

**A SUBSTANTIVE CHANGE PROSPECTUS  
ADDING THE PROVISION OF THE ASSOCIATE OF  
ARTS DEGREE IN GENERAL STUDIES**

**At  
DSC Gilmer County Center  
103 Dalton Street  
Ellijay, GA 30540-3110**

**Submitted to the Commission on Colleges of the Southern Association of  
Colleges and Schools  
(May 26, 2010)**



**Dalton State College  
650 College Drive  
Dalton, GA 30720**

**COMMISSION ON COLLEGES  
SOUTHERN ASSOCIATION OF COLLEGES AND SCHOOLS  
SUBSTANTIVE CHANGE PROSPECTUS LETTER OF NOTIFICATION**

***Name of Institution:*** Dalton State College

***Nature of the Substantive Change:*** Initiating an Off-Campus Instructional Site

***Name and Physical Address of Site:*** Gilmer County Center  
103 Dalton Street  
Ellijay, GA 30540-3110  
(706) 635-1260

***Nature of the Change Proposed:*** Establish an Existing Associate of Arts Degree

***Implementation Date:*** Spring 2011

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**By signing below, we attest to the following:**

That *Dalton State College* has attached a complete and accurate overview of the Substantive Change Prospectus, and has provided complete and accurate disclosure of timely information regarding compliance with the selected sections of the *Principles of Accreditation* affected by this Substantive Change Prospectus.

**Name and signature of the President:**

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Dr. John O. Schwenn, President, Dalton State College

**Name and signature of SACS  
Accreditation Liaison:**

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Dr. John A. Hutcheson, Vice President for Academic Affairs, Dalton State College

**Date of Submission:** May 26, 2010

**Cover Sheet for Substantive Change Prospectus**

*Contact Information*

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*Degrees which institution is authorized to grant with majors available*

See attached list

*List certificate, diploma and degree programs which are related to the proposed program(s)*

Associate's Degree Programs  
(main campus traditional instruction program)

*List institutional strengths that facilitate the offering of the proposed programs*

Existing program curriculum delivered through main campus; main campus resources and faculty teaching traditional Associate of Arts degree programs

**MAJOR LISTING**

<i>Bachelor's</i>	<i>Associate of Arts</i>	<i>Associate of Science</i>	<i>Associate of Applied Science</i>	<i>Certificates</i>	<i>Mini Certificates</i>
Accounting	Communication Studies	Agricultural and Environmental Sciences	Business, General	Computer Networking and Service Technology	A+ Certification
Biology	Economics	Biological Sciences	Cooperative Degree	Computer Operations	Architectural Drafting Specialist
Chemistry	English	Business Administration	Computer Operations	Technical Graphics and 3D Design	Basic Industrial Welding and Machining
Criminal Justice	Foreign Language	Chemistry	Computer Networking and Service Technology	Industrial Electrical and Electronic Technology	Certified Customer Service Specialist
Early Childhood Education	General Studies	Computer Science	Technical Graphics and 3D Design	Licensed Practical Nursing	Certified Nursing Assistant
English	Geography	Criminal Justice	Emergency Services Management	Management	Cisco Professional
History	History	Dental Hygiene	Industrial Electrical and Electronic Technology	Marketing	Computer-Aided Drafting
Management	Philosophy	Education, Early Childhood/Elementary	Management	Medical Assisting	Gas Metal Arc Welding
Management Information Systems	Political Science	Education, Middle Grades/Secondary	Marketing	Medical Transcription	Industrial Electrical Technology
Marketing Systems	Psychology	Family and Consumer Science	Medical Laboratory Technology	Office Career Technologies	Information Technology (IT) Plus Specialist
Mathematics	Social Work	Forestry	Medical Office Administration	Radiologic Technology	iSeries 400 Application Development
Operations Management	Sociology	General Studies	Medical Transcription	Welding	Management
Social Work		Geology	Office Administration		Marketing
Technology Management		Health and Physical Education	Radiologic Technology		Microsoft Windows Networking
		Health Information Management	Respiratory Therapy		Multicultural Office Specialist
		Information Systems	Technology, General Studies		Office Technology
		Mathematics			Personal Computer Applications
		Medical Technology			Phlebotomy
		Nuclear Medicine Technology			Small Business Record Keeping
		Nursing			Welding: TIG/Plate and Pipe/Gas Metal Arc
		Nursing, 2-Year RN			
		Pre-Occupational Therapy			
		Pre-Pharmacy			
		Pre-Physical Therapy			
		Pre-Physician Assistant			
		Physics/Pre-Engineering			
		Pre-Dental Hygiene			
		Radiation Therapy Technology			
		Radiography			
		Respiratory Therapy			

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**ABSTRACT**

To accomplish part of its mission that seeks to provide “broad access to quality higher education for the population of Northwest Georgia,” Dalton State College opened a new 10,000 square foot off-campus instructional site called the [Gilmer County Center in Ellijay](#). Opened in spring 2009, the Center has six general education classrooms, a science lab, a computer lab, and faculty offices to support a small segment of courses for Dalton State students living in Gilmer, Fannin, Pickens, and Dawson counties – providing a much more convenient access to a public institution of higher learning than has been available in the past. The Center is located at 103 Dalton Street, Ellijay, GA 30540, approximately 40 miles from the Dalton campus, and over a mountain.

Currently, the Center is offering courses amounting to less than 25% of course work toward an associate’s degree, but because of student demand for expanded course offerings and an increase in enrollment, the College has realized that it could offer more classes at the Center and that students could complete more than 50% of the courses leading to an [Associate of Arts degree in General Studies](#). Indeed, the Gilmer Center has experienced a 102.2% increase in headcount enrollment from 179 students in spring 2009 to 362 students in spring 2010. By the fall of 2011, it is expected that the Center will reach its maximum capacity of 525 students – a growth of 193.3% since it first opened.

Therefore, with the conviction that the Gilmer Center will become a permanent feature of the Dalton State College community as an off-campus site and will offer a full and ongoing array of courses leading to an associate’s degree as well as the support services that students need to be successful, the College requests the approval of this substantive change prospectus by the Commission on Colleges of the Southern Association of Colleges and Schools. The initial date of the full implementation of the Associate of Arts degree in General Studies will be spring 2011. Students may take day and/or evening classes at the facility, and the majority of the courses will be taught in a traditional face-to-face format with a few courses offered as hybrids that meet once a week.

## BACKGROUND INFORMATION

A state college within the University System of Georgia, [Dalton State College](#) provides broad access to quality higher education to the population of Northwest Georgia. A student-centered and teaching-oriented institution, Dalton State offers [targeted bachelor's degrees, a full range of associate's degrees and career certificate programs](#), and a wide variety of public service activities. Chartered in 1963 as Dalton Junior College and offering its first classes in 1967 to 524 students, Dalton State College now serves a ten county region, with more than 5,700 traditional and non-traditional students at its main campus in Dalton and its off-campus site in Ellijay. Dalton State students may choose from 14 different bachelor's programs offered through the schools of [Business](#), [Education](#), [Liberal Arts](#), [Sciences and Mathematics](#), and [Social Work](#) or from one of the College's 58 associate's degree and 35 career certificate programs. Indeed, the [purpose and mission](#) of Dalton State College states that DSC "is dedicated to providing broad access to quality higher education for the population of Northwest Georgia, thereby enhancing the region's economic vitality and quality of life." In fulfillment of this mission, planning priorities of past and recent Dalton State Strategic Plans have called for the need to "establish one or more satellite campuses with appropriate support services and designated full-time faculty and staff" (Goal 29 and planning priority 9 of the [2006-2010 Strategic Plan](#) and objective 3 under Goal IV of the [2009-2012 Strategic Plan](#)). Establishing the Gilmer County off-campus site is a major step in fulfilling these priorities and goals, as the facility will expand the educational opportunities of the area, specifically to an area that is somewhat geographically isolated from the DSC campus. The Gilmer County area is expected to double in population in the next ten years, and with no public higher education facilities in the area, the off-campus site will serve the strategic interests of the College and USG by expanding capacity. This expanded capacity is important considering that the College has experienced substantial enrollment growth in the past decade and is expected to continue growing, with little or no room for expansion beyond its current boundaries which are often described as "landlocked."

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Within the context of its strategic planning, the Dalton State College [Master Plan](#) is periodically reviewed with a view to identify “future building sites and the proposed size of structures within the existing campus property boundaries” and the “acknowledgment that no development of buildings on the west side of the existing campus is possible due to restrictions imposed by slope and soil conditions.” It is against this background that the College submitted an “[Instructional Delivery Plan](#)” and a “[Declaration of Intent to Offer a Degree Program Externally](#)” to the Vice President for Academic Programs and Planning of the Board of Regents of the University System of Georgia to request an “Off-Campus Program” to be added to the existing campus. The proposed Associate of Arts degree program in General Studies is similar to the program offered on the main campus. As evidence of the [legal authority for the change](#), the Board of Regents, on October 15, 2008, approved Dalton State’s request to establish the existing Associate of Arts as an external degree in Gilmer County, and [signed an intergovernmental agreement](#) with Gilmer County to establish an instructional site to be administered by Dalton State College in downtown Ellijay. The agreement provided for the former Gilmer County Library, a 10,000 square-foot facility, to be turned into classroom and office space for area students who wish to pursue courses leading to an associate’s, or two-year, degree in general studies. This fulfills the Dalton State Strategic and Master Plan objective to “create a plan for future growth of the school through acquisition of adjacent or remote building(s) and/or land.” In addition, a [fall 2009 Extended Campus Survey of Gilmer County Center students](#) indicates that Dalton State is meeting its mission of “providing broad access to quality higher education for the population of Northwest Georgia” and that the addition of the off-campus site has enhanced the College’s ability to fulfill this mission. When students who responded to the survey were asked their major reason for attending the Gilmer County Center, 96% said they took classes because of the “convenient location.” The expanded class offerings provided at the off-campus site have thus allowed Dalton State to reach additional students and offer enhanced educational services to the residents of the Gilmer County area. As the President of Dalton State, [Dr. John Schwenn noted during the opening announcement](#), “The location of the instructional site will be convenient to students in Gilmer, Fannin, Pickens, and Dawson counties, and it will allow them to reap the benefits of a University

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System of Georgia education close to home.” Students who enroll in classes at the facility can earn an associate’s degree in general studies without having to travel to take classes at the main campus in Dalton. Once a student successfully completes a two-year degree, he or she can complete one of Dalton State’s bachelor’s degrees or transfer seamlessly to another USG four-year college or university.

**ASSESSMENT OF NEED AND PROGRAM PLANNING/APPROVAL**

More than a needs assessment or marketing survey, the assessment of need for the Gilmer County Center was primarily guided and influenced by the [College’s recent Master Plan’s Space Needs Analysis](#): how can the College continue to develop additional growth capacity with only about 80 acres of useable space and land-locked conditions on all sides? In recent years, Dalton State has been celebrating record enrollments. Headcount and Full-time Equivalent (FTE) enrollment for fall 2009 continued their inexorable march upward over the year before, in the process setting new records just as the past several years have witnessed. The College began the 2009-2010 year with a headcount enrollment for fall 2009 that increased by 15.4% over fall semester 2008, from 4,957 to 5,722 students. Full-time equivalent (FTE) enrollment increased from 3,930 to 4,721 over the same period – an increase of 20.1%. As the table below shows, within the last five year fall enrollment census, headcount enrollment increased by 34% and FTE by 51%.

<b>FIVE YEAR ENROLLMENT HISTORY</b>					
<b>FALL 2005 – FALL 2009, HEADCOUNT AND FTE</b>					
<i>Fall 2005</i>	<i>Fall 2006</i>	<i>Fall 2007</i>	<i>Fall 2008</i>	<i>Fall 2009</i>	<i>% Change</i>
4,267 (3,122)	4,349 (3,208)	4,532 (3,521)	4,957 (3,930)	5,722 (4721)	34.1 (51.2)

So, as Dalton State College nears its 45<sup>th</sup> anniversary, the institution is poised for continued growth and prosperity. The Northwest Georgia region is projected to remain one of the fastest growing areas of the state, and coupled with the continuing expansion of the manufacturing and health care industries in the area, the increasing need for adequate continuing education in the business community, the demand for post-secondary education in Northwest Georgia is thus likely to remain strong. In addition, Dalton State enjoys strong support from the public at large as well as from the College’s political and business partners. For example, when the Gilmer County project was announced, [Joanne Benson, Economic Development Director for Gilmer County commented that](#) “The impact this site will have on our

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community is substantial. I commend all the people who have been part of this process and believe that having a two-year school in Gilmer County will provide benefits and a legacy that will extend far into the future.” Benson predicted that the establishment of the center will help boost the county’s high school graduate rate, as “students who would have never dreamed of going to college will now have the opportunity and will see the importance of completing their high school education.” And, “having this site will also have an impact on increasing an educated workforce as businesses make Gilmer County their home,” she said. “That should result in a more diverse economic base and an increase in small business entrepreneurship.” Thus, the institution needs to find ways to grow its student population in response to the academic and occupational demands in Northwest Georgia. In fact, finding ways to enhance enrollment growth has become a challenge that will occupy the College for the foreseeable future, especially as it prepares to accommodate more than 6,000 students within the next few years without enough space for greater expansion.

Through its [strategic and master plans](#), the College believes part of the answer will reside in newly developed off-campus facilities, such as the Gilmer County Center, which can serve to create a more responsive academic program array at the two-year level as Dalton State moves forward in service to its region. To this end, beginning with the College’s [2006-2010 Strategic Plan](#) and recent updates to its [Master Plan](#), some strategic decisions were made in order to secure room for growth. Five general objectives were identified: (1) undertake an evaluation of current and proposed academic programs as a basis for understanding existing space on campus and create a plan that acknowledges and accommodates anticipated new academic and non-academic programs; (2) provide a mid- and long-range vision for the physical development of the campus that is consistent with the College's Mission and Strategic Plan, and which provides a framework for capital projects and maintains a strategic relationship with surrounding areas; (3) create a plan for future growth of the school through acquisition of adjacent or remote building(s) and/or land; (4) maximize use of the existing campus land through “discovery” of potential new building or recreation sites; and (5) develop planning solutions to improve the quality of on-campus life to reinforce the “traditional collegiate experience.” The College believes that these are necessary

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steps to secure the future growth and prosperity of the institution, and it is within this context that the assessment of need for the Gilmer County Center was developed.

Evidence that the establishment of the Gilmer County Center was included in the College's ongoing and planning evaluation processes includes periodic interviews and meetings held with the president; the vice presidents for academic affairs, fiscal affairs, and enrollment services; deans; and members of the Master Planning and Strategic Planning Committees, both of which include faculty and student representatives. Discussion of implementation plans and potential schedules for the Gilmer County Center with deans, department chairs, and faculty began in late spring 2008 and continued through Fall 2008. These discussions resulted in the hiring of an additional full-time English faculty member. In addition, the opening the off-campus center was discussed at the Fall Faculty Retreat in August 2008 ([Minutes of the Fall Faculty Retreat, August 13, 2008](#)). Moreover, the citizens and community leaders of the Gilmer County area have shown great support for the development of the Center. Indeed, the county clerk, Gilmer County chief financial officer, Gilmer County commission chairman, Gilmer County commissioner, director of economic development for Gilmer County, courthouse superintendent, and county attorney [were all present to celebrate the approval of the facility by the Board of Regents in June 2008](#).

**DESCRIPTION OF THE CHANGE**

Dalton State offers targeted bachelor's degrees, a full range of associate's degrees, and career certificate programs. These instructional programs have been traditionally offered primarily to students on the main campus at Dalton. Hampered by inadequate spatial needs and growing enrollments, the College is looking for ways to expand beyond its current boundaries. Thus, in keeping with its growth and expansion, a new off-campus instructional site at Ellijay in Gilmer County was proposed and established beginning in January 2009, with an initial enrollment of 179 students. Since then, headcount enrollment has more than doubled, and it is expected to reach its maximum capacity. Presently, students are not able to complete more than 50% of the requirements of the Associate of Arts degree in General Studies through instruction primarily at the Center. The proposed change is to allow students to complete all necessary requirements for the A.A. degree without coming to the main campus, with all courses necessary for the completion of the A.A. in General Studies being taught at the off-campus Gilmer County site.

As part of its general education program, the Associate of Arts in General Studies program is designed for undecided students, for students planning to pursue majors not listed in the college catalog, for students planning to transfer to private or out-of-state institutions, or for students wishing to earn the general associate's degree only. The general education expected outcomes (revised April 2010) for all Dalton State students are as follows: A graduate of Dalton State College

- uses technology and gathers data for basic research from various sources, including electronic media, such as the Internet; cites sources appropriately; and understands what constitutes plagiarism.
- determines forms of communication appropriate to particular audiences and purposes; organizes and communicates knowledge and ideas in a logical and purposeful way; and recognizes and uses accepted patterns of grammar, punctuation, and sentence structure in speech and writing.
- articulates understanding of ideas and information acquired through listening, reading, graphics, experiments, computations, and electronic media.

- exhibits expertise necessary to research, organize, and present an oral report or speech.
- utilizes appropriate models, systematic methods, and concepts such as the scientific method to solve problems.
- distinguishes among observations, inferences, and relationships in works under investigation.
- comprehends and communicates data presented graphically and/or mathematically.
- performs and understands basic mathematical operations.
- demonstrates knowledge and ability to use the computer and other forms of electronic media, such as the Internet.
- identifies, analyzes, evaluates, and provides convincing reasons in support of conclusions and arguments.
- recognizes individual and cultural differences and perspectives across the globe and is open to viewpoints other than his or her own.
- confronts ambiguous situations and ethical issues and seeks useful and favorable solutions.
- comprehends major forces and events, influences, and ideas that have shaped history and society.
- analyzes social institutions, world religions, and human behavior using appropriate disciplinary frameworks.
- makes informed judgments in interpreting works of art, literature, and other aesthetic experiences across cultures and across the globe.
- recognizes, appreciates, and analyzes perspectives and values of diverse cultural groups and their historical experiences in the United States.
- understands the constitutional principles and governmental processes fundamental to American democracy and political participation.
- uses scientific knowledge and practical experience to assess personal well-being and to plan and maintain wellness.

The proposed course offerings intended to achieve these specific outcomes and to be offered under the

[Associate of Arts degree](#) in General Studies at the Gilmer County Center are as follows:

Area A: Essential Skills

9 semester hours

English 1101: English Composition I	3 hours
English 1102: English Composition II	3 hours
Mathematics 1111: College Algebra OR	3 hours
Mathematics 1001: Quantitative Skills and Reasoning	3 hours

Area B: Institutional Options

4 semester hours

Communication 1110: Fundamentals of Speech	3 hours
One course to be chosen from the following:	
Communication 1120: Argumentation and Advocacy	1 hour
English 1105: Introduction to Greek Mythology	1 hour
English 1110: Creative Writing	1 hour
History 1050: Appalachian History – Special Topics	1 hour
History 1051: Sports History and the American Character	1 hour
Humanities 1000: Mystery Fiction in Popular Culture	1 hour
Humanities 1100: Political and Social Rhetoric of the 20 <sup>th</sup> Century	1 hour
Physical Education 1030: Health and Wellness Concepts	1 hour
Sociology 1000: Race and Ethnicity in American Society	1 hour

Area C: Humanities/Fine Arts/Ethics

6 semester hours

Two courses to be chosen from the following:	
English 1201: Introduction to Film as Literature	3 hours
English 2111: World Literature I	3 hours
English 2112: World Literature II	3 hours
English 2120: British Literature I	3 hours
English 2121: British Literature II	3 hours
English 2130: American Literature I	3 hours
English 2131: American Literature II	3 hours
Humanities 1201: Expressions of Culture OR	3 hours
Music 1100: Music Appreciation OR	3 hours
Theatre 1100: Theatre Appreciation	3 hours

Area D: Science/Mathematics/Technology

11-12 semester hours

Two laboratory science courses to be chosen from the following:	
Biology 1105K: Environmental Studies	4 hours
Biology 1107K: Principles of Biology I	4 hours
Biology 1108K: Principles of Biology II	4 hours
Biology 1203K: Principles of Botany	4 hours
Biology 1224K: Entomology	4 hours
One course to be chosen from the following:	
Astronomy 1101: Introduction to Astronomy	4 hours
Biology 1105K: Environmental Studies	4 hours
Biology 1203K: Principles of Botany	4 hours
Biology 1224K: Entomology	4 hours
Mathematics 1113: Precalculus Mathematics	3 hours
Mathematics 2181: Applied Calculus	3 hours
Mathematics 2200: Introduction to Statistics	3 hours
Mathematics 2253: Calculus and Analytic Geometry I	4 hours
Mathematics 2254: Calculus and Analytic Geometry I	4 hours

Area E: Social Sciences

12 semester hours

History 2111: United States History to 1877 OR	3 hours
History 2112: United States History since 1877	3 hours
Political Science 1101: American Government	3 hours
Two courses to be chosen from the following:	
Anthropology 1103: Introduction to Cultural Anthropology	3 hours
Economics 2105: Principles of Macroeconomics	3 hours
Economics 2106: Principles of Microeconomics	3 hours
Geography 1100: Introduction to Geography	3 hours
Geography 1101: Introduction to Human Geography	3 hours
Geography 1111: Introduction to Physical Geography	3 hours
History 1111: World Civilization to 1650	3 hours
History 1112: World Civilization since 1650	3 hours
History 2111: United States History to 1877	3 hours
History 2112: United States History since 1877	3 hours
Philosophy 1101: Introduction to Philosophical Issues	3 hours
Philosophy 1102: Logic and Critical Thinking	3 hours
Philosophy 1103: Introduction to World Religions	3 hours
Political Science 2101: Introduction to Political Science	3 hours
Political Science 2201: State and Local Government	3 hours
Political Science 2301: Comparative Politics	3 hours
Political Science 2401: International Relations	3 hours
Psychology 1101: Introduction to Psychology	3 hours
Psychology 2101: The Psychology of Adjustment	3 hours
Psychology 2103: Human Development	3 hours
Psychology 2204: Applications in Psychology	3 hours
Psychology 2250: Abnormal Psychology	3 hours
Sociology 1101: Introduction to Sociology	3 hours
Sociology 1160: Social Problems	3 hours

Area F: Major Related

18 semester hours

Anthropology 1103: Introduction to Cultural Anthropology	3 hours
Communication 2000: Introduction to Mass Communication	3 hours
Communication 2110: Interpersonal Communication	3 hours
Criminal Justice 1100: Introduction to Criminal Justice	3 hours
Economics 2105: Principles of Macroeconomics	3 hours
Economics 2106: Principles of Microeconomics	3 hours
English 1201: Introduction to Film as Literature	3 hours
English 2111: World Literature I	3 hours
English 2112: World Literature II	3 hours
English 2120: British Literature I	3 hours
English 2121: British Literature II	3 hours
English 2130: American Literature I	3 hours
English 2131: American Literature II	3 hours

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French 1001: Elementary French I	3 hours
French 1002: Elementary French II	3 hours
French 2001: Intermediate French I	3 hours
French 2002: Intermediate French II	3 hours
Geography 1100: Introduction to Geography	3 hours
Geography 1101: Introduction to Human Geography	3 hours
Geography 1111: Introduction to Physical Geography	3 hours
History 1111: World Civilization to 1650	3 hours
History 1112: World Civilization since 1650	3 hours
History 2111: United States History to 1877	3 hours
History 2112: United States History since 1877	3 hours
Humanities 1201: Expressions of Culture	3 hours
Management Information Systems 2201: Fundamentals of Computer Applications	3 hours
Music 1100: Music Appreciation	3 hours
Philosophy 1101: Introduction to Philosophical Issues	3 hours
Philosophy 1102: Logic and Critical Thinking	3 hours
Philosophy 1103: Introduction to World Religions	3 hours
Political Science 2101: Introduction to Political Science	3 hours
Political Science 2201: State and Local Government	3 hours
Political Science 2301: Comparative Politics	3 hours
Political Science 2401: International Relations	3 hours
Psychology 1101: Introduction to Psychology	3 hours
Psychology 2101: The Psychology of Adjustment	3 hours
Psychology 2103: Human Development	3 hours
Psychology 2204: Applications in Psychology	3 hours
Psychology 2250: Abnormal Psychology	3 hours
Sociology 1101: Introduction to Sociology	3 hours
Sociology 1160: Social Problems	3 hours
Sociology 2293: Social Problems	3 hours
Spanish 1001: Elementary Spanish I	3 hours
Spanish 1002: Elementary Spanish II	3 hours
Spanish 2001: Intermediate Spanish I	3 hours
Spanish 2002: Intermediate Spanish II	3 hours
Theatre 1100: Theatre Appreciation	3 hours
<u>Physical Education</u>	<u>1 semester hours</u>
PHED 1100: Activity Elective	1 hour

Regardless of delivery format, all courses taught at the off-campus Gilmer County site are equivalent to those taught on-campus and have available the same course materials and utilize the same texts as those courses taught on campus. Each course will continue to have the same student learning outcomes, have the same critical syllabus content, and cover the same course content. In fact, full-time and part-time

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faculty members from the Dalton campus regularly travel to teach at the Gilmer Center each semester. Syllabi and course tests and/or examples of work done in the course will continue to be collected by each department. Curriculum, course, and degree requirements are as listed in the [DSC Catalog](#) for all students regardless of location. And all students at Gilmer are required to meet the same admission and academic requirements and regulations as students on the main campus. In addition to the above course offerings, the following student support services are provided at the Gilmer County Center. They provide the administrative oversight to ensure the quality of the A.A. degree program and academic support services.

### [Enrollment and Student Services](#)

A full range of enrollment services, academic support services, and student services is offered to the approximately 400 Gilmer Center students including recruitment and admission, academic advising, financial aid, new student orientation, testing, disability support services, counseling services, first year experience course, tutoring, and student activities. Services are available to students Monday – Friday from 8:00 am to 5:00 pm, with evening services being offered Monday - Thursday. The student information system, Banner, is web based, and students have 24/7 access to it and email through the College’s web portal. The web portal provides student access to admission status, financial aid status, registration, student transcripts, degree audits, grades, online course components, campus announcements, and email. The Gilmer Center is staffed by a full-time director and part-time administrative assistant who report to the Associate Vice President for Academic Affairs. An additional part-time administrative assistant position was added in January 2010. These staff members provide day-to-day support services for the students and are augmented by regular visits from the student services areas described below.

### Gilmer County Center: Recruitment and Admission Outreach Services

#### *High Schools Served in the Four County Service Area*

- Fannin High School
- Blueridge High School
- Gilmer County High School

- Georgia Mountain Education Center (Alternative High School)
- Pickens County High School
- Union County High School

#### *Recruitment Outreach*

- **High School Visitation Program:** College representatives visit the high schools to educate students about higher education opportunities, Dalton State, admission and financial aid criteria, and the process of transition to college.
- **“College Comes to You Program”:** Selected faculty members visit high school classrooms and teach their subject area to the high school students, giving high school students the opportunity to experience a “college classroom professor” first-hand.
- **Community Information Sessions:** Community Information Sessions were held to provide information about the Gilmer Center. Involvement in Community Outreach Services provides the College the chance to inform local and surrounding counties about opportunities available at DSC.

#### *Admission Outreach Services*

- **Testing Services:** The Entrance Compass Placement Test is offered at the Gilmer Center in addition to selected high schools (Fannin, Pickens, and Gilmer High Schools) as an extended admission service for the convenience of the students.
- **On-Site Admission Program:** Enrollment Services staff from Admission, Records, and Financial Aid schedule semester visits to the Gilmer Center and high schools. Enrollment Services staff members are available to assist students with enrollment issues which include submitting their DSC Admission and Financial Aid Applications. Students who have completed the admission process receive their “preliminary acceptance” letters on site during these visits.
- **High School Counselor Workshop:** The annual event is hosted on the campus of Dalton State. Area high school guidance counselors attend the 2-day training conference designed to educate them on topics related to [University System of Georgia](#) (USG), [Georgia Student Finance Commission](#) (GSFC), [Technical College System of Georgia](#) (TCSG), and other higher education issues.

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Counselors are eligible to earn one Professional Learning Unit (PLU) awarded by [North Georgia Regional Educational Service Agency](#) (RESA). This program has served counselors from the Gilmer County Center service area: Fannin High School, Gilmer County High School, Pickens County High School, and Union County High School.

- Websites & Links
  - Admission <<http://www.daltonstate.edu/admission/index.htm>>: Prospective students may obtain enrollment information. Electronic features include E-brochure, a program that allows prospective students to request a personal program brochure that addresses issues specific to their area of interest.
  - Virtual Advisor: This feature allows students and prospective students to type in questions and receive immediate pre-set replies to their inquiries. Prospective students may also make application to the college and may check their admission status online at this site.
  - Extended Campus <[http://www.daltonstate.edu/extended\\_campus/gilmer.htm](http://www.daltonstate.edu/extended_campus/gilmer.htm)>: This site provides specific information about the Gilmer County Center.

#### *New Student Orientation*

New students who will be taking all of their classes for the semester at Dalton State's Gilmer Center campus in Ellijay may sign up for orientation sessions at the Gilmer Center. Freshmen and transfer students are also welcome to drive to Dalton for orientation if the dates in Dalton better fit their schedules. Student Orientation Ambassadors and Recruitment Leaders (SOAR Leaders) from the Dalton Campus travel to Ellijay at the beginning of the fall, spring, and summer semesters to conduct orientation sessions at the Gilmer Center Campus. Sessions are truncated and focused on services available at the Gilmer Center with a brief overview of programs and activities on the Dalton campus that students are also invited to attend. To meet the needs of the number of students and guests in the limited space available at the Gilmer Center, two orientation sessions are run simultaneously in different rooms, and the sessions are repeated in the afternoon. Information on new student orientation can be found at <http://www.daltonstate.edu/studentlife/orientation/gilmer.html>

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*Academic Advising*

Dalton State College requires all first-time students and students who have earned fewer than 15 hours of academic credit and/or who have not exited learning support to be advised through its Academic Advising Center. The Advising Center serves as a major resource for the Gilmer Center. The staff have provided extensive training for the Gilmer Center staff, and this past spring and summer, two advisors from the Advising Center spent eleven days registering students at the Gilmer Center. A similar schedule is being followed this fall. Students at the Gilmer Center receive the same level of intrusive advising and academic planning that students on the main campus receive. Information on the Academic Advising Center can be found at <http://www.daltonstate.edu/advising/>.

*Financial Aid*

Students are able to check their financial aid application status, accept awards, and apply for student loans online through their web portal accounts. In addition, the Financial Aid Office participates in orientation at the Gilmer Center. The financial aid staff members also hold a FAFSA night at the Ellijay campus during the spring semester, where prospective and current students are scheduled for 30 minute sessions to help answer general financial aid questions and to complete FAFSAs. The Gilmer Center staff members are trained and available to help with FAFSA completion and questions on a daily basis. Information on the Financial Aid Office can be found at <http://www.daltonstate.edu/finaid/index.htm>.

*Testing*

The Gilmer Center has a 30-seat computer lab. In addition to the use of the lab for classroom instruction, staff members utilize it for COMPASS testing, Disability Support Services testing, and make-up tests. COMPASS testing dates are posted on the Testing Center web site at [http://www.daltonstate.edu/ar/testing\\_center/COMPASS/compass.htm](http://www.daltonstate.edu/ar/testing_center/COMPASS/compass.htm). Staff members at the Gilmer Center utilize the same procedures for Disability Support Services testing and make-up testing as does at the main campus.

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*Disability Support Services*

Disability Support Services is currently serving five students at the Gilmer Center. Applications, student follow-up meetings, instructor meetings, and accommodations are handled as they are on the main campus. The Disability Support Services Coordinator makes herself personally available at the Gilmer Center two times per semester and as needed. Eligibility criteria and application procedures for disability support services can be found at <http://www.daltonstate.edu/ar/disability/>.

*Counseling Services*

A Dalton State College counselor is available "by appointment, as requested." Many assessment instruments used for counseling are web-based and accessible from any location. Gilmer Center students (and alumni) have exclusive access to the Dalton State job board and career services program, DSCareer Connect. Workshops are coordinated and scheduled each semester and also by request. Instructor classroom visits are scheduled at the request of the instructor. The Counseling and Career Services website ([www.daltonstate.edu/ar/career/](http://www.daltonstate.edu/ar/career/)) contains helpful resources and links for DSC students at Gilmer and the main campus. These website resources include a resume workbook, PowerPoint presentations on career-related topics, links to depression screenings, and other online resources specific to DSC students.

*First-Year Experience*

A first-year experience course, FYES 1000, is required of all first-time, full-time students enrolled at Dalton State College. Two sections of FYES 1000 were filled with 60 students during fall, 2009; the courses were taught by one staff member and one adjunct. The FYE students have become very close and supportive of each other, and all were very involved in the Gilmer Center International Food Fest (96 people were in attendance). The FYE Coordinator visits the campus on several occasions each semester to help with the Food Fest, orientation, and advising. Information on the First Year Experience Program at Dalton State can be found at <http://www.daltonstate.edu/ar/fye/index.htm>.

*Tutoring*

Tutoring is available upon request. Currently, the math instructor is providing a math tutoring lab during scheduled hours each week.

*Student Life at the Gilmer Center*

Each year, the Gilmer Center is allotted a portion of money out of Student Activities fees to sustain its student life programs. The Gilmer Center conducts many programs similar to those on the main campus. The Center has annual ice cream socials, family movie nights, and food for finals. Many students at the Gilmer Center also participate in Registered Student Organizations. The primary meetings are still housed at the main campus, but smaller groups also meet at the Gilmer Center. In addition, students at the Gilmer Center are encouraged to participate in all events that are housed on the main campus such as the Northwest Crescent Leadership Alliance and Alternative Spring Break. Information on student life can be found at <http://www.daltonstate.edu/studentlife/index.htm>.

<b>FACULTY</b>
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From its inception in 1967, Dalton State College's commitment to a high quality general educational program in a teaching and learning environment that sustains instructional excellence has included recruiting and retaining the finest possible faculty. As of fall 2009, the number of full-time and part-time faculty was 247, of which 150 were full-time. Sixty-one percent of full-time faculty members held doctoral degrees, and 46% were tenured. The full-time faculty taught 86.7% of the courses taught at DSC during fall 2009. All academic schools had at least 73% of their courses taught by full-time faculty. In terms of courses taught, the breakdown of full-time faculty use by school is shown in the following table.

**Percentage of Courses Taught by Full-time Faculty within Each School at Dalton State College by Term**

<i>School</i>	<i>Fall 2007</i>	<i>Spring 2008</i>	<i>Fall 2008</i>	<i>Spring 2009</i>	<i>Fall 2009</i>	<i>Spring 2010</i>
Business	84.44	91.11	95.52	86.27	91.5	92.9
Education	88.57	78.95	84.62	79.17	91.5	88.7
Liberal Arts	86.22	83.33	82.73	81.36	76.8	74.8
Nursing	100.00	100.00	100.00	100.00	100.0	100.0
Science and Mathematics	79.17	76.60	75.88	76.88	72.9	70.2
Social Work	64.71	92.86	78.57	86.67	100.0	82.3
Technology	82.89	80.42	83.11	85.50	74.4	60.9

Dalton State College faculty are well qualified and productive in the areas of teaching, professional development, student activities, and service, and these achievements are documented in their personal annual reports. Indeed, the College strives to recruit faculty who have earned the Ph.D. or terminal degree in field or have earned a minimum of a master's degree and eighteen graduate semester credit hours in their teaching area. All full-time and part-time faculty are closely screened prior to employment to ensure they meet the SACS accreditation requirements for the courses they are teaching.

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Since the Gilmer County Center will not operate as a separate branch campus but as an off-campus instructional site, full-time and part-time faculty who regularly teach on the main campus will also teach at the Gilmer Center as part of their normal teaching load at Dalton State. Thus, as required by the Commission on Colleges, all full-time and part-time faculty teaching at the Center will meet the same criteria for professional qualifications as those teaching on the main campus. These faculty will, for the most part, be either tenured or tenure-track faculty. Consequently, there will be no major impact of the new initiative on faculty workload as no faculty on the main campus will teach an extra load at the Gilmer Center. However, to ensure that a qualified and accomplished faculty teach at the Center, some faculty have been selected and designated as “regular” instructors for the Gilmer County Center. The appended [faculty roster](#) reflects the qualifications of those employed to teach in the Associate of Arts in General Studies program.

From the roster, it can be shown that full-time faculty are given first priority in teaching courses at the Gilmer County Center. The number of designated faculty is thus adequate to provide effective teaching, advising, and scholarly activity at the Center. In addition, the chair of the Department of Humanities in the School of Liberal Arts is responsible for the supervision and [coordination of the A.A. degree in General Studies](#). Central to the College’s mission is the commitment to the “selection, support, and development of a talented, caring faculty dedicated to scholarship and creating an open, cooperative, technologically enhanced learning environment.” Toward this end, the College makes a concerted effort to recruit and hire well-qualified faculty. By continuously providing training and professional development as well as goal setting, annual evaluations, and other means of assessment, the College strives to ensure the maintenance of the quality of its faculty. The [Dalton State College Statutes](#) (Article VI. J. 3, pp.22-29) and the [Board of Regents’ Policy Manual \(Section 8.3.1: Faculty Employment\)](#) outline the guidelines for recruitment and appointment of faculty. In addition, the section on “Faculty Recruitment and Appointment” in the DSC [Full-Time Faculty Handbook](#) describes recruitment and hiring policies and procedures. The recruitment and appointment guidelines help ensure that the College meets the requirements of [The Principles of Accreditation](#) by the Commission on Colleges of the Southern

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Association of Colleges and Schools, federal nondiscrimination legislation, and the College's affirmative action plan. Part-time faculty members are also required to meet the same credentialing requirements as full-time faculty. These are described in the [Part-Time Faculty Handbook](#).

Usually, notices of open positions are placed in multiple locations, including (but not limited to) *The Chronicle of Higher Education*, discipline-specific employment bulletins and announcements, and the University System of Georgia Applicant Clearinghouse. Applicants for faculty positions must submit a letter of interest, a current resume, unofficial transcripts from all colleges attended, contact information, and three references. The applicants who are offered a position must complete a background check and are required to have official transcripts from all accredited institutions of higher education attended sent directly to the College prior to their official start date. During the campus interview, candidates typically meet with the vice president for academic affairs, the deans and chairs, members of the school, and others whom the dean deems appropriate. As part of their campus interview, candidates make a mock classroom presentation to faculty, staff, and students. The dean and chair, with advice from selection committee and department, determine whether any of the candidates meet the expectations of the College for the position. If so, the dean submits their names, along with their strengths and weaknesses to the VPAA. After these two administrators agree on rank, salary, contract time, and credit for prior service, the dean extends a verbal, conditional offer to the top candidate. If the applicant accepts, the VPAA recommends to the President that the College extend a written proposal of employment. Should an offer be rejected, the dean makes an offer to the next acceptable candidate.

At Dalton State College, the [Vice President for Academic Affairs](#) (VPAA) is responsible for overseeing the faculty recruitment and selection process. Faculty members' personnel files are thus maintained in the VPAA office and contain documentation of faculty qualifications, resumes, and official transcripts. Annual [faculty evaluations](#) by department chairs and deans as well as periodic pre- and post-tenure reviews validate the instructional faculty's competency.

## LIBRARY AND LEARNING RESOURCES

The mission of the [Derrell C. Roberts Library](#) includes the objective of supporting the College's extended campus classes. The Roberts Library provides services and resources to its distance learners at the Gilmer Center Campus in Ellijay equal to both the services and resources that it provides students and faculty who can physically visit the Roberts Library.

### *Overview of Collections and Facilities*

The collections of the Roberts Library include over 132,000 print volumes, about 345 current periodical and newspaper subscriptions, 9,924 media titles, 56,881 e-books, and numerous electronic resources. Additionally the Library houses over 100,000 federal government documents as a designated documents depository for the 9<sup>th</sup> U.S. Congressional District of Georgia. Currently the Gilmer Center Campus does not have a physical library. Students' needs are met through electronic resources such as databases and e-books, other library partners, GIL Express, and interlibrary loan.

### *Reference Assistance*

Reference librarians provide immediate service both in the main library and off-campus 79.5 hours per week, assisting users in locating articles, videos, or books in-house or from other libraries. The Library staff are very knowledgeable about library resources, computer applications, and general information about Dalton State College. The staff consists of 5 librarians and 4 support staff. An Ask-A-Librarian e-mail link is available on the Roberts Library home page <http://www.daltonstate.edu/library> so that librarians can provide guidance via email. The reference librarians also provide an instant messaging service via Meebo during library hours. The Meebo icon is on the Roberts Library home page along with a link for the Roberts Library Facebook page and the Library Blog. A phone number (706.272.4575) is posted on the web page and on library handouts for reference questions. The librarians often help students by phone with the off-campus log in to GALILEO and DSConnect. In addition, librarians visit the Gilmer Center Campus for library instruction and

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workshops whenever requested by faculty for classes. The Roberts Library home page has a Distance Learning link on the left side. Under this link, the following topics are listed: Extended Campus Students; Research Resources; Public Library Partners; Off-Campus Access to netLibrary (e-books); Off-Campus Access to GALILEO & DSC Databases; Recommended Internet Sites; and Services. These links provide helpful information and instructions on how to access library resources and services off-campus.

### *Electronic Resources*

Students can access all electronic resources from the Gilmer Center Campus computer lab. Students also have access from home and other off-campus locations with their DSConnect username and password. Another option for off-campus access to databases and journal articles is the GALILEO password, which can be found on the online library catalog (GIL). Using the GIL@DSC online library catalog <<https://gil.daltonstate.edu/>>, students and faculty may easily determine availability of Dalton State's print, media, and electronic resources; renew items; or request books through GIL Express. The GIL Universal Catalog <<https://giluc.usg.edu/>> allows all USG students to access books in any library collection within the University System of Georgia. Eligible patrons can either initiate GIL Express loans as a "walk-in" patron or initiate the request remotely through the GIL Universal Catalog. Books are delivered in about four business days to the Roberts Library to be picked up by the requesting student or to be taken to the Gilmer Center Campus. Faculty and students may also visit any USG library and check out materials with their Dalton State ID cards. Interlibrary Loan is another option for obtaining materials from other libraries. An online interlibrary loan form is available on the Roberts Library web site.

[GALILEO](#) (GeorgiA LLibrary LEarning Online) is Georgia's virtual library system providing access 24/7 to about 200 licensed databases on various subjects. Subjects covered include Arts and Humanities; Business and Economics; Company and Industry Information; Education; Engineering; History; Literature, Language, and Literary Criticism; Math; Medicine and Health; Sciences and Technology; and Social Sciences. These databases provide access to over 120,000 full-text journals and magazines. Full-text and full-page image journal articles, as well as current contents indexing, are accessible anywhere on

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campus, the Gilmer County site, or off-campus at home via the DSConnect username and password or the GALILEO password.

In addition to the shared GALILEO databases, Roberts Library subscribes to several other databases and online resources. These include the Atlanta Constitution Historical Database (1868-1939), Communications and Mass Media, CINAHL Plus with Full-Text, Social Work Abstracts, Cambridge Scientific Abstracts, Cabell's Business Directories, CCH Tax Database, Biography Resource Center, Literature Resource Center, Opposing Viewpoints Resource Center, NewsBank Dalton Daily Citizen, and ProQuest Education Complete. The netLibrary e-book collection totals 56,881 titles. These e-books are accessible through two avenues: the online catalog (GIL) and the GALILEO website. Students may log on and access these e-books 24/7 with their DSConnect or GALILEO passwords.

#### *Formal Agreements*

Distance learning and off-campus students can receive assistance at community partner libraries in the region. Dalton State College has a Memorandum of Understanding with the Sequoyah Regional Library (SRL), which includes the Gilmer County Public Library and the Pickens County Public Library. The SRL system holdings include over 291,000 volumes, 506 subscriptions, and 3,100 videos. The library holdings include 78,975 print materials and 248 serial subscriptions. These agreements cover reference services, reserve materials, computer access to GALILEO, GIL Express and the Roberts Library web site, and interlibrary loan. Both the physical resources and the electronic resources support the Gilmer Center Campus site. Faculty are encouraged to submit requests for materials to support the courses at Gilmer. The electronic databases and journals of GALILEO, the e-books, and the resources accessed through the Universal Catalog supplement the physical holdings of Roberts Library. These services open up a wealth of materials to students both at the main campus of Dalton State College and the Gilmer Center Campus. The depth and breadth of electronic resources available should serve all off-campus students well.

**PHYSICAL RESOURCES**

The Gilmer County facility is located off the town square at 103 Dalton Street in the former Gilmer County Library building in downtown Ellijay, Georgia. The College's main campus is located in Dalton, Georgia, which is approximately 40 miles from Ellijay. The instructional site serves students who reside in Gilmer, Fannin, Pickens, and Dawson counties and who would have a minimum drive of one hour if they came to the Dalton campus. The remodeled facility consists of approximately 10,000 gross square feet and includes six general education classrooms, a science laboratory, a computer laboratory, and faculty offices. Each classroom has an instructor's station and overhead projector, and the laboratories are fully furnished with all required instructional equipment. The facility has a full-time on-site director and an administrative assistant. Physical resources are described as follows:

- One 30-person computer laboratory
- Four 32-person classrooms
- Two 28-person classrooms
- One 16-person wet laboratory
- Four faculty offices
- Two administrative offices
- One lobby and vending area
- Two sets of restrooms
- Two storage areas

The Interior net square footage is broken down as follows:

- Common areas 2820
- Building services 430

• Classrooms and laboratories	4810
• Administrative/ Faculty	<u>1020</u>
Net square feet	9,080
<b>Gross square feet</b>	<b>10,100</b>

The following equipment is available at the facility:

• Computers	49 (44 Desktop + 5 Laptops)
• Printers	6 (5 Printers + 1 Printer/Copier combo)
• Scanner	1
• VCRs/DVD/VHS players	7 combo machines
• High Volume Copier	1
• Overhead Projectors	7
• Telecommunication	7 phones
• Networking Equipment	Yes

Regardless of delivery format or equipment availability, all courses taught at the off-campus site have technology equivalent to that available for the same course taught on campus. Faculty and students have access to the DSC Connect portal system which provides them with access to e-mail, Banner, and campus announcements. GeorgiaVIEW, a Blackboard Learning System, is also available with training as needed. In effect, classroom space and classroom equipment at the Gilmer Center are maintained and of the same type and quality as those provided at the main campus. Additionally, the administrative and operational functions for the Center are managed from and in the same manner as the functions at the main campus. Accordingly, the establishment of the Gilmer County Campus Center will have little or no impact on existing programs and services on the main campus. In fact, the Center will expand access to current and prospective students in our service area.

**FINANCIAL SUPPORT**

Financial support for the Gilmer County Center is provided as part of the College’s overall annual budget and operational expenses. Since there is an additional expense to maintain the facility and to offer the necessary academic programs and services, the University System of Georgia has allocated \$250,000 annually for the site. This includes \$121,872 for the lease of the facility; \$100,000 for salaries; and \$28,128 for utilities, custodial services, and supplies. Any costs above these are absorbed by the regular budget. There will be no resources going to other organizations or institutions for support services, except for custodial services (\$13,000 annually) which are outsourced at this location. The site is not treated separately for projected revenues or cash flow as it is included in regular tuition and the regular financial statements of the College. Indeed, there are no plans to operate the facility as a branch campus with its own administrative and budgetary infrastructure. Although funds are budgeted for the costs of maintaining the site, such as salaries for the on-site director and administrative assistant and educational equipment, all institutional support expenditures are provided by the main campus. For example, the salaries of faculty who teach courses at the off-site campus are included in their respective academic department budgets. Similarly, student services, computing, and library services are all budgeted within the respective departmental budgets of the main campus. Budgeted expenditures at Dalton State College for the most recent fiscal years are as follows:

<i>Function</i>	<i>2006 – 2007</i>	<i>2007 – 2008</i>	<i>2008 - 2009</i>
Instruction	\$14,200,709	\$14,401,943	\$15,999,083
Research & Public Service	\$0	\$0	\$0
Academic Support	\$1,939,223	\$2,473,515	\$2,474,305
Student Services	\$2,126,695	\$2,419,874	\$2,255,663
Institutional Support	\$3,309,280	\$3,605,730	\$3,555,970
Plant Operations & Maintenance	\$2,528,476	\$3,691,062	\$4,576,425
Scholarships	\$2,357,801	\$3,046,384	\$4,159,322
Auxiliary Enterprises	\$1,531,911	\$1,741,497	\$2,045,318
Other	\$652,946	-	-
<b>Total</b>	<b>\$28,647,041</b>	<b>\$31,380,005</b>	<b>\$35,066,086</b>

As the expenditures table above shows, with the addition of an annual \$250,000 to the main operating budget, Dalton State College has sufficient operational, management, and physical revenues available now and in the future to support the Gilmer Center off-campus site. As a unit of the University System of Georgia, Dalton State College derives most of its revenue from general operations funding, which includes both state appropriations and internal revenue, such as tuition and fees. Tuition and fee revenue is not designated by instructional site, that is, tuition charged to students enrolled at the Gilmer Center is not identified separately from tuition received for classes taught at the main Dalton campus. In fact, students may have concurrent enrollments on both campuses. For fall 2010, students will be charged in-state tuition of \$1,347 per semester for full-time enrollment (15 credits or more). Tuition and other fees are based on total enrollment per student whether or not a student enrolled at the Gilmer Center or the main campus. Other revenue sources are state-appropriated special initiatives, lottery funds, program support funds for community education, and sponsored-operation funding that includes federal, state, and private grants and contracts. According to the [USG Board of Regents Policy Manual, Section 7 \(Finance and Business\)](#), these are acceptable sources of revenue. On the whole, revenue at Dalton State is not differentiated between location and method of instruction.

In this manner, it is also worth noting that Dalton State College is in compliance with its program responsibilities under Title IV of the [Higher Education Amendments of 1998](#). In addition, the institution is in compliance with both state and University System regulations with regards to Title IV and audits. The policies, procedures, and guidelines administered by the Office of the Vice President for Fiscal Affairs and the Office of Financial Aid and Veterans Affairs are subject to annual audits to ensure that they satisfy the audit and review standards established by the U.S. Department of Education and the State of Georgia. The most recent confirmation was provided in documents issued by the [State of Georgia Department of Audits and Accounts](#) and the [Georgia Student Finance Commission](#). Most recently, an in-depth University System of Georgia internal audit of Dalton State College's Office of Fiscal Affairs,

which was conducted on the Dalton campus in June and July of 2009, [resulted in a “stellar” report with “no findings.”](#) During the intense 800-hour evaluation process, state auditors examined the institution’s controls, cash reconciliation, financial statements, bank reconciliation processes, timeliness of recordings, and corrections of previous violations, but found no “notable,” “significant,” or “major” findings. Of the 12 USG institutions that underwent a full audit in 2009, which included the major research universities, Dalton State was one of eight that earned an overall assessment of Code 1, which is the highest rating a college or university can earn. During the recent USG Board of Regents meeting in Atlanta, Dalton State was publicly recognized for its commendable report.

## EVALUATION AND ASSESSMENT

Since the Associate of Arts degree and courses offered at the Gilmer County Center are equivalent to those offered on the Dalton campus, the [procedures for systematic evaluation and assessment of instructional results](#), including the process for monitoring and evaluating programs, are the same at the off-campus site as on the main campus. Educational content and student learning outcomes for the A.A. degree General Studies are the same on both campuses. Program and course assessment at the off-campus site thus correspond to the appropriate review on main campus. Evaluation and assessment of educational programs and support services are at the heart of [institutional effectiveness at Dalton State College](#) and reflects its mission for “continuous improvement in all aspects of its operations through the use of inclusive, participatory planning and meaningful assessment.” Thus, the program of institutional effectiveness at Dalton State employs a multi-faceted system that involves the entire campus community. Since assessment processes are a critical component of the institutional strategic planning effort, it is difficult to discuss one without discussing the other. At Dalton State, [planning and assessment are regarded as interrelated parts of a single, comprehensive function](#). Therefore, the strategic planning goals contained in the College’s strategic plans serve as institutional effectiveness instruments because all academic units are required to develop annual action plans which include expected results, procedures to evaluate results, and uses of those results in improving the College’s programs and services.

Consistent with its mission then, Dalton State is committed to the effective evaluation of its educational programs and academic support services and to the use of assessment results for continuous improvement. As part of its institutional effectiveness program, the College has a mechanism for evaluating its degree programs, including general education, which is a critical component of its educational mission and at the heart of the Associate of Arts degree in General Studies offered at the off-site and main campus. Though the general education learning outcomes have been modified several times over the past ten years, Dalton State’s general education outcomes have now been cast in language that

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enables them to be more closely measured, using the [ACT Collegiate Assessment of Academic Proficiency](#) and other methods employed by instructors in the classroom. The intended learning outcomes from general education and the A.A. degree in General Studies incorporate direct references to the humanities, the natural sciences and mathematics, and the social sciences. In addition, at the discretion of each school, faculty may also choose additional “local” or course-specific learning outcomes for assessment. Faculty in each discipline thus identify expected learning outcomes for that discipline based on either the College’s General Education Outcomes, major area outcomes, or newly created outcomes. From the discipline-level expected outcomes, faculty develop course-by-course expected outcomes for each course taught. Faculty generally use the [Academic Outcomes Assessment Plan Summary Report](#) (example from the School of Liberal Arts, Department of Humanities) or [other methods](#) (example from the School of Business Administration) to report assessment results and [procedures](#) (example from the School of Liberal Arts) that are consistent with the achievement of educational goals for each academic school and department. These reports provide evidence of improvement based on analysis of the expected outcomes. Indeed, there have been changes to particular course contents and curriculum as a result of faculty assessment of student learning outcomes or new developments in the College’s program offering and expansion, as the following examples illustrate. For example, at departmental meetings, faculty in the School of Liberal Arts and School of Sciences and Mathematics continually hold discussions about courses taught, new/improved learning outcomes, textbook assessments, and ways to make improvements where necessary. Some changes as a result of these discussions have included the adoption of new texts, proposed changes to academic programs, and new instructional methods. For example, at its August 18, 2004, English Meeting, English faculty assessed the end-of-term exit policy for English 1101. The faculty voted to do away with the end-of-term group graded essay as a requirement for ENGL 1101. The English faculty unanimously voted to reduce the weight of the final exam essay from 50% to 20% of the course grade. Also noteworthy, the School of

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Sciences and Mathematics began using online quizzes to assess student learning outcomes and implemented a new method for reporting the results of its assessment instruments. All class assessments are now reported to the school's administrative assistant on a standard form, the results are compiled, and forms are placed in the appropriate assessment outcomes files. Elsewhere, in the School of Social Work, a new course, SOWK 2002 (Spanish Language and Latino Culture for Social Work) was created in response to feedback from Social Work students that the intermediate Spanish classes were not meeting the needs of the Social Work curriculum. This course has proven popular. In addition, in spring of 2007, the School of Social Work developed a sophomore course in interviewing theory and practice. Taught for the first time in fall 2007, the course was developed in response to a request for more social work courses at the associate's level.

In all of these assessment activities, documentation is gathered annually by the deans and chairs of each school and department, results are reviewed, and appropriate changes to curriculum and/or instructional delivery are made. Deans (with input from their faculty) [produce annual strategic plan progress reports](#) that document and report on institutional goals pertaining to their schools and departments, [including updates on institutional effectiveness efforts, educational programs, and learning outcomes](#). Program and course assessments at the Gilmer Center are equivalent to those on the Dalton campus. The planning and institutional effectiveness program at Dalton State provides the foundation for the evaluation and assessment process on both sites.

## REFERENCED SUPPORTING DOCUMENTATION

- [Academic Resources at Dalton State College](#)
- [Board of Regents of the University System of Georgia Policy Manual](#)
- [Dalton State College 2009-2010 Catalog and Student Handbook](#)
- [Dalton State College Earns a 'Stellar' Audit Report, The Daily Citizen, Dalton, GA \(April 28, 2010\)](#)
- [Dalton State College Faculty Annual Evaluation Handbook](#)
- [Dalton State College Institutional Effectiveness Program](#)
- [Dalton State College Physical Master Plan Update - 2005](#)
- [Dalton State College Physical Master Plan Update - 2002](#)
- [Dalton State College Mission and Purpose Statement](#)
- [Dalton College Physical Master Plan Executive - 1998](#)
- [Dalton State College Statutes](#)
- [Dalton State College Strategic Plan 2006-2010](#)
- [Dalton State College Strategic Plan 2009-2012](#)
- [Declaration of Intent to Offer a Degree Program Externally](#)
- [Document Issued by the State of Georgia Department of Audits and Accounts, dated December 11, 2008](#)
- [Document Issued by the Georgia Student Finance Commission, dated September 12, 2006](#)
- [Facts and Figures](#)
- [Faculty Roster – Qualifications of Full-Time & Part-Time Instructional Staff Teaching at the Gilmer Center](#)
- [Full-Time Faculty Handbook](#)
- [Gilmer County Center Extended Campus Survey, Fall 2009](#)
- [Instructional Delivery Plan to Board of Regents](#)
- [Intergovernmental Rental Agreement Between Gilmer County and The Board of Regents of the University System of Georgia](#)
- [Letter of Approval by the Board of Regents to Establish the Existing Associate of Arts Degree in Gilmer County](#)
- [News Release: Board of Regents Approves Dalton State College Site at Ellijay](#)
- [News Release: Dalton State College Launches New Gilmer County Center](#)
- [Part-Time Faculty Handbook](#)
- [Program Coordinators Chart](#)
- [Student Resources at Dalton State College](#)