

**DALTON STATE COLLEGE
TRANSITION IMPROVEMENT PLAN
October 30, 2018**

Priority Area 1 (select from the Key Elements listed above):	Scope of Transition
Breakout 2	<p>Current Status: At Dalton State College (DSC) there is a tendency for us to be episodic in our approach in the transition from admission through the first year. There is only sporadic continuity in the process. The result is more of a hand-off rather than a transition. Presently, the team is made up of orientation leaders (OLs) and advisors. It is believed that faculty who are teaching the first year perspectives classes should be an integral part of the welcome process. This can be done in person during the week of welcome along with emails/videos to the new students once they have been registered.</p> <p>Goals (what do you want to accomplish): Build a stronger transition team that would include orientation leaders, advisors and faculty. In addition, extend the perspectives classes to all incoming freshmen. (Note: because of reduced classroom space due to construction, the perspectives classes could not be offered to all freshmen this academic year).</p>
Breakout 3	<p>Strategies (what will you do to change): Over the summer, once the student has been registered, faculty who teach the perspectives courses will send out a series of communications to the students. There will be a week of welcome activity that will include the perspectives faculty. Within the first three weeks of the perspectives course, the OLs and advisors will be invited into the classes to participate. A team, organized under the Committee on Student Transitions (CST), will begin to investigate an opening Freshman Convocation. After the first semester, there will be two touch points included in the second semester. These will occur after three weeks into the semester and subsequently around midterm. Perspectives faculty from the first semester will reach out to the students to continue to build the working relationship with them. A team of OLs, advisors and faculty will organize a culminating event at the end of the first year.</p>

	Responsible person/unit: OLs, advisors, office of student life and faculty who teach the perspectives courses will be responsible for providing the outreach and follow up. The Coordinator for the Committee on Student Transitions will oversee the process.
Breakout 4	Success indicators: Retention from the first to second year will be obtained to determine if there was any impact that these strategies provided. Additionally, the Academic Mindset study to assess student satisfaction will be analyzed to determine impact.

Priority Area 2 (select from the Key Elements listed above):	Differentiation and Building a Support Team
Breakout 2	Current Status: DSC presently has a traditional orientation format that is not geared toward specific populations.
	Goals (what do you want to accomplish): More specific orientation will be provided for groups such as families of Hispanic students, transfer and first generation students.
Breakout 3	Strategies (what will you do to change): The team will offer more sessions in Spanish for families (now approximately 30% of our student population), provide a “monthly calendar” for families (in both Spanish and English), build on the present Facebook page, provide information in multiple formats, and explore online options for dissemination of information to parents. During orientation additional breakout sessions will be offered for transfer students.
	Responsible person/unit: The Director of Advising and the Assistant Director of Recruitment and Orientation will be the responsible parties.
Breakout 4	Success indicators: A survey of the orientation process as well as future needs and interest and long term follow up relative to retention will be performed and analyzed.
Priority Area 3 (select from the Key Elements listed above):	Purposeful Choice

Breakout 2	Current Status: Faculty require targeted guidance to better serve first year students.
	Goals (what do you want to accomplish): Faculty will need to provide students with information in order to understand the concept of purposeful choice. This should include concepts such as: what it means when a student drops a class or signs up for classes late, how to access campus resources, etc. A training piece for faculty to build into their teaching the notion of purposeful choice will be organized through the Committee on Academic Excellence and the Faculty Welfare Committee. Faculty who teach the perspectives classes can lay the foundation for infusing purposeful choice into their teaching. However, engaging a larger group of faculty will be more of a challenge as faculty will need to reimagine the structure of their courses in order to be intentional in purpose. In addition, an exploration of other gateway courses and how they can connect students to purposeful choice should occur. The use of learning communities should be investigated as a vehicle to attain maximal understanding of purposeful choice.
Breakout 3	Strategies (what will you do to change): Create an online space in D2L that will be a resource to faculty and advisors.
	Responsible person/unit: Office of Academic Affairs will oversee the process. Faculty representatives, which may also include the Chancellor Scholars, will be identified to address the work of the learning community concept. In addition, a representative from Enrollment Management will also work in consultation with the group.
Breakout 4	Success indicators: The percentage of student engagement (DSC now has a mobile app to identify information on student engagement in activities on and off campus) and those students entrenched in their major area of study will be evaluated. The number of times students change their major will be compared to previous years.