

Updates, Programs, Future Work

**Strategy 1: Partnerships with P-12 Systems**

*Objective 1: Expand the communication & collaboration between DSC and local P-12 systems.*

Fall 2012, we had a faculty workshop with a featured speaker on understanding current high school culture and thus our incoming freshmen. In spring 2013, we had a program on brain-based learning, focusing on ways to more fully engage students in the learning process. We invited local high school faculty to attend the last workshop, which five did. Our math faculty visited classrooms in some of the local schools, providing demonstrations of a college level class experience. DSC faculty are in on-going dialogue with local high school teachers about how to better align the high school curriculum with the knowledge and skills required to be successful in college level courses. In addition, our School of Education had a special workshop on the Common Core to better educate themselves about the changes in the high school curriculum, and each education faculty member “adopted” one of the local schools to work closely with and provide assistance as requested. The Education Dean personally visited all of the schools in Dalton, Whitfield County and Murray County, and established a local principal’s council, which meets each semester to provide an opportunity for the local principals to discuss issues of common concern with our education faculty. We filled our Goizueta Foundation Endowed Chair position in the School of Education, and a large portion of his time will be devoted to working with the local schools on issues related to Hispanic student success. In addition, our local city and county school systems (Dalton and Whitfield) have joined together with the larger community as a part of our Archway Project to focus on literacy. Several of our faculty and staff have volunteered to participate in the local schools and with community events to encourage reading at all ages, but especially for younger children. We also allocated funds from our FY13 budget to create a model classroom on campus for our School of Education faculty to use in preparing students to be more effective teachers in the public schools, and we will also be inviting groups of students from the local schools to visit and engage in interactive activities in the space.

*Objective 2: Collaborate with the P-12 systems to improve college enrollment, readiness, and success of high school graduates.*

We doubled the enrollment from summer 2012 to summer 2013 in our Summer Academy program designed to assist ESL high school students in successfully completing high school. After seeing a significant number of applicants for admission to the college for fall 2013 who lacked the minimum standardized test scores, we added a COMPASS test prep course to our Summer Bridge program. We received a Workforce Investment Act grant worth \$125,000 annually for three years to assist in the continuation and expansion of our Near Peer program, which pairs DSC students with high school seniors to provide tutoring and other support to encourage them to complete high school and enroll in college. The additional funding will enable us to expand our program into two additional school systems beginning fall 2013. Thus far, 42% of the graduates of the program have enrolled in college. We have also increased our dual enrollment participation from 102 in fall 2012 to 128 in fall 2013 by utilizing the strategy of on-site course delivery. In addition, the percent of high school graduates enrolling in DSC and needing at least one area of learning support decreased from 53% in fall 2011 to 45% in fall 2012; fall 2013 data are not yet available, as we are still registering for “C” session courses, but we expect there will be a continued drop.

**Strategy 2: Improve Access and Completion for Traditionally Underserved Students**

*Objective 1: More thoroughly assess the needs of the identified student populations who appear to need additional targeted intervention/support services, determining areas where special assistance is warranted.*

Results from our graduating student surveys, NSSE, the ALFI survey of adult students, ETS data from a pilot project in fall 2012, and other sources continue to document that some groups of students on our campus struggle more than others. In particular, part-time students, African-American students, older, non-traditional students with multiple job/home/school responsibilities have difficulty, as do first generation college students and students from families with low/very low incomes. For example, using a first-time cohort from 2008, we were able to determine that adult learners had withdrawn from an average of 6.25 courses, while the cohort average was 5.5. Adult learners also changed majors at a slightly higher rate than the cohort as a whole, 3 times versus 2.5 times. We are continuing to explore how we might better help these students succeed. All new students are now seen by a professional advisor and given a complete program of study with suggested courses to take each semester based on their declared major. Beginning in spring 2013, we are offering a free, online caregiver resource (locations, articles, “live chat” access to experts, webinars, etc.) to faculty, staff and students, and we are expanding our online offerings, including a collaborative eMajor program with Valdosta State University, beginning fall 2013. We continue to offer the University System’s eCore program as well, with over

200 students enrolled. We also continue to participate in the Adult Learning Consortium that includes targeted marketing to adult students, two Quick Admit days each semester, and expansion of our prior learning assessment and alternative credit options. Beginning fall 2013, we have a Veterans' Resource Center, and we are in the process of organizing a veterans' group on campus. We also received funding in our FY14 budget to hire a Director of Hispanic and Latino Outreach, effective fall 2013, to work with our significant population of Hispanic and Latino students (18%), with the aim of increasing retention and graduation rates. The director, who has been hired and will begin work in September, will work with students to identify appropriate campus support offices and resources.

Although we still have much work to do, we are beginning to see some positive outcomes from our efforts. Our fall to fall retention rate increased from 65% in fall 2012 to a preliminary 68% in fall 2013. Our data indicate that in our high risk groups, those attending full-time are retained at a higher rate than those attending part-time. For example, for fall 2012, for our students ages 25+, the full-time retention rate was 48% vs. 44% for those attending part-time; for students enrolled in learning support, full-time retention was 57% vs. 42% for part-time; and for Pell recipients, full-time retention was 63% vs. 45% for part-time. Similarly, the average GPA for our students increased slightly from 2.11 in fall 2011 to 2.21 in fall 2012. The increase for our part-time students was from 2.37 to 2.44, for our students 25+ the increase was from 2.74 to 2.83, for our African-American students the increase was from 1.24 to 1.55, but there was a small decrease for our learning support students from 1.66 to 1.65. Our graduation rates for both 2-year and 4-year programs fell slightly from 2011 to 2012, from approximately 8% to 6% for 2-year programs and from 16% to 15% for 4-year programs. However, we are expecting to see an increase when data are available for 2013.

*Objective 2: Review relevant policies/procedures that might serve as barriers to student success.*

We are examining our data on course repeats and withdrawals as well as the number of major changes to determine if there is something we can do to reduce the "swirl." In fall 2011 we had 1,278 course withdrawals. In fall 2012 we changed our withdrawal procedure to require the student to meet with the faculty member and get his/her signature on the withdrawal form. Withdrawals for fall 2012 were 932, a 27% reduction. In addition, complete withdrawals from the institution decreased from 606 in fall 2011 to 426 in fall 2012, or approximately 30%. We will continue working on withdrawal reductions as well as explore possible interventions to decrease course repeats and major changes.

Since over 2/3 of our students receive need based financial aid, we provide assistance with completing the FAFSA, including going into the local schools on designated days to assist high school students. In addition, beginning fall 2013, we have a private donor who has pledged to give \$300,000 a year for 10 years in scholarship money to help support student athletes.

We are exploring some alternative scheduling options and examining possible ways to revise and improve our early alert system. We will be purchasing and implementing new analytics software during the 2013-14 school year, which will help in that effort. Our First Year Experience Director has revised the FYE course based on his feedback and experience last year, which was his first year as director and the first year we had brought the FYE program back under academic affairs. He is also developing an online option so we can make the course available to a larger number of students. Our professional advisors are working closely with program faculty to try and redirect students into more appropriate majors when they are not accepted for their first choice, such as redirecting pre-nursing students who are not accepted into the nursing program into social work. We have examined the National Student Loan Clearinghouse data and the findings do not indicate that a large number of students are leaving Dalton State to attend elsewhere. In fall 2012, Academic Resources staff spoke to 138 students initiating complete withdrawal, and the majority (79%) said they would return. Their reasons for leaving mostly included unanticipated life events such as financial difficulties, health issues, and work demands. During the 2013-14 academic year, we will administer the Cooperative Institutional Research Program (CIRP) Freshman Survey at the beginning of the academic year and the Your First College Year survey at the end of the academic year. These data will enable us to gain insights into what expectations our incoming student population have about college, and then what actually occurred so we can target interventions to address the areas of disconnect to help incoming students be more successful.

*Objective 3: Engage in targeted marketing efforts to reach traditionally underserved student populations.*

Through our participation in the USG's Adult Learning Consortium, radio, TV and billboard ads were purchased in the NW GA area to encourage adult learners to attend college. We also sponsored two Quick Admit days each semester and these were advertised in the local newspapers. During the upcoming year, we are allocating funds in our ALC budget to prepare brochures for distribution to local businesses, Veterans' posts and National Guard Armories in our area. Reflecting our drop in enrollment generally, our population of students 25+ decreased from 2,068 in fall 2011 to 1,667 in fall 2012. That may partially be a result of our no longer being a designated TCSG institution as of July 2011 and the subsequent de-activation/termination of a number of technical programs and certificates over the past couple of years, as well as the fact that economic conditions are beginning to improve and many

unemployed adults are beginning to return to work. As mentioned above, this year we will have a dedicated Director of Hispanic Outreach and our Goizueta Chair in Education who will both be engaged in work targeting the large Hispanic population in our area.

### **Strategy 3: Shorten Time to Degree**

*Objective 1: DSC faculty and staff will provide better advising services to ensure consistency and continuity.*

As of the end of spring semester 2013, all professional and faculty advisors had been trained in the use of DegreeWorks, and all are using it for advising. The Registrar has developed DegreeWorks tutorials for students that are covered in new student orientation and are accessible online at <http://www.daltonstate.edu/registrar/degreeworks-tutorials.html>. All new students are given a complete guide to their program of study with suggestions for what to take in each semester to complete the program in a timely manner, along with a two-year posting of course schedules to help them plan ahead. The two-year course schedule is accessible online at <http://www.daltonstate.edu/class-schedules/index.html>.

*Objective 2: DSC will consider alternative course credit allocation, alternative scheduling, and alternative delivery formats to better accommodate working adults.*

We have expanded our Prior Learning Assessment options, and we are encouraging faculty/chairs/deans to develop more alternative schedule and delivery formats as they plan future schedules. For example, in 2011-12 we had 76 students taking CLEP tests for credit, increasing to 107 students in 2012-13. We also had one student complete two different portfolios to earn PLA credit in 2012-13, as well as 51 students completing department challenge exams and 87 students receiving credits through the American Council on Education approved courses. We are also encouraging faculty to develop more hybrid/online courses and providing training and technical support for them through our Educational Technology Center. Although we had a decrease in the number of hybrid courses from 2011-12 to 2012-13 from 50 to 41, we had an increase in online courses from 11 to 14. We were recently approved to offer a collaborative online bachelor's program with Valdosta State as part of the USG's eMajor initiative, which will be our first completely online program option.

*Objective 3: DSC administration will consider policy revisions that will encourage students to complete their programs in a timely manner.*

As mentioned above, we are also exploring possible policy changes related to the number of repeats, withdrawals and major changes allowed without penalty. We do not yet have data on repeats, but we have shown a decrease in course (27%) and complete (30%) withdrawals by requiring students to speak with their professors and obtain signatures before being able to drop a course(s), and by requiring students to participate in a face-to-face exit interview with the Director of Academic Resources before being able to completely withdraw. We saw an increase in the number of major changes from 2011-12 to 2012-13 from 787 to 871, but we believe that may have been, in part, because of our reduction in program offerings and students needing to change majors to remain enrolled. Over the past three years, we have de-activated and/or terminated over 60 degree programs as we have eliminated the TCSG component of our institution and eliminated programs with low productivity and/or decreased job opportunities. We have also seen a decrease in the number of students graduating with both 2- and 4-year degrees who have exceeded the requisite number of hours for their programs. From 2011-12 to 2012-13, those numbers went from 19 to 14 for 2-year programs, and from 12 to 7 for 4-year degrees. The average number of credit hours taken by students each semester has remained stable, however, ranging from 10.5 to 10.8.

### **Strategy 4: Restructure Instructional Delivery**

*Objective 1: Implement an annual individualized instructional assessment for faculty to identify areas for improvement and develop a plan for addressing those areas.*

We are revising our promotion and tenure policies, and the new policies will include a more individualized assessment for faculty that will help better identify things they are doing well as well as those areas where they may need improvement. The target date for completion of this plan is fall 2013, to be implemented spring 2014.

*Objective 2: Improve D/F/W rates in all courses that consistently exceed 30%.*

The number of courses with D/F/W rates in excess of 30% decreased from 255, or 28% of all courses in 2011-12 to 188, or 22% of all courses in 2012-13. We are planning to conduct more in-depth analysis of those courses that still remain very high, with the intention of identifying more targeted interventions and course revisions to be implemented across sections.

*Objective 3: Increase faculty development opportunities and expectations for involvement with an emphasis on implementation of evidence-based pedagogy and effective instructional practices.*

In 2012-13 we redesigned our faculty development program and established a Center for Academic Excellence. The center sponsors many different types of faculty development opportunities, including individualized technical support, book groups, workshops, speakers, and a teaching and learning conference on campus each spring. In 2011-12 there were approximately 12 events and a conference we hosted which had 76 attendees. In 2012-13, there were 35 events, plus the conference, which had 95 attendees. The CAE also initiated a newsletter and a "Caught in the Act of Great Teaching" award in 2012-13. In addition, in 2011-12 we engaged about a third of our faculty (66) in a course redesign initiative, and in 2012-13 those who participated were to implement some of the things they learned and committed to do differently. A qualitative assessment of those efforts during spring semester 2013 revealed that 100% of the faculty remaining at DSC (12 left and 3 were administrators) reported notable changes in their course design and teaching methods, with several indicating improvement in student engagement and learning outcomes. We will continue to pursue this assessment to determine what seems to be working best to obtain improved results. We also conducted a competition to award a number of faculty members iPads at the beginning of the 2012-13 year and they provided demonstrations of the kinds of things they were doing in their classes during our teaching and learning conference.

*Objective 4: Expand hybrid and online course offerings, including quality control measures and training.*

We are encouraging faculty to develop more hybrid and online courses, and we have just been approved to participate in the eMajor program for the system. As noted previously, the number of hybrid courses decreased from 2011-12 to 2012-13 from 50 to 41, but the number of online courses increased from 11 to 14. One factor may be that the Distance Learning Committee has put in place an approval process for faculty to be able to teach hybrid/online courses, and we have removed some faculty from teaching them because of consistently low student success in those courses. Further, the schools have focused their online and hybrid offerings on courses that better lend themselves to the online environment and have greater student success rates.

*Objective 5: Improve first year students' retention and success rates through a redesign of the FYE course and overall program.*

This past year was the first year of our newly designed First Year Experience program, and the director is assessing the student outcomes and faculty feedback to guide further revisions. However, there was an increase in fall to spring retention for first-time students from 76.9% in 2011-12 to 78.9% in 2012-13. We are now engaging in discussions about the establishment of a First Year Learning Initiative and possible credentialing for first year courses.

### **Strategy 5: Transforming Remediation**

*Objective 1: Improve student first time pass rates and ensure content of 0090 classes prepares students to successfully complete required English and math courses in their respective programs.*

The percent of students enrolled in English and math 0090 courses who successfully exit on their first attempt increased from 62.5% in English and 44% in math in 2011-12 to 75% in English and 67% in math in 2012-13.

*Objective 2: Improve student first time pass rates in 0098 courses through implementation of alternative instructional design and ensure students are prepared to successfully complete English 101 and their selected math course to satisfy requirements for Area A in the core curriculum.*

Improving outcomes in our English learning support courses is our QEP, and we kicked it off this academic year. Many changes were made to the course as a part of our QEP, and these supported student success. Among the changes were a drop in class size from 28 to 20, the requiring of at least five visits to the Writing Lab of students enrolled in the course, the integration of responsive writing technology (known as automated writing evaluation) as a part of the coursework, and the creation of learning communities that paired each section of English 0098 with a linked section of FYES 1000, the First-Year Experience Seminar. Our first-time pass rate increased from 28% in English in 2011-12 to 64.8% in 2012-13. In addition, the math faculty have developed a couple of new

approaches to math learning support that were approved through our internal approval process this year and will be implemented in fall 2013. One involves combining the two levels of learning support math into one 6-hour course, with the first level being taught the first half of the semester and the second level the second half. Another involved offering learning support as a co-curricular element of the first college math course (not college algebra). However, even without these changes, the first time pass rate increased from 39.7% in 2011-12 to 41.4% in 2012-13. Some of the improvement in our learning support first time pass rates might be related to the USG policy change barring students who need all three areas of learning support from admission.

## **Changing Campus Culture**

Although initially added on to our CCG plan as a special campus project, we have since moved this initiative to a stand-alone goal in our new institutional strategic plan.

## Partnerships

Following the spring CCG summit, we have begun meeting with our partners from GA Highlands College and GA Northwestern Technical College to determine areas where we might share resources and/or engage in joint activities that will benefit all of our students. Currently, each campus is working on an inventory of activities in the CCG areas, and we will then get back together and see where we have common interests that we can work from. One immediate change we made to the benefit of students was that partner institutions would work together to place student applicants at the most appropriate educational institution. That decision has resulted in an increased sharing of information and helping facilitate student transfers among institutions. We will continue our work with the P-12 schools in our area through our School of Education, through our faculty who teach in areas of the Common Core, our dual enrollment program, and college readiness programs to encourage more students to complete high school, enroll in college, and complete a certificate or degree.

In addition to partnerships with other educational agencies, we are also actively engaged with other local business and community partners to improve educational programs and services to the residents of NW Georgia. For example, our Bandy Heritage Center is working with the NW GA Community Foundation to conduct an oral history project; we are working with The Emery Center, a local African-American museum, on several joint program ventures to promote diversity; we are participating in the Thrive 2055 economic development initiative, involving a 16-county area in GA, TN and AL to improve both higher education and economic development opportunities; we are actively involved in the local Archway Project to improve education, the economy and the environment in Dalton/Whitfield County, with a special emphasis on the Literacy Collaborative and developing a small business incubator; and we have excellent relationships with many local businesses/industries to provide internship opportunities for our students in areas such as chemistry, computer science, criminal justice, social work, business and psychology.

## Key Observations and Evidence

Overall, we believe we are making progress, as seen in our improvements in retention, average GPA, the number of students earning credit through alternative options, and first-time pass rates in learning support, and decreases in the number of new students needing learning support, the number of course and institutional withdrawals, and the number of courses with D/F/W rates exceeding 30%. We still have many indicators that are not moving, however, or that are going in the wrong direction, and some we still have not been able to adequately measure. We have been slower than we anticipated getting some of our data tracking/analytics efforts operational. We requested and received funding in our FY13 budget to purchase and implement the iDashboard program, but because of budget cuts, layoffs, technical glitches and other problems, it just became operational in summer 2013. We purchased and began implementing the WEAVE assessment program during 2012-13, which will assist us in assessing progress in meeting course, program and institutional goals. By linking the three CIRP surveys we will be administering this year, we hope to gain valuable insight into how and why our students changed over time, and we will be able measure the effectiveness of our campus programs and policies. We also continue to have our traditional collection/monitoring systems, such as Banner and data available from the USG, IPEDS, the National Clearinghouse, etc. We are in the process of hiring a new data analyst with more sophisticated skills to assist us in better utilizing our data, deciding what data we still need and how best to collect it, and in analyzing what we have in ways that will assist us in better using it for decision-making purposes. In addition, we received funds in our FY14 budget to purchase additional analytics software, and we are planning to obtain the D2L analytics module when we upgrade in spring 2013, as well as join the Student Success Collaborative with the Educational Advisory Board, which will include access to an analytics program that will help us better guide students in selecting courses and majors to optimize their chances for success. Please see the attached matrix for the indicators we are monitoring.

## Sharing Lessons Learned

Because of the lag time and difficulties we have had in collecting and analyzing much of the data we are interested in, it has been difficult to be able to use it to inform decisions and budget requests in a timely manner.

Many of the things we want to do and have committed to do require longer than a year or two to implement, such as revising the faculty promotion and tenure policies, revising other academic policies that need to involve a lot of different people's input, creating new programs/processes, obtaining funding for projects/programs/special initiatives. Also, once implemented, there needs to be another year or two before we begin to get reliable data, for example outcome data for a revised FYE program, outcome data for instructional innovations, etc. In addition, full impacts on retention and graduation take time to play out, so it is difficult to know how successful these activities ultimately are until at least a couple of years of implementation, and in the case of 4-yr degrees, a full 6 years.

People initially resist change but can be convinced to get involved if they see a benefit to themselves or for the students. Thus, we believe as we are increasingly able to document positive impacts from many of the changes we are making and new programs/policies/interventions we are implementing, we will begin to build a supportive momentum on campus that will further enhance our success.

COMPLETE COLLEGE GEORGIA METRICS

Metric	Baseline (usually 2011-12)	2012-13	2013-14	2014-15	2015-16
Increased involvement of DSC faculty/staff with local P-12 schools	See narrative				
Improved alignment of high school math and English with MATH 1111 and ENGL 1101	____ students tested into LS ENGL; ____ students tested into LS MATH	____ students tested into LS ENGL; ____ students tested into LS MATH	____ students tested into LS ENGL; ____ students tested into LS MATH	____ students tested into LS ENGL; ____ students tested into LS MATH	____ students tested into LS ENGL; ____ students tested into LS MATH
Increase % HS students graduating from feeder schools who choose DSC to 37% in 2015	____% fall 2011	33% fall 2012	____% fall 2013	____% fall 2014	____% fall 2015
Decrease % of HS graduates entering DSC needing at least one area of LS by 5% by fall 2013 and another 3% by fall 2015	53% Students entering from high school needing at least one area of LS	45% Students entering from high school needing at least one area of LS	____ Students entering from high school needing at least one area of LS	____ Students entering from high school needing at least one area of LS	____ Students entering from high school needing at least one area of LS
Increase number of HS students participating in dual enrollment to 100 by fall 2015	74 students in fall 2011	102 fall 2012	128 fall 2013	____ fall 2014	____ fall 2015
Increase number of HS students entering DSC as STEM majors and	144 HS students entering DSC as STEM majors; 44 HS students entering DSC as RETP	133 HS students entering DSC as STEM majors; 24 HS students entering DSC as RETP	____ HS students entering DSC as STEM majors; ____ HS students entering DSC as RETP participants	____ HS students entering DSC as STEM majors; ____ HS students	____ HS students entering DSC as STEM majors; ____ HS students

RETP participants by 10% by fall 2015	participants	participants		entering DSC as RETP participants	entering DSC as RETP participants
Policy changes and impact related to retention and graduation	1,278 Number of course withdrawals for fall 2011; 606 Number of complete withdrawals from DSC	Required faculty signature on course withdrawal form, along with reason- 932 withdrawals -- decreased 27% from fall 2011; 426 Complete withdrawals -- decreased 30% from fall 2011			
Increase number of Quick Admit days to 4 during 2012-13 and 6 after that	2 Quick Admit days	4 Quick Admit days	_____ Quick Admit days	_____ Quick Admit days	_____ Quick Admit days
Develop brochures targeted to adult learners and distribute to local businesses and military sites			In Adult Learning Consortium budget for this year		
Participate in at least 2 job fairs or other public events per year to distribute materials about DSC		4			
Increase retention of all students, and especially those in high risk groups – part-time, older adult,	59% retention of all students; 47% part-time; _____ % 25+; 41% African-American; _____ % learning support; _____ % low	65% retention of all students; 44.2% part-time; 46% 25+ (48% f-t, 44% p-t); _____ % African-American; 49% learning	68% retention of all students; _____ % part-time; _____ % 25+; _____ % African-American; _____ % learning support; _____ % low income;	_____ % retention of all students; _____ % part-time; _____ % 25+; _____ % African-American; _____ % learning	_____ % retention of all students; _____ % part-time; _____ % 25+; _____ % African-American; _____ % learning



African-American, learning support, low income – by 8% by fall 2015	income _____% first generation	support (57% f-t, 42% p-t); 55% low income (63% f-t, 45% p-t); _____% first generation	_____% first generation	support; _____% low income; _____% first generation	support; _____% low income; _____% first generation
Increase number of students receiving academic and student support services by 8% by fall 2014 with high satisfaction	____ Students receiving support through academic resources; 146 Students receiving Counseling services (____% of total students); 127 Students receiving Disability services (____% of total students); ____% reporting satisfaction with services	____ Students receiving support through academic resources; 109 Students receiving Counseling services (____% of total students); 106 Students receiving Disability services (____% of total students); ____% reporting satisfaction with services	____ Students receiving support through academic resources; ____ Students receiving Counseling services; ____ Students receiving Disability services; ____% reporting satisfaction with services	____ Students receiving support through academic resources; ____ Students receiving Counseling services; ____ Students receiving Disability services; ____% reporting satisfaction with services	____ Students receiving support through academic resources; ____ Students receiving Counseling services; ____ Students receiving Disability services; ____% reporting satisfaction with services
Hire one additional professional counselor					
Increase GPAs of students in high risk groups by a full point from fall 2011 to fall 2015	2.11 GPA of all students; 2.37 GPA part-time; 2.74 GPA 25+; 1.24 GPA African-American; 1.66 GPA learning support; ____ GPA low income	2.21 GPA of all students; 2.44 GPA part-time; 2.83 GPA 25+; 1.55 GPA African-American; 1.65 GPA learning support; ____ GPA low income	____ GPA of all students; ____ GPA part-time; ____ GPA 25+; ____ GPA African-American; ____ GPA learning support; ____ GPA low income	____ GPA of all students; ____ GPA part-time; ____ GPA 25+; ____ GPA African-American; ____ GPA learning support; ____ GPA low income	____ GPA of all students; ____ GPA part-time; ____ GPA 25+; ____ GPA African-American; ____ GPA learning support; ____ GPA low income
Increase graduation rates of all students, especially those in high	6.18% graduation rate for all students for 2-yr degrees ; 14.93%	____% graduation rate for all students for 2-yr degrees; ____% graduation rate	____% graduation rate for all students for 2-yr degrees; ____% graduation rate for all students for 4-yr degrees;	____% graduation rate for all students for 2-yr degrees; ____% graduation rate	____% graduation rate for all students for 2-yr degrees; ____% graduation rate

risk groups by 8% from spring 2012 to spring 2016	graduation rate for all students for 4-yr degrees; _____ % part-time; _____ % 25+; _____ % African-American; _____ % learning support; _____ % low income	for all students for 4-yr degrees; _____ % part-time; _____ % 25+; _____ % African-American; _____ % learning support; _____ % low income	_____ % part-time; _____ % 25+; _____ % African-American; _____ % learning support; _____ % low income	for all students for 4-yr degrees; _____ % part-time; _____ % 25+; _____ % African-American; _____ % learning support; _____ % low income	for all students for 4-yr degrees; _____ % part-time; _____ % 25+; _____ % African-American; _____ % learning support; _____ % low income
All faculty and professional advisors trained in DegreeWorks by end of spring 2013		All faculty and professional advisors received DegreeWorks training during 2012-13	Training for new faculty and refresher training for continuing faculty		
All students trained in DegreeWorks during orientation, FYE and advising		New students trained in DegreeWorks during advising and FYE	New students trained in DegreeWorks during orientation, advising and FYE		
All students provided with program of study for major by end of spring 2013		Advisors ensured all majors have program of study defined and these were provided to new and continuing students during advising	ongoing		
Post 2yr course schedule for each academic program		Most programs have 2 yr course schedule posted	Deans/Chairs/Program Directors updating and completing		
Increase alternative credit options and number of students taking advantage of	76 Students taking CLEP tests; _____ Students bringing in AP credit; _____ Students bringing in IB	107 Students taking CLEP tests; _____ Students bringing in AP credit; _____ Students bringing in IB	_____ Students taking CLEP tests; _____ Students bringing in AP credit; _____ Students bringing in IB credit; _____ Students bringing in DANTES	_____ Students taking CLEP tests; _____ Students bringing in AP credit; _____ Students bringing in IB	_____ Students taking CLEP tests; _____ Students bringing in AP credit; _____ Students bringing in IB

them	credit; 0 Students bringing in DANTES credit; 0 Students earning PLA portfolio credit; _____ Maymester courses; _____ C session courses	credit; 0 Students bringing in DANTES credit; 1 Student earning PLA portfolio credit; 51 dept. challenge exams; 87 students awarded ACE credit; _____ Maymester courses; _____ C session courses	credit; _____ Students earning PLA credit; _____ Maymester courses; _____ C session courses	credit; _____ Students bringing in DANTES credit; _____ Students earning PLA credit; _____ Maymester courses; _____ C session courses	credit; _____ Students bringing in DANTES credit; _____ Students earning PLA credit; _____ Maymester courses; _____ C session courses
Increase number of hybrid courses by 10% from 2011-12 to 2014-15	50 Hybrid courses	41 Hybrid courses	_____ Hybrid courses	_____ Hybrid courses	_____ Hybrid courses
Increase number of online courses by 10% from 2011-12 to 2014-15	11 Online courses	14 Online courses	_____ Online courses	_____ Online courses	_____ Online courses
Decrease number of students repeating courses, withdrawing from courses and changing majors – need to establish baseline	_____ students repeating a course; 1,278 students withdrawing from a course; 787 students changing majors	_____ students repeating a course; 932 students withdrawing from a course; 871 students changing majors	_____ students repeating a course; _____ students withdrawing from a course; _____ students changing majors	_____ students repeating a course; _____ students withdrawing from a course; _____ students changing majors	_____ students repeating a course; _____ students withdrawing from a course; _____ students changing majors
Decrease number of students exceeding 60 hours for 2-yr degree; number of credit hours for a degree	19 students exceeding 60 hours for 2-yr degree; 85.6 avg. # hours for 2-yr degree; 12 students	14 students exceeding 60 hours for 2-yr degree; 87.8 avg. # hours for 2-yr degree; 7 students	_____ students exceeding 60 hours for 2-yr degree; _____ avg. # hours for 2-yr degree; _____ students exceeding 120 hours for 4-yr degree;	_____ students exceeding 60 hours for 2-yr degree; _____ avg. # hours for 2-yr degree; _____ students	_____ students exceeding 60 hours for 2-yr degree; _____ avg. # hours for 2-yr degree; _____ students

by 6% from spring 2012 to spring 2016	exceeding 120 hours for 4-yr degree; 146.5 avg. # hours for 4-yr degree	exceeding 120 hours for 4-yr degree; 164.9 avg. # hours for 4-yr degree	_____ avg. # hours for 4-yr degree	exceeding 120 hours for 4-yr degree; _____ avg. # hours for 4-yr degree	exceeding 120 hours for 4-yr degree; _____ avg. # hours for 4-yr degree
Increase summer school enrollment by 5% each year from 2012 to 2016	2,244 summer school enrollment	1,980 summer school enrollment	_____ summer school enrollment	_____ summer school enrollment	_____ summer school enrollment
Increase avg. number of hours taken by students each semester by 10% to 2015-16	10.8 avg. credit hours taken per student in fall 2011; 10.5 avg. credit hours taken per student in spring 2012	10.8 avg. credit hours taken per student in fall 2012; 10.6 avg. credit hours taken per student in spring 2013	_____ avg. credit hours taken per student in fall 2013; _____ avg. credit hours taken per student in spring 2014	_____ avg. credit hours taken per student in fall 2014; _____ avg. credit hours taken per student in spring 2015	_____ avg. credit hours taken per student in fall 2015; _____ avg. credit hours taken per student in spring 2016
Revise annual faculty review process to document instructional assessments and improvement plans	Revision of faculty evaluation policies in process	Revision of faculty evaluation policies in process – some schools implementing assessment and improvement plans			
Decrease % of courses with > 30% D/F/W rates by 10% from fall 2011 to fall 2015	255 number of courses with >30% D/F/W rates in fall; 28% of total courses	188 number of courses with >30% D/F/W rates in fall; 22% of total courses	_____ number of courses with >30% D/F/W rates in fall; _____ % of total courses	_____ number of courses with >30% D/F/W rates in fall; _____ % of total courses	_____ number of courses with >30% D/F/W rates in fall; _____ % of total courses
Document number of faculty development opportunities and number of faculty participating	12 + conference activities sponsored by CAE; _____ faculty participating	35 + conference activities sponsored by CAE; _____ faculty participating	_____ activities sponsored by CAE; _____ faculty participating	_____ activities sponsored by CAE; _____ faculty participating	_____ activities sponsored by CAE; _____ faculty participating
Increase % of all faculty	40% of faculty participated in a	31% implemented			

implementing instructional design changes to 25% in 2012-13, 33% in 2013-14, and 50% in 2014-15	course re-design project during the year	course changes			
Analyze data on student outcomes from selected re-designed courses					
Increase fall to spring retention of year students by 5% from fall 2011 to spring 2012 to fall 2015 to spring 2016, and fall to fall retention by 8% from fall 2011 to fall 2015	76.9% fall to spring retention of new students	65% fall to fall retention; 78.9% fall to spring retention	68% fall to fall retention; _____ % fall to spring retention	_____ % fall to fall retention; _____ % fall to spring retention	_____ % fall to fall retention; _____ % fall to spring retention
Increase number of students who successfully exit LS ENGL and MATH 0090 on first attempt by 10% from 2011-12 to 2015-16	62.5% exit on first attempt ENGL 0090; 44% exit on first attempt MATH 0090	75% exit on first attempt ENGL 0090; 67% exit on first attempt MATH 0090	_____ % exit on first attempt ENGL 0090; _____ % exit on first attempt MATH 0090	_____ % exit on first attempt ENGL 0090; _____ % exit on first attempt MATH 0090	_____ % exit on first attempt ENGL 0090; _____ % exit on first attempt MATH 0090
Increase number of students who successfully exit LS ENGL and MATH	28% exit on first attempt ENGL 0098; 39.7% exit on first attempt MATH 0098	64.8% exit on first attempt ENGL 0098; 41.4% exit on first attempt MATH 0098	_____ % exit on first attempt ENGL 0098; _____ % exit on first attempt MATH 0098	_____ % exit on first attempt ENGL 0098; _____ % exit on first attempt MATH 0098	_____ % exit on first attempt ENGL 0098; _____ % exit on first attempt MATH 0098

0098 on first attempt by 10% from 2011-12 to 2015-16					
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