence: Colleges should support transparency, efficiency, and stewardship.

Objective: 4.2 *Improve Collegiality and Communication -* Dalton State College will improve its interactions within and between units to enhance the operation of the institution, interpersonal relationships, and student success.

Action Plan #70: Seek collaboration among Academic Affairs, Student Affairs, and Financial Affairs to support academic, extra-curricular and financial initiatives.

Person/Group Responsible for Implementing Action: Executive Cabinet**,** Department Directors**,** Academic Deans**,** Academic Chairs

Performance Metric: A collaborative unit established to support academic, extra-curricular and financial initiatives.

Progress Status Summary:
- The Office of Academic Affairs collaborated with Student Affairs on various endeavors, including Constitution Day and Move on When Ready in 2016-2017.
- The Schools of Science, Technology, and Mathematics and Liberal Arts also worked with the School of Education on the Teacher Education Council and the EPP.

Action Plan #71: Increase opportunities for collaboration based on input from stakeholders.

Person/Group Responsible for Implementing Action: Executive Cabinet

Performance Metric: Campus hosted community events to consolidate stakeholder partnerships.

Progress Status Summary:
Year One
- The Office of Academic Affairs collaborated with Student Affairs on various endeavors, including Constitution Day, with faculty from the School of Liberal Arts participating in the panel discussion of *The Other Side of Immigration* and participating in the reading of the Constitution.
- The School of Education increased community events by hosting days committed to special education students to experience a day at college along with hosting the PAGE conference.

Institutional Strategic Goal: Goal 4: Operational Excellence: Colleges should support transparency, efficiency, and stewardship.

Objective: 4.3 *Strategize Data Management* - Dalton State College will develop an institutional data management strategy that will provide accessible data for continuous improvement and optimal decision making, sharing relevant information across the institution.

Action Plan #72: Achieve satisfactory ratings from a survey with budget managers to determine if desired data are accessible in order to properly manage budgets.

Person/Group Responsible for Implementing Action: Budget Office, Academic Deans

Performance Metric: 90% participants of survey of campus budget managers expressed satisfaction with institutional budgeting.

Progress Status Summary: A survey has been developed and has been approved by management. The survey will be sent to all budget managers during the 4th quarter of FY19. Results from the survey will be calculated during the 1st quarter of FY20.

Action Plan #73: Assess program course densities within each school along with budget expenditures for efficiency.

Person/Group Responsible for Implementing Action: Budget Office

Performance Metric: Production of year over year report to analyze data and determine if budgetary adjustments are needed.

Progress Status Summary:
- During the 2016-2017 academic year, the chairs of the Departments of Communication, English, History, and Social Sciences and the dean of the School of Liberal Arts examined course densities, cancelling a number of low enrollment classes and changing a few Fall Semester 2017 low enrollment theatre, political science, Spanish, and upper-level English, and upper-level history classes into lower-level courses that were in demand.
- The School of Health Professions assessed course density for its PHED classes. Courses were canceled if certain densities were not met. Courses that are required as part of a cohort program cannot have greater numbers of students due to accrediting body standards. However, almost all programs have acceptable numbers of students.

Institutional Strategic Goal: Goal 4: Operational Excellence: Colleges should support transparency, efficiency, and stewardship.

Objective: 4.3 *Strategize Data Management* - Dalton State College will develop an institutional data management strategy that will provide accessible data for continuous improvement and optimal decision making, sharing relevant information across the institution.

Action Plan #74: Track graduates who go to graduate/professional school, salary, and location of employment as part of institutional graduates' outcome assessment.

Person/Group Responsible for Implementing Action: Academic Deans and Assistant Director for Career and Professional Development

Performance Metric: An annual graduates' outcome assessment report for purposes of measuring institutional effectiveness produced and distributed.

Progress Status Summary:
- The majority of programs in the School of Health Professions distribute surveys to graduates and employers. These surveys are used to gather data required data for accrediting bodies. The results of the 2017 employer survey of nursing programs (LPN, ASN, and RN-BSN) show that 100% of employers are satisfied with their employees who are Dalton State graduates. Approximately 93% of the employers would recommend Dalton State programs. Similarly, favorable results were received by other programs. During the 2016-2017 academic year, the dean of Liberal Arts and the chairs of the Departments of Communication, English, History, and Social Sciences distributed exit surveys to track the number of graduates who plan to go to graduate or professional school or who find employment. The dean and department chairs revised exit surveys to include salary information and location of employment so that these could be included in annual program assessment and the School annual report. Analysis of exit surveys is ongoing, but at the time of this writing (September 27, 2017), 74% of the 2016-2017 criminal justice graduates had found employment or gained acceptance into graduate/professional schools, and 100% of the English graduates and 79% of the history graduates had done so.
- During the 2016-2017 academic year, the Wright School of Business used a SurveyMonkey.com survey to track the number of graduates who plan to go to graduate or professional school or who find employment. The dean and department chairs revised exit surveys to include salary information and location of employment so that these could be included in annual program assessment and the School annual report. Analysis of exit surveys is ongoing.
- Graduates must complete the graduation survey prior to commencement. During December 2018, the assistant director for Career and Professional Development revised the online survey and sent it through Office 365 Forms rather than Purple Briefcase. Compared to the online survey completed in May 2018 (17 surveys), she had 215 students complete the online survey. All results (online and paper) were sent to Institutional Effectiveness.

Institutional Strategic Goal: Goal 4: Operational Excellence: Colleges should support transparency, efficiency, and stewardship.

Objective: 4.3 *Strategize Data Management* - Dalton State College will develop an institutional data management strategy that will provide accessible data for continuous improvement and optimal decision making, sharing relevant information across the institution.

Action Plan #75: Budget managers will monitor expenses on a monthly basis using information provided by the Office of Fiscal Affairs.

Person/Group Responsible for Implementing Action: Budget Office, Academic Deans

Performance Metric: Mandatory monthly sign off reports from each budget manager submitted.

Progress Status Summary: Budget Activity Reports are sent to all budget managers each month and each manager is required to return a Budget Review from indicating that they have reviewed the budget and accounting activity for that month. Any questions or discrepancies are reported to the Budget Office for investigation or clarification.

Institutional Strategic Goal: Goal 4: Operational Excellence: Colleges should support transparency, efficiency, and stewardship.

Objective: 4.4 *Demonstrate Quality Improvement* - Each academic and administrative unit of Dalton State College will evaluate the quality of service delivery for students, faculty, staff, alumni, and other stakeholders and make the results accessible.

Action Plan #76: <u>Seek collaboration between Student Affairs and Enrollment Services to develop new survey instruments.</u>

Person/Group Responsible for Implementing Action: Vice President for Student Affairs and Enrollment Management

Performance Metric: A Campus Climate and Freshman Year Survey instruments developed and administered. Results published and used to improve administrative efficiencies.

Progress Status Summary: In lieu of a survey from within the college, a Mindset survey from the USG Office was distributed in 2017-2018 and in 2018-2019.

Action Plan #77: <u>Ensure completion of annual comprehensive program reviews.</u>

Person/Group Responsible for Implementing Action: Provost/Vice President for Academic Affairs, Academic Deans, Institutional Research and Planning

Performance Metric: Assigned annual program review reports completed by deans and signed off by VP Academic Affairs and sent to USG.

Progress Status Summary:
- In 2016-2017, the Wright School of Business worked to complete the BAS Technology Management comprehensive program review. The School has delayed completing its CPR reports on time and is now trying to be more consistent in completing its reviews in a thorough and timely manner.
- The LPN comprehensive program review was due in during 2016-2017. It was not fully completed during this time period. However, it was completed shortly after the due date.
- The School of Liberal Arts completed all assigned comprehensive program reviews on time and began preparing the CPR for the AA in general studies that will be due during the next reporting cycle.
- The following programs have been reviewed:
  - B.A.S. Technology Management, January 2018
  - A.A. General Studies, November 2017
  - A complete listing of all programs that are part of the periodic review process is listed on the OIR website.

Institutional Strategic Goal: Goal 4: Operational Excellence: Colleges should support transparency, efficiency, and stewardship.

Objective: 4.4 *Demonstrate Quality Improvement* - Each academic and administrative unit of Dalton State College will evaluate the quality of service delivery for students, faculty, staff, alumni, and other stakeholders and make the results accessible.

Action Plan #78: Evaluate graduating student survey results.

Person/Group Responsible for Implementing Action: Vice President for Student Affairs and Enrollment Management

Performance Metric: Annual graduating students' survey results report produced and published.

Progress Status Summary:
- All Dalton State College graduates are asked to complete an online survey administered by the Higher Education Research Institute at UCLA. The survey results can be found at https://www.daltonstate.edu/about/surveys.cms#graduate
- Career Services administers a survey each semester to graduates to determine their post-graduation plans. The results of the survey are shared with the Office of Institutional Research.
- During the 2016-2017 academic year, the WSOB used a SurveyMonkey.com survey to track the number of graduates who plan to go to graduate or professional school or who find employment. The dean and department chairs revised exit surveys to include salary information and location of employment so that these could be included in annual program assessment and the School annual report. Analysis of exit surveys is ongoing.
- During the 2016-2017 academic year, the dean of the School of Liberal Arts and the chairs of the Departments of Communication, English, History, and Social Sciences distributed exit surveys to graduating students in each of the four-year programs as well as in the associate's program in music. The analyses of exit surveys for music, communication, English, history, interdisciplinary studies, criminal justice, and psychology are complete, and each analysis (except for English and history) is included in the annual program assessment in Academic Effect (Weave upgrade).
- Most of the programs in the School of Health Professions distribute surveys to graduates. These are used to gather data required data for accrediting bodies. These data are evaluated in annual reports submitted to the accrediting bodies. In SHP the Respiratory Therapy (AAS) conducts a survey of graduates one year after graduation. This is done each year and is a CoARC requirement. Feedback from the surveys is used to make curriculum changes if necessary
- STM does not yet track its graduates.
- SOE has collected data on their graduates for the years 2016-2017, 2017-2018 and can be found at the following link https://www.daltonstate.edu/academics/resources.cms
- In the Strategic Management Course (MNGT 2701) in the final semester, WSOB performs a current senior survey to gather current phone numbers and non-DSC emails to make it easier to contact them later. WSOB performs an exit survey. No curricular changes have occurred as a result of the information.
- SLA does exit surveys of all bachelors' programs and the AA in Music. Results of these surveys are reviewed and are considered in any subsequent changes.

Institutional Strategic Goal: Goal 4: Operational Excellence: Colleges should support transparency, efficiency, and stewardship.

Objective: 4.4 *Demonstrate Quality Improvement* - Each academic and administrative unit of Dalton State College will evaluate the quality of service delivery for students, faculty, staff, alumni, and other stakeholders and make the results accessible.

Action Plan #79: Institute an alumni survey.

Person/Group Responsible for Implementing Action: Institutional Advancement and Academic Deans

Performance Metric:
- An alumni survey developed, approved, and administered to alumni.
- Alumni survey results report produced and published.

Progress Status Summary:
- The WSOB has conducted alumni surveys three months after graduation so Fall 2017 graduates were surveyed in March 2018; Spring 2018 graduates were surveyed in August 2018. December graduates will be surveyed (e-mail to the link) in March 2019. Students are e-mailed several times to increase the response rate.
- To locate BAS and BBA graduates, a post card was sent in March 2018 to guide them to a survey link to update their records (primarily for inviting them to the February 2019 alumni basketball event and in preparation for more directed fundraising). In Fall 2019, WSOB will survey the 2017 bachelor's degree graduates to improve the database; searches for were also made on Facebook and LinkedIn in an effort to improve the number of identified graduates. Alumni updates were shared with the DSC Foundation.
- WSOB is lacking the Employer Satisfaction Survey. It is hoped that a database of employers (identified by our graduates) will be obtained in order to survey their manager and/or HR director about their performance and impressions of their DSC BBA degrees. In the future, our Business Advisory Council (to be formed in May 2019) will have evidence as well about employer satisfaction.
- STM does not perform an alumni survey
- SLA does not perform an alumni survey
- SOE had 11 respondents to the survey in 2017, the only year with published results. There were only 69 employed teachers in their first year of teaching. This means that the response rate was 15.9%. This response rates affords us little confidence that the results are actionable. With such a low response rate, the first goal must be to see if the response rates can be raised. A clear plan to do so has been generated moving forward. The overall average for the survey was 3.33. Most average scores in the individual categories were above 3.0. It is interesting, but not surprising, that our graduates typically rated themselves higher in the categories than did their principals on the employer surveys.
- Data from the ECE and history graduates in the School of Education were obtained through focus groups in December 2018 and have not yet been analyzed.

Institutional Strategic Goal: Goal 4: Operational Excellence: Colleges should support transparency, efficiency, and stewardship.

Objective: 4.4 *Demonstrate Quality Improvement* - Each academic and administrative unit of Dalton State College will evaluate the quality of service delivery for students, faculty, staff, alumni, and other stakeholders and make the results accessible.

Action Plan #80: Assess results of surveys and other evaluative processes each year and use results to make improvements regarding academic and administrative efficiencies.

Person/Group Responsible for Implementing Action: Executive Cabinet, Academic Deans, Directors of Administrative Departments, Institutional Research and Planning, Institutional Advancement

Performance Metric: Annual reports on unit and departmental assessments produced with included documentation on surveys and use of results for improvements.

Progress Status Summary:
- During the 2017-2018 academic year, the dean of the School of Liberal Arts and the chairs of the Departments of Communication, English, History, and Social Sciences distributed exit surveys to graduating students in each of the four-year programs as well as in the associate's program in music. The analyses of exit surveys for music, communication, English, history, interdisciplinary studies, criminal justice, and psychology are complete, and each analysis is included in the annual program assessment in Weave.
- Most of the programs in the School of Health Professions distribute surveys to graduates and employers. These surveys are used to gather data required for accrediting bodies. These data are evaluated in annual reports and/or self-studies submitted to the accrediting bodies.
- During the 2016-2017 and 2017-2018 academic years, the Roberts Library administered the annual library survey. The results are analyzed and reported to the President and Vice Presidents of the College. Improvements were made with regards to library seating, programming, and hours.
- HR continued encouragement of health and well-being efforts through USG initiatives along with the creation of the new Well-being Release Time Policy. Dalton State College will be recognized in February 2019 as having the highest participation rate among all USG institutions in 2018.
- Senior administrators who report to the president are evaluated annually. Periodically, surveys are sent to key stakeholders within the college community for input regarding the effectiveness of these units. Survey results are incorporated into the annual performance evaluations of these administrators.

Institutional Strategic Goal: Goal 4: Operational Excellence: Colleges should support transparency, efficiency, and stewardship.

Objective: 4.5 *Maintain Financial Stewardship* - Dalton State College will maintain its solid foundation of institutional financial management by examining current issues (e.g., salary equity and prioritization of unit funding), improving internal processes, and exploring avenues for external funding and revenue creation.

Action Plan #81: <u>Ensure that no significant or material audit findings are reported from the annual state audit report.</u>

Person/Group Responsible for Implementing Action: Vice President for Fiscal Affairs**,** Director of Institutional Advancement

Performance Metric: Financial audit reports with no findings.

Progress Status Summary: For FY2018, Dalton College received a clean slate audit with no material audit findings.

Action Plan #82: <u>Submit report to President that compares the Carl Vinson Study results to the current faculty and staff salaries as reported in ADP.</u>

Person/Group Responsible for Implementing Action: Vice President for Fiscal Affairs, Director of Human Resources

Performance Metric:
- Final Carl Vinson Study report to President.
- Implementation of results across campus.

Progress Status Summary: This has been an ongoing priority for the College with many competing priorities (i.e. OneUSG Connect Implementation) that have slowed the implementation timeline. The majority of the work is complete. What remains is the final review of the study and then we begin the meetings with direct reports and the campus community. In FY2019 we began addressing salary issues that were identified in the preliminary report.

Action Plan #83: <u>Compare on an annual basis the percentage of educational and general expenses by division to industry standards.</u>

Person/Group Responsible for Implementing Action: Vice President for Fiscal Affairs, Director, Institutional Advancement

Performance Metric: Production of year over year report to analyze data and determine if budgetary adjustments are needed.

Progress Status Summary: In progress.

Institutional Strategic Goal: Goal 4: Operational Excellence: Colleges should support transparency, efficiency, and stewardship.

Objective: 4.5 *Maintain Financial Stewardship* - Dalton State College will maintain its solid foundation of institutional financial management by examining current issues (e.g. salary equity and prioritization of unit funding), improving internal processes, and exploring avenues for external funding and revenue creation.

Action Plan #84: Achieve a reduction in processing times of both requisitions and travel reimbursements when compared to those processing times in the previous year.

Person/Group Responsible for Implementing Action: Vice President for Fiscal Affairs, Director of Institutional Advancement

Performance Metric:
- Production of PeopleSoft report to compare year over year analysis of processing times to ensure they have decreased from the previous year.
- 20%-25% reduction in processing times achieved.

Progress Status Summary:
- Travel processing report was created and reviewed weekly/monthly to ensure that travel processing times were reduced. The average processing time resulted in a reduction from a 3-5 weeks turnaround to 5-7 calendar days which was lower than the initial target of 10-15 calendar days. This was a 47% reduction in processing time.
- The requisition analysis is still ongoing as that system came online during FY18. A full review will be done at the end of FY19 to assess the process.
- Additional procedures are also being implemented within the requisition system to continue to reduce processing time as well.