Dalton State College

INSTITUTIONAL MISSION AND STUDENT BODY PROFILE

Dalton State College (DSC) is dedicated to providing broad access to quality higher education for the population of Northwest Georgia, thereby enhancing the region's economic vitality and quality of life. In pursuit of that goal, DSC offers targeted bachelor's degrees, associate's degrees and career certificate programs, and a wide variety of public service activities. The College's work is strengthened by partnerships with regional businesses and industries, governments, and schools. DSC seeks to prepare and inspire its students to be active members within their professions and communities. As the College looks to the future and its place in a competitive, global society, it seeks to build upon its strengths as an academically respected, student-oriented, and community-centered institutions of its kind. At the same time DSC has expanded programs and maintained rigor in its academic programs, it maintains its status as one of the most affordable four-year colleges in the nation, according to the U.S. Department of Education, with a yearly cost of $5,914 for tuition, fees, books, room and board, and supplies, far below the national average of $11,877.

As a regional access institution, DSC enrolled a relatively stable student population of approximately 4,800 in 2014-2015 and exceeded 5,000 in Fall 2015. Of these, approximately 25% are adult learners (mean age of DSC students is 23), 70% are first generation college students, and over 80% receive need-based aid such as the PELL Grant. The male/female ratio is 40.5%/59.5%. Further, 24% of students disclose themselves as being of Hispanic heritage and 4% as African American. Sixty-three percent of our students are pursuing a bachelor's degree, thirty-two percent are seeking an associate's degree, and the remainder are in certificate programs. Finally, 35.5% attend part-time, a challenge for ensuring timely graduation.

Like many access colleges, DSC has faced challenges with completion rates, although they are slowly improving. For the cohort of first-time, full-time students who began bachelor's programs in Fall 2007, 20.69% earned their four-year degree at DSC by Summer 2013. The comparative cohort that began bachelor's programs in Fall 2008 achieved 20.4% completion rates, which is slightly higher. However, both of these rates are much higher than the preceding year's rate of 14.93%. Since a significant portion of DSC's population has traditionally entered declaring associate's degrees (largely in the health professions), the three-year graduation rate for those entering in 2010 was 6.18%, in 2011 was 7.4%, and in 2012 was 6.61%, a slight decline. As detailed later in this report, these changes can be traced to retention efforts but also the deactivation of several A.A. and A.S. transfer programs and the initiation of more bachelor's programs.

The characteristics of our student population have affected our completion rates, as our students often face many challenges juggling work, family, and school responsibilities; they are reliant on financial aid; and they often require support beyond the capacity of our regular programs and services. Unfortunately, those programs and services have either been limited, or at least not grown to meet the demand, because of the past several years of budget cuts. Consequently, our Complete College Georgia plan is focused primarily on efforts to expand and/or enhance programs, services, and interventions that will provide additional support, flexibility, and options to help our students succeed. At this time our main goals are to increase the number of degrees and certificates awarded by providing more effective advising, supporting alternative methods for earning credit hours, transforming remediation, and restructuring instructional delivery to include an expansion of both hybrid and online offerings as well as promoting high impact learning practices inside and outside the classroom.

INSTITUTIONAL COMPLETION GOALS AND STRATEGIES (FROM CAMPUS PLAN STRATEGY SURVEY)

Goal 4 – Intrusive Advising -- Strategy 4.2 – Predictive analytics

In order to understand reasons for low retention and graduation rates, several sources of data were investigated. First, primary reasons for withdrawals from classes was determined. Data collection on these points revealed that over a period of two years (2013-2015), student claimed to withdraw from classes primarily for academic-related reasons, not personal ones as commonly assumed; 25.3% reported withdrawing in order to protect GPA, 21.8% due to academic difficulty, 18.4% due to work conflicts, and 9.6% due to "course not needed." Additionally, IPEDS data was accessed to discern the number of graduates who earn 150% of required hours for the credential (or less), which indicates the number of graduates who are taking excess hours. For the 2006 cohort, 20/134 earning the bachelor's degree earned within the 150% benchmark (14.9%); for the 2007 cohort, 24/116 (20.7%); for the 2008 cohort, 40/196 (20.4%). In terms of all credentials (bachelor's, associate of science, arts, applied science, and certificates), the respective numbers are 114/662 (17.2%), 110/768 (14.3%), and 102/745 (13.7%). Finally, the number of major changes was found to be significant: 766 students changed their majors in Fall 2013 and 508 in Fall 2014.

These three sources of DWF rates and low retention: excess hours, reasons for withdrawing, and--changes in major can at some level be attributed to advising gaps; therefore, attention to advising forms a basis for our strategy. In an effort to increase the effectiveness of academic advising, we determined a need for predictive analytics to help advisors improve guidance of students in selecting the appropriate major based on their abilities and skills, identify students who are off track, and help students understand the likelihood of success in a given program of study. We

believe that better matching of students with majors as early as possible will reduce the number of D/F/Ws, course repeats, major changes, and credit hours in excess of what is required for a given degree or certificate, thus reducing time to degree and increasing the likelihood of successful completion.

The initial impediment to this strategy of improving advising was funding to purchase and implement the necessary software. Thus we requested and were approved for funds in our FY15 budget to join the Education Advisory Board's (EAB), which included purchase and implementation of their predictive analytics software. The EAB platform, which is being used at other USG institutions successfully, provides advisors with relevant student data that is formatted to expedite and facilitate the advising conversation. The interface indicates risk levels of students in terms of likelihood of successfully completing their programs, the strength of the advisee in different academic area, likelihood of successful completion of courses, and recommendations and information about majors that are deemed a good fit for the student based on past academic behavior.

During FY2015 and 2016, an EAB dedicated consultant has worked closely with Office of Academic Affairs, professional advisors, informational technology staff, and department heads to install and implement the predictive analytics advising program, create success markers for academic programs, and train faculty in its use. After a pilot stage in Summer 2014 involving some professional advising staff and some faculty in the STEM disciplines, the EAB dedicated consultant visited the campus for a kickoff in August. At this plenary session, the faculty were introduced to the platform's functionality. Beginning January 2015 through Fall 2015, multiple training sessions were held for faculty and new professional advisors, allowing 160 personnel to become proficient in the basic use of the platform.

Now that over 90% of the faculty have been trained and have been provided with follow-up materials, the next step is to continue to grow usage of the platform. The first target is to increase utilization of the EAB platform. EAB provides monthly reports of utilization. To this point, the primary users of EAB have been the eight professional advisors assigned to the five academic schools. Additionally, a student survey of satisfaction with advising has not been performed in several years, so a survey will be administered in Fall 2015 to gauge students' attitudes on strengths and weaknesses of advising in general. Because faculty and advisor utilization of the EAB platform is beginning to gather steam now in 2015, we currently have no long-term data to support its efficacy, but the college will continue to track DWF, course repeats, major changes, and credit hours at graduation as well as utilization to assess EAB's value.

However, as of this point, DWF rates have declined since 2011 due to several reasons, one being that students are required to obtain the faculty member's signature before dropping a class. Other efforts at improved teaching, raising entrance test scores, emphasizing DWF rates in faculty evaluation, addressing "killer courses," and improving remediation have also addressed DWF rates. In Fall 2011, over 20% of hours resulted in DWF grades, so that the completion rates of courses was 79.26% (46,834 hours completed out of 59,090 attempted). By Fall 2013, the course completion rate was 85.32% (46971 hours completed out of 55054 attempted), and in Fall 2014, 85.82%, thus, a 6.5% improvement.

Goal	Intrusive Advising
Strategy -- ONGOING	Use predictive analytics to help identify students who are off track
Summary of Activities	Requested and received funding from USG to join the Education Advisory Board's in FY15; conducted pilot in Summer 2014; began training of faculty and full implementation in Spring 2015; working continuously with EAB/SSC to improve success markers, platform functionality, and implementation. Surveying of students in Fall 2015 about satisfaction with and perceptions of advising at DSC.
Baseline (2011)	EAB platform was not in use in 2011. For this purpose, we will use utilization rates as of April 2015, at which time 83 users had logged in 1386 total. In terms of student data, prior to roll out of EAB, student course DWF rate was and 20.74% (2011) and 14.68% (Fall 2013)
Measures of Progress	By October 2015 utilization had increased to 2163 logins by 160 users. By January 2016, utilization to increase to 4000 logins by 160 users
Measures of Success	By 2020 Utilization by 80% of advising personnel (faculty and professional staff) Reduction in DWF rates to 10% across campus Reduction of changes in major to maximum of 400 per semester Increase in percentage of students graduating within 150% of required credits to 40%
Partnerships	Education Advisory Board/USG members
Resources	Student Success Collaborative software; membership in the Education Advisory Board's Academic Affairs Forum; software interface; staff time from OCIS to build and implement software; training time for professional and faculty advisors
People Involved	Vice President for Academic Affairs, Assistant Vice President for Academic Affairs, Registrar, Director of Academic Resources, Director and Selected Staff of OCIS, Director of Advising, Academic Deans, Professional Advisors, Faculty Advisors

Goal 6 – Shorten Time to Degree -- Strategy 6.1 – Dual enrollment for high school students

Dalton State College

For several years Dalton State has actively pursued increasing the number of high school students participating in dual enrollment, which serves to shorten time to degree. An earlier challenge with this strategy was the imbalance in funding established by the state, which penalized local high schools if their students were dually enrolled in an institution in the USG but not so if they were dually enrolled in a TCSG institution. In addition, USG academic standards for participation in dual enrollment exceeded those of the TCSG. The funding policy has since been revised; consequently, our dual enrollment numbers have begun to rise. As the number of dual enrolled students increases, we would expect it to have a larger impact on our overall completion time. Further, we have increased our outreach activities with local high schools, including having faculty visit high school classrooms, hosting high school class visits on campus, certifying high school teachers to teach some dual enrollment classes at their own schools, and having DSC faculty teach classes at the high schools. Many of the dual enrolled students attend classes on campus in contrast to the instructor visiting the high school. We also offer assistance with completing financial aid applications and conduct an annual conference for high school counselors to update them on programs, services and activities available on campus. In Summer 2015 the Office of Enrollment Services hired a Coordinator for the Dual Enrollment program, with the goal of further outreach and growth in the program.

Due to these outreach activities, dual enrollment has greatly increased. Since Fall 2011, head count has increased by 300%, enrolled credit by 278%, and earned credit hours by 270%. From Fall 2010 to Spring 2015 DSC enrolled 984 students in dual enrollment achieving at 95.2% success rate. Dalton State teaches dual enrollment students from 18 local high schools and offers dual enrollment courses in five high schools. Courses in English, math, science, history, social sciences, and foreign language are taught in the dual enrollment program. Fall 2015 saw a 43% increase in the number of dual enrolled students.

Ideally, the increase in dual enrolled students should also be accompanied by a long-term increase in the number of those students who enroll at Dalton State and finish a credential. Unfortunately, this has not been the case. In 2011-2012, 64.71% Of the 102 students who had been dual enrolled in the 2011-2012 AY, 64.71% enrolled at Dalton State for their credential. This percentage dropped to 40.22% for the 179 students who were dual enrolled in 2014-2015 AY. One area of improvement should be to raise the percentage of students who choose to attend Dalton State for their credential as well as increasing the number of dual-enrolled students.

Another substantial increase has been seen in DSC's granting of credit for Advanced Placement and International Baccalaureate work in high schools. The number of AP credits brought in by students increased almost tenfold over five years, from 47 in Fall 2010 to 437 in Fall 2014, and IB credits increased by three times between Fall 2011 (9) and Fall 2014 (27). Although not relegated to high school students, the number of student credit hours granted by CLEP test has increased from 216 in AY 2011 to 958 in AY 958, a rise of 443%, thus allowing expedited graduation.

Goal	Shorten Time to Degree
Strategy -- ONGOING	Participate in dual enrollment programs for high school students
Summary of Activities	Hiring of a Coordinator for Dual Enrollment; outreach to local high schools; annual conference for high school counselors; DSC faculty visiting high school classes; high school classes visiting DSC; certifying high school teachers to teach courses at their own schools; DSC faculty teaching courses at local high schools; assist students with admissions and financial aid applications.
Baseline	2011 figures on dual enrollment: 98 students, 799 enrolled hours, 788 completed hours, 98.6% success rate. 2011 figures on number of formerly dual enrolled students who enrolled in DSC as full-time, post-high school students.
Measures of Progress	By Fall 2013 there was a 300% increase in number of dual enrolled students since Fall 2011, 278% increase in enrolled credit hours, 270% increase in earned credit hours.
Measures of Success	By 2020 100% increase in number of students dually enrolled and number of credits awarded to dually enrolled students 50% increase in number of formerly dual-enrolled students who enroll in Dalton State as full-time, post-high school student. 25% increase in number of formerly dual-enrolled students who compete a credential at DSC.
Partnerships	High schools in our service area
Resources	Time from admissions/recruiting/financial aid staff; faculty time to travel to high schools; faculty time to teach courses
People Involved	High school counselors; high school teachers; high school students; DSC enrollment services staff; selected faculty; Coordinator of Dual Enrollment

Goal 7 – Transforming Remediation -- Strategy 7.1 – Enroll students needing remediation in gateway collegiate courses in English and math with co-requisite learning support

Enrolling students in need of remediation in gateway collegiate courses with co-requisite learning support is an effort to improve first-time pass rates out of learning support and shorten time to degree. Since students are limited as

to other courses they are allowed to take prior to completing their learning support requirements, this strategy will make a significant impact on degree completion time. We are not able to implement this practice for English at the present time because our SACS/COC Quality Enhancement Plan (QEP), of which we are beginning Year Four, is focused on an alternative model for our learning support English classes. The QEP plan includes the following: Small class sizes (18 students), sections taught as learning communities with First Year Experience sections, computer-assisted writing assignments, and at least five visits to the Writing Lab. These changes increased the success rates for students exiting learning support English from 54% to 80% in just one year (AY 2013), gains which have been replicated in the following years. It also led to higher pass rates in the English 1101 courses for those students who passed English 0098. Because we are committed to the QEP until the end of AY 2016-2017, the state requirements regarding co-requisite learning support for English and reading will not begin until Fall 2017.

However, we have begun to implement the practice of co-requisite learning support in math for all three courses that satisfy the Area A Core Curriculum math requirement. We began the process two years ago when the USG offered special training for faculty in new models of math remediation. Our faculty who attended returned to campus and began developing the necessary courses to implement the co-requisite model. In a co-curricular model, the students needing learning support take both the college level and the learning support class; if the student passes the college level course, they also receive a satisfactory (S) grade in the learning support. The new courses were approved through our Academic Programs Committee and implemented for the first time in Fall 2013. That year, the completion rates for the 0091/1001 co-curricular combination were 79% in Fall 2013 and 36.4% in Spring 2014; completion rates for the 0092/1101 co-curricular 65.2% and 55% in the same fall and spring. Completion rates for the co-curricular MATH 0091/1001 sections was 67% in Fall 2014 and increased to 80% in Spring 2014; completion rates for the MATH 0092/1101 sections was 62.5% and 69%, respectively. A total of 359 students were able to complete successfully the learning support and benefit from this program in the two-year period. The overall success rate is 63%, which is higher than the success rates for learning support math instruction prior to the institution of the co-curricular model. It should also be noted that the co-curricular learning support classes are taught using the emporium model of instruction. Two different adaptive learning products have been used, Cengage's and Prentice-Hall's. In terms of plans for the co-requisite instruction, in Fall 2015, the course formerly known as MATH 0098 (now MATH 0999) will be paired with MATH 1111 (College Algebra). Second, the numbers will be changed on the learning support courses to MATH 0997, 0998, and 0999, in compliance with USG policy. In Fall 2015, according to USG policy, DSC's placement scores for learning support were lowered and students needing learning support in three areas (reading, English, math) were admitted. It is projected that this will affect success rate somewhat in the next few years, but mechanisms are in place to meet these students' academic needs.

GOAL	**Increase likelihood of degree completion by transforming remediation**
Strategy – ONGOING	Enroll students in need of remediation in gateway collegiate courses in math with corequisite learning support
Summary of Activities	Selected math faculty attended special workshop offered by USG in alternative models for math remediation; faculty developed co-requisite model for all three math courses in Area A of the Core Curriculum; courses approved by DSC Academic Programs Committee; co-requisite model implemented Fall 2013; model being revised for Fall 2014; DSC math faculty also working with local high school math teachers to improve preparation of students for college level math; grant proposal submitted to engage in joint professional development activities between DSC and local high school math faculty; math lab reconfigured to emporium-like model.
Baseline	In Fall 2012, 41% success rate in learning support math courses prior to initiation of co-requisite courses (beginning in Fall 2013)
Measures of Progress	Increase in number of students passing learning support math on the first try (79% in Fall 2013, 62.5% in Fall 2014, and 69% in Spring 2015)
Measures of Success	By 2020 Increase to 85% the number of students passing/exiting learning support math on the first try. The learning support class (MATH 0999) that serves as the prerequisite for College Algebra (MATH 1111) will be taught as co-curricular course in Fall 2015, completing the cohort of learning support math courses.
Partnerships	Ongoing efforts with DSC faculty and local high school math faculty to improve the preparation of high school students for college level math
Resources	Reallocation of time for some math faculty; classroom space for emporium model of instruction
People Involved	Dean of Science, Technology and Mathematics; Chair of Dept. of Mathematics; selected DSC math faculty; selected high school math teachers

Goal 8 – Restructure Instructional Delivery -- Strategy 8.1 – Expand completely online opportunities

As noted earlier, the majority of students at Dalton State are challenged by the need to juggle work, family, and school responsibilities. Expanding online opportunities offers students more flexibility and often enables them to enroll in an increased number of credit hours, as it eliminates the need to schedule time on campus. We began addressing this

need in 2011 when we became an eCore affiliate in the USG. Combining eCore and Dalton State-based online courses, 695 students (438 unduplicated) enrolled in 164 course sections with a total of 1976 credit hours in Fall 2014. In Spring 2015, 973 students (duplicated) took 207 combined eCore and Dalton State based online courses, for a total of 2733, which indicates a significant rise (40% in duplicated headcount, 38% in credit hours). Of these attempted hours, 1374 (Fall 2014) and 1608 (Spring 2015) were eCore. Additionally, many of our faculty teach for eCore. One challenge has been the success rate in online courses. Of the 137 sections offered since Spring 2011, the overall average completion rate has been 74%, but sometimes as low at 59% (high of 90%).

To add to our success as an eCore affiliate, we offered to become the first institution to collaborate with Valdosta State University in the development of a shared eMajor program. We were approved by the BOR to join the eMajor program in 2013, offering the B.S. in Organizational Leadership, for which we developed and are offering a concentration in Health Care Administration. The Organizational Leadership degree is specifically designed to be an adult completion degree, and with the entirely online format, we anticipate shortened time to degrees for this population. In early 2015 DSC was approved to collaborate with Georgia Southwestern State University on an online Bachelor of Science in Criminal Justice; later in the year DSC was approved to offer its own (non-collaborative) four-year degree in Health Information Management Systems, which will offer its upper-level coursework online. Upper-division courses for the Health Information Management Systems degree will begin in Fall 2016, and those for the eMajor B.S. in Criminal Justice in Fall 2015. Enrollment in these programs has slowly increased; for example, the total enrollment for the B.S. in Organizational Leadership eMajor has grown from ten students in 2011 to fifty-three in 2015; currently twenty of those are Dalton State students, and there are eighty Dalton State students taking courses in eMajor programs.

In addition, we are encouraging faculty to develop more completely online courses, especially those at the 3000 and 4000 level and those lower-division courses that are not available through eCore. We have been hampered in that regard because of loss of funding for our Instructional Technologist position in an earlier round of budget cuts. However, that position was restored in Spring 2015 and the position filled in July 2015. The individual who took the position has been able to offer enhanced training in online course development for our faculty. The Center for Academic Excellence (CAE) will be holding a sustained learning community for faculty desiring to build online courses. Interest among faculty appears to be increasing with new hires who are more comfortable in an online environment and with increased promotion, training, and support for online instruction The college is now a member of Quality Matters as part of the University System of Georgia's membership in that organization. Additionally, the campus' Online Education Committee is working to revise rubrics, approval processes, and registration processes for online courses to ensure quality and better student retention in those courses. Finally, beginning Fall 2015, faculty are being given the opportunity to apply for grants to develop new online and hybrid courses. Two-thirds of the grant goes to the faculty member and one-third to the academic department.

Hybrid instruction has, in general, been more popular than fully online courses with our faculty and students. In Fall 2011, 864 students were enrolled in hybrid classes; in Fall 2014, 936, which was a percentage increase of 3.55%. In Fall 2013, 3034 credit hours were attempted through hybrid instruction, an 8% increase from the Fall 2012 number of attempted credit hours. Successful completion of hybrid hours has remained fairly consistent with an average of 86% from Fall 2011 to Spring 2015.

GOAL	Restructure Instructional Delivery to Support Educational Excellence and Student Success
Strategy -- ONGOING	Expand completely online opportunities
Summary of Activities	Joined eCore in 2011; approved to be a collaborative partner with Valdosta State University in USG's first eMajor program in 2013; offering a concentration in the eMajor BS in Organizational Leadership program in Health Care Administration; Center for Academic Excellence and Library providing ongoing workshops and presentations about online instructional methods; Office of Distance Learning established format, guidelines and quality control process for online instruction; working with other institutions on additional eMajor programs, two of which we are providing leadership (Health Information and Criminal Justice); hired Instructional Technologist in Summer 2015.
Baseline	In 2011 there were 11 fully online courses offered by DSC faculty. In 2011 there were 864 students enrolled in hybrid courses. In 2011 ten students were enrolled in the B.S. Organizational Leadership program.
Measures of Progress	Ability to offer entire core curriculum online through eCore; increased number of completely online courses from 11 in 2011 to 14 in 2012 to 16 in 2013; offer 3 completely online bachelor's degree program as of 2015. By Fall 2015 20 Dalton State students were enrolled in the B.S. Organizational Leadership program and 28 in the B.S. Criminal Justice.
Measures of Success	By 2020 By this point we will have produced graduates from the two online programs (B.S. Criminal Justice, B.S. Organizational Leadership with concentration in Health Care Administration, and will have launched in Spring Fall 2016 the B.S. in Health Information Management Systems. 100% increase in number of completely online courses 100% (from 11 to 22) 50% increase in number of fully functioning, completely online programs, from two to three (50%) – B.S. in Health Information Systems Management
Partnerships	USG system office staff; Adult Learning Consortium staff; Valdosta State University eMajor staff; University of West Georgia eCore staff; Georgia Southwestern State University eMajor staff
Resources	Funds for faculty development; faculty training time; funds for technical support for faculty and students
People Involved	Vice President for Academic Affairs; Assistant Vice President for Academic Affairs; Instructional Technologist; Director for Center for Academic Excellence; Library Director and staff; eCore staff; eMajor staff; selected faculty; professional advisors

Goal 8 – Restructure Instructional Delivery – Strategy 8.2 – Implement alternative delivery models

Alternative models of instructional delivery have been shown to increase student engagement and student success (Barr and Tagg, 2012). Examples include online courses, hybrid (blended) courses, flipped classrooms, emporium model, and incorporation of interactive technologies and social media. Further, increased student engagement leads to decreased D/F/Ws and improvements in student learning, which, in turn, promotes confidence, persistence, and increased likelihood of program completion. In 2010, Dalton State became a part of AASCU's Red Balloon Project, focusing on redesigning undergraduate education, and launched a campus-wide, faculty-driven course redesign initiative in the 2011-2012 academic year. Combined with this desire to re-imagine classroom instructional activity to be less instructor-based and more learning-centered, the faculty and administration have learned what does and does not work well with DSC students.

With a new Director for our Center for Academic Excellence in Summer 2014, the college began a focus on "high impact practices" as defined by the AACU through their LEAP (Liberal Education and America's Promise) initiative. Almost every event was related to incorporating the high impact practices into the classroom and curriculum. During the 2014-15 academic year and continuing into 2015-16, the CAE is providing training and leadership in service learning, writing intensive classes, common readers, first year experience and freshmen year courses, internships, capstone courses, undergraduate research, collaborative learning projects, and global learning. For example, this spring the various undergraduate research programs were combined into a full day of presentations in various disciplines as the "Student Scholarship Showcase."

To be specific, in 2013 learning support math initiated an emporium model which has raised success rates to over two-thirds of enrolled students, and increasingly, students are being taught in hybrid/blended formats. For example, 3034 credit hours were attempted in hybrid courses in Fall 2013, with an 85.8% success rate; 8% more students were enrolled in hybrid classes in 2014 than in 2011. In the same period, 710 students participated in the first year experience course, which is now being expanded to include thematic courses (students with SAT scores over 1300 are exempt from the first year experience course). The freshmen enrolled in FYES 1000 will all be reading *The Other Wes Moore* and in 2014 read *The Happiness Project* as a common intellectual experience. The Office of Student Life directs a civic engagement program, and DSC has a growing international education program that enlisted 42 students and 9

faculty members to participate in 9 study abroad programs in 2013–2014 Academic Year. In the 2014-2015 Academic Year, 36 students and 7 faculty members participated in 10 study abroad programs.

Another alternative strategy that has gained some traction nationally is that of the "flipped classroom," where direct instruction through reading and video is done outside of class meetings and class time is used for active learning strategies. The Center for Academic Excellence has hosted workshops on this methodology and several instructors in the STEM disciplines and elsewhere have experimented with it. Preparation demands for the flipped classroom, such as creating instructional videos, is high, and student resistance is also an issue. To this date, no consistent data has been collected on classroom flipping. However, the ASN program began a fully flipped classroom mode of instruction Fall 2014. This move was partially in response to lower-than-normal first-time pass rates of ASN graduates on the NCLEX (69% in Spring 2014). In Fall 2014, instructors were required to flip at least one lecture period, and by Fall 2015 all lectures were flipped. Data collection in terms of student evaluation of instructors (and thus satisfaction with the class experience) has been done, but the most important data will be the first-time success rates of ASN graduates on the NCLEX in Summer 2016. Among other reasons, the ASN program was changed to a flipped classroom model in order to address the high content nature of the coursework and the increased emphasis on critical thinking on the NCLEX.

An additional strategy was targeting the recruitment, support, and program completion of adult learners and military personnel. Dalton State has been a member of the USG's Adult Learning Consortium since Fall of 2010, employing a variety of strategies to support adult and military learners. These efforts include our push to offer more online courses and programs, targeted advertising, designated Quick Admit Days, the establishment of a military resource room, a pilot program for pre-admission career counseling, and a pilot to offer "concierge" type services to adult students to assist them in successfully navigating the initial admissions/financial aid/registration process. However, with the termination of the ALC, these offerings have been reduced in scope.

GOAL	Restructure Instructional Delivery to Support Educational Excellence and Student Success
Strategy-- ONGOING	Implement alternative delivery models, such as online and hybrid instruction, flipped classrooms, and emporium model instruction
Summary of Activities	Since 2011-12 AY course redesign initiative and with a new Center for Academic Excellence Director, faculty have increasingly implemented a variety of instructional innovations, including hybrid instruction, flipped classrooms, use of i-clickers, use of iPads, emporium model, small group projects, and undergraduate research to increase student engagement and learning. The Center for Academic Excellence, the Library, and the Instructional Technology Service Center have offered a variety of workshops, book groups, small group discussions, presentations, speakers, webinars, etc. to offer professional development opportunities for faculty to learn about new instructional technologies; we have funded faculty travel to conferences to do presentations and learn from others regarding alternative instructional methods; we have a newly hired Instructional Technologist who will direct training under the Office of Academic Affairs. Part of the Quality Enhancement Plan involved introducing writing software into learning support English. This Goal is being addressed at many levels through the introduction and emphasis on high-impact practices.
Baseline	Fall 2011 data: Completion rates in hybrid courses: 80% One-year retentions rates of first-time, full-time freshmen, 64.2% Overall GPA, 2.63 Course completion rates, 79.3%
Measures of Progress	Overall student GPA has increased to 2.95 in Fall 2014. Sixty-nine percentage pass rates on the NCLEX for Spring 2014 graduates. One-year retention rates of first-time, full-time freshmen increased to 67.8% in 2013. Completion rates in hybrid courses has increased to 87.2% in Spring 2015. Overall course completion rates increased to 85.8% in Fall 2014. Since introduction of emporium model for learning support math, overall completion rate has increased to 63%, with a high of 69% in Spring 2015. English 0098 (Learning Support English) completion rates have increased from about 50% to over 80%. Bachelor's degree completion increased from 221 in 2010 to 289 in 2014. All lecture instruction in ASN program has been adapted to flipped classroom methodology by Fall 2015. Spring 2015 graduates performed at 73.53% on NCLEX.
Measures of Success	By 2020 Improved pass rates on NCLEX for ASN graduates, from 69% to 90%. 5% decrease in the Fall 2014 D/F/W rates. Sustained and somewhat improved success rates in learning support courses (due to decreased admission standards and adaptation to co-requisite model in English and reading in Fall 2017). After the adjustments in 2017, it is projected that pass rates will be sustained at 75% 5% increase in campus average GPAs.
Partnerships	Center for Academic Excellence; Office of Instructional Technology

Resources	Funds for professional development opportunities for faculty and staff
People Involved	Vice President for Academic Affairs; Assistant Vice President for Academic Affairs; Director of the Center for Academic Excellence; Director of First Year Experience Program; Director of Center for International Education; Director and staff of Library; Office of Distance Education staff; OCIS Director and staff; faculty

OBSERVATIONS

Beginning in the late 1990s, Dalton State College transitioned from a two-year college to a bachelor's degree-granting institution. From that time to 2015, the College has increased its four-year programs to a total of twenty-one. Conversely, the number of associate's degrees has decreased to three pathways in the A.A. degree, eight concentrations in the A.S. degree, eight A.A.S. degrees, and the associate of science degree in nursing (ASN). Therefore, the numbers of bachelor's degree graduates have increased incrementally (e.g., 221 in 2010 to 289 in 2015) while numbers of associate's degree graduates have slowly decreased (353 in 2010 to 305 in 2015). This trend is mirrored in the number of bachelor's degrees awarded to underserved populations.

In terms of first-generation students (70%), military veterans, part-time students, minority students, Pell-eligible individuals (the vast majority of our students) and those 25 or older (about 25%), increases in the conferral of bachelor's degrees has ranged from 400% (military) to 77% (first-generation) to 61% (Pell-eligible) to 60% (25+) to 41% (part-time) (from 2010-2015). At the same time, the decreases in conferral of associate's degrees among these populations has not been as dramatic and actually has increased in the case of minority students and military veterans. These data indicate that DSC is serving the traditionally underserved populations rather well. However, it would violate Federal confidentiality laws for our disability services office to disclose personally identifiable information of students they serve. Inasmuch as students receiving Disability services here at DSC are not identified in our data files and their status is self-reported only to the Office of Disability Services, there can be no accurate representation of the progression, retention, and graduation of those individuals. However, records kept by the Office of Disability Services show that 166 students were served by that office in FY 2015, a number confirmed by the Director to be about the average over the last five years.

Based on the potential for DSC to become a Hispanic Serving Institution (HSI) in the near future and on the basis of the data about underserved populations, we project that our completion rates for underserved populations will increase slowly but steadily in the next five to ten years, specifically with Pell-eligible and minority students. At least a 5% increase every year over the next five years in conferral of bachelor's degrees to underserved population is a reasonable expectation, since we have seen a 15% (2014) and 16% (2015) increase in Pell-eligible students earning bachelor's degrees since 2013. Additionally, we have seen a 73.5% increase (2014) and 25% increase (2015) in minority students earning bachelor's degrees since 2013. This trend may be attributed to three sources: attempts to recruit and engage minority students, increased retention efforts, and the availability of more baccalaureate degrees.

Dalton State's trend in increased numbers of bachelor's graduates and decreased numbers of associate's graduates (except in some health profession fields) is mirrored in the number of degrees completed in biology, chemistry, secondary science, pre-engineering, math, and health professions. By 2015, 52.8% of all graduates (associate's and bachelor's) were in STEM fields. This represents an increase from 29, 8% in 2010-2011 of graduates in STEM fields, which constitutes a 77% increase over five years. It is unlikely that such a dramatic increase will continue. The STEM disciplines will continue to be a strong attraction for DSC students, with the 2014 dedication of a state-of-the-art science building (Peeples Hall), a strong undergraduate research program in the natural sciences, initiation of two new majors (Bachelor of Science in Scientific Technology Management and in Health Information Management System) and a job market looking for STEM and health profession graduates. We project that the 52.8% rate will be maintained and grow to 55% by 2020.

For many years, Dalton State has prided itself on being mission-driven, student-oriented, and rigorous. In the days of the system-wide Regents Exam, Dalton State enjoyed extremely high pass rates, and in our past as a two-year institution, the College's reputation for successful transfer students was stellar. Our pass rates on health profession certification exams, such as in Radiological Technology, reach 100% regularly. However, a rigorous access institution often translates into high DWF rates if supports are not offered to students, and funding cuts and compression have stifled some of our ability to maintain the rigor and the support. In DSC's choices for strategy focuses for Complete College Georgia, we honed in on those areas where we could achieve the most reasonable but also worthwhile gains: increased completion in courses and decreased D/W/F rates; improved and widened instructional delivery, especially in learning support courses; increased opportunities for online and hybrid instruction; and increased outreach to local high school students who are ready for college work.

Overall, we are making progress in most areas we have targeted. We are in the process of full implementation of the EAB/SSC advising software to help identify students needing intervention early in the semester. We are offering an array of options for students to achieve credit in alternative ways, and we are now offering three entirely online degree programs. We are making significant progress in getting students through learning support faster, and we are investing in faculty development to improve the quality of classroom instruction. We are seeing improvements in our D/F/W rates, fewer course withdrawals, higher GPAs, increased retention, and increased completion for our four-year programs. We are increasing our efforts to recruit and retain adult learners, and we believe we will soon meet the requirements for being named a Hispanic Serving Institution.

It seems our main challenges continue to be economic and cultural. Even though we are a low-cost institution, many students cannot afford to attend or continue, even with financial aid. Over 80% of our students receive Pell assistance, but there are still expenses they cannot handle on their own. We are also in an area that historically has not placed a high value on education, especially post-secondary. Over 70% of our students are first-generation college

students and many do not receive the level of support from home that they need to persist in their academic programs. We would like to offer additional support on campus, but we are limited by a lack of resources as well, such as having two personal counselors for 5000 students, one of whom also provides career services.

The administration of Dalton State College is optimistic about these improvements and about our ability to navigate the challenges.