



DALTON STATE  
DEAN OF STUDENTS OFFICE

**Dean of Students' Office  
2020-2021 Annual Report**

***Combined Section A***

<p>Total number of students served (duplicated)</p>	<p>CARE: 123            Career: 467*  <i>*Data missing July 1, 2020 to September 8, 2020</i>            Conduct: 264            Dean of Students Office: 51            Disability: 293            Hardship Withdrawals: 50            Hispanic and Latinx Outreach: 212            Student Life: 122                Birdfeeder: 1,067                Civic Engagement: 414                <i>*Verified Volunteer Hours: 1,743</i>                Game Room: 5,592                Leadership: 181                Programming: 1,338                RSOs/Greeks: 455                Student Government: 190            Testing Center: 2,548 Proctored exams            (includes community exams)            Tutoring and SI:                Tutoring: 3,876                SI: 333                Math &amp; Science Center: 1,663                Programming: 1,662                Grammarly: 2,278                Financial Education: 36  <b>TOTAL: 23,215</b></p>
<p>Total number of faculty and staff served by services (duplicated)</p>	<p>CARE: 142            Career: 38            Conduct: 88            Disability: 10            Hispanic and Latinx Outreach: 12</p>

	Student Life: 0 Birdfeeder: 0 Civic Engagement: 24 *Verified Volunteer Hours: 58.5 Game Room: 0 Leadership: 21 Programming: 0 RSOs/Greeks: 24 Student Government: 42 Testing Center: 630 Tutoring and SI: 33 <b>TOTAL: 1,064</b>
Number of student activities offered	Career: 17 Conduct: 2 Disability: 5 Hispanic and Latinx Outreach: 20 Student Life: 5 Birdfeeder: 2 Civic Engagement: 17 Leadership: 8 Programming: 34 RSOs/Greeks: 21 Student Government: 10 Testing Center: 1 Tutoring and SI: 30 <b>TOTAL: 172</b>
Number of active campus clubs	24
Number of full-time staff	10
Number of part-time staff	1
Percentage of staff serving on committees	100%
Percentage of staff engaged in community/public service	100%
Total operating expenditures (FY 2021)	765,539.21
Operating supplies and expenses (FY 2021)	155,604.96
Equipment expenditures (FY 2021)	n/a

***Section B: Summary of Major School and Administrative Departmental Accomplishments, including Mission-Related Accomplishments***

**1) Dean of Students Office Overview**

- a. Teams Usage** - During the 2020-2021 academic year many of our staff and students were working and learning in a virtual world. To meet students and employees wherever they were, we began using Microsoft Teams to schedule and host meetings and communicate with the chat feature. Staff in the Dean of Students Office used teams in the following manner:

	<b>Chat Messages</b>	<b>Meetings</b>	<b>Calls</b>
<b>Dean of Students Office Totals</b>	65,241	2,593	1,826

- b. In person and virtual programming** - While students were learning fully online or in a hybrid format, the Dean of Students Office shifted programmatic offerings to a virtual format. Throughout the academic year several virtual programs and tutoring appointments were offered, supporting 3,872 students.

## 2) Dean of Students

- a.** During the 2020-2021 academic year the Dean of Students Office saw several requests for hardship withdrawals, Roadrunner Student Emergency Funding applications, and referrals made to the CARE Team.
- 1) The Dean of Students Office received 50 requests for a hardship withdraw. This is a 19 percent increase from the previous year when 42 hardship withdraw requests were made.
  - 2) The Dean of Students Office received 204 applications for the Roadrunner Student Emergency Fund. The Emergency Fund was created to support students who have demonstrated severe financial need. Out of the 204 applications, 140 applicants were awarded funding, 58 were denied, and 6 have not been processed. The 204 applications received was a 9 percent decrease from applications in the previous year which saw 225 applications.
  - 3) The CARE Team was referred 123 students for the 2020-2021 school year. This is a 30% decrease in students from the 176 from the previous year.

Case Type	Number of Cases
Hardship Withdraws	50
CARE Team	123
Roadrunner Student Emergency Fund	204
<b>Totals</b>	<b>377</b>

- b.** The Dean of Students Office created a COVID-19 self-reporting form and implemented the intake and support for students that reported an exposure to, symptoms of, or a diagnosis of COVID-19. During the 2020-2021 academic year the Dean of Students Office worked to support 1,151 referrals made using the self-reporting form.

Report	Symptoms	Exposure	Diagnosed
<b>Total: 1,151</b>	238	561	352

### 3) Career & Professional Development

- a. During the 2020-2021 academic year, Career & Professional Development (CPD) adapted to the virtual programming format to host several career events, such as our first Virtual Career Fair (72 attendees) and Virtual Graduate School Fair (84 attendees) in Fall 2020 where employers, recruiters, students, and alumni utilized Microsoft Teams to learn more about available opportunities/programs and speak virtually with one another.
- b. CPD also continued virtual offerings in Spring 2021 during Career Week by partnering with employers (6 companies) to offer valuable professional development topics and presentations, such as “How to Network,” “The Power of Volunteerism,” “Creating a Competitive Resume,” and “Salary Negotiating,” to prepare students (136 attendees throughout the week) for the following Virtual Career Fairs for the School of Arts & Sciences (32 attendees) and the Wright School of Business (97 attendees).
- c. CPD not only hosted events, but conducted 130 in-person one-on-one appointments, 337\* virtual one-on-one appointments, 5 classroom presentations, and 32 virtual classroom presentations. (\*Data missing from July 1, 2020 to September 8, 2020)
- d. CPD, along with others in the Dean of Students Office, created an online work study training module set to help new hires (77 respondents) develop the necessary essential skills to be ready for their current and future career(s).
- e. CPD purchased a new virtual resource for students called My Interview Practice. This resource allows students (209 accounts to date) to virtually learn and practice their interview skills as well as share their recorded interviews with CPD and mentors and advisors for feedback.
- f. The Nest was created Summer 2020 that merged the Birdfeeder and Career Closet into one resource. Since opening, we have provided 197 pieces of clothing to students for upcoming interviews and/or professional events.

### 4) Conduct

- a. During the 2020-2021 school year, Dalton State continued the use of AlcoholEdu for College and Sexual Assault Prevention for Undergraduates (SAPU), two online programs managed through Everfi, to provide training for students on alcohol, drugs, sexual assault prevention, and bystander intervention. These programs met the standards for the federal guidelines from Title IX and VAWA amendments.
- b. During the 2020-2021 school year, 841 incoming students completed the program AlcoholEdu for College.
  - 1) 89% of the students reported that the course helped them establish a plan to make responsible decisions about drinking
  - 2) 83% of the students reported that the course prepared them to prevent an alcohol overdose

- 3) 86% of the students reported that the course prepared them to help someone who may have alcohol poisoning
  - 4) 62% of the students reported that the course changed their perception of others' drinking behavior
  - 5) 52% of the students reported that they will change their drinking-related behaviors because of the course.
  - 6) 78% of students, after prevention education, reported that they intend to limit the pace of their drinks to one or fewer per hour.
  - 7) 80% of students, after prevention education, stated that would set a limit of how many drinks they would have if they planned to drink.
- c. During the 2020-2021 school year, 771 students took part in Sexual Assault Prevention for Undergraduates.
- 1) 93% of the students reported that the course helped them identify characteristics of healthy and unhealthy relationships.
  - 2) 78% of the students reported that the course increased their confidence in their ability to intervene when they witnessed concerning behavior
  - 3) 77% of the students reported that the institution offered good resources for students going through difficult times
  - 4) 93% of the students stated that they received information about sexual consent that they plan to use if they choose to be sexually active
  - 5) 78% of the students reported that the course provided them with skills to better support someone who has experienced sexual assault
- d. The Assistant Director for Student Conduct and Case Management also hosted two programs during the 2020-2021 academic year. During the Fall 2020 semester a "Commit to Consent" table from October 5 – October 8, 2020. The "Commit to Consent" table was hosted at a different location on campus each day and educated students on the definition of consent and how it is given and can be taken away. Students were able to sign a sheet sign pledging to always receive consent. 70 students engaged with the Commit to Consent program. On April 14, 2021, the "Soda ya know your part?" program was hosted on campus. This event allowed students to be educated on the issue of domestic violence and sexual assault and how it impacts college students. Students were then educated on how to effectively intervene as a bystander if they see something. Students met with an advocate from The Green House, a child advocacy and sexual assault center in Dalton, GA. Students then placed a painted handprint on a promise wall hosted by Alpha Kappa Lambda Fraternity to symbolize a pledge against domestic violence and sexual assault. 81 students engaged with the "Soda ya know your part?" program.
- e. The Assistant Director for Student Conduct adjudicated 93 cases during the 2020-2021 academic year. This is a 55% decrease of cases adjudicated during the 2019-2020 year.
- f. The Assistant Director for Student Conduct drafted and published the "FAQ for Student Records at Dalton State" document that shared information on how long a

student's record is kept by Dalton State depending on the information. It could be found in the student resources section of the Student Conduct website.

**5) Disability Access**

- a. This year Disability Access had 79 new students register and begin receiving services.
- b. Due to the altered nature of the semester many of the components of Disability Access were altered. New procedures were developed to provide forms electronically and have meetings online. These procedures will be continued moving forward.
- c. Disability awareness programming was done in a variety of ways. Five events in total, all events were in person. Screening events have proven to be the most successful.
- d. Professional Development significantly increased through the pandemic. Due to the nature of Disability Access and ensuring students had what they needed, opportunities were more plentiful than in past years. In addition, the cost of these offerings was more cost effective or free. Staff participated in 54 professional development opportunities.

**6) Exit Interviews**

- a. In the 2020-2021 academic year, 236 students did a complete withdraw and 194 of those that withdrew completed an exit interview with the Dean of Students Office. The Dean of Students Office met virtually and in person with 82.2% of the students that withdrew. An increase of the 64% of complete withdraws captured from the previous 2019-2020 academic year. The top two categories' students reported for completely withdrawing are for personal/family concerns (54) and academic concerns (57). Staff members followed up with students that completed an exit interview to assist with returning to Dalton State.

<b>Year</b>	<b>Total Documented</b>	<b>Returned</b>	<b>Did not Return</b>
<b>2020-2021</b>	<b>194</b>	<b>52 (26.8%)</b>	<b>142 (73.2%)</b>

**7) Hispanic and Latinx Outreach**

- a. In the academic year 2020-2021, The Hispanic and Latinx Engagement Advocate VISTA supervised the “Embajadores” Outreach Program. With the aid of the VISTA, Embajadores hosted and lead events that educated the Hispanic and Latinx student body. The Embajadores worked collaboratively with Career and Professional Development, Latin American Student Organization (LASO), Hispanic Association of Colleges and Universities (HACU), Georgia Association of Latino Elected Officials (GALEO), AmeriCorps, Latin American Association (LAA), and Coalicion de Lideres Latinos (CLILA) to provide Latinx focused workshops. HLO made new professional relationships with six organizations supporting Hispanic and Latinx students. In total 14 student events and 6 community events were held, 212 students, 90 community members, and 12 faculty were served.

- b. The VISTA held a fundraiser during the event for Mexico's Independence Day. The fundraiser included monetary and in-kind donations. The event raised almost \$50 in cash donations and \$700 worth of in-kind donations. The in-kind donation was catering from Las Palmas Restaurant.

## **8) Student Life**

### **a. Civic Learning and Democratic Engagement**

- i. SAVE's committee for Civic Learning and Democratic Engagement (CLDE) programming for this academic year was able to engage 336 students resulting in an 87.7% increase from the prior academic year.
- ii. Top successes were (1) the ability to be flexible and increase their virtual presence and (2) the quantity of student-led programming that occurred despite campus restrictions and the virtual learning environment. The 2020-2021 coalition, led by Daniel Silverio, were able to successfully host 14 events between August 2020 and February 2021 despite the challenges and obstacles of COVID-19. These events included Constitution Week, a campus wide voter registration drive, a Civic Learning Luncheon, Inauguration Watch Party, and a virtual Meet the Commissioners Event.

### **b. Honors Program Co-curricular Experience**

- i. Student Life has partnered with the Honors program to provide a more holistic experience for honors students. Through this partnership, Student Life offered a series of seminars, service experiences and social opportunities for all honors students. Student involvement outside the classroom is critical for retention, graduation, and academic success as students feel a sense of belonging on campus. This partnership engaged the cohorts of honors students (first years, second years, etc.) in experiences that are reflective of the development, needs, and wants. In our first year of the program each honors student participated in one service experience, one social opportunity, and one seminar each fall and spring semester. At the conclusion of the experiences, honors students were surveyed to gauge their learning from the programs as well as their satisfaction. Below is some feedback that will be helpful in adjusting for future years.

### **c. The Birdfeeder - On Campus Food Pantry**

- i. In the 2020-2021 academic year, the Birdfeeder saw a decrease in users and distributed items. There is no clear reason for the decrease other than decreased foot traffic on campus related to COVID-19 restrictions. However, the pantry never closed. Alternative arrangements were made to keep this resource available to students. The breakdown of data is below:
  - 1. Total number of visits (duplicated users): 1,067 (53.26% decrease from FY20)
  - 2. Number of unique users: 209 (59.49% decrease from FY20)
  - 3. Items distributed: 9,146 (40.48% Decrease from FY20)

- a. Personal Hygiene: 1,560 items
- b. Food: 7,586 items
- 4. Meals provided to students\*: 7,586 (40.76% decrease from FY20)

*We calculate these figures by converting pounds of food into meals per dollar using the finding from USDA’s What We Eat in America 2011-2012 that an average meal is 1.2 lbs. of food.*

<https://www.feedingamerica.org/ways-to-give/faq/about-our-claims>

**d. The Rage App and Social Media**

- i. This year the Rage App was not used in Orientation as all orientations were virtual. However, the Rage App still saw a 15% increase in users. The largest increase for the app was the average time spent in the app increase 22.3% over last year. The two most used features in the app are the daily dining menu and campus events.
- ii. While many students continued their studies from home, we used social media to engage them, wherever they were. Below are some engagement analytics from Facebook.

<b>Average 28 Day Impressions</b>	11,624	14,663	14,734	7,943	3,627
<b>The Number of Clicks on Content</b>	19,489	12,752	11,296	98	22

<b>Average 28 Day Impressions</b>	2,916	11,174	7,488	4,937	2,671
<b>The Number of Clicks on Content</b>	32	189	83	143	64

**e. Volunteer Hours**

- i. Volunteerism was significantly impacted by COVID-19. Travel was prohibited through the University System of Georgia and many community partners were closed to volunteers. Despite the many restrictions, there were 396 responses generating 1743 total hours of verified volunteer hours – this equates to an economic impact of \$46,660.11\*. This is a 66.15% decrease from the overall economic impact made during 2019-2020. \*\*monetary worth of volunteer hours is based on the state value of volunteer time (\$26.77) listed at [https://independentsector.org/resource/vovt\\_details/](https://independentsector.org/resource/vovt_details/)
- ii. SAVE’s Community Engagement Committee collaborated to plan and implement 6 coordinated volunteer projects with 78 volunteers. These

projects included 9/11 Day of Service, The Big Event and Community Action Days. These projects accounted for 1454.2 verified service hours.

**f. AmeriCorps VISTA Grant**

- i. Student Life has worked with AmeriCorps VISTA to provide four full-time grant funded positions that were distributed across multiple departments. These positions have been renewed for the 2021-2022 academic year and will work to build the capacity of programs designed to help students or community members experiencing poverty or hardships. The primary focus areas of these positions will be: (1) A Campus Resource Advocate working to develop resources and educational opportunities to aid students facing hardships; (2) Justice, Equity, Diversity, and Inclusion (JEDI) Advocate working to build connections with diverse populations on and off campus; (3) Campus and Community Outreach Advocate working to strengthen and expand mutually beneficial relationships with community and campus partners; (4) Outreach Supports Liaison working with the School of Education and the School of Arts and Sciences to maintain and build upon their community grant work.

**9) Tutoring and Supplemental Instruction (SI)**

**a. Overview**

- i. The Peer Educator Leadership Team piloted a peer-to-peer classroom presentation program to discuss academic resources available to students. The group gave 37 classroom presentations.
- ii. In Spring 2021 Tutoring and Supplemental Instruction re-branded to “Peer Education”.

**b. Tutoring**

- i. One-on-one tutoring served 3,876 students (3,468 in-person; 408 virtually). Virtual appointments were conducted using software purchased by the Title V grant.
- ii. In response to the shift to online instruction, “Navigating the Online Environment” series was created in response to concerns from students in navigating both course content and the many components of online learning. Peer educators assisted students in making connections between coursework and the online environment, virtual presentation assignments, GeorgiaVIEW, netiquette, and more.
- iii. Tutoring gained baseline student satisfaction data for continuous improvement:
  1. As a result of tutoring, 70% of tutees expected to make an A or B in the course that they sought assistance for.
  2. 88.5% of tutees will seek tutoring from Dalton State again in the future.
  3. 93.5% of tutees felt more confident after receiving tutoring.

**c. Supplemental Instruction (SI)**

- i. In the 2020-2021 academic year, students who attended SI had a mean final grade of 3.01 while non-SI participants received a mean final grade of 2.66, constituting a 0.35 GPA difference.
- ii. Dalton State's Complete College Georgia report noted that several ENGL 1101 redesigned courses were piloted in Spring 2020, and the only successful pilot involved supplemental instruction. This co-curricular pilot had a 74% pass rate compared to the 55% pass rate for other pilots.

**d. Math & Science Learning Center**

- i. Despite lost operational time in the 2020-2021 academic year due to the pandemic, the Math & Science Learning Center served 1,663 students.
- ii. The learning center has been reimagined to include a full range of physical and life sciences support as these offerings have been limited in the past.
- iii. A student leader position has been developed on the Peer Educator Leadership Team to provide creative direction for the learning center from a student perspective.

**e. Title V Grant and other grant updates**

- i. The College was awarded a five-year \$2,131,499 federal Title V grant in 2019, with Tutoring & SI as an area of emphasis and financial literacy as a competitive preference. Through this grant, we were able to hire a part-time financial literacy specialist to open a financial fitness learning center and peer financial fitness coach program in fall 2021. The grant has also provided a reimagined space and financial literacy curriculum from the National Financial Educators Council (NFEC). The grant also supported the Financial Literacy Specialist and Assistant Director of Tutoring and Supplemental Instruction to become certified financial education instructors through the NFEC.
- ii. In partnership with the Greater Dalton Chamber of Commerce, we were awarded a college access mini grant from the Georgia Partnership for Excellence in Education, which funded our new online module-based financial education curriculum that is being made available to students in fall 2021. Related to this grant, we partnered with Dalton chamber businesses to offer financial education events to students.
- iii. We were awarded a small grant from the National Endowment for Financial Education (NEFE) that provided incentives for students to engage in these financial literacy educational initiatives.
- iv. Broader implementation of financial education started with requiring students with approved Satisfactory Academic Progress (SAP) appeals to complete an educational module before their aid is dispersed. The financial education prepares students for financial emergencies, like losing one's financial aid and being prepared to adjust while remaining in college. Thirty-six students completed this program.
- v. Grammarly Premium-We have 2,278 unique students taking advantage of Grammarly Premium, which was funded by the Title V Grant. An increase

in users was realized after shifting this resource to single sign-on. For the 2020-2021 academic year, Dalton State users conducted 13,569 Grammarly “sessions,” checking a total of 130,878,421, words while offering corrective feedback.

#### **10) Testing Center**

- a. **Relocation and additional Private Testing Spaces** – The Testing Center moved into a new space in Sequoya Hall to increase number of testing seats. In addition to adding more seats, we also added two additional private testing spaces to serve students with disabilities.
- b. **Policy and Procedures-** The Testing Center implemented remote testing for three exam categories and intends to offer these so long as the governing exam companies allow exams to be proctored in this format: credit-by-exam (selected exams), ACCUPLACER entrance exam, and TEAS program admission exam.

#### **11) Other Office Accomplishments**

- a. Mallory Safley created and designed all the College’s Covid-19 signage before the start of Fall 2020 semester. She also helped design the Dalton State Storefront at the new Junior Achievement Discovery Center and chaired the Statewide Virtual Georgia Association of Colleges & Employers’ Conference.
- b. William Mast completed the 2020 Greater Dalton Chamber of Commerce Emerging Leaders Institute.

### ***Section C: Annual Progress in Assessing School/Administrative Department Institutional Effectiveness (WEAVE)***

Disability Access and Student Support Services, Career and Professional Development, and Student Life

### ***Section D: Overall School/ Department Health and Plans for the Upcoming Year***

#### **1) Card Swipe Door Access**

- a. To minimize the access to certain offices and spaces within the Dean of Students Office oversight, we have started shifting door locks to card swipe access. In summer of 2020 four doors in the lower level of the student center were shifted from key access to card access and in the summer of 2021 all remaining doors in the lower level and the upper level of the student center will be switched to card access. It is expected that this project will cost approximately \$25,000.

#### **2) Hispanic and Latinx Outreach**

- a. The Hispanic and Latinx Outreach VISTA will be re-envisioned as the JEDI VISTA (Justice, Equity, Diversity, and Inclusion) in hopes of creating an improved support system for other minoritized student populations on campus. The VISTA will collaborate with campus and community partners to create programs and services to best serve our students. New students will also be recruited and trained by the VISTA.

### **3) Peer Education**

- a. The department name is shifting from “Tutoring & Supplemental Instruction” to “Peer Education” to reflect our extended resource offerings, such as the addition of the financial fitness learning center.
- b. The Assistant Director of Peer Education and the Supplemental Instruction Specialist are becoming certified SI supervisors through the International Center for Supplemental Instruction in July in an effort to seek program certification within the next year.
- c. Having piloted financial education offerings with success, we will be debuting the financial fitness learning center, along with a full range of workshops, resources, one-one-one sessions, and curriculum in fall 2021. Based on Dalton State student personal finance survey data this year, 79.8% of students seek financial advice from family, rather than a professional. When asked how they would like to learn about finances, the top two responses included workshops (40.4%) and from a peer mentor (44.7%). Therefore, our work in the coming year will be focused on responding to these identified student needs and wants.

### **4) Responding to Social Justice Concerns, Race Relations, and Serving our Student Population**

- a. In 2018 Student Life lost a position that was dedicated to diversity programs and training. In the spring of 2020, the Director for Hispanic and Latinx Outreach left the institution. In two very short years we lost the two individuals on campus that specifically held positions that supported our diverse student population and were the advocates for responding to the world around us. Due to budget constraints, neither of these positions can be filled. To better respond to situations on and off campus and better support our diverse campus and specifically our large Hispanic and Latinx population there should be a focus on filling these positions. At this time, the campus wide JEDI committee will be working across campus and in the community to present a JEDI speaker series and campus wide book club beginning in Fall 2021.

### **5) Student Life**

- a. Omicron Delta Kappa (ODK) was the recipient of the Maurice A. Clay Leadership Development Initiative. Grant recipients must use the \$500 to develop new campus initiatives or programs supporting leadership development. As a result, Dalton State’s Circle of ODK is partnering with Student Life and student leadership teams across campus to offer a strengths-based leadership workshop for incoming first-year students and emerging leaders during the FY22 Week of Welcome. The event will be entitled “Heroes Unite!” Each participant will take the Clifton Strength Finders Assessment before the event and participate in a pattern of activities, including large group content delivery, small group discovery and application, and large group key insights. There is currently funding to

support up to 80 participants and ten student facilitators to participate in this experience.

- b.** Beginning spring 2022 Student Life will offer a virtual cohort of the Emerging Leaders Program extending beyond the borders of campus to reach distance education students and students whose schedules do not allow them to physically meet on campus. The virtual cohort will be a combination of synchronous and asynchronous activities guiding participants through self-discovery. Each participant will also develop a personal leadership plan to further their leadership development and experiences on campus or in the community.

**6) Testing Center**

- a.** Materials developed during this academic year will be implemented during the 2021-2022 academic year to provide more robust training resources for testing staff as well as internal and external marketing initiatives.