



**STRATEGIC PLAN
2003-2006**

September, 2003

Dalton State College is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (1866 Southern Lane, Decatur, Georgia 30033-4097: Telephone number 404-679-4501) to award the Associate and Bachelor's degrees.

TABLE OF CONTENTS

Introduction	2
The Planning Environment	
Institutional Overview.....	4
Planning at Dalton State College.....	9
Structure of the Planning Process.....	10
Linkage Between Planning and Budgeting.....	14
Linkage Between System Planning Initiatives and College Goals.....	15
Analysis of the Dalton State College Environment.....	16
The Institutional Strategic Plan	
Mission and Core Purposes	25
Planning Units	26
Strategic Planning Committee and Subcommittees	27
Planning Assumptions	29
Planning Priorities	31
Goals	32
Core Purposes, Planning Priorities, and Goals	33
Implementation Plan Goals	
Unit Planning.....	38
Unit Implementation Plan Goals and Progress Reports	38
Institutional Effectiveness	
Assessment and Institutional Effectiveness at Dalton State College.....	59
Focus on Continuous Improvement	59
Institutional Effectiveness Subcommittee of the Strategic Planning Committee	59
Assessment of Educational Goals and Programs	60
Assessment of Administrative and Educational Support Services	82
The Physical Master Plan	97
The Dalton State College Foundation Strategic Plan	105

Introduction

The *2003-2006 Dalton State College Strategic Plan* is the work of many people, representing the best thinking within the college community. This effort began in September, 2002 with a planning retreat, which collectively began the process of developing planning assumptions that will guide the committee in future deliberations. Subsequently, this evolved into the creation of planning priorities, goals, and implementation plans for every functional area on campus. During this process, many individuals have lent energy, creativity, and expertise to the common enterprise, thus producing a genuinely collaborative sense of direction.

The locus for this effort, the Dalton State College Strategic Planning Committee, has again proven to be a dedicated group with a strong sense of institutional commitment. Because of this, the *Strategic Plan* has emerged as the product of consensus. It is because of the combination of consensus and commitment that this plan, like its predecessors, will be successfully implemented. The Committee's members (updated: July 2005) deserve to be thanked individually:

1. Scott Bailey, *Vice President for Fiscal Affairs*
2. Terry Bailey, *Director of the Office of Computing and Information Services*
3. Joe Baxter, *Associate Professor of Management Information Systems*
4. David Boyle, *Associate Professor of Social Work and Chair of Department of Social Work*
5. Garrett Burgner, *Director of Student Activities*
6. James Burran, *President (Chair)*
7. Joy Carrier, *Acting Chair, Division of Technical Education*
8. Henry Codjoe, *Director of Institutional Research and Planning*
9. Dianne Cox, *Director of Financial Aid & Veterans Affairs*
10. Lee Ann Cline, *Library Associate*
11. Kevin Doheny, *Assistant Professor of Mathematics*
12. Mary Edwards, *Chair, Division of Education*
13. David Elrod, *Director of Institutional Advancement*
14. Pam Partain, *Director of the Center for Continuing Education*
15. Carol Gavagan, *Assistant Professor of Computer Networking and Service Technology*
16. Cheryl Grayson, *Coordinator of Physical Education*
17. Angela Harris, *Director of Admissions*
18. John Hutcheson, *Vice President for Academic Affairs*
19. Jodi Johnson, *Vice President for Enrollment & Student Services*
20. Donna Mayo, *Chair, Division of Business Administration*
21. Tracey Mendoza-Westmoreland, *Library Director*
22. Mary Nielsen, *Chair, Division of the Humanities*
23. Vince Postell, *Associate Professor of Mathematics and Coordinator of Learning Support*
24. Billie Precise, *Assistant Professor of Nursing*
25. Norman Presse, *Chair, Division of Social Sciences*
26. Amy Schmidt, *Director of Academic Advising Center*
27. Lana Sweenie, *Curriculum Development & Student Transition Coordinator - Technical Division*
28. Cordia Starling, *Chair, Division of Nursing*
29. Jane Taylor, *Director of Public Relations*
30. Carol Treible, *Director of the Academic and Career Enhancement Center*
31. Janet Vetter, *Secretary to the Division of Natural Sciences and Mathematics*
32. Tom Veve, *Assistant Vice President for Academic Affairs*
33. Patricia White, *Chair, Division of Natural Sciences and Mathematics*

THE PLANNING ENVIRONMENT

Institutional Overview

History

Dalton State College was chartered as Dalton Junior College by the Board of Regents of the University System of Georgia in July 1963, becoming the 24th System institution. In May 1965, the voters of Whitfield County passed a bond issue by a margin of 26 to 1 authorizing the \$1.8 million necessary to begin the College's physical facilities. Situated on a 136 acre campus overlooking Interstate 75, the first four buildings were completed in time for the institution to open its doors in the fall of 1967. An inaugural class of 524 students enrolled that quarter, and enrollment inexorably grew to 4,135 students by the fall of 2002. In the meantime, the physical plant expanded to accommodate the larger number of students, faculty, and staff. Today, the College occupies 363,457 square feet of space in ten major buildings. A planned continuing education building received funding in 2003 for opening in late 2005.

Other changes have occurred over the years. Among the most significant was the addition of a technical division to the College's program array in 1973. As well, in 1996, the Board of Regents authorized Dalton College to assume responsibility for the Dalton School of Health Occupations, resulting in the addition of several health-related programs to the curriculum. One of four University System institutions with comprehensive technical certificate and pre-baccalaureate programs, the College was thus well positioned to address a broader array of future needs. In 1998, recognizing unmet needs within the Northwest Georgia region, the University System authorized Dalton to begin offering selected bachelor's degrees in the field of business. Upper-level coursework appeared in the fall of 1999. A bachelor of social work degree program was also added in 2001. These developments were sanctioned by a SACS authorized substantive change from Level I to Level II, including a Board of Regents authorized change of mission. The 1998-1999 year also marked the beginning of the College's conversion from the quarter to the semester system. The Class of 1999 was the first class of students to graduate under the semester system.

The Southern Association of Colleges and Schools first accredited what is now Dalton State College to award the associate's degree in 1969, and the College has been fully accredited since then. In its thirty-five year history, Dalton State College has had three presidents: Dr. Arthur M. Gignilliat, who served as the College's founding president from 1966 to 1970; Dr. Derrell C. Roberts, who began his presidency of the College in 1970 and retired in 1994; and Dr. James A. Burran, who took up the task of guiding the institution in 1995.

Programs of Study

Dalton State College offers five types of program:

1. six baccalaureate degree programs (B.S., B.A.S., B.B.A., and B.S.W.) in business and social work;
2. forty-three transfer-degree programs that lead to associate of arts or associate of science degrees (A.A. and A.S.), and which meet the requirements for the first two years toward bachelor degrees;
3. eighteen career degree programs (A.A.S.) in the general areas of business, health, services, and technology;
4. a nursing program that leads to an associate of science in nursing degree (A.S.N.); and
5. fifty-five career certificate programs that lead to technical certificates and mini-certificates.

In an effort to provide access to the more geographically remote parts of the region, Dalton State College has developed extended campus sites in neighboring counties, offering a limited rotation of coursework in the evening. The College offers coursework at Appalachian Technical Institute in Pickens County and at its Catoosa Center in Fort Oglethorpe. In addition, Dalton State College is host to several bachelor's and master's degree programs offered by the State University of West Georgia. These Dalton-based degrees include the bachelor's degree in early childhood education and in nursing. A master's degree in education is also available. Through these means, the College has attempted to bring a variety of resources to the people of Northwest Georgia.

Faculty

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. Between fall 1993 and fall 2001, the faculty headcount, excluding part-time instructors but including division chairpersons, increased from 93 to 109. Fifty-four percent of the faculty members hold doctoral degrees and 62 percent are tenured.

The Dalton State College Foundation has acquired donations of \$1,500,000 to provide matching funds for three endowed professorships in the recently established baccalaureate programs, and the state has funded two of these endowed chairs at present. A professor of management currently occupies the Sesquicentennial Endowed Chair, and a search is underway to fill the second chair.

Students

Students come to Dalton State College generally from ten counties in Northwest Georgia, with the majority of them being from Whitfield, Murray, Walker, Catoosa, and Gordon counties. Even so, in 2002, an active International Club provided support to 175 foreign students from 41 countries. Enrollment increased from 2,913 in the fall of 1993 to 4,135 in the fall of 2002 and is projected to increase to well over 5,000 by the fall of 2012.

The current student profile includes a high percentage of individuals who are first-generation college students. Approximately 60 percent of the student body is of traditional age (18-24), while the other 40 percent are typically non-traditional in their 30s and over. The average age is 27. About 63 percent of the enrollment is female, while 91 percent of the students are white. The minority population has doubled in three years thanks to the Dalton area's growing Latino population. Currently, the minority student population is 9 percent of the student body.

Dalton State College's impact on the communities it serves has been significant. During its 35 years of operation, some 55,932 students have enrolled, while over 8,229 have graduated. Thousands of others have transferred to universities without completing degree requirements at Dalton.

Table 1
DALTON STATE COLLEGE
TEN-YEAR QUICK STATISTICAL OVERVIEW
1993/1994 – 2002/2003

<i>Students</i>	1993-94	1994-95	1995-96	1996-97	1997-98	1998-99	1999-00	2000-01	2001-02	2002-03
Headcount Enrollment	2,913	3,005	3,168	3,006	3,053	2,967	3,051	3,139	3,647	4,135
Percent Change	1.0	3.2	5.4	-5.1	1.6	-2.8	2.8	2.9	16.2	13.4
Percent Full-Time	46.0	45.6	42.4	46.3	48.4	42.6	42.2	39.0	40.0	40.3
Percent Part-Time	54.0	54.4	57.6	53.7	51.6	57.4	57.8	61.0	60.0	59.7
Percent Female	58.7	58.1	60.0	61.0	60.0	58.9	59.6	60.2	62.8	62.8
Percent Minority	2.4	2.3	3.1	2.7	4.5	5.2	6.1	7.4	7.5	8.9
Percent Out-of-State	1.3	1.0	1.6	1.2	1.3	1.6	2.4	0.8	0.9	1.0
Percent International	-	-	-	-	1.4	1.8	2.3	3.3	3.2	4.2
Entering Freshman Enrollment	738	684	617	630	537	760	736	783	858	864
Freshmen Enrollment	1,825	1,712	1,650	1,553	1,529	1,988	2,043	1,921	2,211	2,419
Equivalent Full-Time	2,082	2,132	2,149	2,125	2,210	1,822	1,839	1,841	2,190	2,483
Spring Enrollment	2,655	2,559	2,690	2,582	2,652	2,803	2,864	3,132	3,619	3,885
Summer Enrollment	1,278	1,597	1,456	1,442	1,181	1,307	1,278	1,693	1,956	1,943
<i>Division Enrollment</i>										
Business Administration	-	-	-	-	-	-	310	377	399	425
Health & Physical Education	-	-	18	13	17	4	6	3	8	10
Humanities	-	-	89	73	123	94	146	140	134	36
Natural Sciences & Math	-	-	643	716	596	408	359	297	294	552
Nursing	-	-	337	318	295	286	249	246	301	401
Social Sciences	-	-	768	700	771	770	639	667	732	620
Technical Education	-	-	1,317	1,134	1,174	1,228	1,200	1,308	1,690	2,003
Extended Campus Enrollment	-	-	-	-	423	350	604	784	848	709
Average Age	24.5	24.8	26.5	25.7	25.5	25.7	26.0	26.4	27.0	27.4
Average SAT Scores Fall Term	904	894	901	898	905	929	932	915	938	930
Average ACT Scores Fall Term	-	-	-	-	19	20	19	20	20	20
Average HS GPA Fall Term	-	-	-	-	-	-	2.6	2.6	2.6	3.3
Total Applicants	-	-	-	1,468	1,385	1,599	1,607	1,500	2,022	2,179
-Number Accepted	-	-	-	1,115	1,075	1,156	1,133	1,150	1,259	1,308
-Number Enrolled	-	-	-	921	943	988	966	1,012	1,069	1,152
Annual Credit Hours Generated	98,897	98,646	101,804	98,745	99,632	104,861	59,683	61,418	73,700	81,887
Degrees & Certificates Granted	351	354	407	440	456	359	354	298	367	394

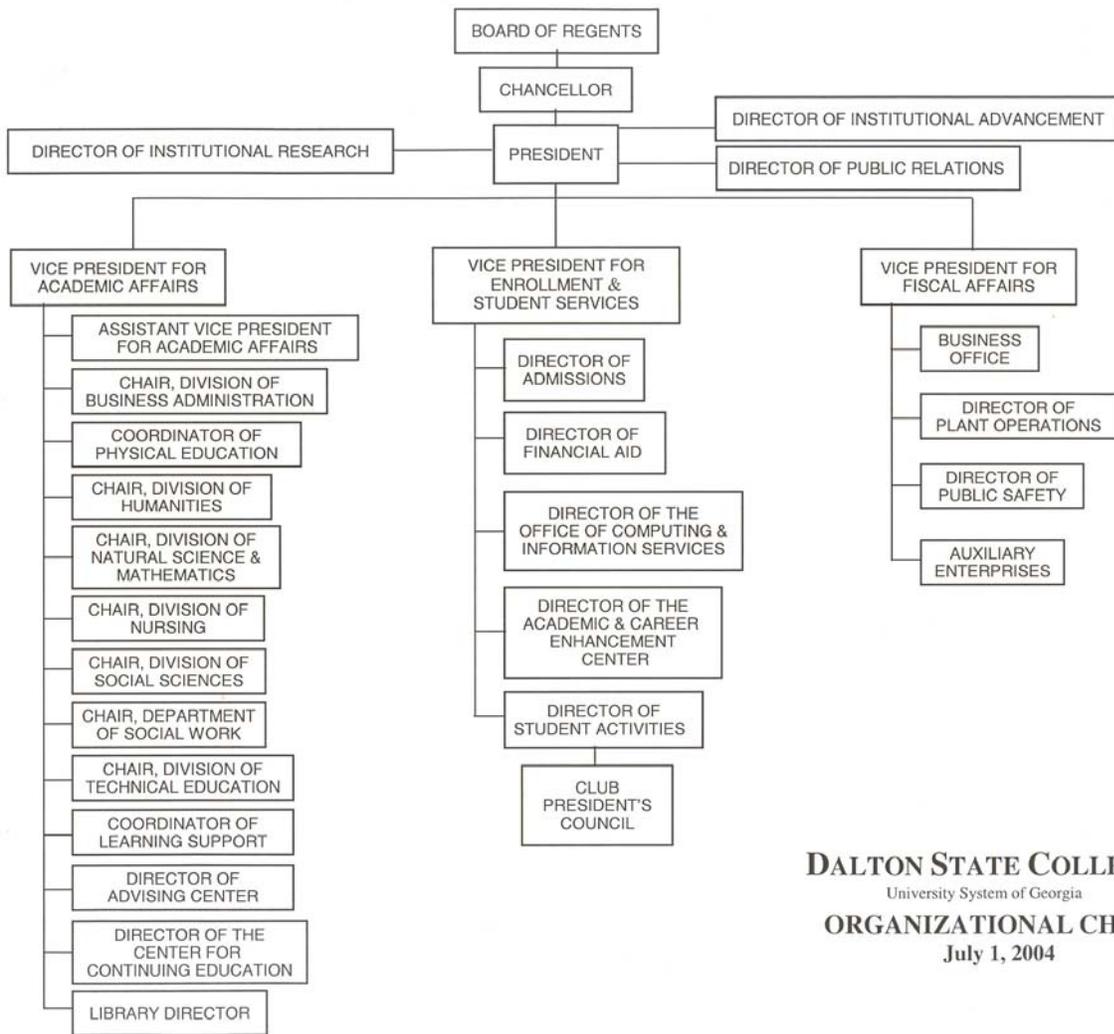
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1993/1994 – 2002/2003

	1993-94	1994-95	1995-96	1996-97	1997-98	1998-99	1999-00	2000-01	2001-02	2002-03
<i>Academic Programs/Courses</i>										
Number of Divisions/Departments	7	7	7	7	7	7	7	7	7	7
Number of Programs	75	75	79	84	84	89	97	105	111	113
Number of Courses	332	332	338	382	382	338	386	430	473	499
Student-Faculty Ratio	-	-	-	29/1	26/1	25/1	28/1	25/1	25/1	28/1
Average Class Size (Fall Term)	-	-	-	-	26	26	19	18	20	20
Library Holdings (Volumes)	137,157	92,067	94,075	95,205	103,725	99,348	111,583	112,995	115,094	116,716
<i>Academic Faculty</i>										
Number of Divisions/Departments	7	7	7	7	7	7	7	7	7	7
Full-Time	93	93	90	102	101	99	99	104	109	112
Percent Female	-	-	-	-	44.0	44.0	44.0	46.0	46.0	47.3
Percent Minority	-	-	-	-	3.0	3.0	3.0	7.0	6.0	5.0
Percent Doctorate	50.5	50.5	51.1	51.2	49.0	52.0	56.0	56.0	54.0	52.0
Average Age	43.9	44.6	44.5	44.6	46.0	46.0	48.0	49.0	50.0	49.0
Average Years of Service	9.1	9.6	n/a	9.6	9.6	9.7	11.5	10.8	11.5	11.3
<i>Financial</i>										
Operating Budget (\$ Millions)	11.7	12.7	14.1	15.5	17.3	18.9	19.7	21.3	24.8	26.4
Percent Annual Change	7.3	8.5	11.0	9.9	11.6	9.2	4.2	8.1	16.4	6.5
Total Expenditures per EFT Student (\$)	4,826	5,403	5,864	6,338	6,579	8,634	6,400	6,693	5,919	5,492
Tuition Academic Year (2-Year) (\$)	1,074	1,104	1,050	1,110	1,182	1,223	1,276	1,394	1,394	1,456
Tuition Academic Year (4-Year) (\$)	-	-	-	-	-	-	1,850	1,990	2,046	2,134
Student Financial Aid (\$ Millions)	1.4	2.0	2.6	2.6	2.9	3.6	3.7	3.8	4.4	-
Total Endowments (\$ Millions)	2.3	2.3	2.4	2.8	3.4	6.6	7.2	8.8	9.6	-
<i>Space</i>										
Acreage	136	136	136	136	136	136	136	136	136	136
Number of Buildings	8	8	8	8	8	8	9	10	10	10
Total Space (Sq. Ft.)	276,261	276,261	276,261	276,261	276,261	276,261	326,261	328,661	363,457	363,457

Notes:

(1) Numbers (headcount) based on what students declared at the time of registration and may differ from **actual** enrolled program or majors in the various academic divisions and departments. (2) Prior to 1999-00, spring and summer enrollments were quarterly (3) Prior to 1999-00, combined Business Administration and Social Sciences (BASS Division) before split into Social Sciences Division and Business Administration Division. (4) SAT and ACT: average composite scores, entering freshmen. The composite score is derived by summing the SAT verbal score and the SAT math score. The possible range for SATV and SATM is 200 through 800; the possible composite score range is 400 through 1600. Not included are students with missing data on SAT, such as students with GEDs, those admitted into programs that do not require SAT scores, and those who were admitted based on ACT scores. (5) GPA: for new students enrolled in the fall semester. (6) Credit hours high for 1998-1999 because it contains two summer terms in that school year as a result of semester conversion. (7) Operating Budget: includes HOPE and other student scholarship funds. Budgets are for preceding fiscal years (e.g., amount for 2002-03 is for Fiscal Year 2002).

DALTON STATE COLLEGE ORGANIZATIONAL CHART



DALTON STATE COLLEGE
University System of Georgia
ORGANIZATIONAL CHART
July 1, 2004

revised 7/01/04

Planning At Dalton State College

In the early 1980s, as long-range planning emerged on the higher education scene and formal planning processes became a mandate of both the Southern Association of Colleges and Schools and the University System of Georgia, the College began to formalize its institutional effectiveness processes. In 1983, the College produced its first comprehensive planning document. Simply entitled *The Long Range Plan*, the document was designed to serve as a roadmap for the institution's growth and development for the remainder of the decade. A product of careful research and thoughtful analysis, the plan contained a number of important goals that guided the College's expansion. Some of these goals remain in force today, and a comparison of that plan with subsequent plans reveals some striking similarities.

In the early 1990s, in response to the decennial reaffirmation process of the Southern Association of Colleges and Schools, the College began to develop a campus-wide, systematic, broad-based, and integrated system of planning and evaluation. This development coincided with the "institutional effectiveness" effort that enveloped the higher education community as a result of public pressure for accountability in education. Indeed, assessment processes by the late 1980s and early 1990s were becoming a way of life in colleges and universities across the country. Dalton State College responded to these new developments in 1993 with the creation of a new planning document entitled *Planning, Assessment, and Research at Dalton College*. This effort marked the first attempt to treat strategic planning and assessment as interrelated components rather than as separate processes. While weaknesses in the comprehensiveness of this planning attempt were evident, it nonetheless represented a good foundation. By this time it was apparent that a renewed approach was needed, one that would incorporate the depth and breadth of the 1983 long-range plan and the assessment process initiated in the 1993 document. Accordingly, in the summer of 1995 the College initiated a renewed effort, which began with three research studies: an environmental scan of the College's service area, an assessment of the region's current and emerging academic needs, and an image study documenting the College's perceived strengths and weaknesses. These efforts were completed during the 1995-96 year, utilizing off-campus consulting services as well as three faculty-staff committees.

In May of 1996, a new Strategic Planning Committee, numbering 31 individuals, took the research documents in hand and began crafting a planning document to guide Dalton State College into the 21st century. Beginning with a set of planning assumptions and then developing planning priorities, the Committee undertook a deliberate, step-by-step approach to its work. Incorporating assessment processes into the planning effort, the Committee was careful to include administrative effectiveness assessment techniques as well as general education and major area outcomes assessment as the primary methods for documenting the success of the plan's component parts. The Committee's work continued throughout the 1996-97 academic year. The resulting *1997-2000 Strategic Plan* included three basic parts: a College-wide plan, the companion divisional/departmental implementation plans, and a physical master plan. Together, these planning documents provided a roadmap upon which all units of the College could focus. Annual implementation plans and follow-up progress reports generated by the various divisions and departments helped "close the loop" and document results.

With the 1997-2000 planning model serving as a template, formulation of the *Dalton State College 2000-2003 Strategic Plan* began in the fall of 1999. A 42-member committee, expanded to include representation from each of the other standing committees on campus, began by taking stock of accomplishments from the *DSC 1997-2000 Strategic Plan*. Then, it developed planning assumptions based on a new environmental analysis prepared by the College's Office of Institutional Research and Planning. The committee devoted the remainder of the academic year to developing strategic initiatives and goals for the next three years. In May of 2000, the faculty in session approved the committee's plan.

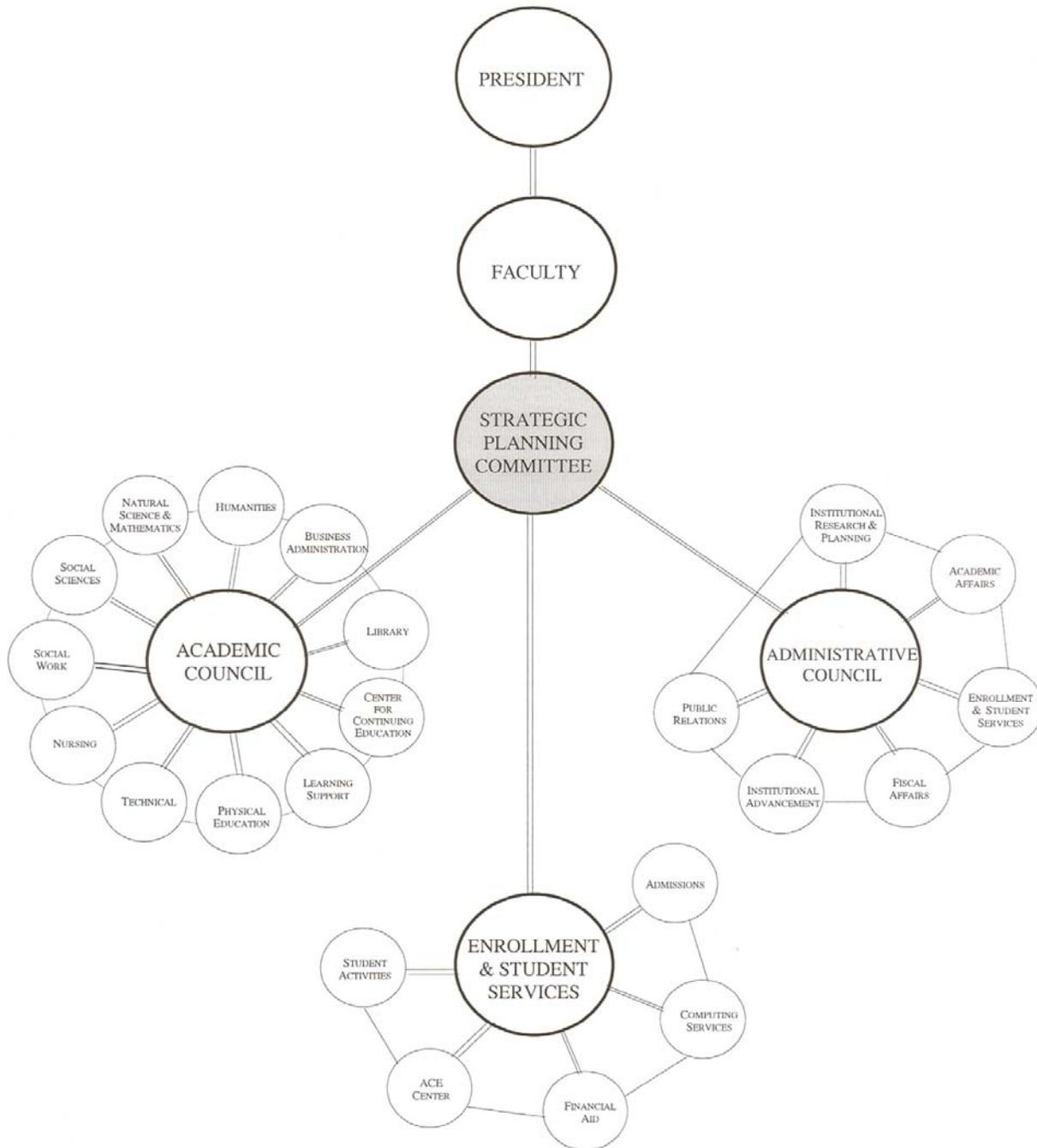
During the fall of 2002, as the 2000-2003 *Strategic Plan* entered its last year of implementation, work on the 2003-2006 *Plan* began in much the same manner. The 2003-2006 *Strategic Plan* is but the latest iteration in a long line of Dalton State College planning and evaluation efforts, each building from the experiences of the one before. The present work includes the following interrelated parts: a description of the planning environment, the institutional strategic plan, divisional and departmental implementation plans, the institutional effectiveness program, the physical master plan, and the Dalton State College Foundation strategic plan.

Structure of the Planning Process

The planning process at Dalton State College may be characterized as a participatory enterprise, which embeds strategic planning and institutional effectiveness into a single system of operation. Central to this process is the Strategic Planning Committee, which exists to foster the implementation and refinement of strategic planning and assessment processes throughout the institution. The general objectives of these efforts are (1) to effect a broad-based program to assist in establishing future directions for the College that are responsive to the needs of the service area, and (2) to effect a program of continuous improvement that will also document the College's progress in meeting its goals and objectives. Since planning and assessment are interwoven, complementary functions, the Strategic Planning Committee oversees the development of both efforts and their various manifestations. Thus, at DSC, planning and assessment are regarded as interrelated parts of a single, comprehensive function. Clear and well-defined lines of communication exist between the Strategic Planning Committee and the three principal administrative groups on campus: the Administrative Council, the Academic Council, and the Enrollment and Student Services Council. The major elements of the planning process flow through the faculty in session to the President.

The planning process functions on a three-year cycle. Within that three-year window are annual implementation cycles, which document progress made on the three-year planning priorities and goals. This process provides for reviews, corrections, and modifications along the way. The loop is closed with annual reports, required of all College personnel and of all major functional areas, which document this progress in the form of implementation plan progress reports.

Figure 1
STRATEGIC PLANNING COMMITTEE DECISION-MAKING PROCESS



**Figure 2
DSC STRATEGIC PLANNING FLOW CHART**

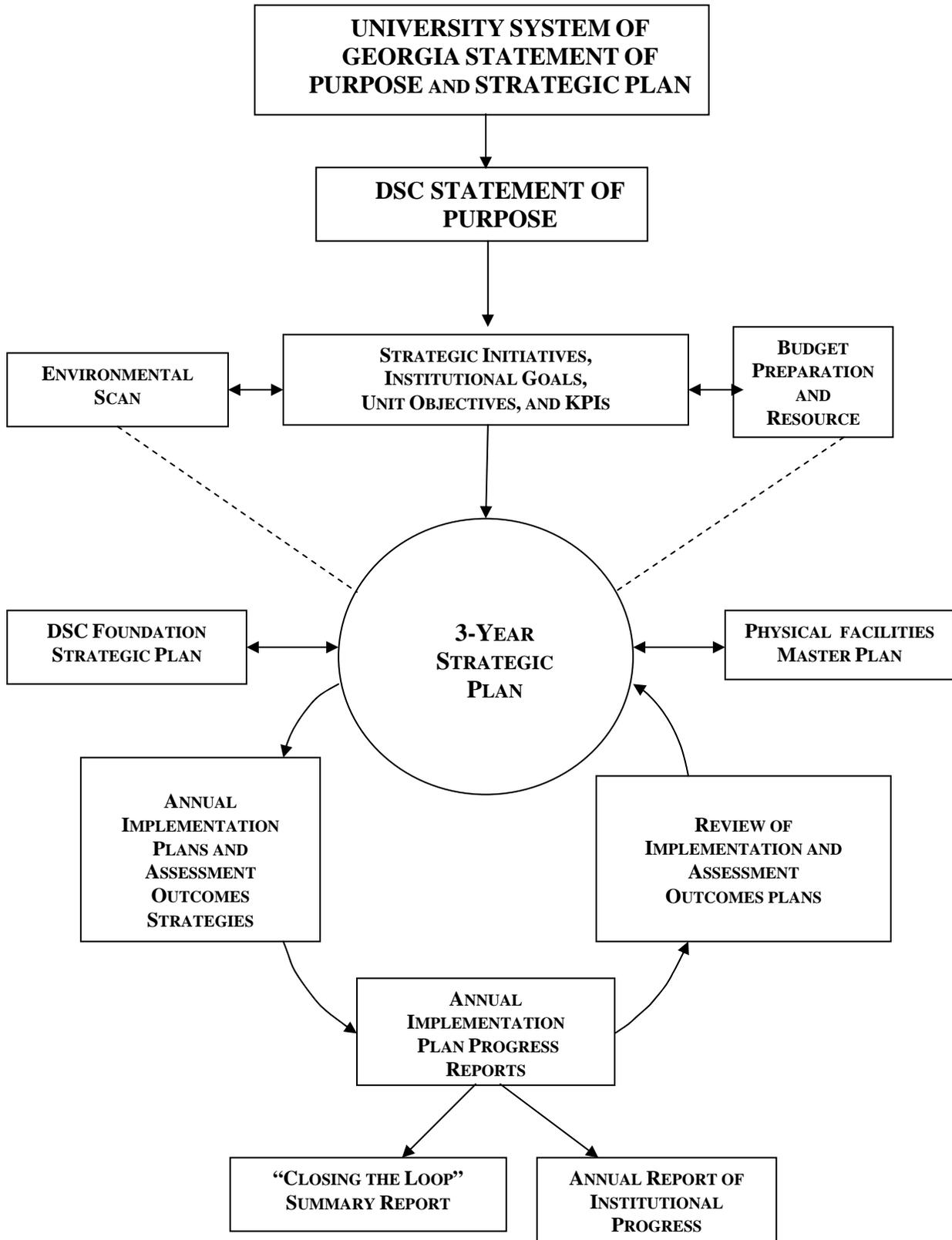


Table 2

DIVISIONAL and DEPARTMENTAL PLANNING and EVALUATION TIMETABLE (3-YEAR CYCLE KEY MILESTONES)	
<i>Time</i>	YEAR 1
September	<p>Strategic Planning Committee appointed and begins discussions to formulate goals and strategic initiatives for new 3-year planning cycle.</p> <p>Chairperson of Strategic Planning Committee reviews critical elements and presents a timetable for developing 3-year plan.</p> <p>Environmental Scanning Report presented as background and direction report for developing 3-year plan.</p> <p>Strategic Planning Committee breaks into small groups to review Environmental Scanning Report and to complete a SWOT (Strengths, Weaknesses, Opportunities, and Threats) Analysis for DSC.</p> <p>Strategic Planning Committee develops a set of planning assumptions which will guide new planning priorities for next 3-year plan.</p>
October	<p>Strategic Planning Committee approves list of planning assumptions for new 3-year plan.</p> <p>Strategic Planning Committee reviews previous 3-year Strategic Plan's planning priorities to see which among them should be carried over into the new 3-year Strategic Plan.</p> <p>Strategic Planning Committee discusses new planning priorities to be added to list of planning assumptions for new 3-year plan given changes which have occurred over the last three years and the directions suggested in the "Environmental Analysis" and SWOT Analysis.</p> <p>Strategic Planning Committee reviews and approves list of SWOT Analysis from small group discussions.</p> <p>Strategic Planning Committee reviews and approves list of key performance indicators proposed by the Institutional Effectiveness Subcommittee.</p>
February	<p>Strategic Planning Committee reviews final draft of 3-year Core Purposes, Strategic Initiatives and Goals.</p> <p>Planning units given an opportunity to review and revise mission statements.</p>
April	<p>Strategic Planning Committee draws up and approves final list of 3-year Core Purposes, Strategic Initiatives and Goals.</p> <p>Strategic Planning Committee reviews all goals and determines which goals will be selected for the first year Implementation Plan.</p>
May	<p>Approved Core Purposes, Strategic Initiatives and Goals for 3-year plan presented to the full faculty for College-wide approval.</p> <p>Strategic Planning Committee develops and approves 1st Year Implementation and Outcomes Assessment Plans.</p>
July	<p>New 3-year strategic planning begins. Planning cycle begins (July 1) for divisional and departmental planning and assessment.</p>

Table 2

DIVISIONAL and DEPARTMENTAL PLANNING and EVALUATION TIMETABLE (3-YEAR CYCLE KEY MILESTONES)	
<i>Time</i>	YEAR 2
May	<p>Department and division heads responsible for implementing the various goals report orally to Strategic Planning Committee on goals achieved for the year or whether they need to be carried over into the next planning year.</p> <p>Strategic Planning Committee reviews 1st Year Implementation and Outcomes Assessment Plans of current 3-year Strategic Plan.</p> <p>Strategic Planning Committee develops and approves 2nd Year Implementation and Outcomes Assessment Plans.</p>
	YEAR 3
September	Strategic Planning Committee members appointed and begin discussions to formulate goals and strategic initiatives for new 3-year planning cycle.
May	<p>Department and division heads responsible for implementing the various goals report orally to Strategic Planning Committee on goals achieved for the year or whether they need to be carried over into the next planning year.</p> <p>Strategic Planning Committee reviews 2nd Year Implementation and Outcomes Assessment Plans.</p> <p>Strategic Planning Committee develops and approves 3rd Year Implementation and Outcomes Assessment Plans</p> <p>Approved core purposes, strategic initiatives, and goals for the new 3-year plan presented to full faculty for College-wide approval.</p>
June	3-Year Strategic Plan completed.

Linkage Between Planning and Budgeting

At Dalton State College, overall responsibility for linking planning and budgeting resides with the president through the Strategic Planning Committee. Comprised of members from all major units of the College, the Strategic Planning Committee includes administrators, faculty, staff, students, and community members. Strategic planning operates on a three-year cycle; during each year of that cycle, implementation plans are prepared by division/department chairs to carry out the strategic initiatives and goals set forth in the three-year plan. It is within the annual implementation plans that the linkage between planning and budgeting is made.

To implement the planning-budgeting linkage, each budget cycle requires the Administrative Council to place the College's resources in position to achieve the annual Strategic Planning Committee implementation plans. The alignment of resources is accomplished twice in each budget cycle: in the original budget and in midyear budget reallocations. In both instances, new and reallocated resources are linked to the appropriate strategic planning goals.

Embedded in this process are appropriate budget management practices that ensure flexibility to accommodate unforeseen expenditures. The entire budget is geared toward the College's planning goals and outcomes, and the mechanism through which this is accomplished involves both new allocations and reallocations to the budget cost centers. The cost centers, or budget units, are expected to concentrate upon their goals and objectives and document the results. These results help determine the next year's budget decisions, so that the entire process is performance-based. At the same time, sufficient flexibility is retained in the overall institutional budget to deal with unfunded mandates, contingencies, and emergencies. Expenses related to the College's infrastructure is linked to the planning-budgeting effort through the physical master plan and annual priority rankings of capital outlay needs as well as major repair and renovation projects. Budget management documentation is reviewed by the president at least three times per year.

This approach to linking the planning and budgeting processes has enabled the institution to accomplish the linkage in a concrete, formal, and documentable fashion. Because the goals and activities spring directly from the *Strategic Plan*, and because the planning process is broadly participatory given the structure of the Strategic Planning Committee, it may be reasonably concluded that the linkage between planning and budgeting is a college-wide endeavor.

Linkage Between System Planning Initiatives and College Goals

Throughout the development of the Dalton State College strategic plans, University System of Georgia (USG) planning initiatives have served as focal points. These planning elements have defined System-wide priorities to be implemented at the institutional level. Indeed, a major thrust of the System's comprehensive planning is to provide information for the 34 institutions "to make decisions about their future growth" and to help them determine "institutional strategic planning and budgeting." Because the College functions within this larger milieu, it is of obvious importance that University System strategic planning be embedded in the planning priorities and goals that comprise the heart of the College's Strategic Plan. In June, 2002, the Board of Regents released its new *Five-Year Strategic Plan, 2002-2007*. The following from the Regents' strategic plan have been incorporated in the College's 2003-2006 strategic plan:

- promote interdisciplinary learning;
- develop opportunities for internships and cooperative programs with businesses, and community service organizations;
- integrate ethical studies more fully into the core curriculum and general studies;
- increase study abroad programs;
- focus on accountability indicators;
- increase retention rates;
- increase continuing education programs for local training.

Analysis of the Dalton State College Environment

Assessment of the External Environment

For a detailed report, see: http://www.daltonstate.edu/irp/ext_env_anal/envanalysis2003-2006.pdf. What follows below, and more appropriate for this *Strategic Plan*, is a summary of an assessment of DSC's internal environment as well as the conclusions and implications of the external environment analysis for the College.

Assessment of the Internal Environment

Strengths

1. Enrollment growth.
2. New and potential baccalaureate degree programs.
3. New emphasis on student services.
4. Growth in the college's service area population.
5. Strong community and local support.
6. Known quality of education.
7. Lower percentage of part-time faculty.
8. Increasing revenue from growth in 4-year programs.
9. Endowed chairs.
10. Significant foundation support.
11. Faculty commitment to providing the best education for DSC students.
12. Experienced and dedicated faculty and leadership.
13. Improved and up-to-date information technology.
14. Technology infrastructure and training.

Weaknesses

1. Low student retention and graduation rates.
2. Rapid increase in total enrollment.
3. Limited facilities growth given "landlocked" nature of College campus.
4. Limited faculty growth.
5. Student concerns about inadequate academic advising system.
6. Inadequate administrative structure for campus-wide information management and coordination.
7. Academic preparation and skill levels are still low for a significant percentage of DSC students.

Opportunities

1. Industry and business demand for technologically trained workers is increasing. Demands increase for new programs and a greater need for retraining.
2. The changing job market in Georgia and the country that is requiring that a significant portion of the labor force be more highly educated than ever. Intensive competition for jobs is convincing more people of the need to secure education and to update their skills.
3. Industry and business demand for technologically trained workers is increasing. Demands increase for new programs and a greater need for retraining.
4. Use new baccalaureate programs to attract potential students in competitive programs.
5. The use of technology and distance education programs to reach students far and wide.
6. Recruiting high quality faculty and staff as opportunities arise.
7. Postsecondary participation rates in Georgia, and especially Northwest Georgia, will continue to be a macro-environmental factor. Dropout rates and low college participation rates must be aggressively addressed. PREP activities are absolutely critical if progress is to be made.
8. DSC's ability to work successfully with the Latino population will be critical. The College is enjoying limited early success, but much more needs to be done. Expensive, intensive, and long-term efforts will be needed in order to serve this sector of the service area population.

Threats

1. Duplication of effort between DTAE newly-instituted Technical Colleges and University System institutions like DSC. In name, at least, there are now well over 80 public college campuses scattered around the state. Factor in the private schools, not counting online or proprietary ones, and the figure rises to about 120.
2. The growing number of distance education programs in and outside the state. Distance learning provides new sources of competition for institutions like DSC. Other universities and colleges and private firms increasingly have been offering courses and degree programs without regard to state boundaries. New methods of instruction within traditional education also are changing the competitive environment. Students today expect high levels of technical support and creative use of technology in instruction. Having such capabilities is an increasing competitive advantage.

Major Stakeholders

1. Students
2. Board of Regents
3. Faculty
4. Employers of Dalton State College graduates
5. Area communities
6. Alumni
7. Legislative delegation

Major (and Potential) Competitors

1. DTAE Technical Colleges (Northwestern, Coosa Valley, and Appalachian)
2. State University of West Georgia
3. In and out-of-state colleges and universities and private institutions delivering distance education in Georgia (e.g., Covenant College, University of Phoenix)
4. Floyd College
5. Kennesaw State University
6. University of Tennessee at Chattanooga
7. Chattanooga State Community College

Emergent Strategic Issues and Questions

1. How can DSC decide what program areas to emphasize given rising student enrollments, budgetary constraints, and increased competition for students?
2. What adjustments can or should be made if enrollments continue to increase in the next 5-10 years? Does the college have space and room to grow? How will resources be allocated?
3. At what pace will campus development and infrastructure needs be addressed?
4. How can DSC adapt to serve an increasingly diverse and specialized student body (e.g., non-traditional students)?
5. How will the increasing demands for English as a second language be met?
6. What will be the impact of the new Regents' admissions standards on admissions and enrollment? Will student access be affected? What recruiting strategies should be adopted?
7. How can DSC determine what the competitive advantages ought to be?
8. How can the college community focus energies and resources on those programs and activities that will increase quality and respond to external needs and changes?
9. Given its reputation as a "commuter college," how can DSC become a more engaging place for students and help with retaining students?
10. What role should DSC play in meeting the workforce training/retraining needs of local industry?
11. How can programs be kept current? What type of new programs might be required? What are the fiscal implications?
12. Do emerging distance education technologies offer an effective means to reduce program delivery costs? How far and into what areas should DSC offer on-line distance learning programs?
13. At what rate should technology be infused into instruction and programs?

Conclusions and Implications for Dalton State College

Dalton State College will face a continuing series of shifts in light of the external and internal trends and issues described above; these are bound to affect the College in the years ahead. The budgetary constraints are real and only serious internal planning, priority setting, reallocation, and management, based on a college-wide strategic planning can do that. The following key implications will be particularly helpful in any planning efforts. They are not necessarily exhaustive and others from the college community would be welcomed.

Implications for Dalton State College

Academic Preparation

- The college may need to join forces with local schools, teachers, social service agencies, parents and students to try to get middle- and high-school students prepared for college. The low participation of students in postsecondary education means some form of intervention may be needed to get students interested in postsecondary education. This is crucial in light of the new admission standards that will raise the bar for admissions to Georgia's colleges and universities. The college will have a lot to lose unless it gets involved more with area public schools to help prepare students academically for college.
- There may be the need to develop tech-prep programs that closely coordinate services and curricula with local high schools, especially in academic preparatory programs. The College's PREP and tutorial programs may have to be increased.

Academic Support

- The real need in student support services may not be social, but academic and career related. DSC may need to greatly expand its network of academic advising, counseling and referral services and make maximum use of technology to do so.

Accountability

- With the strong calls for accountability and a continuing desire to analyze retention and success rates comes the need for sophisticated data collection and analysis systems. Obtaining, documenting and maintaining quality information systems for accountability purposes will become increasingly important as accrediting agencies are increasingly demanding that institutional effectiveness data systems be implemented before granting accreditation or reaccreditation. Legislatures and accrediting agencies will continue to seek greater accountability from colleges, and DSC must be prepared to meet and satisfy this requirement.
- Given current accountability requirements and the potential implications for funding, the College will have to be aggressive and find ways to address its low retention and graduation rates. The college must put plans in place to show improvement in retention rates, graduation rates, and licensure exam scores to meet legislative and regents' requirements. (Here, in light of new requirements for the RTP program, all students should be encouraged to enroll in English 1101 as soon as possible and attempt the RTP the semester following successful completion of the class. It is critically important that students successfully complete the RTP before earning 45 credit hours.)

Admissions/Enrollments

- The college may have to be more aggressive in recruiting students given competition from area technical colleges as well institutions offering courses and programs online. It may need to employ some of the marketing strategies being used by many colleges today to increase its enrollment pool. Continued growth in student enrollment is important for the college's financial health. Indeed, declining enrollments could mean less funding to the College and affect its ability to offer quality programs. The degree to which the College can expand its bachelor's degree programs into areas of high demand may be the most significant factor influencing enrollment growth.

- Assuming the economy rebounds and employment begins to increase, enrollment will likely not grow dramatically. However, if the economy grows weaker as it is now, the College can be responsive by targeting programs for working adults and students through evening/weekend and online courses. Notwithstanding a flattening/modest growth of enrollment growth, demand will likely exceed the supply of spaces in some popular programs.
- To attract more students and increase enrollment, the College may need to communicate the belief that college is necessary for success and promote the advantages of higher education through campus visits, radio and TV ads, publications and local school visits.
- The College may need to plan and put some infrastructures in place to recruit and accommodate foreign students. Foreign students remain an untapped market for the College, especially now that it has ESL and baccalaureate programming on campus. Foreign students can boost overall enrollment.

Changing Technologies

- The College needs to exploit opportunities to use technology and different teaching methodologies to improve the quality, efficiency, and competitiveness of instructional programs. Successful models exist for disciplines as diverse as sciences, humanities, and mathematics. It follows that DSC must develop a strong administrative support base that will provide faculty incentives and training for using state-of-the-art instructional and information technologies. As other institutions compete effectively with new uses of technology, DSC will be forced to adapt. In addition to the academic area, technology should increasingly enable the college to track student progress, to collect information on student behavior, and to predict and control the future.
- The College should expect demand from students for technologically based instruction. New technology can offer students significant learning opportunities, but only if their professors know how to use it effectively. It follows that Dalton State College must develop a strong administrative support base that will provide faculty incentives and training for using state-of-the-art instructional and information technologies
- Funding will be needed to maintain technological currency (e.g., equipment, staff). The College will be hard pressed to keep its faculty and staff up to speed because of students' demand for more sophisticated options, employers demanding graduates highly trained in new technology, and faculty's interest in applying new teaching and learning tools.
- The College will need to have a comprehensive, technology master plan to reap technology's many benefits. Indeed, a 1998 survey of colleges found that most lack information technology (IT) planning, although technology has become a pervasive part of the campus environment and college experience.

Continuing Education

- As a result of the changing job market, most workers will experience significant job changes four or five times during their working lives. There will be continued demand for career training and specialized post-secondary programs. This may create opportunities for employee reeducation and retraining through continuing education programs. More courses may have to be offered and scheduled to better meet the busy lives of participants. This will provide DSC's Center for Continuing Education an opportunity to develop specific learning packages customized to employers' needs and deliver these packages to employees anywhere, anytime. They may also have a significant role to play as it takes on a greater role at workforce development and bilingual and international business programs that will serve the community.

Curriculum/Education Programs

- Emphasis on part-time study opportunities and new educational technologies will increase the need for revisions to the college curriculum and programs. The college may have to adjust its program mix as a result of new demands and a decline in demand for some programs. There will be a need to offer extensive continuing education and/or technical programs.
- Hispanic students with limited English language skills will require transitional programming as well as programs and services which are responsive to their culture and needs. The need for academic upgrading and related programs such as ESL and special literacy programs will increase.
- Foreign language and cross-cultural and multicultural education may need to be incorporated into the curriculum at Dalton State College. As the United States becomes more ethnically diverse and our economy increasingly international, there may be pressure to make some aspects of the DSC curricula more global and cross-cultural. The college may use its study abroad programs to achieve some of these educational goals.
- Technological literacy and computer skills will be necessary for all Dalton State College graduates since high technology will be part of almost all jobs.
- The degree to which the College can expand its bachelor's degree programs into areas of high demand may be the most significant factor influencing enrollment growth.

Demographic Shifts

- DSC may draw more students from non-traditional sources, and retraining and older students will receive increasing attention. Most of these students will enroll on part-time basis and thus would often want more flexible schedules, and they and their future employers want more practical and effective preparation for work. The college may need to tailor program demands to attract and meet the needs of part-time and non-traditional students. The College can be responsive by targeting programs for working adults and students through evening/weekend and online courses.
- DSC may draw more students from non-traditional sources, and retraining and older students will receive increasing attention. An increasingly mature student body may mean change in student assistance and support (for example, day care). There may be high demand in some programs, e.g., upgrading, skill retraining, ESL, technology based programs.

- Part-time students are often more interested in career-oriented programs than their younger, full-time counterparts. DSC may need to tailor program demands to attract and meet the needs of part-time students. As well, the College's facilities and services such as libraries and student advising may be overtaxed given that it takes several part-time students to equal one full-time student.
- The number of Hispanic high school graduates will increase markedly in the Dalton Public Schools, but to a lesser degree in other area school systems.
- The post-secondary participation rate in Northwest Georgia will not increase without an aggressive, long-term effort involving PREP-type programs and active support from business and community leadership.

Distance Education

- Dalton State College needs to determine the role that distance learning will take in its future. Given the increased competition for students and the growth of on-line educational programs, DSC may have to get into the distance education business or risk losing students to other providers of distance education.
- Electronic delivery systems will bring new providers to the marketplace from the private sector in direct competition with college and universities. Colleges that can reach their target audiences in new and innovative ways, incorporating the use of new technologies, will be most successful in increasing their market share of adult and continuing education students. DSC may have to get into the distance education business or risk losing students to other providers of distance education.
- In this effort, the college may have to provide instructional technology tools, applications, and design support to ensure that every faculty member receives support and training services in the development of instructional materials for distance education. There may be some budgetary implications to this effort.
- The college may thus need to take into account the fiscal implications of electronic distance learning, and some faculty skepticism and resistance to innovation and fear of change. Some faculty members may detect administration enthusiasm for cost cutting at the expense of traditional educational roles.

Fiscal

- DSC may have to respond to state fiscal restraint by securing alternative revenue sources such as donations and other ventures (scholarships). Continuing state fiscal constraints may lead to further requests for tuition fee hikes or expenditures reduction elsewhere to make up for shortfall. Resource reallocation, rather than new funds, may have to be relied upon to maintain and improve quality.
- The College may have to respond to state fiscal restraint by securing alternative revenue sources such as donations and grants. Continuing state fiscal constraints may lead to requests for tuition fee hikes or cut expenditures elsewhere to make up for shortfall.
- Resource reallocation, rather than new funds may have to be relied upon to maintain and improve education quality on campus.
- Tuition and other fees may need to play a larger role.

- The need to contain the cost pressures of faculty and staff salaries and rapid technological change will present a growing fiscal management challenge to the College.

Hispanic Students

- The College may need to develop some targeting and recruiting efforts, including direct advertising to the Hispanic community to get Latino students and their parents interested in college. The need to serve the area's Hispanics is urgent. There may need to be more emphasis on ESL for non-English speakers and perhaps special admission requirements for students with poor English language skills. As an added attraction, the college may consider offering English-language courses about Hispanic culture and language.
- Hispanic students with limited English language skills will require transitional programming as well as programs and services which are responsive to their culture and needs. The need for academic upgrading and related programs such as ESL and special literacy programs will increase.
- The College's Center for Continuing Education may have a role to play as it takes on a greater role at workforce development and bilingual and international business programs that will serve the community.

Student Financial Aid

- The increasing burden on students to take student loans instead of student grants to finance their education would mean that the college will have to increase its scholarship funds to help students, especially to poorer students.

THE INSTITUTIONAL STRATEGIC PLAN

Mission and Core Purposes

Dalton State College has a clearly defined purpose for collegiate education, which is contained within its statement of purpose or core purposes. The College's mission and core purposes have been updated twice since 1995. The most recent modification arose from the recommendations of the North Georgia Planning Council that led to an approval of a change in mission for the College by the Board of Regents. The change, which called for the College to provide "a limited number of baccalaureate programs designed to meet the educational and economic development needs of the local area," authorized the institution to offer an initial group of two bachelor-of-science degrees effective in the fall of 1999, with a bachelor-of-applied science to follow in the fall of 2000. Also, in November of 1998, as part of this process, the Board approved a name change from Dalton College to Dalton State College to reflect the institution's new mission. The Board also authorized an organizational restructure, which enabled the College to create a new Division of Business Administration to house the new programs of study. Dalton's College's becoming a "State College" established a new institutional category within the University System of Georgia to describe two-year, associate-degree granting institutions that have been authorized by the Board to offer a limited number of four-year baccalaureate degree programs.

Dalton State College serves Northwest Georgia by offering associate, certificate, and targeted baccalaureate programs of study and a wide variety of public service and continuing education activities. Located at the center of the greatest concentration of carpet production in the world, the College is a comprehensive institution, one of only two in the University System authorized to offer a full range of technical programs in addition to the traditional pre-baccalaureate curricula and targeted baccalaureate offerings which meet workforce development needs of the Northwest Georgia area. Through direct and technological collaboration with neighboring technical institutes and other colleges and universities on the one hand, and outreach and cooperation with local preschool, primary, and secondary systems on the other, Dalton State College acts as an educational broker to meet the needs of business and industry and to provide opportunities for all persons within its service area to live self-fulfilling and productive lives.

Dalton State College shares with the other state colleges of the University System of Georgia the following core purposes:

- *a commitment to excellence and responsiveness within a scope of influence defined by the needs of the local area and by particularly outstanding programs and distinctive characteristics that have a magnet effect throughout the region or state;*
- *a commitment to a teaching/learning environment, both inside and outside the classroom, that sustains instructional excellence, functions to provide University System access for a diverse student body, and promotes high levels of student learning;*
- *a high quality general education program that supports a variety of well-chosen associate programs and prepares students for transfer to baccalaureate programs, learning support programs designed to insure access and opportunity for a diverse student body, and a limited number of certificate and other career programs to complement neighboring technical institute programs;*
- *a limited number of baccalaureate programs designed to meet the educational and economic development needs of the local area;*
- *a commitment to public service, continuing education, technical assistance, and economic development activities that address the needs, improve the quality of life, and raise the economic level within the college's scope of influence;*
- *a commitment to scholarship and creative work to enhance instructional effectiveness and to encourage faculty scholarly pursuits; and a responsibility to address local needs through applied scholarship, especially in areas directly related to targeted baccalaureate degree programs;*

- *a supportive campus climate, necessary services, and leadership and development opportunities, all to educate the whole person and meet the needs of students, faculty, and staff;*
- *cultural, ethnic, racial, and gender diversity in the faculty, staff, and student body, supported by practices and programs that embody the ideals of an open, democratic, and global society;*
- *technology to advance educational purposes, including instructional technology, student support services, and distance education;*
- *collaborative relationships with other System institutions, State agencies, local schools, technical institutes, and business and industry, sharing physical, human, information, and other resources to expand and enhance programs and services available to the citizens of Georgia.*

In all that it does, Dalton State College strives for the highest possible standards of quality and excellence and systematically assesses and evaluates its effectiveness. Especially in its combination of associate level studies in the liberal arts and targeted baccalaureate degrees with a large complement of career programs in health-related, business, and technical fields; in the quality of its preparation of students for work or further study; and in its role as a broad-based information resource for the people of Northwest Georgia, the College seeks to build upon its strengths and to justify recognition as one of the most academically respected, student-oriented, and community-centered institutions of its kind.

Planning Units (Updated: July 2005)

1. Academic & Career Enhancement Center (Director)
2. Academic Affairs (Vice President)
3. Academic Affairs (Assistant Vice President)
4. Admissions (Director)
5. Adult Literacy (Director)
6. Advising Center (Director)
7. Business Administration Division (Chair)
8. Computing & Information Services (Director)
9. Continuing Education (Director)
10. Derrell C. Roberts Library (Director)
11. Education Division (Chair)
12. Enrollment & Student Services (Vice President)
13. Financial Aid & Veterans Services (Director)
14. Fiscal Affairs (Vice President)
15. Humanities Division (Chair)
16. Institutional Advancement (Director)
17. Institutional Research & Planning (Director)
18. Natural Sciences & Mathematics Division (Chair)
19. Nursing Division (Chair)
20. Plant Operations (Director)
21. President
22. Public Relations (Director)
23. Public Safety (Director)
24. Social Sciences Division (Chair)
25. Social Work Division (Chair)
26. Student Activities (Director)
27. Technical Education Division (Chair)

Strategic Planning Committee and Subcommittees

The Strategic Planning Committee at Dalton State College exists to foster the implementation and refinement of strategic planning and assessment processes throughout the institution. The general objectives of these efforts are (1) to effect a broad-based program to assist in establishing future directions for the college which are responsive to the needs of the service area, and (2) to effect a program of continuous improvement which will document the college's progress in meeting its goals and objectives. Since planning and assessment are interwoven, complementary functions, the Strategic Planning Committee will oversee the development of both efforts and their various manifestations. The Strategic Planning Committee is comprised of the Administrative Council, the Academic Council, the Student Affairs Council (except for the student senators normally appointed to the Student Affairs Council), one faculty representative from each of the College's standing committees, and two representatives from the Dalton State College Foundation. The Director of Institutional Research and Planning serves as an *ex officio* member of the committee.

Responsibilities of the Strategic Planning Subcommittees

Institutional Effectiveness Subcommittee

Working closely with the Strategic Planning Committee and with the Office of Institutional Research and Planning, the mission of the Institutional Effectiveness Subcommittee is the development and monitoring of a comprehensive system of planning and evaluation at the College. The committee will advise in the development and review of guidelines and procedures to evaluate the educational and administrative effectiveness of each unit in the College.

Budget and Planning Subcommittee

The Budget and Planning Subcommittee at Dalton State College is an advisory committee to the College President and serves primarily to review the institution's allocation and budget development process, establish budget priorities, and review the final budget for the current fiscal year in conjunction with the institutional strategic plan.

Academic Program Subcommittee

The primary purpose of the Academic Program Review Subcommittee is to examine, assess, and strengthen the academic programs of the College. Although not vested with administrative decision-making powers, the subcommittee will advise the Vice President for Academic Affairs on ways to enhance the quality of academic programs and to assist in determining their ability to respond to future challenges and opportunities. Information gathered in the course of program review will be used to evaluate strengths and weaknesses, determine future priorities, and thus assist in providing information for the decision-making process.

Institutional Research Subcommittee

The Institutional Research Subcommittee is established to oversee the College's institutional research efforts. The subcommittee will make recommendations regarding the activities of the Office of Institutional Research and Planning, especially in assessing the College's Key Performance Indicators and evaluating the overall institutional research effort.

Members of the Strategic Planning Subcommittees (2003 – 2006)

Institutional Effectiveness Subcommittee

Dr. Joe Baxter (Chair) (Associate Professor of Management Information Systems)
Ms. Carol Treible (Director, Academic & Career Enhancement Center)
Ms. Billie Precise (Assistant Professor of Nursing)
Ms. Lana Sweenie (Curriculum Development & Student Transition Coordinator, Technical Division)
Dr. Patricia White (Assistant Professor of Biology & Chair of the Division of Natural Science & Mathematics)

Budgeting and Planning Subcommittee

Dr. James Burran (Chair) (President)
Dr. John Hutcheson (Vice President for Academic Affairs)
Mr. Scott Bailey (Vice President for Fiscal Affairs)
Ms. Jodi Johnson (Vice President for Enrollment and Student Services)

Academic Program Review Subcommittee

Dr. Norman Presse (Chair) (Professor of Psychology & Chair of the Division of Social Sciences)
Dr. Kevin Doheny (Assistant Professor of Mathematics)
Ms. Cheryl Grayson (Assistant Professor of Physical Education & Coordinator of Physical Education)
Ms. Jane Taylor (Director of Public Relation)
Ms. Jane Vetter (Secretary to the Division of Natural Science and Mathematics)

Institutional Research Subcommittee

Dr. Donna Mayo (Chair) (Assistant Professor of Marketing & Chair of the Division of Business Administration)
Dr. David Boyle (Associate Professor of Social Work & Director of Studies in Social Work)
Ms. Diane Cox (Director of Financial Aid & Veterans Services)
Ms. Carol Gavagan (Assistant Professor of Computer Networking and Service Technology)

Planning Assumptions

The following planning assumptions were adopted by the Strategic Planning Committee and approved by the faculty to guide the College's 2003-2006 *Strategic Plan*. These assumptions were influenced in part by the College's Environmental Analysis Report.

Internal

1. Enrollment will continue to increase, albeit at more modest levels over the next few years. Non-traditional students will enroll in increasing numbers – fueling the number of part-time students on campus as well as increasing demand for more bachelor's degree programs, non-credit, job-related programs and courses. In this light, DSC students will continue to juggle multiple demands: full- or part-time employment, increased financial burdens, and personal and family life.
2. The rising student enrollment will necessitate a mid- and long-range planning for campus development and facilities expansion even though the College is physically constrained. The College may need to explore options including online delivery of credit courses, extended campus programs, alternative course scheduling, and acquisition of adjacent or remote building(s) and/or land.
3. The College's service area will continue to demonstrate a greater need for baccalaureate-level programming in certain areas.
4. Strategies to recruit more academically prepared traditional-aged students will become necessary as a means to increase enrollment, especially in the four-year degree programs. Strategies that will need to be considered include residential facilities, financial assistance, intercollegiate athletics, a fine arts program, and increased partnerships with local/sister colleges.
5. A significant percentage of DSC students will continue to take learning support or remedial courses. Those students requiring the most remedial work are the least likely to persist and graduate.
6. DSC will need to adapt to a more culturally diverse student population as the number of minority (especially Hispanic) and international students grows.
7. New state accountability demands mean that DSC will have to pay greater attention to student retention and graduation rates. The College will be held accountable for its effectiveness in retaining and graduating students.
8. The College will become increasingly dependent upon part-time faculty in order to handle increased student enrollment in a time of fiscal constraint.
9. With a third of DSC faculty retiring in the next five years, attracting and retaining well-qualified faculty and staff will continue to be of critical importance. Indeed, faculty and staff numbers will need to grow commensurate with enrollment and program growth.
10. The College will need to more aggressively pursue grants and contracts to fund new program initiatives in light of state budget restraints. The DSC Foundation will become increasingly important in this regard.

11. The quantity and quality of technology will continue to be important to the successful operation of the College and its programs. Continual changes in technology will mean that the College will have to stay current in equipment and provide the necessary training and facilities to faculty and staff.

External

12. The weak economy, with the state facing revenue shortfalls, will decrease funding for DSC - affecting its operating budgets. A slack economy, though, tends to stimulate college enrollment.
13. Funding for the Technical Division from DTAE is not expected to increase, yet growth in the Technical Division's enrollment will continue to increase.
14. The College Foundation and the Alumni Association will take on increasingly important roles. However, a poor stock market performance resulting from a weak economy will affect donations and contributions to the DSC Foundation – affecting scholarship awards to prospective students.
15. The accreditation emphasis on effectiveness and assessment as well as demands for more accountability by state legislators (e.g., Georgia Accountability Report Card) will continue. Indeed, the College will continue to be influenced by University System and state policy initiatives and will be sensitive to political pressures.
16. The demographics of the College's service area will continue to grow and change. Demographically, much of the growth will occur among the population over 35 years of age, and within the Hispanic population.
17. The newly "promoted" technical colleges in Walker, Gordon and Pickens counties as well as the for-profit, on-line and non-traditional higher education providers such as Covenant College and the University of Phoenix will increasingly compete with DSC for students. The College's off-campus offerings, evening program, and online course delivery will become increasingly important.
18. The lower educational attainment rates of the College's area population will need to be considered in the College's strategic planning and operation. Associated with this are the high school dropout rate in Northwest Georgia and the number of academically under-prepared students enrolling at the College, which will continue to have an impact on the College's resources and its ability to retain students.
19. The College's immediate service area will continue to be economically dependent upon the carpet and related industries, but with the growth of service industries and the lack of diversification of local industries, the College will have to position itself to anticipate the likelihood of a changing economic environment.
20. Environmental and ecological changes will increasingly impact the resource base of the College. Rapid urbanization and the associated designation of Dalton-Whitfield as a Metropolitan Statistical Area (MSA) will mean that a growing segment of the population with no access to automobiles (e.g., foreign-born residents, the elderly) may have to rely on mass transit for daily commutes. The College may have to work with local planners for a mass transit system that can benefit the campus by easing parking congestions. As well, growing concerns about waste management may mean a sustained effort to educate the College community about recycling and other environmentally-conscious strategies.

Planning Priorities

1. Increase the number of bachelor's degrees at DSC and the number of students enrolled in them.
2. Increase career-related opportunities for students to interface with business, civic, community, government, and service organizations.
3. Improve performance in Report Card indicators, benchmarks, and other accountability requirements.
4. Expand capacity for the growth of physical facilities.
5. Address issues related to an increasingly competitive environment while upholding academic standards.
6. Increase campus-wide awareness of ethical issues and behaviors.
7. Expand student access while maintaining quality and enhancing diversity.
8. Continuously improve the quality of the College's curricula, outreach activities, and international opportunities.
9. Emphasize the recruitment, hiring, and retention of the best possible faculty, staff, and administration, the diversity of which is reflective of the service area.
10. Accelerate economic development activities within the Northwest Georgia region.
11. Continue to seek avenues for seamless transitions from K-12, home school entities, DTAE, and other colleges and universities.
12. Seek ways to increase, diversify, and strategically allocate resources to ensure academic excellence and educational opportunity for DSC students, as well as for faculty and staff.
13. Raise awareness of ecological/environmental issues in educational, administrative, and plant operations activities.
14. Increase the capacity of the College to provide applied research and scholarship for public and private organizations.
15. Increase support for faculty to pursue scholarship that will enhance instructional quality and enrich the entire academic community.
16. Re-examine student development opportunities at Dalton State College.
17. Increase faculty and staff opportunities to learn and use new instructional technologies.
18. Create a full-service web portal for Dalton State College.

Goals

1. Pursue grant opportunities and other sources of funding as supplements to state funding.
2. Facilitate the recruitment, funding, hiring, and retention of the best possible faculty to sustain the instructional load driven by increasing enrollments.
3. Renew and refocus the communication efforts directed by the College toward area employers.
4. Implement the online BBA and BAS degrees.
5. Position the College as a preferred choice over other postsecondary institutions.
6. Investigate the possibility of a combined delivery model for targeted pilot courses, involving online as well as traditional components to provide more flexibility for students.
7. Increase retention and graduation rates.
8. Fully implement the RTP 45 hour rule.
9. Reexamine both the College's institutional effectiveness and strategic planning processes.
10. Implement revised/modified institutional effectiveness program.
11. Develop more online courses, including utilization of USG online offerings as an alternative when appropriate.
12. Explore nontraditional scheduling options (e.g. Saturday, afternoon and online classes).
13. Investigate development of cross-registration agreements with other institutions.
14. Complete a reassessment of the general education core to ensure that it reflects what students need to know.
15. Encourage learning communities, interdisciplinary studies, and other creative instructional activities.
16. Increase student participation in study abroad programs.
17. Develop/Implement a new Honors program.
18. Pursue a four-year degree program in teacher education, with an ESOL or bilingual certification.
19. Increase the number of DSC students who continue at DSC from the sophomore to the junior year.
20. Increase the number of incoming transfer students into the junior year.
21. Increase participation of faculty, staff, and students in economic development activities within the Northwest Georgia region.
22. Advertise certification testing and other services available through the Center for Continuing Education, Center for Applied Business Studies, and the Division of Technical Education.
23. The College and local employers will utilize four-year degree program advisory councils to determine opportunities for applied research that are mutually beneficial.
24. Seek external grants to support international study and faculty enrichment.
25. Seek construction funding and a naming gift for the Continuing Education building.
26. Seek state funding for a new classroom building.
27. Explore on and off-campus parking and transportation options.
28. Seek acquisition of additional land for campus expansion.
29. Develop and publicize a student honor code as well as a statement of ethical standards for the College community.
30. Student Services will develop programming to address the six dimensions of wellness (i.e. physical, mental, emotional, spiritual, social, and environmental).
31. Organize and implement a series of environmental awareness activities for faculty, staff, and students.
32. Take action to hire faculty and staff that reflect the diversity of the local community.
33. In cooperation with the Georgia Project, employ a recruiter whose primary focus will involve the Latino community.
34. Create incentives for the widespread adoption of new instructional technology.
35. Assess the current campus training and delivery mechanism.
36. Seek funding for implementation, providing adequate training for faculty and staff prior to full implementation.
37. Enhance utilization of job search services for new and former graduates.
38. Student Services will collaborate with Academic Affairs to provide additional career-related opportunities for students.
39. Develop outreach and recruitment initiatives directed toward both private school and home school students.

40. The Division of Education will successfully host the National Council for Accreditation of Teacher Education (NCATE) site visit.
41. The Division of Business Administration will continue in candidacy for Association to Advance Collegiate Schools of Business (AACSB) accreditation.
42. The Division of Social Work will make progress toward Council on Social Work Education (CSWE) accreditation.

Core Purposes, Planning Priorities, and Goals

1. A Commitment to Excellence and Responsiveness within a Scope of Influence Defined by the Needs of the Local Area and by Particularly Outstanding Programs and Distinctive Characteristics that Have a Magnet Effect throughout the Region or State.
 - 1) Seek ways to increase, diversify, and strategically allocate resources to ensure academic excellence and educational opportunity for DSC students, as well as for faculty and staff.
 1. *Pursue grant opportunities and other sources of funding as supplements to state funding.*
 2. *Facilitate the recruitment, funding, hiring, and retention of the best possible part-time faculty to sustain the instructional load driven by increasing enrollments.*
 - 2) Address issues related to an increasingly competitive environment while upholding academic standards.
 3. *Renew and refocus the communication efforts directed by the College toward area employers.*
 4. *Implement the online BBA and BAS degrees.*
 5. *Position the College as a preferred choice over other postsecondary institutions.*
 6. *Investigate the possibility of a combined delivery model for targeted pilot courses, involving online as well as traditional components to provide more flexibility for students.*
2. A Commitment to a Teaching/Learning Environment, Both Inside and Outside the Classroom, that Sustains Instructional Excellence, Functions to Provide University System Access for a Diverse Student Body, and Promotes High Levels of Student Learning.
 - 3) Improve performance in Report Card indicators, benchmarks, and other accountability requirements.
 7. *Increase retention and graduation rates.*
 8. *Fully implement the RTP 45 hour rule.*
 9. *Reexamine both the College's institutional effectiveness and strategic planning processes.*
 10. *Implement revised/modified institutional effectiveness program.*
 - 4) Expand student access while maintaining quality and enhancing diversity.
 11. *Develop more online courses, including utilization of USG online offerings as an alternative when appropriate.*
 12. *Explore nontraditional scheduling options (e.g. Saturday and afternoon classes).*
 13. *Investigate development of cross-registration agreements with other institutions.*

3. A High Quality General Education Program that Supports a Variety of Well-Chosen Associate Programs and Prepares Students for Transfer to Baccalaureate Programs, Learning Support Programs Designed to Insure Access and Opportunity for a Diverse Student Body, and a Limited Number of Certificate and Other Career Programs to Complement Neighboring Technical Institute Programs.
 - 5) Continuously improve the quality of the College's curricula, outreach activities, and international opportunities.
 14. *Complete a reassessment of the general education core to ensure that it reflects what students need to know.*
 15. *Encourage learning communities, interdisciplinary studies, and other creative instructional activities.*
 16. *Increase student participation in study abroad programs.*
 17. *Develop a new Honors program.*

4. A Limited Number of Baccalaureate Programs Designed to Meet the Economic Development Needs of the Local Area.
 - 6) Increase the number of bachelor's degree offerings.
 18. *Pursue a four-year degree program in teacher education, with an ESOL or bilingual certification.*
 - 7) Increase the number of students in all bachelor's degree programs.
 19. *Increase the number of DSC students who continue from the sophomore to the junior year.*
 20. *Increase the number of incoming transfer students into the junior year.*

5. A Commitment to Public Service, Continuing Education, Technical Assistance, and Economic Development Activities that Address the Needs, Improve the Quality of Life, and Raise the Economic Level within the College's Scope of Influence.
 - 8) Accelerate economic development activities within the Northwest Georgia region.
 21. *Increase participation of faculty, staff, and students in economic development activities within the Northwest Georgia region.*
 22. *Advertise certification testing and other services available through the Center for Continuing Education, Center for Applied Business Studies, and the Division of Technical Education.*

6. A Commitment to Scholarship and Creative Work to Enhance Instructional Effectiveness and to Encourage Faculty Scholarly Pursuits; and a Responsibility to Address Local Needs through Applied Scholarship, Especially in Areas Directly Related to Targeted Baccalaureate Degree Programs.
 - 9) Increase the capacity of the College to provide applied research and scholarship for public and private organizations.
 23. *The College and local industry will utilize four-year degree program advisory councils to determine opportunities for applied research that are mutually beneficial.*

6. A Commitment to Scholarship and Creative Work to Enhance Instructional Effectiveness and to Encourage Faculty Scholarly Pursuits; and a Responsibility to Address Local Needs through Applied Scholarship, Especially in Areas Directly Related to Targeted Baccalaureate Degree Programs.

- 10) Increase support for faculty to pursue scholarship that will enhance instructional quality and enrich the entire academic community.

24. *Seek external grants to support international study and faculty enrichment.*

7. A Supportive Campus Climate, Necessary Services, and Leadership and Development Opportunities, all to Educate the Whole Person and Meet the Needs of Students, Faculty, and Staff.

- 11) Expand capacity for the growth of physical facilities.

25. *Seek construction funding and a naming gift for the Continuing Education building.*

26. *Seek state funding for a new classroom building.*

27. *Explore on and off-campus parking options.*

28. *Seek acquisition of additional land for campus expansion.*

- 12) Increase campus-wide awareness of ethical issues and behaviors.

29. *Develop and publicize a student honor code as well as a statement of ethical standards for the College community.*

- 13) Re-examine student development opportunities at Dalton State College.

30. *Student Services will develop programming to address the six dimensions of wellness (i.e. physical, mental, emotional, spiritual, social, and environmental)*

- 14) Raise awareness of ecological/environmental issues in educational, administrative, and plant operations activities.

31. *Organize and implement a series of environmental awareness activities for faculty, staff, and students.*

8. Cultural, Ethnic, Racial, and Gender Diversity in the Faculty, Staff, and Student Body, Supported by Practices and Programs that Embody the Ideals of an Open, Democratic, and Global Society.
 - 15) Emphasize the recruitment, hiring, and retention of the best possible faculty, staff, and administration, the diversity of which is reflective of the service area.
 32. *Take action to hire faculty and staff that reflect the diversity of the local community.*
 - 16) Enhance the recruitment and retention of a student body that better reflects the diversity of the service area.
 33. *In cooperation with the Georgia Project, employ a recruiter whose primary focus will involve the Latino community.*
9. Technology to Advance Educational Purposes, including Instructional Technology, Student Support Services, and Distance Education.
 - 17) Increase faculty and staff opportunities to learn and use new instructional technologies.
 34. *Create incentives for the widespread adoption of new instructional technology.*
 35. *Assess the current campus training and delivery mechanism.*
 - 18) Create a full-service web portal.
 36. *Seek funding for implementation, providing adequate training for faculty and staff prior to full implementation.*
10. Collaborative Relationships with Other System Institutions, State Agencies, Local Schools, Technical Institutes, and Business and Industry, Sharing Physical, Human, Information, and Other Resources to Expand and Enhance Programs And Services Available to the Citizens of Georgia.
 - 19) Increase career-related opportunities for students to interact with business, civic, community, government, and service organizations.
 37. *Enhance utilization of job search services for new and former graduates.*
 38. *Student Services will collaborate with Academic Affairs to provide additional career-related opportunities for students.*
 - 20) Continue to seek avenues for seamless transitions from K-12, home school entities, DTAE, and other colleges and universities.
 39. *Develop outreach and recruitment initiatives directed toward both private school and home school students.*

IMPLEMENTATION PLAN GOALS

Unit Planning

In the 1999-2000 Academic Year, the College adopted the planning software, *Plan Builder*, to help provide uniform reporting for its strategic planning process, and to help with the effective development and documentation of implementation plans at the unit and organizational levels. Division and department heads used *Plan Builder* for the first time to develop their 1999-2000 implementation plans.

Unit-level planning begins with an implementation plan for each year. Using *Plan Builder*, unit heads develop unit objectives and outcome measures and assessment strategies (OMAS), or improvement plans, for their assigned goals derived from the list of institutional goals. The OMAS describes an expected outcome and the assessment strategy and data source for measurement and reporting. It reports the unit's expected ability to achieve a unit objective. *Plan Builder* allows for the inclusion of the mission or statement of purpose for each divisional or departmental unit, tying unit goals to the College's mission. At the end of the planning period, division and department heads will also use *Plan Builder* to document their progress reports. The Evaluation Review window in *Plan Builder* allows units to write an evaluation review for each OMAS. The loop is closed with the Focus for Continuous Improvement window in the planning software which enables units to analyze the knowledge, experience, and results gained in a current planning period and transfer these results to the next planning period to promote continuous improvement. Some important attributes built into *Plan Builder* to assist with "closing the loop" are: Impact on Unit Performance, Impact on Unit Goal Attainment, and Benefits to the Organization.

Unit Implementation Goals

The College community initially adopted 37 goals for implementation during the three-year planning period. Twenty of these goals will be implemented during the first year (2003-2004). Responsibilities for the first year implementation plan goals have been assigned to the respective divisions and departments or planning units. These are summarized below. Some goals overlap between and among units. Using the College's *Plan Builder* software, division and department heads will develop unit objectives or action plan and outcome measures and assessment strategies (OMAS) for their goals.

2003-2004 (Year 1) Implementation Plan Goals by Assigned Units

Academic and Career Enhancement (ACE) Center

- G30. Student Services will develop programming to address the six dimensions of wellness (i.e. physical, mental, emotional, spiritual, social, and environmental).

Academic Affairs (Vice President)

- G2. Facilitate the recruitment, funding, hiring, and retention of the best possible faculty to sustain the instructional load driven by increasing enrollments.
- G8. Fully implement the RTP 45 hour rule.
- G12. Explore nontraditional scheduling options (e.g. Saturday, afternoon and online classes).
- G16. Increase student participation in study abroad programs.
- G18. Pursue a four-year degree program in teacher education, with an ESOL or bilingual certification.
- G19. Increase the number of DSC students who continue at DSC from the sophomore to the junior year.
- G22. Advertise certification testing and other services available through the Center for Continuing Education, Center for Applied Business Studies, and the Division of Technical Education.

Academic Affairs (Vice President)

- G23. The College and local industry will utilize four-year degree program advisory councils to determine opportunities for applied research that are mutually beneficial.

Academic Affairs (Assistant Vice President)

None for 2003-2004.

Admissions

- G33. In cooperation with the Georgia Project, employ a recruiter whose primary focus will involve the Latino community.

Adult Literacy

None for 2003-2004.

Business Administration Division

- G2. Facilitate the recruitment, funding, hiring, and retention of the best possible faculty to sustain the instructional load driven by increasing enrollments.
G12. Explore nontraditional scheduling options (e.g. Saturday, afternoon and online classes).
G19. Increase the number of DSC students who continue at DSC from the sophomore to the junior year.
G22. Advertise certification testing and other services available through the Center for Continuing Education, Center for Applied Business Studies, and the Division of Technical Education.
G23. The College and local employers will utilize four-year degree program advisory councils to determine opportunities for applied research that are mutually beneficial.

Computing and Information Services

None for 2003-2004.

Center for Continuing Education

- G22. Advertise certification testing and other services available through the Center for Continuing Education, Center for Applied Business Studies, and the Division of Technical Education.

Derrell C. Roberts Library

None for 2003-2004.

Enrollment Services (Vice President)

- G5. Position the College as a preferred choice over other postsecondary institutions.
G33. In cooperation with the Georgia Project, employ a recruiter whose primary focus will involve the Latino community.
G39. Develop outreach and recruitment initiatives directed toward both private school and home school students.

Financial Aid and Veterans Services

None for 2003-2004.

Fiscal Affairs (Vice President)

G27. Explore on and off-campus parking and transportation options.

Health, Physical Education, and Recreation Department

G2. Facilitate the recruitment, funding, hiring, and retention of the best possible faculty to sustain the instructional load driven by increasing enrollments.

G12. Explore nontraditional scheduling options (e.g. Saturday, afternoon and online classes).

Humanities Division

G2. Facilitate the recruitment, funding, hiring, and retention of the best possible faculty to sustain the instructional load driven by increasing enrollments.

Institutional Advancement

None for 2003-2004.

Institutional Research and Planning

G9. Reexamine both the College's institutional effectiveness and strategic planning processes.

Learning Support

None for 2003-2004.

Natural Sciences and Mathematics Division

G2. Facilitate the recruitment, funding, hiring, and retention of the best possible faculty to sustain the instructional load driven by increasing enrollments.

Nursing Division

G2. Facilitate the recruitment, funding, hiring, and retention of the best possible faculty to sustain the instructional load driven by increasing enrollments.

G12. Explore nontraditional scheduling options (e.g. Saturday, afternoon and online classes).

Plant Operations

None for 2003-2004.

President

- G1. Pursue grant opportunities and other sources of funding as supplements to state funding.
- G7. Increase retention and graduation rates.
- G9. Reexamine both the College's institutional effectiveness and strategic planning processes.
- G25. Seek construction funding and a naming gift for the Continuing Education building.
- G26. Seek state funding for a new classroom building.

Public Relations

- G3. Renew and refocus the communication efforts directed by the College toward area employers.
- G5. Position the College as a preferred choice over other postsecondary institutions.

Public Safety

None for 2003-2004.

Social Sciences Division

- G2. Facilitate the recruitment, funding, hiring, and retention of the best possible faculty to sustain the instructional load driven by increasing enrollments.
- G12. Explore nontraditional scheduling options (e.g. Saturday, afternoon and online classes).
- G19. Increase the number of DSC students who continue at DSC from the sophomore to the junior year.

Student Activities

- G30. Student Services will develop programming to address the six dimensions of wellness (i.e. physical, mental, emotional, spiritual, social, and environmental).

Technical Education Division

- G2. Facilitate the recruitment, funding, hiring, and retention of the best possible faculty to sustain the instructional load driven by increasing enrollments.
- G12. Explore nontraditional scheduling options (e.g. Saturday, afternoon and online classes).
- G22. Advertise certification testing and other services available through the Center for Continuing Education, Center for Applied Business Studies, and the Division of Technical Education.

2003-2004 (Year 1) Implementation Plan Goals Achieved/Completed/Carried Over

(Note: *Some action completed, but still requires ongoing activity or update; carried over to Year 2.)

- *1. Pursue grant opportunities and other sources of funding as supplements to state funding.
- *2. Facilitate the recruitment, funding, hiring, and retention of the best possible faculty to sustain the instructional load driven by increasing enrollments.
- *3. Renew and refocus the communication efforts directed by the College toward area employers.
4. Implement the online BBA and BAS degrees.
- *5. Position the College as a preferred choice over other postsecondary institutions.
6. Investigate the possibility of a combined delivery model for targeted pilot courses, involving online as well as traditional components to provide more flexibility for students.
- *7. Increase retention and graduation rates.
- *8. Fully implement the RTP 45 hour rule.
- ~~9. Reexamine both the College's institutional effectiveness and strategic planning processes.~~
10. Implement revised/modified institutional effectiveness program.
11. Develop more online courses, including utilization of USG online offerings as an alternative when appropriate.
- ~~12. Explore nontraditional scheduling options (e.g. Saturday, afternoon and online classes).~~
13. Investigate development of cross-registration agreements with other institutions.
14. Complete a reassessment of the general education core to ensure that it reflects what students need to know.
15. Encourage learning communities, interdisciplinary studies, and other creative instructional activities.
- ~~16. Increase student participation in study abroad programs.~~
17. Develop/implement a new Honors program.
- ~~18. Pursue a four year degree program in teacher education, with an ESOL or bilingual certification.~~
- *19. Increase the number of DSC students who continue at DSC from the sophomore to the junior year.
20. Increase the number of incoming transfer students into the junior year.
21. Increase participation of faculty, staff, and students in economic development activities within the Northwest Georgia region.
- *22. Advertise certification testing and other services available through the Center for Continuing Education, Center for Applied Business Studies, and the Division of Technical Education.
- ~~23. The College and local industry will utilize four year degree program advisory councils to determine opportunities for applied research that are mutually beneficial.~~
24. Seek external grants to support international study and faculty enrichment.
- ~~25. Seek construction funding and a naming gift for the Continuing Education building.~~
- *26. Seek state funding for a new classroom building.
- *27. Explore on and off-campus parking and transportation options.
28. Seek acquisition of additional land for campus expansion.
29. Develop and publicize a student honor code as well as a statement of ethical standards for the College community.
- ~~30. Student Services will develop programming to address the six dimensions of wellness (i.e. physical, mental, emotional, spiritual, social, and environmental).~~
31. Organize and implement a series of environmental awareness activities for faculty, staff, and students.
32. Take action to hire faculty and staff that reflect the diversity of the local community.
- ~~33. In cooperation with the Georgia Project, employ a recruiter whose primary focus will involve the Latino community.~~
34. Create incentives for the widespread adoption of new instructional technology.
35. Assess the current campus training and delivery mechanism.

36. Seek funding for implementation, providing adequate training for faculty and staff prior to full implementation.
37. Enhance utilization of job search services for new and former graduates.
38. Student Services will collaborate with Academic Affairs to provide additional career-related opportunities for students.
- ~~39. Develop outreach and recruitment initiatives directed toward both private school and home school students.~~

2003-2004 (Year 1) Annual Progress in Institutional Strategic Planning Progress Report

During the fall of 2002, as the 2000-2003 *Strategic Plan* entered its last year of implementation, work on the 2003-2006 *Plan* began during the 2003-04 year. The 2003-2006 *Strategic Plan* is but the latest iteration in a long line of Dalton State College planning and evaluation efforts, each building from the experiences of the one before. For the first year, 2003-2004, the College community initially adopted 37 goals for implementation during the three-year planning period. Nineteen (51%) of these goals were implemented in the first year. The following is a progress report of the goals achieved.

Goal 1: Pursue grant opportunities and other sources of funding as supplements to state funding.

Two grant proposals were submitted for consideration during the 2003-04 year. A grant proposal was submitted to the Wachovia Foundation for business scholarships. This produced a grant in the amount of \$20,000. A second grant proposal for the Federal Title IV Student Support Services program was withdrawn at the last minute when it was discovered that the College did not meet a competitive percentage of Pell Grant awards.

Goal 2: Facilitate the recruitment, funding, hiring, and retention of the best possible faculty to sustain the instructional load driven by increasing enrollments.

The Office of Academic Affairs worked closely with Division Chairs to identify candidates for part-time teaching positions, assisted Chairs in evaluating candidate qualifications, and made appropriate hiring recommendations to the President. Advertisements for part-time instructors were placed as needed in local media. In the fall of 2003, 41 part-time faculty were employed, out of a total faculty of 153, compared with fall 2002, when 38 part-time faculty were employed out of a total of 150. The Division of Technical Education employed forty-two unique part-time instructors teaching 168 total classes during the 2003-2004 academic year to augment full-time instructors. These forty-two part-time instructors played a vital part in providing quality instruction to students.

Goal 3: Renew and refocus the communication efforts directed by the College toward area employers.

The Office of Public Relations initiated and coordinated the hiring of an educational marketing firm, Mindpower, Inc., of Atlanta to assist with the College's communication efforts toward a variety of audiences, including area employers. The firm's recommendations for ways in which the College's message can be enhanced and made more effective will be implemented in the next planning year, and will be the beginning of a process designed to address special efforts by the College to reach a range of audiences.

Goal 5: Position the College as a preferred choice over other postsecondary institutions.

The Office of Public Relations initiated and coordinated the hiring of an educational marketing firm, Mindpower, Inc., of Atlanta for the purposes of positioning the College as preferred choice over other postsecondary institutions in Northwest Georgia. This is a part of a long-term and comprehensive communication strategy to be implemented in the next few years - with the result being ways in which the College's message can be enhanced and made more effective.

Goal 7: Increase retention and graduation rates.

One objective explored is to increase freshman to sophomore retention rates by five percent over a three year period. One means to achieve this was to use the resources provided through DSC's Title III grant, which established a new Advising Center to work with high-risk students. The Advising Center opened in early 2004, concentrating on those students testing into two or more Learning Support areas upon admission. The Center's activities were meshed with the larger freshman orientation program during the summer of 2004. During the 2004-05 year, the scope of the Advising Center's activities will be broadened as designed in the Title III grant. A second objective also explored was to continue developing strategies to increase retention rates at DSC. One such strategy undertaken was to conduct an initial round of advisors' training sessions with each academic division during the spring of 2004. Another round will be scheduled during 2004-05. It is anticipated that such sessions will be permanent annual events. At this point it is too soon to tell whether this initiative will produce the desired affect.

Goal 8: Fully implement the RTP 45 hour rule.

The Office of Academic Affairs, Division of Humanities and the Dalton State College Testing Center implemented the 45-Hour Rule for the Regents' Testing Program. Through discussions at the annual Fall Faculty Retreat in 2003, memoranda disseminated during the Fall 2003 semester, and division-level advisement workshops held in the Spring 2004 semester, faculty were fully informed about the 45-Hour Rule and the consequences of its violation for both students and the College at large.

Goal 9: Reexamine both the College's institutional effectiveness and strategic planning processes.

During the summer of 2003, the College engaged the services of two external evaluators from other System institutions as recommended by the University System Office. These individuals spent two days on campus to complete a review of the structure of the institutional effectiveness (IE) program at DSC and provided recommendations on ways by which the institutional effectiveness program can be improved upon and, where possible, streamlined. Most of the recommendations were implemented during the 2003-04 year. As a result, the College's IE Program is now more focused on a smaller number of key performance indicators (KPIs). There is also a greater degree of flexibility among academic divisions concerning general education and major area assessment. Indeed, the review process helped the College determine whether the size and scope of the IE program is appropriate for the size and complexity of the institution. It addressed the overarching issue of the amount and usefulness of IE data collected and recommended ways on which certain aspects of the IE program can be pared down as well as engage in an ongoing quest for quality and continuous improvement.

Goal 12: Explore nontraditional scheduling options (e.g. Saturday, afternoon and online classes).

The College engaged in a year-long discussion through its "Non-Traditional Scheduling" committee regarding ways by which the college might better serve and accommodate a growing student body, including its older and working student population, especially in light of the implementation of the new online Web BAS and BBA programs, and other online courses developed for students in the Divisions of Technical Education and Nursing. In response, division chairs were encouraged to schedule more afternoon and weekly classes as might be demanded. During the 2003-04 year, the fall 2003 schedule offered more afternoon classes than before, partly mainly due to the parking crunch on campus. As well, a limited schedule of classes offered on Saturday mornings and Saturday afternoon was continued from earlier years, enabling a student to complete much of the general education Core Curriculum over a three-year period. Moreover, authorization was received from the Board of Regents to participate in a three-institution consortium to offer the Bachelor of Applied Science degree with a major in technology in a completely on-line environment, beginning in the fall 2004 semester. A similar offering the Bachelor in Business Administration degree with a major in management was also planned, with implementation anticipated for the spring 2005 semester. Division Chairs were encouraged to schedule more afternoon and weekly classes as might be demanded.

Goal 16: Increase student participation in study abroad programs.

The Office of Academic Affairs gave full support to recruitment and organization activities undertaken by the Study Abroad Coordinator and to efforts by one faculty member to organize a Study Abroad program in China. Support was also given to programs in Business Administration and in Social Work to provide students in those fields with academic experiences in international settings. The number of students taking credit courses in international settings rose from 1 in 2002-2003 to 17 in 2003-2004, and approximately 25 others had international experiences traveling to trade shows under the auspices of a grant to the Division of Business Administration. Monies from the grant, in its second year, provided several international opportunities for both students and faculty. On two separate trips, faculty and students experienced trade fairs in England and Germany. These trips provided international experiences for two faculty and eight students. The grant also provided funds for faculty members to attend international conferences and three faculty members took a group of seven students to Mexico for a ten-day learning experience. In addition, the grant allocated \$12,000 to support six students in a study abroad program during the 2003-04 year.

Goal 18: Pursue a four-year degree program in teacher education, with an ESOL or bilingual certification.

In December 2003 a proposal for DSC to offer a baccalaureate degree program in middle grades education was submitted to the Board of Regents. Requested revisions of this proposal were underway in the spring of 2004 when the State University of West Georgia announced its intentions to transfer the program in early childhood/elementary education it had offered on the DSC campus since 1986 to DSC operation. Work on the middle grades project was laid aside in favor of preparation to assume this unanticipated responsibility, which will lead to DSC's enrolling its first students in the early childhood/elementary education program in the fall of 2005.

Goal 19: Increase the number of DSC students who continue at DSC from the sophomore to the junior year.

In the Division of Business Administration, where five of DSC's six baccalaureate programs are housed, the activities of the newly organized Business Networking Club included programs designed to encourage perseverance from the sophomore to the junior year. In all, there was a 36% increase (from fall 2002 to fall 2003) in the number of sophomore business students who remained at DSC in their junior year. In the Social Work program, home of the remaining DSC bachelor's degree, faculty met with rising juniors as a group and as individuals to map out plans for junior- and senior-level study. Social Work faculty and students also made several presentations to families of Social Work students about the requirements of the program and organized these family members as a support group.

Goal 22: Advertise certification testing and other services available through the Center for Continuing Education, Center for Applied Business Studies, and the Division of Technical Education.

The Center for Continuing Education began developing a comprehensive program to market the services of the College to its business and industry customers through the use of "account executives" who will call on businesses to determine their educational and training needs and design programs to fulfill them. This initiative will be coordinated with the Center for Applied Business Studies and the Division of Technical Education so that the College will speak with a "single voice" in offering its services to the community.

Goal 23: The College and local employers will utilize four-year degree program advisory councils to determine opportunities for applied research that are mutually beneficial.

During the 2003-2004 year, a Business Advisory Council was established to provide guidance on local needs in business and industry and to suggest opportunities for applied research by DSC faculty and students, especially through the Center for Applied Business Studies in the Division of Business Administration. The Advisory Council worked with the Division to determine needs of both students and the business community. The College believes that an advisory council is tremendously beneficial for students and faculty because its business members are able to provide information regarding currents

needs in their industries.

Goal 25: Seek construction funding and a naming gift for the Continuing Education building.

As a next step in the College's physical growth plan as well as to meet a critical need identified in the 1998 Comprehensive Physical Master Plan, DSC officials announced on June 9, 2003 that the College has been approved to receive state funding from the FY2004 budget to begin construction of a \$6 million Continuing Education/Economic Development building near the DSC campus. The 26,000 square foot building, which will be built on a five-acre tract of land, will be designed to provide a flexible array of spaces for business and industry outreach and public outreach activities. The facility will enable the College to become even more responsive in meeting the needs of the Northwest Georgia area.

Goal 26: Seek state funding for a new classroom building.

During the 2003-04 year, the College completed a preliminary design of a new health sciences building. The College was invited to make a presentation to the Board of Regents at its June 2004 meeting. However, the project was not included on the FY 2006 Major Capital list. The College will work to secure an invitation to present this proposed building at the Regents' June 2005 meeting and to secure a spot on the Major Capital List for FY 2007. The program of the building will likely change to reflect the findings of the current Physical Master Plan update.

Goal 27: Explore on and off-campus parking and transportation options.

To ease parking problems for students, especially at the beginning of the semester, an additional 125 spaces was created on the athletic field with sidewalk constructed to connect parking lot with the main campus. This was in addition to using the Northwest Georgia Trade Center parking lot for another parking option for students which they can access via shuttle service from the main campus. There is, however, still some pressure to providing more parking spaces, especially in light of growing student enrollment.

Goal 30: Student Services will develop programming to address the six dimensions of wellness (i.e. physical, mental, emotional, spiritual, social, and environmental).

The College's Student Services evaluated the number and quality of related programming activities in the six dimensions of wellness through a combination of student evaluations (formal and informal) and faculty feedback from class presentations. Based on the review, it was determined that the Academic and Career Enhancement Center effectively offered programming through orientation seminars and class presentations in the areas of mental, emotional, and social wellness. Through the evaluation of all of the six areas, the Center staff was more cognizant of the programming strengths and areas needing improvement. It found that the spiritual, physical and environmental aspects of wellness have not been addressed and thus will become a focus for the 2004-2005 implementation year. Nonetheless, the goal gave the student services area an opportunity to do a program review based upon a well defined student development model. If students' needs are being met, it should be a contributing factor to a higher institutional retention rate.

Goal 33: In cooperation with the Georgia Project, employ a recruiter whose primary focus will involve the Latino community.

Because of the growing Hispanic population in the DSC service area and the increasing number of Hispanic students at the College, a goal to employ a Hispanic recruiter became a priority. Thus, during the 2003-04 year, the Enrollment Services office and the Georgia Project collaborated and recruited a Latino recruiter to help increase Hispanic student enrollment, retention and graduation rates. Preliminary enrollment data of registered students indicate this initiative has been very positive as the number of Hispanic students enrolling in fall 2004 increased by about 28% from fall 2003. At this time, this goal is vital to the continued growth of the College. It has helped the Admissions office to address the increasing number of prospective Latino students. Indeed, employing a Latino recruiter has enhanced the ability of DSC to reach out effectively to the Latino Community and has re-emphasized the college's commitment

to recruit, enroll, retain and graduate Hispanic Students.

Goal 39: Develop outreach and recruitment initiatives directed toward both private school and home school students.

As part of its Senior Days program that bring prospective high school students to explore enrolling at DSC, the College included students from private and home school students. This is an untapped source of prospective college-age students. During the week of October 20, 2003 through October 24, 2003, five hundred high school students visited Dalton State College for the Senior Days Program. To make the experience more effective, student numbers were limited to those who had expressed an interest in attending DSC after graduation. These students included private and home school constituents. They attended a general information assembly which focused on enrollment services. Folders containing an admissions application, brochures, program evaluation, financial aid information and campus map were distributed and were escorted to various academic divisions for faculty information sessions. Students also were given an opportunity to attend an actual college class in their specified area of interest and invited to use this time to socialize with DSC students.

Two new institutional goals were added to the original goal list and will be implemented in the second year (2004-05). The goals are:

Goal 10: Implement revised/modified institutional effectiveness program.

Goal 17: Develop a new Honors program.

2004-2005 (Year 2) Implementation Plan Goals

(Note: *Some action completed in Year 1, but still requires ongoing activity or update; carried over to Year 2.)

- *1. Pursue grant opportunities and other sources of funding as supplements to state funding.
- *2. Facilitate the recruitment, funding, hiring, and retention of the best possible faculty to sustain the instructional load driven by increasing enrollments.
- *3. Renew and refocus the communication efforts directed by the College toward area employers.
- 4. Implement the online BBA and BAS degrees.
- *5. Position the College as a preferred choice over other postsecondary institutions.
- 6. Investigate the possibility of a combined delivery model for targeted pilot courses, involving online as well as traditional components to provide more flexibility for students.
- *7. Increase retention and graduation rates.
- *8. Fully implement the RTP 45 hour rule.
- 10. Implement revised/modified institutional effectiveness program.
- 11. Develop more online courses, including utilization of USG online offerings as an alternative when appropriate.
- 13. Investigate development of cross-registration agreements with other institutions.
- 14. Complete a reassessment of the general education core to ensure that it reflects what students need to know.
- 15. Encourage learning communities, interdisciplinary studies, and other creative instructional activities.
- 17. Develop/implement a new Honors program.
- *19. Increase the number of DSC students who continue at DSC from the sophomore to the junior year.
- 20. Increase the number of incoming transfer students into the junior year.
- 21. Increase participation of faculty, staff, and students in economic development activities within the Northwest Georgia region.
- *22. Advertise certification testing and other services available through the Center for Continuing Education, Center for Applied Business Studies, and the Division of Technical Education.
- *26. Seek state funding for a new classroom building.
- *27. Explore on and off-campus parking and transportation options.
- 28. Seek acquisition of additional land for campus expansion.
- 29. Develop and publicize a student honor code as well as a statement of ethical standards for the College community.
- 31. Organize and implement a series of environmental awareness activities for faculty, staff, and students.
- 32. Take action to hire faculty and staff that reflect the diversity of the local community.
- 34. Create incentives for the widespread adoption of new instructional technology.
- 35. Assess the current campus training and delivery mechanism.
- 36. Seek funding for implementation, providing adequate training for faculty and staff prior to full implementation.
- 37. Enhance utilization of job search services for new and former graduates.
- 38. Student Services will collaborate with Academic Affairs to provide additional career-related opportunities for students.

2004-2005 (Year 2) Implementation Plan Goals by Assigned Units

Academic and Career Enhancement (ACE) Center

None for 2004-2005.

Academic Affairs (Vice President)

- G2. Facilitate the recruitment, funding, hiring, and retention of the best possible faculty to sustain the instructional load driven by increasing enrollments.
- G6. Investigate the possibility of a combined delivery model for targeted pilot courses, involving online as well as traditional components to provide more flexibility for students.
- G17. Develop/implement a new Honors program.
- G8. Fully implement the RTP 45 hour rule.
- G11. Develop more online courses, including utilization of USG online offerings as an alternative when appropriate.
- G14. Complete a reassessment of the general education core to ensure that it reflects what students need to know.
- G15. Encourage learning communities, interdisciplinary studies, and other creative instructional activities.
- G18. Pursue a four-year degree program in teacher education, with an ESOL or bilingual certification.
- G22. Advertise certification testing and other services available through the Center for Continuing Education, Center for Applied Business Studies, and the Division of Technical Education.
- G32. Take action to hire faculty and staff that reflect the diversity of the local community.
- G36. Seek funding for implementation, providing adequate training for faculty and staff prior to full implementation.

Academic Affairs (Assistant Vice President)

None for 2004-2005.

Admissions

None for 2004-2005.

Adult Literacy

None for 2004-2005.

Business Administration Division

- G2. Facilitate the recruitment, funding, hiring, and retention of the best possible faculty to sustain the instructional load driven by increasing enrollments.
- G4. Implement the online BBA and BAS degrees.
- G19. Increase the number of DSC students who continue at DSC from the sophomore to the junior year.
- G22. Advertise certification testing and other services available through the Center for Continuing Education, Center for Applied Business Studies, and the Division of Technical Education.

Computing and Information Services

- G6. Investigate the possibility of a combined delivery model for targeted pilot courses, involving online as well as traditional components to provide more flexibility for students.
- G36. Seek funding for implementation, providing adequate training for faculty and staff prior to full implementation.

Center for Continuing Education

- G22. Advertise certification testing and other services available through the Center for Continuing Education, Center for Applied Business Studies, and the Division of Technical Education.

Derrell C. Roberts Library

None for 2004-2005.

Enrollment Services (Vice President)

- G5. Position the College as a preferred choice over other postsecondary institutions.
- G20. Increase the number of incoming transfer students into the junior year.

Financial Aid and Veterans Services

None for 2004-2005.

Fiscal Affairs (Vice President)

- G27. Explore on and off-campus parking and transportation options.
- G28. Seek acquisition of additional land for campus expansion.

Health, Physical Education, and Recreation Department

- G2. Facilitate the recruitment, funding, hiring, and retention of the best possible faculty to sustain the instructional load driven by increasing enrollments.

Humanities Division

- G2. Facilitate the recruitment, funding, hiring, and retention of the best possible faculty to sustain the instructional load driven by increasing enrollments.
- G14. Complete a reassessment of the general education core to ensure that it reflects what students need to know.

Institutional Advancement

None for 2004-2005.

Institutional Research and Planning

- G10. Implement revised/modified institutional effectiveness program.

Learning Support Coordinator

None for 2004-2005.

Natural Sciences and Mathematics Division

- G2. Facilitate the recruitment, funding, hiring, and retention of the best possible faculty to sustain the instructional load driven by increasing enrollments.
- G14. Complete a reassessment of the general education core to ensure that it reflects what students need to know.

Nursing Division

- G2. Facilitate the recruitment, funding, hiring, and retention of the best possible faculty to sustain the instructional load driven by increasing enrollments.

Plant Operations

None for 2004-2005.

President

- G1. Pursue grant opportunities and other sources of funding as supplements to state funding.
- G7. Increase retention and graduation rates.
- G26. Seek state funding for a new classroom building.
- G28. Seek acquisition of additional land for campus expansion.

Public Relations

- G3. Renew and refocus the communication efforts directed by the College toward area employers.
- G5. Position the College as a preferred choice over other postsecondary institutions.

Public Safety

None for 2004-2005.

Social Sciences Division

- G2. Facilitate the recruitment, funding, hiring, and retention of the best possible faculty to sustain the instructional load driven by increasing enrollments.
- G14. Complete a reassessment of the general education core to ensure that it reflects what students need to know.
- G19. Increase the number of DSC students who continue at DSC from the sophomore to the junior year.

Student Activities

None for 2004-2005.

Technical Education Division

- G2. Facilitate the recruitment, funding, hiring, and retention of the best possible faculty to sustain the instructional load driven by increasing enrollments.
- G22. Advertise certification testing and other services available through the Center for Continuing Education, Center for Applied Business Studies, and the Division of Technical Education.

Title III Project Coordinator

- G15. Encourage learning communities, interdisciplinary studies, and other creative instructional activities.
- G36. Seek funding for implementation, providing adequate training for faculty and staff prior to full implementation.

2004-2005 (Year 2) Implementation Plan Goals Achieved/Completed

(Note: *Some action completed in Year 2, but still requires ongoing activity or update; carried over to Year 3.)

- ~~*1. Pursue grant opportunities and other sources of funding as supplements to state funding.~~
- ~~*2. Facilitate the recruitment, funding, hiring, and retention of the best possible faculty to sustain the instructional load driven by increasing enrollments.~~
- ~~*3. Renew and refocus the communication efforts directed by the College toward area employers.~~
- ~~*4. Implement the online BBA and BAS degrees.~~
- ~~*5. Position the College as a preferred choice over other postsecondary institutions.~~
- ~~6. Investigate the possibility of a combined delivery model for targeted pilot courses, involving online as well as traditional components to provide more flexibility for students.~~
- ~~*7. Increase retention and graduation rates.~~
- ~~*8. Fully implement the RTP 45-hour rule.~~
- ~~10. Implement revised/modified institutional effectiveness program.~~
- ~~11. Develop more online courses, including utilization of USG online offerings as an alternative when appropriate.~~
- ~~13. Investigate development of cross-registration agreements with other institutions.~~
- ~~14. Complete a reassessment of the general education core to ensure that it reflects what students need to know.~~
- ~~15. Encourage learning communities, interdisciplinary studies, and other creative instructional activities.~~
- ~~*17. Develop/implement a new Honors program.~~
- *19. Increase the number of DSC students who continue at DSC from the sophomore to the junior year.
- *20. Increase the number of incoming transfer students into the junior year.
- ~~21. Increase participation of faculty, staff, and students in economic development activities within the Northwest Georgia region.~~
- ~~22. Advertise certification testing and other services available through the Center for Continuing Education, Center for Applied Business Studies, and the Division of Technical Education.~~
- ~~26. Seek state funding for a new classroom building.~~
- ~~*27. Explore on and off campus parking and transportation options.~~
- ~~*28. Seek acquisition of additional land for campus expansion.~~
- *29. Develop and publicize a student honor code as well as a statement of ethical standards for the College community.
- *31. Organize and implement a series of environmental awareness activities for faculty, staff, and students.
- ~~*32. Take action to hire faculty and staff that reflect the diversity of the local community.~~
- ~~34. Create incentives for the widespread adoption of new instructional technology.~~
- 35. Assess the current campus training and delivery mechanism.
- ~~36. Seek funding for implementation, providing adequate training for faculty and staff prior to full implementation.~~
- *37. Enhance utilization of job search services for new and former graduates.
- *38. Student Services will collaborate with Academic Affairs to provide additional career-related opportunities for students.

2004-2005 (Year 2) Annual Progress in Institutional Strategic Planning Progress Report

For the second year, 2004-2005, the Strategic Planning Committee adopted 29 goals for implementation during the three-year planning period. Ten of the goals still required ongoing action and was carried over from the first year. Also, three new goals were adopted and will be implemented in the third year (2005-06). These goals are:

Goal 40: The Division of Education will successfully host the National Council for Accreditation of Teacher Education (NCATE) site visit.

Goal 41: The Division of Business Administration will be admitted to candidacy for the Association to Advance Collegiate Schools of Business (AACSB).

Goal 42: The Division of Social Work will make progress toward the Council on Social Work Education (CSWE).

At the end of the second year, 23 or about 80 percent of the goals were implemented. To avoid redundancy, the following reports the progress of the goals achieved and not included in the previous section regarding the College's accomplishments.

Goal 1: Pursue grant opportunities and other sources of funding as supplements to state funding.

Three grant proposals were submitted during 2004-05, two of which were funded while the third is pending. An ICAPP grant proposal in partnership with Hamilton Medical Center was funded by the University System in the amount of \$57,026 to implement an accelerated LPN to RN curriculum. That program began in Summer 2005. DSC was also successful in receiving a \$450,000 grant from the University System for a Gates Early College grant in collaboration with Dalton High School. The Early College will begin during 2005-06 and will admit its first students fall semester 2006. In addition, the Social Work Division received a Title IV-E Child Welfare Training Grant of \$133,000 to fund 20 full-time students to help the College expand its four-year degree programs and meet the work force needs of the region. Indeed, the grant assisted 9 students in pursuing full-time study and graduating earlier than otherwise. The grant will be continued in the next year with some modifications in policies to encourage more full-time student participation. Meanwhile, DSC was invited to submit a new grant proposal to the Goizueta Foundation. During spring semester 2005, the proposal was refined to include three primary initiatives, and now awaits a final decision. Taken together, these grant initiatives and funding streams have enabled the College to improve its ability to respond to priority needs of the local area in ways that would not otherwise have been possible. The College's effort to secure external funding has proven more successful over the last 3 years than in recent memory and should continue to serve the needs of the service area in an expanded way.

Goal 2: Facilitate the recruitment, funding, hiring, and retention of the best possible faculty to sustain the instructional load driven by increasing enrollments.

In 2004-2005 the College succeeded in filling all but one of its full-time faculty vacancies, usually with its first choice from among the available candidates. The single exception was a division chair opening for which none of the candidates interviewed proved satisfactory. Its responsibilities continued to be fulfilled by an interim chair. Four new applications were completed for part-time positions in the Division of Natural Sciences and Mathematics. One new part-time faculty member was hired from this pool of applicants. This is a decrease of 11 applicants from last year for the part-time position. Four part-time faculty in the division did not return from last year. With the decrease in the applicant pool, there were not enough faculty to cover as many additional classes as might have been taught. One new part-time faculty member was hired to teach the classes offered in Mathematics in Gilmer County. A part-time faculty member was hired as a full-time faculty member, which also depleted the part-time pool of faculty. In other areas, the Nursing Division hired four part-time clinical instructors for the fall and spring semesters to meet the mandatory faculty/student clinical ratio of 1:10. The Humanities Division's part-time teaching pool did increase by the hiring of 13 part-time faculty members to teach English and

humanities courses for the Division – an increase of 160% over the 2003-2004 academic year. Although no new part-time faculty were added in Social Sciences Division, a temporary full-time instructor was hired. The selection process used was the same process as used for tenure-track full-time faculty positions. This process necessitated extending the search to find an acceptable candidate. The Division of Technical Education employed twenty-six full-time instructors. These twenty-six instructors played a vital part in providing quality instruction to students.

Goal 3: Renew and refocus the communication efforts directed by the College toward area employers.

The Public Relations Office initiated a relationship with an educational marketing firm, Mindpower, Inc, of Atlanta, to begin the re-branding and renewed communication efforts toward a variety of audiences, including area employers, with the result being recommendations for ways in which the College's message can be enhanced and made more effective. The project was completed by the end of fiscal year 2004-2005 and included in these efforts were a number of publications, print, television and email ads, billboards, a revamped web site, postcard messaging and other collaterals. The initial efforts were directed at traditional-aged students and college prep students in area public high schools. As a result of Dalton State's retainer with Mindpower, a few other communication avenues will be created for the coming year, including specific targeted communications (in brochure, flyer and/or electronic forms) that are being developed for use with the non-traditional population. The firm has also proposed several creative solutions for reaching out to students who may already be employed in the workforce – creating greater awareness within the workplace and helping to help with increased enrollment. Also, a *Dalton State Magazine* has been created and will be distributed in October 2006 that will communicate information about the College's purpose, mission, programs, etc. and will be distributed to 8,000 alumni, area donors, and prominent members of the local business and education communities.

Goal 4: Implement the online BBA and BAS degrees.

During 2004-2005 DSC worked with Albany State University and Georgia Southwestern University through a consortial arrangement, with funding support from the University System, to offer the BAS degree in a completely online environment. Five of a projected six courses were offered. A total enrollment in these courses of 29 was far below the projected figure of 105. Most of the courses in the BAS may be used to fulfill requirements for the BBA as well, and one activity planned under the Title III Grant that began in 2003 was for DSC to offer an entirely online BBA program unilaterally. Coordination difficulties in the scheduling of courses for students in the consortial BAS program and DSC's BBA program led to a decision to offer the BBA in a hybrid rather than a fully online format. No such courses were offered in AY 2004-2005, but one was taught in the summer of 2005 and four are planned for the fall of 2005. Further implementation will continue through 2005-2006.

Goal 5: Position the College as a preferred choice over postsecondary institutions.

The Office of Public Relations initiated and coordinated actions that resulted in the hiring of an educational marketing firm for the purposes of positioning the College as the preferred choice over other postsecondary institutions. The primary charge for the chosen firm was to look for ways to enhance the College's message and to make it more effective. Mindpower, Inc., of Atlanta, the firm chosen to initiate the re-branding efforts of the College, completed a successful year of work for Dalton State, and created new, fresh and attractive collaterals, including a revamped web site, new publications, print and email advertisements, postcards, a new Continuing Education publication, folders, promotional and other items. While there were a number of highlights, of particular note are the revamped web site, which has improved navigation and an appealing look and feel, and the photography used in much of the publications designed by this firm. The high-quality and engaging photographs of Dalton State's current students and faculty provided an authentic and genuine feel to the web site and all printed materials. The Public Relations Office will continue to work with Mindpower during the coming fiscal year to complete projects relating to alumni, the Technical Division, and financial aid.

Goal 6: Investigate the possibility of a combined delivery model for targeted pilot courses, involving online as well as traditional components to provide more flexibility for students.

The modification of the online BBA to a hybrid format partially fulfilled this goal. For the fall semester, 2005, a total of fifteen courses in business, nursing, and technical areas were projected to be offered in online or hybrid form. At the end of the 2004-2005, five hybrid courses were actually offered. The choice of which courses to offer is shaped by a combination of stated need and faculty initiative. Existing online and hybrid courses will be sustained and new courses in these formats added, during 2005-2006. Division chairs and the Office of Academic Affairs would undertake a more focused and coherent approach to determining the need for hybrid courses and how they are to be accommodated within faculty workloads. At this time, the College's ventures into hybrid course technology remain somewhat tentative, compared to offerings available at similar institutions. All the same, DSC will stay current with educational technology and be able to adapt more efficiently to changing demands within its service area while also retaining the benefits of traditional student-faculty interaction. This is important because an expanded number of hybrid courses, offered in the context of specific degree programs, will enable the College to provide the benefits of both traditional and non-traditional forms of instruction more effectively within its service area.

Goal 7: Increase retention and graduation rates.

Advising, retention, and completion formed the centerpiece of the fall 2004 faculty retreat. Revised advising handbooks, testing cutoff "cheat sheets," and handouts touting "10 Reasons to Complete Your Degree at DSC" were disseminated. Thereafter, under the ARC initiative, the VPAA and VPES conducted division-level training sessions. In addition, the College's new Advising Center, funded by the Title III grant, began training Master Advisors through release time to work in the Center. The objective of the Master Advisor program is to train all second year faculty through service in the Advising Center. It is anticipated that, over the life of the five-year Title III grant, at least one-third the full-time faculty will be trained. Continuous improvement over time will be judged by the extent to which retention and graduation rates improve at DSC. Benchmark rates have been established by the College at the request of the University System, in which the retention objective will gradually move to 70 percent. As part of an ongoing retention effort launched several years ago, the results to date are mixed. Additional strategies will be developed in the next two years, the total impact of which should have the desired impact.

Goal 8: Fully Implement the RTP 45 hour rule.

Although diminishing, an unacceptable number of students continue to be in violation of the 45 hour rule. At this reporting, conformity with the 45 hour rule is improving, but still not complete. To this effect, the Assistant Vice President for Academic Affairs, in coordination with the Division of Humanities and the DSC Testing Center, will work to insure that all students conform with the 45 hour rule and remind faculty advisors of its provisions and the consequences of its violation, both to students and to the College as an institution. Enforcement of the 45 hour rule requires regular attention from all concerned – students, advisors, division chairs, the Testing Center, the Office of Academic Affairs, and the Office of Enrollment Services. The Office of Academic Affairs receives reports each semester of students in violation of the 45 hour rule and contacts their advisors and division chairs accordingly. It also disseminates information about changes in the rule's application that may emanate from USG sources. Monitoring of students and dissemination of information to faculty will continue. Special efforts will be made to familiarize new faculty with the rule. In the end, the elimination of 45 hour rule violations will bring the College into full compliance with USG policy in this area.

Goal 10: Implement revised/modified institutional effectiveness program.

In January 2005, a revised DSC Institutional Effectiveness Plan and Key Performance Indicators was produced and disseminated to academic division chairs, vice presidents and directors of administrative departments. To reduce the amount of work required by faculty and administrative offices, the revised IE plan provide flexibility and guidelines in assessing educational programs (individual courses and "terminal" programs) and administrative and educational support services. The review process helped the

College determine whether the size and scope of the IE program is appropriate for the size and complexity of the institution. It addressed the overarching issue of the amount and usefulness of IE data collected and recommended ways on which certain aspects of the IE program can be pared down. Faculty and administrative personnel workload on assessment has been considerably reduced.

Goal 11: Develop more online courses, including utilization of USG online offerings as an alternative when appropriate.

During the 2004-05 year, two Nursing Division courses, Nursing 1104 (Nutrition) and Nursing 2203 (Nursing Issues) went partially online. The format of the courses was changed substantially to include online testing of end of course and program learning by Educational Resources Incorporated. Meanwhile, in the division, Nursing 1107 (Medical Terminology) continues to be offered online for both Fall and Spring semesters and has recorded increased enrollments since going online. The nontraditional scheduling options also offered by the division were a success and have opened a door to providing a few more nontraditional scheduling options in Fall 2005 and Spring 2006 to meet the diverse scheduling, transportation, and learning needs of students. Elsewhere, DSC continues to offer a growing array of online courses provided by its own faculty, including the Bachelor of Applied Science in Technology Management. There is also one faculty member who regularly teaches online in the eCore program. For the Fall of 2005 six online courses will be available in comparison with six in the in the Fall of 2004 and eight in the Spring of 2005. The Office of Academic Affairs continues to work with the Office of Computing and Information Services and various academic divisions to ascertain demand for online offerings. The Vice President for Academic Affairs also encourages more faculty to consider online offerings and explore the feasibility of more online degree programs, especially if they can be offered in the framework of an inter-institutional consortium. With respect to alternative programming, the Department of Physical Administration has been offering afternoon evening and Saturday courses for many years. Additional offerings were added during the 2004-05 year contingent upon demand and availability of instructors. For example, one Saturday class was offered and the number of evening classes increased to about 6 – 8 each semester. Apart from that, the College offered a number of half-semester courses (B and C Sessions) to accommodate more diverse student needs. Working in conjunction with the Humanities Division, these courses were coordinated in such a way as to allow students to complete a substantial portion of their Area A, B, and E requirements. And the Business Administration Division offered several 4:45 classes which had adequate enrollment. These nontraditional scheduling have been effective and have provided students with a greater opportunity of taking and completing classes at times other than what has been commonplace. The coordination of these times also added a benefit for students trying to complete their programs in the most efficient manner possible.

Goal 13: Investigate the development of cross-registration agreements with other institutions.

The availability of cross registration opportunities was investigated. For the most part, the only students that would be interested in these are likely to be RETP students. For the 2004-05 year, none of the students in the program expressed interest in taking advantage of cross-registration opportunities.

Goal 14: Complete a reassessment of the general education core to ensure that it reflects what students need to know.

Little or no comprehensive evaluation of learning in Core Curriculum courses taught at DSC has been conducted since the Core Curriculum assumed its present form in 1998. In fulfillment of this goal, the Office of the Vice President for Academic Affairs initiated a survey of learning objectives in Core Curriculum courses applicable to Areas A-E. A committee from the faculties of the Divisions of Humanities, Natural Sciences and Mathematics, and Social Sciences was formed to examine the learning objectives of Core Curriculum courses at DSC and compare them with objectives generally accepted in the USG. This review is still ongoing and any results or recommendations have yet to be made for any changes to be effected at this time.

Goal 15: Encourage learning communities, interdisciplinary studies, and other creative instructional activities.

Learning communities are envisioned as a student retention strategy to be conducted as an activity supported by the Title III grant. In 2004-2005 five learning communities were formed, all confined to Learning Support courses since students in these courses were deemed to be at highest risk for non-retention. Students were linked by classes in different disciplines so that the instruction in one class reinforces learning in the others. The desired outcome is that student performance in learning community classes will exceed that of students taking the same courses outside the learning community environment. Plans have been made to extend the concept in 2005-2006 to include general education courses in the Core Curriculum. Because this initiative is at its beginnings, no definite results can be reported as yet; however, as a major Title III and retention activity at DSC, it will remain a major program and will be constantly assessed as it holds promise for improving student retention. Indeed, the Office of Academic Affairs has discussed the need for a more careful monitoring of learning community registrations with the Office of Enrollment Services and the Advising Center.

Goal 17: Develop/implement a new Honors Program.

The Office of Academic Affairs appointed an ad hoc Honors Committee to investigate the feasibility of an Honors Program and make recommendations for its design, and identify candidates for the position of Director of the Honors Program. Resources available through the Title III grant enabled the College to undertake a more systematic effort, by studying successful programs at other institutions and dedicating faculty and physical resources to such a program at DSC. During the 2004-05 year, upon recommendations from the Committee, one faculty member was released from teaching responsibilities and provided with institutional support to design and implement an Honors Program modeled on the long-established and successful example in operation at Macon State College. With the position of Director filled, the incumbent met frequently and regularly with the Vice President for Academic Affairs to develop the program and admit students beginning with the Fall 2005 semester. In preparation, student and faculty selection procedures were developed, courses identified and requirements for honors credit was defined as well as means for assessing the program's accomplishments and its success as a retention instrument. For starters, three courses in communications, mathematics, and an honors seminar will constitute the initial offering. A plan calls for encouraging students with high academic capabilities to enroll in the Honors program upon which recognition of special achievement will be indicated on their transcripts and at the time of graduation. A full-scale honors program, offering a variety of courses from across the Core Curriculum would demonstrate DSC's concern for the higher as well as the lower end of the spectrum of student achievement and hold significant promise for enhancing the College's public image and its student retention. In order to fulfill its stated purposes, the Honors Program will be continued after the expiration of the Title III grant from which it derived its initial impetus.

Goal 19: Increase the number of DSC students who continue from the sophomore to the junior year.

The chair and faculty of Division of Business Administration have been working to develop methods for increasing the number of students retained. Their efforts appear to bear some fruits as of the 109 sophomore business administration students who attended DSC in Fall 2002, 46.8% were retained as sophomore or junior business administration students in Fall 2003. Ten percent of those students were retained as non-business students. And of the 106 sophomore business administration students who attended DSC in Fall 2003, 53.8% were retained as sophomore or junior business administration students in Fall 2004. Four percent of those students were retained as non-business students.

Goal 21: Increase participation of faculty, staff, and students in economic development activities with the Northwest Georgia region.

Undertakings with the intention or potential for increasing participation by faculty, staff, and students in economic development activities were carried out principally through the ACE Center, the Center for Continuing Education, and the Division of Business Administration. The ACE Center held a Career Fair to bring students and prospective employers together and maintained intern and cooperative programs that

placed students in local work situations related to their fields of study and were served by an advisory committee composed of College faculty and staff. The Center for Continuing Education participated in a variety of functions sponsored by the Dalton/Whitfield Chamber of Commerce and secured an ICAPP grant from the University System to support a partnership between DSC and Hamilton Medical Center designed to enable licensed practical nurses in upgrading their qualifications to those of registered nurses. The Director of the Center served on the board of the Downtown Dalton Authority and in the Target Tomorrow project. Faculty from the Division of Business Administration acted as consultants to several local corporations, completed their obligations under a federal grant which underwrote foreign travel by students and faculty interested in international trade, and sponsored conferences on campus to explore ways of fostering smoother commercial relations between the local Anglo and Hispanic communities. The Center for Applied Business Studies, begun in 2001, was terminated because its functions were considered redundant when aligned with those of Continuing Education, the Division of Business Administration, and the Division of Technical Education.

Goal 22: Advertise certification testing and other services available through the Center for Continuing Education, Center for Applied Business Studies, and the Division of Technical Education.

The Office of Academic Affairs facilitated discussions between the Center for Continuing Education, the Division of Business Administration, and the Division of Technical Education about provision of certification testing and other services. It also oversaw the termination of the Center for Applied Business Studies in the Summer of 2004 because its functions were considered redundant when aligned with those of other units. Clearer lines of communication were established between interested units, especially between the Center for Continuing Education and the Division of Business Administration. The College moved toward greater efficiency and an improved image in its relations with business and industry clients in its service area. For example, the Center for Continuing Education created a Business Development Committee to develop strategies for marketing academic, technical and non-credit programs of the College to the business community, but work of the committee was stalled due to several factors, among them lack of a Technical Division Chair (a key leadership position in marketing the College to business and industry), the dissolution of the Center for Applied Business Studies, ongoing issues such as faculty pay for teaching in Continuing Education, development of the College's website and its potential as a marketing tool, and ongoing staffing concerns. All the same, the Center is assuming a leading role in the community relative to entrepreneur/small business development and has determined that it would better enhance its marketing efforts through greater visibility on the DSC/CE web site, the Continuing Education Compass publication, and flyers sent directly to the local schools who are teaching programs that encourage students to become certified through the testing process.

Goal 26: Seek state funding for a new classroom building.

The College's Minor Capital project for FY 06 was included in the Board of Regents budget request and subsequently was added to the General Assembly's FY 06 budget through the Senate Appropriations Committee. Though the project survived the Joint Appropriations Committee and was forwarded to the Governor's Office together with the rest of the state budget, the Governor ultimately vetoed the DSC project. But then the Board of Regents added DSC's proposed health sciences building, now styled the "Academic Building," to the Major Capital Rolling List at its June 2005 meeting. This facility is budgeted at \$22 million and will contain 100,000 square feet of space. It will serve as a facility for academic programs, including health sciences, as well as student support programs. It is anticipated that the building will come up for funding around 2010 or so, depending on how quickly the projects ahead of it are funded. Since this project, together with others, is part of the Physical Master Plan Update for DSC completed in April 2005, its ultimate success in securing funding will mark completion of one piece of the master plan and thus relate specifically to the continuous improvement benchmarks identified within the master plan.

Goal 27: Explore on and off-campus parking options

An additional 125 spaces was created on the athletic field with sidewalk constructed on North College Drive to connect parking lot with the main campus. The Trade Center has allowed use of a lot which students can access via shuttle service from Westcott. However, there is still some pressure to provide more parking spaces, especially in light of growing student enrollment and campus master planning efforts. Also, transportation issues such as carpooling, public transportation, fuel conservation will be addressed as part of the attainment of this goal in FY06.

Goal 28: Seek acquisition of additional land for campus expansion.

Early in the 2004-05 Sasaki Physical Master Plan Update process, the Wood Valley Apartment complex emerged as the best option for acquisition. Not only is the property located between the campus and the site of the new Continuing Education Building, its new owners were willing to discuss selling the property. Following protracted negotiations that began in March 2005, the acquisition was completed by the DSC Foundation in late September. Expansion of the campus is vital to the continued growth of the college. There are few building sites available on campus. There is currently no space for student housing and outdoor athletic space is limited. Non-contiguous land would allow for off campus expansion which would reduce congestion and ease parking on campus. The acquisition meets one of the primary objectives in the Physical Master Plan Update for growing the long-term physical capacity of the campus. Ultimately, this land purchase will help change the face of the College and enable it to move to the next level of responsiveness.

Goal 32: Take action to hire faculty and staff that reflect the diversity of the local community.

As the demographics of DSC's service area have changed in recent years, the College's faculty and staff have become more diverse, especially in the inclusion of females and African-Americans. The rapidly growing Hispanic/Latino element in the local population remains under-represented among College employees. There is still much work to do in this area. The College will continue to seek and act upon opportunities for assertive recruiting among minorities, making a strong effort to attract Hispanic/Latino candidates. For example, during the 2004-05 year, the Office of Academic Affairs insured that advertisements for faculty openings were placed where they would receive the widest appropriate exposure, including media directed particularly at Hispanic/Latino audiences. A more accurate reflection of its service area's demographic diversity will make the College more attractive to students from minority groups as well as the majority ones.

Goal 34: Create incentives for the widespread adoption of new instructional technology.

While no system exists to provide concrete rewards or incentives for the adoption of new instructional technology by the DSC faculty, it is widely understood that remaining abreast of technological innovation and incorporating it into pedagogy where appropriate or promising is an important indication of a faculty member's teaching effectiveness or professional development and may be reflected in decisions about tenure, promotion, and salary increases. Each application of technology will be judged on its merits in discussions between faculty members and their supervisors, guided in part by criteria described in the *Faculty Annual Evaluation Process Manual of Procedure* adopted in 2003 and revised in the spring of 2005. The Office of Computing and Information Services conducted a number of training workshops for faculty and staff on various technological subjects. These activities will be sustained in 2005-2006.

Goal 36: Seek funding for implementation, providing adequate training for faculty and staff prior to full implementation.

Under the auspices of the Advising, Retention, and Completion (ARC) Initiative, faculty training sessions were organized by the Office of Academic Affairs in the Fall of 2004 and the Spring of 2005 to train faculty as Master Advisors through release time to work in the College's new Advising Center. Funded by the Title III grant, the objective of the Master Advisor program is to train all second year faculty through service in the Advising Center. It is anticipated that, over the life of the five-year Title III grant, at least one-third the full-time faculty will be trained.

2005-2006 (Year 3) Implementation Plan Goals

(Note: *Some action completed in Year 2, but still requires ongoing activity or update; carried over to Year 3.)

- *1. Pursue grant opportunities and other sources of funding as supplements to state funding.
- *2. Facilitate the recruitment, funding, hiring, and retention of the best possible faculty to sustain the instructional load driven by increasing enrollments.
- *3. Renew and refocus the communication efforts directed by the College toward area employers.
- *4. Implement the online BBA and BAS degrees.
- *5. Position the College as a preferred choice over other postsecondary institutions.
- *7. Increase retention and graduation rates.
- *8. Fully implement the RTP 45-hour rule.
- *14. Complete a reassessment of the general education core to ensure that it reflects what students need to know.
- *15. Encourage learning communities, interdisciplinary studies, and other creative instructional activities.
- *16. Increase student participation in study abroad programs.
- *17. Develop/Implement a new Honors program.
- *19. Increase the number of DSC students who continue at DSC from the sophomore to the junior year.
- *20. Increase the number of incoming transfer students into the junior year.
- *23. The College and local employers will utilize four-year degree program advisory councils to determine opportunities for applied research that are mutually beneficial.
- 24. Seek external grants to support international study and faculty enrichment.
- *27. Explore on and off-campus parking and transportation options.
- *28. Seek acquisition of additional land for campus expansion.
- *29. Develop and publicize a student honor code as well as a statement of ethical standards for the College community.
- *31. Organize and implement a series of environmental awareness activities for faculty, staff, and students.
- *32. Take action to hire faculty and staff that reflect the diversity of the local community.
- *37. Enhance utilization of job search services for new and former graduates.
- *38. Student Services will collaborate with Academic Affairs to provide additional career-related opportunities for students.
- 40. The Division of Education will successfully host the National Council for Accreditation of Teacher Education (NCATE) site visit.
- 41. The Division of Business Administration will continue in candidacy for Association to Advance Collegiate Schools of Business (AACSB) accreditation.
- 42. The Division of Social Work will make progress toward Council on Social Work Education (CSWE) accreditation.

2005-2006 (Year 3) Implementation Plan Goals by Assigned Units

Academic and Career Enhancement (ACE) Center

- G31. Organize and implement a series of environmental awareness activities for faculty, staff, and students.
- G37. Enhance utilization of job search services for new and former graduates.
- G38. Student Services will collaborate with Academic Affairs to provide additional career-related opportunities for students.

Academic Affairs (Vice President)

- G2. Facilitate the recruitment, funding, hiring, and retention of the best possible faculty to sustain the instructional load driven by increasing enrollments.
- G7. Increase retention and graduation rates.
- G8. Fully implement the RTP 45-hour rule.
- G14. Complete a reassessment of the general education core to ensure that it reflects what students need to know.
- G15. Encourage learning communities, interdisciplinary studies, and other creative instructional activities.
- G17. Develop/implement a new Honors program.
- G19. Increase the number of DSC students who continue at DSC from the sophomore to the junior year.
- G29. Develop and publicize a student honor code as well as a statement of ethical standards for the College community.
- G31. Organize and implement a series of environmental awareness activities for faculty, staff, and students.

Academic Affairs (Assistant Vice President)

None for 2005-2006.

Admissions

None for 2005-2006.

Adult Literacy

None for 2005-2006.

Business Administration Division

- G2. Facilitate the recruitment, funding, hiring, and retention of the best possible faculty to sustain the instructional load driven by increasing enrollments.
- G4. Implement the online BBA and BAS degrees.
- G23. The College and local employers will utilize four-year degree program advisory councils to determine opportunities for applied research that are mutually beneficial.
- G41. The Division of Business Administration will continue in candidacy for the Association to Advance Collegiate Schools of Business (AACSB) accreditation.

Computing and Information Services

None for 2005-2006.

Center for Continuing Education

None for 2005-2006.

Derrell C. Roberts Library

None for 2005-2006.

Education Division

- G2. Facilitate the recruitment, funding, hiring, and retention of the best possible faculty to sustain the instructional load driven by increasing enrollments.
- G23. The College and local employers will utilize four-year degree program advisory councils to determine opportunities for applied research that are mutually beneficial.
- G40. The Division of Education will successfully host the National Council for Accreditation of Teacher Education (NCATE) site visit.

Enrollment Services (Vice President)

- G7. Increase retention and graduation rates.
- G20. Increase the number of incoming transfer students into the junior year.
- G29. Develop and publicize a student honor code as well as a statement of ethical standards for the College community.
- G31. Organize and implement a series of environmental awareness activities for faculty, staff, and students.

Financial Aid and Veterans Services

None for 2005-2006.

Fiscal Affairs (Vice President)

- G27. Explore on and off-campus parking and transportation options.
- G31. Organize and implement a series of environmental awareness activities for faculty, staff, and students.

Humanities Division

- G2. Facilitate the recruitment, funding, hiring, and retention of the best possible faculty to sustain the instructional load driven by increasing enrollments.

Institutional Advancement

None for 2005-2006.

Institutional Research and Planning

None for 2005-2006.

Learning Support Coordinator

None for 2005-2006.

Natural Sciences and Mathematics Division

- G2. Facilitate the recruitment, funding, hiring, and retention of the best possible faculty to sustain the instructional load driven by increasing enrollments.

Nursing Division

- G2. Facilitate the recruitment, funding, hiring, and retention of the best possible faculty to sustain the instructional load driven by increasing enrollments.

Plant Operations

- G31. Organize and implement a series of environmental awareness activities for faculty, staff, and students.

President

- G1. Pursue grant opportunities and other sources of funding as supplements to state funding.
- G3. Renew and refocus the communication efforts directed by the College toward area employers.
- G5. Position the College as a preferred choice over other postsecondary institutions.
- G24. Seek external grants to support international study and faculty enrichment.
- G28. Seek acquisition of additional land for campus expansion.
- G32. Take action to hire faculty and staff that reflect the diversity of the local community.

Public Relations

- G31. Organize and implement a series of environmental awareness activities for faculty, staff, and students.

Public Safety

None for 2005-2006.

Social Sciences Division

- G2. Facilitate the recruitment, funding, hiring, and retention of the best possible faculty to sustain the instructional load driven by increasing enrollments.

Social Work Division

- G2. Facilitate the recruitment, funding, hiring, and retention of the best possible faculty to sustain the instructional load driven by increasing enrollments.
- G23. The College and local employers will utilize four-year degree program advisory councils to determine opportunities for applied research that are mutually beneficial.
- G42. The Division of Social Work will make progress toward Council on Social Work Education (CSWE) accreditation.

Student Activities

- G31. Organize and implement a series of environmental awareness activities for faculty, staff, and students.

Study Abroad Coordinator

G16. Increase student participation in study abroad programs.

Technical Education Division

G2. Facilitate the recruitment, funding, hiring, and retention of the best possible faculty to sustain the instructional load driven by increasing enrollments.

Title III Project Coordinator

None for 2005-2006.

2005-2006 (Year 3) Implementation Plan Goals Achieved/Completed

- ~~*1. Pursue grant opportunities and other sources of funding as supplements to state funding.~~
- ~~*2. Facilitate the recruitment, funding, hiring, and retention of the best possible faculty to sustain the instructional load driven by increasing enrollments.~~
- ~~*3. Renew and refocus the communication efforts directed by the College toward area employers.~~
- ~~*4. Implement the online BBA and BAS degrees.~~
- *5. Position the College as a preferred choice over other postsecondary institutions.
- ~~*7. Increase retention and graduation rates.~~
- ~~*8. Fully implement the RTP 45-hour rule.~~
- *14. Complete a reassessment of the general education core to ensure that it reflects what students need to know.
- ~~*15. Encourage learning communities, interdisciplinary studies, and other creative instructional activities.~~
- ~~*16. Increase student participation in study abroad programs.~~
- ~~*17. Develop/implement a new Honors program.~~
- ~~*19. Increase the number of DSC students who continue at DSC from the sophomore to the junior year.~~
- *20. Increase the number of incoming transfer students into the junior year.
- ~~*23. The College and local employers will utilize four-year degree program advisory councils to determine opportunities for applied research that are mutually beneficial.~~
- 24. Seek external grants to support international study and faculty enrichment.
- ~~*27. Explore on and off-campus parking and transportation options.~~
- ~~*28. Seek acquisition of additional land for campus expansion.~~
- *29. Develop and publicize a student honor code as well as a statement of ethical standards for the College community.
- *31. Organize and implement a series of environmental awareness activities for faculty, staff, and students.
- *32. Take action to hire faculty and staff that reflect the diversity of the local community.
- *37. Enhance utilization of job search services for new and former graduates.
- *38. Student Services will collaborate with Academic Affairs to provide additional career-related opportunities for students.
- ~~40. The Division of Education will successfully host the National Council for Accreditation of Teacher Education (NCATE) site visit.~~
- ~~41. The Division of Business Administration will be admitted to candidacy for the Association to Advance Collegiate Schools of Business (AACSB).~~
- ~~42. The Division of Social Work will make progress toward the Council on Social Work Education (CSWE).~~

2005-2006 (Year 3) Annual Progress in Institutional Strategic Planning Progress Report

Dalton State completed the third and final year of its 2003-2006 *Strategic Plan*. During 2005-06, the Strategic Planning Committee adopted 25 goals for implementation. Twenty-one of the goals required ongoing action and were carried over from the second year, while four new goals were adopted and implemented in the third year. At the end of the year, 16 (64 percent) of the goals had been implemented. The following summarizes progress reports of goals achieved during 2005-06.

Goal 1: Pursue grant opportunities and other sources of funding as supplements to state funding.

The Social Work Division wrote and secured two grants in the amount of \$270,000. The first grant, Title IV-E Child Welfare Training, made it possible for students to pursue full-time study in social work. The second grant, the Veteran Worker Grant, assisted in the development of curriculum materials for teaching veteran workers at DFCS about social work with Latino clients. Two units of the curriculum will be published and circulated state-wide and nationally with DSC featuring prominently on the cover. It will bring recognition to DSC as an institution with expertise and a high degree of scholarship. The IV-E grant will be continued in the next year with some modifications in policies to encourage more full-time student participation. The Veteran Worker Grant will be reapplied for to allow for additional publication of social work approaches for work with Latino clients. In addition, the College was invited to apply for a second three-year grant from the Goizueta Foundation, the first having been awarded in 2002. Following a careful and involved process to determine the specific programmatic objectives to be supported, good news came in November 2005 with a letter informing the institution that a new grant in the amount of \$1,678,864 had been approved. These funds will be utilized to continue the Goizueta Summer Academy, enhance the Goizueta Foundation Scholarship Endowment, and fund the Goizueta Foundation Chair in Teacher Education.

Goal 2: Facilitate the recruitment, funding, hiring, and retention of the best possible faculty to sustain the instructional load driven by increasing enrollments.

In 2005-2006, the College succeeded in filling all of its full-time faculty vacancies, usually with its first choice from among the available candidates. In all, there were 22 full-time faculty hires. An appropriate number of part-time faculty were also recruited to help with the College's increased instructional load. The Business Administration division hired three well-qualified part-time instructors. To accommodate the significant number of students in the new education program, the Division of Education hired the services of 14 instructors and supervisors. The Division of Natural Sciences and Mathematics completed six new applications for part-time positions: one part-time physical education instructor and four part-time mathematics instructors were hired. The Nursing Division hired three part-time clinical instructors. The division of Social Sciences hired eight part-time faculty to teach 15 classes. During fall 2005, the Humanities Division used 14 part-time faculty members, who taught 22 sections. During Spring Semester 2006, the Division of Humanities offered 20 sections of English/humanities classes taught by part-time faculty members. The Technical Division employed 37 adjunct instructors/clinical coordinators. As enrollment increases, it would appear that additional part-time faculty will be needed to ensure an adequate number of classes are available. Although there is a heavy reliance on part-time faculty, this goal and its results assure the College's engagement of the highest caliber faculty consistent with its mission and resources. Faculty members employed through these procedures are most likely to understand the institution's mission and accommodate themselves to its culture.

Goal 3: Renew and refocus the communication efforts directed by the College toward area employers.

The Public Relations Office continued with re-branding and renewed communication efforts toward a variety of audiences, including area employers – resulting in ways in which the College's message can be enhanced and made more effective. Included in these efforts were a number of publications; print, television and email ads; billboards; revamped web site; and postcard messaging. Also, a campaign to increase communication to the various businesses and industries resulted in a targeted marketing

campaign to two of the area's largest employers, the carpet manufacturers Shaw and Mohawk. This campaign, which included materials printed in both English and Spanish, was initiated through the Public Relations Office with the assistance of the President of the College and the Chair of the Technical Division. Also, two electronic pieces were developed for use by Enrollment Services and the Technical Division to target businesses and industries in an effort to recruit students. A 24-page publication, the *Dalton State Magazine*, was launched in October 2005 with the goal of reaching potential and current donors, alumni, and other constituents, thus increasing the College's communication capabilities. The goal definitely enhanced the College's communication with the business community.

Goal 4: Implement the online BBA and BAS degrees.

As part of the College's Title III grant initiatives, the Division of Business Administration continued its online and hybrid efforts and by the end of the academic year 2005-06 mounted about half of the upper-division courses. The intent of the goal is that with these hybrid offerings, the division can attract larger numbers of students to the program.

Goal 5: Position the College as a preferred choice over other postsecondary institutions.

No action taken.

Goal 7: Increase graduation and retention rates.

The Advisement, Retention, and Completion (ARC) Initiative, begun in 2003 as a local undertaking, was reconfigured as DSC's response to the University System's Retention, Progression, and Graduation (RPG) Initiative mandated in August 2005 by the Board of Regents. As part of this effort, the College completed a *Retention and Graduation Rates Improvement Plan* which was filed with the University System in November 2005. The plan indicated that DSC's retention rates will increase by at least 1.5% per year and that timely graduation rates will increase by at least 1% per year. To aid the process, a faculty member was appointed as the College's Coordinator for RPG and given two course releases in order to pursue a comprehensive study, drawing upon the work of a campus-wide RPG Committee, to improve DSC's retention and graduation rates by identifying and correcting impediments to student retention and timely graduation and by suggesting enhancements to the teaching and learning process. In the spring and summer of 2006, a large body of data was collected by five subcommittees of the campus-wide RPG Committee, which investigated the areas of financial aid, academic advising, student success, First Year Experience/College 1101, and best practices in RPG. By the beginning of the fall semester 2006, 57 specific recommendations for improving retention and graduation rates had been formulated and were under consideration.

Goal 8: Fully implement the RTP 45 hour rule

This goal enforces the Regents' rule that all degree-seeking students must have satisfied the RTP requirement by the completion of 45 credit hours. During the 2005-2006 year, conformity with the 45 hour rule improved significantly at DSC. The Office of Academic Affairs receives reports each semester of students in violation of the 45 hour rule and contacts their advisors and division chairs accordingly. It also disseminates information about changes in the rule's application that may emanate from USG sources. Compared with earlier years, a significantly diminished number of students made appeals to the RTP Appeals Committee because of violations of the 45 hour rule. In 2003-2004 there were 29 such appeals; in 2004-2005 there were 30, and in 2005-2006 there were 15. To ensure continuing success, the Assistant Vice President for Academic Affairs, in coordination with the Division of Humanities and the DSC Testing Center, will work to ensure that all students conform to the 45 hour rule and will remind faculty advisors of its provisions and the consequences of its violation, both to students and to the College as an institution. Subsequently, monitoring of students and dissemination of information to faculty will continue, and special efforts will be made to familiarize new faculty with the rule.

Goal 14: Complete a reassessment of the general education core to ensure that it reflects what students need to know.

This goal is to formulate or identify desirable learning objectives in Areas A-E of the Core Curriculum and compare them with existing learning objectives in each of these areas, with recommendations for changes where necessary. Existing and proposed learning objectives were to be defined in each of Areas A-E and associated with specific courses, which would then be assessed for their effectiveness in realizing the desired learning objectives. During 2005-2006, little systematic work was carried out to achieve this goal in a coordinated fashion across the breadth of the Core Curriculum, although the three academic divisions which provide the great majority of general education courses – Humanities, Natural Sciences and Mathematics, and Social Sciences – sustained their own reviews under the aegis of the College's Institutional Effectiveness Plan. To achieve this goal eventually, the Vice President for Academic Affairs would consult the chairs of the Divisions of Humanities, Natural Sciences and Mathematics, and Social Sciences to devise a strategy for a comprehensive reassessment of the College's general education curriculum. This assessment would be carried out in relation to a pending reassessment of the Core Curriculum by University System agencies and also in relation to the requirements for clear definition of general education learning objectives needed by the College's teacher education program as it is affected by the rubrics of the Regents' Principles for Teacher Education and recent adoption of the Georgia Performance Standards within the K-12 curriculum.

Goal 15: Encourage learning communities, interdisciplinary studies, and other creative instructional activities.

The learning communities concept was created to link classes in different disciplines, register students for the full block of such classes, and conduct their instruction so that learning in one class reinforces learning in the others. The objective is that student performance in learning community classes will exceed that of students taking the same courses outside the learning community environment. The learning communities program at DSC was envisioned as a student retention strategy to be conducted as an activity supported by the Title III grant. In 2005-2006, 10 learning communities were formed, some of which linked related general education courses. A total of 71 students and 9 instructors participated in these communities. The overall retention rate of these students was 53.5%. Of these, the most successful was one which linked introductory psychology with the survey of cinema as literature. Six communities failed to attract sufficient students and were dissolved during registration periods in order to make more seats available to students outside the communities. Even so, learning communities will remain a major Title III activity as they hold significant promise as a strategy for improving student learning and therefore student retention at DSC. The learning communities program would thus be carefully scheduled and the performance of students in them closely monitored by the Advising Center and the Office of Academic Affairs. The long-term plan is to continue the learning community concept beyond Learning Support courses to include general education courses in the Core Curriculum.

Goal 16: Increase student participation in study abroad programs.

Student participation in study abroad programs increased slightly in summer 2006 to 19 students compared with the previous summer's total of 15. A concerted effort was made to increase student awareness about study abroad opportunities. An important part of that effort involved creation of the DSC Study Abroad website which contains information useful to students either thinking about or planning on participating in these programs. This site has links to the USG study abroad web sites, making it a very convenient way to access pertinent information. Banners running on the DSC website and flyers posted on bulletin boards around campus led students to the study abroad site. Other recruitment efforts involved study abroad promotional events in the campus Student Center, including the staffing of an information kiosk and a study abroad luncheon, numerous classroom visits, and information provided at New Student Orientation. Several emails were sent to all DSC students to make them aware of study abroad opportunities. It is recognized that an important means of increasing participation in study abroad programs is to provide financial assistance to students. To that end, the DSC Foundation awarded Study Abroad Scholarships to three students this year (\$1000 per student).

Goal 17: Develop/implement a new Honors Program

To encourage retention of students with high academic capabilities, the College launched a program for qualified students to enroll in enriched offerings of Core Curriculum courses for which recognition of special achievement will be indicated on their transcripts and at the time of graduation. A fully organized Honors Program was developed and put in place by the fall semester of 2005. Student and faculty selection procedures were developed, courses were identified, and requirements for honors credit were defined. At the end of the 2005-2006 academic year, 11 students were in the Honors Program, which had begun the year with six enrollees. At the end of the year, students in the program rated it in the "excellent" range (4.14 on a 5.0 scale), as did the participating faculty (4.25 on a 5.0 scale). With the low enrollment, participation in the Honors Program was disappointing, notwithstanding vigorous efforts at recruitment and extensive work by instructors to devise Honors sections of specific general education courses. With the exception of the new Honors Seminar on Critical Thinking, three of four specifically designed Honors sections to be offered were cancelled, and students in the program instead designated particular courses in their schedules to be taken for Honors credit, working with the instructors to devise suitable assignments. Means remain to be devised for assessing the program's accomplishments and its success as a retention instrument. The Honors Program will be continued, and a concerted effort will be made by the College administration to make the faculty more aware of the Honors Program and the opportunities it offers in order to encourage faculty members to direct promising students toward it. Indeed, a full-scale honors program, offering a variety of courses from across the Core Curriculum, will demonstrate DSC's concern for the higher as well as the lower end of the spectrum of student achievement and holds significant promise for enhancing the College's public image and its student retention efforts.

Goal 19: Increase the number of DSC students who continue at DSC from the sophomore to the junior year.

In fall 2005, total junior and senior enrollment in DSC's baccalaureate programs was 6% above the fall 2004 figure. Most of this growth was in the B.B.A. in Management program, which increased by 28.6%. The number for the B.S. in Industrial Operations Management rose by 3.8%. Patterns in other baccalaureate programs in this period were disappointing; the B.S. in Management Information Systems saw a decline of 4.5% and the B.A.S. in Technology Management figure dropped by 15.2 %, while the B.S. in Marketing Systems and B.S.W. figures remained unchanged from 2004 levels. Native DSC students who move from sophomore to junior status are likely to provide the bulk of enrollment in the College's baccalaureate programs as opposed to students transferring to DSC from elsewhere at the beginning of their junior years. Strenuous efforts will be made to retain these students for the full length of their programs. DSC students who continue at the College from the sophomore to the junior year are crucial to the well-being of DSC's baccalaureate programs.

Goal 20: Increase the number of incoming transfer students into the junior year.

No action taken.

Goal 23: The College and local employers will utilize four-year degree program advisory councils to determine opportunities for applied research that are mutually beneficial.

The intent of the College's advisory councils is to provide feedback for the business degree programs and serve as a networking resource for DSC's graduates. During spring 2004, the Division of Business Administration established an advisory council, which meets once or twice a year. During 2005-2006, the Business Advisory Council met once and played a significant role in the division's accreditation efforts. The advisory council has proved beneficial to students and faculty because the council members provide the College with information regarding current needs in their industries.

Goal 24: Seek external grants to support international study and faculty enrichment.

No action taken.

Goal 27: Explore on and off-campus parking and transportation options.

The Vice President for Fiscal Affairs worked with the Trade Center, Public Safety, and Plant Operations to add additional parking on campus and off-campus. Parking spaces were created on the campus athletic field, the library lot, the Trade Center via shuttle service, and the new Continuing Education building. In all, 425 parking spaces were added on campus. All the same, there is still some pressure to provide more parking spaces, especially in light of growing student enrollment. In fall 2006, most students will have a four-day schedule which should reduce the demand for parking. At the same time, the College is conducting feasibility studies to build a parking deck on campus.

Goal 28: Seek acquisition of additional land for campus expansion.

During 2005-06, the Board of Regents approved a building project of 20,000 ft. for a new Technical Division building on approximately 3 acres at the Whitfield County Career Academy. The Foundation also purchased the Wood Valley Apartments, contiguous to the campus, and received an additional gift of approximately 20 acres just south of the campus. These are positive developments as they make it possible for the College to expand beyond its current boundaries.

Goal 29: Develop and publicize a student honor code as well as a statement of ethical standards for the College community.

In the light of existing policies and the relatively low level of student infractions, formulation of an honor code and supporting statement of ethical conduct has not been regarded as a high priority at DSC. Consequently, the Office of Academic Affairs did not address this goal. In fact, there is no consensus about the feasibility of an honor code in the DSC environment, and the existing Student Code of Conduct is deemed by many to be a sufficient statement of ethical norms. All the same, it is recommended that a committee of students, faculty, and administrators investigate the honor codes at institutions comparable to DSC and consider whether the current Student Code of Conduct provides adequate ethical guidance.

Goal 31: Organize and implement a series of environmental awareness activities for faculty, staff, and students.
No action taken.

Goal 32: Take action to hire faculty and staff that reflect the diversity of the local community.
No action taken.

Goal 37: Enhance utilization of job search strategies for new and former graduates.

The ACE Center was assigned the task of developing a series of workshops emphasizing topics such as resume writing, networking, interviewing, and business etiquette, and to provide a modified version of the workshops online. Additionally, resource packets were to be made available, and the Center was to collaborate with the Office of Institutional Advancement to send a mailing to graduates within the last 2-4 years. The brochure was to describe career services available to Dalton State College graduates. During the 2005-06 year, the directors of the ACE Center and Institutional Advancement determined that it would not be feasible to begin such a program for graduates at this time.

Goal 38: Student Services will collaborate with Academic Affairs to provide additional career-related opportunities for students.

The ACE Center was charged with developing a needs assessment survey during the fall semester to be distributed to each academic division about career-related opportunities that would be helpful to their majors. After the results were tabulated, a plan of action was to be discussed with each division with implementation during spring semester 2006 and fall semester 2006. The needs assessment survey was not developed and distributed because after meeting with several divisions, the ACE Center staff received limited feedback.

Goal 40: The Division of Education will successfully host the National Council for Accreditation of Teacher Education (NCATE) site visit.

The Division of Education will host its initial NCATE site visit in March 2007. In preparation, the 2005-06 academic year was devoted to meeting candidacy requirements. The division submitted the Conceptual Framework and Preconditions to National Council for Accreditation of Teacher Education (NCATE) and received approval of both the Framework and Preconditions in February 2006. The approval will allow the Division to seek full accreditation from NCATE and the Georgia Professional Standards Commission (PSC). Full accreditation will allow Dalton State College to recommend to the Georgia Professional Standards Commission the teacher candidates successfully completing the Dalton State College teacher education program and successfully passing the state licensure exam.

Goal 41: The Division of Business Administration will continue in candidacy for the Association to Advance Collegiate Schools of Business (AACSB) accreditation.

The Division Business Administration submitted its first annual report to the AACSB Initial Accreditation Committee (IAC) in October 2005, and the report was accepted. The acceptance of the plan allows the division to be considered for AACSB accreditation in fall 2009. This is part of the preaccreditation process, and there will be annual campus visits by the College's AACSB mentor and the submission of annual reports to the AACSB Initial Accreditation Committee until the review team visits the campus to determine eligibility.

Goal 42: The Division of Social Work will make progress toward Council on Social Work Education (CSWE) accreditation.

The Division of Social Work hosted a successful site visit for first year candidacy in October 2005, and preparation continued for another site visit by CSWE in October 2006. The program continues on track for a full accreditation site visit in 2007.

THE INSTITUTIONAL EFFECTIVENESS PROGRAM

Assessment and Institutional Effectiveness at Dalton State College

The program of institutional effectiveness at Dalton State College (DSC) 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 DSC, planning and assessment are regarded as interrelated parts of a single, comprehensive function. Thus, 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, actual results, and the uses of those results in improving the college's programs and services. Academic divisions develop these action plans in the summer for the upcoming year and load them into the College's *Plan Builder* software as annual implementation plans. At the end of the academic year, the division chairpersons load the outcomes into *Plan Builder* as annual progress reports, and the Strategic Planning Committee reviews them. When various goals have been achieved, new ones are selected annually from the *Strategic Plan* and corresponding action plans are designed. In this manner it is possible for all of the goals to be identified for implementation sometime during the three-year planning cycle.

Focus on Continuous Improvement

The strategic planning loop is closed with the "Focus on Continuous Improvement" window in *Plan Builder*, which enables units to analyze the data and experience gained in the current planning period and to transfer this knowledge to the next planning period to promote continuous improvement. The *Plan Builder* software permits commentary on the use of results to make improvements related to each goal. And as part of the College's continuous improvement process, academic divisions and administrative departments document in their annual reports all major changes undertaken as a result of planning and evaluation to improve the College's educational programs, services, and operations. The changes are compiled by the Director of Institutional Research and Planning into a "closing the loop" summary report entitled *Major Changes and Continuous Improvements Arising From Strategic Planning and Institutional Effectiveness Processes*. It is an on-going, cumulative report of institutional progress and effectiveness at DSC.

At the faculty level, the focus on continuous improvements happens when faculty members include in their annual reports to their division chairpersons, a commentary concerning their use of assessment results to improve the effectiveness of their teaching. Faculty members also discuss changes in curriculum and/or teaching that have improved the quality of instruction. Faculty members record their assessment outcomes and use the results to improve educational courses and programs via the *Academic Outcomes Assessment Plan Summary Report*. The Director of Institutional Research and Planning compiles and reports a summary of faculty members' efforts to improve their teaching effectiveness as part of Section C, "Annual Progress in Assessing Institutional Effectiveness," of the College's *Annual Report on Institutional Progress* sent to the Board of Regents each year.

Institutional Effectiveness Subcommittee of the Strategic Planning Committee

Working closely with the Strategic Planning Committee and with the Office of Institutional Research and Planning, the mission of the Institutional Effectiveness Subcommittee is the development and monitoring of a comprehensive system of planning and evaluation at the College. The committee will advise in the development and review of guidelines and procedures to evaluate the educational and administrative effectiveness of each unit in the College.

Assessment of Educational Goals and Programs

(Plans are currently underway to re-evaluate the college's institutional effectiveness program. Consequently, some of what is described below may change or be modified).

Academic Divisions and Departments

Seven academic divisions and departments serve the College and promote its educational goals and programs. These are:

1. Business Administration
2. Health, Physical Education & Recreation
3. Humanities
4. Natural Science & Mathematics
5. Nursing
6. Social Sciences
7. Technical

Divisional-Departmental Goal Statements That Support College Mission

<i>Division/Department</i>	<i>Goal Statement or Purpose</i>	<i>Goal or Purpose Statement in Support of College Mission</i>
Business Administration	The Division Business Administration is committed to providing a quality undergraduate education in industrial operations management, management information systems, management, marketing systems, and technology management for a diverse student population in preparation for careers in business and industry or admission to graduate business programs. The Division's faculty is committed to enhancing academic excellence not only through quality teaching, but also through scholarship, serving the College and business community, and addressing local stakeholders' needs through applied research. To ensure our business graduates have a relevant, complete educational experience, the Division emphasizes ethics, global business issues, and encourages student participation in business internships and cooperative education.	Dalton State College serves Northwest Georgia by offering...a limited number of baccalaureate programs designed to meet the economic development needs of the local area.

<i>Division/Department</i>	<i>Goal Statement or Purpose</i>	<i>Goal or Purpose Statement in Support of College Mission</i>
Health, Physical Education & Recreation	<p>The Health, Physical Education and Recreation Department's focus is the importance of a lifetime commitment to personal wellness for all individuals. This focus is supported through the course offerings of the program and their contributions to the social, mental, emotional, spiritual, and physical well being of the individual. The physical aspects of wellness are central to the individual's enjoyment of many activity courses. Students are encouraged to develop sufficient strength and fitness to be able to participate fully now and later in life. Students are also exposed to the concepts of wellness through health and fitness assessment courses. Throughout its program, the Department is committed to offering quality activities which support the mission of the college.</p>	<p>Dalton State College shares with the other state colleges of the University System of Georgia in providing a high quality general education program that supports a variety of well-chosen programs and prepares students for transfer to baccalaureate programs.</p>

<i>Division/Department</i>	<i>Goal Statement or Purpose</i>	<i>Goal or Purpose Statement in Support of College Mission</i>
Humanities	The goals of the Humanities Division are: (1) to teach the standard usage of the English language so that students are able to demonstrate efficient, effective skills in reading, writing, and speaking and (2) to acquaint students with the humanistic traditions of their own and other cultures through the teaching of literature, the arts, cinema, and foreign languages, and to train students in the analytical techniques and terminologies useful for the study of languages, literature, cinema, and the fine arts. These goals are intended to serve the needs of students in the various Divisions of the College. The Humanities Division is committed to offering high quality general education programs that support the mission of the College.	Dalton State College shares with the other state colleges of the University System of Georgia in providing a high quality general education program that supports a variety of well-chosen programs and prepares students for transfer to baccalaureate programs.
Natural Science & Mathematics	The Natural Sciences and Mathematics Division is committed to offering high quality general education programs in mathematics, natural science, computer science, and engineering. The courses taught by the Division faculty support the certificate, associate and baccalaureate programs offered at Dalton State College. Courses are designed to instruct students in effective use of the scientific method, mathematical analysis, and computer technologies, and to provide students with the knowledge required to succeed in scientific, medical, or technical fields. Courses taught by the Division faculty include astronomy, general biology, human anatomy and physiology, botany, microbiology, environmental studies, entomology, basic mathematics, algebra, trigonometry, calculus, statistics, general chemistry, organic chemistry, textile chemistry, computer science, computer programming, engineering, and physics.	Dalton State College shares with the other state colleges of the University System of Georgia in providing a high quality general education program that supports a variety of well-chosen programs and prepares students for transfer to baccalaureate programs.

<i>Division/Department</i>	<i>Goal Statement or Purpose</i>	<i>Goal or Purpose Statement in Support of College Mission</i>
Nursing	The goal of Dalton State College Division of Nursing is to prepare students for employment as safe, effective registered nurses.	Dalton State College serves Northwest Georgia by offering a high quality general education program that supports a variety of well-chosen associate programs and prepares students for transfer to baccalaureate programs, learning support programs designed to insure access and opportunity for a diverse student body, and certificate and associate career programs that prepare students to enter the work force.
Social Sciences	The Social Science Division assists students in developing an ability to acquire data, understand relationships, process information, draw conclusions, and critically evaluate issues related to the society and culture of the United States, both internally and externally.	Dalton State College shares with the other state colleges of the University System of Georgia in providing a high quality general education program that supports a variety of well-chosen programs and prepares students for transfer to baccalaureate programs.
Technical	The Technical Division will provide career and technical education and adult literacy services. The Division is committed to offering high quality programs that support the mission of the College through associate degrees, certificates, and mini-certificates.	Dalton State College serves Northwest Georgia by offering associate, certificate programs of study and a wide variety of public service and continuing education activities. The College is a comprehensive institution, one of only two in the University System authorized to offer a full range of technical programs – ... a limited number of certificate and other career programs to complement neighboring technical institute programs.

Evaluation of Educational Programs

The following is a summary of DSC's program design for the planning and evaluation of its educational programs. They also include the procedures used to evaluate the achievement of educational goals at DSC:

1. Decennial Institutional Self Study and Reaffirmation by the Southern Association of Colleges and Schools. This is supplemented by professional program accreditations in the Divisions of Nursing, Technical Education, and Business Administration. The Southern Association of College and Schools initially accredited Dalton State College to award the associate degree in 1969. Accreditation was reaffirmed in 1973, 1984, and 1994. Professional accreditations of Dalton State College programs by accrediting agencies are

Institutional & Program Accreditation (As of Fall 2002)

<i>Program</i>	<i>Accrediting/Approving Agency</i>	<i>Date of last review</i>
Automotive Technology	National Institute for Automotive Service Excellence	2002
Certified Nursing Assistant	Georgia Medical Care Foundation	2000
Emergency Medical Technology	Department of Technical & Adult Education and Georgia Department of Human Resources	2001
Licensed Practical Nursing	Georgia Board of Examiners of Licensed Practical Nursing	2002
Medical Assisting	American Association of Medical Assistants (AAMA) & Commission on Accreditation of Allied Health Education Programs (CAAHEP)	1999
Medical Laboratory Technology	National Accrediting Agency for Clinical Laboratory Sciences	2001
Paramedic Technology	Department of Technical & Adult Education and Georgia Department of Human Resources	2001
Phlebotomy	National Accrediting Agency for Clinical Laboratory Sciences	2001
Radiologic Technology	Joint Review Committee on Education in Radiologic Technology	2000
Registered Nursing (RN)	National League of Nursing Georgia Board of Nursing	2002 2000

2. An annual *Accountability Report Card* that includes profile data on academic programs by means of Key Performance Indicators (KPIs). The utilization of KPIs began with the 2000-2003 planning cycle and corresponds with the University System of Georgia's comprehensive benchmarking and accountability system project. Many of the College's 39 KPIs involve assessment elements that have been tracked for several years. For the others, new collection development methods have been implemented.

Dalton State College Key Performance Indicators

	<i>KPI</i>	<i>Definition</i>	<i>Current Measure</i>
1.	Average ACT/SAT Scores and HSGPA Incoming Freshmen	Average scholastic indicator (SAT, ACT, HSGPA) of incoming freshmen.	Mean composite score of entering freshmen as reported by the Board of Regents.
2.	Recruitment Yield	Percentage of qualified undergraduate applicants offered admission who enroll.	The proportion of freshman applicants accepted for admission and who enroll in the fall semester.
3.	Undergraduate EFT Enrollment	Number of total credit hours attempted divided by 15.	The number of all students enrolled full-time and part-time converted into an equivalent number of full-time students.
4.	Student Diversity	Percentage of all enrolled students who are minorities and/or international students.	The proportion of total students who are of minority populations and/or from outside the United States.
5.	Credit Hours Generated	Total student credit hours per semester.	The number of total credit hours earned by full-time and part-time students.
6.	Retention Rate	Percentage of fall semester first-time, full-time entering students who are re-enrolled or transferred in the following fall semester.	The proportion of new first-time, full-time degree-seeking students retained or returned to school the second year.

	<i>KPI</i>	<i>Definition</i>	<i>Current Measure</i>
7.	Graduation Rates: -Bachelors -Associate -Technical Division Programs	Percentage of full-time baccalaureate students who graduate in six years (Bachelor's). Percentage of full-time associate degree students who graduate in four years (Associate). Percentage of full-time technical division students who graduate in four years (Technical Division Programs).	The proportion of an identified baccalaureate degree student cohort officially enrolled in a baccalaureate degree program who actually complete a degree and graduates in six years (Bachelor's). The proportion of an identified associate degree student cohort officially enrolled in a transfer degree program who actually complete a degree and graduates in four years (Associate). The proportion of an identified technical division student cohort officially enrolled in a technical division certificate or degree program that actually complete a technical division certificate or degree program and graduates in four years (Technical Division Programs).
8.	Student-Faculty Ratio	Number of EFT students divided by number of EFT faculty.	Overall ratio of fall semester full-time students to full-time teaching faculty.
9.	Degrees and Certificates Awarded	Total number of degrees and certificates conferred.	The number of students enrolled in a degree or certificate program that actually completes and receives a degree or certificate, as reported annually.
10.	Regents Testing Program (RTP) Pass Rate on First Try	Percentage of first-time test takers who pass reading and writing competency tests.	The proportion of first-time student test takers who take and pass Regents Testing Program.
11.	Licensure Examination and Certification Pass Rate (RN, LPN, MLT, RT)	Percentage of graduates who attempt and pass licensing and/or certification examinations.	The proportion of graduates in various career programs who attempt and pass licensure and/or certification examinations for the first time.
12.	Demonstration of General Education Functional Skills	Percentage of graduates who demonstrate competencies in critical thinking, math, science, reading, writing, and computation.	Results of campus-wide freshmen and sophomore competency tests (CAAP, RTP, CPE, COMPASS, Class examinations).

	<i>KPI</i>	<i>Definition</i>	<i>Current Measure</i>
13.	Two-Year College Transfer GPA Rate	Grade point average of all two-year transfer students in the University System.	Average grade point earned by DSC students after transfer to a state college or university.
14.	Performance After Transfer	Academic performance of DSC students who transferred to another University System institution.	The proportion of regular college-level courses at the transfer or receiving institution completed with a grade of “C” or better by students who previously attended compared to a parallel proportion obtained for students who began their studies as first-time freshmen at the transfer institution.
15.	Student Satisfaction	Composite scores from annual new student, continuing student, and graduating student surveys about level of general satisfaction with campus educational programs and services.	The proportion of a sample of new, continuing and graduating students who indicate satisfaction levels with campus educational programs and services.
16.	Student Goal Attainment Rates (Graduating and Continuing Students)	Percentage of graduating students who report that their objective for attending DSC has been fully accomplished. Percentage of continuing students who report that their objective for attending DSC will be accomplished at the end of the last reported semester.	The proportion of graduating students who on leaving Dalton State College report that their original goal in attending has been met. The proportion of continuing students who report that their objective for attending DSC will be accomplished at the end of the last reported semester.
17.	HOPE Scholarship Recipients	Percentage of students on HOPE Scholarship.	The proportion of total students receiving financial assistance through HOPE.
18.	Job Placement Rate	Percentage of Graduates employed within one year after graduation.	The proportion of an identified entering cohort achieving a ‘marketable employable skill’ who obtain employment in a field directly related to this skill within one year of graduation.

	<i>KPI</i>	<i>Definition</i>	<i>Current Measure</i>
19.	Employer Satisfaction	Composite score from annual employer survey about level of satisfaction with the skills, knowledge and behavior demonstrated by DSC graduates.	The proportion of a sample of regional employers in a given field indicating that their employees who received training at DSC exhibit skills and job performance rates equivalent or superior to all employees.
20.	Alumni Satisfaction	Composite score from periodic alumni survey about level of general satisfaction with campus academic programs and services.	The proportion of a sample of alumni who respond to a survey regarding DSC educational programs and student services.
21.	Faculty and Staff Satisfaction	Composite score from annual faculty and staff surveys about factors influencing job performance and satisfaction.	The proportion of faculty and staff who indicate satisfaction levels with campus policies programs and procedures.
22.	Faculty Credentials	Percentage of faculty who have attained the terminal degrees in their respective fields.	The proportion of full-time faculty who have earned a Bachelor's, Master's, or doctoral degree.
23.	Faculty Diversity	Percentage of full-time faculty who are minority and women.	The proportion of total full-time faculty who are of minority populations and women.
24.	External Recognition of Achievements of Faculty and Staff	Number of faculty and staff who receive awards, distinctions, and recognitions by external bodies.	The number of faculty and staff who receive awards, distinctions, and recognitions by external bodies.
25.	Library Holdings and Expenditures	Total volume of library holdings and percent of total expenditures devoted to library acquisitions.	Volumes held at end of fiscal year per IPEDS Annual academic libraries survey of books, serial backfiles, and other materials.
26.	Value of Foundation Support and Endowment	Fiscal year market value of endowment and foundation support.	Amount accumulated at market value at the end of fiscal year.

	<i>KPI</i>	<i>Definition</i>	<i>Current Measure</i>
27.	Expenditure Structure	How and where college disperses funds to purchase goods and services to support current operations.	The proportion of DSC expenditures accounted for by instruction, academic support, institutional support, student services, physical support, scholarship and fellowships.
28.	Tuition/Fee Levels and Total Revenues	Total revenue earned from student tuition and fees.	Tuition and fee charges per academic year as prescribed by the Board of Regents.
29.	Per Student Expenditures	Total operating expenditures per equivalent full-time student.	Fiscal year total expenditures divided by total full-time equivalent students.
30.	Plant Operation and Maintenance	Expenditures on buildings and grounds as a percent of current operating expenditures.	Funding allocated to physical infrastructure improvements each year.
31.	Continuing Education Program Enrollments	Enrollment in DSC Continuing Education courses.	The number of participants enrolled in continuing education programs and courses.
32.	Continuing Education Program Satisfaction Rates	Satisfaction of participants enrolled in DSC Continuing Education programs and courses.	Percentage of participants expressing various levels of satisfaction regarding continuing education programs and courses.
33	GED Adult Literacy Pass Rate	Percentage of adult literacy students who pass GED program.	The proportion of registered students in adult literacy program that pass GED on first try.
34.	Rate of Students in Associate of Applied Science Programs with Learning Support Requirements.	Percentage of entering freshmen in Associate of Applied Science program who have Learning Support requirements.	The proportion of entering freshmen as reported to the Board of Regents enrolled in Associate of Applied Science that have Learning Support requirements.
35.	Rate of Students in Transfer Degree Programs with Learning Support Requirements	Percentage of entering freshmen in Transfer Degree program who have Learning Support requirements.	The proportion of entering freshmen as reported to Board of Regents enrolled in transfer Degree programs that have Learning Support requirements.
36.	Rate of Students in Certificate Programs with Learning Support Requirements	Percentage of entering freshmen in Certificate programs who have Learning Support requirements.	The proportion of entering freshmen as reported to Board of Regents enrolled in Certificate programs that have Learning Support requirements.

	<i>KPI</i>	<i>Definition</i>	<i>Current Measure</i>
37.	Rate of Students with CPC Requirements	Percentage of entering freshmen with CPC requirements.	The proportion of entering freshmen as reported to Board of Regents that have CPC requirements.
38.	Rate of Students with Disabilities	Percentage of students enrolled and served with documented disabilities.	The proportion of students enrolled and served with documented disabilities.
39.	Rate of Students with Learning Disabilities.	Percentage of students enrolled and served with documented learning disabilities.	The proportion of students enrolled and served with documented learning disabilities.

3. An Academic Program Review process that calls for comprehensive reviews of all programs of study in which the College turns out a “finished product”--Certificate, Associate of Applied Science, Associate of Science in Nursing, Bachelor of Science, Bachelor of Applied Science, and Bachelor of Social Work. These programs are reviewed on a six-year cycle. This initiative is new and began with the 2000-2001 year. Like the benchmarking project, program review is a requirement of the University System of Georgia and the local initiative works in concert with the statewide effort. The academic program review process was developed in compliance with the Board of Regents initiative and facilitates the accomplishment of the goal of improving programs based on information gathered and analyzed during a cyclical review process. This process will provide faculty and administrators with the necessary data to assess the relative values of academic programs in terms of viability, productivity, and quality. The focus of the review is on the program, not on the department or academic unit. Variables to be considered regarding the viability of the program include the following: available resources, student interest, career opportunities, and contributions to the goals and mission of the institution, the University System and the state of Georgia to determine whether a program should be continued unchanged or modified (expanded, curtailed, consolidated, or eliminated). Variables to be considered regarding the productivity of the program address the number and contribution of graduates. Variables to be considered regarding the quality of the program measure excellence. Such quality indicators include attainment of student learning outcomes, attainment of internal and external benchmarks, resources, accreditation criteria and relevant external indicators of program success (e.g. licensure and certification results, placement in universities, job placement, and awards and honors received by the program), and other standards.

Career Certificate and Associate Degree Programs

Dalton State College offers academic programs which are periodically reviewed by outside evaluators. These are listed below:

- *Automotive Technology Program*
Accredited by The National Institute for Automotive Service Excellence
- *Emergency Medical Technology Program*
Approved by The Department of Technical and Adult Education and the Georgia Department of Human Resources
- *Licensed Practical Nursing Program*
Approved by The Georgia Board of Examiners of Licensed Practical Nursing
- *Medical Assisting Program*
Accredited by The American Association of Medical Assistants

- *Medical Laboratory Technology Program*
Accredited by The National Accrediting Agency for Clinical Laboratory Sciences
- *Paramedic Technology Program*
Approved by The Department of Technical and Adult Education and The Georgia Department of Human Resources
- *Phlebotomy Program*
Accredited by The National Accrediting Agency for Clinical Laboratory Sciences
- *Radiologic Technology Program*
Accredited by The Joint Review Committee on Education in Radiologic Technology
- *Registered Nursing Program*
Approved by The Georgia Board of Nursing and Accredited by The National League of Nursing

Dalton State College's Division of Technical Education offers many programs which lead to certificates as well as associate degrees. All programs are reviewed every three years by DTAE, through a comprehensive Performance Accountability Review (PAR). The following programs are included:

- Automotive Technology
- Computer Operations
- Computer Networking Technology
- Computer Science Technology
- Drafting and Design Technology
- Electronic Technology
- Emergency Medical Technology
- Industrial Electrical Technology
- Industrial Plant Management
- Licensed Practical Nursing
- Machine Shop
- Management
- Manufacturing Technology
- Marketing
- Medical Assisting
- Medical Laboratory Technology
- Medical Office Administration
- Medical Transcription
- Microcomputer Applications
- Office Technology Applications
- Office Administration
- Paramedic Technology
- Phlebotomy
- Radiologic Technology
- Welding.

The Automotive Technology program is accredited by the National Institute of Automotive Service Excellence every 5-6 years. It was reviewed in May 1997 and is scheduled for re-accreditation in August 2003. The Emergency Medical Technology Program as well as the Paramedic Technology Program are approved annually by DTAE and the Georgia Department of Human Resources. The Licensed Practical Nursing program is reviewed by the Georgia Board of Examiners of Licensed Practical Nursing every five years. The program was reviewed in 1998 and 2003.

The Medical Office Assisting and Medical Office Administration programs are reviewed every five years by the American Association of Medical Assistants. The Medical Laboratory Technology program is reviewed by the National Accrediting Agency for Clinical Laboratory Sciences. The review cycle occurs every 5-7 years as scheduled by the NAACLS agency. The last review was conducted during the 1993-1994 academic year. The paper review was submitted during the Fall of 2000 and the site visit occurred during the Spring of 2001. The Radiologic Technology program is reviewed by the Joint Review Committee on Education in Radiologic Technology (JRCERT) every 5-8 years. This program submitted a self-study report in November 1999 and was last reviewed in May 2000. The Registered Nursing program maintains accreditation with specialized accrediting bodies. It is accredited by the National League for Nursing (NLN) and was last accredited by this agency in the Fall of 2002. The nursing program completed a self-study for the 2002 site visit. In addition to NLN accreditation, which is voluntary, the nursing program at Dalton State College must also maintain mandatory Georgia State Board of Nursing approval. To maintain approval by the Georgia Board, the division Chair submits an annual report to the Board of Nursing and hosts periodic site visits as scheduled by the Board. The Dalton State College Nursing Division was last visited by the Board in the Fall of 2000.

Transfer Associate Degree Programs

Dalton State College offers a wide variety of transfer associate of arts and associate of science degree programs under the Core Curriculum of the University System of Georgia. Since these degree programs comprise the freshman and sophomore years of a traditional bachelor's degree, they are not designed to turn out the "finished product." As such, DSC has concluded that the AA and AS degree programs are not complete academic programs and will not be included in the academic program review cycle, with one exception. The freshman and sophomore years of the teacher education degree will be reviewed because students in that program must successfully complete the Praxis I assessment before they can be admitted to the junior year. Thus it is appropriate that the AS degree in Teacher Education be included in the review cycle. Otherwise, the AA and AS degrees are considered to be general education programs, and thus the most appropriate assessment of the quality of these are accomplished by discipline area. The College, as part of its institutional effectiveness apparatus, has in place an internal three-year review cycle for all of its general education discipline areas under the direction of the faculty in those areas. In addition, DSC administers the COMPASS assessment/placement instrument to all first-time entering freshman, and administers the CAAP assessment instrument to a sample of its AA and AS graduates. In this manner general education is reviewed at DSC on an ongoing basis internally with comparative information being generated both over time and in benchmark comparisons with peer institutions.

Bachelor's Degree Programs

Dalton State College currently offers six bachelor's degree programs. These are as follows:

- Business Administration (Management)
- Industrial Operations Management
- Management Information Systems
- Marketing Systems
- Social Work
- Technology Management.

These programs are the focus of the Dalton State College Academic Program Review process.

These programs are not yet accredited by any specialized accrediting agency. Their cycle of review began with Industrial Operations Management in 2001-2002. The next review was held in 2002-2003 and focused on the Management Information Systems program. The Technology Management program will be reviewed in 2003-2004, the Social Work program in 2004-2005, and the Marketing Systems program in 2005-2006.

4. As part of its institutional effectiveness program, DSC has a mechanism for evaluating its general education program – a critical component of its education mission. Though they have been modified several times over the past ten years, DSC's general education outcomes have now been cast in language that enables them to be more closely measured. The intended learning outcomes from general education incorporate direct references to the humanities, natural science and mathematics, and the social sciences. A corresponding set of assessment criteria provides both qualitative and quantitative measurement tools. Appropriate general education outcomes are incorporated into each course syllabus within those disciplines, and outcomes information is recorded on an annual basis by the faculty and compiled by the division chairs for faculty review and action. Faculty members incorporate the outcomes into each course syllabus within those disciplines and record assessment results on an annual basis. Division chairpersons compile those results for faculty review and action.

General Education Statement of Learning Outcomes

COMMUNICATION

The ability to acquire, organize, and transmit information from diverse sources, for different purposes and audiences, using multiple forms such as writing, reading, speaking, listening, graphics and electronic media, including computers. A graduate of Dalton State College...

- determines forms of communication appropriate to particular audiences and purposes
- gathers data for research from various sources, including the computer and other forms of electronic media
- organizes and communicates knowledge and ideas in a logical and purposeful way
- recognizes and uses accepted patterns of grammar and structure in speech and writing
- articulates understandings of course materials acquired through listening, reading, graphics, computations, experiments, and electronic media.

CRITICAL THINKING AND PROBLEM SOLVING

The ability to analyze and solve problems using multiple models and systematic methods of inquiry in various contexts. A graduate of Dalton State College...

- utilizes appropriate models and concepts such as the "scientific method" to solve problems
- distinguishes between observations, inferences, and relationships in works under investigation
- comprehends and communicates data presented graphically, mathematically, and linguistically
- performs basic mathematical operations.

INTEGRATED LEARNING

The ability to synthesize and evaluate historical and contemporary works and issues, forces and events, influences and ideas using multiple disciplinary frameworks. A graduate of Dalton State College...

- *comprehends major forces and events, influences and ideas that shaped history and society*
- *recognizes and analyzes perspectives and values of diverse cultural groups and their historical experiences*
- *analyzes social institutions and human behavior using appropriate disciplinary frameworks*
- *uses scientific knowledge and practical experience to assess personal well-being and to plan and maintain wellness*
- *demonstrates knowledge and skills necessary for active citizenship*
- *makes informed judgments in interpreting works of art and other aesthetic experiences.*

Procedures Used To Evaluate General Education Outcomes

- COMPASS
 - CAAP
 - General Education Student Survey (Graduating Student Survey)
 - Regents' Testing Program (RTP)
 - Exit/end-of-term essays
 - Grades on final examinations
 - Division faculty meetings to assess curriculum, courses and textbooks
 - Pre-tests and post-tests
5. The program of major area outcomes at Dalton State College includes those academic divisions that produce graduates whose next steps primarily involve entering the workforce, as opposed to those who typically transfer to another institution for further study. Thus major area program outcomes center around the Division of Business Administration, the Division of Nursing, the Division of Technical Education, and the Division of Social Sciences. Major area outcomes assessment plans have been developed for targeted programs of study within these divisions to evaluate educational goals and programs within those divisions. The faculty members responsible for these programs are also responsible for establishing the outcomes, the assessment criteria, and the utilization of results to foster improvements in the programs.
 6. Academic division annual implementation plans and progress reports. Division chairs' (with input from faculty) updates on divisional effectiveness efforts, including academic programs in their Divisional/Departmental Annual Reports.
 7. Course and faculty evaluations by students, including annual faculty reports to division and department chairpersons regarding educational outcomes and results, including evaluations by division chairpersons and the Vice President for Academic Affairs. As well, there are faculty meetings to discuss courses taught, to review curriculum, to evaluate textbooks and syllabi, and to make appropriate changes. Furthermore, internal reviews via faculty and staff surveys are used to determine the progress the College is making in its planning, evaluation, and implementation processes.

8. Faculty in each discipline identify expected outcomes for that discipline based on either the College's General Education Outcomes or Major Area Outcomes. From the discipline-level expected outcomes, faculty develop course-by course expected outcomes for each course taught. Faculty use the *Academic Outcomes Assessment Plan Summary Report* and Planning and Assessment Record Books to report assessment results and procedures that are consistent with the achievement of educational goals for each academic division and department. Documentation is gathered on an ongoing basis but is reported only every third year beginning in 2002 for the 2001 calendar year, thus, for example:

<i>Reporting Year</i>	<i>Reports Due</i>
2000	2000 (Baseline)
2001	March 2002
2004	March 2005
2007	March 2008.

Current division program and student learning outcomes are available at:

- *Business Administration Division*
Available at: http://www.daltonstate.edu/irp/IE_handbook/outcomes/businessoutcomes.pdf
- *Health, Physical Education, and Recreation Department*
Available at: http://www.daltonstate.edu/irp/IE_handbook/outcomes/hperoutcomes.pdf
- *Humanities Division*
Available at: http://www.daltonstate.edu/irp/IE_handbook/outcomes/humanitiesoutcomes.pdf
- *Natural Sciences and Mathematics Division*
Available at: http://www.daltonstate.edu/irp/IE_handbook/outcomes/mathoutcomes.pdf
- *Nursing Division*
Available at: http://www.daltonstate.edu/irp/IE_handbook/outcomes/nursingoutcomes.pdf
- *Social Sciences Division*
Available at: http://www.daltonstate.edu/irp/IE_handbook/outcomes/socienceoutcomes.pdf
- *Technical Education Division*
Available at: http://www.daltonstate.edu/irp/IE_handbook/outcomes/technicaloutcomes.pdf

9. In addition to having every instructor identify and assess expected student outcomes for every educational program and course, a set of qualitative and quantitative data about student achievement can also be obtained in the following forms at DSC:
- licensure examination pass rates (Divisions of Nursing and Technical Education)
 - Regents' Testing Program first-time pass rates (Reading and Essay)
 - University System transfer grade point average
 - ETS (pre-test/post-test) Field Test in Business
 - beginning and end of term examinations
 - projects and case studies
 - retention and graduation rates
 - job placement rates (Divisions of Business, Nursing, Social Sciences and Technical Education)
 - employer satisfaction (Business, Nursing, Social Sciences, and Technical Education graduates) student and alumni satisfaction surveys.

10. As part of the methodology contained in the KPIs, the College employs a comprehensive system of stakeholder surveys, which are administered on a regular basis. The Administrative Council, the Academic Council, the Enrollment and Student Services Council, and the Strategic Planning Committee utilize the information garnered from those instruments to make decisions concerning the improvement of the College's programs and services. A list of the surveys include:
- Alumni Survey
 - BS Graduate Survey and Exit Interviews
 - BS Graduate Follow-Up Survey and Exit Interviews
 - Student Job Placement Rates Survey
 - Continuing Student Survey (Coordinated with the Board of Regents)
 - Employer Satisfaction Survey of Graduates from Technical, Nursing, and Business Divisions
 - Faculty Survey
 - Graduating Student Survey
 - New Student Statistical Survey Summary
 - Staff Survey
 - Student Faculty Evaluation.
11. During the 1999-2000 Academic Year, the College introduced the Collegiate Assessment of Academic Proficiency (CAAP), an external, nationally normed assessment tool as part of its general education assessment programs. The CAAP assesses fundamental academic skills in the areas of "writing, reading, mathematics, science reasoning, and critical thinking." In addition to documenting levels of proficiency and providing evidence of acceptable levels of student academic skills in the general education core areas, CAAP is helpful to the College in determining how its students as a group compare with students at the same levels attending similar colleges across the nation. The College had initially planned to use the CAAP as both a pre-test and post-test assessment tool. However, during the 2000-2001 academic year the College began using ACT's COMPASS test as an academic assessment and diagnostic tool. All new students admitted to the College take the COMPASS test. Because of the compatibility of the COMPASS and CAAP tests, the College administration decided to use the COMPASS as a pre-test and the CAAP as a post-test. The COMPASS and CAAP tests are given to incoming freshmen and graduates so that before and after benchmarks can be established. This entering-freshmen/exiting-graduate cycle is repeated annually. This action directly supports the second and third core purposes in the College's statement of purpose and completes a major step in the implementation of comprehensive institutional effectiveness measures.

Summary: Procedures Used To Evaluate Educational Programs

<i>Evaluation Focus</i>	<i>Procedure of Evaluation</i>	<i>Frequency</i>
College Wide	Institutional Self Study by regional accreditation agency: Southern Association of Colleges and Schools 1866 Southern Lane, Decatur, GA 30033-4097 Tel: 404-679-4501 Key performance indicators (KPIs) -% of eligible programs that are accredited -total credit hours generated by undergraduates -total student credit hours in course sections taught by full time faculty -student-faculty ratio -average class size -total volume of library holdings -% of total expenditures devoted to library acquisitions -total operating expenditures per EFT student DSC accountability report card on KPIs Report of Institutional Progress to Board of Regents University System report card for DSC Total degrees and certificates conferred Student retention and graduation rates Average GPA transfer rate of DSC students Internal reviews via faculty and staff surveys	Every 10 years Annually Annually Annually Annually Annually Irregularly Every 2 years
General Education	COMPASS CAAP General Education Student Survey	Annually to all freshmen Annually to graduates Annually to graduates

<i>Evaluation Focus</i>	<i>Procedure of Evaluation</i>	<i>Frequency</i>
Student Satisfaction	Graduating Student Survey Continuing Students (Board of Regents) Alumni Survey Student evaluation of faculty and course	Annually Every 5 years Every 2 years Annually
Student Withdrawal	Exit interview/survey	At time of withdrawal
Student Placement	Graduating Student Survey	Annually

Procedures Used To Evaluate Student Learning Outcomes

<i>Academic Division/Department</i>	<i>Evaluation Source/Procedure</i>
Business Administration	ETS Major Field test (pre and post) Program review Placement efforts Pre-tests and post-tests Case studies Student Interviews Senior Exit Survey Graduates follow-up survey Employer satisfaction survey Program specific graduating student survey Advisory Committees Average GPA of core classes Statements of program outcomes Statements of student learning outcomes Program outcomes assessment plan Faculty meetings to assess curriculum, courses and textbooks
Health, Physical Education and Recreation	First Aid and CPR examinations Physical fitness/wellness tests Statements of student learning outcomes Grades on final examinations
Humanities	Regents' Testing Program (RTP) Exit/end-of-term essays Grades on final examinations Statements of student learning outcomes Division meetings to assess curriculum, courses and textbooks COMPASS test scores CAAP test scores ESL-TOEFL test scores Learning Support examination

<i>Academic Division/Department</i>	<i>Evaluation Source/Procedure</i>
Natural Science and Mathematics	<p>Statements of student learning outcomes Grades on final examinations Pre-tests and post-tests Faculty meetings to assess curriculum, courses and textbooks Pool of identical examination items COMPASS test scores CAAP test scores Learning Support examination</p>
Nursing	<p>Licensure examination (NCLEX-RN) Associate Degree Nursing Program Student Handbook CAAP Critical Thinking test scores Placement efforts Nursing graduates survey Graduates follow-up survey Employer satisfaction survey Statements of program outcomes Statements of student learning outcomes</p>
Social Sciences	<p>Program review (BSW) Statements of student learning outcomes Grades on final examinations Pre-tests and post-tests Faculty meetings to assess curriculum, courses, and textbooks COMPASS test scores CAAP test scores</p>
Technical Education	<p>Performance Accountability Review (PAR) process Pass rates of licensing examinations Placement efforts DTAE skill proficiency and program reviews Program specific graduating student survey Graduates follow-up survey Employer satisfaction survey Statements of program outcomes Program outcomes assessment plan Statements of student learning outcomes Advisory Councils Standard Corrective Action Plans Performance Corrective Action Plans COMPASS test scores CAAP test scores</p>

Data That Demonstrate Student Achievement

The evaluation of academic programs at DSC involves the gathering and analyzing of both quantitative and qualitative data that demonstrate student achievement. The Director of Institutional Research and Planning has the primary reporting responsibility for this function and maintains a website (<http://www.daltonstate.edu/irp/>) for communicating policies, activities, and alterations related to that responsibility. The Director routinely compiles and disseminates all information used to demonstrate student achievement. The following key publications from the office attest to that objective:

- *Facts and Figures* (formerly *QuickFacts*) [<http://www.daltonstate.edu/irp/factsfigs.htm>]
- *Academic Program Review* (www.daltonstate.edu/irp/insteffect.htm)
- *Handbook of Institutional Effectiveness* (<http://www.daltonstate.edu/irp/insteffect.htm>)
- *Annual Report of Institutional Progress* (<http://www.daltonstate.edu/irp/insteffect.htm>)
- *Planning and Assessment Record Book* (developed and kept by divisions and faculty)
- *Key Performance Indicators Benchmarking for Accountability Report Card* (<http://www.daltonstate.edu/irp/insteffect.htm>)
- *Accountability Report Card* (<http://www.daltonstate.edu/irp/insteffect.htm>)
- *Strategic Plan Progress Reports* (developed by division chairpersons)
- *Graduating Student Survey Results Summary Report* (<http://www.daltonstate.edu/irp/surveys.htm>)
- *BS Graduates Survey Results Report* (<http://www.daltonstate.edu/irp/surveys.htm>)
- *Alumni Survey Results Report* (<http://www.daltonstate.edu/irp/surveys.htm>)
- *Employer Satisfaction Survey Results Report* (<http://www.daltonstate.edu/irp/surveys.htm>.)
- *Faculty Survey Results Statistical Summary* (<http://www.daltonstate.edu/irp/surveys.htm>).

As well, The Director of Institutional Research and Planning coordinates all activities to improve assessment processes concerning the College's educational goals. A comprehensive *Dalton State College Handbook of Assessment and Institutional Effectiveness* assists with coordinating and documenting all assessment activities on campus, including the procedures and guidelines used to evaluate educational goals.

Assessment of Administrative and Education Support Services

Administrative and Educational Support Department Heads and Units

1. OFFICE OF THE PRESIDENT
President
Institutional Research and Planning
Public Relations
Institutional Advancement
2. OFFICE OF ACADEMIC AFFAIRS
Vice President
Assistant Vice President for Academic Affairs
Center for Continuing Education
Derrell C. Roberts Library
3. OFFICE OF FISCAL AFFAIRS
Vice President
Bookstore
Business Office
Food Service
Plant Operations and Maintenance
Public Safety
Procurement and Purchasing
4. OFFICE OF ENROLLMENT & STUDENT SERVICES
Vice President
Admissions and Student Records
Financial Aid and Veterans' Services
Computing and Information Services
Academic and Career Enhancement Center
Student Activities
Student Government Association

Administrative Unit Purpose Statements That Support College Mission

<i>Administrative Unit</i>	<i>Goal Statement or Purpose</i>	<i>Goal or Purpose Statement in Support of College Mission</i>
President's Office	The Office of the President provides leadership for the overall operation of the College, ensuring that the institution proceeds within its approved statement of purpose. The President coordinates these operations through the Vice President for Academic Affairs, Vice President for Enrollment and Student Services, and Vice President for Fiscal Affairs. The President also provides direction for the public relations and institutional research functions, and serves as the official liaison to the Dalton State College Foundation.	A commitment to excellence and responsiveness within a scope of influence defined by the needs of the local area and by particularly outstanding programs and distinctive characteristics that have a magnet effect throughout the region or state.
Institutional Research and Planning	The Office of Institutional Research and Planning is responsible for providing College-wide leadership and direction in the areas of strategic planning, institutional research, assessment, and effectiveness. The office provides the support for institutional planning and policy decision making by conducting research, providing analysis, and disseminating data about students, academic programs, faculty and staff, finance, facilities, and other reports on an <i>ad hoc</i> basis.	Dalton State College shares with the other state colleges of the University System of Georgia . . . a commitment to excellence and responsiveness within a scope of influence . . . a commitment to scholarship and creative work to enhance instructional effectiveness . . . and a commitment to collaborative relationships with other System institutions . . . sharing . . . information, and other resources to expand and enhance programs and services . . . In all that it does, Dalton State College strives for the highest possible standards of quality and excellence and systematically assesses and evaluates its effectiveness.

<i>Administrative Unit</i>	<i>Goal Statement or Purpose</i>	<i>Goal or Purpose Statement in Support of College Mission</i>
Public Relations	<p>The Office of Public Relations is responsible for the overall visibility of the College within its service area – the ten counties of Northwest Georgia. Services provided by the Office are designed to support the College’s image within this extended community and to publicize the significant role that the College can, and does, play in the educational, economic, and recreational lives of the area’s citizens. The Public Relations office thus informs the public about the College’s academic programs and offerings, about community events which occur on the DSC campus, and about other newsworthy events that take place at Dalton State College.</p>	<p>Dalton State College shares . . . information and other resources to expand and enhance programs and services available for the people of Northwest Georgia. . . . And in its role as a broad-based information resource, the College seeks to build upon its strengths and to justify recognition as one of the most academically respected, student-oriented, and community-centered institutions of its kind.</p>

<i>Administrative Unit</i>	Goal Statement or Purpose	<i>Goal or Purpose Statement in Support of College Mission</i>
Institutional Advancement/DSC Foundation	<p>The Dalton State College Foundation, Inc. was chartered in 1967 to promote and fortify the academic mission of Dalton State College. The Foundation is dedicated to enriching the experiences of Dalton State College students, faculty, and staff by seeking and encouraging the generous financial support of private individuals, corporations, and philanthropic foundations. The Foundation is committed to providing resources for student scholarships, faculty professional development, instructional equipment, endowed faculty chairs, campus expansion, community outreach, and other institutional initiatives that may arise. As a cooperating organization with Dalton State College, the Foundation works to support the College's mission of excellence in higher education for northwest Georgia and enhance the College's reputation as academically-respected, student-oriented, and community-focused. As part of the Foundation, the Dalton State College Alumni Association exists to support the College's mission through the promotion of higher education. Furthermore, the Alumni Association seeks to foster mutually beneficial relationships with the community, faculty, students, and alumni of Dalton State College.</p>	<p>Dalton State College shares with the other state colleges of the University System of Georgia a commitment to public service . . . and economic development activities . . . within the College's scope of influence; a supportive campus climate, necessary services, and leadership and development opportunities, all to educate the whole person and meet the needs of students, faculty, and staff . . . a commitment to collaborative relationships with . . . business and industry, sharing physical, human, information, and other resources to expand and enhance programs and services available to the citizens of Georgia.</p>

<i>Administrative Unit</i>	<i>Goal Statement or Purpose</i>	<i>Goal or Purpose Statement in Support of College Mission</i>
Vice President for Academic Affairs	The Office of the Vice President for Academic Affairs provides oversight of all academic programs, credit and noncredit, and supervises the chairpersons of the instructional divisions and departments as well as the directors of the Library, the Center for Continuing Education, and the Evening and Extended Campus Programs. The Office of the Vice President for Academic Affairs works with the President, the Vice President for Enrollment Services, the Vice President for Student Affairs, and the Vice President for Fiscal Affairs to coordinate administrative functions and campus-wide decision making.	Dalton State College shares with the other state colleges of the University System of Georgia the following core characteristics or purposes: a commitment to excellence and responsiveness within a scope of influence; a commitment to a teaching/learning environment; ...a high quality general education program; a number of baccalaureate programs designed to meet the economic development needs of the local area; a commitment to public service, continuing education, technical assistance, and economic development activities; a commitment to scholarship and creative work to enhance instructional effectiveness and to encourage faculty scholarly pursuits; a supportive campus climate;... and a collaborative relationship with other System institutions, State agencies, local schools, technical institutes, and business and industry.
Assistant Vice President for Academic Affairs	The Office of the Assistant Vice President for Academic Affairs supports the mission of Dalton State College by providing administrative and academic support to faculty and evening students, and to students who live in the outlying communities of the college's service area.	Dalton State College serves Northwest Georgia by offering associate, certificate, and targeted baccalaureate programs of study and a wide variety of public service and continuing education activities. The College shares with the other state colleges of the University System of Georgia in providing a supportive campus climate, necessary services, and leadership and development opportunities, all to educate the whole person and meet the needs of the students, faculty, and staff.

<i>Administrative Unit</i>	<i>Goal Statement or Purpose</i>	<i>Goal or Purpose Statement in Support of College Mission</i>
Center for Continuing Education	The mission of the Center for Continuing Education is to encourage lifelong learning by providing programs and services designed to foster intellectual, professional, cultural and recreational development for all persons in the community.	Dalton State College shares with the other state colleges of the University System of Georgia a commitment to public service, continuing education, technical assistance, and economic development activities that address the needs, improve the quality of life, and raise the economic level within the College's scope of influence.
Derrell C. Roberts Library	The Derrell C. Roberts Library acquires, organizes, and makes accessible collections of print and non-print resources in support of the programs of the College. The library promotes the use of these resources by employing a qualified staff competent to provide bibliographic instruction and to assist users in the areas of reference, circulation, and media services.	Dalton State College shares with the other state colleges of the University System of Georgia in providing a supportive campus climate, necessary services, and leadership and development opportunities, all to educate the whole person and to meet the needs of students, faculty, and staff.
Vice President for Fiscal Affairs	The Vice President for Fiscal Affairs administers and maintains financial accountability, allowing the institution to proceed appropriately with the College's approved statement of purpose and mission. Coordination of the financial operations through Plant Operations, Auxiliary Enterprises, Purchasing, Public Safety, and Budgeting provide direction and leadership for implementation and execution of the College's goals and mission.	Dalton State College shares with the other state colleges of the University System of Georgia a commitment to excellence and responsiveness within a scope of influence defined by the needs of the local area...; a supportive campus climate, necessary services...to meet the needs of students, faculty, and staff; collaborative relationships...with State agencies..., sharing physical, human, information, and other resources to expand and enhance programs and services available to the citizens of Georgia.

<i>Administrative Unit</i>	<i>Goal Statement or Purpose</i>	<i>Goal or Purpose Statement in Support of College Mission</i>
Bookstore	The goal of the DSC Bookstore is to price textbooks and other supplies in the most cost -efficient manner in order to accomplish its mission of providing students, faculty, and staff with required materials and services at reasonable costs.	Dalton State College shares with the other state colleges of the University System of Georgia in providing a supportive campus climate [and] necessary services...to meet the needs of the students, faculty, and staff.
Food Services	The goal of the Food Services at Dalton State College is to provide the campus with a convenient and accessible food service that meets the nutritional needs of students, faculty and staff; which maintains high standards for food quality and service; and which functions as a fiscally sound entity.	Dalton State College shares with the other state colleges of the University System of Georgia in providing a supportive campus climate [and] necessary services...to meet the needs of students, faculty, and staff.
Plant Operations and Maintenance	The goal of Plant Operations and Maintenance is to maintain an environment conducive to and supportive of teaching, learning, and outreach by maintenance and care of existing facilities and infrastructure and through new construction and renovation of existing facilities.	Dalton State College shares with the other state colleges of the University System of Georgia in providing a supportive campus climate, necessary services [and] physical resources...to meet the needs of students, faculty, and staff.
Public Safety and Security	The goal of Public Safety and Security is to provide students, staff, and faculty with a healthful, safe, and secure learning and working environment as well as regulatory compliance requirements concerning safety and security issues on campus.	Dalton State College shares with the other state colleges of the University System of Georgia in providing a supportive campus climate [and] necessary services...to meet the needs of students, faculty, and staff.

<i>Administrative Unit</i>	<i>Goal Statement or Purpose</i>	<i>Goal or Purpose Statement in Support of College Mission</i>
Procurement and Purchasing	The Mission of the Purchasing office is to facilitate the procurement of goods and services for the DSC community at pricing and quality that meets or exceeds the end- user's expectations. Our goal is to achieve this by employing the most effective and innovative methods, while observing the state purchasing laws, rules, regulations and procedures. We are committed to the highest standards of service and continuously strive for improvement in all these areas.	Dalton State College shares with the other state colleges of the University System of Georgia in providing a supportive campus climate [and] necessary services...to meet the needs of the students, faculty, and staff.
Vice President for Enrollment and Student Services	The mission of Enrollment and Student Services is to provide quality support services to the members of the Dalton State College community in an environment of mutual respect that encourages academic, personal, and social growth.	Dalton State College serves Northwest Georgia by offering associate, certificate, and targeted baccalaureate programs of study. . . . The College shares with the other state colleges of the University System of Georgia in providing a supportive campus climate [and] necessary services...to meet the needs of students... cultural, ethnic, racial, and gender diversity in the...student body... technology to advance educational purposes, including...student support services...collaborative relationships with other System institutions, State agencies, local schools, technical institutes, and business and industry...to expand and enhance programs and services available to the citizens of Georgia.

<i>Administrative Unit</i>	<i>Goal Statement or Purpose</i>	<i>Goal or Purpose Statement in Support of College Mission</i>
Computing and Information Services	The Office of Computing and Information Services (OCIS) is responsible for the management and support of computing, networking, and information technology services at Dalton State College. The services provided by OCIS include management and support of academic and administrative computing, of local and wide area networking, of microcomputer hardware and software applications, of computer labs, of Internet access, and of faculty/staff training. The primary goal of OCIS is to provide quality service and access to information technology tools for the students, faculty, and staff of Dalton State College. OCIS also provides assistance to executive management in the establishment of policies and procedures governing the access, use, and control of academic and administrative technology training.	Dalton State College shares with the other state colleges of the University System of Georgia in providing a supportive campus climate, necessary services...to...meet the needs of students, faculty, and staff; technology to advance educational purposes, including instructional technology, student support services, and distance education; collaborative relationships with other System institutions, State agencies...sharing physical, human, information, and other resources to expand and enhance programs and services available to the citizens of Georgia.
Academic and Career Enhancement Center	The ACE Center offers services and resources to help students in making decisions about educational, career, social, personal, and other life-planning issues.	Dalton State College shares with the other state colleges of the University System of Georgia in providing a supportive campus climate, necessary services, and leadership and development opportunities, all to educate the whole person and meet the needs of students, faculty, and staff.
Student Activities	The Student Activities Office strives to enhance student life by providing extracurricular activities and entertainment including intramurals, clubs, concerts, multi-cultural lectures, field trips, and community service opportunities.	Dalton State College shares with the other state colleges of the University System of Georgia in providing a supportive campus climate, necessary services, and leadership and development opportunities, all to educate the whole person and meet the needs of students, faculty, and staff.

Evaluation of Administrative and Educational Support Services

(Note: As noted, plans are underway to re-evaluate the college's institutional effectiveness program. Consequently, some of what is described below may change or be modified. Changes will be available at: <http://www.daltonstate.edu/irp/insteffect.htm>).

Administrative and educational support services play a crucial role in achieving the mission and goals of Dalton State College. The administrative and educational support services at the College have an organizational structure consisting of the President, the Vice President for Academic Affairs, the Vice President for Fiscal Affairs, the Vice President for Enrollment Services, and the Vice President for Student Affairs. The President is the administrative head of the college and works with the vice presidents, who direct the four major administrative areas and are collectively known as the Officers of General Administration.

Each area responsible for administrative and educational support services has units or departments that provide specific educational support services. The Evening and Extended Campus Program, the Center for Continuing Education, and the Derrell C. Roberts Library are classified as support services under Academic Affairs. Fiscal Affairs units related to support services include the Business Office, the Bookstore, Food Services, Plant Operations and Maintenance, Public Safety, and Procurement and Purchasing. The Office of Enrollment Services contains several units related to support services, including Admissions and Records, Financial Aid and Veteran's Services, and the Office of Computing and Information Services. Student Affairs provides support services through the Academic and Career Enhancement (ACE) Center and the Student Activities Office. The Directors of Institutional Research and Planning, Institutional Advancement, and Public Relations report directly to the President. All administrative and educational support services units are involved in the strategic planning, evaluation, and assessment processes at Dalton State College.

Planning and evaluation for administrative and educational support services at Dalton State College are conducted through methods that are presented in the College's strategic planning process, similar in many ways to those used by the educational programs. Indeed, planning, evaluation, and budgeting for administrative and educational support units are part of the same process used for the rest of the College. All administrative and educational support units are involved in planning, developing, and implementing procedures for assessment; assessing progress toward goal attainment; and using assessment results for improving programs, services, and operations. As part of the strategic planning process, all units have prepared purpose statements that support the College's overall purpose.

Using *Plan Builder*, each administrative and support unit prepares annual improvement and implementation plans or evaluation procedures that include stated missions, goals, objectives, and assessment criteria. The units then issue detailed annual reports that must include information about the status of their progress toward meeting goals and objectives. The annual report must also include a section on the use of results for improvement, using *Plan Builder's* "Focus on Continuous Improvement" window.

The work of the Strategic Planning Committee is critical in the planning and evaluation of administrative support services. The Committee, appointed and chaired by the President, includes all administrative unit vice presidents and directors, among others. The Strategic Planning Committee coordinates College-wide planning and effectiveness. Some members of the Committee also join the President in his monthly administrators' information session meeting which brings all instructional, administrative, and educational support unit heads together to discuss and respond to emerging needs of the College and to share information about the progress of various program initiatives and goals. The President also conducts periodic Administrative Council meetings with all the vice presidents and the directors under his

office for short-term and long-term planning and budgeting sessions. Furthermore, the President has on several occasions appointed special task forces to study emerging issues of concern and to make recommendations. One such active task force is the Retention Task Force chaired by the Vice President for Student Affairs. Deliberations from this task force and other administrative meetings have led to the improvement of administrative support services. All these activities and reports provide evidence that the administrative and educational support units at Dalton State College clearly conduct appropriate planning and evaluation activities.

Each administrative and educational support service unit at Dalton State College has a clearly defined purpose, which supports the purpose and goals of the College. Beginning with the 2000-2003 strategic planning period, each unit was given the opportunity to review and make changes to their mission statements. These statements were formally drafted and approved by the Strategic Planning Committee. Performance Assessment Plans, which include purpose and unit goal statements, have been developed for each area and are included in the College's strategic plan. The entire administrative unit performance assessment plan is included in the "Institutional Effectiveness" section of the Dalton State College *Strategic Plan*. The Performance Assessment Plans are thus an integral part of the unit planning and evaluation process. Each administrative and educational support service unit maintains the assessment plans and all other planning and evaluation documents in planning and Planning and Assessment Record Books. The *DSC Statutes* provide additional documentation on the purposes of the administrative support units. The *DSC Statutes* describe the duties and responsibilities of the general officers of administration and how they relate to the purpose of the institution.

To support and enhance the College's purpose and mission, all administrative and educational support service units formulate individual goals for their respective operations via the Strategic Planning Committee. Each year of the three-year strategic planning cycle, the Strategic Planning Committee reviews all goals and determines which goals will be selected for implementation by the respective units. The Committee also reviews progress documented by the implementation plans to determine which goals have been or will have been accomplished and which ones will be carried over to the next year. With the assigned goals, each unit prepares an implementation plan for each year and, using *Plan Builder*, develops unit objectives, outcome measures, and assessment strategies (OMAS). In addition, the performance assessment plans complement the goals established for units by the Strategic Planning Committee.

The primary means for assessing the results of evaluations and the use of the results to improve administrative and educational support services is through the "Focus for Continuous Improvement" window in *Plan Builder*, contained in the Annual Reports. Annual Report Guidelines for producing annual reports specifically require all division and department chairpersons to describe or to summarize in their reports any and all major changes undertaken by their units to improve the College's educational programs, services, and operations which resulted from assessment-based changes. The DSC Strategic Plan annual implementation plans and progress reports, via *Plan Builder*, are also used to assess institutional effectiveness against strategic initiatives and goals, and improvement plans are developed on an annual basis. *Plan Builder* requires commentary on the use of results to make improvements related to each goal. The comprehensive system of stakeholder surveys produced and disseminated by the Director of Institutional Research and Planning yields information to be analyzed for the development of improvement strategies. The Director of Institutional Research and Planning compiles and reports the summary of all improvements and major changes in Section C (Annual Progress in Assessing Institutional Effectiveness) of the College's *Annual Report of Institutional Progress* to the Board of Regents. The Director also compiles and reports changes resulting from assessment evidence in the College-wide report, "Major Changes and Continuous Improvements Arising from the Strategic Plan and Institutional Effectiveness." This report is a list of all implemented instructional and administrative improvement activities. It is an on-going, value-added report of institutional progress and effectiveness at DSC.

All vice presidents and directors of educational support services consider internal and external factors in their planning and evaluation processes, which yield information useful to the planning processes of their units. For example, external peer benchmarking is a method used by the Library Director. Statistics are gathered from several Georgia colleges of a similar size to Dalton State College. Examples of such colleges are Floyd College, Gainesville College, and Macon State College. The twelve to fifteen categories include patron usage, collection budgets, and periodicals available.

Summary: Administrative Services Effectiveness

1. The annual Accountability Report Card includes profile data on administrative programs and services by means of Key Performance Indicators.
2. The comprehensive system of stakeholder surveys yields information to be analyzed for the development of improvement strategies.
3. The Strategic Plan annual divisional/departmental implementation plans and progress reports, via Plan Builder Software, are used to assess institutional effectiveness against strategic initiatives and goals, and improvement plans are developed on an annual basis. Plan Builder requires commentary on the use of results to make improvements related to each goal.
4. The Physical Master Plan is used to measure the extent to which the College is meeting its facilities development goals.
5. The DSC Foundation Strategic Plan is used to measure the extent to which the Foundation is meeting its stated goals.

Summary: Procedures Used To Evaluate Administrative and Educational Support Services

<i>Unit</i>	<i>Procedure of Evaluation</i>	<i>Frequency</i>
President	Implementation & Improvement Plans Strategic plan and annual progress reports Performance Assessment Plans Performance evaluation by Regents' Chancellor Satisfaction surveys Performance indicators Report of Institutional Progress to Board of Regents University System report card grade for DSC	Annually Annually Annually Annually Biennial Annually/Biennial Annually Annually
Academic Affairs -Extended Campus	Implementation & Improvement Plans Strategic plan and annual progress reports Performance Assessment Plans Performance evaluation of VP by President & Chairs Satisfaction surveys Performance indicators	Annually Annually Annually Annually Annually/Biennial Annually/Biennial
Fiscal Affairs -Business office -Plant Operations -Public Safety -Auxiliary Services	Implementation & Improvement Plans Strategic plan and annual progress reports Performance Assessment Plans Satisfaction surveys External audits Georgia Bureau of Investigation report Maintenance Inspection Goals and Objectives Preventive Maintenance Program List/Records Performance evaluation of VP by President Evaluations of employees by supervisors Performance indicators	Annually Annually Annually Annually/Biennial Annually Monthly Annually Annually Annually Annually Annually/Biennial
Enrollment and Student Services -Admissions -Financial Aid -ACE Center -Student Activities	Implementation & Improvement Plans Strategic plan and annual progress reports Performance Assessment Plans Performance evaluation of VP by President Evaluations of employees by supervisors Satisfaction surveys Performance indicators Student activities participant survey	Annually Annually Annually Annually Annually Annually Annually/Biennial Annually/Biennial Biennial
Computing Services	Implementation & Improvement Plans Strategic plan and annual progress reports Performance Assessment Plans Evaluation of Director by VP Evaluations of employees by supervisors Satisfaction surveys Software evaluation meetings Email faculty and staff survey on training Workshop course evaluations Performance indicators	Annually Annually Annually Annually Annually Annually/Biennial Semesterly Semesterly Semesterly Annually/Biennial

<i>Unit</i>	<i>Procedure of Evaluation</i>	<i>Frequency</i>
Library Services	Implementation & Improvement Plans Strategic plan and annual progress reports Performance Assessment Plans Statistical reviews and evaluation summaries Satisfaction surveys Library orientation surveys Peer benchmarking Periodical evaluation Performance evaluation of Director by VP Academic Evaluations of employees by Library Director Performance indicators	Annually Annually Annually Monthly Annually/Biennial Semesterly Annually Annually Annually Annually/Biennial
Continuing Education	Implementation & Improvement Plans Strategic plan and annual progress reports Satisfaction surveys Performance Assessment Plans Course/program evaluations Advisory Councils Business & Industry Needs Assessment Surveys Performance evaluation of Director by VP Academic Evaluations of employees by Director Performance indicators	Annually Annually Annually/Biennial Annually Quarterly Bimonthly/Biannually Periodic Annually Annually Annually/Biennial
Institutional Research & Planning	Implementation & Improvement Plans Strategic plan and annual progress reports Performance Assessment Plans Performance evaluation by President Satisfaction surveys Performance indicators	Annually Annually Annually Annually Annually/Biennial Annually/Biennial
Institutional Advancement	Implementation & Improvement Plans Strategic plan and annual progress reports Performance Assessment Plans Satisfaction surveys Performance evaluation of Director by President Board strategic planning retreat Performance indicators	Annually Annually Annually Annually/Biennial Annually Annually Annually/Biennial
Public Relations	Implementation & Improvement Plans Strategic plan and annual progress reports Performance Assessment Plans Satisfaction surveys Performance evaluation by President Consultant reports (e.g., Stamats Communications) Performance indicators	Annually Annually Annually Annually/Biennial Annually Periodic Annually/Biennial

Administrative and Educational Support Services Performance Assessment Plans

(Note: Unit heads will review their performance assessment plans and make appropriate changes in accordance with the new planning cycle. Changes will be available at:

http://www.daltonstate.edu/irp/IE_handbook/admin_support_services/adminunitsplans.pdf).

- *Academic Affairs*
Available at: http://www.daltonstate.edu/irp/IE_handbook/admin_support_services/adminunitsplans.pdf
- *Academic and Career Enhancement Center*
Available at: http://www.daltonstate.edu/irp/IE_handbook/admin_support_services/adminunitsplans.pdf
- *Admissions*
Available at: http://www.daltonstate.edu/irp/IE_handbook/admin_support_services/adminunitsplans.pdf
- *Bookstore*
Available at: http://www.daltonstate.edu/irp/IE_handbook/admin_support_services/adminunitsplans.pdf
- *Center for Continuing Education*
Available at: http://www.daltonstate.edu/irp/IE_handbook/admin_support_services/adminunitsplans.pdf
- *Computing and Information Services*
Available at: http://www.daltonstate.edu/irp/IE_handbook/admin_support_services/adminunitsplans.pdf
- *Derrell C. Roberts Library*
Available at: http://www.daltonstate.edu/irp/IE_handbook/admin_support_services/adminunitsplans.pdf
- *Enrollment Services*
Available at: http://www.daltonstate.edu/irp/IE_handbook/admin_support_services/adminunitsplans.pdf
- *Evening and Extended Campus Program*
Available at: http://www.daltonstate.edu/irp/IE_handbook/admin_support_services/adminunitsplans.pdf
- *Financial Aid and Veterans' Services*
Available at: http://www.daltonstate.edu/irp/IE_handbook/admin_support_services/adminunitsplans.pdf
- *Fiscal Affairs*
Available at: http://www.daltonstate.edu/irp/IE_handbook/admin_support_services/adminunitsplans.pdf
- *Food Service*
Available at: http://www.daltonstate.edu/irp/IE_handbook/admin_support_services/adminunitsplans.pdf
- *Institutional Advancement*
Available at: http://www.daltonstate.edu/irp/IE_handbook/admin_support_services/adminunitsplans.pdf
- *Institutional Research and Planning*
Available at: http://www.daltonstate.edu/irp/IE_handbook/admin_support_services/adminunitsplans.pdf
- *Plant Operations and Maintenance*
Available at: http://www.daltonstate.edu/irp/IE_handbook/admin_support_services/adminunitsplans.pdf
- *President*
Available at: http://www.daltonstate.edu/irp/IE_handbook/admin_support_services/adminunitsplans.pdf
- *Procurement and Purchasing*
Available at: http://www.daltonstate.edu/irp/IE_handbook/admin_support_services/adminunitsplans.pdf
- *Public Relations*
Available at: http://www.daltonstate.edu/irp/IE_handbook/admin_support_services/adminunitsplans.pdf
- *Public Safety*
Available at: http://www.daltonstate.edu/irp/IE_handbook/admin_support_services/adminunitsplans.pdf
- *Student Activities*
Available at: http://www.daltonstate.edu/irp/IE_handbook/admin_support_services/adminunitsplans.pdf

THE PHYSICAL MASTER PLAN
UPDATED: DECEMBER 2, 2002

Overview of Existing Campus

The existing Dalton State College campus is located just west of Interstate 75 within the Dalton city limits. The campus is defined by College Drive which parallels I-75 and forms the east boundary, and George Rice Drive which forms a semi-circular boundary on the other three sides of the campus. To the west, the college owns undeveloped property which runs up a steep ridge. The total acreage of the campus is 136 acres of which approximately 80 acres are usable. In addition, the Dalton State College Foundation has acquired 5.2 acres just north of the existing campus facing College Drive.

EXISTING



	Technical Building
	Liberal Arts Building
	Pope Student Center
	Gignilliat Memorial
	Westcott Hall
	Sequoia Hall
	Bandy Gymnasium
	Roberts Library
	Maintenance Building

The existing campus plan is very pedestrian oriented. The pedestrian circulation relates to a central mall running on a north-south campus axis along which most buildings are located. Buildings not located along the pedestrian mall are connected to the mall by a series of sidewalks and small pedestrian plazas.

There is also a strong structure in the location of various programs. The central area of the campus is the location of the general classroom and administrative functions. Athletic facilities are on the south end of the campus with most of the technical programs located on the north end of the campus. The Pope Student Center is centrally located.

The buildings on the campus have evolved in such a manner that the original design context in terms of materials, fenestration, scale, landscaping and general design characteristics are consistent with the original campus construction. The context is characterized by the use of yellow brick, pre-cast concrete, cast stone and well developed landscaping. Also, some cultured and stacked stone has been introduced in a pleasing manner. While the original buildings were primarily one and two story, more recent construction includes a three-story classroom structure (Lorberbaum Liberal Arts Building).

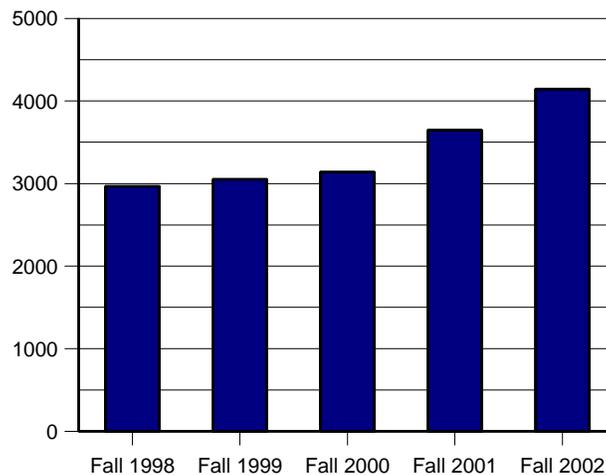
Traffic congestion is a major problem, with the critical period occurring between 7:30 a.m. and 12:30 p.m. Specific problems occur on the north end of the campus and at the intersection of College Drive and Walnut Avenue, one mile south of the campus.

Existing parking is distributed in a number of parking lots in and around the perimeter of the campus, including on-street parking. There are approximately 1370 parking spaces available for students and faculty, of which only 20 are handicap spaces. Parking became critical with the opening of the Lorberbaum Liberal Arts Building in 1999, especially on the north end of the campus. During fall semester 2002, headcount enrollment at DSC exceeded 4,100 students.

FALL HEADCOUNT ENROLLMENT

<i>Fall 1998</i>	<i>Fall 1999</i>	<i>Fall 2000</i>	<i>Fall 2001</i>	<i>Fall 2002</i>
2,967	3,051	3,139	3,647	4,135

**Enrollment Headcount
Fall 1998 - Fall 2002**



Dalton Utilities provides water, sewer, electricity, and gas utility services to the campus. An independent fiber optic data distribution network is maintained by the college and the State of Georgia.

Private development along College Drive to the north and south have rendered the campus “landlocked” except for an undeveloped site at the south corner of College Drive and George Rice Drive. It is strongly recommended that this property be obtained for future development.

The undeveloped property west of the main campus is problematic for the expansion of the existing campus facilities. Steep slopes and rocky soil conditions characterize this property. In the Physical Master Plan, this property has not been considered as an expansion possibility except for a section along the south end of George Rice Drive. The college intends to maintain this property as a “Green Space.”

The multi-family housing complex north of the existing campus remains one of the few other properties that can be acquired and is desired for expansion of the technical programs of the college as well as for additional parking. This multi-family complex is old and in marginal repair. It is not deemed suitable for student housing.

Additional pressure on the college’s facilities is being felt through the growth of the college’s new bachelor’s degrees. This growth is expected to escalate over the next five years.

Master Planning Concept

It is the desire of Dalton State College to maintain the friendly, pedestrian nature of the college as future expansion occurs, and to maintain the design context of the existing buildings in the future development of new structures. The proposed five and fifteen year campus plans recognize this commitment with one exception. Because of the “landlocked” nature of the campus, several of the proposed structures are recommended as four story structures to maximize the use of available land. If the design is handled carefully, this will not be a major contextual change.

Existing Facilities

With the 1999 completion of the Lorberbaum Liberal Arts Building, there are currently eight academic and administrative buildings on campus, in addition to a maintenance facility. Within these structures are 51 classrooms, 4 lecture halls, 26 laboratories and 160 offices.

The existing buildings include:

<u>Building</u>	<u>Date</u>	<u>Square Footage</u>	<u>Functions</u>
Westcott Hall	1967	21,133	Administration and Continuing Education
Pope Student Center	1967	43,722	Student Services, Leisure, Dining, Public Safety, Bookstore
Maintenance	1967	15,005	Physical Plant, Maintenance, Receiving
Sequoia Hall	1967	48,937	Classrooms, Science and Computer Labs, Offices Major addition in 1989 included
Bandy Gymnasium	1968	29,411	Physical Education facilities, Offices

Gignilliat Memorial Hall	1970	30,191	Classrooms, Offices, Auditorium, CIM Lab, Academic and Administrative Computing
Roberts Library	1972	31,323	Library Collection, Media Center, Offices
Technical Education	1979	62,664	Classrooms, Computer Labs, Technical Labs, Offices
Lorberbaum Liberal Arts Building	1999	50,671	Classrooms, Computer Labs, Offices
Maintenance Warehouse	2000	2,400	Storage
Roberts Library Addition	2002	28,000	Collection Space, Conference Room, Offices
TOTAL SQUARE FOOTAGE		363,457	

Master Plan Criteria

The physical facilities can best be characterized as minimally adequate for the current size of the student body, faculty and staff. In addition, the demographics of the Northwest Georgia area dictate strong growth in the educational needs of the area, including continuing education within the business community. In fall semester 2002, the enrollment for credit courses was 4,135 with an additional 3,000 students enrolled in non-credit courses. Dalton State College also provides space for several other institutions that offer satellite programs on campus including the Georgia Institute of Technology, the State University of West Georgia, and the University of Georgia. Dalton State College has also developed a satellite campus in Fort Oglethorpe that has an average enrollment of 125 students per semester.

POPULATION GROWTH DALTON STATE COLLEGE SERVICE AREA 1990 vs. 2000 CENSUS			
<i>County</i>	<i>1990</i>	<i>2000</i>	<i>Percent Change</i>
Bartow	55,911	76,019	36.0%
Catoosa	42,464	53,282	25.5%
Chattooga	22,242	25,470	14.5%
Dade	13,147	15,154	15.3%
Fannin	15,992	19,978	24.9%
Gilmer	13,386	23,456	75.5%
Gordon	35,072	44,104	25.8%
Murray	26,147	36,506	39.6%
Pickens	14,432	22,983	59.3%
Walker	58,340	61,053	4.7%
Whitfield	72,462	83,525	15.3%
TOTAL	369,595	461,530	24.9%

Source: U.S. Census Bureau

Current class usage shows that 95% of all instructional space is in use during the morning class sessions with 30% in the afternoons and 80% during evening hours. This is consistent with the demographic profiles of the student population that shows that approximately 80% of the students work full or part-time. This student body is comprised of 40% Whitfield County residents, 50% from the surrounding counties of Murray, Catoosa, Walker, and Gordon, and 10% from other areas.

The projected growth within the college's primary service area, the continuing expansion of the manufacturing and health care industries in the area, the increasing need for adequate continuing education in the business community, and the demand for post-secondary education indicate an increase in the student population to over 4,500 credit students by 2005. With the minimally adequate number of existing classrooms, there is an obvious need to expand facilities.

Based on the demographics of the area, the historic use patterns of the college's facilities, the landlocked nature of the campus and the existing parking problems, specific parameters to be addressed in the Master Plan have been developed to indicate the future direction and specific capital improvement projects needed for Dalton State College. These parameters include:

- The identification of future building sites and the proposed size of structures within the existing campus property boundaries.
- The immediate need for additional Continuing Education space.
- The need to acquire adjacent property that may be available to the college. This is viewed as critical based on the landlocked nature of the campus and the existing development of essentially all other property along the College Drive corridor.
- The need to address parking and traffic congestion, including ingress and egress.
- The need for privatized student housing.
- The desire to maintain the pedestrian nature of the campus. For all buildings planned outside the George Rice Drive loop, well designed and signal controlled crossings will be required.
- The desire to maintain the existing design context.
- The need to maintain the Physical Education facilities on the south end of the campus. This allows utilization without entering the primary campus.
- The recognition of the need for more vertical buildings.
- The need to expand campus utilities infrastructure to accommodate growth.
- 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.

Five Year Plan: 2002-2007

The Five-Year Campus Plan is very aggressive and directed toward enhancing available building sites together with the acquisition of available property adjacent to the existing campus. The Five-Year Campus Plan includes:

1. The immediate construction of a building specifically programmed for Continuing Education. This building would be located on the property north of the existing campus owned by the Dalton State College Foundation. This proposed structure would provide 25,000 S.F. of finished space with another 25,000 S.F. planned for future expansion. Adequate parking on site will allow for this building to be freestanding from the existing campus until other development within the Five Year Plan links this property to the main campus. A wide sidewalk along College Drive would serve as the primary connector during this period (Project 5-11). The construction of the Continuing Education facility will allow the current areas used for Continuing Education in Westcott Hall to be renovated for expansion and reorganization of administrative offices.
2. Construction of a major classroom, lab and faculty office building. (Project 5-12)

3. Acquisition of the undeveloped, privately owned property south of the existing campus for use as privatized student housing. The site will provide initial space for approximately 200 students. Location of the housing on the south end of the campus provides access to the athletic field and provides a transition to the future private development of single family housing southwest of the campus. Sidewalks connect this housing to the pedestrian mall limiting by 200 the number of cars entering the central campus. A right of way along the south boundary of this property is required to maintain access for the owner of the property west of the campus. The College expects to define the exact nature of its student housing needs through the Regents' Housing Master Plan guidelines. It is anticipated that student housing needs thus identified will be developed through a long-term agreement with a private building/owner and that this housing will be designed as apartment spaces with four occupants per apartment. The overall design of the structures, together with the careful use of exterior building materials, will identify the housing complex as a part of the college. (Project 5-17)
4. Acquisition of the multifamily complex at the north end of the campus. This acquisition is key to the future development of the campus, especially the technical programs. It will also allow the relocation of a portion of George Rice Drive, providing an opportunity to develop critical parking expansion, extension of the pedestrian mall, additions to existing structures, and development of additional building sites.
5. Expansion of the Technical programs through the construction of a major expansion (Project 5-13) to the existing technology building (E-09) and two new structures. (Projects 5-14 and 5-15)
6. Addition to Pope Student Center. (Project 5-16)

At the conclusion of the Five Year Campus Master Plan, Dalton State College will have an additional 265,000 square feet of usable building area. The parking will have increased from 1370 spaces to 2429 spaces. The north end of the campus will have been redeveloped to extend the pedestrian mall, and the north entrance will have been relocated to ease the congestion in the center of the campus.

Fifteen Year Plan: 2002-2017

The fifteen year plan identifies additional building sites within the campus. These sites include:

1. The addition of privatized student housing for approximately 216 more students, bringing the total to over 400. (Project 15-18)
2. New construction site across from the Bandy Gymnasium for a classroom, lab, and faculty office building. (Project 15-19)
3. The construction of a general classroom, lab and faculty office building. (Project 15-20)
4. Expansion of the Roberts Library to meet increased library and media center services demands. (Project 15-21)
5. As the student population expands, the need for additional administrative space will grow. At the time this project will be considered, the existing Westcott Building will not be sufficient to meet these needs. The fifteen-year plan considers replacement of this building with a larger structure providing adequate administrative space, classroom, labs and faculty offices. (Project 15-22)
6. The construction of a classroom, lab and faculty office building. (Project 15-23)
7. Expansion of the Continuing Education Building and finishing of the shell space. (Project 15-24)

The fifteen-year plan provides the potential for 384,200 S.F. of space and an increase in parking from 2429 spaces to 2871 spaces. While not shown in the master plan, the school will have to strongly consider the replacement of parking lots with parking structures as this additional educational space is placed in service.

Physical Master Plan Summary

The final Physical Master Plan for Dalton State College meets the criteria set forth by the college administration and the planner.

- All potential building sites within the existing campus have been utilized without disturbing the design context of the college's current buildings and grounds.
- The need for immediate space for Continuing Education offerings has been addressed.
- All usable and obtainable property around the campus will have been acquired.
- Parking has been adequately addressed in the Five-Year Campus Plan. The parking for the Fifteen-Year Campus Plan is marginal. When buildings 15-22 and 15-23 are placed in service, the college may need to consider the use of parking structures instead of surface parking.
- The student housing need has been addressed.
- The traffic congestion problem has been addressed. By decentralizing the parking, the traffic is more evenly distributed around the campus. The use of parking lots specific to the Continuing Education Building (5-11), student housing (5-17 and 15-18), and the technical complex has decreased the number of cars entering the central part of the campus by 400 per day. The college will need to work with the City of Dalton and the Georgia DOT to relieve the traffic congestion South of the campus at the Walnut Avenue interchange.
- The pedestrian nature of the campus remains intact. All general classrooms, labs, faculty offices, student services functions and administrative offices remain within the George Rice Drive perimeter.
- The existing planning context of the campus has been extended to the Physical Master Plan. It will be the charge of the administration to direct and approve only those building designs that are compatible with the design context of the existing buildings.
- The Physical Education facilities remain at the south end of the campus, allowing use by the student housing residents and general public without entering the central part of the campus.
- The buildings are planned to be more vertical in the central part of the campus to maximize the use of existing and acquired property.
- The existing property west of the campus remains green space and is not scheduled for development by the college.
- The fifteen year plan accommodates 6,000 students and the proportional increase in faculty and support staff. It also provides for growth in the bachelor's degree mission of the college which is expected to develop more rapidly during this period than other program types.

**THE DALTON STATE COLLEGE
FOUNDATION STRATEGIC PLAN**

Mission Statement

The Dalton State College Foundation, Inc., is dedicated to excellence in education for the Dalton State College community through the utilization of private giving in order to make available opportunities which complement the College's mission. To that end, the Foundation is committed to providing ongoing resources in the following areas: student scholarships, faculty enrichment, instructional equipment, endowed faculty chairs, campus expansion, community events, and other needs as may be warranted. As a partner with Dalton State College, the Foundation seeks to build upon the College's strengths and enable it to justify recognition as one of the academically respected, student-oriented, and community-centered institutions of its kind.

Planning Priorities and Goals

- 1) Increase percentage of alumni who are active donors to support faculty and student scholarships and program activities.
 1. *Develop an active Alumni Association Board of Directors and identify additional alumni fundraising projects.*
- 2) Increase the percentage of private foundation scholarships to attract and retain academically talented students.
 2. *The Director of Institutional Advancement will work with the President and Trustees of the DSC Foundation to secure three to five endowed scholarships for new and returning students per year.*
- 3) Secure matching funds for third endowed chair.
 3. *The Director of Institutional Advancement will work with the President and the local legislative delegation to secure matching funds for DSC's third endowed chair.*
- 4) Expand the geographic representation of the Brown Fellowship membership.
 4. *Counties outside Whitfield County will be the focus of Brown Fellowship solicitation efforts.*
- 5) Broaden the base of financial support for the DSC foundation to provide increased private and corporate giving.
 5. *Private Foundations will be solicited for funds to support DSC initiatives.*
- 6) Secure a private contribution for the proposed continuing education building.
 6. *Prospects will be identified and solicited by Foundation leadership and the President of DSC for a \$1 million naming gift.*
- 7) Strengthen the leadership of the DSC Foundation through recruitment of new trustees.
 7. *Potential trustee candidates will be aggressively recruited with the object of elevating the overall strength of the group as well as ensuring that the Board of Trustees represents the entire service area.*

- 8) Increase foundation giving among DSC faculty and staff.
 8. *Strategies will be implemented to raise the level of giving to 80 percent of the full-time faculty and staff.*
- 9) Establish an endowment of \$1 million to support a proposed new teacher education program.
 9. *A lead donor will be solicited to provide an initial commitment of \$500,000.*
- 10) Establish an endowment of \$100,000 to support a new business lecture series.
 10. *A donor will be solicited for the \$100,000 endowment, with the lecture series then bearing the donor's name.*
- 11) Secure contributions for construction of the proposed DSC bell tower.
 11. *A lead donor will be solicited to provide a naming contribution of \$500,000. The bells will be sold individually.*