



# DALTON STATE COLLEGE

## INSTITUTIONAL MISSION AND STUDENT BODY PROFILE

The mission of Dalton State College (DSC) is to provide a diverse student population with opportunities to acquire the knowledge and skills necessary to attain affordable baccalaureate degrees, associate degrees, and certificates and to reach their personal and professional goals. Through challenging academics and rich collegiate experiences, the College promotes lifelong learning, active leadership, and positive contributions to produce ethical and knowledgeable citizens who contribute back to society. The vision is to establish DSC as a first-choice destination college.

In pursuit of that goal, Dalton State offers targeted four-year and two-year degrees and career certificate programs, along with a wide variety of activities that engage students in local community businesses and industries. Each of the College's four schools (Arts and Sciences, Business, Education, Health Professions) forges important partnerships to inspire students to be active members within their professions and communities.

Dalton State has expanded programs and maintained rigor in its academic offerings. During academic year 2019-2020, the College added one new bachelor's degree, two minors, and one pathway. The School of Arts and Sciences added a new Bachelor of Applied Science degree in engineering technology, a minor in rhetoric and writing, and an associate's-level pathway in film; and the Wright School of Business added a new minor in finance.

During the 2017-2018 academic year, Dalton State became the first college in Georgia to attain the status of being a Hispanic Serving Institution (HSI), enrolling 27% Hispanic/Latino students in Fall 2017. To date, Dalton State remains the only college in Georgia with that designation, with the percentage of Hispanic/Latino students rising to 31.2% in Fall 2019. The student population remains one with a preponderance of first-generation attendees (68.82%, Fall 2019), with 48.6% of the students receiving Pell grants (Fall 2019). The adult learner population remains relatively small at 6.6%. Enrollment declined for the 2020 AY, demonstrating a 3% decrease for a total student population of 4,964. Between Fall 2018 and Fall 2019, the College's dual enrollment population increased by 19.6%. The College's total number of degrees conferred saw a slight increase (1%) over AY 2018, with a total of 817 graduates in AY 2019.

The demographics of Dalton State are consistent with those of an access institution with a population of students who come to college as part of a new generation of learners in their families. They often work full- or part-time to contribute to their households and to cover tuition, fees, and textbooks. They often "stop out" due to the stresses of balancing academic and family life, but Dalton State faculty and staff are committed to their success.

## IMPROVEMENT PRACTICES

### *Academic Advising*

Dalton State has implemented a process to identify and guide incoming undecided students. In 2018 the "undeclared" option was reinstated on the application for admission. In Summer 2020, through contact by the director of advising and the academic success coach, 100 students were able to select a major that best aligned with their current goals. The 26 students who did not respond to outreach prior to orientation were encouraged to choose a major during orientation. Students who were still unable to identify a path were given the associate's in general studies as an option, and the academic success coach will follow-up with these students.

In an effort to focus on the needs of first-year students and adjust to a reduction in staff, the Advising Center, recently renamed the **Center for Student Success and Advising Support**, has reorganized its advising structure. The campus will now operate under a Total Intake model where all students will begin with a centralized, professional student success advisor and then transition to a faculty advisor in the academic unit. The student success advisors will conduct intentional outreach to support students as they transition from high school to post-secondary education. The Center will offer academic coaching services to help students in areas of time management, study skills, motivation, choosing a major, procrastination, and growth mindset.

**Gateway to Completion (G2C) Course Redesign**

The College's G2C Steering Committee, liaisons, and MATH 1111 and ENGL 1101 Redesign Committees completed the second year of the course redesign process which is overseen by the John Gardner Institute. During the 2019-2020 academic year, English and mathematics faculty implemented course-specific and cross-course recommendations that were situated in the G2C Principles and involved aspects of course structure and teaching approaches/pedagogies, monitoring student performance, and faculty development. The MATH 1111 G2C Committee included five full-time faculty members, and the ENGL 1101 G2C Committee included 13 full-time faculty members. One improvement practice implemented in all sections of ENGL 1101 was a reduction in class size from 28-29 students per section in Fall 2018 to 21-22 per section for the non-co-curricular sections in Fall 2019 and from 25-26 in Fall 2018 to 18-19 in Fall 2019 in the co-curricular sections. Results of the pilots from Fall Semester 2019 suggest that class size matters in freshman composition. During Fall Semester 2019, ENGL 1101 classes had lower DFWI rates whether they were transformed or not transformed and whether they were paired with co-curricular support classes or not. The improvement was greater in the co-curricular sections.

**Percentage of Students Completing Co-Curricular Sections of ENGL 1101 with a C or Better, Fall Semester 2018 and 2019, Including Withdrawals**

Course	Total # of Students (including Ws & Is)	% Passed with C or Better	% Failed (D, F, W, WF, I)
Fall 2018	270	180 (66.7%)	90 (33.3%)
Fall 2019	248	178 (71.8%)	70 (28.2%)

**Percentage of Students in Non-Co-Curricular Sections of ENGL 1101 with a C or Better, Fall Semester 2018 and 2019, Including Withdrawals**

Course	Total # of Students (including Ws & Is)	% Passed with C or Better	% Failed (D, F, W, WF, I)
Fall 2018	734	582 (79.3%)	152 (20.7%)
Fall 2019	635	516 (81.3%)	119 (18.7%)

Though the number of supplemental instruction pilots was small (two pilots in fall 2019 and one in the spring 2020), the use of supplemental instruction seemed to be consistently effective in ENGL 1101. In fall 2019, the co-curricular supplemental instruction pilot had a 79% pass rate compared to the average pass rate of 71% for the non-transformed co-curricular classes, and the non-co-curricular supplemental instruction pilot had a pass rate of 81% compared to the average pass rate of 76% for the transformed non-co-curricular pilots. During Spring Semester 2020, the only successful ENGL 1101 pilot was the pilot involving supplemental instruction. This co-curricular pilot had a 73% pass rate compared to the 55% pass rate for the other pilots. The sudden switch to online instruction in Spring Semester 2020 had a negative impact on student success in freshman composition, and the English G2C Committee is addressing this decline in its Fall 2020 pilots.

Changes implemented in the MATH 1111 pilots in both Fall Semester 2019 and Spring Semester 2020 resulted in significant reductions in the withdrawal rates and DFWI rates for MATH 1111. The DFWI rate dropped from a high of 44.3% in Fall 2017 to a low of 35.3% in Fall 2019.

**MATH 1111 DFWI Rates, Fall 2019, Fall 2018, and Fall 2017**

Year	Total # of Students	# of Students with DFWIs and DFWI Rate
Fall 2019	470	166 students (35.3%)
Fall 2018	498	220 students (44.2%)
Fall 2017	557	247 students (44.3%)

In Fall 2019, 42 students withdrew out of a total of 470 students enrolled in Math 1111, for a withdrawal rate of 8.9%. The Fall 2019 withdrawal rate was lower than the withdrawal rates in each of the previous two fall semesters (Fall 2018 and Fall 2017).

**MATH 1111 Withdrawal Rates, Fall 2019, Fall 2018, and Fall 2017**

Year	Total # of Students	# of Students and Withdrawal Rate
Fall 2019	470	42 students (8.9%)

Fall 2018	498	72 students (14.5%)
Fall 2017	557	106 students (19.0%)

The MATH G2C Committee attributed the improved success to structural changes put into place for the 2019-2020 academic year. These changes included a new homework system and the pairing of MATH 0999 sections with MATH 1111 sections.

The switch to online instruction in Spring Semester 2020 did not have the negative impact on success in MATH 1111 as it did in ENGL 1101. In Spring 2020, 45 of the 164 students in MATH 1111 earned a grade of D, F, W, or I, for a DFWI rate of 27.4%, and 15 students withdrew out of a total of 164 students enrolled in MATH 1111, for a withdrawal rate of 9.1%. The MATH 1111 students benefitted from using an online homework system during the months preceding the pandemic and thus were somewhat familiar with online learning, while the ENGL 1101 students had not had online assignments prior to the move from face-to-face to online instruction. Dalton State's Gardner Institute feedback on its Stage IV General Situation Report and Reflection and Application to the Future Report is available in Appendix A.

### ***Title V Grant***

Tutoring and Supplemental Instruction received funds last year from a federal Title V grant from the U.S. Department of Education to expand the program by adding more tutors and software to allow for distance learning. The \$2.1 million grant was implemented in October 2019 and is a five-year grant that focuses on improving services to help students succeed and achieve their full potential. Dalton State was eligible to apply for the grant because of its status as a Hispanic-Serving Institution. Concentrating on three key strategies (establishing a comprehensive advising program, expanding tutoring and supplemental instructional programs, and improving technology for advising and student support), the Title V staff has worked diligently, despite the impact of the COVID-19 pandemic, to provide opportunities for students to succeed, with tutoring services, continuing virtually when face-to-face instruction was suspended. The grant is also being used to upgrade software to help students' progression toward graduation, to improve advising, to utilize space more effectively on campus, and to plan and improve upon retention and graduation rates. The grant pays for several positions, including a supplemental instruction and programs specialist, an academic success coach, and an academic advisor, as well as part-time positions that include a Title V project director and an academic advisor that is shared with Residential Life, which oversees campus housing. The project's long-term outcomes are to increase course completion and fall-to-fall retention rates, increase the proportion of degrees awarded to Hispanic and other underserved students, and increase the graduation rate, while providing all Dalton State students with exceptional educational experiences that lead to success.

### ***Affordable Learning Georgia/No Cost and Low Cost***

The USG system continues to support initiatives that address college cost and affordability through the development and use of Open Education Resource (OER) texts. Over the past several years, DSC has applied for and received multiple grants and mini-grants. Appendix B provides a table of those Affordable Learning Grants (ALG) awards in conjunction with the number of students positively impacted by OERs funded by ALG grants.

Dalton State College faculty were awarded three mini-grants in 2019 to develop course materials for COMM 1110, ENGL 1101, ENGL 1102, and THEA 1100. Since this program began, faculty at the college have been awarded 18 grants, and the Affordable Learning Georgia website ranks Dalton State as number 6 in the University System for student savings and number 6 for the number of students impacted by these resources. In addition, in 2018-2019, 9,200 students were enrolled in sections with low-cost materials, and 15,415 students were enrolled in sections with no-cost materials. Altogether 24,615 students were enrolled in sections that were either no-cost or low-cost, a number representing 41.11% of all enrollments. In terms of large-scale grants, DSC appears to have reached a plateau. Despite this fact, faculty are still saving hundreds of thousands of dollars for DSC students.

### ***Honors Program***

During the 2019-2020 academic year, the Honors Program changed its application process to make it less cumbersome for students to apply. In the program's inaugural year (2018-2019), 30 incoming freshmen applied, but because of missing application materials (typically recommendation letters), only 20 students were accepted. Requiring students to write application essays and secure three letters of recommendation in addition to meeting GPA and SAT/ACT requirements seemed to discourage our population from applying. Consequently, only 16 students applied with 8 accepted during the academic 2019-2020 year. To address the decline, the Honors Council removed the essay and recommendation letter requirements and simply invited freshmen that met the GPA and SAT/ACT requirements to participate. As a result, the fall 2020 honors program has 98 participants, enabling the departments to offer honors-only sections of freshman classes.

***Changes in Procedures and Processes***

Different areas of the college have put into place a number of changes of procedures and processes that remove or lessen the structural and motivational obstacles that students face.

Updated Forms and Use of Dynamic Forms. In the past, several procedures required paper forms to be processed. For example, a student may be required to visit the Office of Enrollment Services to obtain the form, get any required signatures (i.e., instructors, Provost, Bursar), and then return it to Enrollment Services. To alleviate the burden for students, forms have been updated and, in some cases, consolidated and put online for easier access. Many of the forms may be accessed on Dynamic Forms, allowing students to enter their information/request, and it flows through the program obtaining required signatures. This is not only easier for the students but also for faculty and staff. The Change of Major/Address Update, Schedule Adjustment, graduation application, change of grade, course substitution, and Hardship Withdrawal forms have been updated. Students may also email their instructors, the provost, and many others to receive approval, and the email from the professors serves as their signature.

Change in Drop/Add Procedure. Typically, when a student drops a class (or classes) after the enrollment period, a schedule adjustment form must be signed by each of the student's instructors. If students have stopped attending or cannot attend the class they wish to drop, obtaining the required signatures can be a burden, especially with the need for social and physical distancing. Students may now drop a class (or classes) with their advisor or online in BANNER. This change reduces the interactions to one call or email. The advisor is responsible for recording the details on the students' record and contacting the instructor(s).

Elimination of the Online Quiz Requirement. After the sudden shift to online/remote instruction in Spring Semester 2020, the provost and VPAA, associate provost, administrative assistant, executive director of advising and student success, and a professional advisor met and discussed the pre-registration online quiz requirement. Requiring students to take this quiz was an obstacle to registration, unnecessarily delaying students' ability to register. The group decided to eliminate this testing requirement and instead posted helpful information on taking online classes on the college web page.

**MOMENTUM UPDATE: OBSERVATIONS AND NEXT STEPS****SECTION 3.1 EXISTING MOMENTUM WORK****PURPOSEFUL CHOICE**

<b>Strategy or activity</b>	<b>Additional Advisor Contact Prior to New Student Orientation</b>
<b>Summary of Activities</b>	To address the area of purposeful choice, the Advising Center added an additional point of contact with students by making a purposeful choice call to all students upon their registering for New Student Orientation. This phone call was to confirm students' choice of major based on their intended career path. When necessary, advisors discussed with the student the need to change the student's major to better align with his/her goals. During the summer of 2020, advisors called 810 students by phone. Advisors successfully contacted 59% of the students and followed up with students who could not be reached by phone through email.
<b>Outcomes/Measures of progress</b>	Data indicate that as a result of this contact, 98 major changes were processed. These major changes resulted in students having a clearer understanding of purpose prior to attending orientation, allowing them to spend more energy discerning their educational plan and engaging in orientation activities.
<b>Lessons Learned and Plans for the Future</b>	One challenge was the inability to contact students by phone. To address this challenge, advisors used email. However, since many students do not check email, other solutions are needed. One solution would be to require a phone number with the application. This solution will be implemented effective Spring Semester 2021.
<b>Changes because of COVID-19</b>	Because New Student Orientation was online this past summer as a result of the COVID-19 pandemic, advisors also encouraged students to follow-up their virtual orientation with a one-on-one appointment. Advisors conducted over 600 virtual appointments, which represented 56% of the students who attended advising orientation sessions.
<b>Strategy or activity</b>	<b>Advising Center Workshop for Students in Fall 2019 on "Choosing a Major"</b>

<b>Summary of Activities</b>	The Advising Center Workshop provided strategies for decision making, discovering what majors are available at DSC, and connecting with the right advisor to learn more.
<b>Outcomes/Measures of progress</b>	Eighteen students attended the workshop. Both pre- and post-workshop surveys were given. Pre-workshop data were collected for all 18 participants. Four participants left before the workshop ended, resulting in only 14 students completing the post-workshop survey. The data show that the workshop provided strategies and students gained more information. Eighty-six percent of the students indicated that they gained information about DSC's majors and programs that they did not previously know, and all respondents agreed that they learned some strategies that will help them decide on a major in which they intend to graduate.
<b>Lessons Learned and Plans for the Future</b>	Students were receptive to the program. Additional follow-up with students after 3 to 6 months could clarify the benefits of the program and provide suggestions for improvement.
<b>Changes because of COVID-19</b>	This workshop has been adapted so that the academic success coach can use it virtually in one-on-one meetings with students unsure of their majors.

---

## TRANSPARENT PATHWAYS

<b>Strategy or activity</b>	<b>Continued Development and Use of Pathways</b>
<b>Summary of Activities</b>	The Advising Center has continued to review and update pathways. Use of pathways with students has been encouraged. Academic departments are adjusting course requirements to ensure they can provide 9 credits of focus-area courses to first-year students.
<b>Outcomes/Measures of progress</b>	One outcome is increased awareness of the potential effectiveness of well-developed pathways.
<b>Lessons Learned and Plans for the Future</b>	Pathways need to be more readily available to faculty and students. The Advising Center is working with the College's Office of Marketing and Communications on the best way to present them via the college's web page. Also, a faculty member is working to develop a repository of advising information for faculty.
<b>Changes because of COVID-19</b>	N/A

<b>Strategy or activity</b>	<b>Enhanced Program-level Identification of 9 Hours in Each Focus Area</b>
<b>Summary of Activities</b>	While the College began work on identifying 9 hours of coursework in the different focus areas, more work is needed here. The Office of Academic Affairs and deans will develop a protocol for departments and program coordinators to follow in selecting 9 credits for their focus areas. The provost, deans, and department chairs will meet to discuss the protocol and expectations. Department chairs and program coordinators will work with their faculty to select the 9 credits and to provide a rationale for the selection. Advisors will work to ensure students complete the nine hours during their freshman year.
<b>Outcomes/Measures of progress</b>	The Office of Academic Affairs and deans developed a protocol for the departments and program coordinators to follow, discussed expectations, and set a deadline for completion.
<b>Lessons Learned and Plans for the Future</b>	The finalized plans were due October 1, and plans are underway to adjust program degree maps as needed to reflect any changes.
<b>Changes because of COVID-19</b>	N/A

---

## ACADEMIC MINDSET

<b>Strategy or activity</b>	<b>Incorporation of Mindset in ENGL 1101 and MATH 1111 G2C Pilots, 2019-2020</b>
<b>Summary of Activities</b>	English and Math G2C pilots for Fall 2019 included a focus on helping students develop growth mindsets.
<b>Outcomes/Measures of progress</b>	While students were more successful in MATH 1111 than in previous semesters, it could not be determined what strategies led to student success because multiple strategies were implemented in the same course. The same problem occurred in ENGL 1101, and the only clearly successful strategy in English was the use of supplemental instruction.

<b>Lessons Learned and Plans for the Future</b>	Because faculty in the English and Math pilots implemented multiple strategies in the same sections, it was not possible to discern whether mindset was a factor that contributed to student success. To remedy this, in Fall 2020, English pilots will incorporate only one strategy per section so that the success of the strategies can be analyzed more meaningfully. Faculty on the English G2C Committee are engaging in discussions of mindset activities and are ensuring that these activities are incorporated throughout the whole semester instead of one-time activities.
<b>Changes because of COVID-19</b>	Math and English faculty are focusing on engaging students and balancing different instructional formats that include hybrid, online, flex, and flipped classroom instruction while adhering to physical distancing requirements. The energy devoted to these changes may detract from the success of the pilots.
<b>Strategy or activity</b>	<b>Mindset Presentation at the Fall 2019 Campus Workshops</b>
<b>Summary of Activities</b>	As a part of the Fall Semester 2019 workshop series, members of the Mindset Committee presented “Incorporating Mindset into Teaching.”
<b>Outcomes/Measures of progress</b>	At least half of the Dalton State faculty attended one of the two workshops offered by the Mindset Committee.
<b>Lessons Learned and Plans for the Future</b>	Better follow-up is needed after presentations such as these to assess whether faculty are incorporating ideas in their classes and whether these lead to increased student success.
<b>Changes because of COVID-19</b>	Budget cuts related to COVID-19 and the need for physical distancing have limited professional development opportunities for faculty. While many conferences and workshops have moved online, the College is unable to support those that require large registration fees. Our in-house presentations and workshops are offered online, and we are expanding our Center for Excellence in Teaching and Learning GeorgiaView platform to provide increased opportunities and professional development materials for faculty.

**GENERAL OVERVIEW AND OBSERVATIONS**

The intentional, purposeful outreach to students provided an early connection with students and helped improve the alignment of the students’ majors with their potential career paths. Conducting this outreach prior to orientation increases the ability to provide better academic and career information through the orientation process. The outreach was time-consuming. The COVID-19 transition shifted new student orientation to a virtual format, which advising followed with virtual one-on-one appointments. This process increased the contact with students but was also very labor intensive and created a difficult workflow as the number of orientations increased.

The adoption of pathways has been slow. Increased awareness and commitment to the 9-credit-hours focus area have improved academic departments’ understanding of their role. By implementing a means of easier access, the potential to increase the use of the pathways should improve.

**SECTION 3.2 FOLLOW UP FROM MOMENTUM SUMMIT III - “CAMPUS-WIDE” MOMENTUM APPROACH ACTIVITIES (BEYOND THE CLASSROOM)**

**PURPOSE**

<b>Priority Work</b>	<b>Career Panels and Graduate Panels</b>
<b>Description of Activities</b>	<ul style="list-style-type: none"> <li>The Roberts Library in conjunction with the Office of Career and Professional Development will host Grad School 101 panels to help prepare students for the College’s Graduate School Fairs. The workshops will help students polish their resumes, write a statement of purpose, optimize their applications, and learn about the GRE, GMAT, LSAT, and MCAT graduate school entrance exams, as well as exam preparation materials offered through the college. A panel of working professionals will discuss their experiences with the process and answer questions.</li> <li>The Office of Career and Professional Development (OCPD) will host a Graduate School Fair (Fall) and two Career Fairs (Spring). In preparation for the Career Fairs, OCPD hosts a Career Week focused on professional development and preparing students for their careers.</li> </ul>

<b>Activity status and plans for 2020</b>	<ul style="list-style-type: none"> <li>The Office of Career and Professional Development hosted six Virtual Career Events in Spring 2020 via Microsoft Teams geared to prepare students for whatever their next step is beyond graduation, whether it is a career or graduate school. These have had to be moved online because of the COVID-19 pandemic. The Office of Career and Professional Development held a virtual career fair this fall (September 10th) where there were over 20 employers/companies and approximately 167 students who participated. As of October 8, 24 students have confirmed receiving job offers or internship opportunities from this event. The Roberts Library and the Office of Career and Professional Development have also scheduled online graduate school events for this fall. There are currently 24 schools registered, and 68 students have pre-registered to attend. They held two Grad School 101 sessions on October 8. Though live attendance was low, the sessions were recorded since many students were in class during the events. The videos had 13 and 16 views within the first 24 hours after the event, and they anticipate those numbers to increase.</li> </ul>
---	---

<b>Lessons Learned</b>	<ul style="list-style-type: none"> <li>Virtual events have higher participation than past in-person versions. There has been an increase in the number of students requesting that recordings of the events and materials be available. As technology develops and adds new features, the Office of Career Development and the Roberts Library anticipate continuing offering aspects of these events in a virtual format.</li> </ul>
------------------------	---

<b>Priority Work</b>	<b>Major-Specific Career Panels</b>
<b>Description of Activities</b>	Each year, various departments invite their majors to panel discussions pertaining to career opportunities associated with their degrees. These panels are typically offered in the spring.
<b>Activity status and plans for 2020</b>	These were put on hold in Spring 2020. The sudden shift to online/remote instruction did not leave time for planning. Departments expect to bring these back in the Spring 2021, possibly in a virtual format if social and physical distancing requirements remain in effect.
<b>Lessons Learned</b>	There are no results at this time.

**MINDSET**

<b>Priority Work</b>	<b>Preview Week</b>
<b>Description of Activities</b>	All first-year students will be invited to attend a four-day residential program that covers common academic terminology, campus resources, team building, and mindset.
<b>Activity status and plans for 2020</b>	The in-person residential preview event for FY21 student prospects was cancelled because of the pandemic. The College is investigating an online offering in its place.
<b>Lessons Learned</b>	There are no results at this time.

<b>Priority Work</b>	<b>Faculty and Staff Development Pertaining to Mindset</b>
<b>Description of Activities</b>	Academic Affairs will create the Center for Engaging and Supportive Academic Experiences. To improve success rates of all populations, the Center will educate the campus community on the importance of mindset through workshops and the development of a resource library on mindset and teaching freshmen and gateway courses beyond the freshman year. The Center will appoint working groups to develop workshops and a resource library.
<b>Activity status and plans for 2020</b>	The Center for Engaging and Supportive Academic Experiences was created in January 2020. Since there are faculty fellows to assist our Center for Excellence in Teaching and Learning, a GeorgiaView page was created to serve as a resource library and a place to house recorded workshops for faculty with links to live workshops on Teams. The Mindset Committee is planning workshops for late fall, and faculty have been invited to participate in the USG mindset pilots as well as mindset training provided through the Gardner Institute. The late fall workshops will include a discussion of the results of the Mindset Surveys distributed in ENGL 1101 classes during the 2019-2020 academic year as well as strategies faculty can use in their classes.
<b>Lessons Learned</b>	Better communication with subgroups is needed. With the changes of leadership throughout the academic year (the departure of a provost, an interim provost, and a new provost) and with the focus on coping with the COVID-19 pandemic, members of the Mindset

Committee were not aware of some of the activities assigned to them. In addition, with the reduction in faculty and staff positions, the time-intensive shift to remote and hybrid/flex teaching, and issues pertaining to the pandemic, some activities have had to be postponed. Faculty do not seem to have the time for additional activities.

<b>Priority Work</b>	<b>Continued Emphasis on Mindset in G2C Course Redesign</b>
<b>Description of Activities</b>	The G2C MATH 1111 and ENGL 1101 committees will continue to incorporate mindset activities in these gateway courses and report on student success.
<b>Activity status and plans for 2020</b>	During Fall Semester 2020, the English G2C Committee will be piloting a semester-long focus on mindset in six sections of ENGL 1101. The MATH G2C Committee will focus on helping students develop a growth mindset in four sections of MATH 1111.
<b>Lessons Learned</b>	Success of the math and English pilots will be evaluated by the G2C Committees in early January 2021.
<b>Priority Work</b>	<b>Informing Students' Parents about Growth Mindsets</b>
<b>Description of Activities</b>	The Mindset Committee and the director of CETL will develop an explanatory handout informing parents about the importance of a growth mindset to college success. Deans will discuss academic mindset with parents during the "meet with parents" segment of New Student Orientation.
<b>Activity status and plans for 2020</b>	With the move to online orientation brought about by the COVID-19 pandemic, the structure of the New Student Orientation changed, and deans did not meet with parents as originally planned. In addition, the Mindset Committee was unaware that it had been charged with developing an explanatory handout about the importance of growth mindsets.
<b>Lessons Learned</b>	Better communication with subgroups is needed. With the changes of leadership throughout the academic year (the departure of a provost, an interim provost, a new provost, and a substantial reorganization of schools and departments) and with the focus on coping with the COVID-19 pandemic, members of the Mindset Committee were not aware of some of the activities assigned to them.
<b>Priority Work</b>	<b>Celebrations for First-Year Students</b>
<b>Description of Activities</b>	Because many of our freshmen are first-generation college students, the Center for Engaging and Supportive Academic Experiences will organize two celebrations for first-year students to help them celebrate their accomplishments, thus supporting a growth mindset (early December and late April).
<b>Activity status and plans for 2020</b>	The early December celebration is not feasible because of the restructuring of the academic calendar, with finals ending before Thanksgiving, because of the need for physical distancing, and because many faculty have accommodations this semester and are not physically on campus. The Center expects to be able to have one celebration in April 2021 as planned.
<b>Lessons Learned</b>	There are no results at this time.
<b>Priority Work</b>	<b>Departmental Discussions of Mindset</b>
<b>Description of Activities</b>	Departments and schools will engage in discipline-level discussions of mindset.
<b>Activity status and plans for 2020</b>	Department and schools have been engaged in these discussions through departmental meetings on Teams.
<b>Lessons Learned</b>	Additional training on relating academic mindsets to specific disciplines will be useful.
<b>Priority Work</b>	<b>Student Discussion of Academic Mindset in Supplemental Instruction</b>
<b>Description of Activities</b>	The assistant director of tutoring and supplemental instruction will work with peer tutors and supplemental instruction leaders to incorporate mindset into their work with students.
<b>Activity status and plans for 2020</b>	Peer tutors, supplemental instruction leaders, and math lab assistants have undergone training that incorporates mindset. Completed trainings include the following: <ol style="list-style-type: none"> <li>1. Growth/Fixed Mindset Continuum Activity: This activity allowed participants to understand that we all have both fixed and growth mindsets concerning different traits</li> </ol>



- and abilities. This activity helped students explore and reflect on their own mindset beliefs before attempting to engage in strategies that assist other students.
- Peer educators then completed a growth mindset language tracking worksheet. After tutoring/supplemental instruction sessions, students reflected on the language used during these sessions. Peer educators documented particular phrases that surfaced and identified these phrases as promoting either a fixed or growth mindset. We reconvened in a group training to discuss these phrases and how we can reframe them to promote a growth mindset among tutees.

The assistant director of tutoring and supplemental instruction plans to incorporate a growth mindset case study in its Spring 2021 training for tutors and supplemental instruction leaders.

<b>Lessons Learned</b>	Peer educators are now more familiar with growth and fixed mindsets through self-discovery and reflection, which remains vital before assisting other students. They are now framing their interactions and phrases to promote a growth mindset with session attendees, and they recognize the power of words in mindset development.
<b>Priority Work</b>	<b>Staff Training Pertaining to Mindset</b>
<b>Description of Activities</b>	The Staff Council secretary and the Staff Council Professional Development Committee will develop and deliver mindset training for staff.
<b>Activity status and plans for 2020</b>	The Staff Council has arranged for professional trainers from Kepro to offer interested staff and faculty a virtual presentation on “Creating a Resilient Mindset,” November 12, 2020. Topics will include learning to perceive adversity as a learning opportunity, discovering the power of vulnerability when dealing with failure, and using a growth mindset to tackle limiting beliefs associated with challenge and change.
<b>Lessons Learned</b>	This activity is in progress.

**PATHWAYS**

<b>Priority Work</b>	<b>Undergraduate Research Symposium</b>
<b>Description of Activities</b>	Each Fall and Spring semester, Dalton State will offer students the opportunity to present their scholarly activity or research in a professional setting at its Undergraduate Research Symposium. Presentations must have a faculty sponsor, and students will have the option of doing poster presentations or giving traditional, conference-style oral presentations.
<b>Activity status and plans for 2020</b>	The Undergraduate Research Symposium Committee is currently in the process of creating a flyer and dynamic form for registration for the fall symposium to be held on November 13. Because of the pandemic, the symposium will be held virtually using Microsoft Teams and will include poster and oral presentations.
<b>Lessons Learned</b>	This activity is still in progress.
<b>Priority Work</b>	<b>Opportunities for Student Engagement</b>
<b>Description of Activities</b>	Each Fall and Spring semester, Dalton State will provide students with the opportunity to be engaged in service to their communities as a required component of the Honors Program. Students enrolled in the Honors Program will have a designated service project for campus-wide service days, such as the 9/11 Day of Service (September) and The Big Event (April). Student Life will host campus-wide service days. These opportunities will be collaborative in nature and will incorporate reflection. This event is a “gateway” volunteer activity to foster student interest in volunteering/service-learning. These include the following activities: Alternative Breaks to engage students in affordable community-based service projects; Community Action Days, where students are invited to travel off campus to learn from and serve our communities; the September 11 National Day of Service and Remembrance of 9/11; and The Big Event, an opportunity for students, faculty, and staff to express gratitude and support to our community.
<b>Activity status and plans for 2020</b>	The Honors Program 9/11 Day of Service took place with physical distancing in Fall 2020. Student Life has made plans to increase the number of service project sites to reduce the number of students at each site, and participants will be required to wear masks and to use physical distancing as necessary.

<b>Lessons Learned</b>	The Honors Program 9/11/2020 Day of Service was a great success, with 33 honors students participating in various service activities in the community. Because of course conflicts, 18 students were unable to participate on September 11, but an alternative volunteer experience will be offered later in the term. The 33 honors students volunteered at the Campus Garden, the City of Refuge, the Habitat Restore, Junior Achievement, the Lakeshore Community Garden, Providence Ministry, and the Salvation Army.
<b>Priority Work</b>	<b>Common Learning Experiences in Perspectives Courses</b>
<b>Description of Activities</b>	The Perspectives courses at Dalton State are discipline-focused courses for freshmen. Instructors of the Perspectives courses will complete at least one professional development activity on mindset. The co-chairs of the Committee for Student Transitions will create an assignment that is common to all sections but that can be adapted to faculty members' interests, disciplines, or focus. The co-chairs of the Committee for Student Transitions will provide training for the Perspectives instructors on the common learning experiences that their courses should entail. Instructors in the Perspectives course will engage students in discussions pertaining to developing growth mindsets and engage students in the common experiences.
<b>Activity status and plans for 2020</b>	For Fall 2020, the Committee for Student Transitions decided before working on a common assignment and training for faculty that Dalton State needed to know more about the students' mindsets on their educational experience. This approach also accommodates the realities of preparing for and teaching classes in a socially distanced (COVID-19) environment. In all our sections, we asked students to complete an online welcome activity (the PERTS Growth Mindset for College Students, <a href="https://www.perts.net/orientation/cg">https://www.perts.net/orientation/cg</a> ). Some professors also had students complete a short follow up survey to ensure student participation.
<b>Lessons Learned</b>	At the midpoint of the fall semester, 275 students completed the online survey. After the B-session (second session) classes complete the survey, the committee co-chairs will download and study the results. However, below is a sampling of student comments on how the information from the activity would impact their approach to difficult tasks in college classes. <ul style="list-style-type: none"> <li>• It will teach me to go one day at a time and not to frustrate myself when things get hard, because everyone learns differently.</li> <li>• The information makes it clear that college is going to be hard. But, with determination and time you can and will get through it. No matter how hard and rough it is.</li> <li>• I will seek help if I encounter a problem and I will also face challenges without being afraid of what awaits me.</li> </ul> In preparation for Fall 2021, the Committee for Student Transitions will study the responses from the freshmen who participated in the activity and work toward creating an activity/assignment incorporating mindset as well as more formally training faculty to encourage students to think about their mindset without directly addressing student mindset.
<b>Priority Work</b>	<b>Major Change Discussion with Departmental Champions</b>
<b>Description of Activities</b>	The Office of Academic Affairs will hold discussions with chairs, associate deans, and assistant deans to consider requiring students who wish to change their major to discuss this change with a faculty champion in the new major. If approved, the process will be implemented and evaluated beginning Fall 2020.
<b>Activity status and plans for 2020</b>	While the process was approved, plans are to postpone implementation until Fall 2021 when we hope practices are not limited by the need for physical distancing.
<b>Lessons Learned</b>	N/A

---

**EXTENDING AND STRENGTHENING MOMENTUM APPROACH STRATEGIES BEYOND THE FIRST YEAR**


---

<b>Priority Work</b>	<b>Development of a HIPS Rubric for Sophomore- and Upper-Level Classes</b>
<b>Description of Activities</b>	The HIPS Committee will develop a rubric for faculty interested in incorporating high-impact practices into their classes, and there are plans to evaluate these classes using this rubric.
<b>Activity status and plans for 2020</b>	This is on-going, but a draft of the Dalton State HIPS handbook that included the rubric was distributed to faculty at the beginning of Fall Semester 2020.
<b>Lessons Learned</b>	This activity is still in progress.
<b>Priority Work</b>	<b>Increase the Effectiveness of Academic Advising</b>
<b>Description of Activities</b>	With the centralizing of academic advising, the intentional outreach to students during the first two years will continue. There will be increased contact with at-risk students and increased efforts to assist students with purposeful choice. The Academic Advising Center will expand professional development opportunities for its staff to support the goals of the new strategic plan and the creation of the academic signature. The Advising Center will provide training for faculty to enhance the transition of upper-classmen to faculty advisors.
<b>Activity status and plans for 2020</b>	Increased outreach to at-risk students is occurring through Teams meetings rather than through face-to-face meetings. Best practices and clear expectations have been outlined to include video conferencing as the preferred method of communication when the student's technology allows. Clear communication of remote access to advising has been communicated to the students. Because of reduction in force brought on by pandemic-related budget cuts, the Advising Center has been reorganized with a stronger focus on student success, and faculty will take over advising after the freshman year. Now called the Center for Student Success and Advising Support, the Center has been providing training for faculty through Teams to aid them as they transition from advising upper-level students to sophomores. The Center has also been sending faculty "friendly reminders" about graduation applications, student holds, academic suspension, early registration, drop and add, and wait lists.
<b>Lessons Learned</b>	This activity is on-going.

---

**MOMENTUM YEAR SUSTAINABILITY PLAN PROGRESS**


---

**POLICY BARRIERS**

<b>Priority Work</b>	<b>Faculty and Staff Review of Academic Policies and Processes</b>
<b>Description of Activities</b>	A new committee comprised of faculty and staff will review academic policies and processes that may pose barriers to students achieving Momentum and completing their degrees. These include a review of the <i>Academic Affairs Policy &amp; Procedures Manual</i> (working draft) and the <i>DSC Policy and Procedures Manual</i> .
<b>Activity status and plans for 2020</b>	The Office of Academic Affairs is reviewing and updating policies in the <i>Academic Affairs Policy and Procedures Manual</i> and sending these to the Faculty Senate for review.
<b>Lessons Learned</b>	To make the task less overwhelming for the Faculty Senate, Academic Affairs is sending a few policies at a time in the expectation of a faster turnaround time.
<b>Priority Work</b>	<b>Discussion of Policies and Procedures Identified as Possible Barriers</b>
<b>Description of Activities</b>	The College will have discussions pertaining to policies and procedures identified as problematic and implement changes to remove barriers.
<b>Activity status and plans for 2020</b>	Because of the COVID-19 pandemic, different areas of the college have put into place a number of changes of procedures and processes that remove or lessen the structural and motivational obstacles that students face. To alleviate the burden for students, forms have been updated and, in some cases, consolidated and put online for easier access. Many of the forms may be accessed on Dynamic Forms, allowing students to enter their information or request, and it flows through the program obtaining required signatures electronically. This is not only easier for the students but also for faculty and staff. The Change of

Major/Address Update, Schedule Adjustment, graduation application, change of grade, course substitution, and Hardship Withdrawal forms have been updated. Students may also email their instructors, the provost, and many others to receive approval to reduce contact, and the email from the professors serves as their signature.

---

**Lessons Learned** Some of the changes put into place because of the pandemic have successfully removed barriers for students and will continue, even when physical distancing is no longer necessary.

## **STUDENT SUCCESS AND COMPLETION TEAM**

<b>Name</b>	<b>Title</b>	<b>email</b>
<b>Bruno Hicks</b>	Provost and Vice President for Academic Affairs	bhicks@daltonstate.edu
<b>Jodi Johnson</b>	Vice President for Student Affairs and Enrollment Management	jjohnson@daltonstate.edu
<b>Mary Nielsen</b>	Associate Provost	mnielsen@daltonstate.edu
<b>Elizabeth Hutchins</b>	Executive Director of Advising and Student Success	ehutchins@daltonstate.edu
<b>Sarah Mergel</b>	Professor of History	smergel@daltonstate.edu
<b>Fernando Garcia</b>	Assistant Professor of Business	fgarcia@daltonstate.edu
<b>Matt Hipps</b>	Associate Professor of Political Science	mhipps@daltonstate.edu
<b>Michael Joseph</b>	Assistant Professor of Mathematics	mjoseph@daltonstate.edu
<b>Carl Gabrini</b>	Assistant Professor of Accounting	cgabrini@daltonstate.edu
<b>Sharlonne R. Smith</b>	Assistant Professor of Education	Ssmith104@daltonstate.edu
<b>Tammy M. Rice</b>	Assistant Professor of Social Work	trice@daltonstate.edu