

*The Commission on Colleges
Southern Association of Colleges and Schools*

MONITORING REPORT

**RESPONSE TO RECOMMENDATIONS BY
COMMITTEE ON THE FIFTH-YEAR INTERIM
REPORT**

Name of Institution:
Dalton State College

Address of the Institution:
650 College Drive, Dalton, GA 30720

Name, title, contact numbers of person(s) preparing the report:
Henry M. Codjoe
Director of Institutional Research & Planning
706-272-4406

Part I: Signatures Attesting to Integrity
(Applicable to all institutions)

By signing below, we attest to the following:

That *Dalton State College* has conducted an honest assessment of compliance and has provided complete and accurate disclosure of timely information regarding compliance with the identified Core Requirements, Comprehensive Standards, and Federal Requirements of the Commission on Colleges.

Date of Submission: *April 24, 2009*

Accreditation Liaison

Name of Accreditation Liaison

Dr. John A. Hutcheson

Signature

Chief Executive Officer

Name of Chief Executive Officer

Dr. John O. Schwenn

Signature

Response to Recommendations

Core Requirement 2.8 (Faculty)

The number of full-time faculty members is adequate to support the mission of the institution and to ensure the quality and integrity of its academic programs.

Commission Request/Recommendation

The institution did not provide sufficient information demonstrating the adequacy of full-time faculty members and their capability to ensure the quality and integrity of academic programs. In its additional report, the institution should demonstrate that the number of full-time faculty members is adequate by providing data, such as the number of full-time faculty by academic program, the number of students taught by full-time faculty, and/or the number of courses offered in each program that are taught by full-time faculty.

DSC Response

The number of full-time faculty members is adequate to support DSC's mission, and the institution has adequate faculty resources to ensure the quality and integrity of its academic programs. During fall semester 2008, there were 141 full-time faculty and 73 part-time faculty [1]. The full-time faculty taught 84.03% of the courses taught at DSC during fall 2007. During fall 2008, the full-time faculty taught 83.24% of the courses taught [2]. All academic schools had at least 75% of their courses taught by full-time faculty [3]. In terms of courses taught, the breakdown of full-time faculty use by school is shown in the following table.

Percentage of courses taught by full-time faculty within each School at Dalton State College by term:

<i>School</i>	<i>Fall 2007</i>	<i>Spring 2008</i>	<i>Fall 2008</i>	<i>Spring 2009</i>
Business	84.44	91.11	95.52	86.27
Education	88.57	78.95	84.62	79.17
Liberal Arts	86.22	83.33	82.73	81.36
Nursing	100.00	100.00	100.00	100.00
Science and Mathematics	79.17	76.60	75.88	76.88
Social Work	64.71	92.86	78.57	86.67
Technology	82.89	80.42	83.11	85.50

All full-time and part-time faculty are closely screened prior to employment to ensure they meet the SACS requirement for the courses they are teaching. Faculty credentials and courses taught are included in the Faculty Credentials Chart [4].

Supporting Documents:

[\[1\] Instructional Faculty Statistical Report](#)

[\[2\] Number of Courses Taught by Full-Time & Part-Time Faculty](#)

[\[3\] Number of Courses Offered in Each School Taught by Full-Time & Part-Time Faculty](#)

[\[4\] Faculty Roster – Qualifications of Full-Time & Part-Time Faculty](#)

Core Requirement 2.10 (Student Support Services)

The institution provides student support programs, services, and activities consistent with its mission that promote student learning and enhance the development of its students.

Commission Request/Recommendation

The institution's report did not include adequate information about the student support programs, services, and activities provided by the institution. The institution should include a description of such programs, services, and activities and demonstrate that these support the mission of the institution.

DSC Response

In support of Dalton State College's mission [1], the Division of Enrollment and Student Services (consisting of Enrollment Services, Financial Aid, Academic Resources, Academic Advising Center, First Year Experience, Student Activities, Campus Recreation, Residence Life, and Computing and Information Services) is committed to creating a supportive environment of inclusiveness where students are engaged in active learning that assists them in solidifying their values and standards [2]. The Division partners with Academic Affairs to promote high levels of student achievement and to provide academic support services [3 to 28].

The creation of the Academic Advising Center [12] is an excellent example of the types of collaborative partnerships that take place between Student Affairs and Academic Affairs. Originally created through a Title III grant, the Academic Advising Center serves as the initial point of advising for all incoming students. Students are advised through the center until they have both earned 15 hours of college credit and satisfied any learning support requirements. In addition to the advisement appointment for registration each term, students make a follow-up appointment during the semester to let their advisor know how they are progressing academically. The College intentionally set up intrusive advising through the center with the goal of improving student engagement and retention rates. While the College has only a few years of data, the early results are promising. The advising center is staffed by both professional academic advisors from student affairs and a rotation of full-time faculty members working six hours per week in the center. Faculty members are required to complete several days of initial advisor training

provided by the advising center staff prior to working in the advising center, and they participate in workshops throughout the year to enhance their advising skills. Not only are incoming students receiving a quality level of advising, but as faculty return to their respective schools, they are taking their newly honed advising skills back into the field.

Another example of collaboration between academic and student affairs in the provision of student support services at Dalton State College is the Summer Bridge Program [18]. Funded through a Goizueta Grant, the Summer Bridge Program has for the past two years identified and recruited approximately 100 at-risk incoming freshmen to attend a rigorous four week academic session prior to the start of the fall semester. Students having two or more learning support requirements are identified as being at-risk. As a part of the Summer Bridge Program, students attend daily courses in math, reading, writing, and college success. Regular full-time DSC faculty are recruited to teach in the program so that 1) students get a feel for the level of work that will be expected from them in the college classroom and 2) students can establish connections early on with faculty members. Student Affairs staff members coordinate the program and teach the college success course. Staff members also coordinate two social events during the school year to bring students and faculty back together. As with the advising center, the goals are to improve student engagement and retention. At the end of the four-week session, students are allowed to retake the COMPASS placement exam. Among the 2008 participants, 97% of the re-testers were able to raise their test scores in one or more areas, and 62% were able to exit one or more learning support areas. Indeed, Enrollment and Student Services is committed to both gathering relevant student data and engaging in meaningful assessment that leads to improved outcomes.

Supporting Documents:

Enrollment and Student Services

[1] DSC Mission and Purpose Statement
<http://www.daltonstate.edu/about/mission.htm>

[2] [Administrative Unit Goal Statements That Support College Mission](#)

[3] Student Resources
<http://www.daltonstate.edu/studentresources.htm>

[4] Dalton State 2008-2009 College *Catalog*, Student Services section, pp. 57-96 including the Student Handbook

<http://www.daltonstate.edu/catalog/08-09/part04.pdf>

Enrollment Services

[5] Dalton State College Admissions web site

<http://www.daltonstate.edu/admission/index.htm>

[6] Dalton State 2008-2009 College *Catalog*, pp. 15-36

<http://www.daltonstate.edu/catalog/08-09/part02.pdf>

Financial Aid

[7] Dalton State College Financial Aid web site

<http://www.daltonstate.edu/finaid/index.htm>

[8] Dalton State 2008-2009 College *Catalog*, pp. 37-56

<http://www.daltonstate.edu/catalog/08-09/part03.pdf>

[9] Dalton State College Veterans' Services web site

<http://www.daltonstate.edu/finaid/VeteranServices.htm>

Academic Resources

[10] Academic Resources web site

<http://www.daltonstate.edu/ar/index.htm>

[11] Dalton State 2008-2009 College *Catalog*, Academic Resources section, pp. 58-62

<http://www.daltonstate.edu/catalog/08-09/part04.pdf>

[12] Advising Center web site

<http://www.daltonstate.edu/advising/>

[13] Disability Support Services web site

<http://www.daltonstate.edu/ar/disability/>

[14] Counseling and Career Services web site

<http://www.daltonstate.edu/ar/career/>

[15] Tutoring and Peer Education web site

http://www.daltonstate.edu/ar/academic_support/

[16] Testing Center

http://www.daltonstate.edu/ar/testing_center/

[17] First Year Experience web site

<http://www.daltonstate.edu/ar/fye/>

[18] Summer Bridge Program web site

<http://www.daltonstate.edu/studentlife/bridge.html>

Student Activities and Campus Recreation

[19] Student Activities web site

<http://www.daltonstate.edu/studentlife/index.htm>

[20] Dalton State 2008-2009 College *Catalog*, Student Activities section, pp. 62-68
<http://www.daltonstate.edu/studentlife/index.htm>

[21] Volunteer Services web site
<http://www.daltonstate.edu/studentlife/volunteer/>

[22] Registered Student Organizations web site
http://www.daltonstate.edu/studentlife/club_org.htm

[23] Student orientation web site
<http://www.daltonstate.edu/studentlife/orientation/>

[24] Campus Recreation web site
http://www.daltonstate.edu/campus_recreation/index.htm

[25] Fitness Center web site
http://www.daltonstate.edu/campus_recreation/fitness.htm
Residence Life

[26] Residence Life web site
<http://www.daltonstate.edu/housing/>

Office of Computing and Information Systems

[27] Office of Computing and Information Services web site
<http://www.daltonstate.edu/ocis/index.htm>

[28] Dalton State web portal, DSConnect
<http://www.daltonstate.edu/dsconnect/>

Comprehensive Standard 3.2.8 (Qualified administrative/academic officers)

The institution has qualified administrative and academic officers with the experience, competence, and capacity to lead the institution.

Commission Request/Recommendation

There was no evidence offered to support the assertions about qualifications of the administrative/academic officers. The term “appropriate credentials” is inadequate to allow for a proper evaluation of whether substantial compliance with the standard was met. In addition, the list of officers was incomplete. The Monitoring Report should include a list of administrative and academic officers and the qualifications of each officer, linking academic preparation and experience with the administrative assignment for each individual.

DSC Response

Following a reorganization of the college in 2007-2008, the eight academic divisions were restructured into seven schools. The academic and administrative personnel of Dalton State College are comprised of the president, the vice president for academic affairs, the assistant vice president for academic affairs, the vice president for enrollment and student services, the vice president for fiscal affairs, seven deans, six department chairs, and seventeen directors, all of whom are qualified officers with the education, experience, competence, and capacity to lead the institution [1, 2]. The table below displays the composition of the college’s current administration, including each individual’s associated unit, name, title, and highest degree attained. Links are provided to each individual’s resume and job description. (Click on a person’s name for his or her resume, and click on a title for the job description.)

<i>Name</i>	<i>Title</i>	<i>Credentials</i>
<u>PRESIDENT</u>		
<u>John Schwenn</u>	<u>President</u>	Ph.D., Special Education, University of Wisconsin-Madison, 1976; 33 years experience in higher education

<i>Name</i>	<i>Title</i>	<i>Credentials</i>
<u>ACADEMIC AFFAIRS</u>		
John Hutcheson	Vice President for Academic Affairs	Ph.D., History, University of North Carolina at Chapel Hill, 1973; 36 years experience in higher education
Patricia White	Assistant Vice President for Academic Affairs	Ph.D., Molecular Genetics, Georgia Institute of Technology, 1987; 27 years experience in higher education
Donna Mayo	Dean, School of Business	Ph.D., Marketing, University of Alabama at Tuscaloosa, 1993; 22 years experience in higher education
Carol Brand	Interim Dean, School of Education	Ed.D., Education Administration and Supervision, University of Tennessee at Knoxville, 1993; 9 years experience in higher education
Mary Nielsen	Dean, School of Liberal Arts	Ph.D., Curriculum and Instruction, University of Florida, 1988; 32 years experience in higher education
Randall Griffus	Dean, School of Sciences & Mathematics	Ph.D., Mathematics, Auburn University, 1996; 17 years experience in higher education
Cordia Starling	Dean, School of Nursing	Ed.D., Higher Education Administration, University of Alabama at Tuscaloosa, 1997; 28 years experience in higher education
David Boyle	Dean, School of Social Work	Ph.D., Social Work, University of Georgia, 1994; 14 years experience in higher education
Charles Johnson	Dean, School of Technology	Ed.D., Occupational Education, North Carolina State University, 1981; 28 years experience in higher education
Lydia Postell	Chair, Department of Humanities	Ph.D., Language and Literacy, Georgia State University, 2005; 18 years experience in higher education
Thomas Gonzalez	Chair, Department of Mathematics	Ph.D., Mathematics, Auburn University, 1999; 13 years experience in higher education

<i>Name</i>	<i>Title</i>	<i>Credentials</i>
ACADEMIC AFFAIRS (Cont'd)		
Andrew Meyer	Chair, Department of Natural Sciences	Ph.D., Physiology and Biophysics, University of Iowa, 1993; 17 years experience in higher education
Judy Cornett	Chair, Department of Social Sciences	Ph.D., History, University of Kentucky, 1993; 34 years experience in higher education
Sherry Riley	Director of Adult Education	M.Ed., Adult Education, University of Georgia, 1994; 20 years experience in higher education
Pamela Partain	Director of Center for Continuing Education	B.A., English, College of William and Mary, 1980; 5 years experience in higher education
Lydia Knight	Director of Library Services	M.L.S., Library Science, Vanderbilt University, 1981; 28 years experience in higher education
ENROLLMENT & STUDENT SERVICES		
Jodi Johnson	Vice President of Enrollment & Student Services	A.B.D., Higher Education Administration, East Tennessee State University, 2009; 20 years experience in higher education
Linda Wheeler	Director of Academic Resources	M.F.A., English, University of Massachusetts at Amherst, 1988; 20 years experience in higher education
Angela Harris	Director of Admissions	Ed.D., Higher Education Administration, University of Alabama at Tuscaloosa, 1997; 20 years experience in higher education
Garrett Burgner	Director of Campus Recreation	M.S., Recreation Administration, Middle Tennessee State University, 2002; 13 years experience in higher education
Jami Hall	Director of Student Activities	M.Ed., Higher Education Administration, Georgia Southern University, 2005; 6 years experience in higher education
Dianne Cox	Director of Financial Aid & Veterans Affairs	M.B.A., Business Administration, University of Nebraska, 1994; 25 years experience in higher education

<i>Name</i>	<i>Title</i>	<i>Credentials</i>
<u>FISCAL AFFAIRS</u>		
Scott Bailey	Vice President of Fiscal Affairs	M.P.A., Public Administration, Georgia State University, 1992; 22 years experience in higher education
Nicholas Henry	Director of Accounting	B.B.A., Accounting, Valdosta State University, 2000; 9 years experience in higher education
Cathy Ingram	Director of Bookstore	A.S., Business Administration, Dalton State College, 1997; 12 years experience in higher education
Glenda Pileggi	Director of Food Services	Foundations of Food Preparation Courses, Orange County School System, Orlando, Florida, 1984; 16 years experience in higher education
Faith Miller	Director of Human Resources	B.B.A., Accounting, Cleveland State University, 1984; 12 years experience in higher education
Jack Reynolds	Director of Plant Operations	B.S., Agricultural Education, Clemson University, 1971; 19 years experience in higher education
William Gee	Director of Public Safety	Georgia P.O.S.T. Certified, 1975; 20 years experience in higher education
Mary Hood	Director of Purchasing	B.S., Psychology and Interior Design, University of Tennessee at Chattanooga, 1966; 14 years experience in higher education
<u>COMPUTING & INFORMATION SERVICES</u>		
Terry Bailey	Director of Office of Computing & Information Services	M.B.A., Management Information Systems, University of Georgia, 1989; 19 years experience in higher education
Chris Bedwell	Database and Systems Administrator	B.S., Computer Science, Kennesaw State University, 1996; 11 years experience in higher education
Kim McCroskey	Instructional Technologist	M.Ed., Media Instructional Technology, University of West Georgia, 2008; 14 years experience in higher education

<i>Name</i>	<i>Title</i>	<i>Credentials</i>
<u>INSTITUTIONAL RESEARCH & PLANNING</u>		
Henry Codjoe	Director of Institutional Research & Planning	Ph.D., Educational Policy Studies, University of Alberta, 1997; 15 years experience in higher education
<u>INSITUTIONAL ADVANCEMENT</u>		
David Elrod	Director of Institutional Advancement and Alumni Relations	B.A., History, Berry College, 1999; 6 years experience in higher education
<u>PUBLIC RELATIONS</u>		
Jane Taylor	Director of Public Relations	M.A., English, University of Tennessee at Chattanooga, 1995; 19 years experience in higher education

Supporting Documents:

[\[1\] DSC 2008 Facts & Figures - Organizational Chart](#)

[\[2\] DSC 2008 Facts & Figures - Senior Administrative & Academic Personnel, 2008-2009](#)

Comprehensive Standard 3.3.1 (Institutional Effectiveness)

The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of improvement based on analysis of the results in the following area:

3.3.1.1 educational programs, to include student learning outcomes

Commission Request/Recommendation

The institution provided evidence that addressed only the processes for assessing educational programs with no examples demonstrating how the institution identifies outcome of educational programs, assesses achievement of outcomes, and uses assessment for improvement of programs and student learning outcomes.

DSC Response

Consistent with its mission, Dalton State College is committed to the effective evaluation of its educational programs and academic support services [1] and to the use of assessment results for continuous improvement. As part of its institutional effectiveness program [2], DSC has a mechanism for evaluating its general education program – a critical component of its education mission. Though the general education learning outcomes have been modified several times over the past ten years, DSC's general education outcomes [3] have now been cast in language that enables them to be more closely measured, using the ACT Collegiate Assessment of Academic Proficiency [10]. The intended learning outcomes from general education incorporate direct references to the humanities, the natural sciences and mathematics, and the social sciences. As well, at the discretion of each school, faculty may also choose additional “local” learning outcomes for assessment [4]. Faculty in each discipline thus identify expected learning outcomes for that discipline based on either the College's General Education Outcomes, Major Area Outcomes, or newly created outcomes [5]. From the discipline-level expected outcomes, faculty develop course-by-course expected outcomes for each course taught. Faculty generally use the *Academic Outcomes Assessment Plan Summary Report* [7] or other methods [8, 9] to report assessment results and procedures [6] that are consistent with the achievement of educational goals for each academic school and department. These reports provide evidence of improvement based on analysis of the expected outcomes. Indeed, there have been changes to particular course contents and curriculum as a result of faculty assessment of student learning outcomes or new developments in the College's program offering and

expansion, as the following examples illustrate.

- In the School of Social Work, a new course, SOWK 2002 (Spanish Language and Latino Culture for Social Work) was created in response to consistent student feedback that the intermediate Spanish classes were not meeting their learning needs. This course has proven popular with strong enrollments. As well, in spring of 2007, a sophomore course in interviewing theory and practice was developed and is being taught for the first time in the fall of 2007. It was developed in response to a request for more social work courses at the associate's level.
- At faculty meetings, there are continual discussions about courses taught, new/improved learning outcomes, textbook assessments, and ways to make improvements where necessary. Some changes as a result of these discussions have included the adoption of new texts, proposed changes to academic programs (e.g., faculty in the School of Business proposed a few changes to the BAS in Technology Management program which stipulates that all students who select the BAS as a major must have three years' documented work experience in an area related to their AAS/AAT degrees), and new methods (e.g., faculty in the School of Technology program in Industrial Electrical and Electronic Technology purchased a comprehensive software package that will allow a major revision of the curriculum to allow simulations, robotics exercises, and many other innovative methods).
- Faculty in the Department of Humanities developed a learning component for ENGL 1095 that allows stronger writers to mentor weaker ones through regular small group interaction. During non-lecture time, mentors work with students outside of class and during class time, allowing the instructor more time for one-on-one conferences. It was found that by shifting the focus in ENGL 1095 classes from grammar to content, repeater pass rates have improved on the Regents' Essay Test.
- Faculty in the Department of Social Sciences reviewed, revised, and reduced its general education outcomes from nine to four.

In areas where the institution identified expected learning outcomes, the School of Education's Teacher Education professional program, for instance, revised its curriculum offerings to meet Professional Standards Commission (PSC) standards and Board of Regents' (BOR) requirements. Actions taken included developing new course offerings and learning outcomes in the Core Curriculum Area F for fall 2007. Likewise, the School of Business Administration developed and adopted an Assurance of Learning Plan in fall 2005 as part of its preparation for the AACSB accreditation, which resulted in the development of general learning outcomes and discipline-specific learning outcomes as well as evaluation at the program level, major/discipline level, and course level [8]. And as a result of CSWE site visitor recommendations, the School of Social Work transitioned SOWK 3301: Social Work in Health Care into SOWK 3103: Human Behavior in the Social Environment II - Application Health Care. This replaced a field of practice class with a theory class about larger systems. In addition, because of the Senior Forum in fall and spring semesters, the faculty coordinated assignments among the senior classes to reduce the total number of assignments while maintaining all learning objectives and outcomes. Additionally, the school's assessment system now includes multiple measures of the 10 Professional Outcomes (Learning Outcomes) for social work stated in its Conceptual Framework.

In another respect, because of ongoing assessment activities, new methods for assessing student learning outcomes and degree programs have emerged. For example, the School of Nursing began the use of Educational Resources, Inc.'s standardized testing to assess end-of-course and program student learning. The RN-Assessment, given at the end of the program, is predictive of student success on the NCLEX-RN exam. Furthermore, at its August 18, 2004, English Meeting in the Department of Humanities, English faculty assessed the end-of-term exit policy for ENGL 1101. The faculty voted to do away with the end-of-term group graded essay as a requirement for ENGL 1101. The English faculty unanimously voted to reduce the weight of the final exam essay from 50% to 20% of the course grade; in addition, English faculty voted unanimously to allow at least three essays be written out of class, to grade the final exam essay using Regents' standards, and to fail an essay automatically for three rather than two Type I errors. The faculty agreed to re-evaluate these changes if they had a negative impact on Regents' essay pass rates. In Spring 2005, the department's first-time essay pass rate was 91.84%, a rating that put DSC 4th

among all thirty-five System schools. It is believed that these changes have not had a negative impact on the College's fine first-time pass rates, and they have had positive effects on students, faculty, and the community's perceptions of the English program. Also worth mentioning, the School of Sciences and Mathematics began using online quizzes to assess student learning outcomes and implemented a new method for reporting the results of its assessment instruments. All class assessments are now reported to the school's administrative assistant on a standard form, the results are compiled, and forms are placed in the appropriate assessment outcomes files.

In all of these assessment activities, documentation is gathered annually by the deans and chairs of each school and department where results are reviewed and appropriate changes to curriculum and/or instructional delivery are made. Deans (with input from their faculty) produce annual strategic plan progress [11] reports that document and report on institutional goals pertaining to their schools and departments, including updates on institutional effectiveness efforts, educational programs, and learning outcomes [12].

Supporting Documents:

[\[1\] DSC Institutional Effectiveness Program](#)

[\[2\] DSC Institutional Effectiveness Plan: Update](#)

[\[3\] General Education Outcomes](#)

[4] Course Learning Outcomes

- [Example from School of Nursing](#)
- [Example from School of Sciences & Mathematics](#)

[\[5\] Summary: Procedures Used to Evaluate Educational Programs](#)

[6] Procedures Used to Evaluate Educational Program and Student Learning Outcomes

- [Example from School of Liberal Arts](#)
- [Example from School of Business Administration](#)

[7] Academic Outcomes Assessment Plan Summary Reports

- [Example from School of Liberal Arts – Humanities](#)
- [Example from School of Liberal Arts – Social Sciences](#)
- [Example from School of Sciences & Mathematics](#)
- [Example from School of Social Work](#)
- [Example from School of Technology](#)

[8] Course Assessment Grid

- [Example from School of Business Administration](#)
- [Example from School of Nursing](#)

[9] Assessment Report

- [Example from School of Education](#)

[10] [DSC 2008 *Facts & Figures* - CAAP Test Scores](#)

[11] [Strategic Plan Annual Report Guidelines](#)

[12] [Strategic Plan Annual Report Guidelines, Section D: Progress in Assessing Institutional Effectiveness](#)

Comprehensive Standard 3.4.3 (Admission Policies)

The institution publishes admissions policies consistent with its mission.

Commission Request/Recommendation

The institution indicated that its catalog provides evidence that admission policies are consistent with the institution's mission; however, no catalog was included for review. The Monitoring Report should include examples supporting the consistency of admission policies with the institution's mission.

DSC Response

As indicated in the Dalton State College mission statement, "Dalton State College is dedicated to providing broad access to quality higher education for the population of Northwest Georgia, thereby enhancing the region's economic vitality and quality of life. As an institution of the University System of Georgia, Dalton State College offers targeted bachelor's degrees, a full range of associate's degrees, and career certificate programs, and a wide variety of public service and continuing education activities" [1].

The Office of Enrollment Services recruits, enrolls, and sustains a diverse, qualified student body that can benefit from Dalton State College's comprehensive array of programs. The published admissions policies and requirements as indicated in College catalogs [2] are consistent with the College's access mission. In addition to regular degree-seeking admission policies, provisions have been made for non-degree and special student categories. All admission policies meet the minimum requirements as established by the Board of Regents of the University System of Georgia and set forth in the *Academic Affairs Handbook* [15].

Supporting Documents

[1] DSC Mission and Purpose Statement
<http://www.daltonstate.edu/about/mission.htm>

[2] Dalton State 2008-2009 College *Catalog*
<http://www.daltonstate.edu/catalog/08-09/catpdf0809.htm>

[3] [Administrative Unit Goal Statements That Support College Mission](#)

[4] Dalton State College Admissions web site
<http://www.daltonstate.edu/admission/index.htm>

[5] Dalton State 2008-2009 College *Catalog*, pp.15-36
<http://www.daltonstate.edu/catalog/08-09/part02.pdf>

- [6] Check your admission status web site
https://vader.daltonstate.edu:2001/pls/prod70/bwwkadst.P_GetID
- [7] Online Admission Application and Forms
<http://www.daltonstate.edu/admission/applications-forms.htm>
- [8] Beginning Freshman Admission Requirements
<http://www.daltonstate.edu/admission/freshman.htm>
- [9] Transfer Admission Requirements
<http://www.daltonstate.edu/admission/transfer.htm>
- [10] Early Enrollment Admission Requirements
<http://www.daltonstate.edu/admission/earlyenrollment.htm>
- [11] International Student Admission Requirements
<http://www.daltonstate.edu/admission/internationalstudents.htm>
- [12] Home School Admission Requirements
<http://www.daltonstate.edu/admission/hs.htm>
- [13] Transient Admission Requirements
<http://www.daltonstate.edu/admission/transient.htm>
- [14] Special Student Admission Requirements
<http://www.daltonstate.edu/admission/specialstudents.htm>
- [15] University System of Georgia *Academic Affairs Handbook*, Sections 301-310
<http://www.usg.edu/academics/handbook/section3/301-310/>

Comprehensive Standard 3.4.11 (Academic Program Coordination)

For each major in a degree program, the institution assigns responsibility for program coordination, as well as for curriculum development and review, to persons academically qualified in the field. In those degree programs for which the institution does not identify a major, this requirement applies to a curricular area or concentration.

Commission Request/Recommendation

There was inadequate evidence offered to support the assertion that academically qualified faculty are responsible for program coordination and curriculum development and review. The Monitoring Report should provide evidence demonstrating that each academic program is coordinated by an individual academically qualified in the field. A matrix that has columns for program name, coordinator name, and coordinator qualifications may prove beneficial.

DSC Response

Program coordination for all majors at Dalton State College is the responsibility of the deans of the appropriate Schools, who work with qualified faculty members to develop and review the content and requirements of particular majors. All curricular specifications, including the addition and deletion of courses, must be approved by the Academic Council, a college-wide body of faculty, administrators, and students whose decisions are subject to the approval of the general faculty. In assigning responsibility for coordination of each of the programs offered at Dalton State College, decisions were made in accordance with the *Policy Manual of the Board of Regents*, Section 302.02 (Corps of Instruction) [1], and Section 803.0102 (Qualifications of Faculty) [2]. These Board of Regents' policy requirements are also reflected in *DSC Statutes* [3], Article VI, Sections A & J (Faculty Membership & Conditions of Employment). In Fall 2008, DSC employed 141 highly qualified full-time faculty [4] as defined by the *DSC Full- and Part-Time Faculty Handbook* [5], (Faculty Recruitment & Appointment, Faculty Workload & Responsibilities, and Recruitment & Hiring Policies and Procedures). The programs offered in each school are listed in the Program Coordinators Chart below. Faculty members assigned the responsibility of program coordination are also listed on the Program Coordinators Chart below. Assurance of academic qualifications is shown in the Faculty Data Charts [6].

DSC PROGRAMS OF STUDY – [DSC Catalog](http://www.daltonstate.edu/academics/prog.htm), pp. 111 – 272
<http://www.daltonstate.edu/academics/prog.htm>

Program Coordinators Chart

<u>School of Business</u>	
<i>Program of Study</i>	<i>Designated Program Coordinator</i>
B.B.A. Accounting	Dr. John Trussel
B.B.A. Management	Dr. Harold Jones
B.B.A. Management Information Systems	Dr. Joe Baxter
B.B.A. Marketing	Dr. Jim Coleman/Dr. Steve LeMay
B.B.A. Operations Management	Dr. Marilyn Helms
B.A.S. Technology Management	Dr. Mike D'Itri
A.S. Business Administration	Dr. Donna Mayo
A.A. Economics	Dr. Larry Johnson
<u>School of Education</u>	
<i>Program of Study</i>	<i>Designated Program Coordinator</i>
B.S. Early Childhood Education	Dr. Carol Brand
A.A. Education, Early Childhood	Dr. Carol Brand
A.A. Education, Middle Grades/Secondary	Dr. Carol Brand
<u>School of Liberal Arts</u> <u>Department of Humanities</u>	
<i>Program of Study</i>	<i>Designated Program Coordinator</i>
B.A. English	Dr. Barbara Murray
A.A. Communication Skills	Mr. Nick Carty
A.A. English	Dr. Lydia Postell
A.A. Foreign Language	Dr. Nancy Mason
A.A. General Studies	Dr. Barbara Murray
<u>School of Liberal Arts</u> <u>Department of Social Sciences</u>	
<i>Program of Study</i>	<i>Designated Program Coordinator</i>
B.S. Criminal Justice	Dr. Tony Simones
B. S. History	Dr. Judy Cornett
A.S. Criminal Justice	Dr. Tony Simones
A.A. Geography	Mr. Doyle Loughren
A.A. History	Dr. Judy Cornett
A.A. Philosophy	Dr. Jack Waskey
A.A. Political Science	Dr. Jack Waskey
A.A. Psychology	Dr. Michael Hoff
A.A. Sociology	Dr. Don Davis

<u>School of Nursing</u>	
<i>Program of Study</i>	<i>Designated Program Coordinator</i>
A.S.N. Nursing	Dr. Cordia Starling
<u>School of Sciences & Mathematics</u> <u>Department of Natural Sciences</u>	
<i>Program of Study</i>	<i>Designated Program Coordinator</i>
B.S. Biology	Dr. Kerry Dunbar
B.S. Chemistry	Dr. Tricia Scott
A.S. Agricultural & Environmental Sciences	Dr. Gina Kertulis-Tartar
A.S. Biological Sciences	Dr. Kerry Dunbar
A.S. Chemistry	Dr. Tricia Scott
A.S. Dental Hygiene	Dr. Celeste Humphrey
A.S. Family and Consumer Science	Dr. Vince Postell
A.S. Forestry	Dr. Gina Kertulis-Tartar
A.S. General Studies	Dr. Randall Griffus
A.A. Geology	Dr. Jean Johnson
A.S. Medical Technology	Dr. Jean Johnson
A.S. Nuclear Medicine Technology	Dr. Kerry Dunbar
A.S. Nursing	Dr. Geoff Poor
A.S. Pre-Occupational Therapy	Dr. James Adams
A.S. Pre-Pharmacy	Dr. Richard Collison
A.S. Pre-Physical Therapy	Dr. Andy Meyer
A.S. Pre-Physician Assistant	Dr. John Lughart
A.S. Physics/Pre-Engineering	Dr. Emma Cooley
A.S. Radiation Therapy Technology	Dr. Jean Johnson
A.S. Radiography	Dr. Jean Johnson
A.S. Respiratory Therapy	Dr. Randall Griffus
A.S. Health and Physical Education	Ms. Cheryl Grayson
A.S. Health Information Management	Dr. Barry Peyton
<u>School of Sciences & Mathematics</u> <u>Department of Mathematics</u>	
<i>Program of Study</i>	<i>Designated Program Coordinator</i>
B.S. Mathematics	Dr. Tom Gonzalez
A.S. Computer Science	Ms. Kay Wagner
A.S. Information Systems	Dr. Vince Postell
A.S. Mathematics	Dr. Tom Gonzalez
<u>School of Social Work</u>	
<i>Program of Study</i>	<i>Designated Program Coordinator</i>
B.S.W. Social Work	Dr. David Boyle
A.A. Social Work	Dr. David Boyle

<u>School of Technology</u>	
<i>Program of Study</i>	<i>Designated Program Coordinator</i>
A.A.S. Business, General	Ms. Linda LaChapelle
A.A.S. Computer Networking & Service Technology	Ms. Linda LaChapelle
A.A.S. Computer Operations	Ms. Linda LaChapelle
A.A.S. Cooperative Associate Degree	Ms. Linda LaChapelle
A.A.S. Drafting and Design Technology	Ms. Rebecca Lowery
A.A.S. Emergency Services Management	Ms. Susan West
A.A.S. Industrial, Electrical, and Electronic Technology	Ms. Linda LaChapelle
A.A.S. Management	Mr. Mike Doyle
A.A.S. Marketing	Mr. Richard Hennier
A.A.S. Medical Laboratory Technology	Ms. Tyra Stalling
A.A.S. Medical Office Administration	Mr. Kent Earley
A.A.S. Medical Transcription	Ms. Debbie Gilbert
A.A.S. Office and Business Technology	Ms. Linda LaChapelle
A.A.S. Radiological Technology	Ms. Susan West
A.A.S. Respiratory Therapy	Mr. Max Pierce
A.A.S. Technology, General Studies	Ms. Linda LaChapelle
Certificate: Computer Networking and Service Technology	Ms. Linda LaChapelle
Certificate: Computer Operations	Ms. Linda LaChapelle
Certificate: Drafting and Design Technology	Ms. Rebecca Lowery
Certificate: Industrial, Electrical, and Electronic Technology	Ms. Linda LaChapelle
Certificate: Licensed Practical Nursing	Ms. Dana Trowell
Certificate: Management	Mr. Mike Doyle
Certificate: Marketing	Mr. Richard Hennier
Certificate: Medical Assisting	Mr. Kent Earley
Certificate: Medical Transcription	Ms. Debbie Gilbert
Certificate: Office Career Technologies	Ms. Linda LaChapelle
Certificate: Radiological Technology	Ms. Susan West
Certificate: Welding	Mr. Richard Smith
Mini-Certificate: A+ Certification	Ms. Linda LaChapelle
Mini-Certificate: Architectural Drafting Specialist	Ms. Rebecca Lowery
Mini-Certificate: Basic Industrial Welding and Machining	Mr. Richard Smith
Mini-Certificate: Basic Machinist	Mr. Richard Smith

<u>School of Technology</u> (Cont'd)	
<i>Program of Study</i>	<i>Designated Program Coordinator</i>
Mini-Certificate: Certified Customer Service Specialist	Ms. Linda LaChapelle
Mini-Certificate: Certified Nursing Assistant	Ms. Leah Petty/ Ms. Susan West
Mini-Certificate: Cisco Professional	Ms. Linda LaChapelle
Mini-Certificate: Cisco Specialist	Ms. Linda LaChapelle
Mini-Certificate: Computer-Aided Drafting	Ms. Rebecca Lowery
Mini-Certificate: Gas Metal Arc Welding	Mr. Richard Smith
Mini-Certificate: Industrial Electrical Technology	Ms. Linda LaChapelle
Mini-Certificate: Industrial Safety	Ms. Linda LaChapelle
Mini-Certificate: Information Technology (IT) Plus Specialist	Ms. Linda LaChapelle
Mini-Certificate: iSeries 400 Application Development	Ms. Linda LaChapelle
A.A.S. Medical Transcription	Ms. Debbie Gilbert
A.A.S. Office and Business Technology	Ms. Linda LaChapelle
A.A.S. Radiological Technology	Ms. Susan West
Mini-Certificate: Management	Mr. Mike Doyle
Mini-Certificate: Marketing	Mr. Richard Hennier
Mini-Certificate: Microsoft Windows Networking	Ms. Linda LaChapelle
Mini-Certificate: Multicultural Office Specialist	Ms. Linda LaChapelle
Mini-Certificate: Office Technology	Ms. Linda LaChapelle
Mini-Certificate: Personal Computer Applications	Ms. Linda LaChapelle
Mini-Certificate: Phlebotomy	Ms. Tyra Stalling
Mini-Certificate: Plate and Pipe Welding	Mr. Richard Smith
Mini-Certificate: Small Business Record Keeping	Ms. Linda LaChapelle
Mini-Certificate: Telecommunications	Ms. Linda LaChapelle
Mini-Certificate: T.I.G. Welding	Mr. Richard Smith

Supporting Documents:

[1] *Policy Manual of the Board of Regents*, Section 302.02
<http://www.usg.edu/regents/policymanual/300/phtml/302>

[2] *Policy Manual of the Board of Regents*, Section 803.0102
<http://www.usg.edu/regents/policymanual/800/phtml/803>

[3] *DSC Statutes*
http://www.daltonstate.edu/faculty_staff/facinfo.htm

[4] *DSC 2008 Facts & Figures - Profile of Full-Time Faculty, Fall 2008*

[5] *DSC Full- and Part-Time Faculty Handbook*
http://www.daltonstate.edu/faculty_staff/handbook.htm

[6] *Faculty Roster – Qualifications of Full-Time & Part-Time Faculty*

Federal Requirements 4.1 (Student Achievement)

The institution evaluates success with respect to student achievement including, as appropriate, consideration of course completion, state licensing examinations, and job placement rates.

Commission Request/Recommendation

The institution did not provide any data samples to support the student achievement evaluation processes.

The Monitoring Report should provide examples of data collected to evaluate student achievement as outlined in the process reported by the institution.

DSC Response

As part of its institutional effectiveness program [1], DSC regularly evaluates the success of its academic programs through the gathering and analyzing of both quantitative and qualitative data that demonstrate student achievement [2]. The Office of Institutional Research and Planning website [3] routinely compiles and disseminates all information used to demonstrate student achievement, including

- institutional and program accreditation [4]
- degrees and certificates awarded [5]
- CAAP Test Scores [6]
- licensure examination pass rates (Schools of Nursing and Technology) [7, 8, 9, 10]
- Regents' Testing Program first-time pass rates [11, 12]
- Georgia Assessments for the Certification of Educators (GACE) Test [13]
- University System transfer grade point average [2]
- ETS (pre-test/post-test) Field Test in Business [14]
- job placement rates (Schools of Education, Business Administration, Nursing, Social Work, and Technology) [15]
- student and alumni satisfaction surveys [16, 17]
- employer satisfaction surveys (Schools of Education, Business Administration, Nursing, Social Work, and Technology) [18]
- retention and graduation rates [19, 20, 21]

- School of Technology institutional effectiveness reports [22, 23]

Some recent examples of student achievement at Dalton State College include the following:

- The College continues to prepare its composition students to successfully pass the Regents' Testing Program (RTP) examination [11, 12]. For example, in fall 2006, DSC's first-time essay pass rate was 89.69%, seventh among the state's 34 System institutions, while its first-time pass rate for reading was 84.08%, fourth among the state's 34 System institutions. In spring 2007, the first-time essay pass rate was 91.98%, fifth among the 34 System institutions; the first-time reading pass rate was 84.44%, fifth among all System institutions.
- The 2006 graduates of the Associate Degree Nursing Program who took the NCLEX-RN examination within one year of graduation had a pass rate of 85.71% [7]. Forty-two out of 49 passed the exam on the first try. The Georgia state and national pass rates were 90.34% and 88.11% respectively. In addition, responding employers of DSC nursing program graduates expressed satisfaction with their performance in critical thinking, communication, and therapeutic nursing interventions. Actions/behaviors of graduates in these categories were rated "always" to "some of the time" consistently above the 80% standard (84% critical thinking, 89% communication, 96% therapeutic nursing interventions).
- The School of Technology continued to achieve excellent pass rates on licensure exams in the allied health areas: the DSC pass rate for the 2007 LPN graduates was 95%, and in the Radiologic Technology Program, the 2007 graduating class achieved a 100% passing rate on the national registry examination. This is the 22nd year (9 years at DSC and 14 years as a hospital-based program) in which graduates in the program have earned a 100% passing rate [8, 9, 10].
- In the general education arena, DSC's students continued to do well on the Collegiate Assessment of Academic Proficiency (CAAP) graduating students' test [6]. For example, the College's 2007 CAAP scores showed that DSC graduates scored slightly higher than did the College's 2006 graduates and scored above the national average for reading (DSC = 63.4; national = 60.5), for Arts and Literature

(DSC = 16.6; national = 14.9); for Critical Thinking (DSC = 61.3; national = 60.9); and for Science Reasoning (DSC = 61.4; national = 59.1).

- In the School of Business Administration, 24% of graduates scored in the 90th percentile or higher in the 2006 ETS Major Field Test in Business and 65% scored in the 70th percentile or higher [14].

Supporting Documents:

[1] [DSC Institutional Effectiveness Program](#)

[2] [DSC 2008 *Facts & Figures* - Student Achievement Information](#)

[3] DSC Office of Institutional Research & Planning web site
<http://www.daltonstate.edu/irp/index.htm>

[4] [DSC 2008 *Facts & Figures* - Institutional and program accreditation](#)

[5] [DSC 2008 *Facts & Figures* - Degrees and Certificates Awarded All Students](#)

[6] [DSC 2008 *Facts & Figures* - CAAP Test Scores](#)

[7] [DSC 2008 *Facts & Figures* - RN 2-Year Nursing Program NCLEX Scores Pass Rates](#)

[8] [DSC 2008 *Facts & Figures* - LPN Program NCLEX Scores Pass Rates](#)

[9] [DSC 2008 *Facts & Figures* - Medical Laboratory Tech Program Licensure Exam Scores Pass Rates](#)

[10] [DSC 2008 *Facts & Figures* - Radiologic Technology Program ARRT Registry Exam Scores Pass Rates](#)

[11] [DSC 2008 *Facts & Figures* - Regents' Testing Program Pass Rates – Essay](#)

[12] [DSC 2008 *Facts & Figures* - Regents' Testing Program Pass Rates - Reading](#)

[13] [DSC 2008 *Facts & Figures* - GACE Early Childhood Content Graduates Post-Test Rates](#)

[14] [DSC 2008 *Facts & Figures* - ETS Business Major Field Test Scores](#)

[15] [DSC 2008 *Facts & Figures* - Job Placement Rates of Graduates](#)

[16] DSC Office of Institutional Research & Planning web site, Graduating Students Surveys
<http://www.daltonstate.edu/irp/surveys.htm>

[17] DSC Office of Institutional Research & Planning web site, Alumni Surveys
<http://www.daltonstate.edu/irp/surveys.htm>

[18] DSC Office of Institutional Research & Planning web site, Employer Satisfaction Surveys
<http://www.daltonstate.edu/irp/surveys.htm>

[19] [DSC 2008 *Facts & Figures* - Retention Rates of First-Time, Full-Time Degree-Seeking Students](#)

[\[20\] DSC 2008 *Facts & Figures* - Graduation Rates Associate Degree](#)

[\[21\] DSC 2008 *Facts & Figures* - Graduation Rates Baccalaureate Degree](#)

[\[22\] Department of Technical & Adult Education PAR Verification Summary Report, 2007](#)

[\[23\] Department of Technical & Adult Education PAS Trend Report, FY 2008](#)

Federal Requirements 4.2 (Program Curriculum)

The institution's curriculum is directly related and appropriate to the purpose and goals of the institution and the diplomas, certificates, or degrees awarded.

Commission Request/Recommendation

The institution did not provide evidence to support its statements that the curriculum is directly related and appropriate to the purpose and goals of the institution's educational programs. The Monitoring Report should include evidence that the curricula are related to the purpose and goals of the institution.

DSC Response

In accordance with the College's Mission Statement [1], Dalton State College's education programs support an "excellence in a learning environment dedicated to serving a diverse student body, promoting high levels of student achievement, and providing a range of educational and student life opportunities and appropriate academic support services." As well, DSC "seeks to prepare and inspire its students to be active members within their professions and communities." Thus, all the goals and purpose statements of the academic schools and their curricula support the College's mission [2]. Evidence that the curricula are related to the purpose and goals of the institution are demonstrated in course syllabi and assessment reports [3].

Dalton State College currently offers 107 degree and certificate program options [4]. The College offers 10 baccalaureate, 59 two-year transfer, and 12 career technology programs, as well as 26 one-year certificate programs [5]. Numbers in the *2008 Facts and Figures*, Student Enrolled Majors by Discipline/Program, reflect DSC's array of educational offerings [6]. In spring 2008, DSC awarded 583 degrees (134 bachelor's degrees, 342 associate's degrees, and 107 certificates) [7].

Supporting Documents:

[1] DSC Mission and Purpose Statement
<http://www.daltonstate.edu/about/mission.htm>

[\[2\] Schools Purpose Statements That Support College Mission](#)

[\[3\] Example: ENGL 1101 – English Composition I \(2004-2008\) Academic Outcomes Assessment Plan Summary Report](#)

[4] [DSC 2008 *Facts & Figures* – Academic Structure](#)

[5] DSC 2008-2009 *Catalog*, Programs of Study
<http://www.daltonstate.edu/academics/prog.htm>

[6] [DSC 2008 *Facts & Figures* - Student Enrolled Majors by Discipline/Program](#)

[7] [DSC 2008 *Facts & Figures* – Total Degrees & Certificates Awarded – All Students](#)

Federal Requirements 4.4 (Program Length)

Program length is appropriate for each of the institution's educational programs.

Commission Request/Recommendation

The institution did not provide evidence to support its statements that program length is appropriate for each of the institution's educational programs. The additional report should provide examples to support program length of the institution's educational programs.

DSC Response

Dalton State College complies with the University System of Georgia's specified criteria for program length of all degree programs for all levels in the USG *Academic Affairs Handbook*, Section 2.03.01 (Majors and Minors) [1], which reflects Board of Regents' Policy 303.06 and 308.01 [2] -- requiring at least 60 credit hours for all Associate of Arts and Associate of Science degrees. The same section of the *Academic Affairs Handbook* (Section 2.03.04) [3] allows a minimum of 60 semester hours and a maximum of 70 semester credit hours for Associate of Applied Science degrees, and 120 semester hours for all bachelor's degrees. Within this section of the *Academic Affairs Handbook* is the requirement of a minimum of 20 semester hours of general education for the AAS degrees. Exceptions to the Associate of Arts or Associate of Science degrees' 70 semester credit hours maximum may occur only with the permission of the Senior Vice Chancellor for Academic Affairs.

The DSC *Catalog 2008 - 2009* provides program information with the number of hours required [4] and reflects compliance with USG *Academic Affairs Handbook* policies. DSC certificate programs range from 9 - 59 semester hours of program length, keeping with Board of Regents' stipulation for certificates. According to Section 2.03.02 of the USG *Academic Affairs Handbook*, a mini-certificate has a program requirement of less than 30 hours and requires less than one year [5]. A certificate includes between 30 and 59 hours and may take at least one year but less than two years.

Additionally, some programs at DSC receive special accreditation by accrediting bodies within the disciplines that include program length criteria. A listing of accrediting bodies for DSC programs is provided in DSC *2008 Facts & Figures* [6].

Supporting Documents:

[1] USG *Academic Affairs Handbook*, Section 2.03.01: Majors and Minors
<http://www.usg.edu/academics/handbook/section2/2.03/2.03.01.phtml>

[2] USG *Policy Manual of the Board of Regents*: Section 300 – Academic Affairs
<http://www.usg.edu/regents/policymanual/300.phtml>

[3] USG *Academic Affairs Handbook*, Section 2.03.04: Undergraduate Degree Requirements
<http://www.usg.edu/academics/handbook/section2/2.03/2.03.04.phtml>

[4] DSC *Catalog 2008-2009*
<http://www.daltonstate.edu/catalog/08-09/part06.pdf>

[5] USG *Academic Affairs Handbook*, Section 2.03.02: New Academic Programs – Certificate Programs
<http://www.usg.edu/academics/handbook/section2/2.03/2.03.02.phtml>

[6] DSC 2008 *Facts & Figures - Institutional and program accreditation*

Federal Requirements 4.5 (Student Complaints)

The institution has adequate procedures for addressing written student complaints and is responsible for demonstrating that it follows those procedures when resolving student complaints.

Commission Request/Recommendation

The institution did not provide documentation that it follows procedures for addressing student complaints. A further report should include examples demonstrating the implementation of procedures when resolving student complaints.

DSC Response

The procedures by which students may file grievances and/or appeals at the college are outlined in the Dalton State College *Catalog* [1]. Procedures for addressing issues such as admission and financial aid appeals, disability support services grievances, academic appeals, FERPA violations, and nonacademic appeals are discussed in detail. Where possible, students are encouraged to attempt to resolve complaints on an informal basis before proceeding with the filing of a formal grievance.

Admission, financial aid, and disability support services appeals are filed directly with the office related to the appeal and are resolved by a standing committee of the college. For the convenience of the student, all other student grievances are filed with the Office of the Vice President for Enrollment and Student Services. Depending on the nature of the grievance, the complaint may be referred to another office on campus or a standing committee. For example, the Office of the Vice President for Academic Affairs may be asked to respond to grievances concerning the academic environment. An infraction of the Student Code of Conduct would be referred to the Discipline Committee. In all appeals and grievances, students are notified of the right to appeal the initial decision to a higher power. The appellate procedure generally involves the president of the college and in some cases the Board of Regents of the University System of Georgia. Very few student complaints are filed at DSC; of the grievances that come forward, almost all, as the following two cases demonstrate, are in academic affairs.

The first case involved a student who contacted the Vice President for Academic Affairs to complain that she had been unjustly accused of inappropriately using a solutions manual on a series of homework

assignments. Even though taking zeroes on the assignments in question would not have imperiled her passing the course, and even though the instructor was unwilling to press the charge through the Discipline Committee's protocols, the student insisted that the instructor should withdraw his accusation and thus nullify what she saw as a needless assault on her integrity. The instructor refused to do so, saying that he was convinced she had cheated and was continuing to cheat and that he would no longer grade her out-of-class assignments. The student complained to the dean of her school, and finding no satisfaction there, eventually appealed to the vice president for academic affairs.

Following procedure, the vice president for academic affairs responded by appointing an ad hoc committee to investigate the matter. Composed of one faculty member from the plaintiff's school, who sat as chair, and two other faculty members from outside the school, the committee was empowered to interview the principals on each side, examine the work at issue, consult with experts as appropriate, and provide the vice president a report and advisory opinion which he might accept or reject. In the end, the vice president accepted the committee's conclusions, which held that the student had most likely cheated. Following established policy, the student then appealed to the president of the College, who agreed with the other findings but allowed the student to drop the course without penalty, take it at another institution as a transient student, and transfer it back to DSC with no adverse effects on her progress toward graduation. In cases such as this, the president's decision is final.

The second case concerned a student in the School of Social Work who filed a grievance about an aspect of the requirements of the social work program. The Social Work program requires students to take two courses in the summer between the junior and senior year: SOWK 4301 (Latino Family and Culture) and SOWK 3003 (Spanish for the Social Services). Both courses include a ten-day immersion in Mexico during the sixth week to eighth-week of classes in the 11-week summer term. Each year some students have been provided an alternative in-country immersion in Dalton, GA, due to illness, parenting a small child, or legal status which does not permit travel outside the US. The dean of the School of Social Work has worked in student exchanges with Latin America for more than 15 years and has led more than 30 travel abroad groups.

The student, who has not traveled a great deal, became very fearful due to the travel warnings by the US State Department about travel in the border area and the news coverage of the drug war in Mexico. Even after three group sessions, including a session for family members, she maintained her opposition to an immersion in Mexico. No matter what information was presented, the student remained very anxious and opposed to foreign travel. She first raised her objections with the dean, but because she felt the dean did not provide a satisfactory answer to her concerns, she appealed to the president's office according to the grievance procedure. After hearing the student, the president decided on a course of action which allowed the case to be referred back to the dean's office with the proviso that an amicable solution be worked out.

In order not to expose the group to the continued negativity of this student and to prevent the student from possibly having a bad experience in the study abroad cultural immersion, the dean negotiated an in-country immersion in La Grange, Georgia, to be directed by a professional social worker who directs a nonprofit agency which serves the Spanish-speaking immigrant population there. The student agreed to spend 10-12 days living in La Grange in a Spanish-speaking neighborhood, living with a host Spanish-speaking family, and working alongside the staff of the agency as they provide social services in Spanish. Thus, the student was relieved of the anxiety of foreign travel while also meeting the requirements of the bilingual, bicultural DSC Social Work program. The student must document at least 150 hours of direct service in a Spanish-speaking environment and must complete all the assignments of both the required courses which other students will complete during the cultural immersion in Mexico in the same time period. This arrangement was deemed acceptable to the student, and the matter was resolved with no further appeals.

Supporting Documents

[1] Dalton State 2008-2009 College *Catalog*, Student Grievance Procedures, pp. 87-88
<http://www.daltonstate.edu/catalog/08-09/part04.pdf>

[2] Dalton State 2008-2009 College *Catalog*, Disability Support Services Grievance Procedures, pp. 60-61
<http://www.daltonstate.edu/catalog/08-09/part04.pdf>

[3] Dalton State 2008-2009 College *Catalog*, Discipline Committee Appellate Procedures, p. 86
<http://www.daltonstate.edu/catalog/08-09/part04.pdf>

- [4] Dalton State 2008-2009 College *Catalog*, Admission Appeal Procedures, p. 25
<http://www.daltonstate.edu/catalog/08-09/part02.pdf>
- [5] Dalton State 2008-2009 College *Catalog*, Financial Aid Appeal Procedures, p. 55
<http://www.daltonstate.edu/catalog/08-09/part03.pdf>
- [6] Dalton State 2008-2009 College *Catalog*, Academic Suspension Appeal Procedures, p. 103
<http://www.daltonstate.edu/catalog/08-09/part05.pdf>
- [7] Dalton State College Disability Support Services Grievance Procedures
http://www.daltonstate.edu/ace/pdf/DSS_Grievance_policy_procedures.pdf
- [8] Dalton State College Financial Aid Appeal Procedures
<http://www.daltonstate.edu/finaid/SAP.htm>
- [9] Dalton State College Financial Aid Appeal Form
http://www.daltonstate.edu/finaid/finaid_pdfs/0809_PDFs/SAP_Standards_&_Appeal_form.v3.pdf
- [10] Dalton State College Statutes establishing and listing standing appeals committees including Admissions Appeal Committee, Financial Aid Appeals Committee, and Discipline Committee, pp. 35-38
<http://www.daltonstate.edu/hndbkpdf/statutes/STATUTES.pdf>
- [11] *Policy Manual of the Board of Regents*, Section 400
<http://www.usg.edu/regents/policymanual/400.phtml>

Federal Requirements 4.6 (Recruitment Materials)

Recruitment materials and presentations accurately represent the institution's practices and policies.

Commission Request/Recommendation

The institution did not provide any documentation to support the statement that recruitment materials and presentations accurately represent the institution's policies and practices. The institution should provide copies of or access to recruitment materials as well as information supporting the statements made in the narrative.

DSC Response

Student recruitment materials produced by Dalton State College, including the DSC web site [1], Admissions web site [2], the Dalton State College *Catalog* [3], and the customized online viewbook [4], contain consistent information and accurately represent the College's recruitment and admissions practices and policies. All recruitment materials are produced in conjunction with the Office of Public Relations and are required to meet established publication standards [7].

Supporting Documents

[1] Dalton State College web site

<http://www.daltonstate.edu/index.htm>

[2] Dalton State College Admissions web page

<http://www.daltonstate.edu/admission/index.htm>

[3] Dalton State 2008-2009 College *Catalog*

<http://www.daltonstate.edu/catalog/08-09/catpdf0809.htm>

[4] Dalton State College customizable online viewbook

<http://emt.askadmissions.net/daltonstate/emtinterestpage.aspx?ip=register>

[5] Dalton State College success story promotion

http://www.daltonstate.edu/success_story/

[6] Dalton State College Prospective Student web page

<http://www.daltonstate.edu/prospective.htm>

[7] Dalton State College Publication Guidelines

http://www.daltonstate.edu/pdf/PR_Guidelines.pdf

[8] *Dalton State College Magazine*

http://www.daltonstate.edu/alumni_foundation/magazine.htm

Federal Requirements 4.7 (Title IV Program Responsibilities)

The institution is in compliance with its program responsibilities under Title IV of the 1998 Higher Education Amendments.

Commission Request/Recommendation

No documentation was provided indicating that the institution's most recent audits are on file.

DSC Response

Dalton State College is in compliance with its program responsibilities under Title IV of the *Higher Education Amendments of 1998* [1]. Also, the institution is in compliance with both state and University System regulations with regards to Title IV and audits. Indeed, the policies, procedures, and guidelines administered by the Office of the Vice President for Fiscal Affairs and the Office of Financial Aid and Veterans Affairs are subject to annual audits to ensure that they satisfy the audit and review standards established by the U.S. Department of Education and the State of Georgia. The most recent confirmation was provided in documents issued by the State of Georgia Department of Audits and Accounts [2] and the Georgia Student Finance Commission [3].

[1] Higher Education Amendments of 1998
<http://www.ed.gov/policy/highered/leg/hea98/index.html>

[2] [Document Issued by the State of Georgia Department of Audits and Accounts, dated December 11, 2008](#)

[3] [Document Issued by the Georgia Student Finance Commission, dated September 12, 2006](#)