Dean of Students' Office
2019-2020 Annual Report

Combined Section A

Total number of students served (duplicated)	CARE: 176
	Career: 672
	Conduct: 287
	Hardship Withdrawals: 42
	Disability: 346
	Student Life: 455
	       Birdfeeder: 2,283
	       Civic Engagement: 556
	        Verified Volunteer Hours: 5331.3
	       Game Room: 24,945
	       Leadership: 333
	       Programming: 5,380
	       RSOs/Greeks: 1,795
	       Student Government: 214
	Testing Center: Proctored 4,040 exams (duplicated; includes community exams)
	Tutoring and SI:
	       Tutoring: 2,374
	       SI: 600
	       Math & Science Center: 3,238
	       Programming: 1,107
	       Grammarly: 1,235
	TOTAL: 45,904

Total number of faculty and staff served by services (duplicated)	CARE: 155
	Career: 16
	Conduct: 1
	Disability: 35
	Student Life:
	       Birdfeeder: 3
	       Civic Engagement: 37
	        Verified Volunteer Hours: 56
	       Game Room: 6
	       Leadership: 29
	       Programming: 43

	RSOs/Greeks: 32 Student Government: 43 Testing Center: 1,798 (duplicated) Tutoring and SI: 16 TOTAL: 2,060

Number of student activities offered	CARE: 0
	Career: 18
	Conduct: 2
	Disability: 4
	Student Life:
	     Birdfeeder: 3
	     Civic Engagement:25
	     Leadership: 24
	     Programming: 46
	     RSOs/Greeks: 28
	     Student Government: 7
	Testing Center: 1
	Tutoring and SI: 19
	TOTAL: 177

Number of active campus clubs	31
Number of full-time staff	10
Number of part-time staff	0
Percentage of staff serving on committees	100%
Percentage of staff engaged in community/public service	100%
Total operating expenditures (FY 2018)	$940,290.77
Operating supplies and expenses (FY 2018)	$261,324.35
Equipment expenditures (FY 2018)	$12,920.31

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

1) **Dean of Students Office Overview**
   a. Responding to the Pandemic: In the spring of 2020, a group of students traveled to New Orleans for the Alternative Spring Break service experience. After two students fell ill and with the growing concern of the looming pandemic, the decision was made to end the experience early. The following week, the University System of Georgia decided to move the remainder of the spring semester online. The Dean of Students Office staff was agile with the ever-changing situation and the uncertainty of pandemic. Each staff member was creative in continuing to engage students from a virtual setting. Some changes that were made quickly were moving all meetings to the Microsoft Teams platform and using Microsoft Bookings for online scheduling of appointments. Furthermore, most of the Dean of Students programs were transitioned to an online format. The Campus Activities Board continued to host virtual programs

and engage students on social media platforms. Student support services such as accommodations, tutoring, and testing also transitioned to virtual offerings and the entire week of programs for Career Week were held online. While it may have been unprecedented, the staff was able to adapt to the new normal and continue to serve our students.

2) **Dean of Students**
   a. The Dean of Students Office saw several requests for hardship withdraws and Roadrunner Student Emergency Funds. There were also several referrals made to the CARE Team this year as well. Below you can see the number of reports submitted and the number of cases. The discrepancy between reports and cases was due to duplicate cases being merged into one case.

	Number of Reports	Number of Cases
Hardship Withdraws	58	42
CARE Team Referrals	216	176
Roadrunner Student Emergency Fund Requests	225	225
TOTALS	**499**	**443**

3) **Career & Professional Development**
   a. During the 2019-2020 academic year, Career & Professional Development (CPD) hosted several new career events on campus, such as Tea & Ties (36 attendees) where we served iced tea and taught students how to properly tie a tie, Free Headshot Day (174 attendees) where we teamed up with the DSC Photography Club to offer free headshots to be used on professional profiles like LinkedIn & Purple Briefcase, Graduate Photo Booth with Rage (355 graduates) offered at the December Graduate Ceremony, and University of Tennessee Chattanooga Graduate School Night (44 attendees) where each grad school department set up a booth at DSC and talked to students about their programs and how to apply. CPD also transitioned the planned Career Week events to virtual events when the college went remote in March 2020, with outstanding student participation (284 attendees). CPD started a new work study opportunity called the Online Mentoring Guides (OMGs), where student mentors (5 mentors) were partnered with mentees (48 mentees) to help keep students engaged and up-to-date on resources, virtual events, and important school announcements throughout the semester.

4) **Conduct**
   a. During the 2019-2020 school year, Dalton State continued the use of AlcoholEdu for College and Sexual Assault Prevention for Undergraduates (SAPU), two online programs managed through Everfi, to provide training for students on alcohol, drugs, sexual assault prevention, and bystander intervention. These programs met standards for the federal guidelines from Title IX and VAWA

amendments. During the 2019-2020 school year Dalton State also added the Higher Education Prescription Drug Abuse Prevention program offered through Everfi.

b. During the 2019-2020 school year, 1,165 incoming students completed the program AlcoholEdu for College. This is a 230% increase from 2018-2019 school year that had 353 students complete AlcoholEdu for College.

    i. 89% of the students reported that the course helped them establish a plan ahead of time to make responsible drinking decisions about drinking

    ii. 86% of the students reported that the course prepared them to prevent an alcohol overdose

    iii. 88% of the students reported that the course prepared them to help someone who may have alcohol poisoning

    iv. 71% of the students reported that the course changed their perceptions of others' drinking behavior

    v. Students, after prevention education, reported that they intend to limit their drinking frequency (70%) or the number of drinks they consume (71%)

c. During the 2019-2020 school year, 1,226 students took part in Higher Education Prescription Drug Abuse Prevention.

d. During the 2019-2020 school year, 1,243 students took part in Sexual Assault Prevention for Undergraduates. This is a 389% increase from the 2018-2019 school year that had 254 students complete Sexual Assault Prevention for Undergraduates.

    i. 85% of the students reported that the course helped them identify characteristics of healthy and unhealthy relationships

    ii. 84% of the students reported that the course increased their confidence in their ability to intervene when they witnessed concerning behavior

    iii. 85% of the students reported that the institution offered good resources for students going through difficult times

    iv. 86% of the students stated that they received information about sexual consent that they plan to use if they choose to be sexually active

    v. 85% of the students reported that the course provided them with skills to better support someone who has experienced sexual assault

e. The Assistant Director for Student Conduct and Case Management also improved productivity for the case turnaround for academic and behavioral reports to Student Conduct for alleged violations of the Student Code of Conduct.

Maxient Case Turnaround Data - July 1, 2018 – June 30, 2019

Range	Number of Cases	Average Number of Days
Report to Case Creation	88	3.97
Report to Adjudication	88	18.77
Report to Closed	83	48.66
Case Creation to Adjudication	89	14.66
Case Creation to Closed	84	44.27
Adjudication to Closed	83	31.48

Maxient Case Turnaround Data - July 1, 2019 – June 30, 2020

Range	Number of Cases	Average Number of Days
Report to Case Creation	130	1.38
Report to Adjudication	130	13.54
Report to Closed	103	47.57
Case Creation to Adjudication	131	12.38
Case Creation to Closed	104	46.03
Adjudication to Closed	104	36.18

5) **Disability Access**
   a. This year Disability Access had 112 new students register and begin receiving services. During fall semester 2019 we offered Disability awareness programming in a variety of ways. Two active programs and two passive programs were offered and had almost 200 participants in total. Programming included both students and employees by offering newsletters each week for four weeks that were targeted toward each unique population.
   b. Staff is also involved in the development of and participated on a statewide committee to develop a proposal to make the ADA part of mandatory USG employee training.

6) **Embark Grant**
   a. Dalton State College was awarded a $42,449 Special Project Grant through Embark Georgia with funds that are provided by the Georgia Division of Family and Children Services through Georgia RYSE/ILP. The goal of these funds was to help better identify and support students who have experienced foster care. Funds received were utilized in four capacities (1) student support services, (2) professional development, (3) staffing, and (4) Birdfeeder food pantry expansion project. The first two capacities were heavily affected by the COVID-19 pandemic and our inability to host in person gatherings. However, Dalton State was able to reallocate portions of this funding to the food pantry expansion project.
   b. Through these projects, we were able to directly impact seven students in foster care and approximately 127 students experiencing food insecurity hardships. Working through the Embark Special Funding project process has led our campus and team to making administrative changes and updates to identify youth falling more easily under the following classifications: foster youth,

McKinney-Vento, or students experiencing hardships. One example of this change includes updating the college application to include a question allowing students to self-identify as foster youth or having Mckinney-Vento status. As applications are reviewed, this list of students is automatically forwarded to Dalton State's designated point of contact.

c. The Birdfeeder food pantry renovation project has also afforded us the ability to grow services provided to students experiencing hardships. Having campus closed for much of the spring semester allowed Dalton State to streamline and expediate the renovation process. The former location of the pantry was not large enough to adequately sustain the number of visits received per year. The larger space has created a more spacious one stop shop approach allowing us to slowly expand our inventory of personal hygiene, non-perishable foods, fresh produce, and frozen meals. When physical distancing restrictions are lifted, we will also have the ability to host life skills workshops in this space to help educate students on a variety of topics to help them become more successful in their collegiate and personal lives.

7) **Exit Interviews**

a. In academic year 2019-2020, 205 students did a complete withdraw and 133 of those that withdrew completed an Exit Interview in the Dean of Students Office. That is roughly 64% of the student withdrawing completed the interview, which represents a 27% decrease from the previous year and the number one reason for their withdraw was related to personal health issues.

Semester	Total	Returned	Not Returned
Fall '18	95	28 (29.5%)	67 (70.5%)
Spring '19	75	28 (37.3%)	47 (62.7%)
Summer '19	24	17 (70.8%)	7 (29.2%)
Fall '19	76	20 (26.3%)	56 (73.7%)
Spring '20	81	22 (27.16%)	59 (72.84%)
Summer '20	40	23 (57.7%)	17 (42.5%)

8) **Student Life**

a. **Civic Learning and Democratic Engagement**

i. During the 2019-2020 academic year, Student Life and SAVE received a Gold Seal from The All In Campus Democracy Challenge for having a 40-49% voter participation in the 2018 midterm elections. Dalton State also submitted their second Campus Action Plan to be recognized as a "*Voter Friendly Campus*" through Campus Vote Project and NASPA.

ii. SAVE's committee for Civic Learning and Democratic Engagement (CLDE) programming for this academic year was able to engage 179 students and 17 faculty/staff resulting in a 60.56% decrease for participant engagement. This decrease shifts us closer to the number of engagements seen in FY18. Due to the unforeseen transition to online courses mid-March, SAVE was not able to execute additional programs planned leading into the primaries. Events included in

this count include Constitution Cab Trivia, Constitutional Reading, a Documentary Viewing, Guest Speaker, and the Campus Voter Registration Takeover.

b. The Birdfeeder - On Campus Food Pantry
    i. In the 2019-2020 academic year, the Birdfeeder saw a 119.95% increase of meals being distributed to students, but a 9.83% decrease in visits. Staff believes the increase in meal distribution is a result of students maximizing the pantry visits rather than opting to take only one or two items as we had observed last year. We also believe the partnership with the Chattanooga Area Foodbank has allowed us to provide higher quality meal options with a wider variety of products. The breakdown of data is below:
        1. Total number of visits (duplicated users): 2,283 (11.63% increase from FY19)
        2. Number of unique users: 516 (36.87% increase from FY19)
        3. Items distributed: 15,368 (37.73% Increase from FY19)
        4. Meals provided to students*: 12,806.67 (37.40% increase from FY19)
        5. *We calculate these figures by converting pounds of food into meals per dollar using the finding from USDA's What We Eat in America 2011-2012 that an average meal is 1.2 lbs. of food.* https://www.feedingamerica.org/ways-to-give/faq/about-our-claims

c. The #RealCollege During the Pandemic Survey
    i. Spring 2020 Dalton State participated in the #RealCollege During the Pandemic Survey created and prepared by The Hope Center for College, Community, and Justice. Invitations to complete the survey were emailed to approximately 4,960 students from Dalton State College and 470 students responded, corresponding to a 9.5% response rate. Overall, more than 38,600 students from 54 institutions in 26 states completed the survey. Dalton Sate's results from the survey are below.
    ii. 51% of Dalton State students experienced at least one of the following measures of basic needs insecurity:
        1. 34% were housing insecure at the time of the survey. This percentage is lower than that at peer institutions and lower than the percentage for the overall student sample.
        2. Among students who held at least one job prior to the pandemic, 28% lost their job(s) and 41% saw reduced hours and/or pay.
        3. 54% are experiencing at least moderate anxiety
    iii. Examples of disruptions to student learning and program completion at your college include:
        1. 63% could no longer concentrate on their education;
        2. 17% did not have a functional laptop or a reliable internet connection; and
        3. 21% had no time for school, with

4. 41% of your students saying they were also taking care of a family member because of the pandemic.

iv. Among those experiencing basic needs insecurity, accessing financial supports was uneven. For example:
1. 29% applied for unemployment, SNAP, and/or emergency aid at your institution, which is lower than at peer institutions and lower than the percentage for the overall sample.
2. However, among those who did not apply for any of these financial supports, 80% stated that these supports were either not available to them or they considered themselves ineligible. This estimate is higher than that at peer institutions and higher than the percentage for the overall sample.
3. 24% of your students said they did not know about such supports, which is lower than at peer institutions and lower than the percentage for the overall sample.
4. Lastly, 34% of your students did not know how to apply. This percentage is higher than that at peer institutions and higher than the percentage for the overall sample.

v. The full campus report may be found, here. The National report may be found, here. We will use this information to help fill gaps in services and create better marketing strategies to ensure students are aware of the many resources available to them.

d. **The Rage App and Social Media**
i. The Rage App experienced growth and expansion in 2019-2020. To better serve students in an electronic format, we added additional resources on the app. The additional resources added in 2019-2020 included Orientation, Health and Wellness, Advising, Testing Center, Tutoring and Supplemental Instruction, and a financial literacy program called Cash Course. In one year, we increased the number of users by 35%.
ii. When Dalton State academic and programmatic offerings were moved to a virtual format, we continued to engage students through the Rage App and social media accounts on Facebook and Instagram. Through Facebook and Instagram, we yielded the following engagement numbers:

Spring & Summer 2020 Social Media Analytics						
Facebook Analytics	January	February	March	April	May	June
Total Number of Page Likes at End of Month	1501	1497	1505	1510	1518	1521
New Likes	5	2	15	15	18	8
Un-Likes	5	6	7	10	10	5
Average Number of Engaged Users (28 Days)	99	121	508	602	1066	587
Average Total Daily Reach*	84	233	442	587	583	203
Average Weekly Reach	417	926	2300	2432	3231	1159

Average 28 Day Reach	1201	1607	5229	6948	8713	5584
Average Daily Impressions**	42	281	700	1216	1067	320
Average Weekly Impressions	279	1594	4869	7988	8331	2174
Average 28 Day Impressions	1167	4311	12852	30419	35939	15191
The Number of Clicks on Content (28 Days Page Consumption)	2411	2259	21890	28569	42505	19001
Instagram Analytics	**January**	**February**	**March**	**April**	**May**	**June**
Average Reach	385	340	335	278	253	260
Number of Profile Visits	49	55	126	390	258	74
Average Impressions	448	374	380	308	286	296
Number of Posts	8	25	65	130	61	14
* Reach refers to the total number of unique accounts that have seen your post or story.						
** Impressions: The number of times your content, whether a post or a story, was shown to users.						

e. **Volunteer Hours**
   i. The volunteer management platform, RoadrunnerServe, has continued to help us further promote and accurately document volunteer hours across campus. Throughout the 2019-2020 academic year 21 community and campus agencies actively engaged with RoadrunnerServe to promote 92 volunteer opportunities. The posted opportunities yielded 1,177 responses generating 5,331.3 total hours of verified volunteer hours – this equates to an economic impact of $137,867.42*. This is 8.39% decrease from the overall economic impact made during 2018-2019.
   ii. SAVE's Community Engagement Committee collaborated to plan and implement 17 coordinated volunteer projects. These projects included the 9/11 Day of Service and Remembrance Ceremony and Community Action Days. These projects accounted for 115.22 verified service hours. The number of coordinated projects hosted by SAVE was down 43.3% from FY19. This is partially attributed to projects being rained out in the fall and moving to virtual learning in the spring. The Alternative Breaks Committee collaborated to successfully plan two Alternative Break Trips – an immersive and transformative co-curricular experience) accounting for 815 of the verified volunteer hours. The Alternative Break hour contributions decreased by 10.92%. This decrease is attributed to the cancellation of the planned summer alternative break trip and the need to return to campus three days early from the Alternative Spring Break trip due to illness. **monetary worth of volunteer hours is based on the state value of volunteer time ($25.86) listed at https://independentsector.org/resource/vovt_details/

9) Tutoring and Supplemental Instruction (SI)
   a. Overview
      i. Tutoring & Supplemental Instruction (SI) served 8,554 students in the 2019-2020 academic year, which is a 157.6% increase from the 3,320 students served in the 2018-2019 academic year. This increase is attributed to overall program growth and the absorption of the Math & Science Learning Center.
   b. Title V Grant
      i. The College was awarded a $2,131,499 Federal Title V grant with Tutoring & SI as an area of emphasis, which allowed us to purchase TutorOcean. This new tutoring software increases our ability to offer an enhanced virtual tutoring experience and extend our reach in supporting distance learners and students attending our satellite campus through video, chat, whiteboard, drawing, and equation/formula tools. Students will also become more self-sufficient in managing their on-campus appointments with the user friendly and intuitive platform.
      ii. The Federal Title V grant allowed us to hire a full-time Supplemental Instruction and Programs Specialist and additional SI Leaders to expand this resource. We have secured a dedicated space for SI, and with the Title V grant, we have begun renovation plans to create a space that is more conducive to the group learning experience.
      iii. Federal Title V grant funds allowed us to purchase Grammarly Premium for the entire study body. Grammarly Premium checks for more than 400 common grammar errors while offering a detailed explanation of mistakes. It also encompasses a built-in plagiarism checker. In the 2019-2020 academic year, 1,235 students actively utilized the software with a total of 70,508,650 words being checked.
   c. Tutoring
      i. One-on-one peer tutoring appointments increased by 20.7% in the 19/20 academic year with 2,198 individual sessions. Evening walk-in tutoring decreased by 17%, which is attributed to walk-in hours not being available after shifting to online instruction in the spring.
      ii. The tutoring center became stage II internationally certified through the College Reading and Learning Association (CRLA). CRLA's certification sets an internationally accepted standard of skills and training for tutors to ensure that students receive the highest quality academic support.
   d. Supplemental Instruction (SI)
      i. SI has also begun collecting data on the effectiveness of the program. In the 2019-2020 academic year, students who attended SI had a mean final grade of 3.05 while non-SI participants received a mean final grade of 2.55 which constitutes a 0.50% grade difference.
   e. Math & Science Learning Center
      i. The Math & Science Learning Center served 3,238 students (duplicated) in the 2019-2020 academic year. No baseline data exists for comparison as this is the first year that Tutoring & SI began overseeing the center. The

learning center also hosted its first program to engage students in the spring with 321 students in attendance.

10) **Testing Center**
   a. **Additional Private Testing Spaces**
      i. During the 2019-2020 academic year, the Testing Center finalized plans for the new testing space in Sequoya Hall. This move allowed the Testing Center to increase the number of private testing rooms from one to three which will aid in effectively serving our students who utilize testing accommodations.
   b. **Gilmer Center Testing**
      i. The Testing Center successfully implemented additional testing at the Gilmer Campus which includes the TEAS and GACE Paraprofessional exams. This allows us to better serve our students and community members in that area as well as generate additional revenue.
   c. **Policy and Procedures**
      i. A comprehensive policy and procedures manual was developed for the Testing Center that includes new, more efficient, check-in procedures. This document will aid in having a more streamlined training process and ensure quality customer service.
   d. **National College Testing Association Recertification**
      i. The Testing Center received recertification from the National College Testing Association. This designation implies that the Dalton State Testing Center is recognized for the mastery of best practices in the testing industry.

11) **Other Office Accomplishments**
   a. Brooklyn Herrera was accepted and began a doctoral program at the University of North Georgia in Leadership and Practice. Brooklyn also served on the Strategic Planning Committee for the 2020-2024 strategic plan and was highly involved in the Title V grant process
   b. Heather Williams was accepted and began a doctoral program at the University of Georgia in Learning, Leadership, and Organizational Development
   c. Cameron was accepted into a Master of Arts program at Georgia State University in History
   d. Dr. Jami Hall served on the search committee for the Provost and Vice President for Academic Affairs
   e. The current conduct reporting database saw major campus wide expansion. It is now used for institutional reports and requests for the Roadrunner Student Emergency Fund, COVID-19 reporting, Hardship Withdraws, CARE Team referrals, Conduct reports, and in the School of Education for Student Concerns
   f. Mallory Safley created and implemented a new program for online student mentoring called Online Mentoring Guides (OMGs). This program was launched after our spring semester quickly shifted to an online format.

g. All Dean of Students Office staff members with the addition of colleagues from across campus completed two book clubs for professional development. The books that were read and discussed were *iGen* and *Hillbilly Elegy*

Section C: Annual Progress in Assessing School/Administrative Department Institutional Effectiveness (WEAVE)

Disability Access and Student Support Services, Career and Professional Development, and Student Life

Section D: Overall School/ Department Health and Plans for the Upcoming Year

1) **AmeriCorps VISTA Grant**
   a. Student Life has worked with AmeriCorps VISTA to provide four full-time grant funded positions that will be distributed across multiple departments. These positions will work to build the capacity of programs designed to help students or community members experiencing poverty or hardships. The primary focus areas of these positions will be: (1) A Campus Resource Advocate working to develop resources and educational opportunities to aid students facing food insecurity, homelessness, or hardships; (2) Hispanic Engagement Advocate working to build connections with Latinx students and families on and off campus; (3) Special Populations Advocate working to better understand the needs of DS special populations and to design support networks and programs to help them succeed; (4) Grant Supports Liaison working with the School of Education to maintain and build upon their community grant work.

2) **Responding to Social Justice Concerns, Race Relations, and Serving our Hispanic Population**
   a. In 2018 Student Life lost a position that was dedicated to diversity programs and training. In the spring of 2020, the Director for Hispanic and Latinx Outreach left the institution. In two very short years we lost the two individuals on campus that specifically help positions that supported our diverse student population and were the advocates for responding to the world around us. Due to budget constraints, neither of these positions can be filled. To better respond to situations on and off campus and better support our diverse campus and specifically our large Hispanic and Latinx population there should be a focus on filling these positions. At this time, the Hispanic Engagement Advocate (VISTA position – a very entry level position) is helpful in managing some of the day to day tasks, but due to the nature of the position being a one-year term, there is a lack of continuity and many students are underserved.

3) **Honors Program Co-Curricular experiences**
   a. Student Life has partnered with the Honors program to provide a more holistic experience for honors students. Through this partnership, Student Life will offer a series of seminars, service experiences and social opportunities for all honors

students. Student involvement outside the classroom is critical for retention, graduation, and academic success as students feel a sense of belonging on campus. This partnership will engage the cohorts of honors students (first years, second years, etc.) in these experiences that are reflective of the development, needs, and wants. In our first year of the program each honors student will participate in one service experience, one social opportunity, and one seminar each fall and spring semester. At the conclusion of the experiences, we will survey honors students to gauge their learning from the programs as well as their satisfaction. This feedback will be helpful in adjusting for future years.

4) **Card Swipe Door Access**
   a. To minimize the access to certain offices and spaces within the Dean of Students Office oversight, we have started shifting door locks to card swipe access. In summer of 2020 four doors in the lower level of the student center were shifted from key access to card access and in the fall of 2020 additional doors in the lower level and the upper level of the student center will be switched to card access. It is expected that this project will cost approximately $25,000. Student Activity Fee surplus funds will be used for this project.

5) **Financial Literacy Programming**
   a. Begin campus-wide financial literacy programming, which consists of on-campus and virtual experiences. We were awarded a small grant from the National Endowment for Financial Education (NEFE) that will provide incentives for students to engage in these events.