

SECTION V. EDUCATIONAL SUPPORT SERVICES**5.1 Library and Other Learning Resources****5.1.1 Purpose and Scope****Presentation of Findings****5.1.1 (1 of 6)
Availability of
Adequate
Library and
Other Learning
Resources and
Services**

In the spirit of the College's mission to be a "broad-based information resource for the people of Northwest Georgia" ("Dalton State College Mission Statement," *DSC Statutes*, Article I. B, pp. 1-2.), the Derrell C. Roberts Library offers a wide variety of services and is open 73.5 hours a week with substantial evening and weekend access.

During the service hours, users have full access to all resources housed in the 59,323 square foot, two-level facility. Since 1995, in addition to on-campus resources, the library has offered students unlimited access (in time and scope) via the Internet to the statewide virtual library: Georgia Library Learning Online (GALILEO). Distribution of passwords to interested students each semester ensures off-campus access to GALILEO. Within GALILEO, the GALILEO Interconnected Libraries (GIL) service, available at <<http://gil.dalton.peachnet.edu>>, provides a statewide network containing all automated libraries, including university system, private, and public libraries. Dalton State College's Web site at <<http://www.daltonstate.edu>> and the Derrell C. Roberts Library Web site at <<http://www.daltonstate.edu/library/index.htm>> provide access, unlimited in time and scope, to a wide variety of resources.

Over the past several years, Dalton State College has developed a number of extended campus sites. The library serves these populations by providing students access to library resources online via GALILEO, through interactive forms on the Derrell C. Roberts Library home page, through mailings to faculty at those sites, and through regular campus access. In addition, on request, library staff members visit off-campus sites to offer library research orientation to individual classes.

The library is a selective federal depository of approximately 46,000 government documents, which are fully accessible through the GIL library catalog. Any library user can find these depository holdings through <<http://gil.dalton.peachnet.edu>>. Furthermore, the library houses 112,995 volumes, over 600 current serial titles, approximately 197,106 microforms, and 7,163 media items (*DSC Roberts Library 2000-2001 Annual Report*).

**5.1.1 (2 of 6)
Library
Purpose
Statement**

As stated in the "Derrell C. Roberts Library Statement of Purpose" (September 20, 2000), "The Library actively participates in the instructional and community service processes of Dalton State College" (p. 1). Objectives, pertinent to access, are as follows:

- providing ready and open access to an excellent, balanced collection of information resources and services that support and augment the

classroom experience and promote high levels of student learning through freedom of inquiry;

- supporting the College's extended campus classes;
- cooperating with other System institutions, State agencies, public libraries, local schools and technical institutes, and business and industry, in sharing physical, human, and information resources to expand programs available to the citizens of Georgia. (p. 1)

Concurrent with the growth and changing mission of the College and of the Derrell C. Roberts Library itself, the library staff, with the approval of the DSC Library Committee, has regularly revised its statement of purpose (Memorandum from the Library Director to DSC Library Committee, September 11, 2000).

**5.1.1 (3 of 6)
Systematic and
Regular
Evaluation of
Library and
Other Learning
Resources**

A combined use of external and internal evaluations ensures the adequacy of the library's resources and services. Between 1997 and 2001, the College, in conjunction with the rest of the University System of Georgia, conducted the ACT Student Opinion Survey, a nationally recognized measure of student satisfaction, as well as a conducting a DSC Graduating Student Survey, and a Faculty Survey. In addition to the external surveys, the library's annual reports provide yearly internal assessments in which the library director summarizes the individual and collective achievements of the staff. Each annual report is based on statistics, reports, and analyses collected throughout the year. Examples of improvements based upon assessments include making the library's Web page interactive and licensing electronic databases for off-campus use.

In cooperation with the DSC Office of Institutional Research, the library director, using *Plan Builder* software, monitors unit goals and strategic plan implementation annually.

**5.1.1 (4 of 6)
Adequacy of
Learning
Resources to
Support the
Needs of Users**

The library, throughout its more than three decades of service to the campus and community, has always aimed to provide the widest possible access to an extensive range of resources. Between fall of 1999 and fall of 2001, the College added a total of six new bachelor's programs: Industrial Operations Management, Management Information Systems, Technology Management, Social Work, Marketing Systems, and Management. To meet the needs of these new degree programs, the library carefully evaluated and upgraded the collection, spending approximately \$100,000 from two different funds (Equipment, Technology, and Construction Trust Fund [ETACT] and DSC Foundation funds), which added about 45 percent to the regular acquisitions budget for the 2000 fiscal year. With the help of business and technology faculty and the use of the *1999 Harvard Business School Core Collection*, the library staff selected over 5,000 volumes of business monographs. In fiscal year 2001, a \$40,000 ETACT fund supplemented the acquisitions budget, resulting in a 17.6 percent increase. This increase was dedicated to curriculum support for the new social work program (*DSC Roberts Library Annual Report, FY 2000/01*).

In addition to the 46,000 titles in the selective depository of government documents, the GALILEO virtual statewide library provides an ever-growing number of full-text/full-image and citation/abstract databases (170+ at present), together with encyclopedias, government publications, full-text books, and selected Internet resources. The library also subscribes to seven electronic research databases, accessible on and off-campus.

The most recent year's usage statistics (*DSC Roberts Library 2000-2001 Annual Report*) show an ongoing increase of use by students and other constituencies:

- over 16,647 circulated items,
- 4,979 answered reference questions,
- 1,254 interlibrary loans
- 104 group orientation classes, serving 2,111 students.

Library personnel collect usage statistics on a daily, monthly, and annual basis. The statistics cover attendance, bibliographic-instruction classes, cataloging/acquisitions, circulation, government documents, interlibrary loan, and reference services.

**5.1.1 (5 of 6)
Library
Effectiveness**

Recent campus surveys showed over 80 percent satisfaction rates in library services. The "1997 ACT Student Opinion Survey" showed 86.9 percent of the students to be satisfied; the "2000-2001 Graduating Student Survey" showed 92 percent of the surveyed graduates to be very satisfied or satisfied (p. 33); and the "1999-2000 Faculty Survey" showed 90 percent of the respondents to be satisfied, with 41 percent strongly agreeing and 49 percent agreeing that "on the whole, the Derrell C. Roberts Library's resources are sufficient to support the College's educational program" (p. 16) (See Tables 5.1.1.1 - 5.1.1.3).

**Table 5.1.1.1
Student Satisfaction with Library/Learning Resource Center Facilities and Services**

Library/ Learning Resources Center Facilities and Surveys	Very Satisfied	Satisfied	Neutral	Dis satisfied	Very Dissatisfied	Blank
	189 35.0%	280 51.9%	45 8.3%	10 1.9%	0 0.0%	16 3.0%

Source: "1997 ACT Student Opinion Survey," p. 13

Table 5.1.1.2
Graduating Student Satisfaction with Library Services

	Very Satisfied	Satisfied	Dissatisfied	Very Dissatisfied	Did Not Use	No Reply
99. Library	54 29%	116 63%	3 2%	2 1%	9 5%	1 1%

Source: "2000-2001 Graduating Student Survey," p. 33

Table 5.1.1.3
Faculty Satisfaction with Library Resources

	Strongly Agree	Agree	Don't Know/ No Opinion	Disagree	Strongly Disagree
116. On the whole, the Derrell C. Roberts Library's resources are sufficient to support the College's educational program.	28 41%	34 49%	5 7%	2 3%	0 0%

Source: "1999-2000 Faculty Survey," p. 16

In addition, the University System of Georgia provides annual peer institution statistics for comparison ("University System of Georgia Annual Library Statistics," 1998-1999). These data serve as benchmarks and aid the library director in decision-making. The latest available information (1998-1999) shows that the Derrell C. Roberts Library not only ranks high among its peers in terms of usage but also ranks as one of the leading libraries in terms of total operating expenditures, library collections, and services offered in comparison with other University System institutions of similar size and scope.

5.1.1 (6 of 6)
Priorities for Acquiring Materials

Library staff members establish priorities for acquiring materials and create services with the needs of the users in mind. The professional library staff, with the cooperation of the faculty, manages the maintenance and development of the Roberts Library collection. The Library Committee ensures that an adequate Collection Development Policy (revised March 2001) and Weeding Policy (revised March 2001) are in effect, (Library Committee Minutes, March 22, 2001). To address the special needs of the nursing curriculum, in August of 2000 members of the Nursing Division worked with the library director to create a Nursing Collection Development Policy.

The campus community may influence library services also. A suggestion box is available to solicit user advice and expressions of user concerns. As a recent example of the effect of campus-community influence, in 1999, in response to popular demand, the library extended its Sunday operating hours.

In the 1999-2000 Faculty Survey, over 80 percent of the faculty respondents agreed or strongly agreed that the library reference, circulating, and media collections were adequate to meet their students' educational needs (Table 5.1.1.4).

Table 5.1.1.4
Faculty Satisfaction with Library Resources as They Meet Students' Needs

116. On the whole, the Derrell C. Roberts Library's resources and services are adequate to meet my students' educational needs.	Strongly Agree	Agree	Don't Know/ No Opinion	Disagree	Strongly Disagree
Reference collection	20 29%	40 58%	6 9%	3 4%	0 0%
Circulating collection	19 28%	38 55%	8 12%	2 3%	2 3%
Media collection	19 28%	39 56%	7 10%	4 6%	0 0%

Source: "1999-2000 Faculty Survey," p. 14

Conclusion:

The purpose and scope of library materials and services are in compliance with the *SACS Criteria*, Section 5.1.1.

Recommendations/Suggestions:

None.

Must Statement Compliance Table**5.1.1 Purpose and Scope**

Must Statement	Compliance Statement	Supporting Documentation
5.1.1 (1 of 6). Because adequate library and other learning resources and services are essential to teaching and learning, each institution must ensure that they are available to all faculty members and enrolled students wherever the programs or courses are located and however they are delivered.	Compliance	<p>“Dalton State College Mission Statement,” <i>DSC Statutes</i>, Article I. B., pp. 1-2</p> <p>Derrell C. Roberts Library home page: <www.daltonstate.edu/library/index.htm></p> <p>GALILEO: <www.galileo.usg.edu/></p> <p>GIL Library Catalog: <http://gil.dalton.peachnet.edu></p> <p>“DSC Roberts Library 2000-2001 Annual Report”</p>
5.1.1 (2 of 6). Each institution must develop a purpose statement for its library and other learning resource services.	Compliance	<p>"Derrell C. Roberts Library Statement of Purpose," 9/11/00</p> <p>Memorandum from the Library Director to DSC Library Committee, 9/11/00</p>
5.1.1 (3 of 6). The library and other learning resources must be evaluated regularly and systematically to ensure that they are meeting the needs of their users and are supporting the programs and purpose of the institution.	Compliance	<p>“ACT Student Opinion Survey”</p> <p>“1999-2000 DSC Graduating Student Survey”</p> <p>“1999-2000 Faculty Survey”</p> <p>“DSC Roberts Library Annual Reports”</p> <p>Unit goal and strategic plan implementation, monitored yearly with <i>Plan Builder</i></p>

Must Statement	Compliance Statement	Supporting Documentation
<p>5.1.1 (4 and 5 of 6). Learning resources must be adequate to support the needs of users.</p> <p>These considerations must be taken into account in evaluating the effectiveness of library and learning resource support.</p>	Compliance	<p>"DSC Roberts Library 2000-2001 Annual Report"</p> <p>Unit goal and strategic plan implementation, monitored annually with <i>Plan Builder</i></p> <p>"1997 ACT Student Opinion Survey"</p> <p>"2000-2001 DSC Graduating Student Survey," p. 33</p> <p>"1999-2000 Faculty and Staff Survey," p. 16</p> <p>"DSC Roberts Library Annual Reports" University System of Georgia Annual Library Statistics, 1998/99</p>
<p>5.1.1 (6 of 6). Priorities for acquiring materials and establishing services must be determined with the needs of the users in mind.</p>	Compliance	<p>Derrell C. Roberts Library Collection Development Policy, March 2001</p> <p>Derrell C. Roberts Library Weeding Policy, March 2001</p> <p>Library Committee Minutes, March 22, 2001</p> <p>"1999-2000 Faculty Survey Results," p. 14</p> <p>Nursing Collection Development Policy (August 2000)</p>

5.1.2 Services

Presentation of Findings

Surveys of graduating students, administered by the Office of Institutional Research and Planning, document a high level of satisfaction with the Derrell C. Roberts Library. Ninety-two percent of respondents to the “2000-2001 Graduating Student Survey” were satisfied or very satisfied with library services, while only 5 percent reported not using the library (p. 33). Of the respondents to the 1999-2000 survey of graduating students, ninety-three percent reported being satisfied or very satisfied with library services, while 6 percent reported not using the library (“1999-2000 Graduating Student Survey Results,” p. 29). See Tables 5.1.2.1 - 5.1.2.2.

Table 5.1.2.1
Student Satisfaction with Library Services

Year of Survey	Very Satisfied	Satisfied	Dissatisfied	Did Not Use	No Reply
98. Library (1999- 2000)	53 25%	139 67%	2 1%	8 4%	7 3%

Source: “1999-2000 Graduating Student Survey,” p. 29

Table 5.1.2.2
Student Satisfaction with Library Services

Year of Survey	Very Satisfied	Satisfied	Dissatisfied	Very Dissatisfied	Did Not Use	No Reply
99. Library (2000- 2001)	54 29%	116 63%	3 2%	2 1%	9 5%	1 1%

Source: “2000-2001 Graduating Student Survey,” p. 33

5.1.2 (1 of 9) Access to a Broad Range of Learning Resources

The library provides access to a broad range of learning resources for all students and faculty members to support the purpose and programs of Dalton State College. Print and non-print materials including books, journals, government documents, and media are collected at the DSC campus library. Available electronic resources include GALILEO (Georgia Library Learning Online), a collection of more than 170 databases provided by the University System of Georgia, <<http://www.galileo.usg.edu/>>; the GALILEO Interconnected Libraries (GIL), a consortium of University System libraries, <<http://gil.peachnet.edu>>; and the library's online public access catalog (OPAC), <<http://gil.dalton.peachnet.edu>>. All of these resources, as well as

literature, nursing, education, and biography databases provided by the library, are available through the Derrell C. Roberts Library Web page, <<http://www.daltonstate.edu/library/index.htm>>, wherever students have access to the World Wide Web. Instructions for using GALILEO and the other databases are available in the library, from the Derrell C. Roberts Library Web page, and at extended campus sites where academic courses are taught (Derrell C. Roberts Library Guides and Handouts, Derrell C. Roberts Library Web page: <<http://www.daltonstate.edu/library/index.htm>>).

**5.1.2 (2 of 9)
Orientation
Programs**

Methods of instruction for teaching library and online research skills include guided orientation tours of the library, online demonstrations in the library's classroom and campus computer labs, online tutorials, individualized consultations including point-of-use instruction, printed handouts and guides, online tutorials and guides from the library Web page, and subject-specific orientations and exercises designed by librarians in conjunction with faculty (Derrell C. Roberts Library Guides and Handouts, Derrell C. Roberts Library Outline of the General Library Tour, Derrell C. Roberts Library Web page). Emphasis in all these training and orientation sessions is on identifying the best resources for a subject area, educating students about the breadth of research materials available, and helping students distinguish credible resources from less reliable information. Library instruction is a component of credit courses in college success, composition and literature, nursing, management, medical laboratory and technology, education, and speech, among others.

During fiscal year 2001, library staff, at faculty request, conducted 104 orientations for DSC students, giving formal library instruction to 2,111 students (FY 2001 Roberts Library Statistics). Surveys of six orientation classes for faculty members demonstrated satisfaction with their library orientations, with 75 percent of faculty giving an overall rating of "excellent" and 25 percent giving a rating of "outstanding" (*DSC 2000-2001 Strategic Plan Progress Report* "Focus on Continuous Improvement," Goal 0850). The 1999-2000 Faculty Survey showed that 81 percent of faculty agreed or strongly agreed that library tours and instruction are adequate for their students' educational needs while 4 percent disagreed ("1999-2000 Faculty Survey Results," p. 15) (Table 5.1.2.3). Eighty-nine percent of graduating student respondents reported that DSC had prepared them very well or at least adequately in the area of using the library ("1999-2000 Graduating Student Survey Result," p. 15) (Table 5.1.2.4).

Table 5.1.2.3
Faculty Satisfaction with Library Tours and Instruction for Students

	Strongly Agree	Agree	Don't Know/ No Opinion	Disagree	Strongly Disagree
98. Tours and instruction provided by library staff	23 33%	33 48%	10 15%	3 4%	0 0%

Source: "1999-2000 Faculty Survey," p. 15

Table 5.1.2.4
Student Satisfaction with Their Preparation in Using the Library

	Very Well	Adequately	Poorly	No Reply
41. Using the Library	80 38%	106 51%	17 8%	6 3%

Source: "1999-2000 Graduating Student Survey," p. 15

5.1.2 (3 of 9)
Variety of
Formats

Reference librarians provide a variety of instructional and orientation methods encompassing a wide range of formats. Print, audio, video, microform, DVD, CD-ROM, and electronic resources, including GALILEO databases and the Internet, are part of the information resources accessible to students (Roberts Library 1998 and 2000 Integrated Postsecondary Education Data System Academic Libraries Survey (IPEDS) Reports, FY 2001 Roberts Library Statistics).

5.1.2 (4 of 9)
Cooperative
Working
Relationships

According to the "1999-2000 Faculty Survey," 88 percent of faculty agreed or strongly agreed that librarians work cooperatively with faculty members and others to assist students in using resource materials effectively with only 1 percent in disagreement (Table 5.1.2.5). In addition to working with librarians on orientations, library exercises, and class assignments, faculty provide input for collection development and weeding (Derrell C. Roberts Library Collection Development Policy; Derrell C. Roberts Library Weeding Policy). Only four percent of the faculty surveyed in the 1999-2000 Faculty Survey disagree that faculty share in the development of the library's collections ("1999-2000 Faculty Survey," p. 16) (Table 5.1.2.5). The Library Committee is comprised of faculty members from each division who are instrumental in approving library policies and providing guidance and feedback on other library matters. Instruction in the use of library resources is available any time a faculty member requests it and can take place in the library, in the instructor's classroom, in the College's computer labs, or at extended campus centers.

Table 5.1.2.5
Faculty Satisfaction with Collection Development and Cooperation between
Faculty and Library Staff

Survey Question	Strongly Agree	Agree	Don't Know/ No Opinion	Disagree	Strongly Disagree
110. Librarians and faculty share in the development of library collections.	24 35%	30 44%	12 17%	2 3%	1 1%
113. Librarians work cooperatively with faculty members and others to assist student using resource material effectively.	30 44%	30 44%	8 12%	1 1%	0 0%

Source: "1999-2000 Faculty Survey," p. 16

Four professional librarians and a library associate provide personal assistance and point-of-use instruction. The reference and the circulation desks are located within immediate view of the public entrance. An online "Ask a Librarian" service is provided for extended-campus students and for times when the library is closed. Requests for information may be e-mailed to staff from the Derrell C. Roberts Library Web page or from the GALILEO home page. During FY 2001, staff members responded to 103 reference questions during a typical week, a decrease from the 119 and 302 questions submitted in FY 1999 and FY 2000 ("Integrated Postsecondary Education Data System: Academic Libraries Survey," 1999, 2000, 2001). Some of the decline in reference questions over the last year may be attributed to the difficulty of reaching the library entrance because of the construction of an addition to the library building that began in early 2001. Another reason for the decline in reference questions is the success of increased bibliographic instruction (2,111 students received formal bibliographic instruction in FY 2001 as stated in Section 5.1.2, "Orientation Programs"). Also, increased bibliographic instruction helped develop more information-literate students who are able to locate, evaluate, and use information on their own. Students from four orientation classes who completed a post-orientation exercise scored an average of 95 percent (*DSC 2000-2001 Strategic plan Annual Progress Report*, "Focus on Continuous Improvement," Goal 0890).

5.1.2 (5 of 9)
Adequacy of
Hours

The library is open 73.5 hours per week during the academic year and 71.5 hours during the summer term. The reference and circulation desks are staffed during the following hours.

	<u>Academic Year</u>	<u>Summer Term</u>
Monday-Thursday	7:30 a.m. - 10:00 p.m.	7:30 a.m. - 10:00 p.m.
Friday	7:30 a.m. - 5:00 p.m.	7:30 a.m. - 5:00 p.m.

	<u>Academic Year</u>	<u>Summer Term</u>
Sunday	1:00 p.m. - 7:00 p.m.	2:00 p.m. - 6:00 p.m.

The total number of hours and the scheduling of those hours compare favorably with other libraries on non-residential campuses in the University System of Georgia. Comparable libraries include the Floyd College Library (63 hours per week during the academic year and 59 hours per week during summer semester) and the Macon State College Library (73 hours per week during the academic year and 68.5 hours per week during summer semester). The library is open fewer hours during the summer semester because student usage declines for several reasons: fewer students are on campus, fewer courses are taught, and students carry lighter course loads.

Through GALILEO's databases and the ten databases licensed by DSC, library users also have access to virtual library resources without being bound by traditional hours of operation. In the 1999-2000 Faculty Survey, 87 percent of respondents reported that the library's hours were adequate for their teaching needs ("1999-2000 Faculty Survey Results," p. 15). See Table 5.1.2.6.

Table 5.1.2.6
Survey Results Regarding Adequacy of Library Hours

	Strongly Agree	Agree	Don't Know/ No Opinion	Disagree	Strongly Disagree
100. Library hours as they meet faculty needs.	25 36%	35 51%	3 4%	5 7%	1 1%

Source: "1999-2000 Faculty Survey," p. 15

5.1.2 (6 of 9)
Organization

Books and media titles owned by DSC are arranged using the Library of Congress classification system, while government documents are filed using the Superintendent of Documents classification method. Periodical titles are shelved in alphabetical order by title. The library's materials are included in the Online Computer Library Center (OCLC) and WorldCat databases for sharing with other libraries. The first floor houses reference, reserve, microform, current periodicals, and government document items; the second floor contains circulating books and media. All materials with the exception of reserve items are shelved in open stacks.

Notebooks listing DSC periodical subscriptions and holdings are available at the reference and circulation desks and near public workstations as well as electronically through the Derrell C. Roberts Library Web page. A subset listing of nursing journal holdings is regularly distributed to nursing faculty. The library's periodical holdings are also merged online in the most popular GALILEO full-text index (EBSCOhost) and in all of the FirstSearch databases; citations retrieved without full-text can be noted as available (or

not) by students or faculty who later may wish to retrieve articles from the library or to request through interlibrary loan. The College's periodical holdings can also be checked in the GOLD database in GALILEO. Signs, stack range markers, and a floor plan further help to direct library users in locating materials in the building.

5.1.2 (7 of 9) Convenient, Effective Access Materials in the library are easily accessible 24 hours a day through GALILEO Interconnected Libraries (GIL), the library's Web-based library catalog. The Online Public Access Catalog (OPAC) is accessible from all library and campus networked computers and from any computer with Internet access. GALILEO allows access to journal articles through the Internet at any time. Students and faculty can borrow materials not owned by the library through interlibrary loan, and library staff can send materials to students at extended campus sites. In the 1999-2000 Faculty Survey, 87 percent of faculty agreed that the library materials were easily obtained, and 10 percent offered no opinion, while 85 percent agreed that the catalogs, indexes, and bibliographies for gaining access to information were adequate, and 9 percent expressed no opinion ("1999-2000 Faculty Survey Results," p. 15) (Table 5.1.2.7). In addition, in the 1999-2000 and 2000-2001 Graduating Student Surveys, 92 percent of the students agreed that they were satisfied or very satisfied with library services (Table 5.1.2.8 and Table 5.1.2.9).

Table 5.1.2.7
Faculty Satisfaction with Accessibility of
Collections, Catalogs, Indexes, and Bibliographies

Survey Question	Strongly Agree	Agree	Don't Know/ No Opinion	Disagree	Strongly Disagree
106. Easily accessible library collections	24 35%	36 52%	7 10%	2 3%	0 0%
107. Catalogs, indexes and bibliographies to access information sources	23 33%	36 52%	6 9%	4 6%	0 0%

Source: "1999-2000 Faculty Survey," p. 15

Table 5.1.2.8
Student Satisfaction with Library Services

Year of Survey	Very Satisfied	Satisfied	Dissatisfied	Did Not Use	No Reply
98. Library (1999-2000)	53 25%	139 67%	2 1%	8 4%	7 3%

Source: "1999-2000 Graduating Student Survey," p. 29

Table 5.1.2.9
Student Satisfaction with Library Services

Year of Survey	Very Satisfied	Satisfied	Dissatisfied	Very Dissatisfied	Did Not Use	No Reply
99. Library (2000-2001)	54 29%	116 63%	3 2%	2 1%	9 5%	1 1%

Source: "2000-2001 Graduating Student Survey," p. 33

5.1.2 (8 of 9)
Convenient,
Effective
Access to
Electronic
Databases

From the Derrell C. Roberts Library Web page, users can reach GIL, GALILEO, and other online databases provided by the library. Passwords for GALILEO and other library databases can be obtained at any time from the GIL library catalog. Students, faculty, and staff can click on "Your Account" in GIL and enter their campus ID barcode number or social security number and access the current passwords by clicking "request." In addition to students' retrieving passwords for themselves, library staff issued passwords to 1,274 users in FY 2001 (FY 2001 Derrell C. Roberts Library Statistics). Other access points are being added regularly: interactive forms for interlibrary loans, extended campus materials requests, and faculty orientation requests (Derrell C. Roberts Library Web page). Public library systems in Catoosa, Gordon, and Pickens Counties have signed agreements allowing Dalton State College to place materials in their respective libraries (Derrell C. Roberts Library Cooperative Agreements). GALILEO and GIL are also accessible in all Georgia public libraries.

Librarians provide orientation sessions to classes at extended campus sites when requested by faculty, and materials requested by students from those sites can be faxed, mailed, e-mailed, or sent to students via the extended campus site faculty or coordinators (Derrell C. Roberts Library Extended Campus Services Flyer; Derrell C. Roberts Library Extended Campus Materials Request Form). Eighty-six percent of faculty reported in the 1999-2000 Faculty Survey that access to external bibliographic databases was adequate to meet their needs, while 12 percent offered no opinion (Table 5.1.2.10).

Table 5.1.2.10
Faculty Satisfaction with Access to External Databases

	Strongly Agree	Agree	Don't Know/ No Opinion	Disagree	Strongly Disagree
108. Access to external bibliographic databases	22 32%	37 54%	8 12%	1 1%	1 1%

Source: "1999-2000 Faculty Survey," p. 16

**5.1.2 (9 of 9)
Adequate Physical
facilities,
Circulation
System, and
Interlibrary Loan**

The library's collections nearly fill the space available in the original building. In anticipation of future growth, construction has begun on a 28,000 square foot library addition and renovations of the existing 31,323 square foot facility. During fall semester of 2001, the library staff and library holdings have moved into the new addition while the older section of the library is being remodeled. The remodeling and relocation of staff and materials should be completed by the start of summer term 2002. When completed, the addition will almost double existing library space (Derrell C. Roberts Library Building Addition Blueprints).

Library instructional technology equipment is adequate and in good condition. The College replaces computer hardware and media equipment on a rotating schedule in consultation with the College's Office of Computing and Information Services (Dalton State College Information Technology Resource Allocation Policy).

The Voyager library automation system (on contract through a consortium agreement with the University System of Georgia libraries) provides an efficient online catalog and circulation system. During FY 2001, 16,647 items circulated including books, media items, government documents, and reserve items (FY 2001 Derrell C. Roberts Library Statistics).

Through GIL and GALILEO, library users have electronic access to the library's holdings, to databases with full-text journals, and to the holdings of almost every library in the nation. At student or faculty request, library staff members obtain materials through interlibrary loan that are neither owned by the library nor accessible online. Ariel software, scanners, UPS second-day service, e-mail, fax machines, and membership in the Online Computer Library Center (OCLC) facilitate quick turnaround time. Interlibrary loan services are active in both lending and borrowing categories. In FY 2001, 553 items were borrowed from other libraries for DSC faculty and students, with an average response time of 6.5 days, which included weekends (FY 2001 Derrell C. Roberts Library Statistics). Requests can be sent to the interlibrary loan librarian by phone, through campus mail, e-mail, or fax, or by originating an online interlibrary loan form available through the Derrell C. Roberts Library Web page. In the 1999-2000 Faculty Survey, 88 percent of faculty agreed or strongly agreed that interlibrary loan services met their teaching and professional needs and 12 percent expressed no opinion. Eighty percent of the faculty agreed or strongly agreed that interlibrary loan services met their students' educational needs, with 20 percent expressing no opinion (FY 2001 Derrell C. Roberts Library Statistics; "1999-2000 Faculty Survey Results," pp. 14-15) (Table 5.1.2.11). In addition, 92 percent of graduating students reported that they were satisfied or very satisfied with library services on the 2000-2001 Graduating Student Survey (Table 5.1.2.12).

Table 5.1.2.11
Faculty Satisfaction with Adequacy of Interlibrary Loan Services

Survey Question	Strongly Agree	Agree	Don't Know/ No Opinion	Disagree	Strongly Disagree
94. Interlibrary loan services (students)	22 32%	33 48%	14 20%	0 0%	0 0%
105. Interlibrary loan services (faculty)	23 33%	38 55%	8 12%	0 0%	0 0%

Source: "1999-2000 Faculty Survey," pp. 14 and 15

Table 5.1.2.12
Student Satisfaction with Library Services

Year of Survey	Very Satisfied	Satisfied	Dissatisfied	Very Dissatisfied	Did Not Use	No Reply
99. Library (2000-2001)	54 29%	116 63%	3 2%	2 1%	9 5%	1 1%

Source: "2000-2001 Graduating Student Survey," p. 33

Conclusions:

While student and faculty evaluations indicate a high degree of satisfaction with the library's services, the library staff continually strives to improve these services. Improvements in service implemented in 2000-2001 include providing new library acquisitions lists via the GIL online catalog. Both online ordering and a simplified business/accounting process hasten the purchase of titles requested by faculty, while location notes in the GIL online catalog alert faculty that books are "on order" and "in process." Library personnel then e-mail notices to faculty when requested materials have been received and are ready for checkout. In addition, plans are underway for Universal Borrowing (patron initiated requests) to become effective by January 2003. Universal Borrowing will replace many interlibrary loan transactions by allowing faculty and students to request books from University System of Georgia libraries directly through any computer with Internet access.

Dalton State College is in compliance with the *SACS Criteria*, Section 5.1.2: Library Services.

Recommendations/Suggestions:

None.

Must Statement Compliance Table
5.1.2 Library Services

Must Statement	Compliance Statement	Supporting Documentation
<p>5.1.2 (1 of 9). Each institution must ensure that all students and faculty members have access to a broad range of learning resources to support its purpose and programs at both primary and distance learning sites.</p>	<p>Compliance</p>	<p>“1999-2000 Graduating Student Survey p. 28</p> <p>“2000-2001 Graduating Student Survey p. 33</p> <p>GALILEO home page: <http://www.galileo.usg.edu/></p> <p>GIL Consortium home page: <http://gil.peachnet.edu></p> <p>GIL Online Catalog (OPAC) : <http://gil.dalton.peachnet.edu></p> <p>Derrell C. Roberts Library home page: <http://www.daltonstate.edu/library/index.htm></p> <p>Derrell C. Roberts Library guides and handouts</p>
<p>5.1.2 (2 of 9). Basic library services must include an orientation program designed to teach new users how to access bibliographic information and other learning resources.</p>	<p>Compliance</p>	<p>Derrell C. Roberts Library guides and handouts</p> <p>E-Tutorial: <http://www.usg.edu/galileo/skills></p> <p>Derrell C. Roberts Library outline of the "General Library Tour"</p> <p>Derrell C. Roberts Library home page: <http://www.daltonstate.edu/library/index.htm></p> <p>FY 2001 Derrell C. Roberts Library Statistics</p>

Must Statement	Compliance Statement	Supporting Documentation
		<p><i>DSC 2000-2001 Strategic Plan Annual Progress Report</i>, “Focus on Continuous Improvement,” Goal 0850</p> <p>“1999-2000 Faculty Survey Results,” p. 15</p> <p>“1999-2000 Graduating Student Survey Report,” p. 15</p>
<p>5.1.2 (3 of 9). Libraries and learning resource centers must provide students with opportunities to learn how to access information in different formats so that they can continue life-long learning.</p>	Compliance	<p>Derrell C. Roberts Library Integrated Postsecondary Education Data System (IPEDS) 1998-2001 Academic Library Survey Reports</p> <p>FY 2001 Derrell C. Roberts Library Statistics</p>
<p>5.1.2 (4 of 9). Librarians must work cooperatively with faculty members and other information providers in assisting students to use resource materials effectively.</p>	Compliance	<p>Derrell C. Roberts Library Collection Development Policy</p> <p>“1999-2000 Faculty Survey Results,” p. 16</p> <p>Derrell C. Roberts Library Weeding Policy</p> <p>“Integrated Postsecondary Education Data System: Academic Libraries Survey Reports, 1998-2001”</p>
<p>5.1.2 (5 of 9). Adequate hours must be maintained to ensure accessibility to users.</p>	Compliance	<p>“1999-2000 Faculty Survey Results,” p. 15</p> <p>Library Hours Online, GIL Catalog: <http://gil.dalton.peachnet.edu/calreq.php></p>
<p>5.1.2 (6 of 9). Library collections must be cataloged and organized in an</p>	Compliance	<p>GIL Online Catalog (OPAC): <http://gil.dalton.peachnet.edu></p>

Must Statement	Compliance Statement	Supporting Documentation
orderly, easily accessible arrangement following national bibliographic standards and conventions.		
5.1.2 (7 of 9). Students and faculty must be provided convenient, effective access to library resources needed in their programs.	Compliance	<p>“1999-2000 Faculty Survey Results,” p. 15</p> <p>“1999-2000 Graduating Student Survey,” p. 29</p> <p>“2000-2002 Graduating Student Survey,” p. 33</p>
5.1.2 (8 of 9). Convenient, effective access to electronic bibliographic databases, whether on-site or remote, must be provided when necessary to support the academic programs.	Compliance	<p>FY 2001 Derrell C. Roberts Library Statistics</p> <p>Derrell C. Roberts Library home page: <http://www.daltonstate.edu/library/index.htm></p> <p>Derrell C. Roberts Library Cooperative Agreements</p> <p>Derrell C. Roberts Library Extended Services Flyer</p> <p>Derrell C. Roberts Library Extended Campus Materials Request Form</p> <p>Derrell C. Roberts Library Collection Development Policy, Derrell C. Roberts Library home page: <http://www.daltonstate.edu/library/index.htm></p> <p>“1999-2000 Faculty Survey Results,” p. 16</p>

Must Statement	Compliance Statement	Supporting Documentation
<p>5.1.2 (9 of 9). Libraries and other learning resource centers must have adequate physical facilities to house, service, and make library collections easily available, modern equipment in good condition for using print and non-print materials; provision for interlibrary loan services designed to ensure timely delivery of materials; and an efficient and appropriate circulation system.</p>	Compliance	<p>Derrell C. Roberts Library Building Addition Blueprints</p> <p>FY 2001 Derrell C. Roberts Library Statistics</p> <p>GIL Online Catalog (OPAC): <http://gil.dalton.peachnet.edu></p> <p>Derrell C. Roberts Library home page: <http://www.daltonstate.edu/library/index.htm></p> <p>“1999-2000 Faculty Survey Results,” pp. 14-15</p> <p>“2000-2001 Graduating Student Survey p. 33</p>

Section 5.1.3 Library Collections

Presentation of Findings

5.1.3 (1 of 7) Access to Essential References and Program Resources

Dalton State College (DSC) provides access to essential references and specialized program resources both on and off campus (Roberts Library home page [<http://www.daltonstate.edu/library/index.htm>]; Derrell C. Roberts Library Statement of Purpose). For the past six years, databases within Georgia Library Learning Online, (GALILEO <<http://www.galileo.usg.edu>>), have pioneered shared multi-disciplinary electronic resources across the State of Georgia. GALILEO consists of more than 170 databases and is a virtual library funded by the University System of Georgia. With appropriate authorization and passwords, GALILEO is available to users at off-campus locations. The University System has just added netLibrary to the GALILEO menus, making university press full-text books available along with the complete texts of more than 2,500 journals and magazines (GALILEO Interconnected Libraries, <<http://gil.dalton.peachnet.edu>>). These databases are available on any networked computer on campus, and they are available

off-campus via a password widely distributed each semester (Packet for Faculty Teaching at Extended Campus Sites; campus email). The library also subscribes to several non-GALILEO licensed databases (DSC Derrell C. Roberts Library Budget Reports). Remote access to those databases is part of the license agreement. Through GALILEO and the remote services of the library, essential references are available at each instructional location (Derrell C. Roberts Library home page, <<http://www.daltonstate.edu/library/index.htm>>; GALILEO, <<http://www.galileo.usg.edu/>>; Packet for Faculty Teaching at Extended Campus Sites). The DSC library's off-campus materials request form and cooperative agreements with area public libraries further supplement resources available to students at distant sites (Cooperative Agreements with Public Libraries; Packet for Faculty Teaching at Extended Campus Sites). Moreover, as indicated by the "1999-2000 Faculty Survey," 86 percent of the faculty respondents either "agreed" or "strongly agreed" that they had access to external bibliographic databases (p. 16) (Table 5.1.3.1). Likewise, the "1999-2000 Graduating Student Survey" indicated that 92 percent were either satisfied or very satisfied with library services (p. 29), and the "2000-2001 Graduating Student Survey" reported equivalent levels with 92 percent satisfied or very satisfied (p. 33) (See Tables 5.1.3.2 - 5.1.3.3).

Table 5.1.3.1
Faculty Satisfaction with Access to External Databases

	Strongly Agree	Agree	Don't Know/ No Opinion	Disagree	Strongly Disagree
108. Access to external bibliographic databases	22 32%	37 54%	8 12%	1 1%	1 1%

Source: "1999-2000 Faculty Survey," p. 16

Table 5.1.3.2
Student Satisfaction with Library Services

	Very Satisfied	Satisfied	Dissatisfied	Didn't Use	No Reply
98. Library	53 25%	139 67%	2 1%	8 4%	7 3%

Source: "1999-2000 Graduating Student Survey Results," p. 29

Table 5.1.3.3
Student Satisfaction with Library Services

	Very Satisfied	Satisfied	Dissatisfied	Very Dissatisfied	Didn't Use	No Reply
99. Library	54 29%	116 63%	3 2%	2 1%	9 5%	1 1%

Source: "2000-2001 Graduating Student Survey Results," p. 33

**5.1.3 (2 of 7)
Sufficient
Access**

One of the strongest indications that library users found access to the library collections sufficient to support the education, research, and public services programs of the institution exists in the fact that respondents to the "1999-2000 Faculty Survey" replied that they found the reference, media, and circulating collections adequate to meet their teaching and professional needs (See Table 5.1.3.4).

**Table 5.1.3.4
1999-2000 Faculty Survey Responses to Library Questions**

Category	Adequate to Meet My Students' Needs	Adequate to Meet My Teaching & Professional Needs
Reference Collection	87%	81%
Circulating Collection	83%	78%
Media	84%	81%
Journals	87%	86%
Hours	77% (12% said "don't know")	87%
Ease of Access	85%	87%

Source: "1999-2000 Faculty Survey Results Summary," pp. 14-15

**5.1.3 (3 of 7)
Well-organized
Collections**

The library's collections of print and non-print materials are well organized. The College obtains technical services, support, and materials processing through the Online Computer Library Center (OCLC) and Southeastern Library Network (SOLINET). The GALILEO Interconnected Libraries (GIL), Online Catalog (OPAC), and Voyager circulation software work in tandem, indicating to library users whether materials are available on library shelves or are checked out (GIL, <<http://gil.dalton.peachnet.edu>>). Library materials are cataloged in OCLS, books and media are arranged by Library of Congress classification, government documents are arranged by Superintendent of Documents classification, and periodicals are arranged in alphabetical order. Student workers assist in re-shelving and shelf-order arrangement of library materials (DSC Derrell C. Roberts Library Job Descriptions).

**5.1.3 (4 of 7)
Graduate
Work**

DSC has neither a graduate program nor any obligation to support the graduate programs of any other institution; therefore, the College does not need to provide library resources substantially beyond those required for baccalaureate programs and limited faculty research.

**5.1.3 (5 and 6
of 7)
Development
of Collections
and Policies**

The DSC Library Collection Development Policy describes the roles of librarians, teaching faculty, and researchers in sharing in the development of the library collections (Library Collection Development Policy). Since 1996, the library director has kept records of the number of acquisitions requests made annually by faculty (Acquisitions Reports: 1999-2000; Annual Summaries of Faculty Requests for Acquisitions). Faculty participation is actively sought in developing the collections (Derrell C. Roberts Library Periodical Collection Evaluation, Spring Semester 2000). Thirty-six

divisional discipline coordinators help to develop the library collections through the DSC Library Committee and other avenues (Acquisition Reports: Business and Technology Acquisitions; all Roberts Library acquisition reports; Annual Summaries of Faculty Requests for Acquisitions; Business and Technology Division Library Collection Development Questionnaire, January 2000; DSC Division of Nursing Collection Development Policy and Liaisons List, August 2000; Library Committee Minutes, March 22, 2001). The Library honors as many requests as possible, and faculty members are notified when a title they have requested arrives. Most video purchases originate with a faculty request, as do most serial subscriptions. Although the library staff purchase the majority of all books requested, only a small percentage of requests for acquisitions in other formats are honored. Faculty involvement in collection development has grown steadily from 19 faculty-member requests in 1996-1997 to 51 such requests in the 2000-2001 academic year. As indicated by the "1999-2000 Faculty Survey Results," 79 percent of the faculty respondents either strongly agreed or agreed that they shared in the development of library collections (Table 5.1.3.5). The number of titles requested by faculty and acquired by the library in those four years totaled 3,651 (See Table 5.1.3.6.).

Table 5.1.3.5
Faculty Satisfaction with Shared Development of Library Collections

	Strongly Agree	Agree	Don't Know/ No Opinion	Disagree	Strongly Disagree
110. Librarians and faculty share in the development of library collections	24 35%	30 44%	12 17%	2 3%	1 1%

Source: "1999-2000 Faculty Survey," p. 16

Table 5.1.3.6
Faculty Acquisition Requests, 1996-2000

Academic Year	Number of Faculty Making Requests	Total Number of Requests
1996-97	19	288
1997-98	41	1,185
1998-99	39	1,147
1999-00	41	1,031
2000-01	51	1,153

(Acquisition Reports: Annual Summaries of Faculty Requests for Acquisitions)

The Library Committee and the faculty participated in an evaluation of the library's periodical collection during the spring of 2000 in order to determine collection- support for each course in the DSC curriculum (Derrell C. Roberts

Library Periodical Collection Evaluation, Spring Semester 2000). As a consequence, 35 of 377 periodical subscriptions were cancelled, and 17 new subscriptions were added (Derrell C. Roberts Library Budget Reports). Six new titles directly support the bachelor's degree programs, and two titles support technical programs for which library periodicals were not previously available. The library staff also compiled subject lists and distributed them to divisional representatives (Derrell C. Roberts Library Division Discipline Coordinators List, Spring 2000).

While not neglecting the development of the library collections for faculty in other divisions, as shown by the findings in Table 5.1.3.6, the bachelor's degree programs in DSC's business and technology areas are a prime focus of library collections development. Accordingly, based on business and technology faculty recommendations of 1999-2000, the library purchased 59 videotape titles in the areas of accounting, business communications, economics, finance, management, management information systems, and operations management. Three CD-ROM titles were also added to meet the needs of the Industrial Operations Management program (Derrell C. Roberts Library Budget Reports). GALILEO's premier online business database, ABI Inform, was enhanced by the addition of full-page images. This enhanced database makes available charts and illustrations, along with the text of articles from journals and magazines. Since 1999, in response to individual business-and-technology faculty member requests for additional library acquisitions, library staff members have provided daily and weekly updates of the business collections.

In addition, two hundred and forty-one volumes and twenty-four videotapes, as well as an on-line index, were added in support of the new Bachelor of Social Work degree. Eight print journal subscriptions were also added ("Additions in Social Work," Derrell C. Roberts Library)

The Division of Nursing faculty worked collaboratively with the DSC Library Director to create their own Division of Nursing Library Materials Acquisition and Deletion Policy that was revised in September 1998 (Acquisitions Reports: Nursing Materials Added to the Collection, 1999-2000; DSC Division of Nursing Collection Development Policy and Liaisons List, September 1998). Guidelines call for annual evaluation and usually for purchase of materials with publication dates within the last five years (DSC Division of Nursing Collection Development Policy and Liaisons List, September 1998). These guidelines meet the criteria of this division's approving and accrediting agencies.

**5.1.3 (7 of 7)
Policy
Governing
Resource
Material
Selection**

The library has a policy governing resource material selection and removal, and it has a procedure providing for the preservation, replacement, or removal of deteriorating materials in its collection (Derrell C. Roberts Library Collection Development Policy; Derrell C. Roberts Library Weeding Policy). The Library Committee, at its discretion, periodically evaluates the procedures

and policies governing this aspect of the library's function (Derrell C. Roberts Library Collection Development Policy, Library Committee Minutes, March 22, 2001).

Conclusion:

The DSC library provides essential references and specialized program resources for each of its campus and off-campus locations through its campus library, its Internet home page site, its GALILEO Internet site, and its on- and off-campus distribution of library services and information.

Responses to several surveys indicate that the reference, media, and circulating collections are adequate to meet their teaching and professional needs, indicating that access to the library collection is sufficient to support the education, research, and public service activities of the College (1999-2000 Faculty Survey, 1999-2000 Graduating Student Survey, and 2000-2001 Graduating Student Survey).

The library collections of print and non-print materials are well organized as evidenced by the Online Computer Library Center (OCLC), Southeastern Library Network (SOLINET), Georgia Library Learning Online (GALILEO), GALILEO Interconnected Libraries (GIL), and Voyager circulation software, and the Library of Congress classification system.

Survey and questionnaire results, acquisition requests and reports, book and video orders, Library Committee minutes, periodical collection surveys and annual evaluations of collections show that Roberts Library and Dalton State College policies provide for librarians, teaching faculty, and researchers to share in the development of the library collections and to define the scope of their involvement.

With the support of the Library Committee, the library has both a policy and procedure for governing resource material selection, preservation, replacement, removal, and elimination.

The College is in compliance with the SACS *Criteria*, Section 5.1.3, Library Collections.

Recommendations/Suggestions/Proposals:

None.

Must Statement Compliance Table
5.1.3 Library Collections

Must Statement	Compliance Statement	Supporting Documentation
5.1.3 (1 of 7). Institutions must provide access to essential references and specialized program resources for each instructional location.	Compliance	<p>Derrell C. Roberts Library home page: <http://www.daltonstate.edu/library/index.htm></p> <p>Derrell C. Roberts Library Statement of Purpose.</p> <p>GALILEO: <http://www.galileo.usg.edu/></p> <p>GIL: <http://gil.dalton.peachnet.edu></p> <p>Cooperative Agreements with Public Libraries</p> <p>Packet for Faculty Teaching at Extended Campus Sites</p> <p>“1999-2000 Faculty Survey,” p. 16</p> <p>"1999-2000 Graduating Student Survey Results Summary Report," p. 29</p> <p>"2000-2001 Graduating Student Survey Results," p. 33</p>
5.1.3 (2 of 7). Access to the library collection must be sufficient to support the educational, research and public service programs of the institution.	Compliance	<p>"1999-2000 Faculty Survey Results," pp. 14-15</p> <p>"1999-2000 Graduating Student Survey Results," p. 12</p> <p>"2000-2001 Graduating Student Survey Results," p. 33</p>
5.1.3 (3 of 7). The collections of print and non-print materials must be well organized.	Compliance	<p>GALILEO: <http://www.galileo.usg.edu/></p> <p>GIL: <http://gil.dalton.peachnet.edu></p> <p>Derrell C. Roberts Library Budget Report, 2000-2001 Fiscal Year</p>

Must Statement	Compliance Statement	Supporting Documentation
<p>5.1.3 (4 of 7). Institutions offering graduate work must provide library resources substantially beyond those required for baccalaureate programs.</p>	<p>Not applicable</p>	<p>None.</p>
<p>5.1.3 (5 and 6 of 7). Librarians, teaching faculty and researchers must share in the development of collections, and the institution must establish policies defining their involvement.</p>	<p>Compliance</p>	<p>Library Collection Development Policy</p> <p>Acquisitions Reports: 1999-2000 and 2000-2001</p> <p>Annual Summaries of Faculty Requests for Acquisitions</p> <p>Roberts Library Periodical Collection Evaluation, Spring Semester 2000</p> <p>1999-2000 and 2000-2001 Nursing Materials Added to Collection</p> <p>“Acquisition Reports: Business and Technology Division Library Collection Development Questionnaire, January 2000”</p> <p>DSC Division of Nursing Collection Development Policy and Liaisons List, August 2000</p> <p>Library Committee Minutes, March 22, 2001</p> <p>DSC Proposals for Bachelor of Science in Industrial Operation Management, Management Information Systems, and Applied Science in Technology Management</p> <p>"1999-2000 Faculty Survey Results," p. 16</p>

Must Statement	Compliance Statement	Supporting Documentation
		Acquisition Reports: Business and Technology Acquisitions, 1999-2000 Derrell C. Roberts Library Division Discipline Coordinators List, Spring 2000 “Additions in Social Work,” Derrell C. Roberts Library “Derrell C. Roberts Library Budget Report,” 2000-2001 Fiscal Year GALILEO: < http://www.galileo.usg.edu/ > GIL: < http://gil.dalton.peachnet.edu >
5.1.3 (7 of 7). Each library or learning resource center must have a policy governing resource material selection and elimination.	Compliance	Derrell C. Roberts Library Collection Development Policy Derrell C. Roberts Library Weeding Policy Library Committee Minutes, March 22, 2001

5.1.4 Information Technology

Presentation of Findings

5.1.4 (1 of 1) Incorporating Technological Advances

The Derrell C. Roberts Library incorporates and publicizes an ever-expanding array of electronic information resources in addition to traditional paper-based learning resources. As part of the University System of Georgia, the library can provide its patrons with access to GALILEO and through GALILEO licensed databases from EBSCOhost, FirstSearch, Lexis-Nexis, ProQuest, Cambridge Scientific, Chadwyck-Healey, SIRS, netLibrary, and other commercial database providers. In addition, patrons have access to scanned images of Georgia government documents through GALILEO). Federal documents are also available from the library’s GIL online catalog (GALILEO, <<http://www.galileo.usg.edu/>>; GIL, <<http://gil.dalton.peachnet.edu>>; and Derrell C. Roberts Library Web page, <<http://www.daltonstate.edu/library/index.htm>>).

GALILEO databases are mounted on mirror servers in Athens and Atlanta, Georgia, and utilize the State's Peachnet network. GALILEO is accessible through all workstations on campus, through computers at the for-credit extended campus sites, and through student- and faculty-owned computers with Internet connections. Handouts containing universal resource locators (URLs) and explanations of how to gain access to all of these materials are available at the DSC library and at off-campus sites. Users may gain access from off-campus by password, and all student and faculty patrons may acquire a password by contacting the library at DSC (<<http://www.daltonstate.edu/library/libgalileopass.htm>>).

Faculty may request electronic materials as well as traditional materials for the collection. In academic year 2000, faculty requests for electronic materials increased, and the library was able to accommodate the vast majority of these requests (Library Director, personal interview, April 2001; "DSC Roberts Library 2000-2001 Annual Report," pp. 2-3; DSC Library Budget Reports; and Faculty Requests for Acquisitions 2000-2001). New electronic resources recommended by faculty and library staff include ProQuest, a nursing on-line database; Wilson Web, a full-text education database; GaleNet literary and biographical databases; and "Geography in the News" from Maps.com (Faculty Requests 2000-2001 on file in Director's office, and 2000-2001 Library Annual Report, pp. 2-3).

The GALILEO Interconnected Libraries (GIL) online library catalog links DSC's holdings and those of the other University System of Georgia libraries. A GIL Union Catalog is being tested during the 2001-2002 academic year and is expected to be completely operational soon after the beginning of Spring Semester 2003. Once operational, it will allow DSC students and faculty to make self-service requests for materials through interlibrary loan from libraries other than the Derrell C. Roberts Library. The GIL catalog for DSC holdings is available both on and off campus (<<http://gil.dalton.peachnet.edu>>).

Other evidence of technology incorporation by the library includes the following: The library's home page offers links to ten licensed databases beyond those in GALILEO. The building addition provides a wireless training classroom. Interactive forms for interlibrary loan requests and for e-mailing reference questions to librarians are included also. The library, as a selected federal depository, offers a full range of government publications online and at CD-ROM workstations. The media-services assistant aids faculty and students to incorporate graphics, sound, and video into presentations or speeches, as well as assisting in collection development.

The addition to, and renovation of, the library during calendar year 2001 resulted in the temporary loss of several workstations and required moving the Adaptive Technology Lab to the Lorberbaum Liberal Arts Building. Patrons could access online materials at 18 work stations within the library and elsewhere on campus including public computer labs and from off-campus sites. Following renovation, 40 workstations, as well as an Adaptive Technology Lab provided for students with

disabilities, are now available (*Dalton State College 2001-2002 Catalog and Student Handbook*, pp. 93-95; Floor Plan Diagram, Renovated Media Services Department).

Conclusions:

Through GALILEO and its homepage, the library has 175 searchable databases that encompass all subject areas required by its users. GIL, the on-line catalog, enables users to readily gain access to library holdings. Although the current equipment has been sufficient, the extensive library renovations will provide technological enhancement to the facility in preparation for future demands. The Derrell C. Roberts Library facilities are adequate to support a growing college, with room to serve the community as well. The College is in compliance with *SACS Criteria*, Section 5.1.4.

Recommendations/Suggestions:

None.

Must Statement Compliance Table
5.1.4 Information Technology

Must Statement	Compliance Statement	Supporting Documentation
<p>5.1.4 (1 of 1). The institution must provide evidence that it is incorporating technological advances into its library and other resource operations.</p>	<p>Compliance</p>	<p><u>GALILEO:</u> <http://www.galileo.peachnet.edu></p> <p>DSC Roberts Library Web page: <http://www.daltonstate.edu/library/index.htm></p> <p>“How to Access Library Database Passwords,” <http://www.daltonstate.edu/library/libgalileopass.htm></p> <p>GIL : <http://gil.dalton.peachnet.edu></p> <p>Interview with Library Director, (April 2001)</p> <p>“DSC Roberts Library 2000-2001 Annual Report”</p>

Must Statement	Compliance Statement	Supporting Documentation
		<p>DSC Library Budget Report, 2000-2001 Fiscal Year</p> <p>Faculty Requests for Acquisitions 2000-2001</p> <p><i>Dalton State College 2001-2002 Catalog and Student Handbook</i>, pp. 93-95</p> <p>Floor Plan Diagram, Renovated Library</p> <p>Faculty Requests 2000-2001</p>

5.1.5 Cooperative Agreements

Presentation of Findings

5.1.5 (1 and 2 of 2) Responsibility for Adequate and Accessible Library Resources and Services and Formalization and Evaluation of Cooperative Agreements

Dalton State College and the Southeastern Library Network (SOLINET) are under contract to provide bibliographic records to the Online Computer Library Center (OCLC) database for cataloging and interlibrary loans (SOLINET Contract Extension, April 5, 2001). The Board of Regents of the University System of Georgia and Georgia State University's Computer Center provide DSC with Voyager automated library system software, the Online Public Access Catalog (OPAC), and systems support. Similarly, DSC and MARCIVE Inc. have a contract (by subscription) for ongoing authority control on bibliographic records entered into the GIL library catalog, with plans for eventual inclusion in the University System's Union Catalog. MARCIVE Inc. provides oversight, assuring that library catalog headings are uniform and consistent (MARCIVE Inc. Subscription, 2001). The DSC Library Director reviews these contracts annually before renewal. All of these cooperative agreements enable the library's cataloging and bibliographic information to be consistent with other libraries in the University System and the State.

The Joint Borrowers' Card Program of the University System of Georgia and the Georgia Libraries Journal List (GOLD) policies from the Office of Public Library Services provide interlibrary loans without charges to participants. This current program will be replaced with the GIL Union Catalog upon completion of testing early in the Spring Semester 2003. The new system will enable patrons to make self-service requests for interlibrary loans online (Joint Borrowers Card Policies, USG, available under government publications: <http://www.usg.edu/racl/jointborrow_prog.phtml>).

GALILEO has enhanced cooperative purchasing for all participants; a Steering Committee, members of which represent its partner institutions, annually reviews its agreements. DSC's memberships in the University System, in GOLD, and in GALILEO are ongoing (<<http://www.usg.edu/galileo/communities.phtml>>).

The DSC Derrell C. Roberts Library and the Ingram Library of the State University of West Georgia have a cooperative agreement to serve West Georgia's students on the DSC campus. That agreement will be under review by the DSC Library Director and the West Georgia Library Director during the 2002-2003 academic year. Also, cooperative agreements are now in place with the regional public library systems serving Catoosa, Gordon, and Pickens Counties, sites of DSC extended campus classes (DSC Library Memoranda of Understanding with Regional Public Libraries).

Conclusions:

The Derrell C. Roberts Library has ample holdings and resources to support the College curricula. The library takes complete responsibility for providing adequate resources and services to its students and faculty and is not overly dependent upon any of its cooperative arrangements in fulfilling its mission. However resource-sharing enhances the availability of materials for students. Dalton State College is in compliance with the *SACS Criteria*, Section 5.1.5 Cooperative Agreements.

Recommendations/Suggestions/Proposals:

None

Must Statement Compliance Table
5.1.5 Cooperative Agreements

Must Statement	Compliance Statement	Supporting Documentation
5.1.5 (1 of 2). Cooperative agreements with other libraries and agencies should be considered to enhance the resources and services available to an institution's students and faculty members. However, these	Compliance	Joint Borrowers Card Policies, University System of Georgia/Regents Academic Committee on Libraries 1996-97, available online on GALILEO, under Georgia Government Publications: < http://www.usg.edu/racl/jointborrow_prog.phtml >

Must Statement	Compliance Statement	Supporting Documentation
agreements must not be used by institutions to avoid responsibility for providing adequate and readily available library resources and services.		<p>Directory of Georgia Public Libraries, a Unit of the Board of Regents of the University System of Georgia + GOLD Membership List: <http://www.usg.edu/galileo/communities.phtml></p> <p>DSC Roberts Library Agreement with the State University of West Georgia</p> <p>Derrell C. Roberts Library Memoranda of Understanding with Regional Public Libraries</p>
5.1.5 (2 of 2). Cooperative agreements must be formalized and regularly evaluated.	Compliance	<p>Joint Borrowers Card Policies, University System of Georgia/Regents Academic Committee on Libraries 1996-97, available online on GALILEO, under Georgia Government Publications: <http://www.sg.edu/racl/jointborrow_prog.phtml></p> <p>Directory of Georgia Public Libraries, a Unit of the Board of Regents of the University System of Georgia + GOLD Membership List: <http://usg.edu/galileo/communities.phtml></p> <p>DSC Roberts Library Agreement with the State University of West Georgia</p> <p>Derrell C. Roberts Memoranda of Understanding with Regional Public Libraries</p>

5.1.6 Library Staff

5.1.6 (1 and 2 of 4) Adequate Staffing by Professionals and Justified Exceptions

Presentation of Findings

The Derrell C. Roberts Library provides services to library users through its four full-time professionals, five full-time and one half-time support staff members, and several student assistants. The four professional librarians hold master's degrees in

library science or library management from programs accredited by the American Library Association. Collectively they have an average of 13.5 years of experience and maintain their skills through frequent participation in professional development activities. Recent activities include chairing the GALILEO Steering Committee; serving on the Executive Board of the Georgia Library Association; and attending workshops on library space planning, as well as serials cataloging (Library Annual Reports, DSC Library Staff Fact Sheets, faculty credentials in the Office of the Vice President of Academic Affairs).

**5.1.6 (3 of 4)
Adequacy of
Library Support
Staff**

The six support staff members are also well qualified and provide assistance to the library in fulfilling its mission. Two of the six support staff members have bachelor's degrees, one is in the process of completing a bachelor's degree, and all have a minimum of two years of experience in library work (DSC Memorandum, 09/10/01: "Adequacy of Staffing Levels"; DSC Library Staff Fact Sheets, and staff credential files).

The number of professional and staff positions at the Derrell C. Roberts Library is consistent with the number of students served and size of the library collection (*Association of College and Research Libraries Guidelines*, 1994: <<http://www.ala.org/acrl/guides/jrcoll.html>> p. 5, Table A). Surveys of both graduating students and faculty give high marks to the services provided by the library. Respondents to the 2000-2001 Graduating Student Survey rated satisfaction with services provided by library staff very highly: 92 percent were very satisfied or satisfied ("2000-2001 Graduating Student Survey Results," p. 33) (Table 5.1.6.1). As seen in Table 5.1.6.2, seventy-nine percent of respondents to the 1999-2000 Faculty Survey were pleased with tours and instruction provided to their students. Another 89 percent rated library staff as helpful; 84 percent agreed staff members are competent. Overall, 90 percent of faculty respondents agreed that the library sufficiently supports the College's educational program ("1999-2000 Faculty Survey Results Summary," p. 16).

**Table 5.1.6.1
Survey Results Regarding Student Satisfaction with Library Services**

	Very Satisfied	Satisfied	Dissatisfied	Very Dissatisfied	Didn't Use	No Reply
99. Library	54 29%	116 63%	3 2%	2 1%	9 5%	1 1%

Source: "2000-2001 Graduating Student Survey Results," p. 33

Table 5.1.6.2
Survey Results Regarding Faculty Satisfaction with Library Tours and Staff

Survey Question	Strongly Agree	Agree	Don't Know/ No Opinion	Disagree	Strongly Disagree
109. Tours and instruction provided by library staff	23 33%	32 46%	12 17%	2 3%	0 0%
114. Library staff are helpful.	30 44%	31 45%	7 10%	1 1%	0 0%
115. Library staff are competent.	27 39%	31 45%	10 15%	1 1%	0 0%
116. On the whole, the Derrell C. Roberts Library's resources are sufficient to support the College's educational program.	28 41%	34 49%	5 7%	2 3%	0 0%

Source: "1999-2000 Faculty Survey," p. 16

5.1.6 (4 of 4)
Definition and Dissemination of Institutional Policies Concerning Faculty Status, Salary and Contractual Security

The Library's Staff Organizational Chart depicts organizational relationships within the library. All library staff members report to the Library Director. The Library Director reports to the Vice President for Academic Affairs, who reports to the President of the College. The Library Director and/or the *Dalton State College Faculty Handbook* (pp. 51- 52) can provide information about governing status, annual salary, and policies at time of employment and at times of contract renewals for the four librarians. Full-time professional librarians have fiscal year contracts and faculty status but not faculty rank. Classified staff members receive annual letters of employment from the Vice President for Fiscal Affairs. These letters state job title, annual salary, and employment dates. The Library Director's office maintains these job descriptions (Library Organizational Chart; *Dalton State College Faculty Handbook*, pp. 51-52).

Conclusions:

Derrell C. Roberts Library employees are qualified to serve its users. Staff members are also adequate in number to cover the service hours of the library. Both students and faculty agree that the library supports the overall educational mission of the College. Institutional publications are clear regarding policies and procedures used for employment of library personnel. DSC is in compliance with *SACS criteria*, Section 5.1.6.

Recommendations/Suggestions:

None.

Must Statement Compliance Table
5.1.6 Library Staff

Must Statement	Compliance Statement	Supporting Documentation
5.1.6 (1 of 4). Libraries and other learning resources must be adequately staffed by professionals who hold graduate degrees in library science or in related fields such as learning resources or information technology.	Compliance	DSC Library Staff Fact Sheets Faculty credentials files, Office of the President for Academic Affairs
5.1.6 (2 of 4). In exceptional cases, outstanding professional experience and demonstrated competence may substitute for this academic preparation; however, in such cases, the institution must justify the exceptions on an individual basis.	Compliance	DSC Library Staff Fact Sheets
5.1.6 (3 of 4). The number of library support staff members must be adequate.	Compliance	Memorandum, 9/10/01, regarding Adequacy of Staffing Levels <i>Association of College and Research Libraries Guidelines</i> , 1994: < http://www.ala.org/acrl/guides/jrcoll.html >, p. 5, Table A “2000-2001 Graduating Student Survey Results,” p. 33 “1999-2000 Faculty Survey Results,” p. 16 DSC Library Staff Fact Sheets
5.1.6 (4 of 4). Institutional policies concerning faculty	Compliance	<i>Dalton State College Faculty Handbook</i> , “Faculty Recruitment and Appointment,” pp. 51-52

Must Statement	Compliance Statement	Supporting Documentation
status, salary and contractual security for library personnel must be clearly defined and made known to all persons at the time of employment.		DSC Roberts Library Staff Organizational Chart

5.1.7 Library/Learning Resources for Distance Learning Activities

Presentation of Findings

5.1.7 (1 of 4) Access to Adequate Library/Learning Resources and Services

Dalton State College engages in a limited offering of distance-learning activities. The College offers two online courses--one (OADM 1152 Advanced Document Processing) taught by the Technical Education Division and the other (ENGL 2010 Linguistics) taught by the Humanities Division. The office administration online course is skills intensive and requires limited access to the library and other services (course instructor, personal interview, December 2001). The English online course is simply web-enhanced and requires classroom attendance on campus as well as online course work; all enrolled students have access to the full facilities of the College (course instructor, personal interview, February 8, 2002). In addition, the Division of Business and Technology and the Division of Social Sciences consistently offer courses using the Georgia Statewide Academic and Medical System (GSAMS) to provide real-time transmission to students at Appalachian Technical College in Jasper, Georgia. Students enrolled in these courses have ready access to adequate library and other learning resources and services necessary for these select classes. Distance-learning courses taught through the Division of Business and Technology and the Social Sciences Division using GSAMS technology operate in conjunction with the extended campus program offered at Appalachian Technical College in Jasper, Georgia. In addition to the Director of Evening and Extended Programs, the facility has a part-time staff member charged with assuring that adequate resources are available for teaching courses offered through the academic divisions.

Students with home computers and Internet connection may gain access to all materials available online at DSC. Students may obtain passwords through their library accounts to gain entry into this information source.

If GSAMS students cannot obtain the necessary materials through the Internet, they can look for the information at the Pickens County Public Library, where DSC students have access to its learning resources

(Memoranda of Understanding with Regional Libraries). If an article or book is not available at this regional library, the Roberts Library staff will fax the article to the student or make arrangements for the book to be sent to the student (<http://www.daltonstate.edu/library/extended_serv.html>).

To ensure that library resources are easily accessible, the Library Director collaborates with the DSC Director of Evening and Extended Campus Programs and the extended-campus site coordinator to ensure that students and faculty have ready access to all necessary library resources (“Derrell C. Roberts Library, 2000-2001 Annual Report”).

**5.1.7 (2 of 4)
Ownership and
Provision of
Library/
Learning
Resources**

Dalton State College owns the library and learning resources of the Derrell C. Roberts Library and provides access to the electronic resources, including publications available through ProQuest, GALILEO, GaleNet, WilsonWeb, and GIL (<<http://www.daltonstate.edu/library.htm>>). Dalton State College has agreements with the Pickens County Public Library, providing DSC students attending classes at the Appalachian Technical College site with access to its learning resources (Memoranda of Understanding with Regional Public Libraries).

**5.1.7 (3 of 4)
Assigned
Responsibility
for Library/
Learning
Resources**

The DSC Roberts Library Director has the responsibility for providing library and learning resources and services and for ensuring continued access to them at Appalachian Technical College. The Director “organizes and administers the library to provide the services required by the academic, student-welfare, and community- services missions of Dalton State College” (*Dalton State College Statutes*, Article IV. B., pp. 11-12). These services include, but are not limited to, supporting courses taught off campus (<<http://www.daltonstate.edu/library/mission.pdf>>).

**5.1.7 (4 of 4)
Formal
Agreements
and Pertinent
Library
Resources**

Dalton State College’s agreements with the Pickens County Public Library ensure that students participating in classes taught in a distance-learning format have access to learning resources necessary for the offered classes (Memoranda of Understanding with Regional Public Libraries). The library will fax necessary articles and send required texts to students enrolled in classes at Appalachian Technical College if the resources at the regional libraries are not adequate (<<http://www.daltonstate.edu/library/pdf/offcampusflyer.pdf>>).

Conclusions:

Although Dalton State College provides a limited offering of courses in a distance-learning format, participating students have ready access to adequate library and learning resources and services. Materials not owned by DSC are provided by formal agreements with local libraries, the University System of Georgia, and other source agencies. The DSC library director coordinates all services provided by the library to ensure that students and faculty have the materials that they need. The

director ensures that students at off-campus sites have access to all the information available to students receiving traditional instruction on the main campus. Dalton State College is in compliance with *SACS Criteria*, Section 5.1.7.

Recommendations/Suggestions:

None.

Must Statement Compliance Table
5.1.7 Library/Learning Resources for Distance Learning Activities

Must Statement	Compliance Statement	Supporting Documentation
<p>5.1.7 (1 of 4). For distance learning activities, an institution must ensure the provision of and ready access to adequate library/learning resources to support the courses, programs, and degrees offered.</p>	<p>Compliance</p>	<p>Course Instructor for <i>Office Administration</i> 1152, personal interview, December 2001</p> <p>Course Instructor for <i>English</i> 2010, personal interview, February 8, 2002</p> <p>GaleNet Web site: <http://www.infotrac.galenet.com/menu></p> <p>Wilson Web site: <http://vnweb.hwwilsonweb.com/hww/Journals/;jsessionid=QDCMZ3IXAOON3QA3DIKSFFI></p> <p>Derrell C. Roberts Library Web page: <http://www.daltonstate.edu/library/index.htm></p> <p>Interlibrary Loan Request Form: <http://www.daltonstate.edu/iliblform.html></p> <p>Memoranda of Understanding with Regional Libraries</p> <p>The off campus flyer: <http://www.daltonstate.edu/library/extended_serv.html></p> <p>“Derrell C. Roberts Library, 2000-2001 Annual Report”</p>

Must Statement	Compliance Statement	Supporting Documentation
<p>5.1.7 (2 of 4). The institution must own the library/learning resources, provide access to electronic information available through existing technologies, or provide them through formal agreements.</p>	Compliance	<p>Derrell C. Roberts Library Web page: <http://www.daltonstate.edu/library/index.htm></p> <p>Memoranda of Understanding with Regional Public Libraries</p>
<p>5.1.7 (3 of 4). The institution must assign responsibility for providing library/learning resources and services and for ensuring continued access to them at each site.</p>	Compliance	<p><i>Dalton State College Statutes</i>, Article IV. B., pp. 11-12</p> <p>Derrell C. Roberts Library Mission Statement, <http://www.daltonstate.edu/library/mission.pdf></p>
<p>5.1.7 (4 of 4). When formal agreements are established for the provision of library resources and services, they must ensure access to library resources and include provision for services and resources which support the institution's specific programs in the field and at the degree level offered.</p>	Compliance	<p>Memoranda of Understanding with Regional Public Libraries</p> <p>The off campus flyer: <http://www.daltonstate.edu/library/extended_serv.html></p>

5.2 Instructional Support

Introduction

5.2 (1-3 of 3) Adequate Instructional Support

To support its curricula, Dalton State College provides a wide variety of facilities and instructional services that more than adequately allow for the fulfillment of the College's institutional purpose and contribute to the effectiveness of learning.

The Academic and Career Enhancement (ACE) Center's services and resources assist students in making decisions about their educational, career, social, and personal goals (*Dalton State College 2001-2002 Catalog and Student Handbook*, p. 40).

Disability Support Services, a part of the ACE Center, offers assistance to students with learning, emotional, or physical problems. Its staff members work with students and their professors to develop learning strategies to match particular disabilities. Some of the available services include an adaptive technology lab, alternative test and assignment administration, adaptive seating, specialized software, referral for recorded textbooks and enlarged printed materials, and note-taking assistance (*DSC Catalog*, p. 41).

Many academic units maintain their own laboratory facilities. For example, the Division of Natural Sciences and Mathematics operates the Math Lab, which provides assistance and tutoring for all levels of mathematics on a drop-in basis. This division also maintains biology, chemistry, and physics labs.

The Humanities Division provides both a Language Lab and a Writing Lab. The Writing Lab is under the direction of a coordinator and offers assistance and tutoring for all levels of English composition, preparation for end-of-term English and reading exit exams, as well as preparation for the Regents' Test, and assistance with advanced writing tasks for all subjects throughout the College (Writing Lab Web page, <<http://www.daltonstate.edu/faculty/mnielsen/WritingLab.html>>). A Plato Lab, designed by the TRO Corporation and housed in the Technical Division, offers instructional courseware covering a broad range of subjects. The Plato programs provide learning support for English and reading in the Humanities Division and for mathematics in the Division of Natural Sciences and Mathematics.

Instructional support services are also available through Library Media Services and through Nursing, Physical Education, and Technical Division facilities. Most of the College's classrooms contain computerized instructor stations, overhead projectors, televisions, and video players. The divisions using these classrooms track and report the maintenance and repair needs of this equipment. The College provides the faculty and support staff with numerous training opportunities in the use of new technology each semester

by way of classes covering software and hardware usage and discipline and departmental-based training. The majority of the training classes are held in the TechCRAFT (Technology Curriculum Resource and Faculty Training) room. This room houses the standard software found in the general purpose computer labs, as well as specialized equipment and software to enhance skills and enrich presentations made by faculty in the classroom. The Office of Computing and Information Systems (OCIS) encourages the faculty to test software they are interested in acquiring in this facility prior to purchase or implementation in campus computer labs (OCIS director, personal interview).

Presentation of Findings

Academic and Career Enhancement Center (ACE Center)

Located in the lower level of the Pope Student Center, the Academic and Career Enhancement Center is open from 8:00 a.m. to 6:00 p.m. Monday through Thursday and from 8:00 a.m. to 5:00 p.m. on Friday. The ACE Center staff include a director, a cooperative education and career services coordinator, an academic support specialist, a testing specialist, a part-time disability support specialist, and a secretary. In addition, the ACE Center offers free peer tutoring on a walk-in basis for a wide range of subjects.

The ACE Center's referral program allows faculty to send students needing academic assistance to the Academic Support Services section of the Center where an assessment is made to determine an appropriate course of action. The Center also offers a variety of services to fill its instructional-support needs: 1) peer tutoring; 2) individual strategy sessions; 3) related handouts and printed materials; 4) videos, CDs and audiotapes; and 5) software programs.

The ACE Center evaluates its services in several ways. In designated classes during even-numbered years, the ACE Center conducts a First Contact Survey to evaluate student satisfaction with services provided by the Center and to help improve performance. In addition to the First Contact Survey, each student who attends a workshop or seminar offered through the ACE Center evaluates the Center's performance. An annual Graduating Student Survey also provides student evaluation of the Center. The ACE Center uses these evaluations for creating new workshop topics; for refining class presentations to meet current needs of students; and for selecting additional resources--videos, handouts, books, and software programs--to add to the Center's current inventory of academic support teaching aids (ACE Center Director, personal interview). ACE Center staff members also review lending-library materials to update or discard.

Instructional support strengths include a wide range of services provided to meet the variety of developmental and learning style needs of DSC students. Results of the 2000-2001 Graduating Student Survey indicated that 95 percent

of those using the ACE Center were either satisfied or very satisfied with the services provided (“2000-2001 Graduating Student Report Results,” p. 35) (Table 5.2.1). ACE Center staff members suggested that activities designed to increase faculty awareness of the value and importance of academic support services for at-risk or struggling students is an important priority, as is providing a quiet and confidential area for peer-tutoring assistance (ACE Center Director, personal interview).

Table 5.2.1
Student Satisfaction with ACE Center

	Very Satisfied	Satisfied	Dissatisfied	Did Not Know About Service	Did Not Use	No Reply
105. ACE Center	31 17%	91 49%	7 4%	3 2%	52 28%	1 1%

Source: “2000-2001 Graduating Student Survey,” p. 35

Disability Support Services

The ACE Center’s Disability Support Services staff members include a disability support services coordinator, a testing coordinator, and an academic support services coordinator, who provide students with various forms of instructional support.

Disability Support Services attains its program goals and objectives by 1) disseminating information regarding the availability of services; 2) coordinating the process of applying for services; 3) collaborating with faculty and staff in the establishment of accommodations; 4) collaborating with external agencies in the provision of accommodations, e.g. Vocational Rehabilitation; 5) administering standardized and classroom tests that require accommodations, e.g. COMPASS; 6) developing and managing the Adaptive Technology Lab; 7) serving as an advocate for students with disabilities within the campus community; 8) teaching self-responsibility and self-advocacy to students with disabilities regarding the acquisition of accommodations to meet individual needs; 9) providing educational opportunities to potential students and their families regarding acquiring accommodations at the postsecondary level; 10) supporting faculty and staff in the provision of accommodations and compliance with regulatory mandates; 11) conducting training opportunities for area educators to address the transition process for students with disabilities to postsecondary institutions; 12) maintaining confidential student files; 13) collaborating with other departments of DSC to mutually support the provision of academic and campus programs in a manner that enables equal access to students with disabilities; and 14) monitoring on-going precedent-setting litigation that has

an impact on the provision of services and compliance with legal mandates (Disability Support Services staff member, personal interview).

The results of a recent graduating student survey indicated that of those using Disability Support Services, 97 percent were either satisfied or very satisfied (Table 5.2.2).

Table 5.2.2
Satisfaction with Disability Support Services

	Very Satisfied	Satisfied	Dissatisfied	Very Dissatisfied	Did Not Know About Service	Did Not Use	No Reply
108. Disability Support Services	19 10%	40 22%	1 1%	1 1%	12 7%	110 60%	2 1%

Source: "2000-2001 Graduating Student Survey," p. 36

Library Media Services

The Derrell C. Roberts Library Media Services staff coordinates distribution of audiovisual equipment for faculty use and provides scanning, tape duplicating and editing, CD-burning, color printing, videotaping, and graphics-production services to faculty and students. The library houses viewing and listening equipment and software, including approximately 7,163 videotapes on reserve and in the media collection. DSC students, employees, and community patrons have easy access to electronic library resources on 40 computers throughout the library (<<http://www.daltonstate.edu/library/index.htm>>).

An Adaptive Technology Lab for students with disabilities, housed in the Media Services area of the library, operates in collaboration with the ACE Center to allow evening and weekend access.

Office of Computing and Information Services Support

As of fall 2001, DSC had 31 presentation classrooms, nine general-purpose computer labs, one off-campus computer lab, and one two-way video-conference system. The Director of the Office of Computing and Information Services (OCIS) is responsible for the central administration and maintenance of each of these. DSC is also home to 15 special-purpose computer labs supporting various programs of study. All facilities are Americans with Disabilities Act (ADA) compliant. Goals established for OCIS are available on the Web site at <<http://www.daltonstate.edu/ocis/missionscope.htm>>.

The 31 presentation classrooms are equipped with a computing system and a computer projector housed in a Nova instructor's station. These rooms have Internet connectivity and standard computer lab software. The presentation classrooms provide enhanced instruction through multimedia presentations, on-demand access to stored electronic media and direct entrance to the Internet, and Internet-based instructional activities.

Each of the nine general-purpose computer labs is equipped with Pentium-class computers, two laser printers per room, and an instructor's station equipped with a Pentium-class computer and a projector (some stations include VCR and Sony presentation station hook-ups). Each of these labs is fully networked with standardized software.

The Catoosa Center off-campus site houses a 20-station computer lab equipped with Pentium-class computers, standard lab software, projector, and Internet connectivity. The site is also home of a presentation classroom equipped with a computer and projector. The extended campus site is identical, on a smaller scale (20 stations vs. 30 stations), to the general-purpose computer labs on campus.

Each semester OCIS holds software meetings with faculty to assess software needs in the computer labs. Also, OCIS encourages training class suggestions from faculty and staff each semester. Results of the 1999-2000 Faculty Survey reveal that 79 percent of the faculty who expressed an opinion agreed that there "are adequate provisions for the training of faculty and staff so that they may use appropriate technology resources effectively" ("1999-2000 Faculty Survey Results," p. 17) (Table 5.2.3).

Table 5.2.3
Survey Results Regarding Training of Faculty in Technology

	Strongly Agree	Agree	Don't Know/ No Opinion	Disagree	Strongly Disagree
121. There are adequate provisions for the training of faculty and staff so that they may use appropriate technology resources effectively.	24 35%	30 44%	3 4%	10 15%	2 3%

Source: "1999-2000 Faculty Survey," p. 17

OCIS evaluates software and training needs each semester and on an as-needed basis. An annual survey evaluates the department's success in meeting its goals (OCIS Director, personal interview). Software offerings in the labs; the training classes that are offered; and the volume and quality of

technology provided in the classrooms, labs, and faculty and staff offices indicate evidence of the use of these evaluations. The instructional support programs apply to courses regardless of where they are taught, and the resources are adequate to fill instructional support needs. Survey results provide evidence that among OCIS instructional support strengths are the professional staff, the diversity and quality of faculty and staff training, and the quality of checkout equipment (OCIS Director, personal interview).

The results of graduating student surveys indicate that 90 percent of students were either satisfied or very satisfied with computer services offered at the College (“2000-2001 Graduating Student Survey Report Results,” p. 34). Survey results indicate that 99 percent of faculty members are satisfied or very satisfied with computer resources (“1999-2000 Faculty Survey Results,” p. 13) (See Tables 5.2.4 and 5.2.5).

Table 5.2.4
Student Satisfaction with Computer Services

	Very Satisfied	Satisfied	Dissatisfied	Very Dissatisfied	Did Not Know About Service	No Reply
102. Computer Services	49 27%	117 63%	3 2%	14 8%	1 1%	1 1%

Source: “2000-2001 Graduating Student Survey,” p. 34

Table 5.2.5
Faculty Satisfaction with Computer Resources

	Strongly Agree	Agree	Don't Know/ No Opinion	Disagree	Strongly Disagree
84. Adequate Computer Resources	44 64%	24 35%	0 0%	1 1%	0 0%

Source: “1999-2000 Faculty Survey,” p. 13

Suggestions for improvement include implementation of a new help-desk system, which will allow for better tracking of problem resolution, and more staff development in the area of customer service (OCIS director, personal interview).

Division of Humanities

The Humanities Division provides a Writing Lab located on the third floor of the Shirley and Alan Lorberbaum Liberal Arts Building. The lab consists of two rooms: a large room with 16 Pentium-class computers, a printer, and several tables for individual instruction; and a small room with tables and two Pentium-class computers. The Writing Lab staff consists of a half-time

coordinator, one part-time instructor, and volunteers from the English faculty. During the Spring Semester 2001, nine faculty members volunteered one to two hours each week, and the lab was open 23 hours a week: 9:30 a.m. to 2:00 p.m. Monday through Thursday, 9:30 to 12:00 noon on Friday, 5:30 to 6:00 p.m. Monday and Tuesday evenings, and 5:30 to 6:00 p.m. and 6:30 to 7:30 p.m. on Wednesday evenings (“Writing Lab: Spring 2001 Assessment,” p. 6).

The Writing Lab mission statement is published on the Writing Lab Web page (<<http://www.daltonstate.edu/faculty/mnielsen/WritingLab.html>>), and this Web page offers practice exercises with answer keys and links to other educational sites to assist students who cannot come to the lab during its regular hours of operation. The Writing Lab offers tutorial services by using faculty volunteers who each serve in the lab from 1 to 2 hours weekly.

The Writing Lab coordinator has evaluated Writing Lab services every term since the lab opened in January 2000. During Fall Semester 2000, the Writing Lab had 1,905 student visits, averaging 127 student visits each week. While the majority of visits were from students in Humanities Division classes, 117 students from 23 different classes outside the humanities areas used lab services during Fall Semester 2000 (“Writing Lab: Fall 2000 Assessment,” pp. 1-3).

The Writing Lab services are evaluated regularly by the coordinator who looks at usage patterns; types of assistance for which students sought help; and student evaluations of lab assistance, software, and materials. The coordinator collects evaluations from students during the spring and fall semesters, and these evaluations have been very favorable. During Fall Semester 2000, of the 84 students who completed surveys, 100 percent indicated that they were satisfied or very satisfied with the assistance they received from Writing Lab staff, 98 percent reported satisfaction with Writing Lab practice worksheets, and 97 percent reported satisfaction with Writing Lab software programs. During Fall Semester 2001, 99 percent of the students reported satisfaction with assistance received in the Writing Lab, while 98 percent of the students who used the Writing Lab worksheets and 96 percent who used the software found these helpful as well (“Writing Lab: Fall 2001 Assessment,” p. 7) (See Tables 5.2.6 - 5.2.8). The Writing Lab coordinator uses these evaluations to make suggestions concerning software purchases, hours of operation, staffing, and material development, then documents action taken as a result of the assessment in each term’s evaluation report (“Writing Lab: Spring 2001 Assessment,” p. 12).

Table 5.2.6
Student Satisfaction with Writing Lab Assistance

Term	Very Satisfied	Satisfied	Dissatisfied	Very Dissatisfied
Fall 2000	59 70%	25 30%	0 0%	0 0%
Fall 2001	45 64%	24 35%	1 1%	0 0%

Sources: "Writing Lab: Fall 2000 Assessment," p. 6 and "Writing Lab: Fall 2001 Assessment," p. 7.

Table 5.2.7
Studente Satisfaction with Writing Lab Practice Sheets

Term	Helpful	No, Not Helpful
Fall 2000	58 98%	1 2%
Fall 2001	51 98%	1 2%

Numbers and percentages are of responding students.

Sources: "Writing Lab: Fall 2000 Assessment," p. 6 and "Writing Lab: Fall 2001 Assessment," p. 7

Table 5.2.8
Student Satisfaction with Writing Lab Software

Term	Helpful	No, Not Helpful
Fall 2000	33 97%	1 2%
Fall 2001	49 96%	2 4%

Numbers and percentages are of responding students.

Sources: "Writing Lab: Fall 2000 Assessment," p. 6 and "Writing Lab: Fall 2001 Assessment," p. 7

Results of graduating student surveys indicate that 96 percent of students who indicated they used academic support services were either satisfied or very satisfied with academic support services, including the Writing Lab ("2000-2001 Graduating Student Survey Results Report," p. 39). Survey results indicate that 95 percent of faculty members were either satisfied or very satisfied with the learning skills centers ("1999-2000 Faculty Survey Results," p. 13) (Tables 5.2.9-5.2.10).

Table 5.2.9
Student Satisfaction with Academic Support Services

	Very Satisfied	Satisfied	Dissatisfied
118. Academic Support Services	29 29%	67 67%	4 4%

Source: "2000-2001 Graduating Student Survey," p. 39

Table 5.2.10
Faculty Satisfaction with Learning Skills Centers

	Strongly Agree	Agree	Don't Know/ No Opinion	Disagree	Strongly Disagree
87. Adequate and Appropriate Learning Skills Centers	37 54%	28 41%	0 0%	4 6%	0 0%

Source: "1999-2000 Faculty Survey," p. 13

While student evaluations of Writing Lab services have been very positive, students and faculty alike have expressed a need for longer hours, especially in the evening, and increased staffing. Therefore, additional part-time faculty members are needed to staff the Writing Lab several nights each week, and an additional part-time professional assistant in the lab during daytime hours would be beneficial.

The Humanities Division also operates a Language Lab, a 40-station Sony audio lab bolstered by Internet-connected Pentium II computers. The Language Lab contains 24 cubicles with state-of-the-art Sony headphones and teacher monitor and is well served by its present facilities in the newly constructed Liberal Arts Building. However, as the program expands and strives to provide better services to the College's students and to Northwest Georgia's extensive bilingual population, a technologically updated lab will become critical.

Currently, the Language Lab staff consists of part-time student workers, limiting the hours that the lab is available for student use. In addition, some concern exists that the lab is being operated as a classroom rather than as a lab (Division of Humanities Minutes, August 15, 2001). To improve the functioning of the lab, the following improvements may deserve consideration: the addition of classroom computer stations to permit Internet access and compact disc use as well as hiring a technician or coordinator to oversee the facility and perhaps tutor. These additions would allow laboratory time to become a more integral part of the foreign language curriculum.

The Cinema and Fine Arts classroom contains two monitors; a drop-down motorized screen; a ceiling-mounted projector for showing video tapes, laser discs, DVDs; and an enhanced sound system for playing audio CDs.

At external campus locations, a projector and slides are used along with access to all information on the campus server. The Division's resources are adequate to fill its instructional support needs. Faculty members evaluate materials, textbooks, and syllabi annually during division meetings. (Humanities Division Chairperson, personal interview).

Division of Natural Sciences and Mathematics

The Division of Natural Sciences and Mathematics maintains biology, chemistry, and physics laboratories that include up-to-date equipment necessary to support courses taught in these areas. The Division acquires new equipment as needs arise and as the end-of-term evaluations indicate additional requirements. Opportunities for faculty to evaluate instructional materials are available during division meetings, through individual recommendations, and in year-end reports. The division chairperson maintains files of these records.

The Math Lab, located on the first floor of Sequoya Hall, is open on Monday and Tuesday from 8:00 a.m. through 7:00 p.m., on Wednesday and Thursday from 8:00 a.m. through 3:00 p.m., and on Friday from 8:00 a.m. through 12:00 noon. The lab is staffed by mathematics faculty and by qualified student workers. Since most mathematics text books are sold with included tutorial software and support tutorial websites, the emphasis in the Math Lab is on one-on-one tutoring. Practice COMPASS tests and exit exams are available on the 5 computers in the Math Lab, as is PLATO for additional instruction and learning assessment. While the majority of the students seeking assistance are enrolled in Math 0096, 0098, or 1111, students from all math courses have utilized the Lab, as well as students in chemistry, physics, pharmacology, statistics, computer science and accounting classes.

Faculty and peer tutoring for biology is available in the ACE Center. In addition, students have access to various CDs and videos to reinforce instruction and for research. For biology classes, these are available in the ACE Center and the library (Division of Science and Mathematics, chairperson, personal interview).

Survey results indicate that 87 percent of faculty either agreed or strongly agreed that the laboratory equipment is adequate to meet course needs ("1999-2000 Faculty Survey Results," p. 13) (Table 5.2.11). Results of graduating student surveys indicated that 96 percent of students who used academic support services are either satisfied or very satisfied with academic support in this division, including the Math Lab (Table 5.2.12). Survey results also noted that 91 percent of those graduating students who used tutorial services

were either satisfied or very satisfied with the services provided (“2000-2001 Graduating Student Survey Report Results,” p. 37) (Table 5.2.13). Results of a faculty survey indicate that 95 percent of faculty members are either satisfied or very satisfied with the learning support services (“1999-2000 Faculty Survey Results,” p. 13) (See Table 5.2.10).

Table 5.2.11
Faculty Satisfaction with Laboratory Equipment

	Strongly Agree	Agree	Don't Know/ No Opinion	Disagree	Strongly Disagree
85. Adequate Laboratory Equipment	34 50%	25 37%	9 13%	1 1%	0 0%

Source: “1999-2000 Faculty Survey,” p. 13

Table 5.2.12
Student Satisfaction with Academic Support Services

	Very Satisfied	Satisfied	Dissatisfied	Did Not Know About Service	Did Not Use	No Reply
118. Academic support services (e.g., writing lab, math lab)	29 16%	67 36%	4 2%	5 3%	74 40%	6 3%

Source: “2000-2001 Graduating Student Survey,” p. 39

Table 5.2.13
Student Satisfaction with College Tutorial Services

	Very Satisfied	Satisfied	Dissatisfied	Very Dissatisfied	Did Not Know About Service	Did Not Use	No Reply
111. Tutorial Services	16 9%	43 23%	4 2%	2 1%	11 6%	105 57%	4 2%

Source: “2000-2001 Graduating Student Survey,” p. 37

Division of Business and Technology

Facilities for the Business and Technology Division include the 3M Computer Integrated Manufacturing Lab and a Management Information Systems (MIS) lab, the faculty offices, a secretary's office/work room, as well as storage and student club facilities.

A committee is in the process of creating a formal policy on office hours to provide tutorial services and informal instruction. The division plans to have a local library containing manuals and educational material specifically to support the MIS lab. College surveys and faculty members' annual reports allow for feedback on any unfulfilled need. In addition, the division will develop its own software inventory document.

Maintenance of software falls into two major categories: products supported by OCIS and applications used by the division in the 3M Lab and the MIS program. Although OCIS uses the database product ORACLE in a production capacity to support the College's information systems, the Division of Business and Technology participates in the ORACLE Academic Initiative. This cooperative agreement includes provisions for supporting the installed software and providing materials and training for curriculum development.

The Division's instructional support program applies to courses regardless of where they are taught including the upper-level division courses taught through the Georgia Statewide Academic and Medical System (GSAMS).

An opportunity to evaluate instructional materials is provided annually when faculty members prepare their annual reports. Review of the Evaluation and Recommendations section of faculty annual reports indicates satisfaction with the level of resources required to support the educational objectives. Annual faculty reports also indicate satisfaction with software and equipment available. The majority of faculty members in the Division feel the chairperson is responsive to requests. Faculty annual reports are kept in a designated office within the Division (Business and Technology Division chairperson, personal interview).

Division of Nursing

Nursing division facilities include a nursing skills lab, which includes two televisions, a video-cassette recorder, eleven computers, a desktop projector, six laserdisc players, two printers, two scanners, five mannequins, one Dinamap SL Vital Signs Monitor, one IV infusion pump, one Quantum Feeding Pump, and seven beds. The division also uses 105 computer software programs. Division audio-visual materials include 21 laser disc programs and 48 videocassettes. The College library contains the majority of the Division's library materials. Division activities include nursing skills practice, computer tutoring, and testing. Tutorial services and informal instruction are available at the ACE Center and also within the Division during faculty members' office hours.

The Division's instructional-support program and resources apply to courses regardless of where they are taught and are adequate to fill its instructional-support needs. Materials are evaluated at the end of each semester and results are used to enhance the Division's resources. Records are kept in divisional minutes and in the annual reports to the President. Minutes related to this information are kept in faculty offices (Division of Nursing chairperson, personal interview).

Division of Social Sciences

The Social Sciences Division provides *ad hoc* tutorial services and informal instruction by individual faculty members as needed or requested. Teaching software is installed as needed in classrooms, where it is available for instructional purposes.

The Division houses an extensive collection of maps that are available for use in social sciences courses, as well as few selected videotapes and other audio-visual aids, but most such materials are housed in the College library. The Division does, however, have a video camera, which is used for student presentations or demonstrations in a number of courses.

Although formal evaluations of Division materials are not utilized, individual faculty members notify the Division Chairperson of needs or problems as they arise. Such requests are granted whenever possible. Information related to the use of instructional materials and evaluations of their effectiveness are included in the annual reports submitted by each faculty member. These reports are kept on file in the chairperson's office.

The Division uses equivalent instructional material for all off-campus classes. Instructional-support strengths include the willingness of the Division, with administrative support, to meet all reasonable requests for material resources (Division of Social Science Chairperson, personal interview).

Division of Technical Education

The Technical Division facilities include computer and other technology labs to support skills-based instruction for all of the Division's programs of study. Division equipment and software are kept up-to-date to prepare students for employment, and its support program is open to all credit students.

Learning support is offered for students who lack appropriate academic preparation. PLATO software is available for computer-generated tutorials and assessment as part of tutorial services. One faculty member in each program is selected to make recommendations for library holdings and a second member is designated to make requests for multi-media acquisitions.

Results of the annual Department of Technical and Adult Education (DTAE) Performance Accountability System (PAS) are maintained by the Division in the Office of the Performance Accountability Coordinator.

Each program of study maintains an advisory committee that assists faculty with evaluations. The advisory committee's function is ongoing, with formal meetings held not less than twice annually. Instructional support strengths include up-to-date equipment, supplies, and software; availability of excellent resources in the ACE Center; and the divisional faculty (Technical Division chairperson, personal interview).

Department of Physical Education and Recreation

Physical Education department facilities include the gymnasium, which contains a weight room, pool, and classroom with Cardio Pulmonary Resuscitation (CPR) mannequins. Surrounding the gymnasium building are tennis courts, racquetball courts, a track, and an athletic field. Available for student use are weight-room equipment (weights, stationary bicycles, treadmills, climbers, rowers), balls, racquets, ball machines, and pool accessories.

Department activities include on-going intramural competitions. The results of the 2000-2001 Graduating Student Survey show that of the students who participated in intramural sports, 94 percent were satisfied or very satisfied ("2000-2001 Graduating Student Survey Results," p. 38) (Table 5.2.14). Tutorial services and informal instruction are available during faculty office hours.

Table 5.2.14
Student Satisfaction with Intramural Sports

	Very Satisfied	Satisfied	Dissatisfied	Very Dissatisfied	Did Not Know About Service	Did Not Use	No Reply
114. Intramural Sports and Other Student Activities Program	18 10%	46 25%	3 2%	1 1%	11 6%	99 54%	7 4%

Source: "2000-2001 Graduating Student Survey," p. 38

Evaluation of the department's materials for effectiveness is ongoing through faculty members' annual reports and at the beginning and the completion of each course. In addition, the results of the 1999-2000 Faculty Survey reveal that 88 percent of the faculty members are satisfied or very satisfied with the College's recreational and athletic facilities (Table 5.2.15). Results of the 2000-2001 Graduating Student Survey show that of the students who used the physical activities facilities, 94 percent were satisfied or very satisfied with them (Table 5.2.16). Instructional-support strengths thus include facilities and equipment availability. Opening the gym during evening hours is under consideration (Department of Health and Physical Education Chairperson, personal interview).

Table 5.2.15
Faculty Satisfaction with College Recreational and Athletic Facilities

	Very Satisfied	Satisfied	Dissatisfied	Very Dissatisfied
175. Recreational/Athletic Facilities	9 13%	52 75%	6 9%	2 3%

Source: "1999-2000 Faculty Survey," p. 24

Table 5.2.16
Student Satisfaction with Physical Activities Facilities

	Very Satisfied	Satisfied	Dissatisfied	Very Dissatisfied	Did Not Know About Service	Did Not Use	No Reply
116. Physical Activities Facilities	21 11%	80 43%	4 2%	2 1%	5 3%	69 37%	4 2%

Source: “2000-2001 Graduating Student Survey,” p. 39

Faculty and students are generally satisfied with the instructional support materials and services offered at Dalton State College. Survey results showed that 100 percent of the faculty members were satisfied with the adequacy of instructional materials and 97 percent were satisfied with the adequacy of instructional equipment. (“1999-2000 Faculty Survey Results,” p. 13) (Table 5.2.17). Student survey results reveal that 93 percent of the students agreed or strongly agreed that instructional equipment at DSC is up-to-date and available (“2000-2001 Graduating Student Survey Results,” p. 25) (Table 5.2.18).

Table 5.2.17
Faculty Satisfaction with Instructional Materials and Equipment

Survey Question: To Support My Division/ Department’s Instruction Program, the College Provides:	Strongly Agree	Agree	Don’t Know/No Opinion	Disagree	Strongly Disagree
82. Instructional Materials	33 48%	36 52%	0 0%	0 0%	0 0%
83. Adequate Instructional Equipment (audio-visual)	33 48%	34 49%	0 0%	2 3%	0 0%

Source: “1999-2000 Faculty Survey,” p. 13

Table 5.2.18
Student Satisfaction with Instructional Equipment

	Strongly Agree	Agree	Disagree	Strongly Disagree	No Reply
76. Instructional Equipment Was Up-to-Date and Available	65 35%	108 58%	9 5%	2 1%	1 1%

Source: "2000-2001 Graduating Student Survey," p. 25

Conclusions:

Dalton State College provides adequate breadth and depth in its instructional support activities, both through dedicated administrative units and the academic divisions. College units charged exclusively with support roles include the Academic and Career Enhancement (ACE) Center, the Library Media Services, and the Office of Computing and Information Services (OCIS). Appropriate support is also provided through the Office of the Vice President for Academic Affairs in the form of a full-time Director of Evening and Extended Programs as well as a Coordinator for the Developmental Studies Program.

Each of the academic divisions has ongoing instructional support initiatives that operate either independent from or in conjunction with the dedicated academic support units. These include specialized labs for math, reading, and writing as well as dedicated space and staff for specialized tutoring as needs arise.

Dalton State College is in compliance with the SACS *Criteria*, Section 5.2.

Recommendations/Suggestions/Proposals:

Recommendations/Suggestions:

None.

Proposals:

1. The Committee proposes that the College hire another part-time professional to staff the Writing Lab several nights each week and to assist in the lab during daytime hours.
2. The Committee proposes that the College add Internet enabled computer stations in the Language Lab and that the College hire a technician or coordinator to oversee the facility and tutor.

Must Statement Compliance Table
5.2 Instructional Support

Must Statement	Compliance Statement	Supporting Documentation
<p>5.2 (1 of 3). To support its curriculum, each institution must provide a variety of facilities and instructional support services (e.g., educational equipment and specialized facilities such as laboratories, audiovisual and duplicating services, and learning skills centers) which are organized and administered so as to provide easy access for faculty and student users.</p>	<p>Compliance</p>	<p><i>Dalton State College 2001-2002 Catalog and Student Handbook</i>, p. 40-41</p> <p>Writing Lab Web page: <http://www.daltonstate.edu/faculty/mnielsen/WritingLab.html></p> <p>Office of Computing and Information Services (OCIS) director, personal interview, March 2001</p> <p>ACE Center director, personal interview, March 2001</p> <p>“2000-2001 Graduating Student Survey Results,” p. 35, p. 36, p. 34, p. 39, p. 37, p. 38, p. 25, p. 33</p> <p>Disability Support Services Coordinator interview, March 2001</p> <p>Derrell C. Roberts Library Web page: <http://www.daltonstate.edu/library/index.htm></p> <p>OCIS Mission and Scope document: <www.daltonstate.edu/ocis/missionscope.htm></p> <p>“1999-2000 Faculty Survey Results,” p. 13, p. 17, p. 24</p> <p>“Writing Lab: Spring 2001 Assessment,” p. 6, p. 12</p> <p>“Writing Lab: Fall 2000 Assessment,” p. 1-3, p. 6</p>

Must Statement	Compliance Statement	Supporting Documentation
		<p>“Writing Lab: Fall 2001 Assessment,” p. 7</p> <p>Humanities Division Chairperson, personal interview, April 2001</p> <p>Science and Math Division Chairperson, personal interview, October 2001</p> <p>Business and Technology Division Chairperson, personal interview, May 2001</p> <p>Social Science Division Chairperson, personal interview, March 2001</p> <p>Nursing Division Chairperson, personal interview, March 2001</p> <p>Technical Division Chairperson, personal interview, March 2001</p> <p>Physical Education Department Chairperson, personal interview, March 2001</p>
<p>5.2 (2 of 3). They must be adequate to allow fulfillment of the institutional purpose and contribute to the effectiveness of learning.</p>	<p>Compliance</p>	<p><i>Dalton State College 2001-2002 Catalog and Student Handbook</i>, pp. 40-41</p> <p>Writing Lab Web page: <http://www.daltonstate.edu/faculty/mnielsen/WritingLab.html></p> <p>Office of Computing and Information Services (OCIS) director, personal interview, March 2001</p> <p>ACE Center director, personal interview, March 2001</p>

Must Statement	Compliance Statement	Supporting Documentation
		<p>“2000-2001 Graduating Student Survey Results,” p. 35, p. 36, p. 34, p. 39, p. 37, p. 38, p. 25, p. 33</p> <p>Disability Support Services Facilitator personal interview, March 2001</p> <p>Derrell C. Roberts Library Web page: <http://www.daltonstate.edu/library/index.htm></p> <p>OCIS Mission and Scope document: <www.daltonstate.edu/ocis/missionscope.htm></p> <p>“1999-2000 Faculty Survey Results,” p. 13, p. 17, p. 24</p> <p>“Writing Lab: Spring 2001 Assessment,” p. 6, p. 12</p> <p>“Writing Lab: Fall 2000 Assessment,” p. 1-3, p. 6</p> <p>“Writing Lab: Fall 2001 Assessment,” p. 7</p> <p>Humanities Division Chairperson, personal interview, April 2001</p> <p>Science and Math Division Chairperson, personal interview, October 2001</p> <p>Business and Technology Division Chairperson, personal interview, May 2001</p>

Must Statement	Compliance Statement	Supporting Documentation
		<p>Social Science Division Chairperson, personal interview, March 2001</p> <p>Nursing Division Chairperson, personal interview, March 2001</p> <p>Technical Division Chairperson, personal interview, March 2001</p> <p>Physical Education Department Chairperson, personal interview, March 2001</p>
<p>5.2 (3 of 3). These requirements apply to all programs wherever located or however delivered.</p>	<p>Compliance</p>	<p><i>Dalton State College 2001-2002 Catalog and Student Handbook</i>, p. 40-41</p> <p>Writing Lab Web page: <http://www.daltonstate.edu/faculty/mnielsen/WritingLab.html></p> <p>Office of Computing and Information Services (OCIS) Director, personal interview, March 2001</p> <p>ACE Center Director, personal interview, March 2001</p> <p>“2000-2001 Graduating Student Survey Results,” p. 25 and pp. 33-39</p> <p>Disability Support Services facilitator interview, March 2001</p> <p>Derrell C. Roberts Library Web page: <http://www.daltonstate.edu/library/index.htm></p>

Must Statement	Compliance Statement	Supporting Documentation
		<p>OCIS Mission and Scope document: <www.daltonstate.edu/ocis/missionscope.htm></p> <p>“1999-2000 Faculty Survey Results,” p. 13, p. 17, p. 24</p> <p>“Writing Lab: Spring 2001 Assessment,” p. 6, p. 12</p> <p>“Writing Lab: Fall 2000 Assessment,” p. 1-3, p. 6</p> <p>“Writing Lab: Fall 2001 Assessment,” p. 7</p> <p>Humanities Division Chairperson, personal interview, April 2001</p> <p>Science and Math Division Chairperson, personal interview, October 2001</p> <p>Business and Technology Division Chairperson, personal interview, May 2001</p> <p>Social Science Division Chairperson, personal interview, March 2001</p> <p>Nursing Division Chairperson, personal interview, March 2001</p> <p>Technical Division Chairperson, personal interview, March 2001</p> <p>Physical Education Department Director, personal interview, March 2001</p>

5.3 Information Technology Resources and Systems

Presentation of Findings

5.3 (1 of 8) Incorporation of Technological Advances into Higher Education Operations

The Office of Computing and Information Services (OCIS) has guided Dalton State College through tremendous growth in technology for academic and administrative computing. According to the OCIS mission statement, “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 Mission Statement, <www.daltonstate.edu/ocis/missionscope.htm>; OCIS home page, <<http://www.daltonstate.edu/ocis/>>). In keeping with its mission, OCIS maintains high quality equipment, software, and support for the College community. As documented in the OCIS Technology Growth Update (OCIS home page, <<http://www.daltonstate.edu/ocis/>>), DSC has more than doubled the personal computer inventory on campus from 450 in October of 1996 to more than 1000 currently in use. Each computer is Pentium-class with a Windows 98 operating system and connects to the campus asynchronous transfer mode (ATM) network at 100mbps using a Novell network client.

As of June 2001, DSC had 25 ADA-compliant computer labs: 9 general-purpose, 15 special-purpose, and 1 off-campus at the DSC Catoosa Center (Technology Growth Update, OCIS home page, <<http://www.daltonstate.edu/ocis/>>). In addition to supporting the substantial number of computers on campus, OCIS also supports more than 12 networked laser printers, 15 color laser printers, 160 local desktop printers, and a complete inventory of peripheral equipment.

The DSC campus network provides fast and convenient access for faculty, staff, and students to a wide variety of network resources. The heart of the campus network is a redundant ATM fiber-optic backbone connected to ATM switches housed in Gignilliat Memorial Hall and the Westcott Building; these switches, in turn, are linked to six other campus buildings. The gymnasium and the plant operations facility are still running on 100 mb FDDI switches (Dalton State College Network Diagram).

Three primary servers provide network services for campus computers and printers: administrative, academic, and Web. The administrative server, “3PO,” runs on a Novell 4.x platform. This server provides faculty and staff with e-mail, network-based software, and printer connectivity. The academic server, “6_of_9,” runs on a Novell 5.x platform and houses networked software used in computer labs across campus. The Web server is host to faculty and staff home pages, as well as to the DSC Web site (www.daltonstate.edu).

In addition to on-campus equipment maintenance, OCIS maintains computing equipment at DSC's external sites, including Coosa Valley Technical College, Appalachian Technical College, Adult Literacy (Phoenix Center and Eton locations), New Connections (located at the Department of Labor), and the Catoosa Center. These sites are connected to the campus network via dial-up accounts or dedicated T1 lines such as the one at the Catoosa Center.

As part of the support for instructional areas, OCIS provides an *Instructor Station Equipment Handbook* for each computer lab. The handbooks contain detailed troubleshooting information for the various devices that might be found in the classroom. This document enables the faculty member using the equipment to provide basic troubleshooting solutions.

The 31 presentation classrooms on campus are equipped with Pentium-class computers and ceiling mounted projectors. These rooms have Internet connectivity and access to software that has been requested by the faculty. The presentation classrooms facilitate enhanced instruction through multimedia presentations, on-demand access to stored electronic media, and direct entrance to the Internet and Internet-based instructional activities.

Each of the nine general-purpose computer labs is fully networked and equipped with Pentium-class computers, two laser printers per room, and an instructor's station equipped with a Pentium-class computer and a projector (some stations include VCR and Sony presentation station hook-ups). Each of these labs has standardized software and Internet connectivity.

Adequate availability of software is established each semester by means of an open forum that allows faculty members to identify the software needs of the upcoming semester. This meeting also allows the faculty to contribute information and opinions which assist with decisions involving possible changes to campus computing as a whole, such as an upgrade of a current operating system (OCIS Software Meeting Minutes, March 23, 2001 and September 21, 2001).

The extended campus site at the Catoosa Center houses a 20-station computer lab equipped with Pentium-class computers, standard lab software, a projector, and Internet connectivity. The site is also home to a presentation classroom equipped with a computer and projector. The extended campus site is identical to the general-purpose computer labs on campus though on a smaller scale (20 stations versus 30 stations), and is fully supported by OCIS.

Dalton State College maintains a fully integrated, relational database system called Banner, used for academic advising, grade reporting, admissions, financial aid, and student tracking. Reports for various aspects of research and planning are produced using the Banner system.

The Office of Computing and Information Services provides faculty and staff with numerous training opportunities each semester, including classes covering software such as the Microsoft Office Suite and Adobe Photoshop and discipline/departmental-based training such as Microsoft Frontpage for Web development (OCIS Fall 2001 Semester Training Calendar). The majority of the training classes are held in the TechCRAFT (Technology Curriculum Resource and Faculty Training) room. This room is dedicated to the enhancement and enrichment of technology in the classroom. Equipment found in this room includes 1.3 Gigahertz Pentium III computers, a scanner, digital cameras, sound and video editing devices, and a wide variety of software packages. As seen in each semester's training calendars, OCIS offers approximately three training classes each week on a wide variety of topics and expertise levels in this classroom (OCIS Fall 2001 Semester Training Calendar).

In order to get the most from its investment in technology, DSC makes a serious commitment to support of the technology. The Office of Computing and Information Services personnel support administrative and academic computing through a central help-desk where faculty and staff can report problems with technology or make requests for service or equipment.

During the period between June of 2000 and June of 2001, technology enhancements that benefited students included the rewiring and re-furnishing of five classrooms, the addition of one computer lab, the addition of a color laser printer in Liberal Arts 316 (the open student lab), the installation of new sound and projection systems in Sequoya 102 and Liberal Arts 312, and the addition of 11 new technology-enhanced classrooms ("Technology Enhancements Which Benefit Students"). Improvements were not limited to hardware and student labs. The Office of Enrollment Services provided faculty members with instruction about how to record students' grades through the Banner web module. Also, several classes, including all of the nursing courses, were enhanced with WebCT, and student self-registration was tested for full implementation scheduled for fall of 2001 ("Technology Enhancements Which Benefit Students"). During the months of September and October of 2001, OCIS offered 24 thirty-minute training sessions to DSC students, 2 sessions at the Catoosa Center, and a session for Appalachian Technical College via GSAMS. OCIS also visited nine DSC classes on campus. Instructors trained a total of 353 students. In addition to this, manuals were created to offer step-by-step instructions on the registration process for those individuals who were unable to attend the training sessions (Student Banner Web Training Notebook).

**5.3 (2 of 8)
Planning and
Educational
Support by
Information
Technology**

The Office of Computing and Information Services actively supports the planning function and the educational program components of the institution. With its staff of ten, OCIS supports every aspect of computing on the DSC campus (OCIS home page, <<http://www.daltonstate.edu/ocis>>). The services

provided by OCIS include managing and supporting academic and administrative computing, providing local and wide-area networking, procuring microcomputer hardware and software applications, providing Internet access, and training faculty and staff (OCIS Performance Assessment Plan, Goal Statement). As participants in the strategic planning process, OCIS staff members are responsible for information and resources such as the technology master plan, Internet service to the Catoosa Center, and expanding student access to computing on campus (*Dalton State College 2000-2003 Strategic Plan*, pp. 82-83). In addition to providing the hardware and software infrastructure necessary for all campus activities, members of OCIS staff are responsible for data used in the strategic planning process. The Office of Computing and Information Services is also responsible for supporting the networked implementation of the Plan Builder software used for documenting the strategic planning process.

In order to maintain state-of-the-art equipment for the DSC students, faculty, and staff, OCIS has developed a policy wherein one-third of the computer labs are upgraded each year as the budget permits. In addition to its upgrading the computer labs, OCIS gives additional training to faculty members teaching in these labs (OCIS Computer Upgrade Policy). The network infrastructure is a key component of the effectiveness of Dalton State College. Analysis and evaluation of the campus network are ongoing processes that maintain an effective level of productivity and security.

**5.3 (3 of 8)
Student
Computer
Competency
and Related
Information
Technology**

Because Dalton State College offers a broad spectrum of educational programs with varying requirements in student computer and information technology competencies, all degree programs provide for the acquisition of fundamental competency in the use of information technology. College policy mandates that all DSC graduates demonstrate computer literacy before a degree or certificate will be awarded, either through a passing grade on a computer literacy exam or through the successful completion of any one of the computer intensive courses offered by the College (*Dalton State College 2001-2002 Catalog and Student Handbook*, p. 100). Although the College provides the means for ensuring computer literacy, the current graduation checkout procedures do not verify that the computer literacy requirement has been fulfilled (Assistant Registrar, personal interview, 12/07/01).

Responses to an informal survey conducted by the Office of Academic Affairs reveal that instructors throughout the College incorporate a broad spectrum of technological tools into their teaching (survey conducted by the Office of the Vice President, Fall 2000). All DSC computer labs provide access to the internet, and students are provided with free web-based e-mail accounts. Students obtain user-names and passwords for the e-mail from the OCIS office after signing a Technology Access and Authorization form. Instruction on the use of email and the Internet is available.

The ability to conduct rudimentary research using the Internet and the World Wide Web is an Intended Student Learning Outcome in English Composition I (ENGL 1101), a required course for all degree-seeking students (ENGL 1101 syllabus, *Humanities Division Handbook*). English Composition II (ENGL 1102), another course required of many degree candidates, also emphasizes “basic research skills, including capability in electronic resources and documentation” and has an Intended Student Learning Outcome that specifies that students “should be able to gather data from various sources, including the computer and other forms of electronic media, such as the Internet” (ENGL 1102 syllabus, *Humanities Division Handbook*). Furthermore, 37 percent of the degree programs found in the *Dalton State College 2001-2002 Catalog and Student Handbook* require a course dedicated to using computer applications; an additional 42 percent give students the opportunity to take at least one technology-intensive course as an elective. Among the certificate and mini-certificate programs, more than 55 percent require or allow the student to take computer-intensive courses that include instruction on the use of the Internet. Library staff members conduct tours and provide online demonstrations, PowerPoint tutorials, printed handouts, and individualized consultations for students and staff with special emphasis on effective use of online resources (Roberts Library Guides and Handouts, Roberts Library Outline of the General Library Tour, Derrell C. Roberts Library Web page <<http://www.daltonstate.edu/library/index.htm>>).

Beyond College policy and developed curricula, survey results from students, faculty, and employers show high levels of confidence in the graduates’ ability to use information technology. In a survey of graduating students conducted by the Office of Institutional Research and Planning in July of 2000, 91 percent of the students reported that Dalton State College prepared them adequately or very well in computer skills (“1999-2000 Graduating Student Survey Results Summary Report,” p. 14) (Table 5.3.1). In another Graduating Student Survey, 93 percent agreed or strongly agreed that as a result of their education at Dalton State College they learned to gather data for research purposes from various sources, including the computer and the Internet, and 88 percent agreed that as a result of their education at Dalton State College, they had learned how to “use and become familiar with computers and other forms of electronic media” (“2000-2001 Graduating Student Survey Summary Report,” p. 16, p. 18) (Table 5.3.2). In addition, in a faculty survey, 95 percent of the faculty either “agreed” or “strongly agreed” with the statement that “DSC provides the means by which students may acquire basic competencies in the use of computers and related information technology resources” (“1999-2000 Faculty Survey Results,” p. 17) (Table 5.3.3). Surveyed employers also indicated satisfaction with the preparation of DSC graduates they employed, with more than 78 percent rating the students’ computer skills as “good” or “excellent” (Table 5.3.4). In the same survey, the lowest rating received by an employed DSC graduate was “average” (“1999-2000 Employer Satisfaction Survey Results Report,” p. 4).

Table 5.3.1
Student Satisfaction with the Adequacy of Their Preparation
for Using Computers

	Very Well	Adequately	Poorly	No Reply
33. Skills in Using Computer	97 46%	93 45%	8 4%	11 5%

Source: "1999-2000 Graduating Student Survey," p. 14

Table 5.3.2
Degree to which Dalton State College Familiarized Students with
Computers and Electronic Media

	Strongly Agree	Agree	Disagree	Strongly Disagree	No Reply
45. Use and Become Familiar with Computers and Other Forms of Electronic Media, such as the Internet	68 37%	94 51%	16 9%	4 2%	3 2%

Source: "2000-2001 Graduating Student Survey," p. 18

Table 5.3.3
Faculty Agreement with the Statement:
"Dalton State College Provides Means for Students to
Develop Basic Computer Competencies"

	Strongly Agree	Agree	Don't Know/ No Opinion	Disagree	Strongly Disagree
120. DSC Provides the Means by Which Students May Acquire Basic Competencies in the Use of Computers and Related Information Technology Resources	28 41%	37 54%	3 4%	1 1%	0 0%

Source: "1999 - 2000 Faculty Survey," p. 17

Table 5.3.4
Employer Ratings of Dalton State College Graduates' Computer Skills

	Excellent	Good	Average	Poor	Not Applicable
Computer Skills	40.6%	37.5%	15.6%	0.0%	6.3%

“1999 Employer Satisfaction Survey Results Report,” p. 4

**5.3 (4 and 5
of 8)
Training of
Faculty and
Staff**

Dalton State College provides open and free access to a wide array of information technology resources for faculty and staff. These resources include the open computer labs staffed with student assistants working under the direction of OCIS staff members during regular posted hours (OCIS Computer Labs, OCIS home page, <<http://www.daltonstate.edu/ocis>>). The Office of Computing and Information Services offers classes and various training opportunities in order that faculty and staff may develop the skills necessary to use software programs and other technology effectively. This training is available on campus and at extended campus sites. Classes are offered on topics such as Web page development, Banner registration and grade input, the use of Powerpoint, basic and advanced levels of the Microsoft and Corel Office Suites, as well as training on the use of digital multimedia equipment (OCIS Semester Training Calendar, Student Banner Web Training Notebook). Assessment of the effectiveness and the needs of the training program takes place each session using class evaluations and email requests for input to aid in planning for the next semester's training (Training Evaluations and Email Requests). Faculty and staff also have access to a wide variety of technology services and training through the Derrell C. Roberts Library, including the use of GALILEO and GIL on site and off campus; and the library staff members provide orientation sessions for both faculty and students.

As noted in its mission statement, the “primary goal of OCIS is to provide quality service, including training, and access to information technology tools for the students, faculty, and staff of Dalton State College” (OCIS Mission Statement, OCIS home page, <<http://www.daltonstate.edu/ocis/missionscope.htm>>). OCIS provides technical support and training for all licensed application software defined by DSC as institutional, divisional, or standard software. In July of 2000, the OCIS Director appointed an instructional technologist to design, coordinate, and present training programs specifically for faculty and staff. Under the guidance of the instructional technologist, OCIS offered 35 classes for faculty and staff during the Fall 2000 Semester. These classes covered a wide variety of topics and skill levels. During Spring 2001 Semester, 40 classes were offered at an average of three per week. Of these, 26 sessions were dedicated to training faculty on entering grades in Banner via the Internet (OCIS

Semester Training Calendar). OCIS makes calendars for the semester training classes available to all faculty and staff members at DSC, whether on campus or off, full-time or part-time. Overall, the sessions have been well attended by faculty and staff members. Evaluations after each session, as well as email requests for input, allowed for enhancements in the offerings between fall and spring semesters (Training Evaluations and Email Requests). Based on results from the OCIS Satisfaction Survey, 68 percent of the respondents indicated that they had used the training services provided by OCIS, and 75 percent of these found the training *always or often* useful (Dalton State College OCIS Satisfaction Survey Results, pp. 3-4) (Tables 5.3.5 and 5.3.6).

Table 5.3.5
Frequency of OCIS Services Used

Category	Use Frequently	Use Often	Use Occasionally	Never Use
Faculty/Staff Training	15%	15%	38%	13%

Source: "Office of Computing and Information Services Satisfaction Survey Results," (Percent of Faculty/Staff not responding is not included), p. 3

Table 5.3.6
Satisfaction with OCIS Training

Category	Always Useful	Often Useful	Occasionally Useful
Faculty/Staff Training	45%	30%	25%

Source: "Office of Computing and Information Services Satisfaction Survey Results," p. 4

5.3 (6 and 7 of 8) Technology Allocation and Use Policies

The mission statement of the Office of Computing and Information Services states that OCIS shall "assist executive management in the establishment of policies and procedures governing the access, use, and control of administrative and academic technology resources" (OCIS Mission Statement, OCIS home page, <<http://www.daltonstate.edu/ocis>>). The *Dalton State College OCIS Performance Assessment Plan*, the *Dalton State College Information Technology Resource Allocation Policy*, and the *Dalton State College Security Plan and Report* ensure regular evaluation of Dalton State College's effectiveness in technology allocation. These policies guide OCIS in its support of the computing needs of the institution by providing an overview of each resource and the priority in which it is to be utilized. They are located in the OCIS Planning and Assessment notebook as well as on the OCIS home page (<<http://www.daltonstate.edu/ocis>>). Compliance with these policies is considered during the OCIS annual staff retreat and through input from the Administrative Council (Minutes of OCIS Staff Meeting, June 29, 2001).

**5.3 (8 of 8)
Security
Measures**

Appropriate security measures are employed to protect the confidentiality and integrity of the information stored on the academic, administrative, and network servers as well as on the campus network. *The Dalton State College Institutional Security Plan and Report* outlines the policies and procedures associated with securing the computing and network resources. OCIS is currently in the process of revising and updating this policy. This policy is used in conjunction with the Dalton State College Computer and Network Usage Policy, which can be found on the OCIS Web site at <http://www.daltonstate.edu/ocis>.

Dalton State College employs a number of major security provisions. Accounts for new employees or changes to existing employee accounts must be requested directly by the employee's supervisor to the director of OCIS. There is a 60-minute auto-logoff for all mission-critical applications including Banner Web used by faculty members. Dalton State College's servers and other network support hardware are housed in a central location in Gignilliat Memorial Hall. All programs and files are backed up on a daily, weekly, or monthly basis depending upon the nature of the data. Daily back-ups are stored in a fire-proof vault on campus, while weekly and monthly back-ups are stored off-campus at Wachovia Bank. The department has a disaster recovery plan, which is also stored off-campus at Wachovia Bank of Georgia (*DSC Security Plan and Report*).

All students using the open student lab must show proof of identification upon entering the lab. When OCIS issues usernames and passwords to faculty, staff, or students, the recipients receive a copy of the Dalton State College Computer and Network Usage Policy and must sign a form stating that they will keep the login information confidential (DSC Information Technology Resource Access and Authorization Form).

The technology on the DSC campus is updated regularly. Using the *Dalton State College Information Technology Resource Allocation Policy*, OCIS upgrades one-third of the computer labs each year, resources permitting, and faculty members teaching in the labs are given additional training. Agreements made at the State level dictate upgrades to the software packages such as Banner, Peoplesoft, and Microsoft Office. All other upgrades are made based on current industry standards as well as decisions made at semester software meetings (OCIS Software Meeting Minutes, March 23, 2001, and September 21, 2001).

Conclusions:

The College has benefited from the technological advances made on the campus. With hardware and software upgrades, faculty, staff, and students are kept up-to-date. The users of campus technology are ensured a secure

operating environment and receive assistance necessary to complete the tasks needed to enable DSC to prosper.

Dalton State College is in compliance with SACS *Criteria*, Section 5.3.

Recommendations/Suggestions/Proposals:

Recommendations:

None.

Suggestions:

None.

Proposals:

1. The Committee proposes that the College establish criteria that must be met to qualify a course as computer intensive or meeting the goals of establishing computer literacy. The Committee also proposes that the College verify that all students have satisfied the computer literacy requirement prior to graduation.
2. The Committee proposes that the College establish a course in AREA B of the Core Curriculum to provide an alternative means for meeting the College's computer literacy requirement.

Must Statement Compliance Table
5.3 Information Technology Resources and Systems

Must Statement	Compliance Statement	Supporting Documentation
<p>5.3 (1 of 8). Information technology resources and systems are essential components in higher education. An institution must provide evidence that it is incorporating technological advances into its operations.</p>	<p>Compliance</p>	<p>OCIS Mission Statement, OCIS home page: <http://www.daltonstate.edu/ocis></p> <p>OCIS Technology Growth Update, OCIS home page: <http://www.daltonstate.edu/ocis></p> <p>Dalton State College Network Diagram</p> <p><i>Instructor Station Equipment Handbook</i></p> <p>OCIS Software Meeting Minutes, March 23, 2001, and September 21, 2001.</p>

Must Statement	Compliance Statement	Supporting Documentation
		<p>OCIS Semester Training Calendar Technology Enhancements Which Benefit Students</p> <p>Student Banner Web Training Notebook, class attendance</p>
<p>5.3 (2 of 8). Information technology resources must support the planning function and the educational program component of the institution at appropriate levels. These resources include computer hardware and software, databases, communication networks, and a trained technical and user services staff.</p>	Compliance	<p>Staff and Descriptions, OCIS home page: <http://www.daltonstate.edu/ocis></p> <p>OCIS Performance Assessment Plan; Goal Statement</p> <p><i>2000-2003 Dalton State College Strategic Plan</i>, pp. 82-83.</p> <p>OCIS Technology Growth Update, OCIS home page: <http://www.daltonstate.edu/ocis></p> <p><i>Dalton State College Information Technology Resource Allocation Policy</i></p> <p>OCIS Semester Training Calendar</p> <p>OCIS Semester Training Evaluations and Email Requests</p> <p>Student Banner Web Training Notebook, class attendance and schedule</p>
<p>5.3 (3 of 8). Although the diversity of educational programs and goals will be a major determining factor in the selection of information technology resources by an institution, there must be a reasonable infusion of information technology into the curricula so that students exit with the fundamental knowledge and basic ability to use these resources in</p>	Compliance	<p><i>Dalton State College 2001-2002 Catalog and Student Handbook</i>, p. 100</p> <p>Assistant Registrar, personal interview, 12/07/01</p> <p>ENGL 1101 Syllabus, <i>Humanities Division Handbook</i></p> <p>ENGL 1102 Syllabus, <i>Humanities Division Handbook</i></p> <p>Roberts Library Guides and Handouts</p>

Must Statement	Compliance Statement	Supporting Documentation
everyday life and in future occupations.		Roberts Library Outline of the General Library Tour Derrell C. Roberts Library Web page < http://www.daltonstate.edu/library/index.htm > “1999-2000 Graduating Student Survey Results Summary Report,” p. 14 “2000-2001 Graduating Student Survey Summary Report,” p. 16, p. 18 “1999-2000 Faculty Survey Results,” p. 17 “1999-2000 Employer Satisfaction Survey Results Report,” p. 4
5.3 (4 of 8). Institutions must provide the means by which students may acquire basic competencies in the use of computers and related information technology resources.	Compliance	Computer Labs, OCIS home page: < http://www.daltonstate.edu/ocis > OCIS Technology Access and Authorization Form Student Banner Web Training Notebook, class attendance and schedule
5.3 (5 of 8). There must be provisions for ongoing training of faculty and staff members so that they may make skillful use of appropriate application software. These requirements apply to all programs wherever located or delivered.	Compliance	Mission Statement, OCIS home page: < http://www.daltonstate.edu/ocis/missionscope.htm > OCIS Semester Training Calendar OCIS Semester Training Evaluations and Email Requests Dalton State College OCIS Satisfaction Survey Results
5.3 (6 and 7 of 8). Policies for the allocation and use of information technology resources must be clearly stated and consistent with an	Compliance	Mission Statement, OCIS home page: < http://www.daltonstate.edu/ocis > OCIS Performance Assessment Plan: “Goal Statement”

Must Statement	Compliance Statement	Supporting Documentation
<p>institution’s purpose and goals. These policies must be evaluated regularly to ensure that academic and administrative needs are adequately addressed.</p>		<p><i>Dalton State College Information Technology Resource Allocation Policy</i></p> <p><i>Dalton State College Security Plan and Report</i></p> <p>Minutes of Staff Meeting, 06/29/01</p>
<p>5.3 (8 of 8). Appropriate security measures must be installed and monitored to protect the confidentiality and integrity of academic systems, administrative systems, and institutional networks.</p>	<p>Compliance</p>	<p><i>DSC Institutional Security Plan and Report</i></p> <p><i>Dalton State College Computer Network and Usage Policy</i></p> <p><i>DSC Institutional Security Plan and Report</i></p> <p>DSC Information Technology Resource Access and Authorization Form</p> <p><i>Dalton State College Information Technology Resource Allocation Policy</i></p> <p>OCIS Software Meeting Minutes; March 23, 2001, and September 21, 2001</p>

Section 5.4 Student Development Services

Introduction

As expressed in its statement of purpose, the primary objective of the Office of Student Affairs is to provide systematic support services to help Dalton State College students reach their educational and career goals. The statement notes that the services provided support the educational programs and are in keeping with the philosophy of the Board of Regents of the University System of Georgia and with the Statement of Purpose of DSC.

The “Dalton State College Statement of Purpose” includes several core characteristics that are relevant to the operation of the Office of Student Affairs. The Office has responsibility for the following units: 1. The Academic and Career Enhancement Center (ACE Center), which includes academic support services, tutorial services (Peers Assisting with Learning), new student orientation, the Cooperative Education Program, career counseling, personal counseling, disability services and testing; and 2. Student Activities, which includes intramural and extramural athletics, the Student Government Association (SGA), the community service- learning initiative, and the various student clubs, organizations, programs, publications, and activities funded by student activity fees. These two units coordinate educational programs, services and activities that provide opportunities for DSC students and community members, both inside and outside the classroom setting. They serve as an integral part of the co-curriculum and mission of the College. The Vice President for Student Affairs, (VPSA), who reports to the President of the College, heads the Office of Student Affairs.

Dalton State College reorganized the Financial Aid and Veteran’s Services Office in 2000, moving it from the Office of Student Affairs to the Office of Enrollment Services (See 5.4.3.5 Student Financial Aid).

5.4.1 Scope and Accountability

Presentation of Findings

The introduction to Section 5.4 contains relevant language from the Dalton State College Statement of Purpose that aligns the work of the Office of Student Affairs with the objectives of the College.

**5.4.1 (1 of 8)
Essential
Student
Services**

The College’s statement of purpose mandates that the institution will “provide opportunities for all persons within its service area to live self-fulfilling and productive lives.” A second mandate is to “improve the quality of life [. . .] within the college's scope of influence.” Third, the College will provide “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.” Finally, the Statement of Purpose mandates that DSC will cultivate “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.” (“Dalton State College Statement of Purpose,” *Dalton State College 2001-2002 Catalog and Student Handbook*, pp. 11-12).

The Office of Student Affairs, under the leadership of the Vice President for Student Affairs, provides for all students opportunities for academic growth, career planning, personal counseling, student government participation, cultural enlightenment, physical recreation, community service, and social interaction. The programs are extensive and varied, accommodating both the traditional and non-traditional student. The Office of Student Affairs seeks to enrich the student experience and enable “all persons within the College’s service area to live self-fulfilling and productive lives.”

As is evident in all of its governing documents, the Office of Student Affairs provides services “essential to the achievement of the educational goals of the institution” and does “contribute to the cultural, social, moral, intellectual, and physical development of students” (1998 *Criteria for Accreditation*).

Dalton State College’s statement of purpose and its strategic plan guide the development of goals for student service programs. The Office of Student Affairs has its own statement of purpose demonstrating that the Office has defined its work in accordance with the larger purposes of Dalton State College:

**5.4.1 (2 of 8)
Goals
Consistent with
Student Needs
and Institution’s
Purpose**

The basic objective of the Division of Student Affairs is to provide systematic support services to help students reach their educational and career goals. These services must support the instructional programs and be in keeping with the philosophy of the Board of Regents of the University System of Georgia and with the purpose of Dalton State College (Vice President for Student Affairs Annual Report, July 1, 2000-June 30, 2001, p. 1).

Statements of Purpose for the ACE Center and Student Activities are in place to ensure consistency with the purpose of the institution and its goals. The ACE Center’s statement of purpose states that the ACE Center provides assistance to students in planning and meeting their educational and employment goals. These services include academic consultation and support, career assessment and counseling, and personal counseling. In addition, the ACE Center serves as liaison for students with learning disorders, physical disabilities, and other special needs through Disability Support Services (DSS) (“ACE Center Statement of Purpose,” p. 1).

The Student Activities statement of purpose says that Student Activities has “the primary responsibility for creating a cooperative environment in which students may experience social, leadership, career, and fine arts opportunities. These opportunities provide an education beyond the classroom, thus adding life skills to the students’ educational repertoire” (“Student Activities Statement of Purpose,” p.1).

The Office of Student Affairs uses an annual process of goal development, implementation, and evaluation to plan programs and services that address the needs of students. At both the Vice President’s level and the unit level, goals are developed that are “consistent with student needs and with the purpose of the institution.” At the division level, the 2000-2003 strategic planning goals that contribute most directly to the accomplishment of the core purposes of the College are the following:

- to provide more flexible programs to meet the needs of non-traditional students as a means of continued growth in student enrollment;
- to establish a co-operative education program that will provide workplace experience for students, thus increasing graduate job placement rates;
- to enhance the current student transcript procedure by developing a separate transcript system that will document students’ co-curricular activities as part of their overall education experience;
- to investigate the creation of a daycare program in conjunction with an education program such as Early Childhood Education and/or Child Development to support potential student childcare needs and to increase participation in higher education;
- to increase visibility of academic support facilities to better inform students of campus resources;
- to increase percentage of student participation in extracurricular activities and to measure impact of extracurricular activities on student success;
- to expand cultural activities that enrich and value diversity in the College and community;
- to upgrade the institution’s capability to address various student disabilities to comply with ADA requirements and to improve handicapped access for students;
- to conduct periodic campus safety reviews to ensure compliance with ADA requirements and to assess and improve student satisfaction concerning student safety; and
- to determine the effectiveness of learning support programs and to improve academic support services on campus.

The implementation and evaluation process begins with the *DSC Strategic Plan* in identifying purposes, initiatives, and goals. Each unit of the Office of Student Affairs annually adopts goals specific to their areas and reports expected outcomes or results of each unit goal and how results are to be measured and used. An annual report describing the year’s activities of the Office of Student Affairs is then prepared and submitted to the President.

5.4.1
(3 of 8)
Distance
Learning

Distance learning is any portion of a course or a degree program that is offered through information technology to students separated from faculty and other students, but includes a means of interaction between students and faculty, students and resources, and students and other students. In the Fall-2001 Semester, only one Web-based course (Office Administration: Advanced Document Processing--OADM 1152) was taught. In this course, there was direct student contact for an orientation session and for two exams; all other course materials were presented electronically. The *Dalton State College 2001-2002 Catalog and Student Handbook* designates one additional course as Web-based (ENGL 2010), but the instructor requires substantial on-campus attendance of students, which allows those students access to on-campus student development opportunities.

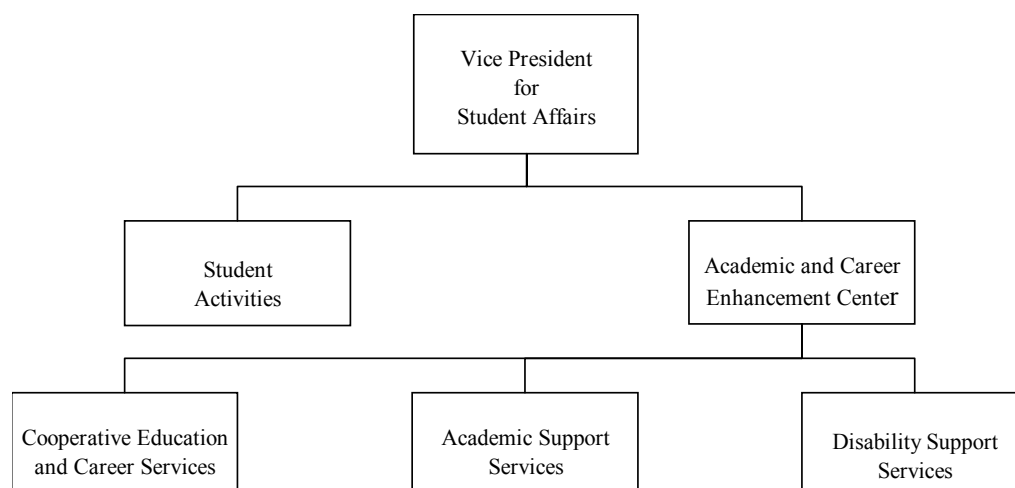
In addition to the formal distance learning offering, Dalton State College has four off-campus sites. Additionally, classes are offered occasionally at various business and industry sites. Every effort is made to identify and address the service needs of all students, including those enrolled at sites other than the main campus, as well as those students enrolled in classes via the Web. For all students, the Dalton State College Web site provides a complete menu with numerous links to information about student services and activities. Dalton State College is currently training all its faculty members to create individual Web pages. These pages should be in place by late 2002 and will provide a wealth of information to students at any location. The DSC Library Director has arrangements in place with the on-site coordinators (for students at off-campus sites) that provide all students access to the Georgia Library Online (GALILEO) network, whether on-campus or off-campus. Each semester, the DCS Library Director arranges to have packets of instructions, the current GALILEO password, and material-request forms provided to the on-site coordinators as well as to faculty who teach in the Extended Campus Program. Further, the library staff members provide training sessions concerning online resources for the coordinators and the Director of Evening and Extended Campus Programs.

An ACE Center representative makes introductory visits to students at extended campus sites at the beginning of each semester. A representative from the Office of Enrollment Services also visits to provide information to students, including registration, pre-registration, major changes, graduation, financial aid, etc. Occasional social activities or programs through the ACE Center are provided at these sites (based on student wishes identified through the First Contact/Needs Assessment Survey). Depending upon the site, textbooks are available through the on-site bookstore, or a representative from Dalton State College delivers books to the site and provides a "bookstore." All students receive information through the U.S. Postal Service about student services such as new student orientation, registration, financial aid and other opportunities.

**5.4.1 (4 of 8)
Administrative
Responsibility**

The Office of Student Affairs is clearly designated as the administrative unit responsible for planning and implementing student development services. Its administrator, the Vice President for Student Affairs, reporting directly to the President, has a status consistent with that of the Vice President for Academic Affairs, the Vice President for Enrollment Services, and the Vice President for Fiscal Affairs. Headed by the Vice President, the Office of Student Affairs consists of two primary units (Academic and Career Enhancement Center and Student Activities), each sharing responsibilities for planning and implementing student development services at Dalton State College (See the following organization table).

**Dalton State College
Student Affairs Office
FY 2001 Organizational Chart**



**5.4.1 (5 of 8)
Policies and
Procedures**

Each unit within Dalton State College's Office of Student Affairs is responsible for developing appropriate policies and procedures for its programs and services, established through their own planning processes and in accordance with their own goals and objectives as established through the strategic planning process. The primary source of information regarding the Student Affairs operating policies and procedures is the *Dalton State College 2001-2002 Catalog and Student Handbook*, "Student Services Including Student Handbook," pp. 39-79.

The *DSC Catalog*, the primary source of information for students regarding policies and procedures, is distributed to all currently enrolled students and to students who attend new student orientation. It is also available in all campus buildings. The *Catalog* is the primary source of information for students regarding policies and procedures for student development services. In the *DSC Catalog*, a section entitled "Academic and Career Enhancement (ACE) Center" (p. 40), informs students of the academic support services provided, including workshops, free peer tutoring (Peers Assisting with Learning), college transfer assistance, testing information, and new student orientation. Other information describes cooperative education, career services, counseling and referral services,

disability support, and the resource library available in the ACE Center computer lab. Student Activities also publicizes these services across the campus on bulletin boards and through “Rent a Board,” a program in which faculty agree to list student activities each Monday morning on the boards in their classrooms. Also, the section about “Financial Aid” (pp. 41-45) lists all policies concerning eligibility requirements, application procedures, filing dates, programs and grants, campus employment, scholarships, student loans, credit-by-exam, and veterans’ certification. Students receiving financial aid are cautioned to check with Financial Aid prior to dropping classes or withdrawing in the “Tuition and Fees” (pp. 32-34) section of the *DSC Catalog*.

The “Student Handbook” in the *DSC Catalog* (pp. 46-79) provides information about the student center, the library, the gymnasium, student-identification cards, clubs and organizations, alumni affairs, community service learning, field trips and intramurals. The “Administrative Procedures for Student Organizations” section (pp. 50-54) outlines the qualifications for membership and/or leadership in student organizations, rights and responsibilities of student organizations, and regulations and accounting procedures.

The “Student Affairs Organizational Chart” describes the structure of the Student Affairs Council and its standing committees (*DSC Catalog*, p. 56). The “Constitution of the Student Body of Dalton State College” (pp. 57-64), enacted “in the interest of creating an atmosphere conducive to the pursuit of academic excellence [. . .] and of ensuring a dialogue between faculty and students,” details the structure and governance of the student body, the Student Affairs Council, student body officers, clubs and organizations, and the standing committees (Fine Arts/Lecture, Athletic, Traffic, Literary, and Environmental Affairs).

The “Student Conduct Regulations,” the “Student Code of Conduct,” and the “Students’ Rights and Responsibilities” sections (*DSC Catalog*, p. 65) describe the College’s expectations concerning student behavior. The “Conduct Information and Regulations” section includes policies on academic irregularity, alcohol and drug use, damage to property, disorderly conduct, falsification of records, use of weapons, theft, and unauthorized entry (pp. 65-69). Guidelines for disciplinary action and the appeals process, as well as the function and make-up of the Discipline Committee, are outlined in the “Disciplinary Procedures” and “Appellate Procedure” sections of the *Dalton State College 2001-2002 Catalog and Student Handbook*. Also, procedures are provided concerning student complaints, sexual harassment, drug and alcohol counseling, public safety regulations, first aid and accidents, and minors/non-students on campus.

**5.4.1 (6 and 7
of 8) Academic
Preparation
and
Experience of
Professional
Staff**

Student Affairs staff members have appropriate experience for their positions, and they have academic preparation that either meets or exceeds the educational requirements. Position descriptions and resumes for all professional staff in the Office of Student Affairs are available for inspection in the Dalton State College Personnel Office and in the Office of the Vice President for Student Affairs. The

Vice President for Student Affairs holds the Ph.D. degree in psychology. The Director of the ACE Center holds the M.Ed. degree in supervision and curriculum, and the Director of Student Activities holds the M.S. degree in health, physical education, and recreation with a specialization in recreation. All professional staff members in the Office of Student Affairs are fully qualified; they have the appropriate education, the relevant graduate and professional degrees, and the necessary experience for the positions they hold.

**5.4.1 (8 of 8)
Program
Evaluation**

Programs and services provided by the Office of Student Affairs regularly undergo internal and external evaluation. Student satisfaction surveys at the system level, institutional level, and unit level are means by which data about the programs and services of the Office of Student Affairs are collected for use in the planning and evaluation process.

Over the past ten years, the Office of Student Affairs has been restructuring its evaluation procedures, both internal and external, to improve the services provided to Dalton State College students.

1992-95: Student Affairs, known at that time as the Division of Student Services, originated and processed their own student surveys, including questions on counseling and career services, placement services, student activities, alumni association involvement, and financial aid (no longer under the direction of Student Affairs). The results of these surveys guided the Office of Student Affairs in setting goals, objectives and strategies.

1996-97: These were transition years when the Division worked to develop goals and assessment procedures in an effort to conform to the strategic planning format emerging at Dalton State College.

Since 1997: The Office of Institutional Research and Planning has administered and evaluated the Student Satisfaction Surveys.

The following is a list of the primary assessment instruments/opportunities used to evaluate the programs offered by the Office of Student Affairs:

- **Annual Report by the Vice President for Student Affairs** - The VPSA submits this year-end report, which focuses on the year's achievements, to the President of Dalton State College. The report notes the extent to which the goals of that year were met and establishes new goals for the up-coming year.
- **University System Student Opinion Survey** - This survey is generated by the State and is compiled in the Dalton State College Office of Institutional Research and Planning. A significant part of the survey deals with aspects of student services and compares the results at Dalton State College with those of peer institutions in the state and nationally. This survey is administered in selected classes every three years, and was administered in the Fall 2001 Semester at DSC.

- **Strategic Planning Process** - Through strategic planning at Dalton State College, goals are set and a program review is implemented for the purpose of making operational improvements.
- **Academic and Career Enhancement (ACE) Center Evaluations** - Participants in ACE Center seminars complete forms for internal evaluation, which are then used in planning future ACE Center seminars.
- **Student Government Association/Student Activities Surveys** - The offices of the Student Government Association and the Director of Student Activities periodically administer surveys when a program or issue needs evaluation. Examples of recent survey topics include childcare on campus, intercollegiate athletics, the student activity fee, and the popularity of particular performances presented by Student Activities. These surveys are usually administered at a table in the Student Center.
- **Evaluation of New Student Orientation** - Both students and faculty mentors are asked to evaluate the new student orientation and registration process. Student respondents rate their familiarity with thirteen areas of student services before and after the orientation sessions. They are also asked to evaluate the helpfulness of nine aspects of new student orientation. The results have been used to improve the evaluation itself, as well as the orientation process. The new student orientation staff also conducts a self-evaluation.
- **Needs Assessment Survey (First Contact Survey)** - This survey, conducted by the ACE Center, addresses the needs of students enrolled in classes offered on campus and at off-campus sites. By evaluating the familiarity of these students with services offered by the Office of Student Affairs, information can be provided to all students, and programs at off-campus sites can be planned on an as-needed basis.
- **ACE Center/Student Activities Survey** - The Office of Student Affairs is currently revising a former (1995) in-house survey that will be administered in late 2001 or early 2002. This survey will canvas faculty and staff at Dalton State College and will cover the services provided by the ACE Center and Student Activities. The Office of Institutional Research and Planning will tabulate and analyze the results.
- **Faculty Survey 2000 and Graduate Survey 2001** – The Office of Institutional Research and Planning conducts regular surveys covering a wide range of areas under the Office of Student Affairs, the latest of which are those mentioned above.

Student involvement in planning and assessing of student services is also accomplished through their participation in the Student Affairs Council and the Academic Council. Clearly, the Office of Student Affairs regularly seeks to evaluate and improve its programs. Student, staff, faculty, alumni and community opinions are solicited and considered in the planning process.

Conclusions:

Dalton State College is in compliance with the *SACS Criteria*, Section 5.4.1.

Recommendations/Suggestions/Proposals:**Recommendations/Suggestions:**

None

Proposals:

1. The name of the old “Division of Student Affairs” has been changed to “Office of Student Affairs.” At least some of the official documents, including the most recent Annual Report, reflect the old name. While Dalton State College employees know that these two titles represent the same office, the SACS visiting team may not. This Committee proposes that the Office of Student Affairs change its name on published materials. However, the Committee does not suggest throwing out materials (e.g., letterhead stationery) simply to change the name.

2. While the College meets the SACS criteria in this area, the committee is concerned with a discrepancy in the Dalton State College Organizational Chart and in the Office of Student Affairs Statement of Purpose. The organizational chart puts three units/departments under the direction of the Vice President for Student Affairs: ACE Center, Student Activities and Student Government Association. The Office of Student Affairs Statement of Purpose states that the Vice President has primary responsibility for maintaining the Office of Student Affairs including the ACE Center and Student Activities while listing the Student Government Association as a part of Student Activities. Therefore, the committee proposes that this discrepancy be evaluated so as to ensure consistency between the documents.

Must Statement Compliance Table
5.4.1 Scope and Accountability

Must Statement	Compliance Statement	Supporting Documentation
<p>5.4.1 (1 of 8). Student development services are essential to the achievement of the educational goals of the institution.</p>	<p>Compliance</p>	<p>“Dalton State College Statement of Purpose,” <i>DSC Statutes</i>, Article I. B. <i>DS C 2001-2002 Catalog and Student Handbook</i>, (pp. 11-12)</p>

Must Statement	Compliance Statement	Supporting Documentation
<p>5.4.1 (2 of 8). To ensure effectiveness, the institution must develop goals for the student services program consistent with student needs and the purpose of the institution.</p>	Compliance	<p><i>Dalton State College Strategic Plan 2000-2003</i></p> <p>Vice President for Student Affairs Annual Report, July 1, 2000-June 30, 2001, (Statement of Purpose, p. 1)</p> <p>“ACE Center Statement of Purpose”</p> <p>“Student Activities Statement of Purpose” Vice President for Student Affairs, Personal Interview 4/10/01</p>
<p>5.4.1 (3 of 8). Appropriate student development services must be provided for distant learning programs as well as on-campus activities.</p>	Compliance	<p><i>Dalton State College Strategic Plan 2000-2003</i></p> <p><i>DSC 2001-2002 Catalog and Student Handbook</i>, (p. 261)</p> <p><i>ACE Center Policies and Procedures 2001</i></p> <p><i>Dalton State College 2001-2002 Evening and Extended Campus Programs Faculty Handbook</i></p> <p>Dalton State College Web site, <http://www.daltonstate.edu/></p> <p>First Contact/Needs Assessment Survey</p> <p>Director of Evening and Extended Campus Programs, Personal Interview, 3/16/01</p>

Must Statement	Compliance Statement	Supporting Documentation
		<p>Director of the ACE Center, Personal Interview, 3/20/01, 4/12/01</p> <p>Vice President for Enrollment Services, Personal Interview, 4/6/01</p> <p>Personal Interviews, Library Director, 4/3/01, 3/1/02</p> <p>Personal Interview, Assistant Professor of Office Administration, 2/12/02</p> <p>Personal Interview, Assistant Professor of ESOL, 2/14/02</p>
<p>5.4.1 (4 of 8). The institution must clearly designate an administrative unit responsible for planning and implementing student development services.</p>	Compliance	<p>Dalton State College Organizational Chart</p> <p>Office of Student Affairs Statement of Purpose</p>
<p>5.4.1 (5 of 8). Appropriate policies and procedures for student development programs and services must be established.</p>	Compliance	<p><i>Dalton State College Strategic Plan 2000-2003</i></p> <p><i>Dalton State College 2001-2002 Catalog and Student Handbook</i>, pp. 39-79</p> <p>ACE Center Policies and Procedures 2001</p> <p><i>Club and Organizations Procedures Manual</i></p>
<p>5.4.1 (6 and 7 of 8). These services must be staffed by individuals who</p>	Compliance	Student Affairs Staff transcripts and resumes

Must Statement	Compliance Statement	Supporting Documentation
<p>have academic preparation and experience consistent with their assignments. In exceptional cases, outstanding professional and demonstrated competence may substitute for academic preparation. Exceptional cases must be justified by the institution on an individual basis.</p>		<p>Qualifications for Student Affairs Staff Positions</p> <p>Personal Interview, Vice President for Student Affairs, 2/14/01</p>
<p>5.4.1 (8 of 8). Student development services and programs must be evaluated regularly.</p>	<p>Compliance</p>	<p><i>Dalton State College Strategic Plan 2000-2003</i></p> <p><i>Dalton State College Strategic Plan 1997-2000</i></p> <p>Vice President for Student Affairs Annual Report, July 1, 2000-June 30, 2001</p> <p><i>Dalton State College ACE Center Assessment Book</i></p> <p>Division of Student Services Goals, Objectives, and Strategies, 1993-1994</p> <p>Division of Student Services Goals, Objectives, and Strategies, 1994-1995</p> <p>“Office of Institutional Research and Planning Faculty Survey 2000” (Questions 127-142)</p> <p>“Office of Institutional Research and Planning Graduate Survey 2001” (Questions 92, 105-108, 113-118)</p>

Section 5.4.2 Resources

Presentation of Findings

5.4.2 (1 of 1) Adequacy of Resources

One of the five general objectives of the Physical Master Plan for Dalton State College (October 1998) is to “develop planning solutions to improve the quality of on-campus life to reinforce the ‘traditional collegiate experience’” (p. 1). The Office of Student Affairs is responsible for carrying out this objective. The Office coordinates educational programs, services, and activities that provide opportunities for Dalton State College students, both inside and outside the classroom setting, and is an integral part of the co-curriculum and mission of the College (Vice President for Student Affairs Annual Report, 2000-2001, p. 1). The Office of Student Affairs includes two departments: the Student Activities Office and the Academic and Career Enhancement (ACE) Center.

Human Resources

The Student Activities Office has a Director and an Assistant Director, who coordinate the various intramural and extramural athletic programs, student organizations, educational and entertainment programs, publications, and activities that are funded by student activity fees. The Student Government Association and the new community service-learning initiative are also under the Office of Student Activities.

The ACE Center has a Director, three Coordinators, and a part-time Facilitator, who provide a broad array of support services. The Academic Support Coordinator supervises the Peers Assisting with Learning Program for the natural sciences, social sciences, and other divisions upon request. Workshops are available concerning coping with test anxiety, taking notes, improving memory, and related topics. In addition, the Academic Support Coordinator is responsible for the New Student Orientation Program, which was restructured in the summer of 2001 with the aid of a student team of orientation leaders. These student leaders created the curriculum, materials, handouts, and a tour layout. Student orientation leaders and faculty mentors jointly conduct new student orientation sessions. Ninety-eight percent of the students who completed new student orientation in May 2001 indicated that it was very helpful (Vice President for Student Affairs Annual Report, July 1, 2000-June 30, 2001, p. 41).

The Cooperative Education and Career Services Coordinator provides students with career guidance and job search assistance. The Discover Program and the Myers-Briggs Type Indicator help students assess their career interests, and World of Work seminars help students prepare résumés and develop skills for job interviews. Occupational information is available through the Georgia Career Information System and Vocational Biographies. In 2000-2001, 378 jobs were posted on the Job Board. Job and Career Fairs, presented each semester, also connect students and employers. A new program, Cooperative Education, provides professional work experience and financial support to a number of students, some of whom immediately enter the work force upon graduation.

Following the national trend, disability support services at Dalton State College have increased annually. Through student inquiry and on-site accommodations, the ACE Center served 132 students with disabilities in 2000-2001. The ACE Center Director and a part-time Disability Support Services Facilitator provide these services. Both invite high-school and vocational-rehabilitation counselors to sessions about the differences between services at the high-school and college levels. The College, through the ACE Center staff, provides students with training about how to use various types of adaptive/assistive technology software. This software, along with monitors and interpreters, helps meet the needs of disabled students. In a Disability Support Services Survey conducted during the Spring 2001 Semester, 100 percent of the students who received services were satisfied or very satisfied, and 87 percent of the faculty indicated they were satisfied or very satisfied with the services provided for disabled students (Vice President for Student Affairs Annual Report, July 1, 2000-June 30, 2001, pp. 33-34).

In July 2001, The ACE Center assumed responsibility for the Computer-Adaptive Placement Assessment (COMPASS), the Institutional Scholastic Aptitude Test (SAT), the Collegiate Assessment of Academic Proficiency (CAAP), and Disability Support testing. A full-time Testing Coordinator joined the ACE Center staff in August 2001. With the addition of this staff member, the human resources in the ACE Center are adequate to meet the projected increase in student population.

**Physical
Resources**

The Dalton State College student headcount enrollment for the Fall 2001 Semester was over 3,600 students. The Physical Master Plan for Dalton State College projects that number will grow to approximately 4,500 by 2012 (pp. 4, 6). This projected enrollment, if met, will make increasing demands on facilities to accommodate the additional students. The Master Plan for 2002-2012 notes that one of the projected needs is Pope Student Center expansion and renovation (p. 5). Currently, the Office of Student Affairs occupies 29,800 square feet of space. The space guidelines in the Physical Master Plan for 2002 assigned 30,150 square feet to Student Affairs. However, to accommodate the projected increase in student enrollment by 2012, the Office of Student Affairs will need 40,500 square feet, which is 35 percent more than the current available space. With the student population increasing from fall of 2000 to fall of 2001 by over 500 students, these numbers may be underestimated. The Physical Master Plan projects that the Office of Student Affairs expansion will be accomplished between 2005 and 2010.

The space needs of the ACE Center are currently being met in a variety of ways. The Adaptive Assistance Technology Station was moved to available space in the library since the library offers access for a greater number of hours. Plans exist for two or more such stations somewhere on campus, one for the physically disabled and one for the learning disabled. In the fall of 2001 the Testing Center opened in the multi-purpose lab on the third floor of the Lorberbaum Liberal Arts

Building. However, no private office space is available for the part-time Disability Support Service Facilitator, who, therefore, must occasionally use the offices of other ACE staff members. The Office of Student Affairs, in 2000, arranged for an exchange between the Pope Student Center faculty lounge and space occupied by the Office of Student Activities, giving Student Activities more room and better student visibility. More space for student group meetings and an office for Disability Support personnel are current needs. When a new facility (pending Board of Regents approval) for the Center for Continuing Education is built, the Office of Financial Aid will move to the Westcott Building, providing more space in the Student Center for the Office of Student Affairs.

Currently, the Center for Continuing Education, the Office of Enrollment Services (Financial Aid), and the President's Office are all using space in the Student Center. None of the meeting rooms in the Center give student-club use priority. The Miller Room, which is the only meeting room that can accommodate club banquets, is reserved regularly by Continuing Education. The College newspaper (*The Roadrunner*) and the College literary magazine (*Small Town Rain*) recently moved into offices in the Lorberbaum Liberal Arts Building and Westcott Building, but the clubs must simply find and use vacant classrooms on campus for meetings and activities. The clubs and their faculty advisors are creative in the use of meeting space, but not having a designated club meeting room leads to occasional difficulties in planning for club activities.

Financial Resources

The Office of Student Affairs receives its financial resources through state appropriations allocated to meet personnel and operating expenses. The legislature must approve funds for salaries, which have increased slowly; however, money for operating expenses, coming from the College's general operating funds, has increased noticeably. While no inflationary increases in operating expenses have occurred, there has been an increase in available funds resulting from Presidential budgetary re-directions. In the 2000-2001 budget, items such as operating expenses and repairs had no designated funding, but the Vice President for Fiscal Affairs recommended and the President approved needed expenditures. Under the President's recent direction, the budget needs have been more accurately determined and the 2001-2002 operating budget increased from \$36,399 to \$57,499 (Budgets for Vice President for Student Affairs, Student Activities, and the Academic and Career Enhancement Center, 2000-2001, 2001-2002). The budgets for clubs have stayed basically the same, since as new clubs formed others ceased to function (Student Affairs Council Budgets, 1998-1999, 1999-2000, 2000-2001, 2001-2002).

Student activity fees, while approved by the University System of Georgia, are not state funds and are, therefore, subject to fewer restrictions than state funds. These fees, allocated to fund clubs, programs, entertainment, and receptions, are not commingled with state funds.

The Student Activity Fee at DSC is \$1.75 per credit hour, up to a maximum of \$21 for a full-time student. Students are not interested in an increase in student

activity fees; 62 percent disagreed or strongly disagreed with the statement, "I am willing to pay an increase in fees to provide more resources for student activities" (DSC Self-Study Student Development Services Committee Survey, Spring 2001). Also, staff members of the Office of Student Affairs have begun to participate in the creation of their own budgets, rather than the budgets being recommended by the Office of Fiscal Affairs. The travel budget for the Office of Student Affairs has changed little, except for the budget of the ACE Center staff. The ACE Center travel budget has expanded, according to the Vice President for Student Affairs, because of the addition of one staff member and in order to allow staff to attend an increasing number of seminars and conferences. Overall, the financial resources available to Student Services, while not benefiting from inflationary increases, have been more than adequate. Budget redirections, recommended by the Vice President for Fiscal Affairs and approved by the President, have allowed for virtually all non-budgeted expenditures requested by the Office of the Vice President for Student Affairs to be approved.

Equipment

In the area of equipment needs, the Vice President for Student Affairs states that sufficient copiers, computers, and other technological hardware are available for the staff and for student use in the ACE Center computer lab. The necessary materials and tools for Disability Support Services are adequate. The SGA and *The Roadrunner* have their own computers; other student organizations, however, would benefit from having computers in their own work areas.

The DSC Self-Study Student Development Services Committee Survey, Spring, 2001, asked students to respond concerning the adequacy of space for Student Government meetings and activities. Seventy-nine percent of students agreed or strongly agreed that enough space was available. In the Survey on Satisfaction with Academic and Student Support Services, 87.9 percent of responding alumni reported being either satisfied or very satisfied with the Student Center, while only 59.4 percent were satisfied with physical activities facilities (1999 Alumni Survey Comments, Statistical Digest #13, p. 11). In the 1999-2000 Faculty Survey 97 percent of the faculty agreed or strongly agreed with the statement that "DSC buildings, grounds, and equipment are adequately maintained" (1999-2000 Faculty Survey Results p. 22).

The 2000-2001 Student Affairs Annual Report gives some insight into the use of human resources and equipment resources. The report states that the Office of Student Affairs had eight full-time staff members and one part-time staff member and that they were involved in 62 professional development activities, which averaged 6.88 activities per member. Also, all of the staff members served on college committees. A total of \$165,650 was allocated for operating supplies and expenses. Of this, \$67,894, or 41 percent, was used for equipment (Vice President for Fiscal Affairs Annual Financial Report, July 1, 2000-June 30, 2001, "Schedule of Current Funds Expenditures Table).

In the 1999 Graduating Student Survey (Occasional Statistical Digest #12, p. 12), 86.2 percent of graduates responding were either satisfied or very satisfied with

the Student Center, but only 61.9 percent were satisfied or very satisfied with the physical activities facilities. The Office of Student Affairs is aware of its needs and is trying to anticipate future needs, including the growing student population, resources for disability support services, testing demands, budget concerns, and additional personnel. Even so, the surveys indicate a great deal of satisfaction on the part of faculty, staff, alumni, and graduating students.

**Planning
Goals**

The Vice President for Student Affairs uses an annual process of goal development, implementation, and evaluation to plan programs and services that address the needs of students. This process is integrated into the overall planning of the College. The goals come from several sources, including internal planning meetings as well as the institution-wide strategic planning process.

The Office of the Vice President for Student Affairs is responsible for coordinating the goals of the Office and has the following goals for 2001-2002:

- Provide leadership for the Retention Committee;
- Develop strategies to enable the ACE Center to have a greater impact on retention of students;
- Increase student activities, with emphasis on student involvement, to increase student retention compared to 2000-2001; and
- Increase awareness of, and support for, student services across campus from the levels of the 2000-2001 year (Vice President for Student Affairs Annual Report, July 1, 2000-June 30, 2001, p. 15-31).

The DSC Strategic Planning Committee 2001-2002 Goals for the ACE Center are to

- Upgrade institutional capacity to deal with various student disabilities, to improve access for disabled students, and to help the institution comply with ADA requirements;
- Conduct periodic campus safety reviews to ensure compliance with ADA requirements and to assess and improve student satisfaction concerning student safety;
- Increase visibility of academic support facilities to better inform students about available resources on campus; and
- Provide more flexible programs to meet the needs of non-traditional students as a means of continued growth in student enrollment.

The ACE Center staff developed the following goals for the 2001-2002 planning cycle:

- Equip and open in the Fall 2001 Semester the Testing Center located in the Lorberbaum Building, Room 303; also, develop procedures and policies by January 2002;
- Launch a new ACE Center interactive, ADA compliant website by December of 2001;
- Redesign during Fall 2001 Semester the outer area of the ACE Center to make it more student-friendly and accessible;

- Revise the ACE Center and Disability Support Services intake process by January 31, 2002, to better serve students.

The DSC Strategic Planning Goals for 2001-2002 assigned to the Office of Student Activities include the following:

- Investigate the creation of a daycare program in conjunction with an education program such as Early Childhood;
- Implement a program for Education and/or Child Development to provide for student childcare needs and to increase participation in higher education;
- Increase percentage of student participation in extracurricular activities;
- Measure impact of extracurricular activities on student success; and
- Expand cultural activities that enrich and value diversity in the College and community.

The Student Activities staff developed the following local goals for the planning cycle 2001-2002:

- Students, faculty, and staff will be aware of all activities provided by the Office of Student Activities;
- The number of students participating in the student activity program will increase;
- Students will be satisfied with the Student Activities Office and its activities; and
- Students will be satisfied with the Student Government Association.

**Staff
Development
Related to
Goals**

Student Affairs staff development is directly related to the goals of the Office of the Vice President for Student Affairs, the Academic and Career Enhancement Center, and the Office of Student Activities. The Vice President for Student Affairs attends national, regional and state conferences and workshops, presents papers, and is a past president of the Georgia College Personnel Association. He is also a leader, in the state and locally, in promoting service-learning as a valuable educational tool for students. His extensive local and state networking benefits both the College and the community. The Director of the ACE Center attends state and regional conferences dealing with alcohol and drugs, conflict management, learning evaluation, and disability learning. The part-time Disability Support Services Facilitator participates in state, regional and national conferences for disability education as well as social work (health care, geriatric and clinical). The Cooperative Education and Career Services Coordinator focuses on career and personal counseling in her conferences and workshops in order to maintain licensure as a Professional Counselor. The Director of Student Activities and the Assistant Director of Student Activities attend seminars and conferences that help with program development, planning, and booking of showcase talent and entertainment (Vice President for Student Affairs Annual Report, July 1, 2000-June 30, 2001, p. 2-8).

Conclusions:

Dalton State College is in compliance with the *SACS criteria*, Section 5.4.2.

Recommendations/Suggestions/Proposals:**Recommendations/Suggestions:**

None

Proposals:

1. Space is the major concern for the Office of Student Affairs. Until the Continuing Education building is constructed and that Office moves out of Westcott Hall, Financial Aid and Veterans Services cannot move from the Student Center to Westcott Hall and vacate that significant space. Student clubs would benefit from greater accessibility to the Miller Room for their meetings.
2. Currently, the Disability Service Support Facilitator has no space for private consultations and must displace staff temporarily from their offices in order to talk with students. A dedicated location for private consultations would be beneficial.

Must Statement Compliance Table
5.4.2 Resources

Must Statement	Compliance Statement	Supporting Documentation
<p>5.4.2 (1 of 1). Human, physical, financial and equipment resources for student development services must be adequate to support the goals of the institution.</p>	<p>Compliance</p>	<p>Vice President for Student Affairs, Personal Interview, Spring 2001, 9/18/01</p> <p>“Physical Master Plan for Dalton State College” (October 1998) pp. 4, 6</p> <p>Vice President for Student Affairs Annual Report, July 1, 2000-June 30, 2001, pp. 2-10</p> <p><i>DSC Strategic Plan, 2000-2003</i></p>

Must Statement	Compliance Statement	Supporting Documentation
		<p>Budgets, 2000-2001, 2001-2002, Office of Student Affairs, Academic and Career Enhancement Center, Office of Student Activities, and Student Activities Club Budgets</p> <p>“1999 Alumni Survey Comments,” Occasional Reports #5, pp. 1-6, <i>Statistical Digest</i> #13, p.11</p> <p>1998 Faculty & Staff Quality of Life Survey</p> <p>“1999-2000 Staff Survey Results”</p> <p>“1999 Graduating Student Survey,” <i>Occasional Statistical Digest</i> #12, p.12</p> <p>“DSC Self-Study Student Development Services Committee Survey, Spring 2001”</p> <p>Vice President for Fiscal Affairs Annual Financial Report, July 1, 2000-June 30, 2001, “Schedule of Current Funds Expenditures Table.” Personal Interview, Vice President for Fiscal Affairs, 2/11/02, 2/15/02</p>

5.4.3 Programs and Services

Presentation of Findings

Counseling and Career Services

5.4.3.1 Counseling and Career Development

The Academic and Career Enhancement (ACE) Center advertises its services in a variety of ways. The ACE Center services are published in the *Dalton State College Student Planner*, the *Dalton State College 2001-2002 Catalog and Student Handbook*, and through various brochures located in the ACE Center. In addition to receiving services on a walk-in basis, students can call for an appointment, send an e-mail, or view the services and programs on the ACE Center web site.

The ACE Center is located in the Pope Student Center. Its professional staff includes the Director, who reports to the Vice President for Student Affairs, the Disability Support Services Facilitator, the Cooperative Education and Career Services Coordinator, the Academic Support Services Coordinator, the Testing Coordinator, and the Secretary. The ACE Center Director has a master's degree in curriculum and supervision as well as experience in administrative and supervisory fields. The Disability Support Services Facilitator has a master's degree in social work and has a license as a clinical social worker. She also has experience in disability support services. The Academic Support Services Coordinator has a master's degree in sociology and experience in education. The Cooperative Education and Career Services Coordinator has a master's degree in education, an education specialist's degree, a license as a professional counselor, and experience in career-development theory and application. The Testing Coordinator has a bachelor's degree in religion and philosophy with experience in the education field. The ACE Center Secretary has a master's degree in business education and experience in communications and computer fields.

Policies

The ACE Center operates under policies and procedures that are established through its own planning processes and in accordance with its own goals and objectives. These goals and objectives support and are consistent with the goals and objectives of the Office of Student Affairs, as well as those expressed by the "Dalton State College Statement of Purpose." The guidelines for career services at Dalton State College include services to individuals and employers as follows:

Guidelines for Career Services to Individuals:

- Career Services will abide by the Professional Standards for College and University Career Services established by the National Association of Colleges and Employers (NACE);
- Career Services will be available to DSC applicants, current students, and alumni;
- When possible, individuals requesting assistance with career or major decisions will be referred to the "Choosing a Major/Selecting a Career Workshop" ;

- Students will be encouraged to make appointments; however, walk-ins will be seen the same day if the Coordinator is available;
- There will be no charges to any person seeking Career Services;
- The following assessment instruments may be used: *Discover*, *Self-Directed Search* (SDS), and the *Myers-Briggs Type Indicator* (MBTI);
- The following sources of occupational information will be used: *Georgia Career Information System (GCIS)*, *Vocational Biographies* and *The Occupational Outlook Handbook* online;
- The following types of job search assistance will be available: Fall and Spring Job Fairs, a Job Board, workshops related to career issues ("Create a Resume," "Job Interviewing," "Job Etiquette"); also individual resume assistance will be available, and mock interviews can be arranged for students when requested;
- Four-year students will be encouraged to place resumes on *Georgia Hire*;
- When invited, the Cooperative Education and Career Services Coordinator will make presentations on career-related topics to classes; and
- DSCS 1105, Career Choices and Decisions, an institutional credit class, will be taught at least once a year by the Cooperative Education and Career Services Coordinator.

Guidelines for Career Services to Employers:

- Employers may place job orders on the Job Board free of charge.
- There will be no charge to employers to attend the Job/Career Fairs, which are offered twice a year; however, due to space limitations the Student Center can only accommodate 40 employers at each fair. Tables will be assigned based on the order of the request. DSC does reserve the right to screen potential companies for legitimacy. Also, while third party recruiters may attend, they must disclose the companies they represent and the jobs available. A preference will be given to those companies that have jobs available.

Guidelines for Cooperative Education Programs:

- Cooperative Education is directly related to a field of study. Therefore, the student must select a major before being accepted into the program. If the student changes majors after becoming a Cooperative Education Student, the Cooperative Education Coordinator should be notified immediately. The student may or may not be able to remain in the program.
- Admission requirements to the Cooperative Education Program include completion of 15 hours of 1000 level or above coursework, a minimum GPA of 2.5, three letters of recommendation, and completion of a panel interview. Acceptance into the Cooperative Education Program does not guarantee placement with an employer.
- Cooperative Education experience will appear on the academic transcript.

- Submission of a petition for admission into the program does not guarantee approval (Cooperative Education Program Notebook, Section IV).

**Personal
Counseling**

The Academic and Career Enhancement (ACE) Center is a unit of the Office of Student Affairs with its own mission and goal statements. The mission of the ACE Center is “to enhance the students' total educational experience by providing a confidential and supportive environment where student concerns can be shared and explored” (ACE Center Statement of Purpose, p. 1). The ACE Center is charged with the responsibility of providing a supportive campus climate, necessary services, and career development opportunities, all to educate the whole person and meet the needs of students, faculty, and staff. The ACE Center offers services and resources to help students make educational, career, social, personal and other life-planning decisions (ACE Center Unit Goal Statement in the ACE Center Policies and Procedures Manual).

The main focus of the ACE Center is to assist students in developing academically, personally, and professionally. ACE Center staff members are committed to providing the foundation students need to meet the ever-changing needs of a global environment. Philosophically and practically, the staff members are committed to providing each student with a warm and supportive environment containing a variety of resources that enhance and enrich the student's total college experience. Staff are committed to building the ACE Center's programs and services on a foundation that places high value on caring and helping others, being considerate of others, showing empathy for others, valuing others, and maintaining high ethical standards. The ACE Center operates in cooperation with the other units of the College to provide high-quality support services to all students. If a student's needs go beyond the ACE Center's mission (e.g. a need for extended personal counseling), referrals are made to appropriate community agencies. The ACE Center mission of providing services and resources to help students drives the programs in this unit (ACE Center Unit Goal Statement in the ACE Center Policies and Procedures Manual).

Among the services that the ACE Center provides are seminars, classroom presentations, and individual assistance with study problems and habits, test anxiety, and textbook reading skills. The ACE Center has an assortment of books, videotapes, and audiotapes for improving academic and personal success, and free tutoring (Peers Assisting with Learning) is available for natural science, social science, and Spanish classes. Course syllabi from all Dalton State College courses are available for student review. The Director of the ACE Center serves prospective students by directing a seminar entitled “Getting Started in College.” The Academic Support Services Coordinator, with the assistance of student orientation leaders and faculty mentors, leads the new student orientation sessions. The computer lab in the ACE Center has career and academic software and e-mail access in addition to word-processing. Students interested in

transferring to other colleges and universities will find catalogs, applications, and testing information in the Center.

The professional staff of the ACE Center provided services for 1,393 individually scheduled appointments and assisted an average of 7 to 10 “walk-ins” per day during 2000-2001 (Vice President for Student Affairs Annual Report, July 1, 2000-June 30, 2001, p. 9). According to the Director of the ACE Center, the Center provided services for 1,729 individually scheduled appointments and assisted an average of 10-12 “walk-ins” per day from July-December 2001, encompassing the Fall 2001 semester.

**Career
Information
and
Planning**

The Cooperative Education Program functions within the ACE Center. Its mission is to provide a structured process of education through partnerships with business, industry, and government, which provides students with professional work experience related to an academic field of study. Out of 10 students who were interviewed and selected for this program, 4 have graduated and two of those were hired by their co-op employers within one month after graduation (Interview with the Cooperative Education and Career Services Coordinator; Vice President for Student Affairs Annual Report, July 1, 2000-June 30, 2001, p. 15).

Discover and *GCIS* programs in the ACE Center Computer Lab give students an opportunity to explore career options independently and to have a follow-up conference with an ACE Center staff member. Several members of the faculty use these resources as a part of the Dalton State College Studies course, A Guide to College Success (DSCS 1101).

Two classes specifically related to career choices and job-search strategies are offered at DSC: Career Choices and Decisions (DSCS 1105) and Job Search Strategies (DSCS 1106). These courses are typically taught by Office of Student Affairs personnel.

**Placement
Services**

The ACE Center provides job-search assistance to many students, offering help with writing résumés and learning job interview skills. The Center also maintains the Job Board, which is a bulletin-board resource for students seeking employment as well as a service to employers. For the fiscal year ending June 30, 2001, the ACE Center Job Board had publicized 378 jobs. In addition, the Fall Job Fair and Spring Career Fair provide opportunities for direct contact between employers and students. In the fall of 2001, the DSC Career Fair was attended by 32 local businesses, and the ACE Center Job Board posted 90 jobs available. Finally, the Northwest Georgia Career Expo was coordinated, in part, by the Cooperative Education and Career Services Coordinator, and involved 70 businesses and organizations.

**Disability
Support
Services**

Disability Support Services staff members attended training sessions on utilizing adaptive/assistive technology and served 132 students during the 2000-2001 school year--98 students in the fall of 2001. A student worker keeps the adaptive

lab open 19 hours each week and is available to assist with training. Additionally, the College sponsored the second annual, "Transitioning to College" meeting for high-school counselors and special education teachers. This meeting focused on the differences in disability issues between high school and college and was very positively evaluated by the attendees (Vice President for Student Affairs Annual Report, July 1, 2000-June 30, 2001, p. 11).

In 2001, the Disability Support Services Facilitator distributed the first survey to faculty and students concerning the unit's services. Seventy-four percent of faculty members were satisfied or very satisfied, and 94 percent of students were satisfied or very satisfied. Additionally, students who were registered with Disability Support Services were surveyed concerning their perception of campus safety; 100 percent were satisfied or very satisfied (Vice President for Student Affairs Annual Report, July 1, 2000-June 30, 2001, pp. 19-20).

The Dalton State College Strategic Plan for 2000-2003 and the 2001-2002 Implementation Plan Goals for the Academic and Career Enhancement Center are to

- Upgrade institutional capacity to deal with various student disabilities to comply with ADA regulations and to improve handicapped access for students, and
- Conduct periodic campus safety reviews to ensure compliance with Americans with Disabilities Act (ADA) requirements and assess and improve student satisfaction concerning student safety in cooperation with the Office of the Vice President for Fiscal Affairs.

Meeting these goals will ensure that DSC meets ADA requirements.

Testing Services

The ACE Center administers several tests for the College, including the Computer-Adaptive Placement Assessment and Support System (COMPASS), the Institutional SAT, the Collegiate Assessment of Academic Proficiency (CAAP), and Disability Support Testing. The Testing Coordinator administers the above-mentioned tests and is also responsible for the Regents' Test, a University System of Georgia literacy test. According to the Director of the ACE Center, the Testing Center served a total of 1,026 students in the fall of 2001.

Follow-up Services

The ACE Center conducts a self-evaluation by mailing out surveys and by asking all graduating students to complete a survey form that is included in the CAAP exit exam (available in the Office of Institutional Research and Planning). The questions on the survey all relate to the quality and level of services provided in the ACE Center and include the following: type of service received, initial contact, relationship with staff member, staff member's skills, and the extent to which the services helped the student stay in school.

The Director of the ACE Center sends a letter each semester to students who have withdrawn during the semester to remind them that support services are available and to offer assistance with their re-entry into Dalton State College. The letter

includes a return postcard with a place for the recipients to note their intentions regarding returning to college. These students also receive a follow-up telephone call. Students who indicate on the returned postcard or on the telephone that they will return during a specific future semester are re-contacted to assist them in their return to DSC. In early 2001, the DSC Retention Task Force organized a telephone initiative to contact students who had withdrawn from the College since 1998 to ask about their future educational plans. A total of 326 phone calls were made. Forty six respondents indicated a plan to return to the College, 6 had pre-registered for the upcoming semester, 12 were undecided, and 43 were not planning to return for a variety of life-circumstance reasons. The Task Force was unable to contact the remainder (Retention Task Force, Minutes, February 27, 2001).

Student and faculty evaluation of counseling and career services:

Students at Dalton State College are familiar with and satisfied with the counseling and career-development services offered by the College. Seventy-two percent of students agreed or strongly agreed with a statement that indicated an awareness of student services, including counseling services; 68 percent of the students were familiar with two or more of the counseling and career development services; and 80 percent of students indicated a satisfaction with the level of counseling services on campus. Seventy-five percent of the respondents indicated satisfaction with the level of career services on campus. Ninety-eight percent of the students who completed new student orientation in May of 2001 were satisfied or very satisfied with the experience and 98 percent who completed new student orientation in the summer of 2001 were either satisfied or very satisfied with the experience (Vice President for Student Affairs Annual Report, July 1, 2000-June 30, 2001, p. 41). Additionally, 69 percent of the students who completed the 2000-2001 Graduating Students Survey were satisfied or very satisfied with their new student orientation; 66 percent were satisfied or very satisfied with the level of services provided by the ACE Center.

Ninety-one percent of Dalton State College faculty members expressed satisfaction with the services offered by the ACE Center (Dalton State College 1999-2000 Faculty Survey Results Summary, p 23). The 105 referrals made by faculty members for academic assistance, career services, or disability support in 2000-2001 also indicate their satisfaction. Ninety-three percent of the faculty strongly agreed or agreed that the Disability Support Staff is accessible for consulting (Vice President for Student Affairs Annual Report, July 1, 2000-June 30, 2001, pp. 33, 40).

Conclusions:

Dalton State College is in compliance with the *SACS criteria*, Section 5.4.3.1.

Recommendations /Suggestions/Proposals:

None.

Student Government, Student Activities and Publications**Presentation of Findings**

**5.4.3.2 (1 of
13) Students'
Role
in
Institutional
Decision-
Making**

Dalton State College makes the student's role and participation in institutional decision-making clear, beginning with the Preamble to the Constitution of the Student Body of Dalton State College, contained in the mission statement for Dalton State College's Student Government. The Preamble declares,

In the interest of creating an environment conducive to the pursuit of academic excellence, the search for spiritual enlightenment, the attainment of physical perfection and moral integrity, and of ensuring a dialogue between faculty and students, having assumed the power and duties of government delegated to us by the President of Dalton State College and the Board of Regents of the University System of Georgia, the student body of Dalton State College does hereby enact this Constitution" (*Dalton State College 2001-2002 Catalog and Student Handbook*, p. 57).

Also, the *Dalton State College Statutes*, Article VI under "Councils and Committees," state that "The faculty, staff, and students of Dalton State College participate in the governance of the College through the councils and committees to which they are appointed or elected (p. 24)." The *Statutes* include descriptions of the councils and committees and the responsibilities of each. The articles and sections that cover student government in the *Dalton State College 2001-2002 Catalog and Student Handbook* guide the student government and explain its role and procedures during hearings (pp. 57-76). Students with matters of interest or concern may present them before the Student Affairs Council (SAC) (*DSC Catalog*, p. 58).

The Student Affairs Council and the Student Government, which are, wholly or in part, comprised of elected student officers, govern the student body. A Student Affairs Council organizational chart is on page 56 of the *DSC Catalog*. The Constitution of the Student Body of Dalton State College delineates the membership, duties, and functions of the Student Affairs Council. Further, it prescribes the functions and procedures used by the Student Affairs Council to discuss matters of student interest and to present student proposals, which are subject to the approval of the faculty and President of Dalton State College (*DSC Catalog*, pp. 51-64).

The Student Affairs Council (SAC) has student representation present on two types of committees: SAC standing committees and Dalton State College standing committees. SAC maintains five standing committees, designed to keep open

dialogue between the faculty and students (*DSC Catalog*, p. 62). The Fine Arts/Lecture Committee has six faculty and four student members appointed by the Student Body President. The Student Affairs Council appoints two of the student members and the Chairperson of the committee appoints the other two. The Traffic Committee consists of six students. The Literary Committee has six faculty members and six students. The Athletic Committee consists of six faculty members and six students. The final standing committee is the Environmental Affairs Committee, which has six faculty/staff members and six students. The purpose of each of the five standing committees is listed on pages 62-63 of the *Dalton State College 2001-2002 Catalog and Student Handbook*.

In addition to the five standing committees of the Student Affairs Council, the College has nine standing committees with student representation. Student membership on most of the committees is by appointment of the President of the Student Body, with approval of the Student Affairs Council, although membership on the Strategic Planning Committee is by appointment of the President of DSC. The committees are as follows:

Committee	Number of Students
Academic Council	2
Discipline	3
Financial Aid Appeals	1
Library	2
Marketing	2
Placement	2
Retention	2
Strategic Planning	2
Web Site Advising	1

(*Dalton State College 2001-2002 Catalog and Student Handbook*, p. 63; *DSC Statutes*, Article VII, pp. 25-41).

Students are generally satisfied with student government; 75 percent of students surveyed in the DSC Self-Study Student Development Services Survey in the spring of 2001, agreed or strongly agreed with the statement, "I am satisfied with the Student Government Activities at the college."

**5.4.3.2 (2 of 13)
Appropriate Student Activities Program**

Dalton State College, in its statement of purpose, promises to provide "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" (*Dalton State College 2001-2002 Catalog and Student Handbook*, p. 12). Toward that end, the Student Activities Office offers a full range of co-curricular activities, administered by the Director of Student Activities, who, with the cooperation of the faculty, promotes the activities program. Student activities at Dalton State College generally fall into two categories: programmed events and student organizations (*DSC Catalog*, p. 46).

The Office of Student Activities offers a balanced variety of programs for DSC students, including lectures, fine arts programs and displays, and a broad spectrum of on-campus entertainment at various times of the day, as well as student trips of several types. In fact, Student Activities sponsored almost sixty different events in 2000-2001, with attendance at each event ranging from eight students in the summer golf tournament to 650 students at the annual Back-to-School barbecue. Twenty-four students took a winter ski trip, while another 50 went on the annual riverboat cruise. Ninety-nine students played in the Co-ed Flag Football league, and 235 participated in Spring Fling (Vice President for Student Affairs Annual Report, July 1, 2000-June 30, 2001, pp. 13-14). The amount of participation varies as widely as the types of activities themselves. During the Fall-2001 Semester, the Office of Student Activities sponsored 27 events with 3,815 participants. At the end of each academic year, the Student Activities staff conducts the annual Awards Day, during which students receive awards in almost 50 academic and co-curricular areas.

The Student Activities staff members also supervise and support the activities of 26 clubs and organizations on campus. These range from the larger and more active groups such as the Baptist Student Union, Students in Free Enterprise, and College Bowl, to the smaller clubs, such as the Psychology, Drama, and Philosophy Clubs. The *DSC Catalog* lists all of the student organizations (p. 48). The Office of Student Activities is flexible in working with both existing and proposed organizations. When student or faculty interest is shown, forming a new club or organization is neither difficult nor time-consuming. Likewise, organizations are dissolved routinely when there is a lack of interest or evidence that they no longer serve the needs of students (*DSC Catalog*, p. 46). Membership in student organizations and participation in student activities are open to all students without regard to race, religion, national origin, gender, or disability (*DSC Catalog*, p. 47). In order to receive funds from the governing Student Affairs Council (SAC), each club or organization commits itself to at least one community service project each year. The Student Government Association voted for this requirement, which the Student Affairs Council approved (Vice President for Student Affairs, Personal Interview, Fall-2001).

Considerable evidence exists to show that the Office of Student Activities is meeting the needs and interests of students. The University System of Georgia periodically assesses student satisfaction through surveys of all the institutions in the System. In the most recent Georgia Student Opinion Survey Project report from 1997, DSC exceeded the Georgia Two-Year College average on each of the six questions that pertained to student activities: "Recreational and Intramural Programs and Services," "College-Sponsored Social Activities," "Student Voice in College Policies," "Purposes for Which Student Activity Fees are Used," "Athletic Facilities," and "Student Community Center/Student Union." Overall, the students gave DSC an average of approximately four on a satisfaction scale of one to five (1997 Georgia Student Opinion Survey, pp. 1-2).

Internal student surveys show the same result. Ninety six percent of those responding to the 2000-2001 Graduating Students Survey were either “satisfied” or “very satisfied” with the Student Center and the Student Government Association. Ninety-four percent of students said the same about intramural sports, student activities programs, physical education facilities, and cultural programs. Further, 90 percent were similarly satisfied with the recreation area in the Student Center (Vice President for Student Affairs Annual Report, July 1, 2000-June 30, 2001, p. 37). In addition, in the DSC Self-Study Student Development Services Committee Survey, Spring, 2001, 73 percent of students were aware of student services, and 76 percent agreed or strongly agreed with the statement expressing satisfaction with the level of student services on campus.

**5.4.3.2
(3 of 13)
Supervisory
Role of the
Institution
over
Student
Activities**

The Constitution of the Student Body of Dalton State College outlines institutional supervision over student activities. The Student Affairs Council (SAC) oversees student government and various student activities, essentially serving as the governing body of student activities at the College. The Vice President for Student Affairs is the SAC Chair, and eight other members of the faculty and staff also serve as members. The Student Affairs Council reports to the faculty, who approve its decisions and activities. Finally, the President of the College has “ultimate discretion in approving any decisions made by the SAC” (*DSC Catalog*, p. 57).

A variety of administrative procedures exist for student organizations. Student organizations are recognized only if their purposes and mission are clearly related to the educational purposes and mission of the College. The *DSC Catalog* details procedures for a hearing before the SAC to examine a proposed student organization, including the provision for a Presidential appeal of an unfavorable decision. The *DSC Catalog* also delineates the criteria for recognition and denial of recognition. Recognition allows the organization to use college facilities, equipment, and student activity funds. A substantial list of rules and regulations exists which governs the conduct of student organizations and their members, including information about campus displays, disorderly conduct, student rallies and gatherings, and organizational fund-raising. The Student Affairs Council and the Vice President for Student Affairs review and enforce these regulations. The President of the College ultimately decides appeals (*DSC Catalog*, pp. 50-54).

**5.4.3.2
(4 of 13)
Student
Publications**

Dalton State College has several publications that enhance the students’ knowledge about campus activities and events as well as providing opportunities for student engagement and activity. Two of these are student publications. *The Roadrunner*, the student newspaper, is published every month. Articles for *The Roadrunner* include upcoming events, as well as campus news and editorial comments. Students may use *The Roadrunner* to express concerns about Dalton State College issues, and the appropriate college official may respond in the next issue. *Small Town Rain*, a student literary journal published once a year, allows students to express themselves through poems, short fiction, and letters. Copies of both publications are available free of charge at stands in the Student Center and in buildings across the campus. Also, the Division of Humanities annually

publishes *The Exemplar - A Literary Journal*. This journal highlights examples of exceptional thinking and writing by students in Humanities classes.

The *Dalton State College 2001-2002 Catalog and Student Handbook* clearly states DSC's responsibilities concerning student publications and the "Administrative Procedures for Student Organizations" (p. 50). Under "Item I. Organization Publication," are the procedures for student organization publications: "Student organization publications shall not contain material which is obscene or defamatory (as the same is defined by the Code of Georgia, Section 26-2101), or which may create a substantial likelihood of material interference with the regular and orderly operation of the College" (p. 52). Further, the Student Affairs Council Bylaws of Dalton State College specifically note that, *The Roadrunner* is produced by and for the students of Dalton State College using equipment and facilities provided by the College. The magazine is produced camera-ready by the student staff. Opinions expressed in *The Roadrunner* are those of the students and do not necessarily reflect those of the faculty, staff, or administration of Dalton State College, the Literary Committee, or the University System of Georgia. This newspaper is distributed without charge to the students of Dalton State College. (*DSC Catalog*, p. 62)

Students are satisfied with the student publications. In fact, a DSC Self-Study survey indicates that 75 percent of the students agreed or strongly agreed with the statement, "The student publications are an effective part of student services" (DSC Self-Study Student Development Services Survey, Spring, 2001). Additionally, the 2000-2001 Graduating Student Survey indicated that, of the students who knew about and used the college student newspaper, 91 percent were satisfied or very satisfied with the newspaper.

Conclusions:

Dalton State College is in compliance with the *SACS criteria*, Section 5.4.3.2.

Recommendations/Suggestions/Proposals:

Recommendations/Suggestions:

None

Proposal:

While the College meets the *SACS criteria* in these areas, the committee proposes that the Office of Student Activities consider modifying the institutional statement of responsibility for student publications found on p. 52 of the *Dalton State College 2001-2002 Catalog and Student Handbook* to more clearly demonstrate the College's supervisory role concerning student publications.

Must Statement Compliance Table
5.4.3.2 Student Government, Student Activities and Publications

Must Statement	Compliance Statement	Supporting Documentation
<p>5.4.3.2 (1 of 13). The institution must develop a statement of the student's role and participation in institutional decision-making.</p>	<p>Compliance</p>	<p>Vice President for Student Affairs, Personal Interview, 10/24/01</p> <p>Student Government Association President, Personal Interview, 3/12/01</p> <p><i>Dalton State College 2001-2002 Catalog and Student Handbook</i>, pp. 65-78 Online Catalog: <http://www.daltonstate.edu/catalog.htm></p> <p><i>Dalton State College Statutes</i>, Article VII, pp. 25-41</p> <p>“2003 DSC Self-Study Student Development Services Committee Survey, Spring 2001,” http://www.daltonstate.edu/faculty/mhoff/Surveysummary.html></p>
<p>5.4.3.2 (2 of 13). The institution must have an activities program appropriate to its purpose and encompassing student interests.</p>	<p>Compliance</p>	<p>DSC 2001-2002 Catalog and Student Handbook, <i>p. 12</i></p> <p>Vice President for Student Affairs Annual Report, July 1, 2000-June 30, 2001.</p> <p>Vice President for Student Affairs, Personal Interview, 2/23/01</p> <p>“University System of Georgia Student Opinion Survey Project,” 1997 Student Activities Director, Personal Interview, 2/27/01; 3/22/02</p>

Must Statement	Compliance Statement	Supporting Documentation
<p>5.4.3.2 (3 of 13). The institution must develop policies and procedures governing the supervisory role of the institution over student activities.</p>	Compliance	<p><i>Dalton State College 2001-2002 Catalog and Student Handbook</i>, p. 52</p> <p>Vice President for Student Affairs, Personal Interview, 2/23/01</p> <p>Student Activities Director, Personal Interview, 2/27/01</p>
<p>5.4.3.2 (4 of 13). Student publications can contribute to the establishment and maintenance of an atmosphere of responsible discussion. When student publications or other media exist, the institution must provide a clearly written statement of the institution's responsibilities regarding them.</p>	Compliance	<p>Vice President for Student Affairs, Personal Interview, 3/15/01</p> <p>Student Government Association President, Personal Interview, 3/15/01</p> <p>Assistant Professor of English, Personal interview, 3/15/01</p> <p><i>Dalton State College 2001-2002 Catalog and Student Handbook</i>, pp. 65-78. <http://www.daltonstate.edu/catalog.htm></p> <p>“2003 DSC Self-Study Student Development Services Committee Survey, Spring 2001,”<http://www.daltonstate.edu/faculty/mhoff/Surveysummary.html></p> <p><i>The Info Digest</i>, Dalton State College, Fall-2001</p> <p><i>The Roadrunner</i></p> <p><i>Small Town Rain</i></p>

Presentation of Findings

Student Behavior

5.4.3.3 (5 of 13) Statement of Student Rights and Responsibilities

The *Dalton State College 2001-2002 Catalog and Student Handbook* includes the “Student Conduct Regulations.” These regulations note that Students of Dalton State College have an obligation to assist in making the College an effective place for the transmission of knowledge, the pursuit of truth, the development of self, and the improvement of society. As citizens, students enjoy the same freedoms that other citizens enjoy and, in turn, they are responsible for conducting themselves in accordance with the requirements of law. As students of Dalton State College, they are responsible for compliance with all College regulations. Under the authority of the Board of Regents, the College is delegated the responsibility for establishing and enforcing regulations pertaining to student conduct. (p. 65)

The “Student Conduct Regulations” describe the code of conduct expected of all students, establish the jurisdiction of the various judicial bodies concerning student conduct, list a variety of violations that might occur and the various disciplinary actions that might be a consequence of such violations, detail the hearing processes to be followed when an improper-conduct charge is made, and prescribe the appeals process to be followed if a student wants to appeal the outcome of a disciplinary hearing.

Eighty-eight percent of students surveyed in the SACS Student Development Services Survey, Spring 2001, agreed or strongly agreed with the statement that “The *Student Handbook* in the *Catalog* clearly lays out student rights and responsibilities.”

5.4.3.3 (6 of 13) Clearly Defined and Broadly Distributed Disciplinary Procedures

The *Student Handbook* is located in the *DSC Catalog* under the heading, “Student Services Including Student Handbook” (pp. 39-79). All incoming students receive the catalog during the mandatory new student orientation. As part of the orientation session, the facilitators direct the students’ attention to the “Student Conduct Regulations.” The *DSC Catalog* is also available by mail upon request, and is available throughout the year in strategic locations around campus, including the foyer of the Westcott Building, various classroom buildings, and the Student Center. All new faculty members receive a copy of the catalog during faculty orientation and each faculty member receives a new catalog each year. Finally, the catalog is available online at the Dalton State College web site at (<http://www.daltonstate.edu/catalog.htm>).

The Vice President for Student Affairs (VSPA) administers the student conduct regulations. Charges against a student concerning violations of the conduct regulations are to be made in writing to the Vice President, who will then notify the student in writing of the charge and ask the student to come to a conference to discuss the charge. During the conference, the VSPA informs the student of

his/her rights. In cases that involve the possibility of suspension or expulsion, the VPSA refers the case to the Discipline Committee for consideration and disposition (*Dalton State College 2001-2002 Catalog and Student Handbook*, pp. 65-69; pp. 73-75). The Discipline Committee is one of the Standing Committees of the Faculty and exists to hear cases involving alleged violations of the student conduct code, as referred by the VPSA (*Dalton State College Statutes*, VI, B, 4). The *DSC Catalog* describes the specific operation of the Discipline Committee, and it defines student rights when before the Discipline Committee, possible disciplinary measures, and appellate procedures. The Discipline Committee is composed “of seven members: four faculty members (one serving as Chair) nominated by the Committee on Committees and elected by the faculty, and three students appointed by the President of the Student Body and approved by the Student Affairs Council. Members serve one-year terms and may succeed themselves” (*DSC 2001-2002 Catalog and Student Handbook*, pp. 70-73).

Students have two appellate levels if not satisfied with the decision of the Discipline Committee. The first appellate level involves the President of Dalton State College, who receives advice from an *ad hoc* committee of faculty concerning the disciplinary issue. Secondly, a student can appeal past that level to the Board of Regents of the University System of Georgia. The decision of the Board of Regents shall be final and binding. The *DSC Catalog* presents the procedures for appeal (p.73). The VPSA keeps official files containing the records of accusations of Student Conduct Regulations violations and the disposition of such cases. If a violation involves public safety, the Director of Public Safety sends information about the violation to the local police department.

Dalton State College provides additional policies and regulations concerning student conduct. The Office of Computing and Information Services (OCIS) publishes a computer-usage policy <http://www.daltonstate.edu/ocis/computer_use_policy.htm>, and the *Dalton State College Faculty Handbook* refers to student behavior in the following sections: “Catalog,” “Cheating and Plagiarism,” “Conduct and Discipline,” “Councils and Committees,” “Sexual Harassment,” and “Syllabus.” The library posts a GALILEO Workstation Use Policy at each computer workstation that outlines expectations of student behavior when using library computers. The Division of Technical Education has policies and procedures for students in the Medical Laboratory Technician Program, the Practical Nursing Program, and the Radiologic Technology program. The Division of Nursing also has policies and procedures for students pursuing the Associate of Science in Nursing Degree. Each particular program provides its own student handbook. For example, students enrolled in the Medical Laboratory Technician Program receive a handbook that focuses on several aspects of student conduct including a “Code of Ethics,” “Academic Policies,” and “Hospital Policies” (*Medical Laboratory Technician Student Handbook*, pp. 1-2, 4-11). A student who violates school or hospital policy and/or who shows unacceptable moral conduct might be asked to withdraw or might be dismissed from the program (p.5). The policies of the

student handbooks for specific programs are subject to the overall “Student Conduct Regulation” policies in the *Dalton State College 2001-2002 Catalog and Student Handbook*.

Conclusions:

Dalton State College is in compliance with SACS Criteria in Section 5.4.3.3.

Recommendations/Suggestions/Proposals:

Recommendations/Suggestions:

None

Proposals:

1. While the College meets the SACS criteria in this area, the committee proposes that the list of student infractions be expanded to include things such as stalking, terrorist threats, and utilizing campus computers to break copyright or other laws.
2. While the College meets the SACS criteria in this area, the committee proposes that the College consider developing a policy of regular review of the statements regarding student conduct.

**Must Statement Compliance Table
5.4.3.3 Student Behavior**

Must Statement	Compliance Statement	Supporting Documentation
<p>5.4.3.3 (5 of 13). The institution must publish a statement of student rights and responsibilities and make it available to the campus community.</p>	<p>Compliance</p>	<p>Vice President for Student Affairs, Personal Interview, 9/13/2001</p> <p><i>Dalton State College 2001-2002 Catalog and Student Handbook</i>, pp. 65-78, <http://www.daltonstate.edu/catalog/01-02/catpdf0102.htm></p> <p>OCIS Computer Use Policy: http://www.daltonstate.edu/ocis/computer_use_policy.htm</p>

Must Statement	Compliance Statement	Supporting Documentation
		<p><i>Dalton State College Medical Laboratory Technician Program Student Handbook: "Code of Ethics," p. 1-2; "Academic Policies," p. 4-6; "Hospital Policies," p. 6-11</i></p> <p><i>Dalton State College Practical Nursing Program Student Handbook, 1999-2000:</i> "Responsibilities of All Students," p. 21; "Professional Accountability," p. 22; "Personal Cleanliness and Neat Appearance," p. 22; "Uniform Dress Code," p. 22-23; "Library Policies," p. 24; "Attendance," pp. 13-15; "Clinical Evaluations," pp. 15-16; "Rules for Written Assignments," p. 25</p> <p><i>Dalton State College Associate Degree Nursing Program 2000 Student Handbook: "Academic Regulations," p. 3; "Attendance," p. 6; Policy III, p. 8; "Policy V," p. 10; "Policy X1," p. 16.</i></p> <p><i>Dalton State College Radiologic Technology Program Student Handbook Outline, 2002: Part A, "Student Understandings"; Part E., "Policy I"-"Policy XXII"</i></p> <p>GALILEO Workstation Policy</p> <p>"DSC Self-Study Student Development Services Committee Survey, Spring, 2001," <http://www.daltonstate.edu/faculty/mhoff/Surveysummary.html></p>

Must Statement	Compliance Statement	Supporting Documentation
<p>5.4.3.3 (6 of 13). The jurisdiction of judicial bodies (administrative, faculty and student), the disciplinary responsibilities of institutional officials, and all disciplinary procedures must be clearly defined and broadly distributed.</p>	<p>Compliance</p>	<p>Vice President for Student Affairs, Personal Interview, 9/13/2001</p> <p><i>Dalton State College 2001-2002 Catalog and Student Handbook</i>, pp. 65-78, <http://www.daltonstate.edu/catalog/01-02/catpdf0102.htm></p> <p><i>Dalton State College Statutes</i>, VI, B, 4.: Discipline Committee</p> <p>OCIS computer use policy: http://www.daltonstate.edu/ocis/computer_use_policy.htm</p> <p><i>Dalton State College Faculty Handbook</i>: “Catalog,” “Cheating and Plagiarism,” “Conduct and Discipline,” “Councils and Committees,” “Sexual Harassment,” “Syllabus”</p> <p><i>Dalton State College Medical Laboratory Technician Program Student Handbook</i>: “Credentials Committee,” p. 4; “Withdrawal or Dismissal,” p. 5-6; “Appearance,” p. 7; “Duty Schedule,” p. 8; “Food or Beverages,” p. 8</p> <p><i>Dalton State College Practical Nursing Program Student Handbook</i>, 1999-2000: “Attendance,” pp. 13-15; “Clinical Evaluations,” pp. 15-16; “Rules for Written Assignments,” p. 25</p>

Must Statement	Compliance Statement	Supporting Documentation
		<p><i>Dalton State College Associate Degree Nursing Program 2000 Student Handbook: "Clinical Evaluation," p. 4-5; "Policy III," p. 8</i></p> <p><i>Dalton State College Radiologic Technology Program Student Handbook Outline, 2002: Part A, "Student Understandings"; Part E., "Policy I"-"Policy IV," "Policy V"-"Policy VII," "Policy IX"- "Policy XI," "Policy XIII," "Policy XIV," "Policy XVII"- "Policy XIX"</i></p> <p>GALILEO Workstation Use Policy</p> <p>"DSC Self-Study Student Development Services Committee Survey, Spring 2001," <http://www.daltonstate.edu/faculty/mhoff/Survey_summary.html></p>

5.4.3.4 (7, 8, and 9 of 13)
Residence Halls

Residence Halls

Dalton State College does not have residence halls; SACS criterion 5.4.3.4 does not apply.

Conclusion:

N/A

Recommendations/Suggestions/Proposals:

N/A

Student Financial Aid

5.4.3.5 Student Financial Aid

The Office of Student Financial Aid and Veteran Services, a unit of the Office of Enrollment Services, handles all financial aid matters, including grants and scholarships at Dalton State College (Vice President for Enrollment Services, Personal Interview, 4/9/01). This unit's recently revised statement of purpose states, "The primary purpose of the Financial Aid Office is to provide financial assistance to students attending Dalton State College." (*Dalton State College 2001-2002 Catalog and Student Handbook*, p. 41; <http://www.daltonstate.edu/finaid.htm>). This statement of purpose is consistent with the College Statement of Purpose in affirming that DSC will provide the necessary services to meet the needs of the students as well as provide programs designed to insure access and opportunities for a diverse student body (*DSC Catalog*, pp. 11-12). The *DSC Catalog* (pp. 41-45) and the DSC Web site describe the process of providing financial aid to students.

The *DSC Catalog* lists the names and titles of three Financial Aid Counselors and a Secretary working under the Director of Student Financial Aid and Veteran Services, who is responsible for the daily operations of the Office (p. 315). At present, an Interim Financial Aid Director is filling the position while a nation-wide search is underway for a permanent Director.

The Office of Student Financial Aid and Veteran Services offers students loans, grants, scholarships, fee waivers, and work-study employment. A partial list of aid types is published in the *DSC Catalog* and on the Office's web site. A complete list of scholarships is available from the Office. Application processes and deadlines are published in the *DSC Catalog* and on the Web site, and the Office sends this information to new college applicants each semester (*DSC Catalog*, pp. 41-45).

Office of Financial Aid and Veterans Services' publications and handouts include the *Free Application for Federal Student Aid*, the *Financial Aid Annual Report*, the *Financial Aid Policies and Procedures Manual*, the *Loan Entrance/Exit Interview Counseling Packet*, and the *Federal Student Financial Aid Handbook*. Also available, to meet the needs of the growing Hispanic community, is the U. S. Department of Education publication *Cómo Pagar Su Educación*.

For the fiscal year 2000, 78 percent of DSC students received financial aid, with 40 percent of them receiving the HOPE Scholarship, generating a substantial workload for the existing staff. A total of \$3.8 million in aid was awarded to 3,618 students ("2000-2001 Quick Facts"). During Fall Semester 2001 there were 2,476 students who received financial aid, out of an enrolled population of 3,647 students, averaging \$981 per student. Forty percent of those receiving financial aid in the fall of 2001 received the Hope Scholarship.

Counseling Students

The Office of Student Financial Aid and Veteran Services provides three counselors for students seeking financial aid. These counselors provide financial counseling for students at all stages in their college careers. The U.S. Department of Education's Title IV regulations mandate financial aid counseling, which includes a video, an

introductory talk, and individual sessions. In addition, the DSC Web site contains interview forms entitled “Mapping Your Future,” that are available for students seeking loans. Other financial aid counseling services include general financial planning advice for the student's current year in school and entrance and exit counseling for student borrowing.

5.4.3.5 (10 of 13) Institution-wide Coordination of Financial Aid

The Vice President for Enrollment Services (VPES) administers the financial aid and veterans' services program according to the policies of the U. S. Department of Education and the policies of Board of Regents of the University System of Georgia as specified in the *Dalton State College Statutes*. Under the supervision of the VPES, the Office of Student Financial Aid and Veteran Services provides institutional coordination of financial-aid awards and processes all financial aid applications and awards.

5.4.3.5 (11 of 13) Financial Aid Audits

Each year, the Office of Student Financial Aid undergoes several audits. The U. S. Department of Education (DOE) conducts annual audits, which have shown no evidence of failure to comply with Title IV. The DOE has certified the college's standing each year in the same letter that includes the student rate of default on loans. Default rates are published at the DOE Web site over three fiscal years, and defaults above 20 percent are considered to be excessive. The DSC default rates for the last four years were 5.1 percent (2000), 10.8 percent (1999), 10.9 percent (1998), and 9.5 percent (1997). In addition, the College is subject to several other audits concerning student financial aid. The State of Georgia elected to perform statewide audits, including Dalton State College, to satisfy federal and state requirements. These included verification of the federal A-133 audit that encompasses Title IV. Additionally, the Veteran's Administration conducts an audit, as does the University System of Georgia Board of Regents. The Georgia Student Finance Commission audits HOPE, and the DSC Foundation conducts an independent audit, which includes Foundation scholarships. The College has successfully passed all of these audits for fiscal year 2001.

5.4.3.5 (12 of 13) Title IV Compliance

Dalton State College, as an administrator of aid from outside agencies and government programs, is required to meet those agencies' standards of performance. Annual audits by the U. S. Department of Education demonstrate compliance with Title IV regulations. Further, the DOE engages in a occasional program reviews of financial aid programs. The last program review for DSC occurred in 1990 and showed compliance with Title IV regulations. Finally, the DOE must certify institutions as eligible to participate in Title IV programs. This certification takes the form of the *Eligibility and Certification Approval Report* and the *Program Participation Agreement* and is reviewed for renewal every six years. The most recent certification for DSC was in June 2001. In addition, the Office of Financial Aid keeps folders for each student applicant with necessary documentation of student eligibility in order to meet Title IV requirements.

Student and staff evaluation of counseling and career services:

In an informal self-evaluation, the Interim Director of Financial Aid rated the DSC financial aid operation for 2001-2002 performance as a “7” on a scale of 1-10. The

2000-2001 Graduating Student Survey Report found that 68 percent of respondents were satisfied or very satisfied with financial aid services. In the same report, 25 percent were satisfied or very satisfied with the services of Veterans Affairs. Of those responding to the survey, 61 percent said that they were not veterans and did not use those services. The “DSC Self-Study Student Development Services Committee Survey for spring of 2001” reported that 68 percent of respondents viewed the programs as satisfactory or very satisfactory. In addition, 68.5 percent agreed or strongly agreed that Office of Financial Aid and Veteran Services personnel are well informed and helpful.

Conclusions:

Dalton State College is in compliance with the *SACS criteria*, Section 5.4.3.5.

Recommendations/Suggestions/Proposals:**Recommendations/Suggestions:**

None

Proposals:

1. While the College meets the SACS criteria in this area, the committee proposes that the College consider the addition of a staff member to the Office of Financial Aid due to the increased enrollment in the fall of 2001 and the high number (78 percent) of students receiving financial aid.
2. While the College meets the SACS criteria in this area, the committee proposes that a complete list of all grants, loans, and scholarships available through DSC be listed on the Office of Financial Aid and Veteran Services' web site and kept up-to-date with the most recent information.

Must State Compliance Table
5.4.3.5 Student Financial Aid

Must Statement	Compliance Statement	Supporting Documentation
5.4.3.5 (10 of 13). There must be provision for institution-wide coordination of all financial aid awards	Compliance	<p><i>Dalton State College Statutes</i> (Article III, p. 10),</p> <p><i>Dalton State College 2001-2002 Catalog and Student Handbook</i>, (pp. 41-45), < http://www.daltonstate.edu/catalog/01-02/catpdf0102.htm ></p> <p>Office of Student Financial Aid Home page, <http://www.daltonstate.edu/finaid.htm></p> <p>Vice President for Enrollment Services, Personal Interview, 4/9/01</p>
5.4.3.5 (11 of 13). All funds for financial aid programs must be audited in compliance with all federal and state requirements.	Compliance	<p>A-133 Audit, 3/29/01</p> <p>Georgia Board of Regents Audit, 3/29/01</p> <p>HOPE Audit, 2/24/01</p> <p>Veterans Affairs Audit, 4/20/01</p> <p>DSC Foundation Audit, 12/18/01</p> <p>Financial Operations Audit, 11/15/01</p>
5.4.3.5 (12 of 13). An institution participating in Title IV programs must comply with the regulations in the student loan programs as established under Title IV of the 1972 Higher Education Amendments. Excessive default rates in the student loan program may be cause for conducting a special evaluation.	Compliance	<p>Interim Director of Financial Aid, Personal Interview, 3/19/01, 9/26/01, 11/2/01, 1/14/02</p> <p>Vice President for Enrollment Services, Personal Interview, 4/9/01, 9/26/01, 11/2/01, 3/15/02, 10/24/02</p> <p>U. S. Department of Education <http://www.ifap.ed.gov> A-133 Audit, 3/29/01</p>

Must Statement	Compliance Statement	Supporting Documentation
		DOE Eligibility and Certification Approval Report, 6/12/01 DOE Program Participation Agreement, 6/11/01

Health Services

5.4.3.6
(13 of 13)
Health Services
and Education

Health services on the Dalton State College campus consist primarily of administering immediate first aid and making referrals to an appropriate health care facility if necessary. The campus Department of Public Safety is notified of any accidents or emergency situations. The Director of Public Safety is a certified Emergency Medical Technician and three of the Public Safety staff members are First Responders. Once notified, Public Safety officers assess injuries and determine the best course of action regarding the safety and health of the individual. Reports of the accident/incident are completed and filed with the Director of Public Safety for record keeping and verification. Records for the last three years indicate a total of eighteen injuries that required follow-up by health care providers.

Each building on campus has a first aid box that is centrally located for rapid access. The Director of Public Safety checks the contents of these boxes on a regular basis, and records the dates of these inspections. During the Self-Study, the committee found some of the boxes with expired medications, leading to a statement of committee proposal. In addition to the first aid boxes in the various buildings on campus, there are first aid kits and eye wash stations in the biology and chemistry labs. The Biology Lab Coordinator checks these kits for contents and expired medications each semester.

As a result of on-campus courses provided by DSC Physical Education faculty, 42 faculty and staff members have completed cardiopulmonary resuscitation and automated external defibrillator (CPR/AED) certification. Additionally, 15 faculty and staff members have participated in a workshop on AED, but did not receive certification. The Westcott Building and the Lorberbaum Building both have Automated External Defibrillators, and the Public Safety office has a mobile AED. According to the Public Safety Director, more AEDs may be purchased in the future.

The Health Mobile from Hamilton Medical Center makes scheduled monthly visits on campus. This service assists students with health-related issues and makes needed referrals. Additionally, Hamilton Medical Center has a walk-in emergency room and the Whitfield County Health Department has a walk-in clinic. Both of these facilities are located within three miles of campus.

Dalton State College requires a properly executed University System of Georgia Certificate of Immunization form as part of the admission process (*University System of Georgia Board of Regents Policy Manual*, Section 408.02). In addition, all degree-seeking students must complete a First Aid/CPR course before graduation (PHED 1000) or present evidence of current certification in First Aid and Adult CPR, or equivalent training.

Physical fitness and health and wellness concepts are taught in Physical Education 1010, 1020, 1030, and 1100. CPR instructors teach these courses and help give students skills and knowledge for healthy living. Additionally, Dalton State College Studies 1101 and Psychology 1101 contain components on health concepts and healthy living.

Conclusions:

Dalton State College is in compliance with the *SACS criteria*, Section 5.4.3.6.

Recommendations/Suggestions/Proposals:

Recommendations/Suggestions:

None

Proposal:

While the College is in compliance with the SACS criteria, the committee found some first aid boxes with expired medications. Therefore, the committee proposes that the Office of Public Safety/Security inspect all first aid boxes and check expiration dates quarterly and resupply them as needed.

**Must Statement Compliance Table
5.4.3.6 Health Services and Education**

Must Statement	Compliance Statement	Supporting Documentation
<p>5.4.3.6 (13 of 13). The institution must provide access to an effective program of health services and education consistent with its purpose and reflecting the needs of its constituents.</p>	<p>Compliance</p>	<p><i>DSC 2001-2002 Catalog and Student Handbook</i>, p. 99, <http://www.daltonstate.edu/catalog/01-02/catpdf0102.htm></p> <p><i>University System of Georgia Board of Regents Policy Manual</i>, Section 408.02, <http://www.usg.edu/admin/policy/></p> <p>Secretary to the Vice President for Academic Affairs, Personal Interview, 9/10/01</p>

Must Statement	Compliance Statement	Supporting Documentation
		Chairperson, Department of Physical Education, Personal Interview, 2/1/01; 9/1/01; 1/8/02 Director of Public Safety, Personal Interview, 2/1/01; 9/1/01 Vice President for Student Affairs, Personal Interview, 2/1/01 Coordinator of the Dalton State College Studies Program, Personal Interview, 10/1/01 Professor of Psychology, Personal Interview, 10/1/01 Biology Lab Coordinator, Personal Interview, 1/9/02 Vice President for Fiscal Affairs, Personal Interview, 2/11/02

Intramural Athletics

5.4.3.7 Intramural Athletics

In addition to the regular academic program's physical education courses, Dalton State College sponsors a voluntary intramural recreational program. The College is a member of the National Intramural-Recreational Sports Association (NIRSA). Intramural sports contribute to the personal development of participating students and serve as an extension of the regular physical education program at the College by fostering long-term healthy lifestyle choices. Each year Dalton State College sponsors student competition in intramural sports such as flag football, volleyball, softball, and basketball (*Dalton State College 2001-2002 Catalog and Student Handbook*, p. 49). Other intramural sports can be organized based on student demand. The Director of Student Activities coordinates and supervises the intramural program at the College. Prior to 1999, the Department of Health, Physical Education, and Recreation directed the program.

Qualified Personnel

The Director of Student Activities has a master's degree in health, physical education, and recreation with a specialization in recreation and has a bachelor's degree in education with a major in recreation and leisure studies. Both the Director and Assistant Director of Student Activities are First Aid/CPR certified.

The Director is also an individual member of the National Intramural Recreational Sports Association (NIRSA).

**Appropriate
Funding**

Funding for the Intramural Program comes entirely from student activity fees. In the academic years 2000-2001 and 2001-2002, the program budget was \$3000. Much of the funding was utilized to purchase athletic equipment needed in support of the program. The budgeted amounts have proven to be adequate for the College. Student Activities staff members serve as referees for some activities; other local qualified referees are hired as needed. Each sport has a tournament and the champions receive T-shirts. Participating students are asked to complete surveys evaluating the program at the conclusion of the competition. The Intramural Sports program is described in the *Dalton State College 2001-2002 Catalog and Student Handbook*, p. 49. Intramurals are normally announced on campus through *The Roadrunner* newspaper, campus bulletin boards, and new student orientation. The following table documents the intramural activities offered during the 2000-2001 academic year.

Fall-2000:

Flag Football	7 teams	23 games
3 on 3 Basketball	7 teams	27 games
Frisbee Golf	9 participants	28 rounds
Table Tennis	10 participants	16 games
Billiards	15 participants	28 games

Spring 2001:

Basketball	5 teams	14 games
Volleyball	5 teams	14 games
Soccer	2 teams	2 games
Flag Football	4 teams	6 games
Golf	31 players	31 rounds

On occasion, Dalton State College participates in a limited number of extramural sports, which involves competition with other colleges. Extramural teams are formed from the outstanding individuals participating on intramural teams via campus-wide tryouts. Extramural teams travel to competitions at distant sites.

In 2000-2001, Dalton State College fielded extramural teams in both men's and women's basketball. Twenty-eight players participated in the basketball program. The college hosted several games and traveled to a statewide tournament (Director of Student Activities, Personal Interviews, 2/12/01, 2/19/01, 2/26/01, 4/25/01, 8/29/01).

Students are generally satisfied with the Intramural sports program at DSC. Of students surveyed in the spring of 2001 by the DSC Self-Study Student Development Services Committee Survey, 68 percent were familiar with the Intramural Sports Program. Seventeen percent of those responding had participated in the program, and, of those who had participated in intramurals, 63 percent agreed or strongly agreed with a statement of satisfaction with the program. The internal Student Activities Intramural Participant Survey, completed in the Fall 2001 semester, reported a satisfaction rate of 92 percent among the intramural participants.

Conclusion:

Dalton State College is in compliance with the *SACS Criterion*, Section 5.4.3.7.

Recommendations/Suggestions/Proposals:

None