



2013 Reaffirmation Compliance Certification Report

**Submitted to the Commission on Colleges,
Southern Association of Colleges and Schools**
(March 15, 2012)

Part 1. SIGNATURES ATTESTING TO COMPLIANCE

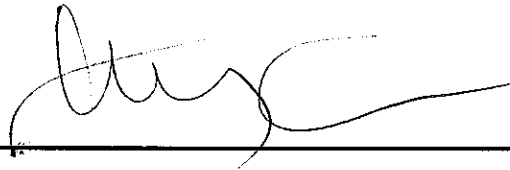
By signing below, we attest to the following:

1. That Dalton State College has conducted an honest assessment of compliance and has provided complete and accurate disclosure of timely information regarding compliance with the Core Requirements, Comprehensive Standards, and Federal Requirements of the Commission on Colleges.
2. That Dalton State College has attached a complete and accurate listing of all programs offered by the institution, the locations where they are offered, and the means by which they are offered as indicated on the updated "Institutional Summary Form Prepared for Commission Reviews," and that the comprehensive assessment of compliance reported on the Compliance Certification includes the review of all such programs.
3. That Dalton State College has provided a complete and accurate listing of all substantive changes that have been reported and approved by the Commission since the institution's last reaffirmation as well as the date of Commission approval.

Accreditation Liaison

Dr. Henry M. Codjoe

Signature: _____

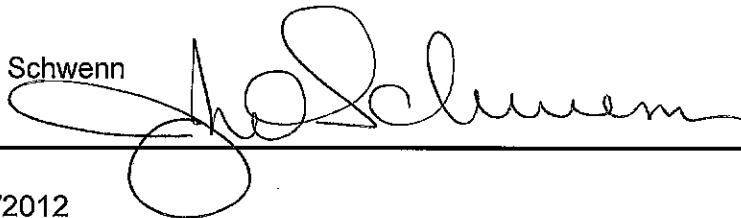


Date: 3/14/2012

Chief Executive Officer

Dr. John O. Schwenn

Signature: _____



Date: 3/14/2012

Part 2. LIST OF SUBSTANTIVE CHANGES APPROVED SINCE THE LAST REAFFIRMATION

Directions: For each substantive change approved since the institution's initial accreditation or last reaffirmation review, briefly describe the change and provide the date of Commission approval. If no substantive changes requiring approval have been submitted since the last comprehensive review, write "none" in the first column. If, in the review of substantive change, the institution discovers substantive changes that have not been reported according to Commission policy, the changes should be reported *immediately* to Commission staff.

Substantive changes requiring approval:

- Initiating certificate or degree programs at a more advanced degree level
- Initiating an off-campus site at which students can earn at least 50 percent of credits toward a degree
- Initiating a branch campus
- Initiating any change in legal status, governance, form of control, or ownership of the institution
- Expanding the institution's programs at the current degree level through the addition of significantly different programs
- Initiating programs at a lower degree level
- Initiating a consolidation or merger

Access <http://www.sacscoc.org> and click onto "Policies" for additional information on reporting substantive change, including examples of the changes listed above.

Approval Date	Description of Substantive Change
January 7 th , 2011	In March 2010, the College sought, and in January 2011 received, approval from the Commission to initiate an off-campus instructional site for the Gilmer County Center where more than 50% of the coursework needed to earn an Associate of Arts degree in general studies was to be delivered. The College submitted a prospectus and request for approval, just as is required by Procedure One of the Commission's Policy on Substantive Change.
February 15 th , 2011	The College's second substantive change was its participation in the University System of Georgia's eCore program, an online environment in which Dalton State students could take their core curriculum courses electronically. Dalton State first notified the Commission of its intention to join the eCore program in January 2011—well before the College planned to begin eCore classes. The Commission replied with a letter of approval in February 2011.

2.1

Degree-granting Authority

The institution has degree-granting authority from the appropriate government agency or agencies.

Judgment

Compliant Partial Compliant Non-Compliant Not Applicable

Narrative

Dalton State College's degree-granting authority was established by the Board of Regents (BOR) of the University System of Georgia (USG), which is authorized by the Georgia State Constitution to create and govern the state's public institutions of higher education. This authority includes designating the types of degrees each of the 35 constituent institutions may award. The authority of the BOR to create and govern public institutions of higher education is clearly set forth in the Constitution of the State of Georgia under Article VIII, Section IV, Paragraph 1(b):

The board of regents shall have the exclusive authority to create new public colleges, junior colleges, and universities in the State of Georgia, subject to approval by majority vote in the House of Representatives and the Senate. Such vote shall not be required to change the status of a college, institution or university existing on the effective date of this Constitution. The government, control, and management of the University System of Georgia and all of the institutions in said system shall be vested in the Board of Regents of the University System of Georgia. [1]

This constitutional authority of the BOR to organize, manage, and govern each and every public institution of higher education was codified by Act of the General Assembly of Georgia in 1931 [2]. Authority and control of Georgia's public universities by the BOR is also documented in the Bylaws of the BOR [3]. Dalton State College, chartered as Dalton Junior College in 1963 [4], originally was authorized to award associate's degrees. This authorization expanded to awarding career associate's degrees and a variety of certificates in 1976 as a result of a joint agreement between the USG and the State Department of Education leading to the addition of a Technical Division at the College. In 1998, the College was given its current name and authorized to award a limited number of baccalaureate degrees [5]. This authorization is further specified in the mission given to the 14 state colleges by the BOR [6]. A complete listing of the degrees and certificates DSC is currently authorized to award may be found at the University System of Georgia's Website and Dalton State's Website [7] [8].

Dalton State College does, therefore, have degree-granting authority from its appropriate governing agency, the Board of Regents.

Documentation

[1] Constitution of the State of Georgia, Article VIII, Section IV, Paragraph 1(b)

[2] OCGA 20-3-21

[3] Bylaws of Board of Regents

[4] Charter of Dalton State College

[5] BOR Minutes, September 1998

[6] Mission of State Colleges

[7] Degrees and Majors Authorized by Board of Regents

[8] Dalton State College List of Programs

2.2

Governing Board

The institution has a governing board of at least five members that is the legal body with specific authority over the institution. The board is an active policy-making body for the institution and is ultimately responsible for ensuring that the financial resources of the institution are adequate to provide a sound educational program. The board is not controlled by a minority of board members or by organizations or interests separate from it. Both the presiding officer of the board and a majority of other voting members of the board are free of any contractual, employment, or personal or familial financial interest in the institution.

Judgment

Compliant Partial Compliant Non-Compliant Not Applicable

Narrative

Dalton State College has one governing board, the Board of Regents of the University System of Georgia (USG). The Georgia state legislature created the USG Board of Regents in 1931 as part of a reorganization of Georgia's state government. Dalton State College is one of 35 colleges and universities in the USG, which is governed by a Board of Regents (BOR) comprised of 18 members, one to represent each of the 13 congressional districts in the state and 5 appointed at large [1]. Regents are appointed by the governor and confirmed by the Georgia Senate to serve seven-year terms. The chair and vice-chair are elected annually at the June meeting. The Chancellor of the University System is elected by the Board and serves as its chief executive officer and as the system's chief administrator [2].

Table 2.2-1 includes a listing of the Board's current members, chair, vice-chair, number of appointees, and terms of trustees, and shows that no members have any contractual, employment, or personal or familial financial interest in the institution. More detailed information on each member is available on the BOR Website under the section entitled Members of the Board [3].

Table 2.2-1: Governing Board

Name, District and Address of Board Member	Employment	Contractual, Employment, or Personal or Familial Financial Interest in the Institution	Terms	Group or Person that appointed or approved the appointment of the Board Member and date of appointment
Benjamin "Ben" J. Tarbutton, III District: Twelfth <i>Chair</i> Sandersville Railroad 206 North Smith St. Sandersville, GA 31082	Assistant Vice President, Sandersville Railroad Company	None	01/06/06 - 01/01/13	Appointed by the Governor of Georgia Date of appointment: 2006
William "Dink" H. NeSmith, Jr. District: Tenth <i>Vice Chair</i> P.O. Box 792 Athens, GA 30603	President, Community Newspapers, Inc.	None	03/13/08 - 01/01/15	Appointed by the Governor of Georgia Date of appointment: 2008
Kenneth R. Bernard, Jr. District: Thirteenth Sherrod & Bernard P.O. Box 1154 Douglasville, GA 30133	Attorney, Sherrod & Bernard and Douglas County	None	01/01/07 - 01/01/14	Appointed by the Governor of Georgia Date of appointment: 2007

<p>Neil L. Pruitt, Jr.</p> <p>District: Fifth</p> <p>UHS-Pruitt Corp. 1626 Jergens Court Norcross, GA 30093</p>	<p>Chairman and Chief Executive officer of UHS- Pruitt Corporation</p>	<p>None</p>	<p>04/19/11 - 01/01/17</p>	<p>Appointed by the Governor of Georgia</p> <p>Date of appointment: 2011</p>
<p>Larry R. Ellis</p> <p>District: State-at-Large</p> <p>3835 Presidential Parkway, Suite 118 Atlanta, GA 30340</p>	<p>Chief Executive Officer, Ellis Services & Solutions Enterprises (ESSE), LLC</p>	<p>None</p>	<p>08/01/09 - 01/01/16</p>	<p>Appointed by the Governor of Georgia</p> <p>Date of appointment: 2009</p>
<p>Rutledge A. (Rusty) Griffin, Jr.</p> <p>District: First</p> <p>3821 Skipper Bridge Road Valdosta, GA 31605</p>	<p>Retired Businessman</p>	<p>None</p>	<p>01/01/11 - 01/01/18</p>	<p>Appointed by the Governor of Georgia</p> <p>Date of appointment: 2011</p>
<p>Robert "Bob" F. Hatcher</p> <p>District: State-at-Large</p> <p>201 Second St., Ste. 950 Macon, GA 31201</p>	<p>President and CEO, MidCountry Financial Corporation</p>	<p>None</p>	<p>01/06/06 - 01/01/13</p>	<p>Appointed by the Governor of Georgia</p> <p>Date of appointment: 2006</p>
<p>C. Thomas Hopkins, Jr., MD</p> <p>District: Third</p> <p>717 South 8th St. Griffin, GA 30224</p>	<p>Orthopedic Surgeon</p>	<p>None</p>	<p>04/16/10 - 01/01/17</p>	<p>Appointed by the Governor of Georgia</p> <p>Date of appointment: 2010</p>

<p>W. Mansfield Jennings, Jr.</p> <p>District: Eighth</p> <p>250 Broad St. Hawkinsville, GA 31036</p>	Retired CEO	None	01/06/06 - 01/01/13	<p>Appointed by the Governor of Georgia</p> <p>Date of appointment: 2003</p>
<p>James R. Jolly</p> <p>District: Ninth</p> <p>347 Ivey Gate Ridge #2 Dalton, GA 30720</p>	Retired Businessman	None	01/01/08 - 01/01/15	<p>Appointed by the Governor of Georgia</p> <p>Date of appointment: 2003</p>
<p>Donald M. Leebern, Jr.</p> <p>District: State-at-Large</p> <p>P.O. Box 308 McDonough, GA 30253-0308</p>	Chairman, Georgia Crown, Alabama Crown, and Tennessee Crown Distributing Companies	None	01/01/05 - 01/01/12	<p>Appointed by the Governor of Georgia</p> <p>Date of appointment: 2005</p>
<p>Doreen Stiles Poitevint</p> <p>District: Second</p> <p>2001 Twin Lakes Dr. Bainbridge, GA 39819</p>	Partner, Stiles Apartments and A.B. Stiles Enterprises	None	01/01/11 - 01/01/18	<p>Appointed by the Governor of Georgia</p> <p>Date of appointment: 2004</p>
<p>Willis J. Potts, Jr.</p> <p>District: Eleventh</p> <p>2614 Horseleg Creek Rd., SW Rome, GA 30165</p>	Retired Businessman	None	03/07/06 - 01/01/13	<p>Appointed by the Governor of Georgia</p> <p>Date of appointment: 2006</p>

<p>Wanda Yancey Rodwell</p> <p>District: Fourth</p> <p>5628 Silver Ridge Dr. Stone Mountain, GA 30087</p>	<p>Director of Communication, The Coca-Cola Company</p>	<p>None</p>	<p>01/1/05 - 01/01/12</p>	<p>Appointed by the Governor of Georgia</p> <p>Date of appointment: 2005</p>
<p>Kessel Stelling, Jr.</p> <p>District: Sixth</p> <p>1111 Bay Avenue Columbus, GA 31902</p>	<p>President and CEO, Synovus Financial Corporation</p>	<p>None</p>	<p>01/01/08 - 01/01/15</p>	<p>Appointed by the Governor of Georgia</p> <p>Date of appointment: 2008</p>
<p>Richard L. Tucker</p> <p>District: Sixth</p> <p>One Sugarloaf Centre 1960 Satellite Blvd, Suite 3500 Duluth, GA 30097</p>	<p>President and Managing Partner, Arlington Capital LLC</p>	<p>None</p>	<p>01/28/05 - 01/01/12</p>	<p>Appointed by the Governor of Georgia</p> <p>Date of appointment: 2005</p>
<p>Larry Walker</p> <p>District: State-at-Large</p> <p>P.O. Box 1234 Perry, GA 31069</p>	<p>Attorney, Walker, Hulbert, Gray & Byrd, LLP</p>	<p>None</p>	<p>08/01/09 - 01/01/16</p>	<p>Appointed by the Governor of Georgia</p> <p>Date of appointment: 2009</p>
<p>Philip A. Wilheit, Sr.</p> <p>District: State-at-Large</p> <p>P.O. Box 111 Gainesville, GA 30503</p>	<p>President, Wilheit Packaging</p>	<p>None</p>	<p>01/18/11 - 01/01/13</p>	<p>Appointed by the Governor of Georgia</p> <p>Date of appointment: 2011</p>

A complete description of the Board of Regents, its organization, powers, duties, functions, by-laws, publications, and administration, is available at the Board of Regents of the University System of Georgia Website [1].

As an institution of the University System of Georgia, Dalton State College abides by all state policies generated by the Board of Regents.

Active Policy-Making Board

The BOR holds a minimum of eight meetings per year. In addition, the chair may call special meetings for specific purposes. For each meeting, the Board's secretary prepares minutes and posts them on the BOR Website. In addition to meeting as a Committee of the Whole, the Board has a formal committee structure with both standing and special committees. Committees meet each month in which a regular Board meeting is held unless the committee chair determines a meeting is not needed. Business transacted at all special meetings is confined to objects stated in the call [4].

The BOR regularly revises policy as it determines necessary. Between October 2009 and September 2010, for example, the BOR made 20 policy revisions. Board minutes show examples of these revisions, such as out-of-state tuition waivers, the Core Curriculum, and freshman requirements [5] [6] [7]. The full listing of these revisions to policy may be found in the Revisions section of the *BOR Policy Manual* [8]. The Regents' Bylaws, committee structures, and required actions by the Committee of the Whole ensure broad-based participation of the Board's membership in the business of the University System.

Currently, the Board has seven standing committees [9]:

- Executive and Compensation
- Strategic Planning Committee
- Academic Affairs
- Finance and Business Operations
- Organization and Law
- Internal Audit, Risk, and Compliance
- Real Estate and Facilities

As an example, on September 15, 2010, the Real Estate and Facilities Committee approved and authorized the appointment of a program management firm to build a new academic building at Dalton State College [10].

The Board also appoints special committees as needed. In 2010, for example, the Board appointed two Presidential Search Committees (one for Gordon College and one for Macon State College), a Strategic Planning Committee, a Personnel and Benefits Committee, and a Residency Verification Committee, among others. Current committee members are listed in the section titled Committees on the BOR Website [11]. Evidence of the extent of the BOR's active involvement in making policy for the USG can be found in the *BOR Policy Manual*, which contains policies for 10 broad areas [12]:

- Officers of the Board
- Institutional Government
- Academic Affairs
- Student Affairs
- Public Service
- Research
- Finance and Business
- Personnel
- Facilities
- Information, Records, and Publications

The policies created by the Board of Regents are adopted and followed by Dalton State College. For example, The *Board of Regents' Policy Manual* Section 3.10 ("Academic Textbooks") [13] states that all USG institutions should ensure increased communications between students, faculty, and bookstores; offer the best value to students in acquiring textbooks; and ensure academic integrity regarding textbook sales. To fulfill this broad policy, Dalton State created its own Academic Textbook Policy [14] which incorporates all three of the BOR textbook policies, with some customization to fit the College's particular needs. The Board of Regents created the over-arching policy, and Dalton State implemented it locally.

Responsibility for Ensuring Adequate Financial Resources

The Board of Regents has the responsibility for ensuring that Dalton State College and the other 34 state institutions of higher education in the USG have adequate financial resources to support their programs. This responsibility is stated in the BOR Bylaws in Section VII, Budgets of Institutions:

The Board shall make the allocation of funds to the several institutions at the April meeting or the next regular meeting following the approval of the Appropriations Act or as soon thereafter as may be practicable in each year and shall approve the budgets of the institutions and of the office of the Board of Regents at the regular June meeting in each year or as soon thereafter as may be practicable. The Board of Regents shall be the only medium through which formal requests shall be made for appropriations from the General Assembly and the Governor of the State of Georgia. [15]

Board minutes show discussion and approval of budgets and the work of the appropriate committees, such as the Committee on Finance and Business Operations, that oversee financial issues [16] [17].

Freedom of Board from Minority Control or Outside Interests

The BOR Bylaws, Section V, Paragraph 2 [18], clearly state that no individual Board member has the authority to commit the Board to a particular action. Further, Section III, Paragraph 4, requires that a majority of the members of the Board be present to constitute a quorum for the transaction of business [19]. An additional safeguard against minority control or control from outside interests is provided in the requirement that all meetings of the Board must be open to the public and to the media, except during executive session. All these features involving the Board's composition and operation serve to protect the University System and its member institutions from undue influence of special interest groups or the possibility of control by a minority of the members. This Bylaw guards against minority influence, whether political, familial, religious or otherwise.

Freedom of Board from Conflicts of Interests

The state of Georgia declares it illegal for any member of the BOR to engage in actions which could be considered as conflicts of interest such as employment, financial, or contractual interests in the USG or its member institutions. The relevant legal code (O.C.G.A. 45-10-24) is summarized as follows:

Except as provided in subsection (b) of this Code section, it shall be unlawful for any part-time public official who has state-wide powers, for himself or on behalf of any business, or for any business in which such public official or member of his family has a substantial interest to transact any business with any agency. [20]

Documentation

- [1] Board of Regents' Website
- [2] BOR Bylaws, Section IV, Officers and Their Duties
- [3] Members of Board of Regents
- [4] BOR Bylaws, Section III, Meetings of the Board
- [5] BOR Minutes, June 8th-9th, 2010
- [6] BOR Minutes, October 13th-14th, 2009
- [7] BOR Minutes, August 10th-11th, 2010
- [8] Revisions to Policies
- [9] BOR Bylaws, Section V, Paragraph 3
- [10] BOR Minutes, September 15th, 2010
- [11] Committees of the Board of Regents
- [12] *BOR Policy Manual*
- [13] *Board of Regents Policy Manual, Section 3.10*
- [14] Dalton State College's Textbook Policy
- [15] BOR Bylaws, Section VII, Budgets of Institutions
- [16] BOR Minutes, May 11th-12th, 2010
- [17] BOR Minutes, June 8th-9th, 2010
- [18] BOR Bylaws, Section V, Paragraph 2
- [19] BOR Bylaws, Section III, Paragraph 4
- [20] O.C.G.A. § 45-10-24

2.3

Chief Executive Officer

The institution has a chief executive officer whose primary responsibility is to the institution and who is not the presiding officer of the board. (**Note:** If an institution is part of a system and its chief executive officer is also the chief executive officer of the system, the institution must provide information requested in Commission policy "Core Requirement 2.3: Documenting an Alternate Approach." This information should be submitted as part of the Compliance Certification. The document can be found at <http://www.sacscoc.org/policies.asp>.)

Judgment

Compliant Partial Compliant Non-Compliant Not Applicable

Narrative

Dalton State College has a president who is the chief executive officer of the institution and whose primary responsibility is to Dalton State College. The institutional focus of the president's responsibilities is clearly documented in the Bylaws of the Board of Regents of the University System of Georgia in Article VI:

The president of each institution in the University System shall be the executive head of the institution and of all its departments and shall exercise such supervision and direction as will promote the effective and efficient operation of the institution. He or she shall be responsible to the Chancellor or his/her designee for the operation and management of the institution and for the execution of all directives of the Board and the Chancellor. [1]

The institutional focus of the president's responsibilities is also documented in the Dalton State College *Statutes* in Article II: President.

The President of Dalton State College shall be the executive head of the institution and of all its departments and shall exercise such supervision and direction as will promote the efficient operation of the institution. The President shall be responsible to the Chancellor or his or her designee for the operation and management of the institution and for the execution of all directives of the Board and the Chancellor. He or she shall be the ex officio chair of the faculty and shall preside at meetings of the faculty. The President shall be the official medium of communication between the faculty and the Chancellor or his or her designee. [2]

As stated in *the BOR Policy Manual*, the Board elects each institution's president on a yearly basis:

The Board shall elect the presidents of institutions at the April monthly meeting. Presidents shall not hold tenure at the institution but may hold, retain, or receive academic rank. They shall be elected each year for a term of one (1) year. The Chancellor shall notify them of their appointment, but such presidents shall not be entitled to a written employment contract. All such appointments will be made expressly subject to the Policies of the Board of Regents. [3]

As shown by Dalton State's Organizational Chart, the president reports to the Board of Regents through the Chancellor [4]. The president's position includes these duties [5]:

- Coordinate the programs, services, and activities of the College in collaboration with the vice presidents for academic affairs, fiscal affairs, and enrollment and student services, and the directors of public relations, institutional advancement, research and planning, and athletics
- Approve and provide oversight of the institutional budget and secure external funding for special projects/initiatives
- Provide leadership and direction for the College through the strategic planning process
- Articulate the College's mission, achievements, challenges, and future directions among the institution's internal and external stakeholders
- Work with the University System staff, area legislative delegation, and Foundation leadership, among others, to advance the purposes of Dalton State College
- Provide direction and support for the DSC Foundation, including participation in fund-raising activities as well as service on the Foundation Executive Committee

Dalton State College's president is not the presiding officer of the Board of Regents. Section 45-10-21 of Georgia's legal code is intended to protect "the integrity of all governmental units of this state and the recruitment and retention of qualified personnel by prescribing essential restrictions against conflicts of interest in state government" [6]. Thus, Board members are restricted by law from employment in any of the USG's member institutions. The two offices, BOR chair and DSC president, are different roles held by different persons. The current BOR chair is Benjamin "Ben" J. Tarbutton III, while the current DSC president is John O. Schwenn [7] [8].

Documentation

[1] USG Board of Regents Bylaws, Section VI

[2] Dalton State College Statutes, Article II, Pages 3, 4, and 5

[3] *Board of Regents Policy Manual*, Section 2.1

[4] Dalton State College Organizational Chart

[5] The DSC President's Job Description

[6] State of Georgia Code Section 45-10-21

[7] Members of the Board of Regents

[8] USG News Article: "John Schwenn Named President of Dalton State College"

2.4

Institutional Mission

The institution has a clearly defined, comprehensive, and published mission statement that is specific to the institution and appropriate for higher education. The mission addresses teaching and learning and, where applicable, research and public service.

Judgment

Compliant Partial Compliant Non-Compliant Not Applicable

Narrative

A student-centered and teaching-oriented institution, Dalton State College has a clearly defined, comprehensive, and published mission statement that is specific to the institution and appropriate for higher education [1]. Dalton State's mission addresses teaching, learning, and public service. Research is not applicable to the mission of the College, but the College encourages faculty to engage in professional development and scholarship. Dalton State's mission statement reads:

Dalton State College is dedicated to providing broad access to quality higher education for the population of Northwest Georgia, thereby enhancing the region's economic vitality and quality of life. As an institution of the University System of Georgia, Dalton State College offers targeted bachelor's degrees, a full range of associate's degrees and career certificate programs, and a wide variety of public service activities. The College's work is strengthened by partnerships between the College and Northwest Georgia businesses and industries, governments, and schools.

The mission of Dalton State College consists of the following core commitments:

- 1) selection, support, and development of a talented, caring faculty and staff dedicated to scholarship and creating an open, cooperative, technologically enhanced learning environment;
- 2) excellence in a learning environment dedicated to serving a diverse student body, promoting high levels of student achievement, and providing a range of educational and student life opportunities and appropriate academic support services;
- 3) public service through economic development and cultural activities that address the needs and improve the quality of life of the region; and
- 4) continuous improvement in all aspects of its operations through the use of inclusive, participatory planning and meaningful assessment.

In fulfilling its mission, Dalton State College seeks to prepare and inspire its students to be active members within their professions and communities. As Dalton State College looks to the future and its place in a competitive, global society, it seeks to build upon its strengths as one of the most academically respected, student-oriented, and community-centered institutions of its kind.

Dalton State's mission was adopted by the faculty at its December 2006 meeting [2]. At its meeting in June 2007, the Board of Regents approved the revised statement of purpose and mission [3]. Because the College recently discontinued its continuing education program, minor revisions were made to the mission in March 2011, deleting two references to continuing education [4]. The faculty voted to approve the revised statement at its April 29, 2011, faculty meeting [5], and the revision was approved [6] by the Board of Regents on February 14th, 2012.

The Dalton State College statement of purpose and mission is published on the [Dalton State College Website](#) [1], on the [University System of Georgia Board of Regents Website \(Core Mission for State Colleges\)](#) [7], and in the College's *Catalog* [8], *Strategic Plans* [9], *Fact Book* [10], *Statutes* [11], *Faculty Handbook* [12], *Institutional Effectiveness Plan* [13], and the *Policy and Procedures Manual* [14].

Documentation

- [1] [Dalton State College Mission Statement](#)
- [2] [Faculty Meeting Minutes \(December 2006\)](#)
- [3] [Approval of Institutional Mission by Board of Regents \(2007\)](#)
- [4] [Mission Committee Meeting Minutes \(March 2011\)](#)
- [5] [Faculty Meeting Minutes, April 29th, 2011](#)
- [6] [BOR Approval of Mission Statement Revision, February 14, 2012](#)
- [7] [USG Core Mission Statement for State Colleges](#)
- [8] [Dalton State College 2011-2012 College Catalog](#)
- [9] [Dalton State College Strategic Plan \(2009-2012\)](#)
- [10] [Dalton State College 2010 Fact Book](#)
- [11] [Dalton State Statutes](#)
- [12] [Dalton State Faculty Handbook](#)
- [13] [Dalton State Institutional Effectiveness Plan](#)
- [14] [Policy and Procedures Manual](#)

2.5

Institutional Effectiveness

The institution engages in ongoing, integrated, and institution-wide research-based planning and evaluation processes that (1) incorporate a systematic review of institutional mission, goals, and outcomes; (2) result in continuing improvement in institutional quality; and (3) demonstrate the institution is effectively accomplishing its mission.

Judgment

Compliant Partial Compliant Non-Compliant Not Applicable

Narrative

Overview

The program of institutional effectiveness at Dalton State employs a multi-faceted system that involves the entire campus community. Since assessment processes are a critical component of the institutional strategic planning effort, planning and evaluation are regarded as interrelated parts of a single, comprehensive function. The strategic planning goals contained in the College's [strategic plans](#) serve as institutional effectiveness instruments as all academic units and administrative support services departments are required to develop annual action plans which include expected results, procedures to evaluate results, actual results, and the uses of those results in improving the College's programs and services. The annual report by each unit of the College is the primary source for documentation and information about the College's planning and effectiveness efforts. The major requirements, as illustrated in the Annual Report Guidelines for the report, include a picture of productivity, accomplishments, and achievements (including mission-related accomplishments); progress in achieving strategic plan goals; assessment/institutional effectiveness practices and the results of those efforts; and the identification and description of major issues and goals upon which activity will be focused during the upcoming year [1] [2]. The College's Strategic Planning and Institutional Effectiveness policies also affirm the institution's commitment to planning and assessment. Institution-wide support for strategic planning and institutional effectiveness is documented in the [DSC Statutes, Catalog](#) (CAAP Assessment of Institutional Effectiveness), [Policy and Procedures Manual](#) (pages 4 and 5), and [Institutional Effectiveness Plan and Handbook](#).

Planning and Evaluation: Strategic Planning

Strategic Planning at Dalton State

Dalton State has engaged in long-range strategic planning efforts since the early 1980s:

- In 1983, the College produced its first comprehensive planning document entitled [The Long Range Plan](#), which served as a roadmap for the institution's growth and development for the remainder of the decade and included a number of important goals that guided the College's expansion.
- In 1995, the College began to develop a campus-wide, systematic, broad-based, and integrated system of planning and evaluation with the creation of a new planning document entitled [Planning, Assessment, and Research at Dalton College](#). This effort marked the first attempt to treat strategic planning and assessment as interrelated components, and the new strategic planning process

began with three research studies: an environmental scan of the College's service area [3], an assessment of the region's current and emerging academic needs [4], and an image study of the College's perceived strengths and weaknesses [5]. These efforts, completed in 1996, utilized off-campus consulting services and three faculty-staff committees.

- In May 1996, a new college-wide Strategic Planning Committee developed a plan to guide Dalton State into the 21st century. Incorporating assessment processes into the planning effort, the committee included administrative effectiveness assessment techniques as well as general education and major area outcomes assessment as the primary methods for documenting the success of the plan's components. The committee's work continued throughout the 1996-97 academic year [6]. The resulting *1997-2000 Strategic Plan* included a college-wide plan, the companion school/departmental implementation plans, and a physical master plan. Annual implementation plans [7] and follow-up progress reports [8] generated by the various schools and departments helped "close the loop" and document results.
- With the 1997-2000 planning model serving as a template, formulation of the Dalton State College *2000-2003 Strategic Plan* began in the fall of 1999. A 42-member institution-wide committee [9] reviewed accomplishments of the *1997-2000 Strategic Plan*, developed planning assumptions based on a new *environmental analysis* prepared by the College's Office of Institutional Research and Planning [10], and decided on strategic initiatives and goals [11].
- In September 2002, a new Strategic Planning Committee began work on the *2003-2006 Strategic Plan*, starting with a planning retreat in which the committee developed planning assumptions [12] and then developed planning priorities, goals, and implementation plans for every functional area on campus [13]. The completed document included a description of the planning environment, the institutional strategic plan, the divisional and departmental implementation plans, the institutional effectiveness program, the Physical Master Plan, and the Dalton State College Foundation Strategic Plan.
- The development of the *2006-2010 Strategic Plan* began in September 2005 with a Strategic Planning Retreat that laid the groundwork for the basic directions the new strategic plan would take [14]. The Strategic Planning Committee reviewed the state of the institution, considered challenges, and decided on three to five major initiatives, creating planning priorities, goals, key performance indicators, and implementation strategies for every functional area on campus [15]. The plan included a description of the institutional effectiveness program, the Physical Master Plan, and the Dalton State College Foundation Strategic Plan. In addition, for the first time in the College's planning process, the group agreed that the *Strategic Plan* should be built around a four-year planning window rather than the customary three.
- In 2007, after President James A. Burran announced he would retire, the Board of Regents named Dr. John O. Schwenn the College's new president. Assuming his post in March 2008, Dr. Schwenn suspended completion of the *2006-2010 Strategic Plan* and appointed a new Strategic Planning Committee with representation from the faculty, staff, student body, Foundation, chairs and deans, endowed chairs, and the Administrative Council. Recognizing that the planning process must be rooted in the College's mission and in its place within the University System, the committee reviewed the College's mission statement, the University System's Strategic Plan, the Dalton State College Environmental Scan Report, and the College's *Quality Enhancement Plan* topic [16] [17]. The committee sought contributions from all members of the campus community through email [18] and an Open Forum [19]. Presented to the college community in fall 2009, the *2009-*

2012 Strategic Plan: Seeking Excellence in Challenging Times consists of five overarching goals that focus on promoting multiculturalism and diversity, creating a rich and secure campus environment, strengthening ties with the community, improving student learning and academic support, and reaffirming excellence in undergraduate education.

Strategic Planning Process

Review of Institutional Mission

The strategic planning process begins with a review of the current college mission statement by the Strategic Planning Committee, and if there is a need for a revision to reflect new developments, the president appoints a Mission Committee to work on a revised mission statement. For example, the *2006-2010 Strategic Plan* called for the need to “articulate a well-defined mission, image, and identity to be shared with the College community” [20]. As a result, a Mission Committee revised the statement of purpose and mission with input from the college community and submitted it to the president in November 2006. The faculty adopted the revision at its December 2006 meeting [21], and the Board of Regents approved the revised statement of purpose and mission in June 2007 [22] [23]. During the development of the *2009-2012 Strategic Plan*, the Strategic Planning Committee also reviewed the College’s mission statement and the University System’s *Strategic Plan* in light of the College’s current activities and future opportunities [24]. And most recently, because the College discontinued its continuing education program in 2010 due to budget considerations, the Mission Committee made minor revisions to the statement of purpose and mission in March 2011 [25] [26]. The faculty voted to approve the revised statement at its April 29, 2011, college-wide faculty meeting [27], and the revision was sent to the Board of Regents for final approval [28].

Development of the Strategic Plan

In the development of the institution’s strategic plan, the locus for this effort is the College’s Strategic Planning Committee, appointed by the president and comprised of a broad spectrum of the campus community, including administrators, faculty, staff, students, and Foundation members (community leaders) [29], with the director of institutional research and planning serving as an ex officio member. The committee fosters the implementation and refinement of the strategic planning and assessment processes throughout the institution. The general objectives of these efforts are (1) to effect a broad-based program to assist in establishing for the college future directions [30] that are responsive to the needs of the service area and (2) to effect a program of continuous improvement which will document the College's progress in meeting its goals and objectives. Since planning and assessment are interwoven, complementary functions, the Strategic Planning Committee oversees the development of both efforts. To manage the process efficiently as well as to monitor, review, and guide the fulfillment of specialized aspects of the strategic plan, two subcommittees are appointed by the president to the larger Strategic Planning Committee: Institutional Effectiveness, Budget and Planning, and Comprehensive Program Review [31]. The director of institutional research serves as liaison to all two subcommittees and provides guidance for their work. Institution-wide support for the Strategic Planning Committee is included in the *DSC Statutes* [32] and *Strategic Planning Policy*.

In developing the strategic plan, the Strategic Planning Committee solicits input from the administration, the campus at large, and external stakeholders through a series of email solicitations and public forums. These solicitations are in keeping with the College's mission to make the development of the strategic goals and objectives as participatory and as inclusive as possible [33]. For example, during the development of the latest *2009-2012 Strategic Plan*, the Strategic Planning committee sent requests for strategic goals suggestions to the campus community via email in mid-November, in early December, and in mid-January [34] [35] and received over 60 suggestions which the committee used to determine the five overarching goals and objectives that were ultimately selected [36] [37] [38] [39]. The Strategic Planning Committee created the plan after it reviewed key planning support documents: the Dalton State College Statement of Purpose; The University System of Georgia Board of Regents' *Strategic Plan*; an Environmental Scan Report that assessed the College's strengths, weaknesses, opportunities, and threats; Planning Assumptions and Priorities; and Key Performance Indicators. The committee developed a listing of Core Purposes, Strategic Initiatives, and Goals and invited the campus community to discuss the plan at an open forum; this event resulted in further modifications and the inclusion of additional goals or objectives [40]. Thereafter, the chair of the Strategic Planning Committee and the director of institutional research and planning wrote the plan itself.

Thus, the typical strategic planning process at Dalton State includes the following actions:

- The solicitation of input from the entire campus community.
- The review of key documents, including the College's mission, the University System's most current *Strategic Plan*, and the College's current Environmental Scan Report as well as a review of Planning Assumptions and Key Performance Indicators.
- The review of strategic goals from previous years to determine whether any of these need to be carried over into the new plan.
- The development of Core Purposes, Strategic Initiatives, and Goals.
- A discussion of the plan with the campus community through an Open Forum.
- The approval of the plan by the president and the faculty.
- The development of implementation plans, selection of yearly goals, and the writing of the plan itself.
- The assessment of yearly goals and the modification of goals as needed.
- The development of new goals or action plans in response to emerging issues, trends, challenges, or opportunities.
- The assessment of the strategic planning process with modifications as needed in the next cycle.

Please see below Figure 2.5-1, "Strategic Planning Process," for a flowchart of the steps by which the College develops its strategic plans.

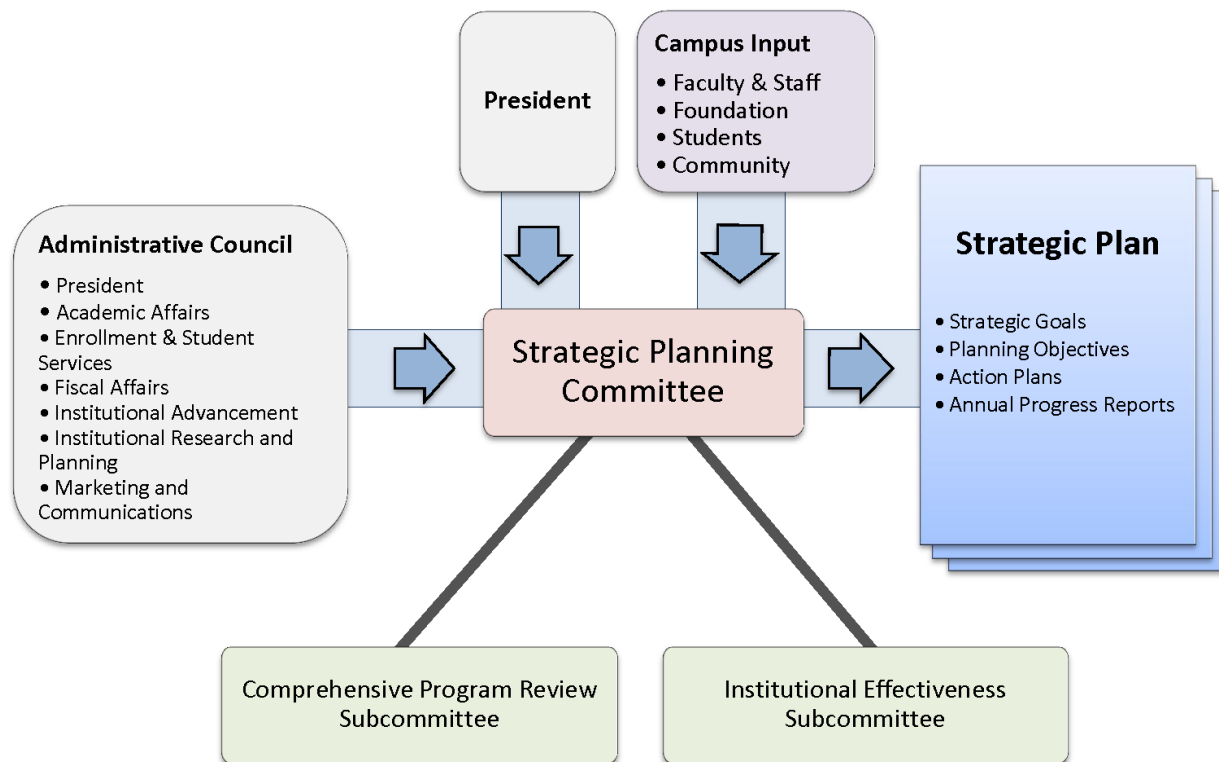


Figure 2.5-1: Strategic Planning Process

Linkage between System Planning Initiatives and College Goals

Throughout the development of the Dalton State College strategic plans, University System of Georgia (USG) planning initiatives have served as focal points. These planning elements have defined System-wide priorities to be implemented at the institutional level [41]. Because the College functions within this larger milieu, it is essential that University System strategic planning be embedded in the planning priorities and goals that comprise the heart of the College's strategic plans [42]. The most recent *University System Strategic Plan* was released in 2006. This plan defined five broad strategic goals which informed the direction of the College's *2009-2012 Strategic Plan* [43]:

- Renew excellence in undergraduate education to meet students' 21st century educational needs.
- Create enrollment capacity in the University System to meet the needs of 100,000 additional students by 2020.
- Increase the USG's participation in research and economic development to the benefit of a global Georgia.
- Strengthen the USG's partnerships with the state's other education agencies.
- Maintain affordability so that money is not a barrier to participation in the benefits of higher education.

Review and Implementation of Strategic Goals and Action Plans

As part of a “closing the loop” accountability process via the annual reports which are required of all College faculty and of all major functional areas, progress reports relative to the goals established in the strategic plans are reported by responsible academic and administrative heads each September [44]. From these reports, the Office of Institutional Research and Planning produces and presents an annual *Strategic Plan Progress Report* that documents the implementation (or lack thereof) of every goal and objective of the *Strategic Plan*. This process provides for reviews, corrections, and goals, and action plans may be modified to meet the College’s current needs.

Evaluation of the Strategic Planning Process

At the end of each strategic planning cycle, the Office of Institutional Research and Planning conducts an evaluation of the strategic planning process. Surveys are sent to members of the Strategic Planning Committee regarding the strategic planning process, including strengths and weaknesses as well as recommendations for improving or revising the process [45]. Results are used to improve the next planning cycle. On the whole, committee participants are satisfied with the College’s strategic planning process, as indicated by comments from the survey of the members of the 2006-2010 Strategic Planning Committee:

- “It is well integrated and encompasses the institutional effectiveness process.”
- “Very thorough and thoughtful process and we seem to be getting better at it with each cycle.”
- “A very participatory process encompassing every area of the College.”
- “There is strong leadership from the College President and Institutional Research.”

Yet members of the 2006-2010 Strategic Planning Committee did offer suggestions for improving the process:

- “Reduce the number of goals to a more manageable level.”
- “It is weak in coordination with the USG Strategic Plan. Identify Board of Regents Planning initiatives/goals and show alignment of DSC goals with Regents initiatives.”
- “The large, unwieldy committee. It seems that it might work more efficiently to be fewer in number.”

These suggestions were noted and used to improve the strategic plan and process during the next cycle. For example, the College’s over-arching strategic goals in the *2009-2012 Strategic Plan* were explicitly linked to the University System of Georgia’s *Strategic Plan* goals [46]. Moreover, the number of strategic plan goals was reduced. For instance, the *2009-2012 Strategic Plan* has only 5 over-arching goals [47] compared to 47 goals in the *2006-2010 Strategic Plan* [48] and 42 goals in the *2003-2006 Strategic Plan* [49]. And the number of strategic planning committee members was reduced from a high of 43 members in the 2006-2010 strategic planning cycle [50] to 16 members in the 2009-2010 strategic planning process [51]. These suggestions have indeed improved the process as goals and memberships have become more focused while still encompassing all units of the College.

Planning and Budgeting

Annual Budgeting Process

Dalton State College's Annual Operating Budget is prepared by the president, the Fiscal Affairs office, and the President's Council in consultation with the Budget Review Committee. This committee, which reports to the vice president for fiscal affairs, who in turn reports to the president, is comprised of the three vice presidents (Fiscal Affairs, Enrollment and Student Services, and Academic Affairs) and representatives from the staff, faculty, and student body [52]. For example, during its spring 2011 meetings, the Budget Review Committee discussed the FY12 State Allocation, revenue projections, and enrollment projections and made budget recommendations to the president [53]. Using the Board of Regents' annual allocation and tuition estimates [54], the vice president for fiscal affairs estimates the year's salary and operating expenses, compiles all budget materials [55], and completes submittals and follow-ups with the Board of Regents' Office of Fiscal Affairs.

Input

Input into the annual budgeting process comes from the three vice presidents and the Budget Review Committee. Until recent years with annual budget restrictions, the president and the vice presidents issued calls to their departments for budget requests with funding requests made via a budget request form that included a justification for the request and a link to the Strategic Plan [56] [57] [58] [59]. Currently, deans and directors provide input through their meetings with the vice president for academic affairs, with these discussions typically focusing on travel allocations, school needs, and faculty positions [60].

Strategic Initiative Requests

Prior to budget development each year, the vice president for fiscal affairs issues a call for requests for funding of strategic initiatives. These initiatives are actions which would help the College meet its strategic goals. Recent examples of initiatives include the hiring of a full-time music teacher [61] and equipment purchases. Staff, faculty, and administration are encouraged to submit strategic initiative proposals [62], which are reviewed by supervisors and then forwarded to the Budget Review Committee, which evaluates them. If the funds are available, top priority recommendations are then allocated to the appropriate budget. Due to budget reductions over the past two years, few strategic initiatives have been allocated funds, but the process is still in effect with respect to strategic initiative requests. (The hiring of a full-time music instructor is a notable exception [61].)

Linkage Between Planning and Budgeting

Strategic initiatives ensure linkage between the College's budget and its Strategic Plan [63] [64] [65]. At Dalton State College, overall responsibility for linking planning and budgeting resides with the president through President's Council, comprised of the president and the three vice presidents of academic affairs, fiscal affairs, and enrollment services. Operating on an annual basis on a three-year planning cycle, the deans, department chairs, and administrative heads prepare implementation plans to carry out the strategic initiatives and goals set forth in the Strategic Plan [66] [67]. It is within the annual implementation plans that the linkage between planning and budgeting is made. To implement the planning-budgeting linkage, each budget cycle requires the President's Council to place the College's resources in position to achieve the annual strategic planning implementation plans. The alignment of resources is ongoing within each budget cycle: in the original budget and often in response to budget

reductions from the Board of Regents or other mandates [68]. In both instances, new and reallocated resources or reductions are linked to the appropriate strategic planning goals and other funding priorities.

Embedded in this process are appropriate budget management practices that ensure flexibility to accommodate unforeseen circumstances. The entire budget is geared toward the College's planning goals and outcomes, and the mechanism through which this is accomplished involves both new allocations and reallocations or reductions. The budget units are expected to concentrate on their goals and objectives and document the results of their efforts. These results help determine the next year's budget decisions so that the entire process is performance-based. At the same time, sufficient flexibility is retained in the overall institutional budget to deal with unfunded mandates and emergencies. Expenses related to the College's infrastructure are linked to the planning-budgeting effort through the physical master plan and annual priority rankings of capital outlay needs as well as major repair and renovation projects [69]. This approach to linking the planning and budgeting processes has enabled the institution to accomplish the linkage in a concrete, formal, and documentable fashion. Because the goals and activities spring directly from the Strategic Plan and the President's Council, and because the planning process is broadly participatory given the structure of the Strategic Planning Committee, the linkage between planning and budgeting is an institution-wide endeavor, as evidenced for example, from the remarks of the president to the College about budgeting issues and their implications for campus operations and programs [70].

The linking of planning and budgeting at Dalton State includes strong alignments between strategic planning priorities and funding at the University System level. As the current *Budget Calendar for FY 2012* shows, annual budget planning for the University System is comprehensive and systematic. The Chancellor's annual budget presentation of the governor's recommendations for the University System, which is made to the Joint Appropriations Committee of the Georgia Legislature, usually cites the System's strategic plan, priorities, and goals. For example, in his first *Annual "State of the System" report to the Board and Legislature on January 16, 2007*, then-Chancellor Errol B. Davis, Jr., mentioned the goal of "graduating more students" by "improving retention rates" and "increasing graduation rates" and addressed key accountability, strategies, and performance funding measures. Dalton State's Strategic Goal 4 to "improve student learning and academic support to ensure success, to improve retention, and to improve graduation rates" in its *2009-2012 Strategic Plan* is thus closely related to the System's strategic goals [71], as is the *Academic Master Plan*.

Planning and Evaluation: Institutional Effectiveness

Overview

Dalton State has a comprehensive planning and evaluation process in place to ensure that the College continues to achieve its mission and operate within a culture of continuous improvement that is ongoing, integrated, college-wide, research-based, and systematic. Indeed, the commitment to institutional effectiveness is exemplified by *Dalton State's policy on institutional effectiveness*. Dalton State plans and evaluates outcomes at the institution, unit, and program levels. In fact, to support the functions of institutional effectiveness on campus, the College has instituted an Institutional Effectiveness Subcommittee within the Strategic Planning Committee [72], which works closely with the committee and with the Office of Institutional Research and Planning. The mission of the Institutional Effectiveness Subcommittee is the development and monitoring of a comprehensive system of planning and evaluation at the College [73]. The subcommittee advises in the development and review of guidelines and procedures to evaluate the educational and administrative effectiveness of each unit in the College [74] [75]. Figure 2.5-2 "Institutional Effectiveness Flowchart" provides a visual overview of the College's comprehensive planning and evaluation process.

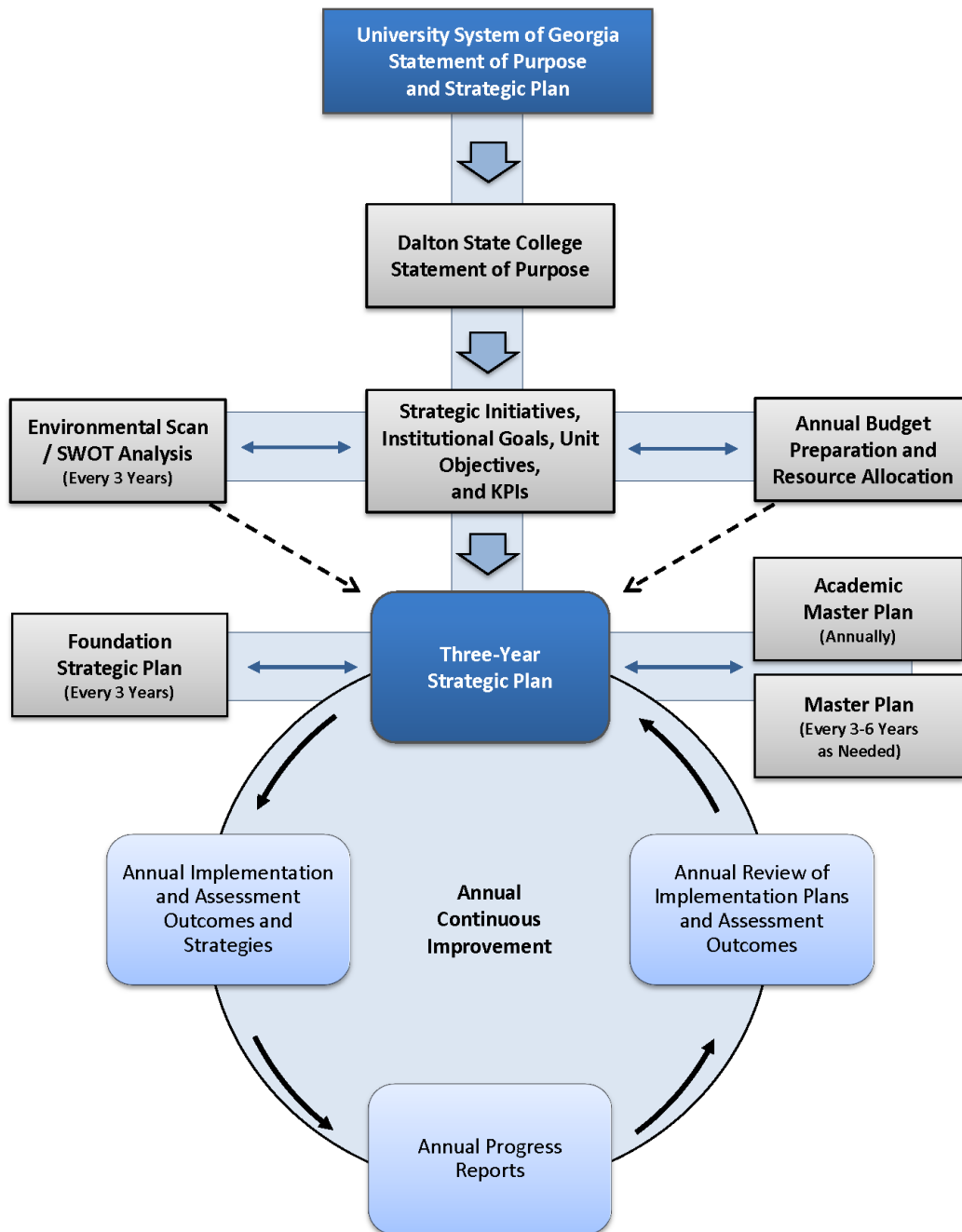


Figure 2.5-2: Institutional Effectiveness Flowchart

Organized by key terms, what follows is an illustration of how Dalton State is engaged in ongoing, integrated, and institution-wide researched-based planning and evaluation processes that incorporate a systematic review of educational programs and support services, that result in continuing improvement in institutional quality, and that demonstrate the institution is effectively accomplishing its mission.

Ongoing

Since planning and assessment are regarded as interrelated parts of a single and comprehensive function at Dalton State, the *1997-2000 Strategic Plan* served as the primary focal point when the institution's academic programs and administrative support units began to engage in ongoing institutional effectiveness processes. Prior to that, although Dalton State had engaged in some form of planning and evaluation since the College opened in 1967, it was not a continuing and broad-based process. But beginning with the 1996-97 academic year, the president initiated the Annual Report, a required accountability document that all academic and administrative unit heads produce to report on overall productivity and health of the unit, department/institutional mission-related accomplishments, progress in accomplishing strategic planning goals, and description of institutional effectiveness practices [76]. Over time, the requirements of the annual report have expanded to ensure that all academic and administrative support units are continuously engaged in comprehensive planning and evaluation processes for the institution to achieve its mission and monitor and improve educational programs and administrative/educational support services [77]. These processes and examples are described in more detail in Comprehensive Standards 3.3.1.1, 3.3.1.2, 3.3.1.3, and 3.3.1.5. For example, as shown by these examples of course assessment assignments, academic departments routinely engage in ongoing assessment of their student learning outcomes [78] [79] [80] [81]. Furthermore, programs in social work, education, business, nursing, and allied health undergo continuous specialized accreditation [82]. And as this example from the Department of Enrollment Services shows, administrative units also continually engage in planning and evaluation activities [83].

Integrated

In general, the mission and strategic planning goals provide a framework for all college planning and evaluation activities, ensuring an integrated planning and assessment process. In most cases, each institutional-level assessment effort is tied directly to one or more of the College's mission-related goals and to one or more of the College's strategic planning goals [84] [85]. Indeed, Dalton State's strategic plans provide an institutional effectiveness framework that integrates planning and assessment at the institution, program, and administrative support service levels. As well as including a program of assessment of educational goals/programs and administrative/educational support services, a review of campus-wide implementation plans/planning priorities, and a focus on continuous improvement, Dalton State's strategic plans incorporate and integrate [86] other aspects of operational planning such as the *Physical Master Plan* [87] and the *Foundation Strategic Plan* [88]. Most recently, the compliance certification process identified the new *Academic Master Plan* as worthy of integration into the College's strategic planning, and so in a revised strategic planning policy, the document has now become an integral part of planning and assessment at Dalton State [89]. In addition, strategic planning and institutional effectiveness are integrated into the budgeting process, as may be noted in the activities and documents of the Budget Review Committee (referenced in [52] [53]) and in institutional plans [90]. Furthermore, all mission and purpose statements of academic and administrative support units are linked or aligned to the Dalton State purpose and mission [91] [92], further illustrating the integration of each program and functional unit's accountability plan with the College's mission.

Institutional effectiveness processes are also integrated into the fabric of the College's academic programs. For example, as shown by minutes of meetings and retreats, academic departments and deans/chairs often discuss assessment outcomes and results and other issues of course/program effectiveness [93] [94] [95] [96] [97]. And occasionally, a new set of learning outcomes for campus-wide implementation will be brought to Academic Council for review, discussion, and approval [98]. Further

integration occurs in deans' annual reports where a school reports on the progress of an institutional goal that deals with assessment [99]. In the administrative support areas, vice presidents organize planning retreats where directors discuss assessment activities and progress reports [100] [101]. Furthermore, Dalton State engages in an integrated review of educational programs and support services through its [annual reports of institutional progress](#) which present a consolidated summary of major institutional accomplishments, progress in institutional strategic planning and assessment of institutional effectiveness, improvements in student retention and graduation, and overall institutional health.

Institution-wide

An examination of the distribution and membership lists of the Annual Report and Strategic Planning Committees and subcommittees illustrates the extent to which the entire campus community is involved in planning and evaluation efforts at Dalton State [102] [103] [104]. In fact, the College's organizational chart [105] shows that all unit heads (vice presidents, deans, directors and coordinators) are included on the annual report distribution [106] list and are thus required to report on assessment efforts. Institution-wide support for institutional effectiveness can also be found in the *Institutional Effectiveness Policy*, in the *Institutional Effectiveness Plan and Handbook*, in the *Catalog* (CAAP Assessment of Institutional Effectiveness), and in the composition of the [Compliance Certification Teams and Accreditation Committees](#), including other ad-hoc committees that were formed to assist with institutional effectiveness efforts, such as the Retention, Progression, and Graduation (RPG) Task Force [107].

Research-based

Dalton State benefits from research-based data analysis and information reporting in support of planning, evaluation, and improvement processes. For example, in developing its strategic plans, the Office of Institutional Research and Planning produces [environmental scan reports](#) that include research data on external trends and issues that may affect the college in the years ahead. The information usually becomes the starting point for a SWOT analysis [108] and discussions about the College's strategic directions and goals. Additionally, in developing new academic programs, the Board of Regents requires that the proposals include a "Need Statement" to justify the program, a requirement that must be research-based [109]. As well, the College's program review process, development of new policies for planning and decision making, and feasibility studies are usually informed by research [110] [111]. Occasionally, on an as-needed basis to help determine how strategic goals are being met or to obtain recommendations to improve services, the College has engaged outside consultants to produce research-based documents. For example, the director of marketing and the vice president for enrollment and student services employed an external consulting company to develop a marketing plan to publicize the College's new four-year degree programs and recommended new marketing plans to assist with recruitment efforts [112]. And most recently, much research informed the selection and development of the topic for the College's *Quality Enhancement Plan* required for its 2013 reaccreditation by SACS [113]. On the whole, much of College's analytical reporting and research information is provided by the Office of Institutional Research and Planning, which has developed archival Websites to improve access to a broad array of information for planning and evaluation purposes as shown by these key documents: [Website](#), [Fact Books](#), [Strategic Plans](#), [Institutional Effectiveness](#), [Institutional Documents & Resources](#), [University System Data & Reports](#), and [University System Documents & Resources](#).

In addition to electronically publishing annual updates of Dalton State's *Fact Book*, the Office of Institutional Research and Planning has produced and published on its Website a number of assessment reports and miscellaneous documents and resources to facilitate college-wide planning, decision support, and continuous improvement. In this context, a sampling of Dalton State's engagement in ongoing,

integrated, institution-wide, research-based planning and evaluation in recent times includes the Collegiate Assessment of Academic Proficiency Assessment Reports (1999-2011); Comprehensive Program Review Plan for Dalton State (2011); Dalton State Delaware National Study of Instructional Costs and Productivity (2011); Profile of Distance Learning at Dalton State College (2010-2011); The Economic Impact of Dalton State College on the Local Economy of Northwest Georgia (April 2011); Environmental Scan Reports (2000-2016); 2025 Master Plan (March 2011 Update); Faculty Study of Student Engagement Results for Dalton State (2009, 2010); Institutional Effectiveness Plan and Handbook (March 2012 Update); National Survey of Student Engagement Results for Dalton State College (2008, 2010); Dalton State Retention and Graduation Report Presentation to USG Graduation Task Force (February 2010); Dalton State College Annual Retention and Graduation Rates Improvement Plan to USG Task Force (December 2011); Strategic Plan Progress Report 2009-2010; *Policy and Procedures Manual* (2012); and Grade Distribution by Course, 2010-2011 (2011).

Finally, Dalton State has benefited from research-based data analysis from the Board of Regents of the University System of Georgia's Office of Research and Policy Analysis. Links to documents available at this site include [USG by the Numbers](#), [Research Notes](#), [Research Review](#), [Information Digest](#), and [Data Systems and Reporting](#).

Systematic

Dalton State's planning and evaluation processes also incorporate an extensive array of systematic reviews of programs and services. As shown in the previous section on the strategic planning process, Dalton State systematically reviews its institutional mission at the beginning of each new strategic planning period. The Strategic Planning Committee also reviews institutional goals as part of a new and/or ongoing strategic plan implementation. In fact, through its Annual Report process, the College demands systematic reporting of productivity, strategic planning, assessment, and institutional effectiveness by all academic and administrative departments as evidenced in the recent annual report guidelines sent to unit heads [114] and an example of a completed annual report [115].

With respect to a systematic review of academic and administrative support outcomes for continuous improvement through annual reports, academic departments engage in ongoing and systematic assessment of student learning outcomes, including general education, as evidenced in these examples of departmental course assessment assignments [116] [117] [118] [119] [120] and production of an outcome assessment plan [121]. Furthermore, there is now a process in place to systematically review the College's academic programs through a [comprehensive program review process](#) with a few programs having completed the process during spring 2011 and others underway. All degree programs are now subject to a Comprehensive Program Review (CPR) every five years, a cycle consistent with [Board of Regents' policy on program review](#). The focus here is to assess program goals and student learning outcomes, evaluate measures of effectiveness and program-level outcomes, appraise the use of assessment results for program improvement, review program curriculum, identify program strengths and weaknesses, and form recommendations for follow-up and/or action plans. Moreover, the Office of Institutional Research and Planning maintains a [Comprehensive Program Review Website](#) as a source for shared information on the CPR process for the campus and stakeholders. Administrative departments also engage in systematic review as a part of the annual reporting process as vice presidents hold regular planning retreats and departmental meetings to assess and discuss unit goals, outcomes, and other assessment issues [122] [101].

Accomplishing Mission

The planning and integrated assessment system at Dalton State is designed to ensure that all elements of the mission statement and mission-related goals are monitored through various sources and evaluation strategies. Beginning with the 1966-1967 academic year and continuing through the 2006-2007 academic year, Dalton State's presidents and the Office of Institutional Research and Planning prepared *Annual Reports of Institutional Progress* for the Board of Regents. These reports, compiled from Section B of the Annual Reports ("Summary of Major School and Administrative Departmental Accomplishments, including Mission-Related Accomplishments"), documented in detail the key elements of Dalton State's official mission statement and notable achievements [123]. Though the institutional progress reports were suspended by the former Chancellor in 2007, the College's department heads and units continued to record mission-related achievements and improvements in Section B of their annual reports [124], and the Office of Institutional Research and Planning continued to compile this information. These reports are a demonstration of the highly effective, ongoing, systematic, integrated, research-based planning processes that are aligned with the planning and evaluation processes in place at Dalton State. And because the institutional progress reports provided a wealth of information, the College decided to resume the publication of institutional progress reports beginning in 2012.

A sampling of the institution's many improvements and accomplishments from 2003 to 2012 in virtually every aspect of its institutional mission is described below. Additional information on improvements and accomplishments is available in the offices of the deans, directors, and vice presidents and from the Office of Institutional Research and Planning.

Examples of Mission-Driven Continuous Improvements and Accomplishments

Mission Element: *Dalton State provides broad access to quality higher education for the population of Northwest Georgia, thereby enhancing the region's economic vitality and quality of life.*

Improvements and Accomplishments:

- Distance Learning enrollment (non-duplicated online and hybrid) has expanded from 50 students in fall 2004 to 1,164 in fall 2011.
- The percentage of minority students enrolled at the College has increased from 9.7% in 2003 to a high of 23% in 2011.
- The Gilmer County Center off-campus instructional site was opened in 2008 in order to better serve Fannin, Gilmer, and Pickens counties, accommodating 362 students by fall 2011.
- The acquisition and opening of the Wood Valley apartments in August 2009 – the first on-campus housing at DSC – has made the College more accessible to students in Northwest Georgia and contributes to the region's economic vitality. The apartments, which at maximum capacity house 236 students, are consistently full with a waiting list.
- Dalton State received an Adult Learning Consortium grant, targeting recruitment of adult learners and military personnel who have completed some coursework but have not completed a degree, and participated in a statewide multi-media ad campaign in fall 2011 and spring 2012.
- In Fiscal Year 2010, Dalton State College contributed nearly \$115 million into the regional economy and created more than 1,500 jobs for Northwest Georgia, a 58% increase over 2004, according to a report released by the University System of Georgia (USG) in April 2011.

Mission Element: Dalton State offers targeted bachelor's degrees, a full range of associate's degrees and career certificate programs, and a wide variety of public service activities.

Improvements and Accomplishments:

- The number of bachelor's degrees offered continues to grow as Dalton State focuses on its four-year programs, from six bachelor's programs in 2003 to 15 in 2012.
- The number of bachelor's degrees awarded annually has more than quadrupled since 2003, from 41 in 2003 to 225 in 2011.
- The Office of Student Life hired a coordinator of civic engagement who plans civic engagement and service learning opportunities for students.

Mission Element: Dalton State partners with Northwest Georgia businesses and industries, governments, and schools.

Improvements and Accomplishments:

- Dalton State holds annual career fairs and an annual Week of Welcome, where regional businesses and organizations come to campus and give students the opportunity to ask questions, inquire about services, and submit their resumes.
- Faculty members from every school on campus participate in program advisory committees for area businesses, schools, and organizations.
- Dalton State's Adult Education program partners with more than 20 organizations, businesses, and communities (e.g., Murray and Whitfield Counties Public School Systems, City of Dalton Community Center, Georgia Department of Labor, Murray and Whitfield Family Resource Agency, and North Georgia Community Action, Inc.).
- Dalton State began its first Dedicated Education Unit (DEU) in conjunction with Hamilton Medical Center in a collaborative effort among staff and faculty to educate students in an innovative, new clinical teaching modality.
- Dalton State's faculty participated in a variety of partnerships with Georgia schools, giving presentations at elementary schools and high schools, serving as judges at science fairs and literacy and oratorical competitions, tutoring, and organizing middle and secondary school Quiz Bowls.

Mission Element: Dalton State selects, supports, and develops a talented, caring faculty and staff dedicated to scholarship and creating an open, cooperative, technologically enhanced learning environment.

Improvements and Accomplishments:

- The College's newly formed Center for Teaching and Learning has offered a full schedule of faculty development activities (including guest speakers, book clubs, Brown Bag lunch presentations, training opportunities, and mini-conferences), with 68% of the faculty participating in at least one event during 2010-2011.
- During the 2011-2012 academic year, approximately 65 faculty are participating in an innovative course redesign initiative to enhance instruction and student learning.
- In 2011, the Office of Academic Affairs established an Office of Instructional Technology to assist faculty with integrating technology in the classroom; a Center for Diversity, Equality, and Inclusion

to promote diversity, respect, and tolerance; and a Center for International Education in 2010 to promote and support campus internationalization through faculty development, study abroad programs, and international exchange activities.

- In fall 2006, the Dalton State College Foundation began making grants to each of the institution's seven schools to provide financial support for faculty research and professional development. Since then, the Foundation has funded more than 200 faculty initiatives. Additionally, during the Foundation's comprehensive fundraising campaign in 2006-2008, nearly 1 million dollars was pledged for faculty development.

Mission Element: *Dalton State provides excellence in a learning environment dedicated to serving a diverse student body, promoting high levels of student achievement, and providing a range of educational and student life opportunities and appropriate academic support services.*

Improvements and Accomplishments:

- Via a Title III grant, Dalton State opened the Academic Advising Center (AAC), which includes a director, an administrative assistant, a half-time administrative support specialist, three full-time advisors, and student peer advisors.
- Dalton State added a First-Year Experience (FYE) program which assists freshmen with adapting to the college experience.
- The College created a Summer Bridge program, along with the Summer Bridge Mentor Program, to assist learning support students via special class instruction and support prior to classes starting in the fall.
- In 2007, the Library created its first Learning Commons, a computer lab/study area in which students can read, write papers, access library resources, and ask librarians for help with research.
- In 2007, Dalton State renovated its gym, adding new locker rooms, a Fitness Center, an elevator, and a new boiler and added three sports clubs (men's soccer, women's fastpitch softball, and winterguard) and two new intramural sports (soccer and dodge ball).

Mission Element: *Dalton State engages in public service through economic development and cultural activities that address the needs and improve the quality of life of the region.*

Improvements and Accomplishments:

- The Bandy Heritage Center for Northwest Georgia was established in 2009 and has since begun offering several lecture series, including the 1st Annual Civil War Lecture Series and the Dicksie Bradley Bandy Memorial Lecture Series (Celebrating Georgia Women Authors in 2009-2010); held annual symposiums; and established a Website that features photo galleries and online exhibitions.
- The full-time and part-time music faculty supported by the Department of Humanities, the Office of Student Life, and a Foundation grant to the School of Liberal Arts offered a series of concerts during 2011 and 2012.
- The full-time theatre faculty member supported by the Department of Humanities and a Foundation grant to the School of Liberal Arts developed a theatre production class and began working to produce the College's first theatre performance in spring 2012.

Mission Element: Dalton State continues to improve in all aspects of its operations through the use of inclusive, participatory planning and meaningful assessment.

Improvements and Accomplishments:

- Dalton State received a federal Title III grant, whose objectives included improving student retention rates. Under this grant, the College identified “killer” classes, courses with high drop-out and failure rates. The faculty devised and implemented methods of improving those classes to some success. In fact, success rates in ENGL 1101 (English Composition I) were such that it is no longer a “killer” course.
- To combat low retention rates, the Advisement, Retention, and Completion Committee encouraged the formation of learning communities to aid learning support students, the development of a First-Year Experience program, the hiring of a counselor, and the development of a Science Lab, all of which were implemented.
- The Department of Academic Affairs developed the College’s first Academic Master Plan in 2011 and revisited it in 2012.
- Dalton State refined its established comprehensive strategic planning process that incorporates institutional effectiveness in a systematic fashion. Beginning in 2009, the College again began functioning on a three-year cycle. During the first year of the cycle, college-wide and departmental goals were designed. Implementation plans have been prepared annually by school/department chairs and deans to carry out the strategic initiatives and goals set forth in the three-year Strategic Plan.
- The School of Nursing overhauled its curriculum, policies, and procedures to raise NCLEX-RN pass rates that had become stagnant and to reach the BOR benchmark of 90% first-time pass rates established for all system schools. The new curriculum went into effect fall 2009 and was approved by all accrediting bodies before being instituted. Although final information on the pass rate for the class of fall 2011 is not available, the School of Nursing’s most recent figures show an 89% pass rate, an improvement over the previous year’s pass rate of 78%.
- As part of its 2013 reaccreditation efforts, Dalton State developed a Quality Enhancement Plan (QEP) to improve the academic performance of high risk students through learning support English.

Continuing Improvement

To reflect the College’s commitment to continuing improvement in institutional quality, the Dalton State mission is explicit, calling for “*continuous improvement in all aspects of its operations through the use of inclusive, participatory planning and meaningful assessment.*” To this end, as noted in previous sections, Dalton State has in place an extensive planning and evaluation system to document continuing improvement efforts. For instance, a *continuous improvement summary* is built into the strategic planning reporting process whereby vice presidents, deans, and directors provide systematic commentary by analyzing data and experience gained in the current planning period and transferring this knowledge to the next planning period to promote continuous improvement. Some important attributes built into this “closing the loop” mechanism are “Impact on Unit Performance,” “Impact on Unit Goal Attainment,” and “Benefits to the Organization.” The object of the analysis is to build a continuous improvement plan showing how current results will be used to effect improvements in the subsequent planning period, thus documenting the use of results to make improvements related to each goal [125] [126]. Related here is the requirement that academic and administrative department heads document in Section D [Annual Progress in Assessing Division/Department Institutional Effectiveness] of their annual reports any major

changes undertaken as a result of planning and evaluation to improve the College's educational programs, services, and operations. Some recent improvements include the following:

Academic Departments

The School of Business

- In preparation for AACSB accreditation, the school developed an Assurance of Learning Plan that includes evaluation at the program level, major/discipline level, and course level. Faculty members now assess each class every semester.

The School of Education

- After reviewing data required by the various national and state accreditation agencies, the School of Education made the following improvements to its assessment program. The school hired a full-time assessment manager; completed a continuous assessment system, and revitalized its assessment committee.

The School of Liberal Arts

- In 2004, English faculty assessed the end-of-term exit policy for ENGL 1101 and voted to eliminate the end-of-term group graded essay as a requirement and to reduce the weight of the final essay from 50% to 20% of the course grade; in addition, English faculty voted to allow at least three essays to be written out of class, to grade the final essay using Regents' standards, and to change the criteria for failing essays. These changes did not impact the College's fine first-time Regents' essay pass rates and have had positive effects on the college community's perceptions of the English program.

The School of Natural Sciences and Mathematics

- The **School of Natural Sciences and Mathematics** amended its assessment process. Instead of each faculty member assessing his/her classes individually to be filed in assessment notebooks in the dean's office (as well as in each faculty member's assessment notebook), one collective assessment report is submitted each semester for each course taught. Assessment questions were formulated and are included in the final exam of each section for the given course. Results for all sections are collected by one faculty member, and the collective assessment data are reported to the dean.

The School of Nursing

- In 2009, the School of Nursing began using the National League of Nursing's testing package to assess end-of-course and end-of-program student learning. The Comprehensive Nursing Achievement Exam, given at the end of the program, is predictive of student success on the NCLEX-RN exam.

The School of Social Work

- The school developed learning outcome measures for all BSW program objectives. Fully implemented in 2006-07, the school's assessment system now includes multiple measures of the 10 Professional Outcomes stated in its Conceptual Framework.
- As a result of Council on Social Work Education (CSWE) site visitor recommendations, the school transitioned SOWK 3301: Social Work in Health Care into SOWK 3103: Human Behavior in the Social Environment II, replacing a practicum class with a theory class focusing on larger systems.

Administrative Departments

Office of Enrollment Services

- The Office of Enrollment Services established a "One Stop Shop." As of February 2010, the office now physically houses the offices of Admission, Financial Aid, and Registrar under the direction of a new position, an assistant vice president for enrollment and student services.
- Enrollment Services launched DegreeWorks in 2012 to improve student advising and assist students with tracking graduation requirements, easing the process of planning class schedules, tracking communication, and speeding up the advisement process.
- Enrollment Services implemented an electronic catalog process called Acalog in fall 2011, enabling offices college-wide to make changes to their catalog pages each year.

Fiscal Affairs

- The College's Physical Master Plan Update was completed. Utilizing Sasaki Associates as the external consultant, Dalton State now has a realistic 10-year growth plan.
- The College implemented the online self-service function of PeopleSoft HRMS, which allows employees to check their payroll information, review paychecks, and make certain changes to their information.
- In June 2007, Human Resources became its own department with the appointment of the director of Human Resources. The department's initial focus was staff training in sexual harassment, the implementation of an independent department to review and mitigate personnel issues, and the creation of new procedures for hiring employees.
- Dalton State conducted an analysis of its emergency procedures and implemented a variety of improvements. Chief among these were the installation of emergency communication systems in all buildings, a mass communication system via email and cell phones, and enhanced Public Safety officer presence on campus.

Faculty also contribute to the continuing improvement process through their assessment of student learning outcomes. Faculty members record their assessment outcomes, their use of the results to improve educational courses and programs, and the strengths and weaknesses of their courses via the *Academic Outcomes Assessment Plan Summary Report* [127].

In addition, the College conducts periodic ad hoc surveys on targeted topics. Results are used to guide a variety of improvements and policy initiatives. For example, in 2008, in response to a student initiative, the campus community was surveyed concerning whether the institution should become a tobacco-free campus. Based on the results, the College campus became tobacco free in August 2009 [128]. Also, the results of a housing demand analysis and feasibility study conducted by Anderson Strickler in 2008 led to an addition of on-campus student housing [129].

At the same time, Dalton State takes action to improve outcomes in those areas where weaknesses and challenges persist or where programs are not fully meeting expectations, and, therefore, seeks to improve institutional quality through its planning and evaluation efforts. Improvements are followed and documented through the Annual Report accountability process [130]. Sections C and D of the annual report guidelines require that academic and administrative department heads report on progress in institutional/departmental strategic planning goals as well as report progress in assessing institutional effectiveness [131] [132]. Recent reports and institutional challenges currently identify four areas where major improvements are needed: (1) learning support writing [133], (2) retention and graduation rates [134] [135] [136], (3) academic advising [137], and (4) distance education [138] [139] [140].

Learning Support Writing

Because Dalton State has been an open-access institution and will continue to provide broad access, a large percentage of the College's entering students need remediation before enrolling in college courses. Classes in developmental math, English, and reading are offered; students are placed in the classes based on COMPASS scores and may *not* opt out. In researching areas needing improvement during the QEP process, faculty, staff, administrators, and constituents determined that, while student success in all areas of learning support (the University System's term for developmental education) could be improved, the learning support writing class had the lowest exit (success) rates and low rates of success in the subsequent college course (ENGL 1101). Thus, students who enter needing remediation in writing face obstacles to their continued success. Recent changes in the USG learning support policy heighten the obstacles. Furthermore, writing competencies are central to college success and therefore directly tied to reaching the College's strategic goals—for example, Goal IV, "The College will improve student learning and academic support to ensure student success, to improve retention, and to improve graduation rates." Therefore, the QEP is focused on learning support English, but more specifically on student success through the incorporation of technology, smaller class sizes, learning communities, intrusive advising, faculty development, self-directed learning strategies, and better diagnostic and assessment strategies.

Retention and Graduation Rates

Dalton State has identified retention and graduation of its students as areas in need of improvement. The College's continuing effort toward improving retention and graduation rates represents an ongoing challenge as evidenced from University System of Georgia reports. For example, using the most recent data available, the **one-year retention rate** for Dalton State's first-time full-time freshmen for the fall 2010 cohort is 59%. The **bachelor's degree six-year graduation rate** for the fall 2005 cohort is 16%. The College began addressing this problem with its Title III Grant (2003-2009), *Strengthening Institutions Program*, "to improve student outcomes and increase retention through the development and implementation of innovative methods to deliver instruction and its supporting student services in a manner that responds to the educational needs of a nontraditional student body" [141] and has continued its efforts through participation in the Regents' formal initiative to increase retention, progression, and graduation, a state priority and goal. As part of its response to the Regents, the College produced an

Annual Retention & Graduation Rate Improvement Plan to increase retention rates by at least 1.5% per year and timely graduation by at least 1% per year. In 2010, the College also produced a report and presentation to the Regents describing what should be expected over the next three-year period. The first annual progress report to demonstrate yearly progress toward achieving retention and graduation targets was submitted to the Regents' office on December 1, 2011.

In the meantime, the whole campus is aggressively involved in finding ways to improve student retention, progression, and graduation rates. Most recently, the College has

- Developed various institutional plans and goals for improving retention and graduation rates as a part of the *2009-2012 Strategic Plan* and selected improving academic performance of high-risk students as the College's Quality Enhancement Plan topic.
- Established campus committees (e.g., RPG [Retention, Progression, and Graduation]) to devise recommendations focused on improving student retention and graduation rates.
- Implemented an Early Alert System within Banner where faculty can use an online form to report students who are experiencing academic difficulties.
- Instituted the posting of midterm grades by faculty to identify academically weak students and offer remedial assistance.
- Identified courses with high withdrawal and/or failure rates and developed intervention strategies for these.
- Developed two pre-college programs, Summer Bridge and Near Peer, designed to facilitate remediation of a cohort of at-risk students before the fall semester begins. The Summer Bridge program has allowed many students to increase their COMPASS scores and thus move on to a higher level of learning support or to exit altogether.
- Implemented *DegreeWorks* in spring 2011, which allows students and their advisors to map out a successful degree plan promoting better academic progress and scheduling.

Academic Advising

Dalton State also has identified academic advising as another area needing improvement and has tracked student and faculty survey responses and other institutional studies and surveys such as the [National Survey of Student Engagement \(NSSE\)](#) to determine whether inadequate academic advising is contributing to poor retention and graduation rates. The College used its Federal Title III grant to establish an Academic Advising Center designed to improve the consistency of advising by using specially trained advisors. The Academic Advising Center addressed some of the most frequently mentioned concerns by students such as advisors' unavailability, inadequate knowledge of requirements, and lack of concern.

Having identified gaps in academic advising, the College, through the Academic Advising Center and Enrollment Services, has taken steps to address weaknesses through a number of programs, initiatives, and strategies. For example, the Advising Center

- Introduced the use of AdvisorTrac software for scheduling – allowing the ability to schedule appointments and maintain appointment notes to permit continuity with students and to schedule follow-up appointments during each student visit.
- Developed a Peer Advisor Program to work with students who come to the Center for registration, contact students for initial appointments and follow-up appointments, and attempt to reach students who might not be coming into the Center.

Continuous improvement over time will be judged by the extent to which the Advising Center has contributed to improving retention and graduation rates. Benchmark rates have been established by the College at the request of the University System, with the retention objective increasing to 70%. The Department of Enrollment and Student Services began tracking progress during fall 2011, with assessment to be included in future annual reports.

Distance Education

The University System of Georgia encourages Dalton State and the other USG institutions to develop and utilize distance learning technologies. In response, Dalton State College's distance learning program continues to grow, meeting the needs of nontraditional students for whom attending face-to-face traditional classes is impractical. Since the first offerings in fall 2003, online options have increased from 3 to 14 in spring 2011, while hybrids have increased from none to 64 as of spring 2011. As a part of its *2009-2012 Strategic Plan*, the College is seeking to expand access to online and hybrid options to provide alternatives to traditional and nontraditional students alike, to alleviate the College's classroom space needs during peak hours, and to respond to competition from other higher education online institutions [138].

As the course selection, enrollment, and faculty involvement in distance learning grows, improvements and initiatives will be needed to guide and direct the expected growth and to develop an infrastructure to assist with the successful delivery of online and hybrid courses. The institution has begun the tracking and studying of enrollment patterns and course completion rates with the production of an **Annual Distance Learning Profile**. The College's goal is to create more hybrid and online courses/programs to provide optimum access to a variety of student populations and to ensure that these offerings are of the highest quality. At this initial stage, the College has taken some modest steps to increase support for a distance education program.

- An Office of Instructional Technology was created within Academic Affairs in January 2011 to provide support for delivery of online and hybrid courses. This office helps train faculty in effective course development and delivery and is staffed with an instructional technologist to lend technical support to faculty.
- Dalton State now participates in the University System of Georgia eCore program, promising to increase the delivery and diversity of the College's distance learning curriculum. Through eCore, students have the capability of taking more than 50% of the first two years of college completely online.

- The Distance Education Committee provides guidance and assistance with the functionality of the distance learning program. The committee is working with the Educational Technology Center to develop a campus-wide course template for online and hybrid courses to improve accessibility and to provide a uniform appearance.
- The College has begun assessing student learning outcomes for hybrid and online courses as a separate subset of its student learning outcomes assessment program and has begun tracking DWF rates for face-to-face, hybrid, and online courses so that departments and faculty can strengthen delivery systems as necessary.

Conclusion

Dalton State has effective planning and evaluation processes that result in continuous improvement and achievement of its mission. The framework for institutional effectiveness is in place, helping to incorporate regular and systematic cycles of planning and evaluation at the academic program and administrative support services levels. Throughout the past decade, achieving mission-driven strategic goals for Dalton State has also been driven by strategic planning and action in the University System that focused on a number of initiatives, including implementing comprehensive program review; revamping the System's core curriculum; creating global and US perspectives, and critical thinking graduation requirements; updating campus master plans; and establishing retention, progression, and graduation rate improvement plans.

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2.6

Continuous Operation

The institution is in operation and has students enrolled in degree programs.

Judgment

Compliant Partial Compliant Non-Compliant Not Applicable

Narrative

Dalton State College was chartered as Dalton Junior College by the [Board of Regents of the University System of Georgia](#) in July 1963 [1]. Dalton Junior College opened as the 24th unit of the [University System of Georgia](#), which currently consists of 35 units.

Dalton State College has been in continuous operation since its opening in July 1967, as documented by sources such as [USG Enrollment Reports](#) and the College's *Fact Book*. The accreditation of the College by the Commission on Colleges of the Southern Association of Colleges and Schools to award the associate's degree has been continuous since 1969 [2]. Enrollment has also been continuous, growing from 524 students in the fall of 1967 to more than 3,000 students in the fall of 1994 and to 5,485 students by fall 2011 [3]. This growth is documented in the College's *Fact Books*, [USG Ten-Year Enrollment Reports](#), and [other institutional reports](#). Table 2.6-1 shows the enrollment in each of the College's seven schools over the past 10 years.

Table 2.6-1: Ten-year Enrollment by School* [4]

School	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
Business Administration	502	544	591	562	630	729	743	777	796	826
Education	411	439	448	589	639	687	693	676	549	460
Liberal Arts	444	457	512	522	584	666	738	989	1,177	1,113
Natural Sciences and Mathematics	281	314	340	355	392	489	586	791	960	944
Nursing	401	392	471	465	481	524	597	701	769	703
Social Work	59	85	78	83	103	120	127	136	146	144
Technology	1,907	1,922	1,678	1,598	1,414	1,265	1,361	1,570	1,525	1,201

*Excludes undecided/undeclared

A few highlights of Dalton State's enrollment in degree programs are as follows:

- Dalton State has grown substantially and consistently in enrollment throughout its history since its first enrolled class of 524 students in 1967 [5].
- The College has seven schools which offer 80 programs of study to its students as of fall 2011 [4].
- The College has conferred 13,246 degrees and certificates [5].
- Dalton State enrolled its first students in baccalaureate degree programs in 1999 [5].
- By fall 2011, Dalton State has enrolled 116,634 students (FTE) since 1967 [5].

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2.7.1

Program Length

The institution offers one or more degree programs based on at least 60 semester credit hours or the equivalent at the associate level; at least 120 semester credit hours or the equivalent at the baccalaureate level; or at least 30 semester credit hours or the equivalent at the post-baccalaureate, graduate, or professional level. If an institution uses a unit other than semester credit hours, it provides an explanation for the equivalency. The institution also provides a justification for all degrees that include fewer than the required number of semester credit hours or its equivalent unit.

Judgment

Compliant Partial Compliant Non-Compliant Not Applicable

Narrative

Dalton State College operates under a semester credit hour system. All baccalaureate programs require a minimum of 120 semester credit hours. All associate's programs require a minimum of 60 semester credit hours, while all Associate of Applied Science programs require a minimum of 60 semester credit hours and a maximum of 70 semester credit hours. Hybrid and online classes, as well as those offered at off-site locations, used to fulfill graduation requirements are subject to the same rules as face-to-face classes offered on the main campus. These requirements comply with the University System of Georgia's criteria for program length as outlined in the following sections of the USG *Academic Affairs Handbook*:

- Section 2.3.5 (Degree Requirements) [1]
- Section 2.3.7 (Off-Campus and Online Instructional Delivery) [1]
- Section 2.4 (Core Curriculum) [2]

Most baccalaureate degrees at Dalton State require 121-122 semester credit hours, and most associate's degrees require 61-62 credit hours. Students must take a 1-credit physical activity elective, and students sometimes take a 4-credit elective as opposed to a 3-credit elective as part of their core curriculum for natural sciences, mathematics, and technology. The *Dalton State Catalog 2011-2012* provides information regarding the number of semester credit hours needed to graduate from each program as well as information on the core curriculum [3]. Some programs in the fields of education and health have special accreditation requirements as specified by the professional associations governing those fields to account for student teaching hours and clinical hours. Therefore, students must take more semester credit hours to complete their programs. Per the Board of Regents' policy [4], these programs have received special approval by the executive vice chancellor and chief academic officer of the USG to exceed the standard length requirement.

The College also offers certificate and mini-certificate programs, consistent with the College's mission, ranging in length from 9-59 semester credit hours. The *2011-2012 Catalog* provides each program's information [5], including the number of semester credit hours needed to obtain a mini-certificate or a certificate. These requirements comply with the USG Board of Regents' certificate guidelines [6]. A mini-certificate program requires less than 30 semester credit hours and may be completed in less than a year. A certificate program requires 30-59 semester credit hours and may be completed in less than two years. The College's certificate in Licensed Practical Nursing and certificate in Radiologic Technology require more than 59 credit hours because of special requirements mandated by the accrediting bodies in these fields.

The following table presents the credit hour requirements of all degree and certificate programs offered at Dalton State, showing that all baccalaureate programs have at least 120 semester credit hours, all associate's programs at least 60 semester credit hours, and all certificate and mini-certificate programs at least 9 semester credit hours. Dalton State has no post-baccalaureate, graduate, or professional-level programs.

Table 2.7.1-1: Dalton State College Program Lengths [5]

Program Title	Semester Credit Hours
Baccalaureate Degree Programs	
B.B.A. Accounting	122-123
B.S. Biology	121-122
B.S. Chemistry	120-122
B.S. Criminal Justice	121-122
B.S. Early Childhood Education	127-128
B.A. English	121-122
B.A. History	121-122
B.B.A. Management	122-123
B.B.A. Management Information System	122-123
B.B.A. Marketing	122-123
B.S. Mathematics	121
B.S.N. Nursing	120
B.B.A. Operations Management	122-123
B.S.W. Social Work	120-121
B.A.S. Technology Management	122-123
Associate of Arts Degree Programs	
A.A. Communication Studies	61-62
A.A. Economics	61-62
A.A. English	61-62
A.A. Foreign Language	61-62
A.A. General Studies	61-62
A.A. Geography	61-62
A.A. History	61-62
A.A. Political Science	61-62
A.A. Psychology	61-62
A.A. Social Work	61-62

Associate of Science Degree Programs	
A.S. Agricultural and Environmental Sciences	64
A.S. Business Administration	61-62
A.S. Computer Science	61-64
A.S. Criminal Justice	61-62
A.S. Dental Hygiene	60-62
A.S. Early Childhood Education	61-62
A.S. Forestry	63
A.S. General Studies	61-62
A.S. Geology	64
A.S. Health and Physical Education	62-63
A.S. Health Information Management	61-64
A.S. Information Systems	63-64
A.S. Medical Technology	63-64
A.S. Nuclear Medicine Technology	62
A.S. Nursing	61
A.S. Pharmacy	63-64
A.S. Physics/Pre-Engineering	63
A.S. Pre-Dental Hygiene	44
A.S. Radiation Therapy Technology	61-62
A.S. Radiography	61-62
A.S. Respiratory Therapy	62-63
Associate of Applied Science Degree Programs	
A.A.S. Computer Networking and Service Technology	61-62
A.A.S. Computer Operations	63
A.A.S. Industrial Electrical and Electronic Technology	65-69
A.A.S. Integrated Technology Studies	61
A.A.S. Medical Laboratory Technology	74
A.A.S. Medical Office Administration	68
A.A.S. Office and Business Technology	61
A.A.S. Radiologic Technology	99
A.A.S. Respiratory Therapy	87
A.A.S. Supervision	64
A.A.S. Technical Graphics and 3D Design	61-62

Associate of Science in Nursing	
A.S.N. Nursing (RN)	70
Certificate Programs	
Computer Networking and Service Technology	41-42
Computer Operations	43
Industrial Electrical and Electronic Technology	46-49
Licensed Practical Nursing	66
Medical Assisting	49-50
Office and Business Technology	37
Radiologic Technology (2 year certification)	86
Supervision	31
Technical Graphics and 3D Design	49
Mini-Certificate Programs	
Career Development Technology	15-18
A+ Certification	18
Certified Nursing Assistant (CNA)	12
CISCO Professional	15
CISCO Specialist	23
Computer-Aided Drafting (CAD)	15
Industrial Electrical Technology	12
iSeries 400 Application Development	20
Microsoft Windows Networking	23
Multicultural Office Specialist	15
Office Technology	12-15
Personal Computer Applications	14-15
Phlebotomy	20
Small Business Record Keeping	15
Supervision	12-18

Documentation

[1] *USG Academic Affairs Handbook*, Sections 2.3.5 and 2.3.7

[2] *USG Academic Affairs Handbook*, Section 2.4

[3] *Dalton State College Catalog*, 2011-2012: Graduation Requirements, The Core Curriculum

[4] *USG Academic Affairs Handbook*, Section 2.3.1 and 2.3.5

[5] *2011-2012 Catalog: Bachelor's Degree, Associate's Degree, Career Certificates*

[6] BOR Certificate Guidelines

2.7.2**Program Content**

The institution offers degree programs that embody a coherent course of study that is compatible with its stated mission and is based upon fields of study appropriate to higher education.

Judgment

Compliant Partial Compliant Non-Compliant Not Applicable

Narrative**Compatibility of Degree Programs and Mission Statement**

Dalton State's programs of study, which include Bachelor of Arts (BA), Bachelor of Applied Science (BAS), Bachelor of Business Administration (BBA), Bachelor of Science (BS), Bachelor of Science in Nursing (BSN), Bachelor of Social Work (BSW), Associate of Arts (AA), Associate of Science (AS), Associate of Applied Science (AAS), Associate of Science in Nursing (RN), Certificate programs, and Mini-Certificate programs, reflect the College's statement of purpose. As Table 2.7.2-1 shows, part of Dalton State's purpose is to provide access to a full range of degree and certificate programs, and these are listed in the second column.

Table 2.7.2-1: Dalton State Statement of Purpose [1] and Degree Programs [2]

Statement of Purpose	Corresponding Curriculum-Program Type
<p>Dalton State College is dedicated to providing broad access to quality higher education for the population of Northwest Georgia, thereby enhancing the region's economic vitality and quality of life. As an institution of the University System of Georgia, Dalton State College offers targeted bachelor's degrees, a full range of associate's degrees and certificate programs, and a wide variety of public service activities. The College's work is strengthened by partnerships between the College and Northwest Georgia's businesses and industries, governments, and schools.</p>	<p>Bachelor of Arts (BA) Bachelor of Applied Science (BAS) Bachelor of Business Administration (BBA) Bachelor of Science (BS) Bachelor of Science in Nursing (BSN) Bachelor of Social Work (BSW) Associate of Arts (AA) Associate of Science (AS) Associate of Applied Science (AAS) Associate of Science in Nursing (RN) Certificates Mini-certificates</p>

Programs of Study

All programs of study offered by Dalton State are listed in the *Catalog* [2]. The College offers 15 baccalaureate programs (BA, BAS, BBA, BS, BSN, BSW) and 32 associate's programs (AA, AS, RN). Each of these programs is based upon fields appropriate to higher education as evidenced by having satisfied the rigorous review and approval process required by the Board of Regents of the University System of Georgia. The College also offers 11 other associate's programs (AAS), 9 certificate programs, and 14 mini-certificate programs, each of which has satisfied the rigorous review and approval process required by the Technical College System of Georgia.

The Core Curriculum [3]

As prescribed by the University System, every baccalaureate and associate's transfer program is required to contain precisely 42 semester hours of general education comprising Areas A-E, called the Core Curriculum. The University System of Georgia's Core Curriculum is a comprehensive academic program which provides for transfer of freshman and sophomore credit among the 35 colleges and universities in the University System [4].

These hours are accompanied by an Area F comprised of lower-division courses required by the student's major. All 1000- and 2000-level courses completed in the Core Curriculum at any unit of the System will normally transfer to all other units [5]. Students who *complete* an approved Core Curriculum at one institution will receive full transfer credit in the same academic major at all other University System institutions and normally can complete a baccalaureate degree with the same number of credit hours as native students at the receiving institution. Transfer students who change majors or whose grade point average is below that required by the receiving institution may be required to take additional credit hours.

The general distribution of Core Curriculum requirements is as follows:

Table 2.7.2-2: The Core Curriculum Requirements [3]

Area	Area Name	Description	Hours Required
A1	Communication Outcomes	Courses that address learning outcomes in writing in English	At least 6 hours
A2	Quantitative Outcomes	Courses that address learning outcomes in quantitative reasoning	At least 3 hours
B	Institutional Options	Courses that address general education outcomes of the institution's choosing	At least 3 hours
C	Humanities, Fine Arts, and Ethics	Courses that address learning outcomes in humanities, fine arts, and ethics	At least 6 hours
D	Natural Sciences, Mathematics, and Technology	Courses that address learning outcomes in the natural sciences, mathematics, and technology	At least 7 hours. At least 4 of these hours must be in a lab science course
E	Social Sciences	Courses that address learning outcomes in the social sciences	At least 6 hours
F	Lower-Division Major Requirements	Lower-Division courses requires by the degree program and courses that are prerequisites to major courses at higher levels.	18 hours

Additionally, effective fall 2012, the Board of Regents requires [4] students completing Areas A-E to take at least one course to fulfill each of the goals listed in Table 2.7.2-3. Dalton State's listing of courses that satisfy U.S. Perspectives, Global Perspectives, and Critical Thinking were approved by the Academic Council and reviewed and approved by the Board of Regents' Council on General Education [6] [7].

Table 2.7.2-3: Goals

Goal	Description
U.S. Perspectives	Courses that address learning outcomes focused on the United State of America
Global Perspectives	Courses that address learning outcomes focused on countries other than the United States of America
Critical Thinking	Courses that address learning outcomes regarding foundational critical thinking skills

The general education requirement in each program is complemented by additional college-credit courses in the fields appropriate to the degree program. These courses increase in depth, rigor, and critical thinking skills as the coursework moves from lower division to upper division. Baccalaureate programs require a minimum of 120 semester hours, associate's programs require 60 semester hours, and certificate programs require 30-59 semester hours. The number of hours for mini-certificates varies [8]. More information about program length requirements can be found in Section 2.7.1, "Program Length."

Prior to submission of a new course and program proposal to the Academic Council, ad hoc or standing curriculum or program committees review in light of the Board of Regents' requirements for distinguishing lower division courses from upper division courses [9]. Their recommendations are sent to the Academic Council [10] for approval. All new courses in Areas A through F must be reviewed and approved by the appropriate Regents' Academic Advisory Committee, and all courses in Areas A through E must also be reviewed and approved by the Regents' Council on General Education before they can be offered [6]. More detailed information concerning program approval and review can be found in Section 3.4.1, "Academic Program Approval."

Some specialized programs are also accredited by national professional organizations, such as the National League for Nursing Accrediting Commission, the Association to Advance Collegiate Schools of Business, the National Council for Accreditation of Teacher Education, and the Council on Social Work Education. These accreditations ensure that the respective programs abide by national professional standards. Accreditation reports can be found on the College's [Institutional Documents and Resources Webpage](#).

Conclusion

Every degree program at Dalton State College works in alignment with the College's Statement of Purpose and includes fields of study appropriate to higher education. The programs are developed in light of established state and professional standards, and they are continually reviewed to adhere to state law, as well as the standards of national accrediting agencies.

Documentation

- [1] Dalton State Mission Statement
- [2] 2011-2012 *Catalog*, (Bachelor's Degree/Associate's Degree/Career Certificate)
- [3] 2011-2012 *Catalog*, Programs of Study, The Core Curriculum
- [4] BOR Academic Handbook, Section 2.4
- [5] 2011-2012 *Catalog*, Programs of Study, Transfer Rules
- [6] BOR General Education Outcomes (Approved April 25, 2011)
- [7] General Education Learning Outcomes, To Include U.S. Perspectives, Global Perspectives, and Critical Thinking (Board Approved October 26, 2010)
- [8] 2011-2012 *Catalog*, Graduation Requirements
- [9] History Program Design Team Committee Meeting Minutes, September 9, 2008

2.7.3

General Education

In each undergraduate degree program, the institution requires the successful completion of a general education component at the collegiate level that (1) is a substantial component of each undergraduate degree, (2) ensures breadth of knowledge, and (3) is based on a coherent rationale. For degree completion in associate programs, the component constitutes a minimum of 15 semester hours or the equivalent; for baccalaureate programs, a minimum of 30 semester hours or the equivalent. These credit hours are to be drawn from and include at least one course from each of the following areas: humanities/fine arts; social/behavioral sciences; and natural science/mathematics. The courses do not narrowly focus on those skills, techniques, and procedures specific to a particular occupation or profession. If an institution uses a unit other than semester credit hours, it provides an explanation for the equivalency. The institution also provides a justification if it allows for fewer than the required number of semester credit hours or its equivalent unit of general education courses.

Judgment

Compliant Partial Compliant Non-Compliant Not Applicable

Narrative

The University System of Georgia (USG) is strongly committed to a broad general education program at all the institutions in the system. The [General Education in the University System of Georgia Webpage](#) explains that the general education program at USG institutions is comprised of “a group of courses known as the Core Curriculum as well as other courses and co-curricular experiences specific to each institution” [1]. The Core Curriculum trains students in “self-knowledge, self-reflection, critical awareness, and lifelong learning,” with courses focusing on “oral and written communication, quantitative reasoning and mathematics, studies in culture and society, scientific reasoning, and aesthetic appreciation” along with “an understanding of technology, information literacy, diversity, and global awareness” [1]. This ensures all students pursuing undergraduate degrees are provided a breadth of knowledge and an understanding “in the ways that knowledge in various disciplines is interrelated” [1].

The USG Core Curriculum has become the subject of intensive review and study over the last several years, undergoing its most recent revision in October 2009 [2]. The Core Curriculum as it now stands is defined in the Board of Regents’ *Policy Manual*, Section 3.3.1 [3].

The common core curriculum is defined as 42 semester hours of 1000- and 2000-level work—these hours when combined with the 18 hours of Area F major-related courses account for approximately half of the total hours required for a bachelor’s degree. These hours must be distributed in the various areas of study (Areas A-E) as approved by the USG Council on General Education. The five areas are as follows:

- 1) Area A: Communication Skills (at least 6 hours) and Quantitative Skills (at least 3 hours);
- 2) Area B: Institutional Options (at least 3 hours);
- 3) Area C: Humanities, Fine Arts, and Ethics (at least 6 hours);
- 4) Area D: Natural Science, Mathematics, and Technology (at least 7 hours, 4 of which must be in a lab science course); and
- 5) Area E: Social Sciences (at least 6 hours).

The Associate of Applied Science (A.A.S.) degrees and the Associate of Science in Nursing (A.S.N.) degree have 21 hours for general education as shown in this example of the [Associate of Applied Science degree in Radiologic Technology](#). Per Board of Regents policy (3.3.6.2 – Associate Degrees: Career Degrees), these hours are drawn from humanities/fine arts, social/behavioral sciences, and natural science/mathematics.

The new core curriculum that gained approval in October 2009 has the same five areas of general education as the previous core; however, the curriculum now allows for greater flexibility within those areas for each USG institution to tailor courses to its institutional mission. The previous USG core was prescriptive in terms of the exact number of hours in the various areas of the core while the new core curriculum allows for greater flexibility in the number of hours included in each area by a given institution. The core curriculum policy also guarantees that core curriculum courses completed at one USG institution can fully transfer to another USG institution. Further, the new core curriculum policy emphasizes that each institution will meet learning requirements in global perspectives, U.S. perspectives, and critical thinking. The 42 semester hours of courses in Areas A-E constitute the general education requirements of the various associate's degree and bachelor's degree programs.

Due to the changes in the USG core curriculum policy, Dalton State began to consider its existing core in relationship to this policy. The College decided that the existing Areas A-F on campus already meet the new USG policy; however, faculty focused specifically on the newly emphasized global perspectives, U.S. perspectives, and critical thinking aspects of the new USG Core to develop a listing of the various classes in the core that meet those learning requirements. Various faculties involved with the general education program at Dalton State approved the College's "General Education Goals & Outcomes" document, which the Academic Council later approved in July 2010 [4]. Furthermore, the document "Global Perspectives, U.S. Perspectives, and Critical Thinking," which describes the various courses that fulfill the USG core curriculum requirements on global and U.S. perspectives and critical thinking, was also presented to and approved by the Academic Council in July 2010 [4]. The USG requires that each institution submit its general education program and student learning outcomes for the core curriculum and the new overlays (U.S. perspectives, global perspectives, and critical thinking) to the USG Council on General Education for review and approval. In response, the College developed the "Application for General Education Learning Outcomes and Overlay Approval" [5] and the "General Education Learning Outcomes" [6] documents that together describe the approved general education program at Dalton State College [4].

The Dalton State *College Catalog*, available [online](#), provides a specific description of the Core Curriculum.

Substantial Component of Undergraduate Degree

As mentioned above, the USG requires that each major contain 42 semester hours of general education in Areas A-E, and Dalton State meets that requirement in each of its various associate's and bachelor's degree programs. These 42 semester hours constitute a substantial component of the approximately 60 hour (associate's) and approximately 120 hour (bachelor's) degree programs and therefore exceed the SACS requirement of 15 semester hours (associate's) and 30 semester hours (bachelor's) for general education. In Dalton State's associate's programs, general education encompasses a full 70% of the required courses; in the bachelor's programs, general education encompasses more than a third of the required courses. Additionally, the Area F requirements, while specific for the various degrees, often have non-major-specific classes, allowing for a continuing breadth of knowledge for those programs. In the bachelor's degree programs, the various upper-level classes continue to allow students to expand their general education learning, typically within the major discipline courses as well as in other areas of study. The various programs of study at Dalton State all have a focus on critical thinking, written and

verbal communication, quantitative reasoning and mathematics, computer literacy, and global perspectives—ensuring that students receive a complete general education.

Breadth of Knowledge Ensured

The USG Board of Regents' policy, as outlined in the *Policy Manual* Section 3.3.1 [3], requires a balanced distribution of coursework across the various Areas A-E and encompasses at least 6 semester hours in Communication Skills; 3 hours in Quantitative Skills; 6 hours in Humanities, Fine Arts, and Ethics; 6 hours in Natural Science, Mathematics, and Technology; and 6 hours in the Social Sciences. Dalton State's core requirements meet the general education requirements of the USG and SACS by requiring successful completion of the following courses, as stated in the *College Catalog* regarding the General Education Program [7] and illustrated in the [Bachelor of Arts program in History](#):

- A two-course sequence in English composition (6 hours, grades of C or better)
- One class in mathematics (3 hours)
- One class in speech (3 hours)
- Two classes in humanities and/or fine arts (6 hours)
- Two lab science classes (8 hours)
- One additional science, computer science, or mathematics course (3-4 hours)
- One class in American history (3 hours)
- One class in American government (3 hours)
- Two elective courses in social sciences (6 hours)
- One restricted elective class in "Institutional Options," ranging from creative writing, health and wellness, and sports history, among a number of other options (1 hour)
- One PE class with physical activity involved (1 hour)

As shown above, the general education credit hours are drawn from and include at least one course from each of the following areas, as required: humanities/fine arts; social/behavioral sciences; and natural science/mathematics. By BOR policy [8], faculty are responsible for developing all core curriculum courses. The process of curriculum development is detailed in Section 3.4.10, "Responsibility for Curriculum."

Every student at Dalton State who applies for graduation from a degree program is required to have completed the Core Curriculum. Each graduate's academic record is first audited by the College registrar to ensure the Core Curriculum has been completed successfully.

The effectiveness of Dalton State's general education program is systematically and regularly assessed using concrete student learning outcomes. For information concerning the general education evaluation process, please see Section 3.5.1, "General Education Competencies," 3.3.1.1, "Educational Programs," and 4.1, "Student Achievement."

Coherent Rationale

The USG Statement on General Education [1] provides the rationale for the USG general education requirements:

From the origins of intellectual study to the present, general education has been a key to a fulfilling life of self-knowledge, self-reflection, critical awareness, and lifelong learning. General education has traditionally focused on oral and written communication, quantitative reasoning and mathematics, studies in culture and society, scientific reasoning, and aesthetic appreciation. Today, general education also assists students in their understanding of technology, information literacy, diversity, and global awareness. In meeting all of these needs, general education provides college students with their best opportunity to experience the breadth of human knowledge and the ways that knowledge in various disciplines is interrelated.

[...] The attainment of general education learning outcomes prepares responsible, reflective citizens who adapt constructively to change. General education programs impart knowledge, values, skills, and behaviors related to critical thinking and logical problem-solving. General education includes opportunities for interdisciplinary learning and experiences that increase intellectual curiosity, providing the basis for advanced study in the variety of fields offered by today's colleges and universities.

In a similar fashion, Dalton State presents its rationale for the general education program in the *College Catalog* as follows:

The general education program at Dalton State College is designed to help students develop the skills and knowledge necessary for them to be successful in college and with their careers in the future. It provides a breadth of academic experiences across disciplines to help students come to a better understanding of the society in which they live and to adapt effectively to the rapid changes in the local and global world. Further, the program gives students the background necessary to be engaged citizens and self-reflective, lifelong learners.

This statement reflects the coherent rationale that Dalton State has for a general education program that guarantees a breadth of knowledge for graduates. Dalton State graduates have taken a range of classes in the classic areas of a liberal arts education along with the specialty classes found in their specific areas of study, providing the foundational knowledge necessary to live a well-rounded life. The College also follows the USG model of general education, meaning that Dalton State students who transfer after earning a two-year degree will have a broad-based general education that will support their continuing education at their receiving institution. Finally, in fulfillment of its mission, Dalton State echoes the USG conviction that students will have access to an education that encourages them "to be active members within their professions and communities . . . and to look to the future and [their] place in a competitive, global society."

Documentation

- [1] General Education in the University System of Georgia Webpage
- [2] BOR Minutes, October 13th-14th, 2004
- [3] *BOR Policy Manual*, Section 3.3.1, Core Curriculum
- [4] Academic Council Minutes re Revised General Education (Approved July 9, 2010)
- [5] Application for General Education Learning Outcomes and Overlay Approval, March 30, 2011
- [6] General Education Learning Outcomes (Board Approved October 26, 2010)
- [7] *Dalton State 2011-2012 Catalog*, General Education Program
- [8] *BOR Policy Manual*, Section 3.2.4

2.7.4

Coursework for Degrees

The institution provides instruction for all course work for at least one degree program at each level at which it awards degrees. If the institution does not provide instruction for all such course work and (1) makes arrangements for some instruction to be provided by other accredited institutions or entities through contracts or consortia or (2) uses some other alternative approach to meeting this requirement, the alternative approach must be approved by the Commission on Colleges. In both cases, the institution demonstrates that it controls all aspects of its educational program.

Judgment

Compliant Partial Compliant Non-Compliant Not Applicable

Narrative

Dalton State College provides instruction for all course work for at least one degree program at all levels—baccalaureate, associate’s, certificate, and mini-certificate—at which it awards degrees or certificates. The College offers instruction in 15 baccalaureate programs (BA, BAS, BBA, BS, BSN, and BSW) and 43 associate’s programs (AA, AS, AAS, RN). The College also offers instruction in its 9 certificate programs and 14 mini-certificate programs. A full listing of these programs can be found in the *2011-2012 Catalog* [1]. The fall 2009, fall 2010, and fall 2011 class schedules [2] [3] [4] document this instruction as do the course syllabi [5] [6] [7] [8] [9] [10] [11] and the student learning outcome assessment reports [12] [13] [14] [15] [16] [17] [18]. All instruction is provided by full-time or part-time instructors under contract to the College. These instructors are supervised by their respective department chairs or deans. Dalton State College controls the direction, curricula, and methodology of its educational programs.

The College does arrange for some instruction—such as eCore classes, healthcare internships, social work practicums, and education internships—to be provided by other accredited institutions or entities through contracts or consortia. This instruction is monitored and approved by the Commission on Colleges, and the instruction is under the College’s control via written agreements. These arrangements are documented in Section 3.4.7, “Consortial relationships/contractual agreements.”

Documentation

[1] 2011-2012 *College Catalog*, (Bachelor’s Degree/Associate’s Degree/Career Certificate)

[2] Fall 2009 Class Schedule

[3] Fall 2010 Class Schedule

[4] Fall 2011 Class Schedule

[5] Syllabus Example - School of Business (BUSA 3060 - Business Law, Fall 2008)

[6] Syllabus Example - School of Education (EDUC 2120 - Exploring Socio-Cultural Perspectives, Fall 2010)

[7] Syllabus Example - School of Liberal Arts (ENGL 1101 - English Composition I, Fall 2011)

[8] Syllabus Example - School of Natural Sciences and Mathematics (BIOL 1107 - Principles of Biology, Fall 2011)

[9] Syllabus Example - School of Nursing (NURS 1113 - Nutrition, Fall 2011)

[10] Syllabus Example - School of Social Work (SOWK 4998-99 - Practicum and Seminar in Social Work (Fall 2011 & Spring 2012)

[11] Syllabus Example - School of Technology (CAPS 1101 - Introduction to Computers, Spring 2011)

- [12] Assessment Report Example - School of Nursing (NURS 1103 - Fundamentals of Nursing II, Fall 2006)
- [13] Assessment Report Example - School of Business (BUSA 2106 - Environment of Business, Fall 2007)
- [14] Assessment Report Example - School of Education (EDUC 3263 - Teaching Content & Process in Language Arts Education, Fall 2008)
- [15] Assessment Report Example - School of Social Work (SOWK 2101 - The Profession of Social Work, Spring 2008)
- [16] Assessment Report Example - School of Liberal Arts (ENGL 2111 - World Literature, Fall 2009)
- [17] Assessment Report Example - School of Natural Sciences & Math (MATH 3703 - Geometry for P-8 Teachers, Fall 2010)
- [18] Assessment Report Example - School of Technology (RESP 2220 - Clinical Practicum III, Spring 2011)

2.8

Faculty

The number of full-time faculty members is adequate to support the mission of the institution and to ensure the quality and integrity of each of its academic programs.

Judgment

Compliant Partial Compliant Non-Compliant Not Applicable

Narrative

Dalton State College maintains appropriate numbers of full-time faculty members to support its mission and to maintain the integrity and quality of the programs offered by the College.

Dalton State has experienced significant increases in enrollment in recent years, as shown by Table 2.8-1. However, the College is still committed to providing the same high quality education to its students since its inception in 1967.

Table 2.8-1: 2005-2011 Comparison of Full-Time Faculty Changes and Student Enrollment (Headcount) Changes [1] [2]

Year	Fall Headcount	Change in Fall Headcount (from previous year)	Number of Full-Time Faculty	Change in Full-Time Faculty (from previous year)
2005	4267	--	125	--
2006	4349	2.0%	128	2.4%
2007	4532	4.2%	129	0.8%
2008	4957	9.4%	141	8.5%
2009	5722	15.4%	151	7.1%
2010	5988	4.0%	162	8.0%
2011	5485	-8.4%	170	4.9%

Total increase from Fall 2005 - Fall 2011	1218	28.5%	45	32.0%
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*Deans and chairs are included as full-time faculty.

Increase in enrollment naturally leads to a need for additional faculty members. As shown in Table 2.8-1, the administration of Dalton State has been responsive to this need despite cutbacks in state funding. The increase in full-time faculty was slightly greater than the increase in student enrollment, indicating that Dalton State is proactive and responds to increases in enrollment. The student-to-full time faculty ratio changed very little from 2005 to 2011, from 34.1:1 to 32.2:1 (approximately 6%). The College deactivated several technical programs, and the loss of full-time faculty positions dedicated to those programs caused the overall increase in the numbers of full-time faculty to appear slower. In actuality, the College gained additional full-time faculty members in other schools to satisfy the changing nature of its student population.

Generally, the increase in full-time faculty members was seen across all schools and programs, as shown by Table 2.8-2. This information was provided by the deans of each school as of fall 2011. Since faculty members may teach in multiple programs at once, combined program totals may not equal school totals. In addition, some programs (e.g., the bachelor's degrees in English, chemistry, criminal justice, and history) were not established until 2009, so there are no comparison numbers available.

Table 2.8-2: 2005-2011 Full-Time Faculty Changes in Each Program

School	Number of Full-Time Faculty (year)		Change in Full-Time Faculty (2005-2011)
	2005	2011	
Business Administration	11	20	82%
• Accounting, BBA	n/a	4	-
• Management, BBA	3	3	0%
• Management Information Systems, BBA	2	3	50%

• Marketing, BBA	1	2	100%
• Operations Management, BBA	2	2	0%
• Technology Management, BBA	11	20	82%
• Economics, AA	2	2	0%
• Business Administration, AS	5	6	20%
Education	6	13	117%
• Early Childhood Education, BS	6	13	117%
• AS Early Childhood Education	6	5	-17%
Liberal Arts	37	59	59.5%
• Criminal Justice, BS	n/a	2	-
• English, BA	n/a	22	-
• History, BA	n/a	8	-
• AA Transfer	37	59	59.5%

Natural Sciences and Mathematics	25	41	64.0%
• Biology, BS	n/a	24	-
• Chemistry, BS	n/a	20	-
• Mathematics, BS	n/a	28	-
• AS Transfer	25	41	64%
Nursing	8	9	12.5%
• Nursing, ASN	8	9	12.5%
Social Work	4	5	25%
• Social Work, BSW	4	5	25%
• Social Work, AA	4	5	25%
Technology**	28	19	-25.0%
• Computer Networking and Service Technology, AAS	3	2	-32%*
• Computer Operations, AAS	1	1	0%
• Industrial, Electrical, and Electronic Technology, AAS	2	1	-50%*

• Integrated Technology Studies, AAS	1	1	0%
• Medical Office Administration, AAS	2	2	0%
• Office and Business Technology, AAS	4	2	-50%*
• Supervision, AAS	2	1	-50%*
• Technical Graphics and 3D Design, AAS	1	1	0%
• Medical Laboratory Technology, AAS	1	1	0%
• Radiologic Technology, AAS	2	2	0%
• Respiratory Therapy, AAS	2	2	0%
• Computer Networking and Service Technology, CERT	3	2	-33%*
• Computer Operations, CERT	1	1	0%
• Industrial, Electrical, and Electronic Technology, CERT	2	1	-50%*

• Licensed Practical Nursing, CERT	5	5	0%
• Medical Assisting, CERT	2	2	0%
• Office and Business Technology, CERT	4	2	-50%*
• Radiologic Technology, CERT	2	2	0%
• Supervision, CERT	2	1	-50%*
• Technical Graphics and 3D Design, CERT	1	1	0%

*Deans and chairs are included as full-time faculty.

**School of Technology Note: Because of budget constraints, full-time faculty are being supplemented with part-time faculty.

The School of Technology was the only school to see a decrease in full-time faculty. Over the past several years, the School of Technology deactivated or terminated a number of programs, thus decreasing the need for full-time faculty.

The greatest increases in full-time faculty were in the School of Liberal Arts and the School of Natural Sciences and Mathematics. These increases were due to an increased need for general education courses for the College's growing student body and due to the addition of baccalaureate programs in both schools (three new bachelor's programs were added to each school). To increase the number of full-time faculty teaching in the criminal justice program, the College will add two new full-time faculty members by fall 2012.

Despite the added pressures a growing student population presents to any college or university, Dalton State has maintained a stable ratio of full-time to part-time faculty members. As of fall 2011, the College employs 170 full-time faculty (68.0%) and 80 part-time faculty (32.0%) [2]. These percentages are more favorable than the average for all State Colleges in the University System of Georgia, 64.0% full-time faculty and 36.0% part-time faculty [3].

As shown by Table 2.8-3, during fall 2011, on average the College's full-time faculty taught 89.3% of the courses taught. All academic schools had at least 74.1% of their courses taught by full-time faculty. In terms of courses taught, the breakdown of full-time faculty use by school is shown later in Table 2.8-4 and Table 2.8-5. This information was provided in fall 2011 by the College's Office of Computing and Information Services.

Table 2.8-3: Percentage of Credit Hours (Combined Lower and Upper Level)

Taught by Full-time Faculty Within Each School at Dalton State College by Term Fall 2009-Fall 2011

School	Fall 2009	Spring 2010	Fall 2010	Spring 2011	Fall 2011
Business	91.5%	92.9%	93.2%	97.8%	96.6%
Education	91.5%	88.7%	97.7%	83.0%	91.8%
Liberal Arts	76.8%	74.8%	78.5%	79.2%	88.3%
Nursing	100.0%	100.0%	100.0%	100.0%	100.0%
Natural Sciences and Mathematics	72.9%	70.2%	86.0%	82.4%	86.1%
Social Work	100.0%	82.3%	82.0%	84.2%	91.6%
Technology	74.4%	60.2%	71.1%	72.6%	74.1%
Average	86.7%	81.3%	86.9%	85.6%	89.8%

As shown below in Tables 2.8-4 and 2.8-5, in spring 2011 and fall 2011, the majority of the courses within a major area or program content area were taught by full-time faculty. The percentages ranged from 51% to 100%, with most departments having greater than 80% of their major content courses taught by full-time faculty members. The School of Technology has the lowest percentage of credit hours taught by full-time faculty; budget restraints and declining interest in some majors necessitate a greater percentage of part-time faculty. This information was provided in fall 2011 by the College's Office of Computing and Information Services.

Table 2.8-4: Percentage of Credit Taught by Full-time Faculty and Part-time Faculty in Each Program (Spring 2011)

Dalton State College	Number and Percent of Student Undergraduate Credit Hours Taught by Full-time Faculty in Each Major or Program*		Number and Percent of Student Undergraduate Credit Hours Taught by Part-time or Adjuncts in Each Major or Program*		Number and Percent of Student Graduate Credit Hours Taught by Full-time Faculty in Each Degree Program	Number and Percent of Student Graduate Credit Hours Taught by Part-time or Adjuncts in Each Degree Program
Business Administration					<p align="center">Not Applicable</p> <p align="center">Dalton State College does not offer graduate programs.</p>	
• Accounting, BBA	2050	91.76%	184	8.24%		
• Management, BBA	2370	86.69%	364	13.31%		
• Management Information Systems, BBA	669	89.68%	77	10.32%		
• Marketing, BBA	891	88.83%	112	11.17%		
• Operations Management, BBA	190	96.94%	6	3.06%		
• Technology Management, BAS	150	86.21%	24	13.79%		
• Business Administration, AS	995	82.10%	217	17.90%		

Education				
• Early Childhood Education, BSED	4145	75.36%	1355	24.64%
• Early Childhood Education, AS	193	73.11%	71	26.89%
Liberal Arts				
• Criminal Justice, BS	1883	74.99%	628	25.01%
• English, BA	1408	88.11%	190	11.89%
• History, BA	1615	85.49%	274	14.51%
• AA Degrees	4711	78.28%	1307	21.72%
Natural Sciences and Mathematics				
• Biology, BS	2439	86.83%	370	13.17%
• Chemistry, BS	393	87.92%	54	12.08%
• Mathematics, BS	776	86.80%	118	13.20%
• AS Degrees	5024	80.59%	1210	19.41%
Nursing				
• Nursing, ASN	5657	82.57%	1194	17.43%

Social Work				
• Social Work, BSW	1026	73.50%	370	26.50%
• Social Work, AA	133	68.91%	60	31.09%
Technology				
• Computer Networking and Service Technology, AAS	460	68.05%	216	31.95%
• Computer Operations, AAS	157	73.02%	58	26.98%
• Industrial, Electrical, and Electronic Technology, AAS	262	68.23%	122	31.77%
• Medical Office Administration, AAS	317	72.71%	119	27.29%
• Office and Business Technology, AAS	120	70.59%	50	29.41%
• Technical Graphics and 3D Design, AAS	237	50.75%	230	49.25%
• Medical Laboratory Technology, AAS	356	76.07%	112	23.93%
• Radiologic Technology, AAS	1079	82.87%	223	17.13%
• Respiratory Therapy, AAS	453	91.15%	44	8.85%
• Computer Networking and Service Technology, CERT	362	66.30%	184	33.70%
• Computer Operations, CERT	224	78.60%	61	21.40%
• Industrial, Electrical, and Electronic Technology, CERT	395	71.56%	157	28.44%

• Licensed Practical Nursing, CERT	1591	79.31%	415	20.69%	
• Medical Assisting, CERT	602	57.72%	441	42.28%	
• Office and Business Technology, CERT	222	64.16%	124	35.84%	
• Radiologic Technology, CERT	207	67.43%	100	32.57%	
• Technical Graphics and 3D Design, CERT	96	58.18%	69	41.82%	

*includes general education credit hours which are required to complete majors or programs

Table 2.8-5: Percentage of Credit Taught by Full-time Faculty and Part-time Faculty in Each Program (Fall 2011)

Dalton State College	Number and Percent of Student Undergraduate Credit Hours Taught by Full-time Faculty in Each Major or Program*		Number and Percent of Student Undergraduate Credit Hours Taught by Part-time or Adjuncts in Each Major or Program*		Number and Percent of Student Graduate Credit Hours Taught by Full-time Faculty in Each Degree Program	Number and Percent of Student Graduate Credit Hours Taught by Part-time or Adjuncts in Each Degree Program		
Business Administration					Not Applicable Dalton State College does not offer graduate programs.			
• Accounting, BBA	2089	91.06%	205	8.94%				
• Management, BBA	2869	89.54%	335	10.46%				
• Management Information Systems, BBA	609	90.49%	64	9.51%				
• Marketing, BBA	1020	90.91%	102	9.09%				
• Operations Management, BBA	189	93.10%	14	6.90%				
• Technology Management, BAS	170	87.63%	24	12.37%				
• Business Administration, AS	973	87.11%	144	12.89%				

Education				
• Early Childhood Education, BSED	3828	82.13%	833	17.87%
• Early Childhood Education, AS	226	78.75%	61	21.25%
Liberal Arts				
• Criminal Justice, BS	2287	83.77%	443	16.23%
• English, BA	1534	89.39%	182	10.61%
• History, BA	1534	88.16%	206	11.84%
• AA Degrees	4916	84.03%	934	15.97%
Natural Sciences and Mathematics				
• Biology, BS	2966	88.30%	393	11.70%
• Chemistry, BS	517	94.34%	31	5.66%
• Mathematics, BS	942	91.10%	92	8.90%
• AS Degrees	5794	87.64%	817	12.36%
Nursing				
• Nursing, ASN	5981	88.53%	775	11.47%

Social Work				
• Social Work, BSW	1220	87.83%	169	12.17%
• AA Degrees	94	70.15%	40	29.85%
Technology				
• Computer Networking and Service Technology, AAS	551	80.20%	136	19.80%
• Computer Operations, AAS	174	84.06%	33	15.94%
• Industrial, Electrical, and Electronic Technology, AAS	285	67.54%	137	32.46%
• Integrated Technology Studies, AAS	16	72.73%	6	27.27%
• Medical Office Administration, AAS	261	76.76%	79	23.24%
• Office and Business Technology, AAS	103	66.45%	52	33.55%
• Supervision, AAS	195	79.92%	49	20.08%
• Technical Graphics and 3D Design, AAS	294	68.69%	134	31.31%
• Medical Laboratory Technology, AAS	308	67.99%	145	32.01%
• Radiologic Technology, AAS	1089	86.02%	177	13.98%
• Respiratory Therapy, AAS	492	93.89%	32	6.11%
• Computer Networking and Service Technology, CERT	308	77.78%	88	22.22%

• Computer Operations, CERT	164	92.13%	14	7.87%
• Industrial, Electrical, and Electronic Technology, CERT	168	59.36%	115	40.64%
• Licensed Practical Nursing, CERT	1460	86.24%	233	13.76%
• Medical Assisting, CERT	788	74.13%	275	25.87%
• Office and Business Technology, CERT	183	65.59%	96	34.41%
• Radiologic Technology, CERT	234	73.82%	83	26.18%
• Supervision, CERT	356	58.65%	251	41.35%
• Technical Graphics and 3D Design, CERT	49	80.33%	12	19.67%

*includes general education credit hours which are required to complete majors or programs

Qualifications of Faculty

The College strives to recruit faculty who have earned a Ph.D. or terminal degree in their teaching discipline. In fact, the first core commitment in the [College's mission statement](#) is the "selection, support, and development of a talented, caring faculty and staff dedicated to scholarship and creating an open, cooperative, technologically enhanced learning environment."

At minimum, all faculty are generally required to hold a master's degree [4]. There are, however, exceptions with respect to the qualifications of faculty hired to teach associate's-level programs and learning support courses or to fill lecturer positions. In these cases, a doctoral degree may be preferred but not necessarily required. All full-time faculty and part-time faculty are closely screened prior to employment to ensure they meet or exceed SACS accreditation guidelines for the courses they are teaching.

Currently, 58.8% of the full-time faculty members at Dalton State have earned a doctorate degree, as shown in Table 2.8-6. This is higher than the average for State Colleges in the University System of Georgia, which is 49.9% [5].

Table 2.8-6: 2005 – 2011 Comparison of Full-Time Faculty Holding Doctorate Degrees [6]

Year	Number of Full-Time Faculty	Number of Full-time Faculty with a Doctorate Degree	Percentage of Full-time Faculty with a Doctorate Degree
2005	125	66	52.8%
2006	128	67	52.3%
2007	129	74	57.4%
2008	141	84	59.6%
2009	150	92	61.3%
2010	162	100	61.7%
2011	170	100	58.8%

*Deans and chairs are included as full-time faculty.

Dalton State College faculty members are well qualified and productive in the areas of teaching, professional development, student activities, and service. These achievements are documented in each faculty member's personal annual report [7], and a number Dalton State faculty members have received honors related to their teaching and professional development, such as the [Georgia Professor of the Year Award](#).

Dalton State College continues to ensure the quality and develop the skillset of its faculty members by providing professional development opportunities. The [Teaching and Learning Center](#) in particular offers many opportunities for faculty to improve/enhance teaching by participating in book groups, conferences, and meetings and accessing resources and more. For more information concerning the professional development of faculty members, see Section 3.7.3, "Faculty Development."

Faculty and Off-Campus Instructional Site

Since the Gilmer County Center is not operated as a separate branch campus but as an off-campus instructional site, full-time and part-time faculty who regularly teach on the main campus also teach at this off-campus site as part of their normal teaching load at Dalton State. Thus, as required by the Commission on Colleges, all full-time and part-time faculty teaching at the Center meet the same criteria for professional qualifications as those teaching on the main campus. These faculty will, for the most part, be either tenured or tenure-track faculty. No classes are currently being offered at the Dalton State East off-campus site; the facility is now home to the College's Adult Education program.

Documentation

- [1] *2011-2012 Fact Book*, Ten-Year Historical Trend
- [2] *2011-2012 Fact Book*, Instructional Faculty Statistical Summary
- [3] 2008 USG Faculty by Classification
- [4] DSC Statutes, Article VI, J3
- [5] USG Faculty by Highest Degree Awarded
- [6] *2011-2012 Fact Book*, Instructional Faculty Statistical Summary
- [7] Sample Faculty Member Annual Report – Dr. Kerri Allen

2.9

Learning Resources and Services

The institution, through ownership or formal arrangements or agreements, provides and supports student and faculty access and user privileges to adequate library collections and services and to other learning/information resources consistent with the degrees offered. Collections, resources, and services are sufficient to support all its educational, research, and public service programs.

Judgment

Compliant Partial Compliant Non-Compliant Not Applicable

Narrative

The [Derrell C. Roberts Library](#) commands a variety of media for the Dalton State community and the community at large and provides and supports student and faculty access to adequate resources. Students, faculty, and other library patrons may choose from a range of traditional library information services, library instruction, and the services of a state-of-the-art library: including e-books, technology services, computer labs, and copying services, as well as online library guides and online chat assistance. These services are available at the main campus and both of the off-campus instructional sites at Gilmer County Center and Dalton State East through a combination of on-site facilities, online services, and cooperative agreements with other libraries in Georgia and the network of libraries across the United States and are sufficient to support all its educational, research, and public service programs.

The mission [1] of Roberts Library includes the objectives of

- providing ready and open access to an excellent, balanced collection of information resources and services that support and augment the classroom experience and promote high levels of student learning through freedom of inquiry and access to information;
- employing both current and emerging technologies to support and enhance both instruction and student and faculty research to create a rich atmosphere of choice and learning;
- cultivating a supportive learning environment that promotes student achievement by enhancing instructional and individual excellence; providing service from professional, qualified librarians, and staff who are committed to meeting the needs of students, faculty, and staff;
- supporting the College's online and hybrid classes and extended site classes;
- collaborating with other members of the College community to pursue cooperative collection development, engage patrons, and enable and support faculty scholarly pursuits;
- providing continuous planning and assessment, staff development, and technical assistance to meet the needs of all college and community patrons;
- cooperating with other System institutions, state agencies, public libraries, local schools and technical institutes, and business and industry, in sharing physical, human, and information resources to expand programs available to the citizens of Georgia.

Roberts Library supports the College mission and goals both by providing a rich, varied collection of text, media, online, and electronic resources and by employing a professional staff who provide library services and assist users in the areas of reference, information literacy, and circulation. Faculty satisfaction with the Library's resources is high. The most recent Library Satisfaction Survey [2] shows that 97% of faculty said that Derrell C. Roberts Library's resources are either fully or partially sufficient to support the College's educational programs. The annual Graduating Student Survey also demonstrates student satisfaction with these library services. Since 2006, Roberts Library services have ranked first among the all campus departments evaluated by graduating students. These students described themselves approximately 90% of the time as either "satisfied" or "very satisfied" with Library services. The results of the past five years' Graduating Student Surveys [3] [4] [5] [6] [7] are listed in Table 2.9-1 below:

Table 2.9-1: Graduating Student Survey Results
Satisfaction with Library Services, 2006-2010

	2006	2007	2008	2009	2010
Satisfied	52.2%	58.8%	53.3%	50%	41.5%
Very Satisfied	38.8%	35.6%	36.8%	43.6%	51%
Combined	91%	94.4%	90.1%	93.6%	92.5%

Access to Library/Information Resources

Main Campus

The collections of the Derrell C. Roberts Library at Dalton State College include 137,475 print volumes, about 386 current periodical and newspaper subscriptions, 10,205 media titles, 59,609 e-books, and numerous electronic resources. Additionally the Library houses over 20,336 federal government documents as the designated documents depository for the 9th U.S. Congressional District of Georgia [8].

After renovation in 2002, the Roberts Library facility expanded to 59,323 square feet with nine group study rooms, two computer and video projector-equipped classrooms, and 40 computers for both student and public use. In fall 2006, the Learning Commons was opened for students with an additional 48 computers. The Commons offers MS Office, XP, Internet, and lab applications. Within the Learning Commons is a Practice Studio equipped with a computer and video projector and a video camera so students can practice PowerPoint presentations and tape themselves for evaluation. Roberts Library offers 10 wireless laptops, printers and photocopiers, two scanners, and a color printer for student use.

Roberts Library is open six days a week. The hours during semesters are Monday–Thursday from 7:30 am–8:00 pm, from Friday 7:30 am–5:00 pm, and Sunday from 1:00 pm–7:00 pm. Reference librarians provide immediate service in the Learning Commons and the main library 79.5 hours per week, assisting users in locating articles, videos, or books in-house or from other libraries. A LibAnswers Webpage, along with a library email address (AskALibrarian@daltonstate.edu), is available on the [Roberts Library home](#)

page so that librarians may offer guidance at a distance, as well. In addition, an SMS phone number is provided which allows students to text questions to the reference librarian Monday-Friday, 8:00 am-5:00 pm. The staff consists of five librarians (including the library director) and four support staff. More information concerning library staff can be found in Section 3.8.3, "Library and Other Learning Resources: Qualified Staff."

Off-campus Sites

Roberts Library provides services and resources to its distance learners at the Gilmer and Dalton State East off-campus instructional sites equal to the services and resources provided to students and faculty who can physically visit the Roberts Library. All the Roberts Library electronic resources are available both on- and off-campus, from faculty offices and from students' homes through the MyDaltonState portal, providing 24/7 access to these resources. **GALILEO (Georgi**A** LIbrary **L**Earning **O**nline)** has over 200 databases providing full-text coverage for over 127,000 journals, newspapers, and magazines. **GIL-Find**, the revised version of the online catalog, offers new tools such as tagging, texting, RSS feeds, adding comments, and thumbprints of book covers. Books, journals, microform, and videos in the library collection can be located using the GIL-Find online catalog both on- and off-campus. Roberts Library also has a collection of electronic books which are available both on- and off-campus through GIL and GALILEO. The e-book collection currently includes 59,609 titles in several disciplines.

Students and faculty can access all electronic resources from the computer labs and classrooms at the Gilmer and Dalton State East sites. The Dalton State East site houses 10 instructor classroom workstations and 33 lab workstations (including one instructor workstation). The Gilmer site has six instructor classroom workstations and 37 lab workstations (including one instructor workstation).

Students also have access from home and other off-campus locations with their MyDaltonState username and password. Another option for off-campus access to databases and journal articles is the GALILEO password, which can be found on the online library catalog (GIL). Using the **GIL@DSC online library catalog**, students and faculty may easily determine the availability of Dalton State's print, media, and electronic resources; renew items; or request books through GIL Express. The **GIL Universal Catalog** allows all USG students to access books in any library collection within the University System of Georgia. Eligible patrons can initiate GIL Express loans either as a "walk-in" patron or remotely through the GIL Universal Catalog. Books are delivered to the Roberts Library in about four business days to be picked up by the requesting student or to be taken to the Gilmer County Center site or the Dalton East site. Faculty and students may also visit any USG library and check out materials with their Dalton State ID cards. **Interlibrary Loan** is another option for obtaining materials from other libraries. An online **interlibrary loan form** is available on the Roberts Library Website.

The reference librarians also provide an SMS messaging service during library hours. The library's SMS phone number is available from the Library's **LibAnswers page**. Links for the Roberts Library Facebook page and the Library Blog are available on the Roberts Library home page, as well. An additional email service, Ask-A-Librarian, is noted on the library home page, and a phone number (706.272.4575) is posted on the Web page and on library handouts for reference questions. The librarians often help students by phone with the off-campus login to GALILEO and MyDaltonState. In addition, librarians visit the Gilmer and Dalton State East sites for library instruction classes and workshops when requested by faculty. Finally, the Roberts Library home page has a **Distance Learning Resources** link. Under this link, the following topics are listed: Extended Campus Students, Research Resources, Public Library Partners, Off-Campus Access to EBSCOhost eBooks, Off-Campus Access to GALILEO & DSC Databases,

Recommended Internet Sites, and Services. These links provide helpful information and instructions on how to access library resources and services off-campus.

Formal Agreements

Distance learning and off-campus students can receive assistance at community partner libraries in the region. For instance, Dalton State College has a Memorandum of Understanding [9] with the Northwest Georgia Regional Library System (NGRL), which includes the Dalton-Whitfield Library. The NGRL system holdings include 309,592 volumes (books and serials), 103 subscriptions, 7,727 videos, and 8,744 audio materials. The Dalton-Whitfield Library holdings include 181,682 volumes. Both the physical resources and the electronic resources support the Dalton State East site.

Dalton State College also has a Memorandum of Understanding [10] with the Sequoyah Regional Library (SRL), which includes the Gilmer County Public Library and the Pickens County Public Library. The SRL system holdings include over 291,000 volumes, 506 subscriptions, and 3,100 videos. The library holdings include 78,975 print materials and 248 serial subscriptions.

The College has another Memorandum of Understanding [11] with the Georgia Highlands College Library. The Georgia Highland College Library holdings include a collection of nearly 70,000 books, approximately 35,000 electronic books, 250 magazines, journal and newspaper titles, and thousands of tapes and videos.

Dalton State students in Floyd, Walker, Polk, Gordon, Whitfield, and Murray counties benefit from the Library's Memorandum of Understanding [12] with Georgia Northwestern Technical College, which has branches in each county. GNTC library holdings total over 20,000 books and 158 serials.

The College's other Memorandum of Understanding [13] is with the University of West Georgia Library, which includes over 412,000 books and 4,500 serial subscriptions.

These agreements cover reference services; reserve materials; computer access to GALILEO, GIL Express, and the Roberts Library Website; and interlibrary loan. College faculty members are encouraged to submit requests for materials to support the courses at both distance sites. The electronic databases and journals of GALILEO, the e-books, and the resources accessed through the Universal Catalog supplement the physical holdings of Roberts Library. These services open up a wealth of materials to students at the main campus of Dalton State College, as well as both off-campus instructional sites. The depth and breadth of electronic resources available serve all off-campus students well.

Support Services to Students and Faculty Members

Reference Services

The library has five librarians, including the library director. Reference librarians are on hand to assist patrons at all times the library is open. The College's librarians identify library resources that are of potential use to patrons, explain and instruct on the use of specific information tools, assist with searching electronic databases, offer group instruction to classes, provide workshops on a variety of topics, and provide library orientation sessions for freshman students and new faculty members. The librarians also use social media, such as Facebook, Library Blog, and SMS messaging, to provide general advice on using the library and its resources and to allow students and faculty members to easily contact librarians.

Circulation Services

All of the library's collections are available for use within the library, and more than 85% of library materials circulate, available for checkout by students, faculty, and, in some cases, community patrons. All students may borrow an unlimited number of books for three weeks; faculty and staff may borrow items for a full semester. All students, staff, and faculty must present a current college ID card to borrow materials. Library users may check their online records to view their accounts' status; they can view any items they have currently checked out, renew items, and view holds and fines. Community users with a valid Georgia driver's license may apply for a library card and check out books for two weeks.

Bibliographic Instruction

Faculty members may arrange a library instruction session by contacting the reference/instructional librarian responsible for scheduling classes or by completing the online [Library Instructional Request form](#) posted on the library's Webpage.

The wireless classroom, located on the first floor of the library, is complete with 28 laptops, computer projector, and whiteboard. This room provides an ideal and dedicated setting for library instruction sessions. Upon request, librarians may also visit the classrooms on campus and travel to the Gilmer and Dalton East sites. Each year the number of requests for library instruction increases. For 2009-2010 there was a 24% increase in library instruction classes, which numbered 150 classes with 3,381 students [14].

Interlibrary Loans and GIL Express

Dalton State students, faculty, and staff may request books, periodical articles, and other materials from other libraries. These same patrons can also request books from University System of Georgia Libraries through GIL Express. Most materials are received in 4 days; journal articles are increasingly being delivered electronically.

Library Website

The Roberts Library maintains a comprehensive [Website](#). Students and faculty are able to access a variety of support services and all the electronic resources. The Website also provides contact information for every library staff member. Additionally, the [Library Guides](#) section provides online guides to aid students in researching every discipline at the College.

Academic Labs

Dalton State College also hosts the Math and Science Learning Center and the Writing Lab, both of which are important learning resources open to students, faculty, and staff. The Math and Science Learning Center provides students with tutoring and support in the areas of mathematics and natural sciences. Assistance is provided in each of the subjects taught by the School of Natural Sciences and Mathematics and is available at all levels. Practice exams for the learning support mathematics exit test are available. Additional information can be found at the [Math Lab/Science Learning Center Webpage](#). The Writing Lab offers students assistance and tutoring for all levels of English composition courses, preparation for end-of-term English and reading Compass exit exams, and assistance with advanced writing tasks for all subjects throughout the College (including assistance with literature reviews, research/term papers, reports, documentation, and bibliography/reference citations). The Writing Lab [Website](#) offers practice materials for English and reading classes and for exit testing and is

accessible from all campus locations. More information concerning the Math and Science Learning Center, as well as the Writing Lab, is available in Section 3.4.9, "Academic Support Services."

Documentation

- [1] Roberts Library Mission Statement
- [2] 2010 Faculty Library Survey
- [3] 2006 Graduating Student Survey
- [4] 2007 Graduating Student Survey
- [5] 2008 Graduating Student Survey
- [6] 2009 Graduating Student Survey
- [7] 2010 Graduating Student Survey
- [8] *Library Services 2010-2011 Annual Report*
- [9] NGRL Memorandum
- [10] SRL Memorandum
- [11] Georgia Highlands Memorandum
- [12] GNTC Memorandum
- [13] UWGL Memorandum
- [14] *Library Services 2009-2010 Annual Report*

2.10

Student Support Services

The institution provides student support programs, services, and activities consistent with its mission that are intended to promote student learning and enhance the development of its students.

Judgment

Compliant Partial Compliant Non-Compliant Not Applicable

Narrative

Dalton State's mission contains the following core commitment [1]:

2) excellence in a learning environment dedicated to serving a diverse student body, promoting high levels of student achievement, and providing a range of educational and student life opportunities and appropriate academic support services.

In support of this commitment, Dalton State College provides students with a wide array of academic and student support services, programs, and campus activities. These offerings range from advising, counseling, and career services; learning centers; and orientation to intramural/extramural sports, fitness opportunities, and volunteer fairs.

Student support services are the primary responsibility of the College's Office of Enrollment and Student Services. Within this office are six departments which together offer comprehensive and pioneering programs, services, and activities: [Enrollment Services](#), [Academic Resources](#), the [Office of Student Life](#), [Campus Recreation](#), [Residence Life](#), and the [Office of Computing and Information Services](#) [2].

Overview of the Office of Enrollment and Student Services

The College's student population has expanded rapidly in the last 8 years, from 4,201 students to 5,485 [3]. In response to the growing demands of a rapidly growing student body, Enrollment and Student Services has added 32 employees to assure that each student receives the personal and professional assistance needed for success [4]. In the fall of 2003, Enrollment and Student Services had a budget of \$1.1 million which grew to \$1.7 million by 2010; over the 7 year span, the budget has increased an average of 51% [5]. The increase in state funding, along with a \$1.8 million Title III grant that spanned 2004-2009, allowed the division to dramatically expand its offerings to the student body [6]. Recent additions to the office include the [Academic Advising Center](#), [First Year Experience](#), [Residential Life](#), [Civic Engagement & Service Learning](#), [Student Leadership Initiatives](#), and [Supplemental Instruction](#). Student satisfaction with these services, determined by annual student surveys, is high [7].

Enrollment Services

Admissions, Records, and Registration

The [Office of Enrollment Services](#) administers the College's [admission](#) and registration process and manages all student records and transactions. Anyone, including current or potential students, may use the department's services—either in person or online via each department's Website or email. Nearly all services offered can be completed online, such as applying for admission to the College [8], registering and paying for classes [9], viewing grades and academic records [10], signing up for student orientation

[11], and other services. Admissions also employs a Webpage called "Ask Dalton State," which allows students and prospective students to type in questions and receive immediate pre-set replies to their inquiries. The Admission Website includes an e-brochure, a program that allows prospective students to request a personal program brochure that addresses issues specific to their area of interest.

Enrollment Services hosts many recruitment programs and events, including the High School Visitation Program, the College Comes to You Program, the Annual Visitation Program for the Boys and Girls Club, the "Youth Health Summit," "Project Success," and other recruitment events. Enrollment Services staff from Admissions, Records, and Financial Aid schedule semester visits to the Gilmer County Center, Dalton State's off-campus site in Ellijay, and high schools, where they are available to assist students with enrollment issues which include submitting their Dalton State Admission and Financial Aid Applications. Students who have completed the admission process receive their preliminary acceptance letters on site during these visits.

Financial Aid and Veteran Services

The Office of Enrollment Services provides students with Financial Aid support and Veteran Services. Students are able to check their financial aid application status, accept awards, and apply for student loans online through their Web portal accounts [12]. Financial Aid staff are trained and able to provide students with up-to-date information concerning financial aid requirements and deadlines. The department also provides computers dedicated specifically to helping students research and apply for financial aid.

The department provides informational sessions at orientation on the main campus, as well as at the off-campus Gilmer County Center. The Financial Aid staff members hold a FAFSA night at the Ellijay site during the spring semester, where prospective and current students are scheduled for 30-minute sessions to help answer general financial aid questions and to complete FAFSAs. The Gilmer County Center staff members are trained and available to help with FAFSA completion and questions on a daily basis.

Academic Resources

In 2004, Dalton State applied for and was awarded a Title III Grant with a total 5-year budget of \$1,825,000 [6]. This precipitated a massive change which created the Academic Advising Center, grew the Academic Resources staff from 3.5 employees to 10 full-time employees, and established the College's first Learning Communities [13].

During the academic year, Academic Resources provides students with numerous workshops which promote academic success [14]. Each semester, 12 to 15 workshops are offered at several time options each and include topics such as study skills, organization, college survival, student financial aid, career decisions, stress management, and motivation. Students on academic and financial aid probation are required to complete workshops directly related to their personal challenges; these workshops are available online for student convenience.

The Academic Advising Center

The Academic Advising Center was created in 2005 under the Title III Grant [15]. A director, four full-time advisors, and five peer advisors at the main campus now work with over 3,100 students per year [16]. The Academic Advising Center is committed to helping students at Dalton State College, including

the off-campus instructional sites, meet their educational objectives. Students may meet with advisors at any time during the year by appointment.

Students at the main campus and both sites receive the best possible advising for their stated academic and career goals so that they can graduate in a timely manner and with the greatest academic benefit. The Center's staff provides information about institutional requirements, policies, procedures, resources, and programs in order to foster meaningful advisor-advisee relationships that focus on the unique growth and development of each student.

All new students who are majoring in general studies and those requiring learning support are required to work with the Center, and the Advising Center staff provides workshops and classroom visits for each Freshman Experience class to assist students in selecting appropriate classes for their majors. In addition, students who have interest in online or hybrid courses are asked to fill out a brief evaluation to help them understand the demands of these courses [17] [18].

The Advising Center serves as a major resource for the Gilmer County Center. The Advising Center staff has provided extensive training for the Gilmer County Center staff, and beginning spring 2009, two advisors from the Advising Center spent time registering students at the Gilmer County Center. As of fall 2011, the staff at Gilmer have been through the extensive Advisor Training, and now staff members advise on their own. Students at the Gilmer County Center receive the same level of intrusive advising and academic planning that students on the main campus receive.

Counseling and Career Services

[Counseling and Career Services](#) provides free personal, career, and academic counseling for all enrolled Dalton State students, including those at the off-campus sites. A Dalton State College counselor is available by appointment as requested, and once a month a counselor visits the Gilmer County Center. Many instruments used for counseling are web-based and accessible from any location, including off-campus sites [19].

The department offers many career services such as Career Fairs each fall and spring semester, where as many as 40 area businesses and organizations are able to meet with students. The department also offers psycho-educational and career-related workshops, such as Resume Building and Stress Reduction, and Suicide Awareness. They also coordinate the annual etiquette dinner, which helps students to understand the importance of networking and professionalism in an out-of-office environment.

The department hosts [DSCareer Connects](#), the College's online job board and career services program, which matches students and alumni to potential employers. Students may upload resumes and cover letters and view potential jobs listings. Employers can use this free service to view the resumes of potential employees. Career Services also collaborates with Financial Aid to provide a Student Worker Fair, which allows students to meet with campus departments that are looking for student help.

Disability Support Services

[Disability Support Services \(DSS\)](#) provides informational and logistical support for students with documented disabilities. DSS facilitates the [application process](#) for disabled students and coordinates the provision of appropriate [accommodations](#). DSS also serves as an advocate for students with disabilities by educating faculty, staff, and students about issues that impact students with disabilities. On the main

campus, the College hosts multiple Disability Adaptive Labs, which contain software programs and computer adaptations to aid learning and physically challenged students as they strive for success.

DSS sponsors Disability Day which, by bringing in speakers from the community, further informs the campus community about various challenges and accomplishments. Furthermore, DSS works closely with the [Testing Center](#) by providing orientation and training on adaptive equipment, ensuring that the Testing Center is in compliance with the Americans with Disabilities Act (ADA) [20]. The DSS coordinator visits the Gilmer County Center twice a semester to work with students. Gilmer site applications, student follow-up meetings, instructor meetings, and accommodations are handled at the Gilmer site as they would on the main campus.

First-Year Experience

The [First-Year Experience Program](#), initiated with help from the College's Title III grant [13], provides a wide range of activities, services, and academic success strategies designed specifically for first-year students. Since involvement in campus activities is key to creating and maintaining a sense of community with one's peers, FYE provides bonding and educational experiences suited for freshmen students. For example, during a typical year, FYE sponsors movies, lectures, art shows, food festivals, and musical events. These events also take place at the Gilmer County Center and are often programmed in concert with freshmen classes.

The cornerstone of the FYE program is the [FYES 1000 seminar](#), required for all first-time, full-time, four-year degree freshmen. Students learn how to balance new academic responsibilities with new freedoms through the use of time management techniques, study skills, academic planning, and test-taking strategies. FYES 1000 takes a holistic approach Faculty collaborate with Academic Resources by teaching some of the FYES 1000 classes. The course is not merely a "how to study" class. In its four years of existence, it has included common readers, International Food Festivals, comprehensive career profiles, culture trees, guest speakers, and learning communities. During the semester, students are frequently surveyed regarding campus initiatives, such as the potential benefits of linked classes, and they are also given the opportunity to respond to their FYES 1000 experience. The course creates many learning opportunities and connections for students, as well as for faculty and staff. The course is offered on both the main campus and off-campus instructional sites.

The FYE coordinator visits the Gilmer site on several occasions each semester to help with the annual Food Fest, orientation, and advising. The FYE Standing Committee—a committee comprised of six faculty members and three staff members—discusses, evaluates feedback [21], and adjusts the FYES 1000 course accordingly.

The Testing Center

The main campus [Testing Center](#), along with the Gilmer County Center's [Testing Center](#), provides accommodations, make-up tests, and proctoring for all current and future students of Dalton State College. Additionally, the Testing Centers offer other proctoring services to those enrolled in independent study courses through other institutions. Staff members at the Gilmer County Center utilize the same procedures for Disability Support Services testing and make-up testing as at the main campus.

The Testing Center offer students access to numerous tests, such as eCore, CLEP, SAT, DANTE, and the ETS Business Test [22]. In addition, the centers offer the entrance Compass Placement Test at selected high schools (Fannin, Pickens, and Gilmer High Schools) as an extended admission service for the convenience of the students. Compass testing dates are available on the Testing Center Website [23].

Peer Instruction, Resource Lab, and Supplemental Instruction

Academic Resources provides [peer instruction](#), [Resource Lab](#), and [supplemental instruction](#), helping students develop the academic skills needed for success in the classroom. Dalton State collaborates with area high schools and provides tutoring for students admitted to DSC through the use of peer instructors. Peer instructors are [College Reading and Learning Association \(CRLA\)](#) certified after their second semester of tutoring. The Resource Lab allows facilitated access to online sites such as *Compass Sample Tests*, *Chomp Chomp - Grammar Bytes*, and *Body Smart - Anatomy and Physiology*. While most tutoring takes place on the main campus, the Gilmer site does provide tutoring in math.

Supplemental instruction leaders work closely with faculty and run study groups based on student needs. Students at off-campus sites have access to [Learning Express](#) to help with academic concerns in numerous subjects.

Office of Student Life

New Student Orientation

The [Office of Student Life](#) hosts [New Student Orientation](#), a relationship-driven program that focuses on meeting the unique needs of students through personal connections with student orientation leaders. New Student Orientation aims to educate transitioning students and their families about the history, traditions, culture, and services of Dalton State College through interactions with various offices, staff, and student leaders. Collaboration with administration, faculty, and staff strengthens the program's ability to communicate processes and procedures on wide-ranging topics.

The New Student Orientation program strives to create experiences that are both fun and educational for all persons involved:

- Freshmen: Freshman Orientation is designed to make students' time at Dalton State as successful as possible. At Freshman Orientation, students learn about campus offices, meet new friends, learn their way around the campus, and have fun.
- Transfer Students: Transfer students will find that Dalton State is different from any other campus, and this difference is made clear at Transfer Orientation, a condensed version of Freshman Orientation.
- Parents and Family: The transition of becoming a new student at Dalton State affects the student and his or her family. This session clarifies the transition process for the family.
- Non-traditional Students: Often adult learners have more responsibilities at work and home than do other students. Non-traditional students may opt to attend this session rather than Freshman Orientation in order to learn about campus offices and meet other students in similar life situations.
- Early Enrollment Students: This session is geared to local high school students who choose to take college classes while concurrently enrolled in high school classes.
- Summer Bridge Students: Students selected to enter the Summer Bridge academic enhancement program must attend a special orientation session to acclimate them to the Bridge program.

- Gilmer County Center Students: New students who will be taking all of their classes for the semester at Dalton State's Gilmer County Center in Ellijay may sign up for orientation sessions at the Gilmer County Center. Student Orientation Ambassadors and Recruitment Leaders (SOAR Leaders) from the Dalton campus travel to Ellijay at the beginning of the fall, spring, and summer semesters to conduct orientation sessions that focus on services available at the Gilmer County Center with a brief overview of programs and activities on the Dalton campus that students are also invited to attend. To meet the needs of the number of students and guests in the limited space available at the Gilmer County Center, two orientation sessions are run simultaneously in different rooms, and the sessions are repeated in the afternoon [24].

S.O.A.R. (Student Orientation Ambassadors and Recruitment)

SOAR Leaders are current students who must apply and be selected to serve their peers during orientation sessions. SOAR Leaders attend multiple training sessions throughout the spring semester and during the summer to build on their knowledge of the campus as well as to prepare them to work with the students and their families who will be attending orientation. SOAR Leaders lead students in small group sessions called SOAR Family Meetings. In these intimate meetings, new students are given the opportunity to ask a peer questions about attending Dalton State in a more casual environment. Topics covered in SOAR Family Meetings are getting to know others, an orientation overview, MyDaltonState practice in computer labs, a campus tour, campus safety, food services, orientation evaluations, the *Catalog*, and advising procedures.

Summer Bridge Program

Summer Bridge, which began in 2007, is a four-week academic enhancement program offered each July for incoming Dalton State students. As determined by Compass test scores, students attend English, math, and reading classes, with all Summer Bridge students taking a College Success course. Students who plan to live on campus in the fall may also opt to live on campus for Summer Bridge. Students participate in service learning and attend a graduation ceremony at the completion of the program. In 2007, 2008, and 2009, Summer Bridge participants took trips to Atlanta, GA; Chattanooga, TN; and Knoxville, TN, to celebrate their accomplishments. Originally funded through a Goizueta Foundation grant, textbooks, classes, and service learning are all free of charge to participants [25]. Students have the opportunity to enhance study skills, make new friends, and become more familiar with their surroundings, all adding to their confidence for starting fall classes. During fall and spring semesters, students from the previous summer are provided with an opportunity to reconnect with peers, faculty, and staff involved in the program through reunion events such as a catered lunch or a trip to an Atlanta Braves baseball game. In 2009, a Summer Bridge Mentor program was added using previous years' program graduates to plan events and activities and help mentor new students in starting successful habits as beginning college students at Dalton State.

Community and Service Learning Experiences

Dalton State, through the Office of Student Life, encourages students to become civically engaged within their local and broader community. Voting registration drives on campus encourage students to vote and learn more about the local and state representatives. Student Life also regularly hosts speakers, movies, and discussions on topics such as the national debt, freedom of speech, intellectual freedom, and freedom of religion.

Service Learning provides many volunteer services while putting classroom knowledge to work and continuing the learning process. One example of this is the College's [Alternative Break](#). These alternative breaks are a time for students to engage in community service, service learning, and reflection. Students from the main campus as well as off-campus instructional sites are encouraged to attend. Students are asked to help create and plan the alternative spring or fall break experience, allowing for student ownership of the event. Students are challenged to bring the knowledge they have learned in the classroom to real world situations. In spring 2011, for example, Dalton State partnered with Living Lands and Waters to clean a portion of the Mississippi River in Memphis, TN. Dalton State collected over 28,000 pounds of trash over four days. In addition, students discussed and reflected on themes from Paul Loeb's bestselling book *Soul of a Citizen: Living with Conviction in a Challenging Time*.

Student Life hosts a large number of service learning events each year, including the Bacchus Network; the Campus Readership Program; the American Democracy Project; Relay for Life; [blood, platelet, and bone marrow drives](#); [volunteer fairs](#); Make a Difference Day; Public Lands Day; Martin Luther King, Jr., Day of Service; and the Day for Dalton.

Campus Programming

A wide variety of campus programming opportunities are planned, organized, and brought to fruition each year through the [Campus Activities Board \(CAB\)](#). These events are targeted to the entire student body, and they are paid for through Student Life fees. Some annual programming events include Week of Welcome; Food for Finals; Family Fun Nights; and Spring Fling.

In addition, each year, the Gilmer County Center is allotted a portion of money out of Student Life fees to continue its own student life programs [26]. The Gilmer County Center conducts many programs similar to those on the main campus. The Center has annual ice cream socials, family movie nights, and food for finals. Gilmer students are encouraged to participate in all Dalton Campus activities and events as well.

Student Life Leadership Opportunities

Dalton State, through the Office of Student Life, hosts many engaging [leadership conferences and leadership organizations](#) which are freely available to the student body. These events and groups promote student development and teach leadership skills while simultaneously instilling in students a feeling of responsibility for their communities.

These organizations and events include the LeaderShape Institute, L³ Leadership Summit, the Georgia Collegiate Leadership Conference, the Northwest Crescent Leadership Alliance, and the Women's Leadership in Public Service Institute. Students are recognized for their involvement in these groups at the yearly Leadership Awards Banquet.

Student Advisory Council

Dalton State also offers a [Student Advisory Council](#), a body comprised of students, staff, and faculty members, which governs student life policy, registered organizations, and the Student Life budget. Students may be a voting member on the Council if they have met the prerequisite GPA requirement and either serve as a Registered Student Organization president or a Member-at-Large representative for the Dalton State College student body.

Student Conduct

Student Conduct was added to the Office of Student Life in 2011 and for the first time at Dalton State, a full-time staff member was devoted to educating campus constituents about the Code of Conduct, enforcing its policies, and finding educational sanctions to promote better future decision making. Roadrunner Respect, a program promoting choices that respect others, started in fall of 2011 to create conversations with faculty, staff, and students about making proactive choices with consideration toward others. DSC also took part in the National Assessment of Student Conduct Adjudication Processes (NASCAP) Project with 35 other national institutes of higher education to benchmark on areas of successful practice within student conduct.

Registered Student Organizations

Student Life also offers over 40 **Registered Student Organizations** or clubs [27]. These organizations range in nature from political involvement (the Young Democrats) to the academic (the Criminal Justice Society), the professional (the Medical Laboratory Technician club), and the artistic (the Glad Rag Drama Society). They also include community service organizations, such as the Social Work and Environmental Clubs. Any students meeting the prerequisite GPA requirements are permitted to join and lead. All presidents of Student Organizations are automatically members of the Student Advisory Council.

Many students at the Gilmer County Center also participate in Registered Student Organizations. The primary meetings are still housed at the main campus, but smaller groups also meet at the Gilmer County Center.

Residence Life

The **Office of Residential Life** was established during the 2009-2010 academic year. The addition of residential living provided Dalton State with the ability to reach out to students across Georgia, the nation, and the globe. Campus living provides many opportunities for growth and development of students. Students are provided with resources and support through supervised living at Wood Valley and the expertise of the residential director and assistants. Many Wood Valley residents are living on their own for the first time, and living on campus allows a gradual transition from living with their parents to living on their own with the help of staff and peers. Students also learn to develop personal responsibility for their choices. If students violate a resident housing policy, they are held accountable for their choices and must face the consequences.

Many programs are hosted for students in housing, such as "Sex in the Dark" (a Sex Education Program), "Active Shooter" (an informative program on responding to violent threats on campus), diversity projects and activities, Make a Difference Day, athletic competitions between buildings (including dodge ball, volleyball, basketball), and social programs (including movie nights, holiday parties, bowling, and karaoke nights).

Resident Assistants (RAs)

Resident assistants are current students who apply and are selected to serve their peers through their transition to college [28]. RAs attend multiple training sessions during the summer to improve their knowledge of housing policies and procedures, as well as to prepare them to work with the residents who will be living on campus. RAs are assigned a building of students to oversee throughout the academic year. RAs assist these students by ensuring that Dalton State's policies are followed, by acting as

advisors for general inquiries and challenges that arise while living on campus, and by planning wellness programs to enhance students' experiences at Dalton State.

Campus Recreation

Campus Recreation, based in the renovated Bandy Gymnasium, promotes healthy lifestyles through diverse and quality recreational opportunities and services. These services include competitive, community-based activities, such as sports, and individual training and classes in the Fitness Center. Campus Recreation also partners with various community organizations and schools including Northwest High School, Southeast High School, and the Dalton Parks and Recreation Department.

Intramurals/Extramurals

Campus Recreation hosts many outdoor events, such as intramural sports for faculty, students, and staff (including flag football, basketball, soccer, dodge ball, tennis, golf, kickball, and volleyball), extramural sport tournaments (flag football, basketball, softball, and volleyball), club sports playing competitively with other schools (including baseball, cycling, soccer, softball, tennis volleyball, and winterguard), and Outdoor Adventure activities which introduce students to some of the local and regional amenities of the outdoors.

The Fitness Center

The Fitness Center utilizes Bandy Gymnasium's state-of-the-art personal fitness equipment, classrooms, and gym to host personal training, group fitness classes (including an abs class, stretching, and total body), and weight training. These activities are available to all Dalton State students, faculty, and staff at no additional charge.

To accommodate students with various physical limitations, the Bandy Gymnasium has adjustment features on the Cybex resistance machines that allow students in wheel chairs to slide into or roll up under the exercise machines. The bright yellow knobs on these machines and the cardiovascular equipment also assist the visually impaired. Students in chairs can access the 41 machines by use of cables and adjustment arms, and for those with limited use of lower extremities, the upper body ergometer allows a cardiovascular workout. Wheel chair accessible elevators, showers, and changing rooms are also available.

Six fitness courses are also available at the Gilmer County site. Classes at Gilmer are offered at the Gilmer County Center, and courses such as tennis and aerobic walking are conducted in cooperation with the Gilmer County Recreation Department. The Ellijay Fitness Center provides space for the fitness circuit and weight training courses.

The Office of Computing and Information Services

The Office of Computing and Information Services (OCIS) manages and supports all computing, networking, and information technology services at the College. OCIS provides local and wide-area wireless networks for students in any building on campus; computers and software for student use in any of the many computer labs, learning commons, and classrooms; and technical support for any technical malfunctions. OCIS establishes policies and procedures governing the access, use, and control of the College's information technology resources.

Gilmer County Center and Dalton State East

While in large part the Gilmer County Center possesses its own student services, Dalton State East utilizes the main campus's services, since the distance between DSE and the main campus is so short.

Concluding Remarks

As has been shown, Dalton State College provides exceptional and quality support services for its students. Survey instruments suggest that students are highly satisfied with the College's services [7], and these services will continue to expand as Dalton State itself grows, both on the main campus and at the College's off-campus sites.

Documentation

- [1] Dalton State College's Mission
- [2] [Dalton State's Organization Chart](#)
- [3] Dalton State *2011-2012 Fact Book*, Ten-Year Historical Trend
- [4] Office of Enrollment and Student Services Annual Reports, 2003 and 2010
- [5] 2011-2012 Fact Book, Academic Support & Administrative Services
- [6] Title III Grant Award Notification
- [7] 2010 Graduating Student Survey Summary Report
- [8] [Online Application for Admission](#)
- [9] [Registration Webpage](#)
- [10] [Student Grade FAQ Webpage](#)
- [11] [Student Orientation Signup Page](#)
- [12] [Financial Aid Access Pages](#)
- [13] 2009 Title III Annual Performance Report, Section 1, A-2
- [14] [Listing of Academic Resources Workshops](#)
- [15] 2005 Title III Annual Performance Report, Section 1, A-2
- [16] Academic Advising Center Annual Report (2009-2010)
- [17] Introduction to Online and Hybrid Courses
- [18] Online-Hybrid Instruction Evaluation Form
- [19] List of Online Counseling Instruments
- [20] Alternative Media Access Center Training Information and Survey[21] Completed 2011 FYE Survey
- [22] [Testing Center Webpage](#)
- [23] [Compass Testing Information](#)
- [24] [Gilmer County Center Orientation Information Webpage](#)
- [25] Goizueta Grant Approval
- [26] Budget Committee Minutes for FY12
- [27] [List of Dalton State RSOs](#)
- [28] [Resident Assistant Application](#)

2.11.1

Financial Resources

The institution has a sound financial base and demonstrated financial stability to support the mission of the institution and the scope of its programs and services.

The member institution provides the following financial statements: (1) an institutional audit (or Standard Review Report issued in accordance with Statements on Standards for Accounting and Review Services issued by the AICPA for those institutions audited as part of a systemwide or statewide audit) and written institutional management letter for the most recent fiscal year prepared by an independent certified public accountant and/or an appropriate governmental auditing agency employing the appropriate audit (or Standard Review Report) guide; (2) a statement of financial position of unrestricted net assets, exclusive of plant assets and plant-related debt, which represents the change in unrestricted net assets attributable to operations for the most recent year; and (3) an annual budget that is preceded by sound planning, is subject to sound fiscal procedures, and is approved by the governing board.

Audit requirements for applicant institutions may be found in the Commission policy "Accreditation Procedures for Applicant Institutions."

Judgment

Compliant Partial Compliant Non-Compliant Not Applicable

Narrative

Because of its long tradition of conservative planning and budgeting, Dalton State College is able to operate during such fiscal downturns as the current recession and at the same time maintain both a sound financial base and the physical resources necessary to support its institutional mission. As one of 35 institutions in the University System of Georgia, the College is funded primarily by state appropriations, allocated by the Board of Regents, and student tuition and fees. The College also receives funding from sponsored funds or grants and the institution's auxiliary services. The diagram below breaks down the College's funding for FY 2010.

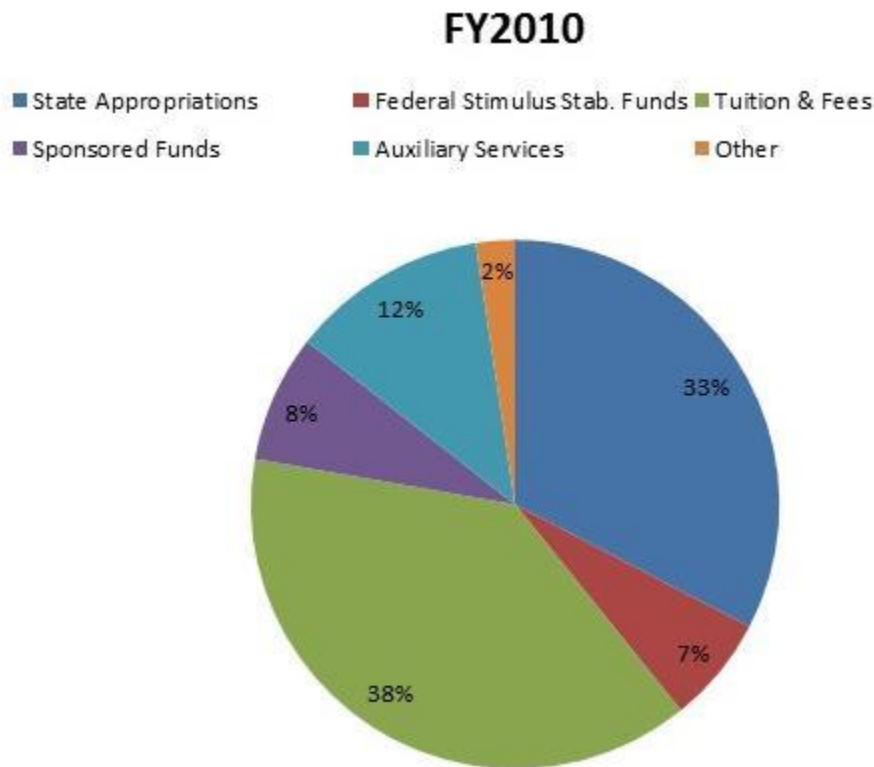


Figure 2.11.1-1: College Funding by Source (%), 2010 [1]

As the chart illustrates, Dalton State's budget depends heavily on student tuition and fees, both of which depend solely on enrollment. Enrollment at Dalton State has increased 10 of the past 11 years and has grown 32% from fall semester 2007 to fall semester 2010 [2]. Though the recent recession has reduced the College's state funding from \$13,794,728 in 2009 to \$13,094,814 in 2011 [3], institutions nationwide report similar reductions as state revenues have decreased across the country. Dalton State College has been adequately funded by state appropriations since its founding in 1967 and expects state funding to gradually return to previous levels when state revenues stabilize.

The [Dalton State College Foundation](#) is a private fundraising entity whose sole purpose is supporting the College's mission. Foundation funds are applied across campus to support endowments, scholarships, professorships, and other purposes. The Foundation is also the entity by which both building and land acquisitions, among them the Wood Valley apartment complex and the parcel where the Brown Center now sits, have been managed. As its annual financial reports for the previous five years indicate, the Foundation maintains a strong balance sheet [4].

Long-Term Financial Stability

As shown above, annual revenues have, on the whole, risen greatly over the past five years. This rise, moreover, has caused the institution's annual operating budget to rise. Over the past five years, the College's operating budget has increased an average of nearly 13% annually and nearly 63% from FY 2007 to FY 2011 [5].

The College's annual audits illustrate the College's financial stability. The [Georgia Department of Audits and Accounts \(GDAA\)](#), the state auditor external to the University System of Georgia, conducts financial and schedule audits. If the Department identifies an area of risk within an institution, it performs an audit and makes recommendations for improvement of financial and management controls [6]. Annual Financial Reports for the five most recent fiscal years [7] show a financially stable institution, operating within its means, with reserves in student activities, technology fees, indirect funds, auxiliary services, and sponsored funds [8]. As a result, the College has earned an audit ranking of 1, the best an institution can earn, for each of the previous five years [7].

The BOR internal audit department also conducts compliance, performance, internal control, information technology, and risk audits every three to five years. Dalton State College has undergone one full BOR audit in the past three years, which concluded with all findings being satisfied [9].

In addition, the College also received satisfactory audits from both the Department of Education (DOE) [10] and the Georgia Student Finance Commission (GSFC) [11]. Only the GSFC has noted findings at Dalton State in the past 10 years, and only one of its two findings concerned monetary value. This incident occurred 13 years before the 2009 audit. Details concerning the 2009 GSFC audit can be found in Section 3.10.3.

In FY 2009, Dalton State also engaged in an external audit by the CPA firm Sawyer & Company, which thoroughly reviewed the fiscal affairs department. As the final report illustrates, the audit produced clearly positive findings [12].

Budgeting

The USG budgeting process is briefly outlined on the USG Fiscal Affairs' [Website](#). The Board of Regents submits funding recommendations for the entire University System of Georgia to the Governor's Office each fall. The Governor's Office makes statewide funding recommendations and presents them to the General Assembly, which usually passes the budget each March or early April. The Board of Regents decides the upcoming year's tuition and fees and then allocates funds to member institutions in April or early May. Institutions complete their budget preparations, including salary increase recommendations, by mid-May. The Board of Regents reviews and approves those budgets in June, and they take effect July 1. Budget amendments, as well as actual expenses, are presented to the Board of Regents on a quarterly basis.

Concurrently, Dalton State begins its internal budget process. This process is conservative, using historical figures as a basis for future planning. Facilitated by the vice president for financial affairs, the process involves the president, vice presidents from each division at the College, and a Budget Review Committee comprised of faculty, staff, and students. The process usually begins in February and uses the current year's budget as a starting point for creating the subsequent year's budget. The committee establishes and prioritizes budget needs for the upcoming fiscal year and makes adjustments based on potential changes in revenue or expenses. Once the budget allocation has been received from the Board of Regents (see above), the president and vice presidents finalize the new budget. For information on the College's Annual Budgeting Process, see Section 2.5, "Institutional Effectiveness."

Each year, conservative estimates of enrollment, usually increases of the previous year's enrollment by .5 to 1%, are used to project the revenue the College will generate via tuition and mandatory fees. The proposed revenue budget is typically submitted to the Board of Regents Budget Office in December for its approval [13], which is usually given in June of the following year [14].

Budgets at Dalton State are monitored through the Peoplesoft financial system. If a department exceeds its budgetary limit, the system notifies a budget analyst, and that department can then no longer charge expenses. The analyst then contacts the department manager and requests additional information about, or another funding source for, the item that caused the overage.

Dalton State adheres to the generally accepted accounting principles and standards established by the National Association of College and University Business Officers (NACUBO), the American Institute of Certified Public Accountants (AICPA), and the Government Accounting Standards Board (GASB).

Physical Resources

With the help of consulting agency Sasaki Associates, Dalton State has recently updated its master plan, which holds many changes in store for the campus. These will be funded by a variety of methods, including state bonds, public-private ventures, and the Georgia Higher Education Facilities Authority (GHEFA). Highlights from the previous 10 years' campus improvements are listed below, and a copy of the FY 2010 inventory report is attached [15].

- The Brown Building was completed in FY 2006, adding approximately 28,000 square feet of physical space to the College. Located on the north end of campus, the three-story building currently houses many education and social work classes.
- The physical education building renovations were completed in FY 2008. The renovations, funded by the state, included upgrades to both classroom facilities and the Fitness Center.
- In 2009, Dalton State completed construction of its first parking deck, a structure with more than 400 spaces, funded through the GHEFA fund. The College will repay funds used for the project over 30 years, paying roughly \$550,000 per year from funds collected from student parking fees.
- In 2009, Dalton State began offering classes in Gilmer County. During fall semester 2011, more than 270 students attended classes there, at a facility leased from the city of Ellijay.
- In 2010, the College opened Dalton State East, a single building located on the east side of the city, near the Dalton Career Academy. The land was donated to the College upon the promise that a facility would be built there.
- In 2010, Dalton State completed its two-phase renovation of the Westcott Building to upgrade facilities and create a "one-stop shop" for students. The building now houses the Bursar's, Admissions, Recruitment, and Financial Aid Offices, as well as the president's and all three vice presidents' offices.
- During fall semester 2009, the College opened the Wood Valley apartment complex and began its first semester as a residential campus. The 10-building complex houses nearly 250 residents and is leased monthly from the Dalton State Foundation.
- The College received design funding during FY 2011 for a 62,000-square-foot academic building that will primarily house general education and science classes. Construction could begin in FY 2013 pending funding by the state.

Unrestricted Net Assets

Dalton State releases, in its Annual Financial Reports, a statement of financial position of unrestricted net assets [16], exclusive of plant assets and plant-related debt, which represents the change in unrestricted net assets attributable to operations for the most recent year.

Documentation

- [1] General Financial Information, FY2003-FY2011
- [2] 2011-2012 Fact Book, Ten-Year Historical Trend
- [3] Dalton State Budget Status Reports, 2009 and 2011
- [4] Foundation Annual Financial Reports FY 2006-2010
- [5] 2011-2012 Fact Book, General Financial Information
- [6] *Georgia Department of Audits and Accounts Audit Reports FY 2007 – FY 2010*
- [7] Annual Financial Reports FY 2006-FY 2010
- [8] *FY 2011 Reserve Balances by Fund*
- [9] 2008 BOR Internal Audit Report
- [10] 2011 DOE Annual Management Letter
- [11] 2006 Georgia Student Finance Commission Annual Management Letter
- [12] 2009 Sawyer & Co. Audit Report
- [13] FY2012 Proposed Budget
- [14] Board Approval of Operating and Capital Budgets, FY2012
- [15] 2010 Inventory Documents
- [16] 2010 Annual Financial Report, Unrestricted Net Assets

2.11.2

Physical Resources

The institution has adequate physical resources to support the mission of the institution and the scope of its programs and services.

Judgment

Compliant Partial Compliant Non-Compliant Not Applicable

Narrative

Dalton State College has adequate physical resources to support the College's mission and the scope of its programs and services. The College operates one campus and two off-site centers to provide its target region, northwest Georgia, with wide public access. These sites include the main campus with a residential area in Dalton, a three-acre facility (Dalton State East) located in Dalton, and a leased building (the Gilmer County Center) in Ellijay, GA. Further facility growth is meticulously and strategically planned. The College also maintains a fleet of vehicles adequate to supporting the College's mission, programs, and services.

Campus Facilities

The main campus is located north of I-75, exit 333, at 650 College Drive in Dalton, GA [1]. As shown on the [Campus Map](#), the main campus consists of 11 buildings and a parking deck, totaling 428,268 square feet located on 144 acres, along with a 120-unit residential complex. Wood Valley [2], the residential complex which opened in fall 2009 to 53% occupancy [3], consists of 120 units with 236 bed spaces [4]. The complex was first fully occupied in the fall of 2010. Wood Valley aids the College in supporting its mission of broad access to students who live too far from campus to commute. The entire campus, including the Dalton State East off-site center, has 2,484 parking spaces, with 48 designated as handicap accessible [4]. Other specialized facilities and amenities include an athletic field, a basketball court, tennis courts, and a running/walking track, which are also available for class, student, and public use. Additionally, support service centers such as the Math and Science Learning Lab, the Writing Lab, the Financial Aid Office, the Testing Center, and others are provided adequate space. Other facilities available to college students and employees include the Goodroe Memorial Auditorium, the Gym and Fitness Center, the Book Store, the Cafe, and a dining area on the second floor of the Pope Student Center. For more information, including a complete building-by-building informational survey and square-footage, please see the Dalton State *Physical Facilities Plan* [5].

The [Gilmer County Center](#) is located off of Ellijay's town square at 103 Dalton Street in the former Gilmer County Library building. It totals 10,100 square feet. The campus utilizes the county parking lot consisting of 239 spaces, and 9 of these spaces are handicap accessible [6]. The building is owned by Gilmer County and leased to Dalton State [7]. The Gilmer County Center opened in 2009, and enrollment for fall 2011 was 362 students [8]. The instructional site serves students who reside in Gilmer, Fannin, Pickens, Union, and Dawson counties, who would have a minimum drive of one hour over a mountain if they came to the main Dalton State campus. Each classroom has an instructor's station and ceiling-mounted projector; the computer and biology laboratories are fully furnished with all required instructional equipment. The facility has a full-time on-site coordinator and an administrative assistant.

Regardless of delivery format or equipment availability, all courses taught at the Gilmer County Center have technology equivalent to that available for the same course taught on the main campus. Faculty and

students have access to the [MyDaltonState](#) portal system which provides them with access to email, Banner, and campus announcements. [GeorgiaVIEW](#), a Blackboard Learning System, is available with training as needed. Classroom space and classroom equipment at the Gilmer County Center are regularly maintained and of the same type and quality as those provided at the main campus. The administrative and operational functions for the Center are managed from and in the same manner as the functions at the main campus.

Dalton State East (DSE), Dalton State's second off-site center, opened in the fall of 2010. Dalton State East consists of a single-story building with an area totaling 18,350 square feet. The site has 109 parking spaces, with 4 designated as handicap accessible. These physical resources can adequately accommodate 1,000 to 1,300 students [9]. Currently, the facility houses Dalton State's Adult Education program.

All of Dalton State's facilities are in good operating condition. The College facilities are clean, well maintained, and continually renovated to meet program needs. Each classroom on all three facilities contains at a minimum an instructor computer workstation, Internet access, and a projector, and every College building, including the Wood Valley residence halls/apartments, provides wireless Internet for students with laptops and other personal computing devices. The College's physical and instructional resources [5] are adequate to accommodate Dalton State's roughly 5,500 students with adequate classroom and lab space to meet current enrollment [10]. High student satisfaction with the College's physical resources demonstrates this. The spring 2011 Graduating Student Survey shows that 90.6% of student respondents rated the classroom and teaching facilities as "Excellent" or "Good." Of students responding to the same survey, 93.3% also rated their level of satisfaction with the general condition of buildings and grounds as "Very Satisfied" or "Satisfied" [11].

Instructional Facilities

Dalton State College's main campus instructional facilities are comprised of 64 classrooms and lecture halls, 29 microcomputer laboratories, 15 technical laboratories, and 6 science and math laboratories [5]. Within all classrooms and general purpose computer labs, there is an instructional PC, Internet access, and a ceiling-mounted projector. There are over 600 computers available for student use in the general and special purpose computer labs. Of these computers, 90 are located in the Roberts Library, 37 are located at the Gilmer County Center, and 34 are located at Dalton State East. Wireless Internet is available in all rooms and throughout the main campus, Gilmer County Center, and Dalton State East.

Dalton State has appropriate specialized laboratories/facilities to support the College's academic programs. Basic sciences (biology, chemistry, and physics), nursing, allied health (medical assisting, medical laboratory technology, licensed practical nursing, radiologic technology, respiratory therapy), technical graphics, computer technology, and electronic labs are housed on the main campus in the Sequoyah and Technical buildings. These labs are in good condition and sufficient for undergraduate education, although aging, and will require equipment/facility upgrades in the next 5-10 years. Pending construction funding, the proposed new Science/Academic building will replace these basic sciences labs. And as previously noted, the Gilmer County Center has a new and fully furnished biology lab with all the required instructional equipment.

Master Planning

The College's physical resources, including campus grounds and buildings, undergo regular review by the Master Planning Committee comprised of representation from deans, vice presidents, directors, and students [12]. The College's Master Planning Committee, which in 2011 completed the *2025 Master Plan*,

takes into account current needs and future growth projections to guide the College's campus construction and design decisions. Dalton State's campus is thereby able to continue matching its physical resources with student need. A quantitative space utilization analysis during the most recent master planning process discerned the need for additional mid-sized (40-60 seat) classrooms and lab space if the College is to grow to its 8,000-student enrollment target [13]. To meet this need, a new 61,000-square-foot academic/science building is planned for construction; the project is currently awaiting the General Assembly's approval for construction funds [14]. Additional expansions to the student center, the library, housing, and indoor recreation areas within the gymnasium are also planned [15]. For more information concerning current or proposed capital projects, please see tables 3 and 4 in the *Physical Facilities Plan* [5].

Documentation

- [1] Aerial Photo View of Campus
- [2] Wood Valley Aerial Map With Buildings Marked
- [3] *2011-2012 Fact Book*, Residence Life – Housing Information
- [4] Dalton State College Campus Parking, 2011
- [5] *Physical Facilities Plan*
- [6] Gilmer County Center Floor Plan
- [7] Intergovernmental Rental Agreement - Gilmer County Lease
- [8] *2011-2012 Fact Book*, Gilmer County Center Enrollment,
- [9] Dalton State East Plan and Floor Plan
- [10] *2011-2012 Fact Book*, Fall 2011 Student Enrollment Profile
- [11] 2011 Spring Graduate Student Survey Summary
- [12] Dalton State Master Plan Stakeholder Meeting Notes, November 11-12, 2009
- [13] Space Analysis - 2025 Master Plan
- [14] Letter of Board Approval of Schematic Design Documents for new Academic Building at Dalton State College, April 5, 2011
- [15] *2025 Master Plan*

2.12

Quality Enhancement Plan

The institution has developed an acceptable Quality Enhancement Plan (QEP) that includes an institutional process for identifying key issues emerging from institutional assessment and focuses on learning outcomes and/or the environment supporting student learning and accomplishing the mission of the institution.

Judgment

Compliant Partial Compliant Non-Compliant Not Applicable

Narrative

This requirement is not addressed by the institution in its Compliance Certification.

3.1.1**Institutional Mission**

The mission statement is current and comprehensive, accurately guides the institution's operations, is periodically reviewed and updated, is approved by the governing board, and is communicated to the institution's constituencies.

Judgment

Compliant Partial Compliant Non-Compliant Not Applicable

Narrative

Dalton State College has a [mission statement](#) that is current and comprehensive, accurately guides the institution's operations, is periodically reviewed and updated, is approved by the governing board, and is communicated to the institution's constituents [1].

Dalton State's current statement of purpose and mission statement reads as follows:

Dalton State College is dedicated to providing broad access to quality higher education for the population of Northwest Georgia, thereby enhancing the region's economic vitality and quality of life. As an institution of the University System of Georgia, Dalton State College offers targeted bachelor's degrees, a full range of associate's degrees and career certificate programs, and a wide variety of public service activities. The College's work is strengthened by partnerships between the College and Northwest Georgia businesses and industries, governments, and schools.

The mission of Dalton State College consists of the following core commitments:

- 1) selection, support, and development of a talented, caring faculty and staff dedicated to scholarship and creating an open, cooperative, technologically enhanced learning environment;
- 2) excellence in a learning environment dedicated to serving a diverse student body, promoting high levels of student achievement, and providing a range of educational and student life opportunities and appropriate academic support services;
- 3) public service through economic development and cultural activities that address the needs and improve the quality of life of the region; and
- 4) continuous improvement in all aspects of its operations through the use of inclusive, participatory planning and meaningful assessment.

In fulfilling its mission, Dalton State College seeks to prepare and inspire its students to be active members within their professions and communities. As Dalton State College looks to the future and its place in a competitive, global society, it seeks to build upon its strengths as one of the most academically respected, student-oriented, and community-centered institutions of its kind.

The mission statement has been the subject of several revisions over the past 15 years. The first revision took place in 1996 when the Board of Regents took action under the "Mission Development and Review Policy Direction" to revise the mission statements of the University System of Georgia and its 34 colleges and universities to incorporate a common set of core purposes [2] [3]. The second revision arose from the recommendations of the North Georgia Planning Council that led to approval of a change in mission for the College by the Board of Regents. The change, which called for the College to provide "a limited number of baccalaureate programs designed to meet the educational and economic development needs of the local area," authorized the institution to offer an initial group of two Bachelor of Science degrees in business (Management Information Systems and Industrial Operations Management) effective in the fall of 1999, with a Bachelor of Applied Science in Technology Management to follow in fall 2000 [4] [5]. As part of the same process, in November 1998 the Board approved a name change from Dalton College to Dalton State College to reflect the institution's new mission [6]. The third and most extensive revision of the College's mission statement stemmed from a key priority of the *2006-2010 Strategic Plan* that called for the need to "articulate a well-defined mission, image, and identity to be shared with the College community" [7]. The Strategic Planning Committee established a goal to "revisit the College's mission statement," whereby the president appointed a faculty-staff committee to review the institution's statement of purpose and mission and invite the campus community to offer input and suggestions. The committee submitted a revised statement of purpose and mission to the president in November 2006, and the faculty adopted the revision at its December 2006 meeting [8]. At its meeting in June 2007, the Board of Regents approved the revised statement of purpose and mission [9] [10]. Because the College discontinued its continuing education program, the Mission Committee made minor revisions to the statement of purpose and mission in March 2011, deleting two references to continuing education [11] [12]. The faculty voted to approve the revised statement at its April 29, 2011, faculty meeting [13], and the Board of Regents approved [14] the revision on February 14th, 2012.

The Dalton State mission continues to guide the strategic planning process, along with decision making in assessing institutional effectiveness in the College's educational programs and educational/administrative support services. For example, during the development of the *2009-2012 Strategic Plan*, the Strategic Planning Committee reviewed the College's mission statement and the System's mission statement to ensure that these were considered in the development of the plan's overarching goals [15]. Moreover, the College's Key Performance Indicators were recently revised in June 2011 by the Office of Institutional Research and Planning to be mission-driven [16]. Thus, the College's mission guides the Strategic Plans [17] and the Institutional Effectiveness Plan [18] and is communicated to the institution's constituencies these documents as well as through the *Dalton State Website* [19], the *Dalton State Catalog* [20], and in an abbreviated form on Student Learning Outcomes Assessment Reports [21].

As part of the University System of Georgia, Dalton State's mission statement aligns with and is based on the guiding principles that comprise the "core mission" of all 35 colleges and universities in the University System of Georgia [22] and, particularly, the core mission for State Colleges [23]. These are shown below.

The University System of Georgia Mission Statement

Vision Statement

"The University System of Georgia will create a more educated Georgia, well prepared for a global, technological society, by providing first-rate undergraduate and graduate education, leading-edge research, and committed public service."

Mission Statement

The mission of the University System of Georgia is to contribute to the educational, cultural, economic, and social advancement of Georgia by providing excellent undergraduate general education and first-rate programs leading to associate, baccalaureate, masters, professional, and doctorate degrees; by pursuing leading-edge basic and applied research, scholarly inquiry, and creative endeavors; and by bringing these intellectual resources, and those of the public libraries, to bear on the economic development of the State and the continuing education of its citizens. Each institution in the University System of Georgia will be characterized by:

- A supportive campus climate, leadership and development opportunities, and necessary services and facilities to meet the needs of students, faculty, and staff;
- Cultural, ethnic, racial, and gender diversity in the faculty, staff, and student body, supported by practices and programs that embody the ideals of an open, democratic, and global society;
- Technology to advance educational purposes, including instructional technology, student support services, and distance education; and
- A commitment to sharing physical, human, information, and other resources in collaboration with other System institutions, the public libraries, state agencies, local schools, and technical colleges to expand and enhance programs and services available to the citizens of Georgia.

Goals Statement

The University System of Georgia will ensure access to academic excellence and educational opportunities for all Georgians by:

1. Renew excellence in undergraduate education to meet students' 21st century educational needs.
2. Create enrollment capacity to meet the needs of 100,000 additional students by 2020.
3. Increase the System's participation in research and economic development to the benefit of a global Georgia. Enhance and encourage the creation of new knowledge and basic research across all disciplines.
4. Strengthen the USG's partnerships with the state's other education agencies.
5. Maintain affordability so that money is not a barrier to participation in the benefits of higher education.
6. Increase efficiency, working as a System.

In meeting these goals, the University System of Georgia will hold itself accountable to the citizens of Georgia for the effective and efficient use of every available material resource, new technology, and human insight and activity and will charge its collective intellectual power on behalf of the state.

Core Mission Statement for State Colleges

Within the context of the mission and vision of the University System of Georgia, its state colleges share core characteristics. State colleges are designed as highly flexible and dynamic institutions, particularly responsive to workforce needs in their areas. The primary functions of a state college are to serve as the associate-level access institution in the local area and to offer a limited number of baccalaureate programs targeted to serve the economic development needs of their region. While these colleges embody the common characteristics presented below, variations in their purposes, histories, traditions and settings allow each also to focus on its own distinctiveness and accomplishments.

The core characteristics include:

- a commitment to excellence and responsiveness within a scope of influence defined by the needs of a local area and by particularly outstanding programs or distinctive characteristics that have a magnet effect throughout the region or state;
- a commitment to a teaching/learning environment, both inside and outside the classroom, that sustains instructional excellence, functions to provide University System access for a diverse student body, and promotes high levels of student learning;
- a high quality general education program that supports a variety of well-chosen associate programs and prepares students for baccalaureate programs, learning support programs designed to insure access and opportunity for a diverse student body, and a limited number of certificate and other career programs to complement neighboring technical institute programs;
- a limited number of baccalaureate programs designed to meet the educational and economic development needs of the local area;
- a commitment to public service, continuing education, technical assistance, and economic development activities that address the needs, improve the quality of life, and raise the educational level within the state college's scope of influence;
- a commitment to scholarship and creative work to enhance instructional effectiveness and to encourage faculty scholarly pursuits; and a responsibility to address local needs through applied scholarship, especially in areas directly related to targeted baccalaureate degree programs.

Documentation

[1] Dalton State College's Mission

[2] Board of Regents Meeting Minutes, June 11th-12th, 1996

[3] Mission Statement Revision (1996)

[4] Board of Regents Meeting Minutes, September 8th-9th, 1998

[5] Mission Statement Revision (1999)

[6] Board of Regents Meeting Minutes, November 10th-11th, 1998

[7] *Strategic Plan* (2006-2010)

[8] Faculty Meeting Minutes, December, 2006

[9] Board of Regents Meeting Minutes, June 12th-13th, 2007

- [10] Mission Statement Revision (2007)
- [11] Mission Committee Meeting Minutes (March 2011)
- [12] Mission Statement Revision (2011)
- [13] Faculty Meeting Minutes, April 29th, 2011
- [14] BOR Approval of Mission Statement Revision, February 14, 2012
- [15] Strategic Planning Committee Minutes (November 14, 2008)
- [16] Mission-Driven Key Performance Indicators (2011)
- [17] *Strategic Plan* (2009-2012)
- [18] Institutional Effectiveness Plan
- [19] Dalton State College Mission Statement
- [20] Dalton State College *Catalog*
- [21] Student Learning Outcomes Assessment Example (HIST 3770, Fall 2010)
- [22] Vision, Mission, and Goals Statement - Board of Regents - University System of Georgia
- [23] Core Mission for State Colleges - University System of Georgia

3.2.1

Governance and Administration: CEO evaluation/selection

The governing board of the institution is responsible for the selection and the periodic evaluation of the chief executive officer.

Judgment

Compliant Partial Compliant Non-Compliant Not Applicable

Narrative

As stated in Section 2.1 of the *Board of Regents Policy Manual*, the Board of Regents of the University System of Georgia is responsible for selecting and evaluating the president of Dalton State College, who serves as the college's chief executive officer. Section 2.1 describes the process of selecting a president and conditions for the president's election by the Board of Regents:

The Board shall elect the presidents of institutions at the April monthly meeting. Presidents shall not hold tenure at the institution but may hold, retain, or receive academic rank. They shall be elected each year for a term of one (1) year. The Chancellor shall notify them of their appointment, but such presidents shall not be entitled to a written employment contract. All such appointments will be made expressly subject to the Policies of the Board of Regents. Persons holding tenure in the USG who receive an initial presidential appointment shall be required to relinquish their tenure before assuming the office of the president. No person shall be awarded tenure while serving as president. [1]

According to Section 2.2 of the *Board of Regents' Policy Manual*, the Chancellor of the University System of Georgia, with the agreement of the Board, initiates the presidential search through the establishment of a Special Regents' Search Committee and a Presidential Search and Screening Committee, as well as the involvement of an executive search firm if deemed appropriate. The policy details the establishment of these committees and procedures to be followed. The Presidential Search and Scree committee, with the assistance of the executive search firm, assembles and screens the candidate pool and presents the unranked candidates to the Special Regents' Committee. The Special Regents' Search Committee and the Chancellor review the evaluations and make the final recommendation to the full Board of Regents of the University System of Georgia, which select the president [2].

The Board of Regents' focus of a presidential search is clearly documented in Section 2.2.1 of the *Board of Regents' Policy Manual*:

The Chancellor shall confer with the Search committee(s) and the Regents regarding the position description and any special qualifications that should be considered for the position. The Chancellor shall finalize the position description. The Chancellor shall, in consultation with the Board Chair and Search Committee chair(s), determine when a search warrants the services of an executive search firm, and shall develop any necessary contractual agreement that specifies the particular role and reporting lines for such services, all on a case-by-case basis. For each search, the committee(s) and executive search firm (if one is contracted) will advertise the position widely to reach a diverse audience of candidates, making all reasonable efforts to attract a pool of well-qualified candidates. The committee(s), advised and aided by an executive search firm to the extent that such services have been contracted, will receive nominations and applications and undertake an initial evaluation of applicants. Insofar as is compatible with state law, all parties to

the search, screen, and selection process shall maintain strict confidentiality as to the identity of applicants and any considerations of their credentials, while making efforts to keep the institution community and the public appropriately informed as to the general progress of the search. [3]

Dalton State College's President, Dr. John O. Schwenn, was selected by the Board of Regents on November 30, 2007, in accordance with this policy [4].

Performance Assessments of Presidents

As stated in Section 2.3 of the *Board of Regents' Policy Manual*, the Chancellor conducts formal annual reviews of the institution presidents of the University System of Georgia.

It is the intent of the Board of Regents that evaluation of the presidents shall be an ongoing process, which consists of open communication between the Chancellor or the president's supervisor and the president on both individual and institutional goals and objectives, as well as on the methods and processes used to achieve them. Evaluations will be factored into the annual appointment renewal for each president. [5]

The most recent evaluation of the president by the Board took place in 2011. A copy of the annual letter from the Chancellor confirming Dr. Schwenn's appointment upon his evaluation as president, along with copies of previous years' letters, is on file in the President's Office.

Documentation

[1] Section 2.1 of the *Board of Regents Policy Manual*

[2] Section 2.2 of the *Board of Regents Policy Manual*

[3] Section 2.2.1 of the *Board of Regents Policy Manual*

[4] BOR Minutes, November 30th, 2007

[5] Section 2.3 of the *Board of Regents Policy Manual*

3.2.2

Governance and Administration: Governing board control

The legal authority and operating control of the institution are clearly defined for the following areas within the institution's governance structure:

- 3.2.2.1 institution's mission;
- 3.2.2.2 fiscal stability of the institution;
- 3.2.2.3 institutional policy.

Judgment

Compliant Partial Compliant Non-Compliant Not Applicable

Narrative

The Board of Regents of the University System of Georgia governs Dalton State College. The Constitution of the State of Georgia (Article VIII, Section IV, Paragraphs 1(a), 1(b)) [1] describes the formation and authority of the Board of Regents of the University System of Georgia. The Bylaws of the Board of Regents, Section I, 2, describes the source and extent of Board of Regents authority:

The government, control, and management of the University System of Georgia and each of its institutions are vested by the people of Georgia exclusively with the Board of Regents of the University System of Georgia. The Board of Regents possesses such other authority as is granted by the Constitution of the State of Georgia and by acts of the General Assembly. [2]

The Bylaws of the Board of Regents [3] and the *Board of Regents' Policy Manual* [4] further describe the duties and manner of operation for the Board of Regents. The Board fulfills its policy-making role, and the Dalton State College administration and faculty appropriately administer and implement Board policies.

3.2.2.1 The institution's mission

Dalton State College derives authority for its mission from the Board of Regents, which establishes the primary vision, mission, and goals for the institutions in the University System of Georgia [5]. These are listed below:

Board of Regents Vision, Mission, and Goals Statement

Vision Statement

The University System of Georgia will create a more educated Georgia, well prepared for a global, technological society, by providing first-rate undergraduate and graduate education, leading-edge research, and committed public service.

Mission Statement

The mission of the University System of Georgia is to contribute to the educational, cultural, economic, and social advancement of Georgia by providing excellent undergraduate general education and first-rate programs leading to associate, baccalaureate, masters, professional, and doctorate degrees; by pursuing leading-edge basic and applied research, scholarly inquiry, and

creative endeavors; and by bringing these intellectual resources, and those of the public libraries, to bear on the economic development of the State and the continuing education of its citizens.

Goals Statement

The University System of Georgia will ensure access to academic excellence and educational opportunities for all Georgians by:

1. Renew excellence in undergraduate education to meet students' 21st century educational needs.
2. Create enrollment capacity to meet the needs of 100,000 additional students by 2020.
3. Increase the System's participation in research and economic development to the benefit of a global Georgia. Enhance and encourage the creation of new knowledge and basic research across all disciplines.
4. Strengthen the USG's partnerships with the state's other education agencies.
5. Maintain affordability so that money is not a barrier to participation in the benefits of higher education.
6. Increase efficiency, working as a System.

In meeting these goals, the University System of Georgia will hold itself accountable to the citizens of Georgia for the effective and efficient use of every available material resource, new technology, and human insight and activity and will charge its collective intellectual power on behalf of the state.

Within this context, Dalton State College has a clearly defined statement of purpose, which has been revised three times over the last 15 years. The Dalton State College Statutes, Article I. B., sets forth the official purpose of the institution and its mission [6]:

Dalton State College Statutes Article I. B.

Dalton State College is dedicated to providing broad access to quality higher education for the population of Northwest Georgia, thereby enhancing the region's economic vitality and quality of life. As an institution of the University System of Georgia, Dalton State College offers targeted bachelor's degrees, a full range of associate's degrees and career certificate programs, and a wide variety of public service activities. The College's work is strengthened by partnerships between the College and Northwest Georgia businesses and industries, governments, and schools.

The mission of Dalton State College consists of the following core commitments:

- 1) selection, support, and development of a talented, caring faculty and staff dedicated to scholarship and to creating an open, cooperative, technologically enhanced learning environment;
- 2) excellence in a learning environment dedicated to serving a diverse student body, promoting high levels of student achievement, and providing a range of educational and student life opportunities and appropriate academic support services;
- 3) public service through economic development and cultural activities that address the needs and improve the quality of life of the region;
- 4) continuous improvement in all aspects of its operations through the use of inclusive, participatory planning and meaningful assessment.

In fulfilling its mission, Dalton State College seeks to prepare and inspire its students to be active members within their professions and communities. As Dalton State College looks to the future and its place in a competitive, global society, it seeks to build upon its strengths as one of the most academically respected, student-oriented, and community-centered institutions of its kind.

The Board of Regents reviewed and approved Dalton State's current Mission Statement on June 13, 2007 [7] and approved minor revisions at its February 2012 meeting. The Mission Statement can be found both on DSC's Website and in the College's catalog [8] [9].

3.2.2.2 The fiscal stability of the institution

The Board of Regents is the primary source of state appropriations for University System of Georgia institutions. Under the Constitution of the State of Georgia, Article VIII, Section IV, Paragraph 1(c) [10], the Board of Regents has the authority to allocate and distribute the University System's financial resources to its institutions, which it does annually by providing an annual budget allocation for member institutions' operation. Essential to the Board of Regents' financial role is the availability of adequate information about the financial stability of member institutions. The *Board of Regents' Policy Manual*, Section 7: Finance and Business [11], covers an extensive array of financial management policies and procedures that USG institutions are expected to follow with the aim of maintaining financial health and stability. The Board of Regents approved the most recent Dalton State budget [12] on June 7, 2011, as shown by BOR meeting minutes [13].

3.2.2.3 Institutional policy

The Board of Regents of the University System of Georgia is the legal body responsible for the institution and policymaking. It is responsible for the governance, control, and management of the University System of Georgia under the Bylaws of the Board of Regents, Section I, 2 [14].

The Board of Regents permits each college to determine within broad limits its own role as an educational institution. As executive head of the institution, the president of Dalton State College is responsible to the Chancellor and the Board of Regents for the operation of the institution and for the execution of the policies of the Chancellor and Board of Regents [15] [16].

The policies of the Board of Regents have precedence over the *Statutes* of Dalton State College. In case of any divergence from or conflict with the official policies of the Board of Regents in the *Statutes* of Dalton State College, the policies of the Board of Regents shall prevail [17].

Documentation

[1] Constitution of the State of Georgia (Article VIII, Section IV, Paragraphs 1(a), 1(b))

[2] Bylaws of the BOR Section I, 2

[3] Bylaws of the BOR

[4] *BOR Policy Manual*

[5] BOR Vision, Mission, and Goals Statement

[6] Dalton State College Statutes, Article I, B

[7] The BOR's Letter of Approval for DSC's Mission Statement Revision

[8] DSC's Mission Statement

[9] 2011-2012 College Catalog, Statement of Purpose Catalog

[10] Constitution of the State of Georgia (Article VIII, Section IV, Paragraphs 1(c))

[11] BOR Policy Manual on Finance and Business

- [12] Dalton State's FY2011-2012 Budget
- [13] BOR Meeting Minutes, June 7, 2011
- [14] Bylaws of the BOR, Section I, 2
- [15] Bylaws of BOR, Section VI
- [16] *BOR Policy Manual*, Section 2.5.1
- [17] Dalton State College Statutes, Article I, A

3.2.3

Governance and Administration: Board conflict of interest

The governing board has a policy addressing conflict of interest for its members.

Judgment

Compliant Partial Compliant Non-Compliant Not Applicable

Narrative

As an agency of the state of Georgia, the Board of Regents of the University System of Georgia and its members are subject to the State of Georgia Code Sections 45-10-1 [1] and 45-10-20 through 70 [2], which explicitly prohibit conflicts of interest for its members. Section 45-10-1 is the more general Code of Ethics for Government Service for "any person" in government service (for example, being mindful "that public office is a public trust"). Section 45-10-20 defines the jurisdiction of these laws to all elected and appointed public officials of the state of Georgia, including the University System of Georgia Board of Regents. Section 45-10-21 is intended to protect "the integrity of all governmental units of this state and the recruitment and retention of qualified personnel by prescribing essential restrictions against conflicts of interest in state government." Section 45-10-22 prohibits conducting business with any agency in which a person has a substantial interest. This section also refers to penalties for violating the conflict of interest provision. Section 45-10-24 prohibits part-time state officials such as the members of the Board of Regents from doing personal business with the state. Section 45-10-26 requires public officials and state employees to disclose business transactions with state agencies, and section 45-10-40 includes members of the Board of Regents as public officials to whom this law applies. Section 45-10-41 cites the potential penalties that members of the Board of Regents face for violation of sections 45-10-26 and 45-10-40. In addition, Section II, Number 2, of the Bylaws of the Board of Regents states that "members of the Board shall not accept gifts, honoraria, or other forms of compensation from the University System institutions or cooperative organizations for speaking or other activities at events sponsored by University System institutions" [3]. Section V, Number 2, of the Bylaws of the Board of Regents states that "Except as permitted in these Bylaws or The Policy Manual of the Board, a member of the Board of Regents shall not recommend any person for employment in any position in the University System" [4]. These Regents' Bylaws are rooted in the state law described above.

To avoid any broad conflict of interest on campus, the vice president for fiscal affairs distributes a State Business Transaction Disclosure Report memorandum to all College staff and faculty, who are asked to complete the form if applicable [5]. Any College employee who makes a business transaction with the state of Georgia which benefits the employee and his or her family must submit this form to the Georgia Government Transparency and Campaign Finance Commission. This form helps prevent questionable transactions by requiring full transparency from state employees. No Dalton State employee has ever been found to be in conflict of interest.

As required by the Board of Regents [6], the director of Human Resources also conducts mandatory Ethics Training for all new employees within 60 days of their employment [7], along with annual Ethics Refresher Training for all staff and faculty [8]. This training helps keep College employees aware of both Georgia state law and Board policy, helping prevent transactions which generate conflicts of interest.

Documentation

- [1] State of Georgia Code Section 45-10-1
- [2] State of Georgia Code Section 45-10-20 through 70
- [3] BOR Bylaws, Section II, Number 2
- [4] BOR Bylaws, Section V, Number 2
- [5] BOR Legal Affairs State Business Transaction Disclosure Report Memo and Form (2011)
- [6] BOR *Policy Manual*, Section 8.2.20.2
- [7] Ethics Training Mandatory E-mail from Director of Human Resources to All Employees
- [8] DSC Ethics Training Welcome Webpage

3.2.4

Governance and Administration: External influence

The governing board is free from undue influence from political, religious, or other external bodies and protects the institution from such influence.

Judgment

Compliant Partial Compliant Non-Compliant Not Applicable

Narrative

The University System of Georgia Board of Regents is free from undue influence from political, religious, or other external bodies, and it also protects the institution from such influence. The *Board of Regents' Policy Manual* (Section 12.1) states that the "The Board of Regents is unalterably opposed to political interference or domination of any kind or character in the affairs of any institution of the University System of Georgia" [1]. In addition, State of Georgia Code Sections 45-10-1 [2], 45-10-20 [3], and 45-10-22 [4] prohibit this kind of undue influence of all elected and appointed public officials of the state of Georgia, including the University System of Georgia Board of Regents. Article VII, Section IV, Paragraph 1a and b of the Constitution of the State of Georgia, gives the Board of Regents independence and exclusive authority to govern and manage the University System. The Constitution states that

All appropriations made for the use of any or all institutions in the University System shall be paid to the Board of Regents in a lump sum, with the power and authority in said board to allocate and distribute the same among the institutions under its control in such a way and manner and in such amounts as will further and efficient and economical administration of the University System. [5]

This constitutionally derived authority provides strong protection against undue political interference from government officials and from other state agencies. The constitutional structure of the Board of Regents provides another protection from undue influence of special interest groups. The constitutional membership of the Board ensures representation of statewide interest in the dealings of the University System by requiring a majority of its members to consist of representatives from each of Georgia's congressional districts. Other features of the Board's composition and operation serve to protect the University System and its member institutions from undue influence of special interest groups. These features include the staggered seven-year terms of the Board members to ensure representation across different gubernatorial administrations; the annual elections of the chair and vice-chair of the Board to minimize the potential for control by a minority of the members; and monthly meetings, quorum requirements, and standing committees to ensure broad-based participation by the members of the Board.

To adhere to board policy concerning external influence, the College distributes a State Business Transaction Disclosure Report memorandum to all College staff and faculty, who are asked to complete the form if applicable [6].

Documentation

[1] *Board of Regents Policy Manual* Section 12.1

[2] State of Georgia Code Section 45-10-1

[3] State of Georgia Code Section 45-10-20

[4] State of Georgia Code Section 45-10-22

[5] The Constitution of the State of Georgia, Article VII, Section IV, Paragraph 1a and b.

[6] BOR Legal Affairs State Business Transaction Disclosure Report Memo and Form (2011)

3.2.5

Governance and Administration: Board dismissal

The governing board has a policy whereby members can be dismissed only for appropriate reasons and by a fair process.

Judgment

Compliant Partial Compliant Non-Compliant Not Applicable

Narrative

The state of Georgia's constitution Article VIII, Section IV, Paragraph I (f), states, "The qualifications, compensation, and removal from office of the members of the Board of Regents shall be as provided by law" [1]. Georgia State Code Section 20-3-26 specifies that it is the duty of members of the Board of Regents to attend the meetings, and the chair of the board may remove members of the Board for not attending meetings [2]. Georgia State Code Section 45-5-1 relates to the removal of any public officials in the state of Georgia; this section covers conditions precipitating removal, due process, and possible recourse [3].

The Board of Regents does, therefore, have a policy by which its members can be dismissed for appropriate reasons and by a fair process. In pursuant of this policy, the Board has not removed any member since 1941 [4].

Documentation

[1] The Constitution of the State of Georgia, Article VIII, Section IV, Paragraph 1 F

[2] State of Georgia Code Section 20-3-26

[3] State of Georgia Code Section 45-5-1

[4] *The New Georgia Encyclopedia*, "Cocking Affair"

3.2.6

Governance and Administration: Board/administration distinction

There is a clear and appropriate distinction, in writing and practice, between the policy-making functions of the governing board and the responsibility of the administration and faculty to administer and implement policy.

Judgment

Compliant Partial Compliant Non-Compliant Not Applicable

Narrative

The *Board of Regents' Policy Manual*, Section 3.1, states that the Board will set policy and confer the USG Chancellor and the institution presidents with the authority for implementation of policy:

The Board of Regents shall rely on the Chancellor, the presidents of the several institutions in the System, and their deans and faculties to develop, adapt, and administer, the academic methods and procedures deemed by them to be most effective in promoting efficiency of operations and most appropriate to the advancement of learning.

Without limiting the generality of the preceding paragraph, it is recognized that the following are proper functions of the academic authorities rather than of the Board:

- a. To prescribe the teaching load to be carried by each member of the faculty;
- b. To determine the maximum and minimum number of students permitted in a class; and
- c. To define the nature and form of records, if any, to be kept of the members of the faculties and of activities of the administrative personnel.

The Board of Regents shall expect each president, his or her faculty and staff, the deans and the faculties of each institution in the System efficient service measured by approved academic standards, and shall look to them to promote effective higher education, having in view resources available to them, and, in the discharge of its duties as a Board, must hold them responsible for a failure to achieve these results. The Board is of the opinion that it would not be reasonable to make academic authorities in the System accountable for results obtained and at the same time deny them the power to choose ways and means they believe to be best adapted to achieve the ends desired. [1]

The governing board, therefore, is singularly responsible for making policy, while the responsibility of implementing those policies is left with the College.

An examination of Dalton State's parking services shows this distinction. The *Board of Regents' Policy Manual* states that "[a]uxiliary enterprise operations shall operate on a self-supported basis with revenues derived from student fees and other non-state sources, except as provided below" [2]. In response, Dalton State developed its own Auxiliary Services Policy, which ensures parking services are entirely supported by student fees, thus meeting the Board's requirement that auxiliary operations be self-supporting [3]. The Board of Regents created the over-arching policy, and Dalton State implemented it.

The contrast between the Board's responsibility of policy creation and Dalton State's responsibility for implementing those policies can be seen in the additional examples below:

BOR Policy	DSC Policy Implementation
Post-Tenure Review Policy & Procedures [4]	<i>Faculty Handbook</i> (Pre- and Post-Tenure Review Policy) [5]
Policy & Procedures for New Program Review [6]	Comprehensive Program Review [7]
Retention, Progression and Graduation Initiative [8]	DSC's Annual Retention and Graduation Rates Improvement Plan [9]

In each of the above areas, the Board of Regents specified a policy, and DSC supplied the methods and action required to fulfill the policy. The distinction between the two roles is clear.

Documentation

- [1] *Board of Regents Policy Manual, Section 3.1*
- [2] *Board of Regents Policy Manual, 7.2*
- [3] Dalton State College's Auxiliary Services Policy
- [4] Post-Tenure Review Policy & Procedures
- [5] *Faculty Handbook* (Pre- and Post-Tenure Review Policy)
- [6] Policy & procedures for New Program Review
- [7] Comprehensive Program Review
- [8] Retention, Progression and Graduation Initiative
- [9] DSC's Annual Retention and Graduation Rates Improvement Plan

3.2.7

Governance and Administration: Organizational structure

The institution has a clearly defined and published organizational structure that delineates responsibility for the administration of policies.

Judgment

Compliant Partial Compliant Non-Compliant Not Applicable

Narrative

Dalton State College does have a clearly defined and published [organizational structure \[1\]](#) that delineates responsibility for the administration of policy.

Authority of the President

Dalton State College derives the responsibility of policy administration from the Board of Regents of the University System of Georgia, the College's governing body. The Board of Regents' *Policy Manual* Section 2.5.1 states:

The president of each USG institution shall be the executive head of the institution and of all its departments, and shall exercise such supervision and direction as will promote the efficient operation of the institution. The president shall be responsible to the Chancellor for the operation and management of the institution, and for the execution of all directives of the Board and the Chancellor. The president's discretionary powers shall be broad enough to enable him/her to discharge these responsibilities. [2]

This section, published on the [USG Website](#), gives responsibility for administration of policies at Dalton State College to the College's president. All responsibility flows through the president to the College's other administrators, as shown below.

Local Organizational Structure

Each Dalton State administrator has his or her own specific area of responsibility, determined by the administrator's position in the College's internal organizational structure. This structure is defined in the College *Statutes* and published in the *Statutes*, the *Faculty Handbook*, and the College's organizational chart.

The College's *Statutes* clearly outline the College's organizational structure, listing each administrator's position, his or her area of responsibility, and his or her supervisor [3]. The *Statutes* are published [online](#) and are publicly accessible. A brief overview of the administrative organizational structure is published in the *Faculty Handbook* [4], and the College's organizational chart [5] displays the structure in more detail. The organizational chart is posted [online](#) and is included in the College's annual *Fact Book* [6]. The College's *Statutes*, the *Faculty Handbook* overview, and the organizational chart are all revised annually.

Each administrator's job title indicates that individual's area of responsibility. For instance, the vice president for academic affairs is responsible for the policy administration in the Office of Academic Affairs. Likewise, the dean of the School of Education is responsible for the administration of the School of Education. Each administrator's job description also defines his or her area of responsibility and lists his

or her immediate supervisor. All administrators' titles and job descriptions are presented in Section 3.2.8. Names and titles of administrators are published annually in the College's *Fact Book* [7], in the *Catalog* [8], and on [departmental Websites](#).

Local Policy Change

As dictated by the College's *Statutes* [9], new policies and revisions to current policies are reviewed by the appropriate committee and the faculty at large before being approved by the president. The president has the authority to accept or veto any change to the College policies [10].

Documentation

- [1] Detailed Organizational Structure Chart
- [2] *BOR Policy Manual*, Section 2.5.1
- [3] *Dalton State College Statutes*, Pages 2-17
- [4] *Faculty Handbook*, Administration
- [5] Organizational Chart
- [6] 2011-2012 *Fact Book*, Organizational Chart
- [7] 2011-2012 *Fact Book*, Senior Administrative and Academic Personnel
- [8] 2011-2012 *Catalog*, Administrative Staff
- [9] *Dalton State College Statutes*, Pages 18 and 34
- [10] *Dalton State College Statutes*, Page 18

3.2.8**Governance and Administration: Qualified administrative/academic officers**

The institution has qualified administrative and academic officers with the experience and competence to lead the institution.

Judgment

Compliant Partial Compliant Non-Compliant Not Applicable

Narrative

Following a reorganization of the college in 2007-2008, the eight academic divisions were restructured into seven schools. The academic and administrative personnel of Dalton State College are comprised of the president, the vice president and assistant vice president for Academic Affairs, the vice president and assistant vice president for Enrollment and Student Services, the vice president and assistant vice president for Fiscal Affairs, seven deans, one associate dean, six department chairs, 21 directors, and three coordinators, all of whom are qualified officers with the education, experience, competence, and capacity to lead the institution [1].

Dalton State's administrative and academic officers are highly qualified for their positions, and each holds the educational background, experience, and competence necessary to fulfill his or her responsibilities. The College conducted a thorough review of each officer's credentials and abilities before hiring, including a background check. The College's administrative officers are also evaluated annually by their respective supervisors, as described in Section 3.2.10.

Personnel information for all employees, including administrative and academic officers, is available at the Human Resources Office. The administrative and academic officers are also listed in the College's *Catalog* [2] and *Fact Book* [3].

The following list provides a summary of the qualifications and experience of the College's administrative and academic officers.

Office of the President**John Schwenn, President [4]**

Ph.D., Special Education, University of Wisconsin-Madison, 1976; 36 years of experience in higher education

Pamela Partain, Director of Marketing and Communications [5]

B.A., English, College of William and Mary, 1980; 8 years of experience in higher education

Henry Codjoe, Director of Institutional Research and Planning [6]

Ph.D., Educational Policy Studies, University of Alberta, 1997; 18 years of experience in higher education

David Elrod, Director of Institutional Advancement [7]

B.A., History, Berry College, 1999; 9 years of experience in higher education

Derek Waugh, Athletic Director [8]

J.D., Law, Wake Forest University School of Law, 1996; 15 years of experience in higher education

Academic Affairs**Sandra Stone, Vice President for Academic Affairs [9]**

Ph.D., Sociology, Emory University, 1993; 15 years of experience in higher education

Andrew Meyer, Assistant Vice President for Academic Affairs [10]

Ph.D., Physiology and Biophysics, University of Iowa, 1993; 20 years of experience in higher education

Donna Mayo, Dean of the School of Business [11]

Ph.D., Marketing, University of Alabama at Tuscaloosa, 1993; 25 years of experience in higher education

Larry Johnson, Associate Dean of the School of Business [12]

Ph.D., Agricultural and Resource Economics, Virginia Polytechnic Institute and State University, 1986; 15 years of experience in higher education

Mary Nielsen, Dean of the School of Liberal Arts [13]

Ph.D., Curriculum and Instruction, University of Florida, 1988; 35 years of experience in higher education

Barbara Murray, Chair of the Department of Humanities [14]

Ph.D., English, University of Tennessee, 1988; 30 years of experience in higher education

Judy Cornett, Chair of the Department of Social Sciences [15]

Ph.D., History, University of Kentucky, 1993; 37 years of experience in higher education

Randall Griffus, Dean of the School of Sciences and Mathematics [16]

Ph.D., Mathematics, Auburn University, 1996; 20 years of experience in higher education

Thomas Gonzalez, Chair of the Department of Mathematics [17]

Ph.D., Mathematics, Auburn University, 1999; 16 years of experience in higher education

Gina Kertulis-Tartar, Chair of the Department of Natural Sciences [18]

Ph.D., Soil and Water Science, University of Florida, 2005; 14 years of experience in higher education

Cordia Starling, Dean of the School of Nursing [19]

Ed.D., Higher Education Administration, University of Alabama at Tuscaloosa, 1997; 31 years of experience in higher education

Charles Johnson, Dean of the School of Technology [20]

Ed.D., Occupational Education, North Carolina State University, 1981; 31 years of experience in higher education

Linda LaChapelle, Chair of the Department of Technical Studies [21]

M.Ed., Business Education, North Georgia College & State University, 1992; 26 years of experience in higher education

Susan West, Chair of the Department of Health Occupations [22]

M.Ed., Health Occupation Education, University of Georgia, 1990; 27 years of experience in higher education

Calvin Meyer, Dean of the School of Education [23]

Ed.D., Curriculum and Instruction, University of South Carolina, 1979; 25 years of experience in higher education

Spencer Zeiger, Dean of the School of Social Work [24]

Ph.D., Social Welfare, University of Washington, 1989; 16 years of experience in higher education

Sherry Riley, Director of Adult Education [25]

M.Ed., Adult Education, University of Georgia, 1994; 23 years of experience in higher education

Andrew Meyer, Interim Director of Instructional Technology [10]

Ph.D., Physiology and Biophysics, University of Iowa, 1993; 20 years of experience in higher education

Lydia Knight, Director of Library Services [26]

M.L.S., Library Science, Vanderbilt University, 1981; 31 years of experience in higher education

John Fowler, Director of the Bandy Heritage Center [27]

Ph.D., History, University of Tennessee, 2000; 15 years of experience in higher education

Clint Kinkead, Director of Center for Teaching and Learning [28]

Ed.D., Instructional Leadership, University of Alabama, 2009; 9 years of experience in higher education

Baogang Guo, Director of Center for International Education [29]

Ph.D., Political Science, Brandeis University, 1994; 26 years of experience in higher education

Robin Cleeland, Director of the Center for Diversity, Equity, and Inclusion [30]

Ph.D., Social Work Policy and Administration, Florida State University, 2006; 14 years of experience in higher education

Charles Johnson, Coordinator for Extended Campus – Dalton State East [31]

Ed.D., Occupational Education, North Carolina State University, 1981; 31 years of experience in higher education

Sandy Ott, Coordinator for Extended Campus – Gilmer County Center [32]

B.A., Communications, Shorter College, 1991; 17 years of experience in higher education

Vince Postell, Coordinator of Learning Support [33]

Ph.D., Mathematics, Georgia Institute of Technology, 1990; 22 years of experience in higher education

Enrollment and Student Services**Jodi Johnson, Vice President for Enrollment and Student Services [34]**

Ed.D., Higher Education Administration, East Tennessee State University, 2011; 23 years of experience in higher education

Angela Harris, Assistant Vice President for Enrollment and Student Services [35]

Ed.D., Higher Education Administration, University of Alabama at Tuscaloosa, 1997; 23 years of experience in higher education

Linda Wheeler, Director of Academic Resources [36]

M.F.A., English, University of Massachusetts at Amherst, 1988; 28 years of experience in higher education

Amy Schmidt, Director of Academic Advising Center [37]

M.S., Education, Indiana University, 1978; 33 years of experience in higher education

Jonathan Johnson, Director of Residential Life [38]

M.S., Higher Education and Administration, University of Louisville, 2004; 10 years of experience in higher education

Garrett Burgner, Director of Campus Recreation [39]

M.S., Recreation Administration, Middle Tennessee State University, 2002; 16 years of experience in higher education

Jami Hall, Director of Student Life [40]

Ed.S., Educational Leadership, Georgia Southern University, 2009; 9 years of experience in higher education

Carol Jones, Director of Financial Aid and Veteran Services [41]

M.P.A., Public Administration, Kennesaw State University, 2001; 17 years of experience in higher education

Terry Bailey, Director of the Office of Computing & Information Services [42]

M.B.A., Management Information Systems, University of Georgia, 1989; 22 years of experience in higher education

Fiscal Affairs**Scott Bailey, Vice President for Fiscal Affairs [43]**

M.P.A., Professional Accounting, Georgia State University, 1992; 25 years of experience in higher education

Nicholas Henry, Assistant Vice President for Fiscal Affairs [44]

B.B.A., Accounting, Valdosta State University, 2000; 12 years of experience in higher education

David Ballentine, Director of Auxiliary Services [45]

B.B.A., Accounting, Georgia Southwestern State University; 12 years of experience in higher education

Faith Miller, Director of Human Resources [46]

B.B.A., Accounting, Cleveland State University, 1984; 15 years of experience in higher education

Jack Reynolds, Director of Plant Operations [47]

B.S., Agricultural Education, Clemson University, 1971; 22 years of experience in higher education

William Gee, Director of Public Safety [48]

Georgia P.O.S.T. Certified, 1975; 23 years of experience in higher education

Vacant, Director of Purchasing

Documentation

- [1] Organizational Chart
- [2] 2011-2012 *College Catalog*, List of Administrative Staff
- [3] 2011-2012 *Fact Book*, List of Senior Administrative and Academic Personnel
- [4] Resume - John Schwenn
- [5] Resume - Pamela Partain
- [6] Resume - Henry Codjoe
- [7] Resume - David Elrod
- [8] Resume - Derek Waugh
- [9] Resume - Sandra Stone
- [10] Resume - Andrew Meyer
- [11] Resume - Donna Mayo
- [12] Resume - Larry Johnson
- [13] Resume - Mary Nielsen
- [14] Resume - Barbara Murray
- [15] Resume - Judy Cornett
- [16] Resume - Randall Griffus
- [17] Resume - Thomas Gonzalez
- [18] Resume - Gina Kertulia-Tartar
- [19] Resume - Cordia Starling
- [20] Resume - Charles Johnson
- [21] Resume - Linda LaChapelle
- [22] Resume - Susan West
- [23] Resume - Calvin Meyer
- [24] Resume - Spencer Zeiger
- [25] Resume - Sherry Riley
- [26] Resume - Lydia Knight
- [27] Resume - John Fowler
- [28] Resume - Clint Kinhead
- [29] Resume - Baogang Guo
- [30] Resume - Robin Cleeland
- [31] Resume - Charles Johnson
- [32] Resume - Sandy Ott
- [33] Resume - Vince Postell
- [34] Resume - Jodi Johnson
- [35] Resume - Angela Harris
- [36] Resume - Linda Wheeler
- [37] Resume - Amy Schmidt
- [38] Resume - Jonathan Johnson
- [39] Resume - Garrett Burgner
- [40] Resume - Jami Hall
- [41] Resume - Carol Jones
- [42] Resume - Terry Bailey
- [43] Resume - Scott Bailey
- [44] Resume - Nicholas Henry
- [45] Resume - David Ballentine
- [46] Resume - Faith Miller

[47] Resume - Jack Reynolds

[48] Resume - William Gee

3.2.9

Governance and Administration: Personnel appointment

The institution publishes policies regarding appointment, employment, and evaluation of all personnel.

Judgment

Compliant Partial Compliant Non-Compliant Not Applicable

Narrative

As a member institution of the University System of Georgia, Dalton State College adheres to the USG policies regarding appointment and employment of faculty and staff listed in the *Board of Regents' Policy Manual*, Section 8 ("Personnel") [1]. These policies can be found on [the USG Website](#).

Dalton State College also publishes its own local policies regarding the appointment and employment of faculty in its *Faculty Handbook* [2], which is accessible online at the Dalton State College [Website](#). These policies include information on faculty contracts, tenure and promotion, contract renewal, recruitment and appointment, workload, and responsibilities. In addition, this handbook contains information pertaining to personnel policies and procedures, along with information concerning employee benefits.

Since Dalton State College is a member of the University System of Georgia, the *USG Human Resources Administrative Practice Manual* [3] defines the policies and procedures that Dalton State College follows in the employment of classified staff members. This manual is available on the University System's [Website](#). In addition, the College's *Classified Employee Handbook* [4] contains information on local policies and procedures that apply to all classified employees. This handbook is distributed to all classified employees and is available on the Dalton State College [Website](#).

The College's Human Resources department handles all appointments exclusive of Corps of Instruction, as well as all employment activities. Human Resources publishes its procedures for personnel actions-classified employees in the Personnel Section of the College's *Policy and Procedures Manual* [5]. These procedures include creating a new position, hiring a new employee, making a salary or title change, initiating a department transfer, or declaring a leave of absence or termination of a current employee.

Dalton State College is an equal opportunity institution, and it complies with all statutes, both federal and state, in providing equal opportunity to all applicants for employment, regardless of race, religion, national origin, age, disability, or sex.

When employees are hired, they are required to report to Human Resources to complete all necessary paperwork. Benefited employees meet with Human Resources, and all available benefits are explained to them. In addition, each benefited employee receives a Benefit Notebook which contains the [information](#) the employee needs to make his or her benefit elections. All employees are instructed in the use of the ADP Portal for entering time, viewing paychecks, and, if applicable, their benefits. All local procedures are in accord with the aforementioned *USG Human Resources Administrative Practice Manual*.

The College's employment opportunities may be found on Dalton State's [Human Resources Webpage](#). The [Employment Opportunities page](#) provides public access to faculty openings, administrative openings, and staff openings, as well as a link to openings at other system institutions. An [online employment application](#) is also accessible from that page.

Evaluation of Personnel

Dalton State has a published staff performance evaluation policy as required by the University System of Georgia [6]. The policy, contained in the *College's Policy and Procedures Manual*, states that "Dalton State College supports a consistent, continuous and communicated performance evaluation process." The policy is consistent with **Board of Regents' policy** that "all classified employees shall be evaluated by the supervisor in a systematic manner at specified time intervals, but in no case less than once a year. An employee in his or her provisional period should be evaluated at least once prior to the completion of the provisional period." In enforcing this policy, Dalton State requires that supervisors will evaluate employees annually through the evaluation form [7] provided by Human Resources or other forms specific to the position. Additional information about Performance Evaluation Cycle, Supervisor instructions for Evaluating Performance, Performance Evaluation Conference, Performance Evaluations and Pay Recommendations, and Performance Evaluation Training and Support are available in the Human Resources office.

All faculty are evaluated annually by their immediate supervisors using the evaluation form published in the *Faculty Handbook* [8] and in the *Faculty Evaluation Process Manual* [9]. This evaluation process is explained in detail in Section 3.7.2, "Faculty Evaluation."

Administrative staff are formally evaluated on a periodic basis according to published policies in the *Policy and Procedures Manual* [5]. These policies are explained thoroughly in Section 3.2.10, "Administrative Staff Evaluations."

Documentation

- [1] *USG Policy Manual*, Section 8
- [2] *Faculty Handbook* - Recruitment and Employment Policies
- [3] *USG Human Resources Administrative Practice Manual*
- [4] *Classified Employee Handbook*
- [5] *Policy and Procedures Manual*, Personnel
- [6] Personnel Evaluation Policy
- [7] Example of a Completed Personnel Evaluation Form
- [8] *Faculty Handbook*, Faculty Evaluations
- [9] *Faculty Evaluation Process Manual*

3.2.10

Governance and Administration: Administrative staff evaluations

The institution periodically evaluates the effectiveness of its administrators on a periodic basis.

Judgment

Compliant Partial Compliant Non-Compliant Not Applicable

Narrative

Dalton State College periodically and internally evaluates the effectiveness of its administrators in compliance with Board of Regents' policy (Section 8.3.5) and SACS requirements. Additionally, the College's president is externally evaluated by the Chancellor of the University System of Georgia, as stipulated by Section 2.3 of the Board of Regents' *Policy Manual* [1].

Internal Evaluations

Dalton State College formally evaluates all administrators on a periodic basis. The College divides administrative positions into three administrative areas: (1) Administrative Council; (2) the Assistant Vice Presidents, Directors, and Coordinators; and (3) the Deans and Associate Deans of Schools and Chairs of Departments. Each area has its own process and cycle of evaluation.

Administrative Council Evaluation Procedures

The Administrative Council is comprised of the president, the vice president for academic affairs, the vice president for fiscal affairs, the vice president for enrollment and student services, the director of institutional advancement, the director of marketing and communications, the director of institutional research and planning, and the director of athletics. Each administrator in the Council is evaluated once every two years, in either the fall or spring semester [2].

In the first year of the evaluation cycle, the president, the vice president for academic affairs, the vice president for fiscal affairs, and the director of marketing and communications are evaluated. In the second year, the director of institutional advancement, the vice president for enrollment and student services, and the director of institutional research and planning are evaluated. Personnel may elect to be evaluated during their first year in a position. To assure accurate and useful feedback, evaluation surveys [3] are customized according to each administrator's function and responsibilities. Each administrator is evaluated by the rest of the Administrative Council, employees who work underneath the administrator, and other employees who frequently interact with the administrator. Completed copies of these evaluation surveys are on file in the President's Office.

The administrative assistant to the president produces reports from results of the electronic evaluation survey and forwards copies to the president and the administrator under review, who uses the results for improvement. All results are private and confidential. Evaluation reports of personnel reporting to the president are kept in the President's Office.

Assistant Vice Presidents, Directors, and Coordinators

This grouping includes the assistant vice president for academic affairs, the assistant vice president for enrollment and student services, the assistant vice president for fiscal affairs, and the directors of the following administrative departments and centers: Instructional Technology; Center for Teaching and Learning; Center for Diversity, Equity, and Inclusion; Center for International Education; Adult Education; Bandy Heritage Center; Roberts Library; Academic Resources; Campus Recreation; Office of Computing and Information Services; Residence Life; Judicial Affairs; Student Life; Student Financial Aid and Veteran Affairs; Auxiliary Services; Human Resources; Plant Operations; Public Safety; and Purchasing. Also included are the coordinators of Learning Support, Gilmer County Center, and Dalton State East.

These personnel are evaluated annually by their respective supervisors using the *Performance Evaluation Form* [4] on or about April 1st of each year. All evaluation reports of these personnel are kept in the vice presidents' and assistant vice presidents' offices.

Deans, Associate Deans of Schools, and Chairs of Departments

This group includes the deans of the School of Business, School of Education, School of Liberal Arts, School of Natural Sciences and Mathematics, School of Nursing, School of Social Work, and School of Technology. Also included are the associate dean of the School of Business and the chairs of the following academic departments: Humanities, Mathematics, Natural Sciences, Social Sciences, Technical Studies, and Health Occupations. Since these academic officers also hold faculty ranks in addition to their administrative duties, their evaluations fall under the purview of the normal faculty evaluation process [5], which is explained in detail in Section 3.7.3, "Faculty Evaluation."

The vice president for academic affairs requests that each faculty member provide a comparable appraisal for the dean of his or her school on or before March 1 through the use of the *Administrator Evaluation Questionnaire* [6]. The vice president for academic affairs then shares a summary of these evaluations with the dean. In the School of Business, the only school with an associate dean, each faculty member is requested to provide the school dean with an appraisal of his or her associate dean on or before March 1. These completed questionnaires are stored in the Office of Academic Affairs.

In schools which house departments, each faculty member is also requested to provide the school dean with an appraisal of his or her department chair on or before March 1. The dean shares a summary of these evaluations with the department chair or associate dean as part of the chair or associate dean's annual evaluation.

Each April, the deans are formally evaluated by the vice president for academic affairs with feedback from their respective faculty, the associate dean of the School of Business is formally evaluated by the dean of the School of Business with feedback from the School of Business faculty, and the chairs are formally evaluated by their respective deans with feedback from their faculty. Specifically, the chairs of the departments of Humanities and Social Sciences are evaluated by the dean of the School of Liberal Arts, the chairs of Mathematics and Natural Sciences are evaluated by the dean of the School of Natural Sciences and Mathematics, and the chairs of Technical Studies and Health Occupations are evaluated by the dean of the School of Technology.

All evaluation reports for faculty, department chairs, and associate dean are kept in the offices of the deans, while reports for the deans are kept in the Office of Academic Affairs.

External Evaluation of the President

In compliance with Section 2.3 of the Board of Regents' *Policy Manual* [1], the president of the College undergoes periodic evaluation by the president's direct supervisor, the Chancellor of the University System of Georgia. The process concludes with an annual letter of approval from the USG Chancellor to the president of Dalton State College. These letters, along with all written evaluations of the president, are available in the President's Office.

Administrator Evaluation History

The table below documents the periodic nature of administrator evaluations. Included are a few samples of completed evaluations:

- Susan West – Chair of the Department of Health Occupations [7]
- Jodi Johnson – Vice President for Enrollment and Student Services [8]
- Henry Codjoe – Director of Institutional Research and Planning [9]
- Nick Henry – Assistant Vice President for Fiscal Affairs [10]

Because of the sensitive nature of these evaluations, all other completed evaluations are kept on file in the supervisors' offices and the Office of Human Resources. These evaluations are available upon request.

Table 3.2.10-1: DSC Administrative Evaluations

Title	Name	Most Recent Administrative Evaluation	Previous Administrative Evaluation	Most Recent Admin/Peer Evaluation	Previous Admin/Peer Evaluation
President (Evaluated yearly by USG Board of Regents)	John Schwenn	2011	2009	3/2011	N/A (position was effective 3/2008)
Vice President for Academic Affairs	Sandra Stone	6/2011	N/A (position was effective 8/1/2010)	4/2011	N/A (position was effective 8/1/2010)
Vice President for Enrollment & Student Services	Jodi Johnson	6/2011	4/2010	4/2011	04/2007
Vice President for Fiscal Affairs	Scott Bailey	6/2011	4/2010	4/2011	05/2007

Assistant Vice President for Academic Affairs	Andy Meyer	7/6/2011	N/A (position was effective 1/3/11)	2/2011	N/A (position was effective 1/3/11)
Assistant Vice President for Enrollment Services	Angela Harris	3/2011	4/2010	5/11/2009	3/2008
Assistant Vice President for Fiscal Affairs	Nick Henry	7/2011	4/2010	5/2009	5/2008
Dean, School of Business	Donna Mayo	7/25/2011	4/15/2010	2/2011	3/2010
Dean, School of Education	Calvin Meyer	N/A (position was effective 8/1/2011)	N/A (position was effective 8/1/2011)	N/A (position was effective 8/1/2011)	N/A (position was effective 8/1/2011)
Dean, School of Education (Interim: 1/11 – 7/11)	Barbara Murray	7/25/2011	N/A (Interim)	N/A (Interim)	N/A (Interim)
Dean, School of Liberal Arts	Mary Nielsen	7/25/2011	4/12/2010	2/2011	3/2010
Dean, School of Nursing	Cordia Starling	7/25/2011	4/14/2010	2/2011	3/2010
Dean, School of Natural Sciences & Mathematics	Randall Griffus	7/25/2011	4/14/2010	2/2011	3/2010
Dean, School of Social Work	Spencer Zeiger	7/25/2011	4/21/2010	2/2011	3/2010

Dean, School of Technology	Charles Johnson	7/25/2011	4/13/2010	2/2011	3/2010
Associate Dean, School of Business	Larry Johnson	5/2/2010	N/A (position was effective 1/2010)	2/28/2011	N/A (position was effective 1/2010)
Chair, Dept. of Social Sciences	Judy Cornett	6/7/2011	4/19/2010	2/18/2011	2/26/2011
Chair, Dept. of Humanities	Barbara Murray	5/5/2011	4/15/2010	2/18/2011	2/26/2011
Chair, Dept. of Mathematics	Tom Gonzalez	4/28/2011	4/22/2010	4/2011	3/2009
Chair, Dept. of Natural Sciences	Gina Kertulis-Tartar	N/A (position was effective 8/1/2011)	N/A (position was effective 8/1/2011)	N/A (position was effective 8/1/2011)	N/A (position was effective 8/1/2011)
Chair, Dept. of Technical Studies	Linda LaChapelle	3/17/2011	4/23/2010	3/17/2011	4/19/2010
Chair, Dept. of Health Occupations	Susan West	4/7/2011	4/19/2010	4/7/2011	4/19/2010
Director, Adult Education	Sherry Riley	3/17/2011	4/19/2010	3/17/2011	3/31/2010
Director, Bandy Heritage Center	John Fowler	8/17/2011	N/A	N/A	N/A
Coordinator, Learning Support	Vince Postell	7/26/2011	N/A	N/A	N/A

Interim Director, Office of Instructional Technology	Andy Meyer	7/6/2011	N/A (position was effective 5/1/2011)	N/A (position was effective 5/1/2011)	N/A (position was effective 5/1/2011)
Coordinator, DSC Gilmer County Center	Sandy Ott	3/21/2011	4/13/10	N/A	N/A
Coordinator, Dalton State East	Charles Johnson	N/A (position was effective 8/1/2011)	N/A (position was effective 8/1/2011)	N/A	N/A
Director, International Education	Baogang Guo	5/20/2011	N/A (position was effective 5/1/2011)	N/A (position was effective 5/1/2011)	N/A (position was effective 5/1/2011)
Director, Teaching and Learning Center	Clint Kinhead	5/20/2011	N/A (position was effective 5/1/2011)	N/A (position was effective 5/1/2011)	N/A (position was effective 5/1/2011)
Director, Center for Diversity, Equity and Inclusion	Robin Cleeland	N/A (position was effective 8/1/2011)	N/A (position was effective 8/1/2011)	N/A (position was effective 8/1/2011)	N/A (position was effective 8/1/2011)
Director, Library Services	Lydia Knight	7/25/2011	4/15/2010	2/18/2011	2/26/2010
Director, Office of Computing and Information Services	Terry Bailey	03/2011	4/2010	5/2009	3/2008
Director, Financial Aid	Carol Jones	03/2011	N/A (position was effective 6/1/2010)	N/A (position was effective 6/1/2010)	N/A (position was effective 6/1/2010)

Director, Academic Resources	Linda Wheeler	03/2011	4/2010	5/2009	3/2008
Director, Campus Recreation	Garrett Burgner	03/2011	4/2010	5/2009	3/2008
Director, Athletics	Derek Waugh	N/A (position was effective 2/2012)	N/A (position was effective 2/2012)	N/A (position was effective 2/2012)	N/A (position was effective 2/2012)
Director, Residential Life	Jonathan Johnson	N/A (position was effective 1/9/2012)	N/A (position was effective 1/9/2012)	N/A (position was effective 1/9/2012)	N/A (position was effective 1/9/2012)
Director, Residential Life & Judicial Affairs	Kristen Wentworth	03/2011	4/2010	N/A (position was effective 6/22/2009)	N/A (position was effective 6/22/2009)
Director, Student Life	Jami Hall	03/2011	4/2010	5/2009	3/2008
Director, Advising Center	Amy Schmidt	3/21/2011	4/2010	5/2009	3/2008
Director, Human Resources	Faith Miller	5/21/2011	4/2010	5/2009	4/2008
Director, Plant Operations	Jack Reynolds	5/2011	4/2010	5/2009	4/2008
Director, Public Safety	Billy Gee	7/2011	5/2010	5/2009	4/2008
Director, Purchasing	Mary Hood (retired 12/2010)	4/2010	5/2009	5/2008	5/2007

Director, Auxiliary Services	David Ballentine	5/21/2011	4/2010	5/2009	N/A
Director of Institutional Advancement	David Elrod	6/2011	4/2010	5/2007	4/2006
Director, Marketing & Communications	Pam Partain	N/A (position was effective 1/1/2011)	N/A (position was effective 1/1/2011)	N/A (position was effective 1/1/2011)	N/A (position was effective 1/1/2011)
Director, Institutional Research and Planning	Henry Codjoe	6/2011	4/2010	05/2007	04/2006

Documentation

[1] *BOR Policy Manual, Section 2.3*

[2] Policy and Procedures Manual

[3] Example of a Completed and Blank Customized Administrative Survey - VP for Enrollment & Student Services

[4] Completed Performance Evaluation Form (Administrative)

[5] *Faculty Evaluation Process Manual*

[6] Administrator Evaluation Report - Randall Griffus, Dean of the School of Natural Sciences and Mathematics

[7] Evaluation Example: Susan West, Chair, Dept. of Health Occupations

[8] Evaluation Example: Jodi Johnson, Vice President for Enrollment & Student Services

[9] Evaluation Example: Henry Codjoe, Director for Institutional Research and Planning

[10] Evaluation Example: Nick Henry, Assistant Vice President for Fiscal Affairs of Institutional Research and Planning

3.2.11

Governance and Administration: Control of intercollegiate athletics

The institution's chief executive officer has ultimate responsibility for, and exercises appropriate administrative and fiscal control over, the institution's intercollegiate athletics program.

Judgment

Compliant Partial Compliant Non-Compliant Not Applicable

Narrative

Although Dalton State has no intercollegiate athletics programs at this time, the College's long-term plan as a student-centered institution of higher learning is to add athletics programs [1]. In fall 2010, the College hired NACDA Consulting to conduct a study of the feasibility of starting athletics programs at Dalton State. The study included qualitative interviews, a quantitative survey, and benchmarking of two identified conferences. The group presented its findings [2] to the Student Activities Council Budget Committee, and in December 2010, Dalton State students voted to levy a \$50 per semester fee for athletics effective fall 2011 – a fee higher than the one that was recommended to them [3], suggesting a strong commitment to and student interest in college athletics. In July 2011, the president received a report from the DSC Intercollegiate Athletics Feasibility Committee composed of faculty, staff, students, and a community member [4], which after reviewing the feasibility study recommended the College go forward in establishing a program. The first step in bringing sports teams to Dalton State was the hiring of an athletics director, and the College advertised to fill the new position during fall 2011 [5]. The college hired Derek Waugh as athletics director in February 2012.

Documentation

- [1] Strategic Plan (2009-2012), Goal #2, Planning Objectives #2
- [2] Intercollegiate Athletics Feasibility Study
- [3] Mandatory Student Fee Participation Form (Athletic Fee FY2012)
- [4] DSC Intercollegiate Athletics Feasibility Committee Report
- [5] Director of Athletics Job Advertisement

3.2.12

Governance and Administration: Fund-raising activities

The institution demonstrates that its chief executive officer controls the institution's fund-raising activities.

Judgment

Compliant Partial Compliant Non-Compliant Not Applicable

Narrative

The institution does not solicit or collect donations directly. Instead, fund-raising is carried out on behalf of the institution by the Dalton State College Foundation. The Bylaws of Dalton State College Foundation, Inc. (Section 6.11), state that the treasurer and chief administrative officer of the Foundation must be an employee of Dalton State College [1].

The College's president, who is the institution's chief executive, coordinates, supports, and directs the activities of the Foundation, as is shown in the president's job description [2]:

- Coordinate the programs, services, and activities of the College in collaboration with the vice presidents for academic affairs, fiscal affairs, and enrollment and student services, and the directors of public relations, institutional advancement, and research and planning.
- Work with the University System staff, area legislative delegation, and Foundation leadership, among others, to advance the purposes of Dalton State College.
- Provide direction and support for the DSC Foundation, including participation in fund-raising activities as well as service on the Foundation Executive Committee.

Reporting to the College president is the director of Institutional Advancement, who, as ruled in the College's *Statutes* and in adherence to Board policy, is the administrative officer of the College responsible for coordinating the activities of the Dalton State College Foundation, Inc. The director reports directly to the president, and some examples of the director's duties follow [3]:

- Serve as the administrator of the Dalton State College Foundation under the supervision of the president.
- Serve as treasurer of the Foundation, keeping the financial records and managing deposits and disbursements.
- Organize and carry out the fund-raising activities of the Foundation in cooperation with the Executive Committee.
- Maintain and expand the current and potential donor database in order to continuously enlarge the number of individuals and companies donating to the Foundation.
- Make personal contact with current and potential donors.

In addition, the president of the College and the Foundation's chief administrative officer are *ex officio* members of all standing committees (Bylaws Sections 7.2-7.7) [4]. The Foundation qualifies as a cooperative organization as defined in the *Board of Regents' Policy Manual*, Section 12.5.1. The DSC Foundation is "organized or operated primarily for the purpose of soliciting gifts or assisting a USG institution in soliciting gifts from third persons in the name of the USG institutions or any of the institution's programs," one of several types of cooperative organizations defined in the manual [5]. The College president is heavily involved with the management of fundraising activities. An example of this is the president's management of "Fulfilling the Vision," a recent fundraising campaign that ran from 2006 to

2008. The president was a member of the campaign steering committee and was present for nearly every major solicitation in that campaign [6]. Another example was the president's involvement on the DSC Foundation Capital Task Force in 2005 [7] [8] [9] [10]. Fundraising efforts of this sort—high-level solicitations—typically are not done without the president playing an integral role in their planning and execution. The president is a vital component of the fundraising equation.

Documentation

[1] Bylaws of DSC Foundation, Section 6.11

[2] The DSC President's Job Description

[3] Dalton State College *Statutes*, Article IV, B

[4] Bylaws of DSC Foundation, Section 7.2-7.7

[5] *BOR Policy Manual*, Section 12.5.1

[6] *Fulfilling the Vision Booklet*

[7] DSC Foundation Capital Task Force, Notice of Meeting, July 22nd, 2005

[8] DSC Foundation Capital Task Force, Memo from the President, August 2nd, 2005

[9] DSC Foundation Capital Task Force, Meeting Agenda, August 9th, 2005

[10] DSC Foundation Capital Task Force, Members List

3.2.13

Governance and Administration: Institution-related foundations

For any entity organized separately from the institution and formed primarily for the purpose of supporting the institution and its programs:(1) the legal authority and operating control of the institution is clearly defined with respect to that entity; (2) the relationship of that entity to the institution and the extent of any liability arising out of that relationship is clearly described in a formal, written manner; and (3) the institution demonstrates that (a) the chief executive officer controls any fund-raising activities of that entity or (b) the fund-raising activities of that entity are defined in a formal, written manner which assures that those activities further the mission of the institution.

Judgment

Compliant Partial Compliant Non-Compliant Not Applicable

Narrative

Dalton State College operates only one institution-related entity, the Dalton State College Foundation, which is detailed in Section 3.2.2.4 and Section 3.2.12. Since Dalton State controls the operation of this foundation, it does not fall under the scope of this section.

3.2.14

Governance and Administration: Intellectual property rights

The institution's policies are clear concerning ownership of materials, compensation, copyright issues, and the use of revenue derived from the creation and production of all intellectual property. These policies apply to students, faculty, and staff.

Judgment

Compliant Partial Compliant Non-Compliant Not Applicable

Narrative

The Board of Regents' *Policy Manual* Section 6.3, "Intellectual Properties" [1], serves as a system-wide policy for intellectual properties. Section 6.3.2 defines intellectual property, and Section 6.3.3 explains the rights and equities of certain types of intellectual properties.

Section 6.3.1 explains that the responsibility of allocating or disposing of intellectual property rights falls to the president of each institution:

In many instances, Intellectual Property will become, in whole or in part, the property of the Board of Regents. When this policy speaks to ownership of Intellectual Property by institutions, the Board shall be the owner, and unless ownership has been transferred by the Board to an affiliated nonprofit organization, authority to further allocate or to dispose of rights in such Intellectual Property is hereby delegated to the presidents of the institutions. Management of the Board's institution-specific or institutionally identifiable intellectual property is entrusted to the presidents.

To equip each president with the means by which to assign such rights, Section 6.3.4 of the *BOR Policy Manual* requires each institution in the University System of Georgia to "develop policies and procedures for the administration of this Intellectual Property Policy." In response, Dalton State College developed its own *Intellectual Property Rights Policy* [2], which clearly explains the ownership of materials, compensation, copyright issues, and the use of revenue derived from the creation and production of all intellectual property. This policy applies to students, faculty, and staff, and it is published both in the *Dalton State Policy and Procedures Manual* [3] and on the Dalton State College *Institutional Documents and Resources Website*. The policy is also filed with the Office of Legal Affairs in the University System Office.

The policy clearly defines intellectual property and explains the determination of rights and equities regarding intellectual property. The document also describes the institutional procedures by which faculty, staff, or students must report to the College any and all intellectual properties they have created which may have commercial value.

As described by the *Intellectual Property Rights Policy* and required by the Board of Regents in Section 6.3.4 of the *BOR Policy Manual* [1], an Intellectual Property Committee, comprised of five appointed faculty, staff, or student members, advises the College's president in determining the rights and equities of any intellectual property brought before the committee. The policy also states that additional, more specialized intellectual property rights committees may be established to address a certain type of intellectual property. The policy also includes appeal procedures for use in the event that the creator of intellectual property is not satisfied with the rights and equities afforded him or her.

Documentation

[1] *BOR Policy Manual*, Section 6.3

[2] Dalton State College's Intellectual Property Rights Policy

[3] *Policy and Procedures Manual*

3.3.1

Institutional Effectiveness

The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of improvement based on analysis of the results in each of the following areas:

3.3.1.1 educational programs, to include student learning outcomes

3.3.1.2 administrative support services

3.3.1.3 academic and student support services

3.3.1.4 research within its mission, if appropriate

3.3.1.5 community/public service within its mission, if appropriate

Judgment

Compliant Partial Compliant Non-Compliant Not Applicable

Narrative

As described in 2.5, Dalton State College operates within a culture of continuous improvement, with ongoing assessment of institutional effectiveness. Thus, Dalton State identifies expected outcomes for educational programs, including student learning outcomes; assesses the extent to which it achieves these outcomes; and provides evidence of improvement based on analysis of the results. As will be shown in 3.3.1.1, educational program assessment is completed for academic courses/subjects, baccalaureate degree programs, associate's degree programs, certificate programs, college-level competencies, general education, distance education (online and hybrid courses), and learning support. In all these areas, the institution identifies expected outcomes for each course and degree/certificate program, assesses the extent to which it achieves these outcomes, and provides evidence of improvement through its Outcome Assessment Plan Summary Report, Academic Program Review process, deans' annual reports, and assessment of general education and college-level competencies by standardized evaluation of knowledge and skills (e.g., CAAP for general education) and survey of graduates. These form part of Dalton State's [Institutional Effectiveness Plan](#) and [Policy](#) that identify and evaluate outcomes in educational programs, administrative and educational support services, and where applicable, community and public service. As already noted, this method integrates planning and evaluation in a single, comprehensive function that aids decision-making at the institution.

To guide the assessment of academic programs and courses as well as educational/student support services, the Office of Institutional Research and Planning developed a summary of assessment procedures to assist vice presidents, deans, chairs, and directors in their assessment efforts. These include summaries for administrative and academic/student support services [1], educational programs [2], general education learning outcomes [3], program and student learning outcomes in the School of Business [4], program and student learning outcomes in the School of Education [5], program and student learning outcomes in the School of Liberal Arts [6], program and student learning outcomes in the School of Nursing [7], program and student learning outcomes in the School of Natural Sciences and Mathematics [8], program and student learning outcomes in the School of Social Work [9], and program and student learning outcomes in the School of Technology [10].

Documentation

- [1] Summary - Procedures Used to Evaluate Administrative and Academic & Student Support Services
- [2] Summary - Procedures Used to Evaluate Educational Programs
- [3] Summary - Procedures Used to Evaluate General Education Learning Outcomes (November 2010)
- [4] Summary - Procedures Used to Evaluate Program and Student Learning Outcomes (School of Business Administration)
- [5] Summary - Procedures Used to Evaluate Program and Student Learning Outcomes (School of Education)
- [6] Summary - Procedures Used to Evaluate Program and Student Learning Outcomes (School of Liberal Arts)
- [7] Summary - Procedures Used to Evaluate Program and Student Learning Outcomes (School of Nursing)
- [8] Summary - Procedures Used to Evaluate Program and Student Learning Outcomes (School of Sciences and Mathematics)
- [9] Summary - Procedures Used to Evaluate Program and Student Learning Outcomes (School of Social Work)
- [10] Summary - Procedures Used to Evaluate Program and Student Learning Outcomes (School of Technology)

3.3.1.1**Institutional Effectiveness: Educational Programs**

The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of improvement based on analysis of the results in each of the following areas: educational programs, to include student learning outcomes . . .

Judgment

Compliant Partial Compliant Non-Compliant Not Applicable

Narrative

Consistent with its [mission](#), Dalton State College is committed to the “meaningful assessment” of its educational programs and the use of evaluation results for continuous improvement [1]. As part of its institutional effectiveness program [2], Dalton State identifies and assesses outcomes that incorporate state/national program accreditations, comprehensive program review, course-specific student learning outcomes, general education outcomes, college-level competencies, knowledge and skills evaluations by licensure and certification exams, bachelor’s degrees program outcomes, associate’s degrees and certificate program outcomes, learning support programs, and distance education involving online and hybrid courses. Dalton State also identifies and assesses the extent to which it achieves student learning outcomes for courses offered at its two off-campus sites. Academic administrators and faculty develop the goals and program-level outcomes for each baccalaureate, associate’s, and certificate degree program as well as student learning outcomes for general education and other courses. Deans document these developments as part of their annual report on institutional effectiveness [3]. This process is coordinated by the Office of Institutional Research and Planning and collected in a comprehensive [college-wide Website on Institutional Effectiveness](#).

State/National Program Accreditations

One of the major measures of the quality and effectiveness of educational programs is the achievement of a specialized program accreditation by state and national accrediting agencies that often have stringent standards for assessing program outcomes. Usually, the achievement of specialized program accreditation involves an assessment of a wide array of outcome indicators – occurring periodically over a number of years. Programs such as education and nursing must also satisfy and address professional standards at the state level.

Accrediting agencies demand the assessment of student learning outcomes and other institutional effectiveness measures. For example, the accrediting body for business, the Association to Advance Collegiate Schools of Business (AACSB), in its most recent revised standard for “General Mission Expectations” requires that the program “make clear . . . the expected outcomes in terms of degree programs, learning outcomes, intellectual contributions, and other mission activities adopted by the school” (p. 18) [4]. Furthermore, the Educational Policy Assessment standard by the Council on Social Work Education (CSWE) states that “the program presents its plan to assess the attainment of its competencies, . . . specifies procedures, multiple measures, and benchmarks to assess the attainment of each of the program’s competencies” (p. 16) [5]. And Standard 2 of the National Council for Accreditation of Teacher Education (NCATE), “Assessment System and Unit Evaluation,” requires that the program “has an assessment system that collects and analyzes data on applicant qualifications, candidate and graduate performance, and unit operations to evaluate and improve the performance of candidates, the unit, and its programs” (p. 12) [6]. Consequently, the accreditation of Dalton State programs by nationally accredited

and state agencies is a validation of the quality and effectiveness of its educational programs. Recent accreditation review reports for programs at Dalton State can be found on the College's [Institutional Documents and Resources Webpage](#). Currently, Dalton State has the following accredited programs [7]:

SCHOOL OF BUSINESS

Degree Program	National/State Program Review
Bachelor of Business Administration Accounting Management Management Information Systems Marketing Operations Management Bachelor of Applied Science Technology Management	Association to Advance Collegiate Schools of Business (AACSB) (Last awarded in 2009.)

SCHOOL OF EDUCATION

Degree Program	National/State Program Review
Bachelor of Science Early Childhood Education	National Council for Accreditation of Teacher Education (NCATE) (Last awarded in 2010.) Georgia Professional Standards Commission Board of Examiners Report (Last awarded in 2010.)

SCHOOL OF NURSING

Degree Program	National/State Program Review
Associate of Science in Nursing Two-Year Registered Nursing	National League of Nursing (NLNAC) (Last awarded in 2010.) Georgia Board of Nursing (GBON) (Last awarded in 2008.)

SCHOOL OF SOCIAL WORK

Degree Program	National/State Program Review
Bachelor of Social Work Social Work	Council of Social Work Education (Last awarded in 2010.)

SCHOOL OF TECHNOLOGY

Program	Accrediting/Approving Agency
Certified Nursing Assistant	Georgia Medical Care Foundation (Last awarded in 2009.)
Licensed Practical Nursing	Georgia Board of Examiners of Licensed Practical Nursing (Last awarded in 2011.)
Medical Assisting	American Association of Medical Assistants (AAMA) & Commission on Accreditation of Allied Health Education Programs (CAAHEP) (Last awarded in 2008.)
Medical Laboratory Technology	National Accrediting Agency for Clinical Laboratory Sciences (NAACLS) (Last awarded in 2007.)

Program	Accrediting/Approving Agency
Phlebotomy	National Accrediting Agency for Clinical Laboratory Sciences (Last awarded in 2008.)
Radiologic Technology	Joint Review Committee on Education in Radiologic Technology (Last awarded in 2009.)
Respiratory Therapy	The Committee on Accreditation for Respiratory Care (COARC) (Last awarded in 2009.)

Examples of Evidence of Improvement Based on Program Accreditation Reviews and/or Recommendations

School of Business

In preparation for the AACSB accreditation, the school developed an Assurance of Learning Plan that includes evaluation at the program level, major/discipline level, and course level [8]. Faculty now evaluate each class each semester and provide a written analysis of each course taught. Following the accreditation visit, the following improvements were implemented:

- The program added a minor in Sustainable Business and a minor in Business for Non-Business Majors. Several new courses were developed, including a diversity course and a course in Accounting Information Systems.
- The school hired a business communication faculty member to focus specifically on written and oral communications for its students. An ethics course and a business communications course were added to the business core.
- The dean appointed a committee to develop a plan for improvements in recruitment, retention, and graduation in the School of Business.
- The school hired a full-time academic advisor who also serves as an internship coordinator.

School of Education

Although having received no areas for improvement in the most recent NCATE visit, the school designed and began utilizing a Continuous Assessment System to provide “a guide for ensuring that our continuous improvement model is followed and that we are providing relevant and rigorous programs of study for our candidates that will impact change in the regions in which they are engaged with P-12 students” [9]. And in areas where the institution identified expected learning outcomes, the School of Education’s Teacher Education professional program, for instance, revised its curriculum offerings to meet Professional Standards Commission (PSC) standards and Board of Regents’ (BOR) requirements. Actions taken included developing new course offerings and learning outcomes in the Core Curriculum Area F for fall 2007.

School of Nursing

The Board of Commissioners granted the Dalton State College associate nursing program continuing accreditation based on the [Self-Study Report and Site Visitors' Report](#) from the site visit that took place October 26-28, 2010. The following areas were identified as areas needing development:

Standard 2: Faculty and Staff

Majority of part-time faculty credentialed with minimum of a master's degree with a major in nursing; remaining part-time faculty hold a minimum of a baccalaureate degree with a major in nursing.

Area of Development/Improvements: Continue efforts to recruit qualified part-time faculty holding master's degrees. No new part-time faculty have been hired, and none will be hired with less than a master's in nursing. The two part-time faculty holding bachelor's degrees have worked in the program for several years, and their experience, knowledge, and expertise are valued. One is in process of completing a master's from Chamberlain College of Nursing in an educator/executive track. She is slated to finish the program by the end of the Summer Semester 2012. The other part-time clinical instructor has been strongly encouraged to begin work on a master's in nursing. Because of this was an area of development cited by NLNAC, failure to begin work on this degree may affect her continued employment.

Standard 6: Outcomes

Area of Development: Continue to review and refine the systematic evaluation plan to ensure ongoing assessment and evaluation of student learning outcomes, program outcomes, and NLNAC Standards.

Improvements: This is an ongoing process that can be seen throughout Nursing Faculty Minutes, the Program Outcomes Evaluation Chart, Course Notebooks, Graduate Questionnaire Notebooks, Employer Survey Notebooks, and Annual Reports to the Georgia Board of Nursing, NLNAC, and President. Changes in process, procedure, policy, and curriculum have occurred as a result of this continuous and systematic process of evaluation. For example, first-time pass rates on the NLCEX-RN for 2010 were below the national and state average (DSC-78%, State-90%, National 87%). The following measures were taken to improve those scores:

- Three faculty attended the National Council of State Boards of Nursing NCLEX Invitation in Atlanta, GA, to gain better understanding of the test plan, scoring, testing atmosphere, etc. in hopes of better informing students of what to expect. This information was covered in the Nursing Issues course (Nursing 2013) and via a mandated NLN live NCLEX-RN review course and "Secrets of Successful Test-taking Strategies" workshop. The workshop was conducted by testing specialist, Traci McClelland, RN, MSN.
- The 2010 NCLEX-RN detailed Test Plan was mapped to the current curriculum to make sure that the content and knowledge base covered by the NCLEX-RN was also found in the curriculum. There was no missing curriculum content found when faculty compared it to NCLEX-RN test plan.
- An in-depth assessment of those failing the NCLEX-RN was conducted looking at the attributes of previous nursing failure, NCLEX-RN passing probability based on the NLN Comprehensive Nursing Achievement RN test, GPA upon graduation, plan assigned upon program entry, and grade obtained in the last clinical nursing course before graduation. No discernible attribute, based on the aforementioned attributes, could be found that contributed to the failure of these graduates when these same attributes were compared to those of graduates who passed. Faculty reviewed

tests for appropriate level of test questions for each course, and tests were reviewed by the team before tests were given to avoid ambiguous questions and the need to accept two answers or disregard questions.

- End-of-course and end-of-program standardized testing requirements were increased, and the results figured into grades for all clinical nursing courses.
- In Nursing 2013 (Nursing Issues), after the Diagnostic Readiness Test which shows areas of weakness related to NCLEX-RN, students were required to take 50-question tests from a 4000 NCLEX-RN question review bank in areas of weakness until they scored at least 75% on the test. Students were also required to take the CAT-RN (computer adaptive test that simulates NCLEX-RN). The testing and student test scores now count toward their grade for this course. Previously, tests were required, but scores were not considered in student grades.
- Most tests in all nursing courses are now given online and proctored to increase students' familiarity and comfort with computer testing as well as to avoid cheating. The parameters of the testing match NCLEX-RN in minutes allowed for each question and in not being able to skip questions or return to questions once answered.
- Limits have been set on the number of times the PAX-RN (Pre-admission Exam-RN) can be taken by students seeking admission to the nursing sequence. Now students must achieve standard scores in all areas by the second attempt to be considered for the nursing sequence at any point. Results for the graduates of 2011 have NCLEX-RN pass rates at 89% for those taking the test up to September 30, 2011. The national average is 88%.

Area of Development: Continue to work on strategies to improve the return rate for graduate and employer satisfaction surveys.

Improvements: Twenty-one out of 55 (a 38% response rate) graduates responded to the 2010 Graduate Questionnaire. The response rate was up from 21% (12 responses) last year. Respondents to the online survey were placed in a drawing to win a \$25 Red Lobster gift certificate. Also Facebook, through faculty links, was employed for the first time to encourage graduates via personal contact to respond to the survey. For the School of Nursing Graduates Survey (a survey of students graduating at the end of the semester), the link to the survey was provided during an online testing period scheduled for one of the nursing courses. Students were asked to complete the survey after completion of the test. Those completing the survey were entered into a drawing for two restaurant gift certificates. Fifty out of 65 (77% response rate) completed the survey compared to 14 (25% response rate) from the previous year. Twenty employers (36% response rate) responded to the Employer Satisfaction Survey. This response is similar to previous years of 20 and 26 respondents. Faculty have personally contacted graduates' direct managers on hospital units to get the surveys completed. There is still a high rate of turnover by the graduates from their places of initial hire, increasing the difficulty of tracking where they work.

Area of Development: The licensure exam pass rates will be at or above the national mean. Revise expected levels of achievement for licensure exam pass rates to be congruent with the NLNAC Criterion.

Improvements: The program outcome is as stated: The graduates of the Associate Degree Nursing program who take the NCLEX-RN examination within one year of graduation will pass on the first try at a pass rate at or above the national average. This has long been the outcome for the School of Nursing. The Board of Regents of the University System of Georgia has set a system benchmark of 90% on NCLEX-RN for all system nursing programs.

Area of Development: Refine the expected level of achievement for graduate satisfaction to ensure that it is measureable.

Improvements: The program outcome has been changed as follows: Eighty percent (80%) of employers of Dalton State College nursing graduates will express satisfaction with the performance of the graduates after six months of employment in the areas of critical thinking, communication, and therapeutic nursing interventions. This outcome was revised and approved by the faculty as documented at the December 7, 2010, faculty meeting.

School of Social Work

The last accreditation review yielded no recommendations for improvement. Yet, in its continual improvement process, the school decided that there were still some things it can do to improve the social work program. Below are some examples of improvements undertaken:

Annual Course Reviews

During the course of each academic year, all five full-time faculty meet to review every one of the 25 social work courses offered. Content and course objectives are examined for relevancy to the school's mission and are guided by its 12 core competencies. Texts, course titles, activities, and assignments are reviewed. Course rigor and fit with other BSW courses are also closely examined. Faculty members discuss modifications, reach a consensus, and implement changes. Decisions are documented in minutes of the BSW Curriculum Committee.

Apply social work ethical principles to guide professional practice

In The Profession of Social Work (SOWK 2101), and specifically regarding Behavior 1: Recognize and manage personal values in a way that allows professional values to guide practice, the original syllabus of this course required either a social problem reflection paper or a chapter quiz every week, which the students found overwhelming. In the curriculum committee discussion with the instructor, it was decided to reduce the number of quizzes and papers, which allowed this instructor to introduce a values and ethics paper. In this assignment, the student describes his or her personal value system, reviews the social work values and ethics, and discusses how his or her personal system correlates (or does not fit) with the professional values and ethics of social work. Not only does this exercise introduce values and ethics to the student, but it also allows students to reflect on their decision to pursue the BSW and a professional career in social work.

Engaging in research-informed practice and practice-informed research

In Research Methods with Statistical Applications (SOWK 4400), and specifically regarding Behavior 2: Use research evidence to inform practice, the following changes were enacted: The course title was changed from Foundations for Social Work Research to Research Methods with Statistical Applications. With

intentional emphasis upon statistical applications, students are better able to comprehend literature that includes statistical data analysis.

Senior Forums

At the end of the fall and spring semesters, senior social work students are invited to participate in a forum, facilitated by the dean, with social work faculty members to review implicit and explicit curriculum and suggest changes for the future. These exchanges of ideas are student directed and open to both positive and negative comments on the curriculum, on class experiences, and on suggestions for program improvement. The spring forum is held after senior grades have been submitted, and students feel safe in expressing their ideas. Seniors are assured that their input is valued and that their suggestions will be carefully considered.

School of Technology

Certified Nursing Assistant (CNA) Program

The program received a "No Problems / No Recommendation" letter from the last accreditation review. However, in the effort to continually improve the CNA program, some changes were made as a result of the review:

- A follow-up method was designed to collect personal information from students. Students must complete a form for a mandatory follow-up within 3 months of program completion to determine the status of their certification exam, need for remediation or skills practice, and job placement. A documentation record has been designed to record all discipline, redirection, and support provided to the student. Past issues have been inability to receive constructive criticism, attendance, poor skill performance, and grades.
- An advisory committee was formed during fall 2011 to offer direction and support for the CNA program.
- A potential partnership and community service opportunity was instituted to help students gain experience in providing blood pressure monitoring and hypertension awareness.

Licensed Practical Nursing (LPN) Program

The accrediting site visit in February 2011 yielded only one recommendation to "increase computer usage in labs and classroom, online courses 400-3-10 (1) (a)." This has been implemented by scheduling set days for computer usage in the LPN Skills lab and sharing computer space in the lab located in TECH 136.

Medical Assisting Program

The Dalton State College Medical Assisting Program has instituted the following changes as a result of the last accreditation review by the Medical Assisting Education Review Board and Commission on Accreditation of Allied Health Education Programs. The following curriculum changes were made to both the certificate in Medical Assisting and the AAS degree in Medical Office Administration:

- The Medical Terminology program was expanded to include an additional course in medical terminology. The curriculum now includes ALHT 1110 (Allied Health Terminology I) and ALHT 1111

(Allied Health Terminology II). Adding an additional course in medical terminology has allowed for more content to be taught in this area.

- The course Medical Transcription I was changed from a required course to an elective course and was replaced with an additional course in medical assisting. The curriculum now includes MOAS 1110 and MOAS 1111, allowing for additional training in medical assisting procedures.

Medical Lab Technology and Phlebotomy Programs

The Medical Lab Technology and Phlebotomy programs both received maximum years of re-accreditation (MLT program 7 years and Phlebotomy 4 years, both programs receiving the longest award time frame available). Upon the accreditation reviews, neither program had any recommendation or improvements from the National Accrediting Agency for Clinical Laboratory. However, in order to help in retaining students in both programs, both programs increased the GPA for students entering from a 2.0 to 2.5 and increased the minimum passing grade from a 75% to a 78% for the major courses.

Radiologic Technology Program

In response to an accreditation recommendation from the Joint Review Committee on Education in Radiologic Technology (JRCERT), a new, updated Program Assessment Plan was produced [10].

Respiratory Therapy Program

Following a recommendation that the program collaborate with the medical director's office to solicit additional physician input in a didactic or clinical setting, the program's clinical coordinator developed a clinical rotation where students spend a week under the tutelage of the medical director.

Comprehensive Program Review

Consistent with [Board of Regents' policy on program review](#), Dalton State has established a process to systematically review the College's academic programs through a [comprehensive program review process](#). The Comprehensive Program Review (CPR) was established in 2000-2001 in the University System to periodically assess the strengths and weaknesses of all degree programs on a set of key quality and productivity indicators. The aim was to use results of the program reviews to improve programs and to consolidate or terminate programs that are weak and not viable. Dalton State complied and completed reviews for two of its baccalaureate degree programs: [Industrial Operations Management](#) and [Management Information Systems](#). But then, the University System initiated a further review of the CPR process – leading to suspension of program reviews in the next several years.

Most recently, as shown in its April 2010 Minutes, the Board of Regents has now instructed that "Each USG institution shall conduct academic program review on a periodic basis" (3.6.3 Comprehensive Academic Program Review). So, after a lull, Dalton State's degree and certificate programs are now subject to review every five years. A Comprehensive Program Review, as shown by a [template](#), consists of a statement of program goals, including identification of program and student learning outcomes; data on measures of program effectiveness (enrollment, retention, average class size, faculty student ratio, faculty load, degrees conferred, job placement rates, cost, etc.); description of use of results for improvement; review of curriculum; program strengths and weaknesses; and recommendations for follow-up and/or action plans (if needed).

The Office of Institutional Research and Planning assists with providing data to deans for conducting program reviews and maintains a [Comprehensive Program Review Website](#), including completed and approved program reviews as a source for shared information on the CPR process for the campus and stakeholders. Program reviews are completed by deans and initially reviewed by the Comprehensive Program Review Subcommittee [11], which sends comments and suggestions for improvement/revisions to deans [12]; thereafter, reviews are finally evaluated and approved by the vice president for academic affairs and published/disseminated.

Following the established [timetable](#), the most recent program reviews occurred in spring 2011, and others will follow regularly to complete the five-year cycle. Reviews of the following programs were completed in 2011:

- Associate of Arts - Communication Studies
- Associate of Arts – Psychology
- Associate of Science - Agricultural Environmental Sciences
- Bachelor of Applied Science - Technology Management
- Certificate - Medical Assisting

The results of the assessments confirmed that three programs (AA Communication Studies, AA Psychology, and Certificate Medical Assisting) are viable and strong in terms of both quality and productivity with healthy student enrollments.

Weaknesses noted included the two-year nature of the associate's degree programs, which do not provide as comprehensive a curriculum as needed given the increasing demand as measured in numbers of part-time and full-time student majors. Apart from the limited number of full-time faculty, while students enroll in the programs in numbers sufficient to complete and sustain the associate's degree programs, those who wish to complete a bachelor's degree in the field must currently leave Dalton State to do so, and many are choosing to leave before completing the A.A. In the case of the AS in Agricultural Environmental Sciences and BAS in Technology Management, these programs are plagued with low enrollment and graduation rates.

Most of these weaknesses are being addressed with the development of proposals for Bachelor of Arts degrees in Communication Studies and Psychology. These are pending approval by the Board of Regents. Concerning the AS in Agricultural Environmental Sciences and BAS in Technology Management, the vice president for academic affairs is conducting a thorough review of program offerings at Dalton State, and decisions will be made about the viability of these programs, whether they need to be substantially reconfigured, consolidated, or eliminated.

Course-specific Student Learning Outcomes

Identifies Outcomes

All academic units of the college participate in planning and assessment of course-specific student learning outcomes. In fact, every course taught on campus has student learning outcomes as shown by these examples from all the academic schools:

- Student Course Learning Outcomes - School of Business [13]
- Student Course Learning Outcomes - School of Education [14]
- Student Course Learning Outcomes - School of Liberal Arts (Humanities Department) [15]
- Student Course Learning Outcomes - School of Liberal Arts (Social Sciences Department) [16]
- Student Course Learning Outcomes - School of Natural Sciences and Mathematics [17]
- Student Course Learning Outcomes - School of Nursing [18]
- Student Course Learning Outcomes - School of Social Work [19]
- Student Course Learning Outcomes - School of Technology [20]

Courses are assessed each semester by faculty members depending on course assessment assignments in their schools/departments as these examples show: [21] [22] [23] [24] [25]. Normally, for course-specific learning outcomes, faculty may also work in teams or course clusters to choose 1-3 learning outcomes to assess. Indeed, all course syllabi have student learning outcomes or course objectives clearly identified to use as means of assessment by faculty. Samples of course syllabi from each of the academic departments are shown here (others are available upon request from deans and department chairs):

School of Business

- School of Business (ACCT 2101 - Principles of Accounting, Spring 2011) [26]
- School of Business (BUSA 3060 - Business Law, Fall 2008) [27]
- School of Business (MGIS 2201- Fundamentals of Computer Applications, Summer 2011) [28]

School of Education

- School of Education (EDUC 2120 - Exploring Socio-Cultural Perspectives, Fall 2010) [29]
- School of Education (READ 3262 - Teaching Content and Process, Spring 2011) [30]

School of Liberal Arts

- School of Liberal Arts (ENGL 1101 - English Composition I, Fall 2011) [31]
- School of Liberal Arts (ENGL 4905 - Senior Seminar in English, Fall 2011) [32]
- School of Liberal Arts (HIST 3730 - Colonial America, Fall 2011) [33]
- School of Liberal Arts (HUMN 1201 - Expressions of Culture I Online, Fall 2010) [34]
- School of Liberal Arts (POLS 1101 - American Government, Fall 2011) [35]
- School of Liberal Arts (SOC 1101 - Introduction to Sociology, Fall 2011) [36]

School of Natural Sciences and Mathematics

- School of Sciences & Mathematics (BIOL 1107 - Principles of Biology, Fall 2011) [37]
- School of Sciences & Mathematics (MATH 1001 - Quantitative Skills and Reasoning, Fall 2011) [38]

School of Nursing

- School of Nursing (NURS 1107 - Medical Technology, Fall 2011) [39]
- School of Nursing (NURS 1113 - Nutrition, Fall 2011) [40]

School of Social Work

- School of Social Work (SOWK 2101 - The Professions of Social Work, Fall 2011) [41]
- School of Social Work (SOWK 3002 - Language and Culture, Fall 2011) [42]

School of Technology

- School of Technology (CAPS 1101 - Introduction to Computers, Spring 2011) [43]
- School of Technology (MGMT 2207 - Small Business Management, Spring 2011) [44]
- School of Technology (RADT 1112 - Radiographic Anatomy II, Fall 2011) [45]
- School of Technology (RESP 2210 - Clinical Practicum II, Fall 2011) [46]

Faculty develop or use department-identified course-by-course expected learning outcomes for each course taught and generally use the Academic Outcomes Assessment Plan Summary Report [47] or other methods to report assessment results, including outcomes assessments and procedures that are consistent with the achievement of educational goals for each academic school and department. These assessment reports, as will be shown later with some examples, provide evidence of improvement based on analysis of the expected student learning outcomes. Additionally, deans (with input from their faculty) produce annual reports that document and report on learning outcomes and institutional goals pertaining to their schools and departments, including updates on institutional effectiveness efforts, educational programs, college-level competencies, and general education. The annual reports and departmental meeting minutes may also include accounts of faculty meetings where assessment results are reviewed and appropriate changes to curriculum and/or instructional delivery are made [48] [49] [50]. It is the responsibility of deans and chairs to share information from assessment with their faculty. Information on the College's assessment program and institutional effectiveness is always available on the Office of Institutional Research and Planning's Website (<http://www.daltonstate.edu/institutional-research-and-planning/institutional-effectiveness.html>). Schools and their faculty have the discretion to determine the methodology for assessing course outcomes, including generating and reporting information that faculty deem useful in improving their courses and programs.

Examples of Outcomes Assessment

The following reports provide examples of outcomes assessment plans. Student learning outcomes can be found in each assessment report. Means of assessment and criteria for success, assessment strategies, and assessment results are also included. All other documentation is kept by each school and is available upon request.

School of Business

- BUSA 2106 - Environment of Business (Fall 2007) [51]
- ACCT 4100 - Financial Accounting & Reporting III (Fall 2008) [52]
- BUSA 3050 - Business Statistics (Fall 2009) [53]
- MGIS 3351 - Management Information Systems (Fall 2010) [54]
- MARK 3010 - Principles of Marketing (Spring 2011) [55]

School of Education

- EDUC 3263 - Teaching Content & Process in Language Arts Education (Fall 2008) [56]
- EDUC 2110 - Investigating Critical and Contemporary Issues in Education (Spring 2011) [57]
- EDUC 3273 - Classroom Management Seminar and Field Experience II Course (Spring 2011) [58]

School of Liberal Arts

- READ 1100 - Reading Skills (Spring 2007) [59]
- CRJU 1100 - Introduction to Criminal Justice (Fall 2008) [60]
- ENGL 2111 - World Literature (Fall 2009) [61]
- ENGL 3515 - American Literature Since 1900 (Spring 2010) [62]
- ENGL 1101 - English Composition I (Spring 2011) [63]
- GEOG 1101 - Introduction to Human Geography (Fall 2009) [64]
- HIST 3770 - US History from 1917 to 1960 (Fall 2010) [65]
- POLS 1101 - American Government (Spring 2011) [66]

School of Natural Sciences and Mathematics

- CHEM 1211K - General Chemistry I (Fall 2008) [67]
- BIOL 1105 - Environmental Studies (Fall 2009) [68]
- MATH 3703 - Geometry for P-8 Teachers (Fall 2010) [69]
- PHYS 2212K - Principles of Physics II (Spring 2011) [70]

School of Nursing

- NURS 1103 - Fundamentals of Nursing (Fall 2006) [71]
- NURS 2201 - Health and Illness I (Fall 2007) [72]
- NURS 1101 - Fundamentals of Nursing I (Fall 2008) [73]
- NURS 1105 - Maternal and Infant Care (Spring 2009) [74]
- NURS 1114 - Nursing Care Across the Lifespan I (Spring 2010) [75]
- NURS 1114 - Nursing Care Across the Lifespan I (Spring 2011) [76]

School of Social Work

- SOWK 2002 - Language and Culture for Social Work Practice with Latino Clients (Fall 2007) [77]
- SOWK 2101 - The Profession of Social Work (Spring 2008) [78]
- SOWK 3302 - Social Work in Public Welfare (Fall 2009) [79]
- SOWK 3503 - Substance Abuse (Fall 2010) [80]
- SOWK 4402 - Directed Study - Senior Exit Project (Spring 2011) [81]

School of Technology

- MLTS 1112 - Urinalysis Parasitology (Fall 2007) [82]
- OADM 1242 - Spreadsheet Applications (Fall 2008) [83]
- GRPH 1120 - Applied Computer Graphics (Fall 2010) [84]
- RESP 2220 - Clinical Practicum III (Spring 2011) [85]

Examples of Evidence of Improvement Based on Analysis of Results

Most course specific learning outcomes are achieved or met by students. Still, there is room for improvement. The following are some examples gleaned from various faculty assessment reports of changes or improvements to courses based on analysis of results with respect to learning outcomes:

- Faculty gave out additional handouts and assignments related to topics where students were having difficulty grasping concepts (e.g., handouts and a mini-project regarding the use of financial statements in nonprofit organizations for business students or cases involving financial analysis).
- Went over more practice questions in class and added more questions on exams as having a higher number of questions on an exam made it more reliable.
- Refined rubrics to accurately evaluate students' projects and assignments.
- Required students to participate in group debates and to submit reaction papers on current issues (e.g., education).
- In the case of Education students, introduced a requirement for students to interview a practicing public school teacher and to submit a paper comparing/contrasting one's own beliefs and values about "good" teaching and schooling based on information learned about the profession from the interviewee.
- As students wrote essays, English composition faculty utilized peer feedback groups, whole group and small group discussions, and text-based activities to demonstrate the process of composing effective college essays. After receiving their graded essays, students reviewed the grammar errors, practiced again, and identified elements of style to review for exams. This allowed for contextual lessons in the context of students' own work, and each set of essay revisions showed remarkable improvement from the initial drafts.
- Made adjustments where necessary, for example, in the reading rate component of a class to accommodate students with disabilities and help them pass the class.
- Asked students for input and to take some control or "own" their course experience (e.g., after going over general course policies, etc. in an English class, professor asked class to decide which authors they would like to read for the semester and to submit essay questions for the final exam). Students seemed to like having some input in what the material of the class would be.
- Defined more clearly expectations for student assignments, especially those involving research.
- Introduced random attendance quizzes to encourage attendance so that student success will be linked to continued attendance and participation rather than, by chance, showing up on the correct days.
- Extra worksheets and homework were assigned to improve the mathematical skills of students in the areas of stoichiometry, gas laws, and thermodynamics
- Used standardized testing to assess end-of-course and program student learning (e.g. The School of Nursing began the use of Educational Resources, Inc.'s RN-Assessment as it was found to be predictive of student success on the NCLEX-RN exam).
- Revised quizzes and learning modules because of poor student performance.
- Introduced new teaching methods (e.g., faculty in the School of Technology program in Industrial Electrical and Electronic Technology purchased a comprehensive software package that allowed a major revision of the curriculum to allow simulations, robotics exercises, and many other innovative methods).
- Increased hands-on lab experience as the best way to apply what students learned in lectures and from demonstrations.

General Education Outcomes

Identify Outcomes

Although they have been modified several times over the past ten years [86], Dalton State has recently revised and identified general education outcomes and competencies at the college-level in three major areas: Communications, Problem Solving and Analysis, and Critical Thinking and Integrated Learning [87]. These outcomes were approved by the College's Academic Council [88] and by the Council on General Education of the University System of Georgia, which reviewed the outcomes to ensure that they were college-level, measurable, and furthered the Board of Regents' core curriculum goals and approved these outcomes on April 15, 2011 [89]. These college-level competencies/outcomes make up the general education program at Dalton State College within Areas A-E of the Core Curriculum (*Dalton State College Catalog 2011-2012, Programs of Study: General Education Program – The Common Core*), which consists of courses encompassing written communication; quantitative skills; oral communication; humanities and fine arts; natural sciences, mathematics, and technology; and social sciences. In addition, students who complete the core satisfy the University System's new critical thinking, global perspectives, and U.S. perspectives learning outcomes [90].

Assesses Outcomes

As part of its institutional effectiveness plan, Dalton State has a mechanism to evaluate the extent to which students attain these college-level general education competencies. Indeed, appropriate general education outcomes are incorporated into each course syllabus for all [91] general education courses [92], and outcomes information is recorded on a semester basis by faculty teaching those courses and incorporated in annual reports by the deans of Liberal Arts [93] and Natural Sciences and Mathematics [94], the primary schools where students take the majority of general education courses. The Office of Institutional Research and Planning has also provided general procedures to assist faculty in assessing general education outcomes [95]. And using the new and most recent revision of the general education competencies, the dean and faculty of the School of Liberal Arts developed an assessment guide to assist the evaluation of these competencies [96].

Dalton State assesses the extent to which students have attained college-level general education competencies through a variety of instruments. Assessment results from general education courses [97] and survey results from the National Survey of Student Engagement [98] [99] are used to determine the extent to which students have attained the student learning outcomes in general education. The extent to which students attain general education competencies is also assessed through a mandatory exit exam using the externally developed, nationally normed assessment instrument, the Collegiate Assessment of Academic Proficiency (CAAP) [100] [101]. The CAAP assesses foundational academic skills in the areas of writing, reading, mathematics, science reasoning, and critical thinking. Administered and coordinated by the Office of Institutional Research and Planning and the Testing Center, usually with an invitation letter and reminder to graduates [102], the CAAP has been in use at Dalton State to assess general education competencies since 1999. In addition to the CAAP, the extent to which graduates attain general education competencies at Dalton State is assessed through a graduating student exit survey administered to students in the semester in which they will be graduating [103] [104]. Results of attainment are usually reported in the annual reports of the deans of Liberal Arts and Natural Sciences and Mathematics [105] [106]. The graduating surveys are also administered by the Office of Institutional Research and Planning.

All current and past results of the CAAP, NSSE, and graduating students' surveys reports are posted and available at Institutional Research and Planning Website:

- CAAP Institutional Summary Reports
- NSSE
- DSC Graduating Students

A chart summarizing CAAP mean scores for Dalton State graduates vs. National Averages is also published in the *Fact Book* [107]. The offices of the deans of Liberal Arts and Natural Sciences and Mathematics contain recent and past detailed course assessment reports of general education courses by faculty to show the extent to which students have attained college-level general education outcomes. These are available upon request.

On the whole, results of these assessment instruments show that students of Dalton State College have successfully attained college-level general education competencies. As a point of illustration, each general area of general education competencies is listed below, along with examples of the College's assessment methods, results, and use of these results.

Communications (Oral and Written)

Assessment Methods: CAAP Critical Thinking scores, CAAP Mathematics scores, CAAP Reading scores, CAAP Science Reasoning scores, NSSE scores (Active and Collaborative Learning Items), Graduating Student Survey results, and individual course student learning outcomes assessment results from the following sampled courses: CHEM 1211, COMM 1110, COMM 1120, ENGL 1101, ENGL 1102, ENGL 2111, and HUMN 1201.

Results: Dalton State students score slightly higher than the national average on CAAP Reading and slightly lower than the national averages on CAAP Critical Thinking and CAAP Mathematics [108] [109]. In the area of communications, Dalton State seniors score higher than their Carnegie class average as well as the NSSE college average [110]. Graduating Student Survey results indicate seniors exit Dalton State programs with a high level of communicative ability [111]. Students in communications-related classes consistently score higher than target goals set by the College [112].

Use of Results:

- ENGL 1101 faculty recommend creating mini-lectures based on problems identified in the first set of essays of the semester. They have found this method improves performance on the next set of essays [113].
- ENGL 1102 faculty have observed that most students do not have much real experience writing research papers, so they have suggested that 1102 instructors should introduce the research process earlier in the semester [113].
- Since many students who enroll in COMM 1110 are also enrolled in learning support classes and have not taken ENGL 1101 or 1102, faculty recommend scheduling interaction with library research staff early in the term to help students develop their research skills [113].
- In 2003, English 1101 was classified as a "killer" course because of its high failure and withdrawal rates. At the August 2004 English meeting, interim Department Chair Mary Nielsen met with the English faculty to discuss ways to revamp English 1101 to promote student success. The faculty initiated changes to the course which had no negative impact on the College's fine first-time

Regents' essay pass rates and had positive effects on student achievement, withdrawal rates, and student, faculty, and community perceptions of the College's English program [114].

- In 2006, the Division of Humanities was asked to offer several Friday-only sections of English 1101. In analyzing success rates for the 2006-2007 Annual Report, the chair found that during Fall Semester 2006, only 31% of the students in these Friday-only sections were successful, and only 41% were successful during Spring Semester 2007 [115]. The Department decided to discontinue offering Friday-only sections of English 1101, and the success rates for English 1101 improved the following year to 70% or better [116].
- During 2010-2011, Dalton State students scored slightly below the national average on the CAAP critical thinking test. To address this issue, the School of Liberal Arts implemented new critical thinking learning outcomes in many of its courses in the Department of Humanities during Fall Semester 2011 [117].

Problem Solving and Analysis

Assessment Methods: CAAP Critical Thinking scores, CAAP Mathematics scores, CAAP Science Reasoning scores, NSSE scores (Level of Academic Challenge Items), Graduating Student Survey results, and individual course student learning outcomes assessment results from the following sampled courses: CHEM 1211, CHEM 1212, CMPS 1130, ENGL 1102, GEOL 1122, MATH 1111, MATH 2200, and PHYS 1111.

Results: Dalton State students score very slightly lower than the national averages on CAAP Critical Thinking, Mathematics, and Science Reasoning [118] [119]. NSSE results [120] indicate Dalton State's seniors score slightly lower than the NSSE college average in the area of problem solving and analysis. A high percentage of graduating students reported in the College's Graduating Student Survey they had been taught to analyze other perspectives, values, or theories [121]. Course student learning outcomes assessments [122] [123] [124] [125] [126] [127] [128] showed that students regularly exceed the College's general education course goals in this area.

Use of Results:

- CHEM 1211K faculty assigned extra worksheets and homework to improve the mathematical skills of students in the areas of stoichiometry, gas laws, and thermodynamics [124].
- In GEOL 1122, the connection between the history of life and the geologic history of the earth gave many students difficulty. New POGIL exercises were developed to help students with this concept [125].
- CHEM 1212 faculty made efforts to assign more practice problems and testing earlier and more frequently in the course to identify problems that students are having [126].
- In CMPS 1130, students were given periodic quizzes to reinforce concepts and encourage keeping up with the work. The students were also given a set of notes and PowerPoint slides to study computer terms. Extended class hours offer more time in the lab in which the student can ask questions and work on the computer. Faculty also increased the number of programs that the students worked through together as a class [127].
- PHYS 1111K faculty incorporated recitations into the course, giving students the opportunity to practice concepts and problem solving techniques before major examinations. As a result, student class retention and test scores improved. The inclusion of practical examples into lectures also improved the course. Students responded well to examples they could relate to or examples they felt might be of assistance in the future [123].

- On the NSSE 2011, while 80% of the first-year students agreed that their instruction helped them think critically and analytically “quite a bit” and “very much,” this percentage was slightly lower than for the Georgia System (83%), the Carnegie Class (81%), and the NSSE combined sample (83%). New critical thinking learning outcomes were implemented in the 2011-2012 academic year in an effort to improve students’ skills and perceptions [129].

Critical Thinking and Integrated Learning

Assessment Methods: CAAP Critical Thinking scores, CAAP Reading scores, NSSE scores (Level of Academic Challenge Items), Graduating Student Survey results, and individual course student learning outcomes assessment results from the following sampled courses: COMM 1110, ENGL 2121, HIST 1112, HIST 2111, HUMN 1100, HUMN 1201, PHED 1030, PHIL 1103, POLS 1101, PSYC 1101, PSYC 2101, PSYC 2250, SOCI 1101, SOCI 1160, and THEA 1100.

Results: Dalton State students score slightly higher than the national average on CAAP Reading and slightly lower than the national average on CAAP Critical Thinking [117]. Seniors score higher than both their Carnegie class and the NSSE college average in terms of critical thinking [110]. Positive Graduating Student Survey results in the area of critical thinking [121] also indicate seniors are taught well to think critically. Students in critical thinking and integrated learning-related classes consistently score higher than target goals set by the College [112].

Use of Results:

- At least one of the HIST 2112 faculty members would like to find a means to balance memorization with critical thinking on tests to produce long-term comprehension of the material. She is considering having a cumulative final to push students to make connections to older material as they move through new material during the semester. She has also questioned the use of the review sheets because they targeted students to study certain information and excluded other information from their purview. The broader the term on the list, the more difficulty students had with the questions that related to that term. She plans to rethink how she uses review sheets and how she structures the tests questions [113].
- One POLS 1101 faculty member had students read articles pertaining to health care insurance in the United States and then had a class debate. He found that the advanced preparation made the discussion and debate more informative and meaningful and plans to apply the same approach for all future in-class debate sessions [113].
- Though benchmarks were met for COMM 1110 and students expressed satisfaction with their oral communication skills on the NSSE and on Graduating Student Surveys, some sections of COMM 1110, especially hybrid and computer-based sections, had high DWF rates. As a result, communication faculty whose DWF rates were higher than the departmental average were asked to set a teaching goal during the 2011-2012 academic year in an effort to increase their success rates [130].

Licensure and Certification Exams Evaluation of Knowledge and Skills

Graduates of some of the College's degree and certificate programs take licensure or certification exams as a means to acquiring the essential credentials for employment. Indeed, Dalton State deems these students as successful when they graduate and successfully pass their state and national exams to qualify for professional licensure. It is another measure of the institution’s academic program effectiveness. The

deans of the schools offering the programs that require licensure and certification exams include these success rates in their annual reports [131]. The Office of Institutional Research and Planning also publishes these success rates in the annual *Fact Book* as these program test scores show (see also 4.1 – Student Achievement):

- The School of Education’s professional teacher education program in early childhood uses the [Georgia Assessments for the Certification of Educators \(GACE\)](#) to measure graduates’ knowledge and skills in relation to an established standard rather than in relation to the performance of other candidates. In 2010, the school had a 98% pass rate. The school’s current five-year pass rate is 99.6% [132].
- The Associate of Science in nursing program (RN) measures its effectiveness in relation to student achievement by the first-attempt pass rates of its graduates on the National Council for Licensure Examinations-Registered Nurse (NCLEX-RN). The school’s current five-year pass rate is 85.8% [133].
- The Radiologic Technology program tracks graduate pass rates on the American Registry of Radiologic Technologists (AART) examination. For the 13th consecutive year, graduates of Dalton State’s Radiologic Technology program have achieved a 100% pass rate on the national certification exam [134]. In fact, Dalton State’s Radiologic Technology program stands among the top 5% of Radiologic Technology programs in the country, as determined by its graduates’ scores on this licensure exam.
- The Respiratory Therapy program tracks graduate pass rates on the Certified Respiratory Therapists (CRT) examination. For the fourth year running, Dalton State’s Respiratory Therapy graduates have achieved a 100% pass rate [135].
- The Medical Laboratory Technology program tracks graduate pass rates on the American Medical Technologists (AMT) examination. For the fifth year running, 100% of graduates passed the licensing certification examination on their first attempt [136].
- The Certificate in Licensed Practical Nursing (LPN) tracks the success of its graduates by the first-attempt pass rate on the National Council for Licensure Examinations-Licensed Practical Nurse (NCLEX-LPN). In 2011, graduates of the program achieved a 100% pass rate on the NCLEX-LPN – with a five-year average pass rate of 93.3% [137].

Bachelor's Degrees Program Outcomes

Identifies Outcomes

As part of its educational program assessment, schools offering baccalaureate degree programs employ different methods of program assessment. Though the schools have chosen different methods, program assessment objectives or outcomes are established in each as shown by these examples:

- School of Business Administration
- School of Education
- School of Liberal Arts
- School of Natural Sciences and Mathematics
- School of Social Work

To assist with the assessment of bachelor's degree program outcomes, the Office of Institutional Research and Planning, in collaboration with school deans, provides a summary of assessment methods for on-going program assessment. These include

- School of Business Administration
- School of Education
- School of Liberal Arts
- School of Natural Sciences and Mathematics
- School of Social Work

Assesses Outcomes and Analysis of Results

In assessing outcomes and analyzing/publishing results, various means are used. These include overarching program outcome assessment and degree majors outcome assessment. The following reports from each of the baccalaureate-producing schools provide examples of outcomes and assessments. Here, it is important to note that Dalton State's bachelor's degree programs are relatively young; some (such as English, history, chemistry, and criminal justice) are just two or three years old.

- B.A. English: 2010-2011
- B.A. History: 2010-2011
- B.B.A. Majors – Assurance of Learning Overviews: 2010-2011, 2009-2010, 2008-2009
- B.S. Biology: 2010-2011
- B.S. Chemistry: 2010-2011
- B.S. Criminal Justice: 2010-2011
- B.S. Early Childhood Education: 2010-2011, 2009-2010
- B.S. Mathematics: 2010-2011
- B.S.W. Social Work: 2011, 2010

Additional information concerning program assessment outcomes and results is available upon request in the deans' offices. As part of Dalton State's ongoing assessment of educational programs, deans report on program assessment results in their annual reports, which they share with the faculty.

And for public dissemination, information about the College's baccalaureate degree assessment is available on the Office of Institutional Research and Planning's Institutional Effectiveness Website: <http://www.daltonstate.edu/institutional-research-and-planning/institutional-effectiveness.html>

Examples of Program Improvements

School of Business

- In preparation for the AACSB accreditation, the School of Business developed an Assurance of Learning Plan that included evaluation at the program level, major/discipline level, and course level. Faculty now evaluate each class each semester and provide a written analysis of each course taught.
- School of Business faculty proposed a few changes to the BAS in technology management program, stipulating that all students who select the BAS as a major must have three years' documented work experience in an area related to their AAS/AAT degrees.
- Business faculty have worked together to standardize generic syllabi and adopt common textbooks for Area F business courses.

School of Education

- The School of Education's Teacher Education professional program revised the curriculum offerings to meet Professional Standards Commission (PSC) standards and Board of Regents' (BOR) requirements. To meet PSC requirements, the school developed two new course offerings in Area F for fall 2007.

School of Liberal Arts

- Because the English bachelor's degree program is new with few students completing the Senior Seminar, faculty set new and realistic benchmarks to better assess students' achievement in the program.
- The chair of the humanities department developed a grading rubric to help English majors get a more uniform experience from their faculty advisors on their senior papers.
- Because of the need for more upper-level courses to include oral communications outcomes, especially since the seniors did not believe that their program significantly enhanced their skills in this area, various English subcommittees met, reassessed the upper-level outcomes, and added additional oral communications outcomes to some of the upper-division electives (including ENGL 3015, 3100, and 4000), and one faculty member noted in her assessment of ENGL 4130 that she needed to make assignment parameters clearer for oral presentations.
- Because nearly all upper-level English courses require students to write research papers, the chair suggested that the department should do some front-end self-assessment in ENGL 3010 of student perceptions of their writing weaknesses to get them thinking about writing.

- Criminal justice faculty members discussed ways to better structure the program to prepare students for their careers. Faculty encouraged students to apply for graduate or professional schools earlier in their programs.
- Since it was the first time the history department offered the research seminar for graduates, the instructor found it difficult to develop a theme that would meet all the students' needs. To improve the situation, the instructor set up a narrower focus to help students develop their topics and identify sources.
- Faculty spent more time discussing the importance of peer review for successful history essay writing as well as why students need to be able to look at work objectively no matter who the writer may be.

School of Natural Sciences and Mathematic

- The bachelor's programs in biology, chemistry, and mathematics were reviewed by the faculty and changes were made in each of the programs. The changes focused on allowing students greater flexibility in the programs and increasing opportunities for student research projects. In fall 2011, three students enrolled in Readings in Biology and two students enrolled in Research in Biology. The addition of electives in the programs allowed students the opportunity to explore areas of interest and/or earn a minor. For example, several biology students are using the electives to take an additional chemistry class and receive a minor in chemistry.

School of Social Work

- The social work program modified its approach to assessment over the past three years in response to 2008 accreditation standards. The school now employs seven measurement tools to yield a valid and reliable assessment of the BSW program's 12 core competencies and overall effectiveness. The assessment approach incorporates, whenever possible, a minimum of two measures for each of 43 social work practice behaviors (41 established by CSWE; two established by the school).
- The school developed learning outcome measures for all its BSW program objectives. These outcome measures were fully implemented in 2006-07. The school's assessment system now includes multiple measures of the 10 Professional Outcomes (Learning Outcomes) stated in its Conceptual Framework.
- After faculty concluded that there was too much content squeezed into SOWK 3201 making it difficult for students to absorb material over the course of a semester, the school decided that content would become more selective, with greater emphasis on theory with group exercises.
- With only two practice courses being offered in the BSW program, the school considered adding a third – perhaps focusing primarily upon interviewing skills. A sophomore course in interviewing theory and practice was developed and is now taught in the program.
- A new course, SOWK 2002 (Spanish Language and Latino Culture for Social Work) was created in response to consistent student feedback that the intermediate Spanish classes were not meeting student needs.

Associate's Degrees Program Outcomes

Dalton State's associate's degree programs are an integral part of the College's educational programs. Currently, because of Board of Regents and internal program reviews, some of Dalton State's associate's degree programs are being deactivated, and beginning fall 2012, there will be a revised slate of associate's degree programs that will complement the College's baccalaureate offerings. Still, associate's degree programs also undergo continuous assessment, with results reported by deans in their annual reports. Results are also published on the Institutional Research [Website](#). Dalton State has three types of associate's degree programs. Below are assessment results reports for each.

Associate Degree Programs - Transfer

The School of Liberal Arts and the School of Natural Sciences and Mathematics and their respective departments of Humanities, Social Sciences, Natural Sciences, and Mathematics offer the College's Associate of Arts transfer (A.A.) and the Associate of Science transfer (A.S.) degree programs. As required in their annual reports, the deans provide assessment data and assessment result reports as part of their schools' institutional effectiveness program. Since all the individual programs (e.g., A.A. English, A.S. Computer Science) require common competencies and outcomes, the deans and faculty have made these competencies and outcomes the primary basis for assessing the A.A. and A.S. degree programs. More detailed program-specific assessments are accomplished through the College's academic program review process as these examples show: [A.A. Communication Studies](#) and [A.S. Agricultural and Environmental Sciences](#). For the more general and common program competencies/outcomes assessment, the following are reported by deans and published on the Institutional Research Website. More information about associate's degree transfer degree programs assessment is available in deans' offices.

Identifies Outcomes

Examples of Outcomes Identification:

- A.A. Transfer Degree [\[138\]](#)
- A.S. Transfer Degree [\[139\]](#)

Assesses Outcomes and Analysis of Results

Examples of Outcomes Assessment:

- A.A. Transfer Degree: [2010-2011, 2007-2009](#)
- A.S. Transfer Degree: [2010-2011, 2009-2010, 2008-2009](#)

Examples of Program Improvements

- Faculty members who had lower success rates in their courses, especially in communication classes, set new goals to improve student performance and increase success rates.
- Because students scored slightly lower compared to national norms on critical thinking skills, the School of Liberal Arts implemented new critical thinking learning outcomes beginning fall 2011, and the College will implement a critical thinking graduation requirement beginning fall 2012.

- With respect to demonstrating improvement in written communication competence, the Humanities department chair formed a learning community to explore course redesign options to improve success rates.

Associate's Degree Programs - Career

The College's School of Technology offers the majority of career associate's degree programs. As required by annual report guidelines, the dean submits a report of assessment results for these programs.

Identifies Outcomes

Outcomes for these programs are identified as shown in these examples:

- Computer Networking and Service Technology [140]
- Industrial Electrical and Electronic Technology [141]
- Medical Laboratory Technology [142]
- Office and Business Technology [143]
- Radiologic Technology [144]
- Respiratory Therapy [145]
- Technical Graphics and 3D Design [146]

Assesses Outcomes and Analysis of Results

Some examples of outcomes assessment include the following:

- Computer Networking and Service Technology: 2010-2011, 2009-2010, 2008-2009
- Industrial Electrical and Electronic Technology: 2010-2011, 2009-2010, 2008-2009
- Medical Laboratory Technology: 2010-2011, 2009-2010, 2008-2009
- Office and Business Technology: 2010-2011, 2009-2010, 2008-2009
- Radiologic Technology: 2010-2011, 2009-2010, 2008-2009
- Respiratory Therapy: 2010-2011, 2009-2010, 2008-2009
- Technical Graphics and 3D Design: 2010-2011, 2009-2010

In addition to these assessment results, until the School of Technology terminated its affiliation with the Technical College System of Georgia (TCSG) in 2011, the School underwent a periodic rigorous Performance Accountability Review (PAR). The TCSG developed the PAR to foster continuous improvement in the quality and effectiveness of technical and vocational programs and services. As the following PAR reports show, Dalton State has received satisfactory evaluation of its associate's and certificate career programs by the TCSG.

Performance Assessment Review Reports of Technical Programs in the School of Technology:

- 2007
- 2004
- 2001
- 1998

Examples of Program Improvements

- To increase the viability and offer students a range of choices, the Computer Networking and Service Technology program added more courses that focused on Network Security and offered more online courses.
- To increase the number of students accepted and retained in the Medical Laboratory Technology program, additional clinical facilities for clinical practicum training were secured. The program also increased the GPA to 2.5 for entering students and 78% as the passing grade for major courses in an effort to increase licensure passing rates.
- The Office and Business Technology program added new courses (e.g., CAPS 1101 – Introduction to Computers, CAPS 1104 – Microcomputer Operating Systems, CAPS 1290 – Web Site Design) to the required curriculum.
- The Respiratory Therapy program expanded clinical site locations beyond the institution's service area (e.g. to North Atlanta) to expose students to a variety of clinical experiences. And because of the success of the program, the College has proposed the addition of a B.S. degree in Respiratory Therapy.
- The Technical Graphics and 3D Design program reworked the curriculum to allow students the ability to concentrate in a particular area of interest, such as engineering, architecture, animation, or creative design.

Associate's Degree Programs – 2-Year RN

The School of Nursing at Dalton State College offers a nursing program leading to the Associate of Science in Nursing degree. To continue to be a viable program and to show evidence of on-going assessment and effectiveness, the program undergoes a periodic accreditation and approval process by the Georgia Board of Nursing and the National League for Nursing Accrediting Commission. Consequently, the program has a very competent institutional effective process as shown below.

Identifies Outcomes

The program has a [mission statement](#) and [identified program goals or outcomes](#).

Assesses Outcomes and Analysis of Results

The dean regularly includes an outcomes assessment results report in her annual report [\[147\]](#). Recent examples include the following:

School of Nursing Assessment Results Report: [2010-2011](#), [2007-2010](#).

To guide assessment efforts and results analysis, the school also produces annual program outcome charts:

- [2007-2008 \[148\]](#)
- [2009-2010 \[149\]](#)
- [2010-2011 \[150\]](#)

Additional information about assessment activities and results is available in the dean's office.

Examples of Program Improvements

- Faculty attended the National Council of State Boards of Nursing NCLEX Invitational in Atlanta to gain a better understanding of the test plan, scoring, testing atmosphere, etc. in hopes of better informing students of what to expect.
- The 2010 NCLEX-RN detailed Test Plan was mapped to the current curriculum to make sure that the content and knowledge base covered by NCLEX-RN were also found in the curriculum.
- Most tests for each course are now given on computers instead of paper and pencil to prepare students for NCLEX-RN computerized testing and to control cheating.
- To boost licensure pass rates and certifying exams, the program developed new graduate outcomes for sophomores (90%) and freshmen (85%) competency on the dosage calculation exam.
- Class attendance was made mandatory to increase retention and program viability.
- The program changed the class/lab/clinical ratio, adding lab time to all nursing clinical courses.
- The school instituted a policy that students must graduate within four years of entry into the nursing sequence to decrease the number of students repeatedly withdrawing and returning to the nursing sequence because of not passing at mid-term.
- The school provided assistance with stress management, coping skills, and test-testing anxiety to students.
- The school revised its curriculum and plans so that more general education courses must be completed before students are eligible to be considered for the nursing sequence.
- The graduate questionnaire was placed totally online for easy access and completion.

Certificates Program Outcomes

All certificate programs are offered in the School of Technology.

Identifies Outcomes

With the exception of a few programs such as Licensed Practical Nursing, the certificate programs are offered as umbrellas or as a part of Associate of Applied Science (A.A.S) degree programs. Thus, these certificate programs share the same identified program outcomes as shown in this summary of Associate of Applied Science program outcomes [151].

Assesses Outcomes and Analysis of Results

Since the certificate programs share the same program outcomes with their corresponding Associate of Applied Science degree programs, the School of Technology applies the same outcomes assessment as shown in these certificate program examples:

- Computer Networking and Service Technology: 2010-2011, 2009-2010, 2008-2009
- Industrial Electrical and Electronic Technology: 2010-2011, 2009-2010, 2008-2009
- Office and Business Technology: 2010-2011, 2009-2010, 2008-2009
- Radiologic Technology: 2010-2011, 2009-2010, 2008-2009
- Technical Graphics and 3D Design: 2010-2011, 2009-2010

In addition, there are a few stand-alone certificate programs whose outcomes assessment examples include

- Licensed Practical Nursing: 2010-2011, 2009-2010, 2008-2009
- Medical Assisting: 2010-2011, 2009-2010, 2008-2009

Examples of Program Improvements

In addition to the examples cited above that share the same program outcomes with the Associate of Applied Science degree programs, the following examples of program improvements are noted for the other certificate programs:

- The LPN program increased the amount of computer-based learning opportunities in the curriculum (e.g., incorporating Assessment Technologies Institute (ATA) skills and knowledge). The program also added computer laboratory times for students, including additional clinical sites for pediatrics and obstetrics.
- The Medical Assisting program added clinical facilities for clinical practicum training so that the program can increase the number of students accepted.

Further information about assessment activities and reports in the School of Technology is available in the dean's office.

Learning Support

The Learning Support Program at Dalton State College was developed to provide students who are not prepared for collegiate work with the necessary foundation skills in English, mathematics, and reading that are essential for college success. Thus, the program goals are (1) to provide degree-seeking students with the necessary learning support courses that will prepare the students for degree-level coursework and (2) to provide certificate-seeking students with the necessary learning support courses that will prepare the students for certificate-level coursework. Indeed, because the College has been an open-access institution and will continue to provide broad access in the future, a large percentage of the College's entering students need remediation before enrolling in college courses. The responsibility for providing this preparatory work lies with the schools of Liberal Arts and Natural Sciences and Mathematics, particularly the departments of Humanities and Mathematics which offer classes in math, English, and reading at various levels (0090, 0096, and 0098).

Identifies Outcomes

The primary outcomes for learning support at Dalton State are course completion, success in subsequent learning support courses, and success in subsequent college-level courses. The College tracks and reports on these outcomes in deans' annual reports and annual Learning Support Program Assessment reports prepared by the coordinator of learning support in collaboration with the department chairs of mathematics and humanities as well as the deans of Liberal Arts and Natural Sciences and Mathematics. More specifically, the following outcomes have been identified and are the basis for recent outcomes assessment:

- A minimum of 53% of the students who successfully complete either ENGL 0090 or ENGL 0096 and then take ENGL 0098 will earn a grade of S in ENGL 0098 on their first attempt.
- A minimum of 50% of the students who successfully complete MATH 0096 and then take MATH 0098 will earn a grade of S in MATH 0098 on their first attempt.
- A minimum of 70% of the students who successfully complete either READ 0090 or READ 0096 and then take READ 0098 will earn a grade of S in READ 0098 on their first attempt.
- A minimum of 80% of the students who successfully complete ENGL 0090 or ENGL 0096 and then take ENGL 1100 will earn a grade of C or better on their first attempt at ENGL 1100.
- A minimum of 65% of the students who successfully complete MATH 0090 and then take either MATH 1102 or MATH 1104 will earn a grade of C or better on their first attempt at either MATH 1102 or MATH 1104.
- A minimum of 70% of the students who successfully complete READ 0090 or READ 0096 and then take READ 1100 will earn a grade of C or better on their first attempt at READ 1100.
- A minimum of 70% of the students who successfully complete ENGL 0098 and then take ENGL 1101 will earn a grade of C or better in ENGL 1101 on their first attempt.
- A minimum of 55% of the students who successfully complete MATH 0098 and then take MATH 1111 will earn a grade of C or better in MATH 1111 on their first attempt.
- A minimum of 63% of the students who successfully complete READ 0098 and then take POLS 1101 will earn a grade of C or better in POLS 1101 on their first attempt.

Assesses Outcomes and Analysis of Results

Dalton State uses three main methods for reporting and analyzing outcomes assessment for learning support. The first source of examples of outcomes assessment is found in the annual reports of deans, as shown for instance in the following:

- School of Liberal Arts Annual Report, 2010-2011 (Assessment of Learning Support) [152]
- School of Liberal Arts Annual Report, 2010-2011 (Pass Rates for Learning Support Courses) [153]
- School of Natural Sciences and Mathematics Annual Report, 2010-2011 (Assessment of Learning Support Math) [154]
- School of Natural Sciences and Mathematics (Pass and Completion Rates for Learning Support Math Courses, 2007-2010) [155]

The second source of learning support outcomes assessment is the student learning outcomes assessment results reports of faculty teaching learning support, as these examples show:

- READ 0096 (Learning Support Reading I) Outcomes Assessment Summary, Spring 2010 [156]
- MATH 0098 (Intermediate Algebra) Outcomes Assessment Summary, Summer 2011 [157]

The third source of outcomes assessment is the annual overall Learning Support Program Assessment reports, as shown by these recent examples:

- 2010-2011
- 2009-2010
- 2008-2009

More information about learning support activities and assessment is available upon request from the dean of the School of Liberal Arts, the dean of the School of Natural Sciences and Mathematics, and the coordinator of learning support.

Examples of Program Improvements

The College has identified learning support as an area in need of improvement and has selected learning support English as a focus of its Quality Enhancement Plan (QEP) for the 2013 SACS reaccreditation. In researching areas needing improvement during the QEP process, faculty, staff, administrators, and constituents determined that, while student success in all areas of learning support could be improved, the learning support writing class had the lowest exit (success) rates and low rates of success in the subsequent college course (ENGL 1101). Thus, students who enter needing remediation in writing face obstacles to their continued success. Therefore, the QEP is focused on improving the academic performance of high-risk students through learning support, but more specifically on student success in learning support English; improvement initiatives planned include the incorporation of technology, smaller class sizes, learning communities, intrusive advising, faculty development, self-directed learning strategies, and better diagnostic and assessment strategies [158].

In the meantime, based on recent assessment results, the following examples of improvements to learning support were brought about:

- Because the success rates in English 0098 were low, the College has focused on improving success rates in ENGL 0098. Specific strategies include the increased use of technology to enhance student performance, increased instructional support in the Writing Lab, and increased efforts to help students become self-directed learners. As part of the action plan for the QEP, some English 0098 instructors have been piloting an automated writing response service (Criterion) in their classes [159].
- In Fall Semester 2008, the introductory algebra course, MATH 0096, was approximately 50% pre-algebra. Many students passed the course without a sufficiently broad knowledge of introductory algebra to be successful in the next course. MATH 0096 was modified to remove much of the pre-algebra content so that students who go on to MATH 0098 would be better prepared for the subsequent coursework. Since this strategy did not remedy the problem, a committee was formed to look into changes that could be made to the course to improve the chance of exiting learning support math and passing the following credit-level math course [160].
- Reading teachers in the Department of Humanities began experimenting with the use of novels to promote student interest in reading for pleasure as well as sustaining concentration over an extended period of time. In addition, the Department implemented a plan that would allow students a second opportunity to take the READ 0098 exit test by participating in an additional week of instruction [161].

- The Department of Mathematics made several changes to MATH 0098 due to the poor performance of its students. A committee was formed to look into changes in the course to improve students' chances of exiting learning support math and passing the following credit-level math course. The committee recommended a pilot program where sections of MATH 0098 would be taught using different methods; some would be taught using computer-assisted instruction, and some would be taught using group interactions. This pilot program began in Fall Semester 2011 and will continue in Spring Semester 2012. The committee also discussed including additional topics in MATH 0098 to improve student success [162].
- To address student readiness for ENGL 1101, the ENGL 0098 Action Team (a select group of successful 0098 faculty members) is participating in a course redesign effort to improve student success in ENGL 0098 and the subsequent college-level course, ENGL 1101. Redesign efforts will include an increased use of technology as well as increased efforts to help students become self-directed learners. In addition, during Fall Semester 2011, the chair of the Department of Humanities began working with interested ENGL 1101 faculty on redesigning ENGL 1101 to improve success rates. Redesign efforts will be put into play during Fall Semester 2012 [163].

Assessment of Distance Education Involving Online and Hybrid Courses

The College does not offer any online degree programs at this time. However, the institution has several online and hybrid courses whose primary delivery mechanism is electronic (mainly through the University System of Georgia's academic enterprise solution: Blackboard Learning System). Dalton State has also been approved by the Board of Regents and the Commission on Colleges to participate in the University System of Georgia's eCore program, an online environment in which Dalton State students could take their core curriculum courses electronically beginning with the Summer Semester 2011. Currently, the Distance Learning Committee in conjunction with the assistant vice president for academic affairs is working on guidelines for the development and consistency of all online and hybrid courses. Meanwhile, the assistant vice president for academic affairs, who has responsibility for distance learning at Dalton State, ensures that syllabi, course content, contact hours, and expected learning outcomes all follow SACSCOC protocol based on *Distance Education: Definition and Principles – A Policy Statement*.

Identifies Outcomes

Distance learning at Dalton State is still at a developmental state, and with no complete stand-alone distance education degree program offerings as yet, no definite distance education program outcomes have been identified. Still, as noted in its *2009-2012 Strategic Plan*, the College is seeking to expand access to online and hybrid options to provide alternatives to traditional and nontraditional students alike, to alleviate the College's classroom space needs, and to respond to competition from other higher education online institutions [164]. The College's goal is to create more hybrid and online courses/programs to provide optimum access to a variety of student populations and to ensure that these offerings are of the highest quality.

In the meantime, outcomes for distance learning students include studies of enrollment patterns, hybrid/online course completion rates, and comparison of course outcomes with traditional courses. The College has begun to track and report this information with the production of an [Annual Distance Learning Profile](#). Secondly, course-specific student learning outcomes are identified and assessed by faculty teaching designated online and hybrid courses. The guiding principle is that students taking online/hybrid

courses should receive the same quality of instruction as students taking fully traditional courses – hence the need for both assessment of online/hybrid and traditional courses.

Assesses Outcomes and Analysis of Results

As an example of the College’s distance education data analysis, a table from the 2011 Profile of Distance Learning is included below [165]. As is shown, the headcount of hybrid courses dwarfs the headcount of online courses, suggesting a higher demand for hybrid courses than for online ones. Also of note, the completion rate for distance learning courses exceeds the completion rate for traditional courses, suggesting that distance education courses are meeting quality standards.

Table 3.1.1-1: 2010-2011 Distance Education Data [165]

2010-2011 Distance Education Data	Summer	Fall	Spring
Total Online Sections:	6	11	14
Non-Duplicated Online Headcount:	100	293	322
Total Hybrid Sections:	13	39	64
Total Hybrid Students:	170	844	1446
Non-Duplicated Hybrid Headcount:	166	684	1217
Number of Students Taking Only DL Courses	229		
Completion Rate for Distance Learning Courses	80.23%		
Completion Rate for Traditional Courses	77.3%		

The following are some examples of hybrid/online student learning outcomes course assessment:

- MUSC 1100 (Hybrid): Music Appreciation, Spring 2011 [166]
- COMM 1110-32 (Hybrid): - Fundamentals of Speech, Spring 2011 [167]
- HUMN 1201-080 (Online) - Expressions of Culture, Spring 2011 [168]

To maintain continuous improvement for distance learning course assessment, the Distance Education Committee and the instructional technologist worked to develop an evaluation system to use in conjunction with the current standard course evaluation that is included in all online and hybrid courses. Questions asked included satisfaction with campus services (e.g., bookstore, OCIS, Blackboard, Enrollment Services). The questions also addressed effective use of the technology to deliver the course.

Examples of Program Improvements

Improvements and initiatives will be needed to guide and direct the expected growth and to develop an infrastructure to assist with the successful delivery of online and hybrid courses at Dalton State. At this initial stage, the College has taken some modest steps to increase support for distance learning.

- An Office of Instructional Technology was created within Academic Affairs in January 2011 to provide support for delivery of online and hybrid courses. This office helps train faculty in effective course development and delivery and is staffed with an instructional technologist to lend technical support to faculty.
- The Distance Education Committee provides guidance and assistance with the functionality of the distance learning program. The committee is working with the Educational Technology Center to develop a campus-wide course template for online and hybrid courses for the sake of course accessibility for faculty and for a similar look across campus. The committee is also working on a formative evaluation form to be included in all hybrid and online courses for use by instructors to improve distance education.
- The College developed a BSN program proposal to be delivered as a hybrid program; this program was approved by the Board of Regents in January 2012.
- The College has begun assessing student learning outcomes for hybrid and online courses as a separate subset of its student learning outcomes assessment program.
- The College has begun tracking DWF rates for face-to-face, hybrid, and online courses so that departments and faculty can better understand success rates and strengthen delivery systems as necessary.

For the faculty who have taught online and hybrid courses, the following examples of the use of assessment results for improvement were noted:

- "This semester I've been able to add more live performances to [Music] class, as well as to the campus environment, which I think makes all of this more real for the students. When they attend concerts they actually see and hear the terminology in use."

- “Since this is the first hybrid speech class I have taught, these assessments are encouraging overall. I think if there is one area where they suggest improvements could be made might be in retention and/or keeping in better contact with students. Several students completed the first major speech in the class (the informative speech) but did not complete the second (the persuasive speech). This might suggest that given the limited in-class time with students that it might be beneficial to be more proactive in sending reminder e-mails and regular ‘check-up’ e-mails.”
- “Ideally, I’d love to have students present their presentations using a platform like Wimba. I’m working this summer to learn Wimba well enough to allow students who choose to use it to do a live presentation. I’d like to require this, but I also worry about scheduling conflicts. One of the reasons for online classes is to allow those students whose schedules otherwise would not let them attend college further their education, and I don’t want to get in the way of that. I’m thinking that perhaps archives of live presentations would allow the best of both worlds, but that requires me to master another learning curve with a service like YouTubeU. So, for the fall, I think I will focus on learning enough video recording and editing to make some recorded lectures available for students and allow the option of using Wimba for any who would like to do so, either for presentations or for conferences by appointment.”

Distance Learning at Off-Campus Instructional Site

The same assessment methods used for students who take distance learning courses on the main campus are used for online and/or hybrid courses taught at the Gilmer County Center.

Outcomes Assessment at Off-Campus Instructional Sites

At the moment, the Dalton State East off-site facility is primarily used to house the College’s Adult Education program. No academic classes are currently offered there. However, after Dalton State successfully submitted a [Substance Change Prospectus to SACS](#) in 2010 and received approval to add the provision of the Associate of Arts degree in General Studies at the Gilmer County Center off-campus site, faculty have been offering and students taking classes at the Center.

Since the Gilmer County Center does not operate as a separate branch campus but as an off-campus instructional site, full-time and part-time faculty who regularly teach on the main campus also teach at the Gilmer County Center as part of their normal teaching load at Dalton State. In fact, full-time and part-time faculty members from the Dalton campus regularly travel to teach at the Gilmer County Center each semester. Thus, regardless of delivery format, all courses taught at the off-campus Gilmer County site are equivalent to those taught on-campus, including the same student learning outcomes and assessment. Each course taught at the Gilmer County Center has the same critical syllabus content and covers the same course content, often taught by the same faculty.

Indeed, since the Associate of Arts degree and courses offered at the Gilmer County Center are equivalent to those offered on the Dalton campus, the procedures for systematic evaluation and assessment of instructional results, including the process for monitoring and evaluating programs, are the same at the off-campus site as on the main campus. Educational content and student learning outcomes for the A.A. degree in General Studies are the same at both locations. Program and course assessments at the off-campus site thus correspond to the appropriate review on the main campus. In sum, the same assessment methods used for the Dalton State College main campus are used at the Gilmer County Center. As such all the narratives and examples provided previously about outcomes identification,

assessment and analysis of results, and evidence of improvement apply equally to both the main campus and the Gilmer County Center off-campus site.

Conclusion

As the above narrative and supporting documentation show, Dalton State has come a long way with respect to the assessment of educational programs. The College is making much progress in instituting a culture of assessment on campus. Faculty know that they must assess their courses regularly and use the results for improvement. Deans and department chairs must include an institutional effectiveness report of educational programs in their annual reports. This is a requirement with no exceptions. As well, state and national accrediting boards ensure that certain Dalton State educational programs like Education, Nursing, Social Work, Business, and Radiologic Technology must stay on top of program assessment and produce quality program outcomes for their students.

Yet, like anything else, there is still room for improvement. Some faculty will need help to improve the assessment and documentation of their courses and to use results for improvement. To this end, the director of institutional research and planning has corresponded with the vice president for academic affairs regarding the need for assessment workshops for faculty as a part of an on-going faculty development program. Through the **Teaching and Learning Center**, workshops could be offered, for example, working with faculty on learning outcomes assessment, general education outcomes assessment, writing assessable student learning outcomes, choosing valid and effective measures for assessment, program review, etc. These will indeed help to maintain continuous improvement processes for academic courses and programs on campus.

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3.3.1.2

Institutional Effectiveness: Administrative Support Services

The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of improvement based on analysis of the results in each of the following areas: administrative support services . . .

Judgment

Compliant Partial Compliant Non-Compliant Not Applicable

Narrative

To support the College's mission of "providing a range of educational and student life opportunities and appropriate academic support services" and to abide by the Institutional Effectiveness [Plan and Policy](#) on institutional effectiveness, Dalton State identifies expected outcomes for administrative support services, assesses the extent to which it achieves these outcomes, and provides evidence of improvement based on analysis of the results that will create an environment that promotes student learning. Administrative support services at Dalton State include functions primarily under the supervision of the president and vice presidents for academic affairs, enrollment services and fiscal affairs. Offices include Auxiliary Services (Bookstore and Dining Services), Fiscal Affairs/Business Services, Computing and Information Services, Human Resources, Institutional Advancement, Institutional Research and Planning, Plant Operations, Marketing and Communications (formerly Public Relations), and Public Safety [1 - See [Organizational Chart](#)]. These areas ensure that auxiliary enterprises, business processes, facilities, finances, and personnel support the "learning environment dedicated to serving a diverse student body" and focus on the improvement of the basic operations necessary to the College's infrastructure.

Identifies Outcomes

The identification of outcomes in administrative support services is accomplished through a Performance Assessment Plan and the strategic planning and annual reporting processes whereby administrative department heads produce a required accountability document based on Annual Report Guidelines [2], reporting on productivity, accomplishments, and achievements (including mission-related accomplishments); progress in achieving strategic plan goals; assessment/institutional effectiveness practices and the results of those efforts; and the identification and description of major issues and goals upon which activity will be focused during the upcoming year. The [Annual Report](#) by each administrative support services department is thus the primary source for documentation and information about administrative units' planning and effectiveness efforts, including improvements in administrative support services. Accordingly, as the examples below show, the identification of outcomes for administrative support services at Dalton State usually include a combination of administrative outcome measures (contained in a Performance Assessment Plan), tasks completion/departmental accomplishments, and achievement of assigned strategic plan goals.

Performance Assessment Plan: Administrative Outcome Measures

- Fiscal Affairs [3]
- Human Resources [4]
- Institutional Advancement [5]
- Institutional Research and Planning [6]
- Marketing and Communications [7]
- Plant Operations [8]

Strategic Plan Goals

Because it is expected that the annual performance activities of administrative support service units be consistent with the College's strategic plans, the effective assessment of administrative support services includes the assignment and implementation of strategic plan goals, such as these examples show:

- 2006-2010 Strategic Plan - Year 2 Implementation Plan Goals Assignments to Administrative Departments [9]
- 2003-2006 Strategic Plan - Year 1 Implementation Plan Goals Assignments to Administrative Departments [10]

Examples of Outcomes Assessment

In the assessment of administrative service support units at Dalton State, multiple outcomes assessment measures are employed. These include the annual report (with particular emphasis here on unit productivity and accomplishments, progress in implementing assigned strategic plan goals, and reporting on institutional effectiveness practices), periodic unit outcomes assessment reports, annual graduating student satisfaction surveys, feedback from occasional faculty and staff surveys, and others. Some service units are new (e.g., Human Resources) and thus may not have annual reports or assessment plans for the last three years or more.

Annual Reports

All administrative support departments assess their accomplishments and goals through an annual report, and all of the College's annual reports since 1997-1998 are available in the president's office and the offices of the vice presidents for academic affairs, enrollment services, fiscal affairs, and director of institutional research and planning. Below are examples from the last three years from selected administrative support services departments.

- 2010-2011: Institutional Research and Planning [11]
- 2009-2010: Fiscal Affairs (incorporating Auxiliary Services, Business Services, Plant Operations, Public Safety) [12]
- 2008-2009: Institutional Advancement [13]

Productivity Reports

In an effort to determine the effectiveness of providing administrative support services to the campus community, the annual report requires that units provide a statistical profile of productivity regarding appropriate performance indicators. Below are some examples:

- Fiscal Affairs [14]
- Institutional Research [15]
- Marketing and Communications [16]

Major Unit Accomplishments

In addition to using productivity levels as a measure of assessment, units also must report departmental accomplishments that meet their administrative outcome measures as shown in the following examples:

- Institutional Advancement [17]
- Office of Computing and Information Services [18]

Progress in Achieving Assigned Strategic Plan Goal(s)

Section C of the Annual Report, Annual Progress in School and Administrative Department Strategic Planning, requires administrative support departments to report progress/achievement of any assigned strategic planning goal, illustrated by the following:

- Office of Institutional Advancement Annual Report, 2007-2008 [19]
- Office of Institutional Research and Planning Annual Report, 2003-2004 [20]

Report on Institutional Effectiveness Practices

Similarly, Section D of the Annual Report, Annual Progress in Assessing School/Administrative Institutional Effectiveness, requires administrative support departments to report any institutional effectiveness practices, as shown in the following recent report:

- Office of Institutional Research and Planning Annual Report, 2010-2011 [21]

Outcomes Assessment Reports

In addition to the required annual reports, administrative departments may also produce separate outcomes assessment reports, often combining 2-3 years of assessment data. Units select a few outcomes or a variation from the list of Administrative Outcome Measures contained in their Performance Assessment Plans. These implementation plans normally contain a statement of the unit's mission, a development of unit objectives, outcome measures, assessment strategies, and evidence of improvement. These reports can also be reported in the annual report under "Annual Progress in Assessing School/Administrative Institutional Effectiveness." Unit directors are responsible for updating their assessment implementation plans and measuring/documenting and reporting results and improvements in their annual reports. The following are examples of recent administrative outcomes assessment reports:

- Auxiliary Services – Food Services: 2010-2011, 2004-2005; 2001; 2000
- Business Services: FY2010, FY2009, FY2008; 2000
- Human Resources: 2010-2011
- Institutional Advancement: 2009-2011; 2000
- Institutional Research: 2009-2011; 2001-2002; 2001; 2000
- Marketing and Communications: 2009-2010, 2008-2009; 2000
- Plant Operations: 2008-2011; 2001; 2000
- Public Safety: 2008-2011; 2001; 2000

Surveys

The comprehensive system of stakeholder [surveys](#) produced and disseminated by the Office of Institutional Research and Planning yields information to be analyzed for the development of improvement or assessment strategies. In gauging performance, units, as appropriate, use feedback related to their respective units from annual Graduating Student Surveys as these examples show [22: 2011] [23: 2010] [24: 2009], as well as specialized unit surveys such as those for the [Bookstore](#), [Fiscal Affairs](#), [Institutional Advancement](#), [Institutional Research and Planning](#), [Marketing and Communications](#), and occasional faculty [25] [26] and staff [27] [28] surveys. The Office of Institutional Research and Planning shares survey results and confidential comments with unit directors and supervisors so that if results do not meet performance expectations, the unit can develop an action plan for improvement and report in the next annual assessment cycle.

Students, faculty, and staff are also surveyed regarding the performance of the president and vice presidents. The Office of Institutional Research and Planning shares the comments and results with the president and vice presidents. Examples of recent satisfaction survey results of the president and vice presidents can be seen in the following examples: [29: Student, 2011], [30: Student, 2009], [31: Faculty, 2010], [32: Faculty, 2005], [33: Staff, 2011], [34: Staff, 2005].

Other

Other means for assessing administrative unit effectiveness at Dalton State include the following documents:

- An annual *Fact Book* is used to measure or document progress of key performance indicators with respect to administrative support and administrative services [35].
- The *Physical Master Plan* is used to measure the extent to which the College is meeting its facilities development goals.
- The *Dalton State Foundation Strategic Plan* is used to measure the extent to which the Foundation is meeting its stated goals.

More information about administrative support service departments' assessment activities and results reports is available on the Office of Institutional Research and Planning's [Institutional Effectiveness Website](#) and in the Offices of the Vice Presidents for Enrollment Services and Fiscal Affairs.

Administrative Support Services Assessment at Off-Campus Instructional Sites

Since the off-campus instructional sites of Gilmer County and Dalton State East do not operate as separate campuses but as an integral part of the main Dalton campus, all administrative support services provided to the main campus students are also offered to students at the off-campus instructional sites. The assessment of these services is included in the overall assessment of administrative support services at Dalton State.

Examples of Evidence of Improvement

Assessment results are used to affirm that administrative support services are achieving their expected outcomes in support of the College's mission and strategic plan and to identify service areas where improvements are needed. Examples of improvements include the following:

Fiscal Affairs (Auxiliary Services): Improved Food Service Operations

To address ongoing survey concerns [36] [37] about the cafeteria and food services, a number of initiatives have been implemented. For example, Food Services added grilled or fried chicken "Chill Wraps," along with hot and cold subs made to order, to the daily healthy food options and extended the hours of service for the hot food line and grill service. Customers can view the weekly menu from the food service Website and provide anonymous feedback via foodservicefeedback@daltonstate.edu. Food Services hired an additional grill assistant to expedite service during rush periods and added credit card acceptance as well. These changes led to increased revenue and reduced operating expenditures. In addition, Food Services extended service hours Monday through Thursday and added external cafeteria providers to meet demands for a variety of food services as well as providing catering services for campus activities.

Fiscal Affairs (Business Services): Improved Services

Personnel

The College implemented the self-service function of PeopleSoft HRMS, which allows employees to go online to check their payroll information, review paychecks, and make certain changes to their information. In June 2007, Human Resources became its own department with the appointment of the director of Human Resources whose responsibilities included staff training in sexual harassment, the implementation of an Employee Assistance Program (EAP), and the creation of new hiring procedures.

Fiscal Affairs (Plant Operations): Building Improvements

Pope Student Center Renovation

To provide efficient use of space, accommodate student growth, and enhance student life, the College renovated the Pope Student Center, repainting and re-carpeting the Eddie Miller Conference Room, Faculty Lounge, and two office areas; converting the lounge into a meeting place; creating a new game room; and adding additional Student Life offices.

Westcott Building Renovation

The College renovated the Westcott Building to bring all student services together in the building's south half and to bring the departments of Academic Affairs and Fiscal Affairs into the building's north half.

Renovated Bookstore

Dalton State renovated the Book Store and expanded space to meet increasing demand for sales space.

New Off-Campus Sites

To accomplish part of its mission that seeks to provide "broad access to quality higher education for the population of Northwest Georgia," the College opened a new 10,000 square foot off-campus instructional site called the Gilmer County Center in Ellijay in 2009. The Center has six general education classrooms, a science lab, a computer lab, and faculty offices to support a small segment of courses for Dalton State students taking courses at the Center. In 2010, the College opened an additional off-site instructional site, Dalton State East, an 18,300 square foot building with 11 classrooms.

New Residential Complex

In 2009, to accommodate and attract students beyond the institution's service area, the College opened an on-campus housing complex.

Facilities Plan Update

The College's Physical Master Plan update was completed following months of study. Utilizing Sasaki Associates as an external consultant, Dalton State now has a realistic 10-year growth plan. This effort proved partially responsible for the Board of Regents' decision to add a major new academic building for the College to its Rolling Capital List.

Fiscal Affairs (Plant Operations): Improved Campus Environment

HVAC System

A main concern expressed in faculty and staff surveys [38] is the comfort level maintained by the HVAC systems within campus buildings. The College currently operates an Andover HVAC control system in 4.5 of its 10 buildings on the main campus, and this system often fails to maintain adequate temperature control. To address these issues, Plant Operations hired a second HVAC mechanic. Additionally, the College introduced a LON non-proprietary HVAC control system in two campus buildings and plans to replace all HVAC controls, producing a unified system that can operate all buildings in an efficient and consistent manner. In addition, the institution secured \$333,000 stimulus project funding to improve the Pope Center's energy efficiency.

Custodial Services

Because of student population growth which increased scheduled class hours to 9:30 PM, the College community requested that Plant Operations extend custodial services. Consequently, a second shift of two custodians was put in effect in 2009. In fact, recent student and faculty surveys [39] [40] have consistently shown high levels of satisfaction with the College's grounds maintenance and custodial services.

Recycling

Plant Operations has repeatedly received requests for improving recycling on campus. As funds became available, the department steadily increased the number of recycle containers on campus, resulting in an increase in the overall volume of recycled product removed from the waste stream. Card board was also recently added to the recycled collection.

Fiscal Affairs (Public Safety): Improved Services

Campus Security

As a result of the Virginia Tech tragedy in the spring 2007 as well as campus concerns about security, Dalton State conducted an analysis of its emergency procedures and implemented a variety of improvements. Chief among these were the installation of emergency communication systems in all buildings; enhanced Public Safety officer presence on campus 24 hours a day; the installation of emergency phones around campus; the investment in bulletproof vests; the hiring of two parking enforcement officers; and the addition of Computer-Aided Dispatch software to monitor, record, and manage call statistics. Moreover, Public Safety had a system peer review to assess department effectiveness and to make recommendations for improvement. Public Safety also offered 13 safety and security training sessions to students, faculty, and staff, including active shooter classes, fire safety, and defense risk reduction among others.

Emergency Notification

Public Safety added the ConnectEd emergency notification system, a mass communication mechanism, to inform students, faculty, and staff via email and cell phones in the event of an emergency or severe weather.

Parking

Student, faculty, and staff surveys have consistently shown dissatisfaction with campus parking [41] [42]. To address this dissatisfaction, the College secured funding for a new parking deck which opened in 2009. New surveys show a marked increase in the number of students reporting satisfaction with campus parking, improving from 31.9% in a 2009 [43] survey to almost 50% in the most recent survey [44].

Institutional Research: Improving Data Analysis and Dissemination

Fact Book

In response to survey comments [45] concerning lack of analysis and ease of use, the Office of Institutional Research and Planning (OIRP) has improved the *Fact Book* to make it more accessible and user-friendly. As such, 2012's *Fact Book* has been redesigned for online distribution in order to utilize tools unique to digital copies, such as search functions and bookmarks. The *Fact Book* now features more analysis and summaries of College trends, highlighting the College's strengths and weaknesses.

Surveys

OIRP's surveys are also being redesigned in response to survey comments, taking care to improve design, wording, and scaling so that questions consistently elicit clear and interpretable data.

Marketing and Communications: Improved Website

Website Redesign

The College redesigned its Website following the administration of a survey of students, prospective students, faculty, and staff in June 2010. Based on survey recommendations [46], the marketing firm of H2B Creative of Dalton was engaged to provide creative concepts for Website pages. Examples of the recommendations incorporated into the new design were use of the College's colors (blue and silver) throughout the site, improved navigation, inclusion of an A-Z index, incorporation of a Google-based search engine, and modifications to the News and Events sections. The redesigned Website was rolled out in December 2010. Thirty-one departmental Web monitors were recruited to maintain the site with oversight by the College Webmaster.

Discover Dalton State

With the opening of student housing in 2009 and expansion of recruitment efforts beyond the College's original commuter service area, the Office of Enrollment Services expressed a need for a new publication designed to target students looking for a "traditional" college experience—on-campus housing, student organizations, intramural sports, etc. Second Shift Design of Atlanta was hired to design the publication, with the Office of Marketing and Communications providing images chosen with traditional-aged students in mind and copy written to reflect the "sound bite" communication techniques used by the social media generation. To date, three issues have been disseminated to high school juniors and seniors during recruitment visits to their schools and college fairs. According to admissions recruiters, the publications have been popular and helpful in reaching this demographic. In addition, the Office of Marketing and Communications designed an in-house resident life publication also used during high school visits to reach the traditional-aged student and provide information about housing options at Dalton State.

Documentation

- [1] Organizational Chart
- [2] Annual Report Format and Instructions, 2010-2011 (Memo, June 2, 2011)
- [3] Performance Assessment Plan – Fiscal Affairs
- [4] Performance Assessment Plan – Human Resources
- [5] Performance Assessment Plan – Institutional Advancement
- [6] Performance Assessment Plan – Institutional Research
- [7] Performance Assessment Plan – Marketing and Communications
- [8] Performance Assessment Plan – Plant Operations
- [9] *2009-2012 Strategic Plan*, Implementation Plan Goal Assignments to Administrative Departments
- [10] *2006-2010 Strategic Plan* - Year 2 Implementation Plan Goals Assignments to Administrative Departments
- [11] Office of Institutional Research and Planning Annual Report, 2010-2011
- [12] Department of Fiscal Affairs Annual Report, 2009-2010
- [13] Office of Institutional Advancement, 2008-2009 Annual Report
- [14] Fiscal Affairs Annual Report, 2008-2009 - Productivity (Performance Indicators)
- [15] Institutional Research Annual Report, 2009-2010 (Productivity re Performance Indicators)
- [16] Marketing and Communications Annual Report, 2010-2011 (Productivity re Performance Indicators)
- [17] Office of Institutional Advancement Annual Report, 2010-2011 (Major Accomplishments)
- [18] Office of Institutional Advancement Annual Report, 2009-2010 (Major Accomplishments)
- [19] Office of Institutional Advancement Annual Report, 2007-2008
- [20] Office of Institutional Research Annual Report, 2003-2004
- [21] Office of Institutional Research and Planning Annual Report, 2010-2011
- [22] Graduating Students Survey Summary Report, 2011
- [23] Graduating Students Survey Summary Report, 2010
- [24] Graduating Students Survey Summary Report, 2009
- [25] Faculty Satisfaction with Administrative Support Services, Faculty Survey Results, 2010
- [26] Faculty Satisfaction with Administrative Support Services, Faculty Survey Results, 2005
- [27] Staff Satisfaction with Administrative Support Services, Staff Survey Results Summary, 2010
- [28] Staff Satisfaction with Administrative Support Services, Staff Survey Results Summary, 2005
- [29] Student Satisfaction with Senior Administration, Graduating Students Survey Summary Report, 2011
- [30] Student Satisfaction with Senior Administration, Graduating Students Survey Summary Report, 2009
- [31] Faculty Satisfaction with President and Vice Presidents (Senior Administrators), Faculty Survey Results Summary, 2010
- [32] Faculty Satisfaction with President and Vice Presidents (Senior Administrators), Faculty Survey

Results Summary, 2005

- [33] Staff Satisfaction with President and Vice Presidents (Senior Administrators), Staff Survey Results Summary, 2010
- [34] Staff Satisfaction with President and Vice Presidents (Senior Administrators), Staff Survey Results Summary, 2005
- [35] Administrative Support Services re Performance Indicators, 2011 *Fact Book*
- [36] Student Survey Comments about Satisfaction with Services - Food Service Concerns
- [37] Faculty Survey Comments about Satisfaction with Services - Food Service Concerns
- [38] Faculty Survey Comments about Satisfaction with Services – Air and Heating Concerns
- [39] Student Satisfaction Survey re Grounds and Custodial Services
- [40] Faculty Satisfaction Survey re Grounds and Custodial Services
- [41] Student Survey Comments about Satisfaction with Services - Parking Concerns
- [42] Faculty Survey Comments about Satisfaction with Services - Parking Concerns
- [43] 2009 Graduating Students Satisfaction Survey re Parking
- [44] 2011 Graduating Students Satisfaction Survey re Parking
- [45] Institutional Research Survey Comments re Fact Book Improvement
- [46] Marketing and Communications, College Website Survey, 2010

3.3.1.3**Institutional Effectiveness: Academic and Student Support Services**

The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of improvement based on analysis of the results in each of the following areas: academic and student support services . . .

Judgment

Compliant Partial Compliant Non-Compliant Not Applicable

Narrative

In support of the College's mission to provide "a range of educational and student life opportunities and appropriate academic support services" and in alignment with the College's [Institutional Effectiveness Policy](#) and [Plan](#), Dalton State identifies expected outcomes for academic and support services, assesses the extent to which it achieves these outcomes, and provides evidence of improvement based on analysis of the results. The Division of Enrollment and Student Services provides the majority of academic and student support services at Dalton State, and these include Academic Resources (Academic Advising, Counseling and Career Services, Disability Support Services, first year experience, peer instruction, testing, tutoring), Admissions, Computing and Information Services, Registrar, Financial Aid, Student Life (campus activities, new student orientation, leadership and civic engagement, registered student organizations, student advisory council, and student conduct), Campus Recreation and Residential Life. The Division of Fiscal Affairs also provides student support services through its auxiliary enterprises such as the bookstore and dining services. In addition, the Department of Humanities through its Writing Lab, the School of Natural Sciences and Mathematics through its Math and Science Learning Center, and the Library offer essential support services as well. In addition, the College's Adult Education Department is engaged in an academic support function through its mission "to assist the target populations in becoming literate, obtaining the educational skills necessary to enter and retain employment, obtaining the General Education Development (GED) credential and transitioning to post-secondary education or other training" [1 - See [Organizational Chart](#)].

Identifies Outcomes

All academic and support services units have established administrative outcomes in their Performance Assessment Plans, as these examples show:

- Academic Resources [2]
- Auxiliary Services (Bookstore) [3]
- Enrollment Services [4]
- Library [5]
- Student Life [6]
- Writing Lab [7]

The identification of outcomes in academic and student support services is also accomplished through the strategic planning process where units are assigned and implement strategic plan goals and report progress in an annual report, ensuring that the performance activities of administrative support service units are consistent with the College's mission and strategic plans. Examples of assigned strategic plan goal outcomes include the following:

- 2006-2010 Strategic Plan - Year 2 Implementation Plan Goals Assigned to Administrative Support Units [8]
- 2003-2006 Strategic Plan - Year 1 Implementation Plan Goals Assigned to Administrative Support Units [9]

Examples of Outcomes Assessment

Dalton State employs a variety of outcome measures in its assessment of academic and student support services. These include the annual report (emphasizing unit productivity and accomplishments, progress in implementing assigned strategic plan goals, and reporting on institutional effectiveness practices), a separate unit outcomes assessment report, annual graduating student surveys, feedback from occasional faculty and staff surveys, and others. Some service units are relatively new (e.g., Campus Recreation, Residential Life) and so may not have annual reports or assessment plans to go back three years or more.

Annual Report

All academic and student support units must complete an annual report to document and report performance activities, including achievement of institutional planning goals and assessment practices. As previously noted, the annual report has been an institutional effectiveness requirement since 1997-1998. All annual reports for academic and student support services units (usually compiled into one Enrollment and Student Services Annual Report) are available in the President's Office and the offices of the vice president for enrollment and student services, institutional research and planning, and Library. A few examples are listed below:

- Enrollment and Student Services Annual Report, 2010-2011 [10]
- Library Annual Report, 2007-2008 [11]

Productivity Report

As a measure of outcomes assessment, academic and student support services units must provide a statistical portrait of their productivity in providing support services. This report provides evidence of whether units have met or fallen short of performance benchmark indicators, as shown by the following examples from enrollment services and the Library:

- Enrollment and Student Services Productivity Profile, 2010-2011 Annual Report [12]
- Library Services Productivity Profile, 2010-2011 Annual Report [13]

Major Unit Accomplishments

Accomplishments towards meeting the unit's performance benchmarks and the institutional mission are also used as outcomes assessment as this example from enrollment services shows:

- Enrollment and Student Services, Major Accomplishments, 2010-2011 Annual Report [14]

Progress in Achieving Assigned Strategic Plan Goal(s)

Because it is expected that the performance activities of academic and student support service units be consistent with the College's strategic plan, another required outcome assessment is a progress report on the achievement of any assigned strategic plan goals. An example from the recent annual report of the Department of Enrollment Services is typical:

- Progress in Achieving Strategic Plan Goals, Enrollment and Student Services Annual Report, 2010-2011 [15]

Report on Institutional Effectiveness Practices

Apart from the progress report on strategic plan goal(s) achievement, another measure of outcome assessment for support services units is an annual report on institutional effectiveness practices. Again, because the Division of Enrollment Services is responsible for the bulk of the College's academic and student support services, its example shown here is instructive:

- Progress in Assessing Institutional Effectiveness, Enrollment and Student Services Annual Report, 2010-2011 [16]

Outcomes Assessment Reports

In addition to the report on institutional effectiveness practices expected in the annual report, academic and student support services units report separate outcomes assessment reports on a regular basis. Units use these assessments results to create a summary report to determine areas of improvement. Examples of some outcomes assessment reports for the past three or four years include the following:

- Academic Advising Center: 2010-2011, 2009-2010, 2008-2009, 2000
- Adult Education: 2010-2011, 2009-2010, 2008-2009, 2007-2008
- Counseling and Career Services: 2010-2011, 2009-2010, 2008-2009, 2007-2008, 2000
- Disability Support Services: 2009-2010, 2008-2009, 2000
- Leadership and Civic Engagement: 2010-2011, 2009-2010, 2008-2009, 2007-2008
- Library: 2010-2011, 2009-2010, 2008-2009, 2007-2008, 2000
- Math and Science Learning Center: 2010-2011, 2009-2010
- New Student Orientation: 2010-2011, 2009-2010, 2008-2009
- Peer Instruction Program: 2010-2011, 2009-2010, 2008-2009, 2007-2008
- Testing Center: 2010-2011, 2009-2010, 2008-2009
- Writing Lab: 2010-2011, 2009-2010, 2008-2009, 2007-2008

Surveys

Dalton State also conducts annual graduating students' satisfaction surveys [17] and occasional faculty [18] and staff [19] surveys to assess the general effectiveness of academic and student support services. In addition, the Office of Institutional Research and Planning (OIRP) conducts specialized unit surveys which are more extensive, and feedback is used in the assessment of student support services. OIRP publishes survey results on its Website and shares results and comments with respective unit heads. Other annual or end-of-semester assessment measures include the following reports:

- An annual *Fact Book* documents progress of key performance indicators with respect to academic and student support services [20].
- Semester Writing Lab Assessment Reports [21] include student satisfaction survey results as well as usage statistics.

More information about academic and student support services departments' assessment activities and results reports is available on the Office of Institutional Research and Planning's Institutional Effectiveness [Website](#) and in the Offices of the Vice President for Enrollment and Student Services, the director of the Roberts Library, and the dean of the School of Liberal Arts.

Academic and Student Support Services Assessment at Off-Campus Instructional Sites

Since the off-campus instructional sites of Gilmer County and Dalton State East do not operate as separate campuses but as an integral part of the main Dalton campus, students at the off-campus instructional sites receive the same full range of academic and student support services that are offered to students on the main campus. These include recruitment and admission, academic advising, financial aid, new student orientation, testing, disability support services, counseling and career services, first-year experience course, tutoring, and student activities. The assessment of these services is included in the overall assessment of academic and student support services at Dalton State.

Examples of Evidence of Improvement

The above assessment examples are used to affirm that academic and student support services are meeting expectations, achieving their expected outcomes in support of the College's mission and strategic plan, and identifying service areas where improvements are needed. Some examples of improvements made in academic and student support services are as follows:

Improved Enrollment and Student Services Operations

A major improvement was the establishment of the "One Stop Shop" of the Office of Enrollment and Student Services. As of February 2010, the Office of Enrollment and Student Services now physically houses the three offices of Admission, Financial Aid, and Registrar under one roof. This prevents students from going to three different places on campus for admission and financial aid purposes.

The front counter customer service desk at the new office is staffed by qualified personnel who are trained to handle the walk-in inquiries related to admissions, financial aid, and registrar issues. In addition, the phone bank customer service staff are located off the front line in the phone bank and have the primary responsibility for answering the inquiries received via phone. The staff provide the necessary information related to admissions, financial aid, and registration. Separating the two competing duties of handling front counter walk-ins and answering the telephones allows the staff to more effectively serve as the first point of contact and provide efficient customer service to individuals who contact the institution via telephone or walk-in. To oversee this new operation, an additional leadership position was created: the assistant vice president for enrollment services. This position reports to the vice president for enrollment and student services and is responsible for leadership of the unit through the directors of the three respective areas of admission, financial aid, and registrar. The most [recent survey](#) shows students now give high satisfaction ratings to enrollment services (e.g., Admissions: 83.25%; Registration Procedures: 85.34%; Transcripts and Records: 84.29%) [22].

Improved Financial Aid Services

Financial Aid has used the results and comments of the [annual Graduating Student Survey](#) conducted by the Office of Institutional Research and Planning to monitor student satisfaction with financial aid services. For example, students have complained about “problems with financial aid,” citing, for instance, the “ambiguity of the financial aid [application] process” [23]. To address this concern and others, the Financial Aid Office hired two new full-time financial aid counselors to speed up the turnaround time for financial aid application processing. One of the new counselor’s primary duties splits the verification load in half. So, rather than one full-time counselor covering all verification, there are now two. The other new counselor has taken Satisfactory Academic Progress (SAP) on as a full-time position. The primary goal for the SAP counselor is to increase proactive communication with students throughout the semester, especially when students come to Enrollment Services to discuss the impact of dropping or withdrawing from classes. An additional improvement to increase student satisfaction was the automation of all areas of financial aid services. This includes the use of AppWorks as a tool to complete federal downloads and aid disbursements.

Increased Utilization and Satisfaction with Counseling and Career Services

Since 2007 when Academic Resources added personal counseling to its support services by hiring a full-time personal and career counselor, survey and assessment data have shown increased student utilization and satisfaction with services. In [2008-2009](#), Counseling and Career Services met individually with 95 new students for a total of 360 appointments. Seventy-one percent of students surveyed stated that these services were a positive experience. In [2010-2011](#), Counseling and Career services met with 124 students with 629 appointments. Seventy-three percent of these students also agreed that their experiences were positive. The additional staffing also contributed to increased utilization of career services, which were enhanced by the addition of [DSCareer Connect](#), an online job board and career services program, free to employers, students, and alumni. Usage of DSCareer Connect has increased significantly from its first year of implementation, with DSCareer Connect’s first reporting year, [2008-2009](#), showing 547 students listed and 200 jobs posted. By the [2010-2011](#) assessment report, student numbers had grown to 1,260 (an increase of 43%), and the job postings increased to 317 (an increase of 63%).

Increased Utilization and Satisfaction with Disability Support Services

During the [2008-2009 assessment reporting period](#), Academic Resources replaced a part-time disability specialist with a full-time disability coordinator to ensure support for the growing disabled student population. Since that time, as shown by the Disability Support Services (DSS) assessment reports of [2008-2009](#) and [2010-2011](#), the population has grown from 95 students to 157 students, an increase of 60%. And of those seeking assistance from Disability Support Services, 97% of online survey respondents felt the support of the DSS coordinator was “Excellent or Good.”

Supporting and Improving Student Success in Writing

Dalton’s State’s Writing Lab strives to improve student retention and success in writing, particularly for students enrolled in learning support and freshman composition courses. Assessments of the relationship between usage of the Writing Lab and success in writing courses show that students who seek assistance in the lab are more likely to be successful and are less likely to withdraw from their courses. For example, [spring 2011 assessment results](#) show that 94% of the students in English 0090 and 0096 who used lab services five or more times passed the course, while only 57% of the students who did not use the lab

passed; 64% of the students in English 0098 who used the lab five or more times passed, while only 46% of those who did not use the lab passed; and for English 1101, 87% of those who used the lab five or more times passed, contrasted with a 59% pass rate for those who did not. Moreover, no students in English 0090, 0096, and 0098 who used the lab five or more times withdrew from their courses, contrasted with 7% to 13% of those who did not, and only 4% of students who used the lab five or more times for the English 1101 classes withdrew, contrasted with a 17% withdrawal rate for those who did not use the lab.

Auxiliary Services: Improved Bookstore Operations

With the renovation and expansion of the Bookstore, the overall operations have been modernized and therefore have enhanced both customer service and the overall customer experience. In addition, the renovation allowed the Bookstore to introduce a wider range of products and services, to increase used textbook availability, to offer textbook rentals for some courses, and to bring stability to new textbook costs. Student satisfaction with Bookstore operations has improved: In the [Fall 2010 Graduating Student Survey](#), 74% were satisfied with the Bookstore while 77% were satisfied as indicated on the [Spring 2011 Graduating Student Survey](#). Furthermore, the [Fall 2011 Bookstore Student Survey](#) indicated that 88% of students were satisfied with the overall operation of the Bookstore ([Bookstore Assessment: 2011-2012](#)).

Improved Library Services for Faculty and Students

The Library made a number of improvements to its resources and services based on the results of student surveys and [faculty requests](#). In Fall Semester 2010, after the College upgraded classroom technology to include DVD players that did not play VHS titles, many faculty members requested DVD copies of the tapes most frequently used in their courses. After generating a list of VHS titles [most highly used by faculty](#), the Library added 60 DVD titles to replace the VHS tapes. Faculty were pleased with the Library's response to their requests and the availability of their instructional media in the upgraded format.

In response to a [Spring Semester 2010 Library Student Survey](#) that asked them what types of books they liked best, the Library added 10 titles on atheism, 19 graphic novels, and 30 science fiction titles. This same survey showed that some students found the number of study rooms and seating in the library to be inadequate. To address these [concerns](#), the Library increased the number of study rooms from 7 to 10, expanding capacity from 28 to 40 seats. In addition, Library staff rearranged seating on both floors to provide more options for quiet study areas. And in response to a [Library survey during Spring Semester 2011](#), the Library purchased more e-books including the [ebrary College Complete](#), which added over 27,000 e-book titles to the Library's resources, thus making more efficient use of limited funds and responding to student needs. The [ebrary](#) collection is also accessible online via [GALILEO](#), making more titles available to students at off-campus sites as well.

Documentation

- [1] Organizational Chart
- [2] Performance Assessment Plan - Academic Resources
- [3] Performance Assessment Plan - Auxiliary Services (Bookstore)
- [4] Performance Assessment Plan - Enrollment Services
- [5] Performance Assessment Plan - Library
- [6] Performance Assessment Plan - Student Life
- [7] Assessment Plan - Writing Lab Program
- [8] [2006-2010 Strategic Plan](#) - Year 2 Implementation Plan Goals Assigned to Academic Support Units
- [9] [2003-2006 Strategic Plan](#) - Year 1 Implementation Plan Goals Assigned to Academic Support Units

- [10] Enrollment and Student Services Annual Report, 2010-2011
- [11] Library Annual Report, 2007-08
- [12] Enrollment and Student Services Productivity Profile, 2010-2011 Annual Report
- [13] Library Services Productivity Profile, 2010-2011 Annual Report
- [14] Enrollment and Student Services, Major Accomplishments, 2010-2011 Annual Report
- [15] Progress in Achieving Strategic Plan Goals, Enrollment and Student Services Annual Report, 2010-2011
- [16] Progress in Assessing Institutional Effectiveness, Enrollment and Student Services Annual Report, 2010-2011
- [17] Student Satisfaction with Academic Support Services Example, Graduating Students Survey Summary Report, 2011
- [18] Faculty Survey about Academic and Student Support Services Example, Faculty Survey Results, 2010
- [19] Staff Survey about Academic and Student Support Services Example, Faculty Survey Results Summary, 2005
- [20] Academic Support Services re: Performance Indicators, 2011 *Fact Book*
- [21] Writing Lab Semester Assessment Report, Summer 2011
- [22] Student Satisfaction with Enrollment Services, 2011 Graduating Students Survey
- [23] Example of Student Complaints about Financial Aid Services

3.3.1.4**Institutional Effectiveness: Research within its Mission**

The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of improvement based on analysis of the results in each of the following areas: research within its mission, if appropriate. . .

Judgment

Compliant Partial Compliant Non-Compliant Not Applicable

Narrative

Dalton State has no research function in its mission [1], and therefore this section is not applicable to the College. However, faculty are encouraged to engage in professional development and scholarship.

Documentation

[1] Dalton State's Mission Statement

3.3.1.5**Institutional Effectiveness: Community/Public Service within its Mission**

The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of improvement based on analysis of the results in each of the following areas: community/public service within its mission, if appropriate.

Judgment

Compliant Partial Compliant Non-Compliant Not Applicable

Narrative

Dalton State College identifies expected outcomes for community service within the context of its educational mission, assesses the extent to which it achieves these outcomes, and provides evidence of improvement based on analysis of the results. Indeed, the [mission](#) of the College includes a community service component: "*public service through economic development and cultural activities that address the needs and improve the quality of life in the region.*" Dalton State's commitment to community and public service is reflected through an array of programs, faculty and staff community engagement projects, conferences, collaborative efforts with the public schools, service on advisory boards, and partnerships with businesses and organizations. The College also plays a vital role in promoting and supporting regional interests in the performing and cultural arts through its [Fine Arts and Lecture Series](#). The College's major public service functions include faculty community outreach, the Archway Project Partnership, the *Business in Action* Internship Program, the Civic Engagement and Service Learning programs, the Conasauga Watershed Cleanup, the Domestic Violence Conference, the Summer Academy, [the Bandy Heritage Center](#), the Summer Bridge Program, and the Volunteer Income Tax Assistance (VITA) program.

Identifies Outcomes

Where appropriate, the units responsible for community and public service activities establish annual target plans that include a statement of mission and/or public service goals, program outcomes or means of assessment, a review of whether performance targets have been met, and if relevant, some examples of initiatives undertaken to improve service activities. The following are examples of identified community service program goals/outcomes taken from assessment reports:

- The Bandy Heritage Center [1]
- Civic Engagement and Service Learning [2]
- Conasauga Watershed Cleanup [3]
- Faculty Community Engagement (School of Liberal Arts) [4]
- Fine Arts and Lecture Series [5]

Examples of Outcomes Assessment

To assess whether service performance targets have been met, units with community or public service goals develop an annual assessment results report, as these examples show:

- The Bandy Heritage Center for Northwest Georgia: 2009-2011
- Civic Engagement and Service Learning: 2009-2010, 2008-2009, 2007-2008
- Conasauga Watershed Cleanup: 2010-2011, 2009-2010, 2008-2009, 2007-2008
- Domestic Violence Education Conference: 2008/09-2010/11
- Faculty Engagement (e.g. School of Liberal Arts): 2010-2011, 2009-2010, 2008-2009, 2007-2008
- Fine Arts and Lecture Series: 2010-2011
- Volunteer Income Tax Assistance: 2010-2011

In addition to meeting performance targets, Dalton State also fulfills its public mission through an array of activities and programs designed to serve specific needs of the community. For some of these programs and services, measurements such as participation and stakeholder satisfaction have been the standard for determining success. Assessing the effectiveness of these public service functions also follows the established institutional-wide pattern of annual data collection, analysis, and appropriate follow-up actions or activities, with summary reports included in the annual reports of deans, vice presidents, and directors [6]. Through its public service efforts, the College provides assistance to the community, promotes economic development, enhances educational programs and access, promotes cultural enrichment through public programming in the arts and culture, and strengthens community/organizational partnerships and volunteerism.

Providing Assistance to the Community

As part of their College responsibilities, faculty members engage in service activities, and many elect to do so through service to their communities. Faculty and staff volunteer in a broad range of organizations and programs as these examples show:

- Adult Education: Chattooga Adult Education Expansion Program, Chattooga County GED Graduation, Chattooga County Adult Spelling Bee.
- Arts and Culture: Creative Arts Guild, Chattooga County Library, Dalton Little Theatre, American Legion, Dalton Civil War Roundtable, Alabama All-State Orchestra, Metropolitan Youth Symphony Orchestra, Chattanooga Bicentennial Public Library, Gordon County Historical Society.
- Community Service: Humane Society, Special Olympics of Georgia, Special Advocate for the Whitfield County Juvenile Court, Heartline Hospice, Ringgold Lions Club, North Georgia Community YMCA Sunshine Sports League, Boy and Girl Scouts, Hamilton Medical Center Cardiac Screening Program, Catoosa County Child Abuse Prevention Task Force, Friendship House, Garden for Good, Dalton-Whitfield American Red Cross Disaster Mental Health Services, Northwest Georgia AIDS project.
- School Outreach and Service: Whitfield Country Schools Social Science Fair, Westwood Elementary School; Woodstation Elementary School's Young Authors Contest, Academic Bowl, Georgia Governor's Honors Program, Summer Academy.
- Workforce and Economic Development: Archway, UGA Small Business Development Advisory Council, North Georgia Regional Development Center, Gordon County Chamber Education Committee, Kiwanis Club, Mohawk Industries, Rotary Club, Shaw Industries.

Promoting Economic Development

Archway Project Partnership

Dalton State College administrators and faculty actively participate in the University of Georgia-led Archway community visioning process, linking university-system resources with the local community for community/economic development and with work groups addressing specific problems and issues.

Business in Action Internship Program

Dalton State College's School of Business created this internship program in 2010 to provide the business community and local non-profit organizations with qualified School of Business interns in the areas of accounting, management, management information systems, marketing, and operations management.

Enhancing Educational Programs and Access

Civic Engagement and Service Learning Programs

The Office of Student Life promotes leadership and civic engagement through education; experiential learning opportunities; and mutually beneficial partnerships among faculty, staff, and the community as well as community-focused initiatives. Program examples include the following:

Alternative Spring Break (ASB)

Provides students with service learning opportunities in local and global communities.

American Democracy Program (ADP)

Strives to produce enlightened and knowledgeable leaders who will become engaged and active citizens.

Annual Blood Drives

Hands on Georgia Week

Provides service to communities in Georgia.

HIV Testing

Offered free of charge.

Make a Difference Day

Provides service to local communities.

Relay for Life

Provides Dalton State students the opportunity to participate in the Whitfield County's annual Relay for Life fundraising program.

Admissions and Financial Aid Workshops

Apply to College Day

Faculty and staff volunteer in the annual Georgia Apply to College Week designed to help students apply to college.

College Goal Sunday

The Office of Financial Aid hosts the College Goal Sunday in February every year targeting low income first generation families to help complete the FAFSA for the upcoming year.

FAFSA Completion Day

The office also hosts FAFSA Completion Day in the majority of the high schools in the College's service area and surrounding counties during spring each year. Programs are free, and parents are welcome to attend ([Financial Aid Program Assessment: 2007-2008](#)).

Conasauga Watershed Cleanup

Overseen by faculty in Dalton State's School of Natural Sciences and Mathematics, the annual Conasauga Watershed Cleanup's goals include educating the Whitfield and Murray County communities about the remarkable biological diversity of the Conasauga River and increasing awareness of the importance of the Conasauga River and its tributaries to the community's economy and quality of life ([Conasauga Watershed Cleanup Program Assessment: 2010-2011](#)).

Domestic Violence Conferences

Since 2006, Dalton State's School of Social Work has partnered with the Conasauga Family Violence Alliance to sponsor an annual domestic violence education conference. The purpose of the conference is to provide domestic violence training to community members of the northwest Georgia region ([2011 Domestic Violence Conference Notes](#)).

Summer Academy

This summer program engages area Latino high school students in preparation for higher education.

Summer Bridge Program

Dalton State's Summer Bridge Program is a free four-week academic enhancement program offered for incoming Dalton State freshmen ([2011 Summer Bridge Handbook](#)).

Providing Cultural Enrichment through Public Programming in the Arts and Culture

Historical and Cultural Programs

The Bandy Heritage Center promotes the rich traditions of Northwest Georgia through archival collections, exhibits, publications, and educational programs ([The Bandy Heritage Center for Northwest Georgia Assessment: 2009-2011](#)).

The Fine Arts and Lecture Series

Dalton State College sponsors free-of-charge annual cultural events for the campus community and the greater community ("Fine Arts Offering Report, 2010-2011 Concerts").

Theatre Production

The full-time theatre faculty member developed a theatre production class and produced the College's first theatrical performance (*Arabian Nights*) in March 2012.

Strengthening Community/Organizational Partnerships and Volunteerism

Partnership with Hamilton Medical Center

This partnership between Dalton State College's Nursing Program and Hamilton Medical Center provides RN staff to mentor, encourage, and support students throughout their clinical experience.

Volunteerism

- Volunteer Fair: Dalton State hosts a **Volunteer Fair** every semester, allowing agencies from across DSC's service area to inform students about volunteer opportunities within their own community.
- Volunteer Solutions: Dalton State collaborates with the United Way to establish a way for students to log their volunteer and service hours throughout the year.

Volunteer Income Tax Assistance (VITA)

Dalton State College's School of Business partnered with the University of Georgia and the Georgia Federal Credit Union to provide free tax assistance for low and moderate income families. Students receive IRS training and certification to work with the VITA program.

Evidence of Some Community and Public Service Program Enhancements/Improvements

The College continually looks for ways to better serve the community. Some recent notable examples include these new initiatives by the Bandy Heritage Center for Northwest Georgia:

- In order to consolidate audiences and present a cohesively themed Civil War event for the public, the Center has changed its method of programming from a Civil War lecture series spread over several months to a Civil War Colloquium, consisting of one event with three speakers discussing a common Civil War theme.
- The Bandy Center has decided to use the colloquium approach to alter the schedule of the annual Dicksie Bradley Bandy Memorial Lecture Series to create the Dicksie Bradley Bandy Memorial Colloquium, an annual event that will focus on a particular theme in women's history.
- The Bandy Center will now participate in a book discussion series sponsored by the Georgia Humanities Council in conjunction with the American Library Association and the National Endowment for the Humanities. The Bandy Center will organize and assist in the implementation of five book discussions, each on a Civil War-themed book selected by the National Endowment for the Humanities and the American Library Association to increase public awareness and participation in American history activities. These discussions will begin in August 2012 and will extend through November 2012.
- In an effort to provide statewide awareness of Georgia's unique history, the Bandy Center is creating a traveling exhibition entitled, "Over Here and Over There: Georgia and Georgians in World War II." This exhibition will provide educational and interactive lessons and activities for the public and will travel to host venues throughout the state, including K-12 schools, colleges and universities, community centers, and libraries.

With respect to civic engagement and service learning, Dalton College's Office of Student Life is currently working on a new project called Dalton State in the Community. In this effort, the College is collaborating with the United Way of Greater Chattanooga and its partner agencies to offer more frequent and consistent service opportunities to Dalton State students. The project was inaugurated with an event on January 16, 2012, where the Office of Student Life took student volunteers to Chattanooga to work with the Alexian Brothers on a project focusing on Martin Luther King, Jr. To assess this new initiative, volunteer coordinators conduct surveys to gather feedback about Dalton State's students and their experiences after each project.

Documentation

- [1] Program Goals and Outcomes - The Bandy Heritage Center
- [2] Program Goals and Outcomes - Civic Engagement and Service Learning
- [3] Program Goals and Outcomes - Conasauga Watershed Cleanup
- [4] Program Goals and Outcomes - Faculty Community Engagement (Liberal Arts)
- [5] Program Goals and Outcomes - Fine Arts and Lecture Series
- [6] Example of Faculty Community Outreach Report, School of Liberal Arts Annual Report, 2010-2011

3.3.2

Quality Enhancement Plan

The institution has developed a Quality Enhancement Plan that (1) demonstrates institutional capability for the initiation, implementation, and completion of the QEP; (2) includes broad-based involvement of institutional constituencies in the development and proposed implementation of the QEP; and (3) identifies goals and a plan to assess their achievement.

Judgment

Compliant Partial Compliant Non-Compliant Not Applicable

Narrative

This requirement is not addressed by the institution in its Compliance Certification.

3.4.1

Educational Programs: All: Academic program approval

The institution demonstrates that each educational program for which academic credit is awarded is approved by the faculty and the administration.

Judgment

Compliant Partial Compliant Non-Compliant Not Applicable

Narrative

The faculty participates in governance of the College's educational programs primarily through involvement in school and department meetings, college-wide faculty meetings, the Academic Council, and various committees [1] [2]. The Academic Council defines academic goals for the College, approves all programs of study for degrees or certificates, approves all changes in degree requirements, rules on student petitions for exceptions, approves any additions or deletions of courses, and approves all academic regulations [3].

Every educational program at Dalton State College is approved by both the faculty and the administration before it is included in the College's curriculum. The College has a clearly defined process by which new programs are approved by the faculty and the administration as well as a clearly defined process for the approval of new courses. These processes are outlined below, along with an example of a program approval from 2008.

Selection of New Degree Programs

A number of different factors have contributed to the development and selection of new degree programs at Dalton State. For example, until recently, the University of West Georgia offered bachelor's programs in early childhood education and nursing on the Dalton State campus. When West Georgia decided to quit offering these programs in Dalton, the College decided to seek approval for its own degrees in these areas to meet the needs of Northwest Georgia. Other programs have been developed as a result of special state initiatives (the bachelor's programs in biology, mathematics, and chemistry, for example), and still others have been developed based on student interest and area needs (e.g., criminal justice).

In 2010 and 2011, the College's new vice president for academic affairs began a more systematic approach to degree program development through her creation of an Academic Master Plan which guides the process for a three-year period with review of the plan occurring at the end of each year. The Academic Master Plan was developed with input from faculty, chairs, deans, and the campus community.

Though the process of selecting degree programs has varied, the process of program approval has been consistent (with some modifications occurring at the University System level).

Program Approval Process [4]

Dalton State's internal program approval process is outlined below. This process is consistent with the new BOR program approval process.

1. The vice president for academic affairs gives the school permission to gather preliminary information for the new degree program (including student interest and needs assessment) and to prepare a prospectus (previously called a Letter of Intent) for Board of Regents' review and approval.
2. The vice president for academic affairs reviews the prospectus and submits it to the Board of Regents for review (BOR Timeline for New Program Proposal Review).
3. If the Board of Regents approves the prospectus, school faculty work with the dean/chair to develop a formal proposal which is submitted to the vice president for academic affairs for review. (Some schools use standing Curriculum Committees; others use faculty ad hoc degree program committees to develop the full proposal.)
4. With approval from the vice president for academic affairs, the dean of the school submits the proposal to the Academic Council for internal review and approval. (The Academic Council is the statutory body of the faculty responsible to the president of the College and consists of administrators, faculty members, and student representatives.)
5. If the proposal is approved by the Academic Council, the vice president for academic affairs, in consultation with the president, submits the formal proposal to the Board of Regents for approval.
6. Once the proposal receives official approval from the Board of Regents, the program is added to the College's curriculum.

The new Board of Regents' program approval process is a [two-step procedure](#). Step One requires the submission of a brief program prospectus with indication of need for the program, projected enrollment and personnel/budget/facility requirements. If approved, then a formal proposal is required in Step Two. The format for both submissions is online through a secure portal at the Board of Regents' Website.

Curriculum Approval Example: Bachelor of Arts in History Degree Program

In 2008, the College approved the four-year history program. The process by which the program was conceived, designed, reviewed, and approved is outlined below.

1. In 2008, the College recognized a need to expand its selection of baccalaureate degrees, especially in the area of Liberal Arts. At this time, the College received a multi-million dollar endowment for a new Center for Northwest Georgia History and Culture, putting the College in unique position to attract prominent historians. A survey of student interest suggested that a history program would be a good fit as well as meet several of the College's strategic goals, including the creation of additional bachelor's degrees, the meeting of the needs of the regional economy and workforce by educating future teachers and creating a more knowledgeable population, and the achievement of a more diverse and growing student body by attracting the substantial number of students who had more diverse interests beyond those of the College's existing four-year programs.
2. In summer 2008, the School of Liberal Arts conducted a survey of general education and certificate-level students to determine student interest in a history program. Of the 368 respondents, 40% indicated they would consider a degree in history if they could earn the degree at Dalton State College, and 35% expressed an interest in pursuing a degree in history with secondary teacher certification [5].

3. The strong student support for a history program prompted the vice president for academic affairs to have the dean of the School of Liberal Arts and the chair of the Department of Social Sciences develop a Letter of Intent (a preliminary proposal), which he sent to the Board of Regents [6] in July 2008.
4. Once the College received preliminary approval from the Board of Regents, the chair of the Department of Social Sciences, history faculty members, and the dean of the School of Liberal Arts developed a formal proposal for the new program and submitted the proposal to the College's Academic Council [5].
5. In October 2008, the Academic Council, a body comprised of Dalton State administrators, faculty members, and two student representatives, approved the proposal to be sent to the Board of Regents for final review [7].
6. On March 18, 2009, the Board of Regents responded with an approval for Dalton State to establish a Bachelor of Arts in History [8].
7. The Board of Regents updated the University System's Degrees & Majors Authorized to reflect the establishment of the Bachelor of Arts in History (CIP 54.010101) degree on April 8, 2009 [9].

New Course Approval

All new courses are approved by both the faculty and administration at regular or called meetings of the Academic Council [10]. While some schools have standing curriculum committees that develop and review new course proposals, others may have ad hoc committees or discipline-specific committees that discuss new course proposals with their dean or chair.

1. New course proposals are developed by faculty and include a complete syllabus, expected student learning outcomes, an outline of topics that will be covered, and a rationale that includes a need for the course and a description of where it would fit in the curriculum.
2. The course proposal is reviewed by the appropriate chair and dean and in some cases by a school curriculum committee. In schools without curriculum committees, faculty members in the department or discipline are invited to provide feedback and suggestions before the proposal goes forward.
3. Once the proposal has received school approval, the dean sends it to the Office of Academic Affairs for inclusion on the agenda of the next regularly scheduled Academic Council meeting.
4. The Academic Council proposals are made available to the campus community for feedback one week before the scheduled council meeting.
5. The Academic Council, which serves as the institutional curriculum committee [11], reviews the course proposal. If the Academic Council approves the proposal, the new course is included in the next *College Catalog* once it has been approved by the appropriate Regents' Academic Advisory Committee (Area F courses) or once it has been approved by both the appropriate Regents' Academic Advisory Committee and the Regents' Council on General Education (Areas A through E). Upper-level courses do not require external approval and can be included in the next catalog once approval has been secured by the Academic Council.

Distance and Correspondence Education

The College does not offer any online degree programs at this time. However, in November 2010, the Academic Council approved the College's proposed participation in eCore, accepting its curriculum as parallel to the on-campus curriculum pending SACS approval for a substantive change. This participation was approved by the full faculty at its December 2010 meeting. In February 2011, SACS gave its

approval for the College to become an affiliate institution to the University System of Georgia's eCore program, beginning the summer semester 2011. Since the eCore courses offer University System of Georgia students the opportunity to complete the first two years of their collegiate careers in an online environment, almost every associate's and bachelor's degree can be delivered at least 50% online. The institution also has a number of courses whose primary delivery mechanism is electronic (mainly through the University System of Georgia's academic enterprise solution: Blackboard Learning System). The College's Distance Education Committee is currently developing formats and guidelines for the development of future hybrid and online courses. The College is also developing training sessions for faculty interesting in offering hybrid and online instruction.

Documentation

- [1] DSC Statutes Article V - Faculty, Sections C, E, F, I
- [2] Faculty Handbook, Councils and Committees
- [3] DSC Statutes Article VI - Councils and Committees, The Academic Council
- [4] Faculty Handbook, Curriculum Approval Process
- [5] History Degree Proposal
- [6] History Program Letter of Intent
- [7] Academic Council Minutes, October 22nd, 2008
- [8] Board of Regents' Approval of Dalton State's BA in History (March 18, 2009)
- [9] Board of Regents' 'Degrees & Majors Authorized' to reflect Dalton State's BA in History (April 8, 2009)
- [10] DSC Statutes, Course Approval
- [11] DSC Statutes, Academic Council

3.4.2

Educational Programs: All: Continuing education/service programs

The institution's continuing education, outreach, and service programs are consistent with the institution's mission.

Judgment

Compliant Partial Compliant Non-Compliant Not Applicable

Narrative

Dalton State ceased operating its continuing education program effective December 31, 2009. The Commission on Colleges was notified [1], and on April 29th, 2011, the College revised its mission to remove the continuing education function [2]. This revision was approved by the Board of Regents in February 2012. Therefore, this section is no longer applicable to Dalton State College.

Although the continuing education function is gone, the College is still involved in outreach and service programs. These programs are reported under 3.3.1.5—community/public service.

Documentation

[1] Letter from SACS-COC, February 15th, 2011

[2] Faculty Meeting Minutes, April 29th, 2011

3.4.3

Educational Programs: All: Admission policies

The institution publishes admissions policies that are consistent with its mission.

Judgment

Compliant Partial Compliant Non-Compliant Not Applicable

Narrative

Dalton State College's admissions policies are consistent with its mission to provide "broad access to quality higher education for the population of Northwest Georgia" [1]. Correspondingly, the College has few barriers to admission. The College's admission policies are also aligned with both the Board of Regents' policy, which is published in the *USG Academic Affairs Handbook (Sections 3.01-3.10)* and the *Board of Regents' Policy Manual (Section 4.2)*, and commonly accepted university standards.

In accordance with the Board of Regents' policy [2], Dalton State Admissions requires perspective students to submit SAT/ACT test scores and meet a Freshman Index of 1830, as described below:

- $FI = (500 \times HSGPA) + SAT \text{ Verbal/Critical Reading} + SAT \text{ Math (or)}$
- $FI = (500 \times HSGPA) + (ACT \text{ Composite} \times 42) + 88$

Students must also achieve a minimum SAT score of 330 Verbal and 310 Mathematics or a minimum ACT score of 14 English and 12 Mathematics. Applicants whose SAT verbal score is below 450 (19 ACT) or whose SAT mathematical score is below 500 (21 ACT) are required to take the Compass entrance exam, and if their placement scores are not high enough, they must satisfy learning support requirements in any areas of deficiency.

Admissions Policy Publications

The College publishes its admissions policies through several mediums. The principal vehicles for such publications are the [Office of Admission Website](#) and the *College Catalog*, which contains a section entitled [Admission Requirements](#). The Admission Requirements section fully details all of Dalton State's admissions policies, including

- "Paths to Admission" for home schooled, non-accredited high school, transfer, non-traditional, and international students
- Admission and financial aid deadlines
- Policies unique to individual admissions categories, such as auditors, beginning freshmen, and early enrollment students
- Program opportunities, such as the Move on When Ready Program and the Joint Enrollment Tech Prep Program

Dalton State's *College Catalog* is readily accessible on the [Catalog Webpage](#).

In order to increase policy accessibility and reduce the College's reliance on hard-copy materials, Dalton State hosts its own online admissions policy tools and Webpages. For example, the "Ask Dalton State" feature on the DSC Admission Website provides standardized answers to commonly asked questions about admission to the College. The tool is available 24 hours a day, 7 days a week from any location.

Improved standardization of program-level e-brochure information is also now provided through the [College's Website](#). The automated electronic customized brochure system accepts information submitted on the prospective applicant's interests and produces a personalized, four-page, full-color brochure with standardized items and blocks of information matching the prospect's interests. The e-brochure also contains admissions information. This e-brochure is then emailed to the prospective student on the same day it was requested, and a hard-copy version is mailed to the individual's street address within 7-10 days.

Conclusion

Dalton State's admissions policies are in line with the institution's mission and clearly published on the College's Webpage and in the *College Catalog*.

Documentation

[1] Dalton State College Mission Statement

[2] BOR Policy Manual 4.2.1

3.4.4

Educational Programs: All: Acceptance of academic credit

The institution publishes policies that include criteria for evaluating, awarding, and accepting credit for transfer, experiential learning, credit by examination, Advanced Placement, and professional certificates that is consistent with its mission and ensures that course work and learning outcomes are at the collegiate level and comparable to the institution's own degree programs. The institution assumes responsibility for the academic quality of any course work or credit recorded on the institution's transcript. (See Commission policy "Collaborative Academic Arrangements.")

Judgment

Compliant Partial Compliant Non-Compliant Not Applicable

Narrative

Dalton State College has clearly defined policies for evaluating, awarding, and accepting credit for transfer and for advanced placement. These policies are published in the "Admission Requirements" section of the *Catalog* [1], which is available 24/7 on the [College's Catalog Webpage](#). More academic credit information, along with a [link](#) to a transfer equivalency database, can be found on the [Office of the Registrar's Webpage](#). Some credit evaluation criteria are also available on the [College's Adult Learner Webpage](#).

These policies, which enable transfer students to continue and advance their education at the college level, are fully consistent with the College's mission to "provide broad access to quality higher education" to a "diverse student body," taking its place in an interlinked "global society" [2].

In accordance with Commission policy [3], the College assumes responsibility for the academic quality of any coursework or credit recorded on the institution's transcript.

Transfer of Credit

The Office of Enrollment Services follows the guidelines of the American Association of Collegiate Registrars and Admissions Officers (AACRAO) in the evaluation and acceptance of credit for transfer, as well as state guidelines in sections 3.3 [4] and 2.4.9 [5] of the *USG Academic Affairs Handbook*. The College's local transfer of credit policies are published in the College's *College Catalog* sections entitled "Transfer Students" [6] and "Transfer Rules" [7]. A helpful Website called "[How Courses Transfer](#)" also explains the process of transferring credits from another institution to Dalton State. The College administers its admissions procedures in full compliance with the standards set forth in the *College Catalog*. Some of these transfer of credit standards are presented below.

Any applicant with 30 semester hours of degree-level core credit from a regionally accredited postsecondary institution will qualify as a transfer student. Students who have completed 30 or more transferable semester credit hours must have completed all developmental studies and college preparatory curriculum deficiency requirements, and students with fewer than 30 semester hours of transferable credit must meet freshman admission requirements. Grades of "D" will be accepted provided that the student's cumulative grade point average is 2.0 or greater with the exception of English 1101 and 1102, which require a minimum grade of "C."

The admissions policies for transfer students also include the requirement that the student submit official, complete transcripts from all previously attended institutions. Criteria for establishing classification and standing of incoming transfer students resulting from credit for appropriate previous coursework are also included. Students may transfer Advanced Placement Program credit based on the minimum scores established by the USG. The Office of the Vice President for Academic Affairs (VPAA) maintains a current list of these scores.

Students on academic suspension, exclusion, or dismissal may enroll only if their previous institution recommends it and if the DSC Admissions Committee approves admission. The policies governing appropriate academic progress by students admitted apply directly to transfer students who are applying for admission.

To evaluate credit courses from international institutions, Office of Enrollment Services personnel use evaluations created by transfer evaluators from nationally accepted companies listed on page 35 in the *College Catalog* [8]. Potential incoming international students select the company they wish to evaluate their coursework. The College is not, however, obligated to accept the potential credit as recommended by specific companies. The College transfer policy, available in the Office of Enrollment Services or on the Dalton State [Transfer Students Webpage](#), contains criteria for acceptance of credit for both national and international coursework. A [Transfer Equivalency Webpage](#) provides helpful information concerning the transfer of credits, as well.

Transfer students are informed of the amount of credit accepted from previous institutions within the first semester of attendance at the College.

Advanced Placement and Credit by Exam

The College awards advanced placement credit on the basis of examinations. The academic schools have the responsibility of determining the achievement level of students taking institutional examinations and for recommending the award of credit to the vice president for academic affairs. Scores from CLEP, SAT II, and the Advanced Placement Program go directly to the VPAA for determination of credit based upon scores established by the faculty. The College's rules for credit by examination are based upon procedures established by the USG and are stated on pages 128-129 of the Dalton State *Catalog* under the heading "Credit-by-Examination" [9]. A standardized set of program-specific criteria and a list of minimum scores are available from the Office of the Vice President for Academic Affairs.

Experiential Learning

Dalton State College, as a member of the University System of Georgia Adult Learning Consortium, offers students the opportunity to use assessed portfolios and departmental challenge exams to earn credit for learning achieved prior to entry to the college.

Students who wish to submit a portfolio must identify areas of relevant learning from their past experiences, demonstrate that learning through appropriate documentation, and submit their materials so that they can be assessed and possibly awarded academic credit relative to specific course objectives at Dalton State. Prior to submitting their materials, students must take a portfolio building course (PLAD 2000).

Departmental Challenge Exams can be taken for some courses with the approval of the department chair and appropriate instructors. Students are asked to meet with the department chair to determine whether challenge exams are available for any course of interest.

For more information on the College's experiential learning policies, see the [Prior Learning Assessment Webpage](#).

Documentation

[1] *2011-2012 College Catalog*, "Admission Requirements"

[2] Mission Statement

[3] Commission Policy, "The Transfer or Transcribing of Academic Credit"

[4] *Academic Affairs Handbook*, Section 3.3

[5] *Academic Affairs Handbook*, Section 2.4.9

[6] *2011-2012 College Catalog*, "Transfer Students"

[7] *2011-2012 College Catalog*, "Transfer Rules"

[8] *2011-2012 College Catalog*, "Transfer Evaluators"

[9] *2011-2012 College Catalog*, "Credit-By-Examination"

3.4.5

Educational Programs: All: Academic policies

The institution publishes academic policies that adhere to principles of good educational practice. These policies are disseminated to students, faculty, and other interested parties through publications that accurately represent the programs and services of the institution.

Judgment

Compliant Partial Compliant Non-Compliant Not Applicable

Narrative

The College's policies adhere to principles of good academic practice. Dalton State's policies are consistent with the University System of Georgia's statewide policies, found in [the BOR Policy Manual](#) and the [USG Academic Affairs Handbook](#). Before local College policies are implemented, the faculty and administration compare the policies with these USG documents. In this way, the College's policies are guaranteed to be consistent with statewide academic policies. For more information on Dalton State's consistency with BOR policy, see Section 3.2.2.3. New policies are also reviewed by faculty committees appropriate to the subject [1], and the College frequently consults with peer institutions that may have enacted similar policies, ensuring that each policy is informed by experienced and practical perspectives and thus constitutes good academic practice. Furthermore, the College reviews many of its policies once every two years to ensure the policies still comply with updated BOR policies and the practical academic needs of Dalton State.

On the program level, many national accrediting agencies—such as the National Council for Accreditation of Teacher Education, the Georgia Board of Examiners of Licensed Practical Nursing, and the Association to Advance Collegiate Schools of Business—periodically evaluate the College's policies. The College's programs' continuous reaccreditation demonstrates that the institution's academic policies adhere to principles of nationally recognized, good educational practice.

The College publishes and makes available its academic policies to students, faculty, and other interested parties through numerous publications. Many academic policies affecting programs and the students enrolled in them are published in the *College Catalog*, which includes the *Student Handbook* [2] and Academic Information and Regulations [3]. The *Student Code of Conduct* [4] is also included in the *Catalog* and hosted online on the [Code of Student Conduct Webpage](#). The *Catalog* is accessible online at the [Catalog Webpage](#).

The *Faculty Handbook* [5] and the *Faculty Evaluation Process Manual* [6] are the principal sources of major academic policies affecting the faculty, such as faculty governance and standing committees; instructional responsibilities; academic advising and registration; evaluation of faculty performance for tenure, promotion in rank, and pre- and post-tenure review; organization of the College; and personnel matters, workplace regulations, and related topics. The *Faculty Handbook* is accessible online at the [Institutional Documents Webpage](#). Policies specific to part-time faculty and advisors are contained in the *Part-time Faculty Handbook* [7] and the *Advising Handbook* [8], respectively.

The College also publishes a comprehensive *Policy and Procedures Manual* which contains all Dalton State policies, along with their dates of implementation. This manual can be found [online](#).

Documentation

- [1] DSC Statutes, Article VI, The Faculty, Section E
- [2] 2011-2012 *Catalog*, Student Handbook
- [3] 2011-2012 *Catalog*, Academic Information and Regulations
- [4] 2011-2012 *Catalog*, Student Code of Conduct
- [5] *Faculty Handbook*
- [6] *Faculty Evaluation Process Manual*
- [7] *Part-time Faculty Handbook*
- [8] *Advising Handbook*

3.4.6

Educational Programs: All: Practices for awarding credit

The institution employs sound and acceptable practices for determining the amount and level of credit awarded for courses, regardless of format or mode of delivery.

Judgment

Compliant Partial Compliant Non-Compliant Not Applicable

Narrative

Dalton State College employs sound and acceptable practices for determining the amount and level of credit awarded for courses, regardless of format or mode of delivery.

The College is required to comply with state-wide practices for assigning credit to courses, as dictated in the *Board of Regents' Policy Manual*. Section 3.4.1 of the *Manual* ("The Semester System") [1] defines the length of a semester to be not less than 15 calendar weeks in length, excluding registration. The policy further states that each semester credit hour requires a minimum of 750 minutes of instruction or its equivalent. A three-credit-hour lecture course, such as ENGL 1101, "English Composition I," therefore requires 150 minutes of instructional contact each week of the 15-week semester. Weekly laboratory instruction and other similar weekly activities equal one additional semester credit hour. Dalton State sets aside additional time for each course's final examination; the [Final Examination Schedule](#) can be found on the [Class Schedules Webpage](#). Section 3.4.2 of the Board of Regents' *Policy Manual* [1] states that all state institutions, with the exception of the Medical School at the Georgia Health Sciences University, shall begin and end classes during prescribed periods, and these prescribed dates for starting and ending classes can be found online on the [USG Academic Calendars Webpage](#). The Executive Vice Chancellor and Chief Academic Officer of the USG determine the starting and ending dates for each semester. These state policies ensure that the College follows the sound and accepted definitions of a semester and a semester credit hour. Because two-thirds of the nation's higher education institutions also operate on the semester calendar under semester hours of credit, the College's practices are also aligned with national standards.

The College's summer and half-term courses, although shorter in length than regular semester courses, are equivalent to their fall and spring counterparts in content and in contact minutes required, and so they are awarded the same amount and level of credit as fall and spring courses. Distance learning (online and hybrid) courses are also equivalent to traditional courses, retaining the same learning outcomes as in-classroom classes, and in many cases they adhere to the requirements in department syllabi (ENGL 1101, ENGL 1102, COMM 1110, for example, have standardized syllabi). Meeting times for hybrid and online courses must be identified and submitted to the deans/department chairs and listed in Banner in accordance with the College's GeorgiaView Use and Management Information policy [2]. Therefore, they also receive the same amount and level of credit as traditional courses [3]. All courses, including distance learning courses, are evaluated by their professors for their learning outcomes, their strengths, and their weaknesses. For more information concerning these evaluations, see Section 3.3.1.1.

Two major sources of documentation provide evidence that the College follows accepted practices for determining the amount and level of credit awarded for courses. First, the listing of accreditation review reports on the College's [Institutional Documents Website](#) reflects Dalton State's success in holding current accreditations, approvals, and recognitions for a majority of its programs. This success indicates that the College's undergraduate and certificate curricula are appropriate and nationally accepted. Second, the

Transfer Equivalency Database, found online via the [Registrar's Website](#), demonstrates that the College's courses are sufficiently comparable in content and credit to courses offered at colleges and universities throughout the state and nation.

Course and program requirements, along with course descriptions and syllabi, are examined by faculty and staff members on the Academic Council, by the Regents' Academic Advisory Committees, as well as by the Chancellor's staff prior to the Board of Regents' approval of new programs. These measures ensure that sound and acceptable practices are followed in curriculum and course design. More information concerning the approval of academic programs may be found in Section 3.4.1, "Academic Program Approval."

Documentation

[1] *Board of Regents' Policy Manual*, Sections 3.4.1 and 3.4.2

[2] GeorgiaVIEW Use and Management Information Policy

[3] 2010-2011 Distance Learning Profile

3.4.7

Educational Programs: All: Consortial relationships/contractual agreements

The institution ensures the quality of educational programs and courses offered through consortial relationships or contractual agreements, ensures ongoing compliance with the Principles, and periodically evaluates the consortial relationship and/or agreement against the mission of the institution. (See Commission policy "Collaborative Academic Arrangements.")

Judgment

Compliant Partial Compliant Non-Compliant Not Applicable

Narrative

Dalton State College ensures the quality of its educational programs and courses offered through consortial relationships as well as contractual agreements with other institutions to address the needs and improve the quality of life in Northwest Georgia as part of the College's mission.

In order to maximize the availability of educational resources and opportunities to Georgia citizens, the Board of Regents of the University System of Georgia (USG) authorizes and supports [1] off-campus offerings, external degree programs, and collaborative efforts between USG institutions, as well as between USG institutions and the Technical College System of Georgia. Contractual agreements between Dalton State College and other schools and organizations enable the College to expand and enhance programs and services available to the residents of its 10-county service area in Northwest Georgia, as well as in Hamilton and Bradley Counties of Southeast Tennessee. Dalton State also has student exchange programs with colleges and universities in other countries.

Many changes have occurred in this area since the last SACS reaffirmation. The College no longer has cooperative degree programs with area technical schools. Also, in 2008, Dalton State signed an intergovernmental agreement [2] with Gilmer County to establish an instructional site to be administered by Dalton State College in downtown Ellijay. The College also now owns and operates Dalton State East as an integral part of the institution, so no contractual agreement is necessary.

Academic Affairs

In order to fulfill its mission to engage in "public service through economic development and cultural activities that address the needs and improve the quality of life of the region," Dalton State College has become part of the Adult Learning Consortium, a 9-campus cooperative endeavor to recruit and enroll adults in the community who have not received a college degree. This endeavor is funded by a federal grant from the Department of Education and administered by the University System of Georgia [3]. This consortial agreement, entered in 2010, will be evaluated by the Office of the Vice President for Academic Affairs in the office's next annual report. This yearly evaluation will help ensure the highest quality of educational programs; compliance with all professional, academic, and institutional requirements; and consistency with the purpose of Dalton State College.

Dalton State College is now a participant in eCore, the University System of Georgia's electronic core curriculum, offering students the opportunity to complete undergraduate general educational requirements online. In addition to Dalton State, the University of West Georgia, Valdosta State University, Clayton State University, Fort Valley State University, Southern Polytechnic State University, and Macon State College are also involved in this arrangement. This consortial agreement [4], entered in 2011, will be

evaluated yearly by the Office of the Vice President for Academic Affairs to ensure the highest quality of educational programs; compliance with all professional, academic, and institutional requirements; and consistency with the purpose of Dalton State College. The evaluation will be published in the *2011-2012 Distance Education Profile*.

Dalton State College is also engaged in a variety of consortial relationships that are intended to facilitate increased student participation in study abroad programs in accordance with directives [5] from the Board of Regents of the University System of Georgia. These relationships are with other accredited institutions in the University System of Georgia that partner and collaborate with one another for their mutual benefit in expanding study abroad opportunities as well as in recruiting faculty and students to participate in those programs.

In addition, Dalton State currently has Student Exchange Programs and Agreements of Educational Cooperation with the following foreign institutions from 2009 through 2011:

- Erasmus University College (Brussels, Belgium) [6]
- College of International Affairs, National Chengchi University (NCCU, Taiwan) [7]
- HUB-EHSAL VZW, with Hogeschool-Universiteit (Brussels, Belgium) [8]
- Regent University College of Science and Technology (Dansoman-Accra, Ghana) [9]

These agreements are new and have not yet been evaluated, but Academic Affairs will include agreement evaluations in next year's and in future annual reports. The agreements between Dalton State and these institutions are evaluated by the president, the vice president for academic affairs, and the director of the Center for International Education to ensure the highest quality of educational programs and courses; compliance with all professional, academic, and institutional requirements; and consistency with the purpose of Dalton State College.

School of Education

To assist with securing internships and practical experience opportunities for Dalton State students enrolled in early childhood and secondary education programs, Dalton State College currently has memoranda of agreement with the following local public school systems in Northwest Georgia and Chattanooga, Tennessee, as of 2010:

- Calhoun City School System (Calhoun, GA 30701) [10]
- Catoosa County Public School System (Ringgold, GA 30736) [11]
- Chickamauga City School System (Chickamauga, GA 30707) [12]
- Dade County School System (Trenton, GA 30752) [13]
- Dalton Public School System (Dalton, GA 30722-1408) [14]
- Gilmer County School System (Ellijay, GA 30540) [15]
- Gordon County School System (Calhoun, GA 30703) [16]
- Hamilton County Department of Education (Chattanooga, TN 37421) [17] [18]
- Murray County School System (Chatsworth, GA 30705) [19]
- Walker County School System (Lafayette, GA 30728) [20]
- Whitfield County School System (Dalton, GA 30722-2167) [21]

The agreements serve to define, guide, and control the general understanding between Dalton State and the affiliated facilities, including their respective responsibilities regarding the supervision of DSC students and the services offered to the facilities' students and teachers.

The agreements between Dalton State and these institutions are evaluated annually by the dean of the School of Education to ensure the highest quality of educational programs; compliance with all professional, academic, and institutional requirements; and consistency with the purpose of Dalton State College. Among other evaluative tools, the dean uses site supervisor surveys, which document student satisfaction levels with facets of their teaching experience at each site. As shown by the included examples of these site supervisor surveys [22][23][24], these agreements are highly satisfactory to those involved.

School of Social Work

To assist with practicums for Dalton State students enrolled in the social work program, Dalton State College currently has memoranda of agreement with the following agencies in Northwest Georgia as of 2010:

- WIN Georgia (Chatsworth, GA 30705) [25]
- Hamilton Hospice (Dalton, GA 30720) [26]
- NWGA Family Crisis Center (Dalton, GA 30722) [27]
- Whitfield County DFCS (Dalton, GA 30722) [28]
- Catoosa County DFCS (Ft. Oglethorpe, GA 30742) [29]
- Whitfield County Schools (Dalton, GA 30721) [30]
- Gilmer County DFCS (Ellijay, GA 30540) [31]
- Gordon County DFCS (Calhoun, GA 30703) [32]
- Wood Dale Heath Care Center (Dalton, GA 30720) [33]

The agreements serve to define, guide, and control the general understanding between Dalton State and the affiliated facilities, including their respective responsibilities regarding the supervision of students and the services offered to the facilities' clients and employees.

The agreements between Dalton State and these institutions are evaluated annually by the dean of the School of Social Work to ensure the highest quality of educational programs; compliance with all professional, academic, and institutional requirements; and consistency with the purpose of Dalton State College. As an example of some of these evaluations, 2010 [34] and 2011's [35] field supervisor evaluations are included as documentation. These field supervisor evaluations record student satisfaction with various aspects of their supervisor's instruction. As can be seen, students are highly satisfied with these agreements.

Schools of Nursing and Technology

In order to assist with securing internships and practical experience opportunities for Dalton State nursing and technology students in their respective fields, Dalton State College currently has contractual agreements with the following local healthcare facilities in Georgia and Southeast Tennessee:

- Advanced Pain Care (Dalton, GA 30720) [36]
- Battlefield Imaging (Ringgold, GA 30736) [37]
- Chattanooga Women's Specialists (Chattanooga, TN 37421) [38]

- C-Worth Walk-In Clinic (Chatsworth, GA 30705) [39]
- Dalton Family Practice (Dalton, GA 30720) [40]
- Dalton Ear, Nose, and Throat (Dalton, GA 30720) [41]
- US Renal Care (Calhoun, GA 30701) [42]
- Dr. Tim Dindoffer (Dalton, GA 30720) [43]
- Ethica Health and Retirement Communities (Macon, GA 31202) [44]
- Friendship House (Dalton, GA 30720) [45]
- Floyd Medical Center (Rome, GA 30162) [46]
- Gordon Hospital (Calhoun, GA 30701) [47]
- Gordon County Health Department (Calhoun, GA 30703) [48]
- Gordon Health Care Center (Calhoun, GA 30701) [49]
- Hamilton Diagnostic Center (Dalton, GA 30720) [50]
- Hamilton Medical Center (Dalton, GA 30720) [51]
- The Health Depot (Chatsworth, GA 30705) [52]
- Hutcheson Medical Center (Fort Oglethorpe, GA 30742) [53]
- Highland Rivers Treatment (Dalton, GA 30720) [54]
- Immediate Care Clinic, LLC (Calhoun, GA 30701) [55]
- Internal Medicine Associates (Jasper, GA 30143) [56]
- Dr. Erick Kimmerling (Dalton, GA 30720) [57]
- Mature Care of Standifer Place, LLC (Chattanooga, TN 37421) [58]
- Mountain Management Services (Chattanooga, TN 37421) [59]
- Murray Medical Center (Chatsworth, GA 30705) [60]
- Murray Mountain Medical Center (Eton, GA 30724) [61]
- North Georgia Medical Center (Ellijay, 30540) [62]
- OWASA Family Medicine (Calhoun, GA 30701) [63]
- Paragon Medical Associates (Dalton, GA 30720) [64]
- Pediatrics of Dalton (Dalton, GA 30720) [65]
- Physicians Immediate Medical Center (Kennesaw, GA 30144) [66]
- Prime Pediatrics (Dalton, GA 30720) [67]
- Professional Eye Associates (Dalton, GA 30720) [68]
- Sky Ridge Medical Center (Cleveland, TN 37311) [69]
- Southern Haven (Dalton, GA) [70]
- St. Joseph Clinic (Dalton, GA 30720) [71]
- West Georgia Health Specialists (Villa Rica, GA 30180) [72]
- White's Pediatrics (Dalton, GA 30721) [73]
- Whitfield County Health Department (Dalton, GA 30720) [74]
- Whitfield Medical Professional Associates (Dalton, GA 30721) [75]

The agreements serve to define, guide, and control the general understanding between Dalton State and the affiliated facilities, including their respective responsibilities regarding the supervision of DSC students and the services offered to the facilities' patients and employees. The agreements between Dalton State and these institutions are evaluated annually by the deans of the School of Nursing and the School of Technology to ensure the highest quality of educational programs; compliance with all professional, academic, and institutional requirements; and consistency with the purpose of Dalton State College. Several evaluative tools are used to assess these consortial programs' effectiveness, including students' evaluations of their clinical faculty. As an example, see the student evaluation of clinical faculty results reports for Hamilton Medical Center and Gordon Health Care Center [76]. These reports show high levels of student satisfaction with their experiences at each site.

In order to fulfill its mission to engage in “public service through economic development and cultural activities that address the needs and improve the quality of life of the region,” Dalton State College also currently has contractual agreements with the following Adult Education Programs as of 2010:

- Technical College System of Georgia, Office of Adult Education (1800 Century Place N.E. Suite 300 – Atlanta, GA 30345) [77]
- General Education Development (GED) Annual Testing Service of the American Council on Education (Office of Adult Education/GED, 1800 Century Place, N.E. 300 B – Atlanta, GA 30345) [78]

The agreements between Dalton State and these institutions are evaluated by the Office of the President and the dean of the School of Technology to ensure the highest quality of educational programs; compliance with all professional, academic, and institutional requirements; and consistency with the purpose of Dalton State College. The 2011 Adult Education Self-Assessment Report [79] demonstrates the annual evaluation of the College’s Adult Education programs. As shown by the report, the Adult Education program supports the College’s mission.

School of Sciences and Mathematics

Dalton State also participates in the Regents’ Engineering Transfer Program [80], allowing students to transfer after two years of study to the Georgia Institute of Technology. The agreements governing this program are evaluated by the dean of the School of Sciences and Mathematics to ensure the highest quality of educational programs; compliance with all professional, academic, and institutional requirements; and consistency with the purpose of Dalton State College. Many evaluative tools are used, such as the RETP Student Status Reports produced by the Georgia Institute of Technology [81]. As shown by these reports, the College’s students are successful after transferring to Georgia Tech, with an 82% enrollment rate, comparable to the RETP state average.

Conclusion

As shown above, Dalton State College evaluates all consortial relationships and contractual agreements to ensure ongoing compliance with comprehensive requirements and agreement with the institution’s purpose. The results of evaluative measures show that the College’s consortial relationships are satisfactory for all involved.

Documentation

- [1] *BOR Policy Manual*, Sections 3.3.3 and 3.3.5
- [2] Gilmer Center Intergovernmental Rental Agreement
- [3] Approval for Adult Education Grant from the Technical College System of Georgia
- [4] eCore Affiliate Letter of Intent and Commitment
- [5] USG Policy Directive on Study Abroad
- [6] Letter of Intent with Erasmus University College
- [7] Memorandum of Understanding with National Chengchi University
- [8] Letter of Intent with Hogeschool-Universiteit
- [9] Memorandum of Understanding with Regent University College of Science and Technology
- [10] Memorandum of Agreement with Calhoun City School System
- [11] Memorandum of Agreement with Catoosa County Public School System
- [12] Memorandum of Agreement with Chickamauga City Schools
- [13] Memorandum of Agreement with Dade County Schools

- [14] Memorandum of Agreement with Dalton Public Schools
- [15] Memorandum of Agreement with Gilmer County Schools
- [16] Memorandum of Agreement with Gordon County Schools
- [17] Clinical-Student Teaching Agreement with Hamilton County Department of Education
- [18] Student Field Experience Agreement with Hamilton County Department of Education
- [19] Memorandum of Agreement with Murray County Schools
- [20] Memorandum of Agreement with Walker County Schools
- [21] Memorandum of Agreement with Whitfield County Schools
- [22] Fall 2010 Site Supervisor Summary
- [23] Spring 2011 Site Supervisor Summary (ECE)
- [24] Spring 2011 Site Supervisor Summary (PES)
- [25] Memorandum of Understanding with WIN Georgia
- [26] Memorandum of Understanding with Hamilton Hospice
- [27] Memorandum of Understanding with NWGA Family Crisis Center
- [28] Memorandum of Understanding with Whitfield County DFCS
- [29] Memorandum of Understanding with Catoosa DFCS
- [30] Memorandum of Understanding with Whitfield County Schools
- [31] Memorandum of Understanding with Gilmer DFCS
- [32] Memorandum of Understanding with Gordon DFCS
- [33] Memorandum of Understanding with Wood Dale Health Care Center
- [34] 2010 Field Supervisor Evaluations
- [35] 2011 Field Supervisor Evaluations
- [36] Memorandum of Understanding with Advanced Pain Care
- [37] Memorandum of Understanding with Battlefield Imaging
- [38] Institution and Facility Applied Learning Experience Agreement with Chattanooga Women's Specialist
- [39] Memorandum of Understanding with C-Worth Walk-In Clinic
- [40] Memorandum of Understanding with Dalton Family Practice
- [41] Memorandum of Understanding with Dalton Ear Nose and Throat
- [42] Memorandum of Understanding with US Renal Care
- [43] Memorandum of Understanding with Dr. Dindoffer
- [44] Memorandum of Understanding with Ethica Health and Retirement Communities
- [45] Memorandum of Understanding with Friendship House
- [46] Memorandum of Understanding with Floyd Medical Center
- [47] Memorandum of Understanding with Gordon Hospital
- [48] Memorandum of Understanding with Gordon County Health Department
- [49] Memorandum of Understanding with Gordon Health Care Center
- [50] Memorandum of Understanding with Hamilton Diagnostic Center
- [51] Memorandum of Understanding with Hamilton Medical Center
- [52] Memorandum of Understanding with The Health Depot
- [53] Memorandum of Understanding with Hutcheson Medical Center
- [54] Memorandum of Understanding with Highland Rivers Treatment
- [55] Memorandum of Understanding with Immediate Care Clinic, LLC
- [56] Memorandum of Understanding with Internal Medicine Associates
- [57] Memorandum of Understanding with Dr. Erick Kimmerling
- [58] Memorandum of Understanding with Mature Care of Standifer Place LLC
- [59] Educational Affiliation Agreement with Mountain Management Services
- [60] Memorandum of Understanding with Murray Medical Center
- [61] Memorandum of Understanding with Murray Mountain Medical Center

- [62] Memorandum of Understanding with North Georgia Medical Center
- [63] Memorandum of Understanding with OWASA Family Medicine
- [64] Memorandum of Understanding with Paragon Medical Associates
- [65] Memorandum of Understanding with Pediatrics of Dalton
- [66] Memorandum of Understanding with Physicians Immediate Medical Center
- [67] Memorandum of Understanding with Prime Pediatrics
- [68] Memorandum of Understanding with Professional Eye Associates
- [69] Memorandum of Understanding with Sky Ridge Medical Center
- [70] Memorandum of Understanding with Southern Haven
- [71] Memorandum of Understanding with St. Joseph Clinic
- [72] Memorandum of Understanding with West Georgia Health Specialists
- [73] Memorandum of Understanding with White's Pediatrics
- [74] Memorandum of Understanding with Whitfield County Health Department
- [75] Memorandum of Understanding with Whitfield Medical Professional Associates
- [76] Student Evaluations of Clinical Faculty - Hamilton Medical Center and Gordon Health Care Center
- [77] Approval for Adult Education Grant from the Technical College System of Georgia
- [78] GED Annual Testing Center Contract
- [79] 2011 Adult Education Self-Assessment Report
- [80] Regents' Engineering Transfer Program Invitation Letter and Acceptance Letter
- [81] RETP Evaluative Reports

3.4.8

Educational Programs: All: Noncredit to credit

The institution awards academic credit for course work taken on a noncredit basis only when there is documentation that the noncredit course work is equivalent to a designated credit experience.

Judgment

Compliant Partial Compliant Non-Compliant Not Applicable

Narrative

Dalton State College ensures the quality and standards of all college credit coursework appearing on a Dalton State student transcript. This includes credit for coursework taken on a non-credit basis, and therefore the College requires valid documentation that non-credit coursework is equivalent to the designated credit experience. The *College Catalog* [1] and the [Prior Learning Assessment Webpage](#) together outline the procedures for awarding credit through alternative means of study. The types of noncredit coursework and the criteria for awarding academic credit for each are described below. Credits awarded under these guidelines are recorded on the student's transcript only after the vice president for academic affairs provides written recommendation.

Credit by Examination

The College awards credit for non-credit work on the basis of examinations. The academic schools have the responsibility of determining the achievement level of students taking institutional examinations and for recommending the award of credit to the vice president for academic affairs (VPAA). Scores from CLEP, SAT II, ACT, and the Advanced Placement Program go directly to the VPAA for determination of credit based upon scores established by the faculty. Students may find detailed information on the types of CLEP tests available, means of preparation, registration procedures, fees, and passing scores on the Testing Center's [Website](#). The College may also award credit in skill and vocational areas if competencies are verified through institutional testing or professional licensure, such as the NLN Nursing Acceleration Challenge Exam (ACE 1-PN to RN) and the School of Nursing Pharmacology Examination [2]. Departmental challenge exams can be taken for some courses with the approval of the department chair, dean, and appropriate instructors. Students may meet with the department chair or dean to determine whether challenge exams are available for any course of interest.

The College's rules for credit by examination are based upon procedures established by the USG and are stated on pages 84-85 of the Dalton State *Catalog* under the heading "Credit-by-Examination" [1]. A standardized set of program-specific criteria and a list of minimum scores are available from the Office of the Vice President for Academic Affairs.

Experiential Learning

Dalton State College, as a member of the University System of Georgia's Adult Learning Consortium, offers students the opportunity to use assessed portfolios and departmental challenge exams to earn credit for learning achieved prior to entry to the institution.

Students who wish to submit a portfolio must identify areas of relevant learning from their past experiences, demonstrate that learning through appropriate documentation, and submit their materials so that they can be assessed and possibly awarded academic credit relative to specific course objectives at

Dalton State. Once the student has completed the portfolio, it is reviewed by a faculty member who has completed training on prior learning assessment and has been certified by the [Council for Adult and Experiential Learning](#) to evaluate courses specific to that particular area of study. Prior to submitting materials for evaluation, students are required to take a portfolio building course (PLAD 2000).

For more information on the College's experiential learning policies, see the College's [Prior Learning Assessment Webpage](#).

Documentation

[1] *2011-2012 College Catalog*, Credit-by-Examination

[2] *2011-2012 College Catalog*, LPN to RN Option

3.4.9

Educational Programs: All: Academic support services

The institution provides appropriate academic support services.

Judgment

Compliant Partial Compliant Non-Compliant Not Applicable

Narrative

Dalton State College, in the advancement of its mission [1], provides appropriate academic support services to encourage the success, retention, graduation, and lifelong learning of its students. These valuable services are available to students at the main campus and at the off-campus sites at Gilmer and Dalton East. The academic support services provided through the Office of Enrollment and Student Services were discussed in great detail in Section 2.10 ("Student Services"), so they will not be repeated in great detail here. This narrative will instead focus primarily on academic support services that faculty, staff, and administrators in the Academic Affairs division provide. Every school and department offers valuable academic support ranging from faculty advising, library support services, and academic support labs to discipline-specific organizations and enrichment programs.

Academic Support Services in Academic Resources (AR)

Academic Resources, a division of the Office of Enrollment and Student Services, provides a variety of services through its departments and programs: the Academic Advising Center; the First Year Experience program; the Testing Center; and Tutoring, Peer Instruction, and Supplemental Instruction [2].

The Academic Advising Center

Under the auspices of a director, four full-time advisors, and five peer advisors, the Center serves all students who require learning support and those majoring in the associate's degrees in general studies. The Center's staff provides information about institutional requirements, policies, procedures, resources, and programs and offers workshops and classroom visits for each Freshman Experience class to assist students in selecting appropriate classes for their majors. In addition, students who have interest in online or hybrid courses are asked to fill out a brief evaluation to help them understand the demands of these courses [3]. The Academic Advising Center also provides advising assistance at the Gilmer County Center as well.

Academic Success Workshops

During the academic year, Academic Resources provides 12 to 15 workshops that promote academic success on topics such as study skills, organization, college survival, financial aid, career decisions, stress management, and motivation. Students on academic and financial aid probation are required to complete workshops directly related to their personal challenges; these workshops are available online for student convenience [4].

First Year Experience

The First Year Experience Program, initiated with help from the College's Title III grant [5], provides a wide range of activities, services, and academic success strategies designed specifically for first-year students. During a typical year, FYE sponsors movies, lectures, art shows, food festivals, and musical events. Often, these events are programmed in concert with freshmen

classes. The FYE coordinator visits the Gilmer County Center several times each semester to help with the Center's first-year experience efforts, particularly Food Fest, orientation, and advising.

FYES 1000

Required for all first-time, full-time, four-year degree freshmen, this first-year orientation course helps students make the transition to college by focusing on time management techniques, study skills, academic planning, and test-taking strategies. Faculty members from various departments occasionally teach some sections of FYES 1000 as a part of learning communities. Not solely a study skills class, FYES 1000 has, in its four years of existence, included common readers, International Food Festivals, comprehensive career profiles, guest speakers, and learning communities. During the semester, students are frequently surveyed regarding campus initiatives, such as the potential benefits of linked classes, and they are also given the opportunity to respond to their FYES 1000 experience. The course is offered on both the main campus and off-campus instructional sites. The FYE Standing Committee [6] [7], consisting of faculty and Enrollment Services staff, discusses, evaluates feedback [8], and adjusts the FYES 1000 course accordingly.

The Testing Center

The main campus [Testing Center](#) and the Gilmer County Center [Testing Center](#) provide testing, make-up testing, Disability Support Services testing accommodations, and proctoring in eCore tests, the SAT, the ETS Business Exam, and more for all current and future students of the College.

Peer Instruction, the Resource Lab, and Supplemental Instruction

Academic Resources provides [tutoring, peer education, and supplemental instruction](#), helping students develop the academic skills needed for success in the classroom. Peer instructors are College Reading and Learning Association (CRLA) certified after their second semester of tutoring. The Resource Lab allows facilitated access to online sites such as *Compass Sample Tests*, *Chomp Chomp - Grammar Bytes*, and *Get Body Smart - Anatomy and Physiology*. While most tutoring takes place on the main campus, the Gilmer County Center does provide tutoring in math. Students at off-campus sites have access to [Learning Express](#) to help with academic concerns in numerous subjects. Supplemental instruction leaders work closely with faculty and run study groups based on student needs.

Academic Support Services in the Roberts Library

Reference Services

Reference librarians are available to assist patrons when the library is open. They help identify library resources that are of potential use to patrons, explain and instruct on the use of specific information tools, assist with searching electronic databases, offer group instruction to classes, provide workshops on a variety of topics, and supply library orientation sessions for freshman students and new faculty members. Additional tools include social media, such as Facebook, Library Blog, and Meebo instant messaging, which allow students and faculty members to access librarians and to provide general advice on using the library and its resources.

Bibliographic Instruction

Methods of instruction for teaching library and online research skills include guided orientation tours, basic library skills introduction, online tutorials, individualized consultations known as Research Appointments, printed handouts and guides, online tutorials and guides from the Library [Webpage](#), subject-specific orientations designed by librarians in conjunction with faculty, as well as library workshops. Two reference/instructional librarians are primarily responsible for providing

instruction on the use of library resources, services, and technologies. Three other librarians also are available to teach classes as needed. The wireless classroom, located on the first floor of the library, is complete with 28 laptops, computer projector, whiteboard, and chalkboard. This room provides an ideal and dedicated setting for library instruction sessions. Upon request, librarians visit the classrooms on campus and also travel to the Gilmer and Dalton East sites.

Interlibrary Loans and GIL Express

DSC students, faculty, and staff may request books, periodical articles, and other materials from other libraries. These same patrons can also request books from University System of Georgia Libraries through GIL Express. Most materials are received in less than five days; journal articles are increasingly being delivered electronically.

Electronic Resources

The Roberts Library maintains a comprehensive [Website](#). Students and faculty are able to access a variety of support services and all the electronic resources, which include over 200 full-text databases, 56,000 plus e-books, and full-text coverage for 126,000 electronic journals and newspapers. The Roberts Library electronic resources are available both on and off campus, from faculty offices, and from students' homes through the MyDaltonState portal, providing 24/7 access to these resources. There is also contact information for every library staff member. The Library Guides section provides [online guides](#) to aid students in researching every discipline at the College.

The Learning Commons

The Learning Commons serves as a dedicated space for student research and is equipped with 48 computers, printers, and a practice studio. Library databases are available from that room through the College's subscriptions. All students and faculty, including distance learners, can gain off-campus access to these databases by going to the Roberts Library's main page and signing in with their student log in.

Study Rooms

Roberts Library provides 10 study rooms for students in which to do research and homework. Students without laptops may borrow library laptops to do their work in these rooms.

Ask a Librarian

Students at all locations have access to reference help by calling the Library or emailing a question to <askalibrarian@daltonstate.edu>. The Library also employs a site called [LibAnswers](#), which allows students to find answers to frequently asked questions. Beginning fall 2011, students are now able to text questions to reference librarians anytime between 8 AM and 8 PM.

Library Events

The Library frequently hosts events, such as National Library Week and a four-day book festival, to promote library use and support. Monthly displays reflect events and programming on the campus. The Library also sponsors displays of student art work.

Academic Support Services in the Bandy Heritage Center

The Bandy Heritage Center strives to offer students and the general public an opportunity to learn more about the history and culture of the region. Current programs include

Public Programming

1. *Civil War Lecture Series*: This series provides students and the general public the opportunity to hear noted scholars in the field present new scholarship on the Civil War. Students and the public at large are presented with three to four lectures each academic year. From 2010 until 2015, this lecture series will coincide with the 150th anniversary of the Civil War and will represent themes that deal with Georgia's role in this great conflict on an annual basis.
2. *Georgia Women Lecture Series*: This series offers students and the general public an opportunity to hear noted scholars present cutting-edge scholarship in an all-too-often neglected field—women's history. Each year, the Bandy Center chooses a theme for this lecture series, bringing three to four scholars to the Dalton State College campus to present groundbreaking research on women's history. Past themes for this series have included Georgia's women authors and the contribution of Georgia women to the textile industry from Cherokee basketry to chenille bedspreads and the carpet industry.
3. *Annual Symposium on Northwest Georgia History and Culture*: This yearly symposium brings together experts from across the nation to discuss a topic related to the region's history and cultural heritage. Past symposia have focused on the Cherokee Removal and the development of the chenille, cotton textile, and carpet industries of Northwest Georgia.

An Interactive Website/Online Exhibits

The Bandy Center's Webpage is designed to be an interactive online museum and as such contains exhibits and photo galleries that celebrate the history and culture of Northwest Georgia. These online exhibits give students and site visitors an opportunity to experience the region's history in a virtual setting. The site also provides a map of important historical and cultural sites of Northwest Georgia, teacher guides, and lesson plans. Online exhibits at this time present topics such as the history of Dalton State College, the industrial history of Northwest Georgia, and the chenille industry of the region. The online exhibits will rotate periodically with at least two new online exhibits going live each calendar year. Future exhibit topics include the Civil War in Northwest Georgia, Native American history in Northwest Georgia, and an online exhibition of artwork by local artist, Gene Mealor.

The Public History Program

The Bandy Heritage Center's assistant director is developing a public history program for the College. The cornerstone of the program will be the student's ability to learn about all aspects of the field by completing internships and class projects with the Bandy Center. In essence, the Center promises to become a "model" museum/history center where students can be trained in a real-world environment.

Academic Support Services in the Center for International Education**Study Abroad**

Students have the opportunity for international studies and travel in countries like England, France, or China.

Global Education

The center leads campus-wide internationalization efforts by assisting with the development of global content in existing and new courses, by offering student workshops, and by offering faculty development seminars.

Resource Center

The center serves as a resource and clearinghouse for global initiatives and study abroad programs.

Academic Support Services in the Center for Teaching and Learning**Center for Teaching and Learning**

The Center provides resources and professional development opportunities to full- and part-time faculty to enhance their teaching and learning scholarship, classroom effectiveness, and use of instructional and information technology. The Center sponsors reading groups, guest speakers, and Brown Bag presentations as well as an annual conference.

Academic Support Services in the School of Business**Beta Gamma Sigma Honor Society**

The Beta Gamma Sigma international honor society provides scholarships and recognition to juniors and seniors in the School of Business demonstrating academic distinction.

Designated Freshmen/Sophomore Advisor

The School of Business has an academic advisor who provides advisement and assistance for freshmen and sophomores majoring in business.

Faculty Advising by Major

Faculty provide advisement information and assistance for juniors and seniors majoring in business.

Academic Support Services in the School of Education**Faculty Advising by Major**

Faculty provide advisement information and assistance for students in education.

Education Job Fair

The School of Education sponsors a Job Fair that prepares graduating students for entry into the education job market. Interviews and introductions to local school districts are provided.

Student Georgia Association of Educators

This association promotes interest among young adults who are interested in education careers and provides opportunities for members open to understanding the history, ethics, programs, and problems of the education profession.

Kappa Delta Pi

This RSO is an honor society for education students.

ETC – Educational Technology Center

ETC provides educational training to teacher candidates, distribution of assessments to partnership schools, and assistance with LiveText training for students, faculty, and staff.

Academic Support Services in the School of Liberal Arts**Writing Lab**

Staffed by a half-time coordinator, two part-time faculty, and faculty volunteers, the Writing Lab offers students assistance and tutoring for all levels of English composition courses, preparation for end-of-term English and reading exit exams, and assistance with advanced writing tasks for all subjects throughout the College (including assistance with literature reviews, research/term papers, reports, documentation, and bibliography/reference citations). The Writing Lab [Website](#) offers practice materials for English and reading classes and for exit testing and is accessible from all instructional sites. Faculty who teach English at the Gilmer County Center assist students with writing assignments during their office hours, and three of the Writing Lab's English and reading software programs (Merit: Write It Right, Merit: Developing Critical Thinking Skills, and Preparing for Placement and Exit Tests) are available for student use in the Gilmer County Center computer classroom. During the 2009-2010 academic year, the lab logged 19,999 student visits, and student surveys consistently show that nearly 100% are satisfied or very satisfied with the assistance they receive [9].

Learning Support

Remedial course work in English and reading is offered for underprepared and returning students whose skills need refreshing. The Department of Humanities offers "Second Chance" Compass review sessions for students who need a second attempt at the exit exam.

College Bowl

As a Registered Student Organization, College Bowl affirms academics on campus. As a game, College Bowl invites students to answer questions individually and in small groups pertaining to history, mathematics, geography, science, art, film, literature, and more. College Bowl allows students to devise questions of their own and to furnish the correct answers, demonstrating their knowledge of the fields mentioned above, plus additional ones such as sports and popular culture.

Get a Grip

Spanish faculty members offer tutoring for Spanish classes.

Faculty Advising by Major

Faculty provide advisement information and assistance for students in liberal arts.

Music Performance Opportunities

Students in Music Appreciation classes have the opportunity to perform with faculty. One recent event was the Student and Faculty Summer Concert in July 2011.

Music Concert Series

Students have the opportunity to attend an array of performances sponsored by the Department of Humanities and a Foundation grant to the School of Liberal Arts.

Criminal Justice Society

Students learn from a variety of guest speakers ranging from criminal investigators to prosecutors to victims.

Glad Rag Drama Society

Students have the opportunity to develop their acting skills.

Literary Reading Club

Students read a variety of contemporary and classic works and have the opportunity to engage in discussion with DSC faculty and staff.

Art Club

Students have the opportunity to participate in workshops, to discuss their work, and to display their art in art shows once or twice a year.

History and Geography Club

Students have the opportunity to travel to and learn about historic sites.

Spanish Club

Students learn about famous Hispanic-Americans, Hispanic artists, and Hispanic music and culture.

The Exemplar

The Exemplar is a yearly publication that showcases original student prose and poetry.

Tributaries Literary Magazine

Tributaries is a yearly publication that gives students the opportunity to showcase their writing and artwork.

Roadrunner, the student newspaper

Students have the opportunity to develop their writing and reporting skills.

Academic Support Services in the School of Natural Sciences and Mathematics**Math and Science Learning Center**

The Math and Science Learning Center, staffed by a coordinator, faculty volunteers, and student assistants, provides students with tutoring and support in the areas of mathematics and natural sciences. Assistance is provided in each of the subjects taught by the School of Natural Sciences and Mathematics and is available at all levels. Practice exams for the learning support mathematics exit test are available. Additional information can be found at the [Math Lab/Science Learning Center Webpage](#).

Learning Support

Remedial course work in mathematics is offered for underprepared and returning students whose skills need refreshing. The Department of Mathematics offers "Second Chance" Compass review sessions for students who need a second attempt at the exit exam. Additional information can be found at the [Learning Support Webpage](#).

Regents' Engineering Transfer Program

The Regents Engineering Transfer Program (RETP) provides an opportunity for eligible students to take the mathematics and science and many of the engineering courses required in the first two years of the Georgia Tech engineering curricula. Upon successful completion of the RETP requirements, students are admitted to Georgia Tech to work toward completion of a Bachelor of Science in Engineering degree. Students in the program have equal access to engineering majors at Tech, they can participate in the co-op program, and they are invited to the Tech campus once a year for campus tours, information sessions, and meetings with advisors in their engineering majors. Additional information can be found at the following sites:

- <<http://www.daltonstate.edu/sciences-and-mathematics/pdf/regents-engineering-transfer-program.pdf>>
- <http://www.daltonstate.edu/natsci/pdf/RETP_application.pdf>
- <<http://www.coe.gatech.edu/content/regents-engineering-transfer-program-retp>>
- <<http://www.coe.gatech.edu/content/transfer-admissions-guidelines>>.

Faculty Advising by Major

Faculty provide advisement information and assistance for students whose program is offered by the School of Natural Sciences and Mathematics.

The Pre-Health Professionals Club

The Pre-Health Professionals Club addresses topics of interest for students pursuing a career in a health profession. Additional information can be found at <<http://www.daltonstate.edu/registered-student-organizations/alphabetical-list.html>>.

The Chemist Society

The Dalton State Chemist Society is a chartered student affiliate club of the American Chemical Society. The society facilitates professional development for students pursuing a degree in science or math. Additional information can be found at <<http://www.daltonstate.edu/registered-student-organizations/alphabetical-list.html>>.

The Environmental Club

The Environmental Club addresses issues concerning the care and preservation of the environment. Club activities include the Conasauga River Clean Up, local Earth Day Festivities, and the building of hiking trails on the Dalton State campus. Additional information can be found at <<http://www.daltonstate.edu/registered-student-organizations/alphabetical-list.html>>

Academic Support Services in the School of Nursing**Nursing Freshman Orientation**

This orientation is mandatory for all students entering into the nursing sequence freshman year. Students are introduced to the nursing faculty, the *Nursing Student Handbook* is reviewed, and students are oriented to the Library during this period.

Sophomore to Freshman Fall Breakfast

The breakfast is provided by the sophomore class to facilitate relationships between freshmen and sophomore students to support and encourage those new to the nursing sequence.

Academic Stress Support Group

This group is provided by one of the faculty who is certified as a clinical nurse specialist in psychiatric/mental health nursing for those students needing guidance and support in adjusting to and managing the rigors of the nursing program.

Nursing Student Handbook

The *Nursing Student Handbook* is a guide to policy and procedures as well as the mission, philosophy, and curriculum of the nursing program, and it acts to orient and inform students of their rights and responsibilities while they are students in the program.

Student Practice Tests and Remediation

The Student Practice Tests and Remediation are required standardized tests given in various nursing courses to prepare students for end-of-course and end-of-program standardized tests that are a part of students' grades. The tests show students their content weaknesses so that they can concentrate study in those areas to aid in their success on final standardized tests.

Six Month Access to an NCLEX-RN 4000 Question Review Bank

This access is utilized in the Nursing Issues course as remediation in areas of weakness on standardized tests that predict probability of NCLEX-RN success and as preparation after graduation for taking the NCLEX-RN.

NCLEX-RN Test Success Workshop

This workshop is required and provided in the Nursing Issues course for all graduating students by a nursing testing specialist/consultant to give students test-taking strategies and skills, orient students to the NCLEX-RN testing environment, and build students' confidence in their testing capabilities.

Faculty Advising by Major

Advising is provided to all students one-on-one by nursing faculty to orient students to the curriculum requirements, policies, and procedures of the program as well as establish a personal faculty/student relationship so students feel comfortable with faculty, knowledgeable about the program, and prepared for success.

Academic Counseling for Failing Students

Counseling is provided and documented before the drop deadline for all students failing a nursing course. An assessment of the problem contributing to the failing grade along with a plan for improvement is a part of the counseling session.

Test Review

A test review is provided after all nursing tests for students to ask questions and receive rationales for the correct answers.

Faculty-Led Study or Campus Lab Sessions

Study or campus lab sessions are provided by faculty to help students understand particularly difficult concepts and content as well as practice difficult skills before tests or clinicals.

Mandatory Course Orientation for Online Nursing Courses

Orientations for online nursing courses are required for Pharmacology and Nursing Issues the first week of the course to familiarize students with the online site, format, and requirements so students feel comfortable maneuvering in the course and know what is expected and necessary for success.

Academic Support Services in the School of Social Work**Summer Study Abroad Course**

Social work students experience a summer study abroad for two weeks in a Spanish-speaking country. In past years, the immersion experience has been held in Jalapa, Mexico. However, with the continued violence in Mexico, the summer 2011 immersion experience was held in Puerto Rico. The School of Social Work students spent five days in Arecibo, Puerto Rico, with local social work students who have been placed in a human service agency and who served as student buddies in these agencies. Students lived together in the Catholic seminary, slept in semiprivate rooms, and cooked breakfast and the occasional dinner as a group. They spent the remaining five days in a community development project in the mountains with Casa Pueblo, which is a grassroots non-governmental organization (NGO) of international fame.

Faculty Advising by Major

Faculty, using copies of the *DSC Advisor's Handbook* as guides, provide advisement information and assistance for students in social work. Individual advising includes professional performance, career planning, and admission to the upper division. The goal of the advising program is to assist students in obtaining the professional preparation necessary for becoming culturally and professionally competent and ethically sensitive entry-level social workers.

Advisement Services for Students

Social Work faculty at DSC do more than develop curriculum, teach classes, and grade assignments. Faculty also spend a significant amount of time advising students on how to effectively navigate the curriculum of DSC and especially requirements for its program.

Upper Division Application

All upper division BSW students are required to attend an orientation which includes an overview of the upper division program of study, a review of academic policies, a description of the field education program, and a technology assessment.

Social Work Club

The School of Social Work has an active Social Work Club with a faculty advisor who encourages activities and student advocacy. The DSC Social Work Club is a Registered Student Organization (RSO) which receives funding for student activities through student fees. Through these activities, students of the School of Social Work have the opportunity to influence and be part of the campus community. The stated purpose of the Social Work Club is "to promote the profession of social work on campus and in the community through service projects, to provide a linkage to state and national social work organizations, to promote social advocacy, and to cultivate fellowship among all students interested in a career in social work" (DSC Social Work Club Constitution).

Senior Forum

The Senior Forum is offered to all seniors each semester and provides a venue for the most experienced students in the program to bring to the faculty proposals for formulating and modifying policies.

Phi Alpha Honor Society, Nu Zeta Chapter

The purpose of the Phi Alpha Honor Society is to provide a closer bond among students of social work and promote humanitarian goals and ideals. Phi Alpha fosters high standards of education for social workers and invites into membership those who have attained excellence in scholarship and achievement in social work. The Nu Zeta Chapter of Phi Alpha was organized at Dalton State College in April 2005.

BSW Handbook

The *BSW Program Student Handbook* provides students with important information about academic and field education components of the BSW curriculum. It contains information on the goals of the program, academic requirements, and field education policies and procedures. The handbook is designed to support students by providing the necessary information to complete the BSW degree.

Field Instruction

Through the field practica, undergraduate students are provided significant integrative experiences to prepare them for professional careers as generalist social work practitioners. The supervised practice experience or practicum includes field instruction, fieldwork, supervision, placement, or internship. The Dalton State College School of Social Work works closely with the professional social work community in developing a quality field educational experience as an integral part of the undergraduate professional curriculum. Sites are available across the region and are selected through a prescribed process of site evaluation and contractual agreements between the agency and Dalton State College. Student experiences in the agency are designed to meet objectives specified in the practicum syllabus for each semester placement. Hence, the BSW practicum is educationally directed, is implemented through a vital partnership of the School with selected human service organizations, and is individualized to meet student learning needs and goals. Throughout the field placement, a student's experience is developed, directed, monitored, assessed, and educationally supported by the Social Work faculty.

Academic Support Services in the School of Technology**Adult Education Classes**

The mission of the Dalton State College Adult Education Program is to assist target populations in becoming literate, obtaining the educational skills necessary to enter and retain employment, obtaining the General Education Development (GED) credential, and transitioning to post-secondary education or other training.

Advising with the Curriculum Development and Student Transition Coordinator

This position focuses on curriculum development that adheres to SACS and University System of Georgia standards while assessing the workforce needs of local industry. In addition to working on curriculum development, the coordinator also organizes School of Technology specific orientation and advisement, meeting with both groups and individuals as needed, as well as issuing mini-certificates for students who have completed their coursework.

Workforce Investment Act (WIA) Coordinator

The WIA coordinator solicits referrals from community agencies and from other students; assures dispensing information through Dalton State College's Website; determines eligibility for WIA services; provides information on training programs and on characteristics needed for success and job potential; interviews participants to counsel appropriate vocational goals and training selection; monitors participants' admissions testing; provides case management for each student to help prevent or resolve problems in course work, work habits, and general coping strategies; monitors participants' class progress weekly; and assists participants with job placement and follow-up.

Medical Laboratory Technicians (MLT) Club

The MLT Club meets monthly for the benefit of students in the MLT Program.

Radiologic Technology Club

This club addresses topics of interest for students pursuing a degree in Radiologic Technology.

Respiratory Therapy Club

The Respiratory Therapy Club articulates students' concerns and views regarding classes and events, both academic and extracurricular, inherent to the Respiratory Therapy Program at Dalton State College; increases interest and enrollment in the Dalton State College Respiratory Therapy Program through the dissemination of information, on and off campus, as well as by extending membership to prospective patrons of the program; and generates awareness of and participation in fund raising events related to cardiopulmonary pathology.

Technical Graphics Club

Students currently enrolled in the Technical Graphics and 3D Design program at Dalton State are welcome to participate in this club. The Technical Graphics Club focuses on visiting design-related organizations or businesses to give students an idea of the many opportunities available to them in the technical graphics field. The club typically organizes a few local field trips throughout the fall/spring semesters and plans one distant field trip during the spring semester.

Academic Support in the Summer Bridge Program**Summer Bridge**

Summer Bridge, originally funded by a Goizueta Foundation grant in 2007 [10], is a four-week academic enhancement program offered each July for incoming Dalton State students. Depending on their Compass test scores, students attend English, math, and reading classes, with all Summer Bridge students taking a College Success course. Students participate in service learning and attend a graduation ceremony at the completion of the program. In 2007, 2008, and 2009, Summer Bridge participants took trips to Atlanta, GA; Chattanooga, TN; and Knoxville, TN, to celebrate their accomplishments. During fall and spring semesters, students from the previous summer are provided with an opportunity to reconnect with peers, faculty, and staff involved in the program through reunion events such as a catered lunch or a trip to an Atlanta Braves baseball game. In 2009, a Summer Bridge Mentor program was added using previous years' program graduates to plan events and activities and to help mentor new students in starting successful habits as college students at Dalton State.

Academic Support in the Summer Academy

Summer Academy

The Summer Academy is an intensive ESL summer school program for local bilingual secondary school students. The program provides grade-level specific enrichment classes in math, science, English, and social studies to Hispanic students from public middle and high schools in Dalton, Whitfield County, Murray County, and Gordon County. The program is designed to increase student awareness of college and to encourage high school graduates to enroll in higher education [11].

Gilmer County Site and Dalton State East

While in large part the Gilmer County site possesses its own academic support services, Dalton State East utilizes the main campus's services, since the distance between the DSE and the main campus is so short.

Conclusion

As is shown above, Dalton State delivers extensive and appropriate academic support services. Support service departments, such as the Library and Academic Resources, are complemented by unique and engaging support services from each academic school. According to [student satisfaction surveys](#), these services are highly satisfactory in meeting the demands of a growing college [12].

Documentation

- [1] Dalton State College's Mission
- [2] [Dalton State's Organization Chart](#)
- [3] Online-Hybrid Instruction Evaluation Form
- [4] [Listing of Academic Resources Workshops](#)
- [5] 2005 Title III Annual Performance Report, Section 1, A-2
- [6] *Faculty Handbook: Councils and Committees*
- [7] Committee on Committees Report – August 12, 2010
- [8] Completed 2011 FYE Survey
- [9] 2009-2010 Writing Lab Assessment Report
- [10] Goizueta Grant Approval
- [11] Summer Academy Report, Dr. Monte Salyer, June 23, 2010
- [12] 2010 Graduating Student Survey Summary Report

3.4.10**Educational Programs: All: Responsibility for curriculum**

The institution places primary responsibility for the content, quality, and effectiveness of the curriculum with its faculty.

Judgment

Compliant Partial Compliant Non-Compliant Not Applicable

Narrative

The University System of Georgia prescribes that faculty are primarily responsible for the content, quality, and effectiveness of its curriculum. Section 3.1 of the *Board of Regents Policy Manual* [1] states that

The Board of Regents shall rely on the Chancellor, the presidents of all USG institutions, and their deans and faculties to develop, adapt, and administer the academic methods and procedures deemed by them to be most effective in promoting efficiency of operations and most appropriate to the advancement of learning.

Section 3.2.4 of the *Policy Manual* [2] further states that

The faculty, or the council, senate, assembly, or such other comparable body at an institution (BOR Minutes, May 2010), shall, subject to the approval of the president of the institution. . . .

3. Prescribe regulations regarding admission, suspension, expulsion, classes, courses of study, and requirements for graduation; and,

4. Make such regulations as may be necessary or proper for the maintenance of high educational standards. . . .

The faculty shall also have primary responsibility for those aspects of student life which relate to the educational process, subject to the approval of the president of the institution.

As mandated, at Dalton State College the faculty assumes primary responsibility for content, quality, and the effectiveness of its curriculum. The faculty participates at all levels of curriculum development and review.

Curriculum Development

The faculty of Dalton State College—including academic administrators with faculty rank such as deans, chairs, and the academic vice president [3]—assume charge of the College’s curriculum management and development, classroom instruction, and academic governance on various councils and committees [4].

All programs are developed by faculty under the guidance of the academic administration. The initiation of program development may begin in a number of ways:

- faculty surveys concerning the College's need for new programs or courses,
- administrators analyses of occupational trend data which determine need to meet future market demand,
- industry requests for particular programs,
- changes in occupational requirements, and
- BOR directives.

Regardless of the initial push for a new program, the faculty are heavily involved in discussion and curriculum development. Faculty meet to discuss the practical aspects of the curriculum and develop an official proposal containing a detailed justification and a strategy for implementing the program or course. Program, curriculum, and policy change proposals are then reviewed and approved by the Academic Council [5], the elected body of faculty and administrators in charge of all curriculum approval. New courses in Areas A through E of the core curriculum are also reviewed by the applicable Regents' Academic Advisory Committee before being submitted to the Council on General Education for final approval. New courses in Area F are submitted to the applicable Regents' Academic Advisory Committee for review and approval prior to their being offered. Upper-level offerings need only the final approval of the College's Academic Council before they can be offered. The curriculum approval process, along with, as an example, the development of Dalton State's History program approval, is listed in full in Section 3.4.1, "Academic Program Approval."

Curriculum Review

Faculty have primary responsibility for the quality and effectiveness of the curriculum. As such, Dalton State's curriculum is continually and cyclically reviewed for effectiveness.

Dalton State faculty members assess their own courses each semester and submit a formal report on classroom assessment activities each term to their department chair or dean [6]. These assessments focus on student learning outcomes. Based on assessment results, the faculty then implement needed changes. Faculty also review syllabi, student learning outcomes, and assessment measures each year. For example, faculty in the Department of Humanities address changes in each of these areas during their spring department meetings so that new textbooks can be selected before fall textbook orders are due in April [7].

In addition, all academic schools are required by the Board of Regents to undertake Comprehensive Program Review of all programs at least every seven years [8] [9]. This process, called the Comprehensive Program Review, ensures quality program review and evaluation. Example CPR reports can be found on the College's [Comprehensive Program Review Website](#).

For more information concerning program assessment, please see Section 3.3.1, "Institutional Effectiveness."

Documentation

- [1] *BOR Policy Manual*, Section 3.1
- [2] *BOR Policy Manual*, Section 3.2.4
- [3] *DSC Statutes*, Article VI - Faculty, Section IA
- [4] *DSC Statutes*, Article VI - Faculty, Sections C & E
- [5] *DSC Statutes*, Article VII - Councils and Committees, The Academic Council
- [6] Institutional Effectiveness Plan
- [7] Department of Humanities Spring Meeting Minutes, May 31, 2011
- [8] *BOR Policy Manual*, Section 3.6.3
- [9] *Academic Affairs Handbook*, Section 2.3.6

3.4.11**Educational Programs: All: Academic program coordination**

For each major in a degree program, the institution assigns responsibility for program coordination, as well as for curriculum development and review, to persons academically qualified in the field. In those degree programs for which the institution does not identify a major, this requirement applies to a curricular area or concentration.

Judgment

Compliant Partial Compliant Non-Compliant Not Applicable

Narrative

Dalton State College offers bachelor's degrees and Associate of Arts/Associate of Science transfer degrees which include courses in general education and degree-specific specialized courses. The College also offers Associate of Applied Science and career certificate programs that prepare students for entry-level employment in a variety of vocational and technical occupations.

Each school develops programs of study for its individual majors. Dalton State is organized into seven schools: Business, Education, Liberal Arts, Natural Sciences and Mathematics, Nursing, Social Work, and Technology. The curriculum guidelines and course requirements for programs of study are published each academic year in the DSC *College Catalog* [1], which can be found on the College's Catalog [Webpage](#).

The dean of each school assigns qualified faculty members to serve as academic program coordinators. The dean then works in concert with each program coordinator to develop and review the curriculum content and requirements for each particular major. Each dean makes the decision of the faculty assignment in accordance with the *Board of Regents' Policy Manual*, Section 3.2.1.1 (Corps of Instruction) [2] and Section 8.3.1.2 (Minimum Qualifications for Employment) [3]. These Board of Regents' policy requirements are also reflected in the College's *Statutes* [4], Article VI, Sections A & J (Faculty Membership & Conditions of Employment).

In line with Dalton State's *Statutes*, the DSC Academic Council, a college-wide body of faculty, administrators, and students, reviews and approves all curricular specifications, including addition and deletion of courses and majors [5]. The decisions of the Council are subject to the approval of the general faculty at the fall and spring faculty meetings.

The programs offered in each school, along with the name and credentials of each faculty program coordinator, are listed in the Program Coordinators Chart below. As can be seen, each program is coordinated by persons academically qualified in the field, usually a doctorate in the discipline for bachelor's degrees and a master's degree for career programs.

Table 3.4.11-1: Dalton State College Program Coordinators Chart

School of Business		
<i>Program of Study</i>	<i>Designated Program Coordinator</i>	<i>Qualifications</i>
B.B.A. Accounting	Dr. John Trussel	Ph.D. George Washington University, Accounting Certified Public Accountant
B.B.A. Management	Dr. Harold Jones	Ph.D. University of Alabama, Human Resource Management CFP (Certified Financial Planner), Investment, College for Financial Planning
B.B.A. Management Information Systems	Dr. Bruce Hungerford	Ph.D. University of South Florida, Information Systems
B.B.A. Marketing	Dr. Jim Coleman/Dr. Steve LeMay	Dr. Coleman: Ph.D. University of Alabama, Marketing CFP, Board of Standards Dr. LeMay: D.B.A. University of Tennessee, Transportation and Logistics
B.B.A. Operations Management	Dr. Marilyn Helms	D.B.A. University of Memphis, Business Administration/Management CSCP (Certified Supply Chain Professional), The Association for Operations Management Certified Manager of Quality/Organizational Excellence, American Society for Quality CIRM (Certified Integrated Resource Manager) Association for Operations Management CFPIM (Certified Fellow in Production and Inventory Manager) The Association for Operations Management

B.A.S. Technology Management	Dr. Mike D'Itri	Ph.D. Michigan State University, Operations Management
A.S. Business Administration	Dr. Donna Mayo	Ph.D. University of Alabama, Marketing
A.A. Economics	Dr. Robert Culp	Ph.D. University of Tennessee, Economics
School of Education		
<i>Program of Study</i>	<i>Designated Program Coordinator</i>	<i>Qualifications</i>
B.S. Early Childhood Education	Dr. Calvin Meyer	Ed.D. University of South Carolina, Curriculum and Instruction
A.S. Early Childhood Education	Dr. Calvin Meyer	Ed.D. University of South Carolina, Curriculum and Instruction
School of Liberal Arts Department of Humanities		
<i>Program of Study</i>	<i>Designated Program Coordinator</i>	<i>Qualifications</i>
B.A. English	Dr. Barbara Murray	Ph.D. University of Tennessee-Knoxville, English
A.A. Communication Studies	Mr. Nick Carty	M.A. New School of Social Research, Media
A.A. English	Dr. Barbara Murray	Ph.D. University of Tennessee-Knoxville, English
A.A. Foreign Language	Dr. Nancy Mason	Ph.D. University of Alabama, Spanish
A.A. General Studies	Dr. Barbara Murray	Ph.D. University of Tennessee-Knoxville, English

School of Liberal Arts Department of Social Sciences		
<i>Program of Study</i>	<i>Designated Program Coordinator</i>	<i>Qualifications</i>
B.S. Criminal Justice	Dr. James Wright	Ph.D University of Tennessee-Knoxville, Sociology/Criminal Justice
B.A. History	Dr. Judy Cornett	Ph.D. University of Kentucky, History
A.S. Criminal Justice	Dr. James Wright	Ph.D University of Tennessee-Knoxville, Sociology/Criminal Justice
A.A. Geography	Dr. Doyle Loughren	Ph.D. University of Oklahoma, Geography
A.A. History	Dr. Judy Cornett	Ph.D. University of Kentucky, History
A.A. Political Science	Dr. Jack Waskey	Ph.D. University of Southern Mississippi, Political Science
A.A. Psychology	Dr. Michael Hoff	Ph.D. Emory University, Psychology
School of Nursing		
<i>Program of Study</i>	<i>Designated Program Coordinator</i>	<i>Qualifications</i>
A.S.N. Nursing	Dr. Cordia Starling	Ed.D. University of Alabama, Higher Education Administration M.S.N. Georgia State University, Nursing
School of Natural Sciences and Mathematics Department of Natural Sciences		
<i>Program of Study</i>	<i>Designated Program Coordinator</i>	<i>Qualifications</i>
B.S. Biology	Dr. Kerry Dunbar	Ph.D. Michigan State University, Botany and Plant Pathology M.S. Purdue University, Biology

B.S. Chemistry	Dr. Tricia Scott	Ph.D. West Virginia University, Chemistry
A.S. Agricultural and Environmental Sciences	Dr. Gina Kertulis-Tartar	Ph.D. University of Florida, Soil and Water Science M.S. West Virginia University, Agronomy
A.S. Dental Hygiene	Dr. Celeste Humphrey	Ph.D. University of Georgia, Zoology M.S. Georgia Institute of Technology, Biology
A.S. Forestry	Dr. Gina Kertulis-Tartar	Ph.D. University of Florida, Soil and Water Science, M.S. West Virginia University, Agronomy
A.S. General Studies	Dr. Randall Griffus	Ph.D. Auburn University, Mathematics
A.A. Geology	Dr. Jean Johnson	Ph.D. University of Michigan, Geology
A.S. Health and Physical Education	Ms. Cheryl Grayson	M.A. University of Alabama, Health, Physical Education and Recreation
A.S. Health Information Management	Dr. Barry Peyton	Ph.D. Clemson University, Mathematics
A.S. Medical Technology	Dr. Jean Johnson	Ph.D. University of Michigan, Geology
A.S. Nuclear Medicine Technology	Dr. Kerry Dunbar	Ph.D. Michigan State University, Botany and Plant Pathology M.S. Purdue University, Biology
A.S. Nursing	Dr. Geoff Poor	Ph.D. Auburn University, Mathematics
A.S. Pharmacy	Dr. Richard Collison	Ph.D. University of Alabama, Chemistry
A.S. Physics/Pre-Engineering	Dr. Emma Cooley	Ph.D. University of Tennessee, Knoxville, Mechanical Engineering
A.S. Pre-Dental Hygiene	Dr. Celeste Humphrey	Ph.D. University of Georgia, Zoology M.S. Georgia Institute of Technology, Biology
A.S. Radiation Therapy Technology	Dr. Jean Johnson	Ph.D. University of Michigan, Geology

A.S. Radiography	Dr. Jean Johnson	Ph.D. University of Michigan, Geology
A.S. Respiratory Therapy	Dr. Randall Griffus	Ph.D. Auburn University, Mathematics
School of Natural Sciences and Mathematics Department of Mathematics		
<i>Program of Study</i>	<i>Designated Program Coordinator</i>	<i>Qualifications</i>
B.S. Mathematics	Dr. Tom Gonzalez	Ph.D. Auburn University, Mathematics
A.S. Computer Science	Ms. Kay Wagner	M.S. Kennesaw State University, Information Systems
A.S. Information Systems	Dr. Vince Postell	Ph.D. Georgia Institute of Technology, Mathematics
School of Social Work		
<i>Program of Study</i>	<i>Designated Program Coordinator</i>	<i>Qualifications</i>
B.S.W. Social Work	Dr. Spencer Zeiger	Ph.D. University of Washington, Social Work
A.A. Social Work	Dr. Spencer Zeiger	Ph.D. University of Washington, Social Work
School of Technology		
<i>Program of Study</i>	<i>Designated Program Coordinator</i>	<i>Qualifications</i>
A.A.S. Computer Networking and Service Technology	Ms. Linda LaChapelle	M.Ed. North Georgia College & State University, Business Education
A.A.S. Computer Operations	Ms. Linda LaChapelle	M.Ed. North Georgia College & State University, Business Education
A.A.S. Industrial Electrical and Electronic Technology	Ms. Linda LaChapelle	M.Ed. North Georgia College & State University, Business Education
A.A.S. Integrated Technological Studies	Ms. Linda LaChapelle	M.Ed. North Georgia College & State University, Business Education

A.A.S. Medical Laboratory Technology	Ms. Tyra Stalling	B.S. Medical College of Georgia, Medical Technology
A.A.S. Medical Office Administration	Ms. Debbie Gilbert	Ed.S. West Georgia College, Higher Education M.B.A. Brenau College, Business Administration B.S. Medical College of Georgia, Medical Record Administration
A.A.S. Office and Business Technology	Ms. Linda LaChapelle	M.Ed. North Georgia College & State University, Business Education
A.A.S. Radiologic Technology	Ms. Susan West	M.Ed. University of Georgia, Health Occupation Education B.S. Medical College of Georgia, Radiologic Technology
A.A.S. Respiratory Therapy	Mr. Max Pierce	Ed.S. University of West Georgia, Education A.S. Chattanooga State Technical College, Respiratory Care
A.A.S. Supervision	Ms. Linda LaChapelle	M.Ed. North Georgia College & State University, Business Education
A.A.S. Technical Graphics and 3D Design	Ms. Rebecca Lowery	A.A.S. Dalton State College, Drafting and Design
Certificate: Computer Networking and Service Technology	Ms. Linda LaChapelle	M.Ed. North Georgia College & State University, Business Education
Certificate: Computer Operations	Ms. Linda LaChapelle	M.Ed. North Georgia College & State University, Business Education
Certificate: Industrial Electrical and Electronic Technology	Ms. Linda LaChapelle	M.Ed. North Georgia College & State University, Business Education
Certificate: Licensed Practical Nursing	Ms. Dana Trowell	B.S.N. University of West Georgia, Nursing

Certificate: Medical Assisting	Ms. Debbie Gilbert	Ed.S. West Georgia College, Higher Education B.S. Medical College of Georgia, Medical Record Administration
Certificate: Office and Business Technology	Ms. Linda LaChapelle	M.Ed. North Georgia College & State University, Business Education
Certificate: Radiologic Technology	Ms. Susan West	M.Ed. University of Georgia, Health Occupation Education B.S. Medical College of Georgia, Radiologic Technology
Certificate: Supervision	Ms. Linda LaChapelle	M.Ed. North Georgia College & State University, Business Education
Certificate: Technical Graphics and 3D Design	Ms. Rebecca Lowery	A.A.S. Dalton State College, Drafting and Design
Mini-Certificate: A+ Certification	Ms. Linda LaChapelle	M.Ed. North Georgia College & State University, Business Education
Mini-Certificate: Career Development Technology	Ms. Linda LaChapelle	M.Ed. North Georgia College & State University, Business Education
Mini-Certificate: Certified Nursing Assistant (CNA)	Ms. Susan West	Ms. West: M.Ed. University of Georgia, Health Occupation Education
Mini-Certificate: Cisco Professional	Ms. Linda LaChapelle	M.Ed. North Georgia College & State University, Business Education
Mini-Certificate: Cisco Specialist	Ms. Linda LaChapelle	M.Ed. North Georgia College & State University, Business Education
Mini-Certificate: Computer- Aided Drafting (CAD)	Ms. Rebecca Lowery	A.A.S. Dalton State College, Drafting and Design
Mini-Certificate: Industrial Electrical Technology	Ms. Linda LaChapelle	M.Ed. North Georgia College & State University, Business Education
Mini-Certificate: iSeries 400 Application Development	Ms. Linda LaChapelle	M.Ed. North Georgia College & State University, Business Education

Mini-Certificate: Microsoft Windows Networking	Ms. Linda LaChapelle	M.Ed. North Georgia College & State University, Business Education
Mini-Certificate: Multicultural Office Specialist	Ms. Linda LaChapelle	M.Ed. North Georgia College & State University, Business Education
Mini-Certificate: Office Technology	Ms. Linda LaChapelle	M.Ed. North Georgia College & State University, Business Education
Mini-Certificate: Personal Computer Applications	Ms. Linda LaChapelle	M.Ed. North Georgia College & State University, Business Education
Mini-Certificate: Phlebotomy	Ms. Tyra Stalling	B.S. Medical College of Georgia, Medical Technology
Mini-Certificate: Small Business Record Keeping	Ms. Linda LaChapelle	M.Ed. North Georgia College & State University, Business Education
Mini-Certificate: Supervision	Ms. Linda LaChapelle	M.Ed. North Georgia College & State University, Business Education

Documentation

- [1] 2011-2012 *College Catalog* (Accounting Curriculum Guidelines and Course Requirements)
- [2] *BOR Policy Manual*, 3.2.1.1
- [3] *BOR Policy Manual*, 8.3.1.2
- [4] Dalton State *Statutes* (Faculty Membership and Conditions of Employment)
- [5] Dalton State *Statutes* (Academic Council)

3.4.12**Educational Programs: All: Technology use**

The institution's use of technology enhances student learning and is appropriate for meeting the objectives of its programs. Students have access to and training in the use of technology.

Judgment

Compliant Partial Compliant Non-Compliant Not Applicable

Narrative

Dalton State College values the use of technology as a means to enhance student learning and assist in meeting the objectives of its programs. Students are provided access to technology and are provided training in its use. This value is reflected in the first core commitment of the College's mission [1]:

- 1) selection, support, and development of a talented, caring faculty and staff dedicated to scholarship and creating an open, cooperative, technologically enhanced learning environment.

The College's use of technology is guided by the Appropriate Use Policy and other related IT policies which are outlined online at the [IT Security Webpage](#).

Overview

The Office of Academic Affairs oversees the use of technology in the learning environment via the [Office of Instructional Technology](#). Created in January 2011 in response to increased delivery of online and hybrid courses [2], recommendations from the Distance Learning Committee (previously the Online Planning Committee) [3], and the [University System of Georgia Strategic Planning Guidelines](#) [4], this office reports to the assistant vice president for academic affairs and strives to meet the following goals and objectives:

- Work with faculty to plan and create distance learning environments that encourage and support excellence in a personal environment.
- In collaboration with other campus and state departments, maintain the human and technical resources and network infrastructure necessary to successfully support and deliver distance and distributed learning.
- Ensure that academic and student services are appropriate to meet the needs of distance and distributed learners.
- Conduct continuous evaluation of distance and distributed learning and support services to ensure the advancement of the College's mission and adherence to quality standards.
- Support research, scholarship, and creative endeavors which promote knowledge of distance learning.

In addition, the Office of Instructional Technology assists faculty with online and hybrid course design, development, and delivery; technology training for GeorgiaView; and technology training for other instructional tools such as software, hardware, and student response systems [5].

Resources and Student Access

In an effort to provide students, faculty, and staff the tools they need to succeed and to enhance student learning, Dalton State employs a vast array of technology. The Office of Computer and Information Services maintains 11 general purpose and 21 special purpose computer labs (Adult Literacy, Anatomy, Biology, Chemistry, Electronics, Graphics, Learning Commons, Math, Medical Technology, Networking, Nursing, Radiology, Testing Center, Testing Center ADA, Reading, and Writing), and all classrooms are equipped with instructor PCs and ceiling-mounted projectors. The software packages [6] and systems provided in these labs to enhance instruction and student learning are very comprehensive:

- Wimba Classroom provides a “virtual classroom environment with robust features that include audio, video, application sharing and content display, and MP4 capabilities. Its pedagogical design and ease-of-use ensure that educators and students engage as if they were meeting face-to-face” [7].
- Respondus “is a powerful tool for creating and managing exams that can be printed to paper or published directly to Blackboard” [8].
- Camtasia is screen recording and video editing software.
- SmartSynch is computer lab management software and allows faculty to monitor student computer activity, take control of individual (or all) computers, share screens, lock down computers, and facilitate collaboration from the lab’s instructor PC.
- Turnitin is plagiarism software that can also be used as an instructional tool.
- Windows Movie Maker is video and audio creation/editing software.
- Learnmate is a technical learning and content management system.

Dalton State provides a generous number of computers for student use. In total there are 730 computers for students to use throughout the campus, for a student to computer ratio of 7.5:1 [9]. The College also provides wide access through its wireless network, which is secured and encrypted. Wireless access is available in all rooms and buildings campus-wide and at the Gilmer County and Dalton State East centers as well.

All students, faculty, and staff are provided with an account on the Luminis portal manufactured by SunGard Higher Education. The portal account provides access to email, calendars, campus announcements, the Banner student information system, technology-enhanced course and group Web pages, and links to the online Learning Management System (GeorgiaView). In addition, the portal facilitates communications between students and faculty and provides the ability to deliver targeted announcements. The College provides many computing workshops and training seminars for the faculty each semester, as shown in the 2011-2012 College *Fact Book* [10]. A variety of online tutorials and how-to guides are also available for faculty and staff in GeorgiaView [11].

Faculty satisfaction with the College’s computing resources is high. As shown by faculty satisfaction surveys [12], 89% of faculty believe that the College’s computer resources available to students either partially or fully meet their needs. Approximately 93% of faculty believe that computing resources either partially or fully meet their teaching needs. Roughly 88% of faculty believe that the College provides (either partially or fully) sufficient services and staff in support of computing resources.

Use of Technology to Enhance Student Learning and Meet Program Objectives

The Office of Instructional Technology helps make higher education a possibility for those who face obstacles to taking technical and undergraduate courses in a traditional face-to-face classroom setting. It aids in meeting program goals by extending the ability to earn credit toward a degree or certification program to those whose life circumstances, such as work, family, or distance, make attending face-to-face traditional classes impractical. Through distance learning, students can attend class whenever and wherever it is convenient for them with just the use of an Internet connection. The office also helps achieve program goals by enabling distance education faculty to focus on teaching rather than on technology.

Dalton State faculty members, through the use of the online learning management system GeorgiaView, offer approximately 25 online and 85 hybrid (at least 50% online) class sections each year [2]. In addition, faculty members can use the DSC portal and GeorgiaView to teach technology-enhanced courses (less than 50% online). In fact, during spring semester 2010, faculty enhanced 308 sections of course work with the tools available in GeorgiaView [13].

Faculty members at Dalton State make extensive and innovative use of technology to enhance student learning. Many faculty members use PowerPoint and Smart Boards or post assignments, course supplements, and lectures in GeorgiaView or on MyDaltonState. Faculty members throughout the campus have developed creative ways of incorporating YouTube clips as well as DVDs, music, and film into their classes. Increasing numbers of faculty are using interactive automatic response systems (such as iClickers), and during spring 2011, faculty members in at least 35 sections used them in classes to poll student responses, to conduct test reviews, and to provide supplemental practice. During fall 2010, the College adopted iClickers as the accepted student response system on campus to standardize the technology for both students and support staff.

The examples that follow are illustrative of some of the ways Dalton State faculty incorporate technology to improve student learning and achieve program objectives.

- Nursing faculty use the ATI Online Lab Skills modules to teach procedural skills and the theory and practice behind those skills; they also use an Emergency Care Simulator and Human Patient Simulator to simulate clinical patient conditions and to develop skills and critical thinking in managing the patient's condition and care.
- Faculty in the School of Business use new interactive technology called Aplia to deliver content in the Principles of Economics course, while those who teach operations management use Excel with particular emphasis on the data analysis and solver add-ons as well as the simulation software ProModel.
- Reading faculty members use Weaver online software to improve students' reading rate and comprehension. Others use interactive online COMPASS practice and online resources provided by the textbook publishers (such as Townsend Press's Website).
- Some composition faculty have used automated writing response systems (such as Criteria) to aid students in the drafting process and turnitin.com to help more advanced writers learn to paraphrase correctly; others teach composition in computer classrooms; some use online videos for in-class writing prompts, while some use the Grammar Bytes Website, BBC's Skillswise, Learning Express Library, or the textbook publisher's online interactive materials for supplement practice.

- Sociology faculty use video clips, streaming video, and Internet news stories to illustrate concepts, while others use course management supplement systems (MySocLab) to support student learning.
- History faculty use interactive maps such as the Civil War battle map created by Troubadour Interactive showing troop movements for the campaigns and battles of the Civil War as well as including period music.
- A criminal justice faculty member uses Skype/video Internet calls to significant and relevant persons to conduct classroom interviews. Through Skype, he has brought into his classes prominent faculty from other universities, writers to discuss their books and research, law enforcement officers to discuss significant cases, and prosecutors and judges to discuss points of law or of fact with regard to significant cases relevant to course topics. He also uses Webinars, videos, and films relevant to theories on deviant and criminal behavior.
- Education faculty have their students explore interactive Websites (such as the National Library of Virtual Manipulatives for Mathematics and the AAA Math Website, both of which have a comprehensive array of self-correcting arithmetic exercises) and require students to complete critical assignments using LiveText.
- Some faculty who teach learning support math use WebAssign online software to provide instant feedback in class and to encourage more studying outside of class. Other math faculty have used computer slides generated using LaTeX (for better visualization of graphs and figures) as well as the Website InteractMath (interactmath.com) for online homework and tutorials to improve students' ability to solve problems by providing quick feedback, while others who teach in computer classrooms use Winplot and TI-83/84 calculator applications.
- Science faculty use Anatomy & Physiology Revealed software as a computerized cadaver dissection tool, while a few have their students use Twitter to "tweet" about observations they make about the natural world.
- Office and Business Technology faculty members use Adobe Photoshop, the MS Office Suite 2010 (Word, PowerPoint, Access, Excel, and Outlook), the Internet, and two other specialized software packages--SAM and GDP software--for individualized learning. In their Office Accounting classes, student use Peachtree Accounting software.
- In the Electronics and Industrial Electrical programs, students use LearnMate software, which is a virtual lab allowing students to program and manipulate robots virtually before programming the actual robots in the Robotics Lab; they also use a computer-managed laboratory system with multimedia software to guide students through experiments on accompanying hardware.
- Medical Assisting faculty members have students use MOSS (medical office simulation software) to practice various skills, such as scheduling patients for multiple providers, filing insurance claims, practicing procedural coding, and reconciling financial accounts.
- Technical graphics instructors use Windows Movie Maker in the course GRPH 2274: Special Problems in CAD for students to prepare their electronic portfolios in preparation for employment. The Technical Graphics program is software intensive, so most of the programs used are problem-solving tools in the areas of design including graphics, architecture, engineering, and animation.

Student Training in the Use of Technology

As a part of new student orientation, SOAR student leaders conduct a 15-minute tutorial on how to access and use MyDaltonState; the Online Orientation includes a similar tutorial, covering email, calendars, registration and financial aid menus, schedules, ConnectEd emergency, and records. Students who want to take eCore classes are required to complete an [online orientation quiz](#) in order to assess their ability to

learn in an online environment prior to registering for an online course, and students who are enrolled in GeorgiaView courses have access to both online and phone support.

Full-time students in bachelor's programs also receive technology training in the required First-Year Experience Course (FYES 1000). This course introduces students to the various campus labs, MyDaltonState, wireless Internet, email, and GeorgiaView. Students learn how to access the registration menu, how to create a course schedule and register in Banner, and how to navigate the DSC Website. They are shown online tutoring tools such as the [Learning Express Library](#) and introduced to technology available in the library and the career exploration service, Discover.

The Office of Computing and Information Services also has a ["How Do I" Webpage](#) that offers instruction on changing passwords, accessing GeorgiaView, accessing wireless Internet, and setting up mobile phones for email access.

The Roberts Library provides workshops for students on technical topics [14] [15] [16]. Some workshop topics offered by library staff during the 2010-2011 academic year included "Microsoft Word," "Citation Tools," "Cool Web Apps and Tools," MS PowerPoint Basics," "Access" "Video Editing," "Intro to Social Networking," and "Computer 101."

The Roberts Library staff and librarians also provide assistance and instruction on the use of technology through the [Student Technology/Reference Assistance Helpdesk](#), a service designed to assist students both on and off-campus with computer-related issues. Library staff members help students with problems and questions relating to Excel spreadsheets, PowerPoint presentations, embedding videos, and more. The Helpdesk is located in the Learning Commons computer lab and may be reached by phone, email, walk-in, or text. The Helpdesk provides

- General technical assistance to students
- Assistance with accessing the Library's electronic resources on and off-campus
- General student support for MyDaltonState and GeorgiaView
- Assistance with email
- Assistance with Windows, Microsoft Office Suite, etc.
- Assistance with Library equipment
- Tutorials and Library Guides

In addition, all degree programs require students to complete a computer literacy requirement that can be met by taking a computer literacy exam, by earning a passing grade in one of several computer-intensive courses, or by taking a course designated as satisfying this requirement in the course description (e.g., COMM 1110C), with the C after the course number designating the course as a computer-intensive [17].

Graduating Student Surveys show that students are very satisfied with non-instructional services (such as computer services, library, etc.), with 86% of the spring 2011 graduates rating these services as good or excellent and 83% rating their level of satisfaction with computer services as satisfied or very satisfied [18].

Documentation

- [1] Mission Statement
- [2] 2010-2011 Distance Learning Profile
- [3] Online Planning Committee Recommendations - January 2010
- [4] University System of Georgia Strategic Planning Guidelines
- [5] 2010-2011 Distance Education Profile, Services Provided
- [6] Student Computer Lab Software
- [7] [Wimba Classroom 6.1 Website](#)
- [8] [Respondus Website](#)
- [9] *2011-2012 Fact Book*, Academic Support & Administrative Services
- [10] *2011-2012 Fact Book*, Academic Support & Administrative Services
- [11] GeorgiaView Instructional Technology Resources
- [12] 2010 Faculty Satisfaction Survey
- [13] Spring 2010 GeorgiaView Usage Data
- [14] Fall 2010 Workshops
- [15] Spring 2011 Workshops
- [16] Summer 2011 Workshops
- [17] *2011-2012 College Catalog*, Computer Literacy Requirement
- [18] Spring 2011 Graduating Student Survey Summary

3.5.1

Educational Programs: Undergraduate: General education competencies

The institution identifies college-level general education competencies and the extent to which students have attained them.

Judgment

Compliant Partial Compliant Non-Compliant Not Applicable

Narrative

Dalton State College identifies college-level general education competencies and outcomes in three major areas: Communications, Problem Solving and Analysis, and Critical Thinking and Integrated Learning [1]. These general education competencies were last updated in 2010 to best reflect the College and University System of Georgia's goals. The competencies adhere to all USG policies on the Core Curriculum, located in Section 2.4 of the *Academic Affairs Handbook* [2]. The general education competencies and outcomes were approved by the College's Academic Council [3] and by the Council on General Education of the University System of Georgia, which reviewed the outcomes to ensure that they were college-level, measurable, and furthered the Board of Regents' core curriculum goals. The Council on General Education approved these outcomes on April 15, 2011 [4].

These college-level competencies and outcomes comprise the general education program at Dalton State College within Areas A-E of the [Core Curriculum](#). The Core Curriculum consists of courses encompassing written communication and information literacy; quantitative skills; oral communication; humanities and fine arts; natural sciences, mathematics, and technology; and social sciences. In addition, students who complete the Core satisfy the University System's new critical thinking, global perspectives, and U.S. perspectives learning outcomes [5]. More information concerning the content of the Core Curriculum can be found in Section 2.7.3, "General Education." Dalton State College requires the successful completion of this general education component as part of every bachelor's and associate's transfer degree program. Dalton State considers general education an important foundation for all students, regardless of their specific collegiate goals.

General Education Competency Assessment

Dalton State College assesses the extent to which students have attained its college-level general education competencies via a variety of instruments. Assessment results from general education courses [6] and survey results of the National Survey of Student Engagement [7] [8] are used to determine the extent to which students have attained the student learning outcomes in general education. The extent to which students attain general education competencies is also assessed through a mandatory exit exam using the externally developed, nationally normed assessment instrument, the Collegiate Assessment of Academic Proficiency (CAAP) [9] [10]. Finally, general education assessments include an exit survey administered to students in the semester in which they will be graduating [11]. All current and past results of the CAAP, NSSE, and graduating students' survey reports are posted and available at Institutional Research and Planning Website:

- CAAP Institutional Summary Reports
- NSSE
- Dalton State Graduating Students

The offices of the deans of Liberal Arts and Natural Sciences and Mathematics maintain detailed course assessment reports of general education courses by faculty to show the extent to which students have attained college-level general education outcomes. Each area of general education competencies is listed below, along with the College's assessment methods, results, and use of these results. For more detailed information concerning the College's methods of evaluating general education outcomes, see the attached outcome assessment chart, "General Education Competencies" [12], along with Section 3.3.1.1, "Institutional Effectiveness" (General Education Outcomes).

Communications (Oral and Written)

Assessment Methods: CAAP Critical Thinking scores, CAAP Mathematics scores, CAAP Reading scores, CAAP Science Reasoning scores, NSSE scores (Level of Academic Challenge; Active and Collaborative Learning Items) [13], Graduating Student Survey results, and individual course student learning outcomes assessment results from the following courses: CHEM 1211, COMM 1110, ENGL 1101, ENGL 1102, ENGL 2111, and HUMN 1201. Results: Dalton State students score slightly higher than the national average on CAAP Reading and slightly lower than the national averages on CAAP Critical Thinking and CAAP Mathematics [9] [10]. In the area of communications, Dalton State seniors score higher than their Carnegie class average as well as the NSSE college average [14]. Graduating Student Survey results indicate seniors exit Dalton State programs with a high level of communicative ability [11]. Students in communications-related classes consistently score higher than target goals set by the College [6].

Use of Results:

- ENGL 1101 faculty recommend creating mini-lectures based on problems identified in the first set of essays of the semester. They have found this method improves performance on the next set of essays [15].
- ENGL 1102 faculty have observed that most students do not have much real experience writing research papers, so they have recommended that 1102 instructors introduce the research process earlier in the semester [15].
- Since many students who enroll in COMM 1110 are also enrolled in learning support classes and have not taken ENGL 1101 or 1102, faculty recommend scheduling interaction with library research staff early in the term to help students develop their research skills [15].
- In 2003, English 1101 was classified as a "killer" course because of its high failure and withdrawal rates. At the August 2004 English meeting, interim Department Chair Mary Nielsen met with the English faculty to discuss ways to revamp English 1101 to promote student success. The faculty initiated changes to the course which did not affect the College's fine first-time Regents' essay pass rates (a state-level exam) and had positive effects on student achievement (pass rates increased to over 70%); withdrawal rates; and student, faculty, and community perceptions of the College's English program [16].
- In 2006, the Division of Humanities was asked to offer several Friday-only sections of English 1101. In analyzing success rates for the 2006-2007 Annual Report, the chair found that during Fall Semester 2006, only 31% of the students in these Friday-only sections were successful, and only 41% were successful during Spring Semester 2007 [17]. The Department decided to discontinue offering Friday-only sections of English 1101, and the overall success rates improved the following year [18].

- During the 2010-2011 academic year, Dalton State students scored slightly below the national average on the CAAP critical thinking test. To address this issue, the School of Liberal Arts implemented new critical thinking learning outcomes in many of its courses in the Department of Humanities during Fall Semester 2011 [19].

Problem Solving & Analysis

Assessment Methods: CAAP Critical Thinking scores, CAAP Mathematics scores, CAAP Science Reasoning scores, NSSE scores (Level of Academic Challenge Items), Graduating Student Survey results, and individual course student learning outcomes assessment results from the following courses: CHEM 1211, CHEM 1212, CMPS 1130, ENGL 1102, GEOL 1122, MATH 1111, MATH 2200, and PHYS 1111.

Results: Dalton State students score slightly lower than the national averages on CAAP Critical Thinking, Mathematics, and Science Reasoning [9] [10]. NSSE results [13] indicate Dalton State's seniors score slightly lower than the NSSE college average in the area of problem solving and analysis. A high percentage of graduating students reported in the College's Graduating Student Survey they had been taught to analyze other perspectives, values, or theories [11]. Course student learning outcomes assessments [20] [21] [22] [23] [24] [25] [26] showed that students regularly exceed the College's general education course goals in this area.

Use of Results:

- CHEM 1211K faculty assigned extra worksheets and homework to improve the mathematical skills of students in the areas of stoichiometry, gas laws, and thermodynamics [20].
- In GEOL 1122, the connection between the history of life and the geologic history of the earth gave many students difficulty. New POGIL exercises were developed to help students with this concept [21].
- CHEM 1212 faculty made efforts to assign more practice problems and testing earlier and more frequently in the course to identify problems that students were having [22].
- In CMPS 1130, students were given periodic quizzes to reinforce concepts and encourage keeping up with the work. The students were also given a set of notes and PowerPoint slides to study computer terms. Extended class hours offered more time in the lab in which students could ask questions and work on the computer. Faculty also increased the number of programs that the students worked through together as a class [23].
- PHYS 1111K faculty implemented recitations into the course, giving students the opportunity to practice concepts and problem solving techniques before major examinations. As a result, student class retention and test scores improved. The inclusion of practical examples into lectures also improved the course. Students responded well to examples they could relate to or examples they felt might be of assistance in the future [26].
- On the NSSE 2011, while 80% of the first-year students agreed that their instruction helped them think critically and analytically "quite a bit" and "very much," this percentage was slightly lower than for the Georgia System (83%), the Carnegie Class (81%), and the NSSE combined sample (83%). New critical thinking learning outcomes were implemented in the 2011-2012 academic year in an effort to improve students' skills and perceptions [27].

Critical Thinking and Integrated Learning

Assessment Methods: CAAP Critical Thinking scores, CAAP Reading scores, NSSE scores (Level of Academic Challenge Items), Graduating Student Survey results, and individual course student learning outcomes assessment results from the following courses: COMM 1110, ENGL 2121, HIST 1112, HIST 2111, HUMN 1100, HUMN 1201, PHED 1030, PHIL 1103, POLS 1101, PSYC 1101, PSYC 2101, PSYC 2250, SOCI 1101, SOCI 1160, and THEA 1100.

Results: Dalton State students score slightly higher than the national average on CAAP Reading and slightly lower than the national average on CAAP Critical Thinking [9]. Seniors score higher than both their Carnegie class and the NSSE college average in terms of critical thinking [14]. Positive Graduating Student Survey results in the area of critical thinking [11] also indicate seniors are taught well to think critically. Students in critical thinking and integrated learning-related classes consistently score higher than target goals set by the College [6].

Use of Results:

- At least one of the HIST 2112 faculty members is finding a means to balance memorization with critical thinking on tests to produce long-term comprehension of the material. She will implement a cumulative final to push students to make connections to older material as they move through new material during the semester. She has also questioned the use of the review sheets because they caused students to study only certain information and excluded other information from their purview. The broader the term on the list, the more difficulty students had with the questions that related to that term. She is rethinking how she uses review sheets and how she structures the test questions [15].
- One POLS 1101 faculty member had students read articles pertaining to health care insurance in the United States and then had a class debate. He found that the advanced preparation made the discussion and debate more informative and meaningful and plans to apply the same approach for all future in-class debate sessions [15].
- Though benchmarks were met for COMM 1110 and students expressed satisfaction with their oral communication skills on the NSSE and on Graduating Student Surveys, some sections of COMM 1110, especially hybrid and computer-based sections, had high DWF rates. As a result, communication faculty whose DWF rates were higher than the departmental average were asked to set a teaching goal during the 2011-2012 academic year in an effort to increase their success rates [28].

Documentation

[1] General Education Outcomes (Revised July 30, 2010)

[2] *Academic Affairs Handbook*, Section 2.4

[3] Academic Council Minutes re: Revised General Education (Approved July 9, 2010)

[4] BOR Approval of General Education Outcomes (April 25, 2011)

[5] General Education Learning Outcomes (Board Approved October 26, 2010)

[6] *2010-2011 Liberal Arts Annual Report*, General Education Course Results

[7] *2010-2011 Liberal Arts Annual Report*, General Education NSSE Results

[8] *2009-2010 Natural Sciences and Mathematics Annual Report*, General Education NSSE Results

[9] *2010-2011 Liberal Arts Annual Report*, General Education CAAP Results

[10] *2009-2010 Natural Sciences and Mathematics Annual Report*, General Education CAAP Results

[11] Graduating Students Survey Summary Report, Spring 2011 - General Education Competencies Results

- [12] General Education Outcomes Competencies Courses Assessment and Evidence, Revised July 30 2010
- [13] 2011 Overall NSSE Results (Seniors)
- [14] 2011 NSSE Mean Comparisons Results (Seniors)
- [15] *2010-2011 Liberal Arts Annual Report* (Use of Assessment Results, General Education)
- [16] *2004-2005 Humanities Annual Report*
- [17] *2006-2007 Humanities Annual Report*
- [18] *2007-2008 Liberal Arts Annual Report*
- [19] *2010-2011 Liberal Arts Annual Report*
- [20] SLO Assessment Report - CHEM 1211K, Fall 2008
- [21] SLO Assessment Report - GEOL 1122, Spring 2011
- [22] SLO Assessment Report - CHEM 1212, Fall 2010
- [23] SLO Assessment Report - CMPS 1130, Spring 2011
- [24] SLO Assessment Report - MATH 1111, Fall 2008
- [25] SLO Assessment Report - MATH 2200, Fall 2010
- [26] SLO Assessment Report - PHYS 1111K, Fall 2009
- [27] *2010-2011 Liberal Arts Annual Report*
- [28] *2010-2011 Liberal Arts Annual Report*

3.5.2

Educational Programs: Undergraduate: Institutional credits for a degree

At least 25 percent of the credit hours required for the degree are earned through instruction offered by the institution awarding the degree. (See Commission policy "Collaborative Arrangements.")

Judgment

Compliant Partial Compliant Non-Compliant Not Applicable

Narrative

Board of Regents' policy defines the minimum and maximum number of semester hours for a baccalaureate degree at Dalton State and throughout the University System of Georgia to be 120 semester credits, exclusive of physical education activity/basic health or orientation course hours [1] [2]. The number of credit hours for an associate's degree is defined as 60 semester hours [1].

The College's graduation requirements for bachelor's and associate's degrees are published in the "Student Handbook" section of the *College Catalog*. The *Catalog* states that for bachelor's degrees, "Thirty (30) semester hours of upper-level course work must be completed at Dalton State College, excluding credit-by-examination" [3]. Thus, the College requires 30 out of the 120 credit hours (one-fourth, or a minimum of 25%) required by BOR policy to be completed at Dalton State College.

For associate's degrees, the College requires that "twenty semester hours must be completed at Dalton State College, excluding credit-by-examination and institutional credit" [3]. Therefore, the College requires 20 out of the 60 credit hours (one-third, or a minimum of 33%) required by BOR policy to be completed at Dalton State College.

As shown, Dalton State requires that at least 25% of the credit hours required for a degree are earned through instruction offered by the College itself regardless of whether the institution participates in a consortial arrangement or contractual agreement. These percentages are verified by the Registrar's Office when students submit their degree application forms [4].

Indeed, Dalton State offers no degree programs through joint, cooperative, or consortia arrangements.

Documentation

[1] *USG Academic Affairs Handbook*, Section 2.3

[2] *BOR Policy Manual*, Section 3.8.1

[3] *2011-2012 College Catalog*, Academic Information and Regulations

[4] DegreeWorks Degree Audits - Associate's Transfer Audit and Bachelor's Audit

3.5.3

Educational Programs: Undergraduate: Undergraduate requirements

The institution publishes requirements for its undergraduate programs, including its general education components. These requirements conform to commonly accepted standards and practices for degree programs.

Judgment

Compliant Partial Compliant Non-Compliant Not Applicable

Narrative

Dalton State College publishes its general education and major program requirements for all degrees in great detail, devoting two-thirds of the *College Catalog* to descriptions and highly specific listings of course [1] and program requirements [2] for every program. The *College Catalog* is available 24/7 on the [Catalog Website](#). The [Academic Affairs Website](#) and the [Academics Webpage](#) also contain detailed program requirement information.

Baccalaureate and associate's degree programs contain general education requirements, while certificate programs do not. In accordance with state-wide standards developed by the University System's Board of Regents [3], the common core curriculum is defined as 60 semester hours of lower-division courses, 42 semester hours of which are distributed in five areas of study (designated Areas A-E). The 42 semester hours of credit constitute the general education requirements of all bachelor's degree programs. The remaining 18 of the 60 credit hours in the core curriculum are defined by the USG as courses related to particular programs of study (designated Area F). These requirements are also published in the *College Catalog* [4] and on the [Academic Affairs Website](#).

Board of Regents' policy and procedures, as outlined in the *USG Academic Affairs Handbook* [5], call for a balanced distribution of the 42 semester hours in general education across seven areas of study. As a minimum, each institution must have the following included in general education:

1. 6 semester hours in writing in English;
2. 3 semester hours in quantitative reasoning;
3. 3 semester hours in general education areas of the institution's choosing;
4. 6 semester hours in humanities, fine arts, and ethics;
5. 7 semester hours in natural sciences, mathematics, and technology, with at least 4 hours of those hours in lab science courses;
6. 6 semester hours in social sciences;
7. 18 hours in lower division major requirements.

The general education requirements listed on the [Academic Affairs Website](#), in accordance with the above USG policy, ensure a range of academic experiences by requiring the successful completion of the following courses:

- A two-course sequence in English composition (6 hours, with a grade of "C" or better required)
- One course in mathematics (including classes such as College Algebra, Pre-calculus, or Calculus)
- Two courses from the institutional options (including Fundamentals of Speech as well as an additional one-hour class)
- Two courses in the humanities or fine arts
- Two courses in science (the required lab classes)
- One course in science, mathematics, or technology
- Four courses in the social sciences (American Government and American History are mandatory.)
- One physical activity course (required by DSC in addition to the 42 mandatory hours)

Furthermore, the general education courses are complemented by required courses individualized to each degree field. Courses that must be completed for each degree program are described in a detailed and comprehensive fashion in the *College Catalog* for baccalaureate degrees [6], associate's degrees [7], and certificates [8]. A listing of program requirements can also be found on the [Academics Webpage](#).

Dalton State's program requirements are regularly reviewed by a number of national and state accrediting agencies, listed below:

- Georgia Medical Care Foundation
- Georgia Board of Examiners of Licensed Practical Nursing
- American Association of Medical Assistants
- Commission on Accreditation of Allied Health Education Programs
- National Accrediting Agency for Clinical Laboratory Sciences
- Joint Review Committee on Education in Radiologic Technology
- National League of Nursing
- Georgia Board of Nursing
- The Committee on Accreditation for Respiratory Care
- Association to Advance Collegiate Schools of Business
- National Council for Accreditation of Teacher Education
- Council of Social Work Education

These organizations cyclically reaffirm the College's programs, demonstrating that the College's requirements meet commonly accepted state and national standards.

In addition, all courses in Areas A through E (the five general areas of study of the Core Curriculum) must be approved by the Regents' Council on General Education before they can be offered [9]. In fall 2010, the Regents added an additional requirement that all new general education courses have to be reviewed and approved by the appropriate Regents' Academic Advisory Committee before they can be considered by the Council on General Education. Moreover, all new Area F courses must be approved by the designated Regents' Academic Advisory Committee before they too can be offered. This extensive, statewide approval process ensures that all institutions in the University System conform to agreed-upon standards for degree programs.

Documentation

- [1] *2011-2012 College Catalog*, "Course Descriptions"
- [2] *2011-2012 College Catalog*, "All Program Requirements"
- [3] *BOR Policy Manual 3.3.1*, "Core Curriculum"
- [4] *2011-2012 College Catalog*, "Core Curriculum"
- [5] *Academic Affairs Handbook* Section 2.4.2, "Areas A-F"
- [6] *2011-2012 College Catalog*, "Baccalaureate Degrees"
- [7] *2011-2012 College Catalog*, "Associate Degrees"
- [8] *2011-2012 College Catalog*, "Certificates"
- [9] Core Curriculum Policy

3.5.4**Educational Programs: Undergraduate: Terminal degrees of faculty**

At least 25 percent of the course hours in each major at the baccalaureate level are taught by faculty members holding an appropriate terminal degree--usually the earned doctorate--or the equivalent of the terminal degree.

Judgment

Compliant Partial Compliant Non-Compliant Not Applicable

Narrative

Dalton State strives to recruit faculty who have earned a Ph.D. or terminal degree in their teaching discipline, reflecting the first core commitment in the [College's mission statement](#): the "selection, support, and development of a talented, caring faculty and staff dedicated to scholarship and creating an open, cooperative, technologically enhanced learning environment."

Dalton State's policy [1] generally requires that all teaching faculty have a minimum of a master's degree. However, Dalton State makes a concerted effort to recruit and hire faculty with a doctorate degree. For most advertised faculty positions, a Ph.D. or related doctoral degree is often listed as a requirement, as can be seen on Dalton State's [Employment Opportunities Webpage](#). There are, however, exceptions with respect to the qualifications of faculty hired to teach associate's-level programs and learning support courses or to fill lecturer positions. In these cases, a doctoral degree may be preferred but not necessarily required.

Dalton State College currently offers 15 baccalaureate programs, as shown below in Table 3.5.4-1.

Table 3.5.4-1: Baccalaureate Program Offerings in the Schools of Dalton State [2]

School	Baccalaureate programs
School of Business	Accounting, B.B.A. Management, B.B.A. Management Information Systems, B.B.A. Marketing, B.B.A. Operations Management, B.B.A. Technology Management, B.A.S.
School of Education	Early Childhood Education, B.S. (English Speakers of Other Languages [ESOL] endorsement option available)
School of Liberal Arts	Criminal Justice, B.S. English, B.A. (teacher certification option available) History, B.A. (teacher certification option available)

School of Natural Sciences and Mathematics	Biology, B.S. (teacher certification option available) Chemistry, B.S. (teacher certification option available) Mathematics, B.S. (teacher certification option available)
School of Nursing	Nursing, B.S.N.
School of Social Work	Social Work, B.S.W.

As shown below in Table 3.5.4-2, the baccalaureate programs require 120 – 129 semester credit hours, of which 59 or more credits are upper division (baccalaureate level) within the discipline. Due to the effort to hire faculty with doctoral degrees, especially those with an in-field doctorate, Dalton State's instruction in the baccalaureate programs exceeds the minimum requirement of 25%. The percentages of faculty with doctoral degrees within Dalton State baccalaureate programs of study ranged from 43% to 100% in spring 2011 (see Table 3.5.4-2) and 27% to 100% in fall 2011 (see Table 3.5.4-3). Criminal justice, the program with the lowest percentages in both semesters, will be gaining two additional full-time faculty members in fall 2012. The total number of credits for spring 2011 and for fall 2011 and the calculated percentages shown in Tables 3.5.4-2 and 3.5.4-3 include multiple sections of the same course(s) if applicable. This information was provided by each school's dean in fall 2011. More detailed information is available in the deans' offices.

Table 3.5.4-2: Doctoral Percentages by Baccalaureate Program of Study Spring 2011

School	Program	Total Upper Division Credits Required in Discipline	Total Number of Upper Division Credits Taught Spring 2011	Percentage of Upper Division Credits in the Discipline Taught by Faculty with an In-Field Doctorate
School of Business	Accounting, B.B.A.	62	58	79%
	Management, B.B.A.	62	55	84%
	Management Information Systems, B.B.A.	62	55	73%

	Marketing, B.B.A.	62	58	84%
	Operations Management, B.B.A.	62	55	84%
	Technology Management, B.A.S.	62	58	79%
School of Education	Early Childhood Education, B.S.	69	196	84%
School of Liberal Arts	Criminal Justice, B.S.	60	42	43%
	English, B.A. (teacher certification option available)	60	36	83%
	History, B.A. (teacher certification option available)	60	34	80%
School of Natural Sciences and Mathematics	Biology, B.S. (teacher certification option available)	59	33	91%
	Chemistry, B.S. (teacher certification option available)	60	26	100%
	Mathematics, B.S. (teacher certification option available)	59	18	100%
School of Social Work	Social Work, B.S.W.	60	36	89%

Table 3.5.4-3: Doctoral Percentages by DSC Baccalaureate Program of Study Fall 2011

School	Program	Total Upper Division Credits Required in Discipline	Total Number of Upper Division Credits Taught Fall 2011	Percentage of Upper Division Credits in the Discipline Taught by Faculty with an In-Field Doctorate
School of Business	Accounting, B.B.A.	62	43	79%
	Management, B.B.A.	62	46	80%
	Management Information Systems, B.B.A.	62	46	74%
	Marketing, B.B.A.	62	49	74%
	Operations Management, B.B.A.	62	46	74%
	Technology Management, B.A.S.	62	46	74%
School of Education	Early Childhood Education, B.S.	69	80	58%
School of Liberal Arts	Criminal Justice, B.S.	60	33	27%
	English, B.A. (teacher certification option available)	60	33	91%
	History, B.A. (teacher certification option available)	60	31	80%

School of Natural Sciences and Mathematics	Biology, B.S. (teacher certification option available)	59	30	93%
	Chemistry, B.S. (teacher certification option available)	60	23	100%
	Mathematics, B.S. (teacher certification option available)	59	22	86%
School of Social Work	Social Work, B.S.W.	60	30	100%

Documentation

[1] *Dalton State Statutes*, Article VI, J3

[2] 2011-2012 College Catalog, Bachelor's Degree Programs

3.6.1**Educational Programs: Graduate/Post-Baccalaureate: Post-baccalaureate program rigor**

The institution's post-baccalaureate professional degree programs, master's and doctoral degree programs, are progressively more advanced in academic content than its undergraduate programs.

Judgment

Compliant Partial Compliant Non-Compliant Not Applicable

Narrative

Dalton State College does not offer post-baccalaureate professional degree programs, master's, or doctoral degree programs.

3.6.2**Educational Programs: Graduate/Post-Baccalaureate: Graduate curriculum**

The institution structures its graduate curricula (1) to include knowledge of the literature of the discipline and (2) to ensure ongoing student engagement in research and/or appropriate professional practice and training experiences.

Judgment

Compliant Partial Compliant Non-Compliant Not Applicable

Narrative

Dalton State College does not offer graduate or post-baccalaureate professional degree programs.

3.6.3

Educational Programs: Graduate/Post-Baccalaureate: Institutional credits for a degree

At least one-third of credits toward a graduate or a post-baccalaureate professional degree are earned through instruction offered by the institution awarding the degree.

Judgment

Compliant Partial Compliant Non-Compliant Not Applicable

Narrative

Dalton State College does not offer graduate or post-baccalaureate professional degree programs.

3.6.4

Educational Programs: Graduate/Post-Baccalaureate: Post-baccalaureate requirements

The institution defines and publishes requirements for its graduate and post-baccalaureate professional programs. These requirements conform to commonly accepted standards and practices for degree programs.

Judgment

Compliant Partial Compliant Non-Compliant Not Applicable

Narrative

Dalton State College does not offer graduate or post-baccalaureate professional degree programs.

3.7.1

Faculty: Faculty competence

The institution employs competent faculty members qualified to accomplish the mission and goals of the institution. When determining acceptable qualifications of its faculty, an institution gives primary consideration to the highest earned degree in the discipline. The institution also considers competence, effectiveness, and capacity, including, as appropriate, undergraduate and graduate degrees, related work experiences in the field, professional licensure and certifications, honors and awards, continuous documented excellence in teaching, or other demonstrated competencies and achievements that contribute to effective teaching and student learning outcomes. For all cases, the institution is responsible for justifying and documenting the qualifications of its faculty. (**Note:** When an institution defines faculty qualifications using faculty credentials, institutions should use Commission guidelines "Faculty Credentials." The document can be found at <http://www.sacscoc.org/policies.asp#guidelines>.)

Judgment

Compliant Partial Compliant Non-Compliant Not Applicable

Narrative

Dalton State heavily values highly qualified faculty who support the mission and goals of the College. Indeed, the College's first core commitment in its [mission statement](#) is the "selection, support, and development of a talented, caring faculty and staff dedicated to scholarship."

Therefore, Dalton State requires faculty (both full-time and part-time) to have, at minimum, a master's degree [1]. A doctorate degree is preferred, and when searching for new instructors, this preference is weighed heavily. For most advertised faculty positions, a Ph.D. or related doctoral degree is often listed as a requirement, as can be seen on Dalton State's [Employment Opportunities Webpage](#). There are, however, exceptions with respect to the qualifications of faculty hired to teach associate's-level programs and learning support courses or to fill lecturer positions. In these cases, a doctoral degree may be preferred but not necessarily required.

As shown in Table 3.7.1-1, currently 58.8% of the full-time faculty members at Dalton State have earned a doctorate degree. This is higher than the last reported average for State Colleges in the University System of Georgia, which is 49.9% [2].

Table 3.7.1-1: 2005–2011 Full-Time Faculty Holding Doctorate Degrees [3]

Year	Number of Full-Time Faculty	Number of Full-time Faculty with a Doctorate Degree	Percentage of Full-time Faculty with a Doctorate Degree
2005	125	66	52.8%
2006	128	67	52.3%
2007	129	74	57.4%
2008	141	84	59.6%
2009	150	92	61.3%
2010	162	100	61.7%
2011	170	100	58.8%

For promotion and tenure, faculty must also exhibit excellence in teaching as well as scholarly competence and professional activities which allow for growth as a teacher and scholar [4].

The College is committed to hiring faculty members who meet or exceed the Commission on Colleges Guidelines for Faculty Qualifications. In fact, the entire University System of Georgia is required to meet minimum faculty qualifications consistent with SACS guidelines [5]. Thus, the College has established a policy concerning faculty credentials [6]:

- a. Faculty teaching general education courses at the undergraduate level must have a doctorate or master's degree in the teaching discipline or else a master's degree with a concentration in the teaching discipline (a minimum of 18 graduate semester hours in the teaching discipline).

- b. Faculty teaching associate's degree courses designed for transfer to a baccalaureate degree must have a doctorate or master's degree in the teaching discipline or else a master's degree with a concentration in the teaching discipline (a minimum of 18 graduate semester hours in the teaching discipline).
- c. Faculty teaching associate's degree courses not designed for transfer to the baccalaureate degree must have a bachelor's degree in the teaching discipline or else an associate's degree and demonstrated competencies in the teaching discipline.
- d. Faculty teaching baccalaureate courses must have a doctorate or master's degree in the teaching discipline or else a master's degree with a concentration in the teaching discipline (minimum of 18 graduate semester hours in the teaching discipline).

When a faculty member's credentials are not a direct match for a course he or she is qualified to teach, the dean completes an Alternative Justification form with supporting documents such as vitae, transcripts, licenses, work experience, and certifications to document faculty competence for teaching the course [7].

As prescribed by the College's *Faculty Handbook* [8], the individual responsible for hiring a faculty member takes into consideration a faculty member's past experience. Upon acceptance of employment, all faculty are required to submit official transcripts to the vice president for academic affairs (VPAA), if they have not previously been submitted [9].

Faculty competence is also evaluated annually. All faculty, whether full-time or part-time, undergo measurable, quantitative, and qualitative evaluation in the areas of professional development, service to the institution and community, teaching effectiveness and curricular improvement, and other department-specific criteria. For more information concerning the faculty evaluation process, please see Section 3.7.2, "Faculty Evaluation."

The completed Commission on Colleges faculty rosters for spring 2012, fall 2011, and spring 2011 [10] demonstrate that all faculty members have the appropriate qualifications for teaching courses within their assigned disciplines. Permanent faculty transcripts and vitae are housed in the Office of Academic Affairs and are included both in the online Faculty Credentials Table and in the USB drive's documentation folder for this requirement. Transcripts and vitae are only provided for faculty who are still active at the College as of spring 2012. Transcripts and vitae for faculty who no longer teach at the College are available in the office of the vice president for academic affairs along with the offices of the deans of each school; these documents can be viewed upon request.

Documentation

- [1] *DSC Statutes*, Article VI, J3
- [2] USG Faculty by Highest Degree Awarded
- [3] *2011-2012 Fact Book*, Instructional Faculty Statistical Summary
- [4] *Faculty Handbook*, Tenure and Promotion
- [5] *BOR Policy Manual*, Section 8.3.1.2
- [6] Faculty Credentials Policy
- [7] An Example of a Completed Alternative Justification Form
- [8] *Faculty Handbook*, Recruitment and Hiring Policies and Procedures
- [9] *Faculty Handbook*, Faculty Recruitment and Appointment
- [10] Faculty Roster (Spring 2011, Fall 2011, Spring 2012)

3.7.2

Faculty: Faculty evaluation

The institution regularly evaluates the effectiveness of each faculty member in accord with published criteria, regardless of contractual or tenured status.

Judgment

Compliant Partial Compliant Non-Compliant Not Applicable

Narrative

In accordance with Board of Regents' policy [1], Dalton State College annually evaluates the effectiveness of each faculty member. The evaluation criteria are published in two documents—the *Faculty Handbook* and the *Faculty Evaluation Process Manual of Procedure*—both of which are available to faculty online and made known to each faculty member when he or she joins the College.

In the spring semester of 2005, the faculty evaluation process was revised in an attempt to improve it and return the evaluation schedule to the academic year calendar. Recommendations for revision of the process were reviewed and modified with input from the Faculty Evaluation Committee, the department chairs, the vice president for academic affairs, and the president of the College.

The Faculty Evaluation Process

Formal annual evaluation of faculty members normally occurs during the spring semester, based on the faculty member's preliminary Statement of Goals submitted during the preceding spring [3]. The full, detailed evaluation process, accounting for every variation, is contained in the *Faculty Evaluation Process Manual of Procedure* [2], but in general the evaluation consists of several components [3]:

1. The faculty member provides an Assessment of Goals (an annual report), which includes a report on both quantitative and qualitative accomplishments in the areas of teaching effectiveness, professional development, service to the institution and community.
2. Faculty members may also offer summary evaluations of their courses, their discipline, their school or department, and the College, along with other appraisals or recommendations for the improvement of instructional or institutional effectiveness.
3. Student evaluations of the faculty member and his or her courses are included and may include written analyses of these assessments by the faculty member and his or her academic administrator.
4. The dean or department chair completes an Annual Evaluation Summary form for each faculty member and provides a copy to him or her. The faculty member may then attach a response before returning a signed copy to his or her dean or chair.
5. In the event that a faculty member appeals to his or her dean or the vice president for academic affairs, the Faculty Evaluation Committee reviews the appeal and forwards its decisions to the vice president for academic affairs, who communicates his or her decision to the faculty member, the dean, and the Faculty Evaluation Committee chair.

This evaluation procedure allows faculty members the flexibility to have their annual evaluation based on their own goals, within the established evaluation structure. For instance, a newly hired first year faculty member could have completely different objectives than a 25-year veteran.

The Evaluation Process Time Table from the *Faculty Evaluation Process Manual of Procedure* (page 7) [2], is presented below:

Timetable for Faculty Evaluation Process
April 1 through March 31 Evaluation Period

Components of Faculty Evaluation Process		Deadlines *
A. Submission of Goals for Annual Faculty Evaluation		
A1	Faculty submit preliminary goals to chair for upcoming academic year	On or before April 21
A2	Faculty member and Department Chair/Dean sign an agreement of proposed goals for upcoming academic year.	On or before April 28
A3	Deadline for faculty member to submit appeal to Dean if disagreement on proposed goals	April 30
A4	Deadline for faculty member to submit appeal to VPAA if disagreement on proposed goals	May 2
A5	VPAA charges the Faculty Evaluation Committee to review appeal on proposed goals.	On or before May 4
A6	Faculty Evaluation Committee will forward its appeal decisions to the VPAA.	On or before May 9
A7	The VPAA will communicate his decisions to the faculty member, the Department Chair, the Dean, and the Faculty Evaluation Committee Chair.	On or before May 11
B Submission of Goals for Annual Faculty Evaluation by New Faculty		
B1	Faculty submit preliminary goals to chair for upcoming academic year (August 1 through March 31).	On or before Sept. 1
B2	Faculty member and Department Chair/Dean sign an agreement of goals for upcoming academic year	On or before Sept. 15
C. Assessment of Goals for Annual Faculty Evaluation		
C1	Faculty member submits assessment of goals. (Activities from April 1 through March 31).	On or before April 1
C2	Faculty member and Department Chair/Dean sign assessment of goals during evaluation conference.	On or before April 21
C3	Deadline for faculty member to submit appeal to Dean if disagreement on assessment of goals	April 28
C4	Deadline for faculty member to submit appeal to VPAA if disagreement on assessment of goals	April 30
C5	VPAA charges the Faculty Evaluation Committee to review appeal.	On or before May 2
C6	Faculty Evaluation Committee will forward its appeal decisions to the VPAA.	On or before May 9
C7	The VPAA will communicate his decisions to the faculty member, the Department Chair, the Dean, and the Faculty Evaluation Committee Chair.**	On or before May 11

*If any deadline falls on a weekend, it will be changed to Friday if the deadline falls on Saturday or to Monday if the deadline falls on Sunday. If the deadline falls on a holiday, it will be changed to the 1st working day following the date listed.

** Faculty member has one week to appeal the decision of the VPAA to the President.

A faculty member will receive one of three overall ratings each year:

- "High Professional Performance"
- "Standard Professional Performance"
- "Improvement Needed in Professional Performance"

These overall ratings reflect faculty performance which consistently exceeds, consistently meets, or consistently does not meet the professional standards of Dalton State College. Some faculty may be performing at an exemplary level; for those faculty, tenure and promotion are possible on a faster time scale.

Evaluation for Tenure

The *Faculty Evaluation Process Manual of Procedure* (page 9) [2] explains the part evaluations play in a faculty member gaining tenure:

Criteria for Tenure

Tenure is normally awarded after seven years of continuous, meritorious service at the rank of Assistant Professor or higher at Dalton State College. However, a faculty member whose annual evaluations consist of five consecutive years of "High Professional Performance" and who has at least five years of continuous service at the rank of Assistant Professor or higher at Dalton State College will be considered by and recommended for tenure by the Tenure Subcommittee of the faculty member's School Peer Review Committee. The tenure Subcommittee will then make recommendation to the Department Chair or Dean, who will, in turn, make recommendations to the Campus-wide Promotion and Tenure Committee for tenure consideration. The Campus-wide Promotion and Tenure Committee will make recommendations to the Vice President for Academic Affairs and possible recommendation to the President. A faculty member whose annual evaluations consist of at least five years of "Standard Professional Performance," and who is completing his/her seventh year of continuous service at the rank of Assistant Professor or higher at Dalton State College will be considered by and recommended for tenure by the Tenure Subcommittee of the faculty member's School Peer Review Committee. The tenure Subcommittee will then make recommendation to the Department Chair or Dean, who will, in turn, make recommendations to the Campus-wide Promotion and Tenure Committee for tenure consideration. The Campus-wide Promotion and Tenure Committee will make recommendations to the Vice President for Academic Affairs for consideration and possible recommendation to the President. A faculty member who does not meet the listed standards will be considered for tenure on an individual basis. (Refer to the Tenure and Promotion Review Policy, Revised April 2008)

In the case of pre-tenure review, tenure review, promotion review, and post-tenure review, faculty have access to information that explains committee composition (from pre-tenure review through post-tenure review), materials for review (a review packet, the department chair's statement, and classroom observations), results of the review, and the review schedule [4]. Example review materials are available on file in the department chair's office. For privacy reasons, they will not be printed here.

Full-time Temporary Faculty and Lecturers

Unless special arrangements have been made, all full-time temporary faculty and lecturers are evaluated in the same manner as full-time, permanent faculty members.

Department-Specific Evaluations

All faculty at Dalton State College also have access to the unique standards for evaluation that accord to their particular school or department, both via hard copy and online handbooks. The *Department of Humanities Handbook* section on faculty evaluation serves as a representative example of these department-specific faculty evaluation standards. Some of its criteria are listed below [5].

To merit High Professional Performance in Service, depending upon the activities engaged in, faculty should have done several (3 or 4 or more) of these or other comparable service activities in an academic year:

1. Serves on one A-level committee.

A-level committees:

- Admissions Appeal
- Departmental Promotion and Tenure Committees
- Faculty Evaluation
- First-Year Experience Committee
- Pre- and Post-Tenure Review
- Teaching and Learning Committee

2. Serves on two or more B- or C-level committees that meet regularly. (See listing of B- and C-level committees above.)

3. Chairs a college-wide committee, departmental committee, or standing committee.

4. Serves on two or more Ad-hoc departmental or college committees that meet more than twice.

5. Serves on a departmental or college search committee.

6. Volunteers in the Writing Lab two or more hours each week.

Dalton State's faculty are also evaluated in accord with program-specific published criteria as to tenure and promotion, particularly for those programs with external accrediting bodies and corresponding additional requirements. Again, relevant sections of the *Department of Humanities Handbook* [6], available [online](#), serve to illustrate the types of procedures in place throughout the institution that guide faculty as they prepare for and participate in the tenure and promotion process.

Documentation

- [1] *BOR Policy Manual*, Section 8.3.5.1
- [2] *Faculty Evaluation Process Manual of Procedure*
- [3] *Faculty Handbook*, "Faculty Evaluation"
- [4] Example Tenure Review Schedule, 2011-2012
- [5] *Department of Humanities Handbook*, Evaluation Criteria
- [6] *Department of Humanities Handbook*, Procedures for Faculty Review

3.7.3

Faculty: Faculty development

The institution provides ongoing professional development of faculty as teachers, scholars, and practitioners.

Judgment

Compliant Partial Compliant Non-Compliant Not Applicable

Narrative

The University System of Georgia places an emphasis on professional development of faculty. The Board of Regents' *Policy Manual*, Section 8.3.14 [1], states:

Each institution shall have a campus-wide professional growth and development program that supports the continuous improvement of all faculty in their roles as teachers; scholars/researchers; and professionals engaged in service to the institution, the community, and the profession. Each institution's program must be intentionally aligned with the institution's mission, key initiatives, and strategic plan. The program must cultivate and sustain a culture in which faculty professional development is valued and pervasive.

In compliance with this state policy, Dalton State College prioritizes ongoing professional development of its faculty. One of Dalton State College's core commitments is to the "support and development of a talented, caring faculty and staff" [2]. In pursuit of this commitment, The College endeavors to provide faculty members the opportunity to continue their professional development throughout their careers and to provide supportive assistance whenever possible [3], and, in fact, increased support of professional development activities is a goal under the College's current Strategic Plan [4].

College Assistance with Professional Development

As stated in the *Faculty Handbook* [3], Dalton State encourages faculty to

1. Recommend acquisitions to the Library of print, media, software, and other materials in your teaching disciplines or higher education areas and to use these resources to remain abreast of your profession and disciplines.
2. Maintain active memberships in professional associations and organizations related to your disciplines or other areas of higher education, to participate in their developmental activities, and to seek and accept leadership roles.
3. Accept invitations to represent Dalton State College on Regents' Academic Advisory Council committees, to serve on other System committees, and to participate in System-sponsored development programs.
4. Seek and accept invitations to present papers at professional meetings and to publish the results of research in appropriate periodicals or other media.
5. Actively pursue advanced degrees or certifications if you do not hold the terminal credentials in your discipline or field and/or obtain qualifications to teach in another discipline or field through graduate work or equivalent training or certification.
6. Remain abreast of the latest developments in occupational and technical fields through regular reviews of current literature, training opportunities, "return to industry" experiences during periods when you are not teaching, and participation in trade organizations, meetings, and exhibitions.

7. Maintain collegial associations with local and other faculty and practitioners in your field and foster debate, the exchange of ideas and information, and the mutual support of professional growth and development.
8. Participate in College-sponsored development activities, such as satellite conferences, seminars, presentations by campus speakers and lecturers, and opportunities to sit in on colleagues' courses.

The primary method by which the College provides material professional development support is through the activities of the [Teaching and Learning Center](#). The Center provides faculty with free learning and development resources, ranging from [workshops](#), reading groups, and learning luncheons to lists of [conference opportunities](#), study abroad opportunities, [faculty development seminars](#), and [resources for teaching within a particular discipline](#). The Center communicates with faculty via e-mail announcements regarding upcoming programs, and faculty can easily access the [Center's Webpage](#). The Center also hosts a year-end annual Teaching and Learning Conference, which for the last two years has brought College faculty a variety of teaching insights.

The College also provides material assistance in professional development to faculty, as stated in the *Faculty Handbook* [3], through

1. An annual fall retreat [5] prior to the beginning of the fall semester.
2. Travel reimbursement [6], including registration fees, for attending meetings of University System committees on which you serve, and other System-sponsored professional development activities.
3. Financial assistance [7] to attend selected professional and training meetings approved by the dean or department chair within the limitations of School budgets.
4. Periodic campus speakers, seminars, workshops [8] [9], and other activities.
5. Dalton State College Foundation support [10] for faculty development opportunities.
6. The Tuition Assistance Program (TAP), available for faculty wishing to take coursework at Dalton State College or at another University System of Georgia institution. All requests for remission or reimbursement must be made in advance using the TAP Registration Form. The full TAP policy may be viewed on the University System Website. During the 2010-2011 academic year, nine faculty members made use of the TAP program [11].
7. Educational leave. BOR policy [12] authorizes leave for educational purposes with or without pay for faculty members with three or more years of continuous service. Faculty members on Board-approved leave may continue their fringe benefits for the period of the approved leave.

Section 8.2.17 of the Board of Regents' *Policy Manual* states that "each USG institution shall commit at least one percent (1%) of full-time employee salaries to be used for faculty and staff development" [13]. Dalton State College does commit this amount to faculty and staff development. In fiscal year 2010, for instance, the College's salaries were \$14,950,938.16 [14], while travel expenditures for faculty and staff to attend conferences, teach at off-campus sites, participate in System-mandated training, and attend other professional and System meetings were \$142,866.43 [15]. In addition, the Foundation provides grants to each of the schools and to the vice president for academic affairs to aid faculty and staff development efforts. Information about these Foundation grants is available in the Office of Institutional Advancement.

All full-time faculty are required to set professional development goals each year as a part of the annual goal-setting process, and to earn "High" performance during the year, a faculty member must set high goals in teaching and either service or professional development [16]. Each school includes as part of its annual faculty evaluations (see Section 3.7.2, "Faculty Evaluation") a section for "both quantitative and

qualitative accomplishments in the areas of professional development” [17]. This evaluation is consistent with the Board of Regents' mandate that a professional development program “should be goal-driven, include a mechanism to evaluate its effectiveness, and explain how the information gathered will be used to enhance faculty development” [1]. This goal setting and analysis guarantee College faculty are continually advancing toward their professional development goals. Moreover, the College has begun recognizing superior performance in the area of professional development through the establishment of the Faculty Excellence in Scholarship/Professional Development Award, first given in April 2011 [18].

Documentation

- [1] BOR *Policy Manual*, Section 8.3.14
- [2] Dalton State's Mission Statement
- [3] *Faculty Handbook*, Faculty Development
- [4] *2009-2012 Strategic Plan* re: Increased Support for Professional Development
- [5] Fall Retreat, August 1, 2011 - Agenda and Activities
- [6] Example of Faculty Travel Reimbursement Expense Report re: Professional Development
- [7] Department of Humanities Faculty Development Support, September 2011
- [8] Library Faculty Workshops Spring 2012
- [9] Technology Training Sessions, Fall 2011
- [10] Dalton State Foundation Support for Faculty Development Opportunities, 2011-2012 Grant Expense Account - School of Liberal Arts
- [11] Human Resources Director Email Memo re: TAP Program Data
- [12] BOR *Policy Manual*, Section 8.2.7.4
- [13] BOR *Policy Manual*, Section 8.2.17
- [14] Fulltime Faculty and Staff Salaries (FY 2010)
- [15] Faculty and Staff Travel and Registration Expenses re: Professional Development, FY 2011
- [16] Example re: a Faculty Member's Professional Development Goal-Setting
- [17] *Faculty Evaluation Process Manual of Procedure*
- [18] “Faculty, staff receive awards at Dalton State,” *The Daily Citizen*, Dalton, GA, May 6, 2011

3.7.4

Faculty: Academic freedom

The institution ensures adequate procedures for safeguarding and protecting academic freedom.

Judgment

Compliant Partial Compliant Non-Compliant Not Applicable

Narrative

Dalton State College encourages vigorous academic inquiry by students and faculty members and fully supports the freedom to teach and the freedom to learn. The College recognizes that freedom of inquiry and freedom of expression are essential in the pursuit of truth and for the intellectual development of students, these being the ultimate purposes of the College and all academic institutions. The College's fully supports its [mission](#), which is dedicated to "creating an open, cooperative, technologically enhanced learning environment" and serving "a diverse student body" and therefore innately supports and protects academic freedom, both for its faculty and its students.

The College's Support of Academic Freedom

The *Faculty Handbook* [1], which is available to all faculty [online](#), explains the College's support of academic freedom:

Dalton State College endorses the principles of academic freedom expressed in the following "Statement on Academic Rights and Responsibilities" [1] issued by the American Council on Education in 2005. While members of the College's faculty are entitled to full academic freedom as described there, in their interactions with students they are expected to maintain at all times the highest standards of academic professionalism and to make every effort to assure unimpeded intellectual diversity in their classrooms and other instructional venues.

The College's *Statutes* [2], also published [online](#), state that faculty members are "entitled to academic freedom" and that they are "entitled to full freedom of research and in the publication of the results, subject to the adequate performance of other academic duties, but research for pecuniary return should be based upon an understanding with the authorities of the College."

As shown, faculty scholarship is both encouraged and supported by the College. Faculty, staff, students, and [guest speakers offer diverse viewpoints in the classroom, student clubs, and campus-wide lectures and events](#). Additionally, students and faculty have access to a wealth of academic resources through Derrell C. Roberts Library. These resources can be obtained via library holdings, interlibrary loan, the Internet, and the [Georgia Library Learning Online \(GALILEO\)](#) databases.

Dalton State is also governed by the University System of Georgia's policy on academic freedom in the *Board of Regents Policy Manual* (Section 3.2.4 – Faculty Rules and Regulations).

Safeguarding Procedures

The Dalton State *Statutes* provide a grievance process [3] for faculty members who believe they have not received equitable treatment. In 1981, Dalton State College began maintaining a standing grievance committee to hear grievances from faculty and staff for the sole purpose of following these policies. An

employee must file a grievance with the committee chair within 30 days after the alleged grievance. The chair will then compile a list of nine random faculty members or classified employees to sit on the grievance committee. After hearing the case, the committee will submit its findings to the College president. The president will then, within 10 days, make his recommendation to all parties involved. If an employee is dissatisfied with the president's recommendation, he or she may apply to the Board of Regents for review of the president's final decision in accordance with the provisions of Article IX of the Bylaws of the Board of Regents [4].

Since 1993, no faculty member has presented a grievance to the committee. No claims of the College's academic freedom policy or First Amendment rights have been upheld in the grievance processes or the federal courts.

Documentation

[1] *Faculty Handbook*, Academic Freedom

[2] *Dalton State Statutes*, Article VI, J1 a and c

[3] *Dalton State Statutes*, Article VII, B8

[4] BOR Bylaws, Section IX

3.7.5

Faculty: Faculty role in governance

The institution publishes policies on the responsibility and authority of faculty in academic and governance matters.

Judgment

Compliant Partial Compliant Non-Compliant Not Applicable

Narrative

Dalton State's faculty possess shared responsibility and authority for academic and governance matters. The Board of Regents of the University System of Georgia entrusts the faculty with this power, as shown in the *BOR Policy Manual*, Section 3.1 [1], which is published [online](#):

The Board of Regents shall rely on the Chancellor, the presidents of all USG institutions, and their deans and faculties to develop, adapt, and administer the academic methods and procedures deemed by them to be most effective in promoting efficiency of operations and most appropriate to the advancement of learning.

Without limiting the generality of the preceding paragraph, it is recognized that the following are proper functions of the academic authorities rather than of the Board:

1. To prescribe the teaching load to be carried by each member of the faculty;
2. To determine the maximum and minimum number of students permitted in a class; and,
3. To define the nature and form of records, if any, to be kept of the members of the faculties and of activities of administrative personnel.

Section 3.2.4 of the *Policy Manual* [2], also published [online](#), elaborates on the powers of the University System faculty:

The faculty, or the council, senate, assembly, or such other comparable body at an institution (BOR Minutes, May 2010), shall, subject to the approval of the president of the institution:

1. Make statutes, rules, and regulations for its governance and for that of the students;
2. Provide such committees as may be required;
3. Prescribe regulations regarding admission, suspension, expulsion, classes, courses of study, and requirements for graduation; and,
4. Make such regulations as may be necessary or proper for the maintenance of high educational standards.

These powers are defined more explicitly in the College's *Statutes* and *Faculty Handbook*, both published on the College's [Website](#). The *Statutes* state that the faculty of Dalton State College assume primary responsibility for the quality of the educational program through curriculum management and development, classroom instruction, and academic governance on various councils and committees [3]. Faculty are also responsible for prescribing rules for the regulation of all student activities and affairs [4].

As shown by these two published documents, the faculty participate in governance of the College's educational programs primarily through involvement in school and department meetings, college-wide faculty meetings [5], the Academic Council, and the various other committees listed in Section VII of the *Statutes* [6].

Faculty members are highly encouraged to participate in councils and committees [7]. The *Statutes* and the *Faculty Handbook* clearly outline the functions, membership representation, and terms of office for all councils and standing committees [6] [7], and the faculty must vote on all council or committee actions that would result in changes in College policy [3].

The Academic Council [8] defines academic goals for the College, approves all programs of study for degrees or certificates, approves all changes in degree requirements, rules on student petitions for exceptions, approves any additions or deletions of courses, and approves all academic regulations. For more information concerning the faculty's responsibility for the quality of educational programs, please see Section 3.4.10, "Responsibility for Curriculum."

Together, the College *Statutes* and the *Faculty Handbook* list the policies concerning faculty responsibility and authority in academic and governance matters. The minutes of Academic Council meetings [9] and faculty meetings [10] document the extent of faculty participation and jurisdiction in these academic and governance affairs. For more information concerning the development and publication of academic policies, see Section 3.4.5, "Academic Policies."

The College's Faculty Advisory Assembly addresses issues of concern to the faculty and makes recommendations to the vice president for academic affairs (VPAA). Members are elected by their departments or schools. The Faculty Advisory Assembly is currently working with the VPAA on developing a faculty senate.

Documentation

[1] *BOR Policy Manual* 3.1

[2] *BOR Policy Manual* 3.2.4

[3] *DSC Statutes*, Article VI - Faculty, Sections C & E

[4] *DSC Statutes*, Article VI - Faculty, Section D

[5] *DSC Statutes*, Article VI - Faculty, Section F

[6] *DSC Statutes*, Article VII - Councils and Committees

[7] *Faculty Handbook*, Councils and Committees

[8] *DSC Statutes*, Article VII - Councils and Committees, The Academic Council

[9] Academic Council Minutes, November 18, 2011

[10] Faculty Meeting Minutes, April 29, 2011

3.8.1

Library and Other Learning Resources: Learning/information resources

The institution provides facilities and learning/information resources that are appropriate to support its teaching, research, and service mission.

Judgment

Compliant Partial Compliant Non-Compliant Not Applicable

Narrative

In compliance with the College's mission [1] to provide an "open, cooperative, technologically enhanced learning environment," Roberts Library provides a professional, academic, and friendly environment which adequately meets the College's teaching, research, and service needs. In combination with the Office of Computing and Information Services, the Library provides extensive access to all necessary learning and information resources.

Overview of Collections and Facilities

The collections of the Derrell C. Roberts Library at Dalton State College include 137,475 print volumes, about 386 current periodical and newspaper subscriptions, 10,205 media titles, 59,609 e-books, and numerous electronic resources. Additionally, the Library houses over 20,336 federal government documents as the designated documents depository for the 9th U.S. Congressional District of Georgia [2]. After renovation in 2002, the Roberts Library facility expanded to 59,323 square feet with 10 group study rooms, 2 computer and video projector-equipped classrooms, and 40 computers for both student and public use. In fall 2006, a Learning Commons was opened for students with an additional 48 computers with MS Office, XP, Internet, lab applications, and free printing. Within the Learning Commons is a Practice Studio, equipped with computer and video projector and a video camera so students can practice PowerPoint presentations and tape themselves for evaluation. Roberts Library offers 10 wireless laptops, printers and photocopiers, 2 scanners, a color printer, and a color photocopier for student use. Floor maps of the Library can be found on the Library's [Welcome Webpage](#). Roberts Library is open 6 days per week. The hours during semesters are Monday through Thursday, from 7:30 am-8:00 pm; Friday, from 7:30 am-5:00 pm; and Sunday, from 1:00 pm-7:00 pm. Reference librarians provide immediate service in the Learning Commons and the main library 79.5 hours per week, assisting users in locating articles, videos, or books both in-house and from other libraries. The [librarians' e-mail addresses](#) are available on the [Roberts Library Website](#) so that librarians may offer guidance at a distance, as well as a cell phone number students and faculty may text for library help. The staff consists of 5 librarians and 4 support staff.

Access to Resources

Using the [GIL@DSC online library catalog](#), students and faculty may easily determine the availability of Dalton State's print and media resources, renew items, or request books through [GIL Express](#). The upgraded online catalog, [GIL-Find](#), offers new tools such as tagging, texting, RSS feeds, adding comments, and thumbprints of book covers. Communication books, journals, microform and videos in the library collection can be located using the [GIL-Find online catalog](#) both on and off campus.

MyDaltonState provides 24/7 access both on and off-campus to all the Library's electronic resources. Students may check out books for three weeks, and they can renew their books online using the GIL catalog. Faculty and staff may borrow items for a full semester. The [Online Multimedia Library Guides](#) on the Library Website provide a list of suggested resources for students and faculty doing research in their specific fields or disciplines.

The [GIL Universal Catalog](#) allows all University System of Georgia students to access books in any library collection within the system. Books may be requested at any computer, on or off campus, using the GIL Express Request function. Books will be delivered in about four business days to the Roberts Library to be picked up by the requesting student. Faculty and students may also visit any USG library and check out materials with their Dalton State ID cards. [Interlibrary Loan](#) is another option for obtaining materials from other libraries. These services open up a wealth of materials to students in addition to the physical holdings of Roberts Library.

Collection Development

Roberts Library has a Collection Development Policy [3], last updated in 2006. The Library also uses [Resources for College Libraries](#), a list of core titles by discipline recommended by the Association for College and Research Libraries to assist in collection development. The online [Bowker's Book Analysis System](#) compares the Library's online catalog with the list of core titles in [RCL Web](#) online. After comparison, lists of core titles not held are generated and used for making purchasing decisions, ensuring the Library makes the most effective use of its purchase funds. The lists are shared with faculty, who are then requested to provide feedback on which titles to purchase. The above software is used continuously to evaluate current holdings and to make purchases for new programs and courses. To ensure the media collection remains current, the Library has been replacing VHS format tapes with DVDs as funds permit. The newest equipment in college classrooms will play only DVD format. In order to accomplish the switch to DVD as efficiently as possible, a list of the VHS titles most highly used by faculty was generated from the GIL online catalog. After determining which VHS titles were available on DVD format and their cost, the DVDs were ordered as funds became available. In addition, the Library added streaming media video resources by purchasing the [American History in Video](#) database and the [Films on Demand](#) database. These two databases provide faculty and students 24/7 access to over 12,000 video titles in streaming video format.

Computing and Information Services

Dalton State College's [Office of Computing and Information Services](#) provides students, faculty, and staff with 24/7 access to the internet in every campus building via wired and Wi-Fi Internet connections. The Office also provides computers and software for student use in any of the many computer labs, in the Learning Commons, and in classrooms. It also provides technical support for any technical malfunctions.

Academic Labs

Dalton State College also hosts the Math and Science Learning Center and the Writing Lab, both of which are important learning resources open to students, faculty, and staff. The Math and Science Learning Center provides students with tutoring and support in the areas of mathematics and natural sciences. Assistance is provided in each of the subjects taught by the School of Natural Sciences and Mathematics and is available at all levels. Practice exams for the learning support mathematics exit test are available. Additional information can be found at the [Math Lab/Science Learning Center](#)

Webpage. The Writing Lab offers students assistance and tutoring for all levels of English composition courses, preparation for end-of-term English and reading Compass exit exams, and assistance with advanced writing tasks for all subjects throughout the College (including assistance with literature reviews, research/term papers, reports, documentation, and bibliography/reference citations). The Writing Lab **Website** offers practice materials for English and reading classes and for exit testing and is accessible from all instructional locations. More information concerning the Math and Science Learning Center, as well as the Writing Lab, is available in Section 3.4.9, "Academic Support Services."

Conclusion

Through the Library's extensive holdings—both physical and digital—along with access to other libraries' holdings, online access to print and streaming media, extensive facilities, Library staff support, OCIS technology support, and academic labs, Dalton State College provides facilities and learning/information resources appropriate to support its teaching and service mission (the College has no research function in its mission). As shown in Section 2.9, student and faculty satisfaction with library services is very high, as is satisfaction with campus academic labs.

Documentation

- [1] Dalton State College Mission Statement
- [2] Library Services 2010-2011 Annual Report
- [3] Collection Development Policy

3.8.2

Library and Other Learning Resources: Instruction of library use

The institution ensures that users have access to regular and timely instruction in the use of the library and other learning/information resources.

Judgment

Compliant Partial Compliant Non-Compliant Not Applicable

Narrative

Roberts Library provides regular access to instruction in the use of the library and other learning/information resources. Methods of instruction for teaching library and online research skills include guided orientation tours, basic library skills introductions, [online research resources](#), individualized consultations known as Research Appointments, printed handouts and guides, [over 80 online tutorials and guides](#) from the Library Website, subject-specific orientations designed by librarians in conjunction with faculty, as well as [library workshops](#). While two reference/instructional librarians are primarily responsible for providing instruction on the use of library resources, services, and technologies, three other librarians also are available to teach classes as needed. All librarians work the reference desk and are available to assist students, staff, and faculty via one-on-one instruction.

Roberts Library also has a dedicated library instruction program whose mission is to promote information literacy [1] by teaching students to use library resources and services effectively [2]. The overall goals of the library instruction program are

- To help users develop the critical thinking skills necessary to retrieve and evaluate information resources.
- To complement other classroom learning and enable students to identify information resources pertinent to their course work and research.
- To teach concepts and processes of information retrieval.
- To prepare users for effective life-long use of library and information resources.

Faculty members may arrange a library instruction session by contacting the reference/instructional librarian responsible for scheduling classes or by completing the online [Library Instructional Request form](#) posted on the Library's Website. The wireless classroom, located on the first floor of the library, is complete with 28 laptops, computer projector, whiteboard, and chalkboard. This room provides an ideal and dedicated setting for library instruction sessions, though librarians also visit the classrooms on campus and travel to the Gilmer and Dalton East sites on request.

Instruction Sessions and Evaluations, 2007-Present

2007-2008

During fiscal year 2007-2008, Roberts Library staff, at faculty request, conducted 88 library instruction sessions for Dalton State students, including the Gilmer County Center and Dalton State East, giving formal library instruction to 2,078 students [3]. As shown in the Library's 2007-2008 Annual Report, five librarians taught information literacy skills in 37 sections of FYES 1000 in the fall and spring semesters. After instruction, the fall 2007 FYES post-tests results found that 61% were "very confident" in their library skills, a marked improvement from the 22% rating in the pre-test [4]. In the graduate survey for that year [5],

134 students (47.2%) rated the quality of library services as “good,” and 119 students (41.9%) rated library services as “excellent.” In the same survey, 160 students (56.3%) agreed and 113 students (39.8%) strongly agreed that they learned to gather data for research purposes from various sources, including the computer and the Internet.

2008-2009

In fiscal year 2008-2009, Roberts Library staff conducted 121 library instruction sessions— an increase of 27% from the previous year—for Dalton State students, including those at the Gilmer County Center and Dalton State East. The Library’s 2008-2009 Annual Report [6] shows that a total of 2,920 students received formal library instruction (an increase of 29% from the previous year). Pre- and post-tests [7] were administered to the FYES 1000 sections during the spring and fall semesters. On the pre-test, 34% of students were able to correctly answer 20 questions, while on the post-test, 73% of students were able to correctly answer the same 20 questions.

A Library Instruction Evaluation Form [8] was created in 2008, and after the 2008-2009 instruction evaluations, 56% of students strongly agreed and 25% agreed that the presentations were clear and understandable. Sixty-nine percent strongly agreed and 22% agreed that the librarian was knowledgeable and demonstrated a variety of resources. Eighty-three percent felt that the handouts were helpful for their assignments.

In the 2008 Graduating Student Survey, 104 students (43%) identified the quality of library services-- including library instruction--as “good.” An additional 98 students (40.5%) described the library services as “excellent” [9].

2009-2010

The number of bibliographic sessions offered, both on the main campus and at the Gilmer County Center and Dalton State East, continued to increase in fiscal year 2009-2010, with 150 sessions conducted—an increase of 24% from the previous year. As shown by the Library’s 2009-2010 Annual Report [10], a total of 3,381 students received formal library instruction, while 26 students scheduled research appointments for one-on-one instruction. The FYES pre- and post-test results for spring 2010 [11] indicated a marked improvement in information literacy skills. After the library instruction classes, 59% of the students showed an improvement in their post-test scores. The pre-test average score was 80% correct, and the post-test average was 92% correct.

Roberts Library also offered 21 workshops, providing students with additional instruction on topics such as MLA and APA citations, Google Docs, Microsoft Word, PowerPoint, and MovieMaker [10].

Librarians also served as subject liaisons to the various schools and departments at Dalton State College. As a result, library instruction is now embedded in two courses, ENGL 3010 (Introduction to Literary Studies) and MNGT 4701 (Strategic Management). Meeting with the classes multiple times throughout the semester, librarians assist with research assignments and reinforce information literacy skills pertinent to the course content. Surveys of the students [12] in the MNGT 4701 classes indicated that 22.6% felt confident, 54.8% felt mostly confident, and 22.6% felt very confident that they could complete their senior capstone project after the librarian’s visit (Strategic Management Survey Results).

A partnership between the Writing Lab and the Library led to the development of the Academic Writing workshops. Taught by the Writing Lab Coordinator Leslie Collins and Librarian Melissa Whitesell, four workshops offered instruction in

- Writing Basics
- Research Basics
- Plagiarism
- Copyright/Copywrong

2010-2011

In the 2010-2011 academic year, librarians met with 202 classes (3,505 students) for library instruction [13]. Forty-nine workshops were offered fall, spring, and summer semesters for both students and faculty.

Conclusion

As shown above, Dalton State College offers regular and timely instruction in the use of library and other learning/information resources, primarily through Roberts Library and its staff. Student and faculty satisfaction with the College's library instruction is consistently high, as can be seen above and in Section 2.9, "Learning Resources and Services." Innovations in streaming media and use of the Internet will continue to improve the College's instructional sessions as new tools and software become available.

Documentation

- [1] Derrell C. Roberts Library Information Literacy Standards
- [2] Library Instruction Program Policies
- [3] *Library Services 2007-2008 Annual Report*
- [4] 2007-2008 Pre- and Post- Tests
- [5] 2007 Graduating Student Survey
- [6] *Library Services 2008-2009 Annual Report*
- [7] *Library Services 2008-2009 Annual Report, Pre- and Post-Test Results*
- [8] Library Instruction Evaluation Form
- [9] 2008-2009 Graduating Student Survey
- [10] *Library Services 2009-2010 Annual Report*
- [11] 2009-2010 Library Instruction Quiz Results
- [12] MNGT 4701 Student Survey Results
- [13] *Library Services 2010-2011 Annual Report*

3.8.3

Library and Other Learning Resources: Qualified staff

The institution provides a sufficient number of qualified staff -- with appropriate education or experiences in library and/or other learning/information resources -- to accomplish the mission of the institution.

Judgment

Compliant Partial Compliant Non-Compliant Not Applicable

Narrative

Dalton State College employs a sufficient number of qualified librarians and support staff with appropriate education and experience to meet the College's needs and to accomplish its mission.

Roberts Library has five librarians and four support staff, all full-time positions. The five librarians have ALA-accredited master's degrees with an average of 15 years of experience as professional librarians, and the four support staff average 10 years of academic library experience. All Library personnel report to the Library director.

Librarian Qualifications and Responsibilities

- Library Director Lydia Knight [1] has a master's degree in library science (1981, Vanderbilt University) and 31 years of experience as an academic librarian. Her responsibilities include managing library services and personnel, managing the Library's budget, preparing reports and statistics, and staffing the reference desk.
- Librarian David Brown [2] has a master's degree in library science (2002, University of Tennessee) along with seven years of experience as an academic librarian. His primary responsibilities are reference, reference instruction, library workshops, and computer assistance. He was a computer instructor at the University of Tennessee in Knoxville for four years prior to becoming a librarian.
- Librarian Lee Ann Cline [3] has a master's degree in library science (2006, Valdosta State University) and five years of experience as an academic librarian. She was a member of the Library's support staff for 13 years before completing her MLIS. Her primary responsibilities are cataloging, supervising the Library's student workers, and staffing the reference desk.
- Librarian Barbara Jones [4] has a master's degree in library science (1987, Vanderbilt University) and 25 years of experience as an academic librarian. Her primary responsibilities are interlibrary loan, government documents, and reference.
- Librarian Melissa Whitesell [5] has a master's degree in library science (2002, Indiana University/Purdue University) and 10 years of experience as an academic and public librarian. Her primary responsibilities are reference, reference instruction, library workshops, and partnerships with faculty and the Writing Lab.

Professional Development

The librarians have continued to improve their skills through continued education by taking computer and library-related courses; attending conferences, workshops, and webinars; and maintaining membership and participating in professional organizations.

For better service, all positions are cross-trained. All librarians work at the Reference Desk several hours each week and one weekend each month. There, they provide research and computer assistance to

students. Other library services shared among librarians and support staff include reference instruction; individual reference appointments with students and faculty; library workshops; reference responses via LibAnswers, email, and text messaging; collection development; student and faculty orientations; library guides; the Library's Website and Webforms; GIL Express; interlibrary loan; and government documents. All support staff also share time at the Circulation Desk, lending library materials and assisting students with computers, photocopiers, and research needs.

Off-campus Library Support

The Gilmer and Dalton State East off-campus sites do not have a library or a full-time librarian, but most of the services available on the Dalton campus are available for Gilmer and Dalton State East students. Reference librarians visit the off-campus sites several times each semester to provide reference instruction to individual classes. Topic-specific library guides are available on the Library's Website, and there is a Distance Learning link for students and faculty. Research assistance is available via LibAnswers, telephone, email, and text messaging. Full-text journals are available through the GALILEO databases, and full-text electronic books are available through GALILEO and the Library's online catalog. Any Dalton State student can request books from any University System of Georgia library, and any Georgia resident can request books from any of the 275 Georgia public libraries. Through Memorandums of Understanding, Dalton State students can use library materials, references services, and computers at the Northwest Georgia Regional Library System, the Sequoyah Regional Library System, Georgia Highlands College, and the University of West Georgia.

More information on Roberts Library resources and reference instruction can be found in Section 3.8.1 and Section 3.8.2.

Library Sufficiency and Satisfaction

Due to state budget restraints, library staffing remains lean, at nine full-time positions, but continuous surveys have demonstrated that students and faculty are satisfied with the quality of the library staff. The *2010 Graduating Student Survey Summary Report* confirms that students continue to view the quality of library services as the best on campus. Of all campus services, Roberts Library received the highest rating, with 93% who were satisfied or very satisfied with library services [6]. Faculty and staff were also surveyed in 2010, and 100% of those responding reported they were "Satisfied" or "Very Satisfied" with the quality of the library staff [7]. Library surveys are discussed more fully in Section 2.9 and Section 3.8.2.

Computing Services

Dalton State's director of the Office of Computing and Information Services (OCIS), Terry Bailey, provides valuable support to learning resources through the many services his department provides. These services are

- Classroom and lab computer and AV support
- Faculty and staff computer desktop support
- Software Administration
- Banner Student Information System administration
- Portal and email administration
- Application server administration
- Network administration

The director holds an MBA in Management Information Systems from the University of Georgia and has over 28 years of experience in higher education [8]. The director serves on the University System of Georgia CIO Advisory Council and Infrastructure Subcommittee. In his previous positions of assistant registrar and database and systems administrator, he aided the College by establishing the first campus-wide network, serving as the Banner implementation project leader, and enhancing the functionality of the Banner system.

The director of OCIS has nine full-time professional staff members and two full-time support staff members, and the professional staff members have an average of 10 years of professional experience.

Campus satisfaction with OCIS is high. Satisfaction survey results from 2011 show that 85% of faculty and staff respondents said they were satisfied or very satisfied with OCIS services [9]. In the 2011 Graduate Student Survey Summary, 87% of student respondents said that they were satisfied or very satisfied with OCIS services [10].

Math and Science Learning Center, Writing Lab

The Math and Science Learning Center offers assistance and tutoring for all levels of mathematics and natural science courses and preparation for end-of-term mathematics exit exams. Tutoring is available on a walk-in basis. The College's Math and Science Learning Center is led by the department's coordinator, Julie Tharpe, who holds a bachelor's degree in mathematics from the University of Georgia (1974) [11]. Faculty volunteers from the School of Natural Sciences and Mathematics staff the lab, with the aid of student assistants.

The Writing Lab offers assistance and tutoring for all levels of English composition courses, preparation for end-of-term English and Reading exit exams, and assistance with advanced writing tasks for all subjects throughout the college (including assistance with literature reviews, research/term papers, reports, documentation, and bibliography/reference citations). The Writing Lab is coordinated by Ms. Leslie Collins, who holds an M.A. in rhetoric and writing from the University of Tennessee and has seven years of experience in higher education, five of which were spent working in writing labs [12]. The Writing Lab also employs two part-time faculty as well as Liberal Arts faculty volunteers.

For more information, please refer to Section 3.4.9, which provides a full description of these learning resources along with College surveys showing high satisfaction with these services.

Conclusion

Dalton State College's Roberts Library is staffed by appropriately qualified and experienced employees. The Library effectively meets the College's needs—both on the main campus and on the two off-site campuses. The Math and Science Learning Center, the Writing Lab, and OCIS are also staffed by appropriately qualified and experienced employees who meet the College's needs. All of the above services are highly rated by the Campus community on satisfaction surveys, and all help the College accomplish its mission of providing "quality higher education" and "excellence in a learning environment" for the population of the region.

Documentation

- [1] Resume – Lydia Knight
- [2] Resume – David Brown
- [3] Resume – Lee Ann Cline
- [4] Resume – Barbara Jones
- [5] Resume – Melissa Whitesell
- [6] *2010 Graduating Student Survey Summary Report*
- [7] 2010 Library Satisfaction Survey
- [8] Resume – Terry Bailey
- [9] 2011 Satisfaction Survey, OCIS
- [10] Spring 2011 Graduate Student Survey Summary, OCIS
- [11] Resume – Julie Tharpe
- [12] Resume – Leslie Collins

3.9.1

Student Affairs and Services: Student rights

The institution publishes a clear and appropriate statement of student rights and responsibilities and disseminates the statement to the campus community.

Judgment

Compliant Partial Compliant Non-Compliant Not Applicable

Narrative

Dalton State College publishes clear and appropriate statements of student rights and responsibilities. These statements are published online and in the *College Catalog*.

General Student Rights and Responsibilities

Dalton State College's *Student Handbook* contains several sections which together outline students' rights and responsibilities. The *Handbook* is published [online](#) for easy access, and it is included as part of the College's *Catalog*. The *Catalog* is published [online](#) for public viewing. Faculty and staff are also informed when the most current *Catalog* is published annually.

The first statement in the *Student Handbook* related to student rights and responsibilities, entitled "Student Conduct Regulations" [1], explains that students, faculty, and staff are all expected to adhere to the College's policies, observe good conduct, and observe all laws, whether federal, state, or local.

The next section, entitled "Students' Rights and Responsibilities" [1], outlines students' general rights to learn and grow as well as their responsibility to secure and respect the College's learning environment.

The third section, the "Student Code of Conduct" [2], which includes the subsections "Conduct Information and Regulations" and "Disruptive and Obstructive Behavior," comprehensively outlines the student's rights and responsibilities in regard to both academic and nonacademic behavior/misbehavior. The Code informs students that they are expected to adhere to the policies of the College and observe the basic standards of good conduct, meet appropriate standards of performance, and observe all local, state, and federal laws. The next section, "Disciplinary Procedures" [3], details the rights of student defendants before the Disciplinary Committee in the event that a student is suspected of breaking the Code of Conduct. The Code of Conduct, as well as the College's disciplinary procedures, can be found individually on the College's [Student Conduct Webpage](#).

Miscellaneous policies, such as the "Institutional Policy on Sexual Harassment" [4] and the "Children on Campus Policy" [5], are listed, along with Public Safety regulations [6], such as the local traffic code and both state and local traffic safety regulations.

Student Housing Rights and Responsibilities

Special responsibilities for students living on campus are listed in the "Student Services" section of the *Catalog* under "Residence Life" [7]. This section lists general regulations for residence living, including room care policies, security policies, and electrical equipment rules. Apartment guidelines for all on-campus students are also posted clearly in the main residence building and online on the College's [Housing Webpage](#).

Documentation

- [1] Student Handbook, Student Conduct and Students' Rights and Responsibilities
- [2] Student Handbook, Student Code of Conduct
- [3] Student Handbook, Disciplinary Procedures
- [4] Student Handbook, Institutional Policy on Sexual Harassment
- [5] Student Handbook, Children on Campus Policy
- [6] Student Handbook, Public Safety Regulations
- [7] *2011-2012 Catalog*, Student Housing

3.9.2

Student Affairs and Services: Student records

The institution protects the security, confidentiality, and integrity of student records and maintains security measures to protect and back up data.

Judgment

Compliant Partial Compliant Non-Compliant Not Applicable

Narrative

Dalton State's policy concerning privacy of student records is published in the *College Catalog* under "Academic Information and Regulations." The policy emphasizes that "students [. . .] have the right to the assurance that their academic records, compiled and maintained by a unit within the System, will be recorded accurately and retained in confidence" [1]. This policy derives from the University System of Georgia's policy on release of student information, which states

All institutions are morally, and now legally, responsible for the protection and integrity of the data they create and maintain on their campus. Through a number of legal statutes and regulations, institutions now have a legal responsibility for protection of student, employee, and faculty information [2].

The College's policies are in total compliance with the Family Educational Rights and Privacy Act of 1974 (the "Buckley Amendment"). Office of the Registrar staff members attend regular meetings for updates on FERPA to ensure that the College continues to maintain total compliance. Any new regulations or changes involving student records are discussed, disseminated through training, and then implemented.

With limited exceptions, including "directory information," no personally identifiable information from the educational records of a student are disclosed to a third party by any official or employee of the College without written consent of the student as required by law. A student has the right to prohibit the release of his or her own "directory information" by informing the Office of Enrollment Services in writing. Students may grant access to their educational records to other entities by completing the Personal Information Release Form, found on the College's [Office of the Registrar Webpage](#) [3].

Student workers sign a Confidentiality Form [4] which indicates they are aware that students' records are protected and confidentiality and security of the records must be maintained. All faculty and staff must also complete the annual Dalton State mandatory training courses for employees [5], which include modules on "Information Security Assessment" and "Protecting Sensitive Data," as well as the Information Security Compliance Agreement. All results of the online training are automatically sent to the Office of Human Resources.

Documents submitted on individual students are scanned into Dalton State's digital-imaging database—FORTIS. Once they have been imaged and verified, hard copies are disposed of through the College's contract with the disposal company, Cintas Document Management. The security of all records is maintained by limited access only to authorized persons. The Office of the Registrar maintains all documents in a confidential manner.

The College is in the process of going totally paperless and transferring all documents to a digital format. Until that process is complete, hard copies are maintained in a fireproof vault with access secured.

The Office of Computing and Information Services nightly backs up all College servers, including the FORTIS and Banner systems which together house all student data. Each weekend, the most recent college-wide backup is moved off-campus to Dalton's Wells Fargo Bank vault. Doing so ensures that all student information is secure and protected from harm.

Documentation

- [1] *2011-2012 College Catalog*, Academic Information and Regulations
- [2] *USG Business Procedures Manual*, Section 12.5
- [3] Personal Information Release Form
- [4] Work Study Confidentiality Statement
- [5] Employee Training Webpage

3.9.3

Student Affairs and Services: Qualified staff

The institution provides a sufficient number of qualified staff--with appropriate education or experience in the student affairs area--to accomplish the mission of the institution.

Judgment

Compliant Partial Compliant Non-Compliant Not Applicable

Narrative

The College's student services are provided mainly through the Office of Enrollment and Student Services. This office is comprised of seven student support departments: [Enrollment Services](#), [Academic Resources](#), the [Academic Advising Center](#), [Campus Recreation](#), the [Office of Computing and Information Services](#), [Residential Life](#), and [Student Life](#). The [Organizational Chart](#) for Dalton State College provides a detailed visual of these offices.

Each office employs a diverse, qualified team of professionals that brings an array of education, knowledge and experience to the College's support services. Listed below are the College's student service department heads along with their qualifications.

Student Service Personnel and Qualifications

Jodi Johnson, Vice President for Enrollment and Student Services, holds an Ed.D. in higher education administration from East Tennessee State University (2011) [1]. She has 23 years of experience in higher education, 10 of which have been spent in her current position. The vice president has held several leadership roles for the University System of Georgia, including responsibilities on the Shared Services Governing Board, the Emergency Operations Procedures Task Force, the Two-year Tuition Task Force, and the Postsecondary Options Task Force. The vice president also served as Secretary for the Regents' Advisory Council for Student Affairs, and she is active in the Dalton community, currently serving on the Whitfield County Career Academy Board and the Friendship House Board.

The six student services administrators who report directly to the vice president all hold a minimum of relevant master's degrees and extensive professional experience with an average of 15 years of related experience.

Angela Harris, Assistant Vice President for Enrollment, reports to the vice president for enrollment and student services. She holds an Ed.D. in education from the University of Alabama (1997) and over 20 years of experience in higher education, 13 of which have been at Dalton State College [2]. The assistant vice president for enrollment graduated from Leadership Dalton-Whitfield in 1997 and the University System of Georgia Executive Leadership Institute in 2010. She directly oversees Enrollment Services, which includes the Office of Admission, the Office of Financial Aid, and the Assistant Registrar.

Combined, these areas have 13 full-time professionals. Of these professionals, one holds a master's degree and is pursuing a specialist's degree, 11 hold bachelor's degrees, five of these are pursuing master's degrees, and one holds an associate's degree. An additional 11 full-time support staff members support the department's mission and responsibilities.

Terry Bailey, the director of Computing and Information Services (OCIS), holds an MBA in management information systems from the University of Georgia and has over 19 years of experience in higher education [3]. The director serves on the University System of Georgia Academic, Computing, and Information Technology Committee.

The director of OCIS has nine full-time professional staff members and two full-time support staff members, and the professional staff members have an average of 10 years of professional experience.

Linda Wheeler, the director of Academic Resources (AR), holds an MFA in English from the University of Massachusetts, Amherst (1988) [4]. She has 28 years of experience in higher education administration and teaching; 15 of these were as director of Student Support Services, a National TRIO Program serving students who were low income, first generation, or disabled. The director has served as an interim dean of Humanities, was a liaison for Foundations of Excellence, and has presented at many national and regional conferences on retention, diversity, and student support. The director of academic resources has 11 full-time and 3 part-time employees and 10 student staff members.

Amy Schmidt, the director of the Academic Advising Center, holds a master's degree in college student personnel administration and counseling and guidance from Indiana University in Bloomington, IN (1978) [5]. She has 32 years of professional experience in higher education. The director serves on Academic Council and is a member of the QEP Committee.

She supervises three full-time advisors, one full-time support staff, and one half-time support staff.

Jonathan Johnson, the director of Residential Life holds a master's degree in higher education and administration from the University of Kentucky (2004) [6]. He has over nine years of work experience related to Residence Life, including four years as associate director for Facilities and Operations, Housing, and Residence Life at the University of Louisville and four years as Residence Life Coordinator at Berea College. He also worked as the interim director for the Black Cultural Center at Berea College. He has been an active member of a number of higher education organizations, including the Association of College Personnel Administrators and the Association for Student Conduct Administration.

He oversees one full-time professional staff member, one graduate student intern, and eight student staff members.

Garrett Burgner, the director of Campus Recreation, holds a master's degree in recreation administration (2002) and has 14 years of experience in higher education [7]. He served 10 years in the Office of Student Activities and the past four in the Office of Campus Recreation, all at Dalton State College. He has been professionally active at the state level and is a former Regents' Advisory Council for Student Life (RACSL) chair.

The director of Campus Recreation has one full-time professional staff member, who has a bachelor's degree, and 15 work-study students.

Jami Hall, the director of Student Life, has a master's degree in higher education administration (2005) and an Educational Specialist degree (Ed.S) in educational leadership (2009) [8]. She has over six years of experience in student services. The director has been professionally active at the state level and is a past secretary and a past four-year public sector representative for the Georgia College Personnel Association. She is also a graduate of the Emerging Leaders Institute held by the Dalton-Whitfield Chamber of Commerce, and she is currently a Leadership Dalton-Whitfield participant.

The director oversees three full-time professional staff members, one full-time support staff member, an AmeriCorps VISTA, an AmeriCorps Summer Associate, and two graduate student interns, all of whom have experience in supporting clubs and organizations, developing student leadership skills, and aiding in civic engagement and service learning. All three of the full-time professional staff members hold master's degrees.

Conclusion

Dalton State College provides effective student services through personnel qualified, experienced personnel. The Division of Enrollment and Student Services, and therefore the College's student services, are efficient and able to meet the College's needs. Satisfaction with the Office is high, as is evidenced by annual, campus-wide surveys. These surveys of effectiveness, along with a full description of the College's student services, are included in Section 2.10, "Student Support Services," Section 3.4.9, "Academic Support Services," and Section 3.3.1.3 "Academic and Student Support Services."

Documentation

- [1] Resume – Jodi Johnson
- [2] Resume – Angela Harris
- [3] Resume – Terry Bailey
- [4] Resume – Linda Wheeler
- [5] Resume – Amy Schmidt
- [6] Resume – Jonathan Johnson
- [7] Resume – Garrett Burgner
- [8] Resume – Jami Hall

3.10.1

Financial Resources: Financial stability

The institution's recent financial history demonstrates financial stability.

Judgment

Compliant Partial Compliant Non-Compliant Not Applicable

Narrative

Dalton State's financial stability is evidenced primarily through the positive financial audit reports generated annually by the Georgia Department of Audits and Accounts. The five most recent fiscal years' audited financial reports [1] demonstrate that Dalton State College is operating within its means, with reserves in student activities, technology fees, indirect funds, auxiliary services, and sponsored funds [2]. As a result, the College has earned an audit ranking of 1, the best an institution can earn, for each of the past five years [1]. In FY 2009, Dalton State also engaged in an external audit by the CPA firm Sawyer & Company, which thoroughly reviewed the fiscal affairs department. As the final report illustrates, the audit produced clearly positive findings [3].

The College also receives annual management letters from both the Department of Education (DOE) [4] and the Georgia Student Finance Commission (GSFC) [5]. Only the GSFC has noted findings at Dalton State in the past 10 years, and only one of its two findings concerned monetary value. This incident occurred 13 years before the 2009 audit and was resolved satisfactorily in 2010. Details concerning the GSFC audit are found in Section 3.10.3.

Dalton State adheres to the generally accepted accounting principles and standards established by the National Association of College and University Business Officers (NACUBO), the American Institute of Certified Public Accountants (AICPA), and the Government Accounting Standards Board (GASB).

The graph below, prepared by the Office of Fiscal Affairs, depicts Dalton State's last five education and general budgets, showing a strong pattern of financial growth and stability. As shown, over the past five years, the operating budget for education and general funds has increased an average of nearly 7% annually and nearly 41% from FY 2007 to FY 2011.

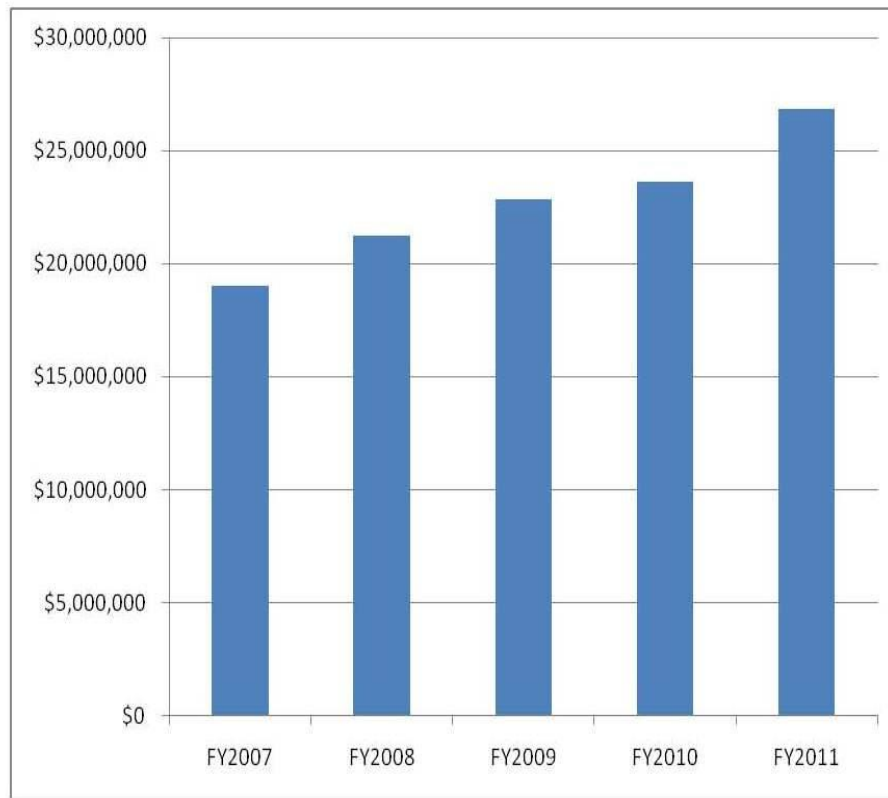


Figure 3.10.1-1: Growth of Dalton State's Annual Operating Budget (FY 2007-2011)

A summary of Dalton State's last five year-end financial statements prepared by the Division of Fiscal Affairs is presented below. As shown, despite the recent decline of state appropriations in the face of a national recession, Dalton State is financially stable.

Table 3.10.1-1: Dalton State's FY 2006-FY 2010 Financial Statements

	FY2006	FY2007	FY2008	FY2009	FY2010
Statement of Net Assets					
Current Assets	4,308,838	4,629,818	5,141,856	5,219,686	6,488,491
Total Assets	27,703,075	28,567,880	29,174,339	30,383,035	38,361,527
Current Liabilities	1,888,485	1,693,242	1,685,391	1,824,890	2,184,055
Total Liabilities	2,043,643	1,883,138	1,879,751	2,062,985	9,686,120
Net Assets Invested in Capital	23,394,237	23,938,062	24,032,483	25,163,349	24,475,099
Net Assets-Unrestricted	2,263,233	2,745,513	3,260,144	3,154,740	4,198,347
Total Net Assets	25,659,432	26,684,742	27,294,588	28,320,050	28,675,407
State of Revenue, Expenses and Change in Net Assets					
Tuition, Net	4,674,190	5,598,731	6,192,131	10,008,422	7,774,072
Grants & Contracts	6,970,897	7,828,915	8,450,748	4,275,709	2,728,346
Sales & Service	388,286	392,137	552,860	358,841	239,389
Auxiliaries	1,702,836	1,617,204	1,942,900	2,814,366	4,126,641
Total Operating Revenue	13,854,719	15,575,783	17,251,892	14,645,106	14,935,236
State Appropriation	12,048,720	12,660,079	14,337,871	13,780,765	11,376,109
Capital Gifts	4,498,790	1,024,987	250,782	920,209	712,869
Total Revenue	30,742,987	29,582,760	31,989,851	36,091,548	42,690,428
Depreciation included in Operating Expenses	1,176,072	1,234,047	1,282,585	1,605,058	1,514,718
Operating Expenses	27,839,636	28,557,451	31,380,005	35,066,086	41,981,511
Other Expenses	0	0	0	0	353,560
Total Expenses	27,839,636	28,557,451	31,380,005	35,066,086	42,335,071
Prior Period Adjustment	0	0	0	0	0
Net Increase in Net Assets	2,903,350	1,025,309	609,846	1,025,462	355,357
Students	4267	4349	4532	4957	5722
Faculty	119	124	139	154	156

The table above shows that the College's total assets (current and non-current) have grown annually and continually exceeded total liabilities (current and non-current)—in recent years roughly tripling total liabilities. Total net assets have grown substantially over the past five years primarily because of growth in net assets invested in capital. Total revenue exceeded total expenses every year. Unrestricted net assets increased during each fiscal year except FY 2009, but they remained stable and substantial, ranging from \$2 million to \$4 million during the five years depicted.

Because of a 25% increase in student population and annual increases in tuition rates and fees, annual tuition revenue net of scholarship allowance increased by 40%, or \$3 million, from FY 2006 to FY 2010. Auxiliaries have also increased dramatically, by 59% or \$2.4 million, from FY 2006 to FY 2010. This increase is due in part to the addition of residential housing (Wood Valley) and the fees for the Parking Deck.

State appropriations increased from \$12 million in FY 2006 to a high point of \$14 million in FY 2008; however, they have continuously decreased ever since, to the recent low of \$11 million in FY 2010. Statewide budget cutbacks associated with the state's and nation's economic downturn led to a 21% drop in state appropriations from FY 2008 to FY 2010. Fortunately, the College's consistent and

substantial enrollment growth has helped ensure the College's financial stability by offsetting reductions in state appropriations with substantial gains in tuition revenue.

As shown in 2.11.1, many capital projects have been completed over the past 10 years:

1. The completion of the Brown building in FY 2006
2. The completion of renovation of the Physical Education building in FY 2008
3. The completion of the parking deck in FY 2009
4. The opening of Gilmer County Center in FY 2009
5. The opening of Dalton State East in FY 2010
6. The completion of Phase I (in FY 2009) and II of the Westcott Building renovation (in FY 2011)
7. The opening of Wood Valley apartment complex in FY 2010

These financial data, along with the environmental factors presented in Section 2.11, show that Dalton State's financial health is strong and stable, even in the face of reduced state appropriations.

Documentation

[1] Annual Financial Reports FY 2006-FY 2010

[2] *FY 2011 Reserve Balances by Fund*

[3] 2009 Sawyer & Co. Audit Report

[4] 2011 DOE Annual Management Letter

[5] 2006 Georgia Student Finance Commission Annual Management Letter

3.10.2

Financial Resources: Financial aid audits

The institution audits financial aid programs as required by federal and state regulations.

Judgment

Compliant Partial Compliant Non-Compliant Not Applicable

Narrative

The Dalton State Office of Financial Aid and Veteran Services participates in regular audits as required by federal and state regulations.

The [Georgia Department of Audits and Accounts \(GDAA\)](#), an external auditor of the University System of Georgia, conducts annual financial audits which include analysis of financial aid programs. Financial reports for the five most recent fiscal years [1] show no findings for the College's financial aid programs. The U.S. Department of Education reviews the GDAA's state-wide audit report and makes recommendations to each institution found in conflict with federal mandates in order to correct any financial aid deficiencies. As shown by the most recent Audit Review in 2009 [2], Dalton State was found to have no deficiencies.

The College also receives an annual management letter from the Georgia Student Finance Commission (GSFC) [3]. Only the GSFC has noted financial aid findings at Dalton State in the past 10 years, and only one of its two findings concerned monetary value. This incident occurred 13 years before the 2009 GSFC audit. The monetary finding involved a \$500 discrepancy, which was paid back, and the matter was resolved satisfactorily.

Dalton State is required to file a FISAP Fiscal Operations report [4] annually to request federal assistance for the College's financial aid programs. The [Georgia Student Finance Commission](#) also directs a State Scholarship and Grant Programs Compliance Review [5] a minimum of once every three years.

As demonstrated in the Program Participation Agreement from the United States Department of Education [6], the College has been approved to participate in Title IV programs until March 31, 2016. The Title IV policies, procedures, and guidelines administered by the Office of the Vice President for Fiscal Affairs and the Office of Financial Aid and Veterans Affairs are subject to annual audits to ensure that they satisfy the audit and review standards established by the U.S. Department of Education and the State of Georgia. The 1990 Title IV Program Review [7] demonstrates the process of the Title IV Federal audits, showing the College in full compliance.

Documentation

[1] Annual Financial Reports FY 2006-FY 2010

[2] FY 2009 U.S. Department of Education Audit Review of the State of Georgia

[3] 2006 Georgia Student Finance Commission Annual Management Letter

[4] 2010 FISAP

[5] 2009 State Scholarship and Grant Programs Compliance Review

[6] Title IV U.S. Department of Education Program Participation Agreement

[7] 1990 Title IV Program Review

3.10.3**Financial Resources: Control of finances**

The institution exercises appropriate control over all its financial resources.

Judgment

Compliant Partial Compliant Non-Compliant Not Applicable

Narrative

Dalton State derives the authority to control its financial resources from Board of Regents' Policy 7.7.1 [1], which states, "All purchasing by USG institutions will be centralized under the direct management and control of the chief business officer of the institution concerned." The College's chief business officer is the vice president for Fiscal Affairs. To ensure the long-term growth and stability of the College, the Office of the Vice President for Fiscal Affairs oversees internal control procedures that monitor both financial and physical resources. Areas within the Office that directly affect the safeguarding of institutional resources are as follows:

- Budget Office
- Accounting Office
- Bursar's Office
- Office of Auxiliary Services
- Plant Operations
- Procurement Office
- Public Safety Office
- Human Resources Office

The following individuals report directly to the vice president for fiscal affairs and supervise the areas listed above:

- assistant vice president for fiscal affairs: responsible for all accounting, general ledger accounts, accounts payable, campus budget, auxiliary services, cashiering, cash management, accounts receivable, and financial reporting
- director of plant operations: responsible for physical plant operation, e.g., equipment, grounds, facilities, infrastructure, and vehicles
- interim director of procurement: responsible for approval of purchase orders and vendor listing; oversees campus procurement card program
- chief of police/director of public safety: responsible for the safety of students, faculty, and staff; monitors parking facilities and the Wood Valley apartment complex
- director of human resources: responsible for both human resources and payroll operations whereby most of the college funds are expended through salaries and benefits

These individuals are fully qualified for their positions of responsibility; their qualifications are presented in Section 3.2.8, "Qualified administrative/academic officers."

Financial Resource Regulations

Dalton State's financial controls and operations are based on and derived from the rules and regulations of the state of Georgia, the Board of Regents, the state [Department of Administrative Services](#), the [Georgia Technology Authority](#), the [State Accounting Office](#), and the [Office of the Treasurer](#). The College adheres to all state and federal rules, which together comprehensively govern the College's day-to-day purchasing activities.

The Department of Administrative Services, for instance, governs all state procurement except for those items exempt by state law (e.g., library books and perishable items), as noted in [Georgia Code sections 50-5-50 through 50-5-81](#). Purchasing policies and regulations for the state of Georgia can be found in the [Georgia Procurement Manual \[2\]](#), located on the Department of Administrative Service's [Website](#). All P-card users and approvers complete annual training.

Dalton State also maintains a procurement card program, governed by the Department of Administrative Services and the Board of Regents, designed for the convenient and effective purchase of general supplies, materials, and equipment priced under \$5,000. Relevant information can be found in the [Statewide Purchasing Card Policy Manual \[3\]](#), located on the Department of Administrative Services [Website](#), or on the College's Office of Procurement [Website](#) (see [Dalton State Purchasing Card Manual](#)).

Dalton State also adheres strictly to the [Board of Regents Business Procedures Manual](#) (found on the [USG Website](#)) which sets forth regulations that the institution must follow to meet Board of Regents' financial policies and those of both the state and federal government. The manual provides financial, business, and human resources professionals new to the University System of Georgia with information and tools necessary to perform their jobs efficiently and effectively. The manual sets forth guidelines regarding the following subjects:

- University System Chart of Accounts
- Purchasing and Contracts
- Travel Procedures
- Payroll
- Accounts Payable
- Capitalization
- Budget Process
- Banking and Investments
- Accounts Receivable
- Inventory
- Protection and Security of Records
- Financial Management and Information Systems
- Agency Funds
- Auxiliary Enterprises
- Audits (External and Internal)
- Major Repair and Rehabilitation funds

As required by both Dalton State and the Department of Administrative Services (see [Georgia Code 50-16-160](#) and [50-16-161](#)), the Office of Procurement conducts a physical inventory every May or June of all items valued at more than \$3,000, including

- Technology Equipment
- Vehicles
- Modular Furniture

Once completed, the inventory [4] is forwarded to the Accounting Office, which makes adjustments for lost or unusable equipment. The College also occasionally determines that some items are no longer of use, at which time they become surplus goods subject to the regulations of the Department of Administrative Services (*DOAS Surplus Policy Manual* [5]).

Dalton State's staff utilizes a separation of duties to prevent unauthorized access to financial systems. Only personnel authorized for specific tasks are permitted access to the financial information systems required to complete those tasks. A breakdown of staff members and their unique duties can be found in the organizational chart for the Office of Fiscal Affairs [6]. Computer servers containing financial data are kept safe in locked rooms. Access to ADP (the College's payroll and HR system) and the Banner Student Information System are both restricted to authorized employees. Employees are also required to follow the College's Information Security Plan [7], which can be found on the [Office of Computing and Information Services Website](#). Each year all faculty and staff are required to complete Security Information training, as well.

The deans and directors of each department handle all budget management for their department using financial software called [iStrategy](#).

As shown in more detail in Section 3.2.3, the vice president for fiscal affairs annually distributes a State Business Transaction Disclosure Report memo [8] to all College staff and faculty. Any College employee who makes a business transaction with the State of Georgia benefitting the employee and his or her family must submit this form to the Georgia Government Transparency and Campaign Finance Commission. This form helps prevent questionable transactions by requiring full transparency from state employees. No Dalton State employee has ever been found to be in conflict of interest.

Financial Control Audits

The Georgia Department of Audits and Accounts, an external auditor of the University System, conducts financial and performance audits. If the Department identifies an area of risk within an institution, it performs an audit and makes recommendations for improvement of financial and management controls. As shown in Section 2.11.1, the College has earned an audit ranking of 1, the best an institution can earn, for each of the previous five years' audits [9].

The Board of Regents Internal Audit Department, an entity of the University System, reviews operations at Dalton State College every three to five years. The Internal Audit staff conducts audits similar to those of the Georgia Department of Audits and Accounts including compliance, performance, and information technology audits. Upon conclusion of the audit, the Internal Audit Department issues a report to the president and vice president for fiscal affairs. The last internal audit [10] resulted in all findings being satisfied.

In addition to the Department of Audits and Accounts, external accounting firm Sawyer & Company conducted an audit in FY 2009 to ensure that Dalton State was in compliance with new state and Board of Regents' policies. The audit yielded excellent results, affirming that the College is in compliance (*Sawyer & Company Report [11]*).

Documentation

[1] *BOR Policy Manual, 7.71*

[2] *Georgia Procurement Manual*

[3] *Statewide Purchasing Card Policy Manual*

[4] 2010 Inventory Documents

[5] *DOAS Surplus Policy Manual*

[6] Fiscal Affairs Organizational Chart

[7] Strategic Information Security Plan

[8] State Business Transaction Disclosure Report Memo

[9] Georgia Department of Audits and Accounts Audit Reports FY 2007 - FY 2010

[10] Most Recent (2008) Board of Regents Internal Audit Results

[11] 2009 Sawyer & Co. Audit Report

3.10.4

Financial Resources: Control of sponsored research/external funds

The institution maintains financial control over externally funded or sponsored research and programs.

Judgment

Compliant Partial Compliant Non-Compliant Not Applicable

Narrative

To augment professional development and promote its institutional mission, Dalton State College encourages faculty and staff to seek grants from federal, state, local, and private sources to support research. Dalton State is the fiscal agent and official recipient of sponsored program funding, and only the president or vice president for fiscal affairs can enter into a contract or grant for the College. The program administrator, or PI, serves as the responsible party for managing grant funds in accordance with the terms of the award and with federal and institutional regulations for grant management.

Oversight and control are administered through the budget and grants analyst, who performs monthly reconciliations of funds receipts and disbursement for each grant compiled by the PI. A reconciliation is also part of the Georgia Department of Audits and Accounts annual audit of the College, providing further oversight of sponsored research and grant funds. There have never been any findings or recommendations regarding Dalton State's control of externally funded or sponsored research and programs, and no granting organization has ever filed a complaint regarding its grant.

A letter from the Northwest Georgia Regional Commission (NGRC) demonstrates the typical external grant review process [1]. As shown, the NGRC reviewed financial records, the 2009-2010 Audit, the agency's financial management systems, bank statements, internal control systems, employee payroll, and agency tax reports. As with all of Dalton State's grant reviews, there were no negative findings.

Documentation

[1] Example: Northwest Georgia Regional Commission Grant Contract, 2011

3.11.1

Physical Resources: Control of physical resources

The institution exercises appropriate control over all its physical resources.

Judgment

Compliant Partial Compliant Non-Compliant Not Applicable

Narrative

Dalton State College exercises appropriate control over its physical resources. The vice president for fiscal affairs [1] works with the director of Plant Operations [2], the director of Public Safety [3], the director of Purchasing [4], the director of the Office of Computing and Information Services [5], and the assistant vice president for fiscal affairs [6] to ensure the assets of the College are maintained; that they are used only as intended and required by statute; and that risk of loss due to theft, misuse, neglect, or natural causes is minimized. The Office of Fiscal Affairs follows all Board of Regents' policies and procedures outlined in the Board of Regents' *Policy Manual* (particularly [Section 7, "Finance and Business,"](#) and [Section 9, "Facilities"](#)) and [Section 11 \("Inventory"\)](#) of the *USG Business Procedures Manual*. The College's Organizational Chart [7] highlights the directors involved in physical resource control and their positions in the College's organizational structure.

The vice president for fiscal affairs works with the Master Planning Committee, the director of Plant Operations, and consultants to prioritize need [8]. The Plant Operations director works with project managers from the Board of Regents, project managers from the Georgia State Financing and Investment Commission, state of Georgia inspectors, and consultants for plan review, inspection, and compliance with relevant state and local codes. The director of Plant Operations is responsible for the safe operation, maintenance, and repair of all equipment assigned to Plant Operations, as well as landscape maintenance, vehicle maintenance, and cleaning and sanitation of all institutional facilities. The director of Plant Operation is also responsible for the issuance and accountability of keys. For detailed information concerning physical facilities maintenance, please see the College's *Physical Facilities Plan* [9] section entitled "Maintenance of Facilities."

In addition to routine and preventative maintenance schedules, Plant Operations responds to maintenance requests from email and by phone. A log of maintenance requests and work orders is maintained on an Excel database [10]. Due to the College's limited staffing, preventative maintenance for the following areas is maintained by contractors selected by bid: chiller maintenance, boiler maintenance, water treatment for HVAC systems, elevators, primary electrical system, pest and termite control, fire and smoke alarms, security alarms, fire extinguishers, fume hoods, and cafeteria vent hoods. Housing maintenance has an assigned staff of two people supported by the staff at Plant Operations. Apartments are inspected by Plant Operation staff monthly to check safety equipment and general condition. During peak workloads, at the beginning and end of each semester when large numbers of apartments turn over, contractors are hired to perform cleaning, painting, and carpet replacement.

Plant Operations works annually with the vice president for fiscal affairs to develop the annual operating budget [11] and to request Major Repair and Renovation (MRR) funding. [MRR Guidelines](#) are used in the development and use of these funds [12]. The director of Public Safety is responsible for the security of all college facilities. Campus facilities and parking lots are monitored via security cameras and patrolled by security members at all hours in order to protect College property. Risk assessment of the campus is performed by the directors of Plant Operations, Human Resources, and Public Safety, along with the vice

president for fiscal affairs. An outside audit is regularly performed in conjunction with the Georgia Department of Administrative Services (DOAS) and the Board of Regents. The most recent report of the audit called *The Comprehensive Loss Control Program (CLCP)* shows that Dalton State is in compliance and is rated satisfactory with its risk assessment audit [13] [14].

The director of Purchasing is responsible for conducting the annual physical inventory of all equipment and furnishings valued at \$3,000 or greater [15]. Inventory is tracked using the PeopleSoft asset management module. The vice president for fiscal affairs and the director of Purchasing work together to ensure that all Board of Regents and State of Georgia policies are followed. Funds are expended only from authorized budgets. The vice president and assistant vice president for fiscal affairs work together to ensure prompt payment of invoices.

The director of the Office of Computing and Information Services (OCIS) is responsible for ordering and securing computing equipment and for controlling access to the campus Internet network. The director of OCIS maintains the security and off-site backup of all institutional data, and the department's **IT Security policies** provide security and legal controls concerning the use of computers and software. Access to data is limited strictly to College employees with appropriate credentials.

These procedures for the control of physical resources also apply to the off-campus sites of Gilmer County Center and Dalton State East.

In other areas of the control of physical resources at Dalton State, the College makes space and facilities available to community organizations and outside groups on a space available basis. Initial inquiry for space availability is made through the facilities manager and records specialist by phone (706) 272-4490 or email. Formal requests are made using an **online room reservation form**. The use of Dalton State facilities for special events when the sponsor is a college employee and the event is not a college event must follow the same procedure. Plant Operations and Public Safety are informed of all approved events. Plant Operations through Custodial Services provides event set up and cleaning.

In another area, the use of state and college-owned vehicles is governed by state and **BOR travel regulations**. Each operator is required to complete training modules for vehicle operation annually. State and college-owned vehicles may be used for official state business only. The college-owned vehicles may be used when available. Employees who use personal vehicles by choice when a state or college-owned vehicle is available are reimbursed at a reduced rate. Vehicles are reserved through Public Safety using a **vehicle reservation form**. The use of state gasoline credit cards is limited to fuel purchased for use in state and for college-owned vehicles and is tightly documented and controlled through the WEX card program which is monitored by Plant Operations [16].

Documentation

- [1] Resume and Job Description - Vice President for Fiscal Affairs
- [2] Resume and Job Description - Director of Plant Operations
- [3] Resume and Job Description - Director of Public Safety
- [4] Resume (Position Vacant) and Job Description - Director of Purchasing
- [5] Resume and Job Description - Director of Office of Computing and Information Services
- [6] Resume and Job Description - Assistant Vice President for Fiscal Affairs
- [7] Dalton State's Organizational Chart
- [8] Dalton State Master Plan Stakeholder Meeting Notes, November 11-12, 2009
- [9] *Physical Facilities Plan*
- [10] Plant Operations Work Order and Maintenance Log Spreadsheet, 2011 Example

[11] Dalton State College, FY2012 Original Budget

[12] Major Repair and Renovation (MRR) Allocation, FY2012

[13] CLCP Evaluations - Findings re: Risk Management, 2009

[14] CLCP Recommendations Follow-Up re: Risk Management, 2009

[15] Inventory Control Documents, 2010 Example

[16] Email Correspondence between State of Georgia and Director of Plant Operations re: Monitoring of Card Program

3.11.2

Physical Resources: Institutional environment

The institution takes reasonable steps to provide a healthy, safe, and secure environment for all members of the campus community.

Judgment

Compliant Partial Compliant Non-Compliant Not Applicable

Narrative

Dalton State provides a healthy, safe, and secure environment for all students, staff, and faculty by promoting campus community awareness of relevant policies and procedures; implementing health, safety, and security measures; and promoting a healthy College community.

Promoting Awareness

The College provides new students and employees with information about health, safety, and security policies and procedures during orientation sessions and/or meetings with their new supervisors. The College's policies and procedures are also contained within the *Classified Employee Handbook* [1], the *Faculty Handbook* [2], the *Policy and Procedures Manual* [3], and the *Student Handbook* [4], all of which are available online. Some of the policies and procedures contained in these documents include

- drug-free, alcohol-free, and tobacco-free campus policies
- sexual assault and sexual harassment statements
- the Office of Public Safety's responsibilities and 24-hour phone number
- the Student Code of Conduct
- Georgia's Right-to-Know Law (Hazardous Materials)
- drug and alcohol counseling, treatment, or rehabilitation programs available to students and employees.

Updated information is provided via email and announcements made in faculty/staff meetings. The College also maintains an up-to-date *Safety and Emergency Action Plan* [5], a comprehensive guide to handling campus emergencies.

The director of Plant Operations and the Science Laboratory Coordinator together serve as joint Dalton State Right-to-Know coordinators. All newly employed persons receive their initial Right-to-Know Training, which informs employees how to recognize and safely work with hazardous materials, within two weeks of first reporting to work. The training consists of the Board of Regents' [Right-to-Know online training course](#). All Dalton State College employees are also required to retake Right-to-Know training annually. For those employees who routinely encounter or handle hazardous chemicals, a Chemical Specific Training course must be completed. The requirements for the Right-to-Know program are stated in the *DSC Safety and Emergency Plan* [5].

Implementing Health, Safety, and Security Measures

The director of Plant Operations, the director of Public Safety, and the vice president for fiscal affairs have supervisory responsibilities over most health, safety, and security issues. The director of Plant Operations maintains the college buildings and grounds with a concern for safety and security. The director inspects campus facilities regularly, promptly makes repairs affecting safety and security, and responds

immediately to reports of potential safety and security hazards, such as broken windows and locks. Residence halls/apartments are inspected by Plant Operation staff monthly to check safety equipment and general conditions. The campus is well lighted, with safety and security as a primary concern. All buildings are locked as soon as possible after the last classes of the day. Administrative buildings are opened again as they become necessary, but academic buildings remain locked until the beginning of classes the next day. Other duties of Plant Operations include garbage collection and recycling, custodial services, hazardous materials management, landscaping services, and vehicle and building maintenance. Plant Operations complies with the Board of Regents' health-related policies [6], along with policies and practices instituted by the Environmental Protection Agency (EPA), the USG Office of Environment Health and Safety, the Occupational Safety and Health Administration (OSHA), and other state and local safety-related authorities. The most recent Environmental Audit performed by the Board of Regents shows that Dalton State is complying with Environmental Protection Agency (EPA) standards with respect to safety and security measures [7] [8]. Other examples of evidence with respect to safety and inspection satisfactory compliance are shown in the included reports [9] [10] [11] [12] [13] [14] [15] [16].

Buildings, including Dalton State East, are patrolled at night by Public Safety officers. One evening officer monitors the safety and security of the Gilmer County Center. Residence buildings are patrolled 24/7 by Public Safety officers, and visitors to the residence halls are required to sign in at the Residence Office in the company of a housing resident before the visitors are allowed to park nearby. Public Safety currently employs 15 full-time, state-certified officers, all of whom have completed formal training at the police academy for certification by the Georgia Peace Officers Standards and Training Council. The Gilmer County Center has a part-time state-certified officer along with the Ellijay Police Department, while both Dalton State Public Safety and the Whitfield County Sheriff's Department respond to the Dalton State East facility. All officers receive at least 20 hours of in-service training annually, included but not limited to legal updates; crime prevention; firearm instructions and re-qualification; defensive tactics; baton re-certification; safety, fire, and evacuation response; C.P.R.: AED; and first aid. Safety classes are also offered for faculty and staff by the Public Safety office. In 2011, for example, Public Safety hosted a Risk Reduction Techniques class and a Rape Aggression Defense class, among others [17].

As a result of the tragic events at Virginia Tech in the spring of 2007, Dalton State conducted an analysis of its emergency procedures and implemented a variety of upgrades. Chief among these was the installation of emergency communication systems in all buildings, a Mass Notification System via email and cell phones, and enhanced Public Safety officer presence on campus. Emergency communication boxes and poles are now located within each campus building and in various outdoor locations on campus. Eleven AED defibrillator units are available on campus in the following locations: Memorial, Westcott, Liberal Arts, Sequoya, Plant Operations, Gym, Technical Building, Brown Center, Student Center, and Wood Valley. There is also one at the Dalton State East site and one unit planned for the Gilmer County Center. Dalton State has also contracted with ConnectED for its emergency contact service to communicate with faculty, staff, and students during emergency situations. In compliance with BOR Policy 9.12.5 [6], the College has developed a *Safety and Emergency Action Plan*, which contains detailed instructions in the event of an emergency. Both Plant Operations and Public Safety have copies of the College's *Safety and Emergency Action Plan* [5] (last updated summer 2011). Public Safety also possesses the Whitfield County Hazard Mitigation Plan.

The College's vendor for food services at the Cafe maintains a healthy cooking and serving environment, obeying all state and federal food regulations. Periodic inspections of the Food Services area by the [Whitfield County Health Department](#) demonstrate that the College is in full compliance with health and food safety standards [18].

Promoting a Healthy College Community

The College offers various fitness classes, intramural sports, and physical fitness opportunities available to students, staff, and faculty. These opportunities are listed on the [Campus Recreation Webpage](#). In 2007, the College opened the popular Fitness Center for use by students and employees, and each year the Fitness Center promotes wellness through its Cardio Across Georgia competition. [Workshops are offered each year by Academic Resources](#), including ones focused on stress reduction, healthy relationships, and depression. For example, during the 2010-2011 academic year, Academic Resources offered 1,015 workshops and other outreach programs to the college community [19]. [Counseling](#) is available to currently enrolled students through the department of [Counseling and Career Services](#). More than 550 counseling sessions were held for students over the 2010-2011 academic year, including 629 counseling appointments and 342 individual sessions [19].

Conclusion

Dalton State College actively works to provide a healthy, safe, and secure environment for all members of the campus community. Campus satisfaction with the College's environmental health and safety is demonstrated by campus-wide survey results. In response to 2010 surveys, roughly 94% of faculty respondents [20] and 95% of staff respondents [21] agreed either fully or partially that "Dalton State takes reasonable steps to provide a healthy, safe, and secure environment for all members of the campus community." And about 70% of graduating students rated their level of satisfaction with campus police and security as "satisfied" or "very satisfied" [22]. These surveys show that Dalton State clearly demonstrates its effectiveness at providing a safe and healthy campus environment for all students and employees.

Documentation

[1] *Classified Employee Handbook*

[2] *Faculty Handbook*

[3] *Policy and Procedures Manual*

[4] *Student Handbook*

[5] *Safety and Emergency Action Plan*

[6] *BOR Policy Manual, Section 9.12*

[7] Dalton State College - Draft Environmental Compliance Audit Report, November 2011

[8] Dalton State College - Summary of Audit Findings, EPA Audit Report Table (Draft Internal Version, October 2011)

[9] Fire Alarm Inspection and Installation Report, 2007

[10] Georgia Chiller Service Inspection, 2007

[11] Georgia Department of Labor - Elevator Report of Inspection, 2010

[12] Georgia Department of Labor - Operating Permits, 2008 & 2010

[13] Preventive Maintenance Program - Housekeeping, June 2010

[14] Test-Maintenance-Repair Report, Liberal Arts Building, 2007

[15] Water Analysis Report, 2011

[16] Wood Valley Residence Halls Safety Check - Inspection of Smoke Detector and Fire Extinguishers, 2010

- [17] Public Safety - Rape Aggression Defense Training Class, November 2011
- [18] Georgia Department of Human Resources - Food Services Establishment Inspection Report, May 2011
- [19] Enrollment and Student Services Annual Report, 2010-2011 – Academic Resources
- [20] 2010 Faculty Survey
- [21] 2010 Staff Survey
- [22] Spring 2011 Graduating Students Survey Summary Report

3.11.3

Physical Resources: Physical facilities

The institution operates and maintains physical facilities, both on and off campus, that appropriately serve the needs of the institution's educational programs, support services, and other mission-related activities.

Judgment

Compliant Partial Compliant Non-Compliant Not Applicable

Narrative

Dalton State College operates and maintains its physical facilities, on and off campus, appropriately serving the needs of its educational programs, support services, and other mission-related activities. In order to provide the College's target region (northwest Georgia) with wide public access to higher education in accordance with the Dalton State Mission Statement [1], the College operates three facilities. These include the main campus with a residential area in Dalton, a three-acre facility (Dalton State East) located on the bypass in Dalton, and a leased building (the Gilmer County Center) in Ellijay, GA. Together, these facilities are adequate for the College's programs, services, and other activities. The facilities are also continually maintained with growth strategically planned.

Main Campus

The main campus is located north of I-75 exit 333 at 650 College Drive in Dalton, GA. As shown on the [Campus Map](#), the main campus consists of seven academic buildings, three administrative buildings, a residential complex, and one parking deck, totaling 428,268 square feet and located on 144 acres [2]. Wood Valley, the residential complex which opened in fall 2009 to 53% occupancy [3], consists of 120 apartments in buildings with the following make up: 24 one-bedroom units, 80 two-bedroom units, and 19 three-bedroom units. Four two-bedroom units are used for staff and administrative functions. The total bed count for student occupancy is 236, and the current occupancy rate is 96% [3]. Wood Valley aids the College in supporting its mission of broad access to students who live too far away to commute. In addition, the main campus and the Dalton State East off-site center have 2,484 parking spaces, with 48 designated as handicap accessible [4]. Shuttle service is offered between the Main Campus and the nearby Northwest Georgia Trade and Convention Center, which serves as an additional student parking lot. An athletic field, a basketball court, tennis courts, and a running/walking track are also available for class, student, and public use. Additionally, support service centers such as the Math and Science Learning Center, the Writing Lab, the Financial Aid Office, the Testing Center, and others are provided adequate space. Other facilities available to students and employees include the Goodroe Memorial Auditorium, the Gym and Fitness Center, the Bookstore, the Cafe, and a dining area on the second floor of the Pope Student Center. For a complete building-by-building informational survey, please see the College's *Physical Facilities Plan* [2].

Gilmer County Center

The [Gilmer County Center](#) is located off of Ellijay's town square at 103 Dalton Street in the former Gilmer County Library building, approximately 40 miles east of the main campus in Ellijay, GA. The building, totaling 10,100 square feet, is owned by Gilmer County and leased to Dalton State [5]. The site utilizes the county parking lot consisting of 239 spaces, and 9 of these spaces are handicap accessible [6]. The Gilmer County Center opened in 2009 and currently accommodates about 400 students [7]. The instructional site serves students who reside in Gilmer, Fannin, Pickens, Union, and Dawson counties, who

would have a minimum drive of one hour if they came to the main Dalton State campus. Each classroom has an instructor's station and ceiling-mounted projector; the computer and biology laboratories are fully furnished with all required instructional equipment. The facility has a full-time on-site coordinator and an administrative assistant.

Dalton State East Center

Dalton State East (DSE), Dalton State's other off-site facility, opened in the fall of 2010. Dalton State East consists of a single-story building with an area totaling 18,350 square feet located approximately six miles from campus on three acres of land. The site has 109 parking spaces, with 4 designated as handicap accessible. These physical resources can adequately accommodate 1,000 to 1,300 students [8]. Currently, the facility houses Dalton State's Adult Education program.

Regardless of delivery format or equipment availability, all courses taught at the off-campus sites have technology equivalent to that available for the same courses taught on the main campus. Faculty and students have access to the [MyDaltonState](#) portal system which provides them with access to email, Banner, and campus announcements. [GeorgiaVIEW](#), a Blackboard Learning System, is also available with training as needed. Classroom space and classroom equipment at the Gilmer County Center are regularly maintained and are of the same type and quality as those provided at the main campus. Additionally, the administrative and operational functions for the Center are managed in the same manner as the functions at the main campus.

Overall Campus Facilities

All Dalton State classrooms, regardless of location, contain at a minimum an instructor's computer workstation, Internet access, and a ceiling-projected projector, and every College building, including the Wood Valley student housing, provides wireless Internet for students with laptops and other personal computing devices. The College's physical resources are adequate to accommodate Dalton State's roughly 5,500 students [9], but future growth as noted in the [College's Master Plan](#), calls for additional physical facilities. Pending funding from the Georgia Legislature, the College has planned for a new 55,000-square-foot academic/science building [10]. The adequacy of the current physical resources is demonstrated by high student satisfaction. For example, the spring 2011 Graduating Student Survey shows that 90.6% of student respondents rated the classroom and teaching facilities as "Excellent" or "Good." Of students responding to the same survey, 93.3% also rated their level of satisfaction with the general condition of buildings and grounds as "Very Satisfied" or "Satisfied" [11].

Maintenance

All of Dalton State's facilities are in good operating condition. The College facilities are clean, well maintained, and continually renovated to meet program needs. Plant Operations is responsible for the operation, maintenance, custodial services, landscape maintenance, vehicle maintenance, and special event setup for all campus facilities. In addition to routine and preventative maintenance schedules, Plant Operations responds to maintenance requests from email and by phone. A log of maintenance requests/work order is maintained on an Excel database [12]. Due to limited staffing, preventative maintenance for the following areas is maintained by contractors selected by bid: chiller maintenance, boiler maintenance, water treatment for HVAC systems, elevators, primary electrical system, pest and termite control, fire and smoke alarms, security alarms, fire extinguishers, fume hoods, and cafeteria vent hoods. Housing maintenance has an assigned staff of two people supported by the staff at Plant Operations. Apartments are inspected by College staff monthly to check safety equipment and general

condition. During peak workloads, at the beginning and end of each semester when large numbers of apartments turn over, contractors are hired to perform cleaning, painting, and carpet replacement.

Landscape maintenance for the main campus and Dalton State East Center is performed by the Plant Operations staff. A majority of large landscaping and irrigation projects are performed by contractors. Small improvement projects are done in-house. Gilmer County staff performs all landscape maintenance associated with the Gilmer County Center, including building maintenance. Before May 2011, custodial services there were performed by a contractor, but Dalton State now performs these responsibilities and has hired a part-time custodian. For the main campus of Dalton State and Dalton State East, all custodial duties are performed by Plant Operations staff. For detailed information concerning physical facilities maintenance, please see the College's *Physical Facilities Plan* [9] section entitled "Maintenance of Facilities."

Master Planning

The College's physical resources, including campus grounds and building, undergo regular review by the Master Planning Committee [13]. The College's Master Planning Committee completed the *2025 Master Plan* during spring semester 2011 [14]. This plan takes into account current needs and future growth projections to guide the College's campus construction and design decisions. Dalton State's campus is thereby able to continue matching its physical resources with student need. A quantitative space utilization analysis during the most recent master planning process discerned the need for additional mid-sized (40-60 seat) classrooms and lab space if the College is to grow to its 8,000-student enrollment target [15]. Additional expansions to the Pope Student Center, Roberts Library, new student housing, and indoor recreation areas within the Bandy Gymnasium are also planned [14]. For more information concerning current or proposed capital projects, please see tables 3 and 4 in the *Physical Facilities Plan* [2].

Documentation

- [1] Dalton State College Mission Statement
- [2] *Physical Facilities Plan*
- [3] *2011-2012 Fact Book*, Resident Life-Housing Information
- [4] Dalton State College Campus Parking, 2011
- [5] Intergovernmental Rental Agreement - Gilmer County Lease
- [6] Gilmer County Center Floor Plan
- [7] *2011-2012 Fact Book*, Gilmer County Center Enrollment
- [8] Dalton State East Plan and Floor Plan
- [9] *2011-2012 Fact Book*, Fall 2011 Student Enrollment Profile
- [10] Letter of Board Approval of Schematic Design Documents for new Academic Building at Dalton State College, April 5, 2011
- [11] 2011 Spring Graduate Student Survey Summary
- [12] Plant Operations Work Order and Maintenance Log Spreadsheet, 2011 Example
- [13] Dalton State Master Plan Stakeholder Meeting Notes, November 11-12, 2009
- [14] *2025 Master Plan*
- [15] Space Analysis - *2025 Master Plan*

3.12

Substantive change

The institution notifies the Commission of changes in accordance with the Commission's substantive change policy and, when required, seeks approval prior to the initiation of changes.

Judgment

Compliant Partial Compliant Non-Compliant Not Applicable

Narrative

In accordance with the Commission's substantive change policy [1] along with Dalton State's *Substantive Change Policy and Procedures* [2], Dalton State College has been prompt in notifying the Commission of substantive changes in accordance with the Commission's substantive change policy and, when required, has sought approval prior to the initiation of changes.

The College frequently interacts with SACSCOC to ensure that all policies and procedures are followed. The College regularly consults with its SACSCOC accreditation liaison, Dr. Claudette H. Williams, and College representatives have regularly attended SACSCOC annual meetings, workshops, and seminars [3].

In October 1998, for example, Dalton State College sought to initiate coursework at the bachelor's level (Level II), though previously the College had been only an associate's-level (Level I) school. In compliance with SACSCOC policy and in cooperation with the College's accreditation liaison, Dalton State prepared an application [4] to seek accreditation at a higher level, which acted as both of a notification of the College's intention and as a request for approval. The document consisted of two parts: a listing and descriptions of the proposed programs (Industrial Operations Management, Management Information Systems, and Technology Management) and courses to be offered and a description of ongoing compliance with SACS criteria. In response, on January 4, 1999, SACSCOC approved [5] the College's membership as a Level II school along with its new bachelor's-level programs.

Since the Commission's December 2003 action reaffirming Dalton State College's accreditation, there have been only two substantive changes. In March 2010, the College sought [6] and in January 2011 received [7] approval from the Commission to initiate an off-campus instructional site for the Gilmer County Center where more than 50% of the coursework needed to earn an Associate of Arts degree in general studies was to be delivered. The College submitted a prospectus and request for approval, as is required by Procedure One [8] of the Commission's Policy on Substantive Change.

The College's second substantive change was its participation in the University System of Georgia's eCore program, an online environment in which Dalton State students can take their core curriculum courses electronically. Dalton State first notified [9] the Commission of its intention to join the eCore program in January 2011—well before the College planned to begin eCore classes. The Commission replied with a letter of approval [10] in February 2011.

Documentation

- [1] SACSCOC Policy on Substantive Change
- [2] Substantive Change Policy and Procedures
- [3] SACS Orientation Session for Institutions Scheduled for Reaffirmation in 2013, Dalton State Meeting Form, January 31, 2011
- [4] Substantive Change Application, 1998
- [5] SACS Approval of Substantive Change from Level I to Level II, 1999
- [6] Substantive Change Prospectus – Gilmer County Center 2010
- [7] SACS Approval of Gilmer County Center – January 2011
- [8] SACSCOC Policy on Substantive Change, Procedure One
- [9] Dalton State SACS Notification for Participation in eCore Program, January 26, 2011
- [10] SACS Approval of Dalton State USG eCore Program, February 15, 2011

3.13

Policy Compliance

The institution complies with the policies of the Commission on Colleges.

Judgment

Compliant Partial Compliant Non-Compliant Not Applicable

Narrative

A list of all Commission policies [1] is included below, including compliance statements and narratives for each policy. As shown, Dalton State complies with 100% of all applicable Commission policies.

1. Accreditation Procedures for Applicant Institutions

Applicable Policy Statement: An institution seeking authorization of a Candidacy Committee must first complete an application documenting its compliance with Core Requirements 2.1–2.11, Comprehensive Standards 3.3.1, 3.5.1, and 3.7.1, and Federal Requirements 4.1-4.9.

Compliance Partial Compliance Non-Compliance Not applicable

Narrative: Dalton State College is already a member of SACSCOC and, therefore, this policy of application for membership candidacy does not currently apply.

2. Accrediting Decisions of Other Agencies

Applicable Policy Statement: Any institution seeking or holding accreditation from more than one U.S. Department of Education recognized accrediting body must describe itself in identical terms to each recognized accrediting body with regard to purpose, governance, programs, degrees, diplomas, certificates, personnel, finances, and constituencies, and must keep each institutional accrediting body apprised of any change in its status with one or another accrediting body.

Compliance Partial Compliance Non-Compliance Not applicable

Narrative: Dalton State has been accredited by a number of national and regional accrediting bodies [2]. The national bodies recognized by the Department of Education include the Southern Association of Colleges and Schools, Joint Review Committee on Education in Radiologic Technology, the National Council for Accreditation of Teacher Education, and the National League for Nursing Accrediting Commission. Other accrediting bodies include the Council on Social Work Education, the Association to Advance Collegiate Schools of Business, the Georgia Board of Nursing, the National Accrediting Agency for Clinical Laboratory Sciences, the Commission on Accreditation of Allied Health Education Programs, the American Association of Medical Assistants, the Georgia Board of Examiners of Licensed Practical Nursing, and the Georgia Medical Care Foundation. In each of these accreditations, the applications for accreditation use the same Mission Statement for Dalton State College as well as the same descriptions of governance, applicable programs, degrees, diplomas, certificates, personnel, finances, and constituencies. Moreover, if there should be a change in its status with one accrediting body, the College will keep each of the other accrediting bodies informed. A complete listing of accreditations and reports from the accrediting bodies may be found at Dalton State's [Institutional Effectiveness Webpage](#) under "Accreditation Reports."

3. Administrative Procedures for the Meetings of the Committees on Compliance and Reports

Applicable Policy Statement: The Committees on Compliance and Reports—standing committees of the Commission—are responsible for reviewing materials submitted by institutions and acting on the accreditation of institutions.

Compliance Partial Compliance Non-Compliance Not applicable

Narrative: This policy affects only the Committees on Compliance and Reports, not Dalton State, and, therefore, it is not applicable to the College.

4. Appeals Procedures of the College Delegate Assembly of the Commission on Colleges

Applicable Policy Statement: The Appeals Procedures of the College Delegate Assembly is an administrative process approved by the College Delegate Assembly of the Commission on Colleges allowing applicant, candidate, and member institutions to appeal adverse decisions taken by the Commission. As such, the appeals process is not subject to legal rules of evidence and legal procedures.

Compliance Partial Compliance Non-Compliance Not applicable

Narrative: This policy lays out the procedures for the College Delegate Assembly, and, therefore, it is not applicable to Dalton State.

5. Collaborative Academic Arrangements: Policy and Procedures

Applicable Policy Statement: Member institutions are responsible for notifying and providing SACSCOC with signed final copies of agreements governing their collaborative academic agreements (as defined in this policy). These arrangements must address the requirements set forth in the collaborative academic arrangements policy and procedures. For all such arrangements, SACSCOC-accredited institutions assume responsibility for (1) the integrity of the collaborative academic arrangements, (2) the quality of credits recorded on their transcripts, and (3) compliance with accreditation requirements.

Compliance Partial Compliance Non-Compliance Not applicable

Narrative: Dalton State College has provided SACSCOC with appropriate signed final copies of all collaborative academic agreements. Digital copies of these agreements are defined in and attached to Section 3.4.7, "Consortial Agreements."

6. Complaint Procedures Against the Commission or Its Accredited Institutions

Applicable Policy Statement: Each institution is required to have in place student grievance and public complaint policies and procedures that are reasonable, fairly administered, and well-publicized. The Commission also requires, in accord with federal regulations, that each institution maintains a record of complaints received by the institution. This record is made available to the Commission upon request. This record will be reviewed and evaluated by the Commission as part of the institution's decennial evaluation.

Compliance ___ Partial Compliance ___ Non-Compliance ___ Not applicable

Narrative: Dalton State has a published policy on student grievances that is reasonable, fairly administered, and well-publicized. This policy is fully explained in Section 4.5, "Student Complaints," and in the *College Catalog*. The College also maintains a record of complaints received by the institution. This record is available for viewing in the Office of Enrollment and Student Services. And concerning public complaints, the College adheres to the [University System of Georgia Ethics Policy](#) which encourages the public to use a [Hotline](#) to report any "fraudulent activity related to the University System of Georgia or simply want to suggest an improvement to ongoing operations." The public can anonymously report [online](#) or call 1-877-516-3466. This link is publicized on the College's [Hotline Webpage](#).

7. Conflict of Interest for Commission Staff

Applicable Policy Statement: Staff should inform the President of the Commission where a potential conflict of interest might exist.

___ Compliance ___ Partial Compliance ___ Non-Compliance Not applicable

Narrative: This policy applies only to Commission staff, and, therefore, it is not applicable to Dalton State College.

8. Core Requirement 2.3: Documenting and Alternative Approach

Applicable Policy Statement: If an institution is part of a system and its chief executive officer is also the chief executive officer of the system, and that institution is reviewed for reaffirmation or as part of the application for membership process, then the institution must provide information.

___ Compliance ___ Partial Compliance ___ Non-Compliance Not applicable

Narrative: Dalton State's president and chief executive officer is not the chief executive officer of the University of Georgia System, and therefore this policy does not apply to Dalton State College.

9. Core Requirement 2.7.4: Documenting an Alternative Approach

Applicable Policy Statement: If an institution does not offer all course work for at least one degree at each degree level, it must request approval and provide documentation for an alternative approach.

___ Compliance ___ Partial Compliance ___ Non-Compliance Not applicable

Narrative: As shown in Section 2.7.4, "Course Work for Degrees," Dalton State College provides instruction for all course work for at least one degree program at all levels—baccalaureate, associate's, certificate, and mini-certificate—at which it awards degrees or certificates, and, therefore, it is not required to utilize an alternative documentation approach. This policy does not apply to Dalton State College.

10. Credit Hours

Applicable Policy Statement: The purpose of this policy is to provide guidance to institutions and evaluation committees on the Commission's expectations regarding credits and to set forth the federal regulations regarding the award of credit.

Compliance Partial Compliance Non-Compliance Not applicable

Narrative: As shown in Section 4.9, "Definition of Credit Hours," Dalton State complies with both federal requirements and Commission expectations regarding the College's definition and regulation of credit hours.

11. Deadlines for Reports and Profiles

Applicable Policy Statement: In order to provide the Commission, or one of its standing committees, ample time to review the response of an institution to the report of the visiting committee, an institution is required to submit its response by the date requested by staff for consideration at either the Commission's Summer Meeting or its Annual Meeting in December.

Compliance Partial Compliance Non-Compliance Not applicable

Narrative: Dalton State College provides the Commission ample time to review the College's response to visiting committee reports, and, therefore, the College is in full compliance with this policy. For example, the College is on track as shown by its [Reaffirmation Calendar](#) to submit its Compliance Certification Report to the Off-Site Review Committee in March 2012 and prepare for the On-Site visit in September 2012. Indeed, the College completed the Meeting Registration Form for the [Orientation Session for Undergraduate Institutions Scheduled for Reaffirmation in 2013 \(Track A\)](#), and a team attended the orientation session in January 31, 2011 [3].

12. Disclosure of Accrediting Documents and Actions of the Commission on Colleges

Applicable Policy Statement: Paragraphs I, II, and V.

Compliance Partial Compliance Non-Compliance Not applicable

Narrative: Dalton State does not disclose documents outlined in the policy inappropriately. For example, the College will publish its [Compliance Certification](#) and [Quality Enhancement Plan](#) as part of its 2013 Reaccreditation in accordance with paragraph I of this policy after the accreditation process is completed. The College though has published all its previous self-study and other accreditation reports. The College also publishes its accreditation status, and in compliance with paragraph V, it includes an accurate statement of status, including the specific degree levels covered by that status and the name, address, and telephone number of the accrediting agency.

13. Distance and Correspondence Education

Applicable Policy Statement: At the time of review by the Commission, the institution must demonstrate that the student who registers in a distance or correspondence education course or program is the same student who participates in and completes the course or program and receives the credit by verifying the identity of a student who participates in class or coursework by using, at the option of the institution, methods such as (1) a secure login and pass code, (2) proctored examinations, and (3) new or other technologies and practices that are effective in verifying student identification.

The institution makes it clear in writing that (1) it has processes that protect student privacy and (2) it notifies students of any projected additional student charges associated with verification of student identity at the time of registration or enrollment.

Compliance Partial Compliance Non-Compliance Not applicable

Narrative: Dalton State College delivers online courses either through the WebCT/Blackboard learning management system or via the University System of Georgia's eCore program. Both of these delivery methods provide students with unique passwords and login information. Students taking eCore classes are also required to take two proctored exams a semester. The College's Testing Center administers the exams and requires students to show a photo for identification. The Office of Computing and Information Services also has a password policy [4] to ensure security and password confidentiality, a policy that applies to all students whether they are taking online, hybrid, or face-to-face classes. Indeed, students who register for online classes are provided login and password protected information for online access.

The "Family Educational Rights and Privacy Act of 1974 Notice to Students," which can be found in the *College Catalog*, describes student privacy protections. There are no additional student charges related to student privacy associated with distance education.

14. Dues and Fees

Applicable Policy Statement: All member and candidate institutions shall pay dues and fees in accordance with those authorized by the Commission on Colleges and approved by the College Delegate Assembly.

Compliance Partial Compliance Non-Compliance Not applicable

Narrative: Dalton State College pays all dues and fees when required by the Commission [5].

15. Enrollment Growth Institutions

Applicable Policy Statement: The Southern Association of Colleges and Schools Commission on Colleges (SACSCOC), in accord with federal policy, is required to have processes and procedures for the on-going monitoring of the overall growth of institutions it accredits.

Compliance Partial Compliance Non-Compliance Not applicable

Narrative: This policy applies to the Commission, not to Dalton State College.

16. Ethical Obligations of Members of SACSCOC Board of Trustees and of Evaluators

Applicable Policy Statement: In order to maintain the credibility of those decisions, not only must the Commission hold institutions accountable for integrity governing all aspects of their operations, but also must insure that peer evaluators and elected Commission Board of Trustee members responsible for making accreditation decisions maintain the highest level of integrity in all matters dealing with the decision making process of the Commission and in matters dealing with their own institutions.

Compliance Partial Compliance Non-Compliance Not applicable

Narrative: This policy applies to the Commission's ethical obligations, and, therefore, it is inapplicable to Dalton State College.

17. Governing, Coordinating, and Other State Agencies: Representation on Evaluation Committees

Applicable Policy Statement: Paragraphs I-VI.

Compliance Partial Compliance Non-Compliance Not applicable

Narrative: Dalton State notified [6] its governing board, the Board of Regents of the University System of Georgia, of the dates of the ongoing on-site review committee visit by the Commission. The College will send the Board of Regents copies of the Compliance Certification, the Quality Enhancement Plan, the Report of the Reaffirmation Committee, and the institution's response to the visiting committee's report when these documents are completed. When the committee arrives, the College will invite only those attendees deemed to be appropriate by this policy.

18. Integrity and Accuracy in Institutional Representation

Applicable Policy Statement: As a condition of candidacy or membership in the Commission on Colleges, the institution agrees to document its compliance with the requirements of the Principles of Accreditation; to comply with Commission requests, directives, decisions and policies; and to make complete, accurate and honest disclosure to the Commission.

Compliance Partial Compliance Non-Compliance Not applicable

Narrative: As required by this policy, the president of Dalton State College reviews all documents submitted to the Commission and ensures they are honest, candid, timely, accurate, and complete. Furthermore, Dalton State agrees to comply with any Commission request, direction, decision, and policy and to document its compliance with the *Principles of Accreditation*.

19. Litigation: Institutional Obligations

Applicable Policy Statement: Any institution which takes legal action against the Southern Association of Colleges and Schools regarding an accreditation decision and withdraws or loses its case is responsible for assuming all costs incurred by the Southern Association while defending its position, including attorney fees.

Each institution concedes that all agreements created by the respective body's granting such status shall be deemed to have been entered into in DeKalb County, Georgia, and shall be interpreted in accordance with the laws of the State of Georgia. Further, each institution agrees that jurisdiction and venue for any action which might arise from any membership agreement between the institution and the Commission or the Council, regardless of which party shall initiate the action, shall be exclusively in the United States District Court for the Northern District of Georgia or the state courts of DeKalb County, Georgia, whichever of these courts shall have proper subject matter jurisdiction.

Compliance Partial Compliance Non-Compliance Not applicable

Narrative: Dalton State has never taken legal action against the Southern Association of Colleges and Schools. The College does agree that all agreements shall be deemed to have been entered into in DeKalb County, Georgia. The College also agrees that jurisdiction and venue for any action shall be exclusively in the United States District Court for the Northern District of Georgia or the state courts of DeKalb County, Georgia, whichever of these courts shall have proper subject matter jurisdiction.

20. Mergers, Consolidations, Change of Ownership, Acquisitions, and Change of Governance, Control, Form, or Legal Status

Applicable Policy Statement: Member institutions are required to have a policy and procedure to ensure that all substantive changes are reported to the Commission in a timely way. Member institutions are required to notify the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) of changes in accordance with the substantive change policy and, for those changes addressed in this policy, seek approval prior to the initiation of changes. Notification requires a letter from the institution's chief executive officer or his/her designated representative to the SACSCOC President summarizing the proposed change and providing the intended implementation date.

Compliance Partial Compliance Non-Compliance Not applicable

Narrative: As shown in Section 3.12.1, "Substantive Change," the College has a policy and procedures for notifying the Commission of all substantive changes in a timely way and requesting approval for those changes as required by SASCOC policy.

21. Mission Statement of the Commission

Applicable Policy Statement: N/A Compliance Partial Compliance Non-Compliance Not applicable**Narrative:** This is the mission statement of the Commission, and, therefore, it is not applicable to Dalton State College.

22. Observers on Reaffirmation On-site Review Committees

Applicable Policy Statement: Institutions beginning their decennial review process leading to reaffirmation of accreditation may designate one person who would be allowed to accompany an On-Site Review Committee for reaffirmation to observe and learn from committee activities and from the review process experience of persons at the host institution. Compliance Partial Compliance Non-Compliance Not applicable**Narrative:** Although Dalton State did not specifically designate a person to SACS to serve as an observer on an On-Site Review Committee, the College decided that, in light of its 2013 decennial review process, college personnel should take advantage and accompany an On-Site Review Committee if invited. To that end, Dr. Sandra Stone, the vice president for academic affairs was asked to join and participated in the On-Site Review Committee for Edison State College in Fort Myers, FL, in November 2011, as the committee determined it needed an additional academic administrator. She was responsible for reviewing the items related to academic programs as a primary reviewer, as well as participating in the overall review, including the QEP. Indeed, she participated in the full on-site visit, including conducting interviews, reviewing documents, attending presentations, and participating in all review team discussions.

23. Policies, Guidelines, Good Practices, and Position Statements: Definitions for Accreditation Purposes

Applicable Policy Statement: N/A Compliance Partial Compliance Non-Compliance Not applicable**Narrative:** This policy merely defines terms for the accreditation policy, and, therefore, it is not a policy applicable to Dalton State.

24. QEP: Lead Evaluator Nomination Process

Applicable Policy Statement: An institution conducting a review leading to reaffirmation of accreditation nominates candidates to serve on the On-Site Reaffirmation Committee as the lead evaluator for the Quality Enhancement Plan (QEP).

Compliance Partial Compliance Non-Compliance Not applicable

Narrative: In spring 2011, the QEP Committee began its search for candidates for the QEP lead evaluator. First, QEP Committee members and the faculty at large were solicited for nominations. Then, the QEP Committee chair looked for institutions that had written their QEP on topics similar to Dalton State's and added the names of the QEP Committee chairs or current QEP coordinators to the list. Third, authors of textbooks used in the Department of Humanities who work in SACS-affiliated institutions were added to the list, and finally, officers of state NADE organizations were considered. In all cases, the following criteria were used: working outside of the state of Georgia, involvement with developmental education and/or English, familiarity with SACS processes, and no former supervisory relationship with anyone on the English faculty or QEP Committee. After consultation with the QEP Committee and the director of Institutional Research, the chair of the QEP Committee sent letters to each of the 40 possible candidates, asking if they were interested and available to serve as the QEP lead evaluator in September 2012. This process began more than a year ahead of time, but it seemed wise not to wait until fall 2011 or later. Eleven persons responded positively. In fall 2011, all of them were re-contacted to verify that they were still interested and available. That list, along with each person's resume or vitae, has been submitted to the SACS liaison [7].

25. Reaffirmation of Accreditation and Subsequent Reports

Applicable Policy Statements:

a. An institution includes a review of its distance learning programs in the Compliance Certification.

Compliance Partial Compliance Non-Compliance Not applicable

Narrative: Distance courses are included as part of the College's assessment program, and a review of the distance learning program is included in Section 2.5, "Institutional Effectiveness," and Section 3.3.1.1, "Educational Programs."

b. Each member institution is expected to submit a formal response to the report of the On-Site Review.

Compliance Partial Compliance Non-Compliance Not applicable

Narrative: Dalton State College has complied and will continue to comply with this requirement. After the March 31-April 3, 2003, SACS On-Site Reaffirmation Committee visit, Dalton State submitted an [Institutional Response to the Report of the Reaffirmation Committee](#) arising from the reaffirmation committee visit. The College will do the same after receiving the report of the On-Site Review Committee in September 2012.

c. Each member institution also is expected to submit a Fifth-Year Interim Report five years before its next reaffirmation review reporting on continued compliance with Commission standards and on the effects of the implementation of its Quality Enhancement Plan on student learning.

Compliance Partial Compliance Non-Compliance Not applicable

Narrative: Dalton State College complies with this requirement. Dalton State submitted a [Fifth-Year Interim Report](#) in September 2008 and a [Monitoring Report Response to Recommendations on Fifth-Year Interim Report](#) in April 2009.

d. If an institution is part of a system or corporate structure, a description of the system operation (or corporate structure) is submitted as part of the Compliance Certification for the decennial review. The description should be designed to help members of the peer review committees understand the mission, governance, and operating procedures of the system and the individual institution's role within that system.

Compliance Partial Compliance Non-Compliance Not applicable

Narrative: Section 3.2.2, "Governing board control," and Section 3.2.6, "Board/administrative distinction," describe the University System's structure, along with the role of the system and the College's role within that system.

26. Records Maintenance Policy of the Commission on Colleges

Applicable Policy Statements: Institutions notify the Commission before making significant changes in program, location, or program delivery mode in accordance with the Commission's Substantive Change policy.

Compliance Partial Compliance Non-Compliance Not applicable

Narrative: As shown in Section 3.12.1, "Substantive Change," the College has a policy and procedures for notifying the Commission of all substantive changes in a timely way and requesting approval for those changes as required by SASCOC policy. The section also contains historical examples of the College's notifying the Commission concerning substantive change.

27. Reimbursement for Expenses

Applicable Policy Statements: N/A

Compliance Partial Compliance Non-Compliance Not applicable

Narrative: This policy concerns only the Commission on Colleges, and, therefore, this policy does not apply to Dalton State.

28. Reports Submitted for Committee or Commission Review

Applicable Policy Statements: Institutions accredited by the Commission on Colleges are requested to submit various reports to an evaluation committee or to the Commission's Board of Trustees for review.

Compliance Partial Compliance Non-Compliance Not applicable

Narrative: Dalton State has and will continue to comply with this policy. Please see for example, the [Institutional Response to the Report of the Reaffirmation Committee](#) following the College's last SACS reaffirmation.

29. Sanctions, Denial of Reaffirmation, and Removal from Membership

Applicable Policy Statements: N/A

Compliance Partial Compliance Non-Compliance Not applicable

Narrative: This policy concerns Commission actions toward a member institution which stands in noncompliance with Commission standards, and, therefore, it is not applicable to Dalton State since the institution is in compliance.

30. Separate Accreditation for Units of a Member Institution

Applicable Policy Statements:

a. Branch campuses related to the parent campus through corporate or administrative control (1) include the name of the parent campus and make it clear that its accreditation is dependent on the continued accreditation of the parent campus and (2) are evaluated during reviews for institutions seeking candidacy, initial membership, or reaffirmation of accreditation. All other extended units under the accreditation of the parent campus are also evaluated during such reviews.

Compliance Partial Compliance Non-Compliance Not applicable

Narrative: Dalton State operates an off-campus instructional site in Ellijay, Georgia, called the [Gilmer County Center](#). Courses taught there are identical to the courses taught at the main campus and are taught by regular full- and part-time faculty. This instructional site is under the administrative control of the [assistant vice president for academic affairs](#). Dalton State has [SACS approval](#) to operate this center as an off-campus instructional site and is not seeking separate accreditation for the center.

b. If the Commission on Colleges determines that an extended unit is autonomous to the extent that the control over that unit by the parent or its board is significantly impaired, the Commission may direct that the extended unit seek to become a separately accredited institution. A unit which seeks separate accreditation should bear a different name from that of the parent. A unit which is located in a state or country outside the geographic jurisdiction of the Southern Association of Colleges and Schools and which the Commission determines should be separately accredited or the institution requests to be separately accredited, must apply for separate accreditation from the regional accrediting association that accredits colleges in that state or country.

Compliance Partial Compliance Non-Compliance Not applicable

Narrative: The Commission on Colleges has not determined that one of the College's off-campus sites is autonomous or required to seek separate accreditation. Therefore, this policy is not applicable to Dalton State College.

31. Special Committee Procedures and Team Report

Applicable Policy Statements: N/A.

Compliance Partial Compliance Non-Compliance Not applicable

Narrative: This policy concerns Commission committee protocols, and, therefore, it is not applicable to Dalton State College.

32. Standing Rules: the Commission on Colleges, Executive Council, and the College Delegate Assembly

Applicable Policy Statements: N/A.

Compliance Partial Compliance Non-Compliance Not applicable

Narrative: This policy concerns Commission standing rules, and, therefore, it is not applicable to Dalton State College.

33. Substantive Change for Accredited Institutions of the Commission on Colleges

Applicable Policy Statements: Member institutions are required to notify the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) of changes in accordance with the substantive change policy and, when required, seek approval prior to the initiation of changes.

Member institutions are required to have a policy and procedure to ensure that all substantive changes are reported to the Commission in a timely fashion.

Compliance Partial Compliance Non-Compliance Not applicable

Narrative: As shown in Section 3.12.1, "Substantive Change," the College has a policy and procedures for notifying the Commission of all substantive changes in a timely way and requesting approval for those changes as required by SASCOC policy. The section also contains historical examples of the College's notifying the Commission concerning substantive change.

34. Third-Party Comment by the Public

Applicable Policy Statements: N/A

Compliance Partial Compliance Non-Compliance Not applicable

Narrative: This policy concerns the procedures for third parties to comment on institutions' performance, and, therefore, it is not applicable to Dalton State College.

35. Transfer of Accreditation Among Regional Commissions

Applicable Policy Statements: An institution accredited by another regional commission may apply for transfer of accreditation to the Commission on Colleges of the Southern Association of Colleges and Schools under certain conditions.

Compliance Partial Compliance Non-Compliance Not applicable

Narrative: Dalton State is already an accredited member of SACSCOC and, therefore, has no need to transfer accreditation to SACSCOC. This policy is thus not applicable to Dalton State.

36. Unreported Substantive Change

Applicable Policy Statements: Upon discovery [of an unreported substantive change], the institution formally notifies the president of the Commission on Colleges of the unreported substantive change.

Compliance Partial Compliance Non-Compliance Not applicable

Narrative: Dalton State has never discovered an unreported substantive change, and, therefore, this policy has never been applicable to the College.

Documentation

- [1] SACSCOC Website, Commission Policies
- [2] Institutional and Program Accreditation at Dalton State, 2011 Fact Book
- [3] SACS Orientation Session for Institutions Scheduled for Reaffirmation in 2013, Dalton State Meeting Form, January 31, 2011
- [4] Office of Computing and Information Services Password Policy
- [5] SACS Invoice and Dalton State Payment of Dues for FY 2011-2012
- [6] Dalton State Notification to BOR about Impending SACS Reaccreditation
- [7] Correspondence Between QEP Committee Chair and SACS Liaison re: Lead Evaluator for QEP

3.14

Representation of status with the Commission: Publication of accreditation status

A member or candidate institution represents its accredited status accurately and publishes the name, address, and telephone number of the Commission in accordance with Commission requirements and federal policy.

Judgment

Compliant Partial Compliant Non-Compliant Not Applicable

Narrative

The College publishes its accreditation status accurately on the Dalton State College Website—once on the [home page's footer \[1\]](#) and once on the College's [SACS Accreditation Webpage \[2\]](#). Both locations contain the full name, address, and telephone number of the Commission. The statements read as follows:

Dalton State is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (1866 Southern Lane, Decatur, GA 30033-4097; Telephone number 404-679-4501) to award the associate's and bachelor's degrees.

The above accreditation statement is also published in each annual *Dalton State College Catalog* [3], on page 2 of the *Dalton State College Fact Book* [4], and in the College's Strategic Plans [5], all of which are available online. The most recent letter of reaffirmation, dated January 16, 2004 [6], is on file in the President's Office and published on the Office of Institutional Research and Planning's [Website](#).

Documentation

- [1] [Dalton State College's Home Webpage](#)
- [2] [Dalton State College's SACS Accreditation Webpage](#)
- [3] *2011-2012 College Catalog*
- [4] *2011-2012 Fact Book*
- [5] *2009-2012 Strategic Plan*
- [6] Reaffirmation letter from SACS-COC, January 16, 2004

4.1

Student achievement

The institution evaluates success with respect to student achievement consistent with its mission. Criteria may include: enrollment data; retention, graduation, course completion, and job placement rates; state licensing examinations; student portfolios; or other means of demonstrating achievement of goals.

Judgment

Compliant Partial Compliant Non-Compliant Not Applicable

Narrative

In support of its institutional effectiveness program with respect to the assessment of educational programs, Dalton State evaluates student success on a regular basis. Indeed, the evaluation of student success is a critical element in determining how Dalton State is fulfilling a core commitment of its mission: “promoting high levels of student achievement.” As such, the College has created a detailed and comprehensive system that tracks and monitors student achievement data. The Office of Institutional Research and Planning maintains a [Website](#) and an annual [Fact Book](#) and regularly and systematically collects and disseminates student achievement data and other measures on a wide variety of dimensions. In addition, data produced by the University System of Georgia Board of Regents are used as part of a comprehensive program of institutional research and assessment. These data include course completion, state licensing examinations, and job placement rates, and they are used within a culture of continuous improvement and institutional effectiveness that establishes student learning and program outcomes, assesses results, and uses results for improvement and decision-making at the institution, program, and student support services levels.

Course Completion

Grade Distribution in Individual Courses

Every semester, the [Office of Institutional Research and Planning](#) publishes a table showing Grade Distribution by Course which provides course completion data, identifying courses in which more than 25% of students withdrew or received a grade of D, F, Incomplete, or Unsatisfactory, or where more than 33% of the students (including withdrawals) did not complete the course with a grade of A, B, C, or Satisfactory [1]. This information is used by the vice president for academic affairs and the deans to discuss the success rate of individual courses and to concentrate attention and corrective action on courses with lower success rates [2].

Schools also show evidence of course completion by producing data on the percentage of students who successfully complete all course requirements. For example, as part of its Annual Report [3], the School of Natural Sciences and Mathematics uses course completion rates as success indicators for its courses. Table 4.1-1 below shows the school’s math completion rates:

Table 4:1-1: Percentage of Students Completing All Course Requirements in Math Course and Earning a Passing Grade [3]

Course	Summer 2004		Fall 2004		Spring 2005	
	Expected	Attained	Expected	Attained	Expected	Attained
Math 0090	70%	88.89%	70%	81.36%	70%	71.43%
Math 0096	70%	63.16%	70%	88.26%	70%	71.51%
Math 0098	70%	87.13%	70%	69.23%	70%	64.13%
Math 1001					70%	85.71%
Math 1102	70%	90.20%	70%	83.75%	70%	91.80%
Math 1104	70%	100%	70%	80.00%	70%	78.26%
Math 1111	70%	90.27%	70%	85.19%	70%	83.02%
Math 1113	70%	100%	70%	92.31%	70%	80.00%
Math 2181			70%	94.29%	70%	94.44%
Math 2200	70%	100%	70%	93.62%	70%	95.35%
Math 2201	70%	100%	70%	97.06%	70%	94.20%
Math 2253			70%	73.08%	70%	94.12%

Math 2254	70%	80.00%			70%	78.95%
Math 2255			70%	100%		
Math 2256					70%	100%
Math 2403						
Math 4502			70%	100%		

Degrees and Certificates Awarded

The number of degrees and certificates awarded reflects an institution's productivity and student success as well as the institution's mission, purposes, and objectives. Completion data for baccalaureate and associate's degree programs and certificates are reported annually in a "Total Degrees & Certificates Awarded" report published by the Office of Institutional Research and Planning in its *Fact Book*, which also includes a Student Graduation Profile by major [4]. In the 2010-2011 school year, the College awarded 657 degrees and certificates—up 5.3% from the previous year.

Distance Education

The Office of Instructional Technology publishes annual Distance Education Data, including analysis of student course completion and comparison of course outcomes with traditional courses. These data are published in the College's annual Profile of Distance Learning [5] and are available on the Office of Institutional Research and Planning's Website.

As an example of the College's Distance Education data analysis, a table from the 2011 Profile of Distance Learning is included below [5]. As shown in Table 4.1-2, the completion rate for Distance Learning courses exceeds the completion rate for traditional courses, suggesting that Distance Education courses are meeting quality standards.

Table 4.1-2: 2010-2011 Distance Education Data [5]

2010-2011 Distance Education Data	Summer	Fall	Spring
Total Online Sections:	6	11	14
Non-Duplicated Online Headcount:	100	293	322
Total Hybrid Sections:	13	39	64
Total Hybrid Students:	170	844	1446
Non-Duplicated Hybrid Headcount:	166	684	1217
Number of Students Taking Only DL Courses:	229		
Completion Rate for Distance Learning Courses:	80.23%		
Completion Rate for Traditional Courses:	77.3%		

Learning Support

Evaluation of student achievement in learning support includes analyses of course completion rates, success in subsequent learning support courses, and success in subsequent college-level courses. The College tracks and reports on these outcomes in annual Learning Support Program Assessment reports [6]. More detailed analyses, by outcomes assessment of learning support, are noted in the Annual Reports [7] of the deans of Liberal Arts and Natural Sciences and Mathematics—the primary departments responsible for learning support courses.

The schools also use course completion rates of learning support classes as success indicators [8]. For example, an Annual Report of the School of Natural Sciences and Mathematics records the course completion/success rates of the three math learning support classes (MATH 0090, MATH 0096, and MATH 0098).

Table 4.1-3: Percentage of Students Completing All Course Requirements in Math Course and Earning a Passing Grade [8]

Course	Summer 2004		Fall 2004		Spring 2005	
	Expected	Attained	Expected	Attained	Expected	Attained
Math 0090	70%	88.89%	70%	81.36%	70%	71.43%
Math 0096	70%	63.16%	70%	88.26%	70%	71.51%
Math 0098	70%	87.13%	70%	69.23%	70%	64.13%

These data help the College to focus its efforts on improving weak Learning Support classes.

External Examinations

General Education Competencies

Dalton State identifies general education competencies in the areas of Communication, Quantitative Reasoning, Critical Thinking, Cultural and Social Understanding (US and Global Perspectives, Social Sciences, Humanities/Fine Arts), and Scientific Reasoning (Natural Science, Mathematics, and Technology) [9]. The extent to which graduates attain these competencies as a measure of student achievement is assessed with externally developed, validated, and normed instruments for their alignment with the College's general education competencies.

The College has adopted the Collegiate Assessment of Academic Proficiency (CAAP) tests to determine student competency in Reading (Arts/Literature, Social Sciences), Mathematics (Basic Algebra, College Algebra), Science Reasoning, and Critical Thinking. Results of these tests are published both [online](#) and, summarized, in the College's *Fact Book* [10].

As shown in Table 4.1-4, the general education arena, DSC's students continue to do well on the CAAP graduating students' test. For example, the College's 2011 CAAP scores showed that DSC graduates scored slightly lower than did the College's 2010 graduates, scored above the national average for Reading (DSC = 61.6; national = 60.3), and scored the same as the national average for Basic Algebra (DSC and national = 14.2). These scores provide administration and faculty with important feedback relevant to continual improvement in each student competency.

Table 4.1-4: 2011 CAAP Mean Scores
DSC Graduates vs. National Averages [10]

Year	# of Students	DSC	DSC Standard Deviation	National	National Standard Deviation
Mathematics					
2007	215	56.4	2.7	56.1	3.6
2008	173	57.4	2.9	56.2	3.5
2009	161	57.1	3.9	58.5	4
2010	216	57.4	3.5	57.3	3.8
2011	163	55.5	3.6	56.1	3.6
Basic Algebra					
2007	215	14.2	2	14.2	2.4
2008	173	15	1.9	14.2	2.3
2009	161	14.5	2.3	15.6	2.4

2010	216	14.9	2.3	14.9	2.4
2011	163	14.2	2.2	14.2	2.3
College Algebra					
2007	215	13.9	1.6	14	2.1
2008	173	14.7	1.8	14	2.1
2009	161	14.2	2.3	15.4	2.7
2010	216	14.7	2.3	14.7	2.5
2011	163	13.5	2.1	14.0	2.1
Reading					
2007	215	63.4	5	60.5	5.4
2008	173	62.5	4.9	60.5	5.4
2009	161	61	3.9	62.5	5.1
2010	216	62.8	4.3	61.4	5.4
2011	163	61.6	5.4	60.3	5.5

General education competencies are also assessed by the Graduating Student Survey [11], in which graduates report how much their Dalton State education has contributed to the acquisition of specific knowledge, skills, and behaviors. Annual Reports [12][13] produced by the School of Liberal Arts and School of Natural Sciences and Mathematics are used to determine the extent to which graduates have attained the student learning outcomes in general education. These reports are posted on the [Institutional Research and Planning Website](#).

ETS Major Field Test in Business

As a measure of student achievement, the School of Business administers the external [ETS Major Field Test](#) to its graduates. The ETS Major Field Test is a comprehensive undergraduate outcomes assessment designed to measure the critical knowledge and understanding achieved by business majors. This test offers comprehensive national comparative data, enabling the School of Business to evaluate its graduates' performance and compare its programs' effectiveness to programs at similar institutions nationwide. A summary of graduates' scores is presented in the college [Fact Book \[14\]](#) and shown below in Table 4.1-5.

Table 4.1-5: ETS Business Major Field Test Scores
School of Business Administration Baccalaureate Students [14]

Date	Students Tested	Scale Range for Total Score	Scale Score Mean	Standard Deviation
Nov. 2000	51	120-200	146.3	11.5
Jan. 2002	74	120-200	148.7	10.3
May 2002	24	120-200	149.7	10.4
Fall 2002	26	120-200	148.3	9.1
Fall 2003	49	120-200	155	14.9
Spring 2004	45	120-200	159.3	13.7
Spring 2005	25	120-200	161	10.7

Spring 2006	39	120-200	162	11
Spring 2007	27	120-200	160.4	12.2
Spring 2008	31	120-200	159	11
Spring 2009	31	120-200	157	16
Spring 2010	61	120-200	158	12
Spring 2011	29	120-200	162.0	14

During spring 2011, 29 business students took the ETS, and the College's institutional mean was 162, which was in the 80th percentile of all participating institutions.

Licensing Examinations

Graduates of some programs at Dalton State take certification exams. These students are deemed successful when they graduate and successfully pass their state and national exams to qualify for professional licensure. Indeed, the percentage of students passing these exams is an indication of student achievement and academic program effectiveness in preparing students to obtain the necessary credentials for employment. Often, these scores are incorporated into program reviews and annual program assessment results reports for academic degree and certificate programs.

The College's Licensing Examination pass rates are published each year in the *Fact Book*; pass rates from 2011's *Fact Book* are listed below, by school.

1. School of Education

- The NCATE-accredited baccalaureate early childhood teacher education program is highly regarded for its quality as evidenced in pass rates of graduates who take the [Georgia Assessments for the Certification of Educators \(GACE\)](#). Candidates who have completed the School of Education's professional teacher education program in early childhood are required to pass the state-required GACE exam for licensure in Georgia. As seen in Table 4.1-6, the school had a 99% pass rate [15], significantly higher than the Georgia state average pass rate. Reports from GACE indicate DSC's pass rate is approximately 18 points higher than the state average for each reporting date [16].

Table 4.1-6: Georgia Assessments for the Certification of Educators (GACE)
Early Childhood Content - Graduates' Post-Test Pass Rates 2006-2010 [15]

Year	DSC Pass Rate	Total Pass/Takers
2006	100%	55/55
2007	100%	63/63
2008	100%	64/64
2009	100%	68/68
2010	98%	80/78

2. School of Nursing

- The Associate of Science nursing program (RN) measures its effectiveness in relation to student achievement by the first-attempt pass rates of its graduates on the National Council for Licensure Examinations-Registered Nurse (NCLEX-RN), administered by the National Council of State Boards of Nursing. The 2011 graduates who took the NCLEX-RN examination within one year of graduation had a pass rate of 89%. As shown in Table 4.1-7, the Georgia state and national pass rates were 90% and 88% respectively [17].

Table 4.1-7: RN (2-Year) Nursing Program NCLEX Scores/Pass Rates (2003 - 2011) [17]

Year	DSC Average	National Average	State Average	Total Pass / Takers
2003	85%	87%	87%	45/53
2004	87%	84%	88%	42/48
2005	88%	87%	89%	45/51
2006	86%	88%	90%	42/49

2007	82%	85%	88%	45/55
2008	87%	87%	91%	66/76
2009	93%	88%	92%	51/55
2010	78%	87%	90%	42/54
2011	89%	88%	90%	55/61

3. School of Technology

- The Radiologic Technology program tracks graduate pass rates on the American Registry of Radiologic Technologists (AART) examination. For the 14th consecutive year, graduates of Dalton State's Radiologic Technology program have achieved a 100% pass rate on the national certification exam administered by the American Registry of Radiologic Technologists (Table 4.1-8). Dalton State graduated 16 Radiologic Technology students who sat for the 200-question national exam this year [18]. The College's Radiologic Technology program stands among the top 5% of Radiologic Technology programs in the country, as determined by its graduate scores on this licensure exam.

Table 4.1-8: Radiologic Technology Program ARRT Registry Examination Scores/Pass Rates (1998 – 2010) [18]

Year	DSC Pass Rate	Total Pass/Takers	DSC Average Score	National Average	National Pass Rate
1998	100%	5 of 5	90	84	90%
1999	100%	6 of 6	89	83	89%
2000	100%	10 of 10	87	83	91%

2001	100%	7 of 7	88	84	90%
2002	100%	6 of 6	89	84	88%
2003	100%	6 of 6	91	83	89%
2004	100%	13 of 13	90	84	89%
2005	100%	13 of 13	91	85	89%
2006	100%	13 of 13	91	85	89%
2007	100%	15 of 15	91	85	91%
2008	100%	15 of 15	87	85	91%
2009	100%	15 of 15	90	88	88%
2010	100%	17 of 17	89	88	91%
2011	100%	16 of 16	84	85	90%

- The Respiratory Therapy program tracks graduate pass rates on the Certified Respiratory Therapists (CRT) examination. For the fourth year running, Dalton State's Respiratory Therapy graduates have achieved a 100% pass rate—exceptional work when compared with the 78% national pass rate (Table 4.1-9) [19].

Table 4.1-9: Respiratory Therapy Program Certification Examination (2008 – 2010) [19]

Year	DSC Pass Rate	Total Pass/Takers	National Pass Rate
2008	100%	5 of 5	79.50%
2009	100%	8 of 8	79.60%
2010	100%	8 of 8	80.10%
2011	100%	9 of 9	77.76%

- The Medical Laboratory Technology program tracks graduate pass rates on the American Medical Technologists (AMT) examination. For the past five years (Table 4.1-10) in the Medical Laboratory Technology Program, 100% of graduates passed the licensing certification examination on their first attempt. The national exam pass rate was only 72%, comparatively [20].

Table 4.1-10: Medical Laboratory Technology Program Licensure Examination Scores/Pass Rates [20]

Year	# of Students	DSC Pass Rate	National Exam Pass Rate for MLT Programs
1997	9	91%	72%
1998	4	100%	69%

1999	8	50%	76%
2000	7	100%	66%
2001	6	100%	71%
2002	1	100%	N/A
2003	4	100%	70%
2004	0	N/A	N\A
2005	5	80%	75%
2006	6	100%	78%
2007	5	100%	78%
2008	2	100%	81%
2009	5	100%	69%
2010	5	100%	72%

- The Certificate in Licensed Practical Nursing (LPN) tracks the success of its graduates by the first-attempt pass rate on the National Council for Licensure Examinations-Licensed Practical Nurse (NCLEX-LPN). As shown in Table 4.1-11, recently graduated Licensed Practical Nursing students from Dalton State College have achieved a 100% pass rate on the National Council Licensure Exam for Practical Nurses (NCLEX-LPN) [21].

Table 4.1-11: Licensed Practical Nursing Program
NCLEX Scores/Pass Rates (1997 – 2011) [21]

Year	DSC Pass Rate	Total Pass/Takers
1997	92.30%	24 of 26
1998	100.00%	12 of 12
1999	94.70%	18 of 19
2000	88.90%	7 of 8
2001	100.00%	8 of 8
2002	100.00%	17 of 17
2003	90.40%	20 of 21
2004	97.00%	31 of 32
2005	94.10%	32 of 34
2006	97.60%	40 of 41
2007	95.00%	20 of 21
2008	91.43%	32 of 35
2009	91.20%	31 of 34

2010	89.00%	35 of 31
2011	100.0%	22 of 22

Surveys

Graduating Student Surveys

Dalton State also surveys graduating students as part of its [Institutional Effectiveness Plan](#). The results [22] are compiled by the [Office of Institutional Research and Planning](#) and are available on its [Website](#). As well as finding out about their experiences while a student at Dalton State and providing useful information to improve educational programs and services, the survey also gathers data on whether students have achieved or accomplished their primary objective for attending Dalton State College.

For example, according to the spring 2011 Graduating Students Survey Summary Report [22], 93% of graduates who responded to a graduating survey rated their level of satisfaction with the education they received at Dalton State College as "Satisfied" or "Very Satisfied." Roughly 80% of respondents reported that their objective for attending Dalton State College was fully accomplished. Fifty-one percent said they participated in community service or a community-based project as part of a regular course or program at Dalton State College. Ninety percent of graduates rated the quality of education they received at Dalton State College as "Excellent" or "Good."

This information, along with data about the students surveyed such as major and age, aids the College in making strategic decisions to improve or enhance Dalton State's programs to meet student expectations and needs.

Follow-Up Surveys of Graduates/Alumni

With the recent creation of a unit that deals with alumni relations in the Office of Institutional Advancement, the Office of Institutional Research and Planning has begun regularly administering a general survey to Dalton State alumni [23]—beginning in 2011—to aid in the College's evaluation and planning efforts. The Schools of Nursing, Social Work, Technology, and Education, for purposes of program accreditation, also administer follow-up surveys to their graduates [24] and alumni [25] to assess and improve the quality of programs and services. Summaries of these surveys are posted on the Office of Institutional Research and Planning [Website](#).

The School of Nursing's 2009 RN Questionnaire [25] is a good example of a follow-up survey. The survey provided much useful data for the College, such as graduates' satisfaction with their training at Dalton State, their current employment, their current salaries, and the month in which they passed their board exams. These data are then used to evaluate programs' effectiveness. Analysis of alumni survey data can be seen in the deans' Annual Reports. The School of Nursing's *2004-2005 Annual Report* [26], for instance, concludes that, based on the alumni surveys, "graduate satisfaction with their educational preparation received from the nursing program indicates that the curriculum is meeting the mission, goals, and objectives of the college and program."

Programs in the Schools of Business and Technology also use student/alumni/business advisory boards and committees [27][28] to find out the knowledge and skills that need to be addressed in workforce preparation programs and to gather feedback on the performance of program graduates.

Employer Satisfaction Surveys

The Schools of Education, Nursing, Social Work, and Technology administer employer surveys to determine the knowledge and skills that need to be addressed in workforce preparation programs and to gather feedback on the performance of program graduates. These are available on the Institutional Research and Planning [Website](#).

The School of Education's 2010 Employer Survey [29], for instance, assesses whether the College's education students are taught well to demonstrate a caring learning environment, to communicate respect and concern to all students, and to use research-based strategies to support learners.

The schools use results of employer surveys to address any apparent weaknesses in their students' training. As an example, the School of Nursing evaluated Employer Satisfaction Survey results in its *2004-2005 Annual Report* [30]. The Report concluded that employer satisfaction with the school's graduates indicated the curriculum was "meeting the mission, goals, and objectives of the college and program."

The School of Business is currently putting in place a system to begin gathering employer satisfaction surveys.

Other Data Used to Evaluate Student Achievement

Enrollment Data

Dalton State also measures its level of student achievement via enrollment data. The College's growing reputation for quality education at low cost attracts greater numbers of students each year. As shown in Table 4.1-12, non-duplicated headcount enrollment has risen every year but one for the past 10 years, from 4,135 in fall 2002 to 5,485 in fall 2011 [31].

Table 4.1-12: Headcount Enrollment, 2002-2011 [31]

Year	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011
Enrollment	4,135	4,201	4,252	4,267	4,349	4,532	4,957	5,722	5,988	5,485

Job Placement Rates

Dalton State assesses graduate employment via its Graduate Surveys and Follow-up Surveys, mentioned above. Graduate employment information is reported both in School Annual Reports [32] and the *Fact Book* [33], as shown in Table 4.1-13 below.

Table 4.1-13: Percentage of DSC Graduates Employed
within Six Months of Graduation [33]

Schools	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
School of Business	-	-	-	94%	-	80%	85%	-
*Accounting	-	-	-	-	-	-	80%	70%
*Management	-	-	-	-	-	-	97%	81%
*Management Information Systems	-	-	-	-	-	-	86%	80%
*Marketing	-	-	-	-	-	-	78%	75%
*Operations Management	-	-	-	-	-	-	100%	n/a
*Technology Management	-	-	-	-	-	-	67%	n/a
School of Education	-	-	-	100%	97%	40%	38%	52%
School of Liberal Arts	-	-	-	-	-	-	-	-
**Criminal Justice	-	-	-	-	-	-	-	60%
**English	-	-	-	-	-	-	-	57%
**History	-	-	-	-	-	-	-	50%

School of Nursing	100%	99%	100%	100%	95%	75%	n/a	90%
School of Social Work	-	80%	100%	87.50%	87.50%	95%	100%	94%
School of Technology	88%	88%	n/a	90%	-	-	90%	88%
Licensed Practical Nursing	-	-	-	-	-	-	97%	82%
Medical Lab. Tech.	100%	100%	100%	100%	100%	100%	100%	100%
Radiologic Tech.	100%	100%	100%	100%	90%	95%	80%	76%
Respiratory Tech.	-	-	-	-	100%	100%	90%	100%

* Beginning 2009/2010 School of Business started to collect placement data by major.

** Beginning 2010/2011 School of Liberal Arts started to collect placement data by major.

The College is working to establish a regular mechanism for gathering job placement rates, especially in the School of Business and the Licensed Practical Nursing program. The School of Business recently began offering more specialized majors and is in the process of creating a robust assessment program, especially now that the school has gained AACSB accreditation.

Retention Rates

Student achievement is also analyzed by monitoring retention rates, as students who return the second year are more likely to graduate and be successful. Dalton State uses official data provided by the [University System of Georgia](#), which tracks first-time, full-time degree-seeking freshmen for one year [34]. This information is presented in the college *Fact Book* [35] and is shown below in Table 4.1-14.

Table 4.1-14: One-Year Retention Rates: First-Time Full-Time Freshmen, Degree Seeking (Fall 1996-1997 to Fall 2010-2011) [35]

Year	DSC Rate	System-Wide Rate
Fall 1996 - Fall 1997	58.90%	61.20%

Fall 1997 - Fall 1998	54.30%	58.90%
Fall 1998 - Fall 1999	61.70%	64.40%
Fall 1999 - Fall 2000	58.20%	61.00%
Fall 2000 - Fall 2001	59.80%	62.90%
Fall 2001 - Fall 2002	67.50%	72.00%
Fall 2002 - Fall 2003	58.90%	62.40%
Fall 2003 - Fall 2004	63.61%	66.28%
Fall 2004 - Fall 2005	56.65%	60.25%
Fall 2005 - Fall 2006	63.25%	66.40%
Fall 2006 - Fall 2007	65.86%	67.37%
Fall 2007 - Fall 2008	60.23%	62.97%
Fall 2008 - Fall 2009	64.40%	66.84%
Fall 2009 - Fall 2010	64.22%	66.12%
Fall 2010 - Fall 2011	59.08%	61.25%

Although Dalton State College's retention rate is still low—due in large part to the College's high percentage of non-traditional students who frequently revert to part-time course loads—great strides are being taken to improve it. The College's low retention rate prompted the creation of annual Graduation and Retention Rates Improvement Plans [36], along with several intervention programs and student services designed to improve retention and graduation at Dalton State College. The [First Year Experience](#)

program, the Academic Advising Center, Learning Communities, Summer Bridge, and peer advising were all formed in direct response to the College's retention statistics.

Graduation Rates

The graduation rates of students in baccalaureate and associate's degree programs are principal indicators by which Dalton State measures student success and achievement. Increasing graduation rates is one of the Board of Regents' strategic goals. The University System defines the graduation rate as the proportion of students who enter as first-time, full-time, degree-seeking freshmen in a given fall who earn a degree within 150% of the traditional time needed to complete the degree. Bachelor's degree graduation rates are calculated over six years; associate's degree rates are calculated over three years. Aggregate "Bachelor's Degree Six-Year Rates" and "Associate's Three-Year Rates" tables derived from data provided by the University System are available in the *Fact Book* [37]. As an example, a table (Table 4.1-15) of the College's Associate Degree graduation rates is printed below for convenience.

As can be seen in Table 4.1-15, Dalton State's graduation rates are not impressive. There are many reasons for this. For example, over the past few years, the College has been unable to offer as many course sections as it used to due to budget restraints. Students attending part-time with jobs—who make up a high percentage of Dalton State students—may be finding it difficult to fulfill some of their course requirements if courses are offered at times they cannot attend, substantially delaying graduation for part-time students. Many students who are unable to complete bachelor's degrees in their major at Dalton State also transfer to other colleges after completing their core classes, as well.

Table 4.1-15: Three-Year Associate Degree Graduation Rates
(First-Time Full-Time Freshmen, 1994-2008) [38]

Year	DSC Rate	System-Wide Rate
1994	11.90%	12.50%
1995	16.00%	16.00%
1996	16.60%	16.80%
1997	13.30%	13.90%
1998	12.30%	12.30%
1999	12.50%	13.80%

2001	13.50%	14.20%
2002	10.90%	11.68%
2003	14.22%	12.36%
2004	13.94%	14.18%
2005	14.32%	14.32%
2007	8.16%	8.16%
2008	8.03%	8.19%

In response, Dalton State has been expanding its distance learning offerings—online and hybrid courses which are especially effective at addressing the needs of part-time, working students. The College has also steadily increased the number of baccalaureate degrees it offers, with degree selections based on student demand. The College has increased its baccalaureate offerings from 6 programs in 2003 to 15 programs in 2012 [39].

Exit Interviews (Total Withdrawal/Non-Returning)

Each student who requests to withdraw from all classes must have the withdrawal form signed by Academic Resources, Financial Aid, and Enrollment Services staff members. If a student is not returning to Dalton State, the student must also meet with Academic Resources before approval is granted. During the interview, students complete an exit survey [40], and staff members and students have an opportunity to discuss the student's challenges and potential options to withdrawal. This information is regularly compiled into a summary [41], which helps Dalton State to shore up any apparent weaknesses and address student needs.

Transfer Reports

A major mission of two-year and state colleges is to prepare students for transfer to a research, regional, or state university. As such, the College tracks the success of transfer students by means of data supplied by the University System of Georgia. The annual transfer report provided by the System is designed to provide feedback to the USG on the mobility of its students and to sending institutions on the success of their students up to one year after transfer. The transfer reports are available on the Institutional Research and Planning [Website](#).

The USG has not regularly provided transfer GPA data for the College, but the last USG transfer report, which contained GPA information, showed that Dalton State's students perform very well after transferring to other institutions [42], indicating that 200 students from DSC who transferred to other University System of Georgia institutions earned an average GPA of 2.86 during their last term at the College before transferring to another school. But one year after transferring, those students earned an average GPA of 3.08 at their next USG institution, indicating that Dalton State students are well prepared for academic success and that they earn higher grades when they arrive at the next institution. The College, at least at this time, was a leader in this regard among the 15 two-year and state colleges within the University System.

Conclusion

As shown above, Dalton State College possesses many vehicles for evaluating student achievement, including course completion, external examinations, surveys, and other data, such as job placement rates, graduation and retention rates, and exit interviews. The data collected via these methods are used to direct the College's strategic goals, to focus on any areas of weakness, and to meet student needs.

Documentation

- [1] Grade Distribution Table (2010-2011)
- [2] Deans' Meeting Minutes, July 18, 2011
- [3] Natural Sciences and Mathematics 2004-2005 Annual Report

- [4] 2011-2012 *Fact Book*, "All Degrees & Certificates Awarded"
- [5] 2011 Distance Learning Profile
- [6] Learning Support Program Assessment - 2010-2011 Annual Report Example
- [7] School of Liberal Arts Annual Report, 2010-2011 (Assessment of Learning Support)
- [8] Natural Sciences and Mathematics 2004-2005 Annual Report (Learning Support)
- [9] General Education Learning Outcomes
- [10] 2011-2012 *Fact Book*, CAAP Mean Scores
- [11] Graduating Students Survey Results – General Education Assessment (2011)
- [12] 2009-2010 Liberal Arts Annual Report
- [13] 2009-2010 Natural Sciences and Mathematics Annual Report
- [14] 2011-2012 *Fact Book* ETS Business Major Field Test Scores
- [15] 2011-2012 *Fact Book*, GACE Pass Rates
- [16] 2011 GACE Pass Rate Report
- [17] 2011-2012 *Fact Book*, NCLEX-RN Pass Rates
- [18] 2011-2012 *Fact Book*, AART Pass Rates
- [19] 2011-2012 *Fact Book*, CRT Pass Rates
- [20] 2011-2012 *Fact Book*, MLT Program Exam Pass Rates
- [21] 2011-2012 *Fact Book*, NCLEX-LPN Pass Rates
- [22] Spring 2010 Graduating Student Survey Summary Report
- [23] 2010 Alumni Survey Summary
- [24] 2010 Graduating Nurses (RN) Survey Summary Report
- [25] 2009 RN Questionnaire
- [26] School of Nursing's 2004-2005 Annual Report (Alumni Surveys)
- [27] Nursing Advisory Committee Meeting Minutes (2008, 2009, and 2010)
- [28] School of Technology Advisory Committee (2009 Meeting Minutes and Members List)
- [29] 2010 School of Education Employer Survey Summary

- [30] 2004-2005 School of Nursing Annual Report (Employer Satisfaction)
- [31] *2011-2012 Fact Book*, Ten-Year Historical Trend
- [32] School of Business 2010-2011 Annual Report (Job Placement Rates)
- [33] *2011 Fact Book*, Percentage of Graduates Employed Within Six Months of Graduation
- [34] 2010 USG One-Year Retention Rates
- [35] *2010-2011 Fact Book*: One-Year Retention Rates
- [36] *2005 Annual Retention and Graduation Rates Improvement Plan*
- [37] *2011-2012 Fact Book*, USG Graduation Rate Report (Bachelor's and Associate's)
- [38] *2011-2012 Fact Book*, Three Year Associate Degree Graduation Rates
- [39] 2011 Key Performance Indicators (Full Range of Degrees)
- [40] Dalton State Withdrawal - Exit Survey
- [41] Student Withdrawal-Exit Survey Summary (Fall 2010 & Spring 2011)
- [42] 2003-2004 Annual Report of Institutional Progress

4.2

Program curriculum

The institution's curriculum is directly related and appropriate to the mission and goals of the institution and the diplomas, certificates or degrees awarded.

Judgment

Compliant Partial Compliant Non-Compliant Not Applicable

Narrative

The Dalton State College curricula, which includes Bachelor of Arts (BA), Bachelor of Applied Science (BAS), Bachelor of Business Administration (BBA), Bachelor of Science (BS), Bachelor of Science in Nursing (BSN), Bachelor of Social Work (BSW), Associate of Arts (AA), Associate of Science (AS), Associate of Applied Science (AAS), Associate of Science in Nursing (RN), certificate programs, and mini-certificates programs, reflect the College's mission and goals. As shown in Table 4-1, Dalton State's curricula directly support its mission by providing students with access to high quality degree programs that enhance the region's quality of life.

Table 4.2-1: Dalton State Statement of Purpose [1] and Degree Programs [2]

Statement of Purpose	Corresponding Curriculum-Program Type
<p>Dalton State College is dedicated to providing broad access to quality higher education for the population of Northwest Georgia, thereby enhancing the region's economic vitality and quality of life. As an institution of the University System of Georgia, Dalton State College offers targeted bachelor's degrees, a full range of associate's degrees and certificate programs, and a wide variety of public service activities. The College's work is strengthened by partnerships between the College and Northwest Georgia's businesses and industries, governments, and schools.</p>	<p>Bachelor of Arts (BA) Bachelor of Applied Science (BAS) Bachelor of Business Administration (BBA) Bachelor of Science (BS) Bachelor of Science in Nursing (BSN) Bachelor of Social Work (BSW) Associate of Arts (AA) Associate of Science (AS) Associate of Applied Science (AAS) Associate of Science in Nursing (RN) Certificates Mini-certificates</p>

Each program and its curriculum are designed to meet the needs of its target region. The College's programs are approved directly by the University System of Georgia's Board of Regents and are required by the Board of Regents to be consistent with the College's purpose and goals and appropriate for the College's service area. As shown in more detail in Section 3.4.1, "Academic Program Approval," new programs are designed to meet specific institutional strategic goals and fulfill student need. Surveys and other instruments are used to ascertain a program's usefulness to the target region. All new programs must be approved by the Academic Council and then the College president as well as the Board of Regents. This guarantees new program curriculum adheres to the College's strategic goals.

Areas A-E of every associate's- and bachelor's-level program are guaranteed to be appropriate to the College's goals because the course selections for those areas are prescribed, albeit loosely, by the University System of Georgia [3]. Moreover, new course proposals for Areas A-E must be reviewed and approved by the Council on General Education, which requires institutions to show how the new course supports the College's mission. The Core Curriculum acts to apply state standards to the general education curriculum. Section 2.7.2—"Program Content"—explains the Core Curriculum in more detail.

Some degree programs are also accredited by national professional organizations, such as the National League for Nursing Accrediting Commission, the Association to Advance Collegiate Schools of Business, the National Council for Accreditation of Teacher Education, and the Council on Social Work Education. These accreditations ensure that the respective programs abide by national professional standards and therefore that each program's curriculum is appropriate to its degree. Accreditation reports can be found on the College's [Institutional Documents and Resources Webpage](#).

Faculty are primarily responsible for the quality of their educational programs through curriculum management and development. Dalton State College faculty members assess their own courses each semester and submit a formal report on classroom assessment activities at the end of each term to their department chair or dean [4] [5]. Based on these assessment results, the faculty implement needed changes. This ensures the curriculum is aligned with the College's goals and continues to meet program standards.

As mandated by Board of Regents' policy [6] [7], at least every five years the College's academic programs undergo Comprehensive Program Reviews which ensure that each program's curriculum is relevant and compatible with the institution's goals. Recent program reviews can be found on the College's [Comprehensive Program Review Webpage](#).

Documentation

[1] [Dalton State Mission Statement](#)

[2] [2011-2012 Catalog](#), Degree Programs

[3] [BOR Academic Handbook](#), Section 2.4

[4] [Institutional Effectiveness Plan](#)

[5] [Course Assessment Example - HIST 3770 - US History From 1917 to 1960 \(Fall 2010\)](#)

[6] [BOR Policy Manual](#), Section 3.6.3 (Comprehensive Academic Program Review)

[7] [Academic Affairs Handbook](#), Section 2.3.6

4.3

Publication of policies

The institution makes available to students and the public current academic calendars, grading policies, and refund policies.

Judgment

Compliant Partial Compliant Non-Compliant Not Applicable

Narrative

Dalton State College publishes its current academic calendars, grading policies, and refund policies online. The College's Website is the most comprehensive, up-to-date, and accessible source, but the *College Catalog* also includes this information. The catalogs for each of the past 12 years, including the current year, may be found on the [Catalog Webpage](#).

Academic Calendar

The current academic calendar may be found online at the College's [Calendar Webpage](#) and is freely accessible to the public. The page contains all registration dates, orientation dates, graduation dates, drop dates, purge dates, application deadlines, first and last days of class, vacation days, final exam days, dates when grades are due, and refund dates. The Registrar's [Website](#) also contains links to this information.

A more abbreviated calendar can also be found in the *College Catalog* [1] or in the College's student planner, which is freely provided to all incoming freshmen [2]. Class schedules are also provided on the [Class Schedules Webpage](#).

The USG's [Academic Calendars Webpage](#) contains a brief calendar of events for Dalton State and other institutions, and for students taking eCore classes, USG's [eCore Academic Calendar](#) is hosted online.

Grading Policies

The College's grading policies are derived from the USG Board of Regents' approved grading system, which is described in the *BOR Policy Manual*, Section 3.5 [3]. This section is available online on the [USG Website](#).

The Registrar's [Website](#) describes in detail the College's grading policies and contains a [link](#) to a GPA calculator. Dalton State's grading policies are also published in the *Faculty Handbook* [4] and the *College Catalog* [5], and each instructor's grading policies are included in course syllabi.

Refund Policies

The College refunds monies in compliance with the Board of Regents' refund policy, Section 7.3.5 [6], which can be found [online](#) at the *USG Policy Manual* Website.

Dalton State's refund policies are published online for easy public viewing at the Business Office's [Refund Webpage](#). The College's financial aid refund policies can be found on the [Financial Aid Withdrawal and Refund Webpage](#) and in the *College Catalog* [7].

Documentation

- [1] *2011-2012 College Catalog*, Academic Calendar
- [2] Freshman Student Planner
- [3] *BOR Policy Manual*, Section 3.5
- [4] *Faculty Handbook*, Grades and Symbols
- [5] *2011-2012 College Catalog*, Grades and Symbols
- [6] *BOR Policy Manual*, Section 7.3.5
- [7] *2011-2012 College Catalog*, Refunds

4.4

Program length

Program length is appropriate for each of the institution's educational programs.

Judgment

Compliant Partial Compliant Non-Compliant Not Applicable

Narrative

Dalton State College's program lengths comply with the University System of Georgia's criteria as outlined in the *USG Academic Affairs Handbook*, Sections 2.3.5 and 2.3.7 ("Degree Requirements" and "Off-Campus and Online Instructional Delivery") [1] and Section 2.4 ("Core Curriculum") [2]. These lengths have been determined to be appropriate by the Board of Regents of the University System of Georgia.

In compliance with these requirements, all baccalaureate programs at Dalton State College require a minimum of 120 semester credit hours. All associate's programs require a minimum of 60 semester credit hours, while all Associate of Applied Science programs require a minimum of 60 semester credit hours and a maximum of 70 semester credit hours. Hybrid and online classes, as well as those offered at off-site locations, used to fulfill graduation requirements are subject to the same rules as face-to-face classes offered on the main campus.

Most baccalaureate degrees at Dalton State require 121-122 semester credit hours, and most associate's degrees require 61-62 credit hours [3]. These lengths are in line with the standard academic practice that a full-time student may complete an associate's degree in two years and the baccalaureate degree in four years.

Baccalaureate, associate's, or Associate of Applied Science programs that exceed the standard semester credit hour format, such as those in education and the health occupations, do so because their professional associations require additional semester credit hours to provide for student teaching or clinicals. Per the Board of Regents' policy [4], these programs have received special approval from the Executive Vice Chancellor and Chief Academic Officer of the USG to exceed the standard program length.

Dalton State also offers certificate programs that range from 30-59 semester credit hours, complying with the Board of Regents' certificate guidelines, and these programs can be completed in less than two years [5]. A mini-certificate program requires less than 30 semester credit hours and may be completed in less than a year. Dalton State's Certificate in Licensed Practical Nursing and Certificate in Radiologic Technology require more than 59 credit hours because of special requirements mandated by the accrediting bodies in these fields.

Per the Board of Regents, the length of all programs is reviewed when the program is proposed, whenever changes are made, and on a regular cycle of periodic review. (For more information concerning program approval and review, see Section 3.4.1, "Academic Program Approval.") Following the Board of Regents' Comprehensive Program Review process—outlined in the *BOR Policy Manual* [6]—all College departments ensure that the length of their programs is appropriate at least every seven years. Recent Comprehensive Program Review Reports document this on the College's [Academic Program Review Website](#). For some degrees, a review of program length is also included as part of the specialized accreditation process conducted by the professional associations governing those fields.

Program lengths are published as part of the program listing in the annual *Catalog* [3]. Table 4.4-1 presents the semester credit hour requirements of all degree and certificate programs offered at Dalton State College.

Table 4.4-1: Dalton State Program Lengths

Program Title	Semester Credit Hours
Baccalaureate Degree Programs	
B.B.A. Accounting	122-123
B.S. Biology	121-122
B.S. Chemistry	120-122
B.S. Criminal Justice	121-122
B.S. Early Childhood Education	127-128
B.A. English	121-122
B.A. History	121-122
B.B.A. Management	122-123
B.B.A. Management Information System	122-123
B.B.A. Marketing	122-123
B.S. Mathematics	121
B.B.A. Operations Management	122-123
B.S.W. Social Work	120-121
B.S.N. Nursing	120
B.A.S. Technology Management	122-123
Associate of Arts Degree Programs	
A.A. Communication Studies	61-62
A.A. Economics	61-62
A.A. English	61-62
A.A. Foreign Language	61-62
A.A. General Studies	61-62
A.A. Geography	61-62
A.A. History	61-62
A.A. Political Science	61-62
A.A. Psychology	61-62
A.A. Social Work	61-62

Associate of Science Degree Programs	
A.S. Agricultural and Environmental Sciences	64
A.S. Business Administration	61-62
A.S. Computer Science	61-64
A.S. Criminal Justice	61-62
A.S. Dental Hygiene	60-62
A.S. Early Childhood Education	61-62
A.S. Forestry	63
A.S. General Studies	61-62
A.S. Geology	64
A.S. Health and Physical Education	62-63
A.S. Health Information Management	61-64
A.S. Information Systems	63-64
A.S. Medical Technology	63-64
A.S. Nuclear Medicine Technology	62
A.S. Nursing	61
A.S. Pharmacy	63-64
A.S. Physics/Pre-Engineering	63
A.S. Pre-Dental Hygiene	64
A.S. Radiation Therapy Technology	61-62
A.S. Radiography	61-62
A.S. Respiratory Therapy	62-63
Associate of Applied Science Degree Programs	
A.A.S. Computer Networking and Service Technology	61-62
A.A.S. Computer Operations	63
A.A.S. Industrial Electrical and Electronic Technology	65-69
A.A.S. Integrated Technology Studies	61
A.A.S. Medical Laboratory Technology	74
A.A.S. Medical Office Administration	68
A.A.S. Office and Business Technology	61
A.A.S. Radiologic Technology	99
A.A.S. Respiratory Therapy	87
A.A.S. Supervision	64

A.A.S. Technical Graphics and 3D Design	61-62
Associate of Science in Nursing	
A.S.N. Nursing (RN)	70
Certificate Programs	
Computer Networking and Service Technology	41-42
Computer Operations	43
Industrial Electrical and Electronic Technology	46-49
Licensed Practical Nursing	66
Medical Assisting	49-50
Office and Business Technology	37
Radiologic Technology (2 year certification)	86
Supervision	31
Technical Graphics and 3D Design	49
Mini-Certificate Programs	
Career Development Technology	15-18
A+ Certification	18
Certified Nursing Assistant (CNA)	12
CISCO Professional	15
CISCO Specialist	23
Computer-Aided Drafting (CAD)	15
Industrial Electrical Technology	12
iSeries 400 Application Development	20
Microsoft Windows Networking	23
Multicultural Office Specialist	15
Office Technology	12-15
Personal Computer Applications	14-15
Phlebotomy	20
Small Business Record Keeping	15
Supervision	12-18

Documentation

- [1] *USG Academic Affairs Handbook*, Sections 2.3.5 and 2.3.7
- [2] *USG Academic Affairs Handbook*, Section 2.4
- [3] *2011-2012 College Catalog*, Degree Programs
- [4] *Academic Affairs Handbook*, Section 2.3.1 and 2.3.5
- [5] BOR Certificate Guidelines
- [6] *BOR Policy Manual*, Section 3.6.3

4.5

Student complaints

The institution has adequate procedures for addressing written student complaints and is responsible for demonstrating that it follows those procedures when resolving student complaints. (See Commission policy "Complaint Procedures for the Commission or its Accredited Institutions.")

Judgment

Compliant Partial Compliant Non-Compliant Not Applicable

Narrative

Dalton State College has adequate procedures for addressing written student complaints. These procedures, concerning such issues as admission and financial aid appeals [1] [2], disability support services grievances [3], and academic appeals [4], are discussed in detail in the *College Catalog*. The general student complaint procedures are also listed in the *Catalog* and online at the [Disciplinary Procedures Webpage](#), and they are briefly outlined below [5].

Where possible, student complaints should be resolved on an informal basis without the filing of a formal grievance. A student has 10 business days from the date of the incident being grieved to resolve his/her complaint informally by approaching his/her instructor, department chair, dean, or any other staff or faculty member directly involved in the grieved incident. Where this process does not result in a resolution of the grievance, the student may proceed to the formal grievance procedure.

Where a student cannot resolve the complaint informally, the formal grievance procedure may be used. Within 15 business days of the incident being grieved, the student must file a formal grievance in the office of the Vice President for Enrollment and Student Services (VPESS) with the following information:

1. Name,
2. Date,
3. Brief description of incident being grieved,
4. Remedy requested,
5. Signed, and
6. Informal remedy attempted by student and outcome.

If the grievance is against the VPESS, the student shall file the grievance in the Office of the President.

The VPESS, or her designee, will investigate the matter and supply a written response to the student within 15 business days. If the aggrieved incident is closely related to an incident being processed through student conduct, the student conduct proceedings will take precedence and the grievance will not be processed until after the discipline hearing. The VPESS, or her designee, shall be granted an additional 15 business days to investigate the grievance upon notice to the grieving student.

If a student is unsatisfied with the response from the VPES, the student may appeal the decision to the President. A student shall file a written appeal to the President within 5 business days of receiving the response. The appeal will be decided based entirely on documents provided by the student and the administration; therefore, the student must ensure that he/she has provided all relevant documents with his/her appeal. At the President's sole discretion, grievance appeals at the institution may be held in one of the following two ways:

1. The President may review the information provided by the student and administration and make the final decision; or
2. The President may appoint a cross-functional committee comprised of three members of the faculty to make the final decision.

The decision of either the President or the cross-functional committee shall be made within 10 business days of receipt by the President of the appeal. The President shall send notification of the decision to the student in writing within five (5) business days of the final decision.

Whichever process is chosen by the President, the decision of the grievance appeal is final.

Retaliation against a student for filing a grievance is strictly prohibited.

Some student complaints have additional formal mechanisms for redress. The processes for these complaints are outlined in the corresponding sections of the *Dalton State College Catalog*. For example, all appeals by students for grade or symbol changes must be made by midterm of the following semester [6]. In this case, the sequence of appeal is first the student's instructor, then the department chair or dean, and finally the vice president for academic affairs.

Very few formal student complaints are filed at the College. Three of the most recent examples, however, are provided to demonstrate that Dalton State follows appropriate and reasonable complaint procedures. Hard copies of all formal student complaints are maintained in the Office of Enrollment and Student Services.

Example Case #1 [7] [8]

The first case concerned a student in the School of Social Work who filed a grievance in 2009 about an aspect of the requirements of the social work program. The social work program requires students to take two courses in the summer between the junior and senior year: SOWK 4301 (Latino Family and Culture) and SOWK 3003 (Spanish for the Social Services). Both courses include a 10-day immersion in Mexico during the sixth week to eighth-week of classes in the 11-week summer term. Each year some students have been provided an alternative in-country immersion in Dalton, GA, due to illness, parenting a small child, or legal status which does not permit travel outside the United States. The former dean of the School of Social Work had worked in student exchanges with Latin America for more than 15 years and had led more than 30 travel abroad groups. The student, who had not traveled a great deal, became very fearful due to the travel warnings by the State Department about travel in the border area and the news coverage of the drug war in Mexico. Even after three group sessions, including a session for family members, she maintained her opposition to an immersion in Mexico. No matter what information was presented, the student remained very anxious and opposed to foreign travel. She first raised her objections with the dean, but because she felt the dean did not provide a satisfactory answer to her concerns, she appealed to the president's office. Because the student did not follow the grievance

procedure, the president referred the case back to the dean's office with the proviso that an amicable solution be worked out, in accordance with the College's grievance policies.

In order not to expose the group to the continued negativity of this student and to prevent the student from possibly having a bad experience in the study abroad cultural immersion, the dean negotiated an in-country immersion in La Grange, Georgia, to be directed by a professional social worker who directs a nonprofit agency which serves the Spanish-speaking immigrant population there. The student agreed to spend 10-12 days living in La Grange in a Spanish-speaking neighborhood, living with a host Spanish-speaking family and working alongside the staff of the agency as they provided social services in Spanish. Thus, the student was relieved of the anxiety of foreign travel while also meeting the requirements of the bilingual, bicultural DSC Social Work program. This included documenting at least 150 hours of direct service in a Spanish-speaking environment and completing all the assignments of both of the required courses which other students complete during the cultural immersion in Mexico in the same time period. This arrangement was deemed acceptable to the student, and the matter was resolved with no further appeals.

Example Case #2 [9]

The second case involved a Criminal Justice student who, on a conference trip ("2011 NIJ Conference: Translating Criminology") in June with the student-run Criminal Justice Society, was involved in an altercation with her fellow students. She returned to Georgia mid-conference by plane and informed her club advisor of the incident. During the College's investigation of the incident, the student was noted to have purchased and drunk alcoholic beverages on the conference trip—a violation of the Student Code of Conduct. The student was tried by the College's Student Conduct Board and found guilty, but she was neither expelled nor suspended. The student attempted to appeal her case to the vice president for enrollment and student services, utilizing the services of a local attorney to prepare a written appeal. The appeal alleged that the student's trial involved substantive and procedural deficiencies. After deliberation, the vice president addressed in turn each of the points raised, noting that under the Student Code of Conduct each point was invalid. As of August 2011, the situation was resolved to the mutual satisfaction of the College and the student.

Example Case #3

The third and last example is the College's most formal and comprehensive complaint case. In 2004, a student wrote a complaint letter to the Department of Education's Office for Civil Rights alleging that Dalton State had discriminated against him on the basis of national origin and disability. He argued that the College failed to provide him with the appropriate academic adjustments for his disability, leading to his loss of a 2.00 GPA and the eventual loss of his financial aid. He also alleged that the College failed to provide him with a notice of its Section 504 policy and grievance procedures, as well as failed to provide him with ESL services. The Office for Civil Rights (OCR) informed Dalton State College's president of the student's complaints and required that the College undertake the actions documented in the OCR's Resolution and Monitoring Agreement [10] to address all issues. As requested, the College provided the OCR with an official response to the complaint, including a timeline of events, a point-by-point defense against the student's accusations, and copies of all documentation relevant to the case. The College also provided a follow-up Monitoring Report [11] outlining the College's actions in response to the complaint. In order to correctly handle the student's complaints, Dalton State College implemented its own academic, disability support, and financial aid grievance procedures along with federal procedures specific to the situation. The College also addressed some of the weaknesses in its disability services and added to the *College Catalog* a section concerning Section 504 policy to prevent further incidents. As

required by the OCR, the student's financial aid was reinstated, and the student reenrolled the following semester. Some of the documentation for this case has been included below [12]; the full, detailed report of the case is available for viewing in the Office of Enrollment and Student Services.

Documentation

- [1] *2011-2012 College Catalog*, Admission Grievances
- [2] *2011-2012 College Catalog*, Financial Aid Appeal Procedures
- [3] *2011-2012 College Catalog*, Disability Support Services Grievances Procedures
- [4] *2011-2012 College Catalog*, Academic Appeals
- [5] *2011-2012 College Catalog*, Student Grievances
- [6] *2011-2012 College Catalog*, Grade Changes and Appeals
- [7] Student Complaints - Case 1A
- [8] Student Complaints - Case 1B
- [9] Student Complaints - Case 2
- [10] Student Complaints - Case 3A
- [11] Student Complaints - Case 3B
- [12] Student Complaints - Case 3C

4.6

Recruitment materials

Recruitment materials and presentations accurately represent the institution's practices and policies.

Judgment

Compliant Partial Compliant Non-Compliant Not Applicable

Narrative

Dalton State College's recruitment materials are primarily found on the [College's Website](#) and accurately represent the institution's practices and policies. The Website contains Webpages and links providing nearly all information an applicant may need, including a [listing of degrees and majors](#), yearly [College Catalogs](#), [faculty handbooks](#), [housing information](#), [financial aid policies and procedures](#), a [directory of schools and departments](#), [admissions policies](#), [student life information](#), an online application, and a [registration page for orientation](#).

Main Website content is reviewed and managed solely by the College Webmaster, who maintains the site's accuracy and ease of use and keeps all information current. Departmental Webpages (such as the [Fiscal Affairs Webpage](#)) are managed by each respective department's webmaster, who works closely both with his or her departmental head and the College Webmaster to ensure the materials presented are accurate.

The [College Catalog](#), posted online, provides potential students with a comprehensive listing of informative materials, ranging from descriptions of programs and courses to explanations of nearly all College policies. This information is reviewed by the departments responsible for specific sections of the [Catalog](#).

The Marketing Committee is the group primarily responsible for "coordinating the overall image and visibility efforts of the College, particularly with respect to student recruitment." The committee reviews marketing and advertising materials every semester to ensure that these materials portray the College accurately and to recommend changes in marketing and recruitment plans as new opportunities and needs arise. The College's [Statutes](#) prescribe the composition of the committee in Article VII [1].

Enrollment Services staff from Admissions, Records, and Financial Aid visit public high schools throughout Northwest Georgia to meet with prospective students and parents of prospective students. Recruitment materials, such as brochures and presentations, are also reviewed by the Enrollment Services staff for accuracy before use. Topics discussed include admissions requirements, financial aid, program and course listings, housing, and tuition costs.

The University System of Georgia and Dalton State College have cooperatively developed recruitment materials to support the Adult Learning Consortium. Beginning in fall 2011, the College ran advertisements in the newspaper, while the University System ran television, radio, and billboard advertisements. These advertisements were evaluated by University System personnel to guarantee accuracy.

Documentation

[1] Dalton State College [Statutes](#), Article VII

4.7

Title IV program responsibilities

The institution is in compliance with its program responsibilities under Title IV of the most recent Higher Education Act as amended. (In reviewing the institution's compliance with these program responsibilities, the Commission relies on documentation forwarded to it by the U.S. Secretary of Education.)

Judgment

Compliant Partial Compliant Non-Compliant Not Applicable

Narrative

Dalton State College complies with its program responsibilities under Title IV of the [Higher Education Amendments](#) as amended in 1998. As shown by the Federal Student Aid and School Eligibility Program Participation Agreement [1], the [Office of Financial Aid and Veteran Services](#) is approved to participate in federal financial aid programs through March 31, 2016. The next re-certification will begin in December 2015.

Audits and Controls

The College is in compliance with both state and University System regulations with regards to Title IV and audits. Indeed, the policies, procedures, and guidelines administered by the Office of the [Vice President for Fiscal Affairs](#) and the Office of Financial Aid and Veterans Affairs are subject to annual audits to ensure that they satisfy the audit and review standards established by the U.S. Department of Education and the State of Georgia. The most recent financial aid audits are included in Section 3.10.3 ("Financial Resources: Financial Aid Audits"), and any follow-up required of the College is included in sources for section 3.10.3 or as new procedures—for example, the HOPE Reconciliation Procedures [2].

Sources that support Dalton State's statement of compliance include policies and procedures of the Office of Student Financial Aid and Veteran Services. For example, the College's "Return of Title IV Funds" policy, posted on the [Financial Aid Website](#), complies with the Higher Education Amendments of 1998 and the Higher Education Reconciliation Act of 2005, which set forth regulations governing the treatment of Title IV funds when a student withdraws completely from an institution.

Consumer Information

Dalton State College provides financial aid and consumer information to all its students through the [Catalog](#) [3] and the [Financial Aid Website](#).

Documentation

[1] Federal Student Aid and School Eligibility Program Participation Agreement

[2] HOPE Reconciliation Procedures

[3] *2011-2012 College Catalog*, "Financial Aid"

4.8.1

Verification of Student Identity in Distance or Correspondence Education

An institution that offers distance or correspondence education demonstrates that the student who registers in a distance or correspondence education course or program is the same student who participates in and completes the course or program and receives the credit by verifying the identity of a student who participates in class or coursework by using, at the option of the institution, methods such as (a) a secure login and pass code, (b) proctored examinations, or (c) new or other technologies and practices that are effective in verifying student identification.

Judgment

Compliant Partial Compliant Non-Compliant Not Applicable

Narrative

Dalton State College delivers online courses either through the WebCT/Blackboard learning management system or via the University System of Georgia's eCore program. Both of these delivery methods provide students with unique passwords and login information. Students taking eCore classes are also required to take two proctored exams a semester. The College's Testing Center administers the exams and requires students to show a photo for identification. The Office of Computing and Information Services also has a password policy [1] to ensure security and password confidentiality, a policy that applies to all students whether they are taking online, hybrid, or face-to-face classes. Students who register for online classes are provided login and password protected information for online access.

Documentation

[1] Office of Computing and Information Services Password Policy

4.8.2

Written Procedure for Distance and Correspondence Education Student's Privacy

An institution that offers distance or correspondence education has a written procedure for protecting the privacy of students enrolled in distance and correspondence education courses or programs.

Judgment

Compliant Partial Compliant Non-Compliant Not Applicable

Narrative

Dalton State College has a written procedure for protecting the privacy of students enrolled in distance and correspondence education. Published in the College's *Policy and Procedures Manual* [1], the procedure states that

Faculty offering either online or hybrid courses must use the University System of Georgia's chosen learning management system (currently GeorgiaVIEW). This learning management system is subject to the same security policies and procedures as a student's Banner account. The learning management system follows the Office of Computing and Information Services password policy to ensure security and password confidentiality.

Faculty are responsible for maintaining the security and confidentiality of student records and grades in the learning management system. They are also required to keep secure student grade records outside of the learning management system after the semester is over.

If faculty intend to have exams proctored by the Testing Center for additional fees or to use other means of verifying student identity, they need to notify their department chair or dean prior to adding the course to the schedule. This information will be included in the Banner course descriptions.

At least one week prior to the end of the registration period for a semester, the faculty member should remind enrolled students by email that the course is being offered in an online or hybrid format. Course requirements and expectations for online learning should be clearly stated for the student's benefit.

Faculty teaching online or hybrid courses will follow best practices in course design. All hybrid and online courses will include the "Standard Components for Online and Hybrid Courses" as approved by the Academic Council in November 2011.

The "Standard Components for Online and Hybrid Courses" document is included in the Distance Education Policy, which can be found in the *Policy and Procedures Manual* [1].

The "Family Educational Rights and Privacy Act of 1974 Notice to Students," which can be found in the *College Catalog*, describes to students general student privacy protections.

Documentation

[1] Policy and Procedures Manual, Distance Education Policies

4.8.3

Written Procedure for Projected Additional Student Charges

An institution that offers distance or correspondence education has a written procedure distributed at the time of registration or enrollment that notifies students of any projected additional student charges associated with verification of student identity.

Judgment

Compliant Partial Compliant Non-Compliant Not Applicable

Narrative

Dalton State College has a written procedure distributed at the time of registration or enrollment that notifies students of any projected additional student charges associated with verification of student identity. Some courses generate course-specific fees related to verification of student identity, but these fees are always listed on the confirmation of registration form.

Policies concerning student charges related to verification of student identity are also published in the College's *Policy and Procedures Manual* [1]. For example, one procedure states that

If faculty intend to have exams proctored by the Testing Center for additional fees or to use other means of verifying student identity, they need to notify their department chair or dean prior to adding the course to the schedule. This information will be included in the Banner course descriptions.

Documentation

[1] *Policy and Procedures Manual*, Distance Education Policies

4.9

Definition of credit hours

The institution has policies and procedures for determining the credit hours awarded for courses and programs that conform to commonly accepted practice in higher education and Commission policy.

Judgment

Compliant Partial Compliant Non-Compliant Not Applicable

Narrative

Dalton State College has policies [1] and procedures for determining the credit hours awarded for courses and programs that conform to commonly accepted practice in higher education and Commission policy. Prior to the 2012-2013 academic year, the College followed the commonly accepted practice of awarding one credit hour per 750 minutes of faculty instruction over the course of a 15-week semester [2]. A review of the [course schedules](#) prior to the fall of 2012 will show adherence to this commonly accepted practice.

The [federal definition of a credit hour](#) effective July 1, 2011, defines a credit hour as not less than one hour of classroom or direct faculty instruction and a minimum of two hours out of class student work each week during a 15-week semester. Effective fall 2012, the College will follow and publish the following policy in the academic information and regulations section of the *2012-2013 College Catalog* and in the Dalton State College *Policy and Procedures Manual*:

The basic unit of credit at Dalton State College is the semester hour. This unit normally represents one hour of classroom or direct faculty instruction and a minimum of two hours out-of-class student work each week over the course of a 15-week semester. The number of semester hours of credit awarded for a course is specified in the course description.

Documentation

[1] *Policy and Procedures Manual, Credit Hours*

[2] JM Shedd - *The History of the Student Credit Hour*

Part 4: Institutional Summary Form Prepared for Commission Review

Name of institution

Dalton State College

Name, title, phone number, and email address of Accreditation Liaison

Dr. Henry Codjoe
Director of Institutional Research and Planning and Accreditation Liaison
706-272-4406
hcodjoe@daltonstate.edu

Name, title, phone number, and email address of technical support person for the compliance certification

Mr. Joe Ward
PC Support Manager
706-272-2611
jward@daltonstate.edu

Submission date of this completed document

Compliance Certification due March 15, 2012

Educational Programs

1. Level of offerings (Check all that apply)

- Diploma or certificate program(s) requiring less than one year beyond Grade 12
- Diploma or certificate program(s) of at least two but fewer than four years of work beyond Grade 12
- Associate degree program(s) requiring a minimum of 60 semester hours or the equivalent designed for transfer to a baccalaureate institution
- Associate degree program(s) requiring a minimum of 60 semester hours or the equivalent not designed for transfer
- Four or five-year baccalaureate degree program(s) requiring a minimum of 120 semester hours or the equivalent
- Professional degree program(s)
- Master's degree program(s)
- Work beyond the master's level but not at the doctoral level (such as Specialist in Education)
- Doctoral degree program(s)
- Other (Specify) _____

Part 4: Institutional Summary Form Prepared for Commission Review

2. Types of Undergraduate Programs (Check all that apply)

- Occupational certificate or diploma program(s)
- Occupational degree program(s)
- Two-year programs designed for transfer to a baccalaureate institution
- Liberal Arts and General
- Teacher Preparatory
- Professional
- Other (Specify) _____

Governance

Check the appropriate governance control for the institution:

- Private (*check one*)
 - Independent, not-for-profit
Name of corporation OR
Name of religious affiliation and control: _____
 - Independent, for-profit *
If publicly traded, name of parent company: _____
- Public state * (*check one*)
 - Not part of a state system, institution has own independent board
 - Part of a state system, system board serves as governing board
 - Part of a state system, system board is super governing board, local governing board has delegated authority
 - Part of a state system, institution has own independent board

**If an institution is part of a state system or a corporate structure, a description of the system operation must be submitted as part of the Compliance Certification for the decennial review. See Commission policy "Reaffirmation of Accreditation and Subsequent Reports" for additional direction."*

Part 4: Institutional Summary Form Prepared for Commission Review

Institutional Information for Reviewers

1. History and Characteristics

Provide a brief history of the institution, a description of its current mission, an indication of its geographic service area, and a description of the composition of the student population. Include a description of any unusual or distinctive features of the institution and a description of the admissions policies (open, selective, etc.). If appropriate, indicate those institutions that are considered peers. Please limit this section to one-half page.

History

Dalton State was chartered as Dalton Junior College by the Board of Regents of the University System of Georgia in July 1963, becoming the 24th unit of the University System of Georgia, which currently consists of 35 institutions. In May 1965, the voters of Whitfield County passed a bond issue by a margin of 26 to 1 authorizing the \$1.8 million necessary to begin the College's physical facilities. Situated on a 144 acre campus overlooking Interstate 75, the first four buildings were completed in time for the institution to open its doors in the fall of 1967. An inaugural class of 524 students enrolled that quarter, and enrollment inexorably grew to more than 3,000 in the fall of 1994 and to 5,485 students in fall 2011. In the meantime, the physical plant expanded to accommodate the larger number of students, faculty, and staff. Today, the College occupies 428,268 square feet of space in 11 major buildings. The Brown Center, containing 26,000 square feet, received funding in 2003 and was opened in the summer of 2006. A new satellite building located next the Whitfield Career Academy received funding in 2006 and was opened in fall 2010 to house Dalton State's Adult Literacy program. In 2008, Dalton State received approval from the University System's Board of Regents to offer an Associate of Arts degree in general studies as an external degree to be completed by students at the Gilmer County Center in Ellijay, Georgia. Pending funding by the Georgia General Assembly, the College will also have a new 61,000-square-foot academic/science building in its future, as a result of action taken by the University System of Georgia (USG) Board of Regents.

Other changes have occurred over the years. In 1987, the Board of Regents deleted "Junior" from the name of the College. In 1998, recognizing unmet needs within the Northwest Georgia region, the University System authorized Dalton to begin offering selected bachelor's degrees in the field of business – changing the mission and purpose of the College. The 1998-1999 year also marked the beginning of the College's conversion from the quarter to the semester system with the class of 1999 students graduating under the semester system. The College began offering upper-level coursework in business in the fall of 1999 and added the Bachelor of Social Work degree in 2001. And in November 2004, the Board of Regents voted to allow Dalton State to assume responsibility for the Bachelor of Science in Education degree program with a major in early childhood education that had been offered in Dalton since the 1980s by the University of West Georgia. Thus, Dalton State entered the field of teacher education for the first time at the baccalaureate level, with its first juniors admitted in the fall of 2005 and its first seniors graduating in the spring of 2006. Today Dalton State offers a range of baccalaureate degrees in accounting, biology, chemistry, criminal justice, early childhood education, English, history, management, management information systems, marketing, mathematics, operations management, social work, and technology management. In January 2012, the Board of Regents of the [University System of Georgia approved Dalton State College's application to offer a Bachelor of Science in Nursing degree](#), bringing to 15 the number of four-year degrees offered by the College. These developments were sanctioned by a [SACS' authorized substantive change](#) from Level I to Level II, including a Board of Regents' authorized change of mission. The

Part 4: Institutional Summary Form Prepared for Commission Review

College received approval from the Board of Regents to open residential housing at Wood Valley, as the first on-campus residential offering for Dalton State beginning with the fall 2009 semester. Additionally, in 2011, the School of Technology severed its 30+ year connection with the Technical College System of Georgia (TCSG) to allow Dalton State to concentrate on its bachelor's degrees.

The Southern Association of Colleges and Schools first accredited what is now Dalton State to award the associate's degree in 1969, and the College has been [accredited](#) since then. In its more than 42-year history, Dalton State College has had four presidents: Dr. Arthur M. Gignilliat, who served as the College's founding president from 1966 to 1970; Dr. Derrell C. Roberts, who began his presidency of the College in 1970 and retired in 1994; Dr. James A. Burran, who succeeded Dr. Roberts in 1995 and retired in February 2008; and Dr. John O. Schwenn who took up the task of guiding the institution on March 1, 2008.

Mission

Dalton State has a [clearly defined statement of purpose](#). This statement has been the subject of several revisions over the past 12 years. The first revision took place in 1996 when the Board of Regents took action under the "Mission Development and Review Policy Direction" to revise the mission statements of the University System of Georgia and its 35 colleges and universities to incorporate a common set of core purposes. The second revision arose from the recommendations of the North Georgia Planning Council that led to approval of a change in mission for the College by the Board of Regents. The change, which called for the College to provide "a limited number of baccalaureate programs designed to meet the educational and economic development needs of the local area," authorized the institution to offer an initial group of two Bachelor of Science degrees effective in the fall of 1999, with a Bachelor of Applied Science to follow in the fall of 2000. Also, in November of 1998, as part of this process, the Board approved a name change from Dalton College to Dalton State College to reflect the institution's new mission. The third revision stemmed from a key priority of the [2006-2010 Strategic Plan](#) that called for the need to "articulate a well-defined mission, image, and identity to be shared with the College community." A goal was established to "revisit the College's mission statement," whereby the president appointed a faculty-staff committee to review Dalton State's statement of purpose and mission and invite the campus community to offer input and suggestions. The committee submitted a revised statement of purpose and mission to the president in November 2006, and the faculty adopted the revision at its December 2006 meeting. At its meeting in June 2007, the Board of Regents approved the revised statement of purpose and mission. And because the College discontinued its continuing education program, the Mission Committee also made minor revisions to the statement of purpose and mission in March 2011, deleting two references to continuing education. The faculty voted to approve the revised statement at its April 29, 2011, faculty meeting, and the revision was approved by the Board of Regents in February 2012:

Dalton State College is dedicated to providing broad access to quality higher education for the population of Northwest Georgia, thereby enhancing the region's economic vitality and quality of life. As an institution of the University System of Georgia, Dalton State College offers targeted bachelor's degrees, a full range of associate's degrees and career certificate programs, and a wide variety of public service activities. The College's work is strengthened by partnerships between the College and Northwest Georgia businesses and industries, governments, and schools.

The mission of Dalton State College consists of the following core commitments:

Part 4: Institutional Summary Form Prepared for Commission Review

- 1) selection, support, and development of a talented, caring faculty and staff dedicated to scholarship and creating an open, cooperative, technologically enhanced learning environment;
- 2) excellence in a learning environment dedicated to serving a diverse student body, promoting high levels of student achievement, and providing a range of educational and student life opportunities and appropriate academic support services;
- 3) public service through economic development and cultural activities that address the needs and improve the quality of life of the region;
- 4) continuous improvement in all aspects of its operations through the use of inclusive, participatory planning and meaningful assessment.

In fulfilling its mission, Dalton State College seeks to prepare and inspire its students to be active members within their professions and communities. As Dalton State College looks to the future and its place in a competitive, global society, it seeks to build upon its strengths as one of the most academically respected, student-oriented, and community-centered institutions of its kind.

Geographic Service Area

The College serves a 12-county region, with most students coming from five primary counties in Northwest Georgia. Of the roughly 5,485 students enrolled in the fall of 2011, 4,539 or 83% came from the following counties: Whitfield (42.3%), Murray (13.5%), Gordon (9.6%), Catoosa (10.1%), and Walker (7.3%). Of the remaining 946 students, 1% came from out-of-state (mostly Tennessee and surrounding states) and international locations.

Composition of Student Body

As of fall 2011, 70% of the current student body is of traditional age (18-24), with an average age of about 25. Sixty-two percent of the enrollment is female, while about 70% (self-reported) of the students are white. The minority population has more than doubled in the last few years because of the Dalton area's growing Latino population. Currently, the minority student population is more than 20% of the student body, with a growing international student population. Three hundred and five students are from 47 countries—the majority coming from Mexico and other Latin American countries, India, Pakistan, and Guatemala. Dalton State has the largest percentage of Hispanic students in the University System of Georgia at 16.2%. Almost 60% of students attend full-time.

Description of Any Unusual Distinctive Features

The College performs a dual mission, building on its two-year college tradition while developing four-year programs in focused areas of regional need. Dalton State continues to serve as a point of access for students entering the University System of Georgia, offering challenging courses and programs that lead to associate's degrees, lead to targeted bachelor's degrees, and prepare students for transfer to baccalaureate programs not offered at Dalton State, and offering vocational and career certificates through its School of Technology. Many students, usually first-generation college students, enroll intermittently over time, frequently taking part-time course loads. Indeed, the College is what education researcher Alexander Astin has described as a "commuter school," comprised primarily of "parking lot students" – the group at the lower end of what he calls "continuum of involvement." These types of students "stay, leave, 'stop out' for indefinite periods, and transfer out" with little or no official notice. Consequently, only a small percentage of

Part 4: Institutional Summary Form Prepared for Commission Review

Dalton State students participate in co-curricular activities. Results from the 2011 National Survey of Student Engagement for Dalton State show only 4% of first year students spend more than 15 hours a week participating in co-curricular activities, with 84% spending no time participating in co-curricular activities. The establishment of residence halls on campus should lead to increased involvement in these activities.

Admissions Policies

Dalton State has an open admissions policy and is committed to recruiting and sustaining a diverse qualified student body that can benefit from the College's comprehensive array of program offerings.

Peer Institutions

1. Indiana University, Kokomo, IN
2. Farmingdale State College, Farmingdale, NY
3. Coastal Carolina University, Conway, SC
4. CUNY Medgar Evers College, Brooklyn, NY
5. Dixie State College, Saint George, UT
6. West Virginia University, Parkersburg, WV
7. Missouri Southern State University, Joplin, MO
8. University of Arkansas, Fort Smith, AR
9. Pennsylvania State University, Altoona, PA
10. Colorado Mesa University, Grand Junction, CO

Part 4: Institutional Summary Form Prepared for Commission Review

2. List of Degrees

List all degrees currently offered (A.S., B.A., B.S., M.A., Ph.D., for examples) and the majors or concentrations within those degrees, as well as all certificates and diplomas. For each credential offered, indicate the number of graduates in the academic year previous to submitting this report (January to December). Provide term dates.

The following table with graduates from the fall 2010 and spring 2011 term shows the broad spectrum of educational credentials including mini-certificates through baccalaureate degrees with concentrations or certifications available at Dalton State College. In total, Dalton State students may choose from 15 (with the newly added B.S.N. degree starting fall 2012) different bachelor's programs offered through the schools of Business, Education, Liberal Arts, Natural Sciences and Mathematics, Social Work, and Nursing or from one of the College's 43 associate's degree and 23 career certificate programs.

Credential	Major	Concentration or Certification	Graduates (Fall 2010-Spring 2011)
Bachelor of Business Administration			
	Accounting		21
	Management		33
	Management Information Systems		11
	Marketing		23
	Operations Management		4
Bachelor of Applied Science			
	Technology Management		4
Bachelor of Arts			
	English		5
	History		4
Bachelor of Science			
	Biology		15
	Chemistry		1
	Criminal Justice		5
	Early Childhood Education		76
	Mathematics		6
Bachelor of Social Work			
	Social Work		17
Associate of Arts Degree			
	Communication Studies		2
	Economics		2
	English		5
	Foreign Language		3
	General Studies		12
	Geography		1
	History		4
	Political Science		2
	Psychology		16
	Social Work		6

Part 4: Institutional Summary Form Prepared for Commission Review

Credential	Major	Concentration or Certification	Graduates (Fall 2010-Spring 2011)
	Sociology		2
Associate of Science Degree			
	Biological Sciences		1
	Business Administration		28
	Computer Science		2
	Criminal Justice		8
	Dental Hygiene		4
	Education, Early Childhood/Elementary		20
	General Studies		6
	Health and Physical Education		2
	Information Systems		1
	Nursing		6
	Pharmacy		6
	Physical Therapy		2
	Physics/Pre-Engineering		9
	Radiation Therapy Technology		1
	Respiratory Therapy		1
Associate of Science in Nursing			
	Two-year Registered Nursing		65
Associate of Applied Science Degree			
	Business, General		2
	Computer Networking and Service Tech.		14
	Computer Operations		4
	Industrial Electrical and Electronic Tech.		5
	Management		7
	Marketing		5
	Medical Lab Technology		7
	Medical Office Administration		9
	Medical Transcription		2
	Office and Business Technology		7
	PTI Coop Business		1
	Radiologic Technology		16
	Respiratory Therapy		9
	Technical Graphics and 3D Design		12
	Technology, General Studies		5
Certificates and Mini-Certificates			
	Computer Networking and Service Tech		3
	Computer Operations		4
	Drafting and Design/Technical Graphics and 3D Design		4
	Industrial Electrical and Electronic Tech.		5
	Licensed Practical Nursing (LPN)		39
	Management		14
	Marketing		1
	Medical Assisting		24
	Medical Transcription		3
	Office and Business Technology		11
	Welding		2

Part 4: Institutional Summary Form Prepared for Commission Review

3. Off-Site Locations and Distance and Correspondence Education

Off-Site Locations:

List locations (country, state, and city) where course work toward a degree, diploma, or certificate can be obtained primarily through traditional classroom instruction. For each site, indicate the partial or complete degree offered and, for each degree, certificate, or diploma, whether a student can obtain 50 percent of credits toward any of the educational programs.

Dalton State College's main campus is located in Northwest Georgia, 20 miles south of the Tennessee border on I-75 in Dalton, Georgia. Dalton State serves a 12-county region of Georgia with an exceptionally diverse population of more than a half million residents.

In addition, Dalton State operates an off-campus instructional site at the [Gilmer County Center](#) where students can earn all the necessary coursework for an Associate of Arts degree in general studies. The request for authority to initiate the substantive change began with the University System's Board of Regents approval on October 15, 2008, of Dalton State's request to establish the existing Associate of Arts as an external degree in Gilmer County and concluded with [SACS approval on January 7, 2011](#).

Distance and Correspondence Education

Provide a list of credit-bearing educational programs (degrees, certificates, and diplomas) where 50% or more of the credit hours are delivered through distance education modes. For each educational program, indicate whether the program is delivered using synchronous or asynchronous technology, or both. For each educational program that uses distance education technology to deliver the program at a specific site (e.g., a synchronous program using interactive videoconferencing), indicate the program offered at each location where students receive the transmitted program. Please limit this brief description to one page, if possible.

The College does not offer any online degree programs at this time. However, in February 2011, [SACS approved](#) for the College to become an affiliate institution to the University System of Georgia's eCore program, beginning the summer semester 2011. Since the eCore courses allow University system of Georgia students the opportunity to complete their first two years of their collegiate careers in an online environment, almost every associate's transfer and bachelor's degree can be delivered at least 50% online. The institution also has a number of courses whose primary delivery mechanism is electronic (mainly through the University System of Georgia's academic enterprise solution: Blackboard Learning System). When assigning credit hours to an approved course that will be taught online or as a hybrid, the Office of Academic Affairs has established a policy that requires that office to review the syllabus to ensure course content, contact hours, and expected learning outcomes all follow SACSCOC protocol based on *Distance Education: Definition and Principles –A Policy Statement*.

Part 4: Institutional Summary Form Prepared for Commission Review

4. Accreditation

List all agencies that currently accredit the institution or any of its programs and the date of the last review for each. Identify the accrediting agency that is the gatekeeper for federal funds if it is not the Commission on Colleges. Describe any sanctions applied or negative actions taken by any of these accrediting bodies (including the Commission) during the two years previous to the submission of this report in regard to your institution.

Dalton State College is accredited by the Commission on Colleges of the Southern Association of College and Schools (1866 Southern Lane, Decatur, Georgia 30033-4097: Telephone number 404-679-4501) to award the associate's and bachelor's degrees. The College was initially accredited in 1969. Accreditation was reaffirmed in 1973, 1984, 1994, and 2003. This is supplemented by professional program accreditations in the Schools of Education, Business Administration, Social Work, Nursing, and Technology. Professional accreditations of Dalton State College programs by accrediting agencies are as follows:

SCHOOL OF BUSINESS

Degree Program	National/State Program Review
Bachelor of Business Administration Accounting Management Management Information Systems Marketing Operations Management Bachelor of Applied Science Technology Management	Association to Advance Collegiate Schools of Business (AACSB) (Last awarded in 2009.)

SCHOOL OF EDUCATION

Degree Program	National/State Program Review
Bachelor of Science Early Childhood Education	National Council for Accreditation of Teacher Education (NCATE) (Last awarded in 2010.) Georgia Professional Standards Commission Board of Examiners Report (Last awarded in 2010.)

SCHOOL OF NURSING

Degree Program	National/State Program Review
Associate of Science in Nursing Two-Year Registered Nursing	National League of Nursing Accrediting Commission, Inc. (NLNAC) (Last awarded in 2011.) Georgia Board of Nursing (GBON) (Last awarded in 2008.)

Part 4: Institutional Summary Form Prepared for Commission Review

SCHOOL OF SOCIAL WORK

Degree Program	National/State Program Review
Bachelor of Social Work Social Work	Council of Social Work Education (Last awarded in 2011.)

SCHOOL OF TECHNOLOGY

Program	Accrediting/Approving Agency
Certified Nursing Assistant	Georgia Medical Care Foundation (Last awarded in 2011.)
Licensed Practical Nursing	Georgia Board of Examiners of Licensed Practical Nursing (Last awarded in 2011.)
Medical Assisting	American Association of Medical Assistants (AAMA) & Commission on Accreditation of Allied Health Education Programs (CAAHEP) (Last awarded in 2009.)
Medical Laboratory Technology	National Accrediting Agency for Clinical Laboratory Sciences (NAACLS) (Last awarded in 2008.)
Phlebotomy	National Accrediting Agency for Clinical Laboratory Sciences (Last awarded in 2009.)
Radiologic Technology	Joint Review Committee on Education in Radiologic Technology (Last awarded in 2009.)
Respiratory Therapy	The Committee on Accreditation for Respiratory Care (COARC) (Last awarded in 2009.)

There have been no sanctions applied or negative actions taken by any of these accrediting bodies in the last two years.

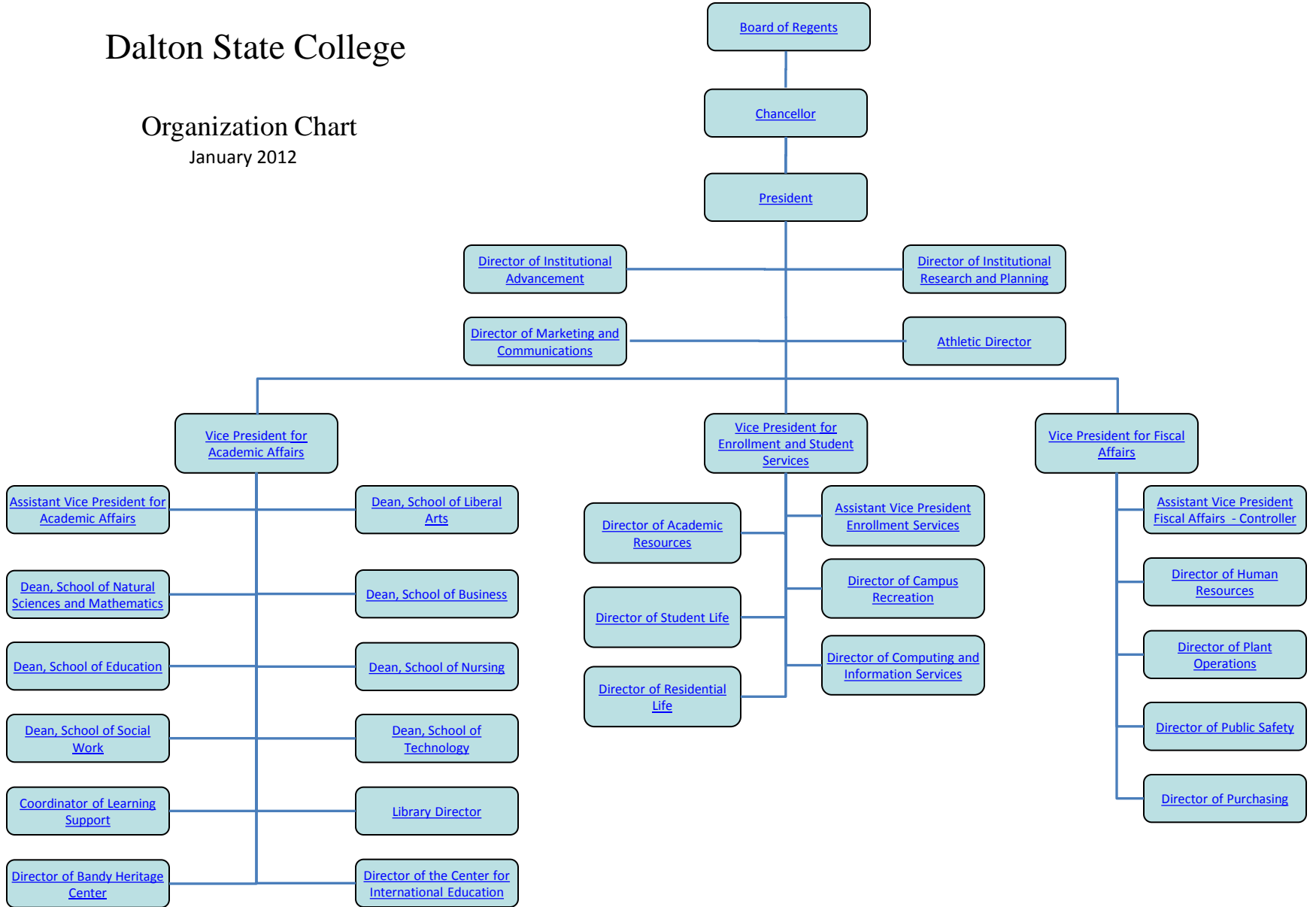
5. Relationship to the U.S. Department of Education

Indicate any limitations, suspensions, or termination by the U.S. Department of Education in regard to student financial aid or other financial aid programs during the previous three years. Report if on reimbursement or any other exceptional status in regard to federal or state financial aid.

Dalton State College has had no suspensions or termination by the U.S. Department of Education in regard to student financial aid or other financial aid programs during the previous three years.

Dalton State College

Organization Chart January 2012



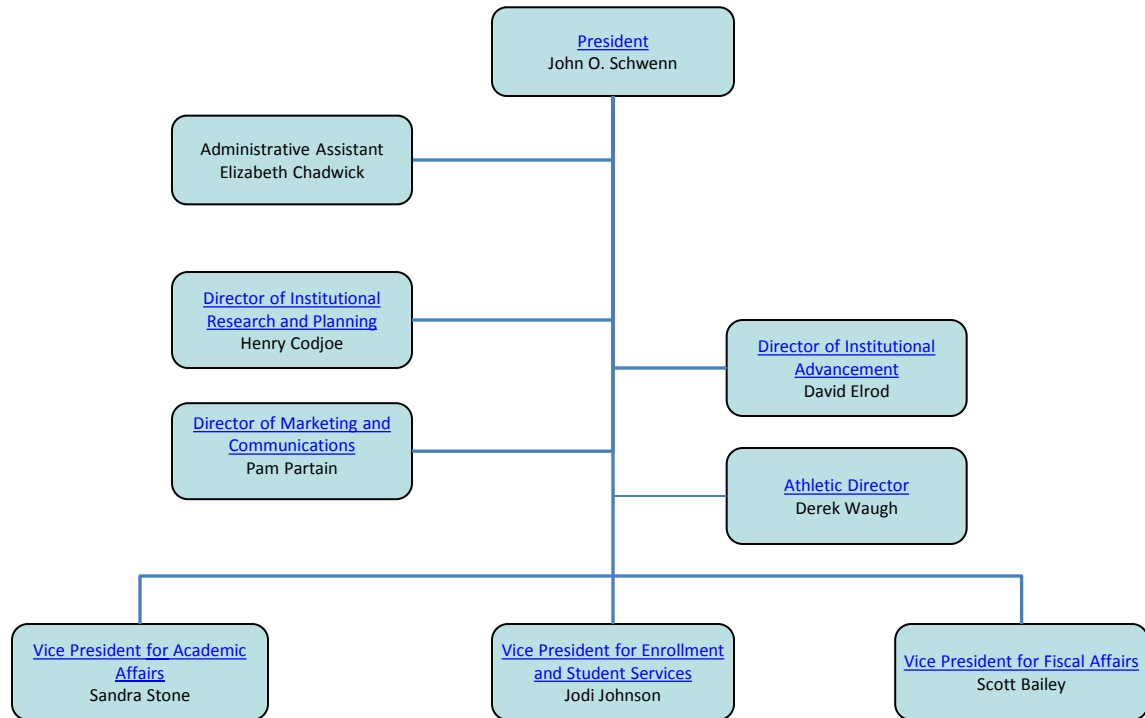
Dalton State College

University System of Georgia



Organization Chart, Office of the President

January 2012



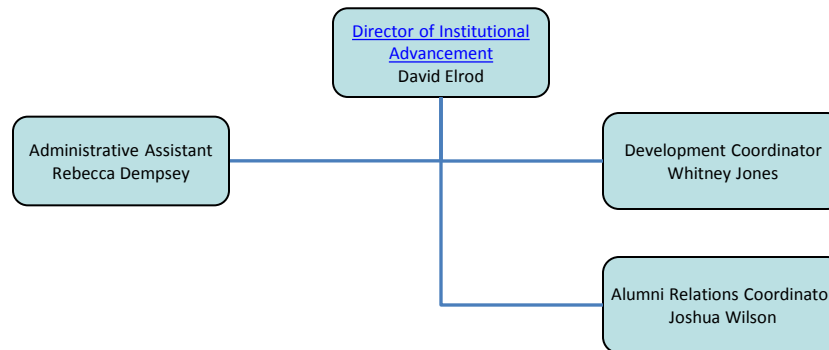
Dalton State College

University System of Georgia



Organization Chart, Institutional Advancement

January 2012



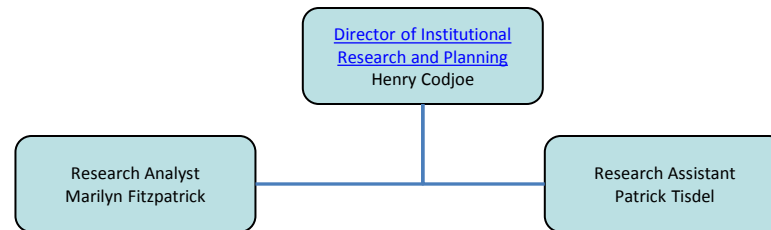
Dalton State College

University System of Georgia



Organization Chart, Institutional Research and Planning

January 2012



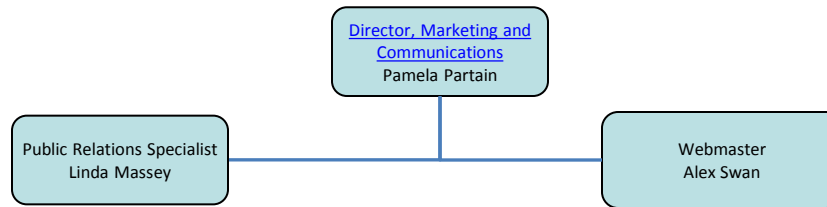
Dalton State College

University System of Georgia



Organization Chart, Marketing and Communications

January 2012



Dalton State College

University System of Georgia

Organization Chart, Athletics

January 2012



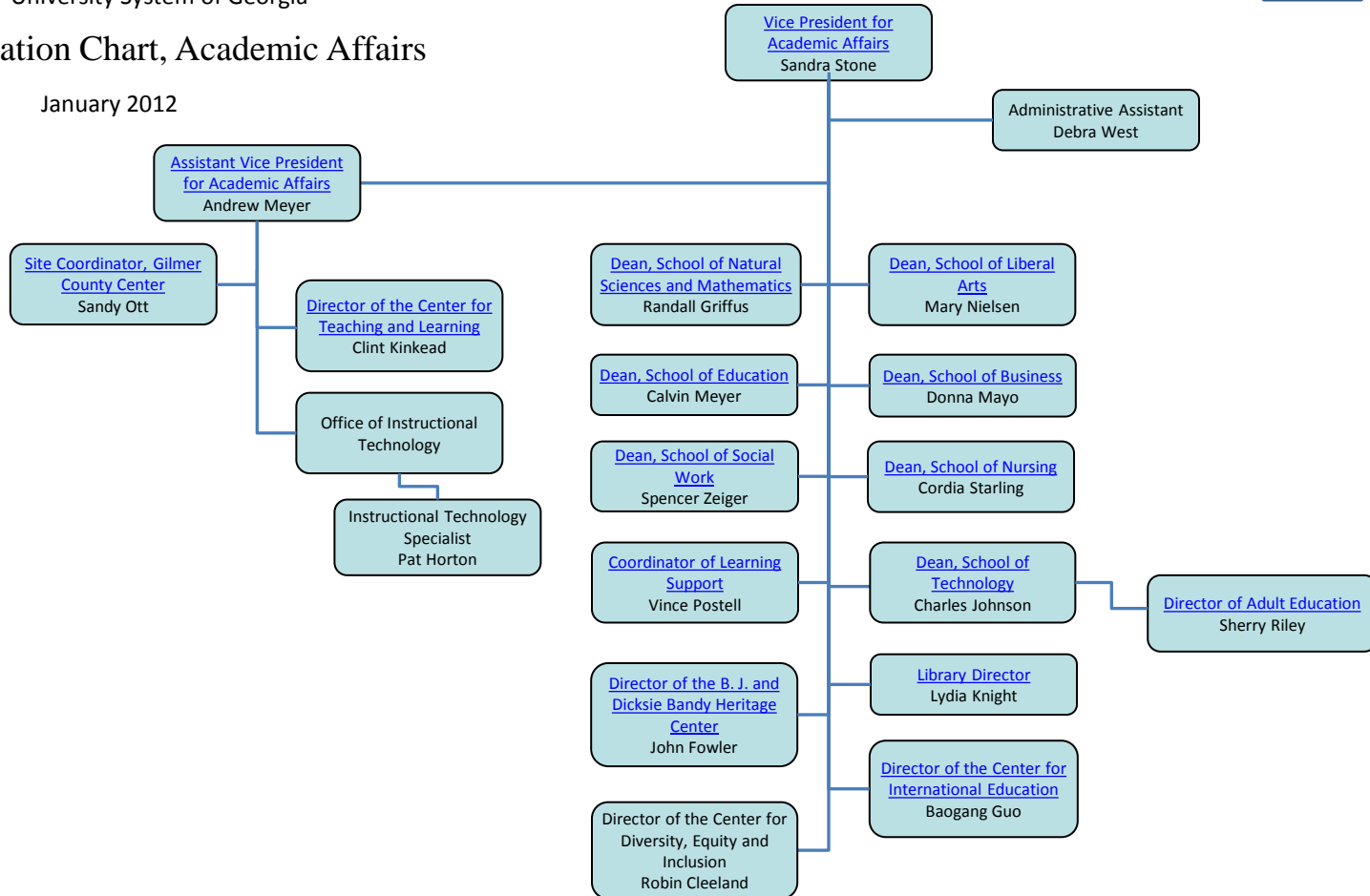
Athletic Director
Derek Waugh

Dalton State College

University System of Georgia

Organization Chart, Academic Affairs

January 2012



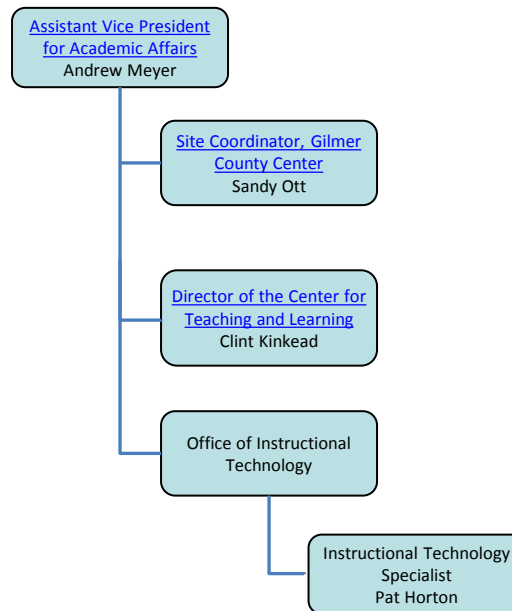
Dalton State College

University System of Georgia

Organization Chart, Academic Affairs

Office of Assistant Vice President of Academic Affairs

January 2012

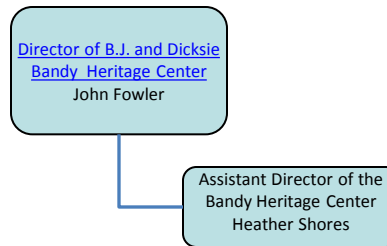


Dalton State College

University System of Georgia

Organization Chart, Bandy Heritage Center

January 2012



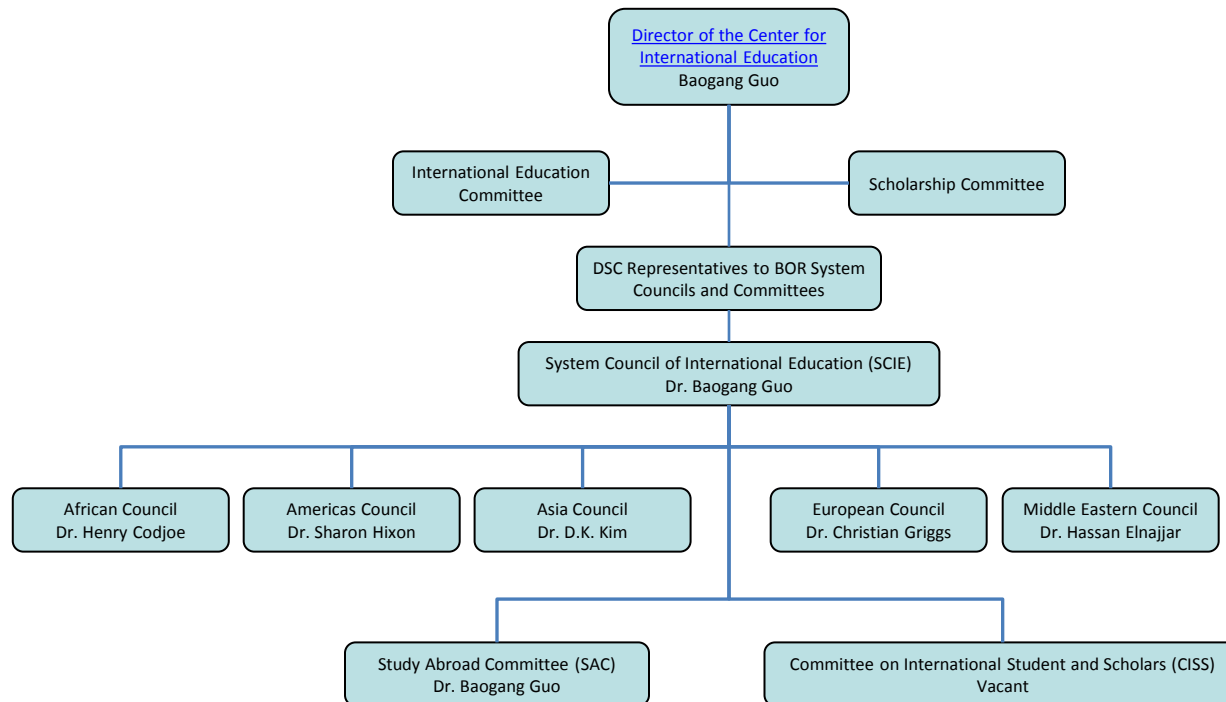
Dalton State College

University System of Georgia



Organization Chart, Center for International Education

January 2012

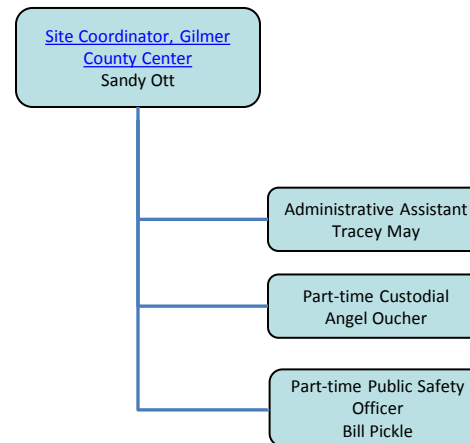


Dalton State College

University System of Georgia

Organization Chart, Gilmer County Center

January 2012



Dalton State College

University System of Georgia

Organization Chart, Learning Support Program

January 2012



Coordinator of Learning
Support
Vince Postell

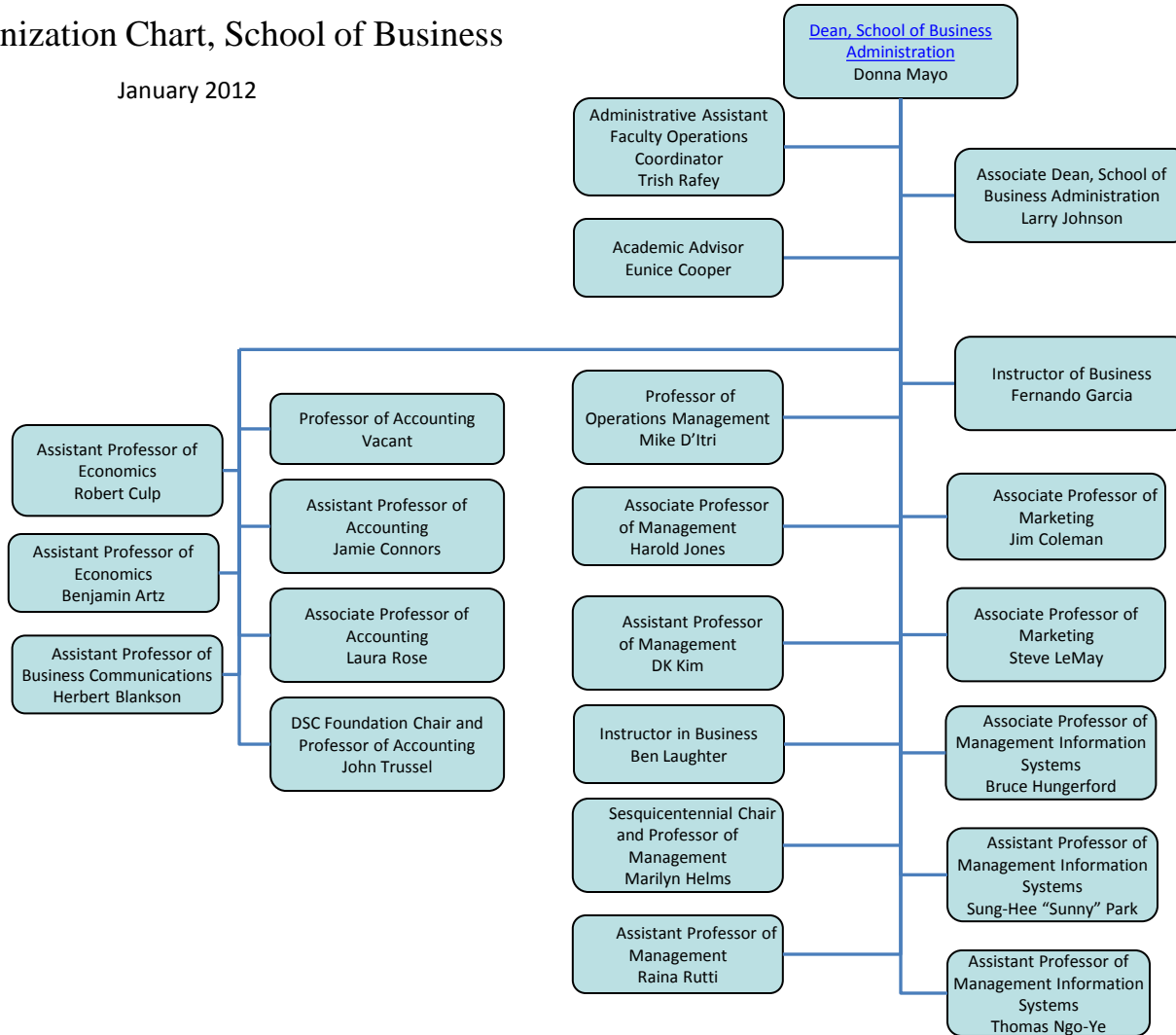
Dalton State College

University System of Georgia



Organization Chart, School of Business

January 2012



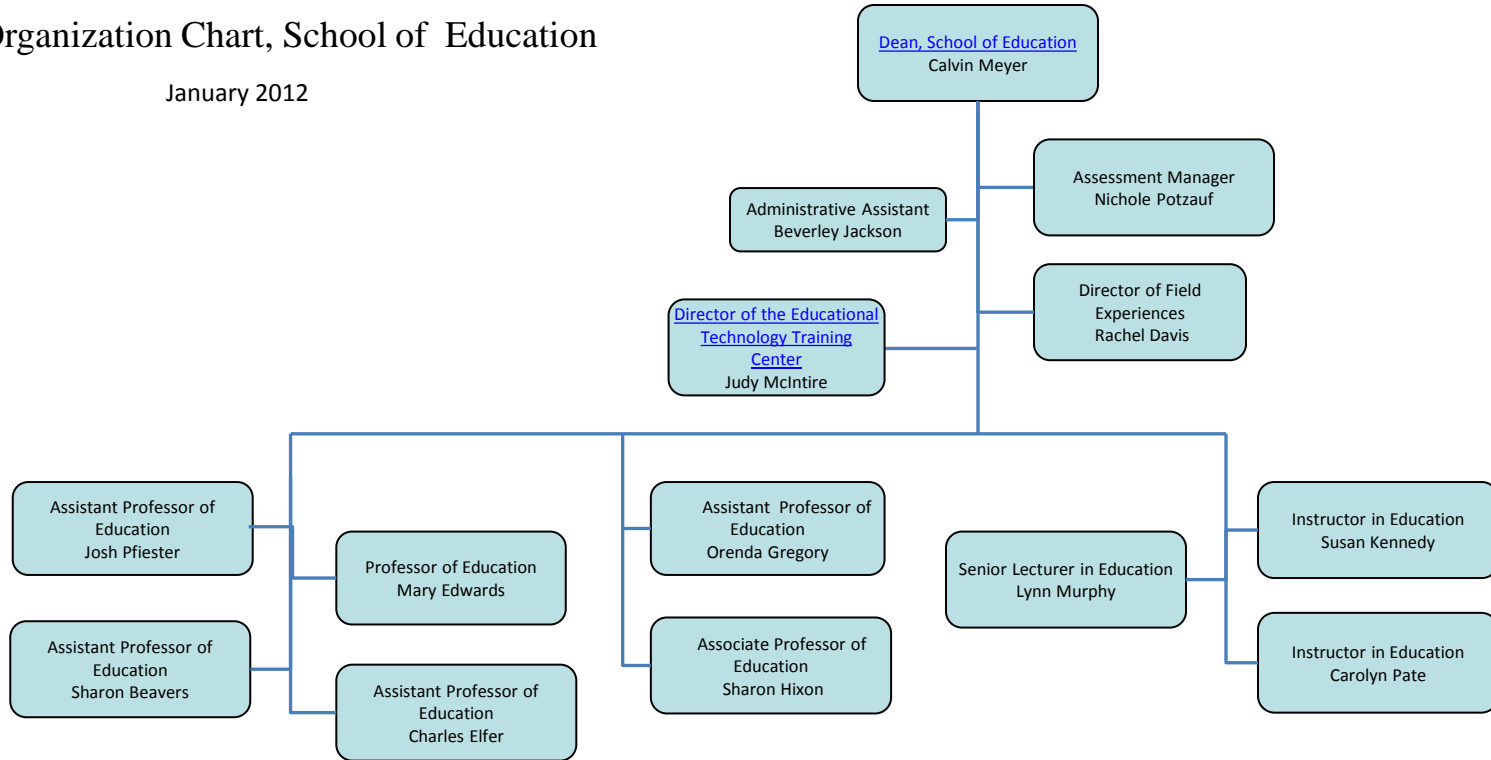
Dalton State College

University System of Georgia



Organization Chart, School of Education

January 2012



Dalton State College

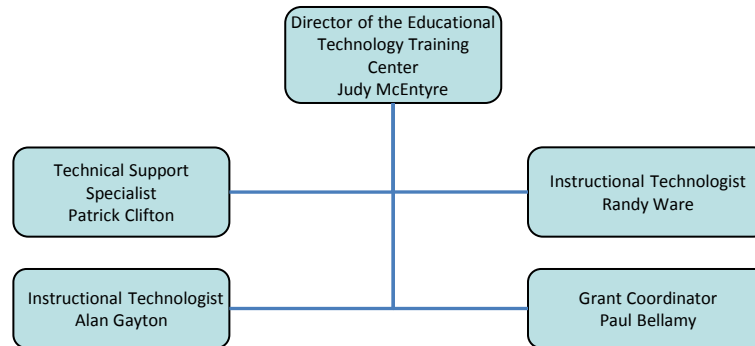
University System of Georgia



Organization Chart, School of Education

Educational Technology Training Center

January 2012



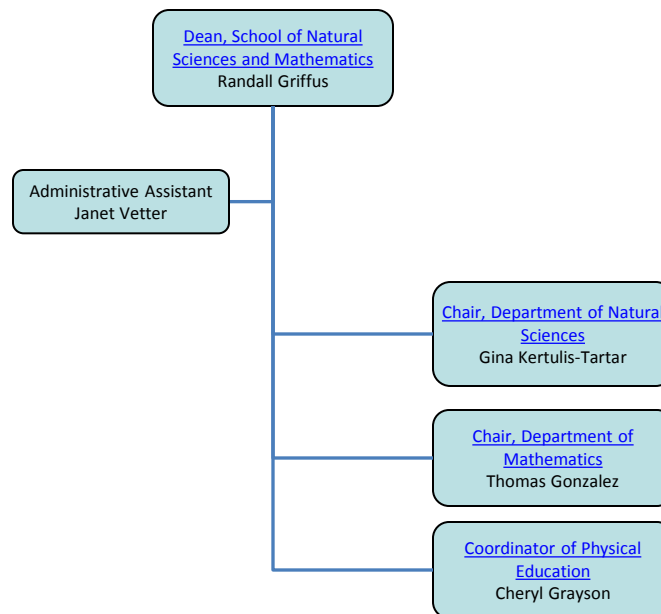
Dalton State College

University System of Georgia



Organization Chart, School of Natural Sciences and Mathematics

January 2012



Dalton State College

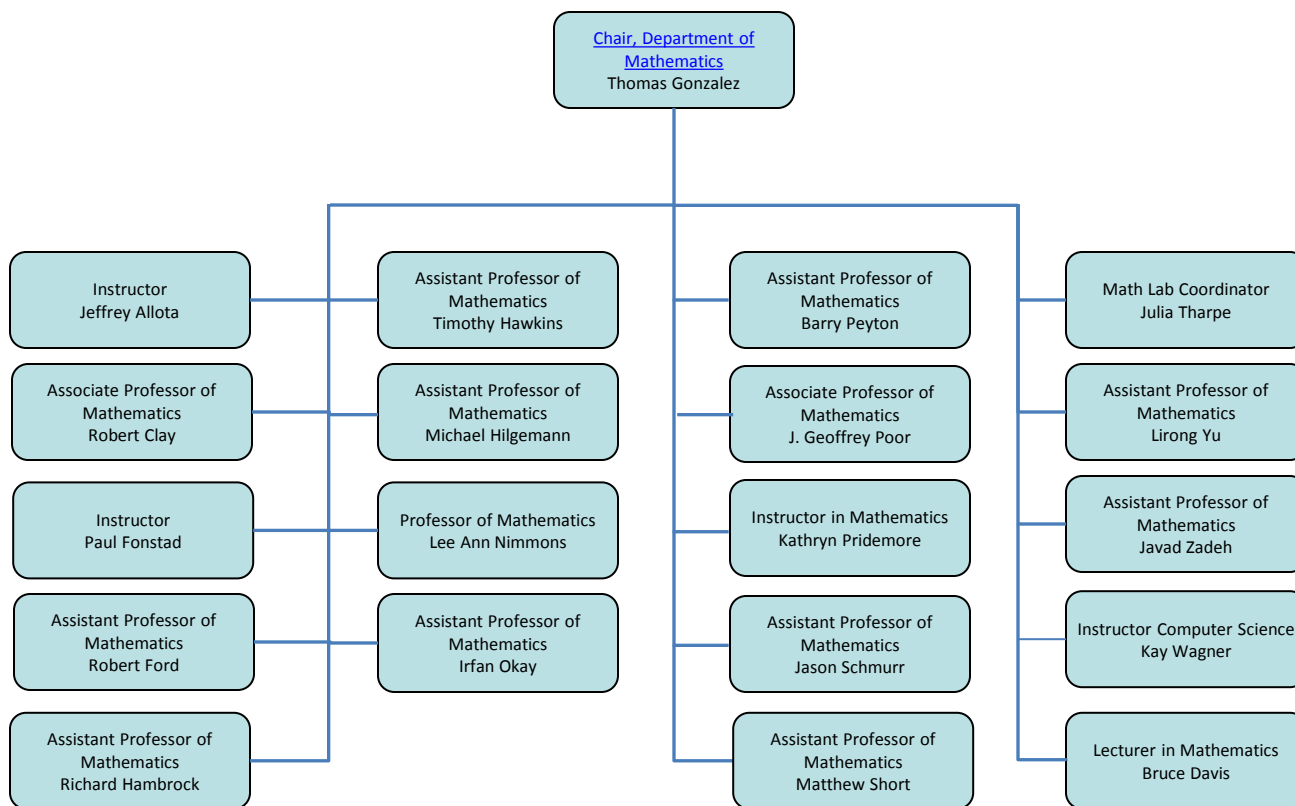
University System of Georgia



Organization Chart, School of Natural Sciences & Mathematics

Mathematics Department

January 2012



Dalton State College

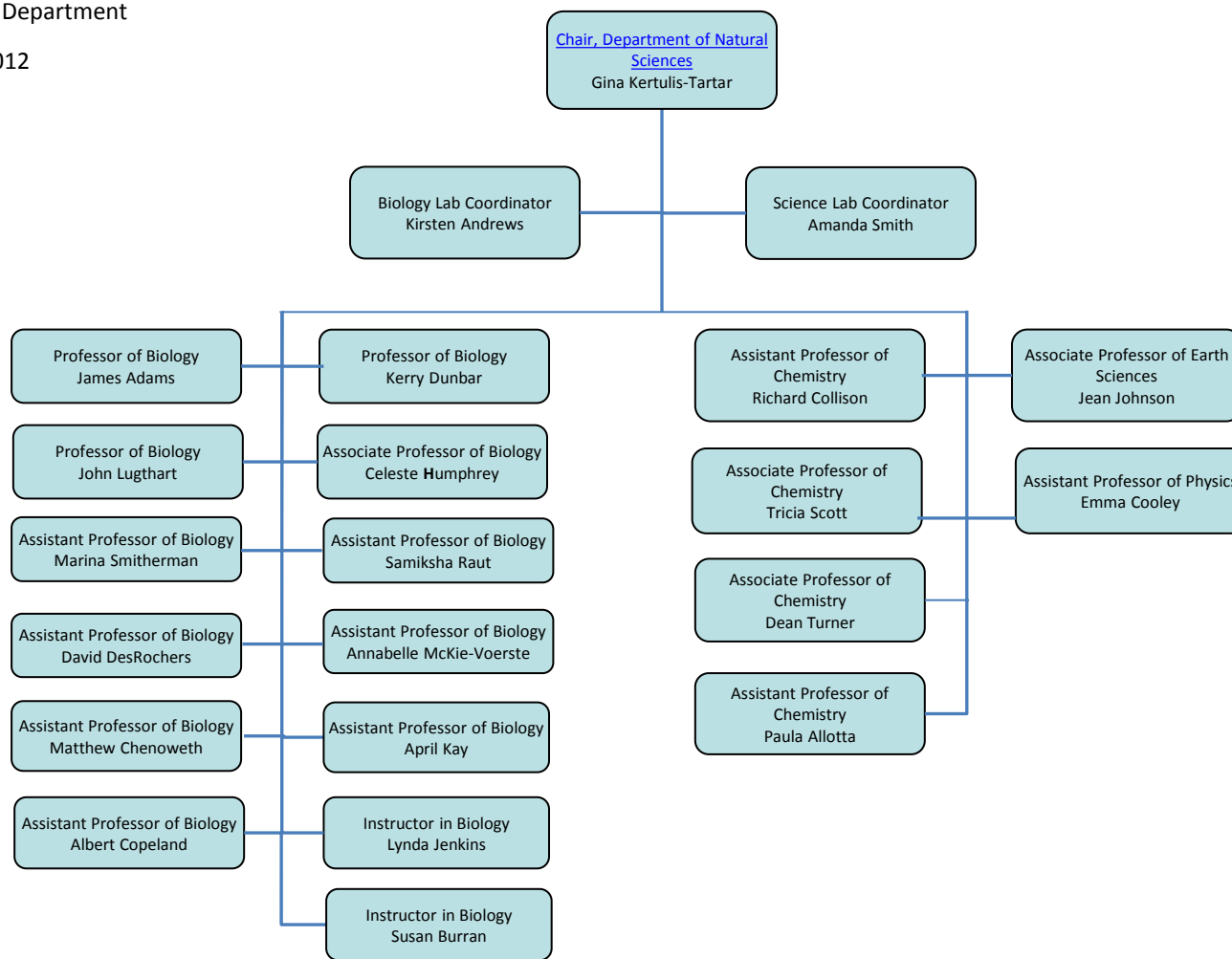
University System of Georgia



Organization Chart, School of Natural Sciences & Mathematics

Natural Sciences Department

January 2012



Dalton State College

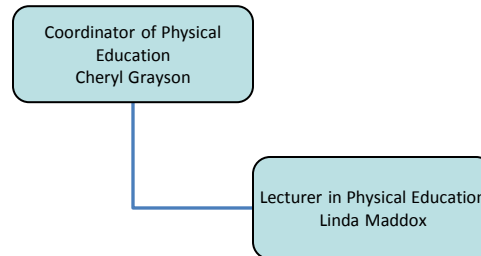
University System of Georgia



Organization Chart, School of Natural Sciences and Mathematics

Physical Education

January 2012



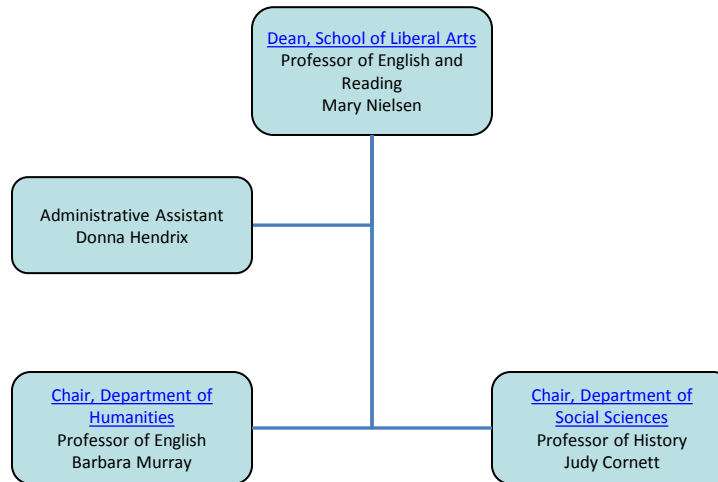
Dalton State College

University System of Georgia



Organization Chart, School of Liberal Arts

January 2012



Dalton State College

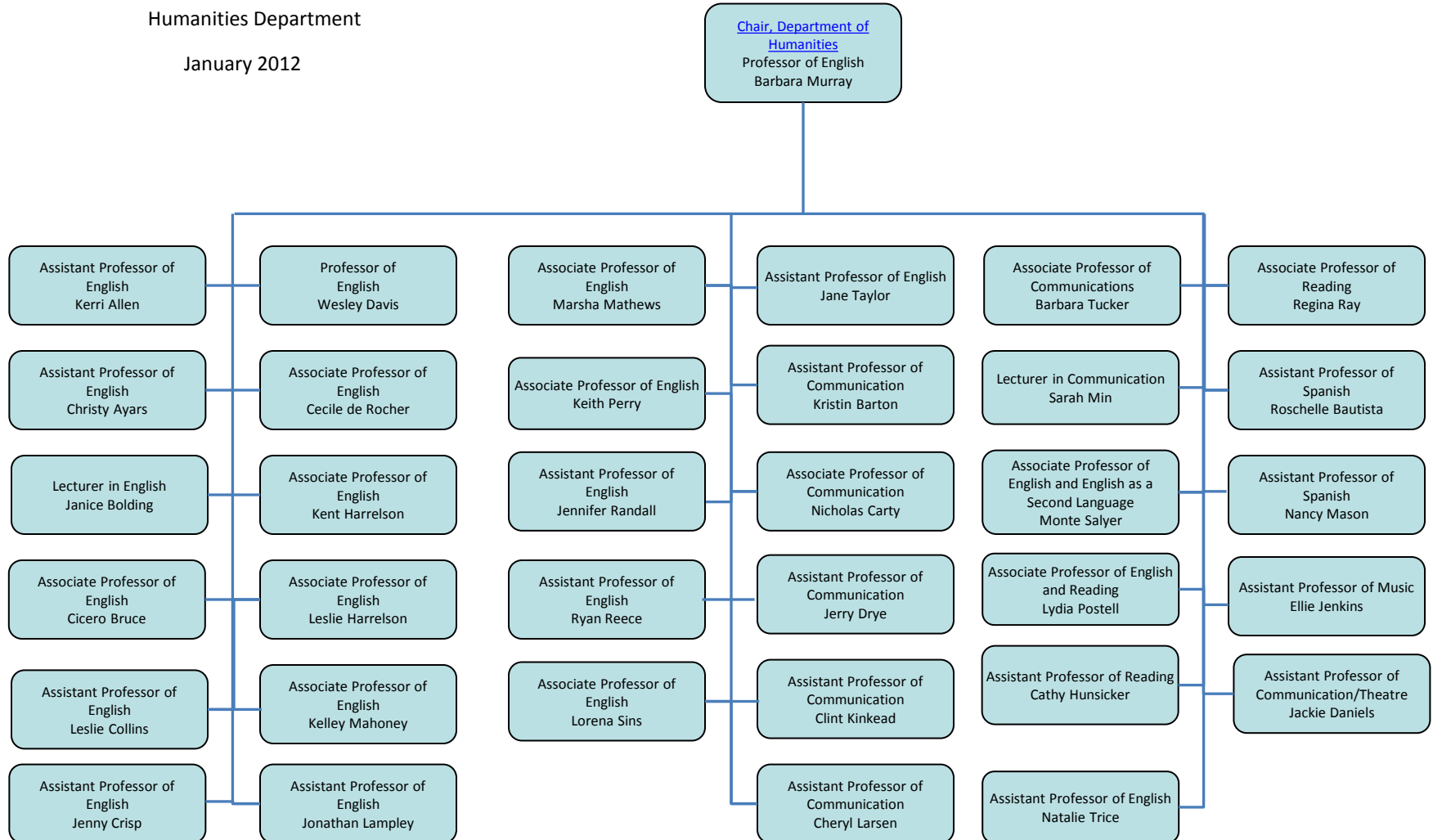
University System of Georgia



Organization Chart, School of Liberal Arts

Humanities Department

January 2012



Dalton State College

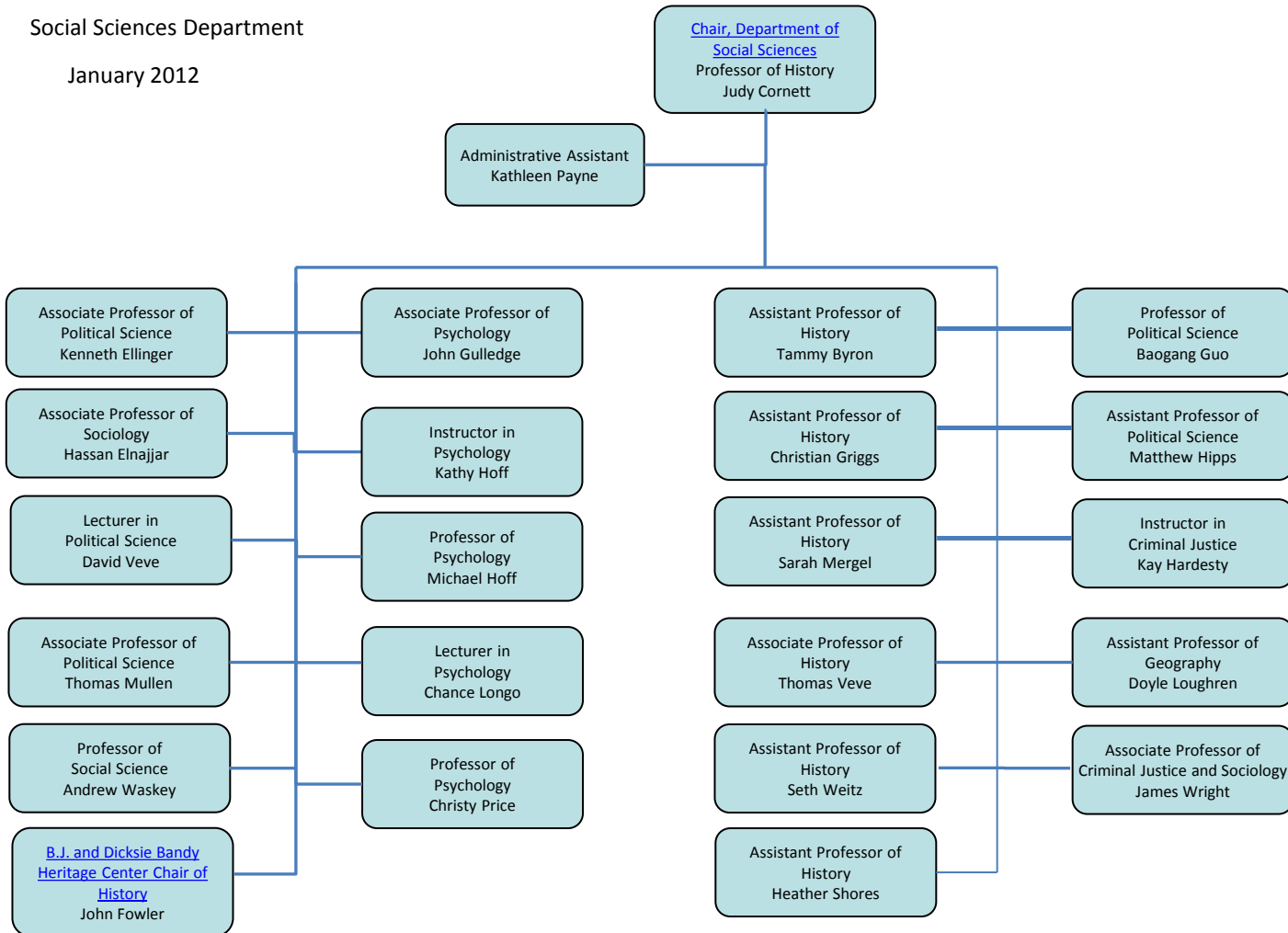
University System of Georgia



Organization Chart, School of Liberal Arts

Social Sciences Department

January 2012

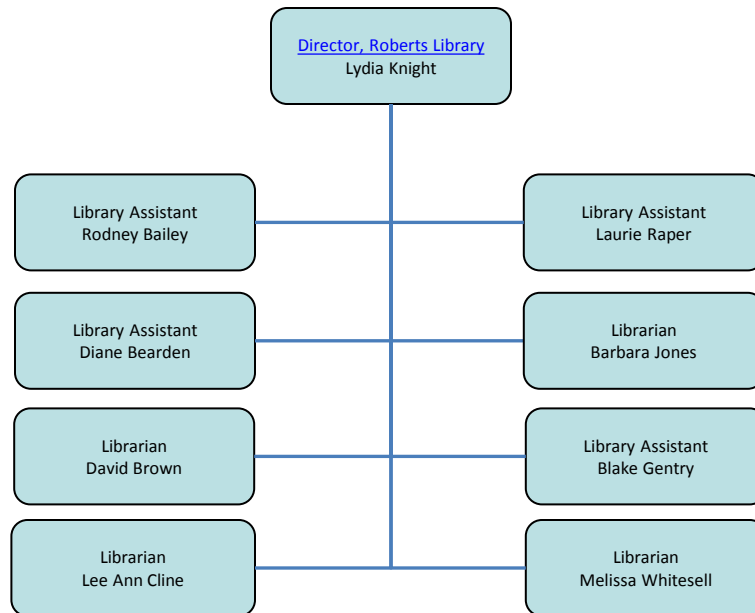


Dalton State College

University System of Georgia

Organization Chart, Library

January 2012



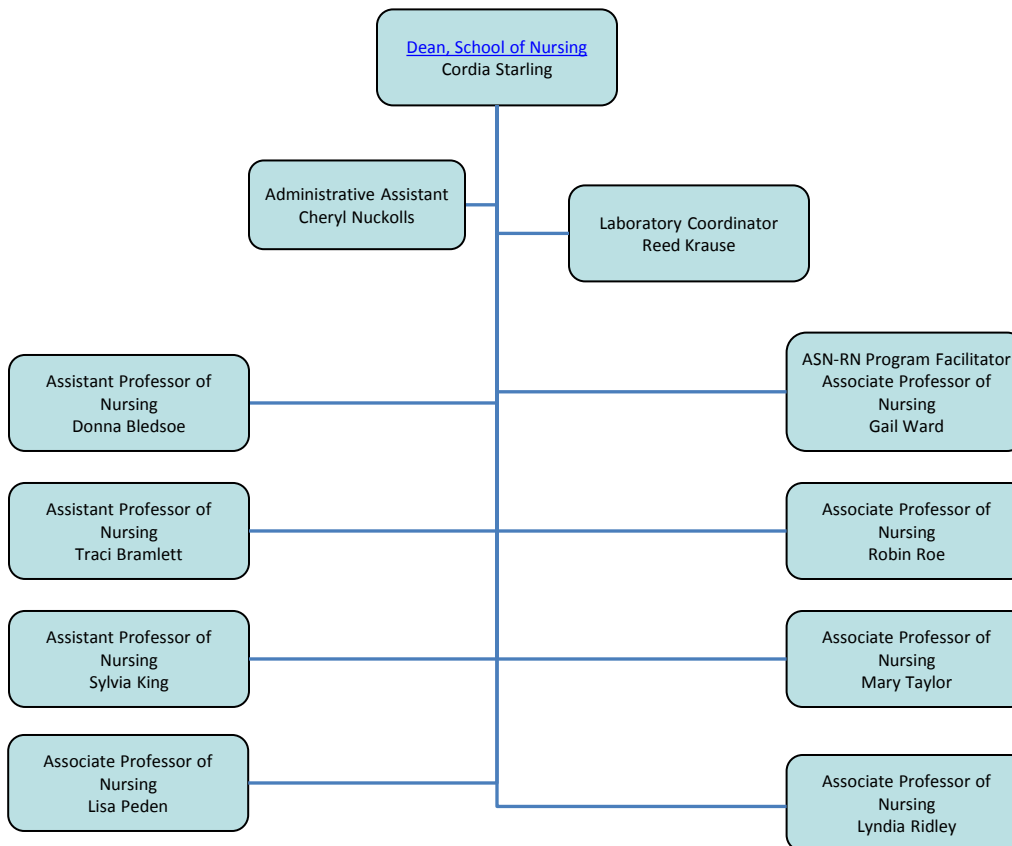
Dalton State College

University System of Georgia



Organization Chart, School of Nursing

January 2012



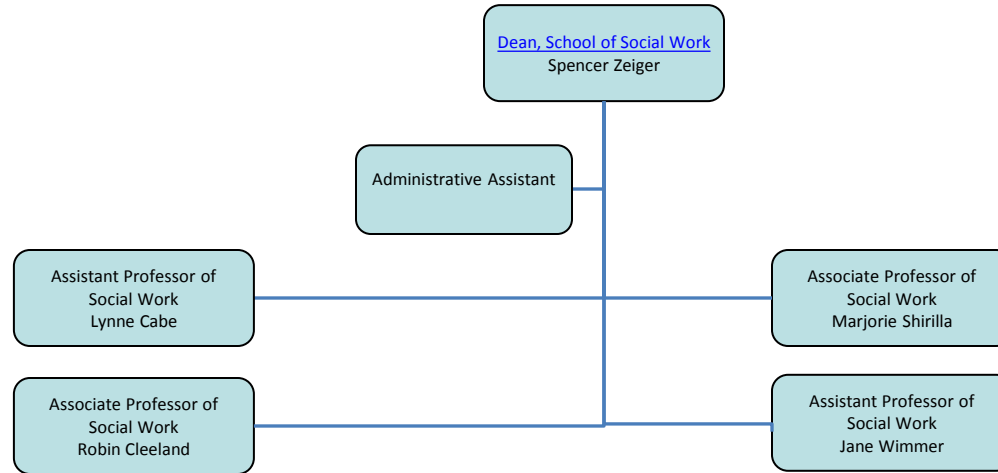
Dalton State College

University System of Georgia



Organization Chart, School of Social Work

January 2012



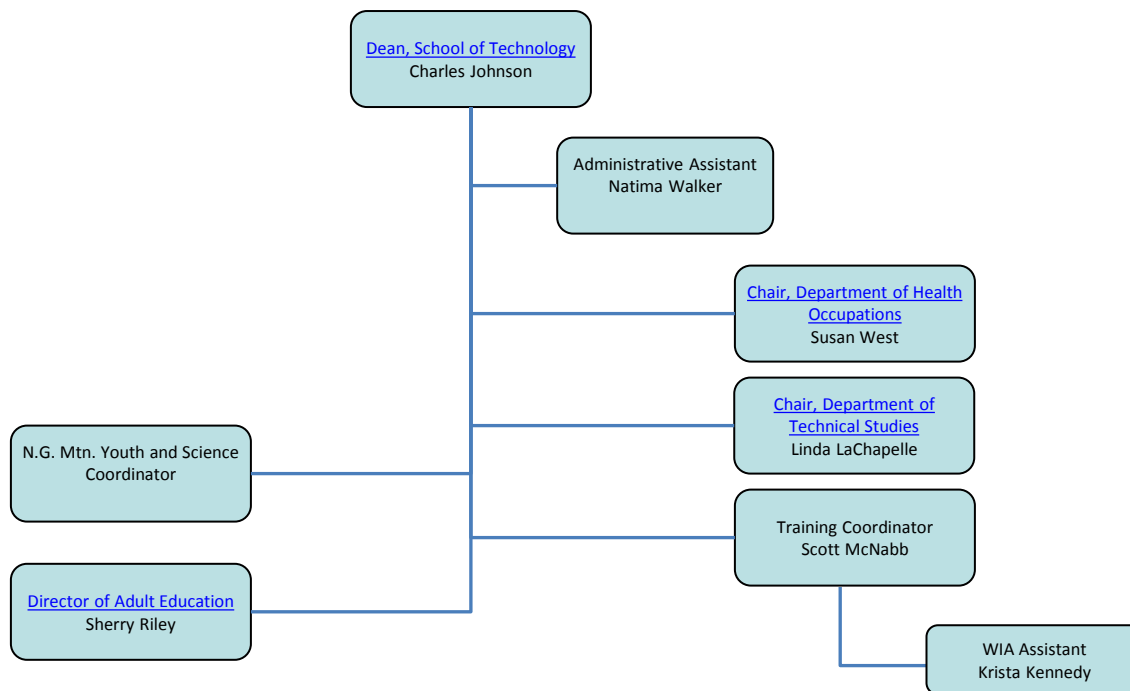
Dalton State College

University System of Georgia



Organization Chart, School of Technology

January 2012



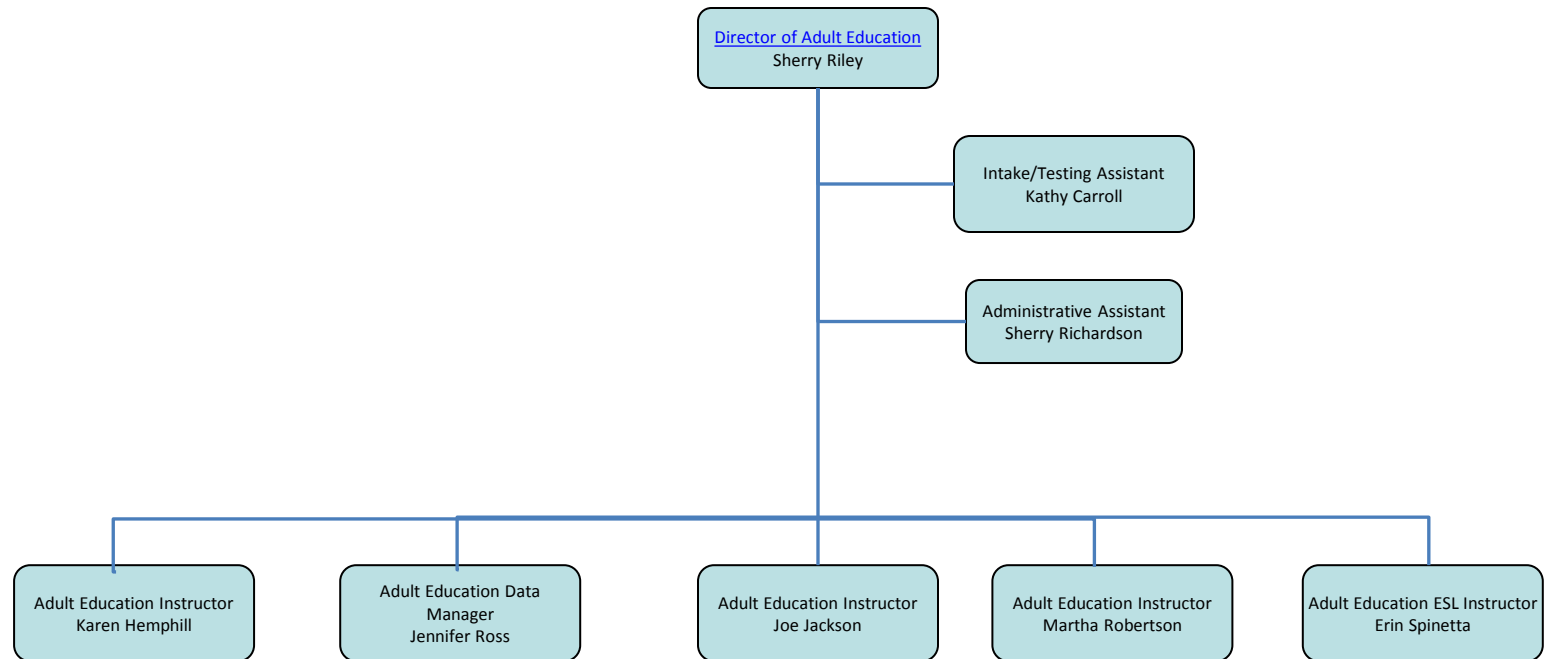
Dalton State College

University System of Georgia



Organization Chart, Adult Education

January 2012



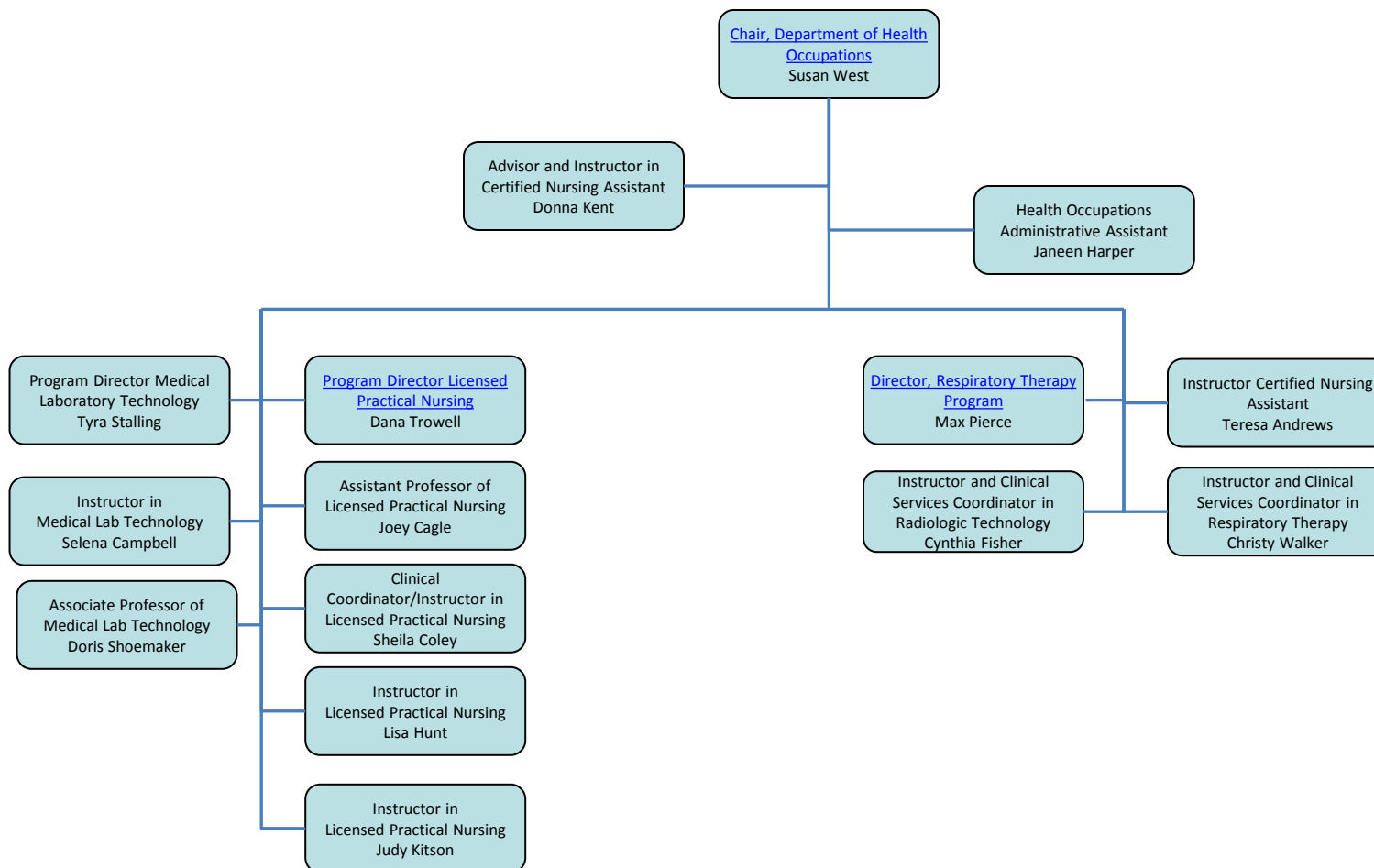
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Organization Chart, Department of Health Occupations

January 2012



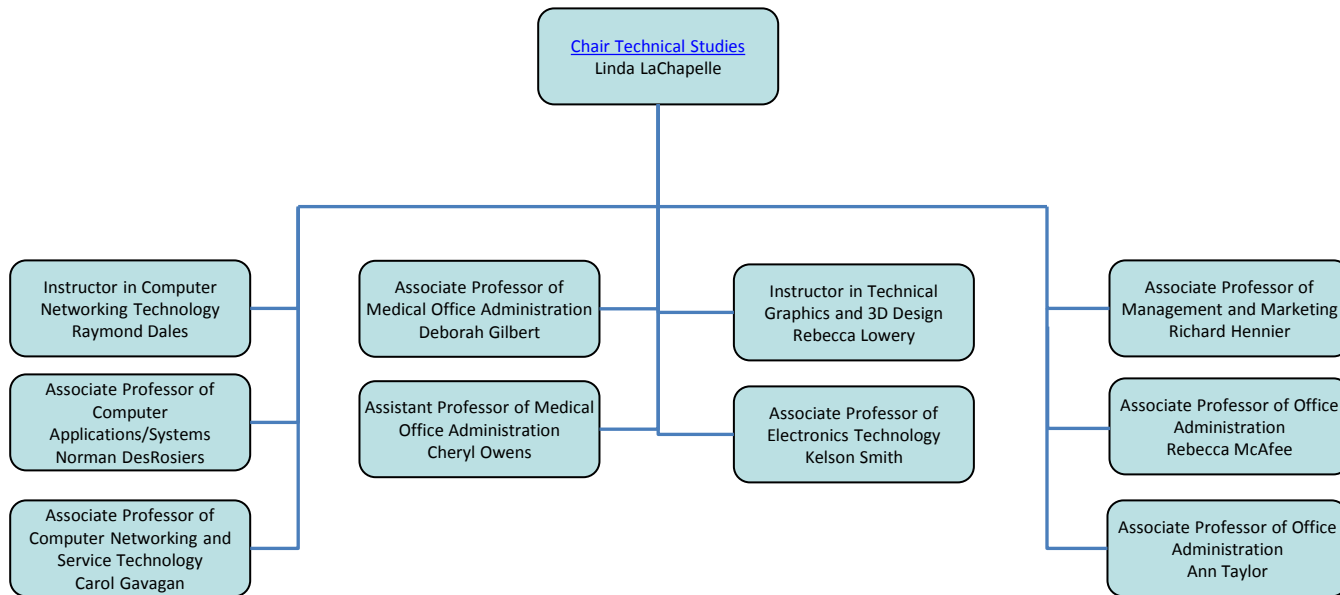
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Organization Chart, Department of Technical Studies

January 2012



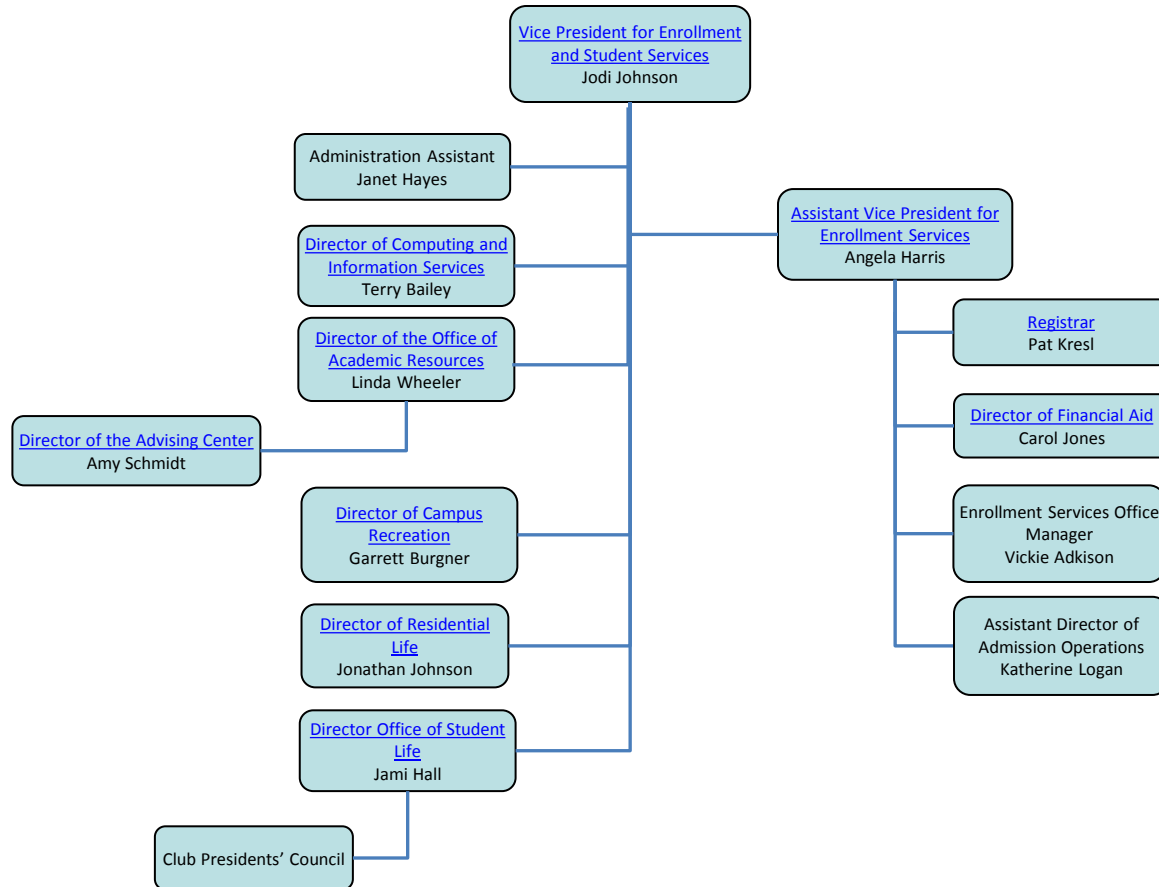
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Organization Chart, Enrollment and Student Services

January 2012



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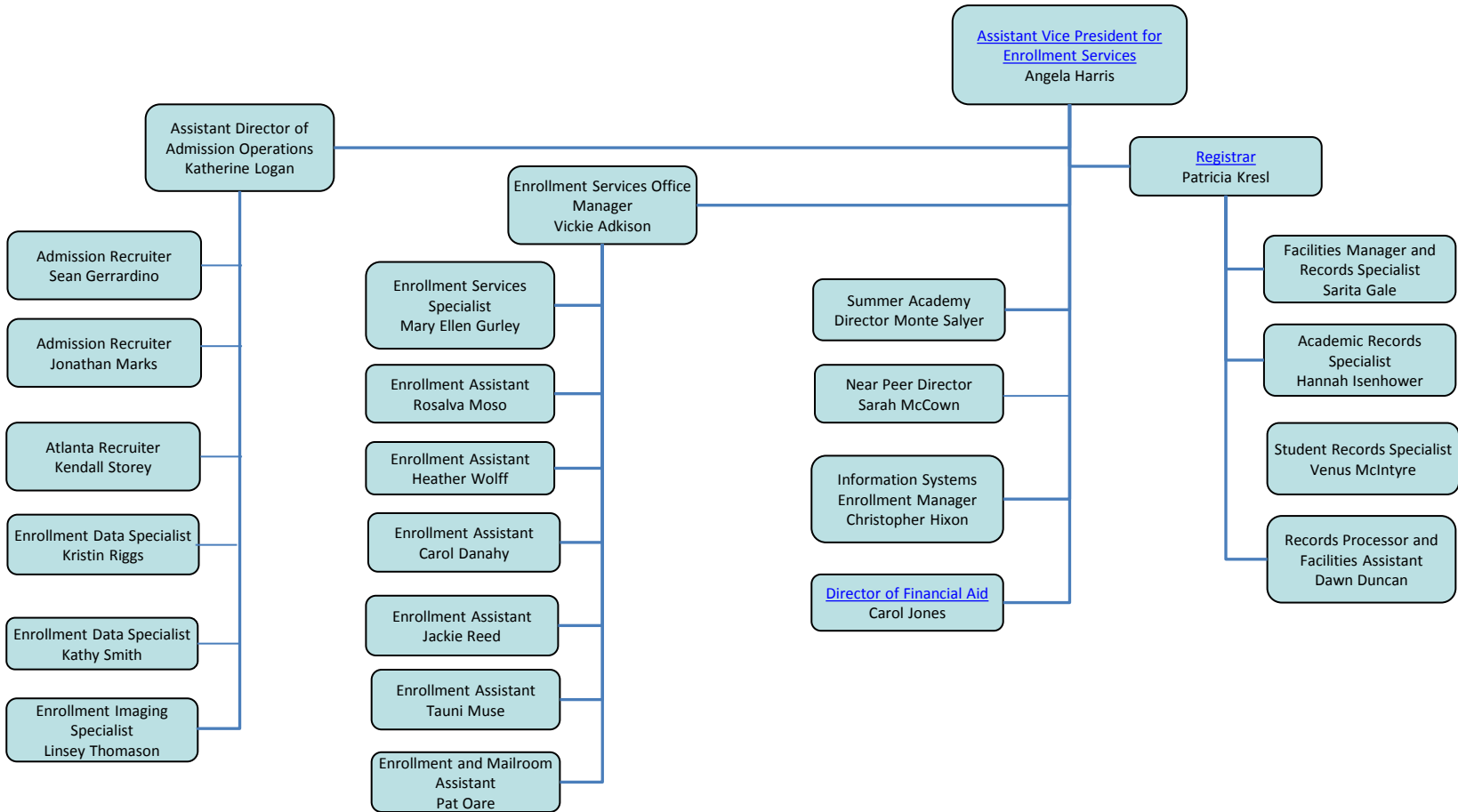
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Organization Chart, Admissions/Recruitment

Office of Assistant Vice President for Enrollment and Student Services

January 2012

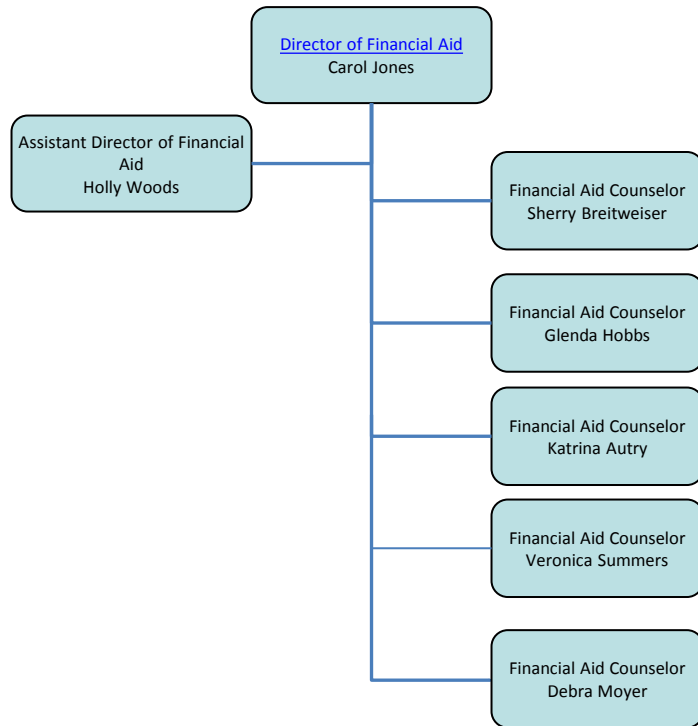


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Organization Chart, Financial Aid

January 2012

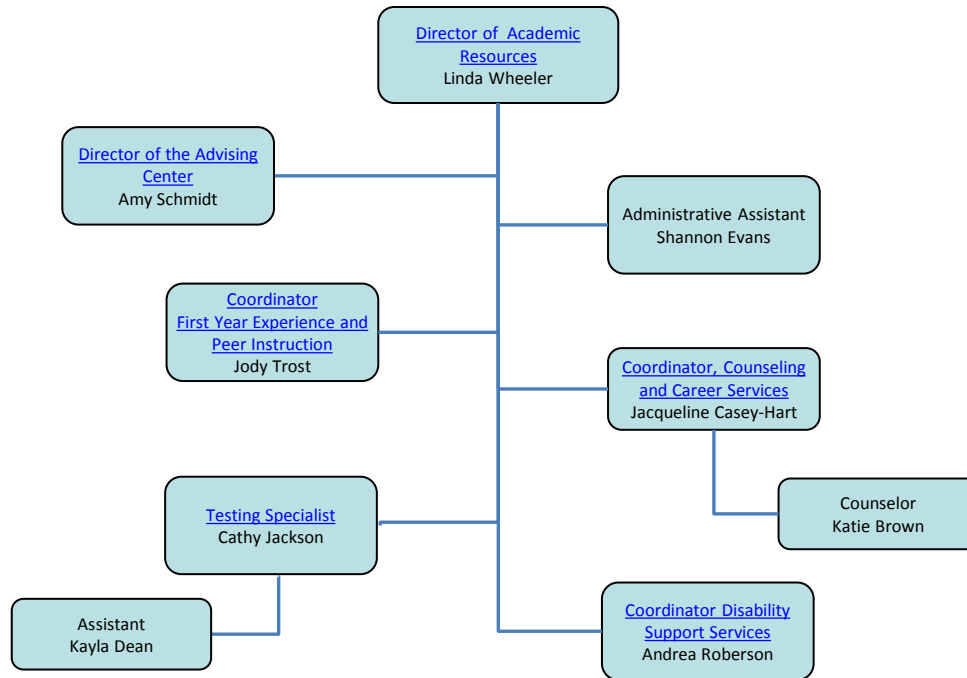


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Organization Chart, Academic Resources

January 2012



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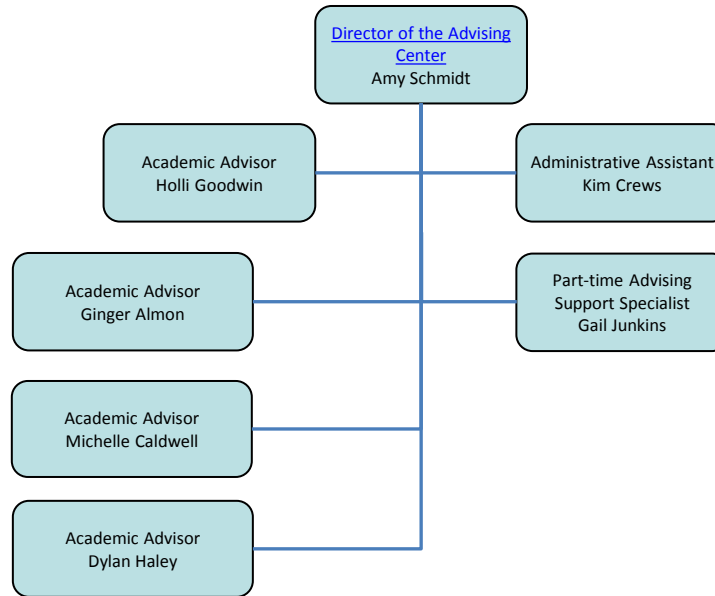
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Organization Chart, Academic Resources

Advising Center

January 2012

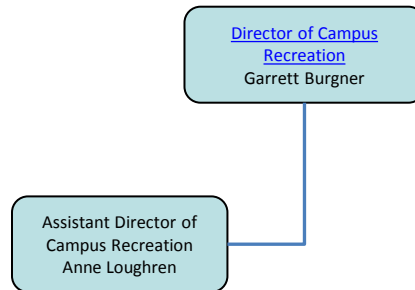


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Organization Chart, Campus Recreation

January 2012



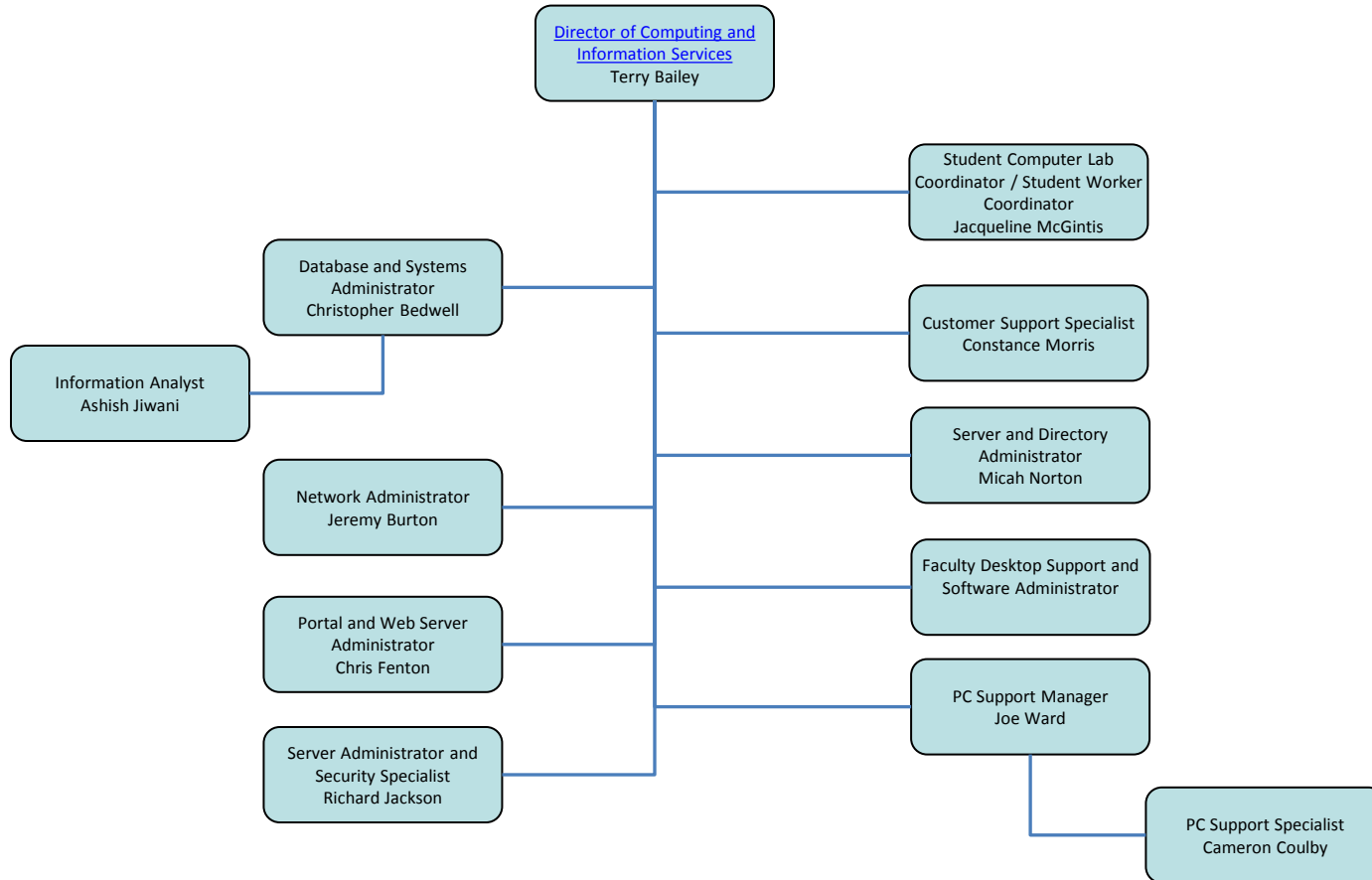
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Organization Chart, Computing and Information Services

January 2012

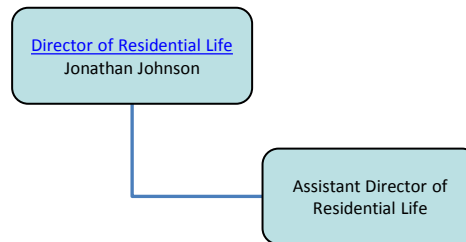


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Organization Chart, Residential Life

January 2012

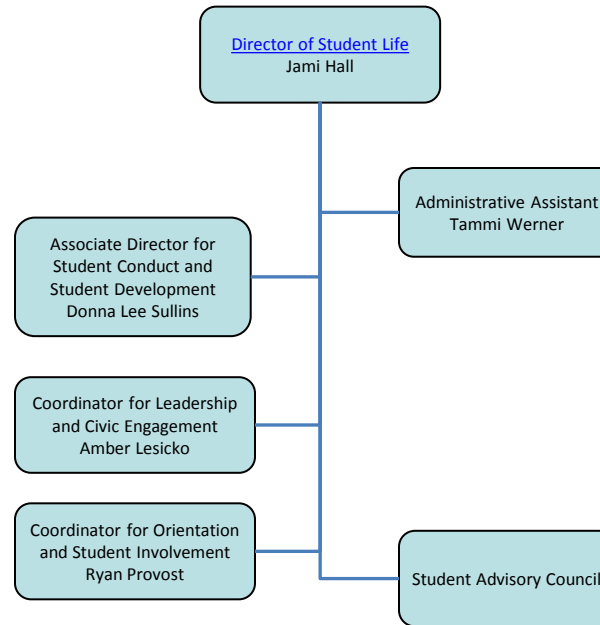


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Organization Chart, Office of Student Life

January 2012

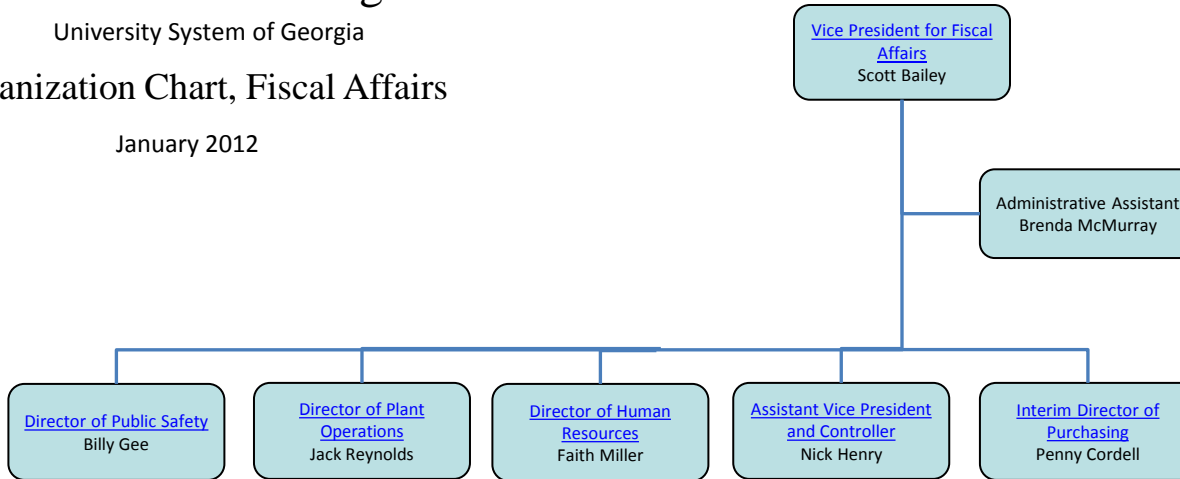


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Organization Chart, Fiscal Affairs

January 2012



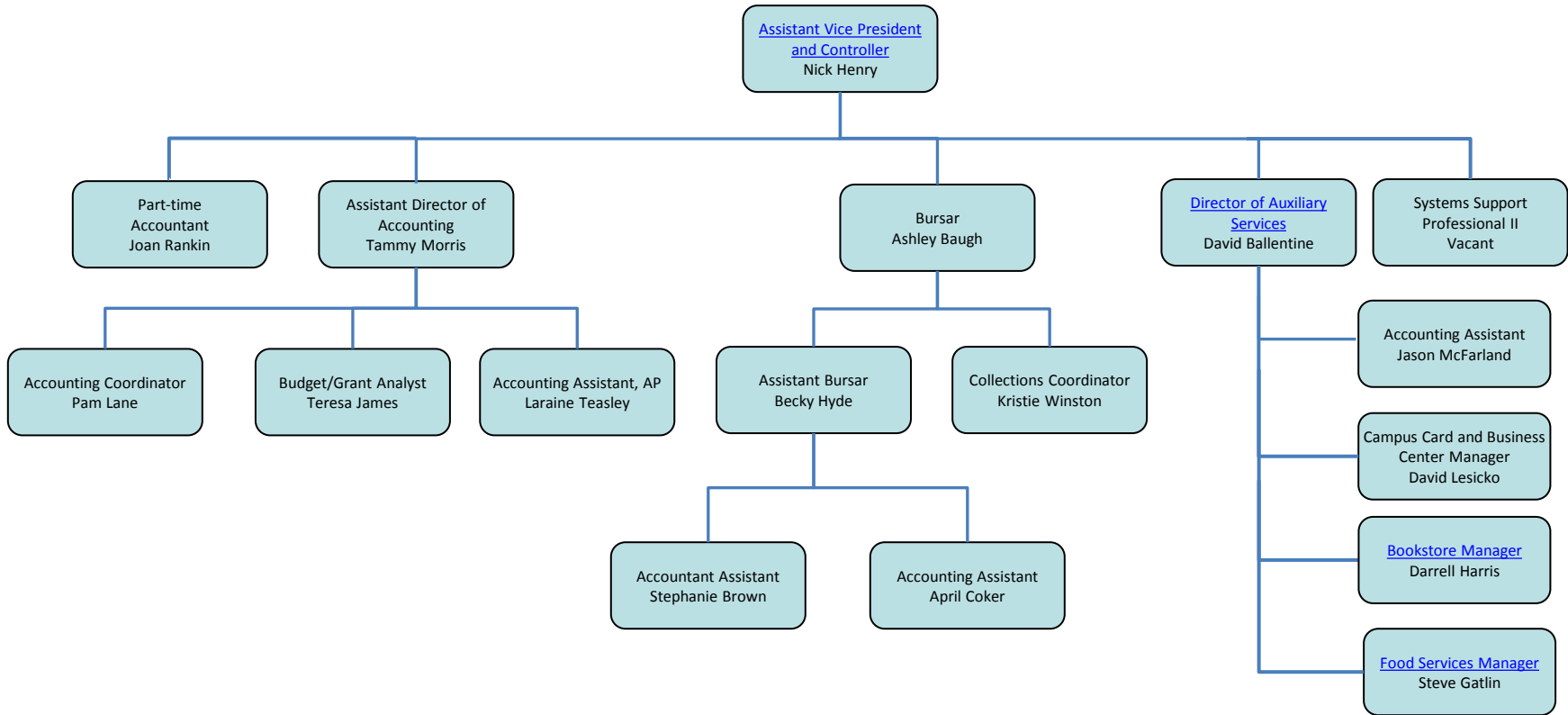
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Organization Chart, Fiscal Affairs

Office of Assistant Vice President Fiscal Affairs

January 2012

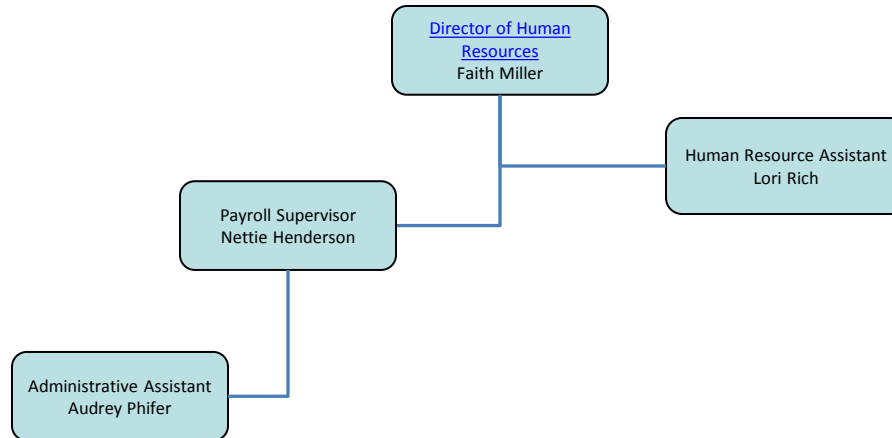


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Organization Chart, Human Resources

January 2012

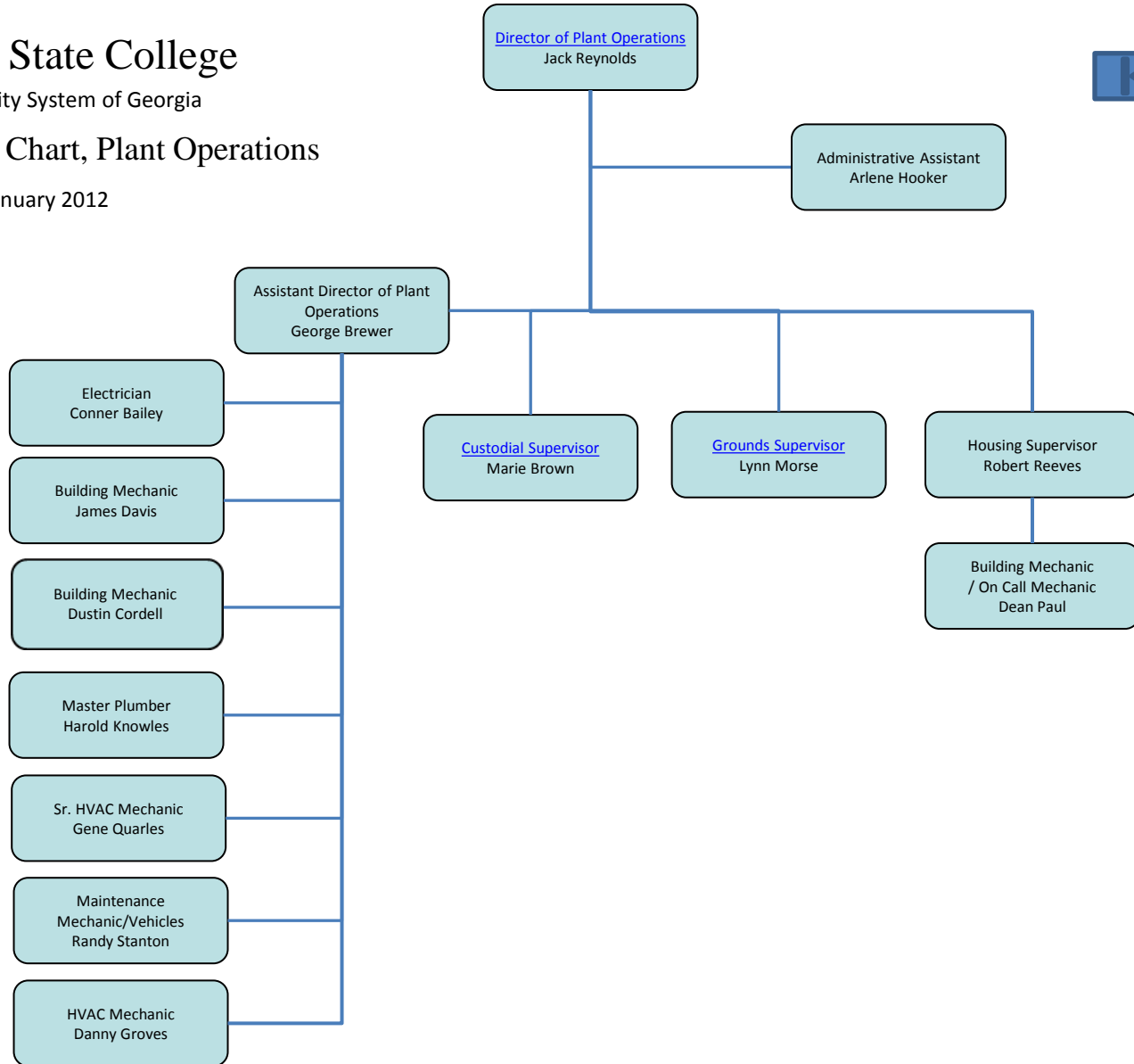


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Organization Chart, Plant Operations

January 2012



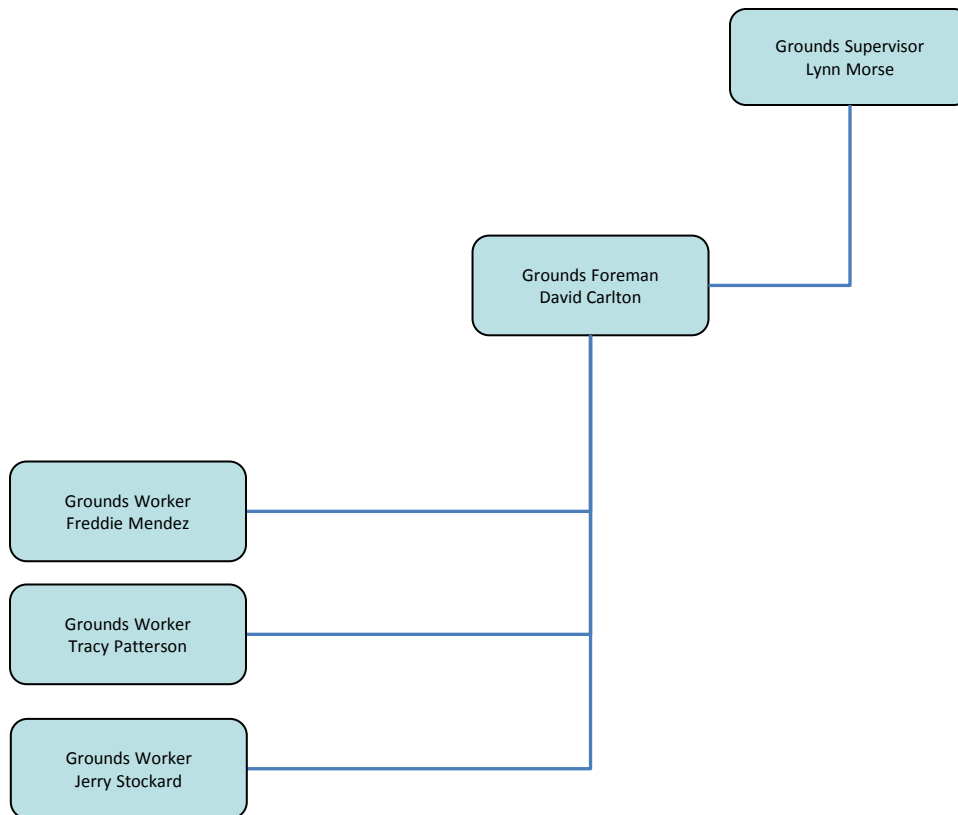
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Organization Chart, Landscape and Ground Maintenance

January 2012



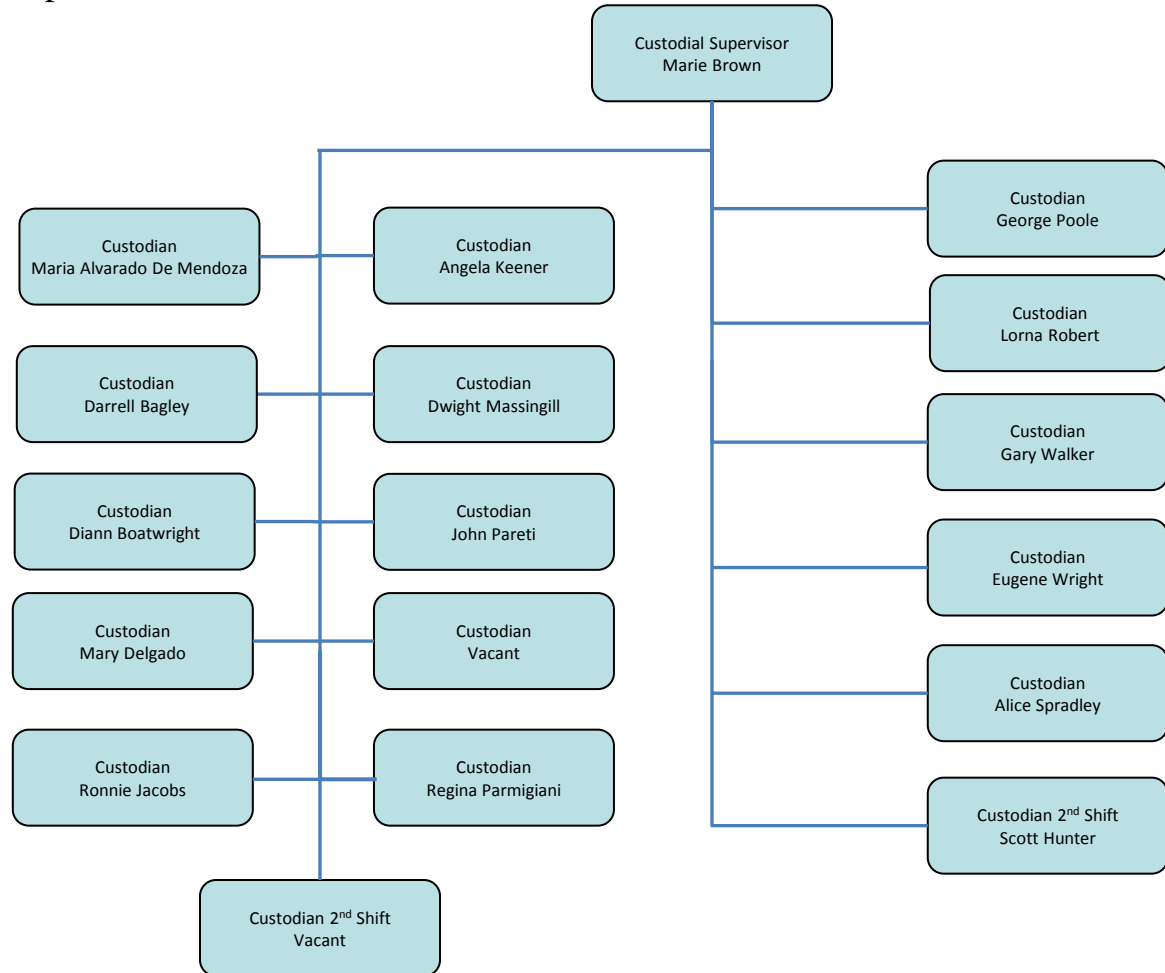
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Organization Chart, Plant Operations

Custodial Services

January 2012

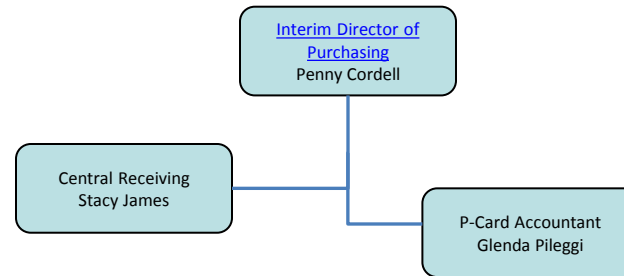


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Organization Chart, Procurement

January 2012





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Organization Chart, Public Safety

January 2012

