INSTRUCTIONS

When initiating coursework beyond the degree level currently approved by the Commission on Colleges, or adding diploma or certificate programs above the approved highest degree level, an institution must complete an "Application" with the Commission on Colleges of the Southern Association of Colleges and Schools. The application consists of two parts; Part A - Description of the proposed programs/courses to be offered at a more advanced degree level; and Part B - Description of Ongoing Compliance with the Criteria. The two parts combined constitute a primary source of information used by the Commission on Colleges to award candidacy at the new degree level.

Directions:

1. In those cases in which year-end information is requested, use the most recently completed fiscal year. Report enrollment information for the most recent academic year.

2. Use "NA" to mark items not applicable to the institution.

3. The original and four copies are required by the Commission on Colleges. The institution should keep one completed copy for future use. The preparation of duplicate copies for the Commission office and for visiting committees should be accomplished by a suitable photographic copy machine.

PART A

DESCRIPTION OF THE PROPOSED PROGRAMS/COURSES TO BE OFFERED AT A MORE ADVANCED DEGREE LEVEL

NAME OF NEW DEGREE PROGRAMS. Please be specific (e.g., Bachelor of Arts degree in English).

Bachelor of Science in Industrial Operations Management*

Bachelor of Science in Management Information Systems**

Bachelor of Applied Science in Technology Management***

*Copy of new degree program proposal is attached as Appendix A

**Copy of new degree program proposal is attached as Appendix B

***Copy of new degree program proposal is attached as Appendix C

BACKGROUND INFORMATION

Corporate Name of Institution:
DALTON COLLEGE

Name of Institution as stated on authorization/charter:
DALTON JUNIOR COLLEGE

Institution's Mailing Address:
213 North College Drive
Dalton, GA 30720-3797

Name and Title of Chief Executive Officer:
Dr. James A. Burran, President

Name, title, and address of the Chair of the Board:

Mr. Edgar L. Jenkins, Chair
Board of Regents of The University System of Georgia
270 Washington Street, SW
Atlanta, Georgia 30334

Date institution was chartered or authorized:

July, 1963

Name of agency which has legally authorized the institution to provide the new degree program:

Board of Regents of the University System of Georgia

Date institution will enroll first students at the new degree level:

August, 1999

Date institution projects it will graduate the first regular class at the new degree level:

May, 2001

The calendar system at the institution:

☝ semester ☝ quarter ☝ trimester ☝ other

Enrollment Data:

Current Enrollment - Please refer to your most recent completed Institutional Update and report the following enrollment data for the current term:

a. Total Full-Time Undergraduate Enrollment (Carrying a load of 12 or more credit hours)	1,478
Total Full-Time Post-Baccalaureate Enrollment (Carrying a load of 9 or more credit hours)	N/A
b. Total Part-Time Undergraduate Enrollment (Carrying fewer than 12 or more credit hours)	1,575
Total Part-Time Post-Baccalaureate Undergraduate Enrollment (Carrying fewer than 9 credit hours)	N/A
c. Total Non-Credit Enrollment	N/A
d. Total of all figures reported in a-c above.	3,053

Projected Enrollment - Please indicate below the number of students projected to enroll in the new degree program(s):

	Industrial Operations Management		**Management Information Systems**		**Technology Management**	
	1st Year	*3rd Year*	*1st Year*	*3rd Year*	*1st Year*	*3rd Year*
Full-Time Enrollment	35	70	35	70	20	40
Part-Time Enrollment	20	40	20	40	15	30
Non-Credit Enrollment	N/A	N/A	N/A	N/A	N/A	N/A
Projected Total	55	110	55	110	35	70

Type of Control:

Public

☝ State (If part of state system, name of system?) The University System of Georgia

☝ School board/district (If checked, name of school board/district?)
N/A

☝ Other (Specify) N/A

Private

☝ Independent, not for-profit

Name of corporation _____

Address of corporation _____

☝ Religious Affiliation (If checked, specify) _____

☝ Independent, for-profit

Name of corporation _____

Address of corporation _____

Name of parent corporation (if applicable): _____

Address of parent corporation _____

Ownership of branches and other institutions:

Provide the name of each postsecondary institution owned by the corporation, its address, and the name and title of each institution's chief administrator. Also, indicate whether each institution is accredited and the name of the accrediting agency.

N/A

CURRENT EDUCATIONAL PROGRAMS

Levels of Program Offerings (Check all that apply)

- ☝ Less than one year of work beyond grade 12
- ☝ At least one but less than two years of work beyond grade 12
- ☝ Associate degree-granting program of at least two years
- ☝ Diploma or certificate programs of at least two but less than four years of work beyond grade 12
- ☝ Four or five-year baccalaureate degree-granting program
- ☝ First professional degree
- ☝ Masters and/or work beyond the first professional degree
- ☝ Work beyond the master's level but not at the doctor's level (Specialist in Education)
- ☝ A doctor of philosophy or equivalent degree
- ☝ Other (Specify) _____

List all agencies which currently accredit your institution or any of its programs, the agency name, and the dates of the last review.

The Southern Association of College and Schools initially accredited Dalton College to award the associate degree in 1969. Accreditation was reaffirmed in 1973, 1984, and 1994. Professional accreditations of Dalton College programs by accrediting agencies are:

Program	Accrediting Agency	Date of last review
Automotive Technology	National Institute for Automotive Technology	1998
Medical Laboratory Technology	National Accrediting Agency for Clinical Laboratory Sciences	1996
Phlebotomy	National Accrediting Agency for Clinical Laboratory Sciences	1997
Nursing (RN)	National League of Nursing	1994
Licensed Practical Nursing	Georgia Board of Examiners of LPN	1997
Radiologic Technology	Joint Review Committee on Education in Radiologic Technology	1995

PROPOSED PROGRAMS/COURSES TO BE OFFERED AT A MORE ADVANCED DEGREE LEVEL

Describe the rationale for the new programs, including an assessment of need.

The Northwest Georgia region is home to the largest concentration of carpet and rug manufacturing in the United States. During the 1996 calendar year, the most recent for which figures are available, Georgia's carpet industry produced $15.5 billion at retail, accounting for 74 percent of domestic carpet production and 44 percent of the world's carpet production. The Dalton area serves as corporate headquarters for Shaw Industries, Aladdin Mills, Beaulieu of America, World Carpets, Queen Carpets, Collins & Aikman, Durkan Patterned Carpets, and J&J Industries. These firms together produce the overwhelming majority of Georgia's carpet and rug output, and employ over 50,000 workers.

A thriving supplier and specialty industry supports the production of carpet and rugs in Northwest Georgia. These companies provide chemicals, latex backing, nylon, polypropylene, manufacturing machinery, computer and electronics support, and a host of other auxiliary services. Representative of this group are Amoco, BASF, Dow, DuPont, Textile Rubber and Chemical, Synthetic Industries, IBM, Microsoft, and Novell. It is no surprise, then, that manufacturing accounts for 50 percent of the region's employment and two-thirds of the region's economic base. Whitfield County ranks third in the state in manufacturing employment, behind only Fulton and Gwinnett and ahead of DeKalb and Cobb.

The increasing technological sophistication of carpet manufacturing processes, the ongoing complexity of these business enterprises, and the continued growth of carpet and rug production has resulted in an increased demand for education at a variety of levels in the work force. Significant demand currently exists for individuals possessing bachelor's degrees in the fields of business and management; this demand is projected to continue unabated.

In 1990 the population of the ten county region served by Dalton College was 313,666. By 2000 the total count is expected to reach 363,000, and by 2010 it will be well over 400,000. By contrast to this pattern of growth, the educational achievement levels of the region's population are well below the state average. Within the ten county region, the number of persons over the age of 25 holding the bachelor's degree is only 8.3 percent, while the state average is 19 percent. Within the same population, those having completed some post secondary work but below the baccalaureate ranges from 10 to 20 percent on a county-by-county basis, suggesting something of a pent-up demand for bachelor's degree work.

Thus the demand for an educated work force to sustain the carpet manufacturers in Northwest Georgia exists amid a growing region which is undereducated by virtually any standard. A societal need is clearly evident both within a broader regional context and within the manufacturing engine which dominates the region's economic landscape.

Identifying the societal need for Bachelor's degrees in Industrial Operations Management, Management Information Systems, and Technology Management degrees involved several related steps, each developing a greater degree of specificity than the one before. During the 1995-96 academic year, Dalton College employed the services of the Applied Research Center at Georgia State University to conduct an Occupational Demand Analysis for Northwest Georgia. This analysis included focus group discussions within the carpet industry as well as the larger community, the collection of economic trend data, and telephone surveys of a random sample of the region's residents. The results revealed a high degree of need for additional programming in business and technical studies and a moderate degree of need for teacher education. The Occupational Demand Analysis also documented an ongoing need for over 200 individuals per year within the region who hold the bachelor's degree in management.

In September 1996, Dalton College staff prepared a *Briefing Paper on Regional Needs for Northwest Georgia*, which combined the findings from the Occupational Demand Analysis with two other locally generated research efforts: an Environmental Scan of the region, and an Image Study of the College. This briefing paper confirmed the societal need for additional programming in business and technical studies.

During the 1996-97 academic year, the University System of Georgia completed a statewide strategic plan to determine the demographic and economic patterns that will affect the System's future role in delivering higher education. One of the recommendations arising from that planning effort was the creation of a North Georgia Planning Council to determine whether there exist unmet regional needs. During the course of this study, which took place during the 1997-1998 academic year, Dalton College staff and Board of Regents' staff developed additional focus group discussions within the carpet industry to determine whether significant unmet needs existed in that arena. These discussions were assisted by the Dalton-based Carpet and Rug Institute, which serves as the trade association for the carpet industry, and by Dalton College's Carpet Industry Advisory Council, which is comprised of vice presidents for manufacturing/human resources/information systems from the eight largest carpet producers within the region.

The North Georgia Planning Council has identified three management-related baccalaureate programs as immediate needs: Industrial Operations Management, Management Information Systems, and Technology Management. These three curricula are interrelated by virtue of their common management orientation, their relation to the needs of the carpet industry, and certain common coursework that provides an economy of scale.

Carpet manufacturers indicate that the thin profit margin environment within the industry, created by the extremely competitive nature of the business, necessitates an ongoing demand for Industrial Operations Management graduates. Those individuals with backgrounds in manufacturing processes, the uses of technology, and general management skills in an industrial setting will be flexible enough to assume leadership positions in a variety of operations areas. Graduates of the program will possess a broad understanding of the carpet and rug manufacturing process and will be able to interact effectively with their colleagues in human

resources, marketing, manufacturing, engineering, logistics, and information systems.

Carpet manufacturers and other large business firms in the Dalton area have also been enthusiastic in their support for the Bachelor of Science in Management Information Systems program. Graduates who are proficient in general management practices as well as in the uses of mainframe environments, network environments, and the relationship between information technology and manufacturing processes, will enjoy considerable demand throughout the region. As information technology continues to grow as a management tool, so will the demand for these graduates. Indeed, employers indicate that Management Information Systems graduates will enjoy several avenues for entry-level positions.

The Bachelor of Applied Science degree is a relatively new concept within the University System of Georgia. Currently only four System schools offer the degree, and the first graduates of these programs were produced in 1997. The applied technology baccalaureate possesses considerable potential. In the report issued by the Georgia Postsecondary Education Collaborative Council, the B.A.S. was specifically designed to provide a bridging mechanism between the A.A.S./A.A.T. degree and a bachelor's degree which built upon the previous educational experiences of the student. As a 2 + 2 or ladder concept, the B.A.S. was to offer "career advancement opportunities to students who begin their education in technical programs which fit their circumstances at the time but whose needs and goals have changed." Carpet manufacturers have indicated that there will be significant need for graduates who possess a strong technical background in the uses of technology in an industrial setting but who also have a broad understanding of management concepts and principles. This assessment parallels the GPECC report's objective to create a degree which will "blend occupational expertise with advanced theoretical and practical understanding in order to move into managerial and professional positions. . . ." Employers indicate that Technology Management graduates will enjoy several avenues for entry-level positions.

For additional information, see Item #3 on each of the attached three program proposals (Appendices A, B, and C), as well as consultants' reports on assessment of need (Appendix D).

List and describe the new degree programs, including the following:

Bachelor of Science in Industrial Operations Management

This program is designed to meet the needs of the carpet industry and related industries in Northwest Georgia. Graduates of this program should be able to fill entry-level positions in industrial operations management, such as production manager, manufacturing supervisor, quality control director, and department manager. The program will focus on developing competencies and skills in materials and production processes, cost analysis, process planning and control, safety management, and manufacturing processes. The 120-semester hour program includes a three-hour cooperative experience that will be taken during the student's senior year. Enrollment is expected to exceed 60 students by the second year.

Bachelor of Science in Management Information Systems

The Carpet and Rug Institute, which serves as the trade association for the carpet industry, targets this program as an immediate baccalaureate program need. In addition, the July 1997 *University System of Georgia Comprehensive Plan* documents a large unmet need for information technology specialists at the baccalaureate level. Graduates should be well qualified to obtain entry-level positions in Information Systems in jobs such as data processing manager, computer operations manager, and systems analyst. The 120-semester hour program will focus on developing skills in strategic policy and finance, computer information system design, analysis and control, computer information systems programming and maintenance, and proficiency with local and global telecommunications systems. After the second year of the program, approximately 100 students are expected to be enrolled.

Bachelor of Applied Science in Technology Management

The bachelor of applied science provides a bridge from associate to baccalaureate degrees and fits with Dalton College's mission, shared by only three other institutions in the System, to offer both vocational/technical programs and associate degrees. This degree program prepares technical professionals in a variety of areas, depending upon the program of study completed at the AAS or AAT level, acts as a ladder to the baccalaureate degree, and offers career advancement opportunities to students who begin their education in technical programs. The concept fits the industrial model of a technically proficient student advancing with a broad understanding of management concepts and principles. This program is expected to enroll 40 students by the second year. Graduates should have expertise in manufacturing, technology, and general management skills and will meet expectations for entry-level positions as production manager specialist, manufacturing project manager, and logistics/distribution manager. Skills in total quality management concepts, accounting and economics, technology management, manufacturing materials and processes, and operations management will be developed.

For more information, see Item #1 on each of the attached three program proposals (Appendices A, B, and C).

a. general institutional admissions requirements and any separate admission requirements for the new programs

Admission as a Beginning Freshman

1) A minimum high school GPA of 1.80 on a 4.0 scale on "academic courses" only, **or**
2) A minimum SAT score of 330R (Recentered SAT) verbal or ACT score of 14 English, **or**
3) A minimum SAT score of 310R (Recentered SAT) math or ACT score of 14.
4) A transcript from the applicant's high school which certifies that requirements for graduation have been met, **or**
5) A copy of the General Educational Development (GED) Certificate which meets the requirements of the Georgia Department of Education.
6) An official copy of the applicant's test scores on the College Board's Scholastic Aptitude Test (SAT) or the American College Testing Program (ACT).
7) A properly executed Certificate of Immunization.
8) Persons whose native language is other than English must provide proof of proficiency in English language skills.

For complete information about Dalton College's Admission Requirements, see pages 13-23 of the *Dalton College 1998-99 Catalog and Student Handbook* (included as Appendix S in this package).

New Degree Programs

<u>Industrial Operations Management</u>

In order to be admitted to the Industrial Operations Management program, students must have completed the following requirements:

1) Satisfied the Core Curriculum Areas A-F in Business Administration or the quarter-based equivalent.
2) Possess a cumulative grade point average of 2.5 or higher in the prescribed course work.
3) Met the prerequisites for upper division coursework.
4) Filed an application for admission to the Industrial Operations Management program.

The Admissions Committee of the Division of Business and Technology will be responsible for admitting new and returning students each semester. If student demand exceeds available space in the program, applicants will be ranked according to grade point average.

Management Information Systems

In order to be admitted to the Management Information Systems program, students must have completed the following requirements:

1) Satisfied the Core Curriculum Areas A-F in Business Administration or the quarter-based equivalent.
2) Possess a cumulative grade point average of 2.5 or higher in the in the prescribed course work.
3) Met the prerequisites for upper division coursework.
4) Filed an application for admission to the Management Information Systems program.

The Admissions Committee of the Division of Business and Technology will be responsible for admitting new and returning students each semester. If student demand exceeds available space in the program, applicants will be ranked according to grade point average.

Technology Management

In order to be admitted to the Technology Management program, students must have completed the following requirements:

1) Earned an AAS or AAT degree from an accredited technical institute or technical division in one of the following programs:

- General Business
- Management
- Marketing
- Computer Operations
- Computer Networking Technology
- Microcomputer Applications
- Computer Service Technology
- Drafting and Design Technology
- Electronic Technology
- Industrial Electrical Technology
- Industrial Technology

Students presenting AAS or AAT degrees in other business or technology-related programs will be evaluated for admission on a case-by-case basis.

2) Possess a cumulative grade point average of 2.5 or higher in the prescribed course work.
3) Met the prerequisites for upper division coursework.
4) Filed an application for admission to the Technology Management program.

The Admissions Committee of the Division of Business and Technology will be responsible for admitting new and returning students each semester. If student demand exceeds available space in the program, applicants will be ranked according to grade point average.

b. completion requirements, including the number of credits which must be earned in programs at the new degree level. Include in the description the number and distribution of general education credits to be completed, the number of credits to be earned in the major or area of concentration, the number of electives to be completed, and other requirements which students must meet in order to receive a degree.

(a) Core Curriculum Areas A-E (Lower Level - 42 Hours)
Core Curriculum Areas A-F (Lower Level - 60 Hours)

All three degree programs have common core courses described as "Core Curriculum Areas A-F" below. Areas A-F (60 Credits) are required for the Bachelor of Science in Industrial Operations Management and the Bachelor of Science in Management Information Systems. Areas A-E (42 Credits) are required for the Bachelor of Applied Science in Technology Management.

Area A: Essential Skills	9 semester hours
English 1101: English Composition I	3 hours
English 1102: English Composition II	3 hours
One course to be chosen from the following:	
Mathematics 1101: Introduction to Mathematical Modeling	3 hours
Mathematics 1113: Precalculus Mathematics	3 hours
Mathematics 2253: Calculus and Analytic Geometry I	4 hours

Area B: Institutional Options	4 semester hours
Speech 1110: Fundamentals of Speech	3 hours
One course to be chosen from the following:	
Computer Science 1100: Computer Literacy	1 hour
English 1110: Creative Writing	1 hour
Humanities 2212: Electronic Culture	1 hour
Physical Education 1030: Health and Wellness Concepts	1 hour

Area C: Humanities/Fine Arts	6 semester hours
Two courses to be chosen from the following:	
Cinema 1101: Introduction to Film as Literature	3 hours
English 2111/2112: World Literature I & II	3 hours each
Fine Arts 1102: Fine Arts Appreciation	3 hours

Area D: Science, Mathematics, and Technology	11 semester hours
Two laboratory science sequence courses to be chosen from the following:	
Biology 1101/1102: General Biology I & II	4 hours each
Chemistry 1121/1122: General Chemistry I & II	4 hours each
Physics 1127/1128: General Physics I & II	4 hours each
Physics 2227/2228: Introduction to Physics I & II	4 hours each
One course to be chosen from the following:	
Astronomy 1101: Introduction to Astronomy	4 hours
Biology 1105: Environmental Studies	4 hours
Biology 2203: Principles of Botany	4 hours
Biology 2224: Entomology	4 hours
Computer Science 1125: Computer Concepts	3 hours
Computer Science 2220: Programming in PASCAL	3 hours
Computer Science 2221: Programming in C++	3 hours
Mathematics 1113: Precalculus Mathematics	3 hours
Mathematics 2181: Applied Calculus	3 hours
Mathematics 2200: Introduction to Statistics	3 hours
Mathematics 2253/2254: Calculus and Analytic Geometry I & ll	4 hours each

Area E: Social Sciences	12 semester hours
History 2111/ 2112: United States History I & II	3 hours
Political Science 1101: American Government	3 hours
Two courses to be chosen from the following:	
Anthropology 1103: Introduction to Cultural Anthropology	3 hours
Economics 1101: Introduction to Economics	3 hours
Economics 2105/2106: Principles of Macro/Microeconomics	3 hours each
Geography 1111: Introduction to Physical Geography	3 hours
Geography 1101: Introduction to Human Geography	3 hours
History 1111/1112: World Civilization I & II	3 hours each
History 2111/2112: United States History I & II	3 hours each
Philosophy 1101: Introduction to Philosophical Issues	3 hours
Philosophy 1102: Logic and Critical Thinking	3 hours
Political Science 2401: International Relations	3 hours
Political Science 2201: Introduction to State and Local Government	3 hours

Psychology 1101: Introduction to Psychology	3 hours
Sociology 1101: Introduction to Sociology	3 hours
Sociology 1160: Introduction to Social Problems	3 hours

Area F: Major Related (Business Administration)	18 semester hours
Accounting 2101: Principles of Accounting I	3 hours
Accounting 2102: Principles of Accounting II	3 hours
Computer Information Systems 2201: Fundamentals of Computer Applications	3 hours
Economics 2105: Principles of Macroeconomics	3 hours
Economics 2106: Principles of Microeconomics	3 hours
One course to be chosen from the following:	
Business Administration 1105: Introduction to Business	3 hours
Business Administration 2105: Communication in the Business Environment	3 hours
Business Administration 2106: Environment of Business	3 hours
Mathematics 2181: Applied Calculus	3 hours
Mathematics 2200: Introduction to Statistics	3 hours
Mathematics 2243: Calculus and Analytic Geometry I	4 hours
Mathematics 2254: Calculus and Analytic Geometry II	4 hours

(b) Degree Programs (Upper Level)

Industrial Operations Management Core (60 Hours)	
Principles of Management	3 hours
Quality Management Systems	3 hours
Personnel and Industrial Relations	3 hours
Management Applications of Information Technology	3 hours
Business Writing	3 hours
Technology Management	3 hours
Manufacturing Cost Analysis	3 hours
Textile Chemistry	3 hours
Manufacturing Processes	3 hours
Motion and Time Study	3 hours
Industrial Safety Management	3 hours
Materials and Processes of Industry Operations Management	3 hours
	39 hours

Choose two of the following clusters:	
Statistics for Process Control	3 hours
Introduction to Data Processing Systems	3 hours
Legal and Ethical Environment of Business	3 hours
Customer Relations and Marketing	3 hours
Manufacturing Planning and Control	3 hours
Inventory Control	3 hours
	12 hours
Required Special Topics:	
Senior Seminar	3 hours
Cooperative Experience	3 hours
	6 hours
Free Elective	3 hours

Management Information Systems Core (60 Hours)

Business Foundation Courses:	
Legal and Ethical Environment of Business	3 hours
Principles of Management	3 hours
Principles of Marketing	3 hours
Corporation Finance	3 hours
Introduction to Business Statistics	3 hours
Business Writing	3 hours
Strategic Management Policy	3 hours
	21 hours
Major Area Courses:	
Management Applications of Information Technology	3 hours
Business Computer Applications	3 hours
Advanced Programming and Applications	3 hours
Telecommunications Management	3 hours
Analysis and Design of Business Information Systems	3 hours
Operations Management	3 hours
Information Resource Management	3 hours
Database Management Systems	3 hours
	24 hours
Required Special Topics:	
Senior Seminar	3 hours
Cooperative Experience	3 hours
	6 hours
Electives	9 hours

Technology Management Core (42 Hours)

A.A.S./A.A.T. Technical Program Block Credit	36 hours
A.A.S./A.A..T General Education Core	21 hours
	57 hours
Completion of Core Curriculum Areas A-E	21 hours
B.A.S. Bridge Core:	
Technology Management	3 hours
Survey of Economics	3 hours
Survey of Applied Accounting	3 hours
Introduction to Measurement and Analysis	3 hours
	12 Hours
Technology Management Core:	
Principles of Management	3 hours
Legal and Ethical Environment of Business	3 hours
Quality Management Systems	3 hours
	9 Hours
Related Electives (5 courses chosen from the following):	
Customer Relations and Marketing	3 hours
Introduction to Business Statistics	3 hours
Manufacturing Processes	3 hours
Operations Management	3 hours
Materials and Processes of Industry	3 hours
Introduction to Organizational Behavior	3 hours
Business Writing	3 hours
	15 Hours
Required Special Topics:	
Senior Seminar	3 hours
Cooperative Experience	3 hours
	6 hours

For more information on the three program curricula, see Item #4 on each of the attached three program proposals (Appendices A, B, and C).

c. the curriculum and program oversight by the institution

The curriculum and program will be administered by the Division of Business and Technology. The Division Chair will report directly to the Vice President for Academic Affairs.

d. instruction

Instruction in these programs will be offered in the same format and at the same quality level that instruction has traditionally been offered at Dalton College.

e. means for evaluating student achievement

Student outcomes and the assessment plan associated with the three degree programs are as follows:

B.S. in Industrial Operations Management

Students successfully completing the degree program of study in Industrial Operations Management will meet or exceed expectations for entry-level positions in management-oriented technical professions. Intended outcomes include:

- Understand and apply the principles of mathematics and science in solving "real world" problems.
- Use written and spoken English effectively.
- Understand and apply basic computer principles.
- Gain an understanding of Total Quality Management concepts and its applications in a team environment.
- Understand and apply skills developed in materials and production processes.
- Understand and apply skills developed in management, human relations and marketing.
- Understand and apply skills developed in cost analysis, process planning and control.
- Acquire abilities to promote safety and safety management in the workplace.

See page 39 for examples of assessment criteria and procedures on the intended outcomes above.

Students will be evaluated like the rest of undergraduates enrolled in Dalton College programs. In addition to regular evaluation procedures like exams and class presentations, the proposed assessment plan for the Industrial Operations Management program will include the following:

Alumni Survey

A survey of program graduates will be conducted every year. This survey will provide feedback concerning placement rates, salaries, satisfaction with employment, and appropriateness of academic preparation to the professional position held by the graduate. It will be conducted annually for three years after the first class has graduated, in recognition of the need for intense assessment during the early years of a program's existence.

Employer Survey

An Employer Survey will be conducted on the same schedule as the Alumni Survey. This instrument will provide feedback in determining how well the graduates of the existing academic program are prepared from the employer's perspective. The survey will also provide information to be used in assessing future needs of potential employers of program graduates.

Interviews

Each graduating senior will participate in an exit interview with the department chair prior to graduation. This interview will provide an assessment of the perceived quality of the academic program, and a mechanism for graduating students to describe what they feel are the strengths and weaknesses of the program.

Advisory Committee

An advisory committee will be established for the program. This committee will consist of no less than five members representing leaders from local industries with expertise in industrial operations. The advisory committee will meet at least once per year and will provide guidance in developing partnerships with industry, identifying specific skills needed by program graduates, and identifying future trends in industry that could affect the academic program.

Professional Certification

Each graduating senior will take the Society of Manufacturing Engineering national certification exam. This exam is a comprehensive exam and will be used to identify areas of strength and weakness within the academic program.

B.S. in Management Information Systems

Students successfully completing the degree program of study in Management Information Systems will meet or exceed expectations for entry-level positions in Information Systems professions. Intended outcomes include:

- Understand and apply the principles of mathematics and science in solving “real world” problems.
- Use written and spoken English effectively, including the ability to recognize and use accepted patterns of grammar and structure in speech and writing.
- Gain an understanding of Total Quality Management concepts and its applications in a team environment.
- Develop proficiency with local and global telecommunications systems.
- Understand and apply skills developed in strategic policy, finance, human relations, management and ethics.
- Acquire abilities to design computer information systems, including analysis and control.

See pages 39 for examples of assessment criteria and procedures on the intended outcomes above.

Students will be evaluated like the rest of undergraduates enrolled in Dalton College programs. In addition to regular evaluation procedures like exams and class presentations, the proposed assessment plan for the Management Information Systems program will include the following:

Alumni Survey

A survey of program graduates will be conducted every year. This survey will provide feedback concerning placement rates, salaries, satisfaction with employment, and appropriateness of academic preparation to the professional position held by the graduate. It will be conducted annually for three years after the first class has graduated, in recognition of the need for intense assessment during the early years of a program's existence.

Employer Survey

An Employer Survey will be conducted on the same schedule as the Alumni Survey. This instrument will provide feedback in determining how well the graduates of the existing academic program are prepared from the employer's perspective. The survey will also provide information to be used in assessing future needs of potential employers of program graduates.

Interviews

Each graduating senior will participate in an exit interview with the department chair prior to graduation. This interview will provide an assessment of the perceived quality of the academic program, and a mechanism for graduating students to describe what they feel are the strengths and weaknesses of the program.

Advisory Committee

An advisory committee will be established for the program. This committee will consist of no less than five members representing leaders from local industries with expertise in management information systems. The advisory committee will meet at least once per year and will provide guidance in developing partnerships with industry, identifying specific skills needed by program graduates, and identifying future trends in industry that could affect the academic program.

Professional Certification

Each graduating senior will take the Institute for the Certification of Computer Professionals (ICCP) national certification exam. This comprehensive exam will be used to identify areas of strength and weakness within the academic program.

B.A.S. in Technology Management

Students successfully completing the degree program in Technology Management will meet or exceed expectations for entry-level positions in management/technical professions. Intended outcomes include:

- Understand and apply the principles of mathematics and science in solving "real world" problems.
- Use written and spoken English effectively, including the ability to recognize and use accepted patterns of grammar and structure in speech and writing.
- Understand and apply basic computer principles.
- Gain an understanding of Total Quality Management concepts and its applications in a team environment.
- Understand and apply knowledge developed in accounting and economics.
- Understand and apply skills developed in technology management, marketing, and operations management.
- Understand and apply skills developed in manufacturing materials and processes.

See page 39 for examples of assessment criteria and procedures on the intended outcomes above.

Students will be evaluated like the rest of undergraduates enrolled in Dalton College programs. In addition to regular evaluation procedures like exams and class presentations, the proposed assessment plan for the program in Technology Management will include the following:

Alumni Survey

A survey of program graduates will be conducted every year. This survey will provide feedback concerning placement rates, salaries, satisfaction with employment, and appropriateness of academic preparation to the professional position held by the graduate. It will be conducted annually for three years after the first class has graduated, in recognition of the need for intense assessment during the early years of a program's existence.

Employer Survey

An Employer Survey will be conducted on the same schedule as the Alumni Survey. This instrument will provide feedback in determining how well the graduates of the existing academic program are prepared from the employer's perspective. The survey will also provide information to be used in assessing future needs of potential employers of program graduates.

Interviews

Each graduating senior will participate in an exit interview with the department chair prior to graduation. This interview will provide an assessment of the perceived quality of the academic program, and a mechanism for graduating students to describe what they feel are the strengths and weaknesses of the program.

Advisory Committee

An advisory committee will be established for the program. This committee will consist of no less than five members representing leaders from local industries with expertise in technology management and supervision. The advisory committee will meet at least once per year and will provide guidance in developing partnerships with industry, identifying specific skills needed by program graduates, and identifying future trends in industry that could affect the academic program.

Professional Certification

Each graduating senior will take the National Association of Industrial Technology national certification exam. This comprehensive exam will be used to identify areas of strength and weakness within the academic program.

For additional information, see Item #11 on each of the attached three program proposals (Appendices A, B, and C).

If the proposed programs/courses are to be offered at distance learning sites, indicate each specific location, its address, the type of instruction structure (e.g. group classroom, individual technology-based), and the percentage of the degree program which will be offered.

N/A

FACULTY RESOURCES AND QUALIFICATIONS

Describe faculty resources needed for the new programs. Include the institution's plans to use current faculty to teach the new courses and any plans for additional faculty.

The current availability of well-qualified faculty at Dalton College, together with possibilities for part-time support by carpet industry management-level individuals holding the master's degree, provide additional strength for the three new degree programs. While additional full-time faculty will be needed to support the program, there are plans to use current faculty to teach some of the new courses. Faculty currently employed at Dalton College who will be teaching courses are listed below. Each of these individuals is a member of the full-time faculty. Their overall workload will not be impacted by the addition of the proposed program, since they will take on the new courses as part of their normal load. Part-time faculty will assume the anticipated modest reduction in lower-level coursework.

1) **Dr. J. Donald Bowen** - Associate Professor of Marketing and Management

Formal Education
Ph.D., 1986, Vocational Leadership (Georgia State University, Atlanta, GA)
M.Ed., 1975, Education (Auburn University, Auburn, AL)
B.S., 1972, Business Administration (Auburn University, Auburn, AL)

Work Experience
Associate Professor of Marketing and Management
Dalton College, Dalton, GA
(September 1996 - present)

Assistant Professor of Marketing and Management
Dalton College, Dalton, GA
(September 1982 - August 1996)

Instructor in Marketing and Management
Dalton College, Dalton, GA
(September 1975 - August 1982)

Instructor in Distributive Education
Union Street Area Vocational Center, Montgomery, AL
(August 1974 - August 1975)

Expected Responsibilities in the Program.
Principles of Management
Principles of Marketing
Strategic Management/Policy
Personnel and Industrial Relations
Legal and Ethical Environment of Business
Customer Relations and Marketing.

2) **Dr. Joe B. Fulton** - Assistant Professor of English

Formal Education
Ph.D., 1995, English (Southern Illinois University, Carbondale, IL)
B.A., 1986, Russian, Minor: English (Purdue University, West Lafayette, IN)

Work Experience
Assistant Professor of English
Dalton College, Dalton, GA
(1995 - Present)

Graduate Teaching Fellow
Southern Illinois University
(1991-1995)

Expected Responsibilities in the Program
Business Writing.

3) **Dr. Victoria F. Guarisco** - Assistant Professor of Chemistry

Formal Education
Ph.D., 1994, Analytical Chemistry (University of North Carolina, Chapel Hill, NC)
B.S., 1988, Chemistry (Spring Hill College, Mobile, AL)

Work Experience
Assistant Professor of Chemistry
Dalton College, Dalton, GA
(September 1994 - present)

Teaching Assistant, Analytical Chemistry Lab
University of North Carolina, Chapel Hill, NC
(1988 - 1989)

Expected Responsibilities in the Program
Textile Chemistry.

4) **Dr. James C. Head** - Professor of Mathematics and Chairperson of the Division of Natural Sciences and Mathematics

Formal Education:
Ph.D., 1974, Mathematics (George Peabody College, Nashville, TN)
M.S., 1966, Mathematics (University of Arkansas, Fayetteville, AR)
B.S., 1965, Mathematics (Southwestern at Memphis, Memphis, TN)

Work Experience:
Associate Professor of Mathematics
Dalton College, Dalton, GA
(July 1987 - present)

Assistant Professor of Mathematics
Dalton College, Dalton, GA
(September 1982 - June 1987)

Coordinator of Developmental Studies
Dalton College, Dalton, GA
(September 1985 - present)

Assistant Professor of Mathematics
Darton College, Albany, GA
(1976 - 1982)

Mathematics Teacher
Geeter Junior High School, Memphis, TN
(1975 - 1976)

Assistant Professor of Mathematics
Simpson College, Indianola, IA
(1968 - 1972); 1973 - 1975)

Expected Responsibilities in the Program:
Business Computer Applications
Introduction to Business Statistics.

5) **Dr. Hubert B. Kinser** - Associate Professor of Mathematics

Formal Education
Ph.D., 1967, Theoretical Physical Chemistry (Vanderbilt University, Nashville, TN)
NIH Postdoctoral Fellow, 1967 –1969 (Iowa State University, Ames, IA)
B.S., 1961, Engineering Chemistry (Tennessee Technological University, Cookeville, TN)

Work Experience
Associate Professor of Mathematics
Dalton College, Dalton, GA
(September 1995 - present)

Assistant Professor of Mathematics
Dalton College, Dalton, GA
(September 1983 - August 1995)

Temporary Assistant Professor of Mathematics
Dalton College, Dalton, GA
(September 1981 - August 1983)

Interim Professor of Chemistry
Maryville College, Maryville, TN
(1974 - 1975)

Expected Responsibilities in the Program
Textile Chemistry.

6) **Dr. H. Neal McKenzie** - Professor of Economics

Formal Education:
Ph.D., 1975, Economics (Georgia State University, Atlanta, GA)
B.S., 1965, Economics (Auburn University, Auburn, AL)

Work Experience:
Professor of Economics
Dalton College, Dalton, GA
(September 1989 - present)

Visiting Professor of Management Information Systems
Georgia State University, Atlanta, GA
(1988 - 1989)

Professor of Economics
Mars Hill College, Mars Hill, NC
(1976 - 1989)

Director of Microcomputer Applications
Mars Hill College, Mars Hill, NC
(1986 - 1988)

Instructor of Economics
Kennesaw College, Marietta, GA
(1973 - 1976)

Assistant Professor of Economics
Spelman College, Atlanta, GA
(1970 - 1973)

Instructor in Economics
Georgia State University, Atlanta, GA
(1969 - 1970)

Expected Responsibilities in the Program:
Introduction to Business Statistics
Survey of Economics.

7) **Dr. F. Vince Postell** - Associate Professor of Mathematics

Formal Education
Ph.D., 1990, Mathematics (Georgia Institute of Technology, Atlanta, GA)
M.S., 1987, Mathematics (Georgia Institute of Technology, Atlanta, GA)
B.S., 1985, Mathematics (Georgia Institute of Technology, Atlanta, GA)

Work Experience
Assistant Professor of Mathematics
Dalton College, Dalton, GA
(September 1994 - present)

Instructor of Mathematics
Dalton College, Dalton, GA
(September 1989 - August 1994)

Graduate Teaching Assistant
Georgia Institute of Technology, Atlanta, GA
(1989)

Graduate Research Assistant
Georgia Institute of Technology, Atlanta, GA
(1988 - 1989)

Expected Responsibilities in the Program:
Statistics for Process Control
Business Computer Applications
Introduction to Data Processing Systems.

8) **Mr. W. Mason Richard** - Associate Professor of Accounting

Formal Education

M.B.A., 1967, Accounting (Memphis State University, Memphis, TN)
B.B.A., 1966, Accounting (Memphis State University, Memphis, TN)

Other Education
University of Alabama, University, AL, 1968-1971

Work Experience
Associate Professor of Accounting
Dalton College, Dalton, GA
(September 1980 - present)

Associate Professor of Accounting
University of Tennessee, Chattanooga, TN
(1978 - 1980)

Instructor in Accounting
University of Alabama, University, AL
(1976 - 1978)

Controller/Vice President/Treasurer
Weight Watchers of Mississippi, Jackson, MS
(1973 - 1976)

Lecturer in Accounting
Southern Illinois University, Carbondale, IL
(1971 - 1973)

Assistant Professor of Accounting
Eastern Kentucky University, Richmond, KY
(1967 - 1968)

Junior Accountant/Staff Auditor
Robert S. Jacobs, Public Accountants, Memphis, TN
(1966 - 1967)

Expected Responsibilities in the Program:
Manufacturing Cost Analysis
Survey of Applied Accounting.

Five new full-time and two part-time faculty positions will be added to the Dalton College faculty to teach in the three new degree programs. These new positions will be funded through a combination of redirected funds and new state funds.

The two new faculty members in the Industrial Operations Management program will be required to have a Ph.D. in management or a D.B.A., college teaching experience, and industrial experience in production/operations management. Preference will be given to individuals with interdisciplinary credentials in industrial operations or industrial engineering.

The two full-time faculty members in the Management Information Systems program will have a strong background in management information systems to include microcomputer and mini-computer applications, operating systems and utility programs, networking, Internet and Intranet, programming, and the ability to apply and integrate new and existing hardware and software technologies. They will have a doctorate in a closely related field such as management information systems, management with a concentration in management information systems, industrial technology with an emphasis in computer technology and operations, or an engineering field emphasizing computer systems and/or operations. College teaching experience will be required, with preference given to individuals who have interdisciplinary credentials. The part-time instructor will hold at least a master's degree in a field directly related to his or her teaching responsibilities. Preference will be given to individuals with college teaching experience and related work experience.

The full-time faculty member hired for the Technology Management program will have a strong background in production and inventory control, quality management, and industrial technology management. He or she will have a Ph.D. in a closely related field such as management, industrial engineering, or industrial technology. College teaching experience and related work experience will be required, with preference given to individuals who have interdisciplinary credentials. The part-time instructor will hold at least a master’s degree in a field directly related to his or her teaching responsibilities. Preference will be given to individuals with college teaching experience and related work experience.

See also Item #5 on each of the attached three program proposals (Appendices A, B, and C).

Complete the attached "Roster of Instructional Staff" and provide information to the Commission regarding the qualifications of faculty teaching in the new degree programs.

See Appendix H.

FINANCIAL/PHYSICAL RESOURCES

Identify resources to support the new programs, including financial resources (a specific budget for the first year and a copy of the most recent audit must be supplied), library/learning resources, physical facilities, and instructional equipment.

The three program budgets include a combination of new state appropriations, new internal income (tuition and endowed chair proceeds), and funds redirected from within the College's budget. The table below summarizes these budgets.

Program	New State Funds	Internal Income	Redirected	Total
Industrial Operations	$228,500	$97,000	$176,000	$501,500
Management Information	$143,500	$97,000	$85,500	$326,000
Technology Management	$83,000	$79,000	$96,500	$258,500

While budgets for 1999-2000 have yet to be formulated, with an institutional budget of approximately $21,150,592 in 1998-1999, the College fully expects to be able to support these programs with no difficulty. In addition, the Dalton College Foundation has secured private commitments of over $1.5 million to fund endowed chairs for the new programs.

In addition to the Board of Regents' approved $4.95 million addition/expansion to the College's library, a new general classroom building, consisting of 50,000 gross square feet and essentially doubling the number of available classrooms, is nearing completion. The new building will also double the number of computer labs and will provide almost 50 new faculty offices. There are currently more than 25 microcomputer, technical and science/math laboratories.

The new degree programs will be housed in the soon to be vacated Memorial Building under the newly created Division of Business and Technology. The Divisions of Humanities and Social Sciences that occupied the Memorial Building will move into the new classroom building. The College campus is completely networked, and every professional on campus has a Pentium computer on his or her desk. There are more than 550 computers currently in use by faculty, staff and students. Apart from that, the College now has GSAMS (Georgia Statewide Academic and Medical System) interactive audio/video availability in three off-campus locations. Additional equipment purchases within the next few years is anticipated.

Attached as Appendix J is a copy of the College's audit report for the years ended June 30, 1997 and June 30, 1996. Also, Items #9 and #15 on each of the attached three program proposal outlines, included as Appendices A, B, and C, contain detailed information about a financial plan and base to support the new programs. Specific budgets (revenues and expenses) for the first year of operation of the new degree programs are included. Also, see Item #7 in each of the attached proposals for information about library/learning resources.

PART B

DESCRIPTION OF ONGOING COMPLIANCE WITH THE CRITERIA

CONDITIONS OF ELIGIBILITY

I. CONDITION OF ELIGIBILITY ONE

No response required.

II. CONDITION OF ELIGIBILITY TWO

Letter of authorization attached (see Appendix K).

III. CONDITION OF ELIGIBILITY THREE

As a Unit of the University System of Georgia, Dalton College is governed by the Board of Regents. The Board is a 16-member constitutional authority that has been in operation since 1932. Appointments of Board members are made by the Governor, subject to confirmation by the State Senate. The regular term of Board members is seven years. Members serve without remuneration and operate under the sunshine laws of Georgia.

The Chairperson, the Vice Chairperson, and other officers of the Board are elected by the members of the Board. The Chancellor, who is not a member of the Board, is the chief executive officer of the Board and the chief administrative officer of the University System.

A copy of the Board of Regents' *Policy Manual* is available from the College on request. For a statement on "The College and its Governance," see Article 1, pages 1-2 of the Dalton College *Statutes,* attached as Appendix L.

For evidence of the Board of Regent's approval of the new degree programs, see Appendix K.

IV. CONDITION OF ELIGIBILITY FOUR

The chief executive officer of Dalton College is the president. For a description of the specific duties and responsibilities, as well as accountability, of the chief executive officer, see pages 2-4 of the Dalton College *Statutes*, attached as Appendix L.

A revised Dalton College Organizational Chart is attached as Appendix M. To better administer the three new baccalaureate programs, the Board of Regents approved a revised mission and institutional reorganization plan – creating a new **Division of Business and Technology** for the College. The College is currently recruiting for the chair of the new academic unit. The new chair will report to the Vice President for Academic Affairs, and the new division will house the three new degree programs in Industrial Operations Management, Management Information Systems, and Technology Management.

V. CONDITION OF ELIGIBILITY FIVE

Dalton College may not begin new degree programs until approval has been received from the Southern Association of Colleges and Schools. However, Dalton College is prepared to begin offering course work in two of the new degree programs, the Bachelor of Science in Industrial Operations Management and the Bachelor of Science in Management Information Systems, as early as Fall 1999, if approved to do so. The third program, a Bachelor of Applied Science in Technology Management, is projected to begin in fall 2000.

VI. CONDITION OF ELIGIBILITY SIX

1) Bachelor of Science in Industrial Operations Management.

This program is designed to meet the needs of the carpet industry and related industries in Northwest Georgia. Graduates of this program should be able to fill entry-level positions in industrial operations management, such as production manager, manufacturing supervisor, quality control director, and department manager. The program will focus on developing competencies and skills in materials and production processes, cost analysis, process planning and control, safety management, and manufacturing processes.

The 120-semester hour program includes a three-hour cooperative experience that will be taken during the student's senior year. The program will consist of 60 hours of lower general education component plus 60 hours of upper level courses. Enrollment is expected to exceed 60 students by the second year.

2) *Bachelor of Science in Management Information Systems.*

This program will help meet Northwest Georgia's critical need for highly educated college graduates to fill information technology positions. The Dalton-based Carpet and Rug Institute recently identified management information systems as an immediate baccalaureate program need. In addition, the July 1997 *University System of Georgia Comprehensive Plan* documents a large unmet need for information technology specialists at the baccalaureate level. Graduates should be well qualified to obtain entry-level positions in Information Systems in jobs such as data processing manager, computer operations manager, and systems analyst.

The 120-semester hour program will focus on developing skills in strategic policy and finance, computer information system design, analysis and control, computer information systems programming and maintenance, and proficiency with local and global telecommunications systems. The program will consist of 60 hours of lower general education component plus 60 hours of upper level courses. After the second year of the program, 100 students are expected to be enrolled.

3) *Bachelor of Applied Science in Technology Management.*

This program provides a bridge from associate to baccalaureate degrees and fits with Dalton College's mission, shared by only three other institutions in the System, to offer both vocational/technical programs and associate degrees. The Bachelor of Applied Science in Technology Management prepares technical professionals in a variety of areas, depending upon the program of study completed at the A.A.S. or A.A.T. level, acts as a ladder to the baccalaureate degree, and offers career advancement opportunities to students who begin their education in technical programs. The concept fits the industrial model of a technically proficient student advancing with a broad understanding of management concepts and principles. Graduates should have expertise in manufacturing, technology, and general management skills and will meet expectations for entry-level positions as production manager specialist, manufacturing project manager, and logistics/distribution manager. Skills in total quality management concepts, accounting and economics, technology management, manufacturing materials and processes, and operations management will be developed.

The 120-semester hour program will require that applicants have an A.A.S degree, and take additional 21 hours of lower level general education courses plus 42 hours of upper level courses. The program is expected to enroll 40 students by the second year. For all three programs, full-time students can expect to complete their course of study in 4 years. Part-time students can expect to complete the entire program in 6 years. For further information on the program description and objectives of each new degree, see Item #1 on each of the attached three program proposal outlines, included as Appendices A, B, and C.

VII. CONDITION OF ELIGIBILITY SEVEN

The following mission statement has been revised to reflect the need for baccalaureate programming at Dalton College. (The underlined are additions to the College's mission statement.) The Board of Regents approved the revised mission statement on September 9, 1998. (See Appendix K).

> *Dalton College serves Northwest Georgia by offering associate, certificate, and targeted baccalaureate programs of study and a wide variety of public service and continuing education activities. Located at the center of the greatest concentration of carpet production in the world, the College is a comprehensive institution, one of only two in the University System authorized to offer a full range of technical programs in addition to the traditional pre-baccalaureate curricula and targeted baccalaureate offerings which meet workforce development needs of the Northwest Georgia area. Through direct and technological collaboration with neighboring technical institutes and other colleges and universities on the one hand, and outreach and cooperation with local preschool, primary, and secondary systems on the other, Dalton College acts as an educational broker to meet the needs of business and industry and to provide opportunities for all persons within its service area to live self-fulfilling and productive lives.*
>
> *In all that it does, Dalton College strives for the highest possible standards of quality and excellence and systematically assesses and evaluates its effectiveness. Especially in its combination of associate level studies in the liberal arts and targeted baccalaureate degrees with a large complement of career programs in health-related, business, and technical fields; in the quality of its preparation of students for work or further study; and in its role as a broad-based information resource for the people of Northwest Georgia, the College seeks to build upon its strengths and to justify recognition as one of the most academically respected, student-oriented, and community-centered institutions of its kind.*

The revised mission statement will appear in future editions of the following institutional publications:

- *Dalton College Catalog and Student Handbook*
- *Faculty Handbook*
- *Dalton College Strategic Plan, 1997-2000*
- *Dalton College Statutes.*

VIII. CONDITION OF ELIGIBILITY EIGHT

As a two-year unit of the University System of Georgia, Dalton College serves Northwest Georgia through a broad array of degree and certificate programs of study and a wide variety of public service and continuing education activities. Serving its role as an educational broker in meeting the needs of business and industry, the College shares the following educational goals with the other associate-level institutions of the University System of Georgia:

- a commitment to excellence and responsiveness within a scope of influence defined by the needs of the local area and by particularly outstanding programs and distinctive characteristics that have a magnet effect throughout the region;
- a commitment to a teaching/learning environment, both inside and outside the classroom, that sustains instructional excellence, functions to provide University System access for a diverse student body, and promotes high levels of student learning;
- a high quality general education program that supports a variety of well-chosen associate programs and prepares students for transfer to baccalaureate programs, learning support programs designed to insure access and opportunity for a diverse student body, and certificate and associate career programs that prepare students to enter the work force;
- a commitment to public service, continuing education, technical assistance, and economic development activities that address the needs, improve the quality of life, and raise the economic level within the college's scope of influence;
- a commitment to scholarship and creative work to enhance instructional effectiveness and meet local needs;
- a supportive campus climate, necessary services, and leadership and development opportunities, all to educate the whole person and meet the needs of students, faculty, and staff;
- cultural, ethnic, racial, and gender diversity in the faculty, staff, and student body, supported by practices and programs that embody the ideals of an open, democratic, and global society;
- technology to advance educational purposes, including instructional technology, student support services, and distance education;
- collaborative relationships with other System institutions, State agencies, local schools, technical institutes, and business and industry, sharing physical, human, information, and other resources to expand and enhance programs and services available to the citizens of Georgia.

The three new degree programs and their objectives fit with the College's educational goals as they relate to Dalton College's "commitment to excellence and responsiveness within a scope of influence defined by the needs of the local area and by particularly outstanding programs and distinctive characteristics that have a magnet effect throughout the region." The new bachelor of applied science degree provides a bridge from associate to baccalaureate degrees and fits with the College's mission, shared by only three other institutions in the System, to offer both vocational/technical programs and traditional associate degrees. This degree program prepares technical professionals in a variety of areas, depending upon the program of study completed at the A.A.S. or A.A.T. level, acts a ladder to the baccalaureate degree, and offers career advancement opportunities to students who begin their education in technical programs. This fits and responds to the other College goal that describes "a commitment to public service, continuing education, technical assistance, and economic development activities that address the needs, improve the quality of life, and raise the economic level within the college's scope of influence." The bachelor of science degrees in Industrial Operations Management and Management Information Systems also relate specifically to the purpose of the institution by developing "relationships with…business and industry, sharing physical, human, information, and other resources to expand and enhance programs and services available to the citizens of Georgia."

After completing their degree programs, students should be able to:

- understand and apply the principles of mathematics and science in solving "real world" problems
- use written and spoken English effectively, including the ability to recognize and use accepted patterns of grammar and structure in speech and writing
- understand and apply basic computer principles
- gain an understanding of Total Quality Management concepts and its applications in applications in a team environment
- understand and apply skills developed in materials and production processes
- understand and apply skills developed in management, human relations and marketing
- understand and apply skills developed in cost analysis, process planning and control
- acquire abilities to promote safety and safety management in the workplace
- develop proficiency with local and global telecommunications systems
- understand and apply skills developed in strategic policy, finance, human relations, management and ethics
- understand and apply knowledge developed in accounting and economics
- understand and apply skills developed in technology management, marketing, and operations management.

To determine how achievement of educational goals will be ascertained in the new degree programs, student evaluations will generally be based on business/industrial case assignments, examinations and class presentations. The senior seminar component of the course requirements will particularly be used to evaluate students' understanding of the underlying theories and practice of business, technology and industry. Another important assessment criteria to determine achievement will be graduating seniors' pass rates on the three professional certification examinations: the Society of Manufacturing Engineering National Certification Exam for the B.S. in Industrial Operations Management; the Institute for the Certification of Computer Professionals (ICCP) National Certification Exam for the B.S. in Management Information Systems; and the National Association of Industrial Technology National Certification Exam for the B.A.S. in Technology Management.

Some specific assessment criteria and procedures will include:

- 80% of graduating seniors will pass professional certification examinations.
- In an employer survey, 80% will respond that graduates have employed concepts/skills such as Total Quality Management, strategic policy, safety management to improve workplace productivity and efficiency.
- In an employer survey, 80% will respond that graduates speak and write clearly.
- In an annual survey, 80% of graduates will rate their speaking and writing abilities as stronger or much stronger when compared to when they entered their degree program.
- At least 75% of graduates will indicate in an annual survey that they have had a job offer, have accepted a job or have indicated that they have made other plans which preclude their accepting employment.
- 80% of recruiters/employers will indicate that graduates have been adequately prepared for their chosen fields.
- 75% of all graduates will indicate satisfaction with level of computer, technology and management expertise gained through degree programs.
- Average scores for student course evaluations in degree programs will be at similar or higher level to the previous year.
- At least 75% of graduating seniors will indicate their overall satisfaction with degree program.

Additional assessment procedures and criteria to measure the effectiveness of the three degree programs will be developed and included in the forthcoming *Dalton College Assessment and Institutional Effectiveness Handbook.*

Dalton College has institutional-wide and divisional plans and methods of assessing general education outcomes that reflects a discipline-based approach. The Divisional Assessment Plan contains mission and goals statements consistent with the College's mission, and intended outcomes. All the divisions have been charged with responsibility for measuring specific outcomes, including a plan to implement and use the results of each measure. Division Chairs are expected to make any necessary changes to their programs or curricula based on the findings of their outcome assessments. The new degree programs in the newly created Division of Business and Technology will follow the same pattern and be integrated into the overall institutional planning for assessment – incorporating the identified expected results in the new degree programs.

Because of the industry and business focus of the new degree programs, the assessment plan for these programs would also use appropriate feedback from a variety of external sources. For example, an employer and alumni surveys will be conducted every year. The surveys should be able to provide feedback regarding the students' academic preparation, employer satisfaction with graduates, and placement rates. The results of these surveys will provide information in assessing and making any necessary changes to the programs. Another method of evaluation of the new programs will consist of exit interviews of graduating seniors. The interviews will provide an assessment of the perceived quality of the academic programs, and a mechanism for students to describe what they feel are the strengths and weaknesses of the programs. The interview results can also be used to make any changes to the programs. In addition, graduate professional certification results will be used to identify areas of strength and weakness within the academic programs.

A financial plan to support the degree programs was presented to the Board of Regents as part of the College's program proposals. While budgets for 1999-2000 have yet to be formulated, with an institutional budget of approximately $21,150,592 in 1998-1999, the College fully expects to be able to support these programs with no difficulty. For a quick overview of the financial plan designed to support the new degree programs, see the section on "Financial/Physical Resources" on page 34. For a detailed plan, see Item #15 on each of the attached three program proposals, attached as Appendices A, B, and C.

Dalton College also has an appropriate institutional plan. The planning process, flowing from the current *Dalton College Strategic Plan, 1997-2000* (attached as Appendix N), functions on a three-year cycle. Within that three-year window are annual implementation cycles that document progress made on the three-year planning priorities and goals, and which provide for corrections and modifications along the way. The loop is closed with annual reports, required of all College personnel and of all major functional areas, which document this progress.

In August 1998, the first annual progress report of the 1997-2000 Strategic Plan was released. The document (a copy of which is attached as Appendix O) summarizes the significant efforts of the Dalton College community toward meeting the goals of the strategic plan during the 1997-98 academic year. It also provides a College Profile, the first-year planning priorities and goals, indicators of institutional effectiveness, and annual review/planning cycle.

The annual review/planning cycle shows, among other things, the relationship between annual implementation plans and outcomes assessment as well as the formal linkage between planning and budgeting. In linking planning to budgeting, the College administration establishes planning priorities and allocates or redirects funds to meet those priorities.

Some current and future efforts at planning, evaluation and assessment at Dalton College include the following. They provide further evidence of a functioning planning and evaluation process at the College.

1) Ongoing implementation of three-year strategic plan. Second year (1998-1999) college-wide implementation plans are underway. Related is production of an *Annual Report*, required of all Division Chairs and Department Heads. This describes the accomplishments of the division/department during the year, including division-level achievements as well as those of individual faculty and staff. These annual reports complement the strategic plan progress reports. And as part of its accountability, the President of the College sends an *Annual Report of Institutional Progress* to the Board of Regents of the University System of Georgia.

2) During the 1997-1998 year, the faculty refined assessment processes relating to both general education outcomes and major area outcomes. To make them clearer and more specifically defined, the general education outcomes were rewritten (produced as *Dalton College – Learning Outcomes.* A copy of the document is attached as Appendix P). To date, the major area assessment effort has included all of the programs within the Technical Division and the Nursing Division, where the non-transfer certificate and degree programs are housed. General education assessment has been implemented in the sciences, mathematics, English, speech, physical education, business, and social science disciplines. For more information, see "General Education Goals/Outcomes" section (pages 3.29 – 3.30) in the *Dalton College Strategic Plan, 1997-2000* attached as Appendix N.

3) The Institutional Research and Planning office coordinates activities to improve assessment processes concerning general education and major area outcomes, as well as expanded institutional effectiveness indicators. A revised comprehensive *Dalton College Assessment and Institutional Effectiveness Handbook* is in production.

4) The College has added CAAP, an external, nationally-normed assessment tool as part of its general education assessment programs. The Collegiate Assessment of Academic Proficiency (CAAP) assesses foundational academic skills in the areas of writing, reading, mathematics, science reasoning and critical thinking. Working with ACT's Post Secondary Services Branch, the Institutional Research office coordinates and administers tests to statistically valid samples of students on campus. In addition to documenting levels of proficiency and providing evidence of acceptable levels of student academic skills in the general education core areas, CAAP is helpful to the College in determining how its students as a group compare with students at the same levels attending similar colleges across the nation.

5) Annual peer evaluation subcommittees evaluate the teaching effectiveness of individual faculty members. The evaluation consists of classroom observations and written documentation provided by the faculty under review. The results of the peer evaluations are forwarded to the reviewees and the Pre- and Post-Tenure Review Committee for use in the pre- and post-tenure review process.

6) Academic Divisions use various assessment tools to evaluate student achievement and improve curriculum and course offerings. Examples include beginning and end-of-term examinations (pretest-posttest) and essays, a pool of identical examination items to assess student science and math achievement, faculty meetings to assess courses and textbooks, faculty documentation on improvements made in classroom teaching, and student course and faculty evaluations.

7) There are regular surveys of students, faculty, staff, alumni and employers to gather information to use in identifying strategic areas needing improvement with regard to College programs and services. The following are examples:

   - Dalton College Graduating Student Survey (Annual)
   - New Student Survey (Annual)
   - Faculty and Staff Quality of Life Survey (Every 3 years)
   - Student Opinion Survey (To be coordinated with Board of Regents. It is planned to be administered every other year)
   - Employer Satisfaction Surveys of selected programs in the Technical, Nursing and Business Divisions (Annual)
   - Alumni Survey (Biennial)
   - Division Student Surveys (Annual).

Additional surveys are planned and will be identified in the forthcoming *Dalton College Assessment and Institutional Effectiveness Handbook.*

Additional information on the College's planning and evaluation process is contained in the following sections of the *Dalton College Strategic Plan, 1997-2000* (attached as Appendix N):

- Structure of the Planning Process (pages 2.8 – 2.10)
- Linkage Between Planning and Budgeting (pages 2.12 – 2.13)
- Linkage Between System Planning Initiatives and College Goals (pages 2.14 – 2.15).

IX. CONDITION OF ELIGIBILITY NINE

Dalton College has published admission policies compatible with its stated purpose. The *Dalton College 1998-99 Catalog and Student Handbook* (pages 13-23, included in this package as Appendix S) includes complete information about Dalton College's general admission requirements. A copy of the official admissions policy statement related to the new degree programs will be published in the next issue of the College *Catalog.* The following is a summary of the admissions policy for the new programs.

Industrial Operations Management

1) Acceptance to Dalton College
2) Associate Degree or equivalent
3) Completed an application for admission
4) Satisfied Core Curriculum Areas A-F in Business Administration or the quarter-based equivalent
5) Overall GPA of 2.5 or higher in the prescribed course work
6) Met the prerequisites for upper division coursework.

Management Information Systems

1) Acceptance to Dalton College
2) Associate Degree or equivalent
3) Completed an application for admission
4) Satisfied Core Curriculum Areas A-F in Business Administration or the quarter-based equivalent
5) Overall GPA of 2.5 or higher in the prescribed course work
6) Met the prerequisites for upper division coursework.

Technology Management

1) Acceptance to Dalton College
2) AAS or AAT degree from an accredited technical institute or technical division in one of the following programs: General Business, Management, Marketing, Computer Operations, Computer Networking Technology, Microcomputer Applications, Computer Service Technology, Drafting and Design Technology, Electronic Technology, Industrial Electrical Technology, Industrial Technology
3) Satisfied Core Curriculum Areas A-E or the quarter-based equivalent
4) Completed an application for admission
5) Overall GPA of 2.5 or higher in the prescribed course work
6) Met the prerequisites for upper division coursework.

For background and additional information, see Item #8 on each of the attached three program proposals, attached as Appendices A, B, and C.

For a College with a generally open admissions policy to enable most applicants to enroll in its programs, the upper-level admission requirement that students possess a 2.5 GPA is reasonable. The requirement that students successfully complete an associate degree or equivalent is to insure academic quality and to use limited resources efficiently while at the same time providing a reasonable chance for acceptance into bachelor's degree programs.

X. CONDITION OF ELIGIBILITY TEN

All the new undergraduate degree programs include a substantial component of general education courses at the collegiate level. All three degree programs exceed SACS general education requirements. For degree completion in associate programs, all graduates are required to complete a minimum of 42 semester hours in the following three areas: humanities/fine arts, social sciences, and natural sciences and mathematics. Students must select a list of core courses approved by the University System of Georgia as appropriate for general education studies.

For a description of the three new degree programs, including their general education requirements, see pages 14-18. And for a description of the Core Curriculum and course descriptions designated as "general education", see Appendix E. All course descriptions are contained in the *Dalton College 1998-99 Catalog and Student Handbook*. A copy of the College catalog is included as Appendix S.

A copy of the written purposes and goals for the general education program for existing and new undergraduate programs is included as Appendix P.

XI. CONDITION OF ELIGIBILITY ELEVEN

National searches are currently underway for a division chair and faculty to assume responsibility and coordination of the three degree programs by fall 1999. Copies of fliers announcing these positions disseminated to universities nationwide, and of the September 25 listing in *The Chronicle of Higher Education* are included as Appendix R.

Faculty currently employed at Dalton College will also be teaching selected courses in these programs. Each of these individuals is a member of the full-time faculty. Their overall workload will not be impacted by the addition of the proposed programs, since they will take on the new courses as part of their normal load. Full-time faculty assigned responsibility for teaching in the new degree programs are as follows:

Bachelor of Science in Industrial Operations Management

- J. Donald Bowen, Ph.D.
- Joe B. Fulton, Ph.D.
- Victoria F. Guarisco, Ph.D.
- Hubert B. Kinser, Ph.D.
- F. Vince Postell, Ph.D.
- W. Mason Richard, M.B.A., C.P.A.

Bachelor of Science in Management Information Systems

- J. Donald Bowen, Ph.D.
- Joe B. Fulton, Ph.D.
- James C. Head, Ph.D.
- H. Neal McKenzie, Ph.D.
- F. Vince Postell, Ph.D.

Bachelor of Applied Science in Technology Management

- J. Donald Bowen, Ph.D.
- Joe B. Fulton, Ph.D.
- James C. Head, Ph.D.
- H. Neal McKenzie, Ph.D.
- W. Mason Richard, M.B.A., C.P.A.

For additional information about the faculty, (e.g., formal education credentials, work experience and expected responsibilities in the programs), see Item #5 on each of the attached three program proposal outlines, included as Appendices A, B, and C.

A roster of instructional faculty for the new degree programs is attached as Appendix H.

An inventory of all full-time and part-time faculty at Dalton College as of fall semester 1998 is attached as Appendix I. All full-time and part-time faculty teaching credit courses leading toward a degree have at least a master's degree with 18 graduate hours or a major in the teaching discipline.

A copy of the *Dalton College Faculty Handbook* is attached as Appendix Q.

XII. CONDITION OF ELIGIBILITY TWELVE

The Dalton College Derrell C. Roberts Library consists of 31,323 net square feet, and can seat about 200 readers. The library has the second largest holdings among two-year schools in the University System, with collections of about 100,000 volumes. The library also is a regional U.S. Government document depository. The Public Catalog is online, using PALS Software and an Automatic Circulation System. Online and full Internet access is available through 14 interactive data terminals using the GALILEO Network via Peachnet telecommunications. Technical Service Support and materials processing is accomplished through OCLC and SOLINET. Operations are situated on the first floor of a two-floor structure.

As of June 30, 1997, total holdings include:

- 95,205 volumes
- 415 current serials/periodicals
- 15,770 microform units
- 4,038 sound recording units
- 2,200 video and film units
- 535 computer files.

During the summer of 1997, the College administration employed the architectural firm of Richard and Wittschiebe to prepare a preliminary program for the expansion of the library. The study was completed in the early fall and was used to justify placing the library's expansion in contention for fiscal year 1999 funding. The library expansion project was the top priority among the College's capital construction projects as submitted to the Board of Regents' Vice Chancellor for Facilities for the 1999 fiscal year budget cycle. This project ultimately found its way into the University System's capital list as recommended by the Governor to the General Assembly, and was funded as part of the state's fiscal year 1999 budget. The Library addition will double the existing gross footage and is scheduled for completion in the year 2000.

The Washington Library Network (WLN) completed an automated assessment of the collections of the thirty-four academic libraries in the University System of Georgia in the spring of 1998. Assessment data will form the basis for a program of cooperative collection development between institutions. Dalton College students may identify all System resources electronically and easily obtain items not owned locally through interlibrary loan or universal borrowing.

Documentation of Resources for New Degree Programs

A total of $30,000 has been budgeted for library and learning resources to support the three degree programs during the first year of operation. Item #15 on each of the attached three program proposal outlines, included as Appendices A, B, and C contain detailed information about a financial plan and base to support the new programs. Specific budgets (revenues and expenses) for the first year of operation of the new degree programs are included.

Bachelor of Science in Industrial Operations Management

Collection data from the WLN assessment, combined with local holdings data, was used to evaluate resources necessary to support the proposed program in Industrial Operations Management. A description of library/learning resources that exist or have been acquired to support the program is as follows:

Carpet Collection

Library holdings include a small collection of resources related to the carpet industry and fibers and textiles in general. Approximately eighty monographs and thirteen serial titles comprise this collection which would support the proposed program by providing a specific link to local area industry.

Government Documents

The Library's government depository collection includes a large number of monographic, serial, and CD-ROM titles that provide a wealth of business information. This collection is particularly valuable for providing the sources necessary to track business and industry statistics.

Monographs

The WLN collection assessment of University System libraries indicates that Dalton College holdings in the broad division of business and economics number 5,866 titles. The count for the broad division of technology is 3,555 titles. Title holdings by individual categories that are relative to the proposed program in Industrial Operations Management are as follows:

- Economics--Production, Industrial Management 685
- Business, Business Administration 1081
- General Technology 227
- Chemical Technology 165
- Manufactures 238

Reference works constitute less than 1 percent of total holdings in the categories listed above.

According to the WLN analysis which compared System library holdings with *Books for College Libraries*, third edition (BCL3), the Dalton College collection includes 15.4 percent of the titles listed in the business and economics section of BCL3 and 10.3 percent of the titles listed in the engineering and technology section. The University System collectively holds 99 percent of the titles listed in each section, thus making them available to Dalton College through interlibrary loan or electronic text.

Serials

The 1997 edition of *Magazines for Libraries* lists fifty-nine titles in the management, administration, and personnel area. Dalton College holdings are as follows:

- Paper subscription/Electronic full-text 7
- Electronic full-text 26
- Electronic abstracts 21

The six titles listed below are considered basic for academic library collections. Dalton College holdings are noted for each title.

Academy of Management Journal	Paper subscription/Electronic full-text
Academy of Management Review	Paper subscription/Electronic full-text
Administrative Science Quarterly	Electronic full-text
HR Focus	Paper subscription/Electronic full-text
Sloan Management Review	Electronic full-text
Workforce	Paper subscription/Electronic full-text.

University System libraries collectively subscribe to fifty-seven of the fifty-nine titles making access to 97 percent of the recommended literature readily available locally or via interlibrary loan.

In support of basic courses for the proposed program, 77 percent of the recommended serial titles listed in the business area are available locally or from other System libraries. Access is available for 97 percent of the recommended titles listed in the management, administration, and personnel area.

Electronic Resources

GALILEO (Georgia Library Learning Online) provides access to over one hundred databases in addition to the Internet. GALILEO includes nineteen databases in the area of business and economics. Two of these nineteen databases are full-text and four are partially full-text. GALILEO also provides a collection of links to academically oriented Internet sites that may be searched by keywords or phrases. The business and economics category includes links to company web sites, company/industry information, dictionaries, economic data, and guides to specialized fields.

The Library also provides access to the following resources:

- *American Business Disc* (CD-ROM)
- *Gale Business Resources*--U.S. Industry (Online).

Serial and electronic resources are more than adequate to support the proposed program in Industrial Operations Management. Since the Library holds four of the six basic serial titles in both paper and electronic format, these four paper subscriptions would be replaced with four subscriptions not currently available locally. The collection will be weeded and materials will be acquired to increase the count to a minimum of 2,000 titles. Purchases will focus on current material since the core of classic literature, much of which is now out-of-print, is available through other University System institutions. While title counts need to be increased in all subject areas, the most critical needs are in the more specific, technical fields which represent less than 1 percent of the total titles examined. Until the collection of monographs can be strengthened, the wealth of serial literature and the concept of access versus ownership will serve the program well.

Bachelor of Science in Management Information Systems

Collection data from the WLN assessment, combined with local holdings data, was used to evaluate resources necessary to support the proposed program in Management Information Systems. A description of library/learning resources that exist or have been acquired to support the program is as follows:

Monographs

The WLN collection assessment of University System libraries indicates that Dalton College holdings in the broad division of computer science number 614 titles. Title holdings by individual categories within the division are as follows:

• Office Automation	146
• Cybernetics	32
• Online Data Processing	79
• Computer Programming	93
• Computer Software	2
• Special Computers & Systems	106
• Computer Science, General	26
• Special Topics	50
• Graph Theory	42
• Machine Theory	0
• Modeling & Simulation	2
• Management Information Systems	0
• Image Processing	5

- Computer Networks 4
- Computers, General 27

Reference works constitute approximately 5 percent of total holdings in computer science.

According to the WLN analysis that compared System library holdings with *Books for College Libraries,* 3rd edition (BCL3), the Dalton College collection includes 11.2 percent of the titles listed in the computer science section of BCL3. The System collectively holds 99 percent of these titles. Monographic holdings in the area of general business that would also support the proposed program number 5,866 and include 15.4 percent of the titles listed in BCL3.

Serials

The 1997 edition of *Magazines for Libraries* lists sixty-four print and four electronic titles in the computer science and automation area. Dalton College has access to two of the four electronic titles via the Internet; holdings for print titles are as follows:

- Paper subscription/Electronic full-text 3
- Electronic full-text 13
- Electronic abstracts 33

The five titles listed below are considered basic for academic library collections. Dalton College holdings are noted for each title.

Byte	Paper subscription/Electronic full-text
Computer Journal	Electronic abstracts
Computerworld	Electronic full-text
Datamation	Electronic abstracts
Journal of the ACM	Electronic abstracts.

University System libraries collectively subscribe to sixty-two of the sixty-four print titles making access to 97 percent of the recommended literature readily available locally or via interlibrary loan. In support of basic courses for the proposed program, 77 percent of the recommended serial titles listed in the business area are available locally or from other System libraries. Access is available for 97 percent of the recommended titles listed in the management, administration, and personnel areas.

Electronic Resources

GALILEO (Georgia Library Learning Online) provides access to over one hundred databases in addition to the Internet. GALILEO includes nineteen databases in the area of business and economics. Two of these nineteen databases are full-text and four are partially full-text. Databases totally oriented to computer science are:

- *Academic Press Journals.* Includes eighteen computer science journals with full-text coverage 1995-present
- *Cambridge Scientific Abstracts.* Includes the following collections of abstracts with coverage 1981-present.
- *Computer & Information Systems Abstracts*
- *Electronics & Communications Abstracts*
- *Microcomputer Abstracts.*

Serial and electronic resources are more than adequate to support the proposed program in Management Information Systems. The only weakness noted is lack of local access to full-text versions of three of the five serial titles considered basic for academic computer science collections. If these titles are not added to GALILEO coverage, subscriptions will be placed for print versions. The collection will be weeded to remove outdated materials which are of limited value in a field dependent on currency. Once weeded, materials will be acquired to increase the total collection count to a minimum of 1,500 titles. Purchases will focus on current material as the core of classic literature, much of which is now out-of-print, is available through other University System institutions. Until the collection of monographs can be strengthened, the wealth of serial literature and the concept of access versus ownership will serve the program well.

Bachelor of Applied Science in Technology Management

Collection data from the WLN assessment, combined with local holdings data, was used to evaluate resources necessary to support the proposed program in Technology Management. A description of library/learning resources that exist or have been acquired to support the program is as follows:

Carpet Collection

Library holdings include a small collection of resources related to the carpet industry and fibers and textiles in general. Approximately eighty monographs and thirteen serial titles comprise this collection which would support the proposed program by providing a specific link to local area industry.

Government Documents

The Library's government depository collection includes a large number of monographic, serial, and CD-ROM titles that provide a wealth of business information. This collection is particularly valuable for providing the sources necessary to track business and industry statistics.

Monographs

The WLN collection assessment of University System libraries indicates that Dalton College holdings in the broad division of business and economics number 5,866 titles. The count for the broad division of technology is 3,555 titles. Title holdings by individual categories that are relative to the proposed program in Technology Management are as follows.

- Economic Theory 484
- Economics, Production, Industrial Management 685
- Economics--Industry, General 151
- Business, Business Administration 1081
- General Technology 227
- Manufactures 238

Reference works constitute approximately 3 percent of total holdings in the areas listed above.

According to the WLN analysis which compared System library holdings with *Books for College Libraries,* third edition (BCL3), the Dalton College collection includes 15.4 percent of the titles listed in the business and economics section of BCL3 and 10.3 percent of the titles listed in the engineering and technology section. The System collectively holds 99 percent of the titles listed in each section.

Serials

The 1997 edition of *Magazines for Libraries* lists eight titles in the field of manufacturing engineering. Dalton College has local access to the full-text versions of four titles and to the abstracts of three titles. University System libraries collectively have access to all eight titles.

In support of basic courses, local access is available to the full-text versions of the three serial titles considered basic for the field of accounting. Local full-text access is available for nine of the sixteen titles considered basic for the field of economics. The remaining seven titles are accessible from other System serial collections.

In the general business area, 77 percent of the recommended titles are available locally or from other System libraries. For the general management area, 97 percent of listed titles are available.

Electronic Resources

GALILEO provides access to nineteen databases in the area of business and economics. Two databases are full-text and four are partially full-text. Databases of particular value for the proposed program are:

- *Academic Press Journals.* Includes five business and law journals and thirteen economics and finance journals with full-text coverage 1995-present.
- *EconLit*
- *Risks Abstracts.*

Serial and electronic resources are more than adequate to support the proposed program in Technology Management. In addition to the specialized serials in the field of technology, many of the more general full-text titles also provide research support. The collection will be weeded and materials will be acquired to increase the count to a minimum of 2,500 titles. Purchases will focus on current material since the core of classic literature, much of which is now out-of-print, is available through other System institutions. While title counts need to be increased in all subject areas, the most critical needs are in the more specific, technical fields and in the fields of accounting and economics which are most seriously outdated. Until the collection of monographs can be strengthened, the wealth of current serial literature and the concept of access versus ownership will serve the proposed program well.

Additional information is included in Item #7 on each of the attached three program proposal outlines, included as Appendices A, B, and C.

XIII. CONDITION OF ELIGIBILITY THIRTEEN

Attached as Appendix J is a copy of the College's audit reports for the years ended June 30, 1996, and the year ended June 30, 1997.

Specific budgets (revenues and expenses) for the first year of operation of the new degree programs are included in Item #15 on each of the attached three program proposal outlines, included as Appendices A, B, and C.

While budgets for 1999-2000 have yet to be formulated, with an institutional budget of approximately $21,150,592 in 1998-1999, the College fully expects to be able to support these programs with no difficulty.

In addition to the Board of Regents' approved $4.95 million addition/expansion to the College's library, a new general classroom building, consisting of 50,000 gross square feet and essentially doubling the number of available classrooms, is nearing completion. The new building will also double the number of computer labs and will provide almost 50 new faculty offices. There are currently more than 25 microcomputer, technical and science/math laboratories on campus.

The new degree programs will be housed in Memorial Hall under the newly created Division of Business and Technology. The Divisions of Humanities and Social Sciences that currently occupy the Memorial Building will move into the new general classroom building.

The College campus is completely networked, and every professional on campus has a Pentium computer on his or her desk. There are more than 550 computers currently in use by faculty, staff and students. Apart from that, the College now has interactive audio-video (GSAMS) availability in three off-campus locations. Additional equipment purchases within the next few years is anticipated.

LIST OF APPENDICES