

DALTON STATE COLLEGE

APPENDICES

APPENDIX A: GARDNER INSTITUTE FEEDBACK

Dalton State College G2C Phase IV Reflection and Future Planning

Part A. General Situation Summary / Report - Comprehensive

1. What is the overall status of the implementation of the G2C action plan at your institution?

Because of the COVID-19 pandemic and the unexpected and sudden move to online and remote instruction, the Act and Monitor Steering Committee decided not to implement the Student Learning Gains Survey during Spring Semester 2020 .

Both the English 1101 and Math 1111 Redesign Committees continued to encourage faculty to use the Academic Alert System up until Spring Break when the college shifted to online and remote instruction. However, this shift in instructional modalities stalled the implementation of the redesign efforts for the Mathematics faculty and impaired the efforts of the English faculty. It also halted the Math colloquium series as faculty had to shift their energy to transforming courses to a fully remote modality.

Though Mathematics and English faculty worked diligently to engage students in the new instructional format during the pandemic, many students who were enrolled in English 1101 quit participating or withdrew, leading to a higher-than-usual DFWI rate for this course. In Fall Semester 2019, the DFWI rate for English 1101 dropped from 24.10% in Fall Semester 2018 to 21.32% in Fall 2019. While English 1101 typically has a higher DFWI rate in the spring, during Spring Semester 2020, the DFWI rate increased to 48.66%, over 10 percentage points higher than Spring Semester 2019's 37.34% DFWI rate. The gains achieved in English during Fall Semester 2019 were lost, except for the one pilot that incorporated supplemental instruction.

Students in Math 1111 did not lose ground during Spring Semester, and, in fact, the DFWI rates for Fall Semester 2019 and Spring 2020 were the lowest achieved since the math transition to the co-requisite model (a DFWI rate of 27.4% for Spring Semester 2020). It is possible that the use of an online homework system in Math 1111 from the start of the semester helped make the transition to remote instruction less daunting for these students.

The English 1101 Redesign Committee has continued to work on other aspects of the action plan (the development of a standard rubric and argumentative assignment across all sections of English 1101), and the committee has refined the plans for the Fall Semester 2020 pilots to more thoroughly define the parameters of each transformation and limit transformations to one per course to get a better understanding of which transformations are more effective.

2. What progress has your institution made since your Phase III conversation with your Gardner Institute advisor?

The Math 1111 Redesign Committee shared the results from the Fall Semester 2019 pilots with the faculty at the departmental colloquium series, and Math 1111 faculty began new pilots in

Spring Semester 2020. These transformations were hindered by the required transition to online instruction after Spring Break. However, when combined with Math's fall 2019 data, it appears that the department has greatly improved its outcomes with the changes the faculty have made this year, achieving the lowest DFWI rate since transitioning to the co-requisite model for learning support in Fall 2016.

The English 1101 Redesign Committee has also made progress since our Phase III conversation with Dr. Foote. The committee has refined the plans for the Fall Semester 2020 pilots to more thoroughly define the parameters of each transformation and limit transformations to one per course in an effort to determine which transformations are more effective. The committee has also developed a standard rubric and argumentative assignment to be implemented in all sections of English 1101. In addition, as a way of providing a relevant professional development opportunity for the faculty, the department was able to bring in Dr. Kathleen Yancey, Kellogg W. Hunt Professor of English and Distinguished Research Professor at Florida State, who gave a well-attended presentation titled "Enhancing Learning, Enhancing Teaching: Ways to Integrate Reflection into Classes and Co-Curriculars."

3. How has your institution addressed the G2C implementation challenges identified in the last update discussion with the Gardner Institute?

The Math 1111 Redesign Committee identified class size and staff shortages as a challenge in the last update. This challenge remains, and the workload of the Math faculty has simply increased as they also have had to design a support class for Elementary Statistics. The growing trend of more students needing learning support makes the goal of reducing class sizes for Math 1111 during Fall semesters increasingly out of reach with the resources available.

In the Phase III report, the English 1101 Redesign Committee identified engaging at-risk students in the co-curricular sections as a challenge. The problem with student engagement intensified during the move to remote and online instruction after midterm. This lack of engagement occurred in both traditional and co-curricular classes. Faculty made multiple attempts to reach out to disengaged students, but most did not respond to emails. The University System has offered a few webinars on building community with co-curricular online classes, and faculty in the department have been encouraged to participate in professional development opportunities to support and engage students if we must return to remote instruction in the fall.

With the sudden and unplanned transition to remote and online instruction, it is impossible to make an accurate assessment of the transformations that were implemented in Math 1111 and English 1101 during the Spring Semester 2020.

4. What (if any) new challenges is your institution experiencing as it implements its G2C action plan?

The COVID-19 pandemic and the move to remote/online instruction has posed a considerable challenge to the implementation of the action plan. In English 1101, many of the students simply disappeared when the college shifted to remote/online instruction; consequently, English faculty

will be challenged to create a sense of community strong enough to withstand a return to online instruction if the college is forced to do so during the fall.

The uncertainty about the College's reopening plan in the fall creates additional challenges. It cannot yet be determined whether instruction will be face-to-face but with social distancing or fully online. It will almost certainly not be business as usual. Some faculty members will struggle to cope with whatever structure is determined, especially since social distancing will prohibit faculty from implementing pedagogical strategies that have been beneficial (e.g., working in pairs or small groups). English and Mathematics faculty will be challenged to find ways to implement their transformations to account for social distancing and online instruction.

A consequence of the pandemic that poses an even more stressful challenge to our G2C action plans is the impending budget cuts. With the loss of faculty lines, it will be difficult to address class sizes in Math 1111 and difficult to keep the lower limits that were so successful in English 1101 during Fall Semester 2019. These budget cuts (perhaps as high as 14%) will also reduce outside professional development opportunities and make it difficult to bring speakers to campus or send faculty to conferences.

Dear Members of the G2C Steering Committee,

While there were and continue to be significant challenges as a result of the pandemic, I think there has never been a more important time to undertake the type of work associated with your G2C process at Dalton State College. Although the outcomes, specifically those in ENGL 1101, were not what you expected, the faculty should be commended for their perseverance and commitment in spite of the unprecedented events they and we all experienced. It is very exciting to see the initial outcomes from MATH 1111 in spring 2020 and I will be excited to see how the faculty teaching this course leverage what they have learned moving forward.

In my comments embedded in this report, I have shared two resources ENGL 1101 and MATH 1111 faculty might find useful as they consider how to engage students in active learning in socially distant classrooms and/or online or hybrid learning modalities this coming academic year. There is much uncertainty about the future impact COVID-19 will have on the ways in which colleges and universities will operate, as well as operational budgets for the coming academic year. I want to do all I can to support your work and that of the other faculty and staff involved in your G2C-related work. To that end, please do let me know if there is anything, in particular, I can do to help.

Very sincerely,

Stephanie M. Foote

Dalton State College: Phase IV Reflection and Future Planning

Part B. Reflection and Application to the Future

1. Sharing and Approval

- a. When considering the sharing and approval processes identified in Phase I Part C, what did or did not work well?

The sharing and approval processes identified in Phase I: Part C worked well, but it was complicated by changes in the Office of Academic Affairs. The provost who approved the plan was replaced by an interim provost in August 2019, who was also in agreement with the plan. The interim provost left in January 2020, and the new provost, Dr. Bruno Hicks, took the helm on February 1, 2020. Dr. Nielsen provided him with the necessary background pertaining to this initiative to ensure a seamless transition.

- b. Did any groups need more information; were any groups missed? If so, which ones?

It would have been beneficial to share the successes from Fall Semester 2019 with the advisors, Enrollment Services, and all English and Math department members, including part-time faculty. Sharing the plan with the Registrar and Enrollment Services might have helped alleviate some of the resistance to the reduced class sizes. If certain transformations prove effective, it would be good to share those transformations with the full faculty as well as the staff in Tutoring and Supplemental Instruction and Disability Access.

The English G2C committee needed additional information to improve the English 1101 syllabi and student learning outcomes. Two transformations promoted in the action plan (mindset and small changes) were not well understood by a few of the faculty who selected them as pilots. Since faculty interpretations of what these items meant differed greatly, with one faculty member making only one small change, it made analysis difficult and resulted in problems when analyzing the Student Learning Gains survey data. Finally, the other item that seemed to be missed was an analysis of DFWI rates. While the former dean analyzed the DFWI rates for Fall Semester 2019, uploaded them to the Evidence Library in the G2C platform, and shared and discussed them with the department chair and committee co-chairs, the analysis was not communicated with the G2C Committee or other departmental faculty. The chair planned to share the results at the April department meeting, but the COVID-19 pandemic and the unplanned move to remote instruction took precedence over a discussion of this initiative.

- c. From what groups, if any, did you experience resistance, and what did you do and/or need to do continue to do to address that resistance?

One source of resistance we experienced came from the Office of Enrollment Services. As sections of English 1101 and the co-curricular support sections filled, the office asked that class sizes be increased and that new sections be created. The chair of the English department was pressured to increase class sizes and open new sections before staffing could be assured. In addition, some class sizes were increased without consulting the department chair. To address

this issue, prior to the start of spring semester, we pointed out that the smaller class sizes contributed to improved success rates in both standalone and co-curricular sections of English 1101 during Fall Semester 2019. However, we expect continued resistance as the college copes with the loss of faculty positions while at the same time needing sections of freshman composition without faculty to teach them.

For Fall 2019, Mathematics also had some issues with space for classes because construction on campus limited classroom availability. As we approached the first day of classes, advisors were frustrated with the inability to get some students into Area A math courses during Fall, but it was an issue of number of students versus physical space.

2. Implementation Team

- a. How has your implementation team changed (in membership, perspective, etc.) over the past year?

There were only minimal changes to the implementation teams during the past year. The director of institutional research, a former provost, and the interim provost rotated off the committee, and there was a change of leadership on the English 1101 Redesign Committee with one co-chair rotating off the Steering Committee and a new one replacing her. Several new faculty members joined the English G2C Committee in August 2019. In June 2020, one of the co-chairs of the English G2C Committee rotated off (Dr. Lydia Postell), and a new co-chair (Dr. Megan Vallowe) took her place. Several English faculty members rotated off the committee at the end of Spring Semester 2020, and two new members will join the group in August. As of June 2020, John Asplund departed from the Math G2C Committee due to leaving the college, and he has not yet been replaced. It would be beneficial to have more of the faculty who teach Math 1111 serving on the Math G2C Committee.

- b. How might the composition of the implementation team need to change in the year(s) ahead to help your institution successfully continue to implement its action plan?

It might be helpful to have the Writing Lab coordinator, the academic success coach, the Math Lab supervisor, or the staff member in charge of supplemental instruction participate on the Math 1111 or English 1101 G2C Committees. It might also be beneficial to include staff from Enrollment Services/Admissions on the Steering Committee so that those areas could gain a better understanding of what we are trying to accomplish in limiting class sizes.

The Math 1111 team may need to be more proactive about cycling membership to be more intentional about including more faculty who are presently teaching Math 1111. However, this is a challenge because there is significant variation each semester in the group of faculty teaching Math 1111.

As a part of the college's comprehensive plan, an English 1101 Committee was established to continue the work of the English G2C Committee once this three-year initiative ends. This new committee will routinely update the English 1101 syllabus and student learning outcomes as well as provide professional development opportunities and a means of sharing course ideas,

activities, and lesson plans. In the years ahead, all of the department English faculty should engage with this committee to ensure English 1101 instruction is balanced across all sections and is focusing on the same core skills for each student.

3. Timeline

- a. Based on your institution's experiences with the action plan implementation, what changes, if any, are needed in your timeline outlined in Part B of Phase I?

While we were not able to implement the Student Learning Gains Survey in the spring, all action plans have been implemented, some as pilots. Many of these will need to continue (use of the Academic Alert system, implementation of pedagogical changes), but there are significant obstacles, particularly due to the coronavirus pandemic and associated budget cuts, to proceeding with some of these such as reduced class sizes and support for professional development.

The Math 1111 and English 1101 G2C Committees will continue to pilot transformations as outlined in Phase I, Part B, with the English committee focusing on the inclusion of mindset activities, small changes, supplemental instruction, and reflection. Due to the University System of Georgia's Momentum Year Initiative, fostering growth mindsets will have a greater emphasis across campus in 2020-2021. In Fall 2020, at least four English 1101 sections will implement mindset assignments. Mindset assignments will be encouraged department-wide beginning in the Spring of 2021 as part of the Momentum Year Initiative.

4. Assessment

- a. What has your institution learned from its assessment and evaluation of action items?

It appears that class size matters in English 1101. Fall Semester 2019 English 1101 classes had lower DFWI rates during Fall Semester 2018, whether they were transformed or not transformed and whether they were co-curricular or not. However, due to resistance from the Office of Enrollment Services (outlined in answer 1.c. above) and budget cuts resulting from the COVID-19 pandemic, the commitment to smaller class sizes in Fall Semester 2020 may not be maintained. The success of this initiative depends on a college-wide commitment from multiple offices to support changes that promote student success.

During Fall Semester 2019 and Spring Semester 2020, students in the transformed sections of English 1101 were not more successful than students in the non-transformed sections. However, it is important to note that some faculty who taught transformed sections also taught non-transformed sections so they may have been doing some transformations in all classes.

Though the number of pilots was small, supplemental instruction seemed to consistently lead to positive results in English 1101. In Fall Semester 2019, the co-curricular supplemental instruction pilot had a 79% pass rate compared to the average pass rate of 71% for the transformed co-curricular classes. In Fall Semester 2019, the non-co-curricular supplemental instruction pilot had an 81% pass rate compared to the average pass rate of 76% for the transformed non-co-curricular classes. In Spring Semester 2020, the co-curricular supplemental

instruction pilot had a 73% pass rate compared to the 55% pass rate of the other transformed co-curricular pilots and the 51% pass rate for all sections of English 1101.

For the English Department, participation in the G2C committee has revealed concerns about communication among faculty in regards to the English 1101 course structure as well as which major skills should be emphasized.

Changes made to Math 1111 (College Algebra) and Math 0999 (Co-requisite Learning Support) have resulted in significant reductions in the withdrawal rates and DFWI rates for Math 1111. More students are completing Math 0999. We believe this increase in success rates is primarily due to structural changes to that course for the 2019-2020 academic year. These changes include a new homework system and the pairing of Math 0999 sections with Math 1111 sections.

We are currently unable to assess the individual instructor course redesigns, as the "Course Redesign Reporting" tool in the platform does not yet have access to the Fall Semester 2019 and Spring Semester 2020 grades.

Approximately half of the Mathematics faculty participated in the departmental colloquium, which is in line with prior years.

In Fall 2019, there was an increase in the use of the Academic alert system. For ENGL 0999, there were 15 reports from 4 different instructors, and for ENGL 1101, there were 37 reports from 9 instructors. MATH 0999 had 24 reports made but from only 3 instructors, while MATH 1111 had 55 reports from 4 instructors. In Spring 2020, academic coaching was integrated into the academic alert follow-ups. We are unable to assess the impact of encouraging faculty to utilize the Academic Alert system since we have not been provided data about how many students for whom alerts were issued had improved outcomes.

In Fall 2019, the director of advising and student success had tutors make a presentation in each MATH 0999 course. Overall, tutoring has increased in the number of sessions conducted over the last year.

b. How has that information been disseminated and applied to action?

The Math 1111 G2C Committee disseminated the results of the Fall Semester 2019 transformations at a departmental colloquium; however, only half of the faculty were able to attend.

For the English Department, all findings, except those pertaining to DFWI rates, were communicated during the departmental and G2C committee meetings. At the August and April department meetings, the chair communicated the change to assess all sections of English 1101 rather than a sampling of sections and emphasized that future assessments of English 1101 will result in one action plan for improvement implemented by all faculty instead of individually created action plans. This holistic assessment strategy should more effectively assess student learning outcomes and areas for improvement across all sections. The chair also discussed the English 1101 action plan for 2020-2021. The final reports of the English 1101 G2C Committee

for the 2019-2020 academic year were shared and discussed at the April Department meeting, which included some findings from the Fall 2019 pilot. The English G2C Committee held several additional meetings to further discuss the results of the Fall 2019 pilot. Furthermore, a collaborative space on OneDrive was created for the entire committee to work together to create various reports, documents, and data analyses. The committee also requested that a shared space be created in the departmental GeorgiaView space to continue to share documents, teaching materials, and other professional development items with the entire department.

5. Communication

a. To what degree have your communication efforts (outlined in Phase I) been effective?

The effectiveness of the communication efforts has been uneven. Emails concerning free webinars geared to teaching co-curricular math and English and emails about on-campus presentations (Tony Holland's and Dr. Yancey's) have been sent to faculty; however, some faculty still believe there have been no professional development opportunities targeting their subject areas. Some part-time Math faculty may not have been receiving any communications, and while information was disseminated about the math pilots at a departmental colloquium, only half of the faculty were able to attend.

The Communication Plan in Part D of Phase I was not updated to include communication for additional action items after the report was submitted. The co-chairs of the English 1101 G2C Committee lost sight of sending the "Preliminary Findings, Fall Semester Pilots" to the departmental faculty in January 2020, though they did share the findings later in the semester.

There was also some miscommunication pertaining to DFWI rates with the English faculty. The English Department chair and the former dean shared the English 1101 grade reports for Fall Semester 2019 with the English 1101 G2C Committee co-chairs for analysis, but this was overlooked possibly because of the many other analyses, assessments, and reports that the co-chairs had to complete by early February. The former dean analyzed the DFWI rates for Fall Semester 2019, uploaded them to the Evidence Library in the G2C platform, and shared and discussed them with the department chair and committee co-chairs, but the analysis was not communicated with the English G2C Committee or other departmental faculty.

b. What changes/additions should your institution make in its communication plan to help enhance the future success of these efforts?

Successes with the pilots should be shared with all faculty in the departments and schools at full departmental and faculty meetings in case others are interested in strategies that they might use to improve student success in their own gateway courses. These successes should also be shared with advisors and the college community. Department chairs should ensure that part-time faculty are included in these communications. In addition, as new co-chairs assume responsibility for the redesign committees, department chairs and liaisons should ensure that they understand all that their roles encompass.

At the institutional level, opportunities should be created for gateway course instructors to engage with other faculty across disciplines. Such connections could help to further revise curriculum to reach across disciplinary boundaries and thus ensure greater student success beyond their gateway courses.

6. What other considerations / observations about the long-term success of your institution's action plan would you like to share with the staff of the Gardner Institute?

Institutional budget cuts will make implementation of some action plans more difficult as faculty positions are cut. These cuts will lead to increased class sizes that work against student success. Lack of funding may also prevent strategies such as the use of supplemental instruction from being implemented in a wide-spread fashion. The COVID-19 pandemic and the need for social distancing also are obstacles that must be addressed.

The 2020-2021 academic year is an enormous question mark. Faculty may be forced into pedagogies with which they are unfamiliar and may have to abandon trusted pedagogies due to physical distancing considerations.

Participation in the Gateway to Completion program has helped the English Department focus on the central concerns of English 1101 instruction to better the Dalton State student populace and to enhance instructional practices. While the English Department continually works together to improve English 1101 courses, our most substantial transformations, like smaller class sizes, that also reach for the best practices in our field, may be severely constrained by forces outside the Department's control.

Currently, Dalton State plans to return to face-to-face instruction with social distancing measures for Fall 2020. While the instruction mode may still change as the COVID-19 pandemic changes, the G2C Steering Committee is encouraging all Math and English G2C Committee members to consider how their pilot transformations will occur in a hybrid or online class model. We expect that our data may be negatively impacted by the pandemic, especially if DSC changes its instructional model in the weeks immediately prior to the start of the semester or at any point after the semester has started. Such a quick change in instructional modes may, as it did in the Spring 2020 English 1101 classes, negatively impact faculty's ability to engage in effective teaching practices and student's ability to engage in learning activities amidst a public health crisis.

Dear Members of the G2C Steering Committee,

As I mentioned in the feedback I provided for Part A, while there were and continue to be significant challenges as a result of the pandemic, I think there has never been a more important time to undertake the type of work associated with your G2C process at Dalton State College. Although the outcomes, specifically those in ENGL 1101, were not what you expected, the faculty should be commended for their perseverance and commitment in spite of the unprecedented events they and we all experienced. It is very exciting to see the initial outcomes

from MATH 1111 in spring 2020 and I will be excited to see how the faculty teaching this course leverage what they have learned moving forward.

Despite the uncertainties of the coming academic year and impact of COVID-19, the G2C-related work you have done to date is foundational. To the extent possible, it will be important to continue to identify ways to document and share outcomes associated with your course redesign work. Additionally, expanded use of the academic alert system could be important, particularly because courses may be offered in a variety of teaching modalities, and, in the event, there is another transition to remote teaching.

There is much uncertainty about the future impact COVID-19 will have on the ways in which colleges and universities will operate, as well as operational budgets for the coming academic year. I want to do all I can to support your work and that of the other faculty and staff involved in your G2C-related work. To that end, please do let me know if there is anything, in particular, I can do to help.

Very sincerely,

Stephanie M. Foote

APPENDIX B: AFFORDABLE LEARNING GEORGIA

Grants Data



Dalton State College

ALG Institution Report

\$3,211,888.01

Total Cumulative Savings

18,823

Total Students Affected

\$1,117,533.37

Annual Savings, All Projects Implemented

6,600

Annual Students, All Projects Implemented

6

Student Savings Rank

6

Students Affected Rank

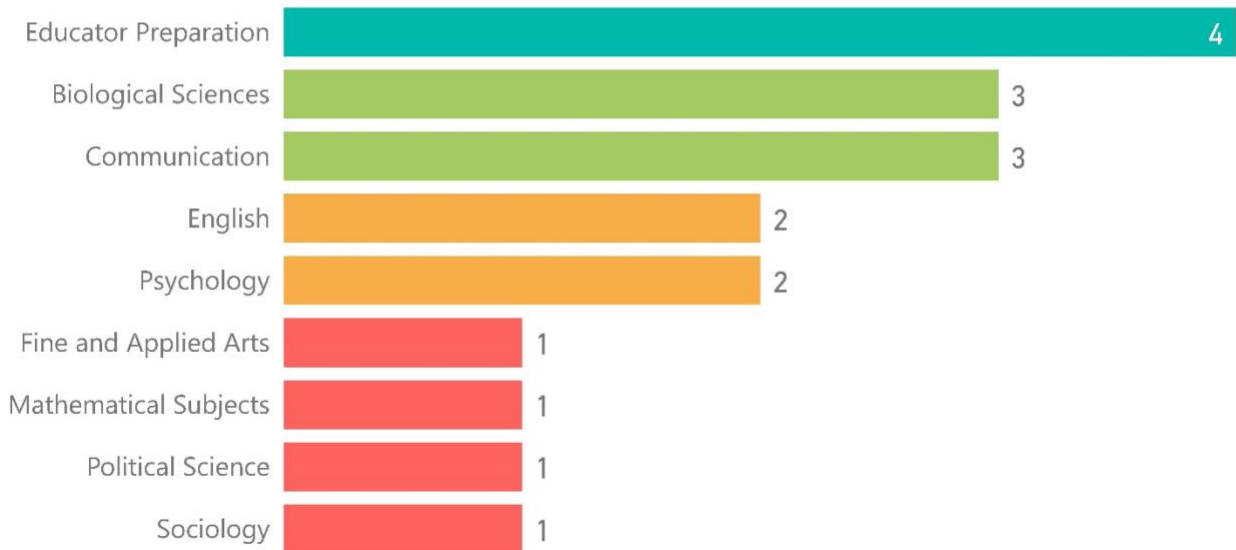
\$191,640.00

Total Grant Funds Awarded

18

Number of Grants Awarded

Grants Awarded by Subject Area



Dalton State College

ALG Institution Report

9,200

Enrollment in Sections w/ Low-Cost Materials

15.37%

Low-Cost Materials % of All Enrollment

15,415

Enrollment in Sections w/ No-Cost Materials

25.75%

No-Cost Materials % of All Enrollment

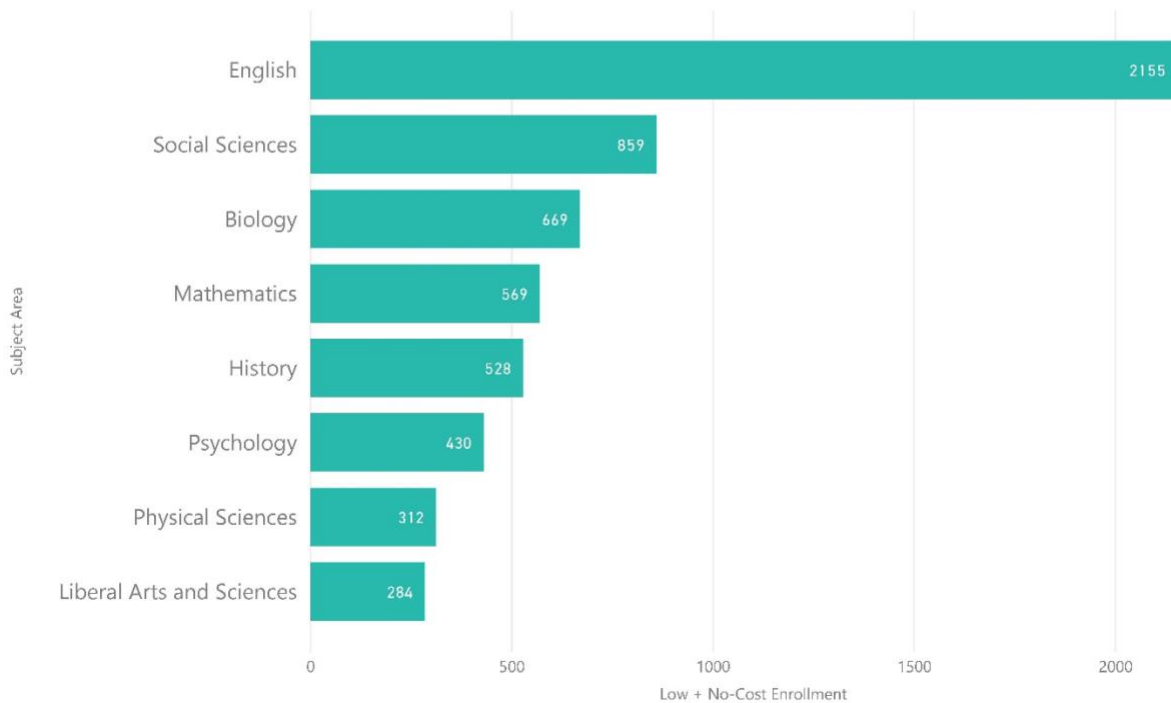
24,615

Enrollment in Sections w/ No or Low-Cost Materials

41.11%

Low + No-Cost Materials % of All Enrollment

Top Subject Areas by LC + NC Enrollment, Fall 2019



Excludes all eCore enrollment data. Statewide enrollment averages: 9.84% No-Cost, 4.12% Low-Cost, 13.96% Low + No-Cost. Due to some institutions still working through their local reporting workflows, designator data may be incomplete or inaccurate.