

LONG-RANGE PLAN

Dalton Junior College

1983

ACKNOWLEDGEMENT

Throughout the development of this plan there has been a broad base of support from across the campus. Both faculty and staff have graciously responded to requests to complete questionnaires, serve on discussion panels, lead discussions, and prepare position papers on key planning issues. The list of all the individuals who actively participated in the development of these concepts would include a major portion of the entire faculty and staff. We thank each of you for this support.

The plan is a reflection of all the surveys and discussion in the many sessions of the faculty Forums. The groups that prepared the position papers utilized all of the information previously collected and added the findings of their research. The final document follows the findings of the position papers as closely as possible. The position papers were prepared by the following individuals:

Faculty Development

Mr. David Blackwell, Chair
Dr. Wayne Bell
Dr. Hubert Kinser
Dr. Michael Hoff
Dr. Rebecca Butler

Program Development

Dr. Kitty Manley, Chair
Dr. Derrell Roberts
Dr. John Hutcheson
Ms. Beth Biron

Student Development

Dr. Bill Jump, Chair
Mr. Charles Smith
Ms. Doris Shoemaker

Basic Assumptions

Ms. Anne Clay, Chair
Mr. Marion Pearson

The translation of ideas always involves distortion. This document describes, as accurately as possible, the concerns of faculty and staff with a minimum of distortions.

Bill Smith

FOREWORD

This plan is a continually developing document which requires the commitment of all members of the Dalton Junior College family. It must be periodically reviewed and updated to address the rapid changes that are taking place in Northwest Georgia. It provides a meaningful guide for the accomplishment of our goals and objectives. The planning process is described in Appendix I.

The results of the 1981-83 Self-Study indicate that Dalton Junior College is a solid institution of higher education of excellent quality. The past philosophy of change has been one of steady, gradual improvement across the board. The commitment to this philosophy is strong and can be expected to continue into the 1990's. Consistent with the philosophy, the development of a long-range plan consists of an analysis of the factors that can be expected to affect the institution in the future and the development of courses of action that are not only responsive to the issues but strengthen the institution. No redirection is proposed, but expanding and broadening of scope of operation are considered desirable. The plan represents a renewed commitment on the part of the staff of the College to help the people of the area improve their quality of life as they meet and respond to rapid changes in their lives.

The purpose statement establishes the institution's reason for existing and its function in relation to the rest of the educational community. The five major divisions of the plan, along with their respective goals, are broad statements that outline the major elements to be considered in planning. The objectives listed under each goal explain how the institution will continue to improve. The objectives and their consequent activities will be reviewed and updated yearly.

It is recognized that as a publicly funded institution the plans of the College are subject to modification by changes in policies of the Board of Regents of the University System of Georgia. However, it is also recognized that within this limitation the College has a responsibility to shape a preferable future.

Dalton Junior College must continue to be an institution that helps lead the citizens of Northwest Georgia to a better life through education. The planning has begun; the challenge is clear.

PURPOSE

The current Statement of Purpose of Dalton Junior College was approved by the faculty in 1983. The Purpose reads:

The Philosophy of Dalton Junior College is such that the faculty view the campus as embracing the entire area whose people it serves. The purpose is therefore to provide all persons on this extended campus an opportunity to engage in general educational experiences designed to enable students to transfer to senior institutions for further education, to enrich their cultural and physical lives, to equip them for careers of gainful employment and increase their individual, professional, and vocational competence, and to prepare them for living self-fulfilling and productive lives.

Since the College is a dynamic institution, it will be necessary to monitor constantly the purpose to assure that it adequately responds to the educational needs of the area.

Goal

The Purpose will be reviewed at least every five years by a specifically appointed committee to determine its relevance to the changing educational mission of the College.

BASIC ASSUMPTIONS

The direction that long-range planning takes is based upon a set of assumptions about the environment in which we exist. The Basic Assumptions Committee was charged with describing and evaluating the societal forces which will affect the future plans of Dalton Junior College. Information was obtained from census records, interviews with individuals in the Dalton-Whitfield County Chamber of Commerce and the North Georgia Area Planning and Development Commission, and records provided by the Registrar's Office at Dalton Junior College. The Needs Assessment 1982 document and Georgia Statistics 1982 also provided valuable information.

Northwest Georgia is an industrialized area in which the carpet industry is the major business. The Needs Assessment 1982, a document prepared by a Dalton Junior College committee, details the status of the carpet industry as well as other demographic data which are important to the Long-Range Planning effort.

Dalton Junior College primarily serves a five county area encompassing Catoosa, Gordon, Murray, Walker, and Whitfield counties, and to a lesser degree Chatooga, Dade, and Gilmer counties. This total area experienced a 17.6% population growth between 1960 and 1980. However, the growth rate will slow as the 1990's are reached. The following table illustrates the expected population growth rates for the five counties primarily served by Dalton Junior College.

Table 1
Expected Population Growth Rates

COUNTY	1980	1985	1990	1995
Catoosa	36,991	40,357	42,996	45,144
Gordon	30,070	30,742	31,686	32,652
Murray	19,685	21,826	23,241	24,245
Walker	56,470	55,478	56,069	57,634
Whitfield	65,780	67,864	70,231	72,534
TOTAL	208,996	216,267	224,223	232,109
Projected percent of increase		3.48%	3.68%	3.52%

Source: Needs Assessment 1982

Special Bureau of Economic Analysis Project, 1982

A further breakdown of these figures provided by the Dalton-Whitfield County Chamber of Commerce shows that in 1980 approximately 150,000 individuals made up the labor force population in the five county area served by Dalton Junior College. That population is comprised of people 16 and over. Of importance to Dalton Junior College is the population into which more than 85% of its student population falls: the 18-49 year olds. That figure was 95,125 in 1980, and it is expected to increase slightly within the next ten years. Most of the increase will be in the upper range of the age bracket.

As a whole, the labor population is primarily blue-collar with much of the population having both husband and wife as members of the work force. Records from the Registrar's Office show that the majority of students attending Dalton Junior College also work either full or part time. This fact probably indicates little time for families to become involved in the cultural and educational activities within the Dalton Junior College service area. More flexible and varied class schedules would help students better deal with this situation.

One suspects that the majority of students being served by Dalton Junior College may be first generation college. According to the 1970 census, the median grade completed by persons in our five county service area who were 25 years old and younger was 9.2 compared to 10.8 for Georgia. The percentage of this same age group which completed high school was 26.4% compared to 40.6% statewide. High school counselors indicate that the dropout rate between the eighth and twelfth grades ranges from 40 to 60 percent.

Dalton Junior College is keenly aware that its recruitment efforts need to be aimed primarily at first generation college students. Various programs such as High School Visitation Day have been initiated which address this issue. Also, a close working relationship is maintained between our admissions officers and high school counseling offices.

The per capita personal income in our five county service area is fairly consistent with the average per capita figures for the state of Georgia as the following table illustrates. Those figures, of course, fluctuate with the overall national economy. But in periods of economic recovery, such as that beginning to be seen now, low unemployment and overtime pay increase these figures.

Table 2
Per Capita Personal Income

COUNTY	1970	1975	1978	1979	1980
Catoosa	2,420	3,556	4,894	5,443	5,518
Gordon	2,971	4,506	5,749	6,411	6,840
Murray	2,456	3,996	5,487	6,160	6,390
Walker	3,214	4,137	6,137	6,628	7,015
Whitfield	3,393	4,915	6,751	7,460	8,139
Georgia	3,323	4,972	6,624	7,337	8,041

Source: 1982 Georgia Statistical Abstracts

It is very difficult to find information on population movement into and out of this area. However, one aspect of population movement which has a direct effect on Dalton Junior College was communicated to this committee by the North Georgia Area Planning and Development Commission (NGAPDC). Based on figures released through the Georgia Labor Department, over the last 10 years the net out-migration of 20-24 year olds in the Dalton Junior College service area has increased. This trend is expected to continue, although slowing, with an improvement in the national economy. Certainly economic factors and availability (or unavailability) of certain jobs or professions have played a part in this migration. Some within this age group have left to continue their education at other schools, but the exact number is not available.

Northwest Georgia has a very small black population. According to information in the 1983 Georgia Counties Guide, the black population accounts for only 3.1% of the total population in the five county area served by Dalton Junior College. Currently 4.4% of area high school enrollment is black, and 3.4% of area high school graduates are black. Since the University System is now under a court order to emphasize minority enrollment as well as minority positions on faculties and within administrations, it is unclear at this time how that small percentage of blacks will affect implementation of system-wide faculty and student integration rulings.

Community Services

There would seem to be sufficient hospital service available in this area although there does not seem to have been any needs assessment conducted within the health field. Most of the hospitals within the Dalton Junior College service area have increased their bed-capacity within the last 10 years, but only one hospital has plans for additional expansions. The biggest need in all hospitals in this area is registered nurses, but the need for all health personnel will increase only slightly.

Community services probably need to be directed in several ways: to meet problems of unemployment, to deal with the increasing elderly population, and to meet overall emotional/personality problems. The last area needs the greatest attention. The Dalton area has an extremely high divorce rate compared to the rest of Georgia and the United States as a whole. Those high percentages are also true with regards to the illegitimacy rate among 15 to 19 year olds. Indeed, the Dalton-Whitfield county area shows a high percentage of total births to mothers age 10 through 19. Professionals who can help others deal with these and other situations will be needed.

There also appears to be a need for educating individuals to the dangers of alcohol and drug abuse as well as mental and emotional problems. The majority of mental health

problems occur in individuals 25 to 44 years of age. The Mental Health Center deals with immediate problems and does not meet the need for education. That could be a ripe service area for Dalton Junior College.

Industry

Dalton Junior College serves a highly industrialized area. After weathering a recessionary period which saw orders for durable goods decline, an upturn is now beginning in the demand for these types of goods which, of course, include carpet. As demand for carpet and carpet-related products has risen, the unemployment rate has begun to decline in varying degrees within the Dalton Junior College service area. To illustrate, in the first quarter of 1982, the average annual rate of unemployment in this five county area was 12.9%. During the remainder of 1982, the annual average rate of unemployment dropped to 10.7% for the same five county area. Traditionally, enrollment at Dalton Junior College has remained constant or increased slightly during high periods of unemployment. For example, enrollment increased from 1441 in Fall Quarter of 1978 to 1755 in Fall Quarter of 1982 even though the unemployment rate for the five county area was abnormally high during that five year period. The trend has been toward increased enrollment in Associate of Science degree programs, and this trend is expected to continue.

Some industries other than those directly related to the carpet industry have moved to the area served by Dalton Junior College during recent years. This influx has brought new and different types of job opportunities. Fafnir, Outboard Marine Corporation, Tappan, Plastron, and Brown Electric are a few examples of such industries which require workers to have job skills unlike those needed in the carpet industry. Most of the newer industries, however, still employ a large percentage of traditionally blue-collar workers. According to information provided by NGAPDC, semi-skilled workers are very much in demand at the present time.

Even though newer, more diversified industries are moving into our area, the major industrial focus is still carpet and will continue to be so for the foreseeable future. Information from NGAPDC indicates that within the last 10 years, the carpet industry has become more concentrated in the Dalton area than at any other time in its history. There has been a move toward consolidation in that industry and many carpet manufacturers have closed their plants elsewhere and have relocated operations in the Dalton area. Dalton Junior College must continue to provide courses of study which will complement and support the carpet industry.

The total number of employees in the carpet industry has increased in the same period of time even with the depressed economy. However, unemployment rates have remained high because of an increase in the number of people looking for work.

General statements can be made about the availability of various job types in our five county area. There is an underabundance of technicians, semi-skilled blue-collar workers, various medical personnel, computer personnel, accountants, management specialists, clerical workers, and service workers. Dalton Junior College is experiencing high enrollment in programs of study which will ease this situation to some degree, but precise figures of Dalton Junior College graduates going to work in our area in these types of jobs are not available.

Service industries are growing, and this growth is expected to continue throughout the next decade. Service industries include banking, real estate, insurance education, medical/health services, among others. These types of businesses employ a high percentage of their total work force in traditionally white-collar positions. Programs of study which will help supply qualified personnel for jobs in service areas must be strengthened.

The increasing rate of change in technology in the area and the influx of new industry will place increasing demands on the College for non-traditional educational programs. Traditional credit programs and continuing education courses will be more alike than before. As retraining needs increase, adults will selectively attend a mixture of credit classes and non-credit classes. Therefore, the College must be more aware of its total program coverage than it is at present.

Costs

Economic factors affect all levels of the population, but two factors which can directly affect those likely to attend Dalton Junior College are education costs and interest rates. First, students can expect to pay increasingly higher tuitions within the next 10 years. This can have both a positive and negative effect on enrollment. As costs rise, more students who might have gone to school elsewhere will elect to remain in the area and attend Dalton Junior College. Those students who cannot afford to go to college because of higher costs will simply not attend or be forced to borrow money, a fact which brings up the second economic factor mentioned above.

Those students who will have to borrow money to attend school may find the high interest rates prohibitive and thus be unable to attend college. A less direct effect can be felt as companies postpone borrowing money for industrial expansion, thus delaying potential employment opportunities. However, various student loan funds carrying lower interest rates and grants are available and will continue to be so in the foreseeable future.

Public Opinion

There seems to be a growing movement at all levels of society to revamp our total educational system. Local, state, and national politicians, teachers, unions, citizens groups, and

students are questioning the current system and demanding changes. Some particular points of discussion include programs of study, graduation requirements, testing methods, teacher salaries, and student time spent in school.

As elections approach, education will likely become a campaign issue, and as such it will be discussed with more frequency and perhaps in more detail than at any other time within the last 10 years. What will result from the public opinions expressed in the coming months is unclear now. But it does seem certain that some changes will be made.

Summary and Assumptions

An effort has been made to collect or update information on societal factors or forces which will directly or indirectly affect the Long Range Planning effort at Dalton Junior College. However, it is clear that additional study is needed. Some of the assumptions made by this committee are based in incomplete information. For example, information specifying the number of businesses in the Dalton Junior College service area by type and number of employees, the number of commercial bankruptcies, current placement of Dalton Junior College graduates, quarterly area figures which indicate the types of jobs or positions available, and follow-up information on Dalton Junior College students who transfer to four-year programs are several of the many areas in which more data is needed. Collection and evaluation of this kind of information are long and involved, but without it, assumptions are difficult to make and their long-term reliability is questionable.

In addition, the overall situation is interdependent. A change in one factor then causes various changes, both known and unknown, in other factors. Therefore, the most complete and up-to-date picture of the situation is required for accurate forecasts. That, in turn, implies constant review of assumptions made with alternate courses of action at the ready.

With these thoughts in mind, the following assumptions are made regarding Long Range Planning at Dalton Junior College.

1. Population growth rates will slow in the coming decade.
2. The labor force population will increase slightly especially in the 35-49 age bracket.
3. The number of working women will continue to increase.
4. The elderly population will increase.
5. The overwhelming majority of Dalton Junior College students will continue to work while attending school.
6. The majority of Dalton Junior College students will continue to be first generation college students.
7. Over 50% of the post-high school age population will not receive a high school diploma.
8. Vigorous recruiting of students of all types will be essential.

9. Close monitoring of the number of students in all programs will be necessary.
10. Enrollment in Associate of Science degree programs will continue to increase.
11. More students seeking a four-year degree will complete more courses in area institutions such as Dalton Junior College.
12. Student loan funds will continue to be available.
13. Students will seek the most for their education dollar and expect a faster payback on their investment.
14. Continuing Education courses will continue to serve a vital function in the community.
15. More flexible scheduling of credit classes will be needed.
16. No surplus of education funds is expected.
17. Tuition will continue to gradually increase.
18. The per capita personal income will remain near the average per capita income statewide.
19. The major industry in the area will continue to be carpet and carpet-related.
20. Area unemployment rates will be closely linked to the carpet industry for the next 10 years.
21. The carpet industry will be affected by the worldwide economic picture.
22. The majority of the work force will remain blue-collar.
23. Semi-skilled workers are presently in demand in the Dalton Junior College service area, and this situation will continue during the short-run.
24. Service industries and businesses will grow and increase employment opportunities in areas other than carpet.
25. There will continue to be an undersupply of nurses in the area.
26. There will be a steady increase in the number of positions for accountants and management specialists.
27. Clerical personnel will continue to be in demand.
28. The number of 20-24 year olds leaving the Dalton Junior College service area will continue to rise.
29. The percentage of the total population which is black will remain very small.
30. The percentage of blacks receiving a high school diploma will remain small.
31. Most community services are adequate for the area.
32. More mental health education programs will be needed.
33. Public opinion will continue to be focused on education.

These assumptions proving true, it would still be vitally necessary in a rapidly changing environment to monitor constantly the factors that will determine the level of success attained by Dalton Junior College.

Goal

The basic assumptions upon which Dalton Junior College bases its planning will be reviewed by a subcommittee appointed by the Long-Range Planning Committee and discussed with the College community every two years (to be scheduled the year preceding the publication of the College Catalog which is currently published every other year).

HUMAN RESOURCE DEVELOPMENT

The quality of an institution depends largely on the quality of its human resources. Dalton Junior College is recognized throughout the state as being one of the leading two-year institutions in the state. That is reflected in the positive performance of transfer students and the excellent performance of students employed locally.

In order to maintain that favorable position, it is necessary to maintain and improve the quality of the faculty and staff of the institution. In the past that objective was primarily attained by increasing qualifications as turnover occurred and by adding more qualified staff as the College expanded.

Those options are no longer readily available. Turnover has decreased with the decrease in mobility, and the size of the institution has remained relatively stable in the last few years. While that stability has many advantages, it presents new problems in the area of maintaining and improving the quality of faculty and staff.

Faculty

The relationship between faculty objectives and institutional purposes determines in large measure the effectiveness of the total educational program. The institution must make known its purposes and objectives to all faculty members as well as its expectations of them. That is necessary in order that objectives sought by the faculty will be in harmony with the institutional purposes. To accomplish the purposes and the goals established, faculty development has become critical in all institutions of higher learning. Rapid changes in technology, especially in the field of electronics, present a constant challenge to the faculty member. A changing clientele, changing marketplace, and a changing industrial society are but a few of the major transitions the College and its faculty must address within the next 10 years.

This report attempts to discuss and recognize the need for professional development from four major categories of involvement. Faculty training, faculty retraining, faculty mobility, and faculty renewal are the components used to convey the significance of faculty development at Dalton Junior College.

Faculty Training

Faculty training includes at least two separate but not unrelated components: 1) qualifications acquired prior to initial appointment and 2) subsequently acquired technical and professional skills and/or additional formal education credentials that enhance faculty performance. In both aspects, faculty training reflects the diversity of academic, career,

and vocational programs offered by the College. The College's responsibility is to recruit the best qualified faculty available and to support their continued academic and professional development to the fullest extent possible.

Initial Qualifications. Minimum and general requirements for initial appointment to the faculty of units of the University System are published in The Policy Manual of the Board of Regents. Relevant portions are incorporated in the Statutes of Dalton Junior College. Important for the College, the System guidelines are "sufficiently flexible to permit an institution to make individual adjustment to its own peculiar problems or circumstances" and recognize that training, ability, or experience may be appropriate equivalents to formal degrees in individual situations or disciplines (The Policy Manual of the Board of Regents).

In addition to educational qualifications, other pertinent considerations in initial appointments cited in both The Policy Manual and Statutes include evidence of teaching ability, successful experience, and desirable personal qualities. All of these are critical for an institution whose primary mission is quality, student-centered teaching at the freshman and sophomore levels. Dalton Junior College has the responsibility of identifying faculty candidates who hold the highest available formal credentials and who also possess or show promise of developing the other qualifications characteristic of effective junior college faculty. As the College pursues this objective during the next ten years, the opportunities and difficulties will vary significantly from division to division.

In the disciplines of the humanities, social sciences, natural sciences, and mathematics, the College has been able in recent years to recruit a high percentage of new faculty who hold the doctorate or are completing the final requirements for the degree and whose experience, personal qualities, and philosophical commitments are compatible with the teaching/learning process of the junior college. Although graduate enrollments are declining in many of these fields, no significant shortages are likely to occur within the next ten years. Counterbalancing trends nationally include the higher retirement age of faculty (and corresponding employees in business, industry, and federal agencies), the reduction of undergraduate enrollments and faculty in these disciplines, and no increased competition for doctorates in these fields from the private or federal sectors. An unexpected surge in either of the latter areas could, of course, create problems akin to the "post-Sputnik" era in certain disciplines.

Other areas of the College have and may continue to experience difficulty in recruiting doctoral-level faculty. Acute shortages and unusually high salary expectations in most business and computer-related areas can be expected for at least the next five to ten years. Demand for accountants, economists, and computer scientists is expected to remain high through the 1990's. Undergraduate enrollments in those fields are increasing rapidly, but

above-average salaries and vigorous recruitment by both the private and federal sectors at the baccalaureate level are depressing graduate enrollments, especially at the doctoral level.

The Dalton Junior College Foundation has provided designated trust funds to support a Bandy Chair in Accounting and in Economics. While the pool of doctorates available to educational institutions is not expected to expand substantially in these fields in the near future, the Foundation aid should increase the competitive edge of the College. The College should make every effort to demonstrate the effectiveness of such support, both for the strengthening of these areas in the curriculum and to establish a track record to attract similar designated funds for other divisions.

In some disciplines, the doctorate is not available or is not a realistic or an appropriate expectation for the junior college. The master's degree in nursing, for example, is generally viewed as the terminal teaching degree in associate and most baccalaureate programs. While there are surpluses of baccalaureate and master's level nurses in certain areas of the nation, substantial shortages in the South and Southeast are predicted through the next decade. The priorities of the University System are to meet the need for RN's in the 80's, primarily through the expansion of associate degree programs, which will increase the competition for master's level faculty, and, secondly, to make "master's-level programming. . . more widely available" (The Eighties and Beyond). The net effect of expanding both A.S. and M.S.N. programs in the System and adjoining states during the 1980's will probably not substantially alter the recruiting options for Dalton Junior College. Predictions must be further qualified by the effect of family relocations--in or out of the area--on staffing in that division. The College should continue to employ qualified master's-level faculty whenever possible and continue to support graduate study by baccalaureate faculty.

Faculty in most vocational-technical programs are required to have work experience in-field in addition to or in lieu of formal educational credentials. The College ought to continue to recruit individuals with prior teaching experience and degrees when possible, but should not sacrifice state-of-the-art experience in the teaching fields. The Vocational-Technical Division, with support from the State Department of Education, the Regents, and the Foundation, will need to continue its support of additional formal training, securing academic credentials, and in-service development activities. As discussed in other sections of this report, rapid changes in technology will continue and probably accelerate during the next decade, placing additional demands on faculty in both applied and theoretical areas and on the College to recruit experienced faculty with the capacity for and interest in continuous skill and knowledge upgrading.

During the next decade the technology of the Vocational-Technical Division's present and future programs will become increasingly sophisticated, enrollments in applied and

technical programs will increase nationally and locally, and the competition for trained personnel will be keener in education, industry, and government. The challenge and difficulty of faculty recruitment can be expected to track those and other trends.

Subsequent Training. In the largest sense, subsequent training includes all developmental activities provided by or supported by the College for faculty after employment as well as the other activities and experiences that contribute to the individual's effectiveness as a member of the College community. Faculty development topics are discussed in detail elsewhere in this report. This section will focus more narrowly on pre-service and in-service training activities.

Faculty training begins with the on-campus interview. This brief orientation is expanded in a two-day New Faculty Orientation program prior to the beginning of Fall Quarter for all faculty employed since the previous fall. The primary objective is to provide a general overview of the institution.

Given the diversity of discipline areas and interests, of teaching and work experience, and of divisional operations, as well as the danger of excessive information overload, the New Faculty Orientation tends to be generic. Responsibility for orientation to specific curriculum, classroom management, and day-to-day academic and operational policies and procedures resides at the divisional level.

In-service training formally begins with a one-day off-campus Faculty Retreat which opens the Fall Quarter and is followed by a one-day series of workshops on campus. The former focuses on broad educational issues while the latter deals with specific issues and information related to faculty duties or responsibilities at Dalton Junior College.

Other in-service support is unstructured and varies among the various divisions and individual members of the faculty. It ranges from the question answered by a colleague to divisional and College faculty meetings, College committee assignments, divisional retreats/workshops, participation in University System committee meetings, conferences, seminars, and workshops, activities sponsored by professional, academic, or trade associations and the host of faculty development activities discussed in other parts of this report. Occasional training opportunities are offered on a college-wide basis by underwriting on-campus courses and conferences, presentations by members of the Chancellor's staff, and other activities to which all of the faculty are invited.

Numerous options for additional in-service training are possible, drawing upon both the expertise and research of the College faculty and outside resources. Faculty-led seminars, conferences, brown-bag luncheon groups, divisional retreats, role-model demonstrations, and book reviews are obvious examples of activities well within the limits of budget and time for the College faculty. External funding through grants or the Dalton Junior College

Foundation could expand the scope and depth of such activities in the future.

On-going orientation and training opportunities should be provided specifically for new faculty, especially those with little or no prior teaching experience and those new to the University System and a junior college, during at least the first year. These efforts should heavily involve the experienced faculty of the College.

During the next ten years, the College should, as a minimum, continuously evaluate the effectiveness of the current New Faculty Orientation program, explore possibilities for a structured sequence of on-going orientation activities for new faculty, encourage the divisions to evaluate and expand their orientation and in-service support for new as well as continuing faculty, encourage faculty initiative in in-service activities, establish an on-going sequence of College-wide in-service programs, and endeavor to expand the funding base for in-service faculty activities.

Faculty Retraining

Projections indicate a trend toward a steadily decreasing number of new faculty positions in the South, as well as the rest of the nation, over the next decade. This decrease will reduce the mobility of faculty members among the institutions and require fewer new Ph.D.s to satisfy demand, thus implying a trend toward older, more tenured faculties. Therefore, the current faculties, in the main, will need to adjust to the changing academic needs of society.

Faculty adjustment can be accomplished by two methods: refocusing and/or retraining. Refocusing involves redirecting the emphasis of a faculty member's training into an area or areas which were given lower priorities in the earlier training. Retraining denotes training to gain expertise in relatively unfamiliar areas. Refocusing presumably can be done with less work on the part of the faculty member involved while retraining in relatively new areas could require more intensified individual efforts.

Most predictions indicate that the educational trends which will dominate during the decade of the eighties will require industrial and practical emphasis in training to satisfy the move toward high technology. Yet, it has been suggested that these trends must be balanced by also giving emphasis to the adaptability of the individual provided by the requirements of a more "general" education.

Retraining or refocusing was not as necessary in the former days of higher faculty mobility when new academic needs could be satisfied by introducing new faculty members with fresh training and ideas. Faculty members in the eighties will need to be retrainable and able to adjust to changing academic needs. As a result, the versatility of faculty members will be a definite asset in efficiently adapting to evolving academic needs.

Retraining and/or Refocusing. To remain current and be an effective teacher, a faculty member needs to update his/her own background constantly. Updating can be accomplished in a number of ways, including attending annual society meetings or symposia, or reading current books or journals in the individual areas. As the rate of change increases, Dalton Junior College faculty must increase their participation in these activities.

When the need to acquire training in comparatively unfamiliar areas is desired, more concentrated efforts must be employed. Quite often courses, minicourses, and workshops are available in certain areas whereby a faculty member can gain training in relatively short periods of time. Often these are offered in the summer months when faculty members can gain leave time. Sometimes it may be necessary to take several courses requiring as much as one year of leave time from active teaching.

In general, the different divisions need different amounts and types of retraining or refocusing. In the following, we will attempt to discuss pertinent features for each division.

In the vo-tech division, where the technology is constantly changing, faculty members must retrain to keep up in their fields. Fortunately, the Georgia Department of Education has available a large list of "State Staff Development Activities for Vocational Education," enumerating many tuition-free courses, minicourses, and workshops available for retraining in various areas. There are also special courses given by private companies to acquaint instructors with the technological aspects of their products. These are also usually tuition-free.

In the natural sciences and math division, established societies in the various areas (biology, chemistry, physics, and math) have well organized annual meetings where current topics in research as well as education are discussed. Quite often those meetings have specialized workshops in areas of particular current importance.

In the Humanities Division at the College the faculty members usually have backgrounds sufficient to qualify them to instruct in more than one area. Therefore, usually only refocusing of the background emphasis through courses or internal adjustments fulfills the needed changes.

Refocusing of emphasis also seems to be the predominate type of adjustment needed in the Divisions of Business and Social Science. Those adjustments can be accomplished by attending courses or workshops. The move to offer advanced degrees in business at the College by West Georgia College may help in making good courses available to interested faculty members.

In the Division of Health and Physical Education, faculty members must continually retrain to verify that safety and medical standards are in keeping with the current requirements in certain areas (i.e. water safety, athletic injuries, and CPR training). This retraining is usually accomplished in short workshops, occurring at regular yearly intervals. The workshops award certificates of competency in the specific areas.

In the Division of Nursing, very little retraining or refocusing is required since techniques are fairly standard. Any new areas can usually be handled by adapting the existing faculty or hiring individuals with expertise in the desired areas. Nursing is one area where opportunities for mobility appear to be excellent.

The interdivisional developmental studies program at the College uses the teaching expertise of the instructors in the appropriate areas. To acquaint faculty members with current innovations and useful techniques in teaching those courses, there is an annual statewide developmental studies workshop. This workshop is very useful and usually has a large attendance by the instructors at the College.

The University System of Georgia, in keeping with its policy of staying abreast of changing academic needs, has established Regents' advisory committees concerning many academic areas. These committees are composed of faculty members in colleges and universities throughout the System, who make recommendations concerning needed changes in curriculum (and other matters) so as to remain current with the academic needs of the Georgia students. A recent example of the results of such a recommendation is the Summer Program for Faculty Development in Computer Science. That is a certificate program whereby any faculty member in the University System can attend eight weeks of intensive training in the principles of computer science. The course, offered at Kennesaw College, requires that a small tuition and housing and meal costs be furnished by the faculty member or institution.

Funding for Retraining and Refocusing. Fortunately, the College is blessed with a very concerned and generous Foundation which has thus far given financial and other support for all the justifiable needs of the faculty in the area of retraining. That has allowed the College to attain its present level of quality in teaching. When a faculty member needs to attend courses off-campus, the University System of Georgia has also given leave pay to pursue advanced degrees (which might involve refocusing).

The divisions and the department have allocations to fund travel of the members to professional meetings, courses, and workshops. That helps to relieve the Foundation from the total responsibility for financing. Sometimes the needed funds are provided jointly by the Foundation and division funds.

Another source of funding, although of less magnitude and frequency than in former more prosperous times, is government agencies and grants (NSF, HEW, DOE, among others). Often private establishments have been known to fund study if it can be shown that they can benefit from the training of the individual involved. Also, seeking ways of helping as well as getting help for retraining from other institutions in the University System should not be overlooked.

For individuals who can retrain through self-directed study, the library is an excellent source of the needed materials. Policies allow an individual the opportunity to gain access to almost any book or journal which might be needed.

Faculty Mobility

More than one faculty member polled for views on the subject of faculty mobility replied, "There isn't any." What there isn't any more of just now is the kind of geographic mobility that flourished in academia during the sixties when it was relatively easy for faculty to move from one institution to another in search of improved salary, rank, research facilities, or teaching opportunities. That witty rejoinder, "There isn't any," seems to say good-bye to all that and hello to a new era of apparently more restricted career growth. That is significant in a small junior college with a relatively flat organizational structure. The average faculty age and the proportion who are tenured or on the tenure track (96.7% of the full-time teaching faculty in the Fall of 1982) are evidence of the existing faculty stability.

Definitions. It would be premature, of course, to conclude that the decrease in geographical mobility is the sole or even the dominant issue affecting professional advancement. It is only one kind of mobility. Faculty members polled cited a number of definitions and examples, including upward mobility, changing fields, expanding teaching range, teaching off-campus, moving into administration, participating in activities in professional organizations, expanding research activities, and others.

"Mobility" is a concept that includes more than the ability to move from one institution to another. Properly understood, geographic mobility is a subdivision of and a means to professional growth. However, that one kind of movement produces far-reaching effects, and it is the meaning uppermost in the minds of most academics. The issues of definition is an important one because identifying career advancement somehow with geographic mobility can lead to a perception of restricted opportunity.

Results of Decreasing Mobility, Increasing Stability. When teaching positions cease to be vacated at a college, the most recently hired faculty, usually younger, are often blocked, not only from moving into a higher rank, but also from teaching upper division courses and/or their specialties. If a considerable proportion of the senior staff is tenured or holds professorial rank, promotion will surely be slowed or stopped. As the period of stability lengthens, the median age of the faculty rises, and there may be no younger newcomers. Faculty who came to the institution, seeing it as one stage in an ongoing career progression, may find themselves with an incomplete commitment to their present institution. The long-time faculty member, having learned all and contributed all in that place, is no longer finding satisfying challenges.

To be sure, the results need not be construed as entirely negative. Continued faculty stability can favorably affect the coherence and quality of programs campuswide. It is also important to remember that not all faculty members expect or want to move as a way of advancing professionally, but plan to remain in a particular locale. If staying in one job indefinitely spells stagnation to some, it means steadiness and security to others.

Assessment of Status Quo. From time to time there appear news items that chronicle the diminished academic mobility, usually in connection with a worsening economy. The September 7, 1981 issue of Time reported that faculty were rejecting jobs at Stanford because of housing costs. In Los Angeles, where a 7-room house cost \$300,000, a young English professor was forced to turn down an opportunity to develop an American Studies program and take, instead, a position at Mt. Holyoke College. A two-bedroom apartment in Los Angeles had cost \$525 a month, in contrast to \$275 for an 8-room house across the street from the college in Massachusetts. The Chronicle of Higher Education for May 25, 1983, carries a "Point of View" piece by Kristine Baer in which she rejects the euphemistic designation "independent scholar" for Ph.D.'s unable to find entry level positions. She redefines that generation who, including herself, are being lost to the academic community as "disenfranchised scholars." Both the immobilized and the disenfranchised are disturbing figures whose persistent reappearance on the national landscape over the last decade calls for systematic assessment and planning from every educator in every institution.

Although those national publications provide striking illustrations, the current Self-Study being compiled for the Southern Association of Colleges and Schools is equally revealing. In "Standard V: Faculty" of that document appears recently gathered information about professional growth, evaluation, promotion, as well as suggestions, recommendations, and projections. Interestingly enough, geographic mobility is not directly addressed. The report on professional growth documents that to an important extent the College actively supports in-service training, activity in professional organizations, and paid leaves of absence. On evaluation, the Standard finds that "some need remains for clarification of the evaluation process." The discussion of promotion lists the criteria for promotion as printed in the Statutes, includes a table showing the pattern of promotions for 1978-1982, and cites a Faculty Questionnaire for Winter 1982, data which "clearly indicates that the matter of promotion is significantly detrimental to positive faculty morale at Dalton Junior College" and that "faculty want to know what they must do to be promoted." Suggestions and recommendations that follow from those findings are that "more effective publicity" be generated regarding support for growth and development and that there be "concerted efforts to develop full faculty awareness of the criteria for promotion."

The projections from Standard V often bear directly on the issue of mobility. A demographic shift is expected because of a decline within the general population in the proportion of individuals from the ages of 18 to 22, resulting in a projected enrollment decline from 1553 in Fall 1981 to 1300 in Fall 1986. If those expectations are valid, these conclusions about faculty follow:

- Budgeted faculty positions may have to be redeployed.
- Members of the existing faculty may find it necessary to "retool" in preparing themselves in fields other than their original disciplines.
- New faculty positions established at the College during the next five years will be unlikely. Hiring will be restricted to replacement of faculty who have retired, resigned, or have been dismissed. Moreover, the size of the faculty may actually shrink.

While geographic mobility was not a topic requiring coverage by the Self-Study format, it is an aspect of the phenomenon of personnel change that has continued to go on during the past five years at the College. Every division has hired new teachers (and there have been administrative positions filled), some to replace faculty that moved elsewhere, retired, or were dismissed, a few to fill new positions. The College does not know exactly how its rate of personnel movement compares with the University System, or among the junior colleges, or on a wider stage. At present the College does know that teachers are interested in and affected by mobility; however, the College does not know as much as it could about its actual scope.

Even without addressing the subject of mobility directly, the Standard on Faculty provides some critical information regarding influences over mobility in the broader sense. Together with two other factors--the national economic outlook and current educational priorities--that specific assessment can serve as a benchmark for career planning in the coming decade.

Alternative Routes to Advancement. When movement from institution to institution is not feasible, it becomes important to identify alternatives that serve the same general purpose of advancement for the individual, and for the College, an improvement (or at least no deterioration) in program quality and direction. Some of those avenues for career growth are named in the Southern Association's Standards: leaves of absence for study and research, research facilities, membership in professional organizations, attendance at professional meetings and workshops, in-service training, and periodic work experience, where applicable. The Standard also emphasizes that the initiative for professional growth rests with the faculty member.

Other available means of improving career mobility have been discussed on the DJC campus recently--offering courses through the Continuing Education program, sharing

guest lecturing with colleagues, a faculty exchange program with West Georgia College, becoming computer literate, refocusing career goals or retraining--and there are doubtless numerous others.

What is critical in choosing any avenue for growth, in mobilizing oneself professionally, is knowing what abilities, what priorities, and what goals are involved. In other words, the individual faculty members must reassess basic commitments in order to set goals and direct their careers. They need to be able to discuss with their school administrators the available alternatives and the rewards likely if internal mobility is to be purposeful, not random or arbitrary.

Future Considerations. Periods of high mobility followed by stability have occurred in the past and may be expected to occur again. Current general projections indicate some shortage of teachers during the decade of the nineties. It seems reasonable to assume that those best able to take advantage of an increased demand for teachers, besides those at entry level, will be the faculty members who have best used the outlets for career growth available to them during the time of consolidation.

Faculty Renewal

The concept of faculty renewal can be approached from several perspectives, but perhaps the most useful approach is that of faculty motivation. Modern motivational theory suggests that there are several prerequisites for motivation. First, an incentive (self-esteem, recognition, monetary, peer approval, etc.) must be available and important to the person; secondly, the person must feel that the efforts in doing a task will be successful in gaining the incentive. Dalton Junior College is presented with the challenge of increasing and maintaining a high level of faculty motivation in the face of a number of factors that might combine to reduce incentive through the 1980's, such as projected declines in student enrollment, reduced federal participation in higher education, reduced opportunities for faculty mobility and/or advancement, a continued shift of students away from transfer programs into career programs, and the lessened likelihood of significant budgetary increases for the institution. An additional factor along these lines, expressed at a Faculty Forum, is that enthusiasm wanes among faculty over a period of years because of a lack of challenge while teaching at the junior college level.

Dalton Junior College is faced with the necessity of helping to provide an environment in which faculty feel that incentives are available and forthcoming with appropriate effort. Motivational incentives can take a number of forms; while people typically focus on monetary incentives, money is often a less powerful motivator than are social (i.e. recognition,

peer approval, rank) and internal (i.e. self-esteem, self-satisfaction) factors. Given the current and projected budgetary situation at the College, it is particularly useful that other than monetary incentives can effectively increase and maintain motivation.

Currently there exist a number of opportunities at the College related to faculty development, all of which can effectively influence motivation. Available to faculty are travel monies for University System and professional meetings, leave days for professional activities, tuition waivers for most Continuing Education courses, Dalton Junior College Foundation support for post-employment coursework, travel support for off-campus classroom activities, the Faculty Development Program, and extended educational leaves with position guaranteed upon return. Additionally, while not part of the charge of Dalton Junior College, research activities are encouraged. Support for research is often available from the Foundation; the library resources at the College offer further support.

While a number of resources are available to faculty at the College there seems to be a propensity for overlooking many of them. The faculty should be made fully aware of and encouraged to utilize the opportunities that currently exist. A comparison with faculty development opportunities at other institutions suggests that those available at the College are outstanding. All faculty should be made aware of that.

In addition to the resources currently available to the College that might be utilized to enhance motivation, several additional programs could be implemented to the same end. A number of these are discussed in other areas of this report. Several of them have obvious implications for faculty motivation. Various other ideas specifically related to motivation are also worth investigating.

The junior college faculty members have fewer colleagues in their academic specialties with whom to discuss and exchange ideas of particular interest to them than do faculty at four-year or university institutions. A compensatory program of regular faculty presentations of topics in their specialty areas could be developed. Such a program would enhance professional communication among faculty as well as stimulate intellectual activity.

Secondly, some faculty have expressed concern about changes that occur in the institution and throughout the University System. Regular in-service presentations concerning various aspects of the system and the junior college role could serve to inform faculty and address concerns. Additionally throughout their first year new faculty would likely find useful an ongoing series of administration presentations concerning responsibilities, opportunities, rules, and regulations of the College.

Third, a formalized process of administration-faculty exchange of concerns should be considered. While virtually all individuals in faculty and administrative positions maintain

open-door policies, perceived differences between faculty and administration can often work against open communication. A formalized process could reduce the number of misconceptions, misperceptions, rumors, and problems.

Also, since the College is a teaching institution and all the faculty at the College are teachers, an institutional system of recognition of effective teaching should be investigated. An extremely powerful motivator to more effective teaching could be developed in formal divisional and institutional recognition of quality teaching.

Finally, following from the last suggestion and focusing on the notion that both faculty and administration should continually focus on excellence in teaching, the College could provide opportunities for faculty to improve their teaching techniques with in-service presentations by experts in various aspects of education. Those experts could be drawn from both on and off-campus. Additionally, faculty should be provided with the opportunity to be video-taped while teaching for self-evaluation.

Staff

As is the case with the faculty, stability in administrative and support staff creates the need for additional staff development. As staff members age with the institution, it is easy for them to settle into old, familiar modes of performance. As a result, they become inflexible and change their approach only if extreme pressure is applied. Such stagnant behavior is not acceptable in the dynamic environment that the College must face in the 1990's. Technological developments in the information processing field and new, more efficient office procedures require interested, flexible personnel. Although occasional in-service training programs are provided for staff members, there has been little careful planning in regard to total organizational needs.

Training for staff members who do not hold degrees is available through Dalton Junior College credit courses and conferences and seminars. However, since funds have not been allocated to assist the individual, only those willing to pay their own way and make up the time away from the job have taken advantage of these opportunities.

If Dalton Junior College is to remain a dynamic institution, it must provide for the planned improvement of its administrative and support staff. Funding should be sought to assist staff members to improve their qualifications in much the same manner that funds are provided for faculty.

Goals

Faculty

- I. The Long-Range Planning Committee will appoint a subcommittee during the Fall of 1983 to plan and implement comprehensive professional development programs and activities. These will include but not be limited to:
 - A. A six month orientation program for new faculty, developed and implemented during 1983-84.
 - B. An annual in-service workshop on professional development opportunities conducted by the committee.
 - C. Submission of a listing of current professional development opportunities to the public relations office for publication in the monthly newsletter.
- II. During 1983-84 Division Chairpersons will prepare a five-year plan that identifies anticipated program changes and the specific activities that will be necessary to retrain or refocus individual faculty members. As part of the plan individual faculty members will prepare a personal two-year plan for self-improvement.

Staff

- I. During 1983-84 the College President will appoint a staff development coordinator who will develop and implement an annual staff development plan that includes seminars, workshops, and other in-service training for the College staff.
- II. By 1984-85 the College will provide credit classes to staff members at no cost (a proposal to provide this benefit is currently being considered by the Board of Regents).

PROGRAM DEVELOPMENT

Because of the comprehensive nature of Dalton Junior College, the programs of the institution are affected by national, regional, and local trends. Transfer programs must be sensitive to national and regional trends while career, vocational-technical, and continuing education programs reflect more local and regional concerns. Perhaps, the College can plan for the future by extrapolating current trends. The plan for program development will focus on two interrelated areas. The first is the content of the curriculum of the future and the factors which will impact on that content. The second is the form of the curriculum or how the curriculum of the future should be organized at Dalton Junior College.

Four broad trends seem to have the greatest impact on higher education's curriculum. First is the growing importance of science and technology. Second is a phenomenon related to technological change: the internationalization of American Life. Third is change in the occupational structure of American society. Fourth is demographic change.

Growing Importance of Science and Technology

The United States is experiencing a technology burst that is predicted to reshape industrial and office work places in the next ten years. That revolution is made possible by the rapid advances in and the miniaturization of solid state electronics over the last three decades. In addition, there is a new revolution based on information and control, and the significant component is the integrated circuit chip which has made possible the microprocessor. The predictions are that continued development in microelectronics and their offspring, microprocessors, will bring about changes in every aspect of society throughout the world.

Information has become the dominant commodity in American society with 55% of the work force in the business of "generating, producing, storing, handling, transmitting, or retrieving knowledge and information." The largest future job growth is projected in the information-related occupations of computers, robotics, biotechnology, and transmission technologies.

Most workers today are totally unprepared for either the speed or the magnitude of the changes that will occur in the rest of this decade and in the 1990's. The extent of worker deficiencies is only partially known. For example, College Board's Scholastic Aptitude Tests (S.A.T.) demonstrate a virtually unbroken decline in test scores from 1963 to 1980. These deficiencies come at a time when the demand for highly skilled workers in new fields is accelerating rapidly.

Technology is radically transforming a host of other occupations including health care, medical science, energy production, food processing, construction, and the building, repair, and maintenance of sophisticated scientific, education, military, and industrial equipment (Education Week, 1983).

Unlike many industries which have experienced increased skill and managerial requirements with technological advances, the carpet industry has experienced relatively minor changes in the proportion of production employees to total employees. The carpet industry has become considerably more capital-intensive during the 1970's and is likely to become more so by the end of the 1980's. Over the years, a more stable, higher quality work force will be necessary as a result of the installation of modern, sophisticated, high-technology equipment, which should boost productivity and product quality. The trend toward a more capital-intensive production process should increase productivity.

The impact on Dalton Junior College will be the development of a strong interest in and a demand for training in fields of advanced technology before local industry needs sizable numbers of individuals with that training. As a result, the College may be involved in providing technical training for regional jobs rather than local jobs. Therefore, the needs of the region must increasingly guide program development in the technical areas.

Other major concerns are the cost of equipment and qualified instructors in areas of new technology. Cooperative programs with business will be necessary as training is needed for very specialized equipment that is not reasonably available to an educational institution. Increased use of specially qualified instructors from industry will also be necessary.

The increasing emphasis upon technology and employment must be carefully balanced with a comparable emphasis on program elements that increase human understanding. That will involve extensive planning and development by faculty in the humanities and social sciences.

Internationalization

Our future is linked irreversibly to that of the rest of the world. More and more people of the world are dependent on each other, whether the context is the environment, raw materials, energy supply, finished products, food supply, or knowledge and know-how. The advent of television and communication satellites and the microprocessor and its potential for accelerating the pace of technological change portends a future far different from the present. The main catalyst for change has been foreign trade. No longer does the U.S. have an insulated, largely self-sufficient economy. Already we export a third of our agricultural products and a third of the profits of American corporations come from overseas investment. But the country will face far greater competition in the world economy. To meet that competition, far more Americans will have to be engaged in export-related activities.

Dalton and the carpet industry have entered the age of internationalization. Fifty percent of the carpet in the United States and 25% of the world's carpet are manufactured in the Dalton area (Long-Range Planning Session, November 22, 1982). Education must prepare future business leaders of the area to compete successfully in the foreign markets. In addition, current business leaders must be provided the opportunity to develop the understanding and skills to be competitive. Recommendations from leading industries in the Dalton area included student-exchange programs for foreign students interested in learning the carpet industry, more foreign language options for students, and programs in cultural relations.

Change in Occupational Structure

The accelerating pace of technological innovation threatens jobs in old industries even as it creates work in new fields. Automobile companies have installed 2,800 robots that perform many assembly line jobs more quickly and accurately than people can. The largest proportion of new jobs is being created in service industries like health care and data processing. In the past ten years, the number of workers in manufacturing has dipped 1.6% to 18.8 million, while the total in services has jumped 55.3% to 19 million. In 1995, according to a preliminary Labor Department report, there will be 28.5 million people employed in services compared with only 22 million in manufacturing. Moreover, the fastest areas of manufacturing growth will be high-tech fields, such as semiconductors and computers, while old industries will continue to suffer (Time, May 30, 1983). In this and the next decade, at least 10 to 15 million manufacturing workers and at least as many service workers will no longer be needed in the types of jobs that exist today. In Northwest Georgia that pattern is emerging as the carpet industry moves toward rapidly increasing mechanization.

At the same time, millions of additional new jobs will be created nationally. A Department of Defense study of skilled worker demands for the next five years estimates a demand over existing worker levels for more than 280,000 heavy equipment mechanics, 125,000 engineering technicians, 40,000 electronic technicians, 37,000 data processing and machine repair specialists, 33,000 sheet metal workers, 600,000 construction draft workers, and a million secretaries, among many others (Choate, 1981). And those projections do not include replacements for workers lost through attrition. Given that people who are adult today and already in the work force will make up over 90% of the workers in 1990 and 75% in the year 2000, most of the emerging skilled jobs will have to be filled by today's workers.

The Associated General Contractors indicates that in the commercial construction trades, an industry which employs three out of every ten skilled workers in America, major

shortages of carpenters, electricians, operating engineers, and pipefitters exist (Bottoms, 1982). In the health care field, shortages, especially of nurses, are massive. In fact, some hospitals have even been forced to close because of their inability to provide adequate care. Yet the aging of the American population means a need for greater health care services. New technology may also result in a need for more medical technicians of many types. Today, critical office jobs are not being filled in many communities. The use of advanced technology in the office will require raising the skill level of new and existing workers. In the retailing industry, there are expected to be more than 226,000 annual openings in sales occupations in an increasing range of distribution areas.

As families with two wage earners become more prevalent, the need for specialized services will expand, opening new opportunities for those with training in consumer and homemaking education. And consumer and homemaking programs will be needed to help families cope with changes in lifestyle.

The impact of those changes on Dalton Junior College will be a vastly increasing demand for retraining. That demand will place stress on programs designed primarily to provide initial training for 18 year-olds. Program structure, schedules, and in some cases, content, will have to be redesigned to respond to the needs of individuals who have previous job training but who need to develop specific new skills quickly. Excellent career assessment and counseling will become critical to the success of the individual and the institution.

Demographic Changes

Certain projections (reported in U.S. News and World Report, November 22, 1982) have been made by the Bureau of the Census which, if accurate, will have enormous impact on higher education in the U.S. Most dramatic is a projected increase in the median age of the population from 30.3 years in 1981 to 36.3 years in 2000, with a significant slowing of population growth (a growth rate of less than one percent per year for the remainder of the century).

The structure and location of the population will affect employment opportunities also. In 1978, there were 60 million workers in the 25 to 54 age category whereas by 1990 it is projected there will be more than 80 million. Also, the population of the U.S. has been declining in the northeast and upper mid-west and increasing in the south and southwest where business and industry are moving. While such population shifts will affect individuals in terms of the availability of jobs, those and related factors will be insignificant compared to the continued introduction of new technical means and the adoption of new organization and management techniques.

There has been a steady rate of growth in Georgia's population since 1900, with most of that growth, prior to 1960, attributed to natural increases. In the two decades since 1960, however, population growth has increasingly been influenced by immigration. Georgia is now the 11th most populous state in the nation. In 1981, the Dalton area maintained its 33% of growth while the State grew 17% (Long-Range Planning, November 22, 1982). With the present and projected declines in the younger age cohorts and the aging of the population, public high education in Georgia must increasingly give attention to the needs of educating the "non-traditional student" (Board of Regents, 1983).

Those patterns of growth are very obvious in the Dalton Junior College service area. Introducing new products and new people to the area, numerous new industries have moved into the area from northern states. Dalton is situated in an economic "corridor" centered along I-75 between Chattanooga and Atlanta. The availability of transportation, utilities, and labor has made this a prime area for growth. Training and retraining the adult work force for changing business and industry needs will be a major task. A corresponding increase in professionals and paraprofessionals in the helping professions can also be expected.

Curriculum Form

It is predicted that the form of organization of the curriculum will become increasingly technical and management-oriented. With an increasing concern over accountability and for measurable achievement outcomes in a few "basic" areas, the College has seen a movement toward more standardized testing, more objectives, more focus on competencies, more centralized curricular control, and more teaching to tests.

Changes have been made in the way credit is granted in higher education over the years. Eighty-four percent of all colleges now offer credit for acceptable performance on nationally standardized examinations--up from 35% in 1970. For community/junior colleges, the increase is from 35% to 71% (Cross, 1983). Forty-one percent of all colleges use assessment of experiential learning acquired outside a school or college as a basis for granting credit--up from 14% in 1970. For community/junior colleges, the increase is from 19% to 43% (Stadtman, 1980). In 1977, there were 244 external degree programs in United States colleges and universities (66 Associate and 178 Bachelor) whereby adults could earn a degree with less than 25% of the required work taking the form of campus-based, classroom instruction (Sosdian and Sharp, 1977). In addition, cooperation is beginning to appear among the providers of education for adults. For example, 40% of all community colleges report formal agreements with industry for the operation of educational programs for adults, a percentage that has doubled in just five years (Young, 1981).

The push for excellence in education will create pressures to return to past definitions of quality. Already there are strong pressures for higher entrance requirements and reductions in developmental courses. However, Dalton Junior College's commitment to serve all the people in its service area will necessitate the development of new program packages, new approaches, and new locations for delivery. The commitment will be to improve service to adults while maintaining quality.

Conclusions

Dalton Junior College will continue to offer some form of developmental studies indefinitely. Many returning adults and high school graduates will need this service for many years to come.

With the changing technology, internationalization, demographics, and occupational structure, it is critical that the College keep the ultimate mission of education in sight--the development of the whole human being. A closer working relationship needs to be developed between all elements of the institution in order to better meet the total educational needs of the students. The College has an opportunity to offer a truly comprehensive education--not just a potpourri of alternatives but an integrated approach towards developing the many facets of complex students. If that is to be accomplished, the College must be prepared not only to develop and revise programs that directly impact upon career objectives, but it must also be prepared to maximize the contribution that the humanities and social sciences can make to improving the quality of life in the area.

Goals

- I. **During 1983-84 a curriculum needs assessment subcommittee will be formed to examine program offerings, program design, and methods of delivery in light of the changes facing the institution. The work of this task force will be conducted every two years and will be carried out in conjunction with the work of the Basic Assumptions Subcommittee.**
- II. **The College will actively support the implementation and expansion of external degree programs to be conducted in the area by four-year colleges and universities.**

STUDENT DEVELOPMENT

Student development in a comprehensive two-year commuter college is by necessity significantly different from student development at the traditional liberal arts residential campus. Students are older, most have jobs, and their goals are often more immediate and related to their economic circumstances. Degrees may or may not be significant immediate objectives. As a result, commuter students tend to buy the instruction and leave the campus. Their maturity, sophistication, and on-going off-campus commitments such as family, job, and friends, limit the range of services that the campus can successfully offer.

In that setting, the role of student development becomes one of providing services to students that support their academic objectives and lead to an improved quality of life.

Floyd and Creamer list six characteristics of a desirable student development concept:

1. Focuses on learning of all students
2. Relies on holistic philosophy
3. Demands integration of all institutional resources
4. Demands developmental learning theory
5. Prescribes proactive professional roles
6. Demands collaborative efforts¹

These are consistent with the objectives of a desirable comprehensive student development program at a commuter college and must guide the future development of the program at Dalton Junior College.

During the late 80's and early 90's the central activities in a successful student development program at Dalton Junior College will include recruitment, counseling and advising, financial assistance, support for remediation, support for retraining, job placement, and personal and cultural enrichment.

Recruitment

Future recruitment efforts must be directed at attracting a continually changing clientele. As the number of 18 year olds decreases and the demand for retraining of adults increases, the presentation of the institution to the public must continually be reviewed and modified.

In a survey to determine why students attend Dalton Junior College, most said that the cost and the ability to remain at home were the two main factors in the decision. Many

¹Debbie L. Floyd and Don G. Creamer, "Activities Learning Specialist, etc.," SPCA, (Summer, 1979), 14-19.

came because the College had the kind of programs they needed for job training or for their chosen field of study.

However, offering the proper programs is not enough. Future ability to recruit students will depend to a great extent on the experiences of present students while they are at DJC. When they are exposed to quality programs, they will relate this experience to others and the word will spread throughout the community. As a result, the institution will continue to attract students.

The need to communicate the concept of quality to our service area becomes urgent. Many are not fully aware of the quality of the programs offered at Dalton Junior College as compared to other educational offerings in the area. Communicating the quality as well as the variety of opportunities available to students and parents must become a major objective. Future recruitment programs must be designed to include more fully Dalton Junior College faculty and students. They are best able to tell the College's story and answer questions concerning the various programs available. Students can relate the quality of the programs and faculty can best tell the kind of preparation necessary to succeed in each program. If the College remains informed and communicates with the community, it will continue to attract students, probably more and better students.

Counseling and Advisement

Once the student is attracted to the campus, the counseling and advisement services become critical. No other generation of students has been subjected to the quantity of change as constantly and rapidly as the one currently entering or returning to the campuses. Comparable conditions existed upon the return of World War II veterans to the campus which created the need to help large numbers of students exposed to rapid changes in their lives to adapt to an unfamiliar lifestyle. The needs of the returning veteran are not unlike those of the youth and adults of today who have been buffeted by rapid change and who must face a future that involves multiple careers.

Historically advisement at the College has been part of the academic program rather than student services. In the future the two functions of advising and counseling will have to work together more than ever before. It is expected that an increasing number of students will be returning to school for classes which will help them in changing careers. The academic advisors will have to become more knowledgeable about current job markets as well as trends for future jobs. That will mean that the previously separate roles of academic advisors and career counselors will have to be virtually one in the same, if viable student advisement is to be provided. Complete information on career outlooks and academic requirements will have to be tied together.

Through cooperation with other colleges, Dalton Junior College will be supporting courses at the junior and senior levels. With those offerings available, there will be greater numbers of older and more mature students on campus. Those students will expect advisors and counselors to be knowledgeable about the College courses and programs and also about how those courses will fit into the programs of the senior college. Many students will schedule courses from both institutions simultaneously in order to meet graduation requirements in the least amount of time. Thus, more emphasis will have to be placed on the importance of educating counselors and advisors in current career trends and the educational requirements for those fields.

Financial Assistance

Increasing college costs and an increasingly volatile labor market will create conditions in which significant numbers of potential students will be unable to afford the cost of additional education. However, as a community college, the institution has the responsibility to assist all adults in the area to obtain additional education and job training.

That responsibility will be met by accomplishing two objectives. The first objective will be to continue to assist as many students as possible with funds obtained from the federal government, the institutional budget, scholarships from local industry, and the Dalton Junior College Foundation. The second objective is to seek aggressively governmental contracts for training programs, such as JTPA, that are established to provide training for the economically disadvantaged. As a result of those efforts, the faculty and staff must become increasingly concerned and involved in the economic problems of the community and its people.

Support for Remediation

In spite of declining support for remediation at the national and state levels, comprehensive community colleges are charged with the responsibility to assist all adults in the community through education and training. Although there are increasing pressures upon the primary and secondary schools to produce more qualified graduates, the lead time for significant improvement will be measured in years. In addition, the ranks of the academically under-prepared are swollen by large numbers of adults who either did not complete high school, did not take college prep courses in high school, or have lost information because of the passage of time. All of those elements add up to a very large pool of academically disadvantaged who will at some time turn to the College for assistance.

Extensive student development services beyond those provided to traditional students will continue to be necessary to assist those students to adapt to the academic and training

environment. Increasing emphasis must be placed upon study skills workshops, tutorial assistance, and extended orientation programs. As retraining becomes an increasing responsibility of the institution, those efforts will have to be broadened to support a more diverse student body.

Support for Retraining

With the changing demands in the employment market and the possibility of having to be retrained several times throughout one's career, it is important that the faculty become more active than at present in the total education of the community to make them aware of future expectations. To serve as that kind of community resource, the institution must remain aware of employment opportunities and requirements.

Changes in careers during a person's working years place more emphasis on career development and necessitate the return of more persons to educational institutions. The job of the College will be to educate the public in how to successfully manage these career changes through counseling, advisement, and orientation.

Increased emphasis upon retraining will also necessitate changes in the existing college systems and procedures. Compromises may be necessary in the traditional scheduling system, and modifications will be necessary in programs that were previously designed with only the new high school graduate in mind. There will be increasing pressures to reduce training time and make the training more efficient.

Placement

Placement services will become critical with the increasing emphasis on career development, both for the youths entering from high school and adults returning to be retrained. Placement will involve not only placing individuals in jobs but also evaluating the effectiveness of their training through follow-up. That second responsibility will become increasingly important as the pressures for training effectiveness and educational accountability increase.

Although placement and follow-up functions have existed at Dalton Junior College in the past, they must be expanded in scope and must increasingly involve more and more of faculty and staff.

Personal and Cultural Enrichment

The College recognizes that the responsibility for the education of the individual does not stop at the classroom door. Also apparent are the personal and cultural enrichment opportunities that commuter students lose by not being on a residential campus. In the past, the ⁱⁿ arts programs, student activities program, and individual faculty members have attempted to meet those needs.

Historically, the commuter students at Dalton Junior College have not responded in large numbers to the campus activities: movies and lectures are not well attended; dance attendance is minimal; clubs involve a small percentage of the student body; the intramural program has limited participation, and there seems to be little school spirit. The students still primarily identify with their high schools rather than the College. That is typical of many commuter campuses but provides a continuing challenge to find ways to involve increasing numbers in activities that will enrich the personal and cultural spheres of their lives.

The broad pressures for increased career development necessitate that a comparable emphasis be placed upon the value that cultural activities add to a full, rewarding life. The College cannot compete with television, movies, and popular live entertainment, but it can and must provide opportunities for the individual to be exposed to elements of the culture that enrich and fulfill.

Neither personal enrichment nor cultural enrichment can be a responsibility assigned to a single unit of the campus. These must be responsibilities that are shared by Student Services and the faculty. There must be renewed effort over the next five to ten years to expand efforts in those areas.

Factors to be considered in developing future activities for personal growth should include activities that build:

1. Group process skills
2. Decision making skills
3. Organizational and Administrative skills
4. Budgeting and accounting skills
5. Bureaucratic skills
6. Programming skills.

Activities that will help build these skills may include:

- A. Formal leadership training workshops
- B. Informal leadership training projects
- C. Job descriptions development assignments for projects
- D. Exercises in establishing goals as a group
- E. Particums in their study fields.²

²William F. Berman, "Student Activities and Student Development", NASPA Journal, (Autumn, 1978), 52-53.

Summary

The Dalton Junior College community must reconsider the future of student development in its broadest sense. Future plans must emphasize a number of factors, including a holistic philosophy; proactive professional roles of all faculty and staff, collaborative efforts between Student Services, Admissions, and the faculty; and the integration of all institutional resources.

Goals

- I. During 1983-84 a comprehensive student development plan will be prepared and submitted to the faculty for review by the Dean of Students (Chair), Registrar, and the Academic Dean.
- II. During the next two years additional emphasis will be assigned to the activities of recruitment, career counseling, and placement.

FACILITIES DEVELOPMENT

Facility planning is primarily a top-down activity in the University System. The local institution develops a list of facility expansions and modifications desired and forwards the list to the Board of Regents. That list is combined with all the construction requests from the system and then, depending upon the availability of funds, a decision is made about where to build, what to build, and when to build.

As a result of that approach and the somewhat extended lead times from concept to construction, the process of planning in that area is more one of adapting to available facilities than planning to meet specific future needs.

The list of facility development project requests submitted in 1983 is as follows:

- I. Major Capital Outlay (items over \$5,000) Construction Requests for 1983 included:
 - A. An Allied Health addition to Sequoya Hall (Submitted each year since 1972. Has now been placed on the Board of Regents 1985 priority list).
 - B. An Auto Body Repair facility (Butler building on campus).
 - C. A Parking Deck - 300 spaces.
 - D. A Humanities facility.
- II. Small Projects (under \$5,000) requests for 1983:
 - A. Roofing, Pope Student Center (old and new areas).
 - B. Electrical Systems - Repair, maintenance, update.
 - C. Paving repairs and small additions.
 - D. Ceiling repair on lower bridge at Vocational-Technical building.
 - E. General Repairs - Bandy Gym.
 - F. Correction of air flow (heating and air) - Westcott.

Since facilities planning is primarily an allocation problem, the curriculum task force responsible for long-range program development should make specific recommendations concerning the allocation of facilities as they relate to the educational program. Other facility needs will continue to be identified and requested by individual administrators.

SUMMARY

As the first long-range plan developed by Dalton Junior College, this document is, by necessity, more a plan for planning than a detailed outline of future events. The College has considered the factors that will determine the future of the institution and has established a planning structure that will successfully address those factors. Most importantly, the College now has a central document that provides a starting point to begin adapting immediately to rapid change.

Goal

The Steering Committee of the Self-Study will appoint a Long-Range Planning Committee for 1983-84 to assure the execution of these planning strategies.

APPENDIX I

THE PLANNING PROCESS

The development of a long-range plan for Dalton Junior College began during 1981. The major steps in the process were:

- 1) Identification of issues to be considered
- 2) A series of Long-Range Planning Forums to discuss the issues
- 3) Preparation of position papers
- 4) Development of the plan

During 1981 a chairperson for long-range planning was assigned the responsibility of developing a long-range plan for the institution. That appointment coincided with the requirement for a University System-wide needs assessment study. The decision was made to establish a needs assessment committee (with faculty and administration representation) to complete the short term needs assessment and to incorporate the findings into the long-range plan. In addition, the chairperson for long-range planning, working with a committee of key administrators and division chairpersons, carried out a modified Delphi study of the issues created by long-term trends. Division chairpersons were encouraged to involve their faculties in the discussion of the long-term trends and their impact on the institution.

Findings of the Studies

Needs Assessment

The stated purposes of the needs assessment study were "1) to make an assessment of programs provided by Dalton Junior College and 2) to determine unmet educational needs which exist and those needs which will arise between now and 1990 in the service area of Dalton Junior College." The study concluded that the existing programs were generally meeting the objectives for which they had been established, but that rapidly changing technological and social pressures have generated additional educational needs that are currently not met. Those needs fall in the broad areas of the need for higher education extending beyond the two years currently available in the area; increased emphasis on training programs in the highly technical areas designed to meet future employment opportunities; and increased emphasis on social service programming to help people cope with aging, the changing family structure, and emotional problems.

Issues and Trends

The first phase of the analysis of future trends and their impact on Dalton Junior College was to identify the key issues that should be the major concerns in planning for the future. Twenty-seven issues were identified in six broad categories (organization, program, faculty, students, marketing, and facilities). The issues were:

1. Organization

How can the sense of community at the College be increased (for faculty, students, alumni, staff, and administration)?

What kind of resources will be needed over the next 10 years?

Can/should the College attempt to establish relationships with the public school systems that would affect curricula and quality?

What changes may be needed in the next 10 years in the administrative and academic organization of the College for optimal efficiency?

What impact will the continuing energy crisis have on the delivery of higher education?

2. Program

In what ways can we improve the quality of instruction?

Decisions must be made concerning which programs are needed.

Can/should the College become a resource center for the community (through faculty expertise, library/media resources, and physical facilities)?

What ought the balance to be between service to students and service to the community?

For what jobs and professions should we plan to prepare our students for the late 1980's and the 1990's?

How can the community be better served and become more involved with the College?

3. Faculty

How will an aging faculty continue to be motivated with limited upward mobility?

How will the faculty keep up in a rapidly changing society?

Can the College compete effectively for qualified faculty over the next decade (in "critical" fields)? Are there ways to achieve/improve a competitive edge?

What can the College do to increase the retention of qualified faculty?

Could a plan be developed for industry to loan teachers to the College for a year or a trade be made so faculty could work in industry for a year?

4. Student

Once students are enrolled, what factors are important for their retention?

What improvements/changes are needed in student services (academic, administrative, non-academic)?

What will our student body look like in 1990? What type of instruction will be appropriate?

5. Marketing

How can the College better establish its reputation and image as a quality institution (for baccalaureate transfer, for career preparation, for vocational-technical training, and for continuing education opportunities)?

What will be our competition?

6. Facilities

How can we continue to become more efficient in the use of energy on campus?

Can more land be purchased adjacent to the campus before we become completely boxed in?

In what ways can we make the physical learning environment more attractive (grounds, buildings, classrooms)?

Should additional parking space be provided? Should space be provided for other modes of transportation such as bicycles and motor bikes? Could the larger parking spaces be sized down for smaller cars?

After additional analysis of the needs assessment findings and the issues generated by the analysis of long-term trends, five major operational concerns were identified. These are 1) Organizational Development, 2) Program Development, 3) Faculty Development, 4) Student Development, and 5) Facility Development. The decision was made to organize the long-range plan for the institution around these five concerns, with the earlier concern for Marketing included in the area of Student Development.

The combination of concerns described in the needs assessment report and those identified in the analysis of long-term trends were organized as follows:

1. Organizational Development

Improvement of long-term resource planning and allocation.

Improvement of mutual concern and support within the College community.

Enhanced secondary/post-secondary relations.

Improvement of the support of the community in obtaining junior, senior, and graduate level education.

Continuing evaluation of the cost of energy versus alternative methods of program delivery.

Continuing evaluation of the administrative and academic organization of the College to maximize effectiveness.

2. Program Development

Improvement of program quality.

Improvement of total program forecasting, review, and revision.

Enhancement of the general education programs.

Enhancement of the technical education programs to reflect the rapid technological changes.

Increased concern for and involvement with the community by all elements of the College (faculty, staff, library, facilities).

3. Faculty Development

Improved faculty motivation in light of limited mobility.

Improved faculty renewal opportunities.

Improved faculty recruitment and retention.

4. Student Development

Improved systems for communicating the opportunities available at DJC and the quality of programming.

Improved analysis and evaluation of competition.

Improved forecasting and communication of the type of student and the needs of the student of the future.

Improved student retention.

Improved student services by all elements of the College.

5. Facility Development

Development of a five/ten year facilities growth plan.

Development of a five/ten year land use plan.

Overall improvement of the physical learning environment.

Development of a five/ten year maintenance/replacement plan.

Long-Range Planning Forums

In the fall of 1982 and the winter of 1983, open forums were held to discuss the findings of the needs assessment and long-range trends studies. The intent of those discussions was to provide an opportunity for campus-wide input to proposed solutions and plans. The Forums were organized around the five major operational concerns and one or more sessions were held on each topic. Discussion in the Forums further focused the emphasis of the long-range plan on four key areas: 1) Identification of the basic assumptions on which we must base our plan, 2) Faculty Development, 3) Program Development, and 4) Student

Development. Committees of faculty and administrators were appointed to produce position papers in each of these four areas.

The Plan

In the summer of 1983 the long-range plan was developed utilizing the position papers, the minutes of the Forum meetings, and the results of the needs assessment. A draft of the plan, approved by the administration, was submitted to the Division Chairpersons for review and subsequently to the faculty for review and approval.