

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 STATE 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. Glenn S. White, 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 enrolled 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)	<u>1,289</u>
Total Full-Time Post-Baccalaureate Enrollment (Carrying a load of 9 or more credit hours)	<u>N/A</u>
b. Total Part-Time Undergraduate Enrollment (Carrying fewer than 12 or more credit hours)	<u>1,762</u>
Total Part-Time Post-Baccalaureate Undergraduate Enrollment (Carrying fewer than 9 credit hours)	<u>N/A</u>
c. Total Non-Credit Enrollment	<u>N/A</u>
d. Total of all figures reported in a-c above.	<u>3,051</u>

Current and Projected Enrollment - Please indicate below the number of students enrolled in the first year in the new degree program(s), including projected enrollment:

Dalton State College began the 1999-2000 academic year with two four-year degree programs: a Bachelor of Science in Industrial Operations Management and a Bachelor of Science in Management Information Systems. These programs completed their first academic year in May. The College will thus welcome its first-ever senior class in the fall of 2000 as new and returning students enroll in the MIS and IOM programs at the College. Also beginning fall 2000, the College will add another four-year program: a Bachelor of Applied Science in Technology Management.

During the first year of the program, enrollment was up to 72 students in the industrial operations management and the management information systems programs. Day and evening classes were offered in both programs and attracted traditional and nontraditional students alike who wish to further their education and enhance their career opportunities within the area's industries. Indeed, most of the students enrolled in the degree programs are employed with the carpet and related industries.

The Table below summarizes actual and projected enrollments in the new degree programs:

	Industrial Operations Management		Management Information Systems		Technology Management	
	<i>1st Year (Actual)</i>	<i>3rd Year (Projected)</i>	<i>1st Year (Actual)</i>	<i>3rd Year (Projected)</i>	<i>1st Year (Projected)</i>	<i>3rd Year (Projected)</i>
Full-Time Enrollment	5	15	19	40	10	30
Part-Time Enrollment	20	60	28	60	20	40
Non-Credit Enrollment	N/A	N/A	N/A	N/A	N/A	N/A
Total	25	75	47	100	30	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 Colleges and Schools initially accredited Dalton State College to award the associate degree in 1969. Accreditation was reaffirmed in 1973, 1984, and 1994. Professional accreditations of Dalton State College programs by accrediting agencies are:

<u>Program</u>	<u>Accrediting Agency</u>	<u>Date of last review</u>
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 State 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. In 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 12 percent, while the state average is 24 percent. Within the same population, those having completed some post secondary work but less than 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 within 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 State 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 within the region for over 200 individuals per year who hold the bachelor's degree in management.

In September 1996, Dalton State 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 State 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 State 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 the opportunity of choosing among several 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 Bachelor of Applied Science was specifically designed to provide a bridging mechanism between the Associate of Applied Science/Associate of Applied Technology degree and a bachelor's degree which built upon the previous educational experiences of the student. As a 2 +2 or ladder concept, the Bachelor of Applied Science 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 the opportunity of choosing among several entry-level positions.

For additional information, see Item #3 on each of the attached original three program proposals (Appendices A, B, and C).

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 cooperative education option. 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. This program also includes a cooperative education option. 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 technical associate to baccalaureate degrees and fits with Dalton State 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 Associate of Applied Science or Associate of Applied Technology 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 specialists, manufacturing project managers, and logistics/distribution managers. Skills in total quality management concepts, accounting and economics, technology management, manufacturing materials and processes, and operations management will be developed. Like the other bachelor's degrees, this 120-semester hour program offers a cooperative education option.

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.

Persons whose native language is other than English must provide proof of proficiency in English language skills.

For complete information about Dalton State College’s Admission Requirements, see pages 15-27 of the *Dalton State College 2000-2001 Catalog and Student Handbook* (included as Appendix I in this package).

New Degree Programs

INDUSTRIAL OPERATIONS MANAGEMENT

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

- 1) Filed an application for admission to the Industrial Operations Management program.
- 2) Completed 30 semester hours of the Core Curriculum Areas A-F in Business Administration.
- 3) Attained a cumulative grade point average of 2.5 or higher in the prescribed course work.

Students who do not meet any one of the above requirements will be admitted under special conditions, e.g., improve GPA standing over the next 15 hours.

The Admissions Committee of the Division of Business and Technology, which will be formalized in fall 2000 once all three degrees are up and running, 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) Filed an application for admission to the Industrial Operations Management program.
- 2) Completed 30 semester hours of the Core Curriculum Areas A-F in Business Administration.
- 3) Attained a cumulative grade point average of 2.5 or higher in the prescribed course work.

Students who do not meet any one of the above requirements will be admitted under special conditions, i.e., improve GPA standing over the next 15 hours.

The Admissions Committee of the Division of Business and Technology, which will be formalized in fall 2000 once all three degrees are up and running, 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) Filed an application for admission to the Technology Management program.
- 2) Earned an Associate of Applied Science or Associate of Applied Technology degree from an accredited technical institute.
- 3) Attained a cumulative grade point average of 2.5 or higher in the prescribed course work.

Students who do not meet any one of the above requirements will be admitted under special conditions, i.e., improve GPA standing over the next 15 hours.

The Admissions Committee of the Division of Business and Technology, which will be formalized in fall 2000 once all three degrees are up and running, 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.**

- 1) *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-E” 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

Communication 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 Technology11 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 (Requirement only for B.A.S. degree students)	3 hours
Mathematics 2253/2254: Calculus and Analytic Geometry I & II	4 hours each

Area E: Social Sciences12 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 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

<u>Area F: Major Related (Business Administration)</u>	<u>18 semester hours</u>
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

2) *Degree Programs (Upper Level)*INDUSTRIAL OPERATIONS MANAGEMENT

BUSINESS CORE

Principles of Management	3 hours
Principles of Marketing	3 hours
Quantitative Methods	3 hours
Principles of Finance	3 hours
Strategic Management/Policy	3 hours
Business Writing	3 hours
Principles of Operations Management	3 hours
Introduction to Statistics	<u>3 hours</u>
	24 hours

INDUSTRIAL OPERATIONS CORE

Quality Management Systems	3 hours
Human Resource Management	3 hours
Management Applications of Information Technology	3 hours
Statistics for Process Control	3 hours
Manufacturing Cost Analysis	3 hours
Introduction to Data Processing Systems	3 hours
Manufacturing Processes & Materials	3 hours
Manufacturing Planning and Control	<u>3 hours</u>
	24 hours

UPPER DIVISION ELECTIVES	12 hours
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PHYSICAL EDUCATION

Standard First Aid	1 hour
Activity Electives	<u>3 hours</u>
	4 hours

MANAGEMENT INFORMATION SYSTEMS

BUSINESS CORE

Principles of Management	3 hours
Principles of Marketing	3 hours
Quantitative Methods	3 hours
Principles of Finance	3 hours
Strategic Management/Policy	3 hours
Business Writing	3 hours
Principles of Operations Management	3 hours
Introduction to Statistics	<u>3 hours</u>
	24 hours

INFORMATION SYSTEMS CORE

Management Applications of Information Technology	3 hours
Business Computer Applications	3 hours
Telecommunications Management	3 hours
Advanced Programming and Applications	3 hours
Analysis and Design of Business Information Systems	3 hours
Information Resource Management	3 hours
Database Management Systems	<u>3 hours</u>
	21 hours

UPPER DIVISION ELECTIVES 15 hours

PHYSICAL EDUCATION

Standard First Aid	1 hour
Activity Electives	<u>3 hours</u>
	4 hours

TECHNOLOGY MANAGEMENTASSOCIATE OF APPLIED SCIENCE or
ASSOCIATE OF APPLIED TECHNOLOGY

Technology Block Credits 36 hours

GENERAL EDUCATION CORE (Post AAS/AAT degree) 42 hours

Courses must be selected from Areas A-E of the Associate of Science in Business Administration program. Some may have been taken previously under an AAS/AAT degree. Courses selected must include Math 2200 (Introduction to Statistics) or equivalent.

BRIDGE CURRICULUM

Introduction to Technology Management	3 hours
Survey of Economics	3 hours
Survey of Applied Accounting	3 hours
Survey of Data and Information Systems	<u>3 hours</u>
	12 hours

TECHNOLOGY MANAGEMENT CORE

Principles of Management	3 hours
Principles of Marketing	3 hours
Principles of Finance	3 hours
Management Applications of Information Technology	3 hours
Principles of Operations Management	3 hours
Business Writing	<u>3 hours</u>
	18 hours

UPPER DIVISION ELECTIVES 12 hours

PHYSICAL EDUCATION

Standard First Aid	1 hour
Activity Electives	<u>3 hours</u>
	4 hours

c. the curriculum and program oversight by the institution

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

d. instruction

Instruction in these programs is provided in the traditional classroom and laboratory format, primarily by full-time faculty members.

e. means for evaluating student achievement

Based on the first year of experience, the student learning outcomes associated with the three degree programs have been revised as follows:

BACHELOR OF SCIENCE IN INDUSTRIAL OPERATIONS MANAGEMENT

Students awarded a Bachelor of Science degree in Industrial Operations Management will meet or exceed expectations for entry-level positions in management-oriented technical professions. More specifically, achieving the learning outcomes require that the students be able to:

- 1) understand basic methods of probability theory and statistics;
- 2) demonstrate proficiency with statistical techniques used in quality control programs including, regression analysis, sampling theory, statistical process control charts, applied design of experiments, and reliability analysis;
- 3) recognize the need for and, with secondary research techniques, find and apply appropriate quality control techniques to address the identified need;
- 4) understand the use of continuous improvement as a framework for applying quality control techniques;
- 5) understand role of quality assurance and how such programs would be implemented and operate, and know how quality control techniques, such as Total Quality Management, relate to quality assurance programs;
- 6) show proficiency with key quantitative techniques;
- 7) use quantitative methodologies implemented with computer technology to solve materials management problems;
- 8) demonstrate knowledge of contemporary topics in integrated materials management;

- 9) demonstrate familiarity with common hardware and operating systems;
- 10) understand relational database theory (Entity Relationship Modeling) and be able to use one or more modern database tools;
- 11) understand the systems analysis and design methodology; and
- 12) write and maintain computer programs in one or more sequential languages.

Examples of assessment criteria and procedures on these intended outcomes above are included in the division's learning outcomes assessment plan. This plan is presented on pages 54-57.

Students will be evaluated as are all undergraduates enrolled in Dalton State 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 from the employer's perspective in determining how well the graduates of the existing academic program are prepared. 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

A Carpet Industry Advisory Committee has been established for the program. This committee consists of five members representing leaders from local industries with expertise in industrial operations. The advisory committee will meet at least twice 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.

BACHELOR OF SCIENCE IN MANAGEMENT INFORMATION SYSTEMS

Students awarded a Bachelor of Science degree in Management Information Systems will meet or exceed expectations for entry-level positions in management-oriented technical professions. More specifically, achieving the learning outcomes require that the students be able to:

- 1) know the major current topics and issues in MIS;
- 2) understand the pros and cons of major MIS topics and issues;
- 3) use all forms of personal productivity software applications, including word processing, spreadsheet, database management, and presentation;
- 4) use on-line Help topics and other resources to expand skill base;
- 5) understand and use an extensive MIS vocabulary;
- 6) recognize the advantages and disadvantages of data communications;
- 7) know the major networking topologies and their advantages and disadvantages;
- 8) apply the three basic logic structures in their preparation of MIS applications software;
- 9) understand the basic concepts of object-oriented programming;
- 10) write simple and complex computer programs in several computer languages;
- 11) demonstrate proficiency in the design and analysis of typical business applications;
- 12) demonstrate knowledge of contemporary topics in information resource management;
- 13) understand the design and implementation issues of web-based applications;

- 14) prepare simple and complex SQL queries for typical business application databases; and
- 15) design and 'normalize' a typical business application database.

Examples of assessment criteria and procedures on the intended outcomes for this program are included in the division's learning outcomes assessment plan. This plan is presented on pages 58-61.

Students will be evaluated as are all undergraduates enrolled in Dalton State 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 from the employer's perspective in determining how well the graduates of the existing academic program are prepared. 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

A Carpet Industry Advisory Committee has been established for the program. This committee consists of five members representing leaders from local industries with expertise in management information systems. The advisory committee will meet at least twice 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.

BACHELOR OF APPLIED SCIENCE IN TECHNOLOGY MANAGEMENT

Students awarded a Bachelor of Applied Science degree in Technology Management will meet or exceed expectations for entry-level positions in management/technical professions. More specifically, achieving the learning outcomes require that the students be able to:

- 1) demonstrate knowledge in the area of financial analysis and planning;
- 2) explain the use of the present value concept in analyzing financial related questions;
- 3) understand and apply the concepts of cost of capital and capital budgeting ;
- 4) show proficiency in the uses of stocks and bonds in the capital markets;
- 5) demonstrate knowledge of key marketing concepts;
- 6) understand the use of technology in the marketing of products and services;
- 7) show proficiency in market research techniques;
- 8) demonstrate the knowledge and proper application of the theories of management;
- 9) know state and federal laws that relate to human resources management;
- 10) understand the application of the concepts of leadership, teams, team building, organization behavior and organizational communications;
- 11) understand basic concepts of probability theory and statistics;
- 12) demonstrate the knowledge of the uses of statistical techniques in business situations such as quality control and market research;
- 13) demonstrate knowledge of common hardware and software systems; and
- 14) show competency in one or more database tools.

Examples of assessment criteria and procedures on these intended outcomes are included in the division's learning outcomes assessment plan. This plan is presented on pages 62-65.

Students will be evaluated as are all undergraduates enrolled in Dalton State 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 from the employer's perspective in determining how well the graduates of the existing academic program are prepared. 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

A Carpet Industry Advisory Committee has been established for the program. This committee consists of five members representing leaders from local industries with expertise in technology management and supervision. The advisory committee will meet at least twice 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.

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.

As of fall 2000, there are fifteen full-time faculty to teach the new degree programs in the Division of Business and Technology. Eleven are full-time faculty members of the Division of Business & Technology. The remaining four are current faculty members from the Divisions of Humanities and Natural Sciences & Math who teach various required and elective courses in the programs. Of the eleven full-time faculty in the Division of Business and Technology, five are new to Dalton State College. The remaining six are current faculty who taught the business administration courses in the former Division of Business Administration and Social Sciences. The new faculty members include Dr. Richard Edwards, who was hired as the chairman of the new Business and Technology Division of the college. Dr. Edwards holds the Ph.D. in management and will primarily teach in the Technology Management core program plus other related management and business courses. The new positions were funded through a combination of redirected funds and new State funds.

Two of the new faculty members hold primary responsibility in the Industrial Operations Management core program. They hold the Ph.D. in industrial operations and management and have industrial experience in production/operations management. They also have strong backgrounds in production and inventory control, quality management, and industrial technology management. Another new faculty member will teach in the core Management Information Systems program. She holds the Ph.D. in management information systems, and will be assisted in teaching the core courses of the program by a current faculty member with an Ed.D. in Higher Education Administration but with the requisite graduate course hours in computer and information systems to qualify him for teaching in the program. Both have strong backgrounds in 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. All the faculty hired have college teaching experience.

New and existing faculty currently employed at Dalton State College who are teaching courses in the new programs are listed below. Each of these individuals is a member of the full-time faculty.

1) **Dr. Joseph Baxter** - Associate Professor of Management Information Systems

Formal Education

Ed.D., 1997, Higher Education Administration (University of Alabama, Tuscaloosa, AL)

Ed.S., 1986, Trade and Industrial Education (Georgia State University, Atlanta, GA)

M.S., 1975, Animal Physiology (Auburn University, Auburn, AL)

B.S., 1972, Animal Science (Middle Tennessee State University, Murfreesboro, TN)

Other Education

Kennesaw State University, Kennesaw, GA

(1998 -)

Work Experience

Associate Professor of Management Information Systems

Dalton State College, Dalton, GA

(2000 -)

Associate Professor of Business Computer Programming

Dalton State College, Dalton, GA

(1996 - 2000)

Assistant Professor of Business Computer Programming

Dalton State College, Dalton, GA

(1990 - 1996)

Instructor in Business Computer Programming

Dalton State College, Dalton, GA

(1983 - 1990)

Teaching Responsibilities in the Program

Management Applications of Information Technology

Business Computer Applications

Telecommunications Management

Advanced Programming and Applications

Analysis and Design of Business Information Systems

Information Resource Management

Database Management Systems

Web-Based Management Information Systems

Special Topics in Management Information Systems

2) **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 State College, Dalton, GA

(1996 -)

Assistant Professor of Marketing and Management

Dalton State College, Dalton, GA

(1982 - 1996)

Instructor in Marketing and Management

Dalton State College, Dalton, GA

(1975 - 1982)

Instructor in Distributive Education

Union Street Area Vocational Center, Montgomery, AL

(1974 - 1975)

Teaching Responsibilities in the Program

Introduction to Business

The Environment of Business

Introduction to Technology Management

Principles of Management

Principles of Marketing

Strategic Management/Policy

Human Resource Management

3) **Dr. Wesley K. Davis** - Associate Professor of English

Formal Education

Ph.D., 1988, English (Indiana University of Pennsylvania, Indiana, PA)

M.A., 1982, English (Clarion University of Pennsylvania, Clarion, PA)

B.A., 1979, English (Clarion University of Pennsylvania, Clarion, PA)

Work Experience

Associate Professor of English
Dalton State College, Dalton, GA
(1997 -)

Assistant Professor of English
Dalton State College, Dalton, GA
(1989 - 1997)

Instructor in English
Coastal Georgia Community College, Brunswick, GA
(1985 - 1989)

Teaching Responsibilities in the Program

Business Writing

4) **Dr. Michael P. D'Itri** - Assistant Professor of Industrial Operations Management

Formal Education

Ph.D., 1994, Operations Management (Michigan State University, East Lansing, MI)

M.B.A., 1988, Management Science (Michigan State University, East Lansing, MI)

B.S., 1981, Chemical Engineering (Michigan State University, East Lansing, MI)

Work Experience

Assistant Professor of Industrial Operations Management

Dalton State College, Dalton, GA

(1999 -)

Assistant Professor of Management Science and Information Systems

Penn State Erie, The Behrend College, Erie, PA

(1993 - 1999)

Teaching and Research Assistant

Michigan State University, East Lansing, MI

(1987 - 1993)

Instructor in Management

Michigan State University, East Lansing, MI

(1988 - 1992)

Senior Field Engineer

Gearhart Industries, Fort Worth, TX

(1981 - 1986)

Teaching Responsibilities in the Program

Quantitative Methods

Principles of Operations Management

Introduction to Data Processing Systems

Computer Integrated Manufacturing

Work Measurement and Analysis

Manufacturing Processes and Materials

Industrial Loss and Risk Management

Manufacturing Planning and Control

Advanced Application Development

Special Topics in Operations Management

5) **Dr. Richard A. Edwards** - Professor of Management

Formal Education

Ph.D., 1978, Management (University of Georgia, Athens, GA)

M.S., 1967, Industrial Management (Georgia Institute of Technology, Atlanta, GA)

B.S., 1963, Industrial Engineering (Purdue University, West Lafayette, IN)

Work Experience

Professor of Management and Chair

Dalton State College, Dalton, GA

(1999 -)

Professor of Agribusiness

Texas A&M University, College Station, TX

(1977 - 1999)

Extension Industrial Engineer

University of Georgia, Athens, GA

(1972 - 1977)

Industrial Engineer in the private sector

(1963 - 1972)

Teaching Responsibilities in the Program

Introduction to Business

The Environment of Business

Introduction to Technology Management

6) **Dr. Randall L. Griffus** –Assistant Professor of Mathematics

Formal Education

Ph.D., 1996, Mathematics (Auburn University, Auburn, AL)

M.S., 1993, Mathematics (Auburn University, Auburn, AL)

B.S., 1991, Mathematics (Auburn University, Auburn, AL)

Work Experience

Assistant Professor of Mathematics

Dalton State College, Dalton, GA

(1998 -)

Assistant Professor of Mathematics

Jackson State University, Jackson, MS

(1997 - 1998)

Assistant Professor of Mathematics

Dalton State College, Dalton, GA

(1996 - 1997)

Instructor in Mathematics

Dalton State College, Dalton, GA

(1995 - 1996)

Teaching Responsibilities in the Program

Introduction to Business Statistics

Statistics for Process Control

7) **Dr. Kent M. Harrelson** - Assistant Professor of English

Formal Education

Ph.D., 1993, English (University of Louisiana at Lafayette, Lafayette, LA)

M.A., 1990, English (Appalachian State University, Boone, NC)

B.A., 1984, English (Gardner-Webb College, Boiling Springs, NC)

Work Experience

Assistant Professor of English
Dalton State College, Dalton, GA
(1994 -)

Adjunct Instructor in English
University of Louisiana at Lafayette, Lafayette, LA
(1993 - 1994)

Teaching Responsibilities in the Program

Business Writing.

8) **Dr. Marilyn Helms** – Sesquicentennial Endowed Chair and Professor of Management

Formal Education

D.B.A., 1987, Management (University of Memphis, Memphis, TN)

M.B.A., 1984, Management (University of Memphis, Memphis, TN)

B.B.A., 1982, Management (University of Memphis, Memphis, TN)

Work Experience

Professor of Management

Dalton State College, Dalton. GA

(2000 -)

Professor of Management

University of Tennessee, Chattanooga, TN

(1995 - 2000)

Associate Professor of Management

University of Tennessee, Chattanooga, TN

(1990 - 1995)

Assistant Professor of Management

University of Tennessee, Chattanooga, TN

(1987 - 1990)

Teaching Responsibilities in the Program

Quantitative Methods

Introduction to Data Processing Systems

Work Measurement and Analysis

Manufacturing Processes and Materials

Industrial Loss and Risk Management

Manufacturing Planning and Control.

9) **Dr. Hubert B. Kinser** - Associate Professor of ChemistryFormal 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 Chemistry
Dalton State College, Dalton, GA
(1995 -)

Assistant Professor of Chemistry
Dalton State College, Dalton, GA
(1983 - 1995)

Temporary Assistant Professor of Chemistry
Dalton State College, Dalton, GA
(1981 - 1983)

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

Teaching Responsibilities in the Program

Textile Chemistry

10) **Mr. Brooks W. Lansing** – Assistant Professor of Business

Formal Education

M.H.A., 1986, Hospital Administration (Georgia State University, Atlanta, GA)

B.B.A., 1975, Business Administration (Emory University, Atlanta, GA)

Work Experience

Assistant Professor of Business Administration
Dalton State College, Dalton, GA
(1970 -)

Teaching Responsibilities in the Program

Introduction to Business
Communication in the Business Environment
The Environment of Business

11) **Dr. H. Neal McKenzie** - Professor of EconomicsFormal Education:

Ph.D., 1975, Economics (Georgia State University, Atlanta, GA)

B.S., 1965, Economics (Auburn University, Auburn, AL)

Work Experience

Professor of Economics
Dalton State College, Dalton, GA
(1989 -)

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)

Teaching Responsibilities in the Program

Introduction to Business
Introduction to Economics
Survey of Economics
Principles of Macroeconomics
Principles of Microeconomics

12) **Dr. Rita A. Moore** – Associate Professor of Management Information SystemsFormal Education

Ph.D., 1996, Management Information Systems (University of Memphis, Memphis, TN)
 M.S.A., 1975, Public Administration (Georgia College & State University, Milledgeville, GA)
 M.B.A., 1971, Management (Georgia College & State University, Milledgeville, GA)
 B.A., 1968, Mathematics (Georgia College & State University, Milledgeville, GA)

Work Experience

Associate Professor of Management Information Systems
 Dalton State College, Dalton, GA
 (1999 -)

Assistant Professor of Information Technology and Business
 State Technical Institute, Memphis, TN
 (1995 - 1999)

Information Services Manager
 City of Germantown, Germantown, TN
 (1990 - 1992)

Director of Systems and Procedures
 Commonwealth Associates, Memphis, TN
 (1984 - 1990)

Assistant Professor of Management Information Systems
 Georgia College & State University, Milledgeville, GA
 (1983 -1984)

Private Consultant in Systems Development, Milledgeville, GA
 (1981 - 1984)

Systems Project Leader
 Charter Medical Corporation, Macon, GA
 (1980 - 1981)

Adjunct Assistant Professor of Business and Management Information Systems
 Georgia College & State University, Milledgeville, GA
 (1971 - 1980)

Programmer Trainee
Programmer I
Programmer II
Systems Analyst
Senior Systems Analyst
Central State Hospital, Milledgeville, GA
(1968 - 1980)

Teaching Responsibilities in the Program

Management Applications of Information Technology
Business Computer Applications
Telecommunications Management
Advanced Programming and Applications
Analysis and Design of Business Information Systems
Information Resource Management
Database Management Systems
Web-Based Management Information Systems
Special Topics in Management Information Systems

13) **Ms. Laura C. Rose** - Assistant Professor of AccountingFormal Education

M.B.A., 1983, Finance (University of Tennessee, Chattanooga, TN)

B.B.A., 1971, Finance (University of Georgia, Athens, GA)

Other Education

University of Tennessee, Chattanooga, TN
(1984-1985)

Professional Certification

Certified Public Accountant (CPA), State of Tennessee
License Number 16362

Work Experience

Assistant Professor of Accounting
Dalton State College, Dalton, GA
(1997 -)

Instructor in Accounting
Dalton State College, Dalton, GA
(1990 - 1997)

Cost Accountant
Express Fulfillment Services, Chattanooga, TN
(1989 - 1990)

Accountant
Cellular One, Chattanooga, TN
(1987 - 1988)

Accountant
Red Food Stores, Inc., Chattanooga, TN
(1986 - 1987)

Instructor in Accounting
University of Tennessee, Chattanooga, TN
(1986)

Bookkeeper
Cook and Spencer Consulting, Inc., Chattanooga, TN
(1985 - 1985)

Teaching Responsibilities in the Program

Principles of Accounting I
Principles of Accounting II
Principles of Finance
Survey of Applied Accounting

14) **Ms. Della C. Sampson** - Assistant Professor of EconomicsFormal Education

B.B.A., 1967, Economics (University of Tennessee, Knoxville, TN)

M.B.A., 1966, Management and Economics (University of Tennessee, Chattanooga, TN)

Work Experience

Assistant Professor of Economics
Dalton State College, Dalton, GA
(1996 -)

Instructor in Economics
Dalton State College, Dalton, GA
(1993 - 1996)

Teaching Responsibilities in the Program

Introduction to Business
Survey of Economics
Introduction to Economics
Principles of Macroeconomics
Principles of Microeconomics

15) **Ms. Nancy P. Tyler** - Assistant Professor of AccountingFormal Education

M.Acc., 1998, Accounting (University of Tennessee, Chattanooga, TN)

B.S., 1985, Business Administration - Accounting (University of Tennessee, Chattanooga, TN)

B.S., 1976, Elementary Education (University of Tennessee, Knoxville, TN)

Professional Certification

Certified Public Accountant (CPA), State of Tennessee

License Number 9790

Work Experience

Assistant Professor of Accounting

Dalton State College, Dalton, GA

(1999 -)

Instructor in Accounting

Dalton State College, Dalton, GA

(1998 - 1999)

Instructor in Accounting

Chattanooga State Technical Community College, Chattanooga, TN

(1998 - 1999)

Senior Financial Analyst

Provident Life & Accident Insurance Company, Chattanooga, TN

(1993 - 1997)

Business Manager

Chattanooga Surgery Center, Chattanooga, TN

(1991 - 1993)

Office Manager

East Ridge Chiropractic, Chattanooga, TN

(1990 - 1991)

Assistant Controller

Express Fulfillment Services, Chattanooga, TN

(1989 - 1990)

Audit Staff Accountant
Hazlett, Lewis & Bieter, CPAs, Chattanooga, TN
(1987 - 1989)

Accounting Supervisor
Desoto, Inc., Chattanooga, TN
(1985 - 1987)

Teacher
Chattanooga Public Schools., Chattanooga, TN
(1976 - 1983)

Teaching Responsibilities in the Program

Principles of Accounting I
Principles of Accounting II
Manufacturing Cost Analysis
Survey of Applied Accounting

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 D.

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.

Budgets for the three programs include a combination of new state appropriations, new internal income (tuition and endowed chair proceeds), and funds redirected from within the College's budget. Recent and current actual budgets in support of the new bachelor's degree programs are as follows:

1. *Fiscal Year 1999*

Purchase of Computer Integrated Manufacturing Lab	<u>\$356,279</u>
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2. *Fiscal Year 2000*

Purchase of Library Acquisitions Related to BS Degrees	<u>\$100,000</u>
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3. *Fiscal Year 2001*

Budget for Business and Technology Division

A. Personal Services, not including fringe benefits

Economics (1.25 EFT)	\$ 87,100
Business and Management (2.25 EFT)	204,740
Accounting (1.50 EFT)	83,610
MIS (1.50 EFT)	127,386
Industrial Operations (1.25 EFT)	106,936
Administration (.50 EFT)	42,536
Summer Faculty (.50 EFT)	<u>50,000</u>
Total	702,308

B. Non-Personal Services

Travel	4,000
Operating Expenses	21,703
Equipment	<u>135,000</u>
Total	160,703

Sub Total	\$863,011
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GRAND TOTAL	<u>\$1,131,290</u>
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The College's budget for fiscal year 2001 is \$22 million, and with secured private commitments of over \$1.5 million in the Dalton State College Foundation, the College fully expects to continue to support these programs with no difficulty.

In addition to the Board of Regents' recently approved \$4.95 million addition/renovation to the College's library (for a total of 59,000 gross square feet), a new general classroom building, consisting of 50,000 gross square feet, thus essentially doubling the number of available classrooms, was completed in January 1999. The new building doubled the number of computer labs and provided almost 50 new faculty offices. There are currently more than 25 microcomputer, technical, and science/math laboratories on campus.

The new degree programs are housed in Memorial Hall under the newly created Division of Business and Technology. The Divisions of Humanities and Social Sciences that previously occupied Memorial Hall moved 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 860 computers currently in use by faculty, staff and students.

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 G).

III. CONDITION OF ELIGIBILITY THREE

As a Unit of the University System of Georgia, Dalton State 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. A statement on "The College and its Governance" can be found in the Dalton State College *Statutes* (available on request).

IV. CONDITION OF ELIGIBILITY FOUR

The chief executive officer of Dalton State College is the president. A description of his specific duties and responsibilities and accountability are contained in the Dalton State College *Statutes*.

A revised Dalton State College Organizational Chart/Office Holders is attached as Appendix H. 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. In March 1999, the College recruited for the chair of the new academic unit. The new chair reports 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

In fall 1999, after it received approval from the Southern Association of Colleges and Schools, Dalton State College began 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. The third program, a Bachelor of Applied Science in Technology Management, will begin in fall 2000.

VI. CONDITION OF ELIGIBILITY SIX

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 such entry-level positions in industrial operations management, 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 program will consist of 60 hours of core general education component plus 60 hours of upper level courses. Enrollment is expected to exceed 60 students by the second year.

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 has identified management information systems as an immediate baccalaureate program need. In addition, the July 1997 *University System of Georgia Comprehensive Plan* documented a large unmet need for information technology specialists at the baccalaureate level. These graduates should be well qualified to obtain entry-level positions in Information Systems as data processing managers, computer operations managers, and systems analysts.

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 core general education component plus 60 hours of upper level courses. After the second year of the program, 100 students are expected to be enrolled.

BACHELOR OF APPLIED SCIENCE IN TECHNOLOGY MANAGEMENT.

This program provides a bridge from associate to baccalaureate degrees and fits with Dalton State 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 will prepare technical professionals in a variety of areas, depending upon the program of study completed at the Associate of Applied Science or Associate of Applied Technology level; act as a ladder to the baccalaureate degree; and offer 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 specialists, manufacturing project managers, and logistics/distribution managers. 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 Associate of Applied Science or Associate of Applied Technology degree and take additional 21 hours of core 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 original three program proposal outlines. (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 State College. (The underlined are additions to the College's mission statement.) The Board of Regents approved the revised mission statement on September 9, 1998. (Appendix G).

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

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

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

- *Dalton State College Catalog and Student Handbook*
- *Faculty Handbook*
- *Dalton State College Strategic Plan, 2000-2003*
- *Dalton State College Statutes*

VIII. CONDITION OF ELIGIBILITY EIGHT

As one of the two recently designated state colleges of the University System of Georgia, Dalton State College serves Northwest Georgia through a broad array of degree and certificate programs as well as 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 with the other state colleges of the University System of Georgia the following core characteristics or purposes:

- a commitment to excellence and responsiveness within a scope of influence defined by the needs of the local area and by particularly outstanding programs and distinctive characteristics that have a magnet effect throughout the region or state;
- a commitment to a teaching/learning environment, both inside and outside the classroom, that sustains instructional excellence, functions to provide University System access for a diverse student body, and promotes high levels of student learning;
- a high quality general education program that supports a variety of well-chosen associate programs and prepares students for transfer to baccalaureate programs, learning support programs designed to insure access and opportunity for a diverse student body, and a limited number of certificate and other career programs to complement neighboring technical institute programs;
- a limited number of baccalaureate programs designed to meet the economic development needs of the local area;
- a commitment to public service, continuing education, technical assistance, and economic development activities that address the needs, improve the quality of life, and raise the economic level within the college's scope of influence;
- a commitment to scholarship and creative work to enhance instructional effectiveness and to encourage faculty scholarly pursuits; and a responsibility to address local needs through applied scholarship, especially in areas that directly related to targeted baccalaureate degree programs;
- a supportive campus climate, necessary services, and leadership and development opportunities, all to educate the whole person and meet the needs of students, faculty, and staff;
- cultural, ethnic, racial, and gender diversity in the faculty, staff, and student body, supported by practices and programs that embody the ideals of an open, democratic, and global society;
- technology to advance educational purposes, including instructional technology, student support services, and distance education;

- collaborative relationships with other System institutions, State agencies, local schools, technical institutes, and business and industry, sharing physical, human, information, and other resources to expand and enhance programs and services available to the citizens of Georgia.

The three new degree programs and their objectives fit with the College's educational goals as they relate to Dalton State 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 technical 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 Associate of Applied Science or Associate of Applied Technology level, acts a ladder to the baccalaureate degree, and offers career advancement opportunities to students who begin their education in technical programs. These requirements fit and respond 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."

**DIVISION OF BUSINESS AND TECHNOLOGY
BACHELOR OF SCIENCE in INDUSTRIAL OPERATIONS MANAGEMENT
MAJOR EDUCATIONAL AREA OUTCOMES AND
MEANS OF ASSESSMENT/CRITERIA FOR SUCCESS**

1. Graduates of the Bachelor of Science degree program in Industrial Operations Management will be readily employed within their specific fields of training, voluntarily working outside their field or related field, or will be seeking additional education.
 - a) 90% of these graduates will be employed infield or voluntarily employed in another or related field, or seeking graduate training within six months after graduation as measured by an annual Alumni Survey of graduates.

2. Graduates of the Industrial Operations Management program will possess the academic skills and competencies necessary to be gainfully employed and productive.
 - a) Graduates' test scores will show improvement or 'value-added' in a pre- and post ETS Major Field Test in Business. (Graduates' test scores will also be compared to a national norm.)

 - b) In a Graduates' Survey, respondents will be satisfied with the skills and competencies demonstrated by rating graduates above average or higher than 3.0 on a 5.0 scale in each of the following areas:
 - ✓ Quantitative techniques and methodologies
 - ✓ Computer technology
 - ✓ Topics in integrated materials management
 - ✓ Quality control techniques
 - ✓ Statistical analysis
 - ✓ Quality assurance programs
 - ✓ Knowledge of hardware and operating systems
 - ✓ Database theory and management
 - ✓ Systems analysis and design methodology
 - ✓ Write/maintain computer programs in one or more sequential languages

(If any skills area should receive a score below 3.0, the IOM program and related courses of study will be reviewed further.)

 - c) 85% of the graduates will agree or strongly agree with the statement in a Graduate Survey that, "As a result of the education I received toward my degree in Industrial Operations Management, I feel I possess the necessary academic skills and competencies to be gainfully employed and be productive."

- d) In an annual survey, 80% of Industrial Operations Management graduates will agree or strongly agree with the statement that, “As a result of my education at Dalton State College, I learned to think critically.”
 - e) In an annual survey, 80% of Industrial Operations Management graduates will agree or strongly agree with the statement that, “As a result of my education at Dalton State College, I learned to analyze and interpret statistical data.”
 - f) In an annual survey, 80% of Industrial Operations Management graduates will agree or strongly agree with the statement that, “As a result of my education at Dalton State College, I learned to perform basic mathematical operations.”
 - g) In an annual survey, 80% of Industrial Operations Management graduates will agree or strongly agree with the statement that, “As a result of my education at Dalton State College, I learned to use and become familiar with computers and other forms of electronic media, such as the Internet.”
3. Graduates of the Industrial Operations Management program will be satisfied with the quality of the degree program.
- a) 85% of these graduates will rate the quality of the IOM degree program as either “Very Satisfied” or “Satisfied” as measured by a Graduate Exit Interview/Survey and an annual Alumni Survey of graduates.
 - b) 80% of the graduates will indicate in the affirmative that they would recommend the Bachelor of Science degree to someone who would want to major in Industrial Operations Management as measured by a Graduate Exit Interview/Survey and an annual Alumni Survey of graduates.
4. Employers will be satisfied with the quality of Industrial Operations Management graduates.
- a) 80% of employers will rate their level of satisfaction with the work and performance of graduates as “Very Satisfied” or “Satisfied” according to an annual Employer Survey.
 - b) In an Employer Survey, 80% of employers will indicate in the affirmative that, based on their experiences employing graduates in their companies, they would continue to employ future graduates of Dalton State College’s Industrial Operations Management program.
 - c) Employers will be satisfied with the skills and competencies demonstrated by graduates of the Industrial Operations Management by rating them above average or higher than 3.0 on a 5.0 scale in each of the following performance skills/competencies:
 - ✓ Quantitative techniques and methodologies
 - ✓ Computer technology

- ✓ Topics in integrated materials management
- ✓ Quality control techniques
- ✓ Statistical analysis
- ✓ Quality assurance programs
- ✓ Knowledge of hardware and operating systems
- ✓ Database theory and management
- ✓ Systems analysis and design methodology
- ✓ Write/maintain computer programs in one or more sequential languages

(If any skills area should receive a score below 3.0, the IOM program and related courses of study will be reviewed further.)

Students awarded a Bachelor of Science degree in Industrial Operations Management will meet or exceed expectations for entry-level positions in management/technical professions. More specifically, achieving the learning outcomes require that the students be able to:

Quality Control and Assurance

1. understand basic methods of probability theory and statistics;
2. demonstrate proficiency with statistical techniques used in quality control programs including, regression analysis, sampling theory, statistical process control charts, applied design of experiments, and reliability analysis;
3. recognize the need for and, with secondary research techniques, find and apply appropriate quality control techniques to address the identified need;
4. understand the use of continuous improvement as a framework for applying quality control techniques;
5. understand role of quality assurance and how such programs would be implemented and operate, and know how quality control techniques, such as Total Quality Management, relate to quality assurance programs;

Integrated Materials Management

6. show proficiency with key quantitative techniques;
7. use quantitative methodologies implemented with computer technology to solve materials management problems;
8. demonstrate knowledge of contemporary topics in integrated materials management;

Information Technology

9. demonstrate familiarity with common hardware and operating systems;
10. understand relational database theory (Entity Relationship Modeling) and be able to use one or more modern database tools;
11. understand the systems analysis and design methodology; and
12. write and maintain computer programs in one or more sequential languages.

**DIVISION OF BUSINESS AND TECHNOLOGY
 BACHELOR OF SCIENCE in MANAGEMENT INFORMATION SYSTEMS
 MAJOR EDUCATIONAL AREA OUTCOMES AND
 MEANS OF ASSESSMENT/CRITERIA FOR SUCCESS**

1. Graduates of the Bachelor of Science degree program in Management Information Systems (MIS) will be readily employed in a MIS or related field, voluntarily working outside their field, or will be seeking additional education.
 - a) 80% of graduates will be employed or voluntarily employed out of field or seeking graduate training within six months after graduation as measured by an Alumni Survey of graduates conducted annually.

2. Graduates of the MIS degree program will possess the necessary academic skills and competencies necessary to be gainfully employed and productive.
 - a) Graduates' test scores will show improvement or 'value-added' in pre- and post ETS Major Field Test in Business. (Graduates' test scores will also be compared to a national norm.)

 - b) In a Graduates' survey, respondents will be satisfied with the skills and competencies demonstrated by MIS graduates by rating them above average or higher than 3.0 on a 5.0 scale in each of the following performance skills/competencies:
 - ✓ Personal productivity software (e.g., word processing, spreadsheet, presentation, and database management applications)
 - ✓ Computer technology
 - ✓ Special topics in Management Information Systems
 - ✓ Computer programming, logic and design
 - ✓ Systems analysis and design methodology
 - ✓ Data communications hardware and protocols
 - ✓ Computer hardware and operating systems
 - ✓ Management of information resources
 - ✓ Database management systems
 - ✓ Issues concerning the development and support of Web-based MIS applications

(If any skills area should receive a score below 3.0, the MIS program and related courses of study will be reviewed further.)

 - c) 80% of graduates will agree or strongly agree with the statement in a Graduate Survey that, "As a result of the education I received toward my degree in Management Information Systems, I feel I possess the necessary academic skills and competencies to be gainfully employed and be productive."

- d) In an annual survey, 80% of the MIS graduates will agree or strongly agree with the statement that, “As a result of my education at Dalton State College, I learned to think critically.”
 - e) In an annual survey, 80% of the MIS graduates will agree or strongly agree with the statement that, “As a result of my education at Dalton State College, I learned to analyze and interpret statistical data.”
 - f) In an annual survey, 80% of the MIS graduates will agree or strongly agree with the statement that, “As a result of my education at Dalton State College, I learned to perform basic mathematical operations.”
 - g) In an annual survey, 80% of the MIS graduates will agree or strongly agree with the statement that, “As a result of my education at Dalton State College, I learned to utilize computers and personal productivity application software to increase my effectiveness on the job.”
3. Graduates will be satisfied with the quality of the Management Information Systems degree program.
- a) 80% of graduates will rate their satisfaction of the MIS degree program as either “Very Satisfied” or “Satisfied” according to a Graduate Exit Interview/Survey and an Alumni Survey of new graduates conducted annually.
 - b) 80% of graduates will indicate in the affirmative that they would recommend the Bachelor of Science degree to someone who would want to major in Management Information Systems according to a Graduate Exit Interview/Survey and an Alumni Survey of new graduates conducted annually.
4. Employers will be satisfied with the quality of MIS graduates.
- a) In an annual Employer Survey, 70% of employers will rate their level of satisfaction with the work and performance of MIS graduates as “Very Satisfied” or “Satisfied.”
 - b) In an annual Employer Survey, 70% of employers will indicate in the affirmative that, based on their experiences employing MIS graduates in their companies, they would continue to employ future MIS graduates.
 - c) Employers will be satisfied with the skills and competencies demonstrated by MIS graduates by rating them above average or higher than 3.0 on a 5.0 scale in each of the following performance skills/competencies:
 - ✓ Personal productivity software (e.g., word processing, spreadsheet, presentation, and database management applications)

- ✓ Computer technology
- ✓ Special topics in Management Information Systems
- ✓ Computer programming, logic and design
- ✓ Systems analysis and design methodology
- ✓ Data communications hardware and protocols
- ✓ Computer hardware and operating systems
- ✓ Management of information resources
- ✓ Database management systems
- ✓ Issues concerning the development and support of Web-based MIS applications

Students awarded a Bachelor of Science degree in Management Information Systems will have gained competencies in all the basic areas of MIS, including historical and contemporary MIS topics and issues, personal productivity software applications, data communications, computer business application programming, systems design and analysis, web-based MIS applications, information resource management, and database management systems. More specifically, achieving the learning outcomes require that the students be able to:

1. know the major current topics and issues in MIS;
2. understand the pros and cons of major MIS topics and issues;
3. use all forms of personal productivity software applications, including word processing, spreadsheet, database management, and presentation;
4. use on-line Help topics and other resources to expand skill base;
5. understand and use an extensive MIS vocabulary;
6. recognize the advantages and disadvantages of data communications;
7. know the major networking topologies and their advantages and disadvantages;
8. apply the three basic logic structures in their preparation of MIS applications software;
9. understand the basic concepts of object-oriented programming;
10. write simple and complex computer programs in several computer languages;
11. demonstrate proficiency in the design and analysis of typical business applications;
12. demonstrate knowledge of contemporary topics in information resource management;
13. understand the design and implementation issues of web-based applications;

14. prepare simple and complex SQL queries for typical business application databases; and
15. design and 'normalize' a typical business application database.

**DIVISION OF BUSINESS AND TECHNOLOGY
BACHELOR OF APPLIED SCIENCE in TECHNOLOGY MANAGEMENT
MAJOR EDUCATIONAL AREA OUTCOMES AND
MEANS OF ASSESSMENT/CRITERIA FOR SUCCESS**

1. Graduates of the Bachelor of Applied Science degree program in Technology Management will be readily employed within their specific fields of training, voluntarily working outside their field or related field, or will be seeking additional education.
 - a) 90% of Technology Management graduates will be employed or voluntarily employed in another or related field, or seeking graduate training within six months after graduation as measured by an annual Alumni Survey of graduates.

2. Graduates of the Technology Management program will possess the academic skills and competencies necessary to be gainfully employed and productive.
 - a) Graduates' test scores will show improvement or 'value-added' in a pre- and post ETS Major Field Test in Business. (Graduates' test scores will also be compared to a national norm.)

 - b) In a Graduates' Survey, respondents will be satisfied with the skills and competencies demonstrated by rating graduates above average or higher than 3.0 on a 5.0 scale in each of the areas:
 - ✓ Financial analysis and planning
 - ✓ Capital budgeting
 - ✓ Marketing concepts and research techniques
 - ✓ Management theories
 - ✓ Human resource management
 - ✓ Statistical techniques and analysis
 - ✓ Systems analysis and design methodology
 - ✓ Database tools
 - ✓ Hardware and software systems

(If any skills area should receive a score below 3.0, the Technology Management degree program and related courses of study will be reviewed further.)

 - c) 80% of the graduates will agree or strongly agree with the statement in a Graduate Survey that, "As a result of the education I received toward my degree in Technology Management, I feel I possess the necessary academic skills and competencies to be gainfully employed and productive.

- d) In an annual survey, 80% of Technology Management graduates will agree or strongly agree with the statement that, “As a result of my education at Dalton State College, I learned to think critically.”
 - e) In an annual survey, 80% of Technology Management graduates will agree or strongly agree with the statement that, “As a result of my education at Dalton State College, I learned to analyze and interpret statistical data.”
 - f) In an annual survey, 80% of Technology Management graduates will agree or strongly agree with the statement that, “As a result of my education at Dalton State College, I learned to perform basic mathematical operations.”
 - g) In an annual survey, 80% of Technology Management graduates will agree or strongly agree with the statement that, “As a result of my education at Dalton State College, I learned to use and become familiar with computers and other forms of electronic media, such as the Internet.”
3. Graduates of the Technology Management program will be satisfied with the quality of the degree program.
- a) 80% of these graduates will rate the quality of the Technology Management degree program as either “Very Satisfied” or “Satisfied” as measured by a Graduate Exit Interview/Survey and an annual Alumni Survey of graduates.
 - b) 80% of the graduates will indicate in the affirmative that they would recommend the Bachelor of Applied Science degree to someone who would want to major in Technology Management as measured by a Graduate Exit Interview/Survey and an annual Alumni Survey of graduates.
4. Employers will be satisfied with the quality of Technology Management graduates.
- a) 80% of employers will rate their level of satisfaction with the work and performance of graduates as very satisfied or satisfied according to an annual Employer Survey.
 - b) In an Employer Survey, 80% of employers will indicate in the affirmative that, based on their experiences employing graduates in their companies, they would continue to employ future graduates of Dalton State College’s Technology Management program.
 - c) Employers will be satisfied with the skills and competencies demonstrated by graduates of the Technology Management by rating them above average or higher than 3.0 on a 5.0 scale in each of the following areas:
 - ✓ Financial analysis and planning
 - ✓ Capital budgeting

- ✓ Marketing concepts and research techniques
- ✓ Management theories
- ✓ Human resource management
- ✓ Statistical techniques and analysis
- ✓ Systems analysis and design methodology
- ✓ Database tools
- ✓ Hardware and software systems

(If any skills area should receive a score below 3.0, the individual program area and related courses of study will be reviewed further.)

Students awarded a Bachelor of Applied Science degree in Technology Management will meet or exceed expectations for entry-level positions in management/technical professions. More specifically, achieving the learning outcomes require that the students be able to:

Financial Management

1. demonstrate knowledge in the area of financial analysis and planning;
2. explain the use of the present value concept in analyzing financial related questions;
3. understand and apply the concepts of cost of capital and capital budgeting ;
4. show proficiency in the uses of stocks and bonds in the capital markets;

Marketing

5. demonstrate knowledge of key marketing concepts;
6. understand the use of technology in the marketing of products and services;
7. show proficiency in market research techniques;

Management

8. demonstrate the knowledge and proper application of the theories of management;
9. know state and federal laws that relate to human resources management;
10. understand the application of the concepts of leadership, teams, team building, organization behavior and organizational communications;

Statistical Analysis

11. understand basic concepts of probability theory and statistics;
12. demonstrate the knowledge of the uses of statistical techniques in business situations such as quality control and market research;

Information Technology

13. demonstrate knowledge of common hardware and software systems; and
14. show competency in one or more database tools.

Additional assessment procedures and criteria to measure the effectiveness of the three degree programs will form part of the overall institutional effectiveness of the College. These and other assessment initiatives will be included in the forthcoming *Dalton State College Assessment and Institutional Effectiveness Handbook*. The handbook will also include instructors' course assessment plans in all the College's academic divisions' subject areas.

Furthermore, Dalton State College has institutional-wide and divisional plans to assess general education outcomes that reflect a discipline-based approach. The divisional assessment plans for general education contain mission and goals statements consistent with the College's mission and intended student learning outcomes. All the divisions have been charged with the responsibility for measuring specific outcomes, including a plan to implement and use the results of each measure. Division faculty 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 will use appropriate feedback from a variety of external sources. For example, employer and alumni surveys will be conducted every year. The surveys will 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.

A financial plan to support the degree programs was presented to the Board of Regents as part of the College's program proposals. The College's budget for fiscal year 2001 is \$22 million, and with secured private commitments of over \$1.5 million in the Dalton State College Foundation, the College fully expects to continue to support these programs with no difficulty.

An appropriate institutional plan has been developed and implemented by the College. *The Dalton State College Strategic Plan* calls for a three-year period of planning and assessment; the most recent three-year cycle, 1997-2000, has just been successfully completed. The plan for the next cycle, 2000-2003, is complete. The first year (2000-2001) implementation plan is underway.

Within the 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 division and department heads 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. Subsequent annual progress reports for the second and third years of the 1997-2000 Strategic Plan have also been produced. These documents summarize the significant efforts of the Dalton State College community toward meeting the goals of the strategic plan during the 1997-2000 academic years. The reports also provide yearly college profiles, annual planning priorities and goals, and a description of all major progress or improvement in institutional effectiveness.

Furthermore, an 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 first establishes planning priorities flowing from its strategic plan and then allocates or redirects funds to meet those priorities.

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

- 1) Ongoing implementation of three-year strategic plans. First year (2000-2001) college-wide implementation plans of the *Dalton State College Strategic Plan, 2000-2003* are underway. Related is production of an *Annual Report*, required of all Division Chairs and Department Heads. This describes the major accomplishments of the division/department during the year, including division-level profiles and individual faculty/staff achievements; progress in assessing division/department effectiveness; and overall divisional or departmental health and plans for the upcoming year. 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. Starting with the 1999-2000 Division/Department Annual Reports, the College's reporting format has been made consistent with the College's annual report to the Chancellor of the University System of Georgia.

- 2) Together with the *Dalton State College Strategic Plan, 2000-2003* Student Learning Outcomes Assessment Plans for the College's general education and transfer programs have been produced. Major area education outcomes and assessment plans for programs in the Divisions of Business & Technology, Nursing, and Technical Education have also been produced. Additionally, individual course student learning outcomes assessment plans for all major courses in the Divisions of Business & Technology, Humanities, Natural Sciences & Math, and Social Sciences as well as in the Department of Physical Education have also been completed for the 2000-2003 strategic planning period.
- 3) The Institutional Research and Planning office continues to coordinate activities to improve assessment processes for general education and major area outcomes, as well as expanded institutional effectiveness indicators. A comprehensive *Dalton State College Assessment and Institutional Effectiveness Handbook* is in production to assist with coordinating and documenting all assessment activities on campus. Data to assess institutional effectiveness is routinely compiled and used to evaluate academic programs.
- 4) A faculty Institutional Effectiveness Committee assists the Institutional Research and Planning office with the implementation and evaluation of the College's institutional effectiveness efforts.
- 5) In concert with the University System of Georgia's Benchmarking and Management Review Study, the College has produced Key Performance Indicators as part of its 2000-2003 strategic plan. This instrument is designed to measure the College's institutional effectiveness and measure the outcomes of the various phases in its strategic planning process. The Institutional Research office and the Institutional Effectiveness Committee will work in fall 2000 to come up with benchmarks and measurable goals for the planning periods.
- 6) The College is participating in the University System of Georgia's Benchmarking and Management Review Study that will identify appropriate national peer and aspirational comparator institutions and measure the College's performance with that of these comparator institutions against appropriate strategic indicators. The College's set of key performance indicators closely matched the University System's identified strategic performance indicators. These two sets of standards will serve as a baseline for subsequent studies by the University System and the College.
- 7) As part of its ongoing institutional effectiveness program and in response to a recommendation from the Regents Administrative Committee in Institutional Effectiveness (RACIE), a Program Review Committee has been established to guide the development and production of a report that will summarize the College's academic program review plan and process. A report which will include a plan for one complete review cycle of the College's programs as well as procedures and methods for review will be sent to the Central office in the fall of 2000 for review and approval. Subsequently, the College will implement a 15-year schedule (2001-2015) program review plan that will evaluate the

effectiveness of its academic and key educational support programs. The College's Key Performance Indicators, General Education Outcomes Assessment Plans, and the University System of Georgia's Benchmarking project will be critical components of this review. These measures of effectiveness will assist in the production of the College's annual report on program review to be required by the University System Central office. The annual report will contain a list of academic programs reviewed and a summary of findings for programs reviewed during the year, a summary of actions taken, and evaluation results of previous academic program reviews.

- 8) Using the College's and the USG's key performance indicators, an annual *Dalton State College Institutional Effectiveness Report Card* will be produced starting 2001 to gauge how well the College is doing with respect to its institutional effectiveness as well as identifying potential strengths and weaknesses relative to its national peers.
- 9) During the 1999-2000 academic year, the College introduced 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 coordinated and administered tests to freshmen for the first time in the summer of 1999. In addition to documenting levels of proficiency and providing evidence of acceptable levels of student academic skills in the general education core areas, CAAP is helpful to the College in determining how its students as a group compare with students at the same levels attending similar colleges across the nation. The College had initially planned to use the CAAP as both a pretest and posttest assessment tool. However, during the 2000-2001 academic year the College began using ACT's COMPASS test as an academic assessment and diagnostic tool. All new students admitted to the College will take the COMPASS test. Because of the compatibility of the COMPASS and CAAP tests, the College administration decided to use the COMPASS as a pretest and the CAAP as a posttest. The first CAAP posttest will be administered in the spring of 2001. Together, both the COMPASS and CAAP will be given to freshmen and graduates so that before/after benchmarks can be established. This entering freshmen/graduate cycle will be repeated annually. This action directly supports Core Purpose II of the College's mission statement and completes a major step in the implementation of comprehensive institutional effectiveness measures.
- 10) Annual peer evaluation subcommittees continue to 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.

- 11) 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, the Regents' Testing program, projects and assignments, 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. From now on, faculty will be provided the results from the COMPASS and CAAP tests as additional assessment tools.
- 12) The College has also developed an assessment of language proficiency for students whose native language is not English through its new English as a Second Language program. For example, students can enter the various ESL classes through a range of COMPASS scores and the Test of English as a Foreign Language (TOEFL) scores. As the program continues and enlarges, future changes in various scores and tests and even personal interviews will be discussed and implemented where necessary.
- 13) There are now regular surveys and reports of students, faculty, staff, alumni and employers which gather information for identifying strategic areas in College programs and services needing improvement. The following are examples:
 - Graduating Student Survey (Annual)
 - BS Graduates Survey and Exit Interview (Annual)
 - Continuing Student Survey (Annual)
 - New Student Statistical Summary (Annual)
 - Faculty Survey (Biennial)
 - Staff 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).

Copies of the survey instruments will be included in the forthcoming *Dalton State College Assessment and Institutional Effectiveness Handbook*. Survey results are published for the College community and posted on the WebPages of the office of Institutional Research and Planning. Division chairs and administrative heads are encouraged to use the results of the surveys as they pertain to their areas of operation in making improvements or changes in their respective divisions. Specially tailor-made survey results are made available to academic divisions.

IX. CONDITION OF ELIGIBILITY NINE

Dalton State College has published admission policies compatible with its stated purpose. The *Dalton State College 2000-2001 Catalog and Student Handbook* (pages 15-27) includes complete information about Dalton State College's general admission requirements. A copy of the official admissions policy statement related to the new degree programs is also published in the *2000-2001 Catalog* on pages 19-20. The Catalog is attached as Appendix I. The following is a summary of the admissions policy for the new programs.

INDUSTRIAL OPERATIONS MANAGEMENT

- 1) Completed an application for admission.
- 2) Completed 30 semester hours of the Core Curriculum Areas A-F in Business Administration.
- 3) Achieved an overall GPA of 2.5 or higher in the prescribed course work.

Students who do not meet any one of the above will be admitted under special conditions, e.g., to improve their GPA standing over the next 15 hours.

MANAGEMENT INFORMATION SYSTEMS

- 1) Completed an application for admission.
- 2) Completed 30 semester hours of the Core Curriculum Areas A-F in Business Administration.
- 3) Achieved an overall GPA of 2.5 or higher in the prescribed course work.

Students who do not meet any one of the above will be admitted under special conditions, e.g., to improve their GPA standing over the next 15 hours.

TECHNOLOGY MANAGEMENT

- 1) Completed an application for admission.
- 2) An earned AAS or AAT degree from an accredited technical college.
- 3) Achieved an overall GPA of 2.5 or higher in the prescribed course work.

Students who do not meet any one of the above will be admitted under special conditions, e.g., to improve their GPA standing over the next 15 hours.

For background and additional information, see Item #8 on each of the attached three original program proposals. (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 at least 30 semester hours of lower-level coursework prior to enrollment in junior level courses is intended 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 the 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 14-19. All course descriptions are contained in the *Dalton State College 2000-2001 Catalog and Student Handbook*. (Appendix I).

XI. CONDITION OF ELIGIBILITY ELEVEN

As of fall 2000, there are fifteen full-time faculty to teach the new degree programs in the Division of Business and Technology. Eleven are full-time faculty members of the Division of Business & Technology. The remaining four are current faculty members from the Divisions of Humanities and Natural Sciences & Math who teach various required and elective courses in the programs. Of the eleven full-time faculty in the Division of Business and Technology, five are new to Dalton State College. The remaining six are current full-time faculty who taught the business administration courses in the former Division of Business Administration and Social Sciences. During the first year of teaching, the overall workload of the current faculty who also taught selected courses in the new degree programs was not impacted by the addition courses, since they took on the new courses as part of their normal load. Full-time faculty assigned responsibility for teaching in the new degree programs are:

(Faculty marked with an asterisk are new to Dalton State College)

1. Joseph T. Baxter, Ed.D.
2. J. Donald Bowen, Ph.D.
3. Wesley K. Davis, Ph.D.
4. Michael P. D'Itri, Ph.D.*
5. Richard A. Edwards, Ph.D.*
6. Randall L. Griffus, Ph.D.
7. Kent M. Harrelson, Ph.D.
8. Marilyn Helms, D.B.A.*
9. Hubert B. Kinser, Ph.D.
10. Brooks W. Lansing, M.H.A.
11. H. Neal McKenzie, Ph.D.
12. Rita H. Moore, Ph.D.*
13. Laura C. Rose, M.B.A., C.P.A.
14. Della C. Sampson, M.B.A.
15. Nancy P. Tyler, M.Acc., C.P.A.*

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

An inventory of all full-time and part-time faculty at Dalton State College for the 2000-2001 academic year is attached as Appendix E. All full-time and part-time faculty teaching credit courses leading toward a bachelor's degree have at least a master's degree with 18 graduate hours or a major in the teaching discipline.

XII. CONDITION OF ELIGIBILITY TWELVE

The Dalton State College Derrell C. Roberts Library consists of 31,323 net square feet, and can seat about 200 readers. The library holds collections of about 111,600 volumes. The library serves as 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 are accomplished through OCLC and SOLINET. Operations are situated on the first floor of a two-floor structure.

As of June 30, 2000, total holdings include:

- 111,583 volumes
- 667 current serials/periodicals
- 194,287 microform units
- 6,780 audiovisual units
- 192 electronic titles

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 2001.

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. This assessment data will form the basis for a program of cooperative collection development between institutions. Dalton State 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

Library acquisitions during the 1999-2000 academic year focused on materials needed to support baccalaureate programs in Industrial Operations Management, Management Information Systems, and Technology Management. Proposals submitted to the Board of Regents in 1998 indicated that periodical and electronic resources held by the Derrell C. Roberts Library were more than adequate to support the three programs. Monographic holdings, however, were limited and seriously dated.

In January 2000, \$50,000 in special Regents' funds, matched by \$50,000 from the Dalton State College Foundation was allocated to the Library to strengthen the business collection. The Library Director worked with Business and Technology faculty throughout the spring semester to acquire materials to support the new programs. Initially, each faculty member was given a questionnaire to ascertain specific subject content for each course taught in the Division and to identify recognized authorities in the various disciplines. Faculty were also asked to indicate their need for journals and audiovisual/electronic materials. Additions to the collection by format are summarized below.

Monographs

Faculty in the Business and Technology Division submitted requests for 792 titles in the following subject areas.

• Accounting	10
• Economics	86
• Finance	28
• Management	137
• Management Information Systems	101
• Marketing	47
• Operations Management	369
• Small Business/Entrepreneurship	14
TOTAL	792

To supplement faculty requests, 716 titles were selected from appropriate sections of the *1999 Harvard Business School Core Collection*. A limited number of titles replaced earlier editions already in the collection.

As of June 30, 2000, approximately 65 percent of the titles selected by faculty and 90 percent of the titles selected from the Harvard bibliography had been received. When orders are complete and final statistics are compiled, business monographs purchased during 1999-2000 should comprise 33 percent to 40 percent of total library acquisitions. In several subject classifications, the number of new acquisitions will exceed previous total title counts.

Periodicals

The entire Dalton State faculty participated in an evaluation of the Library's periodical collection during spring semester. The Business and Technology faculty recommended nineteen titles, thirteen of which are available via GALILEO. Print subscriptions, to begin in January 2001, were placed for the following titles:

- APICS/The Performance Advantage
- CIO
- CPA Letter
- Journal of Management Information Science
- MIS Quarterly
- Production and Operations Management.

Audiovisual/Electronic Resources

Based on faculty recommendations, the Library purchased 59 videotape titles, many of which are multi-part series, in the following subject areas.

- | | |
|----------------------------------|----|
| • Accounting | 1 |
| • Business Communications | 2 |
| • Economics | 9 |
| • Finance | 1 |
| • Management | 1 |
| • Management Information Systems | 34 |
| • Operations Management | 11 |

TOTAL 59

Three CD-ROM titles were also purchased for the Operations Management program. Business databases available via GALILEO were enhanced by the addition of fulltext image capability. The new GALILEO Version 7 also provides direct links to vendor sites thus making information more current than that previously made available by tape loads. GALILEO continues to provide excellent coverage of the business field.

XIII. CONDITION OF ELIGIBILITY THIRTEEN

Attached as Appendix F is a copy of the College's audit reports for the years ended June 30, 1998, and June 30, 1999.

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 original program proposal outlines. (Appendices A, B, and C).

The College's budget for fiscal year 2001 is \$22 million, and with secured private commitments of over \$1.5 million in the Dalton State College Foundation, the College fully expects to continue to support these programs with no difficulty.

In addition to the Board of Regents' recently 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, was completed in January 1999. The new building also doubled the number of computer labs and provided almost 50 new faculty offices. There are currently more than 25 microcomputer, technical, and science/math laboratories on campus.

The new degree programs are housed in Memorial Hall under the newly created Division of Business and Technology. The Divisions of Humanities and Social Sciences that previously occupied Memorial Hall moved 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 860 computers currently in use by faculty, staff and students. Additional equipment purchases within the next few years is anticipated.

LIST OF APPENDICES

- Appendix A:** New Degree Program – Bachelor of Science in Industrial Operations
- Appendix B:** New Degree Program – Bachelor of Science in Management Information Systems
- Appendix C:** New Degree Program – Bachelor of Applied Science in Technology Management
- Appendix D:** Roster of Instructional Staff teaching in new Degree Programs
- Appendix E:** Inventory/Analysis of Full- and Part-Time Dalton State College Faculty, 2000-2001
- Appendix F:** Dalton State College Audit Reports for June 30, 1998 and June 30, 1999
- Appendix G:** Letter of Authorization from the Board of Regents to offer new Degree Programs at Dalton State College
- Appendix H:** Dalton State College Organizational Chart and Office Holders
- Appendix I:** Dalton State College 2000-2001 Catalog and Student Handbook