



2018-2019 Annual Report

Combined Section A

<p>Total number of students served (duplicated)</p> <p><i>*There is no way currently to determine how many people served in the Testing Center were community members only - 5,291 includes all served.</i></p>	<p>CARE: ~200 Career: 1,240 Conduct: 266 Hardship Withdrawals: 35 Disability: 393 Student Life: 234 Birdfeeder: 2,045 Civic Engagement: 1,981 <i>*Verified Volunteer Hours: 5572.93</i> Game Room: 30,841 Leadership: 178 Programming: 3,686 RSOs/Greeks: 762 Student Government: 275</p> <p>Testing Center: 5,291 <i>*see note</i> Tutoring and SI: 3,320 TOTAL: 50,747</p>
<p>Total number of faculty and staff served by services (duplicated)</p>	<p>CARE: 149 Career: 15 Conduct: 38 Disability: 24 Student Life: 0 Civic Engagement: 102 <i>*Verified Volunteer Hours: 265.08</i> Leadership: 54 Programming: 234 RSOs/Greeks: 38 Student Government: 72</p> <p>Testing Center: 2,730 Tutoring and SI: 11 TOTAL: 3,467</p>
<p>Number of student activities offered</p>	<p>CARE: 1 Career: 8 Conduct: 0 Disability: 0 Student Life: Civic Engagement: 89 Leadership: 10 Student Government: 8 Programming: 60 RSOs/Greeks: 280</p> <p>Testing Center: 0</p>

	Tutoring and SI: 15 TOTAL: 470
Number of active campus clubs	38
Number of full-time staff	10
Number of part-time staff	0
Percentage of staff serving on committees	80%
Percentage of staff engaged in community/public service	80%
Total operating expenditures (FY 2018)	\$782,075.83
Operating supplies and expenses (FY 2018)	\$137,152.45
Equipment expenditures (FY 2018)	0

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

1) CARE Team

The CARE Team worked extremely hard at the beginning of the year to revamp their image. The revamping including editing and updating the mission statement and changing their language from reporting to referring. In addition, the Conduct Administrator position in the Dean of Students’ Office was revised to include case management as part of the job description as opposed to solely conduct. Lastly, several educational opportunities for professional development were taken advantage of, including training three CARE Team members on the NaBITA Sivra-35 for threat assessment.

2) Career & Professional Development

In October 2018, Mallory Safley was hired as the new Assistant Director of Career & Professional Development. In March 2019, Career Week was implemented to promote the resources available to the students of Dalton State College and to prepare them for internships, part-time jobs, full-time positions, and even graduate school. All events of Career Week led up to the annual Career Fair that hosted a record 46 hiring employers and 112 attendees made up of current students and alumni. In May, the graduation survey was revamped and made electronic. Out of 511 graduates, 364 filled out the survey electronically before graduation (71% response rate), compared to the previous May graduation (3% response rate).

3) Conduct

During the 2018-2019 school year, Dalton State continued the use of AlcoholEdu and Haven, two online programs managed through Everfi, to provide training for students on alcohol, drugs, sexual assault prevention, and bystander intervention. These programs met standards for the federal guidelines from Title IX and VAWA amendments.

During the 2018-2019 school year, 353 incoming students completed the program AlcoholEdu for College.

- 93% of the students reported that the course prepared them to prevent an alcohol overdose
- 94% of the students reported that the course prepared them to help someone who may have alcohol poisoning.

- 95% of the students reported that the course helped them establish a plan ahead of time to make responsible decisions about drinking
- 75% of the students reported that the course changed their perceptions of others' drinking behavior

During the 2018-2019 school year, 254 students took part in Sexual Assault Prevention for Undergraduates.

- 94% of the students reported that the course made them more confident in their ability to intervene when they see concerning behavior
- 90% of the students reported that the course helped them identify characteristics of healthy and unhealthy relationships
- 86% of the students reported that the course taught them where to find resources for sexual assault and abusive relationships at their institution
- 92% of the students reported that the course provided them with skills to better support someone who has experienced sexual assault
- 90% of the students reported that the course increased their understanding of school policies related to issues covered in the course
- 92% of the students reported that the course gave them information about sexual consent that they plan to use if they choose to be sexually active

A formal declarations form was created for each student to review prior to the start of any administrative or formal hearing for a student conduct violation. The formal declarations form informs the student what rights they are afforded and explain due process to ensure the student has a firm understanding of their rights and expectations prior to the start of the student conduct process. The information release form regarding confidential materials and records held by the Dean of Students Office was also reviewed and updated to ensure compliance with the Federal Educational Rights Privacy Act (FERPA) and the University System of Georgia.

4) Disability Access

Staff in this area continues to be heavily involved in the ACT (Accessibility Compliance Taskforce) working to ensure the electronic and information compliance required by Section 508 of the Vocational Rehabilitation Act. Outreach to faculty and staff in this area continues to grow and systematic change across campus is happening. Staff also continues to be an integral part of the CARE (Campus Assessment, Response, and Evaluation) Team and has participated in 3 conferences, 1 in house training, and 2 webinars to increase knowledge in this area. Disability Access had 115 new students apply for services during this fiscal year. Staff is now certified in campus threat assessment through NaBita.

5) Exit Interviews

In Fall 2018, 5,118 students enrolled in Dalton State College, and 109 of those students did a complete withdrawal. In Spring 2019, 4,631 enrolled in Dalton State College, and of those 4,631, 84 did a complete withdrawal. In Fall 2018, of the 109 who withdrew, 95 of them visited the Dean of Students Office to conduct an exit interview, and of the 84 students who withdrew in Spring 2018, 75 of them visited the Dean of Students Office to conduct an exit interview. Therefore, for Fall and Spring 2018 of FY19, 193 students withdrew from Dalton

State College and the Dean of Students Office was able to capture information via an exit interview from 170 of the 193 students, roughly 88%, which represents a 31% increase from the previous year.

The Dean of Students Office continued documenting the various reasons students withdrew from Dalton State College. The number one reason students reported for withdrawing was a combination of “personal/family issues” and for “academic concerns.” Personal and family issues were the most reported reason for withdrawing during the previous year. This category reported that 48 students withdrew because of health issues, either their own or due to health issues of a family member. Academic concerns also had 48 students reporting this a reason for their withdrawal as well. While personal/family issues were the top reason from the previous year academic concerns were not in the top three from the previous year and now it is tied for the most common reason students withdrew from the Fall 2018 and Spring 2019 semesters. The next most common reason documented for students withdrawing entirely is “work.” This section documented 41 students leaving Dalton State College mainly due to their work schedule changing and conflicting with class times or they had to get a job.

During the previous year personal/family issues and work were two of the three main reasons students withdrew from Dalton State College. This year academic concerns were tied for the most common reason students withdrew from Dalton State College and was not a top reason for students withdrawing in previous years.

This year the Assistant Director for Student Conduct & Case Management called each student that withdrew that gave contact information to promote potential reenrollment and offer any assistance with the process.

6) Student Life

The Rage: Mobile Up

Dalton State entered into contract with MobileUp to create a mobile app for Dalton State. In order to meet students where they are (cell phones) Student Life bought into MobileUp’s platform that will allow for targeted messages and information to be sent directly to students’ cell phones. In the initial year of usage, Student Life partnered with Campus Services, Residential Life, and the Vice President of Student Affairs and Enrollment Management. After one academic year of usage (did not go live until the first day of class), we had 1,163 users for the year. The most visited tiles were dining, the programming schedule, and notifications.

Student Government Association

During the 2018-2019 academic year, SGA made a goal to increase the student activity fee by 15%. Due to the rise of non-fee-paying students, the increase in staff salaries and benefits which comes out of the fee, and the continual increase of students served and activities offered, it has become increasingly harder to offer top tier services and events. A 15% (\$6) increase to the activity fee would have provided an increase of approximately \$57,000. SGA campaigned on campus for approximately two weeks prior to opening a student wide vote. They produced a video to discuss their concerns and the benefits of an increase, hosted a town hall meeting, and hosted several information tables. Ultimately the vote passed by both the general student population and the SGA. However, it was decided that the institution would not support a request to the Board of Regents because the student body vote did not

pass by an overwhelming majority. SGA was left with a decision to cut items from the budget to offer increased funding to student organizations and programmatic areas. Ultimately a staff member, whose salary was being paid out of fee money, took a position at another institution and this vacancy freed up funds for the next fiscal year, leaving the position currently frozen.

COMMUNITY ENGAGEMENT

Over the past two years, Student Life has worked to enhance and expand community engagement programming by recruiting and training additional SAVE (Students Advocating for Volunteer Efforts) Leaders to assist with the creation and facilitation of a wide variety of programs. Student Life is also collaborating with Academic Affairs to create a Community Engagement Coalition to research and identify best practices, create common language to use campus-wide, and to create a framework for tracking, collecting and analyzing institutional data related to community engagement efforts.

Volunteer Hours

The volunteer management platform, RoadrunnerServe, was slowly rolled out and announced to campus in Fall 2017. During this time, Student Life focused on learning the administrative roles and aspects of the platform and piloted the documentation of volunteer hours with select groups of students and faculty.

The campus wide rollout occurred in Fall 2018 after presenting at the Campus Assembly and posting large banners around campus. Within the 2018-2019 academic year Student Life worked with 58 campus and community agencies to promote 92 volunteer opportunities. The posted opportunities yielded 1564 responses generating 5,838.01 hours of verified volunteer hours – this equates to an economic impact of \$150,503.89*.

As a result of the campus wide rollout verified volunteer hours have increased 312% from the last fiscal year. This increase is attributed to the expansion and growth of SAVE over the past two years, more intentional marketing efforts, collaborations with faculty across campus, and an increased number of promoted volunteer opportunities.

Student Life staff partnered with 12 faculty members, who integrate volunteerism/service-learning into their courses, to present in 24 classes demonstrating to students how they could connect with community agencies, engage in volunteer efforts, and track their volunteer hours through the online portal. Once students submit hours into the portal, the hours were verified, and a report was sent to each faculty member at the end of each semester for grading and assessment purposes. This partnership alone accounts for 4,068.64 of the verified volunteer hours documented – 187.42% increase from last year's verified hours.

With the growth and expansion of SAVE (Students Advocating for Volunteer Efforts), Student Life was able to increase coordinated volunteer efforts by 200%. SAVE's Community Engagement Committee collaborated to plan and implement 30 coordinated volunteer projects. These projects included the 9/11 Day of Service and Remembrance Ceremony and Community Action Days. The Alternative Breaks Committee collaborated to successfully plan three Alternative Break Trips – an immersive and transformative co-curricular service-learning experience) accounting for 915 of the verified volunteer hours

(some participants did receive class credit for their participation and their hours are duplicated in the number above).

*Monetary worth of volunteer hours is based on the state value of volunteer time (\$25.78) listed at

<https://www.independentsector.org/r1415.57esource/the-value-of-volunteer-time/>

(DSC Mission Statement: "through challenging academics and rich collegiate experiences, we promote lifelong learning, active leadership, and positive contributions in Northwest Georgia and beyond"; Strategic Plan 2016-2019: Strategic Goal 1.2, "Enhance and Promote Student Engagement Opportunities"; Strategic Plan 2016-2019: Strategic Goal 3.3 "Commit to Service")

Civic Learning and Democratic Engagement

During the 2018-2019 academic year, Student Life and SAVE drafted and executed Dalton State's first Campus Action Plan for Civic Learning and Democratic Engagement. The Campus Action Plan aligned Dalton State to be recognized as a "Voter Friendly Campus" through Campus Vote Project and NASPA.

Prior to the creation and implementation of this plan, there were very few coordinated events on campus supporting this work and none of the existing programs were student led. With the growth and expansion of SAVE, Student Life was able to select and train four students to serve on a committee for Civic Learning and Democratic Engagement (CLDE) to create and implement programmatic efforts designed to increase civic learning and democratic engagement by encouraging all Roadrunners to become civically engaged, politically engaged, and democratically engaged. The work produced by this student coalition allowed student life to offer additional programs at a higher quality that staff could manage alone.

CLDE programming for this academic year was able to engage 497 students, 31 faculty/staff members, and 9 community members producing a 64.22% increase for participant engagement. Events included Constitution Cab Trivia, Constitutional Reading, #VoteLocal: Meet the Candidates, and the Campus Voter Registration Takeover.

Moving forward, creating and implementing a campus action plan will take place each year. The next step for improvement will be to create intentional partnerships with faculty to align co-curricular programs with the curricular experience. This work will be completed by the Community Engagement Coalition – a partnership between Academic Affairs and Student Affairs.

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The Birdfeeder - On Campus Food Pantry

In the 2018-19 academic year, the Birdfeeder saw a 119.95% increase of meals being distributed to students, but a 9.83% decrease in visits. Staff believes the increase in meal distribution is a result of students maximizing the pantry visits rather than opting to take only one or two items as observed last year. We also believe the partnership with the Chattanooga Area Foodbank has allowed us to provide higher quality meal options with a wider variety of products. The breakdown of data is below:

- Total number of visits (duplicated users): 2,045 (9.83% decrease from FY18)
- Number of unique users: 377 (19.96% decrease from FY18)
- Residential Students: 53 v. Commuter Students: 324
- Items distributed: 11,185 (122.06% Increase from FY18)
- Meals provided to students*: 9,320.83 (122.06% increase from FY18)

* Figures are calculated 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>

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7) Tutoring and Supplemental Instruction

The implementation of 12 departmental events led to the 230% student engagement increase from 233 students in FY 17-18 to 770 students in FY 18-19. Tutoring & Supplemental Instruction has also expanded in various capacities including:

- The tutoring center became internationally certified through the College Reading and Learning Association (CRLA). CRLA's certification sets an internationally accepted standard of skills and training for tutors to ensure that students receive the highest quality academic support.
- A Peer Educator Leadership Team was formed to increase leadership and mentorship opportunities for seasoned peer educators as well as increase efficiency in the center.
- Tutoring & Supplemental Instruction has successfully begun offering English services to students in FY 18-19.

8) Testing Center

During FY19, the Testing Center was able to consolidate two part-time positions into the addition of one new full-time position, a Coordinator of Testing. The Testing Center now has two full time people which provides an additional set of skills that will allow the Testing Center to increase focus on generating revenue while serving the campus community. A collection of new revenue generating exams were added: TEAS, GRE, and MAT. The TEAS is a program admissions exam for nursing students and was previously administered by the nursing department. The GRE and MAT are graduate school entrance exams. Prior to these exams being offered, Dalton State students and Dalton community members had to travel to Chattanooga or further to take either exam.

Plans are in the process of being finalized for the Testing Center's new location in Sequoya. This space will allow for testing stations to be doubled and aid in the Testing Center's ability to maximize its potential to generate revenue. Marketing strategies are being developed to increase awareness of the Testing Center's offerings both on campus and in the community.

9) Other Office Accomplishments

Amber Lesicko was selected to serve as the Chair for the Regents Advisory Committee for Student Life (RACSL) and completed the third cohort of the on-campus Leadership Excellence Institute where she completed a project with two other colleagues on improving employee morale and engagement. In addition, Amber began the doctoral program at The University of Georgia (UGA) this summer (May 2019).

In September 2018, Andrea Roberson attended the Suicide Prevention conference for the first time to learn about nationwide initiatives to assist institutions in developing campus wide prevention programs. Then, in April 2019, Andrea attended NaBITA/SIVRA 35 Training in Columbus Georgia and became a Certified Threat Assessment Specialist. And, in June 2019, Andrea attended the Higher Education Case Management Association national conference in Cleveland Ohio. This conference provided vital information about Case Managers and their role on our campuses as it relates to students in distress.

In June 2019, Brooklynn Herrera attended the National Association of Student Personnel Administrators (NASPA) New Professionals Institute in Charlotte, North Carolina.

Cathy Jackson became certified in QPR Gatekeeper Certification – this certification showed the warning signs of a suicide crisis and how to respond. In June 2019, Cathy attended SkillsPath, Conference for Women.

Through the NASPA Lead initiative Amber Lesicko and Heather Williams attended the Engaged Campus Institute in Washington, DC (February 2019). Heather also participated in and complete the Dalton-Whitfield Chamber of Commerce Emerging Leaders Institute.

Jami Hall attended Maxient Regional Training in Nov. 2018, the UT Law Enforcement Innovation Center held on UTC's campus, Investigator Training put on by the USG, Legal Issues in Higher Education Conference/On-line Webinar, and the Campus Threat Assessment and Management Training at UTC in December 2018. In addition, Jami taught adjunct doctoral classes at Georgia Southern University.

Mallory Safely developed "Career Week" March 18-21, 2019, increased response rate of graduation survey by 68%, changed the way we hire work study students starting Fall 2019, and developed a monthly newsletter from Career Services beginning June 2019.

Meagan Standridge is a member of the Department of Communication Advisory Board at Dalton State. She also had her article "Finding yourself in *Lost*: Viewer interpretation of the series through reader response" published in the Journal of Popular Television. It is available here: <https://www.intellectbooks.com/journal-of-popular-television-71-is-now-available>. Lastly, Meagan attended sessions of the ESAP institute at the University of West Georgia in

May and Morehouse College in June. She finished the institute in July by attending the final session at the College of Coastal Georgia.

William Mast attended NaBITA & SIVRA at Columbus State in April, NPI at UNCC in June, UT Law Enforcement Innovation Center & USG Title IX Process and Investigation Training during March & April. In addition, Will attended the National Association of Student Personnel Administrators (NASPA) New Professionals Institute in Charlotte, North Carolina in June 2019.

All the above accomplishments are centered on trainings and professional development opportunities in which Dean of Students' staff participated in for the betterment of the institution. Knowledge is power, professional development is essential for serving our students.

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) CARE Team & Hardship Withdrawal Process

Students, faculty, and staff are finally starting to utilize the on-line Maxient reporting/referral forms for both the CARE Team and the Hardship Withdrawal process. Both awareness and marketing will continue to be key for the upcoming year. In addition, the CARE Team plans to present at the 11th Annual NaBITA Conference in Bonita Springs in Nov. 2019. The DoS' Office also bought a membership to Higher Education Case Managers Association (HECMA) to better stay "in the know" when it comes to case management for the CARE Team.

Lastly, the CARE Team would like to do more programming around Mental Health Awareness month/week, and student promotional items have already been purchased to support this endeavor.

2) Career & Professional Development

More faculty are requesting classroom presentations to aid in preparing their students' professional development. Employer relations are growing, but not at the speed of student awareness/assistance. Ideally, it would be more beneficial to our students and the college if the department had an additional staff member. Therefore, one could handle the student side and the other could handle the employer relations side. For FY20, it is the goal of the department to collect more data from our First Destination Survey and to evaluate the possibility/need of having individual school career fairs on campus.

3) Conduct

In the upcoming year, Student Conduct will review and update the correspondence templates in Maxient used to notify students of alleged violations and outcomes. A thorough review and update of the Student Code of Conduct will take place to ensure Dalton State College is following all guidance from the University System of Georgia as well as the local, state, and federal government. Student Conduct will update and continue to use AlcoholEdu and the Sexual Assault Prevention programs through EverFi. Lastly, Student Conduct is planning to host the Clothesline Project on campus in October of 2019 as well as an event with Take Back the Night in April of 2020.

4) Disability Access

Year #2 with an intern proved to be beneficial in determining that a formal training plan needs to be developed for future interns in this area. Staff will be working this Fall/Spring to develop this. Tutoring and testing center initiatives are being utilized and developed to support Disability Access and provide services to students that help these students be more successful. Tutoring is providing more time management and study skills tutoring and students with disabilities will be directed more towards this much needed skill building. Testing Center will be providing assistive technology training to students using these accommodations while testing. In addition, plans to streamline the intake process and improve communication for students about their status will be priority.

5) Student Life

Funding and staff vacancies:

The only major struggle for Student Life for FY 19 is funding and this has been a struggle for Student Life for quite some time. While SGA attempted to increase funding through a student activity fee increase, it was ultimately not supported by the institution. Student Life experienced a vacancy in the spring of FY19 and the position was frozen. While this vacancy did free up some activity fee funding, the hope is to rehire the position as it is difficult and unrealistic to produce the same outcomes being short one staff member. If this position is rehired, an examination of funding will be necessary. If this position is not filled in FY20, Student Life will reevaluate programmatic priorities.

Expansion of The Rage:

In FY20 Student Life will be continuing partnerships with campus services, residential life, and the VP for Student Affairs and Enrollment Management but will be partnering with Orientation, Student Support Services, Academic Advising, and Health and Wellness to offer more information and opportunities in the app. The partnership with Orientation will hopefully drive the number of users up as the student schedule for orientation will be housed in the app. Furthermore, students will be able to schedule an appointment with their advisor, or a tutor and even schedule an exam right from the app. We have also included resources about the Ken White Student Health Center, registration information for intramurals, crisis resources and finally the referral form for the campus CARE Team. These new features will hopefully make the app more usable and we will see a difference in the student engagement and attendance at campus programs as well as the usage of campus resources.

6) Tutoring & Supplemental Instruction

Tutoring & Supplemental Instruction has assumed management of the Math Lab beginning FY20, and we have ambitious plans to increase the quality of student support offered in the lab and make this resource well-known to students. The first Peer Educator Leadership Team will also begin serving their term in FY20. We will also continue to work toward the highest quality of student support through increased and intentional data collection.

Overall, Tutoring & Supplemental Instruction remains healthy aside from the lack of funding. Even after the addition of the Math Lab, funds remain the same.

7) Testing Center

Focus will be given to community engagement and the expansion of testing to the Gilmer campus. The community engagement piece includes both the Dalton State and local community. The Testing Center will implement the marketing strategies that are currently being developed through programming on campus and increased business-to-business marketing in the local community.

The Gilmer campus currently offers the Accuplacer and eCore exams; however, that campus has access to additional communities that will benefit from the services provided by the Testing Center. The goal is to offer the same menu of exams at the Gilmer campus that are offered at the Dalton campus. Offerings will be less frequent in the beginning; however, if enough revenue can be generated, another position could possibly be created to continue the expansion of that location as well.