

COMMITTEE REPORT  
OF  
CANDIDATE FOR MEMBERSHIP COMMITTEE

DALTON JUNIOR COLLEGE

DALTON, GEORGIA

April 28-30, 1968

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STANDARD ONE

Purpose

The statement of purpose of Dalton Junior College was developed by the governing board of the College, discussed and implemented by the faculty during the first week of operation in September, 1967.

The statement appears in all publications and the curricula, the student personnel program, and all other facets of the operation appear to support the purpose as stated.

All publications appear to be factual, well-designed and well-distributed.

The communities of Dalton and Whitfield County are supporting the institution in good faith. A \$1,800,000 bond issue was voted by the area for the physical facilities. There appears to be good rapport with the governing authorities of the area and a very cooperative spirit has been noted by the committee.

Since the College is in its first year of operation, today's problems are quite important, though projections in all phases of operation are being carefully made and seem to be based on sound judgment.

DALTON JUNIOR COLLEGE  
DALTON, GEORGIA

STANDARD TWO

Organization and Administration

Dalton Junior College was chartered by the Board of Regents of the University System of Georgia in July, 1963. The local communities of Dalton and Whitfield County agreed in referendum to provide and develop the site and furnish the funds for the initial plant by a voting ratio of 26 to 1. Thereafter, the State of Georgia, the Board of Regents, agreed to operate the College as a plant of its 27 member system.

The 15 members of the Constitutional Board of Regents are appointed by the Governor, approved by the State Senate, for a term of seven years. Most of this membership is composed of alumni of the state institutions, though it is not a requirement. The policies of the Board were made available and upon review appear to be quite complete. There is a reasonable amount of local autonomy left to the college administration.

Advisory Boards are used in the allied medical field and in business industry and government. They have no relation to the governing board and are strictly advisory to the administration of the College.

The administrative organization of Dalton Junior College seems to be well ahead of most colleges at this stage of development. Detailed thought and planning has caused an organization which has much strength as well as flexibility. There are four positions directly responsible to the President: the Academic Dean, the Dean of Students, the Comptroller, and the Director of Public Service. The Academic Dean directly supervises the five (?)

DALTON JUNIOR COLLEGE  
DALTON, GEORGIA

STANDARD THREE

Educational Program

The educational program generally reflects the purposes of the College. Primary emphasis is on the offering of regular freshman and sophomore college level courses in the arts and sciences for transfer to senior colleges and universities. Developmental courses are available in several subject fields. Terminal programs are offered in secretarial administration for students wishing to enter employment immediately upon graduation; in addition, occupationally-oriented nursing and general business curriculums are presently under development in cooperation with officials from the local hospital and local businesses and industries. Several opportunities are provided for adults to continue their education.

The admission policies are well-defined and well-publicized for all groups of entering students. Appropriate documents are required for admission of all students although tests are used primarily for course placement and not admission to the college. An admissions committee acts on special admission cases, and the Academic Council sets standards for probation, dismissal, and suspension.

The Academic Council (Academic Dean, divisional chairmen, and Librarian) serve as the Curriculum Committee <sup>but</sup> other faculty are involved in curriculum development and revision. No course proliferation is evident. Course sequences are usually identifiable and course prerequisites are stated for some courses. Terminal and transfer students are frequently enrolled in the same class.



Normal instructional procedures are utilized in classroom teaching. A number of faculty are using a variety of audio-visual aids with materials owned by the College or obtained on loan from other agencies. The availability of a faculty assistant and an instructional materials center aids faculty members in preparing and using various audio-visual techniques. Faculty members indicated that the College was very willing to provide most library and other instructional materials and equipment when requested. Some faculty members had developed stated objectives and requirements for their courses. Classes were of reasonable size with numerous opportunities provided for students to raise questions and offer comments both during class and during faculty office hours.

Suggestions:

1. Continued efforts should be made to expand the offering of developmental, terminal, and adult continuing education programs in accordance with the purposes of the college.
2. With the development of occupational programs, it may be advisable to utilize the involvement of faculty in the respective instructional division in the admission of students to these programs.
3. Continuous evaluation of the curriculum and instruction should be made to help meet the need of students.
4. Broader use of supplementary reading and audio-visual materials should be made to supplement the use of lecture-discussions and textbook reading.

5. Effective coordination of audio-visual holdings should be studied so that faculty and students may have knowledge of all such materials.

Recommendations:

1. Clearly stated course objectives and requirements should be available to all interested faculty, staff, and students.

DALTON JUNIOR COLLEGE  
DALTON, GEORGIA

STANDARD FOUR

Financial Resources

The primary source of funds is the state government through the Board of Regents of the University System of Georgia. Tuition and fees contribute a secondary, but much smaller, proportion of the revenue. All business and financial operations of the college including auxiliary operations, are organized under the comptroller.

The educational expenditures are averaging approximately \$1,000.00 per full-time equivalent student. The proportion of the budget spent for major classifications seems to be in keeping with normal budgetary procedures for a new college. Divisional chairmen and appropriate faculty request funds for their areas. The comptroller is responsible for budget control and periodically sends budget statements to appropriate staff members. Notification of budgetary amendments must be sent to the Office of the Board of Regents after the Board approves the budget. Normal accounting procedures are utilized, and the State Auditing Office audits all financial records.

The local college has the authority for purchasing small amounts such as perishables, library books, and student activity items, although confirmation of these purchases must be sent to the Office of the Board of Regents.

Suggestions:

1. Additional funds should be provided to build a minimum collection of library books and materials.

DALTON JUNIOR COLLEGE  
DALTON, GEORGIA

STANDARD FIVE

Faculty

The faculty appear to be fairly well qualified for teaching the courses offered at the College, and in turn they enjoy very reasonable salaries and working conditions.

The Academic Council develops various local academic policies after consultation with faculty in each instructional division. The general academic policies of the Board of Regents are readily available. A faculty handbook is presently under development, but mimeographed policies have been distributed to all concerned.

The Academic Dean and division chairmen work closely in the recruitment and selection of faculty. Other faculty in the instructional division are frequently involved in the interviewing and selection of faculty. Faculty have been recruited from a wide variety of sources.

No special faculty organization exists at this time although such an organization has been briefly discussed. The business of the College is handled through semi-monthly all-college faculty meetings, periodical divisional meetings, and informal contacts.

The vast majority of faculty meet the standards on academic preparation although three persons, including one regular part-time faculty member, are still working to complete their masters' degrees. Adequate materials are kept in each faculty member's file although no special effort has been made to tabulate the graduate work in the teaching fields.

Numerous opportunities are provided for professional growth including Special Regents scholarships, leave with pay, and travel reimbursement to professional activities. A variety of fringe benefits including social security, retirement, and numerous group insurance plans are available to faculty with contributions to these programs made by the Board of Regents. An appointment proposal is sent to each new faculty member upon his selection by the College and a contract is signed upon approval of the appointment by the Board of Regents.

The tenure policy of the Board of Regents is well-defined and clearly stated but no policy on academic freedom exists for faculty.

The teaching loads are very reasonable and permit individual instruction in classes and special assistance for students outside of class. Usually, no faculty member has a class load in excess of sixteen contact hours, including laboratory sessions, per week.

The Academic Council is currently studying the topic of faculty evaluation, and it is anticipated that all of the faculty will be involved in the development of appropriate criteria and procedures for evaluation.

General policies on promotion in faculty rank have been developed by the Board of Regents. The college plans to develop specific statements on criteria for rank promotion in the near future.

The salaries for faculty are reasonable and sufficiently high to attract well-qualified staff.

Suggestions:

1. The graduate work of each faculty member should be identified for each of the faculty member's teaching fields.
2. The continued payment of adequate salaries and the recruitment of well-qualified faculty should be encouraged to provide a quality instructional program.

Recommendations:

1. A faculty handbook should be prepared to clearly define rules and regulations pertaining to the faculty.
2. Consideration should be given to the study of the need for a statement on academic freedom.
3. The study and development of criteria and procedures for evaluation of faculty should be continued. Specific regulations for promotions in rank should be prepared with faculty involvement.

DALTON JUNIOR COLLEGE  
DALTON, GEORGIA

STANDARD SIX

Library

The library at Dalton Junior College has the promise of becoming a vital instrument of instruction in general education as well as cultural development of students and faculty.

The library committee, composed of the librarian and one member from each of the four <sup>(1)</sup> divisions of the College, has worked toward developing library policies.

The librarian keeps a record of her expenditures as invoices come in and materials are received. Circulation records reveal that as the collections grow the circulation increases. In October, 109 books were checked out, and in February 515 books were used.

The library budget is adequate. However, if more money could be added, at least until the collection is built up to make research projects and supplementary reading a more practical possibility, it would be desirable. Extra money should be allocated for recordings, listening stations, microfilm, or any other audio-visual aids.

There seems to be some confusion or misunderstanding between the comptroller and the librarian regarding the budget and financial reports. An effort toward better communication between the two should be an objective on the part of both parties. No institution can serve its proper function where such a barrier exists.

The Library staff consists of a well-trained professional librarian, an assistant librarian with a minor in library science, and a skilled secretary. The librarian feels that she is unappre-

olated because she is never informed of curriculum committee meetings even though she is a rightful member. Here again is a matter of break-down in communication.

Most faculty members seem to be enthusiastically participating in book selection. Only one faculty member expressed the need for more orientation in locating materials to recommend. Perhaps, if the librarian could brief the faculty, or those who do not know, on the various book review sources such as: Choice, Booklist Books for College Libraries, etc., both the librarian and faculty would profit. A library collection is not built over night, but a good beginning has been made. The goal of 20,000 volumes, the number designated by the ALA Standards for Junior College Libraries, is a commendable one. With faculty help, the holdings will reflect the purposes of the College, the curricula offered, and the courses taught. Plans to add back issues of magazines on microfilm should be executed as soon as possible.

The library can accommodate 154 students which is better than one-fourth of the total enrollment at this time. Conference rooms are available and seem to be well used. In terms of the future, several faculty members expressed the desirability of listening stations or listening rooms to enhance the educational program and this will be an asset in the library.

A minimum of sixty hours per week for the library to be open is recommended. If it could not be open longer in the evenings, perhaps it would be reasonable for it to open an hour or even a half hour before classes begin in the mornings.



Students and faculty agreed that with the limited book collection that service was good. They found the librarian cooperative when they needed her aid. The students said they found almost everything they looked for, which may reflect that the faculty is aware of the holdings in their area and make their assignments accordingly. Some faculty members did say they were waiting until next year to require much library work, at which time they feel that most of the materials which they have requested will be received and ready for use.

Suggestions:

1. Faculty members who have no previous knowledge of book review sources, should be briefed on the use of such sources as Choice, Booklist, etc.
2. Back issues of magazines on microfilm should be acquired as soon as possible.
3. Additional staff should be added so that between 10,000 to 12,000 volumes may be on the shelves before the next visit.

Recommendations:

1. The number of hours the library is open per week should be increased to a minimum of 60 hours.
2. Better communication should be established between the librarian and the administrative staff.
3. Additional money should be added to the library budget until book collection, microfilm and other audio-visual materials reaches a point that research projects and supplementary reading are more practical possibilities.

DALTON JUNIOR COLLEGE  
DALTON, GEORGIA

STANDARD SEVEN

Student Personnel

The Dean of Student Affairs is delegated to develop, coordinate, and promote all activities and functions pertaining to student life on the campus which take place outside of the classroom. He has administrative charge of student counseling, student activities, student placement and employment, religious affairs, college testing, student financial assistance, student rules and regulations, student government, and student clubs and organizations. He reports directly to the President of the College.

With this statement of responsibility, the organization and development of the student personnel program began. Its objective is to provide a balanced program in which the welfare of all students is considered.

The Scholastic Aptitude Test (SAT) is administered to all entering students with the exception of transfer students who present scores on the American College Test (ACT). Other non-standardized academic placement tests are administered. A medical report is required of all students upon application.

A first aid station is located in the gymnasium and manned by qualified Red Cross personnel. A consulting physician is always available on call.

Academic advisement is not a part of the counseling services. Each student is assigned a faculty member as his academic adviser. The Student Affairs division provides personal, social, and vocational counseling with one part-time counselor and the Dean of Student Affairs. Financial problems are handled by the Director of Student Aid.

A very heavy load of clients is currently scheduled by the counselors, both of whom have other duties, either teaching or administrative. The load has increased each quarter since the opening of the College.

An Athletic Director supervises the intra-collegiate athletic program consisting of three basic sports: basketball, tennis, and golf. The athletic program is financed by 24% of the Student Activities Fee.

The committee was pleasantly impressed by the degree of student activity that has been prompted and encouraged in such a short period of time. In this program, one gets the impression that the College has been in operation four to five years since the Student Government Council and Student Activities Committee are functioning as if they were "old timers". This is attributable to some very capable students but mainly it is a tribute to the highly qualified, and most of all, interested administrators who view this area of student life as necessary. As a supplement to the two administrative councils mentioned above, nine student clubs have been authorized, organized and are now functioning as well as a printed student newspaper and the College yearbook which is expected to be delivered very shortly. All of these activities have faculty advisers.

As a result of a \$10 student activity fee collected each quarter, the Student Activity Budget totalled \$14,430 which was budgeted very wisely to cover the expenses for a very broad range of activities for the student.

Student activities are encouraged by the provision of an excellent and well-equipped student center and an activity period.

when club meetings and other activities may be scheduled. The Student Center provides offices for the Student Council, publication offices and the Office of the Director of Student Activities and Financial Aid.

The Student Handbook is in the process of being developed by a committee of four faculty members and four student leaders. It should be ready for distribution by May 31.

A student orientation program was held during the first quarter and upon evaluation, it was decided to withhold its continuation until a good program which would appeal to the students could be devised. The new program of orientation will be instituted in September, 1968.

A Discipline Committee of one-half students and one-half faculty has published rules and regulations as well as procedures for the operation of such cases as might be their responsibility to hear. To date there have been no major infractions of rules and regulations.

Suggestion:

1. If the expected enrollment materializes for next year, there will definitely be a need for an additional counselor, preferably full-time if possible.

DALTON JUNIOR COLLEGE  
DALTON, GEORGIA

STANDARD EIGHT

Physical Plant

Dalton Junior College is located on 130 acres overlooking Interstate Highway 75 within the city limits of Dalton, Georgia. Five new buildings, fully air-conditioned and carpeted, are now occupied with the sixth building now approved to be available in 1969-1970. The long-range plan calls for an enrollment of 1250 by 1970 and eventually an additional five buildings and two additions, most of which will be classroom buildings. For the present enrollment, the buildings now in use are adequate.

Driveways and walkways are not complete at this time, however, it is the responsibility of the County Commissioners to provide these, and the winter weather has prevented the completion. They are laid out and appear to be well-planned with adequate parking areas. The landscape contract has been let and some of this is underway at the present time, especially around the buildings and completed walkways and driveways.

General maintenance of the physical plant is good and under the supervision of the Comptroller. The student center needs full-time janitorial service since this presented a very undesirable appearance. Because of the inadequacy of janitorial services and the large turnover in personnel, the administration is giving thought to contracting these services as well as security services to an agency which specializes in these areas.

Since the major planning of the buildings was completed prior to the selection of the faculty, there was little involvement of the faculty. The architects had previously designed

and supervised another of the Georgia Junior Colleges and much experience was gained prior to the planning of Dalton Junior College.

The fifth building which will be available in 1969 is well-designed for team teaching and seminar activity. There will be 42 private faculty offices.

Recommendations:

1. Janitorial services need to be improved drastically in the Student Center.

2. If the County Commissioners are not prompt to resume the completion of the work on the campus as quickly as the weather permits, then any means should be employed to get this accomplished.

DALTON JUNIOR COLLEGE  
DALTON, GEORGIA

STANDARD NINE

Special Activities

At this stage of development, planning has begun for a Division of Public Service. Some activity has been evident in a series of short courses and some evening credit courses.

It is anticipated that in September, 1968, the division will be initiated with a full program of adult non-credit courses, short courses and conferences mainly catering to the industry of the area.

There is great potential in the area for this service and it is gratifying to see the College administration enthusiastic about this program and the sound planning prior to initiation.

REPORT OF PROGRESS AT DALTON JUNIOR COLLEGE

April 15 - September 15, 1969

Submitted to the Commission on Colleges, Southern  
Association of Colleges and Schools

August 27, 1969

Arthur M. Gignilliat  
President  
Dalton Junior College



REPORT OF PROGRESS AT DALTON JUNIOR COLLEGE  
April 15 - September 15, 1969

The report of the Evaluation Committee, who visited Dalton Junior College April 15-18, 1969, was received in the President's office at the close of the academic year. A copy was furnished the office of the Board of Regents, the college's board of trustees.

The suggestions and recommendations are most constructive; and the President set about implementing as many as possible. The addenda cover some of the means used to accomplish the desired changes and improvements. The college staff and faculty were asked for suggestions

RECOMMENDATIONS

ORGANIZATION AND ADMINISTRATION

"That the organizational structure be studied and clearly defined in order that the faculty and staff have a good understanding of the lines of communication and authority."

ACTION TAKEN

The organizational charts have been brought up to date, showing the position of each member of the staff and faculty, and the lines of communication and authority. A comprehensive chart of the entire college organization, with each person's name entered, appears on Page Y 1.0 of the Faculty Handbook under Addenda. Elsewhere in the Handbook, the duties of the principal administrative officers are defined.

FACULTY

1. "That the faculty handbook be published and provided the faculty without delay and that procedures included therein be followed as published."

ACTION TAKEN

Faculty handbooks have been prepared for each faculty member and for each administrative office in the College. These will be distributed at the fall orientation opening session, September 12, and the contents reviewed with the faculty. The administrative officers have been directed to review the college organization with the non-professional personnel in their employ. The introduction to the book and to the section on Instructor urges the faculty and staff to consider the Handbook as a working document

to be kept current as policies change. Pages may be substituted easily as procedures are amended. Posting will be done under the supervision of the office of the academic dean.

The President is committed to follow the procedures as published.

2. "That the faculty organization of Dalton Junior College be given careful review with attention given to developing faculty understanding of their role in institutional processes."

#### ACTION TAKEN

The organization of the Office of the Academic Dean shown in the faculty handbook indicates the subdivisions under division chairmen and/or department heads. Recommendations for promotion, salary increases, and tenure will come to the President from the Chairmen through the Academic Dean.

The faculty is organized in a forum which serves the same role for the faculty that the Student Government Association performs for students. The representation of students and faculty on all standing college committees and councils reduces the probability of polarization of interests. Through the Forum, the faculty has a medium to arrive at a consensus and present its views to the administration. The President discusses with the executive committee of the Forum matters of mutual concern.

The Academic Council deals with all matters affecting instruction and curricula. The functions of the councils and committees are spelled out in the faculty handbook. These will be reviewed with the faculty at fall orientation.

3. "That Dalton Junior College continue to strive toward meeting the illustration on faculty preparation."

#### ACTION TAKEN

The College presently has 42% of its teaching faculty with two or more years of advanced study beyond the baccalaureate degree. Those acting division chairmen and department heads who do not have a doctorate or three years beyond the baccalaureate degree are encouraged by leaves of absence with pay to continue their studies. Five of the faculty have been assisted financially with their graduate study this past year, including three prospective heads of divisions or departments.

The college will continue to upgrade its faculty. The resignation of those faculty members who have not completed the requirements for the master's degree after the second year on the faculty will be accepted. This will not apply to instructors in occupational courses with special competence and experience in their fields of knowledge.

4. "That within existing board policy and State criteria Dalton Junior College faculty be involved in developing procedures for faculty evaluation; that these procedures be utilized as a basis for promotion and salary increases.

#### ACTION TAKEN

Evaluation of faculty and of instruction is a subject to which continuing study is being given. The Academic Dean proposes a faculty self evaluation (sample in the Handbook). Student evaluations have been made, but these have not been used directly as a basis for promotion and salary increases but rather as a means of improving instruction. The President will request the Faculty Forum to work with the Academic Council in establishing criteria for faculty evaluation. The administration will continue to encourage the faculty to review procedures to be utilized as a basis for promotion and salary increases.

5. "That if funds from the Dalton Junior College Foundation are to be used for salary supplements this be accomplished upon the basis of established criteria; and that these criteria and procedures be included in the faculty handbook."

#### ACTION TAKEN

The Dalton Junior College Foundation has as its primary objective to see that no qualified student be denied the opportunity to get a college education because of the lack of finances. Because the College had no funds in its budget to provide a director of financial aid, the Foundation provided financial support for the faculty member occupying that office.

The Foundation made possible the community service program of the College. This was not adequately supported in the initial budgets of the College.

As a result of the recommendation of the Evaluating Committee, the President will propose to the Executive Committee of the Foundation that faculty supplements be awarded on the same criteria outlined for promotion and salary increases. These criteria are listed in the Policies of the Board of Regents and the Faculty Handbook. This information will be brought to the attention of the faculty.

In one instance, the Foundation has made capital investment in equipment.

#### LIBRARY

1. "That all audio-visual materials be ordered and administered by the library. The cataloging of these materials is especially needed, as well as a reflection of the holdings in the library card catalog."

### ACTION TAKEN

The librarian and director (coordinator) of instructional media have cataloged all records, film strips, films, and slides. This information is in process of being placed on cards and filed in the library card catalog.

In the college's organization, the coordinator of instructional media will order and administer the audio-visual materials. It is his responsibility to promote the use of audio-visual aids. With the expansion of technology to support learning, the use of these materials (to support instruction) requires full-time personnel working with faculty. The College is investing heavily in technical aids to learning and feels it is necessary to support its use with a competent staff. The librarian supports this division of labor.

2. "That the college examine its budget to determine whether or not it can supplement the current library budget with funds sufficient for it to greatly increase its book holdings, and to enable it to begin a systematic microfilm collection."

### ACTION TAKEN

Since the College opened in 1967, the librarians have processed and placed on the shelves 11,500 volumes. Granted a like period of time, the library will exceed twenty thousand volumes. Funds are available to the librarian; space is his problem. Authorization for a new library building has been approved and plans will be submitted by January 1, 1970.

The Librarian reports the possession of the New York Times daily since 1960 on microfilm; also some thirty magazines back to 1950.

The College has two microfilm readers, one of which also has a printer. The Chancellor of the University System of Georgia strongly supports the rapid expansion of library facilities. To do so is the policy of the administration. For the past two years the College has applied and received federal aid under the College Library Resources Program.

### STUDENT PERSONNEL

1. "That concerted action be taken to clearly define the supervision received and the responsibilities of the Director of Athletics. It is further recommended that action be taken to separate Physical Education items from the Business Administration division budget. These actions will allow the Director of Athletics to become more effective and will clarify the status of the Director and his relationship to the Dean of Student Affairs."

ADDENDA

Report of Progress

MEMORANDUM

TO: Mr. Harris Mynatt, Dean of Students

FROM: Dr. Arthur M. Gignilliat, President

DATE: May 30, 1969

Prior to July 1, I would appreciate your furnishing me the following information. Recommendations for:

1. Integrating educational counseling techniques into faculty workshop.
2. Feasibility of entering into extramural athletic arrangements to include female teams.
3. Formation of local chapters of professional societies.
4. The broadening of the extracurricular activities to provide a better balance for student life.

MEMORANDUM

TO: Dean Wygal, Dr. Mobley

FROM: Dr. Arthur M. Gignilliat

DATE: May 16, 1989

Prior to July 1, I would appreciate your furnishing me the following information.

1. A consistent policy to be adopted in computing grade point averages;
2. Making audio-visual materials readily accessible to all personnel;
3. Faculty involvement in developing procedures for faculty evaluation.

MEMORANDUM

TO: Mr. Emory B. Grant, Comptroller

FROM: Dr. Arthur M. Gignilliat, President

DATE: May 30, 1969

Prior to July 1, I would appreciate your furnishing me the following information.

1. A written job description for personnel holding positions; (Albany)
2. Interim budget statements at regular intervals to academic personnel;
3. Expenditures in physical education program clearly identified;
4. A Bookstore Committee with faculty and student membership;
5. System for getting purchasing and requisitioning information to the faculty; (Handbook)
6. Payment for mileage to faculty for supervision of activities off campus; (Regents regulations)
7. Informing State agencies of pay level of local industry;
8. Physical Education funds be separately identified from athletic program funds;
9. Scheduling of major cleaning to be done after evening classes.



DAITON JUNIOR COLLEGE  
Dalton, Georgia

MEMORANDUM

TO: Dr. Arthur M. Signilliat, President  
FROM: Harris Mynatt, Dean of Students *H.M.*  
DATE: June 30, 1969

SUBJECT: Southern Association of Schools and Colleges Visiting Committee  
Report  
RE: Memorandum from President dated May 30, 1969

Please find below the recommendations you requested in reference to the Visiting Committee Report.

- I. INTEGRATING EDUCATIONAL COUNSELING TECHNIQUES INTO FACULTY WORKSHOP  
There normally exists a "rushed" atmosphere and a "close" schedule during the workshop prior to the opening of school in the fall. Due to this, I suggest that most of the In-Service program with faculty in reference to counseling be conducted after school begins.

RECOMMENDATIONS:

1. Approximately two hours to be used in general orientation to faculty in reference to counseling during the fall workshop.
  - a. one hour -- general description of Dalton Junior College counseling services
  - b. one hour -- discussion of counseling techniques which can be utilized by faculty in their contact with students in academic advisement
2. Approximately two weeks after the fall quarter begins, the Dean of Students and the counselor meet with each division for the purpose of discussing counseling techniques to be utilized in academic advisement and in other personal contacts with students, whatever the situation might be.

Meeting with the small groups (divisions) rather than the total faculty promotes:

- a. the opportunity for more dialogue
  - b. the opportunity to discuss situations unique to each division
- The number of sessions with the divisions would be flexible as to the needs of each division. I suggest a minimum of two one-hour sessions.

- II. FEASIBILITY OF ENTERING INTO EXTRAMURAL ATHLETIC ARRANGEMENTS TO INCLUDE FEMALE TEAMS

Currently our student activities budget stands to be reduced due to the possibility of waiving the activity fee for students taking less than six hours (I recommend that this become policy -- I feel it is only right). If the cut of funds does not occur, or if it does, I do not feel we would be in a position to financially support extramural

athletics for the 1969-1970 school year.

RECOMMENDATIONS:

1. That the subject of extramural athletics be studied during the academic year 1969-1970 as the total student activities program for 1970-1971 is developed.

III. FORMATION OF LOCAL CHAPTERS OF PROFESSIONAL SOCIETIES

Due to a main characteristic of the junior college student, i.e., being a student generally not having made a vocational choice, the numbers of professional societies may be limited. However, the professional societies certainly have their place on our campus as a part of the total program. I feel we have moved in this direction by the creation of the business professional society, Phi Beta Lambda.

RECOMMENDATIONS:

1. That the Student Activities Council furnish minimal financial support on a needs basis to Phi Beta Lambda as it would other clubs and organizations on campus. It would be expected that the business administration division would also financially support the organization.
2. That the administration encourage through the division chairmen the formation of other professional societies. I do not feel it is of particular importance whether or not the local clubs do or do not have national affiliation. Examples: science club, biology club, history club, political science club, literature club, Dalton Junior College Student Education Association -- these organizations would be supported financially by the Student Activities Council and by the respective divisions.

IV. THE BROADENING OF THE EXTRACURRICULAR ACTIVITIES TO PROVIDE A BETTER BALANCE FOR STUDENT LIFE

The addition of the Director of Student Activities to the staff certainly will be an asset to the activities program for next year. With someone giving full time attention to this area, the program will certainly expand into other activities.

The creation of some of the organizations mentioned in item III above certainly will help to provide a better balance in our student activities program. Other activities should also be developed.

The formation of Phi Theta Kappa is an initial step in the broadening process.

RECOMMENDATIONS:

1. Student Activities Budget for 1969-1970 in the area of concerts and lectures is \$2,000 as opposed to \$330 for 1968-1969. This budget is allocated to the Fine Arts Committee to administer for the Student Activities Council. This move will certainly expand the student activities program.
2. Arrangements have been made to form a Debate Club for 1969-1970. Dr. Mobley has a faculty member in the humanities division that is willing, able, and has the desire to coach the team. The

Student Activities Council has appropriated \$700 to support debate and drama activities. The humanities division will also help support these activities financially.

- V. RECOMMENDATION NUMBER ONE -- STUDENT PERSONNEL -- COMMITTEE REPORT  
You did not ask for recommendations relative to the committee's recommendation (number one) on athletics. Previously, I have forwarded to you, in another memorandum dated June 6, 1969, my recommendations relative to athletics. This memorandum was in reference to the total Student Personnel Services at Dalton Junior College for 1969-1970.

MEMORANDUM

August 15, 1969

TO: President Gignilliat

FROM: Emory B. Grant, Comptroller

SUBJECT: Response to your memorandum of May 30 pertaining to suggestions made by the Evaluation Committee of the Southern Association.

1. Job descriptions for all personnel are being developed at this time. We anticipate this being complete by December 1.
2. Interim budget statements are being sent to academic personnel responsible for budgetary control of any unit.
3. Expenditures in the Physical Education Program can not be clearly identified for this fiscal year because the budget was already complete and worked out. However, the next year we will separate this from the other division in order that this may be accomplished.
4. At the first faculty meeting in September the subject of a Bookstore Committee will be brought before the faculty and we will follow their dictates.
5. Purchasing and requisitioning information has been included in the new Faculty Handbook which will be available to the faculty in September.
6. Policies of the Board of Regents of the University System make no allowance for mileage payment to faculty for off campus activities.
7. Information on pay levels of local industry has been presented to the staff in the Regents Office and this will be updated again at budget time.
8. Physical Education funds are separately identified from Athletic Program funds.
9. We shall make every effort to comply with suggestion of scheduling major cleaning to be done after evening classes.

MEMORANDUM

TO: Dr. Cignilliat  
FROM: Dr. Noble  
DATE: July 22, 1969  
Re: A Consistent Policy to be Adopted in Computing  
Grade Point Averages

The following considerations are recommended:

1. All course work be included in computing a "Cumulative Grade Point Average."
2. "Graduation Grade Point Average" remains at 2.0. (A=4.0)
3. In computing Graduation Grade Point Average all F's and D's are included, unless the courses have been repeated. In the case of repeated courses, the higher grade is computed for meeting graduation requirements.
4. Graduation "With Honors" at Dalton Junior College would be based on a Cumulative Grade Point Average of 3.5.

MINUTES

ACADEMIC COUNCIL

July 23, 1969

Members Present: Dr. Hobley, Dr. Guillian, Mr. Cline, Mr. Jura, Mr. Howard Tate, Mr. Ostinger, Ben Nyceci, Mrs. McRae, Mr. Blackwell, Mr. Thomas, Mr. Hart. The student representatives for the summer quarter: Nancy Christian and Fred Sardick.

Dr. Hobley presented the following recommendations for computing grade point averages:

1. All course work be included in computing a "Cumulative Grade Point Average."
2. "Graduation Grade Point Average" remains at 2.0. (A=4.0)
3. In computing Graduation Grade Point Average all F's and D's will be omitted if a higher grade has been earned by repeating the course. All F and D grades that were made in courses not needed for graduation will not be computed in the graduation average.
4. Graduation "With Honors" at Dalton Junior College will be based on a "Cumulative Grade Point Average" of 3.0 on all work attempted at Dalton Junior College.

All the above should be used retroactive.

Mr. Cline moved that the Council accept the recommendations presented by Dr. Hobley. The motion was seconded by Fred Sardick. The motion carried unanimously.

Dr. Hobley then presented the attached sheet regarding Faculty Election for consideration of the Council.

- Re: "6. That within existing Board Policy and State Criteria Dalton Junior College faculty be involved in developing procedures for faculty evaluation, that these procedures be utilized as a basis for promotion and salary increases."

The following considerations will be presented to the Academic Council and subsequently to the faculty at large:

- 1) Faculty Evaluation will begin with an optional self-evaluation from each member of the faculty. This written self-evaluation will be submitted on a form provided for this purpose to the Divisional Chairman or Departmental Chairman if appropriate.
- 2) If a Departmental Chairman is present within the College organization, he will complete an evaluation of each member of his department. This evaluation will be submitted to the Chairman of his Division.
- 3) Each Divisional Chairman will complete an evaluation of each member of his division, including Departmental Chairmen when appropriate.
- 4) The Academic Dean will receive all copies of the evaluations including the evaluations made by the Divisional Chairmen.
- 5) The Academic Dean will make recommendations to the President relative to faculty promotion and salary increases based on faculty evaluations and the existing policies of the Board of Regents.

MEMORANDUM

TO: Dr. Cignilliat

FROM: Dr. Mobley

DATE: July 22, 1969

Re: "2. That the faculty organization of Dalton Junior College be given careful review with attention given to developing faculty understanding of their role in institutional processes."

1. The faculty Handbook will provide a great deal of direction in orienting all faculty in understanding their roles in Dalton Junior College.
2. A great deal of dialogue between the President and his faculty can take place during the fall orientation week, at which time the President may reserve time to sit down with small groups and discuss relevant matters of concern to both teaching faculty and administrators.
3. The Handbook and informal dialogue will indicate several lines of communication available at Dalton Junior College. These include the normal charts of organization of the various segments of the college; the presence of the Academic Council, which deals with matters of academic import; the Student Activities Council, which is the responsible body representing Student organizations; the Administrative Council, which concerns itself with general matters pertaining to all members of the college community; and several committees that report to the President and the general faculty at regular faculty meetings. It should be noted that all the aforementioned councils are represented by both student and faculty membership, elected or appointed outside administrative offices. Finally, a newly created faculty forum for teaching faculty provides an immediate and uncomplicated source of feedback to the President and his staff.



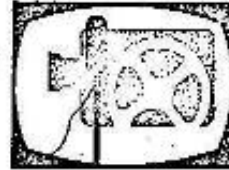
MEMORANDUM

TO: Dr. Gignilliat  
FROM: Dr. Mobley  
DATE: July 22, 1969  
RE: AUDIO VISUAL MATERIALS

I recommend Dalton Junior College be guided by the following considerations:

1. All audio-visual materials will be cataloged in the library in the card catalog. It will be the responsibility of the Librarian and the Director of Instructional Media to work jointly in providing a systematic arrangement whereby all audio-visual materials are represented in the Library catalog.
2. In addition, the Director of Instructional Media will assume the responsibility for providing all faculty members with timely information about college holdings of audio-visual materials.
3. Satellite collections of audio-visual materials will be discouraged. All instructional materials and equipment will be filed and administered by the Director of Instructional Media and the Media Specialist.
4. The Director of Instructional Media will have the responsibility of ordering audio-visual materials. This procedure assumes a close working relationship with Divisional Chairmen and faculty members in order to determine the most efficient usage of all materials and equipment.

# EDUCATIONAL MEDIA INSTITUTE



University of Georgia  
College of Education  
Athens, Georgia 30601

Office of the Director

February 12, 1969

Dr. Benjamin Wygal, Dean  
Dalton Junior College  
Dalton, Georgia

Dear Dr. Wygal:

We are now about halfway through the Educational Media Institute which Mr. Ronald K. Bass has been attending. This letter is to let you know that your institution has been presented in a most commendable fashion.

The Institute participants are now in the midst of learning the techniques of Computer-Assisted Instruction, Closed-Circuit Television for instruction and the production of photographic images (still photos, slides and movies).

Mr. Bass has done a splendid job and, by the time the Institute is completed in June, will be as knowledgeable about the applications of all phases of Educational Media to the improvement of instruction as anyone in the South.

I would also like to take this opportunity to personally invite you to visit the Institute when and if you can find time. I feel that you will be impressed with what you see.

In the meantime, if you have special problems or concerns which we may be able to help you with, please let us know.

Sincerely,

*Joseph R. Hooten, Jr.* /BS  
Joseph R. Hooten, Jr., Director  
Educational Media Institute

JRH:bms

cc. Dr. Arthur M. Giguiliat, President

MEMORANDUM

TO: Dr. Cignilliet

FROM: Dr. Mobley

DATE: July 22, 1969

Re: "4. That within existing Board Policy and State Criteria Dalton Junior College faculty be involved in developing procedures for faculty evaluation; that these procedures be utilized as a basis for promotion and salary increases."

The following considerations will be presented to the Academic Council and subsequently to the faculty at large:

- 1) Faculty Evaluation will begin with an optional Self-evaluation from each member of the faculty. This written self-evaluation will be submitted on a form provided for this purpose to the Divisional Chairman or Departmental Chairman if appropriate.
- 2) If a departmental Chairman is present within the College organization, he will complete an evaluation of each member of his department. This evaluation will be submitted to the Chairman of his Division.
- 3) Each Divisional Chairman will complete an evaluation of each member of his division, including departmental chairman when appropriate.
- 4) The Academic Dean will receive all copies of the evaluations including the evaluations made by the Divisional Chairmen.
- 5) The Academic Dean will make recommendations to the President relative to faculty promotion and salary increases based on faculty evaluation and the existing policies of the Board of Regents.

MEMORANDUM

TO: Dr. Gignilliat  
FROM: Dr. Mobley  
DATE: August 18, 1969

Attached please find a summary of the degree preparation of  
our faculty as of this date.

August 18, 1968

Dalton Junior College Teaching Faculty --1969-70  
Degree of Preparation

<u>LESS THAN MASTERS</u>		<u>PERCENTAGE</u>	<u>NO.</u>
Bridges		8	4
Hart			
B. Tate			
Smith, Helen			
<u>MASTERS ONLY</u>			
Bass	Laurent	50	25
Bates	McDonald		
Bowen	McRae, R.		
Brooks	Miracle		
Bryant	Myers		
Carter	Newton		
Christie	Ottinger		
Clarke	Pinan		
Coleman	Sprankle		
Cohen	Sutton		
Cooper	Unold		
Dedmon	Wilkinson		
Douthit			
<u>MASTERS + 1 YEAR</u>			
Bentley		24	12
Blackwell			
Braswell (O. L.)			
Chapman			
Ketner			
McRae, E.			
Mynatt			
Phelps			
Smith			
Stripling			
H. Tate			
Wilson			
<u>B. A. + 3 YEARS</u>			
Clements (O. L.)		10	3
Cline			
Dubay			
Jobe			
Jump			
<u>DOCTORATE</u>			
Bushell	Lane	8	4
Gigniliat	Mobley	Total 100 %	50



## Dalton Junior College

TELEPHONE 278-3113 • DALTON, GEORGIA • 30720

August 21, 1969

Chancellor George L. Simpson, Jr.  
University System of Georgia  
244 Washington Street, S. W.  
Atlanta, Georgia 30334

Dear Chancellor Simpson:

You may have noted in my annual report the recommendation made by the Evaluation Committee of the Southern Association of Colleges and Schools which visited Dalton Junior College April 15-18, 1969 that action be taken to separate the physical education items from the business administration division budget. The Committee further recommended that the organizational structure be studied and clearly defined to enable the faculty and staff to have a good understanding of the lines of communication and authority.

On his visit to Dalton Junior College, Professor Emeritus Ernest B. Smith, former head of the Division of Health, Physical Education and Recreation at the University of Georgia, wrote me that he had put in his report to you: "In my opinion, physical education, intramural sports, and athletic programs will best be served by being assigned to one administrative unit. I know of no situation in which these activities have been assigned to different administrative units that did not develop administrative and personnel problems and conflicts. I suggest you give serious consideration to the reorganization of this department's responsibilities."

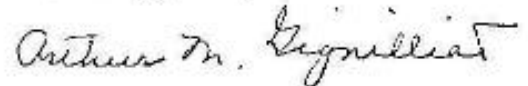
In the light of the recommendations from these two sources, I recommend to you that we set up a separate department of Health, Physical Education and Recreation with Mr. Melvyn Ottinger as the Acting Chairman. Mr. Ottinger is the head athletic coach and has been acting in the capacity of the head of the department since the college began operations. However, this has not been set up as a separate department, but under the Division of Business Administration and Physical Education.

In my proposal, I would separate the Physical Education Department entirely from the Division of Business Administration, placing it directly under the Academic Dean, which would cause the athletic program to support the physical education instruction. I prefer this organization to one which would place the Director of Athletics under the Dean of Students.

Mr. Ottinger has a master's degree in biology. He was given a leave of absence with pay this summer to continue his work in physical education at Middle Tennessee State University. On his grade report shown me yesterday he received straight "A's" in four physical education courses, and the notation was made on his report that he was the number one student in an enrollment this summer of over 1200 students in the physical education program. He is one of the most resourceful faculty members with whom it has been my privilege to work.

Should you need additional information, I will be happy to furnish it to you.

Cordially yours,



Arthur M. Gignilliat  
President  
Dalton Junior College

AMG:msh

MEMORANDUM

TO: Mr. David Blackwell, Mr. Melvyn Ottinger, Mr. Emory Grant

FROM: Dr. Arthur M. Gignilliat, President

DATE: August 20, 1969

Carrying out the recommendations of the Evaluation Committee of the Southern Association of Colleges and Schools, request that the Department of Physical Education be authorized a given amount during the current year from funds in the budget of the Division of Business Administration and Physical Education for supplies, travel, personnel, etc.

I have requested of the Chancellor the setting up of this as a separate department from business administration, and the 1970-71 budget should reflect this organization.



REPORT OF EVALUATION COMMITTEE

DALTON JUNIOR COLLEGE

April 15-18, 1969

## INTRODUCTION

The members of the committee appointed by the Southern Association of Colleges and Schools to visit Dalton Junior College of Dalton, Georgia, were:

William Scaggs	President Meridian Junior College Meridian, Mississippi
David Norton	Director, Junior College Division Coordinating Board Texas College and University System Austin, Texas
Robert Burns	Dean of Students North Florida Junior College Maitland, Florida
Eleanor Cymen	Head Librarian Miami-Dade Junior College Miami, Florida
Elmer Wrenn	Business Manager Rockingham Community College Wentworth, North Carolina
Lillian Sniley	Chairman, Department of Nursing Palm Beach Junior College Lake Worth, Florida
Earl Cochran (Chairman)	Dean of Instruction Gulf Coast Junior College Panama City, Florida

The committee wishes to express appreciation to the President of Dalton Junior College and his entire faculty and staff for the many courtesies shown during the visit. The committee feels that all persons interviewed were sincere in their efforts to make the visit as meaningful as possible. The committee regrets that time would not permit more interviews with faculty and staff. A large number were visited and it is felt that this report reflects a reasonable picture of the college at this time.

STANDARD ONE

PURPOSE

The purpose of Dalton Junior College is clearly stated in the catalog and other publications. There is evidence that leads the committee to believe that considerable effort has been made by the faculty and staff to evaluate the purpose with reference to the educational need of the area served.

During the short period of operation, the college has worked closely with local industry in assessing the educational needs. The associate degree nursing, fitting industry management, as well as one and two-year programs in secretarial science are results of the efforts of the college to meet these needs. The short course offerings and their relationship to industry are outstanding. From remarks made by local businessmen, it is evident that the college plays a vital partnership role in the future development and progress of the area.

The faculty and students interviewed reflect a good understanding of the purpose of Dalton Junior College. There seems to be a general feeling that with the "open door" policy of admission, vocational programs should be developed. There is general understanding that state regulations prohibit this phase of the program being offered by Dalton Junior College.

STANDARD TWO

ORGANIZATION AND ADMINISTRATION

Dalton Junior College was chartered in July, 1963 by the Board of Regents of the University System of Georgia. The local community was required to provide the site and furnish the funds for the initial plant. Thereafter the state is to provide the operating funds. In May, 1965 the voters passed a bond issue in the amount of \$1,800,000.00 by a ratio of 26 to 1 vote.

Descriptive Titles and Terms

The descriptive title as well as the organization of the institution seem to be appropriate to the purpose as stated.

Governing Board

The governing board of Dalton Junior College is the board of regents. This is a 15 member board appointed by the Governor and approved by the Senate. The Board of Regents has one member from each of the 10 congressional districts and 5 members at-large.

By-laws and Faculty Manuals

Policies and by-laws of the Board of Regents are clearly stated and available to all faculty and staff. The faculty manual has been approved. Although each member does not yet have a copy, one is available for their use.

There does seem to be a difference in the duties of administrative officers as stated and those actually performed.

Size of Institution

Dalton Junior College has a present enrollment of approximately 1200 students. This enrollment appears to be of sufficient size to justify an effective educational unit.

Recommendation:

That the organizational structure be studied and clearly defined in order that the faculty and staff have a good understanding of the lines of communication and authority.

STANDARD THREE

EDUCATIONAL PROGRAM

The educational program of Dalton Junior College is clearly related to the purpose of the institution as described in the college publications and the policies established by the University System of Georgia.

Admissions

The admissions policy is clearly expressed in all publications. The college maintains the "open door" policy of admission. The local policies take some allowances to take care of the needs of the local community. The policies explain both general and specific requirements necessary for admission.

### Admissions (continued)

The admission policies are followed as published. The student records were found to be in excellent condition. The admission office is to be commended for the excellent system of record keeping that has been put into operation and for the effective manner in which it seems to work in only its second year of operation.

### Curriculum

The University System of Georgia in 1967 adopted a core curriculum which applies to all institutions of the system. The curriculum establishes basic programs of a minimum of 90 quarter hours constituting the freshman and sophomore years of work.

The institution has a considerable degree of flexibility in designating the specific courses that satisfy these basic requirements. The curriculum indicates this flexibility.

Two degree degrees are offered, one for the transfer student and one for the terminal student. Each degree has an orderly and identifiable sequence of courses with an adequate number of hours required for graduation.

The committee feels that the present system of computing grade point averages for graduation and probation could create problems in the future. A consistent policy should be adopted in computing grade point averages and followed in order that a smooth transition evolves in all areas of concern such as honors programs, graduation, and transfer to other colleges in the University System.

The community service program offered by the institution is meeting one of the vital needs of the community and industry. The college is to be commended for this effort.

### Instruction

The general environment of the institution seems to be conducive to study and learning. The extracurricular activities seem to be meeting most of the needs of students; however, this program should be broadened to provide a better balance for student life.

The process of instruction is organized so that students have a clear idea of the aims and requirements of each course and the method of instruction employed for each. This material is on file by divisions in the office of the Academic Dean.

The instructional load and class size is conducive to effective instruction. No faculty member is teaching in excess of 16 contact hours per week and the average class size is in the 20-25 range.

Instruction (continued)

The operating budget of the institution reflects a proper proportion allocated for instruction.

In the area of audio-visual materials a problem could arise from the fact that such materials at this time are not readily accessible to all personnel. This situation should be remedied as soon as possible.

Suggestions:

1. That a consistent policy should be adopted in computing grade point averages and followed so that a smooth transition evolves in all areas of concern such as honors programs, graduation, probation and suspension and transfer from Dalton Junior College to other colleges and universities.
2. That the student activity program should be broadened in order that a better balanced program is provided to meet the needs of all students.

STANDARD FOURFINANCIAL RESOURCES

The financial resources of Dalton Junior College were reviewed by examination of financial records and reports including the budget, report of audit and by visits with the business office personnel and other college employees.

Primary sources of funds for support of operation are by allotment from the State of Georgia and collection of tuition fees. Additional revenue is derived through grants and gifts. Student functions are well supported by a quarterly charge of \$10.00 per student for student activity fees. The institution has been most favorably received by the community as evidenced by the outlay of capital funds through the bond issue and by the establishment of Dalton Junior College Foundation, Inc. by a group of local citizens. This fund has been most generous to the college.

Stability of Income

As an institution under the Board of Regents of the University System of Georgia, stability of income is reasonably assured through annual allocation of state funds.

### Organization for the Proper Administration of Financial Resources

The organization of the business office appears to be sound, with well qualified personnel both in that office and in other activities supervised by the chief business officer. The personnel seemed to be well versed in their duties and responsibilities but lacked a written job description for their respective positions. It was evident that the chief business officer and those people in his charge understood that their purpose was to serve the institution in support of the instructional program.

The business and financial functions of the institution are centralized under the Controller and his office reports directly to the President. In addition to supervision of the business office and its functions, the Controller is responsible for supervision of the operation and maintenance of the physical plant, procurement of supplies and equipment, control of inventories and the financial management of auxiliary enterprises. It appeared that these functions were well organized and were being accomplished in an efficient manner.

### Educational Expenditure

The fiscal year budget for 1968-1969 reflects total current funds in the amount of \$1,431,545. Budget allocations of \$929,066 for educational and general expenditures allows \$1133 for each full-time equivalent enrolled. This appears to be well within the minimum expenditure bases upon the enrollment of the junior college.

### Budget Preparation

In the preparation of the annual budget indications were that early planning was initiated, and that procedures were followed which allowed the administration to gather information from department heads and faculty regarding instructional needs. The chief business officer functions as principal advisor to the President in budget matters, including the compilation of information and preparation of the final budget as approved by the President.

### Budget Control

It was apparent that control of the approved budget was exercised by the chief business officer and that some effort was made to render interim budget statements to the academic personnel. These interim statements were distributed on a somewhat irregular and infrequent basis according to reports received during the committee visit.

### The Relation of an Institution to External Budget Control

There was no evidence or indication of external influence on budget expenditures. The only requirement affecting budget expenditures is that they be accomplished in accordance with procedures established by the state and the governing board.

### Accounting, Reporting and Auditing

The accounting system appeared to be in accordance with state requirements and as prescribed in the general principles for institutional accounting. A review of the latest report of audit revealed no discrepancy in either the procedures followed or in the manner in which funds were handled. The State Auditors' Office audits the college records and accounts on an annual basis.

A monthly report of expenditures is submitted to the state. The form used for this report is prepared locally and appears to satisfy state needs. However, it would seem desirable that a standard form be prepared and distributed by the state office in order that uniformity of reports of all institutions might be attained. In reviewing this form it was noted that expenditures by the departments of Business Administration and Physical Education were reflected in the same line items. It would appear desirable that this form be such that expenditures in support of the physical education program could be clearly identified.

### The Management of Income

The cashiering function was centralized in the Business Office and it appeared that an efficient system was in effect for the receipt, deposit and safeguarding of funds. A cashier has been designated and only authorized personnel were permitted to receive, receipt for and handle funds. Policy of that office required that deposits be made on a daily basis. Personnel handling funds, as well as other institutional employees, were bonded.

The Bookstore and Food Service activities were observed and appeared to be under excellent management. Funds derived from these sources were delivered to the Business Office daily and receipts received for same. The Business Office handles the deposit and accounting for these funds, and approves expenditures for the support.

It was suggested that a Bookstore Committee be established. Such a committee, composed of both faculty and students, could possibly provide assistance by offering suggestions for operations and would offer a means of communication between faculty, students and Bookstore Manager.

### Purchasing and Control of Storerooms

Purchasing procedures followed by the institution appeared to be in keeping with those prescribed by the State. The purchasing function was centralized in the Business Office. An efficient system was in effect for receiving equipment, supplies and materials and for their control. Invoices were processed in a systematic manner for payment. A system for inventory of equipment was in effect and it appeared that items had been properly tagged and recorded.

The Business Office had prepared a procedures manual containing information regarding procedures for requisitioning supplies and equipment, travel regulations and institutional policy regarding leave periods.



### Purchasing and Control of Storerooms (continued)

Although copies of the manual had been distributed to personnel, no system was observed for getting this information to the faculty. This information would be more useful if available in the faculty manual.

Apparently no provision had been made for faculty who supervise activities off campus to be compensated for extra travel required. In the official performance of duty, it appears appropriate that arrangements should be made for payment of mileage.

Information received indicates that some difficulty was being experienced in attracting qualified employees for the clerical and secretarial positions because of salary competition from local industry. Should this situation become worse, institutional efficiency may suffer. It appears appropriate that mention should be made of this situation to state officials as the budget is prepared.

#### Suggestions:

1. That job descriptions be written for all personnel assigned within the area of responsibility of the chief business officer.
2. That interim budget statements be made available on a monthly basis to the Academic Dean and other key personnel concerned with budget control.
3. That the physical education program be identified separately in records and reports to permit identification of expenditures made in support of that program.
4. That consideration be given to establishment of a Bookstore Committee, comprised of both faculty and students.
5. That the Faculty Handbook contain detailed information regarding purchasing procedures within the institution, as well as information and instructions regarding official travel and leave policy.
6. That State Agencies be apprised of the pay level offered by local industry to clerical and secretarial personnel and that future state allocations for budget operation give consideration to increasing the amount for these salaries.
7. That provisions be made for payment of mileage to personnel who are required to travel from campus to other locations to supervise student activities.

STANDARD FIVEFACULTY

The faculty of Dalton Junior College appear well aware of their role in a community college operating with an "open door" policy. An enthusiasm for and confidence in Dalton Junior College and the community it serves is evident to the committee. While various problems were noted, those were presented in a professional manner which was motivated by a concern for the continued successful development of the college.

Present faculty reflect a wide range of experiences and institutional preparation. A process of the recruitment and selection of new faculty is to be published in the faculty handbook. This process will provide for faculty involvement as indicated in the draft of the handbook. At present some confusion among faculty and staff regarding the selection process exists. Publication of the handbook with implementation of those procedures outlined therein should help resolve this confusion.

The faculty of Dalton Junior College meet every two weeks. Very complete minutes of these meetings are kept and seem available to faculty. The faculty handbook draft notes 15 faculty committees and councils. Publication of the handbook should assist faculty in gaining a better understanding of this structure. There seems to exist among faculty an unclear perception of the role and purview of the various committees. There is some feeling that several of the committees and/or councils are somewhat large for an institution the size of Dalton Junior College. Faculty seem to feel that the present system of faculty meetings has been helpful in establishing communications in a new institution. However, several faculty expressed a desire to devote these to professional rather than administrative concerns.

The personnel files of Dalton Junior College appear in good order and reflect information consistent with the status study report. Seven of thirty-eight faculty members hold less than a master's degree. Of these seven; two are leaving the college, one is a part-time instructor and one is an instructor in nursing. Two of the remaining three have information on file which indicates that they are in the process of completing their thesis for the master's degree.

Numerous opportunities are provided for professional growth and development. Dalton Junior College presently has two faculty on leave for advanced study. Travel funds are provided for professional meetings. A program of in-service training meetings has been instituted.

Under the provisions of the policies of the Board of Regents, Dalton Junior College has been able to provide faculty salaries which are sufficiently competitive to attract a well qualified staff. A range of fringe benefits including social security, retirement and group insurance are available to faculty.

FACULTY (Continued)

Tenure may be granted under the policies of the Board of Regents. Dalton Junior College should clearly communicate the substance of this policy and procedures by which it will be implemented.

A policy regarding academic freedom has been recently adopted by the faculty. This policy should be included in the handbook. Faculty need to feel secure in their freedom to teach.

The teaching load as reflected in the class schedule seems to be reasonable and consistent with the institutional plans of Dalton Junior College. While several classes were noted to have above forty students, the average class size was around twenty. This coupled with a teaching assignment of not more than sixteen quarter hours provide faculty with adequate time for other duties.

Consistent with the policies of the Board of Regents, Dalton Junior College utilizes a system of academic rank. Criteria used in evaluation for promotion in rank and for salary increases are outlined in the draft of the faculty handbook. Procedures for application of these criteria are not clear to the faculty of Dalton Junior College. There is confusion regarding the role of the division chairmen, the Academic Dean, and the President in the process of evaluation and the process of promotion. In brief, Dalton Junior College should strive to achieve more faculty confidence in criteria and in procedures for evaluation and promotion.

Dalton Junior College, through the resources provided by the very excellent Dalton Junior College Foundation has established a practice of supplementing professional salaries with funds provided the college by the foundation. The committee found evidence that four professional staff receive income through foundation sources. Payment for faculty consulting services to foundation interests are viewed by the committee as salary supplements if the funds supporting such payments are received or disbursed by the foundation. Some faculty are aware of and disturbed by this practice. No public notice of the availability and criteria for awarding foundation supplements seem available.

The committee feels such supplements should follow established criteria and procedures. In so doing, the faculty would have a better understanding of this program.

Recommendations:

1. That the faculty handbook be published and provided the faculty without delay and that procedures included therein be followed as published.

Recommendations: (continued)

2. That the faculty organization of Dalton Junior College be given careful review with attention given to developing faculty understanding of their role in institutional processes.
3. That Dalton Junior College continue to strive toward meeting the illustration on faculty preparation.
4. That within existing board policy and state criteria that Dalton Junior College faculty be involved in developing procedures for faculty evaluation; that these procedures be utilized as a basis for promotion and salary increases.
5. That if funds from the Dalton Junior College Foundation are to be used for salary supplements this be accomplished upon the basis of established criteria; and that these criteria and procedures be included in the faculty handbook.

STANDARD VI:LIBRARY

The library of Dalton Junior College is presently located in 7,44 square feet of the Administration Building. Plans are being developed for a separate library building which will contain approximately 30,000 square feet. The staff of the library is currently working with a consultant, and has suggested some facilities which should prove unique and accommodating to the community of library users. While the present quarters are comfortable, well-lighted and provide adequate seating space, there is no housing for microfilm readers nor for any other media. Without additional shelving, there is some doubt that the current facility will be adequate in terms of ability to contain the book, periodical, and microform collection for another two years.

Since the library administrator is charged with the responsibility of "encouraging . . . the use of all teaching aids,"<sup>1</sup> it would seem advisable for the library and staff to order and administer these materials. The collections of filmstrips, slides, tapes, records, etc. are widely scattered throughout the academic divisions and no central catalog of these exists. There is no objection to these media being housed in areas other

LIBRARY (continued)

than the library. It is important, however, to maintain careful inventory, use, and service records. If a central catalog of these items is not maintained in the library, there is every reason to believe that unnecessary duplication of materials will occur. There is further danger that such satellite collections tend to become considered as departmental holdings, not readily obtainable for use by other legitimate, potential users. As the collection grows, lists of holdings become increasingly harder to use; the need for professional cataloging becomes readily apparent. The college budget will be more effective under a centralized control.

The present library faculty is composed of two competent librarians, both holding a master's degree from an accredited library school. They are assisted by two clerical staff. It does not appear reasonable for this personnel to be able to provide administrative service, readers' services, and technical processing services for 60 hours a week without additional help. Since the book collection is still quite thin at 9,087 volumes, it is to be expected that any increase in holdings will bring with it an additional requirement for technical processing time. This must be subtracted from readers' services unless additional staff is added. A third librarian, whose prime responsibility would be technical services, would be of great benefit to the college.

At the present rate of growth, it will take the library another two or three years before its collection will adequately serve the needs of the curriculum. By this time the college will have graduated several classes. Most of these students will be expected to compare at the junior level with other students who have had the benefits of a rich collection of library materials. If the college is able, it should consider greatly increasing the library's budget for books, periodicals, and the addition of media such as microfilm and microfiche. It will require viewing equipment as well. The addition of microforms to the library are a necessity in view of the forthcoming space problems.

The faculty would appear to be satisfied that the library staff is making substantial efforts to render service. There is apparently a commendable relationship between teaching faculty and library faculty, and between general college administration and library faculty. One faculty member has suggested that the teaching faculty should use more structured library assignments.

The library committee functions actively and should be encouraged to develop organized ways in which to sustain the library's efforts in behalf of the academic program. One beneficial activity would be for the committee to avail itself of information in Library Statistics of Colleges and Universities and to communicate the library's relative position to the college administration.

The library staff offers guidance to the faculty in making available current bibliographies which the faculty can use as aids in participating in book selection.

Explanation of Administrative Organization, p. 3: The Librarian, (College document).

Suggestions:

1. That an additional librarian be hired for the purpose of aiding in technical processing.
2. That the library staff develop, with the assistance of the library committee, a gift policy which will protect the integrity of the library holdings.
3. That the library initiate some formal plans for library orientation, including the preparation of a student (and possibly a faculty) library handbook.

Recommendations:

1. That all audio-visual materials be ordered and administered by the library. The cataloging of these materials is especially needed, as well as a reflection of the holdings in the library card catalog.
2. That the college examine its budget to determine whether or not it can supplement the current library budget with funds sufficient for it to greatly increase its book holdings, and to enable it to begin a systematic microfilm collection.

STANDARD SEVEN

STUDENT PERSONNEL

The student personnel program generally supports the purpose and objective of the institution. The Dean of Student Affairs is directly responsible to the President of the college. The division is organized into three major areas of responsibility: Counseling, Financial Aid—Job Placement, and Co-curricular Activities. Disciplinary functions are performed by the Academic Dean. The Dean of Students has a voice in

### STUDENT PERSONNEL (continued)

policy making by virtue of his staff position and his membership in the college Administrative Council and the Academic Council but he is not involved in the final formulation of the college budget. The Dean of Students is responsible for the activities concerned with the publication of the student handbook, the yearbook, the campus newspaper, and oversees the athletic program. All of the Student Affairs professional staff enjoy faculty status. The status study organization chart did not reflect the actual organizational pattern of Student Affairs. The Director of Athletics functions under the supervision of the Dean of Student Affairs as does the Coordinator of the Developmental Program.

### Academic and Personal Records

The admissions, permanent records, financial, and health records of the students are maintained accurately and are treated in a confidential manner, with appropriate safeguards. Access to these records is on a "need to know" basis. Duplication of student records is at the minimum possible for an efficient operation.

### Orientation

The orientation program is structured around a three day time block. The program is required of all new and transfer students. Evaluation of the program is a continuing item of concern for the Dean of Student Affairs. Changes to the program are being planned for the next academic year. These plans envision an expansion of the program to include study skills, library resource use, and college life problems of adjustment.

### Counseling

The counseling and guidance function is presently staffed by the Dean of Student Affairs, one full-time counselor and one part-time counselor. The full-time counselor is almost completely involved during the fall quarter in his role as an instructor in and coordinator of the Developmental Program. The counselor who spends one-third of her time in that capacity is an instructor in psychology. The professional personnel are primarily responsible for personal-social counseling. They act as resource personnel to the faculty advisors.

The faculty advisement program is the responsibility of the Academic Dean. The counselors work very closely with the students enrolled in the Developmental Program. A psychiatrist and a psychologist visit the campus weekly to make their services available to the counseling staff.

The Occupational Information Library is located in a small study room in the College Library. Space is severely limited and inhibits opportunities for students to leisurely peruse occupational or higher education literature.



### Health

Staff Health Services Personnel are not available to the students. The small size of the student enrollment and the computer nature of the student body, in addition to the availability of medical services appear to have influenced the decision not to staff the service. Emergency medical aid procedures have been published. First aid stations are located in the gymnasium, science laboratories, maintenance division, bookstore, faculty administrative offices and at the information desk. Qualified Red Cross trained personnel are available to administer first aid. A physician is on call for consultation and for treatment in extreme cases.

Health records are maintained by the Registrar. There is no college-wide student insurance program.

### Athletics

The athletic program is under the supervision of the Athletic Director. The Director operates under the supervision of the Dean of Student Affairs and the College Administrative Council. The Athletic Committee serves in an advisory capacity. The Director also acts as Coordinator of Physical Education in addition to his duties as assistant professor of biology.

The athletic program including intercollegiate basketball and golf and intramurals is funded from monies allocated from student activity fees. At the present time the college does not engage in extramural athletics.

Physical Education budget items are not reflected separately in the college financial documents. The items are intermingled with the Business Administration Department. Because of the cross use of equipment in the physical education program and the athletic program it is recommended that funds allocated to physical education be separately identified for proper management decision making.

The situation faced by the Director of Athletics in dealing with two supervising entities and receiving advice from a third is administratively untenable and should be corrected.

### Alumni

The college does not as yet have alumni or an Alumni Association. The Director of Publicity is in the process of developing plans to establish an association. He is also developing a process by which former students can be contacted and communicated with concerning college activities.



### Student Activities

The coordination of student activities is the responsibility of the Director of Student Aid and Activities. At the present time there are eleven duly constituted student organizations. In addition to the Student Government Association and Circle K, nine interest clubs are in operation. No scholastic honor or professional societies are chartered.

The Student Services Building contains the bookstore, the grill, student government offices, student publications offices, the office of the Director of Student Aid and Activities, faculty lounge, and the activities room. The activities room is actually a food services area. There is little room for any type of student activity other than meetings in this room. There is no lounge furniture in the activity room.

Student activities are funded from student activity fee allocations. The matriculation and student fees of four elected student officers of the Student Government Association and six students associated with student publications are paid from these funds. These fees are paid for three quarters each year. The entire 1968-69 student activity fee budget totaled \$24,480.00.

### Suggestions:

1. That the Director of Counseling arrange to integrate educational counseling techniques, including the interpretations of standardized test results, into the faculty workshop scheduled prior to the beginning of the 1969-70 fall quarter.
2. That the feasibility of entering into extramural athletic arrangements with other institutions of higher education be explored. These arrangements should include both male and female teams.
3. That steps be taken to allocate sufficient spaces on the campus to display occupational information. The possibility for providing more space for the occupational library should be explored.

### Recommendations:

1. That concerted action be taken to clearly define the supervision received and the responsibilities of the Director of Athletics. It is further recommended that action be taken to separate physical education items from the Business Administration division budget. These actions will allow the Director of Athletics to become more effective and will clarify the status of the Director and his relationship to the Dean of Student Affairs.

Recommendations: (continued)

2. That the formation of local chapters of junior college scholastic honor and professional societies be expedited. The exposure of students to those categories of organizations is vital to a well-rounded, dynamic, on-going student activities program which would then complement the curriculum.

STANDARD EIGHTPHYSICAL PLANT

The physical facilities including buildings, equipment, and the campus have been designed and are maintained to serve the needs of the institution in relation to its stated purpose.

Existing Plant Facilities

The five buildings now occupied and the sixth under construction are located on a 130 acre site which allows room for considerable growth. The buildings seem to be well designed, constructed and maintained. The new buildings to be planned should allow faculty and staff involvement.

A master plan has been developed which appears to be sound. The landscaping and location of buildings make up a very attractive campus. Parking seems presently to be adequate but should be a point for consideration in future planning.

Expansion of Plant Facilities

Future plant expansion is being planned in a manner which appears to be sound. Attention should be given to the need for development of the outdoor physical education facilities. The erosion problem has hindered this development but the project now underway should enable progress in this direction. The indoor physical education facilities need additional storage areas to take care of equipment presently located in various corners of the building.

The administration is to be commended for the vision exercised in the planning of the classroom building now being constructed. The various types and sizes of classrooms will allow for flexibility of programs and approaches to kinds of instruction used.

Maintenance

In view of the age of the buildings, maintenance as yet is a major problem. The buildings appear to have been planned to be reasonably free of maintenance other than the usual routine work. Housekeeping standards seem to be reasonable although consideration should be given to scheduling the major cleaning to be done after evening classes are dismissed.

Suggestions:

1. That outdoor physical education facilities be given careful but immediate consideration in order that a well-rounded program might be offered.
2. That future expansion of the building program should consider the expansion of the indoor physical education areas especially to provide storage for equipment. Additional teaching areas inside should be considered.
3. That study should be made of the cleaning schedule. As enrollment grows, the classes will not be open for cleaning until after evening classes are dismissed.

DALTON JUNIOR COLLEGEDalton, GeorgiaSUMMARY OF RECOMMENDATIONSORGANIZATION AND ADMINISTRATION

That the organizational structure be studied and clearly defined in order that the faculty and staff have a good understanding of the lines of communication and authority.

FACULTY

1. That the faculty handbook be published and provided the faculty without delay and that procedures included therein be followed as published.
2. That the faculty organization of Dalton Junior College be given careful review with attention given to developing faculty understanding of their role in institutional processes.
3. That Dalton Junior College continue to strive toward meeting the illustration on faculty preparation.
4. That within existing board policy and state criteria Dalton Junior College faculty be involved in developing procedures for faculty evaluation; that these procedures be utilized as a basis for promotion and salary increases.
5. That if funds from the Dalton Junior College Foundation are to be used for salary supplements this be accomplished upon the basis of established criteria; and that these criteria and procedures be included in the faculty handbook.

LIBRARY

1. That all audio-visual materials be ordered and administered by the library. The cataloging of these materials is especially needed, as well as a reflection of the holdings in the library care catalog.
2. That the college examine its budget to determine whether or not it can supplement the current library budget with funds sufficient for it to greatly increase its book holdings, and to enable it to begin a systematic microfilm collection.

SUMMARY OF RECOMMENDATIONS (cont'd)STUDENT PERSONNEL

1. That concerted action be taken to clearly define the supervision received and the responsibilities of the Director of Athletics. It is further recommended that action be taken to separate Physical Education from the Business Administration division budget. These actions will allow the Director of Athletics to become more effective and will clarify the status of the Director and his relationship to the Dean of Student Affairs.
2. That the formation of local chapters of junior college scholastic honor and professional societies be expedited. The exposure of students to these categories of organizations is vital to a well-rounded, dynamic, on-going student activities program which would then compliment the curriculum.

**SELF-STUDY**  
**DALTON JUNIOR COLLEGE**  
**1972**



DALTON JUNIOR COLLEGE

SELF - STUDY

for

The Southern Association of Colleges and Schools

Dalton, Georgia

1972

## TABLE OF CONTENTS

	Page
INTRODUCTION	1
I. PURPOSE	
Statement	6
Evaluation	7
Recommendations	9
Projections	9
II. ORGANIZATION AND ADMINISTRATION	
Title and Organization	10
Governing Board	10
Internal Administrative Organization	15
Non-Academic Personnel	18
Recommendations	20
III. EDUCATIONAL PROGRAM	
Correlation of Program and Purpose	21
Admissions	26
Enrollment	30
Curriculum	32
Instruction	40
Institutional Effectiveness	50
Recommendations	61
Projections	62
	121



## IV. FINANCIAL RESOURCES

Organization and Administration	65
Budgets	67
Current Funds Expenditures	69
Current Funds Income	76
Capital Funds Income and Expenditures	78
Endowment Funds	79
Management of Restricted, Agency, and Annuity Funds	80
Auxiliary Enterprises	85
Purchasing, Storerooms, Inventory Control	86
Plans for Financial Resources	87

## V. FACULTY

Recruitment and Selection	89
Faculty Organization	91
Academic Preparation	95
Growth and Development	98
Financial Provisions	100
Teaching Load and Other Duties	103
Professional Security	105
Faculty Evaluation	106
Working Conditions	108
Recommendations	108
Projections	109

## VI. LIBRARY

Administration	113
Collection	115
Services	118
Facilities	122
Budget	122
Recommendations	124
Projections	124

## VII. STUDENT DEVELOPMENT SERVICES

Objectives	126
Administration	126
Academic and Personal Records	128
Orientation of Students	129
Counseling, Guidance, and Placement	131
Student Housing, Boarding, and Health Services	134
Extra-Class Activities	135
Student Government and Student Participation in Institutional Government	137
Non-Academic Discipline	139
Financial Aid to Students	139
Alumni Affairs	143
Recommendations	143
Projections	143

	Page
VIII. PHYSICAL PLANT	
Existing Facilities	145
Maintenance	154
Plant Development	157
Recommendations	159
Projections	161
IX. SPECIAL ACTIVITIES	
Classification and Purpose	162
Administration and Organization	163
Financial Resources	164
Facilities and Services	166
Programs	166
Recommendations	169
Projections	170
PLANNING FOR THE FUTURE	
Purpose	171
Organization and Administration	171
Educational Program	172
Financial Resources	173
Faculty	174
Library	174
Student Development Services	175
Physical Plant	175
Special Activities	176
Conclusions	177

LIST OF TABLES

Table	Page	
III. 1	Correlation of Program and Purpose	22
III. 2	Support of Purpose	24
III. 3	Areas of Strength and Weakness	25
III. 4	Total Developmental Program 1968 - 71, Faculty Involved in Developmental Program	28
III. 5	Fall Enrollment 1967 - 82	30
III. 6	Grade Distributions	36
III. 7	Students on Dean's, Honor, Probation, and Exclusion Lists	40
III. 8	Methods of Evaluation of Instruction	43
III. 9	Plans for Evaluation and Improvement of Instruction	45
III. 10	Average Class Size and Range	48
III. 11	Type of Examinations Used by Faculty	51
III. 12	Faculty and Student Opinions of Media	52
III. 13	Frequency of Use of Media	53
III. 14	Utilization of Media Services	53
IV. 1	Expenditure by Function and Percentages	70
IV. 2	Expenditures on Salaries and Wages and Percentages	71

## viii

Table		Page
IV. 3	Expenditures on Operating Expenses and Percentages	72
IV. 4	Average Faculty and Administrative Salaries	73
IV. 5	Equivalent Full Time Employees by Categories	75
IV. 6	Amount of Total Items of Income	76
IV. 7	Source of Matching Funds	83
IV. 8	Auxiliary Enterprises	86
V. 1	Faculty D.J.C. - Fall Quarter 1972	95
V. 2	Budgeted Compensation for D.J.C. Faculty by Rank	101
V. 3	Projected Number of Faculty Needed for the Next Ten Years by Division and Department	109
V. 4	Projected Faculty Salaries by Rank ( 9 Months )	110
VI. 1	Library Staff Qualifications	114
VI. 2	Circulation	117
VI. 3	Hardware Usage	121
VI. 4	Total Institutional Budget of Library Expenditures and Percentages	123
VI. 5	Categories of Library Expenditures	124
VII. 1	Expenditures for Financial Aid	142
VIII. 1	Space Utilization	148

		Page
Table		
VIII. 2	Comparison of Maintenance Operational Costs	155
IX. 1	Continuing Education Programs	162

## INTRODUCTION

Dalton Junior College is located in the city of Dalton which is in the Appalachian area of northwest Georgia. As a unit of the University System, the college operates under the broad authority of the Board of Regents which is charged with the responsibility of governing, controlling, and managing all System institutions. In 1940, the population of the eight county service area of the college was estimated at more than ~~241,489~~ <sup>241,489</sup>. Statistics compiled with regard to graduates of the college show that they primarily represent the several northwest Georgia counties which comprise the service area. Predictably, the largest number are from Whitfield County in which the college is situated; however, other counties, such as Catoosa, Walker, Gordon, and Murray, account for sizeable numbers of graduates.

Chartered by the Board of Regents of the University System of Georgia in July 1963, Dalton Junior College became a reality on May 11, 1963, when the people of Whitfield County by a vote of 26 to 1 approved a bond issue of 1.8 million dollars to develop the site and erect the initial buildings of the new institution. The results of the referendum show how generally aware the people of the community were of the need to establish a two-year college in Whitfield County. For most of the families of the area, Dalton Junior College provided the first opportunity for involvement in college level activities.

In September 1966, the construction contract was awarded for the five initial buildings. The buildings, containing over 88,000 square feet of floor space, were erected in 1966 and 1967 on a site consisting

of approximately 130 acres. The campus is situated on Interstate Highway 75, a site ideally located for future expansion and easy accessibility for students commuting from the surrounding area. Subsequent expansion has provided an additional ~~three~~ structures containing over 90,000 square feet at the cost of over 2.5 million dollars.

The first president of the college, Dr. Arthur M. Gignilliat, assumed his duties in July 1966. Upon Dr. Gignilliat's retirement in July 1970, Dr. Derrell C. Roberts was appointed President. Two changes in personnel in the position of Academic Dean have occurred since the opening of the college. Dr. Benjamin Wygal first filled the position. He was followed by Dr. Edward Mobley. Dr. Wayne Ball was appointed to the position in the summer of 1972.

Classes began in September 1967, with a full-time equivalent enrollment of 444 students. The original curriculum was primarily oriented toward basic transfer courses in the Arts and Sciences. Emphasis was placed on preparation of students for transfer to senior institutions for their last two years of undergraduate education. An active Public Service Program provided numerous non-credit offerings to fulfill the interests and needs of the community.

As community needs were identified and additional resources were located, the curriculum was enlarged to include a number of career programs such as Nursing and Allied Health. The college has continued to expand both in numbers of students and programs. Full-time equivalent enrollment in the fall of 1972 totaled 1,029. ~~The 1972 curriculum included five transfer programs, eight career programs, and one certificate program.~~



Dalton Junior College has been visited twice by teams of the Southern Association of Colleges and Schools, the first when the school was a correspondent with the Association and the second when it was a candidate for initial accreditation. The College was accredited on December 3, 1969.

The organization for the present study has been structured along traditional lines. In the fall of 1971<sup>181</sup> the Chairman of the Steering Committee was recommended by the President and Academic Dean to the Committee on Committees. The chairman and members of the Steering Committee were then nominated by the Committee on Committees and elected by the Faculty. Subsequently the Steering Committee assigned responsibility for Areas I through IX to principal committees. Responsibility for the introduction and for the summary of findings was retained by the Steering Committee.

After the appointment of committee chairmen and an Editor, Dr. James-Owen from the Southern Association of Colleges and Schools visited the college to assist with the organization and scheduling of Self-Study activities. In the initial planning, it was decided not to conduct departmental studies because of the relatively small size of the institution. General Self-Study Questionnaires were circulated to faculty and students. In addition, special questionnaires<sup>with</sup> was circulated to the Division Chairmen and the Department Head by the Area III Committees.

Personnel assigned to the Self-Study are listed below:

## DAWSON SENIOR COLLEGE SELF - GOVERN COMMISSION

<u>COMMITTEE</u>	<u>MEMBERS</u>	<u>POSITION</u>
<u>Steering Committee</u>	Mr. Billy G. Smith Chm. Dr. Bernard G. Greenbaum Mr. Charles A. Risher Mr. Thomas A. Wilkerson*	Asst. Prof. of Math. & Computer Sci. Asst. Prof. of Math. Asst. Prof. of Hist. Asst. Prof. of Speech & Eng.
<u>Purpose</u>	Mr. Howard D. Tate Chm. Mr. Billy J. Jump* Mr. Gibb Watts	Asst. Prof. of Eng. & Actg. Chm. of Humanities Div. Assoc. Prof. of Biol. & Actg. Chm. of Nat. Sci. Div. President First National Bank
<u>Organization &amp; Adm.</u>	Mr. Brooks W. Lansing Chm. Mr. David F. Hay Mr. David W. Shoemaker	Asst. Prof. of Hosp. Adm. & Chm. of Allied Health Div. Actg. Registrar & Dir. of Admissions Asst. Prof. of Biol.
<u>Educational Program</u>	Mrs. Donna A. Bentley, Chm. Dr. Barbara Cornansky Miss Betty Douthitt Mr. John Montgomery Mrs. Meadow B. Sprinkle	Asst. Prof. of Psychol. Asst. Prof. of Phys. & Math. Asst. Prof. of Phys. Educ. Counselor, Instr. in Phys. Asst. Prof. & Reading Specialist
<u>Financial Resources</u>	Mr. Thomas E. Hart, Chm. Mr. Earlan L. Chapman* Mr. David Blackwell Mr. Charles Allgood	Asst. Prof. of Econ. log. & Dir. of Ad- missions Assoc. Prof. of Econ. & Chm. of Bus. Adm. Div., Dir. of Cont. Educ. Vice President, First National Bank

COMMITTEE	MEMBERS	POSITION
<u>Faculty</u>	Mr. Arvine Phelps, Chm. Mr. David Clements Mr. L.N. Gregg Mrs. Jacqueline Payne Mrs. June R. Sparks	Assoc. Prof. of Math. Assoc. Prof. of Eng. Instr. in Bus. Adm. Asst. Comptroller Asst. Prof. of Math.
<u>Library</u>	Dr. Clyde G. Bushnell, Chm. Mrs. Doris Shoemaker  Mr. George O. Wilson	Prof. of Soc. Sci. Instr. in Medical Tech. Asst. Prof. of Art & Dir. of Inst. Media
<u>Student Dev. Services</u>	Mr. Terry L. Christie, Chm.* Miss Dottie L. Smith, Chm. Mr. Richard W. Redmon Mr. Joel Boyd	Asst. Prof. of Hist. Instr. in Bus. Adm. Instr. in Eng. Student
<u>Physical Plant</u>	Mr. Robert L. Lane Chm.  Mrs. Gladys C. Clarke** Mr. Bobbie P. Cooper	Asst. Prof. of Biol. & Actg. Chm. of Nat. Sci. Div. Assoc. Prof. of Nursing Asst. Prof. of Chem.
<u>Special Activities</u>	Miss Colene H. Siler, Chm.** Mr. William A. Long, Chm.  Mrs. Nella Elkins Mr. Alan Laurent	Asst. Librarian Dir. of Stud. Activi- ties & Counselor Asst. to the Librarian Asst. Prof. of Soc. Sci.
<u>Editors</u>	Miss Sara J. Myers	Asst. Prof. of Eng.
<u>Secretary</u>	Mrs. Pat Wang Mrs. Janice Willis	
<u>Consultants</u>	Dr. Maurice Litton	Prof. & Assoc. Head College of Educ. Florida State Univ.
<u>Cover by</u>	Mr. George O. Wilson	Asst. Prof. of Art & Dir. of Inst. Media

\* On Leave 1972 - 73  
\*\* Resigned June 1972

## I. PURPOSE

### Statement

Dalton Junior College began operation in September 1967. On October 15, 1968, the faculty of the college approved the following Statement of Purpose for the institution:

Dalton Junior College was founded to provide general education enabling students to transfer to senior colleges, to prepare for employment, and to engage in studies which will enrich their lives. The institution exists as a community college to furnish those services which may aid in community development.

The Committee found, however, that the original statement had never been officially approved by the Board of Regents. Upon examining the original statement, the Committee concluded that an Official Statement of Purpose should more consciously reflect the philosophy of the college and the flexible nature of its educational program. Therefore, the Committee submitted a revision of the original statement for approval. The revision emerged from their study and evaluation of views expressed during interviews with students and with members of the faculty.

The Committee published the revised statement and circulated it for study. On May 11, 1972, the faculty of Dalton Junior College unanimously approved the following as the Official Statement of Purpose:

The philosophy of Dalton Junior College is such that the administration and faculty view the campus as embracing the entire area whose people it serves. The purpose is therefore to provide every person on this extended campus an opportunity to engage in general educational experiences designed to enable the student to transfer to senior institutions for further education, to enrich his cultural and physical life, to equip him for a career of gainful employment, and to prepare him for living a self-fulfilling and productive life.

The statement was submitted to the Board of Regents of the University

System and approval by the Board is pending.

The Committee found no impediments to the implementation of the purpose. The nature of the admissions policy and of the instructional programs reflects a general awareness of and dedication to the purpose. The only charter or legal obligations affecting the purpose and programs of Dalton Junior College are those responsibilities the institution has to its governing body, the Board of Regents, which permits each college to determine within broad limits its own role as an educational institution.

#### Evaluation

In order to evaluate the degree of awareness on the part of the administration, the faculty, and the student body with regard to the content of the stated purpose and further to determine the extent of their agreement with the embodied concept of the two-year community college, the Committee designed questions pertinent to the purpose as a part of the general Self-Study Questionnaire administered in February, 1972. The responses to these questions indicated that a large majority of the administration, the faculty, and the student body are aware of the content of the stated purpose and agree with the embodied concept of the two-year community college.

The responses also indicated general agreement that, with two exceptions, the implementation of purpose is being fulfilled. The exceptions are limited developmental-compensatory programs and an inadequate number of terminal programs. A limited number of faculty and students availed themselves of the opportunity to comment on items in the

recommendations and suggested that the developmental-occupational and terminal programs be expanded.

The areas of facilities, financial resources, public relations, and association with neighboring institutions were examined in light of the purpose. Study of existing facilities indicated that with one exception the physical plant is adequate for fulfilling the purpose. It was found that suitable working, storage, and preparatory space for certain laboratory programs were inadequate. In the area of financial resources, research revealed that the financial support is adequate. Additional funds from the state are forthcoming as increases in enrollment and approved expansion of programs demonstrate the need.

The purpose is constantly and accurately portrayed in the catalog of the institution and in news releases to area newspapers. Members of the faculty and the administrative staff contribute further to the depiction of the role of the institution by means of personal contact with the constituents in frequent speaking engagements and participation in community affairs. In the process of fulfilling its purpose, Dalton Junior College is not duplicating the programs of neighboring institutions. Although nearby Walker County Technical School and Dalton Vocational School of Health Occupations at Hamilton Memorial Hospital offer some of the same courses that Dalton Junior College offers, the courses at these institutions are offered in different educational settings and for different purposes.

### Recommendations

The Committee on Purpose makes the following recommendations pertaining to purpose:

1. That the Official Statement of Purpose be included in the Student Handbook.
2. That the language of the Official Statement of Purpose be uniform in all official college publications.
3. That a definite process of periodic reevaluation of the stated purpose and its relation to the instructional programs be developed.
4. That a more effective procedure for determining community needs in relation to the stated purpose be formulated.

### Projections

The Committee foresees no immediate substantive changes in purpose. However, as more effective means of determining the relationship of purpose to programs and the educational needs of a rapidly changing community develop, a revision of the statement of purpose to include a more comprehensive fulfillment of educational needs may be necessary.

Conceptual changes in purpose and experimentation leading to program changes can be made at the institutional level. Only programs leading to additional degrees require the approval of the Board of Regents.

## II. ORGANIZATION AND ADMINISTRATION

### Title and Organization

The legal name of the institution is Dalton Junior College. This name adequately reflects the overall scope of the organization; therefore, no change in the legal name is anticipated.

Dalton Junior College is a unit of the University System of Georgia. The establishment of the college was approved by the Board of Regents of The University System of Georgia in July 1963, contingent upon passage of a bond issue which was approved in 1965 by the citizens of Whitfield County, Georgia, by a margin of twenty-six to one. The proceeds of the original bond issue were utilized for the initial construction of the physical plant; all subsequent operating and construction funds have been provided by the Board of Regents. Therefore, Dalton Junior College is a public, tax-supported institution.

### Governing Board

The Board of Regents of the University System of Georgia is the governing board legally responsible for the operation of all units of the system, including Dalton Junior College. The organizational structure, by-laws, policies, and procedures of the Board are contained in a comprehensive document entitled Policies of the Board of Regents of the University System of Georgia, last revised on December 13, 1973.

The Board is a corporation whose charter dates to the original charter of the Trustees of the University of Georgia embodied in the acts of the General Assembly of the State of Georgia approved January 27, 1785.



11

In 1931, the Georgia General Assembly created the Board of Regents with broad powers to govern, control, and manage all state-owned institutions of higher education, including the right to abolish and establish institutions. This action was incorporated in the Reorganization Act of the State of Georgia, Georgia Laws of 1931, and became effective on January 1, 1932. In 1943, the Board of Regents became a Constitutional Board under terms of the constitutional revision of that year.

Under the powers granted the Board of Regents of the University System of Georgia, the Board specifically has the right to:

1. Elect or appoint professors, educators, stewards, and other necessary officials of the units.
2. Discontinue or remove professors, educators, stewards, and other officials as the good of the System or its components may require.
3. Organize the component units in the way most likely to attain desired ends.
4. Approve the budgets of each of the institutions.

These actions are the mechanisms through which the Board of Regents can restrict the administrative organization of the institution.

As a constitutional board, the only agency which may operate as a check on the Board of Regents is the General Assembly of the State of Georgia. Directly, such an action would require a constitutional amendment. Indirectly, it could be presumed that the General Assembly could bring pressure to bear on the Board of Regents by withholding substantial allocations of funds so that continued operations would be impossible. However, such action has never been taken, and there are no recorded instances of the General Assembly or any other group having

sought to exert undue pressures upon either the Board of Regents or the staff of Dalton Junior College in any affairs relating to the institution.

The Board of Regents is composed of fifteen members, one from each Congressional District (presently ten) plus five members from the State at Large. All members are appointed by the Governor and are confirmed by the Senate. They hold office until a successor is appointed and approved during a session of the General Assembly. In special cases when a vacancy occurs between sessions of the General Assembly, the Board elects by secret ballot a successor to hold office until the end of the next General Assembly Session.

Annually the Board elects a chairman and a vice chairman from its membership. A chancellor, vice chancellor, executive secretary, and treasurer are elected, but are not members of the Board. The duties of these offices and of the Board are clearly and precisely defined in the policy manual described previously. The Board also appoints three to five of its members to each of the following standing committees:

1. Committee on Buildings and Grounds
2. Committee on Education
3. Committee on Finance and Business Operations
4. Committee on Organization and Law
5. Committee on Research and Extension
6. Committee on Visitation
7. Committee on Student UNST

The duties of these committees are detailed in the policies manual together with a provision for the establishment of special committees as warranted.

by circumstances. The operation and performance of the Board, its officers, and committees appears to have been both effective and efficient.

Since the establishment of Dalton Junior College and the beginning of instruction in the initial physical facilities, the Board of Regents has continued to render decisions supporting continued growth of the institution. Important among these have been the appointment of a president to a vacancy created by retirement and approval of construction of needed additions to the physical facilities consisting of a second classroom building, a new library building, expansion of administrative office space, and additions to the present student center, maintenance building, and parking facilities. In addition, the Board has approved the installation of several innovative educational programs.

The Policies of the Board of Regents of the University System of Georgia clearly defines the powers granted to the Board in order to carry out its legal responsibility for overseeing the affairs of all the units of the University System. The Board has undertaken activities and adopted policies to carry out these broad responsibilities without permitting Board members or staff to interfere with the internal management responsibilities assigned to individual institutions.

The Dalton Junior College Foundation is a corporation not related or connected to the Board of Regents. However, the Foundation is also concerned with the welfare of Dalton Junior College. The charter of the Foundation begins:

I, Ben W. Fortson, Jr., Secretary of the State of Georgia, do hereby certify, that "Dalton Junior College Foundation, Inc." was on the 22nd day of May, 1967, duly incorporated under the laws of the State of Georgia by the Superior Court of Whitfield County for a period of thirty-five years from said date . . . .

and further states that the purpose of the foundation is "to provide in various ways, expand educational opportunities, and to gather and coordinate funds for these purposes." Basically, the Foundation is a consultative liaison agency that looks to the college president for recommendations on how the resources of the Foundation may best be used to help promote the basic aims and objectives of the institution.

An additional document, the By-Laws of the Dalton Junior College Foundation, Inc., states the regulations governing the term or terms of office together with the qualifications or criteria for being selected to serve as a member of the Foundation. The document also lists the present membership of the Foundation. There is no formal or structured orientation program for new members selected to serve on the Foundation.

The primary method of informing the membership of the activities of the Executive Committee of the Foundation is the annual meeting. At this time the officers and committees report on the activities of the past year and make proposals for the coming year.

These meetings are utilized to send minutes of the annual meeting to all members; also, the Treasurer of the Foundation reports to the membership at large at least twice a year by mail. Other methods which might improve communication within the Foundation are presently under study. The local newspaper is utilized to report the activities of the Foundation to the community.

Four of the associate degree specialty programs (Nursing, Medical Laboratory Technology, Medical Records Science, and Health Facilities Management) have special advisory committees composed of interested citizens involved in the delivery of health care in this geographic

region. The advisory committees meet periodically to offer recommendations on various aspects of the special educational programs which require close coordination between the college and the many institutions and agencies providing clinical facilities as an integral portion of these courses of study. The minutes of the meetings of the advisory committees provide information concerning the membership and activities of each program.

#### Internal Administrative Organization

The administrative organization of Dalton Junior College is reflected in the organizational chart as amended October 1, 1972. There is no formal institutional organization for public relations and developmental activities. These activities are carried out by persons at various levels throughout the college. There are no anticipated changes in organization.

The duties and responsibilities of the administrative officers are stated in the job descriptions in Volume I of the Business Procedures Manual on file in the Comptroller's office. Personal interviews with the individual officers indicated that the information in these job descriptions is accurate.

The present organization of the college is considered adequate. Policies and decisions, originating through the regular chain of command, are executed expeditiously. The faculty, as a whole, is actively involved in decision and policy-making. Faculty members are appointed to committees according to their individual interests and abilities by the Committee on Committees. A popular election is held to determine faculty membership on the Administrative and Academic Councils. All newly formed policies and decisions are voted upon by the faculty as a whole after open discussion.



Students are involved in determining the decisions and policies which affect them. Student representatives are eligible to serve on all faculty committees except the Admissions Committee. Student representatives have the same voting power as faculty members on the committees. The student representatives are appointed by the Student Government Association or elected by the student body.

The channels of communication at Dalton Junior College are open. Both students and faculty members have free access to administrative offices. A rapport exists among students, faculty, and administration which is reflected in the prevailing harmony and freedom to discuss all matters freely and openly. Institutional policy statements concerning channels of communication may be found in the Student Handbook and in the Faculty Handbook.

There are no concrete plans for administrative or organizational changes if significant growth of the college occurs. If necessitated by enrollment and funding, additional staff positions and channels of communication will be established. The college administration is progressive and responsive, constantly striving to achieve its avowed purpose and readily adaptable to change.

Budgetary allotments, state allocations, and overall organization of the institution reflect emphasis on academic, business, student, community, and developmental affairs consistent with the purpose and objectives of the institution. Tables in the Financial Resources Standard of this self-study reflect such emphasis.

The President of Dalton Junior College reports directly to the Board of Regents. The Academic Dean, Comptroller, Registrar, and Dean of

Students report on activities in their areas of concern through standing committees. Faculty members have direct access to the Board concerning decisions affecting their employment by the appeal mechanism found in the Bylaws of the Board of Regents. Faculty members also have access to the Board of Regents through standing committees, advisory committees, and sub-committees as appointed by the Board.

#### Non-Academic Personnel

The employees grouped under the classification of non-academic personnel include all secretaries, library assistants, auxiliary services personnel, and plant operations and security personnel. Primary administrative responsibility for this group of employees is delegated to the Comptroller. Job descriptions for each classification of non-academic personnel are contained in the University System of Georgia Catalog of Job Titles which is on file in the Comptroller's office.

Even though the Comptroller has the primary administrative responsibility for all non-academic personnel, all such personnel are not assigned directly to the Comptroller, as is reflected in the organizational chart. In these instances the setting of the daily work routine, the keeping and reporting of the hours worked for pay, termination of employment, and interviewing of applicants become the responsibility of the person to whom the employee reports or will report directly. This person then makes HRB reports to the Comptroller who performs the necessary administrative functions in accord with the Dalton Junior College Classified Personnel Policy and Procedures Manual.

Because of the conscientious manner in which these procedures are



carried out and the rapport which has developed between and among the administrators responsible for non-academic personnel, very little administrative difficulty has been experienced. No immediate plans have been made nor are there any long-range plans anticipated for changing the administrative procedures for non-academic personnel.

Based on interviews conducted by the Committee on Organization and Administration, the consensus of all administrators involved with non-academic personnel indicates that the college is not competitive in regard to salary with the local job market. In spite of this situation, the college has generally been able to attract a sufficient number of personnel in non-academic positions to handle adequately necessary tasks.

Dalton Junior College presently offers three programs for the benefit of its employees in addition to the Federal Income Compensation Act (Social Security). Non-academic personnel participate equally with the faculty in the Teacher Retirement System of Georgia as outlined in the Handbook of Information: Teacher's Retirement System of Georgia (July, 1972). They also participate in the Dalton Junior College Group Insurance Program handled by The Equitable Life Assurance Society of the United States, and the tax-sheltered annuity program. The only exceptions are the hourly-wage non-academic personnel; these employees do not participate in the Teacher Retirement System of Georgia and their participation in the group insurance and tax-sheltered annuity programs is optional.

A pilot program in the area of police science was instituted during the 1971 - 72 academic year. This program involves cooperative effort among Dalton Junior College, Floyd Junior College, and Georgia State University with the unique feature that specialized courses are being

conducted at Calhoun, Georgia, a site not connected with any college campus. From an administrative point of view, this program is being coordinated with the other institutions through the present organizational structure. It is anticipated that this method will prove adequate and no organizational changes will be required to coordinate activities effectively.

The organizational structure of Dalton Junior College is sound and relatively simple and the administrative policies and procedures are designed to contribute to achievement of the goals of the institution. Although forecasting of future growth is being made both in terms of student population and needed physical facilities, there is no evidence of long-range planning activities to assure that the structure of the institution will keep pace with other areas of progress.

#### Recommendations

1. Establishment of a formal plan and mechanism for long-range planning of organizational growth and change.
2. Continued sensitivity, on the part of all involved, to the policies and procedures established for the purpose of making the organizational structure effective, efficient, and relevant.

### III. EDUCATIONAL PROGRAM

#### Correlation of Program and Purpose

The educational program of Dalton Junior College is designed to meet the objectives set forth in the Official Statement of Purpose. The program includes the offering of academic and transfer curricula for the freshman and sophomore years, terminal and occupational curricula, non-credit continuing education for personal enrichment and improvement, and developmental-compensatory non-credit courses.

The college is especially strong in the liberal arts program, and the science curriculum is oriented to the general student. Because the college utilizes the Core Curriculum of the University System of Georgia, the transfer student is served adequately. Although the college is somewhat limited in programs for students seeking immediate job placement, this area continues to grow. An example of growth in this area is the addition in 1972 of the Police Administration Program.

One area of concern in the total educational program is the need for an expanded Fine Arts Program to include music, art, and drama. Such a program would require a Fine Arts facility together with the addition of faculty members competent in these disciplines. Both the four-year transfer student and the two-year terminal student would be served by a Fine Arts Program.

The faculty was asked to evaluate the educational program in terms of its correlation with the purpose, mission, and objectives of the college. The faculty was also asked to state specifically the areas of deficiency. Table III. 1 indicates response to this evaluation. Participation from full time faculty was 100 percent; that from part time faculty and

continuing education faculty was 85 percent.

TABLE III. 1  
CORRELATION OF PROGRAM AND PURPOSE

Full time faculty who had read the purpose, understood it, and agreed with it.	100%
Part time and Continuing Education Faculty who had read the purpose, understood it, and agreed with it.	85%
Faculty who agree that the educational program is in keeping with the purpose with no identification of weak areas.	27%
Faculty who offered <u>no suggestions</u> as to where deficiencies lie.	58%
Faculty noting deficiencies and offering suggestions as to how to move the educational program closer to the stated purpose	Less than 2%

Table III. 1 indicates that there is a strong correlation between program and purpose. Five faculty members identified the following deficiencies: the limitations of remedial programs, the existence of too few practical courses for immediate application to area industry, and need for expansion of night offerings. One faculty member believes that courses are "watered down" to fit class level and that there is a tendency to put all students into the same mold. Another feels that the Developmental Programs need to be utilized more effectively.

Response to a special questionnaire was required of the chairmen of the seven divisions and one department. Each chairmen was asked to observe

and analyze the total operation of the division or department and to respond as leaders.

All division and department chairmen were asked if any part of the program in their respective division or department is at variance with the college purpose and objective. The seven division chairmen and one department chairman answered "no" to this question without comment. They were also asked if any part of the objectives of the college were not fully met by the division or department and to state the area of deficiency. Four of the seven division chairmen answered "no" to this question. Those who answered "yes" presented the following deficiencies: 1) more remedial mathematics courses are needed during the fall quarter and in the evening program, 2) skill training for immediate employment is needed, and 3) there is a deficiency in the area of Fine Arts.

Division and department chairmen were asked to state plans for reconciling discrepancies between programs and purpose. Among these projections are the introduction of a course in the Humanities, expansion of skill courses in Continuing Education, and additional courses in music, art, and drama.

A total evaluation of faculty response revealed that in their opinion the educational program is designed to achieve the objectives of the institution. To aid in evaluation, the faculty was asked to state and rank the elements of the program that enable the college to achieve its purpose. The question was designed, in part, to test how familiar the faculty is with the various programs. Table III. 2 indicates faculty opinion concerning how the educational program, curriculum, admission policies, and instruction support the purpose. Seventy-nine percent

of the faculty responded. Elements of the educational program were ranked in first and second place by the faculty in supporting the purpose.

TABLE III. 2

PROGRAMS	NUMBER OF FACULTY RANKING FIRST	NUMBER OF FACULTY RANKING SECOND
Liberal Arts Program	1	0
Total Academic Program	14	1
Core Curriculum	7	0
Open Door Policy	2	0
Terminal Programs	2	14
Continuing Education	1	4
Methods of Instruction	1	0

The faculty was asked to analyze critically whether the admissions policies, academic standards and instruction are aimed at achieving the purpose of the college. Table III. 3 presents faculty comment on how these areas aid in achieving the objectives and points out areas of weakness.

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 AREAS OF STRENGTH
 

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|---|---|
| 1. The open-door admission policies.  | 7. Audio-Visual Equipment.  |
| 2. Course offerings are designed to meet the objectives.  | 8. Dedicated teaching staff.  |
| 3. The high quality of faculty employed.  | 9. The variety of programs offered.   |
| 4. Opportunity is offered to everyone.  | 10. Academic standards maintain quality. Developmental programs and terminal programs provide alternatives. |
| 5. Developmental Program offers a chance for everyone to reach his potential level. This program offers assistance to students with deficiencies. | 11. Excellent library.  |
| 6. The Reading Laboratory.  | 12. Freedom to innovate in instruction.   |
|   | 13. Willingness of most faculty members to work individually with students.                                 |
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 AREAS OF WEAKNESS AND/OR SUGGESTIONS
 

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|---|--|
| 1. We are failing in many cases to identify the educable student.   | 7. Admissions are too lenient.   |
| 2. Terminal Programs should offer more aid to the community.  | 8. Too many incapable students are in transfer programs.   |
| 3. Dean's List should be changed from 3.25 to 3.5.  | 9. Too little fostering of intellectual and cultural pursuits.   |
| 4. Part-time grade point averages need examining.   | 10. In a minority of cases, faculty does not understand the nature of the junior college student and his typical problems. |
| 5. With an open-door admissions policy, we need more avenues for the non-academic type student and more counseling opportunities. | 11. We must not fall behind in adequately preparing those who transfer to a senior college.                                |
| 6. We need to find a way for the disinterested student or the incapable student to re-direct his outlook.                         | 12. We need placement tests for freshmen to help them plan their course of study more effectively.                         |
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In summary, the faculty believes that the educational program supports the purpose well. Course offerings in all areas, supported by competent faculty with freedom to innovate in instruction and backed by adequate facilities, lead to achievement of institutional objectives. The open-door admissions policy provides opportunity for all students. Weaknesses were cited only in a minority of cases. There is some opinion that admission policies are too lenient, which leads to the problems of identifying the student who can profit from higher education, and motivation for the disinterested or apathetic student. The majority of the faculty is willing to work individually with students to assist in moving toward solutions to these problems.

#### Admissions

Any student who desires to enter the college must submit an application form to the Director of Admissions twenty days prior to the beginning of the quarter he desires to enter. On this application, the student indicates his prospective course of study. He must also have sent to the college a transcript of his high school record or a copy of his High School Equivalency Certificate and his scores on the College Entrance Examination Board's Scholastic Aptitude Test. This procedure coordinates all programs of study.

The exceptions to this rule are the transfer, the transient, and the auditing student. Transfer applicants with satisfactory records of scholarship and conduct at other colleges must make arrangements to have each college previously attended forward a transcript to the Director of Admissions. They must also complete an application. Transient students



who wish to return to the college previously attended must have approval in writing from an official of the college specifying the courses to be taken and stating that the student is in good standing. Auditing students may be admitted by completing a simple form, but no credit will be given for courses completed in this manner. Students who have been excluded from other institutions must submit a letter to the Admissions Committee stating the reason for exclusion in addition to the completion of the other requirements for transfer students. The committee determines whether or not the student shall be admitted.

The Admissions Policy of the college is clearly stated in all published materials except the Student Handbook. The policy was first established by the President, Academic Dean, and the Dean of Students, and is based on Policies of the Board of Regents of the University System of Georgia. Any changes in policy made must first be submitted to the Academic Council. Upon receiving approval of this group, the issue is then voted upon by the faculty.

The control and administration of Admission Policies is excellent. In compliance with the open door policy, every effort is made to admit each student applying. No revisions are needed for the present situation. Any modification made in the future will be determined by the faculty and changes made in Policies of the Board of Regents. The administration and faculty view the college campus as embracing the entire area whose people it serves.

Students whose high school backgrounds are deficient and whose college entrance exam scores are low are counseled to choose the Total Developmental Program for the first semester. This program includes review Math

and English courses as well as Psychology 99, Reading, and Physical Education. Table III. 4 indicates results of a follow-up study on the students enrolled in the Total Developmental Program from 1968 to 1971.

TABLE III. 4  
TOTAL DEVELOPMENTAL PROGRAM 1968 - 71

Currently Enrolled at Dalton Junior College	36%	(61)
Transferred to Four-Year College or University	10%	(17)
Graduated from Dalton Junior College with an Associate Degree	2%	( 4)
Received Unsatisfactory Grades in Total Program	3%	( 5)
Performed Satisfactorily in Developmental Program Pursued Credit Work, But Eventually Quit	20%	(34)
Performed Satisfactorily in Developmental Program, Pursued Credit Work, But Were Placed on Academic Exclusion Because of Grade Point Average	6%	(11)
Performed Satisfactorily in Developmental Program, Pursued Credit Work, But Were Placed on Academic Probation and Did Not Reenter	4%	( 7)

FACULTY INVOLVED IN DEVELOPMENTAL PROGRAM

FACULTY AREA	NUMBER	EQUIVALENCY LOAD
English	3	.24
Mathematics	5	.24
Psychology	1	.17
Counseling	3	.25

During the summer, applications, high school grades, and College Entrance Examination scores for each student are compiled by the Admissions Office. The applicants are screened by the Dean of Students and the Counselor. Those students having low grades and low entrance exam scores are contacted by a letter from the Admissions Committee in which they are requested to come for an interview prior to registration day. The counselor points out the advantages of enrolling in the Developmental Program. The student then makes a choice of this program or the regular curriculum. No studies have been made to correlate secondary school grades and entrance test scores with college grades.

High school students who have completed the junior year, have 16 units, 900 on the Scholastic Aptitude Test of the College Entrance Examination Board or a minimum of 80 on the Preliminary Scholastic Aptitude Test may be admitted early to the college. They may take 3 hours per quarter if still enrolled in high school, or 10 credit hours summer quarters. College credit is then given upon graduation from high school. Ten students have taken advantage of early admission since this program was voted upon by the faculty in 1970.

The policy for readmission of students dismissed or suspended from the college for academic reasons is clearly stated in the catalogue, the Student Handbook, and the Faculty Handbook. This policy is consistent with the academic standards of the college.

Procedures for financial aid and scholarships have been developed and are carefully administered. Federal Guide Lines, institutional policies, and a manual published by the Student Aid Director contain procedures.

Enrollment

The college enrollment has not stabilized. Table III. 5 indicates fall enrollment since the opening year of the college and includes a projection to 1982.

TABLE III. 5  
FALL ENROLLMENT 1967 - 82

YEAR	NUMBER OF STUDENTS	YEAR	NUMBER OF STUDENTS
1967	524	1973	1325
1968	869	1974	1450
1969	960	1975	1525
1970	967	1976	1600
1971	1089	1977	1675
1972	1200	1982	1850

The projection in Table III. 5 was made by the Registrar in the spring of 1972. This projection was based on past performance and projected population growth in the six-county area served by the college. In 1960, the six-county population figure was 139,400. By 1970, the population had increased to 170,600. The 1970 enrollment figure may be explained by the opening of Floyd Junior College which drew some of the Chattooga County students who had been attending Dalton Junior College. The actual

enrollment for the fall of 1972 was 1260. Specific illustrations of growth are: The Medical Records two-year program grew to 20 students in a year's time, the Medical Lab Technicians Program to 17, and Health Facilities Management anticipates the Directed Self-Study Intensified Program will produce 25 students per quarter. The Nursing (R.N.) Program has 36 freshmen and 17 sophomores in the regular two-year program and 10 students in an extended program. There were 57 freshmen in the fall of 1971. Because of the attrition rate, the chairman of the Nursing Program has proposed five separate plans for students to complete training. These plans will increase by 45 percent the number successfully completing the R.N. Program. The addition of the two-year Teacher Assistance Program added 67 new students in the spring quarter of 1972. A total of 200 or more participants is predicted, based upon the number of aides presently employed in the surrounding area. The school systems are paying for 5 to 10 credit hours for each teacher aide.

The Registrar and Director of Admissions, the Assistant Director of Admissions, and the Director of Student Financial Aid and Placement are engaged in the recruitment program. Indirectly, recruitment is carried out as the administrators and instructors speak at high schools and clubs in the service area.

Information on the total college program is furnished to secondary schools through the distribution of catalogues, brochures, extra application blanks, and two annuals per high school. All materials portray the institution accurately and honestly. The recruiting staff attends college night programs held in the area and visits senior classes, when permitted, inviting them to visit the campus. Open house is held annually so that

parents as well as students may visit the college. Information concerning programs and expansion is sent to college publications. This information is kept up to date by the registrar's office. Evidence of the success of the recruitment program is shown by continued increase in the number of students. Area high school counselors report a significant rise in the number of students attending college since Dalton Junior College opened.

The Director of Admissions follows the Guide for the National Association for Foreign Student Affairs in admitting a foreign student. In his initial correspondence with the applicant, the director states clearly that the institution is a two-year commuter college and that the student must make his own living arrangements. The applicant must submit a transcript of his high school grades, a complete application, a medical report, a statement with regard to how expenses will be met, and a score on the Test of English as a Foreign Language. A letter of acceptance and a Form I-20 from the college permit the student to leave his country. Any special guidance and counseling is handled by the counselor, the student's advisor, and individual instructors.

#### Curriculum

The Committee on Educational Program believes that the curriculum offerings fulfill the stated purpose. The core curriculum, as established by the University System of Georgia, is followed. This provides the basic requirements for a general education and enables students to transfer to a senior college. In the past few years, new programs have been added to provide more job training for fulfillment of needs in the

community. They are Nursing, Medical Laboratory Technology, Medical Records, Hospital Management, Tufting Industry Management, Criminal Justice, and Teacher Assistance.

The curriculum is controlled by the faculty and the Academic Council. The Council, which is made up of the Academic Dean (chairman), Dean of Students, Director of Public Service, Registrar and Admissions Officer, Comptroller, Librarian, Division and Department Chairmen, two faculty members and two students, gives first approval to all programs of study recommended for degrees, changes in degree requirements, and exceptions to degree requirements. The council approves academic regulations regarding grading, class attendance, honors and probation. It approves new courses added to those published in the current catalog. The recommendations of the Academic Council are then submitted to the faculty for approval.

Any proposed changes in the basic requirements of the core curriculum of the University System are discussed by the appropriate advisory committee which then makes recommendations to the Board of Regents. Therefore, the faculty participates in the forming of the core curriculum through their membership on the Academic Advisory Committees of the Board of Regents.

Within the limits of the core curriculum, each division serves as a committee on the course offerings appropriate to that division and assumes responsibility for continued evaluation and revision of the majors within its scope. Any member of the division may suggest changes in course offerings, new programs, or deletion of a course. The division then discusses the suggestion and makes the appropriate recommendation to the

Academic Council. Careful attention is given to avoid proliferation of the curriculum. In addition, suggestions frequently come from outside the institution in the form of requests from those involved in businesses which use some of the skills taught. New ideas are also received through contacts with other institutions at professional meetings.

Each faculty member is provided with an advisement notebook which lists the requirements of the core curriculum and provides a program of study for each major field of concentration. These programs delineate the required courses and number of credit hours. Each program provides for electives although in some areas, such as Nursing, where technical requirements are numerous, the choice is somewhat limited. These advisement notebooks are kept up-to-date by the office of the Academic Dean as programs are added, dropped, or revised. The prerequisites for advanced study are clearly stated in the course descriptions provided in the notebook.

Using the system described above, several new courses and programs have been adopted or are under consideration for future adoption. In the Business Division:

- 1) Two-year terminal program in accounting.
- 2) A third year B.A. program extended from West Georgia College.

In the Social Science Division:

- 1) Social Science Community Film Festival Series.
- 2) American Foreign Policy course (5 credit hours).
- 3) Social Science Directed Independent Study.
- 4) A Survey of Comparative Governments.



In the Natural Science Division:

- 1) Introduction to Mathematics -- a 5 credit hours fundamental course for Liberal Arts majors.

For gifted students a number of outlets for creativity and further study are available. These are a creative writing class and its student literary magazine, Winged Inertia, first published in March 1972; the Big Gap Review, a journal of scholarly research, creative writing, book reviews, and projects contributed by students, faculty, and community residents; participation in the Southeastern Regional College Bowl; Phi Theta Kappa honors Society; and a Directed Independent Study program in Social Science. There are also a number of one-hour courses, sometimes initiated by student interest and sometimes by a faculty member, which provide opportunities to pursue special interests. Some examples are courses in ecology, ballet, and sociology lab. These courses require only the approval of the division chairman rather than formal submission to the Academic Council.

The College Level Examination Program (CLEP) was initiated at the college in the fall quarter of 1971 to enable individuals who have acquired their education in nontraditional ways to demonstrate achievement in five basic areas: English Composition, Humanities, Mathematics, Natural Sciences, and Social Sciences-History. Applicants may receive a maximum of 30 hours credit in the appropriate college courses by achieving designated scores on individual tests in the General Examination.

All incoming freshmen are screened by the Counselor, Registrar, and Dean of Students. Those with high SAT scores and outstanding academic records, particularly in Math and English, are given an opportunity to take the CLEP examination. In 1971 twelve students were contacted; eight responded.

The test produced the following results: one received 30 hours credit, four received 10 hours, two received 5 hours, and one showed no proficiency. In 1972, fifteen selected students chose to take the test; the following are the results: one received 30 hours, one 20 hours, six 15 hours, and three 10 hours.

Students with a strong academic background may request college credit by examination for any course not previously taken. Determination of a student's achievement for credit by examination is the responsibility of each division or department.

Also for gifted students, there is an early admissions policy (approved winter quarter, 1971) which allows high school students who meet the standards to begin college work while completing their last year of high school. Some students have been admitted under this program, but no record of this group's achievement has been compiled.

Students entering the college with indications of marginal ability or deficiencies in basic educational skills are provided with developmental programs in English, mathematics, personal counseling, and study skills. These are non-credit courses designed to bring the student to a level of proficiency which will enable him to profit from a regular college class. This developmental program is optional, and is requested by a small number of students. Entering the program is strongly recommended by the Admissions Committee, Academic Dean, and Counselor after studying high school records, S.A.T. scores, and past college work. The developmental program offers Math 98 and 99, English 99, and Psychology 99. English 98 was added to the curriculum fall quarter, 1972.

Available to any interested student is a one-hour credit

Laboratory in reading skills designed to help him develop his ability to comprehend the written word effectively.

The institution has no formal program involving study in a foreign country, but students in the foreign language classes are encouraged by means of lectures, films, and posters to take advantage of any opportunities available for study abroad. To assign credit and determine standings for students who have studied abroad, the Registrar uses information and manuals of the American Association of Collegiate Registration and Admissions Officers in addition to consultation with a professor at a state four-year college or university.

The policies pertaining to academic probation, suspension, and readmission are clearly stated in both the Catalog and the Student Handbook, together with the grading system and the method of calculating a student's cumulative average. These policies are established by the Academic Council and are administered by the Admissions Committee. The policies and procedures for readmission of a student suspended for academic reasons are adequate to insure that each student has a fair chance, but a special effort is made through personal counseling to keep persons unsuitable for college work from cycling through a continuing series of failures.

It should be noted that the aforementioned policies apply only to full time students. A student can avoid probation or suspension by registering as a part time student.

Data available from fall 1967 through spring 1970 show the percentage of students on probation or who have been excluded for a quarter to be reasonably small, particularly since the institution has an open door policy. It seems significant that the percentage of exclusions for

any quarter (except fall, 1969) is lower than the percentage of students placed on probation the preceding quarter, which indicates that a reasonable number of students on probation subsequently achieve a satisfactory cumulative average.

In the years (1969 - 70, 1970 - 71, 1971 - 72) for which data were available, the majority of grades given were B's and C's, which is a reasonable expectation. Table III. 6 shows grade distributions by division for the years 1969 - 70, 1970 - 71, and 1971 - 72. No count is recorded in the Registrar's Office of the WF grade. The WF and W grade classification was dropped in favor of simply recording a W on the student's permanent record.

TABLE III. 6  
GRADE DISTRIBUTIONS

1969 - 1970	A	B	C	D	F - WF
Humanities	680	721	607	184	110 - 24
Natural Science	191	374	462	178	90 - 6
Social Science	413	612	733	301	157 - 6
Bus. Admin.	173	285	424	135	98 - 10
P.E.	353	577	453	43	91 - 4
Nursing	36	49	35	7	4
Allied Health		5			
Total	1846	2623	2716	847	550 - 50

TABLE III. 6 - continued  
GRADE DISTRIBUTIONS

1970 - 1971	A	B	C	D	F - WF
Humanities	1015	938	615	146	107 - 8
Natural Science	184	380	475	225	168 - 6
Social Science	458	1192	722	202	114 - 8
Bus. Admin.	200	281	361	83	63 - 12
P.E.	435	605	327	37	52 - 4
Nursing	30	60	34	9	4 - 3
Allied Health	25	24	6	1	2
Total	2347	3480	2540	703	510 - 41
1971 - 1972	A	B	C	D	F - WF
Humanities	994	922	515	139	70 - 15
Natural Science	205	371	517	201	150 - 12
Social Science	512	570	913	302	166 - 5
Bus. Admin.	295	342	349	84	61 - 14
P.E.	522	547	317	18	46 - 6
Nursing	31	106	41	1	5 - 2
Allied Health	22	17	7	0	1 - 0
Total	2581	2875	2659	745	499 - 54

Table III. 7 shows the number of students on the Dean's, Honor, probation, and exclusion lists by quarter from fall 1967 through spring 1970. Data beyond the spring of 1970 on this subject were not available.

TABLE III, 7  
STUDENTS ON DEAN'S, HONOR, PROBATION, AND EXCLUSION LISTS

QUARTER	NUMBER ON DEAN'S LIST	NUMBER ON HONOR LIST	NUMBER ON PROBATION	NUMBER ON EXCLUSION
Fall, 1967	32 ( 6.1%)*	20 (3.8%)	78 (14.9%)	51 (9.7%)
Winter, 1968	32 ( 6.2%)	17 (3.3%)	63 (12.2%)	21 (4.1%)
Spring, 1968	31 ( 7.4%)	15 (3.6%)	101 (24.2%)	25 (6.0%)
Summer, 1968	7 ( 2.3%)	22 (7.3%)	12 ( 4.0%)	1 ( .3%)
Fall, 1968	63 ( 7.2%)	32 (3.7%)	105 (12.1%)	28 (3.2%)
Winter, 1969	82 (10.6%)	32 (4.1%)	63 ( 8.1%)	21 (2.7%)
Spring, 1969	74 (10.1%)	34 (4.6%)	64 ( 8.7%)	33 (4.5%)
Summer, 1969	21 ( 5.0%)	39 (9.2%)	13 ( 3.1%)	4 (1.0%)
Fall, 1969	87 ( 9.1%)	43 (4.5%)	76 ( 7.9%)	41 (4.3%)
Winter, 1970	107 (13.1%)	45 (5.5%)	28 ( 3.4%)	7 ( .9%)
Spring, 1970	100 (13.5%)	44 (5.8%)	74 ( 9.8%)	15 (2.0%)
*Percent of Total Enrollment				

#### Instruction

Of the total 1971 - 72 budget, 60.3 percent was allocated for instruction. Included in the budget for instruction were the library, public instruction services, and the academic instruction operation. The committee believes that the instructional budget is adequate, but without federal funds for Nursing and Allied Health provided through the Appalachian Program, the portion allocated for instruction would be insufficient. The Committee, in agreement with faculty and administration, believes that instruction would be more effective if an increase in budget allocation

could result in class size reduction.

Academic preparation of the faculty is directly related to the effectiveness of instruction. The Committee on Educational Program believes that preparation of the faculty is adequate as outlined by the Committee on Faculty. The faculty is so organized that no faculty member is teaching out of his field except in rare circumstances because of an emergency, or because of personnel shortages during summer sessions.

Effectiveness of instruction is evaluated at various levels by different means. Each division and department chairman must rate each instructor in his respective area according to the guideline for faculty. This evaluation form must be sent to the Office of the Academic Dean by March 1 of each year. The information is confidential.

A Teacher Rating Scale for student evaluation of instruction is also provided by the Academic Dean. A supply of the form is available in both Instructional Services Offices. Participation by students and faculty is voluntary. Faculty members are not required to share the information with anyone.

In addition to these formal methods of evaluation, division chairmen and the department head are required to maintain current files of course outlines, objectives, and individual instructor's policies and to engage in periodic counseling of instructors in the area of teaching effectiveness. The Office of the Academic Dean maintains a complete file of all course offerings. Any new course must be represented in the Dean's file. Deleted courses are removed. Policies on evaluation of instruction have been in effect since 1970.

All division chairmen and the department head are required to evaluate in-

struction in their areas. In Allied Health, basic evaluation must cover student performance, appraisal, utilization analysis, and performance on National Registry Exams in specialized fields. Until graduates are available in sufficient numbers to provide controlled evaluation, other criteria are employed. Criteria include comparison with other programs and observation of students in artificial situations.

In the Social Science Division, self-criticism is encouraged along with inter-divisional conferences and joint effort on institutional projects. The Business Administration Division considers student feedback, student evaluation, and personal observation by the division chairman to be sufficient in evaluating instruction. The Humanities Division has highly structured courses. Instructors are evaluated by the division chairman. Student evaluation of instruction, student success as measured by grades, and informal student feedback are the methods used by the Natural Science Division, the Nursing Division, and the Physical Education Department. Little evaluation of instruction has been attempted in Continuing Education. The director of this area sees need for it and is planning more evaluation of programs.

The faculty was requested to discuss the procedures personally employed in evaluating instruction. Table III. 8 presents a list of methods used by individual faculty members. The numeral to the right of each method listed indicates how many faculty members are using the method. The responses are ranked in order of frequency.



TABLE 111. 8  
METHODS OF EVALUATION OF INSTRUCTION

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1.	Student evaluation of instruction - voluntary and anonymous (31)
2.	Student achievement as measured by grades (21)
3.	Performance on standardized tests (10)
4.	Self-criticism and self-evaluation (6) (This is considered a poor method by two of the six instructors)
5.	Informal comments from students (5)
	Nursing State Board Scores (5)
	Subjective assessment of student attitude in class (5)
	Clinical Performance (5)
	Performance on term papers (5)
6.	Conferences with current students (3)
	Opinion of colleagues (3)
7.	Conferences with former students (2)
	Feedback from local employers (2)
8.	Composite of critical self-analysis and student response through tests and class discussion (1)
	Inviting instructors from other disciplines to observe class sessions (1)
	Video-tape of a regular class session for self-evaluation (1)
	Improvement of reading skills as measured by standardized tests (1)

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Fifty-two percent of the faculty members reported that student evaluation is used in measuring the effectiveness of instruction. Less than one percent reported that they had never used the Teacher Rating

Scale. In addition to this rating method, several faculty members have personally designed evaluation instruments. Although the faculty is aware of the need for and the implementation of evaluation, only four percent are familiar with the instructional methods and techniques of colleagues.

Faculty members were asked to indicate the extent of use of standardized tests in evaluating student progress and assigning grades. In the event that instructors in some disciplines might not be familiar with the meaning of standardized tests, this type of evaluation was defined as one for which mathematical validity and reliability has been established and norms are available. The casual observation has been made that most students and some faculty are confused with regard to the meaning of a standardized test. Some erroneously believe that questions from a test manual accompanying a text are "standardized." By the Committee's stated definition, less than one-half of one percent of the faculty reported the use of standardized tests.

Questioning of division and department chairmen on the subject of standardized tests brought the following results:

Social Science - Not Used.

Natural Science - Used in Chemistry. The division considers the median as a measure of central tendency and compares students' scores to all colleges and universities in the state.

Humanities - Used only as a basis for exempting students from English 101.

Physical Education - Not Used.

Allied Health - Not currently used, but the division is studying the prospects of using national proficiency and/or equivalency exams in the medical laboratory field. The division also plans to participate in the evaluating and norming of a national examination in microbiology.

Continuing Education - Not used, but the director reports that some standard measures have been applied in a few non-credit courses.

Nursing - Standardized tests are used in some classes. Local students perform at, or above, the average of the national population.

Among division and department chairmen, future plans for more reliable and valid evaluation and improved instruction include development of more complete course outlines, extended use of student evaluation of instruction, and further refinement in formulating measurable objectives for all courses. Other plans include more recognition for good teaching, video-taping of instruction for critical self-analysis, and divisional critique.

Faculty response to questions concerning change in this area netted the following results: twenty-six percent reported that they plan no change in procedure for the future. Table III. 9 represents methods by which other faculty members plan to improve instruction and arrive at more effective evaluation.

TABLE III. 9  
PLANS FOR EVALUATION AND IMPROVEMENT OF INSTRUCTION

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1. Use college evaluation form every quarter.
  2. Develop and refine student evaluation form for special courses.
  3. Conduct more discussions with students.
  4. Improve classroom tests.
  5. Attend workshops and conventions in field.
  6. Check grade distributions at mid-quarter and at end of every quarter.
  7. Focus more on pre-test and post-test.
  8. Improve means of unbiased communication.

TABLE III. 9 - continued

9. Follow up on graduates.
  10. Follow up on students who did not graduate.
  11. Determine local needs through contact with employers.
  12. Ask instructors from other fields to visit classes and evaluate instruction.
  13. Increase use of audio-visual material.
  14. Work on advanced degree or take more courses in field.
  15. Read professional journals.
  16. Develop improved methods of stimulating research and promoting dialogue with students.
  17. Discard teaching methods that have proven to be ineffective.
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The Academic Dean considers improvement of instruction to be of prime concern. Current methods and future plans in this area include efforts to insure that faculty continues to receive information concerning methods of improving instruction. The securing of resources for attracting additional competent faculty is a major consideration. Adequate travel funds are provided within budget limitations so that faculty may take advantage of current innovations in instruction improvement. The college continues to encourage and seek support for graduate stipends.

There have been no formal studies to determine the relationship between class size and effectiveness of instruction except in Nursing and Medical Laboratory Technology. These areas are funded on a basis of a 23 to 1 ratio. In Nursing, health programs, and laboratory courses, a small class (23 or less) is an absolute necessity. Class size at this

level is maintained in these areas.

An analysis of faculty opinion reveals that large classes (25 or more) are in disfavor by both faculty and students. Some of the difficulties noted include the lowering of student performance and instructional effectiveness and the elimination of meaningful dialogue. Large classes are especially detrimental in the Humanities Division. Other negative aspects include difficulty in control of the class, impairment in teaching for individual differences, and the feeling of some students of being threatened by a large class.

Many classes at the college go beyond the definition of a large class, especially in the Social Sciences and the Humanities. However, some divisions have experimented with the "double-section and small-group seminar" model which accommodates as many as 80 students. Results are on the positive side both in student and faculty opinion and grade distributions. These observations are informal. No follow-up study on the double section technique has been made. Reaction to large classes is not all negative. A minority of instructors have never had a large class; a few believe that above 25, the size does not matter as long as proper techniques are employed. Table III. 10 shows average class size and range by division or department for 1971 - 72.

TABLE III. 10  
AVERAGE CLASS SIZE AND RANGE

DIVISION OR DEPARTMENT	AVERAGE	RANGE
Fall Quarter 1971		
Humanities	28.9	10 to 52
Social Science	42.7	17 to 67
Natural Science	31.7	10 to 48
Business Administration	25.1	10 to 45
Physical Education*		
Nursing*	36.5	17 to 56
Allied Health	6.5	3 to 16
Winter Quarter 1972		
Humanities	27	6 to 40
Social Science	37.9	14 to 70
Natural Science	28.9	14 to 58
Business Administration	21.2	8 to 35
Physical Education*		
Nursing*	27	16 to 38
Allied Health	4.6	1 to 12
Spring Quarter 1972		
Humanities	21.3	10 to 33
Social Science	37.3	16 to 71
Natural Science	24.5	4 to 53
Business Administration	19.1	7 to 35
Physical Education*	16	
Nursing*	20.7	17 to 28
Allied Health	3	1 to 5
<p>*Physical Education was included only to show the size of the 5-hour credit course for majors. There is some team teaching in the Nursing Division.</p>		

Methods used by instructors to compensate for large numbers include increased planning and careful use of audio-visual materials, individual office conferences with students who have special problems, field trips, breaking large classes into small groups meeting on different days, well-prepared lectures, printed handouts, team teaching, and moving about in class during lectures.

Division chairmen and the department head are compensated for large classes by the use of student assistants, the use of seminars, and more frequent testing. The observation has been made that aid from student assistants is primarily limited to division chairmen. In general, individual faculty members receive little help with routine, clerical chores. There is no system for providing assistance for faculty on the basis of teaching alone.

There have been no controlled studies on the relationship between teaching loads and effectiveness of instruction because the standard teaching load is 15 quarter hours as prescribed by the Board of Regents of the University System of Georgia. Instructors are prohibited by the college from being paid for teaching more than 15 quarter hours. Occasionally, an instructor volunteers to teach an additional five-hour credit course without extra remuneration, but approval has never been granted.

The college offers one-hour credit courses under the heading of current affairs, as explained in the discussion of curriculum. Teaching of these courses is officially voluntary, but occasionally an instructor feels obligated to participate when asked, whether or not he initiated the course.

In summation, no one on the faculty carries an excessive teaching load. There have been inequities in class size. Large classes occur because of high enrollment, curriculum requirements, time of year course is offered, time of day course is offered, and popularity of the instructor.

Some divisions limit class size to a definite number and distribute the students evenly among course sections. However, this is not an across-the-board practice. As a result, large classes tend to occur during popular hours of the day, leaving other sections with a number of students below the figure of 25. Facilities were not designed for large classes. Only one area was so designed and is not sufficient to accommodate the large classes that occur at certain hours.

Division and department chairmen offer no particular method for encouraging the use of a variety of types of examinations. Discussion of the subject at division meetings was offered as a suggestion. Research comparing test results on different types of tests is planned by one division. Faculty is given the freedom to test in the manner they feel best measures student progress in a particular course.

Most instructors use a variety of types of tests. Data indicate that no instructor employs only one type of test item or method. Most present a variety of methods throughout a course, or even in one test. The faculty believes that frequent tests raise the validity of a grade. Only in a few isolated cases was it found that instructors base a grade on less than four evaluations per quarter. Table III, 11 presents types of examinations used by the faculty.



TABLE III. 11  
TYPE OF EXAMINATIONS HELD BY FACULTY

1. Objective - including multiple choice, matching concepts, true or false, completion.
2. Unannounced Quiz.
3. Blue Book Essays.
4. Discussion in Combination with Objective Items.
5. Standardized Tests.
6. Two-day Examinations.
7. Take-home Examinations.
8. Open-book Examinations.
9. Problem - solving in class.
10. Test Manual Examinations.
11. Short Answer Items.

Special teaching devices have been employed increasingly in the past three years as new instructional media, equipment, and specialists have been added to the staff. During winter quarter 1972, the Director of Instructional Media prepared and distributed the Guide to Instructional Media and Instructional Services. The purpose of the guide is to familiarize the faculty with available services and equipment and procedures for utilization. The guide will be continually up-dated as new equipment and services become available. The guide is on file in the office of each Faculty member.

Analysis of faculty opinion regarding effectiveness of special teaching devices reflects that the reading laboratory, films, and video tape are the most effective. Student opinion tends to support faculty opinion of these three devices. Films and the reading laboratory are the most frequently used. Table III. 12 indicates faculty and student opinion of the



effectiveness of special teaching devices. The tables indicate that the majority of the faculty do use specialized equipment.

TABLE III. 12  
FACULTY OPINION OF MEDIA

TYPE	VERY USEFUL	USEFUL	NOT EFFECTIVE
Closed-Circuit Television	12	25	6
Reading Laboratory	35	12	1
Language Laboratory	13	19	9
Recorded Lecture	1	23	19
Programmed Learning Material	12	30	6
Films	23	24	4
Video Tapes	19	23	2
Other (Not Specified)	5	3	0

STUDENT OPINION OF MEDIA

TYPE	VERY USEFUL	USEFUL	NOT EFFECTIVE
Closed-Circuit Television	85	150	28
Reading Laboratory	164	105	10
Language Laboratory	88	122	26
Recorded Lecture	42	120	91
Programmed Learning Material	90	122	24
Films	138	166	8
Video Tape	92	144	13
Other (Not Specified)	16	9	3

Table III. 13 reflects frequency of use of special teaching devices.

TABLE III. 13  
FREQUENCY OF USE OF MEDIA

TYPE	VERY OFTEN	OFTEN	NEVER
Closed-Circuit Television	1	7	32
Reading Laboratory	9	11	19
Language Laboratory	0	6	34
Recorded Lectures	1	7	29
Programmed Learning Materials	8	15	16
Films	15	20	8
Video-Tapes	8	12	8
Other (NOT Specified)	3	7	0

The data indicate that the majority of the faculty do use specialized equipment.

A better method of demonstrating the utilization of media services is reflected in the actual increase of the average number of requests per day for hardware usage. Table III. 14 presents these figures.

TABLE III. 14  
UTILIZATION OF MEDIA SERVICES

MONTH AND YEAR	AVERAGE REQUEST PER DAY
July 1971	8.6
August 1971	7.3
September 1971	22.8
October 1971	16.8
November 1971	17.4
December 1971 - January 1972	15.0
February 1972	42.2
March 1972	38.0

The figures reported in Table III. 19 show an increase of eleven more requests per day in March 1972 over November 1971 and tend to contradict faculty opinion of effectiveness of various teaching devices and reports of frequency of use. The Director of Instructional Media believes the service has reached its limits until additional space, hardware, supplies, and personnel are provided.

A survey of use by division reveals that the Business Administration Division makes the most use of the overhead projector, 16mm films, and taped lectures. The division is planning use of closed-circuit television in the future. Programmed material (texts) have been effective in developmental mathematics and developmental English. The Natural Science Division considers films to be valuable. Humanities makes use of video-taped presentations and finds the Encyclopedia Britannica Films valuable in literature courses. No division outlined specific plans for the use of special teaching devices. These devices have been employed and use will continue as individual instructors see the value to a course. All faculty members are encouraged to experiment with special teaching devices for assistance with large classes and as an aid toward achieving more effective instruction.

All division and department chairmen were requested to state definite experimental measures for the promotion of better teaching and more effective learning. No controlled experimental programs were presented. However, campus-wide methods, procedures, and ideas are continuously being tried. The one-hour credit courses under Current Affairs have been well received. A fall quarter developmental program has been in effect for three years. The Natural Science sequence emphasizes ecology. Physical

Education has introduced such esoteric courses as ballet and foil fencing. Faculty continues to experiment with the Didactor and other programmed techniques. A group of faculty and students has developed an amphitheater for outdoor teaching. The sociology lab has been taking the interested student out of the classroom and into the world of real problems for more than three years. Team teaching and the four-hour class session have been tried.

All experimental procedures and ideas are designed to stimulate greater interest in learning. The Academic Dean, division chairmen, and the department head encourage instructors to remain constantly alert to new learning and teaching techniques which hold potential value for increasing student interest and attempts are made to relate subject matter to life problems. The evaluation and discussion show that the design and implementation of instruction at Dalton Junior College is aimed at achieving the institution's purpose and meeting the standards of quality education.

#### Institutional Effectiveness

The extent to which an intellectual atmosphere is fostered on a campus can be evaluated in terms of the efforts of the institution to promote activities which enhance the intellectual development of every member of the college. In addition to the instructional program a means of encouraging intellectual pursuit by students is through institutionally sponsored co-curricular activities which complement the instructional program. Co-curricular activities serve a dual purpose: (1) to provide for student exposure to intellectual and cultural activities and (2) to provide opportunities for active student involvement in intellectual and cultural activities which are an extension of the instructional program.

The Fine Arts Program is one facet of the co-curricular program through which the college strives to provide exposure and involvement. Community participation is also encouraged. The Fine Arts Program is financially supported through student activity fees and community donations. Fine Arts events are planned, coordinated, and promoted by the Fine Arts/Lecture Committee which is composed of both students and faculty, thereby representing a variety of views and interests.

Cultural presentations are planned on a quarterly basis and represent a diversity of cultural content and form. Lectures, musical programs, films, demonstrations, dramatic performances, and exhibits are the major types of presentations which are included in the Fine Arts Program. The presentations are scheduled primarily for the college activity hour when there are no scheduled classes. Whenever possible, the Fine Arts events are also scheduled during the evening for the benefit of the community. Presentations are publicized in the community as well as on the college campus.

The major Fine Arts event sponsored by the college is the annual Fine Arts Week scheduled during the spring quarter. The majority of the efforts of the Fine Arts Committee are involved in planning and coordinating this week-long series of activities. In spring 1971, the following presentations were offered: a current events lecture by a news correspondent, a string quartet presentation, a pottery making demonstration, an art exhibit, a ballet demonstration, a student art show, and a presentation of Edgar Lee Master's Spoon River Anthology by the college players. Student and community response to Fine Arts Week has been encouraging. Also in the spring of 1971, the college held its

giant landing tournament.

In spring 1972, Fine Arts Week presentations included a demonstration of wood sculpture, a lecture on science, ecology and religion, a weaving demonstration, a string quartet concert, experimental films, a folksinger, and a presentation of John Brown's Body by the college players.

In addition to the previously mentioned events there have been cooperative efforts with community groups which are involved with the promotion of cultural events. These efforts have culminated in the National Humanities Series Presentations and during the academic year of 1971 - 72, a series of musical presentations by the Atlanta Symphony. By sponsoring cultural events which are open to the community as well as to the students, the college is providing opportunities for public exposure to the arts and aiding the development of an intellectual climate on campus.

Upsilon Iota, the campus chapter of Phi Theta Kappa (the national Junior College honorary society), and the Instructional Media Department of the college sponsor a series of presentations entitled "Hotpourci." These presentations consist of varied films, musical presentations, speakers and multi-media shows which are designed to entertain as well as provide exposure to varied subject matter. Faculty and students have been actively involved in the development and presentation of the programs.

The college sponsors three publications which involve faculty and student participation. The Chaparral, the college yearbook, is published during the fall quarter of each academic year and is a record of the preceding year's college events. The Bug Cap Review is the college journal; Winged Lucia is the college literary journal and is published by the



college creative writing club.

The Boulder, the college newspaper, was published on an irregular basis until spring quarter 1972. Because of a lack of student participation and problems in production of the paper, the Student Activities Council voted to suspend funds for publication in the 1972 - 73 academic year.

During the winter and spring quarters of 1972, the Division of Continuing Education was responsible for obtaining on loan without charge from the National Gallery of Art the award-winning thirteen-part film series "Civilisation." The series was shown on a weekly basis at the college activity hour and as an evening presentation for the benefit of the community. In addition, the Division of Continuing Education has sponsored non-credit night courses in art study and appreciation.

The growth of the library facilities of the college is documented under the report of the Committee on Library. The library offers a service to the college and local community through its rotating collection of current fiction and non-fiction bestsellers. This collection is available for check-out on a weekly basis and is kept current. Student usage is encouraging.

The college bookstore provides a wide variety of fiction and non-fiction paperback books. Although some of these books are directly related to courses and are recommended as collateral or supplemental reading, a large number are stocked which are designed for pleasure reading by students, faculty, and interested members of the local community. The selection of paperbacks in the bookstore is diverse. Student usage has increased every year and an average of 35 general-reading paperbacks

a week are bought by students. The primary subjects of interest are sociology and psychology.

There is no evidence available to show how student achievement compares with that of similar institutions. The college has received feedback in the form of quarterly grade reports for some former students who transferred to senior institutions within the University System prior to June 1972. However, this information accounts for less than 15 percent of the graduates of the college and is available from a limited number of senior institutions. The feedback received indicates that these students are generally functioning at a comparable level of scholarship with other students at senior institutions. The majority are performing within plus or minus three-tenths of a point of their junior college cumulative grade point average.

In February 1972, a study was conducted by the college to determine, in part, institutional effectiveness as measured by the performance and status of students who attended the college since its opening in September 1967. Questionnaires were mailed to 2,287 former students. This number included both graduates and non-graduates of the college. A total of 378 usable questionnaires were returned by former students. Of this total return, 42 percent were from graduates and 58 percent from non-graduates. No follow-up questionnaire was sent to those students who did not reply.

An analysis of the composition of the graduate respondents compared to the composition of the total graduate population indicated that the returns were representative of the population in terms of percentage of transfer and terminal students and programs of studies pursued.

More than 75 percent of the respondents were enrolled in transfer programs. About 62 percent of these students continued on to senior

institutions. The University of Georgia, West Georgia College, The University of Tennessee at Chattanooga, and Georgia State University enroll more than 90 percent of the transfer graduates who continue their education. The majority of these students are pursuing degrees in the disciplines of Business Administration, Education, Sciences, and Social Sciences.

About 28 percent of students who did not graduate from Dalton Junior College transferred to senior institutions. Of these, about 92 percent were either still attending or had graduated from a senior institution.

Graduates of terminal programs appear to have no difficulty in obtaining employment which is directly related to their training. No studies have been conducted to determine how well terminal program graduates are performing in their business or professional careers.

About 12 percent of the non-graduates indicated that "financial difficulty" was the reason for not graduating. Of the respondents in this category, all were employed and had no educational experience beyond junior college work. Another 9 percent stated that they did not intend to obtain a degree, 12 percent stated that they either could not arrange their work schedule to continue or enlisted in military service. Another 6 percent listed "lack of interest" as their reason for not graduating. A more detailed analysis of the above categories revealed that those who were forced to discontinue their education because of work schedule generally had grade point averages of 2.3 to 3.0. In the remaining categories, a significant number of students were in scholastic trouble at the time they discontinued their studies. In several cases (15 percent) the student was academically excluded from the college. This explains in part the low incidence of "college dropouts" in the sample.

Apparently those students who did not perform at a satisfactory level in college work either did not respond to the questionnaire or chose a more acceptable explanation for not continuing their education. Approximately 47 percent of the non-graduate respondents reported no further educational experience beyond junior college.

In regard to fellowships and scholarships awarded to graduates for continued studies at senior institutions, the only information available concerns students who have been awarded Dalton Junior College Foundation Incentive Scholarships or Ford Foundation Upper-Division Scholarships. Applications for these programs are handled by the college Financial Aid Office. Approximately four percent of the graduates are recipients of these scholarship programs. The college has no way of determining how many graduates receive scholarships or fellowships from other sources. The Financial Aid Office does send Parent Confidential Statements to all transferring students who have been on the college Financial Aid Program to enable them to apply for aid at other institutions.

#### Recommendations

In view of the findings of the study, the Committee on Educational Program makes the following recommendations:

1. That an investigation be made of the usefulness of requiring developmental courses in English and/or Mathematics for those students showing marked deficiency, as determined by pre-testing or failure in a credit course.
2. That standards concerning academic probation and suspension be established for part time students.
3. That faculty members become more familiar with instructional methods of colleagues as a means of considering new ideas for improvement of instruction.

4. That instructors with unusually large classes be provided with competent and qualified clerical assistance.
5. That effectiveness of instruction in double-sections be evaluated.
6. That all divisions establish a maximum size for classes in order to utilize fully the 8:00 a.m. to 4:00 p.m. day class schedule.
7. That a systematic method be developed to evaluate the performance and achievement of all students who transfer to another institution and these results be compared with similar institutions.
8. That a method be developed for determining the occupational performance and achievement of graduates of the terminal programs.
9. That there be a continuing progress record of students in the early admission program in order to evaluate the effectiveness of the program.

#### Projections

The college plans to increase academic offerings in general education. The first priority is given to Fine Arts. A Fine Arts facility and expanded program and faculty are forecast. During the next ten years the administration will constantly investigate the feasibility of more terminal programs designed for immediate employment. Skill-type courses will be expanded. During 1972 the Teacher Assistance Program was introduced because of the availability of federal funds for sub-professional programs. Within this framework, future development of a one-year Teacher Assistance Program is under consideration and possibly the addition of a two-year Teacher Assistance Program for immediate employment. These are planned as a base for transfer into a four-year education program.

Other ten year forecasts include the introduction of new courses in Humanities and Social Sciences.

Allied Health is designing a well-structured program of career

follow-up. Results will be evaluated based upon National Registry Exams and employer evaluation of performance concerning adequacy of training. Allied Health also plans to participate in the evaluating and noting of a national examination in Microbiology. Continuing Education will develop a more effective method of instruction evaluation.

Instructional Media is planning complete television courses that can be received in the classroom on campus and at home, and intends to develop complete packages of teaching aids for each course offered. In addition, facilities will be developed by which students can research topics and present findings via film or slide-tape presentations. More use of programmed instruction is forecast along with individualized instruction kits for student utilization of various media forms.

During 1972, the Criminal Justice Program in cooperation with Georgia State University was added. Three new terminal programs are currently in the planning stages. These are Legal Secretary, Accounting, and Mental Health Technology. Administrators also see the creation of more terminal programs in addition to wider choices in transfer programs.

The Developmental Remedial Program is the prime experimental area. This program is under constant revision in an attempt to be of more service to students with deficiencies. Another experimental area is in audio-visual utilization. Closed-circuit television will be increasingly utilized within the next ten years, and investigation of the idea of the large-group small-seminar class instruction format will be continued.

Division chairmen and the department head were asked if they are involved in long-range projections of the institution. Five of the eight indicated that they are involved and that future changes would be necessary

in educational requirements, degrees offered, experimentation, instructional techniques, and Admission policies.

Administrators believe that there is no need for change in admission policies within the next ten years. However, the institution must remain alert to the changing needs of the community and be willing to alter any area where change is necessary. Administrators do not offer any plans for change in general education requirements.

No radical change in faculty organization is contemplated, nor are there plans to alter the division-type organization. The present organization of committees, councils, and faculty appears adequate.

#### IV. FINANCIAL RESOURCES

##### Organization and Administration

Dalton Junior College is a unit of the University System of Georgia. The General Assembly of Georgia makes appropriations to the Board of Regents which in turn allocates funds to the college. The entire business and financial functions of the institution are the responsibility of the Board of Regents. The Board of Regents has established rules under which the financial functions of the college must operate. These rules may be found in Policies of the Board of Regents, University System of Georgia.

The Comptroller is the chief business officer of the college. He is appointed by the President of the College with the approval of the Board of Regents. The Comptroller serves at the will of the President and is one of the principal administrative officers. In addition to reporting to the President, the Comptroller must also make certain periodic reports to the Board of Regents. These reports usually require the joint signatures of the President and the Comptroller.

One of the major functions of the business office is to serve the institution and to assist in the advancement of the educational program. This function is well understood by the Comptroller's office. For example, the Comptroller's office assists the division and department chairmen in completing proposals for federal grants, participates in the planning of facilities for educational functions, and provides assistance in the budgeting for the various departments. Other



duties of the Comptroller are specified in the Faculty Handbook.

The Board of Regents has some control over the budget of the College after funds have been appropriated. It is the responsibility of the Comptroller and the Board of Regents to make sure that the College is spending its money on those purposes and functions that were originally specified in the line item budget. If the College wants to change or shift some of its expenditures from one area (or function) to another, it must make a budget amendment in writing to the Board of Regents.

In 1970 the State of Georgia, through the Board of Regents, cut back the funds of the College 3.8 percent after the budget had been made and approved. In 1969 the cutback figure was 3 percent. In the history of the Board of Regents these cutbacks are not common. When the College faces a cutback, the division chairmen and administrators are called together and the budget cuts are discussed. The line items usually cut are: (a) travel, (b) operating supplies, and (c) equipment. Cuts affecting the academic areas have been limited. The Comptroller reports that a cut of 3 or 3.8 percent does not interfere with the educational process. However, the Comptroller feels that a cut of 10 percent could interfere with the educational process.

Dalton Junior College uses centralized accounting, and, consistent with the guidelines of the Board of Regents, has instituted a series of efficient and adequate accounting controls. Periodically, the Comptroller's Office sends budget statements to the various departments. The Comptroller's Office exercises sound administrative control over the budget.

### Budgets

The preparation of the budget begins with the Registrar and Comptroller making an enrollment projection for the next fiscal year. During the fall quarter, budget forms are issued to the department and division chairmen with instructions for submitting the next year's budget request. Individual faculty members can make recommendations concerning the budget to their division or department chairmen. Upon receipt of the divisional or departmental budget request, the President, with the assistance of the Academic Dean and the Comptroller, makes the final budget decisions that he feels are in the best interests of the College. The division and department chairmen have the opportunity to propose and endorse their needs in regard to each part of their budget with respect to salaries, equipment, travel expense, operating supplies and expenses. The budget as adopted is a clear statement in terms of money for the educational and service programs of the institution. The budget is allocated by divisions and department.

Preliminary budget requests are made to the Board of Regents in December. Administrative staff members of Dalton Junior College meet with the Chancellor's staff in March to finalize budget requests. The President is notified in April of the allotted appropriations for the College.

The budget is developed after careful educational planning. The Registrar and Comptroller are required to make enrollment projections every two years for a ten-year period. The projection is updated yearly and is used as a part of the budget base. Division chairmen make projections of needed faculty positions, supplies, travel, and equipment.

The forms on which the budget is prepared provide a logical flow of information from division and department to the Comptroller and from his office to the Board of Regents. The Chancellor's staff reviews the budget in detail before it is submitted to the Board. Budgets are reviewed on a line item basis. The budget review by the Board of Regents is limited to matters of broad policy.

The system of budget control from the divisional level through the office of the Comptroller is sound. When the budget is approved, each division or department is notified of the amounts for each area of its budget. Reports are issued each month to the chairmen of divisions having separate budget identity. These reports relate to actual disbursements and encumbrances to the budgeted amounts for each division and show free balances remaining.

It is a normal function of the Comptroller to safeguard against the expenditure of funds on items which do not lend themselves to the stated purpose of the College. There is freedom for the department and divisions to spend educational funds within the limitations of legality, policy, and availability. The Comptroller does review purchase requests to make sure funds are available and to prevent duplicate purchases.

Monthly progress reports and Quarterly Cash Position Reports are made to the President and to the Board of Regents. Throughout the year, as income and expenses of the College differ from those projected in the budget, amendments are made to the budget.

Yearly reports made to the President and the Board of Regents consist of the Balance Sheet, Statement of Current Revenue, Statement of Current Expenditures, Statement of Operation of Restricted Funds, Statement of

Changes in Cash Balances, Statement of Agency Funds, Statement of Operation of Unexpended Plant Funds, and Statement of Investment in Plant. These statements are published yearly in the Dalton Junior College Financial Report. Periodic audits are made by competent state auditors. These audits are on a formal basis, and generally accepted principles of institutional accounting as described in the revised edition of College and University Business Administration published by the American Council on Education are used.

#### Current Funds Expenditures

Statements of expenditures by function (purpose) for the past four years and the current budget are shown in Table IV. 1. The figures are given in dollar amounts as well as percentages. It should be noted that the total expenses of the College have increased each year as has the total enrollment. The equivalent full time enrollment (E.F.T.) during the fall term of each year also appears in the chart.

From this table it can be seen that expenditure by functions (in percentage terms) have been rather constant during the first five years. It should be noted that the college spent 60.3 percent of its total budget on instruction in 1971 - 72. This figure is constant except for the first year. As a general rule-of-thumb most junior colleges spend between 60 percent and 65 percent of their budgets on instruction.

It may also be noted that expenditures on plant operations (averaging 10 percent to 12 percent) are minimal. The Comptroller attributes this to the fact that the plant and all of the equipment at the college are new and therefore need few repairs.

TABLE IV. 1  
EXPENDITURE BY FUNCTION

	1967-68	1968-69	1969-70	1970-71	1971-72
Administration	70,348	99,367	99,876	119,925	123,546
General Institutional	29,877	54,003	67,850	83,153	86,610
Welfare	18,393	29,676	32,534	36,762	43,758
Plant Operations	57,507	92,722	106,704	113,522	137,674
Library	48,885	91,041	87,445	86,668	102,012
Instruction	219,092	548,830	632,058	692,853	723,108
Total	444,104	915,641	1,026,467	1,132,823	1,199,176

PERCENTAGES OF EXPENDITURE BY FUNCTION

Administration	15.8	10.9	9.7	10.6	10.2
General Institutional	6.7	5.9	6.6	7.2	5.6
Welfare	4.1	3.2	3.2	3.3	3.8
Plant Operations	12.9	10.1	10.4	10.0	11.5
Library	11.1	9.9	8.5	7.7	8.6
Instruction	49.4	60.0	61.6	61.2	60.3
Total	100	100	100	100	100

S.F.S. Enrollment (Fall Quarter)	444	745	812	819	916
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Table IV. 2 presents a statement of total and relative expenditure for faculty and staff salaries in each major category, administration, general institutional, welfare, plant operations, library, instructional, and totals thereof. From this table it may be seen that total expenditures for faculty and staff salaries have increased each year as has the enrollment.

TABLE IV. 2  
EXPENDITURES ON SALARIES AND WAGES

	1967-68	1968-69	1969-70	1970-71	1971-72
Administration	63,267	92,128	89,679	103,571	108,655
General Institutional	19,230	37,234	51,715	45,743	54,300
Welfare	16,954	27,428	31,398	35,025	43,642
Plant Operations	32,330	50,919	63,096	67,166	88,503
Library	21,532	26,536	29,780	32,661	32,963
Instruction	203,512	454,289	554,176	629,525	643,145
Total	356,825	688,533	819,844	913,691	973,408

PERCENTAGES OF EXPENDITURE ON SALARIES AND WAGES

Administration	17.7	13.4	10.9	11.5	11.1
General Institutional	5.4	5.4	6.3	5.0	5.6
Welfare	4.8	3.9	3.8	3.8	4.7

TABLE IV. 2 - continued

Plant Operations	9.1	7.4	7.7	7.4	9.1
Library	6.0	3.8	3.6	3.6	3.4
Instruction	57.0	66.1	67.7	68.7	66.1
Total	100	100	100	100	100

Table IV. 3 show the amounts and percentages of total expenditures used for operating expenses during the past four years.

TABLE IV. 3

## EXPENDITURES ON OPERATING EXPENSES

	1967-68	1968-69	1969-70	1970-71	1971-72
Administration	7,081	7,238	9,272	13,949	13,900
General Institutional	10,647	16,771	16,130	37,408	17,300
Welfare	1,441	2,248	1,136	1,677	1,600
Plant Operations	22,986	39,547	39,372	44,847	45,017
Library	2,198	3,751	4,368	5,301	5,000
Instruction	14,032	34,524	45,066	43,021	49,094
Total	58,385	104,079	115,344	146,204	131,911

## PERCENTAGES OF EXPENDITURES ON OPERATING EXPENSES

Administration	12.1	6.9	8.0	9.5	10.5
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TABLE IV. 3 - continued

General Institutional	18.2	16.1	14.0	25.6	13.1
Welfare	2.5	2.2	1.0	1.1	1.2
Plant Operations	39.4	38.0	34.1	30.7	34.1
Library	3.8	3.6	3.8	3.6	3.8
Instruction	24.0	33.2	39.1	29.5	37.3
Total	100	100	100	100	100

Table IV. 4 shows average salary of the faculty and chief administrative officers for the past four years and the current 1971 - 72 budget. Because of changes in personnel and changes in housing arrangements, average salaries of administrative officers have increased at a higher rate (31.3 percent) than average faculty increases (17.7 percent). These adjustments were made at the state level. Average increases and salary levels for both faculty and administrative officers originate at the state level.

TABLE IV. 4

## AVERAGE FACULTY AND ADMINISTRATIVE SALARIES

	1967-68	1968-69	1969-70	1970-71	1971-72
Full Time Faculty					
9 Months	8,525	9,388	9,713	10,022	10,038
12 Months	11,082	12,204	12,627	13,028	13,049
Administrative	13,100	14,775	16,450	17,600	17,600



The term "Faculty" as used in Table IV. 4 refers to full time faculty members only. The term "Administrator" refers only to the top six administrative positions: the President, Academic Dean, Dean of Students, Comptroller, Registrar, and Director of Continuing Education.

In interpreting these statistics it must be remembered that budgeted salaries may differ from those actually paid to the faculty. All figures used include only the state budget average and do not include any monies from the foundation, which have occasionally been used to supplement faculty and administrative salaries. Also, in some cases the budgeted salary is in excess of that actually paid. The Comptroller pointed out that the sharp increase in administrative salaries between 1968 - 69 and 1969 - 70 occurred primarily because the salaries of the Academic Deans were increased by a substantial amount in all of the state colleges in order to raise their salaries above those of various division chairmen who were being paid on a twelve month rather than a nine month contract.

Table IV. 5 presents the number of employees for the past four years for various categories, including the budgeted figures for 1970 - 71. These figures are based upon "equivalent full time" employees. As the table illustrates, the number of administrators, faculty and staff has increased roughly in proportion to the increases in enrollment.

TABLE IV. 5  
EQUIVALENT FULL TIME EMPLOYEES BY CATEGORIES

	1967-68	1968-69	1969-70	1970-71	1971-72
Administrative Officers	3.50	5.00	4.92	5.42	6.42
Clerical	5.83	8.10	14.31	12.00	12.00
Plant Maintenance	10.73	13.88	14.50	15.75	17.75
Library	3.98	5.15	4.00	4.00	4.33
Instruction and Teaching Staff	16.75	32.63	35.86	40.59	41.92
Clerical	3.33	5.33	5.63	12.06	11.81
Total	44.12	70.09	79.12	89.82	94.23

In analyzing the various tables presented above, it must be remembered that in the opening year of Dalton Junior College (1967 - 68) only freshman courses were offered, a situation which may tend to distort some of the percentages. However, data for the four years 1968 - 69, 1969 - 70, 1970 - 71, and 1971 - 72 indicate that a consistent pattern of educational expenditures has developed. During the same years, 1968 - 69 through 1970 - 71, the enrollment has increased 23 percent, while the funds available for expenditures have increased 29.7 percent. Furthermore, these expenditure patterns seem to indicate that a relatively constant percentage has been spent in each of the various categories from year to year.

In the future the distribution of expenditures for the various

categories should follow whatever pattern is necessary to carry out the stated objectives of the college.

Current Funds Income

Procedures for the handling of current funds income meet the standard required by the internal audit department of the University System of Georgia and the Georgia State Department of Audits. The Comptroller has incorporated sound internal control practices for the business office. Funds are deposited daily, and the functions of receipting, recording, and depositing of funds are performed by different individuals. Cashiering is a centralized function. All persons who handle institutional funds are bonded by a blanket bond held by the University System of Georgia. The various categories of income are shown in Table IV. 6.

TABLE IV. 6

AMOUNT OF TOTAL ITEMS OF INCOME

	1967-68	1968-69	1969-70	1970-71	1971-72
Student Fees	93,206	199,032	243,957	240,593	273,011
State Appropriations	396,000	632,000	667,000	730,860	762,018
Gifts & Grants	0	70,115	113,309	158,691	150,522
Federal	0	66,115	104,650	158,636	150,522
Other	0	4,000	8,659	55	0
Sales & Services	117	549	611	2,024	500
Other	1,356	2,605	2,836	2,643	1,458
Total	490,679	904,301	1,027,713	1,134,611	1,187,509

At the present time, it appears that income is very stable and is growing at a satisfactory rate. In the past four years enrollment has grown 23 percent, and income has grown 31 percent. Since all appropriations to the college come from the state, continuing efforts are being made by the Regents of the University System, the Chancellor, and his staff to keep the state appropriations commensurate with other states in the region.

In the future, student fees will continue to move directly with the general level of prices. The general policy of the University System of Georgia is that the student pay 25 percent of the total cost and state appropriations cover the other 75 percent. Beginning in the summer quarter of 1972 a full time student who is a legal resident of Georgia paid \$85 per quarter for matriculation compared to \$80 per quarter for the previous year.

The college does not have a director or department of development. This area is handled jointly by the President, Comptroller, Deans, and other staff sections which have needs. The Dalton Junior College Foundation raises money from the local community. The Foundation as a source of future income is discussed in the section on endowment funds.

Under present policy, surplus funds are returned to the University System of Georgia, which in turn consolidates funds for all colleges, and accounts to the Treasurer of the State of Georgia for these funds. The college was allowed to use the 1967 - 68 surplus of \$33,873 in 1968 - 69; the college was allowed in 1969 - 70 to use the 1968 - 69 surplus of \$32,534. The 1969 - 70 surplus of \$2,462 reverted to the University System of Georgia as did the 1970 - 71 surplus of \$3,055.

Deficits are not recognized as a nonuality for any institution in the University System of Georgia. Should a deficit occur, it would be absorbed in the next budget year.

#### Capital Funds Income and Expenditures

In the school years from 1966 to 1968, the capital funds expenditures for the college was \$2,800,000. The two sources were \$1,800,000 from bond funds furnished by Whitfield County and \$1,000,000 from United States Department of Health, Education and Welfare (HEW). These funds were expended for the construction of the initial buildings of the college and for the development of the campus site. Subsequent capital expenditures have been the responsibility of the Georgia Education Authority of the University System.

Capital expenditures for the school year 1968 - 69 were in the amount of \$207,178. This amount was expended on construction of the classroom-office building, Memorial Hall.

During the school year 1969 - 70, the amount of \$583,337 was expended on capital investments for the completion of Memorial Hall. The Georgia Education Authority expended additional funds in the amount of \$89,310 for construction of the library building during 1970 - 71.

In 1971 - 72 a total of \$2,056,732 was spent for capital investments. The expenditure breaks down as follows: \$667,482 was spent on completing the new library building; \$1,139,250 was spent in starting construction on the student center addition; \$250,000 was allocated for renovating the old library area and expanding the maintenance building.

The State of Georgia holds all of the indebtedness on capital expenditures. Dalton Junior College has no indebtedness and is not responsible for the amortization of the capital expenditures debts of the State of Georgia. In the State of Georgia, capital outlays for construction of new buildings are all handled and negotiated through processes controlled by the Board of Regents of the University System of Georgia. All fund appropriations are made by the State of Georgia through the Board of Regents.

During the next ten years, the probable investment in physical plant and capital equipment for the college will total at least \$2,400,000. Approved building projects include an expansion of the maintenance building, estimated at \$100,000, as well as an addition to the administration building at an estimated cost of \$150,000. At this time the college needs and has requested a new building to house the Allied Health Programs at an estimated cost of \$800,000 and a fine arts facility. However, no funds were made available in 1972 - 73. The Board of Regents will reconsider the request in 1973 - 74. If these two building projects are approved at that time, the buildings will be ready in approximately 1976 allowing the usual two to three years for completion.

#### Endowment Funds

The Board of Regents has no policies on endowments. The handling of endowment funds is left to each institution. The Dalton Junior College Foundation, Inc. is the main channel through which private charitable

monies are placed into the overall college financial structure. Recently two loyal friends of the college, the late Mrs. Sam Head, and Mr. W. J. (Jack) Bandy in memory of his parents, Mr. and Mrs. B. J. Bandy, Sr. have made sizable gifts in the form of endowments. The Head gift amounts to approximately \$100,000, and the Bandy gift consisted of 5,500 shares of RCA stock with an approximate market value of \$200,000. Both funds are administered by the Trust Department of The First National Bank, Dalton, Georgia. The income will be paid on a current basis to the Foundation which will spend it as the Trustees of the Foundation choose (within the limitations of the Foundation's charter).

At the present time, these two funds represent the total corpus of the Foundation endowment. When the Bandy endowment trust is executed, it will be an open-ended document so that funds from other sources can be added to the present corpus. The Trustees of the Foundation can deliver gifts it receives into the account. Individuals may make either testamentary or living gifts directly to the Endowment Fund.

While no specific objective has been set, the Chairman of the Foundation Trustees, C. Ellis Whitehead, has stated a near term goal of one-half million dollars for the Endowment Fund.

#### Management of Restricted, Agency, and Annuity Funds

Dalton Junior College has received federal grants with which to operate the Allied Health and Nursing Programs. The federal funds for these programs are restricted and must be spent only on those items for which they were originally specified. A proposed budget is submitted to the federal government, and, after it is approved, the college

must account for expenditures item by item. The matching portion of a Federal project (usually coming from the State of Georgia or the Dalton Junior College Foundation) is not restricted funds.

The management of Work-Study and National Defense Student Loan (NDSL) funds is incorporated into the regular accounting system, and the same auditing procedures are used as for other institutional funds.

The policies and procedures of the Board of Regents affecting the payment to annuitants from annuity fund balances follow sound accounting practice. In the case of work-study, disbursement procedures are as follows:

- (a) the supervisor keeps a monthly time sheet on each student,
- (b) these monthly sheets are checked by the Director of Financial Aid,
- (c) the Director of Financial Aid then makes up the payroll,
- (d) the payroll is forwarded to the business office,
- (e) checks are prepared by the business office,
- (f) checks are disbursed by the Financial Aid Offices through the supervisors to the students.

Loans and grants are provided to students at the beginning of each quarter in the registration process. Disbursement of the checks is handled in the same manner as the Work-Study payroll. The system of disbursements seems to be sound since the Comptroller and the Financial Aid Director serve as checks on each other.

The policies established for the disbursement of Work-Study Funds are administered by the Student Aid Office. All federal funds disbursements have written guidelines.



Federal regulations require that all special federal funds must be shown as a separate item on the balance sheet. The federal government requires that the institution use the same accounting controls and procedures for federal disbursements as for state disbursements. Therefore, when more than \$15 is spent on an item, the purchase order must be effected by the State Purchasing Department.

In accordance with federal regulations the college has never invested federal funds in securities. However, student activities funds are being invested and the interest yield therefrom accrues to the student activities fund and will be used to buy equipment for the student center.

The matching funds for the NDSL program are provided by the Dalton Junior College Foundation. State funds cannot be used for this purpose. Matching funds (20 percent) for the College Work-Study Program also come from the Dalton Junior College Foundation; the balance (80 percent) comes from federal funds. The state does not permit the institution to borrow money to be used for matching purposes.

Table IV. 7 shows the institution's matching contributions for externally supported programs and indicates the source of matching funds for the past five years.

TABLE IV. 7  
SOURCE OF MATCHING FUNDS

CATEGORIES	1967-68	1968-69	1969-70	1970-71	1971-72
College Work Study	11,806.75	19,827.00	25,338.44	21,779.00	22,000.00
College Work Study (Matching)(1)	1,771.01	2,974.05	3,800.76	4,355.80	4,400.00
Educational Opportunity Grants	11,506.00	29,615.00	24,439.99	16,718.00	17,000.00
Educational Opportunity Grants (Matching)(1)	1,000.00	1,000.00	500.00	500.00	1,000.00
National Defense Loan	18,900.00	21,933.00	12,083.00	0	0
National Defense Loan (Matching)(1)	2,100.00	2,436.99	1,342.55	0	0
Library Grant	0	5,000.00	7,297.00	2,735.00	0
Library Grant (Matching)(3)			Not Required		
Nursing Grant	0	42,302.00	70,203.00	66,630.44	73,032.00
Nursing Grant (Matching)(2)	0	528.00	200.00	7,923.00	25,500.00
Allied Health Grant	0	0	25,148.76	67,546.82	77,490.00
Allied Health Grant (Matching)(2)	0	0	1,867.00	4,390.85	1,808.00
Title VI Equipment Grant	0	18,813.00	0	0	0
Title VI Equipment Grant (Matching)(2)	0	18,813.00	0	0	0

TABLE IV. 7 - continued

Kiwanis Club (4)	0	0	0	2,659.00	0	700.50
Dalton Junior College Foundation (1)	0	6,400.00	8,800.00	9,850.00	12,500.00	
Total	47,083.76	169,642.04	183,679.50	202,128.52	236,430.00	

(1) Funds Supplied by Dalton Junior College Foundation.

(2) Matching Funds Supplied by Dalton Junior College From Budget.

(3) Library Grant Required Only Maintenance of Effort - No Funds.

(4) Gifts From Kiwanis Club.

Auxiliary Enterprises

The auxiliary enterprises at Dalton Junior College consist of the college bookstore, college grill, and college vending machine operation. The supervisor of these enterprises reports to the Comptroller. The responsibility for the financial management of these operations is vested in the Comptroller. Income statements of auxiliary enterprises for the past five years are attached.

Initially, this institution had to borrow money to equip and staff the above-mentioned enterprises. This loan has been paid off over the past four years. Net income over the repayment of the loan is revealed in inventory accumulation such as books, paper, general education supplies, and other consumables. These enterprises are self-sustained and operate with a depreciation allowance reserve.

One weakness in the operation of auxiliary enterprises is the college grill. The food served is relatively poor in quality. A second short-coming is in the bookstore operation. Prices charged students for textbooks continue to be 20 percent to 30 percent higher than prices charged in other college textbook stores. This weakness is recognized by the Comptroller and other administrative personnel. One reason given for the high textbook prices is that the size of operation is too small to realize economies in purchasing or distribution. The volume of sales in the bookstore is rather fixed and is in direct proportion to the number of students. Therefore, if volume of business is insufficient for staffing, the only real corrective action would be to reduce the size of operations. Reduction of the stock and inventory levels, the total number of personnel, the type and variety of goods sold should

all help lower costs and, thereby, lower textbook prices. Perhaps the bookstore should not carry anything except the necessities, i.e., textbooks, writing supplies and gym uniforms.

A summary of the 1967 - 71 operation of auxiliary enterprises is shown in Table IV. 8. Total income for four years was \$406,832 with total expenses of \$366,817. Income after direct expenses (\$40,015) less reserve for depreciation of equipment (\$20,342) yields a net income of \$19,673.

TABLE IV. 8  
AUXILIARY ENTERPRISES

YEAR	TOTAL INCOME	TOTAL EXPENDITURE	PERSONAL SERVICES	OPERATING SUP. & EXF.	EQUIPMENT
1967-68	\$ 78,644	\$ 67,947	\$10,088	\$57,398	\$461
1968-69	113,079	93,462	16,620	76,842	0
1969-70	110,071	108,056	20,418	87,638	0
1970-71	105,042	95,352	22,120	73,323	0

#### Purchasing, Storerooms, Inventory Control

Purchasing is permitted in three departments: the bookstore, plant operations, and the business office. The Comptroller is ultimately responsible for all purchases. Dalton Junior College maintains two types of inventory: those items that are classified as consumables, and those items that are classified as durables. The consumables consisting of such items as paper, pens, and chalk, are

maintained by the Director of Plant Operations. Each department or division requesting consumable supplies is identified and charged for the supplies. The dispensing of, and accountability for, these consumables is made through the Director of Plant Operations. Inventory of durable items such as equipment and machines is also maintained through Plant Operations. The primary function of the inventory clerk is inventory control of permanent or durable goods. He receives copies of equipment purchase orders and acknowledges receipt of purchase and immediately labels each item received. These items become a part of the overall inventory and are reported and maintained on IBM cards. The institution makes use of a perpetual inventory.

Central storerooms are managed and maintained through Plant Operations. A revolving fund is used to replenish the supplies. Storeroom facilities have enabled the institution to maintain a generous supply of consumable items. Although the storage facilities are becoming crowded, the proposed expansion of the maintenance building should eliminate this potential problem. The adequate supply of consumables usually permits immediate delivery to departments.

#### Plans For Financial Resources

Planning for adequate financial resources proceeds on three levels. Only a limited amount of effort can be directed toward increasing state funds. This usually results from continued increase in enrollment resulting from a well-planned student recruitment program. Dalton Junior College will continue to increase efforts to take advantage of appropriate federal funds as they become available. Plans are being made for an annual fund drive by the Dalton Junior College Foundation. Special

emphasis is to be placed on campaigns in surrounding counties.

The Dalton Junior College Foundation is planning for advertisement and promotion of Endowment Trust to encourage living and testamentary gifts. The Foundation also encourages corporations and management of local industry to contribute to the financial support of the College.

## V. FACULTY

### Recruitment and Selection

Faculty recruitment is under the general supervision and coordination of the Academic Dean. The Academic Dean works in cooperation with the Division and Program Chairman in recommending prospective faculty for employment. The need of each division is ascertained by consultation between the Academic Dean and Chairman. This need is expressed in proposed budget form for the fiscal year after approval by the President. After the budget is approved by the Board of Regents, the Academic Dean and the appropriate chairman will proceed to recommend the most suitable persons available. Additional information concerning the procedures involved in the appointment of faculty members is found in Policies of the Board of Regents of the University System of Georgia.

Both active and passive procedures are used in recruiting applicants for faculty positions. The active procedure involves solicitation from colleges and universities who have strong departments in the desired fields. Career days at these institutions are attended by recruitment personnel. The passive procedure involves regular screening of applications as these are received.

The objectives of Dalton Junior College and the expectations of its faculty are explained to prospective faculty members by the recruiter. If employment is offered to a person who is on the staff of a sister institution in the state, it is the policy of Dalton Junior College to arrange contact with that person through the president of his institution. There is no policy regarding the latest time within an academic year when



a faculty member from an out-of-state institution may be offered employment.

No changes in recruitment procedures are contemplated; however, efforts will be made to recruit faculty members from different sections of the country in an attempt to provide a non-sectional staff of instructors.

Orientation of the new faculty member at Dalton Junior College is a rather comprehensive process. The new member is brought onto the campus two days before the quarter begins so that ample time will be available for his orientation. This orientation is conducted primarily by the Division Chairman with the assistance of other members of the division. The administration also assists in this procedure, especially in the area of fiscal matters and general business regulations. New members are given information about the city of Dalton: its population and certain geographic data, its principal industry, and its hospital, schools, and recreational facilities. The member is taken on a tour of a major carpet manufacturing facility to acquaint him with the principal industry of this area. Assistance is given the new member in arranging for housing; reservations for nurseries and kindergartens may be made weeks and sometimes months in advance of his arrival.

A relatively small percentage of the total teaching faculty serve on a part time basis. From summer quarter, 1971, through spring quarter, 1972, 491 courses were taught. Thirty (or 6 percent) of these courses were taught by part time faculty. Part time faculty are used extensively in teaching the courses in the Continuing Education Program. In other cases excessive demands for certain courses may require the

addition of a new section and the employment of a part time instructor. Part time faculty may otherwise be used on a temporary basis when regular faculty members are on leave. The recruitment procedure for part time faculty is usually less formal than for full time faculty and is primarily community-oriented. The appointment procedures for all faculty are the same.

#### Faculty Organization

The teaching faculty of Dalton Junior College is organized into seven divisions: Humanities, Social Sciences, Natural Sciences and Mathematics, Business Administration, Nursing, Allied Health, and Continuing Education together with one department, Physical Education. The Division of Continuing Education is extensively discussed in Area IX, Special Activities.

An individual faculty member is responsible directly to his Division Chairman who is also his principal liaison to the administration. Divisions meet at the discretion of the Division Chairman, and frequency of meetings varies from weekly to quarterly. A significant portion of the faculty business is conducted within the framework of the divisions.

Councils and committees which are organized across divisional and administrative lines serve to unify the faculty and enhance communication. New committees are formed and existing ones dissolved as needs change. At the present time the organization includes the Academic Council, the Administrative Council with 2 sub-committees, the Student Activities Council with 3 sub-committees, and seven other committees. The basic responsibilities of the councils and committees are described in the

Faculty Handbook. The section of the handbook on councils and committees needs to be revised to reflect the current organization. All councils and committees meet on call of the chairman as the need arises.

The Academic Council is chaired by the Academic Dean, and membership is defined in the Faculty Handbook. This council meets several times each quarter, and the minutes of these meetings are distributed to the entire faculty. Through the division chairmen and elected faculty representatives, an individual faculty member can be in touch with and influence academic policy. Meetings are announced in advance and are open to any faculty member.

The Administrative Council which has the Comptroller as chairman did not meet during the academic year (1971 - 72). It is recommended that the role of this council be evaluated to determine the necessity for its continuing function. Bookstore and Campus Beautification are sub-committees of this council, and even though neither had met last year, the Chairman of each stated that some structure should be maintained to act on bookstore policy and campus beautification as needs arise and funds become available.

The Student Activities Council is chaired by the Dean of Students and has met twice during the past year. Advance notice and minutes of meetings are circulated to all faculty members. The Athletic sub-committee of this council did not meet last year, and its role needs to be reevaluated. The other two sub-committees, Student Publications and Fine Arts, are meeting as the need arises and are functioning effectively.

The Committee on Committees is responsible for recommending committee memberships each year based on preferences expressed by individual

faculty members. The six other committees are Admissions, Discipline, Financial Aid, Library, Nursing, and an ad hoc committee on insurance. All reported meeting at least once during the past academic year and felt they understood and were discharging their responsibilities.

General faculty meetings are convened by the President at least once each quarter to act on committee reports and other items of interest and concern to the entire faculty. Included in these meetings are all members of the administrative faculty and teaching faculty as defined in the Faculty Handbook.

This organizational structure is adequate for the present time and should be adequate for several years. However, some faculty members have expressed a desire for an opportunity to meet somewhat regularly exclusive of administrators to discuss matters of interest to full time teachers. It is recommended that this suggestion be studied and implemented if enough interest is generated.

The responsibilities and jurisdiction of the faculty are clearly defined in the Faculty Handbook. The ease of communication between faculty and administration is tangible evidence that they are generally understood and accepted.

#### Academic Preparation

The academic preparation of the faculty at Dalton Junior College is adequate according to the criteria defined in Standards of the College Delegate Assembly of SACS. Of the fifty-six persons involved in the instructional program during the fall quarter of 1972, seven have doctorates, one holds the degree of Specialist in Education, four are doctoral candidates, and eleven others have graduate training beyond

the Master's level. Therefore, forty-one percent of the faculty as a whole have training beyond the Master's degree. Seventeen of the thirty-one persons (fifty-five percent) who have instructed in the Humanities, Social Sciences, or Natural Science Divisions during the fall quarter of 1972 have preparation equivalent to at least one year of advanced study beyond the Master's degree. Sixteen of the twenty-two persons (sixty-four percent) in these divisions whose only responsibility was teaching have this preparation.

Ten persons have published articles in professional journals. Several faculty members are completing research to fulfill degree requirements; three others are currently preparing books for publication.

Table V. 1 exhibits a summary of highest earned degree, college teaching experience and average age of the faculty teaching at Dalton Junior College during the fall quarter of 1972. This data will be used as the basis for the following discussion on distribution of strengths, weaknesses, and competence of the faculty in relation to the purpose of the institution.

Two members of the Humanities Division have not received the Master's degree. Both have completed course work for the Ph.D. degree, are currently preparing papers to finish the Master's degree, and have plans to earn the Ph.D. One instructor is employed part time to teach a speech course, and one person who teaches in this division also has administrative responsibilities. Four members of this division (forty-four percent) now have the equivalent of at least one year of study beyond the Master's degree; and one additional person is on leave of absence for graduate study during the 1972 - 73 academic year.

TABLE V. 1  
 FACULTY D.J.C. - FALL QUARTER 1972  
 SUMMARY OF HIGHEST EARNED DEGREE, EXPERIENCE AND AGE  
 BY DIVISION AND FIELD

DIVISION AND FIELD	TOTAL FACULTY	DOCTORATE	MASTER'S	BACHELOR'S	AVG. EXP. AT D.J.C.	AVG. COLLEGE TEACHING EXP.	AVERAGE AGE
Administration (5 teaching fall qtr. 1972)	14	2	10	2	2.7	5.6	Not available
<u>Humanities</u>							
English	7	1****	4**	2***	2.7	3.8	39
For. Lang.	2*						
Music	1*						
Speech	1		1		0	4.0	56
Reading	1		1		3.0	6.0	54
Division Summary (8 full time)	9	1	6	2	2.4	4.1	42
<u>Soc. Studies</u>							
Education	1*						
Geography	1	1			5.0	25.0	60
History	3 (+1*)	2	1**		2.7	6.3	29
Pol. Sci.	1		1**		0	2.0	25
Psychology	2 (+2*)		2		2.5	2.5	36
Sociology	1		1		3.0	3.0	38
T.V. Prod.	1*						
Division Summary (7 full time)	8	3	5		2.6	6.0	35

TABLE V. 1 - continued

DIVISION AND FIELD	TOTAL FACULTY	DOCTORATE	MASTERS	REGULARS	AVG. EMP. AT D.J.C.	AVG. COLLEGE TEACHING EXP.	AVERAGE AGE
<u>Nat. Sci.</u>							
Biology	3	1	2 <sup>***</sup>		1.7	3.7	30
Chemistry	1		1		4.0	7.0	34
Math	3	1	2		3.0	8.3	45
Physical Sci.	4 <sup>**</sup>						
Physics	1	1			2.0	4.0	34
Division Summary	8	3	5		2.8	6.1	37
<u>Bus. Adm.</u>							
Accounting	3		3		1.3	2.3	25
Business	2			1	1.3	1.5	54
Economics	3		3		3.0	3.7	15
Secretarial	2		1	1	3.0	4.5	22
Division Summary (7 full time college staff) (2 full time teaching)	10		7	2	2.2	3.2	40
Nursing	6		3	3	1.0	2.7	35
<u>Allied Health</u>							
Allied Health	1		1		2.0	2.0	40
Medical Records	1			1	1.0	3.0	25
Med. Technology	2		1	1	1.0	1.3	23
Division Summary (4 consultants)	4		2	2	1.3	2.0	30
Physical Ed.	4		4		3.8	6.5	37

\* -- Included elsewhere

\*\*\* -- includes Master's Candidates

\*\* -- Includes Doctoral Candidates

\*\*\*\* -- Specialist in Education

Members of the Humanities Division are on the average older than members of other divisions; average experience in college teaching is similar. The average length of service is about two and one-half years or fifty percent of the life of the institution. This ratio reflects growth more than turn-over and is an indication of the general stability of the faculty.

Seventy-one percent of the full time faculty in the Social Science Division have completed or are candidates for the doctoral degree, and one additional person from this division is on leave during the 1972 - 73 academic year working on this degree. Five persons from administration are teaching courses in the Social Sciences. One person is employed part time to teach a course in psychology. Average age, experience, and years of service at Dalton Junior College of members of this division approximate the average for the institution.

Members of the Natural Science Division have comparable academic credentials. Six (seventy-five percent) of the eight instructors have at least one year's preparation beyond the Master's degree. All members of this division are full time teaching faculty of Dalton Junior College. One person from this division is also on leave during 1972 - 73 to complete his doctoral studies. The average age, experience, and length of service of members of this division are similar to those of other divisions.

In the Business Administration Division the one member who does not have an earned degree is a part time instructor in a terminal program related to local industry, in which he has rich experience. The two who have Bachelor's degrees teach part time and have primary responsibilities in the Division of Continuing Education. All other members of the Division



hold the Master's degree, and thirty percent have completed work beyond. Members of this division integrate the academic program with community business and industry. One member teaches part time and serves as liaison between college and local business; three persons from the business community teach part time in the college program. The average age, experience, and length of service of members of this division are again comparable to those of other divisions.

All members of the Nursing and Allied Health Divisions have earned the Bachelor's degree, and fifty percent have completed the Master's degree. The instructors in Medical Records and Medical Technology are certified by the appropriate professional organizations. Length of service is shorter in these divisions partly because the Nursing program was added to the curriculum during the 1968 - 69 academic year, and the Allied Health Program the next year. Enrollment in both programs has grown steadily. Members of these divisions have less experience on the average than others.

The Physical Education staff is well qualified. All four full time instructors have earned the Master's degree, and two have engaged in further study. The one part time instructor in ballet has extensive training and professional experience. Again the average age, experience, and length of service approximate the institutional average.

The evidence demonstrates a basically well-qualified and generally well-balanced faculty. The educational credentials of the faculty as a whole and the specialized experience of instructors in terminal programs indicate that the training and competence of the faculty are compatible with the institutional purpose.

Growth and Development

Reference is made to faculty growth and development in the Faculty Handbook as follows:

Instructors and Professors at Dalton Junior College should not be satisfied with meeting minimum qualifications for their positions . . . . . The knowledge explosion, about which we hear so much, makes it mandatory that a teacher keep abreast of the changes in his academic field through additional graduate courses, seminars, research, the reading of professional literature, and the attendance at professional meetings.

A survey of thirty-two members of the full time teaching faculty revealed the following: Twenty-eight members, or 88 percent, stated that they felt encouraged by the administration to continue graduate work or research. Negative responses from the remaining four were attributed to unfamiliarity with the leave policy and a belief that enough money would not be available for helping to finance adequately their graduate work. Five members, or 16 percent, of the thirty-two questioned stated that they were not familiar with the leave policy.

A statement in the Faculty Handbook clearly explains the administration's views on faculty membership in professional organizations: "The College encourages its faculty to be members of professional organizations, particularly those of special interest or within the discipline of individual faculty members." Thirty of the faculty members queried, or 94 percent, stated that they belonged to one or more professional organizations. However, eleven of these, or 34 percent, said that even though they were aware of this statement in the Faculty Handbook, they did not really feel encouraged to belong to these professional organizations. Reasons given for these feelings seemed to reflect the

thought that the greatest benefit to be derived from membership in these organizations would be in attending its meetings and workshops, and not enough finances are available for such travel and attendance. Twenty-six faculty members, or 82 percent, stated that they had attended meetings of their professional organizations during the last five years, and most said that part of the expense of travel was borne by the individual.

The faculty has 111 memberships in 78 different professional organizations. Six faculty members hold membership in five or more professional organizations; six, in four; seven, in three; seven, in two; ten, in one. Two do not have membership in any professional group.

In response to the question, "Do you feel that necessary travel is adequately supported financially?" eighteen members, or 54 percent, answered no. Four others said that reimbursement for lodging and car mileage seemed adequate but that payment for meals was definitely too low.

#### Financial Provisions

Data on faculty salaries are drawn from these sources: an itemized list of faculty salaries for fiscal years 1967 - 71 obtained from reports in the Comptroller's Office, the Analysis of Operating Budget published annually by the Regents of the University System of Georgia, and the Junior College Journal, August - September 1970 issue.

Average, high, and low salaries by academic rank for fiscal years 1967 - 72 are included in the table below. These are budgeted and may differ from salaries actually paid.

TABLE V. 2

BUDGETED COMPENSATION FOR DJC FACULTY BY RANK  
FISCAL YEAR 1967 - 1968 THROUGH 1971 - 1972  
9 MONTH BASIS

		<u>1967-68</u>	<u>1968-69</u>	<u>1969-70</u>	<u>1970-71</u>	<u>1971-72</u>
<u>Instructor</u>	High	8,000	8,250	8,400	10,500	10,500
	Average	7,120	7,830	7,760	8,491	8,389
	Low	6,800	7,600	6,577	7,500	7,384
<u>Assistant Professor</u>	High	9,900	11,194	10,800	12,308	12,308
	Average	9,120	9,529	9,465	9,970	10,046
	Low	9,000	8,550	8,300	8,700	8,700
<u>Associate Professor</u>	High	11,500	11,460	12,000	13,692	12,500
	Average	10,333	10,894	10,853	10,956	11,238
	Low	9,500	10,628	9,230	9,846	9,923
<u>Professor</u>	High	11,700	12,900	13,300	15,000	15,000
	Average	11,350	12,427	12,560	14,375	13,730
	Low	11,000	12,100	12,000	12,500	11,923
Average		8,525	9,388	9,713	10,022	10,038

These salaries compare closely with other units of the University System of Georgia. Since 1965 the University System has indicated average salaries to be budgeted by each institution each year. This assures that similar ranks in the several institutions receive comparable pay. Appropriations from the Georgia General Assembly are given to the college by the Regents of the University System on a percentage basis. This percentage is based on the total personal services from the prior year's budget. Instructions to the institution are that increases will be

plans on a merit basis rather than a straight line across-the-board increase to each employee.

Data obtained from the Junior College Journal, Volume 41, August - September 1970 (latest information available) indicates that the median faculty salary in public two-year institutions with an enrollment of less than 1,000 students for the 1969 - 70 academic year was \$9,145. The same year the average faculty salary for Dalton Junior College was \$9,719. Salary averages are equal to or exceed national averages of junior colleges of similar enrollment.

The Teacher Retirement System of Georgia has been in effect since 1932 and has been upgraded on several different occasions as to the benefits in type and amount. All full time faculty members come under the Teacher Retirement Program. The retirement provisions are presented in the booklet Handbook of Information, Teacher Retirement System of Georgia, 1969. Each faculty member contributes 6 percent of his salary, and the State of Georgia contributes an additional 7.65 percent. Beginning July 1, 1972, the employer contribution rate will be increased to 7.75 percent. The faculty is also covered for additional retirement income from the Federal Insurance Contributions Act.

All faculty members are covered by Workman's Compensation Insurance, and provision is made for unemployment compensation. Additional benefits are sick leave and death payment based on length of service to the institution.

A group insurance plan is offered to all full time faculty with a maximum coverage of basic life, accidental death, and dismemberment insurance in the amount of \$15,000, and Supplementary Life Insurance

available according to the amount of annual compensation up to \$35,000. Hospitalization, surgical, and medical expense coverage are available to faculty members and their dependents. The college contributes \$125 per year for each employee. This amount is low compared with other institutions outside the University System. The remainder of the premium is paid by the individual. In 1970, the Regents of the University System approved increased matching benefits for insurance up to \$252 per employee per year; however, increased benefits had not been funded by the State Legislature at the time this report was being prepared.

Basically, the fringe benefits offered at Dalton Junior College are the same as those found at other institutions in the University System. Benefits are closely governed by regulations of the Board of Regents. At present the fringe benefits at Dalton Junior College are barely sufficient for the welfare of the faculty member.

#### Teaching Load and Other Duties

The normal teaching load for full time faculty is fifteen quarter hours. This load usually consists of three five-hour courses with an enrollment of approximately thirty students in each, yielding a total of 450 contact hours. This total is slightly higher in the Division of Social Sciences. The teaching load for faculty in Natural Sciences courses is computed differently because laboratory work is involved. The normal load in Natural Sciences is ten quarter hours consisting of two five-hour courses with an enrollment in each of approximately forty-eight students. Each course is divided into two laboratory sections, and the student contact hours total 480. The contact hours in the Physical Education courses also total approximately 480 hours. Physical

University instructors normally teach eight and nine courses with approximately thirty students per course. Both the number of quarter hours and the number of contact hours are considered in determining a teaching load, although it is not always possible to do so, efforts are made to limit to two the number of course preparations for each instructor.

The Faculty handbook states that in addition to his teaching responsibilities the instructor is expected to maintain office hours, serve on committees, sponsor activities, advise students, and assist in special activities when called upon. Extra-curricular and/or co-curricular activities are assigned according to the training and interest of the individual faculty member. If these assignments should result in an overload for the individual, it is recommended that he be given a reduced teaching load as compensation. This action would be in keeping with the policy of reducing the teaching load of Division Chairmen to two-thirds to compensate for necessary administrative duties.

Institutional policy with regard to outside employment is outlined in the Faculty handbook. The first responsibility of the college employee is, of course, to the institution. Under certain conditions and with the approval of the President limited outside employment may be permissible. Institutional policy closely follows the guidelines of the Regent's Policy on outside activities which states "a faculty member shall not engage in any occupation, pursuit, or endeavor which will interfere with regular and punctual discharge of his official duties." This statement does not prevent faculty from doing such things as lecturing or acting as consultants with the approval of the president.

Professional Security

The policies and procedures governing faculty promotions are in keeping with highest professional standards. The criteria for promotion in academic rank are as follows: superior teaching, outstanding service to the institution, academic achievement, professional growth and development, number of years at the institution, number of years in the present rank, and highest degree earned. Each faculty member is evaluated by the President together with the Academic Dean and Division Chairman, and appropriate recommendations are made to the Board of Regents.

Policies governing tenure and procedures followed in granting it are prescribed by the Board of Regents and are standard throughout the University System. Tenure here means primarily job security and has no other particular significance insofar as increased benefits are concerned.

Procedures for dismissal of faculty, both tenured and untenured, are stated in Policies of the Board of Regents, University System of Georgia. It has not been necessary to utilize the formal dismissal procedures.

Faculty members of Dalton Junior College have all of the time-honored tenets of academic freedom normally found in institutions of higher education. A statement concerning academic freedom is published in the Faculty Handbook and is understood clearly by the members of the faculty and governing Board. The faculty regards the stated policies and procedures concerning academic freedom to be satisfactory. No problems have ever arisen here in this respect. Faculty response has indicated that the faculty has studied and accepted the professional and ethical responsibilities which accompany academic freedom.



Faculty Evaluation

The criteria, in addition to acceptable training, personality, and character traits, used in evaluation of faculty members are as follows:

1. Teaching effectiveness.
2. Graduate study.
3. Publications.
4. Creative scholarship and research.
5. Services to the College and to the public.
6. An attitude of cooperation in advancing the total program of the College.
7. Membership and service in appropriate professional organizations.

These criteria were set forth by Dr. A. M. Cignilliat, the first President of Dalton Junior College, and are listed in the Faculty Handbook. They are in keeping with those criteria prescribed in Policies of the Board of Regents, University System of Georgia. A survey of the faculty revealed that these criteria for faculty evaluation are understood and accepted by them. The criteria are subject to periodic revision by appropriate faculty action commensurate with the policies and procedures of the Board of Regents.

Faculty members are evaluated by the Division Head using these criteria. The performances of faculty members are also evaluated by themselves and by the students. With few exceptions the faculty encourages evaluation in some form by the students. Most of the faculty use student evaluation forms furnished by the college; some use forms they have developed for their own particular needs. In addition to the forms which protect the anonymity of the respondent, many faculty members seek evalu-

ation by students through individual conferences or through discussions with the class as a whole. Many of the faculty seek evaluation by students every quarter, but most utilize some form of evaluation at least once or twice a year.

Other methods employed by the faculty to evaluate their effectiveness are to follow the progress of the student either in work situations or in senior college, to study scores made by students on both standardized and teacher-prepared tests, and to discuss with colleagues their teaching techniques.

The status, qualifications, and performance of each faculty member are reviewed annually by his Division Chairman and the Academic Dean. Evaluation for considering renewal of contract is done in the fall; evaluation for considering advancement in rank and salary adjustments is done in the spring. If a faculty member so desires, he may review his evaluation with his Division Chairman and the Academic Dean.

Other evidence of the institution's concern for improving the overall effectiveness of the faculty is reflected in many ways. The institution supports individual faculty members in innovative teaching methods such as team teaching and large-class/small-seminar situations. It provides materials above the ordinary cost of operations. A great deal of equipment has been provided in the media program. Further study is encouraged and supported by the institution and by the Dalton Junior College Foundation. An orientation session at the beginning of each school year is scheduled for both old and new faculty, and in-service instruction on methods and procedures is made available.

Working Conditions

The results of a faculty survey indicate that working conditions in general are good. A majority response agreed that classroom space is adequate. However, a great deal of dissatisfaction with and criticism of the design of several classrooms in Memorial Hall was noted. The building was originally designed with two large rooms to accommodate lecture groups of either 100 or 200 students and a number of smaller rooms to accommodate seminar groups of 15-20 students. The actual need is for rooms to accommodate lecture classes of 30-35 students. The larger rooms are being used with much wasted space. The smaller rooms when used singly are uncomfortably crowded and when used in combination are ill-fitted for classroom teaching.

The survey also revealed that most comments of dissatisfaction with working conditions on campus were concerned with storage space, laboratory space, the telephone system, the heating system in Memorial Hall, and janitorial services. All of these were cited as being inadequate. Although these problem areas do create inconveniences to individual faculty members, most respondents felt that these factors had not yet become a morale problem.

Recommendations

1. Evaluate the need for the Administrative Council.
2. Revise the Faculty Handbook to reflect current organization and practices.
3. Evaluate the athletic sub-committee.
4. Appoint a faculty ad hoc committee to study the feasibility of forming a faculty body exclusive of administrators.
5. Increase hospitalization benefits.
6. Increase hospitalization contribution by college to 50 percent.
7. Appoint faculty ad hoc committee to study and propose improvements

in areas mentioned with regard to working conditions.

8. Utilize teacher surplus to increase the quality of the faculty.
9. Make more funds available for professional travel.
10. Reduce each faculty member's load during one quarter of each academic year.
11. Provide free tuition for faculty spouses and children.

### Projections

If Dalton Junior College grows in size in the next ten years as it has in the past five, it will have an enrollment of approximately 1800 students in 1982. The figures in the table below, acquired from the various Division and Department Heads, project a need for an additional twenty-seven faculty. With the exception of the Division of Humanities, the projected needs are based solely on enrollment growth. The figures for the Humanities Division reflect both an increase in enrollment and a contemplated change in programs.

TABLE V. 3

PROJECTED NUMBER OF FACULTY NEEDED  
FOR THE NEXT TEN YEARS BY DIVISION AND DEPARTMENT

Division of Natural Sciences	Division of Business
Mathematics ..... 2	Accounting ..... 1
Natural Science ..... 2	Management ..... 1
Division of Humanities	Business Admin. .... 1
Speech and Drama ..... 1	Division of Nursing ..... 3
English ..... 9	Division of Allied Health ..... 0
Art ..... 1	Physical Education Department
Music ..... 1	Men's Physical Education ..... 1
Language ..... 2	Women's Physical Education ... 1
Division of Social Sciences	
Geography, Anthropology ..... 1	
Sociology ..... 1	
Political Science ..... 1	
Psychology ..... 1	

The table above reflects full time faculty requirements. The Dean of Students cited a need by 1982 of two additional counselors to handle the increased enrollment. These personnel would be available from time to time as part time instructors, probably in the area of the social sciences. This table does not reflect a 15 percent increase in personnel projected by the Chairman of the Division of Continuing Education.

The salaries projected in the following table are computed on the assumption that the economic trend of the past ten years will continue for the next ten years. They are also predicted upon the desire on the part of Dalton Junior College to attract and hold a faculty competent to carry out the stated institutional objectives.

TABLE V. 4  
PROJECTED FACULTY SALARIES BY RANK  
( 9 MONTHS )

	1972-73	1974-75	1976-77	1978-79	1980-81	1982-83
<u>Instructor</u>						
Maximum	11,200	12,300	13,800	15,200	17,000	18,700
Average	8,900	9,800	10,900	12,100	13,500	14,800
Minimum	7,900	8,700	9,700	10,700	12,000	13,000
<u>Assistant Professor</u>						
Maximum	13,100	14,400	16,100	17,700	19,800	21,800
Average	10,700	11,800	13,200	14,500	16,200	17,800
Minimum	9,300	10,200	11,400	12,600	14,100	15,500

TABLE V. 4 - continued

	1972-73	1974-75	1976-77	1978-79	1980-81	1982-83
<u>Associate Professor</u>						
Maximum	13,300	14,600	16,400	18,000	20,200	22,200
Average	12,000	13,200	14,800	16,300	18,200	20,000
Minimum	9,500	10,400	11,700	12,900	14,400	15,800
<u>Professor</u>						
Maximum	16,000	17,600	19,700	21,600	24,200	26,700
Average	14,600	15,000	16,800	18,500	20,700	22,800
Minimum	12,700	13,900	15,600	17,200	19,200	21,200

The increasing of benefits over the next ten year period would strongly enhance the acquisition and retention of an effective faculty. Serious consideration should be given to a reduction in teaching load, free tuition for faculty spouses and children, and a gradual increase in the participation by the institution in insurance costs to fifty percent by 1982. Of course, the state of the economy, the Georgia Legislature, and the Board of Regents of the University System will determine whether Dalton Junior College has the financial resources to meet these projections and recommendations. If they are implemented, this institution will continue to attract and retain competent faculty.

Although at present there is apparently a surplus of teachers in our country, the college should not utilize this condition as a temporary advantage to force competent people to accept less than their qualifications

merit. Rather, adequate salaries and benefits should be offered commensurate with the qualifications of the person being recruited.

Provisions to assure the professional growth of the faculty and the proper recognition of instructional effectiveness are formulated by the Board of Regents. Funds for travel to professional meetings and for further study are allotted to the institution on the basis of the number of full time faculty. The number of faculty is dependent upon the number of equivalent full time students. As the institution grows in students and faculty, more funds will be forthcoming. These funds are divided equitably among the various divisions and departments.

The present policy of the Board of Regents of the University System of Georgia is that pay increments be made on a merit basis. Since teaching effectiveness is one of the primary criteria for evaluating faculty, the effective instructor should continue to receive proper recognition financially. The effective instructor may also look forward to promotion in rank and attainment of tenure.

No new measures are planned with respect to faculty participation in institutional government. Policies of the Board of Regents, University System of Georgia provides that "the faculty shall make, subject to the approval of the Chancellor and the Board, rules and regulations for its government and procedure and for that of the students. . ." This provision is deemed sufficient for whatever faculty participation becomes necessary.

## VI. LIBRARY

In the summer of 1972 the Dalton Junior College Library was moved from very limited facilities in the Westcott building into a well-designed new library facility. As a result, much of the information obtained in the early part of the study became irrelevant. The Steering Committee and the Area VI Committee jointly decided to prepare the evaluation of the physical facilities as of the fall quarter 1972. Consequently, this portion of the Self-Study encompasses many of the changes and improvements made after the initiation of the study.

### Administration

The library is administered by a competent staff including a Head Librarian, two Assistant Librarians, a library assistant, a library clerk, a part time typist, and an average of seven student assistants per quarter. All personnel report to the Head Librarian, although at times they are supervised by an Assistant Librarian. The Head Librarian reports to the Academic Dean. The professional staff holds academic rank; their qualifications and professional associations are listed in Table VI. 1.

Coordination of library activities and services with faculty and students is the function of the Library Committee. This committee is made up of seven faculty members (one from each division) in addition to the Head Librarian and two students. The Head Librarian calls upon this committee when he feels there are problems concerning the library that require consideration by the committee. The Chairman also calls meetings to consider concerns expressed by faculty or students. During the period



TABLE VI. 1  
LIBRARY STAFF QUALIFICATIONS

POSITION	RANK	EDUCATION	PROFESSIONAL ASSOC.
Head Librarian	Asst. Prof. Library Science	Master of Library Science Bachelor of Arts in Journalism Associate of Arts	American Library Association Southeastern Library Association Georgia Library Association
Asst. Librarian	Instructor	Master of Science in Library Science Bachelor of Science in Piano Bachelor of Music in Piano and Music Education	Music library Association
Asst. Librarian	Instructor	Master of Librarianship Bachelor of Arts Associate of Arts	American Library Association

Faculty and student response to questionnaires indicated a favorable attitude toward the library staff. In response to the question, "Is the library staff approachable?" 320 students answered affirmatively; only 34 students responded negatively. Members of the library staff willingly and efficiently conduct library tours for classes upon the request of an instructor.

Members of the library staff believed that their effectiveness is somewhat limited by the attitude of some members of the teaching staff. These faculty make limited use of library facilities themselves and make infrequent assignments which would necessitate their students using the

library. The staff also expressed the feeling that the service of inter-library loans for faculty members could be used more. Staff members felt that they were performing their jobs efficiently in the interest of providing students and faculty members with all types of help, but they felt that many were not taking full advantage of these opportunities.

### Collection

The library is dedicated to supplying the needs not only of students but also of the community. Adults from the community are given checkout privileges. Students of elementary and high school age may use the library facilities but only within the building. Gifted students of the county system for whom arrangements have been made may have checkout privileges. The holdings have been carefully selected to support the purpose and task of the college: to provide general education, enabling students to transfer to senior colleges; to prepare them for employment; and to engage in studies and activities which will enrich their lives.

In building library holdings the staff is following recommendations of The Junior College Library Collection (edited by Dr. Frank J. Bertalan) and the American Library Association's Junior College Collection. The selection of current books and magazines recommended in Choice, Booklist, Library Journal, and other such publications is followed in acquiring new holdings. In developing a junior college library the programs above are more applicable than the Library Statistics of Colleges and Universities, Institutional Data Collections. The American Library Association standard states that an institution must have over 20,000 books for the first 1,000 students and 5,000 additional books for every 500 students thereafter. The college collection of more than 30,000 volumes and over 300 periodicals

amply satisfies these requirements. The Library of Congress method of filing books is used at the college.

Services, materials, and book holdings provided by the library were evaluated through questionnaires completed by faculty and students. On the whole, the responses to the questionnaires were favorable from both faculty and students. Over 70 percent of the students indicated that they have no difficulty in locating materials. At least 80 percent spend from one to six hours each week in the library, but 2 percent stated that they never study in the library. Approximately 90 percent of the student respondents indicated that the library materials adequately meet their needs. Some of the recommendations from students are that the library should open one day of the weekend, a wider range of microforms is needed, and periodic library tours should be established.

An analysis of the total holdings in books and periodicals revealed that each academic division had built up a strong collection in its special field, a collection amply able to take care of present needs. The Nursing Program has a large number of volumes in its field. The literature holdings were understandably strong. The extensive science holdings tended to include some books more of interest to teachers than to students. The modern foreign language holdings in both books and periodicals were somewhat weak. The college is not large enough to warrant the acquisition of detailed research papers, abstracts, and other such documents. However, anyone may request an abstract or related material through the interlibrary loan procedure.

Continuing review of library usage is provided through a monthly circulation report. A summary of the circulation for the five years of

operation is detailed in Table VI. 2. Records are also maintained of usage within the library of microforms, reserves, and the cassette system.

TABLE VI. 2  
CIRCULATION

PERIOD	STUDENTS	FACULTY	TOTALS
7-1-67 to 7-1-68	2,316	154	2,470
7-1-68 to 7-1-69	6,634	403	7,037
7-1-69 to 7-1-70	7,797	604	8,401
7-1-70 to 7-1-71	8,667	774	9,441
7-1-71 to 7-1-72	9,940	686	10,626

Funds are not allotted in predetermined amounts to each division, because the book budget is adequate to honor all book requests which have the approval of the Division Chairman. Book requests are usually processed in a short time. Request cards are provided to the faculty with the necessary information listed. Faculty members provide the title, author, edition, and other information for ordering the book or books requested. The faculty member requesting a book receives a written notice from one of the librarians when the book has been received and processed; notification is also provided if the book is unavailable because it is out of print. Lists of additions are sent to each faculty member monthly for his information, and so that he may give the information to students. Books that the faculty assign for students' use in their courses may be placed on the reserve shelves.

Dalton Junior College Library is too new to discard old or worn-out

books, but it does have a system by which it receives and discards certain holdings. If duplicate copies of certain books are received, they are made available to other institutions in the university system. Over 200 such books were donated to the library of a new junior college last year.

The procedure for checking out books and materials follows generally recognized procedures. All books checked out on a two-week basis are due on Wednesdays. This makes it unnecessary for the staff to check on overdue books each day of the school week. Overnight checkouts of reserve books are from an hour before library closing until an hour after library opening the following day. Reserved books used in the library are checked out at the circulation desk, but are not taken from the room. There are also provisions for two-day reserve books. Periodicals and reference materials are not placed in general circulation. Faculty, with the permission of the Librarian, are permitted limited checkout privileges for these materials.

There are some procedures the committee felt should be re-evaluated. Although faculty members have only a week checkout period on current fiction books, they have an unlimited checkout period on other books. Faculty members terminating their connection with Dalton Junior College have no check made on books in their possession.

#### Services

In addition to the book and periodical collection, the library offers a wide range of services including copying, microform readers, audio cassette play-back, and other audio-visual equipment.

Most audio-visual equipment is available for use without supervision, although the librarians are available upon request to assist anyone in

the use of the equipment. Usage of the three microform readers is difficult to determine since they are available for use with little supervision at all times. There are presently over 6000 microforms available for use.

A multi-channel cassette transmitting unit provides cassette playback. The person requests the specific cassette he wishes to hear, and one of the staff puts the cassette on the transmitting unit. There are twelve different channels; therefore, twelve different programs can be transmitted at the same time. The student checks out one of the 35 headsets and receivers which are equipped with a channel selector. Since the equipment is wireless, the student can move about the lower level of the library. Over 500 cassettes are available for use. Only educational cassettes are available for duplication. For the price of the blank cassette tape anyone may obtain a duplicate copy of any study cassette for his private use.

In addition to the above services, the students and faculty are encouraged to use the library to exhibit paintings and art works. Also, displays from the Creative Arts Guild and Fine Arts shows are welcomed.

The extent to which the services support the academic program varies with faculty utilization of the opportunities offered by the library. The Humanities Division, in composition and literature classes, is making more use of the library's facilities than are other divisions.

The library is open from 8:00 a.m. until 9:00 p.m. Monday through Thursday and from 8:00 a.m. until 5:00 p.m. on Friday, a total of sixty-one hours per week. A three month experiment in opening the library from 2:00 p.m. until 5:00 p.m. Sundays showed that there was little demand on weekends. Four people were the greatest number present at one time; on many afternoons the library was not used. Weekend opening remains under

continuous review.

The responsibility for instructional media has been delegated to the Director of Instructional Media who reports to the Academic Dean. This responsibility includes planning and producing the most effective kinds of media for the classroom, and providing media services to the faculty in terms of material and equipment. In addition to the Director, the staff includes a Media Specialist, two secretaries and four to eight student assistants.

A wide range of equipment and materials is available to the faculty. The audio-visual equipment includes 8mm and 16mm cameras and projectors, screens, slide projectors, tape players, still cameras, opaque projectors, public address systems, television cameras, and television monitors. The software includes filmstrips, 8mm and 16mm motion picture films, audio tapes, records, videotapes, overhead transparencies, and many other types of materials. To a large extent, the software is cross-catalogued with the library.

Faculty are requested to order equipment and materials or services 24 hours in advance, but last minute requests are honored if personnel and equipment are available. Usage of the hardware during 1970 - 71 and 1971 - 72 is shown in Table VI. 3.

TABLE VI. 3  
HARDWARE USAGE

EQUIPMENT	TOTAL 1970 - 71	TOTAL 1971 - 72
16mm Projector . . . . .	290	643
16mm Camera . . . . .	4	9
8mm Projector. . . . .	6	45
8mm Camera . . . . .	0	4
Carts . . . . .	181	617
Darkroom . . . . .	24	79
Dissolve Unit . . . . .	14	28
Filmstrip Projector . . . . .	100	239
Grading Machine . . . . .	X	105
Opaque Projector . . . . .	22	154
Overhead Projector . . . . .	266	270
Portable Screen . . . . .	193	323
Porta Sound . . . . .	14	31
Record Player . . . . .	145	463
Rear Screen (Memorial) . . . . .	126	137
Sound System (Memorial) . . . . .	188	119
Slide Projector . . . . .	138	347
Still Camera . . . . .	38	123
Tape Recorder . . . . .	132	1098
Television Facilities . . . . .	62	191
Visual Maker . . . . .	13	71
Average per class day usage for 1970 - 71:	11.12	
Average per class day usage for 1971 - 72:	27.6	

In addition to assisting with media requests, the instructional service secretaries provide clerical assistance to the faculty.



Periodically the media staff is requested to assist with community activities. Whenever possible, these requests are honored. Most community service requests are small and inexpensive, such as making a chart for a Boy Scout meeting or operating a movie projector for the TB Association.

#### Facilities

The library is housed in a new building completed during the spring of 1972. This modern facility has over 30,140 square feet and a seating capacity of over 400 persons (well over thirty percent of the largest number of students on campus at any one period during the day). There are nine large rooms, with a capacity of six to ten people, which may be used for seminars or for group study. In the large reading room, the library patron has a choice of tables or single and group carrels. Only one typewriter is available at this time, but more are expected to be added as additional funds are obtained. In addition to the above, there is an attractive seminar room that will seat 30 to 40 people for larger group meetings. Community clubs and organizations are encouraged to use this seminar room. The library building is expected to meet the needs of the institution for fifteen years.

#### Budget

Since the library and the instructional media services function as separate units, there is no separate budget in funds allotted to the library for media. Special services or special materials such as recordings, films and other audio-visual aids are acquired with funds from outside the library budget. No funds in addition to regular budgetary allotment are provided

for these special services. Library expenditures for the past five years showing percentage of educational and general budget allocated to library expenditures are shown in Table VI. 4.

TABLE VI. 4  
TOTAL INSTITUTIONAL BUDGET OF  
LIBRARY EXPENDITURES AND PERCENTAGES

ACADEMIC YEAR	TOTAL BUDGET FOR INSTITUTION	ALLOCATED FOR LIBRARY	PERCENTAGE OF TOTAL BUDGET ALLOCATED TO LIBRARY
1967 - 68	\$ 444,104	\$48,885	11.1
1968 - 69	\$ 915,641	\$91,041	9.9
1969 - 70	\$1,026,467	\$87,445	8.5
1970 - 71	\$1,132,823	\$86,668	7.7
1971 - 72	\$1,187,509	\$85,561	7.3

In the immediate future it is assumed that the percentage of the educational budget devoted to the library will be similar to the percentages of the past: The average would be 8.9 percent; the median would be 8.7 percent.

Categories of library expenditures by years are shown in Table VI. 5.

TABLE VI. 5  
CATEGORIES OF LIBRARY EXPENDITURES

Academic Year	1967-68	1968-69	1969-70	1970-71	1971-72
Personal Services	\$21,533	\$26,536	\$29,780	\$32,661	\$32,963
Operating Supplies	\$21,533	\$ 3,751	\$ 4,368	\$ 5,301	\$ 5,000
Book Acquisition	\$25,154	\$60,754	\$53,297	\$48,706	\$54,000
Total	\$48,885	\$91,041	\$87,445	\$86,668	\$91,963

#### Recommendations

1. A functional Library Committee should be re-established and become a significant factor in the planning and policy-making decisions of the library administration.
2. The faculty book retention period should be limited to three months.
3. A procedure should be established to obtain books held by faculty leaving the school permanently.
4. Additional efforts should be made to improve joint cataloguing of instructional media materials.

#### Projections

To assure the growth of the Dalton Junior College Library in the coming decade, the following projections have been made in the interest of the successful utilization of the large new library structure. There is a need for additional personnel in the area of non-professional staff members. The need can be met with one full time, non-professional staff position and an increase of the half time position to a full time staff position.

The new two-story library facility is expected to be adequate for

growth through the next fifteen years. Housing is adequate for up to 100,000 volumes and 600 periodicals in addition to space for art prints, microforms, etc. Furnishings, however, will be needed in the near future. Conduits have been installed throughout the new building so that lines for television or information retrieval systems might be added in the future expansion.

Acquisition of the following ultra-microfiche libraries from Encyclopedia Britannica is planned: The Library of American-Civilization and The Library of British Literature. These Encyclopedia Britannica libraries will be the equivalent of 20,000 volumes. The equipment to use the microforms in the library and portable machines for patrons to check out will be added.

The addition of a larger collection of art prints which will be available for loan is planned.

A systematic library orientation for all new students is planned.

The project now underway of obtaining all available indexed periodicals and the New York Times (from 1950) on microforms should be completed within the next two years.

## VII. STUDENT DEVELOPMENT SERVICES

### Objectives

The basic program of student development services is supportive in nature to the college instructional program. The administrative and professional staff which functions under the Office of the Dean of Students is dedicated to promotion of the well-being and personal development of the individual student. Students are recognized as individuals having unique qualities, yet possessing basic potentials for growth and development. The Dean of Students is responsible to the President for developing and implementing procedures for related non-academic functions designed to facilitate the total education of students, to respond to student needs, and to foster student and institutional development. A number of programs have been developed and are being implemented. The guidance and counseling program aids each student in discovering his own abilities and limitations, in clarifying his vocational objectives, in defining his educational goals, and in solving his personal problems. A student aid and placement program is provided. The student activities program furnishes opportunities outside the classroom which will enrich the students' total educational experience. In cooperation with the Director of Athletics intramural and intercollegiate athletic programs are provided to promote student growth and development. A high school recruitment program is coordinated with the Director of Admissions.

### Administration

The Dean of Students is primarily responsible for student activities which come within the jurisdiction of the college but which are not a part

of academic instruction. The present organization of the Office of the Dean of Students includes four equivalent full time professional personnel in addition to two full time secretaries and two students who are employed part time. Full time personnel include the Dean of Students, the Counselor, the Director of Student Activities, and the Director of Student Financial Aid and Placement. One full time secretary is employed in the Office of the Dean of Students; the other serves the Office of the Director of Financial Aid and Placement and the Counselor. The two student part time secretaries are employed in the Office of the Director of Student Activities.

The faculty of the institution serve as advisors to assist the students in selecting a proper program of study. Formal times are scheduled for advisement; however, each student is informed of the identity of his advisor and arranges additional appointments to fit his schedule.

The Pope Student Center was one of the earlier buildings occupied when the college began operation; it has been in continuous use during day and evening class hours since 1967 without renovation. A major modification of the student center is under construction. The new addition is planned for occupancy in the summer of 1973 and will increase floor space from the present 10,000 feet to a new total of 45,000 feet. It will house all student related functions and offices. When complete, the student center will be adequate for all student activities with the exception of intramural and intercollegiate athletic events which take place in the gymnasium.

The student development services are in sound financial condition with adequate support for activities undertaken. In the area of student activities the budget for the year 1972 was set at \$25,543.40, with fixed charges of \$5,266.60 for a total budget of \$28,810.00. Allocations for

the student loan, scholarship, and student work program for the institution are received from three major sources and include funds made available directly to the student. Federal funds of \$51,465 and state funds of \$33,043 together with funds of \$62,549 from other sources, such as business and Foundation contributions, provide a total of \$147,057.

#### Academic and Personal Records

Dalton Junior College practices the philosophy of open-door admission. However, a student cannot be considered for admission until the Director of Admissions has received an application form, a high school transcript (or high school equivalency certificate), the Scholastic Aptitude Test score, and the Student's Report of Medical History (except in cases where physical or medical exemptions are claimed in which case a report by a medical doctor is required). Students who take the SAT in residence are considered provisional students.

The Application for Admission form is a standard Dalton Junior College one-page form. The Admissions Office establishes a permanent personal file on each prospective student upon receipt of a completed application. The form contains essential data and serves as a check for completed admission requirements. The application is also used for institutional research and in the assignment of the student to a faculty advisor.

A General Information Sheet, completed by the student once each quarter during registration, contains the same basic information as the application form and additional information on class assignments. The General Information Sheet is kept current and is primarily used for required reports to the Board of Regents.

Grade information is maintained in the Admissions Office vault. Grade information is also placed on punched cards which are located in another building and kept under double lock. At present a minimum of records are maintained with little duplication of information. Plans are being formulated for placing irreplaceable information on microfilm. All faculty members are entitled to access to the student file folder and permanent record; however, only regular members of the Registrar's Office may remove any contents from the files or vault. The student file folder is used in student counseling and guidance. Under present operating procedures, students have access to such information in other student's files such as cumulative averages on permanent records. The access is for legitimate purposes of determining relative student standing; however, this practice should be stopped.

As a general rule the testing program at Dalton Junior College is administered by the counseling office. The SAT is administered on campus annually by the Registrar's Office for those prospective students who have made late application for admission.

#### Orientation of Students

Freshman orientation is held each fall approximately one week prior to fall registration. The formal group program averages three hours in length, during which time administrators and various faculty members acquaint the new students with academic programs and student development services available to them as students of the college. Some of the personnel with whom they need to be familiar are introduced.

The function of orientation is to meet immediate needs of new



students. Information on freshman orientation is sent from the Registrar's Office to each student prior to orientation. The students are furnished with the Student Handbook at orientation. No organized group orientation is available for transfer students, foreign students, or students with special problems.

The Self-Study Questionnaire indicated that two-hundred three students attended freshman orientation and one hundred seventy-one did not. Of the students attending, three-fourths thought the program was informative; the others did not. Many of the students not attending orientation were transfer or transient students. According to the results of the questionnaire, the faculty feels that freshman orientation is fulfilling its purpose. Some changes have been tried, including more faculty involvement and varying the length of the formal group program between two and four hours.

No special orientation program is provided for students who enter college during the winter, spring, or summer quarters. Such orientation programs have been held for students each quarter in the past and specifically for evening students; however, very little interest was shown by the students.

The formal freshmen orientation program is only a part of the total services offered to the entering student. Academic advisement and individual counseling are provided for each student. Prospective developmental students are interviewed, and the developmental program is explained by the Counselor. Entering students with high achievement levels are identified and are provided with information concerning the College Level Examination Program (CLEP). Those who wish to take advantage of this opportunity are tested prior to enrollment.

In the past no formal evaluation of orientation has been made. The Dean of Students and his staff review orientation programs and talk with various students. Future evaluation of and changes in freshman orientation are being planned by the Dean of Students; the response of the students to the Self-Study Questionnaire will be used. One immediate change will involve an introductory film to be shown during orientation, introducing the new student to the campus and personnel. Also more individual attention will be offered the first quarter freshman during advisement.

#### Counseling, Guidance, and Placement

The Guidance and Counseling Program concentrates on helping the student remove obstacles which would impair his reaching optimum development, whether on the educational, vocational, or personal level. At the same time, the staff of the Dean of Students provides information, resources, and directives which are helpful to and necessary for each student. The three persons involved in the counseling program are the Dean of Students, the Director of Student Activities, and the Counselor. These three individuals are involved in testing, developmental programs, consultation, educational placement, vocational placement, and research and follow-up on individual students. Because of a lack of full time personnel in the area of counseling, priority was established in two main areas: personal-vocational counseling and developmental programs. The Counselors are fully qualified to handle both typical and atypical situations. If, however, the student cannot be counseled effectively by the Counselor, a referral is made to the Mental Health Clinic, the Psychiatrist, the Vocational Rehabilitation Center, or to another Counselor as necessary.

The services of the Guidance and Counseling Program are not forced up on any student. The individual, through his own initiative or through the suggestion of a faculty member or administrator, seeks the help of a counselor.

Faculty members engage in counseling students from time to time. Usually this situation involves academic advisement. Occasionally, however, other problems are involved. If the problem is of a relatively simple nature, the instructor is often able to deal with the situation. If necessary, the student is referred to the Counselor. An alternative to referral is for the faculty member to consult the Counselor and consider his advice. Consultation of this nature is not preferable since most of the faculty has had no training in counseling.

The counseling staff does, however, make the faculty aware of services available and offers assistance in all areas. In the past, members of the counseling staff have met with new faculty during orientation; they also frequently attend divisional meetings in order to acquaint the faculty with all counseling services.

There are no specifically designed programs for the gifted, the handicapped, or for foreign students. However, such students may receive special assistance from the counseling staff.

The Developmental Program is designed to aid entering freshmen who, on the basis of SAT scores, high school grades, and personal interviews, appear to need remedial work in the areas of mathematics, English, reading, and study skills. The goal of the program is to strengthen the student's competencies in these areas and hopefully to increase his chances of success in credit college work. The Developmental Program is

voluntary; however, the counselor points out benefits that may be gained through the program.

The testing program, including tests to determine abilities, aptitudes, achievements, and interests, is available to all students upon request. The counselors are always available to interpret test scores.

According to the results of the Self-Study Questionnaire, 98 percent of the faculty were aware of all counseling services available on campus. Eighty-six percent had referred a student to the Guidance and Counseling staff. Seventy-four percent had used a counselor as a resource person in a faculty-student consultation. The faculty felt that the counseling program was most effective overall. Many mentioned the need for an additional counselor. The Self-Study Student Questionnaire revealed that approximately half the student respondents felt they were inadequately informed about the services offered by the Guidance and Counseling Program.

The office of the Director of Financial Aid is also the Placement Office. The Placement Office serves as a clearing house for full time employment for students completing terminal programs and as a clearing house for part time off-campus employment for students. The office also maintains open communication with the local state employment office to assist graduates and employers. Application forms for part time off-campus employment are maintained by the Placement Office together with up-to-date files of available part time jobs on campus, part time jobs off campus, and full time jobs off campus.

At the present time no formal follow-up is conducted with regard to students aided by the Placement Office. Students are encouraged to supply feedback concerning employment.

Future plans in this area include developing a stronger line of communication between employers and the college in order to get the feedback necessary for extending and improving the placement program. Presently, placement activities are at a minimum since most students are already employed.

#### Student Housing, Boarding, and Health Services

As a non-resident institution, the college is not in a position to assume responsibility for approving or supervising student housing. No plans for the building of dormitories or other residential facilities are being considered for the near future.

Currently, food service is limited to short orders during the day; vending machines are available to students during the day and evening classes. No full time food service is available. Two full time workers are employed in food services. Three students are employed as part time workers each quarter. The Bookstore and Grill Manager supervises the purchasing, preparing and serving of food. Plans for the student center addition include eating facilities for 1500 students. The Comptroller is currently investigating methods of improving food services.

Students at Dalton Junior College do not pay a health fee. At the present time, each student who enrolls is required to have a physical examination. Future plans will provide for each student to complete a survey sheet or health questionnaire. Under special circumstances the student will be required to have a physical examination.

All medical services of the college are referral services except in cases where only first aid is necessary. In cases of accidents of a

more serious nature, faculty, staff, and students are instructed in the procedures to be followed which ultimately result in transporting the injured person to a private physician or to the emergency room at the local hospital.

#### Extra-Class Activities

Student activities at Dalton Junior College are not designated as extra-curricular but are considered to be co-curricular. These activities are designed to extend, reinforce, and complement academic experiences. The basic thrust of the program is toward meeting individual needs within the student body rather than trying to attract mass interest. Clubs are organized at the request of students, and faculty advisors for these clubs are approved by the Dean of Students, based upon student input and recommendations by the Director of Student Activities. Faculty members and students initiate a large percentage of the clubs. Academic restrictions and minimums of achievement for participation in clubs and organizations are defined in the Student Handbook. The minimum academic average for membership is 1.66; the minimum average for officers is 2.0. The student must also be free of probation. Clubs and organizations of an honorary nature may require a higher minimum average for membership.

Funds for student activities are administered by the Dean of Students, the Director of Student Activities, and the Student Activities Council. The Director of Student Activities supervises all activities except athletics and coordinates the budget. He acts as liaison between the administration and the Student Activities Council.

The Student Activities Council is composed of eight faculty members

and eight students. The purpose of the Council is to provide leadership for all co-curricular activities. The Council is responsible for establishing the Student Activities Budget, granting charters to organizations, and establishing policies for the operation of all student activities. The composition of membership and the responsibilities of the Council are defined in the Student Handbook.

Any group of students may submit a request for funds to organize a club. Subject to the approval of the Council, the group may operate from quarter to quarter or disband after a short time.

Faculty and students support the co-curricular program extremely well. Many of the clubs are academic in nature, an aspect which indicates the true co-curricular nature of the program. Examples are the Creative Writing Club, the Sociology Lab, Phi Beta Lambda, and Phi Theta Kappa.

No student organization is permitted to function without the approval of the college. The procedures for recognition of organizations are clearly stated in the Student Handbook. Organizations which are not in accord with the stated purpose of the college or which may interfere or conflict with the educational process, the regular operation of the college, state or federal laws, college statutes and regulations, or Board of Regents Policy are denied recognition. Established student organizations are periodically reviewed by the Dean of Students. Should an organization be found unnecessary or undesirable steps as outlined in the Student Handbook are taken to correct the situation.

Activities of persons who visit the campus with or without invitation are governed by the Board of Regent's statement on disruptive behavior. This policy is stated and discussed in the Student Handbook.



Athletic experiences at the college are divided into two branches, the intramural program and the intercollegiate program. The intramural program is designed to provide the majority of the student body with the opportunity to participate in an informal sports program. Sports now on an intramural basis include football and volleyball. The intercollegiate program is a selective program designed to provide superior athletes the opportunity to compete as representatives of the institution with athletes of other institutions. Our present intercollegiate sports are basketball and golf; however, there are plans for teams in tennis, baseball, swimming, and track. An average of 1.5 is required for eligibility to compete in intercollegiate athletics.

The intramural program is funded entirely by student activities fees. One-third of the student activities budget is allocated to intercollegiate sports. Additional monies are made available through ticket sales, donations, and private organizations in the community.

All sports programs are directed by the Acting Chairman of the Physical Education Department and his staff. The Chairman of this department who is also the Athletic Director and the Head Basketball Coach reports to the Academic Dean. Since a large percentage of the funds for athletic programs comes from Student Activities monies which are administered by the Dean of Students, a complete financial report is provided to the Dean of Students by the Athletic Director. The Academic Dean also receives a copy of the report.

#### Student Government and Student Participation in Institutional Government

The organization of the Student Government Association (SGA) includes



three officers: President, Vice President, and Secretary-Treasurer. The Presidents of the Freshman and Sophomore classes are members of the SGA, and one senator is elected for every one hundred students according to the official fall enrollment figure. The advisors to the SGA are the Director of Student Activities and the Dean of Students.

The Student Government Association has charge over the welfare of the student body and represents a liaison between the students and the faculty. The SGA is empowered to hold student elections, to hold referendums, and to sponsor entertainment features for the benefit of the student body. The Student Government Association may also make suggestions to both faculty and administration on matters other than those related to student activities; for example, suggestions may be made in such areas as curricular changes and building planning. The Student Government Association meets with other groups of a similar nature from other institutions to gain by the exchange of ideas and experiences. Detailed information concerning all aspects of the SGA may be found outlined in the Student Handbook.

Students participate in institutional government through membership on college committees. Recommendations are made by the officers and approved by the membership of the SGA for appointments to standing committees during the fall quarter. The committees on which students may serve and the number of students per committee are as follows: Administrative Council (1), Discipline Committee (3), Academic (curriculum) Committee (2), (one male, one female), Placement (2), Financial Aid (2), Bookstore/Cafeteria (3), Library (2). Students serve on every standing committee except the Admissions Committee, there were student rep-

representatives on some Self-Study Committees.

#### Non-Academic Discipline

Non-Academic discipline is based on legal due process and protects the rights of the students. An accused student has the right to a hearing, the right to be notified in writing of the specific charges and the penalties lodged against him, and the right to choose an advisor from the college community for his defense. The student may testify in his own behalf, may question witnesses, and may present witnesses for his case. The student will not be refused any of his rights as a student of the college until a hearing is held and a decision on his case has been reached. Exceptions will be made for reasons relating to the student's physical or emotional well-being. The student may appeal any decision to a faculty committee and may request a review by the Board of Regents.

Although the Discipline Committee membership consists of three faculty members and three students, the locus of authority is maintained by the faculty and the administration. The Discipline Committee is the first level of appeal after a student has appeared before the Dean of Students. To date, no student has gone before the Discipline Committee; all have waived the right to a hearing. Complete and detailed information with regard to disciplinary procedures is found in the Student Handbook.

#### Financial Aid to Students

The Director of Student Financial Aid has the responsibility of coordinating and administering all Student Financial Assistance Programs for the college. Financial assistance includes scholarships, grants, loans, and employment. These types of assistance may be offered to students

singly or in various combinations. In determining the extent of a student's financial need, consideration is given to financial support which may be expected from the income, assets, and other resources of the parents and the student.

Institutional policy with regard to financial assistance to students is the responsibility of the Financial Aid Committee with the approval of the faculty. The committee membership includes three faculty members and two students.

A number of Financial Aid Programs are available to students. The College Work-Study Program provides employment opportunities for students who are accepted for enrollment or who are currently enrolled as full time students of the college, who are in need of employment in order to attend the college, and who are capable of maintaining satisfactory academic standing in a course of study. Students may work a maximum of 15 hours per week while attending classes full time. During the summer or other vacation periods when the student has no classes, he may be employed full time.

The Daiton Junior College Work Program provides employment which emphasizes both the needs of the student and the needs of the college. In order to qualify, students must be accepted for or currently enrolled in a full time program of study, and must possess skills and abilities in areas in which the institution has need. Students in this program may work a maximum of 15 hours per week and are paid monthly for hours actually worked.

Two sources for loans are available to students who qualify: the National Defense Student Loan and the Guaranteed Loan Program. The Daiton

Junior College Foundation awards scholarships annually to students of exceptional academic ability. Scholarships are determined by the Foundation Scholarship Committee. The State Scholarship Commission Program is a service scholarship program which is administered by the Commission annually to students who desire to study in the field of Nursing, Medical Laboratory Technology, Medical Records Technology, or Health Facilities Management. Educational Opportunities Grants are direct awards ranging from \$200 to \$1000 for each academic year to assist qualified high school graduates and enrolled full time students of exceptional financial need. The Regents' Scholarship and the State Teacher Scholarship are also available for those who qualify.

All recipients of the above aid programs, loans, or scholarships must meet set standards and must have a definite financial need. Scholarships given by the Financial Aid Office are based on financial need as well as academic excellence. Scholarships given by industry are strictly a student resource and are not based on need or academic standing. These scholarships are not handled through the Financial Aid Office. The college basketball players receive Grants-in-Aid which vary in amount. These grants are not based on financial need but are based on athletic ability. At the present time, all requests for financial assistance are being met, and no additional sources of funds are needed in the near future. A summary of total expenditures for financial aid is provided in Table VII. 1.

TABLE VII. 1  
EXPENDITURES FOR FINANCIAL AID

NUMBER OF STUDENTS AND YEAR	FEDERAL PROGRAMS	STATE PROGRAMS	LOCAL PROGRAMS	BASKETBALL GRANTS-IN-AID	INDUSTRY SCHOLARSHIPS	TOTAL
** 72 - 1967-68	56,566.46	684.00	4,471.07	0	220.00*	61,723.73
** 140 - 1968-69	70,918.58	12,250.00	7,359.69	567.00	1,430.00*	92,525.27
** 103 - 1969-70	60,340.13	11,866.00	10,421.70	1,100.00	300.00*	84,027.83
165 - 1970-71	52,583.97	21,446.29	16,878.72	8,545.00	16,500.00*	115,953.98
*** 185 - 1971-72	48,523.02	35,691.00	13,979.55	10,315.00	14,150.00*	122,558.57

Federal Programs - Educational Opportunity Grant, College Work-Study, National Defense Student Loan. Total include both federal monies and local matching funds (10 percent local matching for NDSL and 20 percent local matching on CWS).

State Programs - Regents' Scholarship, Guaranteed Loan Program, State Scholarship.

Local Programs - Dalton Junior College Work, Student Activities Scholarship, Foundation Scholarship.

\* Does not include Vocational Rehabilitation, Social Security or VA Benefits. These scholarships are not administered by DJC nor based on financial need.

\*\* The Industry Scholarships are estimated for these years because amounts were not channeled through this office.

\*\*\* 1971-72 academic year reflects actual amounts expended to date and amounts awarded for students currently enrolled.

### Alumni Affairs

It was not practical to implement plans for an alumni association before 1971 because of the developing nature of the institution. In 1971 a questionnaire was sent to all former students, whose responses indicated they would support an alumni organization. After compilation of the results of the questionnaire, a newsletter was sent out to inform the alumni of plans for future meetings. In late summer of 1971, the general alumni body met to elect officers and to initiate plans for further alumni work. These plans include exploring the mutual goals of the alumni association and the institution, providing information for all former students, and maintaining a viable campaign for donating to the institution. With the beginning of the fall quarter of the 1972 school year, the alumni organization was functioning with officers and a general membership ready to develop goals as alumni of Dalton Junior College.

### Recommendations

1. We recommend that students not be allowed access to permanent records.
2. We recommend that the Placement Director visit personnel directors in the area to establish a stronger line of communication between the employer and the college. The Placement Director might also solicit in writing feedback from representatives in industry concerning students placed by this office in order to extend and improve the placement program.

### Projections

Plans for the future include moving student development services to the student center addition upon completion. Counseling as well as other services will then be more easily accessible to students. A Learning Skills Lab is projected to complement the Reading Skills Laboratory. An

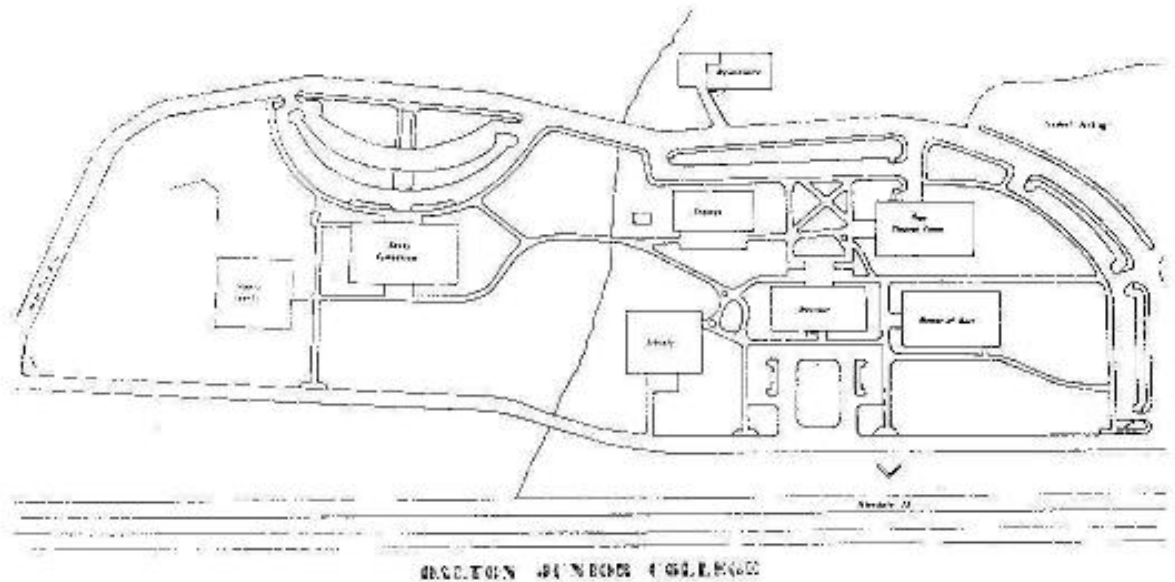
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additional full time counselor and an additional full time secretary  
have been requested by the Dean of Students for the next year.

## VIII. PHYSICAL PLANNING

### Existing Facilities

The campus of Dalton Junior College consists of 143 acres of a rolling foothill type of terrain with seven buildings constructed of yellow brick with concrete and steel supporting columns. A map of the campus is presented below.



Landscaping on the campus includes plantings of various species of juniper, holly, barberry, or laurel as borders around portions of all buildings with the exception of the new library building. Open area plantings include such tree species as dogwood, serviceberry, weeping willow, and several species of oak and maple.

The Westcott Building, completed in September 1967, contains



12,707 square feet with 11,699 square feet of assignable area and houses the Offices of the President, Comptroller, Registrar, and Academic Dean. The general building structure is good including adequate lighting, heating, and air conditioning.

Sequoia Hall, completed in September 1967, contains 22,910 square feet with 19,463 square feet of assignable area and includes offices, classrooms, and laboratories used primarily by the Divisions of Nursing, Natural Science, Medical Technology, and Business Administration. In 1970, a classroom on the second floor was converted to a biology-medical technology laboratory with a twenty-four student capacity. Although occasional heating and/or air conditioning problems arise, the building is in good condition with generally adequate lighting, heating, and air conditioning.

James Thomas Pope Student Center, completed in September 1967, contains 9,563 square feet with 7,520 square feet of assignable area and houses the college bookstore, the snack bar and dining area, the faculty lounge, the student personnel offices, the Student Government Association conference room, and student publications offices. The building is presently in good condition with adequate lighting, heating, and air conditioning, but is grossly inadequate as far as space is concerned. Construction of an addition is in progress.

The Maintenance Building, completed in September 1967, contains 4,861 square feet with 4,556 square feet of assignable area and houses the offices of the Director of Plant Operation, the maintenance shop, and a storage area. The building is in good condition with adequate lighting, heating, and air conditioning, but is inadequate in space. Plans have

been completed for an addition to the building which will improve the space situation.

The B.J. Bandy Gymnasium, completed in March 1968, is a structure of 29,670 square feet with 25,994 square feet of assignable area which houses a basketball court, indoor swimming pool, dressing rooms, storage area, a multi-purpose room, and faculty offices for the Physical Education Department. Collapsible stands afford a maximum seating capacity of approximately 900 persons, which in the past has proved inadequate for basketball games and other events such as concerts. The general condition of the building is good with adequate lighting and heating, but air conditioning is much needed because the lower level is poorly ventilated. The audience and the participants in basketball games, intramural activities, and graduation exercises are usually uncomfortable because there is no air conditioning and little ventilation.

Memorial Hall, completed in March 1970, contains 27,654 square feet with 17,851 square feet of assignable area. The building houses a 332 seat auditorium, 11 classrooms, 16 mechanical and storage rooms, a computer terminal, instructional services, and Offices for Student Financial Aid, Counseling Services, and the Dean of Students. The Divisions of Humanities, Social Science, Allied Health, Business Administration, and Continuing Education are also housed in the building. The lighting of the building is adequate, but heating and air conditioning are unreliable because of frequent mechanical problems with the equipment. Study and consultation to resolve these problems are presently underway. Once the heating and cooling problem is corrected, the building will be adequate for present and projected needs.

The Library Building, constructed in 1972, contains 31,539 square feet of floor space with 25,931 square feet of assignable area. It is of a different architectural design but is constructed of the same type of brick as the other buildings on campus. The Library Building contains such interior design features as special provisions for physically handicapped persons, large open expanses, individual study carrels, tutorial rooms, conference rooms, and the latest types of equipment. The Dalton Junior College Librarian was a member of a committee of librarians who assisted in planning the building.

Table VIII. 1 is a detailed presentation of space utilization of each building.

TABLE VIII. 1  
SPACE UTILIZATION

CLASSIFICATION	NUMBER	SQUARE FOOTAGE
<u>Westcott Building</u>		
Offices	11	2,396
Main Reading Room	1	4,816
Study Rooms	9	720
Information	1	48
Equipment Room	1	80
Receiving for Library	1	253
Conference Room	1	192
Vaults	2	144
Storage	2	124
Rest Rooms	2	220
Lobbies	2	476

TABLE VIII. 1 - continued

CLASSIFICATION	NUMBER	SQUARE FOOTAGE
<u>Sequoia Hall</u>		
Classrooms	12	7,854
Laboratories	5	4,796
Offices	19	2,747
Workrooms	2	303
Balance Room	1	144
Mechanical & Storage Rooms	6	1,293
Rest Rooms	2	400
<u>Memorial Hall</u>		
Classrooms	11	5,752
Main Auditorium	1	3,054
Offices	43	5,195
Mechanical & Storage Rooms	16	2,367
Classroom Service	2	1,089
<u>Sandy Gymnasium</u>		
Offices	5	550
Classrooms	1	1,444
Basketball Court	1	8,475
Pool Area	1	6,657
Varsity Training Room	1	546
Showers	3	531
Boiler Room	1	270
Mechanical & Storage Rooms	10	988
First Aid	1	104
Laundry	1	144
Rest Rooms	2	304
Ticket Booth	1	30
Locker Rooms	4	2,706

TABLE VIII. 1 - continued

CLASSIFICATION	NUMBER	SQUARE FOOTAGE
<u>Maintenance</u>		
Offices	2	397
Shop	1	624
Warehouse	1	2,400
Vestibule	1	55
<u>Fope Student Center</u>		
Offices	2	354
Bookstore	1	828
Activity Area	1	2,432
Student Government	2	507
Student Publications	1	460
Serving Area	1	80
Mechanical & Storage Rooms	4	715
Kitchen	1	850
Dishwashing	1	120
Teachers Lounge	1	648
<u>Library</u>		
Reading Room	2	15,160
Unbound Periodical Room	1	234
Media Services Room	1	2,916
Student Study Rooms	9	1,794
Offices	4	582
Xerox Room	1	180
Microform	1	180
Technical Services Room	1	970
Conference Room	1	504
Rest Rooms	4	990
Staff and Faculty Lounge	1	616

The classrooms in Sequoya Hall have a student capacity of 449. They are assigned 214.5 hours per week with a percentage of usage of 34.78. Laboratories in the building have a student capacity of 162 and are assigned 43.5 hours per week, a percentage of usage of 17.64.

Memorial Hall classrooms have a student capacity of 378. They are assigned 262.0 hours per week with a percentage of usage of 45.51. The auditorium has a seating capacity of 332 and is used for classes.

An analysis of the data above shows that each classroom in Sequoya Hall is in use an average of 17.9 hours per week, while each classroom in Memorial Hall is in use an average of 23.8 hours per week. Based on data collected by Dr. C.C. Colvert, Consultant and Specialist in Junior Colleges, nationally junior colleges have classes in each assignable room an average of 20 to 24 hours per week. Dalton Junior College is therefore below the national average in utilization of classrooms in Sequoya Hall and near the top of the national average range in classroom utilization in Memorial Hall. The percentage of usage figures (34.78 for Sequoya Hall and 45.51 for Memorial Hall) are based on total student capacity of the classrooms and the number of students enrolled in classes which meet in these rooms.

The 17.64 percent of usage for laboratories in Sequoya Hall is quite close to the comparative average for laboratory usage in other institutions. The problem with laboratories in Sequoya Hall is not so much a matter of inadequate working space but rather a matter of inadequate preparation space and poor design.

As equipment is purchased and received, an inventory control officer assigns a decal and number to all items valued at fifteen dollars or more.

Pertinent information concerning the equipment is recorded in tab cards, which enables the officer to sort and print a master inventory list for the campus.

Since all institutions of the University System of Georgia have immunity from tort liability, the college carries no liability insurance. The total plant and equipment are all covered at present market value by the State of Georgia self-insurance plan administered by the Supervisor of Purchases, State of Georgia.

Fire prevention is the responsibility of the campus safety officer who also directs the security force. He makes regular inspections of buildings and equipment and reports weaknesses or potential hazards to the appropriate persons so that corrections may be made. Fire plans showing the location of extinguishers and fire alarms are posted in conspicuous locations on each floor of each building.

Parking facilities on campus at the present time are adequate. There are six parking areas with a total capacity of 781 student spaces and 95 faculty spaces. In addition, six reserved spaces and twelve visitor spaces are provided in front of the Westcott Building.

Indoor recreational facilities in Bandy Gymnasium, which include the indoor swimming pool and basketball court, are generally considered adequate for present needs. The basketball area presently serves such activities as gymnastics, table tennis, volleyball, and folk dancing in addition to basketball. Handball courts are desirable as an addition to indoor facilities. The most obvious inadequacy of the indoor recreational facilities is the lack of adequate seating for basketball games. Solutions for this problem are under investigation.



Outdoor recreational facilities are presently inadequate. The 375,000 square foot athletic field is often rough or muddy because of inadequate grassing and drainage. The drainage problem has been partially corrected by work completed on a large earth bank on the west side of the athletic field. Construction of four tennis courts with a total playing area of 2,500 square feet was completed in October 1972. Construction was begun in September 1972 on a baseball diamond; but installation of an irrigation system, grassing, and finishing will not be completed before the spring or summer of 1973. When this project is completed, outdoor recreational facilities should be adequate for present and future needs.

Water service for the college is provided by the City of Dalton through an eight inch, 300 gallon per minute, main line with a separate shutoff for each building. It is estimated that this line can serve as many as eleven buildings; therefore, water service is considered adequate for present and projected needs. Sewage accommodations are provided by the City of Dalton through an eight inch main sewer line. The City can provide adequate sewage removal as the college expands.

Dalton gas accommodations to the college consist of a four-inch main line with three-inch and two-inch feedoff lines. The gas lines in the buildings are one and one-half inches. In the past, the city has limited the use of gas on occasion, but the college has experienced only a minor reduction in pressure. Since natural stores of gas are being rapidly depleted both nationally and worldwide, use of gas is restricted in some areas. There is no way to predict how long gas needs can be accommodated.

Electricity is provided by the City of Dalton Water, Light and Sinking Fund Commission through a 2700 volt primary location in the southeast



corner of the campus, with transformers at each building. Electrical service is adequate, and the college has been assured that future needs can be accommodated.

Telephone service to the college is provided by the General Telephone Company of the Southeast with offices in Dalton. There are seven incoming lines: four in Westcott Building, two in Memorial Hall, and one in Sequoya Hall. The telephone system is often less than adequate and is the object of numerous complaints. The difficulties with the system can be reduced to three categories:

- (1) multiple locations needing coverage at all times throughout the day,
- (2) an insufficient number of extensions resulting in several faculty members sharing the same extension with no intercom for switching calls,
- (3) insufficient coverage at night; only one number usually is attended and no night number is listed as such in the directory.

#### Maintenance

The maintenance and housekeeping program at the college is the responsibility of the Director of Plant Operations. Overall responsibilities include maintenance, cleaning, rehabilitation, and protection of the grounds and other physical properties belonging to the Regents of the University System of Georgia and under the direct authority of Dalton Junior College. These jobs are assigned to one or more of the following Plant Operations staff: one inventory clerk and press operator, one maintenance mechanic,

one mechanic's helper, one grounds-keeper and carpenter, one safety director, one safety officer, one watchman, one janitorial supervisor, one assistant janitorial supervisor, and six janitors.

No formal or scheduled training programs are provided by the college for plant operation personnel, but as the need arises and if funds and facilities are obtainable, training will be provided and encouraged. Off-campus programs attended by staff members include the Atlanta Police Academy School, the State Fire School, and a pneumatic controls school presented by a controller firm.

Analysis of Table VIII. 2 shows that Dalton Junior College ranks lowest among the nine junior colleges surveyed in percentage of institutional budget allotted to maintenance.

TABLE VIII. 2  
COMPARISON OF MAINTENANCE OPERATIONAL COSTS

AVERAGE ENROLLMENT OF INSTITUTION PER QUARTER	PERCENT OF INSTITUTIONAL BUDGET ALLOTTED TO MAINTENANCE	TOTAL SQUARE FOOTAGE OF BUILDINGS	PERCENT OF SQUARE FOOTAGE AIR CONDITIONED
765	13.7	73,000	91.7
810	15.26	110,183	73.0
910	16.24	336,386	58.55
937	13.6	101,427	80.0
*998	11.48	107,365	70.7
1347	12.1	141,000	80.0
1614	14.6	147,715	25.0
1621	15.5	152,627	87.2
2135	13.7	156,528	14.3

\* Dalton Junior College

Because of the many variables such as square footage, enrollment, and percentage of air conditioned space, it is difficult to make accurate comparisons between colleges. However, it appears that the Dalton Junior College maintenance division is inadequately funded in comparison with other institutions. It should be noted that the institution with the highest percentage of operational funds (16.24) is a college with dormitories, a situation which naturally requires a higher percentage of maintenance funds.

It may be generally concluded that the Plant Operations Department is inadequately funded at present, particularly in the area of the salary structure for janitorial help. It is recommended that a thorough study of salaries for maintenance employees be made. Results of such a study will probably show that the salary structure is low compared to that of industrial or other jobs open to maintenance employees. Better salaries will probably improve the chance of hiring better qualified and more dependable personnel.

In a questionnaire presented to faculty, administration, and students at the college, the following data were obtained: 213 respondents found the maintenance of the grounds to be excellent, 126 found it satisfactory, and 4 found it unsatisfactory; 171 respondents found the maintenance of the buildings to be excellent, 147 found it satisfactory, and 14 found it unsatisfactory. Specific weaknesses of the maintenance program frequently mentioned by respondents were the following: use of chicken litter on the grounds, lack of adequate janitorial service, too infrequent cleaning of laboratories, and heating problems in Memorial Hall.

Future expansion will bring the need for expansion of the maintenance



program, physically and monetarily. Maintenance costs are lower for new buildings than for old; therefore, as the campus ages, it is likely that maintenance costs will go up, requiring perhaps a larger percentage of the institutional budget.

#### Plant Development

In 1965 a master plan for Dalton Junior College was developed by Bothwell Associates, Decatur, Georgia, in consultation with the college president and the Board of Regents of the State of Georgia. There were no faculty members at that time, and no buildings had been constructed. The projected size of student body, housing needs, and the scope of the educational program were not accurately assessed. The projected enrollment of 500 students by the end of the second year of operation was realized in the first year. The master plan is partially updated periodically.

A standing building committee was used during design and construction of Memorial Hall. This committee included faculty and students. At the present time there is little faculty or student participation in the building program.

A student parking area accommodating 225 cars was completed in September 1972. This addition was made financially possible through State Highway Department funds and funds from the original county bond issue, and was carried out under state-county contract. Additional improvements, four tennis courts, one baseball diamond, and irrigation equipment for the athletic field were made possible from county bond funds and a \$10,000 State Board of Regents allocation.

Bothwell prepared plans for an extension of the Pope Student Center,

and ground breaking for this 35,348 square feet, \$1,000,000 addition was begun March 1, 1972. The addition will be both functional and attractive: there will be a dome top, a balcony on two sides of the building, a spiral staircase, a cafeteria, a TV lounge, and reading and study rooms. Space will be provided for all student activities, offices for the Dean of Students and staff and a student communication center.

At the February 1972 meeting of the Board of Regents a \$250,000 budget was approved for renovation and additional expansion. The space in Westcott Building formerly occupied by the library will be converted into office space for the Division of Continuing Education, a conference room seating approximately 200 persons, and a centralized printing room. A 4,992 square feet addition on the north side of the building will provide office space for the Offices of the Registrar and Comptroller, a lobby, three conference rooms, and a mechanical room. A penthouse-type structure atop the building will add to the appearance of the building by screening the climate-control apparatus. Plans for these improvements were completed in April 1972 by architect Carlton P. Fountain of Atlanta.

A 11,679 square feet addition to the north and west sides of the maintenance building is also planned. The addition will include a machine shop and a carpenter shop with a total of 1,875 square feet, two classrooms of 1,152 square feet each, and 7,500 square feet addition to the warehouse area. The classroom space will be utilized by art and music classes and will alleviate the somewhat crowded classroom situation in Memorial and Sequoys Hall.

### Recommendations

The following discussion summarizes information concerning the plant development needs taken from a survey of each division or department.

The Division of Business Administration together with the Division of Continuing Education report that faculty offices are adequate, but classroom and storage space is inadequate. The Divisions recommend more classrooms instead of so many specially designated rooms. In addition, the following areas were discussed: non-teaching services take up too much classroom space; although laboratory equipment is adequate, more laboratory space is needed; teaching devices on the campus are often difficult to obtain; lighting is sometimes poor because of burned out and unreplaced light bulbs; heating equipment in many areas of Memorial Hall does not function effectively.

The Division of Humanities finds the space allocated to the division to be basically adequate. The reading laboratory has adequate equipment but needs more space to include a small conference room for individual and small-group work.

The Division of Natural Science and Mathematics feels that present facilities, with the exception of faculty offices, are somewhat less than adequate. The following facilities are needed: classrooms for 40-50 students, one or two small laboratories for approximately 12 students, additional storage space, and a washroom.

The Division of Nursing rates physical facilities as being relatively adequate. Additional faculty offices are needed; presently one office is occupied by three faculty members. A central conference room with conference table, side table, bookcase, and chairs for 10-15 people is needed.



The Division of Social Science deems all facilities adequate; however, deficiencies occur with large classes. Rooms for special classes such as history, geography, foreign languages, and similar areas are desirable.

The Division of Allied Health considers physical facilities generally inadequate, particularly in the area of laboratories. The labs in use are poorly designed for Allied Health programs, and additional space for preparation and storage is needed. Classroom and office space are adequate.

The Department of Physical Education considers physical facilities adequate at present only in the areas of classroom space and offices. Additional gymnasium seating and storage are badly needed, as well as air conditioning and ventilation. Additional office space is desirable if the staff is increased. Outdoor facilities will be adequate upon completion of the baseball diamond.

General recommendations of the Committee on Physical Plant are as follows:

1. Centralize faculty phones into one full time switchboard with individual extensions for each faculty member.
2. Provide funds for maintenance training programs.
3. Conduct further studies of operational costs to determine adequacy of funding for present and future needs.
4. Discontinue use of chicken litter as fertilizer on grounds.
5. House all instructional media in library, thereby affording additional classroom space in Memorial Hall.
6. Conduct thorough study of salaries of maintenance employees.
7. Encourage faculty and student participation by establishing a building committee to be involved in future building projects.

Projections

According to data compiled by the Registrar's Office for the Higher Education General Information Survey of the Georgia Higher Education Commission, projected enrollment per quarter for 1974-75 is 1400 students; for 1977-78, 1600 students; and for 1979-80, 1700 students. If these projections are reasonably accurate, physical facilities at the college should encounter little difficulty in maintaining adequacy for foreseeable future needs.



## IX. SPECIAL ACTIVITIES

### Classification and Purposes

The major objective of the Division of Continuing Education at Dalton Junior College is to provide opportunities to the people of Northwest Georgia to continue their education at all levels. Since Dalton Junior College opened in 1967, the Division has been responsible for selecting, staffing, and publicizing non-credit courses, staffing seminars, workshops, or conferences; arranging for the use of the college plant by community groups; and promoting the college through public relations.

In order to serve the constituents of the college, the Division has developed diversified programs. These programs may be divided into the following three categories: self or professional improvement programs, interest centered courses, and public service programs. Programs founded in these three areas of activity are consistent with the philosophy of Dalton Junior College.

TABLE IX. 1

### CONTINUING EDUCATION PROGRAMS

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Self or Professional Improvement Programs
College Preparatory
Post Secondary Professional Improvement
Graduate Courses
Public Service Programs (Short Courses/Seminars)
Government
Health
Business

TABLE IX. 1 - continued

Interest Centered Programs  
 Hobby Courses  
 Cultural Courses  
 Physical Conditioning Courses

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Administration and Organization

Administrative responsibility is divided among three professional faculty members and one full time secretary. The Director of Continuing Education reports directly to the Academic Dean and to the President of the college. Reporting to the Director of Continuing Education is his professional staff, the Assistant Director and the Administrative Assistant. One full time secretary and part time student-aides provide clerical assistance.

Allocations of time devoted to Continuing Education by the Director and Assistant Director seem noteworthy in that these are not full time positions. The Director of Continuing Education is also the Chairman of the Division of Business Administration, in addition to some teaching responsibilities.

The Assistant Director holds a joint appointment with the Division of Continuing Education of the college and the Center for Continuing Education of the University of Georgia. In addition, the Assistant Director is a member of the teaching faculty in the Division of Business Administration. The Administrative Assistant is the only full time professional staff member in the Division of Continuing Education. This position carries no teaching responsibilities.

The published job description for the position of Director of the Division of Continuing Education is outdated and should be revised. There are no published job descriptions for the positions of Assistant Director and Administrative Assistant.

The Division for Continuing Education, as of July 1, 1972, became responsible for applying the concept of reporting non-credit courses and programs in terms of a Continuing Education Unit (C.E.U.). Detailed procedures for the application of the C.E.U. are being developed by the Board of Regents of Georgia.

The relationship of the Division of Continuing Education to credit courses is in reality one of coordinator among the Academic Dean, the particular division chairman, and students enrolled in a credit course. The Continuing Education Division performs housekeeping services for night students in credit courses and/or those in pursuit of a degree in evening classes. The Director of Continuing Education has the option of reporting a need for a credit course to the administration; action concerning a proposed new credit course then becomes the responsibility of the Academic Dean.

#### Financial Resources

Annual expenditures of the Division for Continuing Education for the past four years averaged about \$48,000. Of this amount 94 percent is allocated to salaries and wages, 4 percent to supplies and 2 percent to travel. Of the monies for salaries and wages approximately 60 percent is utilized for instruction. Of the total expenditure approximately 45 percent is provided from income from continuing education activities.

The financial allocations for compensation of the Director and his staff are as follows: the Director receives 75 percent from Business



Administration and 25 percent from Continuing Education; the Assistant Director, 50 percent Continuing Education, 50 percent University of Georgia; the Administrative Assistant and the secretary, 100 percent Continuing Education.

Responsibility for handling monies is limited to receipting. Accounting and audit functions are the responsibility of the business office.

The Division prefers to utilize local faculty whenever possible in non-credit courses in which they hold special expertise. An exception is faculty on twelve-month contracts. These faculty cannot teach additional courses without special approval from the Board of Regents. If the required expertise is not already available on campus, the Division staff recruits part-time instructors from business and government. Generally the balance between academic preparation and vocational experience is dictated by the type of course. Infrequently situations occur wherein the expertise of the part time instructor does not meet course requirements.

Each course with a minimum enrollment of ten students is considered self-supporting; non-credit faculty are compensated on this basis. For example: a twenty-hour course which has a fee of twenty-five dollars per student will provide compensation of \$250.00 to the instructor. Therefore, payment for instruction is determined by the fee that can be charged times the minimum number of students (10). Fees and compensation vary based on the type of course and the cost of a qualified instructor.

Although the courses are generally self supporting, some courses are supplemented by revenue from other sources. With regard to the example above,

any funds in excess of the normal compensation to the instructor are placed in the Dalton Junior College general fund. When the Director of the Division feels that the teaching of a new course will stimulate interest and eventually bring enrollees into the non-credit program, the course is partially subsidized with funds from this source.

#### Facilities and Services

Services which are readily available during the day, such as counseling, bookstore, food services, and administrative offices, are either not available or are greatly curtailed at night. Communication between the Division staff and non-credit faculty concerning the availability and use of the library and media has been less than adequate. This problem ultimately limits use of college facilities by non-credit and evening students. In terms of physical education, however, the entire physical plant of the institution is available to the Division.

#### Programs

The Self or Professional Improvement Programs include college preparatory courses, post secondary occupational training, and graduate courses. Speed Reading, Beginning Typing, Receptionist Training, Effective Speaking, and Real Estate Salesman Preparation are specific courses within the self-improvement category. Interest Centered Programs include hobby courses, physical education classes, and the cultural courses. Basic Photography and Photo Processing, Gardening, Karate, Scuba Diving, French for the Traveler, Basic Instrumental Music, Drawing, Sketching, and Painting are only a few of the many classes offered in this category within the past four years. Most of the short courses,



seminars, conferences, and meetings arranged by the Division come under the Public Service Programs which were planned to serve three segments of the community: governmental departments, health agencies, and business and industry. The four day meeting in January 1972 called Supervisory Development for Local Government, the quarterly In-Service Training Sessions (since fall 1970) of Can-Help, the Seminar on Teaching of Public Health in Spring 1971, the Election Workshop in Fall 1969, the Georgia State Crime Seminar, the Dorothy Liebes Exhibit in 1970, and the Carpet and Rug Institute Seminar are representative examples of past activities. The Division serves as a coordinator for graduate courses offered through Northwest Georgia Teacher Education Service (NWGATES). The faculty for these courses are provided and credit is given by senior colleges. The Division publicizes graduate classes to be held on the campus and provides classrooms and media services.

Admission is completely unrestricted for most of the three non-credit programs discussed above. However, a person who wishes to enroll for in-service graduate courses taught through NWGATES must have a baccalaureate degree from an accredited four-year college and must not have been denied admission to graduate school at the University of Georgia. In a few instances, such as seminars on government management and law enforcement participants must meet certain requirements. For example: participants must be employed in a management or law enforcement position. The only other limiting factor is cost, for only a few non-credit courses are free. The average cost, using figures from 1968 through 1972, for a non-credit course meeting once a week for two hours for 10-12 weeks was \$27.00, for 8-9 weeks was \$24.00, and 4-6 weeks was \$21.00. The cost for NWGATES

graduate courses is \$16.00 per quarter hour or \$80.00 for a five-hour course.

The Division of Continuing Education often serves the college as a field research unit and coordinating agency for extending credit work off campus. Research into requests for assistance produced classes in Trenton, Georgia during the Summer Quarter of 1971. Qualified personnel from Dalton Junior College presented a course in English 101 and a course in Political Science 101. In addition, the Division for Continuing Education conducted a survey in conjunction with the Walker County Technical School to determine interest and need of various academic offerings in higher education for the area. The Division of Continuing Education was active in the development of a specialized program in law enforcement. The core curriculum subjects for the program are offered by the college. Dalton Junior College awards the Associate of Arts Degree when the student has completed the necessary requirements. This recently initiated program has an enrollment of twenty-five students. In its capacity as a coordinating agency, the Division of Continuing Education accomplished much of the preliminary work which led to the establishment of a certified teacher aide program. The Division is performing adequately in this vital area by producing information and performing essential supportive functions leading to the establishment of college credit programs.

In the area of providing conferences and institutes, the Division of Continuing Education most aptly demonstrates its utility. Past, present, and projected offerings illustrate a multiplicity of short courses, seminars, and workshops. The greatest activity has been in

## PLANNING FOR THE FUTURE

According to the North Georgia Area Planning and Development Commission, the area served by Dalton Junior College is expected to continue its rapid rate of growth over the next ten years. Because of the continuous expansion of northwest Georgia as an industrial center and the accompanying population influx, the role of Dalton Junior College is expected to diversify. In general there will be a continuous need for both professional and non-professional staff and an increased emphasis in career program offerings.

In appraising the future of Dalton Junior College, certain essential projections and recommendations have evolved in keeping with the nature and thrust of the Self-Study. For convenience, these recommendations follow the general organizational sequence of the Self-Study.

### Purpose

The Statement of Purpose approved by the faculty should be adequate for the foreseeable future. However, it is recommended that a periodic reevaluation of the stated purpose and its relationship to the instructional programs be conducted. A more effective method for determining community needs in relation to the stated purpose should be formulated. Procedures should be established to assure that the Official Statement of Purpose be included in all publications of the college and that the language of the statement be uniform.

### Organization and Administration

The organizational structure of Dalton Junior College as evaluated in the Self-Study is well-structured for maximum coordination of the present



Administrative Assistant should be written.

3. The Division should incorporate into its responsibilities the role of liaison officer for directing faculty and students to services which are usually not available or are limited at night. For example, if a student had need of counseling services, the liaison position would arrange with the counseling staff to meet this need. In this manner the Division could make available to the student the total services at the institution.
4. Minimum standards should be determined for each course offered, and should be met by the instructor of the course.
5. Definitions for short courses, seminars, and workshops as stated in Standard Nine of Standards of the College Delegate Assembly of SACS should be followed. In reports on such areas, the agencies coordinating events not organized by the Division should be identified.
6. The Division should offer more courses in the Self or Professional Improvement areas.

#### Projections

The projected future in the Division for Continuing Education will be directly related to the positive growth patterns of the immediate area. These growth patterns indicate possible involvement of the Division of Continuing Education in areas such as the vocational-technical addition to Dalton Junior College currently under study by the Board of Regents. The amount of time presently spent by the Division staff in procuring federal funds will probably be increased. The Committee projects a need for courses such as Math 99, Psychology 99, and Reading to be offered at night. These should be geared especially for lower income and blue collar groups who experience changing employment patterns resulting from automation and shorter work weeks.

functional needs of the college. It is recommended, however, that a formal plan and mechanism be established for long-range planning of organizational growth and change.

Although there are no anticipated changes in organization for public relations and developmental activities, it may become necessary as the college becomes larger to develop a formal position to carry out these activities.

#### Educational Program

The educational program of the college is meeting the needs of the student population. However, concern was expressed about effects of large class sizes on the quality of instruction. Methods of evaluating instruction in large classes and double sections should be developed, and competent clerical assistance should be provided to instructors with unusually large classes. Improved procedures of evaluation of the performance of graduates and transfer students on the job and in senior colleges should be implemented.

It is anticipated that the Educational Program of the college will continue to grow, keeping in step with the increasing needs of the community. In the area of long-range planning a Fine Arts program will be given first priority. A Fine Arts facility with an expanded program and additional faculty is projected.

Plans for growth are expected in other areas of general education. More career programs are projected including such programs as Legal Secretary, Accounting, Mental Health Technology, and other occupational programs requiring special skill development. With the addition of these

new areas, programs for associate degrees and/or certificates will be introduced.

This growth is expected to require new courses in the Humanities and Social Sciences; improved utilization of facilities such as television, teaching-aid packages, and individual programmed instruction kits; and future expansion of Continuing Education programs. A prime area for future experimentation is the design of a Developmental Program based on courses that are a part of the present curriculum.

A major anticipated change in the educational program is the vocational-technical program proposed for Dalton Junior College at the State level. The details of this program are not available at present, but undoubtedly this addition to the college complex will require the attention of all college personnel in the near future.

#### Financial Resources

The Financial Resources Committee found that current financial operations are adequate. Since the college is anticipating continued expansion, it will be necessary to seek increased state support, additional federal funds, and increased private support. Funds have been requested for the construction of an Allied Health facility, a Fine Arts facility and improvement of the Bandy Gymnasium. Funds have been allocated for the expansion of Westcott Building and the Maintenance Building.

The Dalton Junior College Foundation also has projected plans for financial resources for the college. The Foundation plans to advertise and promote Endowment Trust, as well as encourage corporations and management of local industry to contribute to the financial support of the college.



The Financial Resources Committee identified weaknesses in the operation of the auxiliary enterprises of the college and recommended that a concentrated effort be made to improve food services and bookstore operations.

### Faculty

The Committee on Faculty found that the current Faculty Handbook inadequately described the policies and procedures of the college and recommended its revision. Additional recommendations included reevaluation of specific committee structures and objectives and improvement of faculty benefits.

If the projected growth of Dalton Junior College for the next ten years is realized, there will be a need for an additional twenty-seven faculty members, two more counselors, as well as added personnel in Continuing Education. The projected need for professional staff should be balanced with proportional projections for non-professional staff, such as secretaries and other workers needed to support the teaching staff.

It is recommended that salaries and special benefits, such as free tuition and insurance coverage, be increased over the next ten-year period in order to enhance the acquisition and retention of an effective faculty and staff.

### Library

The operating policies and procedures of the library are considered adequate with few exceptions. A specific recommendation of the Committee on Library is that the college library committee be reorganized to become a permanent functioning committee. The length of time faculty may retain

books should be evaluated, and methods should be established by which books held by faculty who are leaving the college permanently may be obtained. Joint cataloging of instructional media materials should be improved.

In light of the recent completion of the new two-story library facility, it is expected that this new building will adequately provide for all library facility needs during the next fifteen years. However, additional furnishings will be needed in the near future.

#### Student Development Services

The suggestions of the Committee on Student Development Services are appropriate and in keeping with institutional direction. It is recommended that an evaluation of the formal freshman orientation program be made. It is expected that moving the entire counseling center, along with the Dean of Students and other student personnel, into the new student center, which is to be completed soon, will make counseling and other such services more accessible to the students. The addition of two new counselors is projected within the next ten years. Furthermore, the new student center with its food service system will resolve the existing problem of inadequate eating facilities for both students and staff.

The lack of a formal procedure for following up students aided by the Placement Office was noted as a weakness. The establishment of such a procedure is recommended. Furthermore, it is recommended that stronger lines of communication be maintained between employers and the college.

#### Physical Plant

The Committee on Physical Plant reported the need for a formalized program of plant improvement and expansion. It is recommended that further

studies be made in the area of operational costs to determine the adequacy of present funding and projections for future needs. Funds should be made available for maintenance training programs, particularly when new personnel are hired or when new types of equipment are installed. Additional maintenance and janitorial personnel should be added as needed to assure that the physical surroundings are as usable and efficient as possible.

Problems with the present communications system were identified. The recommendation was made that an improved system be implemented.

Additional classroom space for the Divisions of Continuing Education and Natural Science, added laboratory facilities for Allied Health, along with the new library and student center should enable the college to care adequately for a projected enrollment by 1982 of 1,800 students. Plans have been approved by the Board of Regents for the addition of 4,992 square feet to the Westcott Building, which houses the administrative offices, and a 11,679 square feet addition to the Maintenance Building. This latter structure will also provide classroom space for art and music. Plans also have been projected for the improvement of Bandy Gymnasium.

#### Special Activities

The educational program is effectively complemented by special activities which are coordinated and implemented by the Division of Continuing Education. The setting of minimum course standards, the improvement of record keeping, and the further documentation of administrative responsibilities were recommended by the Committee on Special Activities.

In view of the growth patterns of the service area and the rapid



expansion of the college, the Division of Continuing Education may be expected to extend its activities. In doing so, the Division will continue to adapt to changing needs of the community in such areas as vocational training, social services, and cultural development.

### Conclusions

The findings of the various Self-Study committees reveal that Dalton Junior College has adequately responded to the challenges of its rapid expansion during the first five years of operation. As a result, the college is at present in excellent condition with regard to facilities, finances, and personnel. It is fulfilling its institutional role in providing a quality program of educational opportunities and community enrichment.

Conditions, however, cannot be expected to remain stable. Determining as rapidly as possible the long term effects of changing educational demands is the most significant problem facing the institution. The most immediate areas of attention are vocational-technical programs and Fine Arts offerings. These concerns will necessitate changes in emphasis as well as changes in operating policies and procedures. Such demands can only be met by recognizing and responding to the established need for formal long-range planning involving representatives from both faculty and staff. Procedures for this type of planning should be developed and implemented no later than the fall quarter of 1974.

Although current facilities are adequate, the coming need for additional classroom space warrants that increased attention be given plans for an Allied Health Facility and a Fine Arts building. Since construction is largely financed by the State, definite schedules for completion cannot

be set. However, it is anticipated that additional facilities need to be under construction within the next five years.

The long-range prospect of improved faculty and staff salaries and benefits will be dictated by future budget allocations of the State. Positive efforts should be made continually to endeavor to acquire adequate funding to assure attracting and retaining a qualified faculty and staff. In addition, local funds possibly could be utilized further to increase benefits.

In order to maximize the effectiveness of the institution, additional refinement of policies and operating procedures is necessary in the area of short term changes. A revised Faculty Handbook, improved documentation of Continuing Education responsibilities, and improved internal communications should be provided within six to twelve months.

The development of improved methods of evaluation is necessitated by the lack of adequate information concerning the effects of class size on instruction, the performance of graduates and of transfer students after leaving the college, and the identification of general needs of the community. Responsibility for developing adequate plans and procedures for evaluating these concerns should be assigned to a committee composed of faculty members whose expertise lies in these areas.

Generally, the institution has the capability to carry out successfully the majority of the recommendations made in the study. Limitations do exist in the areas mentioned above, for example, capital expenditures and salaries and benefits. Primary responsibility for these areas rests with the Board of Regents of the University System. Within these limitations, the college is dedicated to resolving any problems that might impede the educational process.







SOUTHERN ASSOCIATION OF COLLEGES AND SCHOOLS

795 Peachtree Street, N.E. • Atlanta, Georgia 30308

Phone 875-8011 Area Code 404

July 12, 1973

President Derrell C. Roberts  
Dalton Junior College  
Dalton, Georgia

Dear President Roberts:

A copy of the report prepared by the Visiting Committee which visited your institution is enclosed. We hope the report will be helpful to you and your associates at Dalton Junior College.

We ask that you regard this report as a critical analysis of your institution made according to the Standards of the College Delegate Assembly. The report is a judgment of the Visiting Committee and is subject to review by the Committee on Standards and Reports. The report should be made available to faculty and administrators for guidance in taking constructive action.

You are requested not to quote any part of the Visiting Committee's report in publications by or about the institution without first consulting the Executive Secretary of the Commission on Colleges.

No decision has yet been made regarding the reaffirmation of your accreditation. The report of the Visiting Committee will be reviewed by the Committee on Standards and Reports at its October meeting. You should, therefore, prepare a written statement of your responses to the recommendations of the Visiting Committee and any report of progress made since the committee was on your campus. This written report should be submitted in triplicate to the office of the Commission on Colleges no later than September 1, 1973.

The Committee on Standards and Reports will meet in the offices of the Southern Association of Colleges and Schools in October, 1973. It is possible that you will be invited to send representatives for an interview with the Committee at that time.



President Derrell C. Roberts  
July 12, 1973  
Page 2

As you know, the Commission on Colleges endeavors to maintain a cooperative and constructive relationship with the junior college systems and officials of the various states. However, because of the institutional nature of the accreditation process, it is preferable that these committee reports be furnished to the state offices by the institution rather than directly by the Commission office. Therefore, you will also find enclosed a second copy which is provided for you to send to Dr. George Simpson.

If you have any questions, please do not hesitate to contact our office.

Sincerely,

A handwritten signature in cursive script, reading "Barry L. Mellinger".

Barry L. Mellinger  
Associate Executive Secretary  
Commission on Colleges

BLM:rf

encl.  
cc: Dr. George Simpson

DALTON JUNIOR COLLEGE

PERIODIC VISITATION

APRIL 29-MAY 2, 1973

Visiting Committee Membership

Dr. Truman Wester, President  
Grayson County College  
Denison, Texas 75020

Dr. Bob T. Holland  
Dean of Student Personnel  
Jay Sargeant Reynolds  
Community College  
Richmond, Virginia 23212

Miss Lois Howard, Librarian  
St. Petersburg Junior College  
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Mr. John Johnson  
Business Manager  
Meridian Junior College  
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Dr. Myron Elee  
Director of Academic Affairs  
Division of Community Colleges  
Florida State Department of  
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Mrs. Mary McCandless  
Director of Nursing  
Florida Junior College at  
Jacksonville  
Jacksonville, Florida 32205

Mr. Lamar Norworthy  
Director of Distributive Education  
Mississippi Gulf Coast Junior College  
Gulf Port, Mississippi 39501

Dr. William Moore (Committee Chairman)  
Executive Vice President  
Pensacola Junior College  
1000 College Boulevard  
Pensacola, Florida 32504



## INTRODUCTION

Dalton Junior College was chartered in July, 1963, by the Board of Regents of the University System of Georgia. After adequate funding arrangements for the establishment of the institution were completed, construction on the campus was started in 1966. In September, 1967, the College opened in the four buildings completed. Since then a Health and Physical Education Building, a classroom-office building, and a library have been completed.

Dalton Junior College occupies a campus consisting of approximately 130 acres in the city limits of Dalton adjacent to and west of Interstate Highway 75. The College began operations as the twenty-fourth unit of the University System of Georgia. Dalton Junior College was received into membership in the Southern Association of Colleges and Schools in 1969. This visit is the periodic visit scheduled to be held four years after initial membership has been gained.

The entire committee wishes to take this opportunity to thank Dr. Berrell Roberts, President of Dalton Junior College, and all of the people associated with the institution for their helpfulness and hospitality. The work of the committee was made easier by the cooperation and assistance received from all College personnel.

## STANDARD I

### PURPOSE

Dalton Junior College, beginning with its inception in 1963 and continuing through Board of Regents' action in 1973, has adopted an official statement of purpose defining its role in the educational world. The statement of purpose is a pronouncement consisting of four objectives whose fulfillment will result in the College becoming a comprehensive junior college in the commonly accepted definition. The faculty, financial resources, physical plant, and educational program have been analyzed by the faculty in light of the stated purpose and have been deemed adequate and appropriate to achieve the stated purpose of the institution.

The Visiting Committee in evaluating the procedures for adopting the statement of purpose feels that the importance of the purpose of an institution is further enhanced by a faculty which devotes a great deal of time and effort to discussing, debating, analyzing, and revising the stated purpose. This standard by its very nature should involve every faculty member, but it appears that the Self-Study Committee on Purpose designed the statement of purpose utilizing minimal interaction of the faculty.

The implementation of the purpose of the institution seems to be filled least in the areas of developmental-compensatory programs and career programs. The Self-Study Committee on Purpose came to the same conclusion. As the projected expansions in these two areas are realized, further re-evaluations of purpose will reveal a closer correlation between purpose and reality.

The College is to be commended in both the dedication and the understanding of the lay leadership of the community of the purposes of the institution. The bank president who served as a lay member of the Self-Study Committee on Purpose had an uncanny understanding of the role of the College in the community life.

#### Suggestions

The following suggestions are in concert with the Self-Study.

1. A uniform Statement of Purpose of the College should be included in all pertinent, official college publications.
2. Periodic re-evaluations of the stated purpose of the College in relation to the instructional programs and the determined community need be effected.



## STANDARD II

### ORGANIZATION AND ADMINISTRATION

The governing board of the College, the Board of Regents of the University System of Georgia, was created by the Georgia General Assembly. The role of the Board of Regents is clearly defined as a policy-formulation agency. There is no evidence of instances where the Board has become involved in the administrative functions of Dalton Junior College.

The College has a well-defined organization chart which clearly sets forth the channels of authority of the College. Each faculty and staff member should know to whom he reports and, in turn, who reports to him. The job descriptions of the administration are outstanding, and thus, each administrator reporting to the President has a well-defined sphere of responsibility and authority. There is also an established order of authority among the administrative staff when the President is off campus. The President seems very anxious to involve all of the staff and faculty in the decision-making processes of the College.

The divisional and departmental chairmen have been given important roles in the hiring and firing of personnel, in budget development, in curriculum design, and in the divisional determinations. While they do have responsibilities as classroom instructors, they also have significant roles in instructional administration.

The faculty has a voice in the decision-making process through the faculty as a committee of the whole. Important decisions affecting the school are made by the faculty in session where an attendance of two-thirds of the faculty

constitutes a quorum. While some of the faculty committees appear to be somewhat perfunctory in nature, the Academic Council and the Student Affairs Council are making important contributions to the affairs of the College.

The Student Government Association has made few decisions affecting the College, but the recently adopted constitution of the student body should result in a more meaningful role of the student body in the decision-making process.

The following resume of findings relate to the eight illustrations of Standard II.

#### 1. Descriptive Titles and Terms

The organization of the College and the titles of personnel are highly descriptive of functions performed. The titles of the Academic Dean, Dean of Students, Comptroller, Registrar, and Director of Admissions are quite appropriate for the size of the College.

#### 2. Governing Boards

The duties and responsibilities and the Board are adequately defined by both statutory regulations and memoranda of policy. Board members are selected from all the ten congressional districts, from the state-at-large, and are selected for terms of seven years. No governor may appoint a majority on the Board.

#### 3. Advisory Committees

Key advisory committees are not functioning for all existing technical-vocational programs.

#### 4. Bylaws and Faculty Manuals

These documents clearly describe the duties, responsibilities, and rights of the faculty and staff. The job descriptions are outstanding.

#### 5. Size of Institutions

The institution is large enough and has the resources necessary for effective educational programming.

#### 6. Institution as a Unit

The College as a member of the University System of Georgia enjoys an adequate degree of local autonomy.

#### 7. Administrative Organization

The College is adequately organized for existing programs but could make efficient use of a consultant or new staff member with extensive knowledge and skills in technical and vocational education.

While the College has formulated several broad-based divisions, there are others which are rather small and thus expensive to administer from a financial viewpoint. Nursing and allied health might be organized into a broad health occupations division. Health, physical education, and recreation could be retained as a department but administered in an existing division. It is doubtful that health, physical education, and recreation differ more from social science than does art from Spanish. A reorganization along divisional lines would give the Academic Dean a more viable span of control.

8. Alumni

Alumni records are somewhat lacking in scope and content; and, in agreement with College projections, developments are needed in alumni records.

The recommendations of the Self-Study Committee on Organization and Administration are not felt to be serious enough to justify Visiting Committee recommendations. Instead the following are suggested.

Suggestions

1. The College should explore the possibility of formulating lay advisory committees for all existing and projected technical-occupational programs.
2. The College should study the feasibility of reorganizing its divisional and departmental aspects in order to reduce the span of control of the Academic Dean.



STANDARD III  
EDUCATIONAL PROGRAM

1. Admissions

The admissions policy of the College reflects the mission of the institution and that policy seems adequately clear and well defined. All students appear to be treated fairly in the admissions process. The general admissions policies are expressed in several documents published by the College. However, specific selection criteria and prerequisites for admission to particular programs are not adequately spelled out in College publications.

Necessary documents used in the admitting process are centrally collected, housed and interpreted.

It should be noted that the screening/selection/admissions process could markedly be changed when the occupational-technical offerings are expanded.

2. Curriculum

The curriculum has input from the faculty through the Academic Council. Course offerings seem to be adequate. The business field has one and two-year courses of study. There are three programs in allied health careers. There is an Associate Degree program in Nursing. All of the two-year career programs lead to an Associate in Science Degree. The core curriculum (general education) is found in all programs to the extent that at least one-fourth of the total credit requirements are in general education.

### 3. Instruction

A climate and environment conducive to learning exists; and students appear to be interested, motivated, and alert to opportunities to improve themselves. In the four programs in the health field, the campus laboratory and classroom is extended into community agencies. Agreements with cooperating institutions and agencies exist and are reviewed and revised annually as the need arises. The assignment of students in community agencies is supervised by an instructor of the College.

Many of the course outlines on file in the Academic Dean's office showed a lack of clearly defined objectives. In the career programs, there was a mixture of teacher objectives and behavioral objectives. In other areas of instruction, however, there were faculty members who did not seem to be aware of objectives for the course they were teaching. Similarly, there were cases in which no course outline could be found in an instructional division.

The teaching loads were not excessive with but one exception. There was a lack of information, however, on the subsequent performance of former students of the College. No specifics were available regarding the performance of former students who transferred to other institutions nor were there any specifics available about the performance of former students who were now employed.

The nursing program does have a record of its graduates and how they fared on national tests, but these students constituted only a small part of the total student body.

Recommendations

1. If there are additional admission requirements for a specific program that are over and beyond the general admission requirements for the institution, these additional requirements need to be noted in appropriate College publications.
2. Well-defined course objectives should be established for each course and program.
3. The relationship of instructional evaluation to course objectives should be demonstrated.
4. Follow-up studies should be conducted on all graduates and early leavers to determine subsequent performance levels.

Suggestions

1. Initiate a new program only if its need can be clearly documented.
2. The faculty should be encouraged to utilize a wider variety of instructional methods.
3. Consideration should be given to the outfitting of a classroom in a manner similar to that found in business offices.



STANDARD IV  
FINANCIAL RESOURCES

1. Sources of Income

Income for the Junior College is mainly from the State University System. The income sources in 1971-72 were 23% student fees, 64% state support, and 13% gifts, grants and other.

2. Stability of Income

In the past five years the income per student has been stable.

3. Organization

The chief business officer is appointed by the State Board of Regents on recommendation by the President. He is responsible directly to the President of the institution. The staff is well trained, efficient, and well organized under the Comptroller. Dalton Junior College is to be commended for its excellent Business Office.

4. Educational Expenditures

The expenditure per student is below the median for educational expenditures when compared to other two-year junior colleges of similar size. This does not seem to present a problem at Dalton Junior College.

5. Budget Preparation

The budget is prepared by the division chairmen with input from faculty members. The Academic Dean, Comptroller, and President compile the division budgets into a single budget. The complete budget is then submitted to the Board of Regents.

6. Budget Control/7. External Control

It is evident that the budget is closely controlled by the Board of Regents from preparation to implementation. While the controls are strong, they do not restrict the educational process.

8. Accounting, Reporting, and Auditing

The accounting and reporting of all income and expenditures is done in the Business Office following generally accepted principles of institutional accounting. Reporting is done monthly to Board of Regents and the President. Auditing is done by the state auditor yearly. The Board of Regents conducts two internal audits yearly.

9. Management of Income

The cashier is located in the Business Office. She is responsible for receiving and depositing all income. All members are covered by a blanket bond from the State.

10. Purchasing and Control of Storerooms

Purchasing is done by the State Purchasing Department. The present system requires three months for processing requisitions. This is too long--by any standard. The Business Office, however, seems able to work efficiently with this system by good planning

The storeroom is well stocked and managed in all aspects.

11. Refund Policy

The refund policy is stated clearly in the catalogue.

Suggestions

1. A greater effort should be made to inform all division chairmen of the budget status--monthly.

### 3. Academic Preparation of Faculty

Fifty-five percent of the faculty who instruct in the Humanities, Social Sciences and Natural Sciences Divisions have preparation equivalent to at least one year of advanced study beyond the Master's Degree. One member of the faculty of the Natural Sciences Division is listed as having an earned doctorate, but there is no documentation of this in his personnel file. One member of the Humanities faculty does not have a minimum of a Master's Degree, but a check of her transcripts indicates that she has at least a minimum of a Master's equivalent in her teaching field, and she is expected to complete the Master's Degree in the near future. Doctorates are evident throughout the faculty.

### 4. Professional Growth

While some efforts have been made to provide learning experiences, no regular in-service program is operative. There was evidence of several faculty on academic leave to pursue course work towards the doctorate. No funds seem to be available for tuition assistance during the academic year unless the faculty member is on leave.

### 5. Financial Security

The basic salary posture seems adequate and consistent with other junior colleges in the state. Dalton Junior College operates under a Board of Regents that sets minimum criteria. No faculty member was aware of any set minimum or maximum salaries in any rank.



#### 6. Tenure and Academic Freedom

Tenure policy is set by the Board of Regents. Teachers interviewed indicated that both the letter and the spirit of academic freedom was adhered to as long as they remained responsible.

#### 7. Teaching Loads

Teaching loads generally are satisfactory. A standard load is 15 hours. One exception was the Director of Nursing whose load was 28 contact hours.

#### 8. Criteria and Procedures for Evaluation

The general policy is evaluation by the division chairman who submits his recommendations to the Academic Dean. No faculty member interviewed had a copy of his evaluation nor did he know the criteria. In several cases, the faculty member did not know what his division chairman had stated in the evaluation that was submitted to the Academic Dean.

#### 9. Promotion in Rank

No faculty member interviewed knew the criteria for promotion. When asked what steps should be taken in order to be promoted, they did not know. The Policy Manual of the Board of Regents does contain some general qualifications for each rank.

#### 10. Salary and Other Recognitions

No faculty member interviewed knew the criteria or procedure used for giving salary increments.

Recommendations

1. Criteria for the selection and assignment of rank of new faculty members should be established.
2. Consideration should be given to developing year-round in-service training programs.
3. Teaching load assignments in the Nursing Division should be reviewed toward the end that these may be reduced to be more in line with the assignments of other similar nursing programs.
4. The criteria for evaluation of faculty should be more explicit.
5. Procedures for implementing faculty evaluations should be developed.
6. Criteria and procedures for giving salary increments should be restudied by the entire faculty.

Suggestions

1. Academic files be made current and complete on all faculty members.

## STANDARD VI

### LIBRARY

#### 1. Supplemental Document

Using selected items from the U. S. Department of HEW's Library Statistics of Colleges and Universities, Institutional Data, Part A, Fall 1971, the Dalton Junior College library collection was compared with ten Georgia sister two-year institutions. The comparison revealed that financial support must be continued at the present level and increased, if at all possible, if Dalton is to attain a collection comparable to that of its peers.

#### 2. Committee

The Library Committee is composed of the Head Librarian, one member from each of the seven divisions, and two students. There is little evidence that the committee has functioned in the past. This year the committee met and produced a set of recommendations relative to faculty borrowing privileges. These recommendations have been accepted by the faculty. Minutes of these meetings are sketchy, and some members have not attended because of lack of interest or conflicts with other scheduled meetings.

#### 3. Records

Circulation and acquisition records have been kept. Circulation statistics, while low for the size of the student body and the size of the collection, are rising steadily. The library keeps adequate records of expenditures for books and other library materials.



#### 4. Budget

The library budget, which represented 7.3 percent of the total institutional budget in 1971-72, is excellent and reflects an awareness on the part of the administration of the library's continuing need to meet standards.

An official copy of the library budget should be in the Head Librarian's office. The budget for audio-visual equipment and materials and for the Media Specialist has been administered separately from the library. Plans call for integration of the Media Department into library services as of July, 1973. The media budget then becomes the responsibility of the Head Librarian.

#### 5. Staff

The professional staff is composed of the Head Librarian, two recently graduated assistant librarians, one library assistant, and a library clerk. All professional staff enjoy faculty rank. Each professional holds membership in at least one professional organization. The Head Librarian directs the services and handles acquisitions. The assistant librarians supervise the public service activities. Clerical personnel process new books under supervision of the Head Librarian. Eighty-one hours of student assistance per week is assigned to the library.

#### 6. Collection

The library collection of 30,800 books contains an excellent basic reference collection. Choice, ALA's Junior College Collection Booklist, and other bibliographic tools are regularly checked for additions to the collection. All areas of academic offerings are represented in the book collection, with

nursing and literature particularly strong. Faculty members may request additions to the collection by completing a simple form provided by the library and signed by the appropriate division head. There are indications that this service has not been used to a large degree.

Audio-visual holdings have been catalogued and are interfiled in the card catalogue.

Newspapers provide local coverage of area served by Dalton Junior College as well as national and international events. The periodical collection provides technical, professional, and recreational reading. Microfilm and microfiche supplement current holdings back to 1950.

#### 7. Building and Equipment

The library is located in an attractively designed two-story building. Completed in 1972, the library contains 31,539 square feet of floor space. Well lighted and ventilated inside, the exterior blends well in color and texture with other campus buildings. Commendable features include the nine student-tutorial rooms, individual study carrels, art prints and sculpture, wireless cassette, conference rooms, and a copying machine. There is seating for 380 students. There are offices for the professional staff and adequate technical processing area.

Rising building costs curtailed the purchase of some book shelving at the time the library was completed. While shelving space is adequate, plans should be made to secure additional shelving and microfilm cabinets before new holdings

create a space problem. Approval has been given to equip and locate wet barrels for nursing students on the second floor of the library.

#### 8. Hours Open

The library meets the minimum requirements for 50 hours per week for service. A three-month experiment with Saturday hours proved unsatisfactory. Because of the length of the library day, the librarian depends upon student assistants to staff the circulation desk. This is not desirable. Two nights a week the library is staffed by only one person who must handle reference and circulation. Dalton is a commuter college which makes night students' help difficult to obtain.

#### 9. Services

Students and faculty alike expressed satisfaction with library services. The staff appears eager to help users. Open shelves, a complete card catalog, vertical file material, subject area indexes, and a popular rental collection are available to library patrons. The library regularly prepares a list of new acquisitions and circulates to faculty. Plans have been made to add additional typewriters for student use. Library orientation tours are scheduled at the instructor's request. Citizens of Dalton and gifted high school students may check out materials.

The Media Department has accumulated adequate hardware for instructional use. Future plans call for student-oriented software.

Suggestions

1. Financial support should be continued at not less than the current level.
2. The Library Committee should re-examine its philosophy and function, schedule meetings, and keep official minutes of its deliberations in order to make a vital contribution to the success of the library.
3. An additional full-time clerical person should be added as soon as funds are available.



STANDARD VII  
STUDENT DEVELOPMENT SERVICES

The chapter in the Self-Study report dealing with student development services speaks to all illustrations as outlined in this standard. The chapter was highly instructive to the Visiting Committee as it carried out its work dealing with this standard.

1. Administration

The organizational pattern for the administration of student personnel services is adequate for this institution. The personnel in the student development area are well trained for their specific responsibilities. Most members of the student development staff are active as classroom instructors. It was noted, however, that sometimes the decision to teach is made on the basis of economic rather than philosophical grounds. With the addition of an expanded facility, the student development staff should be better able to serve students. A significant contribution to expanded services (i.e. to veterans, to evening students) would be the addition of another counselor.

The total amount budgeted during 1972-73 for student development services was \$103,410.00 which amounted to 8.2% of the total college budget. This figure includes salary and expense information for the offices of the Dean of Students and Registrar, excluding those portions of these budgets coming from instructional sources but including amounts allocated for student aid from local sources.

student perception not on actual programs available to women students.) The concept of maximum flexibility in activity programming can become a stumbling block if it reflects a laissez-faire approach to all student activities. No student newspaper exists because student interest sufficient to publish one waned. This may be an appropriate activity to let disappear.

#### 4. Student Participation in Institutional Governance

The institution should be commended for appointing students to most of its college-wide committees. It may be further noted that a new student government structure has been adopted by a student and faculty vote.

#### 5. Student Discipline

The institution has been fortunate to date in that few major discipline problems have arisen. Disciplinary procedures are clearly defined and widely published.

#### 6. Student Records

The student credit-course record operation reflects thoroughness and accuracy. Plans call for records for non-credit courses to be kept by the admissions and records office beginning in July, 1973. Plans also call for a computer in the new occupational-technical facility which will be available for student record keeping. Hard copy student grade reports are kept in three forms. In time this completeness of record keeping will strain the institution's storage facilities. The Georgia Board of Regents is currently studying the entire problem of document destruction. Job descriptions and flow charts of activities are not available for classified personnel in the admissions and records office.

#### 7. Student Financial Aid

The institution has developed a comprehensive student financial aid program. Federal guidelines, where applicable, seem to be followed carefully. Record keeping and reporting also appear to be accurate and thorough. The school is to be commended for developing generous local sources of funds for student aid.

#### 8. Housing

Not applicable.

#### 9. Health Services

The College no longer requires a physician-completed health form. The new student-signed health history is filed in the Registrar's Office and a copy given to the Physical Education Department.

#### 10. Athletics

There is evidence that the inter-collegiate and intramural programs contribute to the personal development of students and reinforce the goals of the College. A number of intramural activities are carried on which were not reflected in the Self-Study Report. Both sports programs are directed by the chairman of the Physical Education Department.

#### Suggestions

1. Procedures for determining the co-curricular activity program should reflect the widest student input.



Suggestions (continued)

2. A thorough study should be done to determine which, if any, co-curricular activities have such educational merit that they should be sponsored by the administration and faculty in spite of lack of student interest.
3. Job descriptions should be written for all classified personnel where they do not now exist.
4. A detailed description of work flow in the admissions and records office should be developed.
5. Information should be provided to faculty on students who have potentially debilitating physical disorders.

## STANDARD VIII

### PHYSICAL PLANT

#### 1. Existing Plant Facilities

The location of Dalton Junior College is ideal, in accessibility and setting. The present buildings are well designed, well equipped, and relate nicely to the environmental setting.

The seven buildings are new, with the oldest being completed in 1967. They contain classrooms of adequate number and size to serve the present educational goals of the institution. In a few places the storage rooms are not quite sufficient in size. In some of the science laboratory areas, preparation space does not seem to be completely adequate.

Concern was expressed by several faculty regarding the adequacy of telephonic communication. It could not be determined, however, if the expressed problem was actually in communication or in convenience.

#### 2. Expansion of Plant Facilities

The master plan of the campus consists of a picture on the President's wall. This plan does not have a topographical map with it nor does it represent the work of competent consultants. With the new designation of a vocational-technical school being added to Dalton Junior College, there is an immediate need for the development of an adequate master plan.

The present facilities for the bookstore and snack bar are inadequate. A new addition is now under construction and is scheduled to be completed for next

fall. This addition will provide some relief in these areas. The bookstore manager and assistants are to be commended for the bookstore operation. The variety of items and volume of business for such a small space are excellent.

### 3. Maintenance

The maintenance of plant and campus are under the direction of a single person, the Director of Plant Operations, who answers directly to the Comptroller. The plant maintenance appears to be functioning in a satisfactory manner. There have been problems with heating and air conditioning in various buildings. These seem to be routine and have been corrected by maintenance crews.

The Director of Plant Operations is also responsible for custodians and custodial services. From all indications the custodial staff is not trained to perform the functions of custodial service. The Director of Plant Operations states that most employees work on other jobs and moonlight with Dalton Junior College. This may account for the dirty and poorly cleaned building.

The amount budgeted for operation of the physical plant does not appear to be the cause for poor housekeeping. The allocations for operation are based on Board of Regents' scale and apply to all state-supported junior colleges. This fact along with the relatively new building indicates the problem is more than financial.

### Recommendations

1. A master plan needs to be developed by competent planners.
2. Custodians should be involved in in-service training programs.

Recommendations (continued)

3. The custodial staff should be reorganized and leadership improved so that housekeeping may be improved.

Suggestions

1. Maintenance personnel should be involved in in-service training programs.
2. A study should be made to determine if storage and/or preparation spaces should be expanded.



STANDARD IX  
SPECIAL ACTIVITIES

1. Administration and Organization

While most of the non-credit courses are held on the college campus, a few non-credit courses are held in industrial plants and in places convenient for employees of governmental units outside Dalton.

Special activities at Dalton Junior College consist primarily of non-credit instructional activities. These are generally recognized as the responsibility of the Division of Continuing Education. Additionally that division has responsibility for arranging for the use of College facilities by community groups. It also has some vaguely defined responsibility to provide support for the evening credit programs of the other divisions of the College.

The Division of Continuing Education, in the assessment of community needs for non-credit instruction, identifies needs for credit courses. These needs are made known to the other divisions of the College which in turn respond to them. The division also serves in a liaison role to obtain both upper division and graduate courses from other institutions in the system to meet the needs of people in the service area of the College.

The Self-Study appears to reflect the operation of the Division of Continuing Education in a realistic way. There is a need, however, to review other statements relative to the role of the division, including that in the College Catalog, in order to develop a generally recognized definition to guide the activities of the division and those of others both in the College and in the community in their relations with the Division.

The Division of Continuing Education is headed by a (part-time) director who serves concurrently as the director of another division. The director reports to the Academic Dean of the College. There are three professional staff members of the division, only one of whom devotes full time to the work of the division. The offices of the division are located along with other faculty offices in a section of the memorial building which is not readily accessible to the public.

The Division of Continuing Education is utilizing the continuing education unit (C. E. U.) to record student participation in non-credit courses. C. E. U.'s are determined in advance of the offering of courses by the Division of Continuing Education within the system developed for use in the University System of Georgia. Currently, those records are being maintained in the Division of Continuing Education.

## 2. Financial

The appropriation from the Board of Regents for public service activities and the income generated by activities of the division are appropriately budgeted by the College. The amount received from the Board of Regents (approximately \$26,000) is used to pay salaries of personnel employed in the division, but the amount is not sufficient to provide direct support for non-credit courses. Generally each non-credit course must depend upon income from registration fees being high enough to pay for the instructor and any special materials required. Courses which do not enroll a sufficient number of students to make them self-supporting are canceled and fees are returned to enrollees.

### 3. Faculty

Instructors for the respective non-credit courses are appointed by the President of the College upon the recommendation of the Division of Continuing Education. If the instructor is a member of the faculty of the College recommended to teach on an overload basis, the recommendation requires the concurrence of the director of the division to which he is regularly assigned. The instructors of non-credit courses, both those who are selected from the faculty and others from outside the College, appear to be appropriately qualified for their assignments. The survey made by the Standard IX subcommittee for the Self-Study indicated that the adult students in non-credit courses were well satisfied with the services of a very high percentage of the instructors.

### 4. Students

Students enroll in non-credit courses on the basis of their interests and/or on the basis of the requirements of their jobs.

### 5. Operationally Separate Units

There are no operationally separate units.

### 6. External or Special Degree Programs

There is no external degree program at the College.

### 7. Off-Campus Classes and Units

While there are a few credit and non-credit courses given in off-campus locations, there is no location other than the campus in which instruction is provided on a regular basis.



#### 8. Independent Study

There are no provisions for independent study apart from any such opportunities in conjunction with courses of the other divisions of the College.

#### 9. Conferences and Institutes

The College appears to utilize the definitions provided in Illustration 9 of Standard IX for the classification of non-credit instructions. C. E. U.'s are determined in advance and are recorded on the records of individual students.

#### 10. Media Instruction

While there is a unit on campus which provides media support for instruction, there appears to be no arrangement through which students undertake either credit or non-credit courses through media alone.

#### 11. Foreign Travel

No arrangements through which students receive credit for foreign study or travel were identified.

#### 12. On-Campus Programs

The non-credit short courses, seminars, workshops, and conferences are considered as self or professional improvement, public service, or interest centered. In general this non-credit program is viewed on the campus as being consistent with and necessary to serve the announced purposes of the College.

Recommendations

1. A definitive statement of the role and responsibilities of the Division of Continuing Education needs to be developed.

Suggestions

1. Consideration should be given at a future time to the appointment of a full-time director of the division with appropriate professional preparation in adult and continuing education.
2. The College should continue to request an appropriation which will support non-credit instructional activities at a level that is consistent with support provided for the programs of other divisions.
3. Consideration should be given to the relocation of the offices of the Division of Continuing Education in such a way as to increase their availability to the public.
4. Planning should be undertaken for the orderly transfer of responsibility for records relating to C. E. U.'s to the Office of Admissions and Records.

## RECAPITULATION OF RECOMMENDATIONS

### Standard III

1. If there are additional admission requirements for a specific program that are over and beyond the general admission requirements for the institution, these additional requirements need to be noted in appropriate College publications.
2. Well-defined course objectives should be established for each course and program.
3. The relationship of instructional evaluation to course objectives should be demonstrated.
4. Follow-up studies should be conducted on all graduates and early leavers to determine subsequent performance levels.

### Standard V

1. Criteria for the selection and assignment of rank of new faculty members should be established.
2. Consideration should be given to developing year-round in-service training programs.
3. Teaching load assignments in the Nursing Division should be reviewed toward the end that these may be reduced to be more in line with the assignments of other similar nursing programs.
4. The criteria for evaluation of faculty should be more explicit.
5. Procedures for implementing faculty evaluations should be developed.
6. Criteria and procedures for giving salary increments should be restudied by the entire faculty.

### Standard VIII

1. A master plan needs to be developed by competent planners.
2. Custodians should be involved in in-service training programs.
3. The custodial staff should be reorganized and leadership improved to housekeeping may be bettered.

Recapitulation of Recommendations

Standard IX

1. A definitive statement of the role and responsibilities of the Division of Continuing Education needs to be developed.





# Dalton Junior College

TELEPHONE 278-3113 • DALTON, GEORGIA • 30720

August 31, 1973

Dr. Barry L. Mellinger  
Associate Executive Secretary  
Commission on Colleges  
Southern Association of Colleges and Schools  
795 Peachtree Street, N. E.  
Atlanta, Georgia 30308

Dear Dr. Mellinger:

We have reviewed the report of the visiting committee and find that it agrees generally with the comments made to us during the visit. Overall we felt that the suggestions and recommendations addressed were areas where there is room for improvement at Dalton Junior College. We are making these areas an integral part of our continuing plans for self-evaluation and improvement.

The attached response to the report has not addressed the individual suggestions. In numerous cases the suggestions have been implemented, or are in the process of being implemented. Full implementation of the recommendations has been delayed somewhat by the timing of the report. Once a full staff is available in the fall, the study and development of policies and procedures is expected to move rapidly.

Should you need additional documentation of our plans, please contact me.

Sincerely yours,

Derrell C. Roberts  
President

DCR:msh

Encls.

TEACHING EFFECTIVENESS INVENTORY

Teacher \_\_\_\_\_ Course \_\_\_\_\_  
 Quarter \_\_\_\_\_ Academic Year \_\_\_\_\_

Thoughtful student evaluation can help improve classroom instruction. This form is designed for that purpose. Your assistance is appreciated. Please do not sign your name.

Rate your teacher on each item, giving the highest scores for unusually effective performance. Place in the blank the number that most nearly expresses your view.

- |           | Highest |   | Average |   | Lowest |  | Don't Know |
|-----------|---------|---|---------|---|--------|--|------------|
|           | 5       | 4 | 3       | 2 | 1      |  | X          |
| _____ 1.  |         |   |         |   |        |  |            |
| _____ 2.  |         |   |         |   |        |  |            |
| _____ 3.  |         |   |         |   |        |  |            |
| _____ 4.  |         |   |         |   |        |  |            |
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| _____ 20. |         |   |         |   |        |  |            |
| _____ 21. |         |   |         |   |        |  |            |
| _____ 22. |         |   |         |   |        |  |            |

WRITE OR PRINT YOUR COMMENTS ON:

1. What did you like about the course?

2. What did you dislike about the course?

3. What did you like about the instructor?

4. What did you dislike about the instructor? (Include any distracting mannerisms.)

5. Please make suggestions for improving the course.



RESPONSE TO RECOMMENDATIONS OF THE VISITING COMMITTEE  
SOUTHERN ASSOCIATION OF COLLEGES AND SCHOOLS

August 31, 1973

Darrell C. Roberts  
President  
Dalton Junior College

## RECOMMENDATIONS

### Educational Program

1. "If there are additional admission requirements for a specific program that are over and beyond the general admission requirements for the institution, these additional requirements need to be noted in appropriate College publications."

### Response

The only program of study at Dalton Junior College with specific additional admission requirements over and beyond the general admission requirements for the institution is the nursing program. These additional specific requirements have been clearly defined in the 1973-74 catalog of Dalton Junior College (pp. 81-82). This information appears in the introductory material in the portion of the catalog devoted to the Division of Nursing.

Two other programs at Dalton Junior College require physical examinations prior to the student's participation in directed practice assignments in these programs: Medical Laboratory Science and Medical Records Science. In addition, the Medical Laboratory Science program requires the purchasing of special uniforms. These additional requirements will be specified in the next issue of the Dalton Junior College catalog.

2. "Well-defined course objectives should be established for each course and program."
3. "The relationship of instructional evaluation to course objectives should be demonstrated."

### Response

During the summer of 1973, Georgia State University was invited to provide in-service training for members of the Dalton Junior College staff. One of the courses dealt specifically with preparing course objectives and developing instructional evaluation based on course objectives. Eighteen members of the faculty participated in this program.

The Self-Study Committee for Area III has been re-established and has been given the responsibility to review the current course and program outlines maintained by the Academic Dean. Those courses and programs that are not adequately defined in terms of objectives and appropriate evaluation procedures will be returned to the Academic Dean for revision. The Academic Dean will assign the courses and programs to the appropriate divisions for revision and proper documentation. Review and revision of the program and course outlines will be completed no later than January 1, 1974.

4. "Follow-up studies should be conducted on all graduates and early leavers to determine subsequent performance levels."

Response

As stated in the Dalton Junior College Self-Study, the college receives feedback in the form of quarterly grade reports for some transfer students. In fact, regular reports are received from the two institutions that accept the highest number of students from Dalton Junior College (The University of Georgia and West Georgia College). Additional feedback of a general nature is available through the University System.

The desirability of additional studies of graduates, both transfer and career, was stressed in the Self-Study and this position is consistent with the desires of the administration. The Registrar is currently planning an extensive study of graduates prior to 1972 as a partial fulfillment of a doctoral dissertation.

Extensive studies of all graduates and all early leavers generally are not possible under current staffing policies. As additional funds are available, increased emphasis will be placed on follow-up studies.

Faculty

1. "Criteria for the selection and assignment of rank of new faculty members should be established."
4. "The criteria for evaluation of faculty should be more explicit."
5. "Procedures for implementing faculty evaluations should be developed."
6. "Criteria and procedures for giving salary increments should be restudied by the entire faculty."

Response

The Self-Study Committee for Area V has been re-established and assigned the responsibility of developing a comprehensive program encompassing faculty selection, assignment, evaluation, and compensation. The charge for the committee reads as follows:

"During our recent Southern Association Self-Study visit, Dalton Junior College's policies and procedures concerning faculty were found to be inadequate in the following areas; selection of faculty, assignment of rank, criteria for evaluations, and determination of salary increments. Your committee is to review all policies and procedures relating to the faculty, with special concentration on the above areas, and develop a comprehensive program to propose the general faculty.



The program developed must be consistent with the policies of the Board of Regents and the capabilities of the institution.

Utilization of other faculty and administrative staff is encouraged. Any problems or questions that arise, which might be beyond the capabilities of the committee to solve may be referred to the Academic Dean for resolution.

The final draft of the proposed program should be forwarded to the Academic Dean for submission to the Academic Council no later than November 30, 1973. The plan will then be submitted for approval to the general faculty at the first faculty meeting of the winter quarter, in January 1974. A trial of the program will be conducted in late January for faculty evaluations to determine those faculty to be issued letters of intention to renew contracts. Subsequent use of the policies and procedures will occur in March and April for the determinations of the future status of first year personnel, promotions and salary status."

2. "Consideration should be given to developing year-round in-service training programs."

Response

During the summer of 1973 Georgia State University conducted two graduate level in-service programs at Dalton Junior College. Currently the possibility of additional courses for the spring or summer of 1974 are being investigated. Plans are also underway to develop an extensive orientation for the faculty in the use of media in instruction during 1973-74. Other topics of interest and relevance, such as compensatory education and the role of vocational-technical education in the junior college, are likely choices for future in-service programs.

3. "Teaching load assignments in the Nursing Division should be reviewed toward the end that these may be reduced to be more in line with the assignments of other similar nursing programs."

Response

Requests for data on the teaching loads in the Division of Nursing at the eight other junior colleges in the University System of Georgia have been sent to the deans of these institutions. Once the results of this survey are available, consideration will be given to any actions necessary to assure that teaching loads in the Nursing Division at Dalton Junior College are not excessive in relation to similar programs in the University System.

Physical Plant

1. "A master plan needs to be developed by competent planners."

Response

The master plan of the campus was initially developed by the architect who built the first buildings on campus. This plan was done on a topographical map. Because of a number of circumstances, the master plan was not followed for good and sufficient reasons. Therefore, the initial master plan was out of date when the Southern Association of Colleges and Schools Visiting Committee came. A master plan without the topographical notations was developed to show current plans. Meanwhile, the original architect has been asked to update the original master plan. This is being done by Bothwell, Jenkins, Slay & Associates in Decatur, Georgia, with the assistance of the staff of the Vice Chancellor for Construction of the University System of Georgia.

2. "Custodians should be involved in in-service training programs."
3. "The custodial staff should be reorganized and leadership improved so housekeeping may be bettered."

Response

A search is under way for a new Supervisor for the custodial staff as recommended, by the SACS Visiting Committee. By October 1, 1973, there will be training sessions for all custodial personnel covering all aspects of custodial duties.

When a new supervisor is employed, part of his duties will be to continue with a training program on a regular basis.

Special Activities

1. "A definitive statement of the role and responsibilities of the Division of Continuing Education needs to be developed."

Response

Consistent with the suggestions of the visiting committee a full-time Director of Continuing Education was appointed effective July 1, 1973. During the summer of 1973 the new Director of Continuing Education worked with his staff to better define the role and responsibilities of the division. As a result of these efforts, the Center for Continuing Education has been examined and defined in terms of an educational delivery system with the following purpose:

"To provide continuing educational opportunities for policy makers, managers, workers and other citizens of Northwest Georgia. To enable these clients to discover new knowledge and skills to be applied in their occupations, home environment and community through vocational and avocational programs. To bring together, through service programs, resources to apply to problems and projects that directly affect the future of the community."

Specific functions and responsibilities have been determined and revision of the job descriptions for the division will be completed by January 1, 1974.





# Dalton Junior College

TELEPHONE 278-3113 • DALTON, GEORGIA • 30720

August 27, 1974

Dr. Gordon W. Sweet  
Executive Secretary  
Commission on Colleges  
Southern Association of Colleges and Schools  
795 Peachtree Street, N. E.  
Atlanta, Georgia 30308

Dear Dr. Sweet:

I am enclosing two copies of the "Status of Activities Related to Recommendations of the Southern Association of Colleges and Schools' Visiting Committee to Dalton Junior College, Dalton, Georgia." This report is up to August 26, 1974.

Special attention is given to Standard V as requested. These recommendations were studied again by the Standard V Committee of the original Self Study Committee. They have made recommendations to the Steering Committee, and the Steering Committee to the Faculty. This special report is included as Appendix I of the enclosed report.

Since the Visiting Committee was on the Dalton Junior College campus, several programs in a new division of Vocational-Technical Education have been added. The new division is jointly financed by the Board of Regents of the University System of Georgia and the Board of Education of the State of Georgia. By a formal agreement, the Board of Education provides funds for all equipment and one-half of the operating cost. In turn, the Board of Regents provides facilities and one-half of the operating cost.

In the academic year 1973-74, programs in drafting and welding began. In September, 1974, programs in automobile mechanics, diesel mechanics, heating and air conditioning, industrial electricity and clerical will begin. As the year progresses, data processing and marketing will be added.

The Division and these programs are established under the guidelines of the University System of Georgia and the Board of Education, as they apply to post-secondary area vocational-technical schools. If you need further information concerning these developments, I will be pleased to make it available.



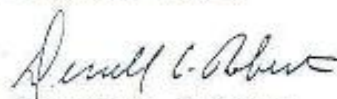
Page Two

Dr. Gordon W. Sweet

August 27, 1974

Again, we are grateful for the work of the Southern Association of Colleges and Schools, and if there are ways in which we can assist in making this report clearer, please give us that opportunity.

Sincerely yours,



Derrell C. Roberts  
President

DCR:mañ

Encls.

Status of Activities Related To  
Recommendations of the SACS Visiting Committee

Dalton Junior College  
August 26, 1974

The following is an update on the activities described in the August 31 response to SACS recommendations.

EDUCATIONAL PROGRAM

Status of Recommendation 1

Follow-up of this activity indicates that the additional admission requirements of a physical examination for the Medical Laboratory Science student were specified in the 1973-74 catalog. Presently the previously mentioned specialized physical for Medical Records Science students is under review. These students, unlike Nursing and Medical Laboratory Science students, do not have direct patient contact during their clinical experiences.

The requirement of specialized clothing for Medical Laboratory Science students was not included as planned. This oversight will be corrected in the 1974-75 catalog.

Status of Recommendations 2 and 3

Current course and program outlines are still under revision. Approximately 75 percent of the work is completed and the remainder will be completed during 1974-75.

In some areas the divisions are re-evaluating the objectives of their entire programs, and are attempting to design course outlines that accurately reflect the relationships of the various courses in the program. This type of evaluation has extended the course outline revision period beyond the anticipated completion schedule.

A standing review committee is under consideration. This committee would review all new course proposals in terms of course objectives and instructional evaluation. It would also provide a continuous review and analysis of established course objectives and evaluation.

Status of Recommendation 4

The Registrar expects to complete the data collection process in his study of graduates and early leavers by Spring quarter 1975. Subsequent analysis and evaluation will be carried out as rapidly as possible.

## FACULTY

### Status of Recommendations 1, 4, 5, and 6

The Self-Study Steering Committee has forwarded the attached (Appendix 1) proposal for further review and action by the Academic Council and the general faculty. The Academic Council has accepted the proposal and it will be under continuous review and study by the faculty.

### Status of Recommendation 2

During 1973-74 twenty-seven members of the Dalton Junior College faculty participated in full-time and part-time educational programs. The administration continues to encourage and support educational and training programs by providing educational leaves and financial support through the Dalton Junior College Foundation.

### Status of Recommendation 3

Appendix 11 is a summary of the results of the study of nursing programs in seven Georgia institutions. Dalton Junior College compares favorably in terms of teaching load assignments with the other institutions.

## PHYSICAL PLANT

### Status of Recommendation 1

Completed.

### Status of Recommendations 2 and 3

A new supervisor for the custodial staff has been hired and limited training has been carried out. A comprehensive custodial manual and maintenance schedule has just been completed. These documents will be utilized in in-service training programs during 1974-75.

## SPECIAL ACTIVITIES

### Status of Recommendation 1

Completed.



## APPENDIX I

### PROCEDURE FOR THE SELECTION AND ASSIGNMENT OF RANK TO NEW FACULTY MEMBERS

The procedure for selecting new faculty members and assigning them rank and salary follows a rather general pattern. The first step is usually the determination of the need for new faculty followed by a designing of the position for which the need is determined. The availability of qualified personnel is then studied and interviews arranged with those applicants deemed most suitable. A final selection is made on the basis of the applicant best qualified for the position as it has been designed, without regard to race, religion, age, sex or national origin. The various details and considerations involved in these basic procedural steps do not always occur in a particularly chronological sequence, but they do occur some time between the determination of the need for and the final selection of each new faculty member.

The need for faculty may arise from a vacancy due to resignation or non-renewal of contract, from the inauguration of a new program of study, or from increased enrollment. The determination of the need usually originates with the Academic Dean. However, it may be initiated by the Chairman of a Division, or it may result from a joint discussion by both the Dean and the Chairman. Once the determination of need is made, the selection process is a collaborative effort on the part of both Academic Dean and the Chairman of the Division or Department affected.

Designing the position to be filled is approached from the standpoint of strengthening the overall education program of the College in general and of the affected division in particular. The strengths and weaknesses of the division are weighed according to subject areas, degrees held by present faculty, guidelines of the Southern Association of Colleges and Schools and responsibilities needed to be fulfilled. Determination of rank and salary for the proposed position is affected by several considerations: some of the more important ones are availability of qualified personnel, the responsibilities to be assigned the holder of the position, budget projections, and credentials of the applicant.

The credentials expected for the various ranks of faculty members are listed below:

MINIMUM GUIDELINES FOR ACADEMIC RANK AT DALTON JUNIOR COLLEGE

INSTRUCTOR

M.A. Degree  
0-10 years teaching experience (college)  
Public school equate 1/2 times  
Other colleges 2/3 times  
Service time 1/2  
Appropriate and related experience considered  
Each academic year of credit beyond M.A. = 2 years experience  
In addition to statements in Policy Manual

ASSISTANT PROFESSOR

M.A. Degree  
5 - 15 years experience or Ph.D.  
Same as above

ASSOCIATE PROFESSOR

M.A. + year beyond  
10 + years experience or Ph.D.  
Same as above 5 + years experience to rank

PROFESSOR

Sixth Year, Ph.D., Terminal Degree, etc.  
15 + years experience  
Same as above

It is to be noted that presently these guidelines are considered minimums when positions are being designed and that in every case the most highly qualified person with the most outstanding credentials is selected for the rank and salary designed for the needed position.

The availability of personnel who fit the position as it has been designed is studied from applications already on file in the Academic Dean's Office and from new applications which may be received through referrals either by graduate schools or other institutions or by their placement offices. Referrals may also be received from professional acquaintances of an applicant.

The information obtained from an applicant's resume, sometimes supplemented by a telephone call, is generally sufficient for scheduling personal interviews with the more highly qualified applicants. A most important part of the personal visit



on campus is the opportunity afforded other members of the faculty, particularly within the interested division, to meet and talk with a prospective member of their group.

During the personal interviews rather detailed information is exchanged. More personal data is received from the applicant; and salary, rank, and responsibilities are discussed with the more serious candidates. Sometimes tentative offers are made, and tentative acceptances are received at this juncture, or tentative offers may be withheld until additional applicants have been screened. Negotiation of salary, rank and responsibilities as originally designed for the position may take place during the personal interview. All negotiations are tentative and subject to the final approval of the President and the Board of Regents.

Following consideration of all suitable applicants, the Academic Dean and the Division Chairmen make a final selection on the basis of the person best qualified according to the design of the position to be filled.

#### CRITERIA AND PROCEDURE FOR FACULTY EVALUATION

##### Letters of Intent

Letters of intent will be issued by April 1 for all first year faculty members and by February 1 for all others.

##### Annual Evaluation

The purpose of evaluation is to help each faculty member to improve his teaching. Evaluation is a continuous process and is reflected in conversations between Division Chairmen and the faculty member. However a more formal annual evaluation will be used in recommendations for promotion and salary raises. The evaluation will cover



the following areas which will be weighed as indicated.

- A. Teaching effectiveness (65%)
- B. Service to College (15%)
- C. Professional Growth (10%)
- D. Service to Community (10%)

Two formal instruments for evaluation are recommended. These are a Teaching Effectiveness Inventory and a Faculty Questionnaire. Both were developed by this committee for our particular situation but reflect similar instruments in use at other institutions. The Teaching Effectiveness Inventory is designed to be used for student evaluation and also by faculty members for self evaluation and will provide data to determine Teaching Effectiveness. The Faculty Questionnaire is designed to give the Division Chairman more current and complete data in the areas of Service to College, Professional Growth, and Service to Community.

Informal feedback from students and other faculty members as well as personal experience will also provide data to the Division Chairman. In addition, the Division Chairman will have an individual conference with each member of his division.

#### Procedure for Evaluation

During Fall Quarter, each faculty member should administer the Teaching Effectiveness Inventory to at least one class in order to ascertain strengths and remedy weaknesses. This evaluation is for the instructor's use and information, but may be shared with the Division Chairman.

Early in Winter Quarter, the Dean and Division Chairman will identify those persons who satisfy the minimum standards for promotion. These standards are the same as for hiring of new faculty. The Annual Evaluation of these persons will be completed before March 1 using the following procedure:

1. Division Chairman will administer the Teaching Effectiveness Inventory to one class for each faculty member. The class is to be selected by the faculty member.

2. Division member will give a self evaluation of Instruction to the Division Chairman using the Teaching Effectiveness Inventory. This is the responsibility of the individual faculty member and should be done before February 15.

3. Division Chairman will prepare an informal personal evaluation based on feedback from students and other faculty and his experience.

4. Division Chairman will arrange an individual conference with each person during which the Annual Evaluation Form will be completed. Both the Division Chairman and faculty member should retain a copy of the evaluation.

5. The Division Chairman will decide who is to be recommended for promotion, complete the recommendation and send a copy to both the Dean and faculty member.

6. If no promotion is given, the Dean will discuss with the faculty member reasons for the decision.

The Annual Evaluation for all other division members is to be completed by April 1, following the procedure outlined above, steps 1-5, one month later.

After Division Chairman is notified of the total budget for his division he will make salary recommendations using the following procedure.

1. Arrange the division members in order of performance based on the Annual Evaluation.

2. Compare present salaries to the performance order.

3. In conference with the Academic Dean, determine salary raises to best balance performance, experience, present salary, and academic rank.

4. Complete Salary Recommendation form for each member of the division and give a copy to the Dean and the faculty member.

5. The recommendations are subject to the approval of the budget by the Board of Regents; if the budget is revised then steps 1-4 will be repeated.

DALTON JUNIOR COLLEGE SEEKS TO  
EVALUATE AND PROMOTE WITHOUT  
REGARD TO RACE, RELIGION, AGE,  
SEX OR NATIONAL ORIGIN.



## TEACHING EFFECTIVENESS INVENTORY

Teacher \_\_\_\_\_

Course \_\_\_\_\_

Quarter \_\_\_\_\_

Academic Year \_\_\_\_\_

Thoughtful student evaluation can help improve classroom instruction. This form is designed for that purpose. Your assistance is appreciated. Please do not sign your name.

Rate your teacher on each item, giving the highest scores for unusually effective performance. Place in the blank the number that most nearly expresses your view.

Highest	6	5	Average	3	2	Lowest	Don't Know
7			4			1	X
_____ 1.							
_____ 2.							
_____ 3.							
_____ 4.							
_____ 5.							
_____ 6.							
_____ 7.							
_____ 8.							
_____ 9.							
_____ 10.							
_____ 11.							
_____ 12.							
_____ 13.							
_____ 14.							
_____ 15.							
_____ 16.							
_____ 17.							
_____ 18.							
_____ 19.							
_____ 20.							
_____ 21.							
_____ 22.							

WRITE OR PRINT YOUR COMMENTS ON:

1. What did you like about the course?
2. What did you dislike about the course?
3. What did you like about the instructor?
4. What did you dislike about the instructor? (include any distracting mannerisms)
5. Please make suggestions for improving the course.

## FACULTY QUESTIONNAIRE

- I. Service to College
  1. What changes have you initiated in your courses this year?
  2. How many different courses did you teach?
    - a. Spring \_\_\_\_\_
    - b. Fall \_\_\_\_\_
    - c. Winter \_\_\_\_\_
  3. On what college committee do you serve?
  4. What co-curricular activities do you sponsor?
  5. In what other college activities have you been involved? Describe your involvement.
  6. Other Comments.
- II. Professional Growth - All questions should be answered for the past calendar year.
  1. What graduate courses have you taken?
  2. To what professional organizations do you belong?
  3. In what seminars have you participated?
  4. What conferences have you attended?
  5. Have you been an active participant in any conferences? Describe.
  6. What have you published?
  7. Describe any research you have in progress. This includes research for course improvement, research done as a part of courses taken, and research directed toward publication.
  8. Other comments.
- III. Community Service
  1. To what church, civic clubs or other community groups do you belong?
  2. What offices do you hold in these groups?
  3. What other responsibilities do you have in these groups?
  4. What civic projects have you supported? Describe support.



5. What presentations have you given in the community.

6. Other Comments.

ANNUAL EVALUATION OF FACULTY - To be completed jointly

by Division Chairman and faculty member.

Name \_\_\_\_\_ Year \_\_\_\_\_

Rank and Title \_\_\_\_\_

- I. Teaching Effectiveness
  - A. Student Evaluation
  - B. Self-Evaluation
  - C. Division Chairman Evaluation
- II. Service to College
  - A. Questionnaire
  - B. Contribution to division
- III. Professional Growth  
Questionnaire
- IV. Service to Community  
Questionnaire
- V. Comment of Division Chairman
- VI. Comments of Faculty Member

RECOMMENDATION FOR PROMOTION

Name \_\_\_\_\_ Age \_\_\_\_\_ Highest degree held \_\_\_\_\_

Present rank and title \_\_\_\_\_

No. of years in present rank \_\_\_\_\_ No. of years at institution \_\_\_\_\_

Rank and title recommended \_\_\_\_\_

Documentation

1. Teaching Effectiveness.

2. Service to College.

3. Professional Growth.

4. Service to Community.

5. Other Comments.

Date \_\_\_\_\_

Division Chairman \_\_\_\_\_

RECOMMENDATION FOR SALARY

Name \_\_\_\_\_ Year \_\_\_\_\_

Rank and title \_\_\_\_\_ Present salary \_\_\_\_\_

Recommended Salary \_\_\_\_\_

Summary of Annual Evaluation

Date \_\_\_\_\_

Division Chairman \_\_\_\_\_

Appendix II

Nursing Programs in University System of Georgia Junior Colleges  
1972-73 Averages

Institution	Enroll.	Lecture Hrs.	Lab. Hrs.	Total Contact Hrs.	Quarter Credit Hrs.	Faculty	Average Contact Hrs.	Average Qt. Credit Hrs.
A	123.33	390.33	547.33	294.67	616.67	6.5*	171.59	95.63
B	103			1247	655.3	6	207.8	108.2
C	81.33	288	748	1036	537.33	6*	172.66	89.55
D	95.33	478	895	1373	863	6.67**	210.47	131.86
E	96	346.6	995	1345	691.7	7*	192.14	97.35
F	57	166.66	378	560	320.33	3.66*	155.66	84.75
G	97	302.66	693.33	804	649.33	7*	126.2	92.73
Averages	93.14	332.04	709.44	965.67	617.67	6.12	176.65	100.16

\* Includes Director

\*\* Includes Director Spring Quarter

- A - Marietta (Admin. Agricultural) College
- B - Albany Junior College
- C - Dalton Junior College
- D - Floyd Junior College
- E - Kennesaw Junior College

FIFTH-YEAR REPORT

FOR

SOUTHERN ASSOCIATION OF  
COLLEGES AND SCHOOLS

PREPARED BY

DALTON JUNIOR COLLEGE

DALTON, GEORGIA

AUGUST 1978

SUBMITTED BY

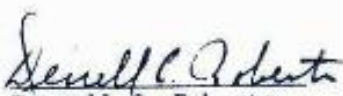
  
Derrell C. Roberts,  
President  
Dalton Junior College

TABLE OF CONTENTS

	Page
INTRODUCTION	1
I. CHANGES IN PURPOSE, INSTITUTIONAL ROLE AND SCOPE, AND SPONSORING AGENCY	3
II. CHANGES IN ORGANIZATION AND ADMINISTRATION	4
III. CHANGES IN FINANCIAL RESOURCES	8
IV. CHANGES IN EDUCATIONAL PROGRAM	14
V. CHANGES IN FACULTY	21
VI. CHANGES IN LIBRARY STAFF AND COLLECTION	24
VII. CHANGES IN STUDENT DEVELOPMENT SERVICES	33
VIII. CHANGES IN PHYSICAL FACILITIES	40



## Introduction

Since 1972, when Dalton Junior College submitted its first complete Self-Study, the institution has demonstrated several patterns of development as it has striven to fulfill the changing needs of its service area and the requirements of the University System of Georgia. By adding new programs and procedures, supplementing or extending the scope of existing ones, and eliminating or altering those deemed to be ineffective, the college has attempted to maintain close attunement to its social environment while sustaining the highest possible quality of academic and vocational training.

To these ends the college has initiated or adapted itself to a number of important changes. Curricular offerings have expanded dramatically, with the greatest elaboration being among career programs designed for that increasing proportion of the student body which seeks training for direct entry into the labor market. There has also been significant development of programs and policies for working with the academically unprepared on the one hand and on the other for enhancing the life of the community at large through opportunities for continuing education in a wide range of cultural, recreational, vocational, and professional fields. Two new divisions have been created and another has been thoroughly reorganized to further these processes. The past five years have also witnessed a steady improvement in the professional credentials of the college's faculty and a very considerable expansion of the physical facilities and other resources instrumental to its effectiveness.

Problem areas do remain. The very nature and location of the college render it particularly susceptible to economic and social changes in its surroundings which are clearly reflected in an irregular movement of enrollment figures over the last five years. This circumstance alone--to say

nothing of varying societal expectations about the ends and means of post-secondary education--demands a degree of pedagogical and administrative flexibility and openness to innovation that is not always easy to attain or sustain. But--as the following report suggests--the members of that educational community which is Dalton Junior College believe that their efforts since the 1972 Self-Study warrant a certain sense of accomplishment.

### I. Changes in Purpose, Institutional Role and Scope, and Sponsoring Agency

The Statement of Purpose of Dalton Junior College appears in uniform language in all official college publications, and there have been no changes in it since its adoption in 1972. It is almost continuously reviewed, however, and the institution's commitment to it has grown. One concrete example is the expansion of the Division of Vocational-Technical Education, now the largest division in the college, with half of its financial support coming from the Board of Regents and half coming from the State Board of Education. When the division moves into a central location on campus in the fall of 1978, its opportunities for service to the college's students and to citizens and industries in the community will be further enlarged.

In 1975 a Division of Special Studies was added to the college to offer increased opportunities for academically disadvantaged persons to receive basic remedial instruction in mathematics, reading, and English. These courses enable many students to embark upon and complete a college education that they otherwise would not have been able to attain.

The Division of Continuing Education has been restructured and enlarged in an effort to give more scope to its belief that "all of life is learning." The division works with individuals from the community to solve local problems, train personnel for specific ends, and provide a wide range of courses designed to stimulate and instruct. No entrance tests or minimum educational requirements are necessary for participation in Continuing Education activities.

The scope of the institution's commitment to equal opportunity has been enhanced by the appointment of an EEO coordinator, an Affirmative Action officer, a Section 504 coordinator, and a Title IX coordinator.



## II. Changes In Organization and Administration

The administration of Dalton Junior College has remained essentially unchanged since the 1972 Self-Study. There has, however, been an expansion and modification of the organizational structure as the college has broadened its commitment to the community and sought to provide more offerings to more students, regardless of their academic background and vocational or personal interests.

Establishment of the Division of Vocational-Technical Education in the fall of 1973 made Dalton Junior College one of the few institutions in the University System of Georgia with a fully integrated career education program, intended to develop saleable skills for students who otherwise would be excluded from the college experience, as well as providing training opportunities for persons already decided upon a career. The nucleus of the new division was formed by deleting the old Division of Allied Health, extending supervision of the Medical Records Science and Medical Laboratory programs to the new entity, and transferring the Secretarial Administration program (renamed Office Occupations) from the Division of Business Administration. Nine other programs have been added beyond these areas as the division's coordinators have discovered needs among students, local industry, and the community at large. Through the use of a general advisory committee and craft advisory committees drawn from the community, vocational-technical programs are designed, equipped, staffed, and administered to provide the specialized training needed to meet the constantly changing technological and economic requirements of the labor marketplace.

To assist the poorly prepared student, the Division of Special Studies was formed in 1975 to offer special remedial courses along with directed counseling for individual concerns. The faculty is selected jointly by

the chairpersons in the Divisions of Humanities, Natural Science and Mathematics, and Special Studies. The Director of Counseling teaches study skills classes and assists generally with the program.

The community-oriented Division of Continuing Education was reorganized in 1976 to increase the effectiveness of personnel, broaden coverage and community involvement, and provide for the presence of a professional on campus at night in case of emergency. Within the restructured division, the short course coordinator is responsible for the development and implementation of numerous classes in a multitude of areas offered each quarter on a non-credit basis for varying durations. The conference coordinator develops professional conferences for business and industry, the helping professions, and the general public. The public relations coordinator is responsible equally for publicity for Continuing Education programs and for the college as a whole.

Chart I shows how the organizational structure has been streamlined to increase administrative efficiency. The position of Administrative Assistant to the President has been eliminated, its functions being merged with those of the Secretary to the President. The Comptroller has appointed a Purchasing Secretary who is responsible for inventory control and the college's printing needs. To provide more effective management of business operations, the Assistant Comptroller serves also as Director of Auxiliary Services, supervising the college bookstore and food services. The position of Custodial Supervisor has been established under the Director of Plant Operations and Security to insure a higher caliber of care for the college's buildings and grounds. The position of Director of Instructional Services was abolished and its functions merged with those of the Academic Dean's office. To develop

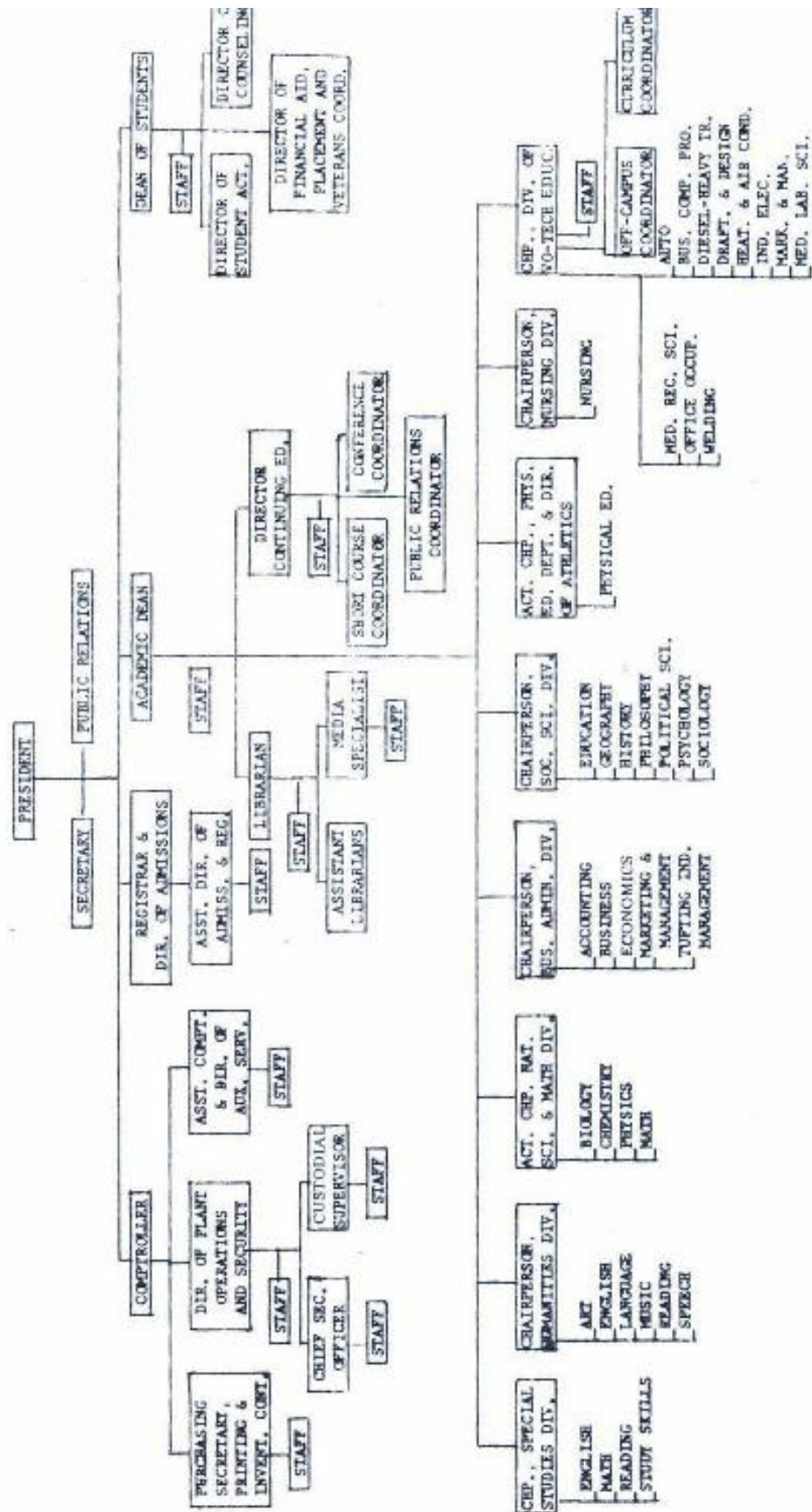
an integrated collection of learning resources, the positions of Media Specialist and Media Technician have been added to form an additional working unit within the Library. Finally, in the Dean of Students' office, a full-time Director of Counseling was hired in 1973, and the position of Veterans' Coordinator has been eliminated in the light of a decline in veteran enrollments since 1976, with the appropriate responsibilities being delegated to the Director of Financial Aid, Placement, and Veterans' Coordinator.

Taken together, these alterations in the organizational scheme of Dalton Junior College reflect the institution's movement from a primary commitment to college transfer programs toward a broader mission of providing opportunities for training in practical skills and general educational growth for the out-of-school, in addition to conventional academic preparation at the freshman and sophomore levels.



Chart I

DALTON JUNIOR COLLEGE ORGANIZATIONAL CHART



### III. Changes in Financial Resources

Like other units of the University System of Georgia, Dalton Junior College depends upon two principal sources for its income: state appropriations and revenues generated internally. State appropriations fall into two categories: the annual appropriation made by the State Legislature through the Board of Regents and an appropriation for the Division of Vocational-Technical Education which is channeled through the Department of Vocational Education of the State Board of Education, in accordance with an agreement between the Board of Regents and the State Board of Vocational Education. Internally generated revenues are produced in various ways; the primary source is student fees, but there are also returns from sales and services provided by the college. In addition, the Federal Government provides funds for certain purposes, primarily in support of the nursing program and veterans' education. Finally, there are monies produced by endowment assets held by the Dalton Junior College Foundation, but such funds are not applied to the operating expenses of the institution. These sources have remained unchanged through the years covered by this report, 1972-1977.

Table I shows patterns of educational and general income for 1972-1977. The sharp increases in income from student fees in 1974-1975 and 1975-1976 reflect sudden enrollment growth combined with fee increases of fifty cents per credit hour in the former year and one dollar per credit hour in the latter. The similarly anomalous increases in sponsored operations for 1973-1974 and 1974-1975 are related to the implementation of several new vocational-technical programs in each of these years, with the necessity of meeting initial expenses for equipment and other resources, and the establishment of a separate Division of Special Studies in July, 1975.

Table II shows educational and general expenditures by budget categories for the years dealt with in this report. Again there are striking increases in the period between 1974 and 1976; these are attributable largely to the factors mentioned in the preceding paragraph, along with the atypical developments in enrollment. Table III presents average quarterly enrollment data for the 1972-1977 period; these figures should be read in parallel with those describing income and expenditures.

There have been no significant changes since 1972 in the procedures used for developing budget requests and controlling expenditures. On the other hand, intra-institutional communication on budgetary matters has been refined, with division chairpersons now receiving monthly reports from the Comptroller's office on the amounts remaining available in the separate categories of their divisional allotments.

At the time of the 1972 Self-Study, two of the auxiliary enterprises, the college grill and the college bookstore, were noted as problem areas. Since then the grill's fortunes have fluctuated. A new and larger location since 1973 in the expanded student center building and new management since 1976 have combined with an improved menu to make the whole operation more generally attractive. Yet these changes have not sufficed to make the grill fully competitive with nearby off-campus establishments, whose number has burgeoned in recent years. The grill therefore remains a point of financial weakness, incurring a total deficit of \$4,965 over the period 1972-1977.

The bookstore, like the grill, has benefited from enlarged quarters which make it possible to offer an extensive line of merchandise other than textbooks alone. Sales in clothing, trade books, writing supplies, art materials, records, and the like have enabled retention of the mark-up



on textbooks at thirty per cent; while high, this figure compares favorably to those used by similar establishments at other institutions. Financially the bookstore has remained an asset, with an average end-of-year balance of \$16,962 for the 1972-1977 period. This money is used partly to offset losses which may be suffered by the grill and partly to build up inventory.

Examination of the college's audits for 1972-1977 reveals that the financial condition of the institution is sound and stable. Its financial officers showed particular ability in dealing with the difficulties of 1975-1976, when depressed conditions in the local and state economies caused a sudden increase in veterans' enrollments and, at the same time, a confused situation regarding employees' salaries arose from the decision of the State Legislature to rescind promised raises, followed by a retroactive restoration of them.

Table I

## Education and General Income for 1972-77

Internal Income	1972-73	(%)	1973-74	(%)	1974-75	(%)	1975-76	(%)	1976-77	(%)
<b>General Operations</b>										
Student Fees	\$ 300,924	20	\$ 297,501	16	\$ 378,511*	14	\$ 573,158**	25	\$ 500,215***	22
Gifts & Grants (Gov't)	---	0	---	0	---	0	---	0	---	0
Gifts & Grants (Non-Gov't)	---	0	---	0	---	0	---	0	---	0
Indirect Cost Recovery	3,155	1	2,446	0	750	0	1,056	0	1,497	0
Sales and Services	1,078	0	3,713	0	4,645	0	5,458	0	1,206	0
Other Sources	---	0	---	0	5,986	1	7,168	1	8,010	1
<b>Total General Operations</b>	<b>\$ 305,157</b>	<b>21</b>	<b>\$ 303,660</b>	<b>16</b>	<b>\$ 389,892</b>	<b>15</b>	<b>\$ 586,840</b>	<b>26</b>	<b>\$ 510,928</b>	<b>23</b>
<b>Departmental Operations</b>										
Student Fees	25,002	1	30,917	2	35,677	1	43,928	2	45,381	2
<b>Sponsored Operations</b>										
Gifts & Grants (Gov't)	274,296	19	416,148	23	971,042	37	336,368	14	343,981	15
<b>Total Internal Income</b>	<b>\$ 604,455</b>	<b>41</b>	<b>\$ 750,725</b>	<b>41</b>	<b>\$ 1,396,611</b>	<b>53</b>	<b>\$ 967,136</b>	<b>42</b>	<b>\$ 900,290</b>	<b>40</b>
State Appropriations	\$ 864,800	59	\$ 1,068,842	59	\$ 1,247,650	47	\$ 1,333,300	58	\$ 1,369,350	60
<b>TOTAL E &amp; G INCOME</b>	<b>\$ 1,469,255</b>	<b>100</b>	<b>\$ 1,819,567</b>	<b>100</b>	<b>\$ 2,644,261</b>	<b>100</b>	<b>\$ 2,300,436</b>	<b>100</b>	<b>\$ 2,269,640</b>	<b>100</b>

\*Fee increase in 1974-75 of \$.50 per credit hour, credit hours generated increased 13,754 over prior year.

\*\*Fee increase in 1975-76 of \$1.00 per credit hour, credit hours generated increased 16,227 over prior year.

\*\*\*In 1976-77, credit hours generated decreased 11,485 under prior year.

Table

Education and General Expenditures  
By Budget Categories for 1972-1977

Education & General	1972-73	(%)	1973-74	(%)	1974-75	(%)	1975-76	(%)	1976-77	(%)
Administration	\$ 138,515	9.7	\$ 156,387	8.6	\$ 165,556	6.4	\$ 176,224	7.7	\$ 169,790	7.6
General	82,205	5.8	95,284	5.2	131,227	5.0	156,716	6.8	152,234	6.8
Student Services	50,326	3.6	55,796	3.1	60,049	2.3	59,524	2.6	62,727	2.8
Plant Operations	167,152	11.8	212,898	11.7	298,135	11.4	332,272	14.5	359,932	16.1
Library	101,954	7.2	162,880	9.0	135,393	5.2	238,214	10.4	148,598	6.6
Instruction	549,910	38.9	663,179	36.5	788,902	30.3	929,670	40.6	925,813	41.5
Extension and Public Service	50,452	3.6	54,200	3.0	54,917	2.1	61,360	2.7	71,905	3.2
Sponsored Operations*	274,296	19.4	416,148	22.9	971,042	37.3	336,368	14.7	343,981	15.4
TOTAL CURRENT FUNDS EXPENDITURES	\$1,414,810	100	\$1,816,772	100	\$2,605,221	100	\$2,290,348	100	\$2,234,980	100

\*Virtually all sponsored operations are instructional funds from HSW Division of Nursing and from the Board of Education.



Table III

DALTON JUNIOR COLLEGE  
Quarterly Average Headcount and Full Time Equivalent  
by Academic Year

<u>Academic Year</u>	<u>Quarterly Average Headcount</u>	<u>Quarterly Average Full Time Equivalent</u>
1972-73	1127	892
1973-74	1124	885
1974-75	1427	1141
1975-76	1768	1359
1976-77	1508	1171
1977-78	1406	1040

#### IV. Changes in Educational Program

Of the changes taking place in the educational program of Dalton Junior College during the last five years, unquestionably the most important have been the additions of two new units, the Division of Vocational-Technical Education and the Division of Special Studies. Creation of the former has greatly increased the college's ability to serve students who are interested in one or two years of post-secondary education leading directly to employment. The latter is an outgrowth of continuing efforts by the University System of Georgia to satisfy the needs of academically disadvantaged students.

These changes have both reflected and contributed to a shift in the characteristics of the student body. Whereas in 1972 the student population was composed of seventy-eight per cent in transfer programs and twenty-two per cent in career programs, in 1977 only fifty-four per cent were in transfer programs and forty-six per cent were in career programs.

##### Admissions

Admissions procedures have changed for programs other than the vocational-technical only in ways which are described below in the consideration of Special Studies. Students in certificate programs are subject to the same admission requirements as those pertaining in area vocational schools; they must be sixteen years of age and not enrolled in a high school. The college will accept these students in vocational-technical certificate programs without a high school diploma or the G.E.D. Students desiring to enter degree programs are subject to the same admission requirements as regularly admitted college students.

## Curriculum

### Changes in the Associate of Arts Degree Program

Although the current Dalton Junior College catalog specifically outlines course requirements for a greater number of major programs than did previous catalogs, there remain essentially three major areas in which students may earn the Associate of Arts degree: liberal arts, science, and business. Since 1972 each of these three areas has expanded course offerings to provide the first two years of basic curriculum in a greater variety of fields. Ongoing study of the liberal arts curriculum is currently proceeding to insure that the college offers a solid program of instruction at the two-year level which includes courses transferrable to as many senior institutions as possible.

The Division of Natural Science and Mathematics has added a ten-hour sequence in organic chemistry for the benefit of students planning to major in biology or related professional areas. The division developed an environmental science course as a desirable non-laboratory science option for the liberal arts major, while addition of a calculus-based physics course makes it possible for pre-chemistry and pre-engineering majors to be accommodated at the junior college. Finally, there is now a program of pre-engineering technology designed particularly for students who wish to transfer into engineering technology degree programs at Southern Technical Institute.

The major change in the Division of Humanities has been the addition of a program for art majors. The division of Social Sciences has added several courses in psychology, making possible a major in that field. The courses in Western Civilization are presently being revised to take a global approach, with consideration of oriental as well as occidental



traditions. One course in anthropology is now offered, and the criminal justice program, formerly operated in cooperation with Georgia State University, is now completely under the jurisdiction of Dalton Junior College. The Division of Business Administration now offers Associate of Arts degrees in both office administration and business education as well as in business administration.

#### Changes in Career Programs

Establishment of the Division of Vocational-Technical Education in the fall of 1973 laid the groundwork for a massive expansion of offerings in career programs. The division offers the Associate of Science degree for completion of two-year programs and the certificate for completion of one-year programs. Programs administered by the Division and the quarter each was established are listed below:

- Winter 1974 - Drafting and Design Technology -  
A.S. and Certificate
- Winter 1974 - Welding - Certificate
- Winter 1974 - Medical Laboratory Technology - A.S.
- Winter 1974 - Medical Record Science - A.S.
- Fall 1974 - Automotive Mechanics - Certificate
- Fall 1974 - Clerical Science - Certificate. This program was combined with the Secretarial Administration program in the fall of 1976 to form the Office Occupations program. This change represents a merger of the two programs and the removal of Secretarial Administration from the Division of Business Administration to the Division of Vocational-Technical Education.
- Fall 1974 - Diesel-Heavy Truck Mechanics - Certificate
- Fall 1974 - Heating and Air Conditioning - Certificate
- Fall 1974 - Industrial Electricity - Certificate
- Winter 1975 - Business Computer Programming - A.S. and Certificate

Fall 1975 - Marketing and Management - A.S. and Certificate

Fall 1976 - Office Occupations - A.S. and Certificate

In the fall of 1975 the Associate of Science in Applied Technology degree was established for students who wish to continue their education after completing a certificate program in one of the following areas:

Automotive Mechanics  
 Diesel-Heavy Truck Mechanics  
 Heating and Air Conditioning  
 Industrial Electricity  
 Welding

Students pursuing the A.S.A.T. degree are subject to the same admission requirements as other degree students. By requirement of the State Department of Education, all students entering a vocational-technical program are given aptitude tests to determine their placement.

In career programs outside the Division of Vocational-Technical Education there has been little change. The Tufting Industry Management program has been altered to increase the variety of courses which a student may elect; the course sequence in the Nursing program has been rearranged to better serve the needs of the students.

#### Special Studies

The Division of Special Studies was created in 1975 because of a desire to provide special instruction for the educationally disadvantaged. The programs of the division operate under the basic guidelines for Special Studies programs promulgated by the Board of Regents. These are:

1. Any student scoring 650 or less on the Scholastic Aptitude Test will not be admitted initially to regular standing;
2. the student will then take other tests designed to identify the problem, or to show that the student is qualified for regular standing;
3. the student will be given appropriate remedial work; and

4. the student will leave the Special Studies category when competence is demonstrated by system-wide tests.

These general guidelines have been adapted to the situation of Dalton Junior College in several ways. A student scoring 330 or less on either the Verbal or Quantitative sections of the SAT is required to take the Basic Skills Examination. If the student's abilities so indicate, he/she is then placed in the appropriate reading, English composition, or mathematics Special Studies courses.

The reading program is individualized, making use of a reading laboratory staffed by one faculty member, one full-time para-professional, and several student assistants. Both English and mathematics are taught as classroom subjects. Several levels of English composition and mathematics are taught each quarter, with students being assigned to the appropriate level according to their needs. The mathematics program also makes use of a math laboratory staffed by one full-time para-professional, student assistants, and faculty on a rotating basis. Students exit from the Special Studies program when they have demonstrated competency by two criteria, the Basic Skills Examination and fulfillment of course objectives.

The English and mathematics faculty who teach Special Studies classes are not assigned exclusively to the Division of Special Studies but also to the Division of Humanities and the Division of Natural Science and Mathematics. This staffing policy makes it easy for instructors to insure that each student receives the instruction he or she needs to succeed in credit courses.

The importance of these programs at the college is demonstrated by the increase of students in English and mathematics remedial programs from 168 in the fall of 1972 to 395 in the fall of 1977. Of the



graduating class of 1978, twenty-seven per cent had taken at least one Special Studies course.

#### Changes in Continuing Education

The reorganization of the Division of Continuing Education was described above under the heading of Organization and Administration. That this restructuring has resulted in a broader impact is probably best illustrated by the doubling in the number of the division's programs over the past five years, from 99 to 193. Each program has devices built into the design to encourage evaluation by the participants, thereby enabling close monitoring of the strengths and weaknesses of any particular program and of the whole corpus of the division's offerings. The diversification of the division's projects have facilitated closer ties with the local community, particularly with the Carpet Industry Forum which serves as an advisory group.

#### Instruction

Instructional methods have evolved slightly over the past five years. The number of faculty members who give pre-tests at the beginning of a course is significantly greater. Usage of handouts and audio-visual materials has increased slightly. A survey of the faculty indicates that over one-third use instructional methods which they consider innovative and that the use of such methods is increasing. An Honors Seminar has been instituted, meeting weekly to give students exposure to ideas outside the scope of regular and required courses.

Methods of evaluation used in the classroom have changed very little in the past five years. Outside the classroom, awards honoring deserving students are given in academic and co-curricular areas on an annual Awards Day. Honor graduates receive formal recognition during the spring graduation exercises.

Since the winter of 1972, students at Dalton Junior College who intend to acquire any degree from the institution have been required to participate in the Regents' Testing Program (formerly the Rising Junior Examination), a system-wide proficiency test in reading and English composition skills which must be passed before the student is allowed to proceed to junior-level work. A number of measures have been taken to provide students with every chance for success on the test. The average size of English composition classes has been reduced from thirty to twenty to allow more individual attention by instructors; extensive use of mock examinations is made and passage of such a test is a requirement for successful completion of the introductory composition course; and a set of preview sessions is held shortly before each quarter's scheduled administration of the examination itself.

Little change has actually been effected in methods by which instructional personnel are evaluated, although procedures for obtaining student opinion have become more structured since 1972. Teaching personnel continue to be evaluated primarily by their respective division chairpersons according to the criteria for promotion outlined by the Board of Regents. Division chairpersons use a variety of both formal and informal methods to gather data for use in evaluation, with each division having adopted its own student evaluation form to accommodate varying requirements between disciplines. A set of college statutes, presently being redrafted by a faculty committee, will mandate an annual evaluation of each member of the teaching staff as a joint activity of the staff member and the immediate supervisor.

COMMITTEE REPORT  
OF  
CANDIDATE FOR MEMBERSHIP COMMITTEE

DALTON JUNIOR COLLEGE  
DALTON, GEORGIA

April 28-30, 1968

STANDARD ONE

Purpose

The statement of purpose of Dalton Junior College was developed by the governing board of the College, discussed and implemented by the faculty during the first week of operation in September, 1967.

The statement appears in all publications and the curricula, the student personnel program, and all other facets of the operation appear to support the purpose as stated.

All publications appear to be factual, well-designed and well-distributed.

The communities of Dalton and Whitfield County are supporting the institution in good faith. A \$1,800,000 bond issue was voted by the area for the physical facilities. There appears to be good rapport with the governing authorities of the area and a very cooperative spirit has been noted by the committee.

Since the College is in its first year of operation, today's problems are quite important, though projections in all phases of operation are being carefully made and seem to be based on sound judgment.



## V. Changes in Faculty

Dalton Junior College has witnessed significant changes in its faculty since the Self-Study of 1972. The foremost changes have involved increasing the number and upgrading the academic qualifications of the faculty while simultaneously improving working conditions and faculty welfare. Statutes of the college are being revised and updated, and the Faculty Handbook will soon be rewritten accordingly. A fall quarter orientation program, in effect in 1972, is still being used to acquaint new faculty with the total college program, and an abbreviated version keeps current faculty apprised of the latest changes in procedure. Division chairpersons communicate to their respective staff members changes affecting the faculty during the rest of the year through divisional meetings, which may be convened on either a regular or ad hoc basis throughout the quarter. General faculty meetings take place at least once per quarter, with additional ones as needed.

In 1972 the college had seven divisions and one department; in 1978 the number of divisions had increased by one, as described earlier, with the creation of a Division of Special Studies and the absorption of the old Division of Allied Health into a new Division of Vocational-Technical Education. The number of faculty-level positions has increased by 56% since 1972, with major growth occurring in the following divisions: Humanities (71.4%), Nursing (50%), Natural Science and Mathematics (37.5%), and particularly Vocational-Technical Education (450%), which contains more members than any other. Significantly, each of these divisions is deeply involved with either career training or Special Studies programs.

Recruitment procedures for filling vacant faculty positions have undergone virtually no change since 1972. With enrollment apparently

stabilizing or even declining slightly since the temporary increase in 1975-1976, the need for part-time faculty is minimal, and the use of administrative personnel in instructional roles has likewise become less frequent. Most faculty teach a fifteen-hour load per quarter, keep regular office hours, aid in student advisement, and serve on various committees pertinent to college welfare. They are also encouraged to be active in community participatory functions.

In 1972 there were nine (18%) tenured faculty members and by 1978 there were twenty-two (28%). The figures in Table IV show the breakdown by professorial ranks:

TABLE IV\*

Rank	Number		Percentage of Faculty	
	1972	1978	1972	1978
Professor	2	1	4%	1.3%
Associate Professor	7	10	14%	12.8%
Assistant Professor	26	29	52%	37.2%
Instructor	<u>15</u>	<u>38</u>	<u>30%</u>	<u>48.7%</u>
Totals	50	78	100%	100%

\*These figures include administrative and non-teaching positions which carry faculty rank.

Criteria for evaluation and promotion are stated in the college statutes. Among the criteria listed are: superior teaching, outstanding service to the college, academic achievement, professional growth and development, and length of service to the college. Overall, Dalton Junior College is fortunate in the caliber of its teaching faculty. Although several faculty members must teach subjects outside their major fields of specialization, this is kept to a minimum; most members teach courses in the areas for which they are best qualified.

The most significant faculty change to occur at the college in

addition to the increase in number undoubtedly has been in academic preparation. Of the fifty full-time faculty in 1972, only five (10%) held doctorates; by 1978, twelve of seventy-eight (15.4%) held doctorates, with nine (11.5%) additional members as doctoral candidates. Together these two groups account for more than one-quarter of the teaching faculty. Table V shows that the number with extended graduate study, specialist certificates, and six-year degrees also increased significantly. All faculty members hold at least the master's degree in every division except Nursing and Vocational-Technical Education, where equivalents to such a degree are not available. Faculty members are encouraged to pursue graduate studies in their respective fields as a basis for more effective teaching. Provisions for leaves of absence and financial aid for additional graduate studies are available under conditions explained in detail in the college statutes. Graduate-level courses are occasionally offered under the auspices of the Northwest Georgia Area Teacher Education Service (NWGATES) on the campus of Dalton Junior College or at locations nearby. All courses apply toward a degree program, and numerous faculty members have participated in this arrangement.



TABLE

DIVISION	TOTAL		PH. D.		ABO		DIP PERSONNEL HOLDING FACULTY RANK ED. S. S. C. T. 6th YR. CERT.		MASTERS'S		BACHELOR'S		ASSOCIATE		CERTIFICATE		HIGH SCHOOL	
	1972	1978	1972	1978	1972	1978	1972	1978	1972	1978	1972	1978	1972	1978	1972	1978	1972	1978
Administrators holding faculty rank	7	5	1	2	---	---	---	2	6*	1+	---	0	---	---	---	---	---	---
Business Administration	5	5	---	---	---	2	---	1	4	2*	1**	---	---	---	---	---	---	---
Continuing Education	1	1	---	---	---	---	---	1	---	---	1**	---	---	---	---	---	---	---
Feminities	7	12	---	3	---	3	2	1	5*	3*	---	---	---	---	---	---	---	---
Library	3	4	---	---	---	---	---	---	3	4*	---	---	---	---	---	---	---	---
Natural Science/ Mathematics	8	11	2	3	---	2	---	1	6*	5*	---	---	---	---	---	---	---	---
Nursing	2	6	---	---	---	---	---	---	3*	2*	1	4**	---	---	---	---	---	---
Physical Education	4	4	---	---	---	---	---	1	4*	3*	---	---	---	---	---	---	---	---
Social Science	7	8	3	4	1	2	---	---	3	2*	---	---	---	---	---	---	---	---
Special Studies	---	12	---	3	---	4	---	0	---	5	---	0	---	0	---	0	---	0
Vocational/ Technical	4	22	---	2	---	---	---	1	4	7*	---	4**	1	---	4	---	---	---
TOTAL****	50	78	6	14	1	9	2	8	38	31	8	8	1	---	4	---	---	5

\* Includes those with 1 year equivalent beyond Master's degree

\*\* Includes those with 1 year equivalent beyond B.A.

\*\*\* Includes those with course work toward a degree or certificate

\*\*\*\* Does not include Special Studies data which are included in Humanities and Natural Science totals

## VI. Changes in Library Staff and Collection

Although the educational scope of Dalton Junior College has broadened considerably since the 1972 Self-Study, a stable staff of competent professionals has provided excellent library resources, despite increased demands arising from the establishment and elaboration of the Division of Vocational-Technical Education. Not only has the library's collection kept pace with the growth of the college's curriculum, but its staff has offered improved and expanded services:

### Administration

In July, 1973, the Library became a complete resource center with the full integration of the Media Department into the administrative structure of the Library. The position of Director of Media Services was eliminated and the Media Specialist now reports directly to the Head Librarian. No serious problems were encountered in the reorganization process and the new system works well.

The Library staff consists of a Head Librarian, two Assistant Librarians, one Media Specialist, two library assistants, one Media Technician, one full-time employee funded under the Comprehensive Employment and Training Act of 1973 (CETA), a part-time typist, and student assistants. Among these, the Head Librarian, Assistant Librarians, and Media Specialist hold academic rank. A Library Committee composed of faculty and students serves as a liaison between the Library staff and the general college community.

### Collection

The book collection at Dalton Junior College now totals more than fifty thousand bound volumes. Both in size and composition it greatly exceeds the minimum standards set for junior colleges by the American Library Association and the Southeastern Library Association.

Media holdings have increased dramatically. Approximately 250 16mm films are now available for faculty use; in 1972 only 17 were on hand. The number of filmstrips has increased from approximately one hundred to three hundred. Collections of 350 video cassettes and 400 multi-media kits have been developed in the last five years, and the audio cassette collection now totals 2,500.

The microfilm and art print collections have grown as projected in 1972 with acquisition of the Library of American Civilization and the Library of British Literature published in ultra-microfiche by Encyclopaedia Britannica. Microfilming of the New York Times from 1950 is now complete, and in 1978 microfilming of the Atlanta Constitution was begun to provide a source of state news. The latter paper will eventually be microfilmed back to 1970, from which date it is already indexed.

In July, 1978, the Library was designated one of two official depositories for United States Government publications in the Ninth Congressional District of Georgia. This distinction is the result of nearly a year of negotiations between the college and the office of Congressman Ed Jenkins, and it will enable the Library to acquire complete files of Federal documents on a selective basis which best suits the needs of the college and the community.

#### Circulation

The total circulation of library holdings, exclusive of media software, for the calendar years 1973-1977 is shown below:

TABLE VI

Dalton Junior College Library  
Calendar Year Circulation Figures for Printed Materials

<u>1973</u>	<u>1974</u>	<u>1975</u>	<u>1976</u>	<u>1977</u>
13,966	16,591	16,097	16,864	16,452



The sharp increase between 1973 and 1974 is attributable to inauguration of the expanded Vocational-Technical program. On the other hand, the decrease in circulation of printed materials between 1976 and 1977 may be explained by a decline in general enrollment in the academic divisions of the college and the decision of the English faculty to end requirement of a formal research paper in the second composition course. In contrast, the use of media software and hardware has increased steadily, which is both a reflection and stimulant of the increment in media materials mentioned above.

TABLE VII

Dalton Junior College Library  
Usage of Media Materials

Academic Year	<u>1973-1974</u>	<u>1974-1975</u>	<u>1975-76</u>	<u>1976-1977</u>
Hardware Materials	1285	3272	3632	4323
Software Materials	917	2284	3038	8801*

\*This figure reflects the availability for the first time of an extensive collection of art slides.

### Services

The volume and scope of services available through the Library has grown dramatically since the 1972 Self-Study, with integration of library and media services being the key factor responsible.

The Library is currently open sixty-five hours per week during academic terms, from 8:00 A.M. to 10:00 P.M. Monday through Thursday and from 8:00 A.M. to 5:00 P.M. on Friday. During inter-term periods the Library's hours are from 9:00 A.M. to 5:00 P.M. Monday through Friday. Weekend openings were tried experimentally and abandoned for lack of patronage. The Library is also closed on ten official holidays per year.

Information about the Library is made available by radio and newspaper to encourage community use, and there has been marked growth in usage of the facility by persons outside the college, especially local high school students. In 1972 high school use was limited to specially gifted students. To satisfy needs for materials not available in high school libraries more fully, the college library now allows all high school students to check out materials specified by their school librarians.

In 1974 the library established the Supplemental Learning Center in the media area, comprised of thirty carrels equipped with sound filmstrip projectors and super-8mm projectors for use in self-directed study. Most of the student use of this facility has emanated from the Divisions of Nursing, Humanities, Natural Science and Mathematics, and Vocational-Technical Education, with heaviest use among the nursing students. The general pattern is one of growing utilization, and it appears that the faculty is becoming increasingly aware of the enrichment

possibilities of the S.L.C. Beginning in 1977, its teaching potential was extended by permitting students to check out spoken-word cassette cartridges and a sound filmstrip projector with associated software for off-campus use.

One of the more striking developments of the Library's media service capacity has been in the use of television technology. Three video-cassette recorders are in use, and in 1974 a portable video color camera was acquired. This unit is liberally used by the Division of Nursing and in the Medical Laboratory Science program. It may also be used to transfer cinematographic films to video-cassettes. Work is in progress on installation of an improved antenna to allow recording of selected broadcast programs for institutional use. Finally, the new equipment has enabled media service to meet the increasing demands of the Division of Continuing Education by providing complete audio-visual support and recording capacity for the division's rapidly expanding range of short courses and conferences.

In 1972 plans were being devised for establishment of a systematic orientation program in use of the Library for new students. These plans were put aside in view of a decision by the faculty that such guidance is most effective when directed toward fulfillment of a specific and immediate need. Classes in English and speech are routinely instructed in use of the Library through procedures involving both instructors and library staff members, and many courses in the career programs provide similar orientations tailored to their particular requirements. Despite the absence of a general orientation, it is virtually impossible for a student to pass through any program at Dalton Junior College without extensive exposure to the methods of effective library usage.



### Facilities

In general, considerable room for growth is available in the present building, with shelving demand being met on a year-to-year basis. The audio-visual productions area of media services is being used nearly to full capacity.

Two significantly new usages of existing space have begun since 1972. One is the creation of the Supplementary Learning Center, previously described; the other is the establishment of a special reading room called the Georgia-Dalton Room. This houses a collection of first-edition books by Georgia authors, with particular emphasis on local authors. Particularly noteworthy is the collection of letters to a native Daltonian, Marian Simms, from Margaret Mitchell.

The Community Room, located off the main entryway, has seen considerable use during the past several years for gatherings of faculty and staff as well as organizations from the community. It is suitably furnished for small informal meetings, and chairs are available for auditorium-style seating. Audio-visual equipment is readily accessible as are limited food-handling facilities. Other special-purpose rooms include a microform-reading area, housing for photo-reproduction facilities, small study rooms, and a typing area with five typewriters for patron use.

The Library Staff Lounge has been regularly used as a classroom for one or two hours per day since the 1974-1975 academic year. This practice will be discontinued when the new Vocational-Technical building is occupied.

A Tattle-Tape electronic security system installed in 1973 has greatly curtailed the loss of books. The problem has not been eliminated, however, since materials with metal content cannot be protected by this device.

### Budget

The Library continues to be a well-funded entity at Dalton Junior College. Since the integration of library and media services in 1973, the average annual expenditure has been \$189,542, ranging from \$139,629 in 1974-1975 to \$252,542 in 1977-1978. Since 1973 the Library has received an average of 8.3% of the total educational expenditure of the college, ranging from 5.4% in 1974-1975 to 10.6% in 1975-1976. The 1978-1979 budget includes \$175,140 for the Library; this is 7.5% of the total educational budget.

In three of the five years since 1973, the largest expenditure was for books (both printed and non-printed materials, including media software). In 1974-1975 and 1976-1977, less was spent for books than for personal services. Over the whole five-year period, 54.4% of expenditure has been for books, 31.7% for personal services, and 13.9% for supplies and expenses.

From July, 1973, until July, 1978, the Library operated under a budget with no separate allocations to library and media services. The 1978-79 budget, however, contains a separate category for media service, with itemized amounts for software, repairs and maintenance, supplies and materials, and travel being administered by the Media Specialist.

### Future Developments

Several changes or adjustments are presently being considered to make the Library a more vital part of the college community and improve its functioning:

1. The faculty-student Library Committee should take a more active role as liaison between Library administrators and the general faculty. Specifically, it should announce developments and provide information about

available services regularly at division meetings, oversee an inventory by faculty members of holdings within their respective fields, and implement a system to encourage faculty to exercise more initiative in the selection of library materials.

2. Large sums of money are given to the Library near the ends of some budget years and obviously this money must be spent in a short period of time. In the past, insufficient planning has gone into the selection of these end-of-year acquisitions, although regarding media materials a contingency list is continuously developed and division chairpersons are informed of fund availability and given suggestions by the Media Specialist. In the future, the faculty should be made more acutely aware of the availability of such funds, and they should be strongly urged to compile their own contingency lists of titles, for which participation in the inventory mentioned above would provide bases for suggestions.

3. More attention should be given to the acquisition of periodicals, media materials, and annual reviews than to the collection of survey and topical books. In some fields the holdings of books are more than adequate. Particularly in scientific and technical areas more emphasis should be put on materials other than books, since many survey works are already out-of-date at publication.

4. A new position of Media Generalist should be added to relieve the Media Specialist and Media Technician of tasks involving the routine dissemination of media materials which are not in keeping with their job descriptions. The increased demands placed not only on media services but on the Library in general in recent years also necessitates changing the part-time typist position to a full-time one.



## VII. Changes in Student Development Services

Since 1972 there have been several significant changes in student development services offered by Dalton Junior College. In particular, an enlargement of the student center, completed in late 1973, has provided excellent physical facilities to accommodate a broadened program of testing, guidance, and counseling which has been developed for the institution's expanded range of remedial instruction and vocational-technical training.

Nearly all functions relating to student development services fall within the purview of the Dean of Students, the exceptions being matters of registration and the maintenance of student records, which are dealt with by the Registrar. Presently the office of the Dean of Students includes the Dean; the Director of Counseling; the Director of Student Activities and the Student Center; the Director of Financial Aid, Placement, and Veterans' Coordinator; two full-time secretaries; a half-time position in job placement; and about five part-time student assistants per quarter. From fall, 1973, to summer, 1978, a full-time Veterans' Counselor was employed, the position being financed by the Veterans' Cost-of-Instruction Program. This position has now been deleted, following a decrease in the college's enrollment and financial retrenchment by the sponsoring agency, the United States Department of Health, Education, and Welfare.

The position of Director of Counseling was instituted on a full-time basis in the fall of 1973. Expansion of the vocational-technical program and the restructuring of the Special Studies program so that remedial work is no longer completely voluntary have necessitated a reordering of the priorities of the counseling office; coordinating of testing, direct

testing, and processing of data have replaced the emphasis on personal vocational counseling and developmental programs as the office's main functions. Moreover, enrollment increases have forced the Dean of Students and the Director of Student Activities and the Student Center to withdraw from direct counseling, and a critical need exists for more trained counseling personnel. The Director of Counseling currently supervises all Special Studies and vocational-technical aptitude testing, assisted by personnel from the appropriate divisions. Staff members from the Division of Vocational-Technical Education also aid the Placement Office in formal follow-ups on students using the placement resources of the college.

Orientation for new students now takes place each quarter on the same days as regular registration. For fall quarter, orientation and registration are held for two days, with half of the entering students coming each day. Orientation in the fall consists of a one-hour large group session in which students are acquainted with college administrators and the services available to them. Following this meeting, the students are assigned to small groups based on their intended majors, with faculty members from the appropriate fields leading the sessions. For quarters other than fall, orientation consists only of the small group sessions.

Returning students now have the option of preregistering near the end of the current quarter for the next quarter's classes. A study carried out in the spring of 1978 to ascertain the desirability of continuing preregistration and determine whether the week-long drop-add period was too long concluded that preregistration should continue, but that the drop-add period should be shortened to two days, effective Winter Quarter, 1979.

During the 1973-1974 academic year, honors seminars for gifted students were offered, with instruction being funded by the Dalton Junior College Foundation. These seminars were discontinued for the next three years, mainly because of lack of student participation caused by scheduling problems. Honors seminars were again offered in the winter and spring of 1978 through the efforts of Phi Theta Kappa honor fraternity and faculty members who volunteered to serve without compensation. Honors students have also been recognized for the last three years by institution of an annual Awards Day program which takes special notice of achievements in various academic areas and as contributions to student development services.

While no programs have been designed specifically for handicapped or foreign students, adaptations are made for facilities, instruction, and materials for the handicapped as required by Section 504 of the Rehabilitation Act of 1973, with the counseling staff providing special assistance.

Student financial aid services have expanded significantly during the past five years. The number of students served has increased from 185 in 1971-1972 to 302 in 1976-1977, and aid provided has risen from \$122,588 to \$230,182. Financial aid services for the past five years are summarized below:

TABLE VIII

Summary of Financial Aid Provided through Dalton Junior College  
1972-1977

Year	Students Served	Aid Provided
1972-1973	266	\$128,684
1973-1974	210	109,432
1974-1975	258	169,433
1975-1976	313	210,949
1976-1977	302	230,182



These increases reflect both growth in enrollment and expansion of services. Funds from Basic Education Opportunity Grants and Georgia Incentive Scholarships, which have become available since 1973, provide opportunities for expansion. Other programs existing in 1972 have continued.

Specific guidelines for academic progress of students receiving financial aid have been formulated in accordance with federal regulations. The financial aid officer monitors the progress of recipients in addition to screening applicants for aid and advising students seeking aid. Assistance is available to all students who have need, and it is continued until graduation for those who satisfy the academic and other criteria for the various programs under which they are helped.

Student records are maintained and managed by the Registrar's office in accordance with disposition standards and guidelines provided by the University System of Georgia. These have been revised to conform with the Family Educational Rights and Privacy Act of 1974 for the protection of confidentiality. Permanent academic records have been microfilmed, with a copy being placed in a safety deposit box at the First National Bank of Dalton for security; the microfilm is updated each quarter.

Student government has been reorganized since 1972 with the result that the Student Government Association and the Student Activities Council no longer exist, being replaced by the Student Affairs Council. The proposal for reorganization originated with the Student Government Association in order to create a governmental body wherein students, faculty, and administration would all be represented, with students constituting the largest proportion. Serving as a liaison between students and the rest of the college community, the Student Affairs Council formulates regulations related to student government and generally assists

a wide range of student activities. It is composed of the Dean of Students as Chairperson, the President of the Student Body as Vice-Chairperson and Chairperson of the Student Center Committee, nine students elected at large by the student population, the Academic Dean, the Assistant Comptroller, the Athletic Director, the Chairperson of the Fine Arts and Lectures Committee, the Director of Student Activities and the Student Center (serving as Secretary), and two additional faculty members elected by the faculty upon nomination from the Committee on Committees. Of the three standing committees of the Student Affairs Council, the Fine Arts and Lectures Committee arranges opportunities for students to be exposed to cultural events they otherwise would not experience; the Student Center Committee secures entertainment for the student body and seeks to enhance life in and around the student center; and the Athletic Committee is to support and advise the Director of Athletics. Other committees of the Student Affairs Council may be appointed ad hoc as needs arise.

Students continue to serve on standing college committees with the same numbers on each committee as there were under the former organizational structure. Appointment of these students is made by the President of the Student Body with the advice and consent of the Student Affairs Council.

The reordering of student government has enhanced the flexibility of the student activities program by providing for coordinated budgeting procedures. Since 1975 the Student Affairs Council has used a standard budget request form to assist preparation of each year's budget; each organization is required to show its past and projected activities when submitting a request for funds. To facilitate more communication and interaction among the growing number of student clubs and organizations,

an advisory group composed of the presidents and faculty advisors of all such organizations was established in the winter of 1978; this was deemed desirable in view of the proliferation of special interest organizations, especially among vocational-technical students. The ability of such groups to provide activities and services of interest to the entire student body was given support in the spring of 1978 by a decision of the Student Affairs Council to allow fund-raising activities by them on a one-year trial basis; this reversed the previous prohibition of monetary solicitation by student organizations. Causes and projects for raising money will be carefully monitored by the Student Affairs Council.

The projected student affairs budget for 1978-79 consists of \$36,806 available for student activities and \$14,794 in fixed charges for a total budget of \$51,600. Total budgets for the last five years have been \$57,681 for 1977-1978; \$64,921 for 1976-1977; \$66,716 for 1975-1976; \$47,752 for 1974-1975; and \$39,600 for 1973-1974. It has been estimated that during the 1977-1978 academic year each student was provided \$79.90 worth of services, should each event have been paid for separately, for his total of \$30.00 in student activity fees, and this figure does not include ticket subsidies or events for which no admission could have been assessed.

Publications of student development services include the Beep, which is the student handbook published annually, and the Beep-Beep, a newsletter published semi-monthly since 1975 by the Director of Student Activities and the Student Center. Consideration is presently being given to publication of a quarterly "scrapbook" which would serve much of the function of an annual but with less cost and work involved. Efforts to sustain publication of an annual have proved ill-suited to the exigencies of a commuter campus.



Athletic experiences at the college are divided into an intramural program and an intercollegiate program. The number of sports pursued on an intramural basis has increased by eight since 1972 and now includes flag football, basketball, softball, volleyball, tennis, badminton, archery, weight training, pocket billiards, and table tennis. The only intercollegiate sport presently being supported is golf; there are, however, plans for intercollegiate tennis for men and women. The intercollegiate basketball program was terminated at the close of the 1977-1978 season for financial reasons.

### VIII. Changes in Physical Facilities

Since the 1972 Self-Study, the physical facilities of Dalton Junior College have undergone significant expansion and improvement. These reflect changes in the role and function of the college itself and also efforts to alleviate shortcomings noted in 1972 and subsequent years.

The original master plan for the institution was judged inappropriate, and at the time of the Self-Study there was no master plan. In response to the visiting committee's report, the architects of the college (Bothwell, Jenkins, Siny and Associates of Decatur, Georgia) were asked to submit a modified and updated master plan and to conduct a study to determine the cost of projected construction. The master plan now exists in the form of a plat kept in the Comptroller's office. The study to determine construction costs was completed but probably has little validity now because of marked increases in the cost of building materials and labor. In addition to the existing facilities, the master plan calls for a humanities building, a new classroom facility near the maintenance building, an addition to the gymnasium (to include classrooms, storage space, and seating space on the south side of the basketball court), expansion of parking areas, and an addition to Sequoys Hall. There is no timetable for completion of the master plan, nor for any specific project included in the plan. One phase, however--the addition to Sequoys Hall--may soon become reality.

The planned addition to Sequoys Hall was a response to concern about a lack of preparation space in that facility. The new addition will house the college's allied health programs, including nursing. Actually, the institution is currently in violation of the law by having the nursing program in Sequoys Hall, since both the instructional program

and the building are, or were, partially funded by the United States Department of Health, Education, and Welfare. This problem will be corrected when the nursing program is relocated in the addition. Sequoia Hall also is the only building on campus which is not in compliance with Section 504 of the Rehabilitation Act of 1973; the science laboratories are located on the second floor and there is no elevator. The addition includes an elevator which will provide access to the laboratory areas for handicapped persons and thereby bring the institution into full compliance with Section 504. The Sequoia project will also include seven classrooms, five laboratories, and sixteen offices, contained in 29,000 square feet of floor space. When in operation, it should correct space shortages for Sequoia Hall which were very apparent in 1972. The Board of Regents has approved the construction, but its priority within the University System is unknown, and actual building must await funding.

Completion of a new building, accepted by the college in July, 1978, to house the vocational-technical programs promises an even greater alleviation of the institution's space and storage problems, as well as bringing together in a central location a number of programs heretofore scattered widely around the city, often in rented quarters. This new facility actually comprises two buildings, the "hardware" and "software" wings. In the former are located shops for automotive and diesel mechanics, industrial electricity, heating and air conditioning, and welding. Each shop area is provided with a classroom, and there are two additional classrooms for use as needed. On the upper floor of the "software" building there is a room for the computer training programs, an area for marketing and management classes, and a secretarial and administrative area. The lower floor of the "software" building houses the facilities for drafting classes, including two large drafting laboratories. The offices of the



division chairperson and the staff are located on a "bridge" connector spanning a stream bed between the two buildings. The entire facility contains 51,804 square feet of floorspace and cost approximately \$1,750,000. Its occupation in the fall of 1978 will open up considerable space in Sequoia Hall and Memorial Hall for other uses, including storage. In Sequoia Hall, three offices, two classrooms, and one workroom--a total of 1,965 square feet--will become available for reassignment. In Memorial Hall, fourteen offices, two lecture rooms, a conference room, and a storage room--a total of 2,341 square feet--will be freed.

In 1975 an expansion of Westcott Hall was completed. The area which once housed the library, and later contained administrative offices, has been converted to facilities for the Division of Continuing Education, including six offices (480 square feet) and a large conference area (3,316 square feet). The newer part of the building covers 9,181 square feet and includes enlarged quarters for the offices of the President, Academic Dean, Comptroller, and Registrar, as well as a data processing room and space for a new heating and air conditioning system.

At the time of the Self-Study a major expansion of the Pope Student Center was underway. This was completed in 1973. The original building contained 10,000 square feet of space; the new expansion added 35,000 square feet. On the upper floor of the enlarged structure are located a faculty lounge, offices for the security staff, a game room, an expanded bookstore and grill, a post office and communications center, and a large dining area. On the lower floor there are a television lounge; offices for the Dean of Students, the Director of Student Activities, the Director of Financial Aid, Placement, and Veterans' Coordinator, and the Director of Counseling; student government offices

and conference rooms; and a large multi-purpose open area with group seating facilities scattered throughout.

In addition to the foregoing changes in the physical plant, all buildings have been modified to facilitate use by handicapped people. Parking areas convenient to the teaching facilities have been reserved for handicapped use, wheelchair ramps have been added to building entrances, and support rails have been installed in restrooms. When the addition to Sequoia Hall is completed, the college will be in full compliance with Section 504 of the Rehabilitation Act. Finally, a classroom area has been built as an annex to the present maintenance building. This addition consists of two rooms with 1,200 square feet of floor space each. One room is used for instruction in the visual and plastic arts, the other for classes in music. Although this area is ultimately intended as warehouse space, it will be used for instructional purposes until the proposed humanities building is completed.

One problem area that has remained troublesome since 1972 has been the heating and cooling system in Memorial Hall. After repeated efforts at rectification, aggravated by the bankruptcy and liquidation of the original contractor, the college commissioned a study by Newcomb and Boyd Associates of Atlanta in 1977 which recommended elimination of the roof-top units and their replacement with one large boiler and one large chiller to be located in space presently occupied by offices of the Division of Social Science. These offices will be moved in late 1978 to space in Memorial Hall vacated by the Division of Vocational-Technical Education. Bids on the development of plans and specifications for these changes were solicited in the summer of 1978.

In 1972 it was apparent that the custodial staff of the college should be reorganized with improved leadership and that custodians should

be better trained to improve housekeeping. At that time the Director of Plant Operations, in addition to his other duties, was responsible for custodians and custodial services. The college has since hired a Custodial Supervisor who is directly responsible for custodial services and reports to the Director of Plant Operations. The Supervisor is responsible for supervision and training of custodians and monitors personnel problems, most of which he handles himself. He prepares lists of needed supplies and arranges for their delivery. To improve the quality of custodial services, hiring criteria are now more selective. Specifically, a "strong preference" is given to individuals with experience using the equipment required in custodial services, although local conditions in the labor market sometimes require the employment of persons without such experience. There is also on-the-job training for custodians; although not systematic, it trains workers to perform different tasks (such as using equipment or mixing chemicals) as the need arises and under the direction of the Custodial Supervisor.

The most significant development in the past five years has been completion of the vocational-technical building. This represents a major advance in the college's physical resources, both in terms of the building itself and the expansion it will permit in other campus facilities. The most pressing current need of the institution regarding the physical plant is construction of the addition to Sequoia Hall.

DALTON JUNIOR COLLEGE

SELF-STUDY  
PROSPECTUS

1981 – 83



## PURPOSE OF THE SELF-STUDY

The Dalton Junior College/SACS Self-Study has three objectives:

- I. To meet SACS requirements for reaffirmation of institutional accreditation.
- II. To promote through the Self-Study process faculty growth and development as well as increased understanding of the scope and range of the institution's mission.
- III. To enhance the institution's long-range planning.

## CALENDAR FOR THE SELF-STUDY

The Self-Study will be conducted over a two-year period beginning Fall of 1981 and ending Fall of 1983. The tentative schedule for the study is described in Attachment I. Also, additional dates are shown on Attachment II, entitled "Phase I".

## ORGANIZATION OF THE STUDY

The relatively small size of the institution suggests a simple organization for the study that is based on Standards I through IX. The study will be managed by a steering committee consisting of four members and an editor. A committee will be established for each standard. Membership of the committees will include representatives from faculty, administration, the student body, and the community. Members of the steering committee and the standards committees are shown in Attachment III.

Each committee has the responsibility of evaluating the institution by the standard assigned. The factors to be evaluated will encompass all of the concerns identified in the appropriate standard listed in the Standards of the College Delegate Assembly.

Instructions, suggestions, and questions contained in the Manual For the Institutional Self-Study Program of the Commission on Colleges should guide but not limit the research of each committee.

Since there are potentially overlapping areas among the standards, when it is necessary, the steering committee will review and coordinate the specifics of the individual committee's plans in collaboration with those committees as those plans are developed and implemented. Of course, individual committees are encouraged to confer with one another in developing plans.

By November of 1981 each committee will submit a preliminary report that will include proposed approaches to the study, a listing of individual committee assignments, the identification of proposed resources, and tentative schedules of the activities of the committee. Attachment IV is a sample preliminary report for Standard I. Future status reports should be updates of the preliminary report (see Attachment II).

Minutes of committee meetings will be forwarded to the Steering Committee for review.

## RESEARCH INSTRUMENTS

Use of questionnaires and other self-study instruments must be cleared through the Steering Committee. Every effort will be made to combine requests for information in order to minimize the time that staff, faculty, and students must give to respond to legitimate requests for information. As needed information is identified, the date on which said information is desired should be included in the request to the Steering Committee.

Committee chairpersons are also requested to coordinate other activities in areas that tend to overlap in order to reduce unnecessary duplication.

## RESOURCES

A supply of basic resource documents such as Regents' Policies, SACS materials, student information, and memoranda among others will be maintained in the Self-Study office, Memorial G-18. Contact a member of the Steering Committee for access to the office.

## FINAL REPORT

The final report from each committee will follow the APA format and style. The reports will be organized around the major divisions of each standard with a topic by topic analysis.

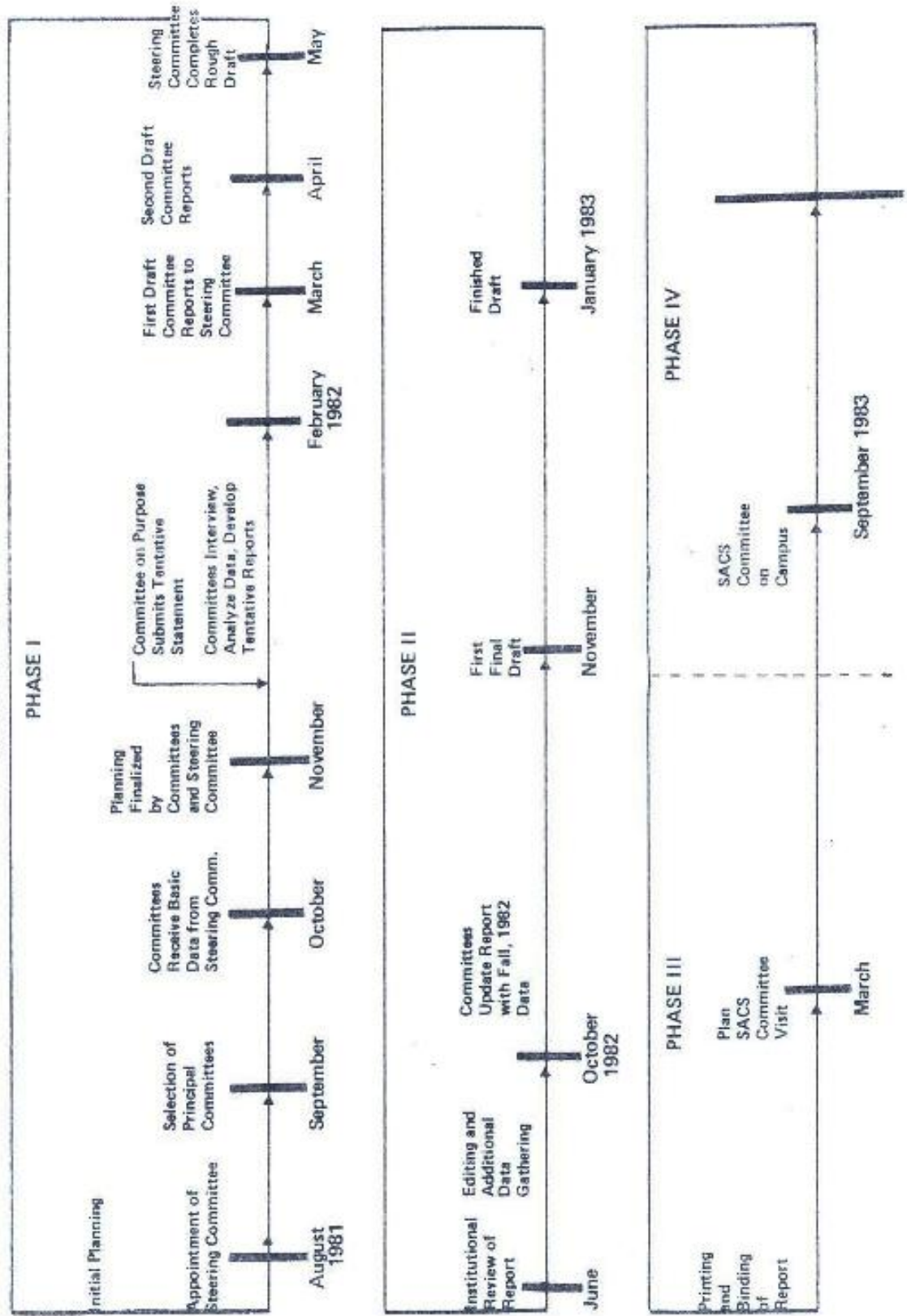
Once the analysis has been completed and documented, each committee should document any anticipated changes in the form of projection(s).

Based upon the number and complexity of the topics to be evaluated, the length of each report is expected to vary. However, it is anticipated that no report, in its final form, should exceed 50 pages.



# DJC SACS SELF-STUDY 1981 - 1983

## ATTACHMENT 1



ATTACHMENT II  
PHASE I  
1982 - 83  
SELF STUDY SCHEDULE

October 5, 1981 (noon)	Organizational Meeting
October 22 (noon)	Preliminary reports on Committee assignments and schedules
November 19 (noon)	First status report from committee
January 21 (noon)	Second status report from committee
February 18	Third status report from committee
March 15, 1982	First complete draft of report for each standard

ATTACHMENT III  
COMMITTEE ASSIGNMENTS  
DALTON JUNIOR COLLEGE  
1981 - 83 SACS SELF-STUDY

Standard I: Purpose

Edith Larson (Chair)  
Larry Little  
Beth Biron  
Jackie Stanley  
John McDaniel  
Spence Higgins  
Jeanne Newell

Standard II: Organization and Administration

Faye Harwell (Chair)  
Wayne Hopper  
Arvine Phelps  
Dee Swilling  
Donna Bentley

Standard III: Education Program

Trudy Swilling (Chair)  
Rebecca Butler  
Sally Addis  
John Myer  
Ken Marshbanks  
Charles Bowen

Standard IV: Financial Resources

Harlan Chapman (Chair)  
Bob Cooper  
Mel Ottinger  
Nora Wood

Standard V: Faculty

John Hutcheson (Chair)  
Marguerite Pennington  
Sara Myers  
Calvin M. Walker  
Milton Brown

Standard VI: Library

Carolyn Patton (Chair)  
Dave Blackwell  
Randall Ingle  
Marion Pearson  
Tina Ramey

Standard VII: Student Development Services

Toby Dirks (Chair)  
Linda Cooper  
Dennis Cook  
L.N. Gregg

ATTACHMENT III  
Page 2

Standard VIII: Physical Resources

June Sparks (Chair)  
Mike Jordan  
Ron McBride  
David Wycherley

Standard IX: Special Activities

Robert Weathersby (Chair)  
Phil Hall  
George Jones  
Jane Crawford  
Flora Caldwell

Steering Committee:

Tom Wilkerson (Co-Chair)  
Bill Smith (Co-Chair)  
Karl Hunt  
Mason Richard

Editor:

Nancy Gidden

## SAMPLE

### ATTACHMENT IV

#### PRELIMINARY REPORT

- I. Approach
- A. The committee will first study the existing Statement of Purpose; familiarize itself with the content, language, and form of statements of purpose by other institutions with similar missions; and prepare a "trial" revised "Statement of Purpose" (a working draft).
  - B. The committee will determine the total administration-faculty-student "awareness" of the conceptual views concerning the purpose of this institution.
  - C. The committee will study, after collecting pertinent data, the degree of "coverage" reflected in the "trial" statement and revise accordingly.

II. Assignments

<u>Task</u>	<u>Committee Member</u>	<u>Sources</u>
A. Study existing Statement of Purpose and preparation of "trial" draft.	entire committee	Student Handbook, Faculty Handbook, Catalog
B. Collect data on Program of Study		Catalog, interview Academic Dean
C. Collect data on Student Activities program		Catalog, interviews Dean of Students, Director of Student Activities
D. Study and record the views and policies of persons involved in governance		Publications, interviews
E. Collect data on financial physical aspects of the institution		Interview the President and Comptroller
F. Study community needs for institutional services		community leaders
G. Study charter and legal matters which might affect the content and language of the Statement of Purpose		
H. Assess "awareness" and concept of administration, faculty, and student body concerning the purpose of the institution		Questionnaire

