

Darton State College Complete College Georgia Plan

Part I: Goals and Data Analysis

The Complete College Georgia initiative tasks us with the directive to recruit, retain, and graduate more students than ever before. Projections indicate that over 60 percent of jobs in Georgia will require some form of higher education by 2020. Currently, only 36 percent of working-age Georgians hold at least a two-year degree. In the southwestern part of the state, the percentage is much lower (19.2 percent). As we approach our work towards the Complete College Georgia goal of producing an additional 250,000 graduates, we are creating initiatives for improvement in respect to access, retention, and graduation rates at Darton State College.

Quality education for healthcare professionals is essential due to Albany's role as the hub for healthcare needs of many rural communities in the region. Darton serves as the region's premier educator of nurses and allied health professionals. Our healthcare programs produced more than 400 graduates over the past year, and we have earned a reputation for excellence in the field among doctors, hospitals, and other healthcare providers. We strive to meet the region's needs by creating new programs such as our R.N. to B.S.N. program beginning this Fall, and by creating opportunities through satellite programs such as Nursing, Emergency Medical Services, and Medical Laboratory Technology. Darton offers all of the degrees needed for the five careers listed under the Associates Degree category of Georgia Department of Labor's "Hot Careers to 2018" publication. Four of the five careers are in the nursing and allied health fields.

Online courses are critical to increasing the educational attainment of southwest Georgians. Rural areas within our region contain some of the counties with the smallest percentage of citizens with college degrees in the state. Degree attainment for citizens of these rural counties is often hindered by time, distance, and financial constraints. Online education is a viable option for many rural students who are not able to come to campus several days each week due to these constraints. Darton has been a national leader in online education for over a decade, and continues to expand online courses and degree programs.

According to Complete College America, "Time is the enemy of college completion." Darton's data from Complete College America shows that 9.69% of students in the cohort beginning Fall 2005 graduated within three years. By the fourth year, only an additional 3.32% of that cohort had graduated. Shortening time to degree is essential to increasing degree production. Students enrolled in remedial education are at a disadvantage in both college readiness and in time and credits to degree. According to CCA data, of the Fall 2005 beginning cohort, less than 5% of students who required remediation and attended full-time earned an Associate's degree within 4 years. It is imperative that we make major transformations in the way we approach remedial education. We have recently begun this transformation with Learning Support Math. However, much work must still be done to ensure success for the population of students requiring remediation.

At Darton State College, over half of the student body is age twenty-five and older. This group seems to struggle with completing gateway courses in a timely manner. Within the Fall 2007 cohort, only 17.51% of these students had completed a college level English course, which is required of all majors. We must focus support services for adult learners and restructure gateway courses to improve success in these courses.

The Complete College America data was extremely helpful. However, data that included a number less than ten was suppressed. We found that this was sometimes misleading in analysis of the data. For example, much of our data was suppressed for the 20-24 year old age group, making it nearly impossible to compare that group with the others. Because suppressed data shows as zero on charts, it often appears as though that group is performing poorly when they could, in fact, be out-performing other groups. Without the suppressed data, there is no way to compare. We encountered this problem frequently among several demographic groups.

Part II: Strategies and Objectives and Part III: Planning and Implementation

Specific initiatives and the goals to which they relate are listed below, along with information regarding the planning and implementation of these objectives.

CCG Goal: Shorten time to degree

Initiative: Increase student use of our Credit by Exam option

- Credit by examination (CBE) is an easy way for students who have prior knowledge to obtain credit for a course. At Darton State College, we currently offer a CBE program. Additionally, these exams are offered to students at no cost. This particular initiative falls well within the scope of the mission of CCG, as it provides affordable, fast, and convenient ways for students to work toward completion of their degree programs. However, what we do not do well is advertise this option for our students or provide a centralized place for them to view the CBE options.
- To enhance the usage of our CBE programs and to further assist students, we will create a database of CBE by division and advertise this option to students during our advising and registration periods. This marketing approach will focus on three different constituencies, as information will be disseminated to advisors, students, and potential students. Making students more aware of this option will allow for great strides to be made toward early or on-time completion. Both the database and our marketing approaches will be completed by January 2013. We hope that this increase in student and advisor knowledge of this option will have a significant impact on degree completion.

CCG Goal: Shorten time to degree

Initiative: Award Prior Learning Assessment (PLA) Credit to students

- According to Georgia's Higher Education Completion Plan 2012, nearly 1 million working Georgians, 22 percent of those in the workforce, have earned some college credit, but have not completed a degree, and more than 780,000 veterans live in the state. It is our belief that many of these adults would return to school and begin or complete their education if they understood the options available to them and were supplied with the knowledge of where and how to start. One such option is prior learning assessment (PLA). PLA allows adult learners to earn college credit for what they already know, thereby decreasing time to graduation and tuition cost. There are several methods to achieve prior learning assessment including CLEP exams, challenge exams, and portfolio submission. Darton State College is actively implementing and granting prior learning credit through CLEP and challenge exams. A more comprehensive policy addressing challenge exams across disciplines should be determined and administered by Fall 2013. The portfolio submission process for prior learning credit is missing from Darton State College.
- The Council for Adult and Experiential Learning (CAEL) conducts a series of workshops to provide training for college personnel who are interested in acquiring the knowledge base for assessing portfolio submissions for PLA credit. By Fall 2013, Darton State College will have faculty trained

to conduct assessments on portfolio submissions. Also, by Fall 2013, Darton State College will have policies and procedures in place for awarding PLA credit through portfolio submission. The comprehensive approach to prior learning assessment that will be completed by Fall 2013 should be evaluated by an appointed faculty committee and the Director of Military and Adult Learning annually to determine any changes that may be necessary to ensure that credit is awarded consistently and accurately.

CCG Goal: Shorten time to degree

Initiative: Enhance academic planning

- Perhaps the most common-sense approach to shortening time to degree is establishing a plan for completion. Clear and concise term-by-term plans help students make completion the goal and help them avoid aimless academic pursuits. Although our first-time freshmen are required to develop an academic plan as part of the First Year Experience course, these pen-and-paper plans are rarely kept and utilized by students and advisors. To enhance academic planning and ensure that plans are updated by students and tracked by advisors, we will implement DegreeWorks software which has a robust planning feature. Advisors and FYE faculty will be trained initially during Faculty/Staff Development Days and on an ongoing basis after initial implementation. We will continue to utilize the FYE course to train first-time freshmen on the software and assist them in developing their initial completion plan.

CCG Goal: Shorten time to degree and increase participation with K-12 institutions

Initiative: Increase participation in our ACCEL and Move on When Ready (MOWR) program

- As part of the Georgia Department of Education's goal to increase post high school readiness, Georgia school systems will be evaluated based on the College and Career Ready Performance Index (CCRPI) beginning with the 2013-2014 school year. One of the indexes for evaluation requires a percentage of the school systems' graduates to earn high school credit via ACCEL, Dual Hope Grant, Move on When Ready (MOWR), Early College, Gateway to College, Advanced Placement courses, or International Baccalaureate courses. Moreover, with changes to the HOPE Scholarship Rigor Requirements, there will be an additional need for increased participation in programs like those mentioned above.
- To help implement stronger partnerships with K-12 systems, Darton State College will work to increase participation in its already strong ACCEL and MOWR programs by 15% by Fall 2013. We will work toward this initiative by providing more options for post-secondary institutions and home school students. We will increase access to our courses by advertising our online and satellite course offerings and will create partnerships with area schools to offer courses on their campuses in English and other selected courses. We will work with area schools to promote the ACCEL and MOWR programs by offering information sessions for parents, teachers, students, and administrators on our campus as well as at various high schools, and we will create a collaborative plan with school systems to help them achieve their CCRPI goals in this area.

CCG Goal: Increase partnerships with K-12

Initiative: Supporting Teachers through Training in Enhanced Methods (ST³EM)

- Darton State College has applied for a Mathematics and Science Partnership (MSP) Program Grant as the lead institution in partnership with Albany State University and Southwest Georgia RESA. The goal of the project is three-fold. First, to support teacher training that develops an understanding of the relationship between content knowledge, the curricular standards and the application of the two in classroom instruction; second, to enhance the ability of the teachers to apply the challenging academic content standards in project-based inquiry designed instruction;

and third, to develop a stronger collaboration between classroom practitioners and STEM faculty. The project will focus on enhancing teacher content knowledge through face-to-face sessions with STEM faculty and online support on specific common core content.

- The faculty and RESA consultants will provide training on inquiry-based and project based-instruction, designed around the integration of CCGPS and Next Generation Science standards. ESOL teachers and administrators are included in components of the training, with targeted assistance to address the specific needs of each group. The training is provided at regular intervals, with additional support provided by RESA between sessions. The inter-session time will also include (1) mentor-mentee partnerships with the practitioners and STEM faculty, (2) application of project-based instructional activities that provide more rigorous mathematics and science curricula, (3) ongoing administrator training, (4) use of online content support for classroom practitioners, and (5) the development of practitioner-STEM faculty-student learning communities.

CCG Goal: Improving access and completion for traditionally underserved students

Initiative: Improve access to information and increase recruitment, retention, and graduation rates for part-time, adult, and working students

- With a majority of Darton's students classified as non-traditional (52%), targeting this segment of our student population through enhanced student services becomes critical in ensuring their success in college. Through improved marketing strategies for online courses, extending hours of the Career Development Center, and providing additional tutoring support, we are breaking down any additional barriers that may keep this segment of our students from attending and succeeding in college.
- Distance learning options have been identified as a priority in the CCG Plan "in order to enable all students, especially working students, adult learners and military personnel to effectively pursue college completion." To reach this goal, Darton intends to increase Georgians' awareness of our online offerings. In Fall 2010, Darton served 3,196 students from the state of Georgia in online course delivery. Of these students, only 1,033 (32%) were from outside of Darton State College's 14 county service area, highlighting the need for marketing throughout the state to bring a greater awareness of educational options accessible to adults through Darton State College Online.
- It is essential for students to have clear-cut career goals that are consistent with both interest and aptitude in order to have a direction in college. The total number of students who did not return Fall Semester 2011 from Fall Semester 2010 was 2,729; this represents 46% of the Fall Semester 2010 enrollment. For the period from Fall 2010 to Fall 2011, 227 undecided students did not return. Sixty-two percent of undecided students, our fifth most common major, did not return. Career assessments such as the Strong Interest Inventory and the Myers-Briggs Type Indicator help in this process of personal exploration. Currently, the Career Development Center at Darton State College offers both assessments to its current students. We administered 226 career assessments in 2010 and 184 assessments in 2011. With an additional staff member, we could extend the hours of the center and increase the number of tests that we can administer.
- Darton's low one-year retention rate shows we have a need for ten additional peer tutors to bring students up to speed academically and to help students develop internal resources. Data showing the pass rates of students who were assigned a tutor indicate that peer tutors can help improve overall retention rates. At least one of the additional new peer tutors needs to be for nursing students to accommodate the needs of Darton's largest major. Other peer tutors are needed particularly for chemistry, anatomy, history, and accounting, courses for which we have

no lab or center. To implement this initiative, Peer Tutoring Center staff will work closely with faculty members to recruit and train new tutors. Success will be assessed by an end-of-semester check of grades of all Peer Tutoring Center clients. Clearly, additional peer tutors and expanded hours for tutoring will give part-time, adult, and working students more access to academic assistance, especially in gateway courses that lead to acceptance into our allied health and nursing programs.

- This initiative will be implemented by developing a webpage specific to adult learners, implementing targeted marketing strategies, increasing the peer tutoring options, expanding the Career Development Center hours, and by providing additional tutoring support for online students.
- Marketing strategies will include broadcast radio and television stations, new media, and web delivered services such as “Keywords,” and “Display” campaigns that can be customized to target specific demographic criteria and geographic areas such as rural towns or military installations within the state as well as the utilization of search engine optimization strategies, local newspapers and other local interest publications by placement of traditional advertisements and press releases focusing on local students who are achieving success in online learning, and direct mail to potential adult learners in rural and metropolitan areas.
- Student success programs will also be expanded. The initiative to add 10 new peer tutors will help improve the retention and graduation rates of part-time, adult, and working students, as well as military students. Additional tutoring support for online students will be explored through options such as NetTutor or Ask Online, consulting with online faculty to determine areas of need and the wisest use of resources. The Career Development Center will extend office hours/days to accommodate both students and community members. These changes will require the hiring of an additional full-time Senior Administrative Assistant. Assessment will include tracking of student services utilization, as well as enrollment, retention, and graduation rates.

CCG Goal: Improving access and completion for students in competitive programs

Initiative: Offer an Associate of Science in Health Science

- Currently, students who are not accepted to the career program of choice have very few choices that are favorable for the student. They have the following options:
 1. They may sit out of school for a year with the intentions of reapplying the following year.
 2. They may change majors or declare a double major that would allow them to remain in school until they reapply the following year.
 3. They may simply drop out and never return, which sends a message of failure to the student.
- To increase the number of students who graduate, Darton State College has created an Associate of Science in Health Science degree. Essentially, students who wish to apply to any of the allied health career programs declare Health Science as their major then choose a sub-area of study (MLT, OTA, PTA, etc.) they wish to pursue. The degree in health science gives a student who wishes to complete an allied health degree at Darton State College the opportunity to complete any prerequisites required before applying to the career program of choice. If a student gains acceptance to a career program, his or her major will be changed accordingly. If a student is not accepted, he or she may continue taking classes to complete the degree in health science. The Associate of Science in Health Science is transferable to institutions of higher learning. A student wishing to pursue a degree in a health related field requiring higher education (physical therapy, occupational therapy, respiratory care, etc) may complete the two-

year degree at Darton State College then transfer to an institution of higher learning that offers advanced degrees for his or her desired area of study.

- By offering an Associate of Science in Health Science,
 1. Students do not have to sit out of school for a year while waiting to reapply. If not accepted to a career program, they still have an educational path to accomplish a two-year degree.
 2. They do not have to change majors or declare a double major because they are already on a path for a two-year degree that will not waste any credits already taken.
 3. The dropout rate after non-acceptance into a career program should decline because students will have a successful path for accomplishing a two-year degree. This in turn will foster success in our students and reflect on their feelings of self-worth.

CCG Goal: Improving access and completion for traditionally underserved students

Initiative: Improve access to information and increase recruitment, retention, and graduation rates for military students

- During Spring 2012, 243 military students and dependents were enrolled at Darton State College, a 62% increase from 149 military students and dependents during Spring 2011. According to Georgia's Higher Education Completion Plan 2012, more than 780,000 veterans live in the state. Improving access to information and increasing recruitment, retention, and graduation rates for military students will provide enhanced employment opportunities for our veterans.
- Darton State College will improve access to information and increase recruitment, retention, and graduation rates for military students by implementing targeted recruitment, expanding military-friendly academic programs, and by providing quality student services. Targeted military recruitment will include attendance as an exhibitor at the 2012 DoD Worldwide Education Symposium, attending local on-base education fairs, and monthly visits to the local Marine Corps installation. Darton State College will also explore options to reduce financial barriers to admissions and enrollment.
- Through assessment of current course offerings and recognition of the educational needs of the military, Darton State College has developed and offers several military friendly academic programs, including the Associate of Arts in music degree designed specifically for military musicians (beginning Fall 2012), the Fort Benning nursing program, and 39 online degrees and certificates. Enhanced marketing and recruitment strategies will help ensure not only the continued success of these programs, but will also serve the wide diversity of interests of our targeted military population. Darton State College will also educate faculty and staff on the unique experience and needs of military students.
- To provide the fullest opportunities for student success, Darton State College will continue to offer, maintain, promote, and explore student services tailored to the needs of military students, including but not limited to the Military Outreach Committee, Military Resource Center, Military Student Organization, Disability Services, and Counseling Center. Tutoring and career services will also be marketed and provided as outlined for adult learners, but tailored as needed to meet the unique needs of the military population. Assessment will include tracking of student services utilization, as well as enrollment, retention, and graduation rates.

CCG Goal: Restructuring instructional delivery

Initiative: Increase the number of students who successfully exit ENGL 1101 and 1102 by their second attempt

- It appears that, with increasing frequency, students are entering the ENGL 1101/1102 sequence unprepared for the work in those classes. In the five-year period beginning with the spring 2007 semester and ending with spring 2012, 14.3 percent of students taking ENGL 1101 failed their first attempt at the course; a further one percent failed ENGL 1102 on their first attempt. Such failures in gateway courses impacts college retention rates as retention is found to be influenced by GPA (Cabrera, Nora, & Castaneda, 1993; Mangold, Bean, Adams, Schwab, & Lynch, 2003; O'Brien & Shedd, 2001). Ishitani and DesJardins (2002) found that the higher a student's first-year GPA, the less likely that student was to drop out of college. Therefore, ensuring success without compromising quality in the earliest semesters of a student's college career is a primary goal.
- To this end, with regard to bolstering success rates in ENGL 1101 and 1102 by students who fail in their first attempt, Darton State College has implemented several programs and policies. The Intensive Composition and Reading Review (ICRR) workshop was instituted in Fall 2011 to address the specific ENGL 1101 and 1102 failure issues. Students who fail these classes are required to repeat the failed class in their next semester of enrollment; they are also required to concurrently participate in the ICRR workshop throughout the semester to further bolster skills needed for success in the classes. The workshop coordinator and ENGL instructors work together to address individual needs of the students. It is believed that the ICRR workshop will allow at least 80 percent of repeating 1101/1102 students to succeed in their second attempt. Student progress will be tracked to determine the success of the program. Further, twice weekly hour-long workshops conducted by the English faculty in conjunction with the Writing Center are also open to all Darton students to address specific areas of need. The Darton Writing Center hosts the ICRR workshops; they also provide assistance to students well beyond the ENGL 1101/1102 experience, giving Darton's students continuing writing assistance throughout their Darton career.
- Finally, our Writing Center is undergoing an intense makeover to make it more convenient for all of our students. The Writing Center will have its own page in GaVIEW (and subsequently Desire2Learn). This page will provide live, online tutoring at different parts of the day each week. It will also serve as a host to several different resources to enhance student success and will have digital drop-boxes for students to both submit and pick up their work. Our hope is that with access to tutoring from instructors, both on campus and online; extra resources available through the ICRR program and Writing Center; and enhanced attention to this issue that all students will have greater success in these two gateway courses.

CCG Goal: Restructuring instructional delivery

Initiative: Provide support for students who have failed a gateway Math course (currently MATH 1111 or MATH 1001) in a previous semester.

- An average of 40% of students are currently not passing their gateway math course at Darton State College. Improving the pass rates of these courses through this initiative will improve the overall completion rates of students at Darton State College. Our goal is to improve the pass rates in these courses to 70% for students who did not pass on their first attempt.
- We plan to use some of our current resources and add new tools to help us improve the success rates of our students in these gateway math courses. First, we offer one-on-one support through our Math Center. We plan to supplement this support by requiring math faculty members to work one of their office hours each week in the Math Center. This will increase the

visibility of our Math Center for all of our students, give the faculty knowledge of the things that our students are having the most difficulty with, and have our faculty help the students and our Math Center staff members improve their performance. We will also continue to offer one-on-one tutoring through our Academic Support Center for students who need additional tutoring. An online assessment will be developed through the use of one of the publisher provided online tools that will be required for each student who has previously failed a gateway math course. Based on this assessment, a personal plan of action will be developed for each student. The student will work with his or her current faculty member to ensure this plan of action is followed. This will provide the ongoing assessment so we will know if each student is on track to successfully complete the course. The overall assessment will come at the end of each semester based on grades earned by the students being tracked.

CCG Goal: Transforming Remediation

Initiative: Full Integration of the National Center for Academic Transformation's Emporium Model for Learning Support Math

- Fifty-five percent of first-time students are required to enroll in a Learning Support course and 92% of those students are enrolled in Learning Support Math specifically. Fifty-seven percent of Learning Support students at Darton College are not retained over a one-year period. This makes Learning Support Math an obstacle to completion for the majority of our students. We must improve the completion rate of these courses in order to significantly improve the graduation rates at Darton State College.
- After a one-year pilot period, we fully adopted the National Center for Academic Transformation's Emporium Model in Fall 2011. The emporium model replaced classroom lectures with a learning resource center model featuring interactive computer software and on-demand personalized assistance. Using the software program MyMathLab, Darton College's LS math faculty reorganized the two learning support math classes into a modular approach. The course objectives in MATH 0097 are represented in Modules 1-5. The course objectives in MATH 0099 are represented in Modules 6-10. Each module is broken down into video lectures, animations, notebook assignments, homework assignments, quizzes, and a final exam.
- We have made adjustments and continue to address issues as we find them through our regular evaluation of our new system. Our initial assessment of this new system was done through end of semester results. For the best case, we had students that were able to finish all 10 modules in one semester or less. However, we saw that we still had students struggling to make it through at the pace that would lead to completion when the new Learning Support rules go into effect in August 2012. Therefore, our faculty have been working on new measures and creating new tools to help track student progress and to provide additional support for those students who are not making adequate progress through the courses. One example of this new assessment is the use of pacing guides. These guides show exactly where a student should be in the course during every week of the semester, allowing them to know at a glance whether they are on pace, and if not, how far off pace they are. It should also be noted that while our faculty continue to improve the system we have in place, we have also tasked one faculty member with communicating with schools that are using different methods to improve Learning Support completion rates. These other methods are constantly evaluated, and we will incorporate those changes that will best help our students. To evaluate our progress, 25% of students should complete 5 or more modules during their first attempt and the remaining modules during their second attempt. 70% of students should earn an IP or higher each semester (complete at least 3 modules).

CCG Goal: Transforming Remediation

Initiative: Accelerate the amount of time it takes for students to exit Learning Support reading and English.

- According to Complete College America, the length of time that students spend in remedial courses has been identified as one of the major detractors for traditional remediation programs. Because of this fact, Learning Support English and reading have been retooled to reduce the amount of time that students spend in the program. The fast track English and reading programs allow students to reach their goal prior to mid-term registration. The possibility of exiting prior to a new registration period has proved to be a remarkable incentive for dedicated students.
- Students are allowed to volunteer for the program. They attend class/lab, and work on additional skills based modules designed to enhanced student achievement and success. In addition, a new software program (Aplia) designed by Cengage Learning in tandem with Darton instructors will be implemented during Fall 2012.

Part IV: Ongoing Feedback/Evaluation

Darton State College has developed a Complete College Georgia Committee. Part of this committee's responsibility is to ensure that the initiatives developed are both evaluated and communicated to the college community. This committee will meet several times a semester to assist departments with developing their initiatives, ensuring that assessment takes place, and working to assist those who do not meet their targets on the first due date. The committee will also report at Faculty Assembly and Faculty/Staff Assembly to ensure that all faculty and staff members are knowledgeable of the efforts of our CCG plan. The CCG committee will also work with departments in developing new initiatives and strategies to ensure that assessment and innovation are a part of our overall plan. The CCG committee includes faculty members, administrators, recruiters, advertising staff, research and data specialists, records staff, and student support staff.

As part of our feedback system, Darton State College utilizes the input of students, faculty, staff, board members, community members, industry leaders, and advisory committees. This input is gathered through community needs assessment surveys, student evaluations and questionnaires, open communication between the faculty/staff and administrators, and various other survey instruments. To gather feedback on each specific initiative, the CCG committee is also using a chart (found on the next page) that lists not only our initiatives but also our targets with completion dates. After each due date, the committee will assess the initiative to see if the target has in fact been met and will offer information regarding ongoing evaluation. This document, along with our supporting materials, will be placed on Sharepoint, visible for all employees with access to this database.

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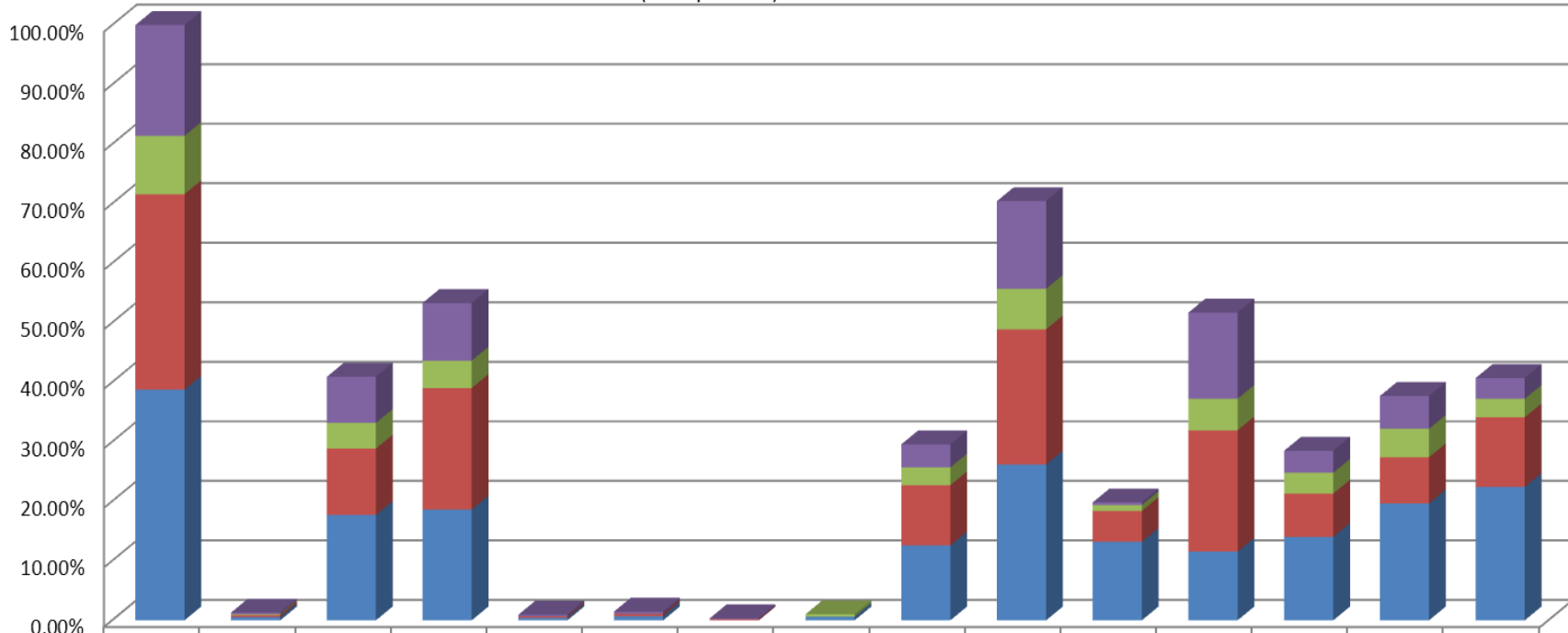
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| Ways to Measure | Implementation | Responsible Agent | Targets | Targets Met? | | Ongoing Evaluation |
|---|---|--|---|--------------|----|--------------------|
| | | | | Yes | No | |
| Goal and Objective 1: Shorten Time to Degree | | | | | | |
| Number of Credit by Exams (CBE) administered | Create a database of CBE by division and advertise this option to students during advising/registration and on the Darton web | Registrar, Office of Institutional Advancement | <ul style="list-style-type: none"> • Creation of database by January 2013 • Creating of 3-prong marketing approach by January 2013 | | | |
| PLA credit awarded | Develop policies for awarding PLA credit; faculty credentialing for assessing prior learning | Dean of Social Science | By Fall 2013, faculty will be trained to assess PLA and policies will be developed for accepting PLA credits | | | |
| Number and percentage of students with completion plans | Implement DegreeWorks software and train students, advisors, and faculty how to use it | Student Success Advisor, FYE Coordinator | <ul style="list-style-type: none"> • Faculty and advisors will be trained during Spring Faculty/Staff Development Days • Full implementation Fall 2013 • Create training videos for use in FYE classes | | | |
| Goal and Objective 2: Partnerships with K-12 | | | | | | |
| Number of Dual enrolled students | Expansion of ACCEL and MOWR programs | ACCEL coordinator, Director of Admissions | Increase the number of students involved in ACCEL and MOWR programs by 15% by Fall 2013 | | | |
| <p>Increases in student STEM involvement and content knowledge (CRCT and participation in STEM activities)</p> <p>Increases in teacher content knowledge (LMT, MOSART)</p> <p>Increased recruitment of STEM students into teaching careers and of pre-service teachers into STEM fields</p> | Implementation of ST ³ EM grant | Dean of Math and Science | <ul style="list-style-type: none"> • Awarding of grant funds October 2012 • Selection of cohort by end of Fall 2012 • Begin training by Spring 2013 | | | |
| Goal and Objective 3: Improving Access and Completion for Traditionally Underserved Students | | | | | | |
| Number of part-time and working students enrolled | Improve marketing strategies for online courses, including updating the Darton website to be more user friendly, extend hours of Career Development Center, provide additional tutoring support | Online Coordinator, Career Development Center Coordinator, Peer Tutoring Coordinator | <ul style="list-style-type: none"> • Update DSC website by January 2013 • Extend Career Development Center Office hours by January 2013. • Hire a full-time senior administrative assistant by January 2013. • Hire and train additional 10- new tutors by January 2013. • Implement a plan for providing additional tutoring support for online students. Investigate NetTutor and Ask Online further and consult with online faculty to determine areas of need and the wisest use of resources. | | | |

| Ways to Measure | Implementation | | Targets | Targets Met? | | Ongoing Evaluation |
|---|---|--|---|--------------|----|--------------------|
| | | | | Yes | No | |
| Number of adult learners enrolled | Improve marketing strategies for online courses, including updating the Darton website to be more user friendly , extend hours of Career Development Center, provide additional tutoring support | Online Coordinator, Career Development Center Coordinator, Peer Tutoring Coordinator | <ul style="list-style-type: none"> Update DSC website by January 2013 Extend Career Development Center Office hours by January 2013. Hire a full-time senior administrative assistant by January 2013. Hire and train additional 10- new tutors by January 2013. | | | |
| Number of students who continue education through A.S. in Health Sciences | Offer A.S. in Health Science Migrate pre-program students to Health Science major | Dean of Health Sciences | <ul style="list-style-type: none"> Have all pre-program Allied Health students declared as Health Science majors by Spring 2013 | | | |
| Number of military students enrolled | Offer a fully online associate of arts degree in music. Improve marketing strategies for online courses, including updating the Darton website to be more user friendly, extend hours of Career Development Center, provide additional tutoring support. Employ Full-time Military Resource Center Director | Military and Adult Education Director, Director of Music, Online Coordinator, Peer Tutoring Coordinator, Institutional Advancement | <ul style="list-style-type: none"> Offer AA in music fully online by Fall 2012 Update DSC website by January 2013 Extend Career Development Center Office hours by January 2013. Hire a full-time senior administrative assistant by January 2013. Hire and train additional 10- new tutors by January 2013. Implement marketing strategies to target military populations. | | | |
| Goal and Objective 4: Restructuring Instructional Delivery | | | | | | |
| Number of students who successfully exit specific Gateway courses | <ul style="list-style-type: none"> Restructuring of ENGL 1101 & 1102 to provide free support to those students who fail in a previous semester Restructuring of MATH 1111 to provide support to students who previously fail | Dean of Humanities, Dean of Math and Science | <ul style="list-style-type: none"> Increase pass rate of students taking ENGL 1101/1102 by the second attempt to 80%. Increase pass rate of students taking MATH 1111 by the second attempt to 70%. | | | |
| Goal and Objective 5: Transforming Remediation | | | | | | |
| Number of students who successfully exit Learning Support | <ul style="list-style-type: none"> Full integration of the National Center for Academic Transformation's Emporium Model for Learning Support Math Accelerate the amount of time it takes for students to exit Learning Support reading and English. | Dean of Learning Support, Dean of Math and Science | <ul style="list-style-type: none"> 25% of students should complete 5 or more modules during their first attempt and the remaining modules during their second attempt. 70% of students should earn an IP or higher each semester (complete at least 3 modules). Increase the number of students exiting fast track Learning Support reading and English by Fall 2013. | | | |

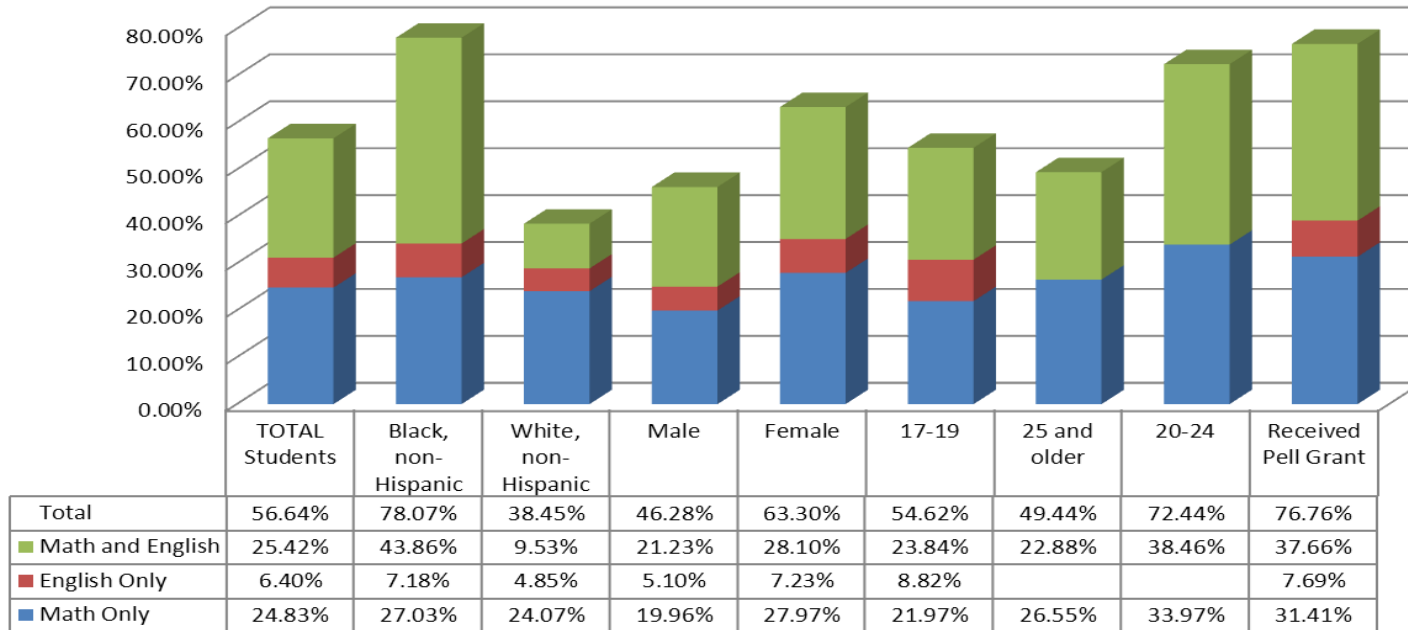
CONTEXT METRIC 1: ENROLLMENT

2008-2009 (unduplicated)



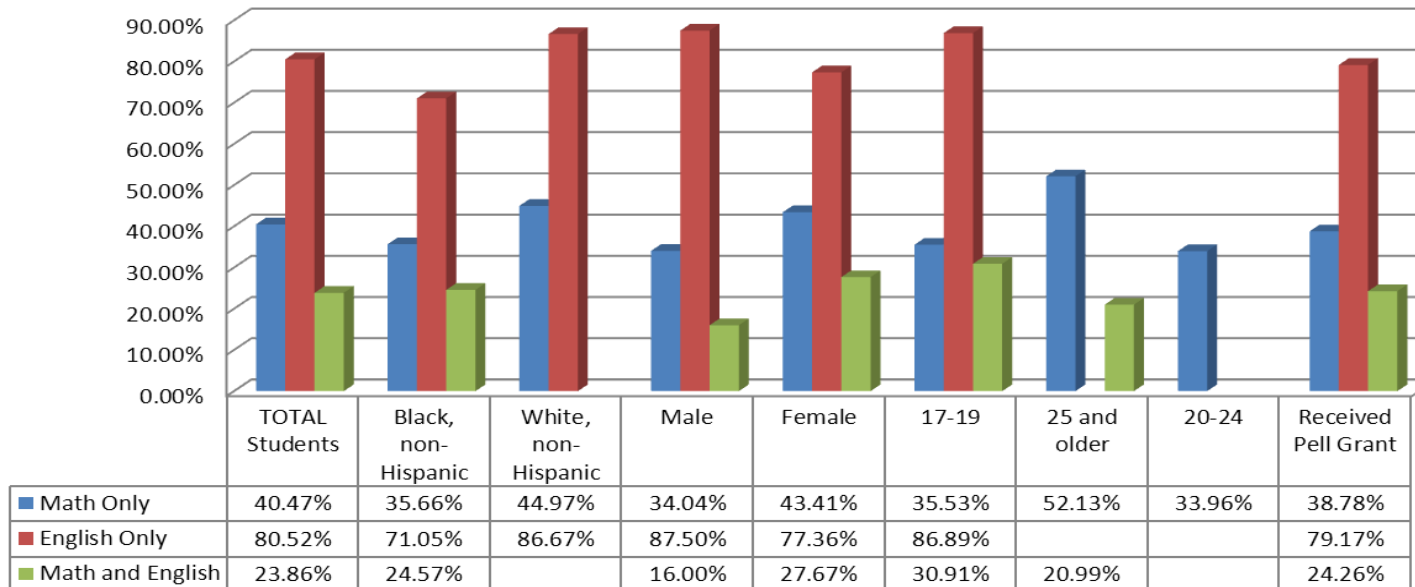
| | All Students | Hispanic | Black, non-Hispanic | White, non-Hispanic | Asian | Two or more Races | Unknown Race | Non-resident Alien | Male | Female | 17-19 | 25 and older | 20-24 | Received Pell Grant | Took Remedial Courses |
|-------------------------------------|--------------|----------|---------------------|---------------------|-------|-------------------|--------------|--------------------|--------|--------|--------|--------------|--------|---------------------|-----------------------|
| Total | 100.00% | 1.31% | 40.91% | 53.31% | 0.94% | 1.48% | 0.34% | 1.02% | 29.56% | 70.44% | 19.82% | 51.70% | 28.49% | 37.69% | 40.71% |
| Part-Time Transfer | 18.62% | 0.26% | 7.75% | 9.68% | 0.26% | 0.39% | 0.17% | | 3.87% | 14.74% | 0.44% | 14.48% | 3.70% | 5.50% | 3.49% |
| Full-Time Transfer | 9.80% | 0.15% | 4.32% | 4.62% | | | | 0.43% | 2.99% | 6.81% | 1.01% | 5.30% | 3.50% | 4.80% | 3.12% |
| Part-Time First-Time and Continuing | 32.83% | 0.34% | 11.14% | 20.39% | 0.28% | 0.37% | 0.18% | | 10.12% | 22.71% | 5.18% | 20.38% | 7.27% | 7.74% | 11.68% |
| Full-Time First-Time and Continuing | 38.75% | 0.55% | 17.71% | 18.62% | 0.40% | 0.72% | | 0.59% | 12.58% | 26.17% | 13.18% | 11.54% | 14.02% | 19.65% | 22.42% |

PROGRESS METRIC 1: ENROLLMENT IN REMEDIAL EDUCATION



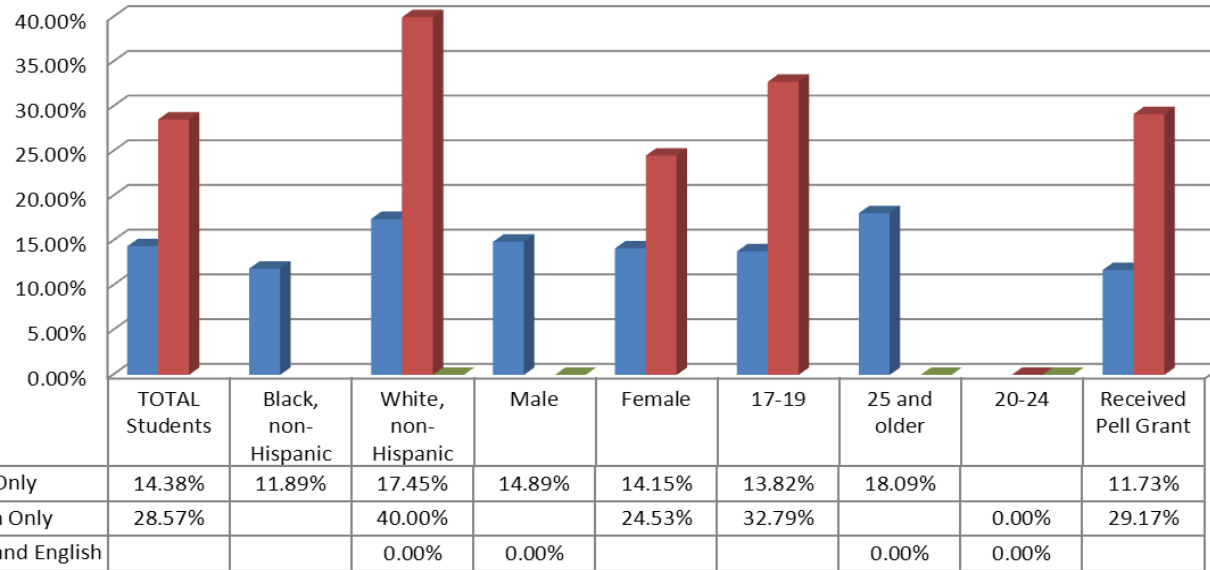
PROGRESS METRIC 2: SUCCESS IN REMEDIAL EDUCATION

Students Completing Remedial



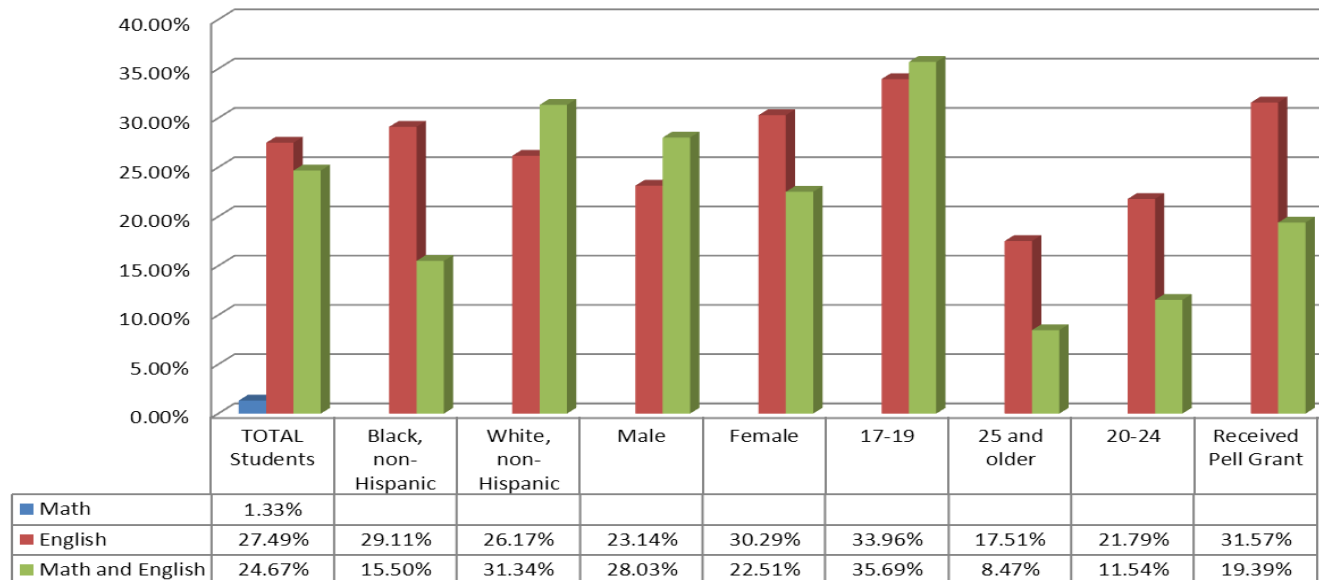
PROGRESS METRIC 2: SUCCESS IN REMEDIAL EDUCATION

Students Completing a College-Level Course in the Same Subject within Two Academic Years of Entry



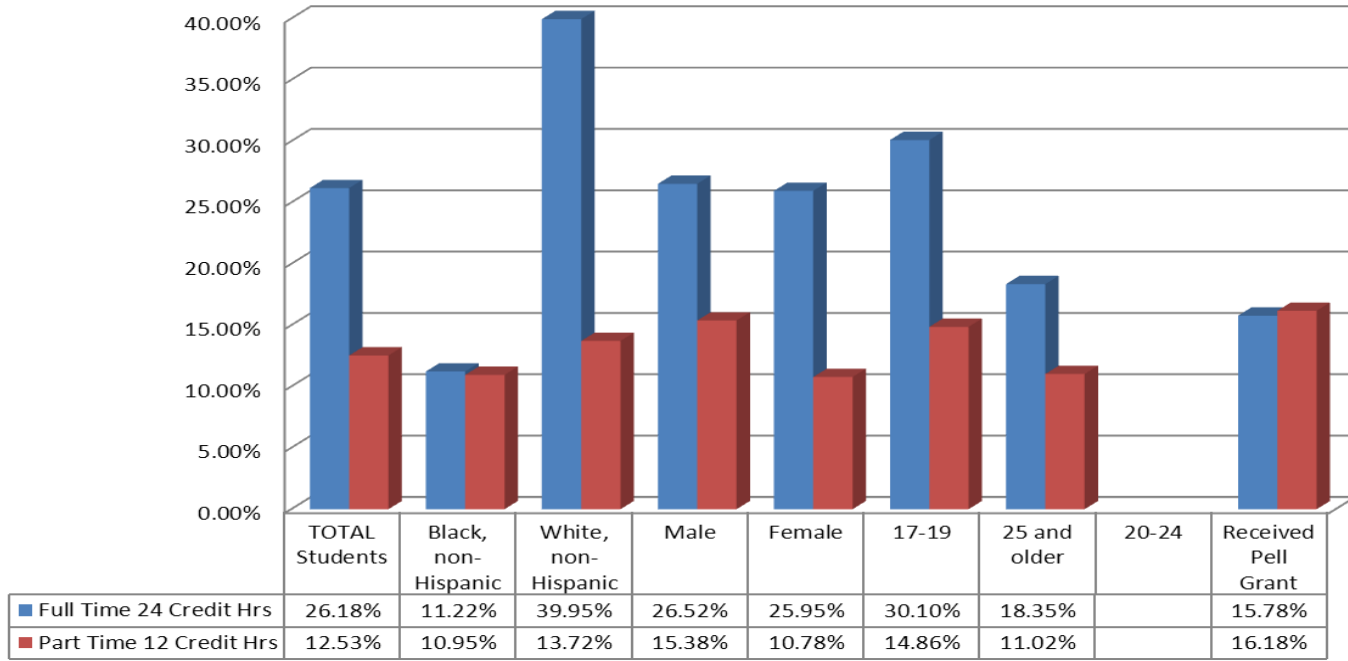
PROGRESS METRIC 3: SUCCESS IN GATEWAY COLLEGE COURSES

Students Completing Gateway Courses within Two Academic Years of Entry



PROGRESS METRIC 4: CREDIT ACCUMULATION

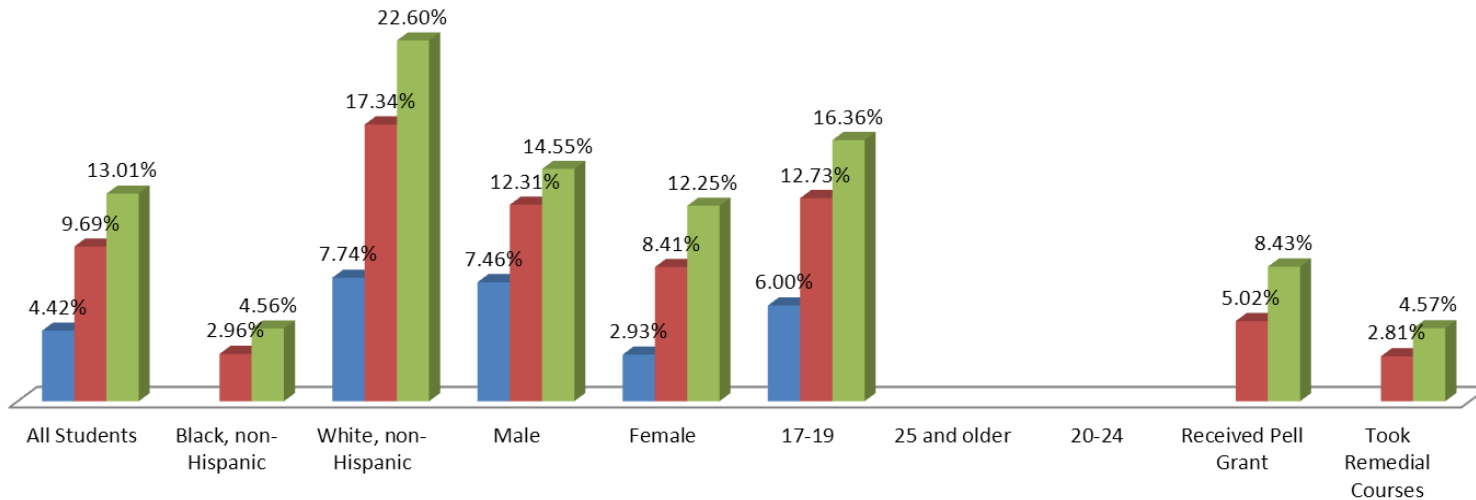
Full-Time Students Completing 24 Credit Hours within their First Academic Year;
Part-Time Students completing 12 Credit Hours within their First Academic Year



Full-Time Associate Degrees

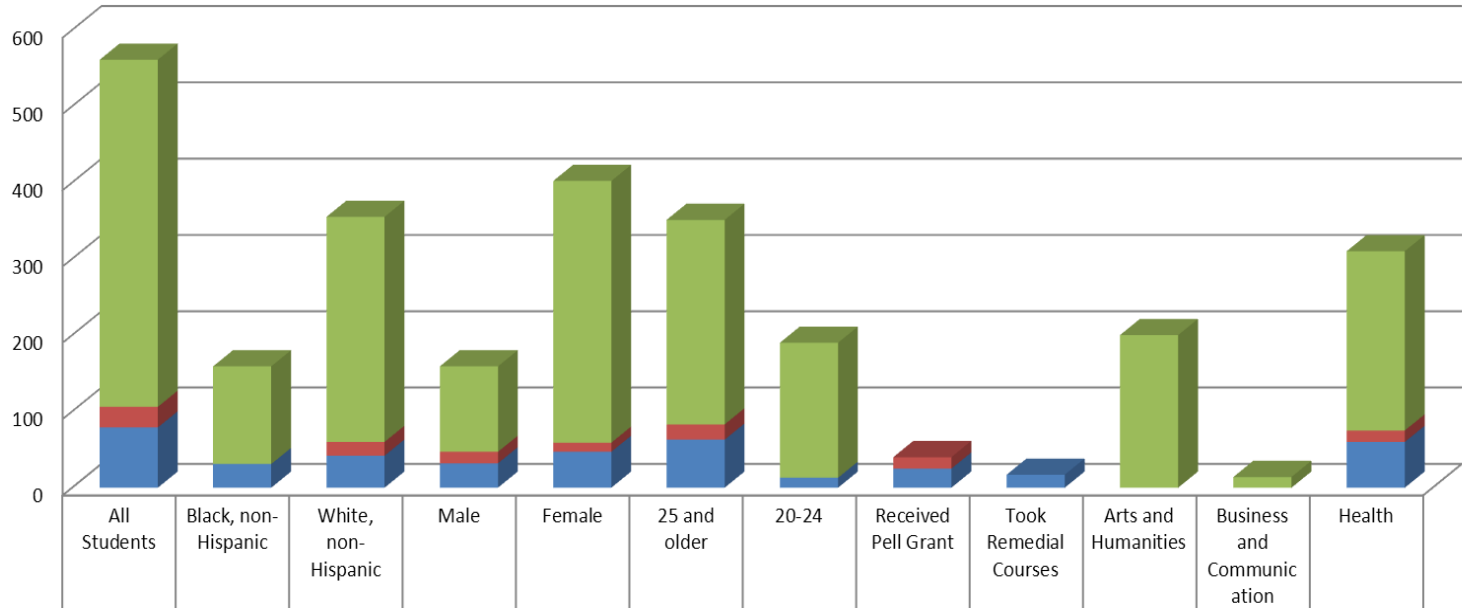
Time to Completion

■ Within 2 years ■ Within 3 years (cumulative) ■ Within 4 years (cumulative)



OUTCOME METRIC 1: DEGREE PRODUCTION

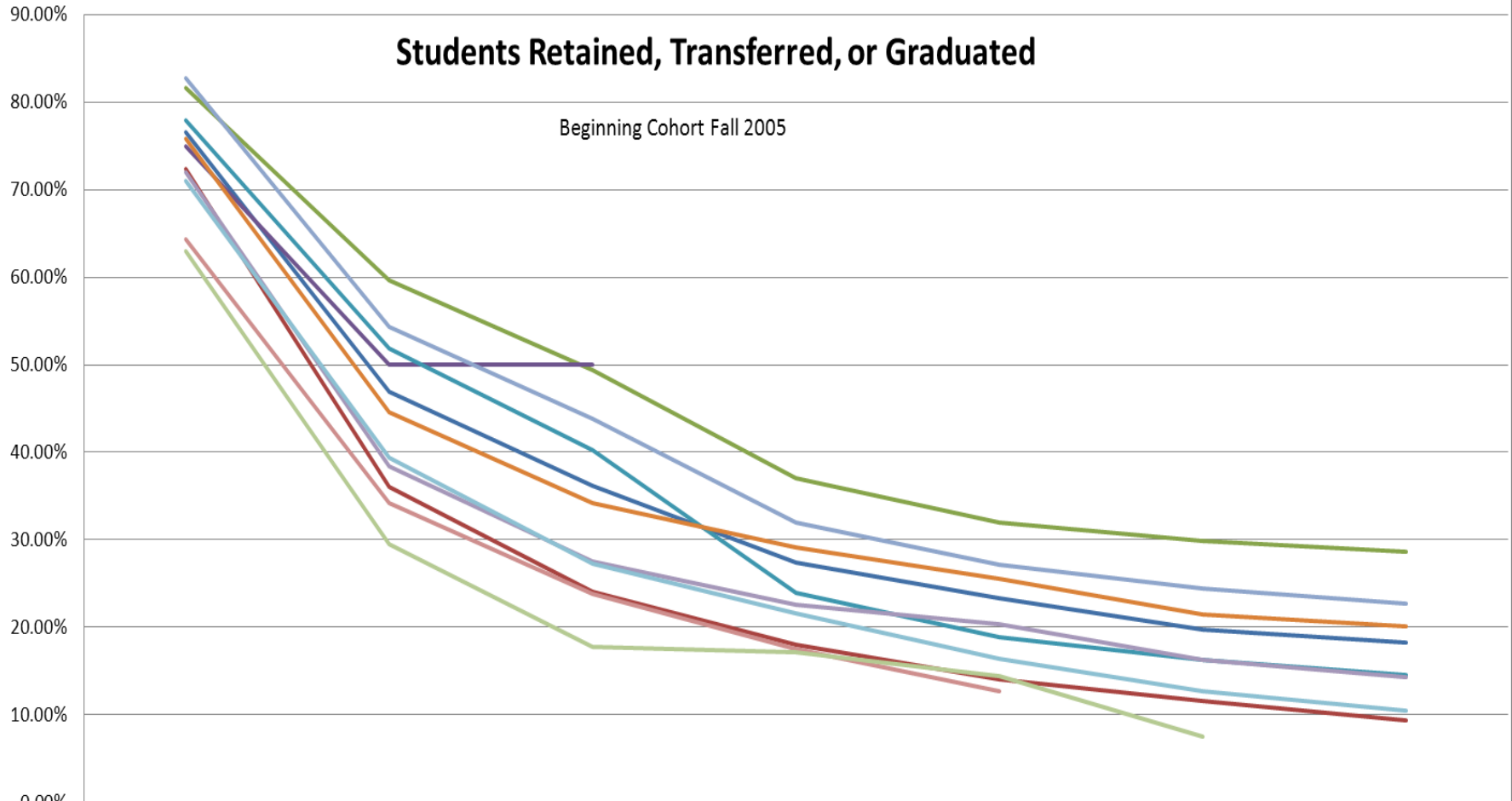
2008-2009



| | | | | | | | | | | | | |
|----------------------------------|-----|-----|-----|-----|-----|-----|-----|----|----|-----|----|-----|
| Total | 561 | 159 | 355 | 159 | 402 | 351 | 190 | 40 | 17 | 200 | 14 | 310 |
| ■ Associate's | 455 | 128 | 295 | 112 | 343 | 268 | 177 | | | 200 | 14 | 235 |
| ■ Certificate-1-2 yrs | 27 | | 18 | 15 | 12 | 20 | | 15 | | | | 15 |
| ■ Certificate- less than one yr. | 79 | 31 | 42 | 32 | 47 | 63 | 13 | 25 | 17 | | | 60 |

Students Retained, Transferred, or Graduated

Beginning Cohort Fall 2005



| | Spring 2006 | Fall 2006 | Spring 2007 | Fall 2007 | Spring 2008 | Fall 2008 | Spring 2009 |
|-------------------------|-------------|-----------|-------------|-----------|-------------|-----------|-------------|
| — TOTAL Students | 76.53% | 46.95% | 36.17% | 27.43% | 23.35% | 19.76% | 18.20% |
| — Black, non-Hispanic | 72.38% | 36.08% | 24.05% | 18.04% | 14.03% | 11.58% | 9.35% |
| — White, non-Hispanic | 81.63% | 59.64% | 49.40% | 37.05% | 31.93% | 29.82% | 28.61% |
| — Two or more Races | 75.00% | 50.00% | 50.00% | | | | |
| — Male | 77.90% | 51.81% | 40.22% | 23.91% | 18.84% | 16.30% | 14.49% |
| — Female | 75.85% | 44.54% | 34.17% | 29.16% | 25.58% | 21.47% | 20.04% |
| — 17-19 | 82.71% | 54.37% | 43.85% | 31.91% | 27.09% | 24.42% | 22.64% |
| — 25 and older | 64.29% | 34.13% | 23.81% | 17.46% | 12.70% | | |
| — 20-24 | 63.01% | 29.45% | 17.81% | 17.12% | 14.38% | 7.53% | |
| — Received Pell Grant | 71.96% | 38.43% | 27.45% | 22.55% | 20.39% | 16.27% | 14.31% |
| — Took Remedial Courses | 71.06% | 39.38% | 27.23% | 21.58% | 16.44% | 12.67% | 10.45% |