

SECTION IV. EDUCATIONAL PROGRAM

4.1 General Requirements of the Educational Program

Introduction

The Dalton State College Statement of Purpose identifies the primary function of the College as that of serving the Northwest Georgia area by offering a variety of certificate, associate, and targeted baccalaureate degree programs; continuing education activities; and public service to the community. Dalton State College, through collaboration with nearby technical colleges and other post-secondary institutions as well as through cooperation with primary and secondary schools in the area, acts as an educational broker to meet the needs of local business and industry and provides the means for all in the service area to enrich their lives.

Presentation of Findings

The *Dalton State College 2001-2002 Catalog and Student Handbook* includes the Dalton State College Statement of Purpose (pp. 11-12). The College Web page, "General Information" (<http://www.daltonstate.edu>) and the *Dalton State College Statutes* (Article I. B., p. 1) also contain the College Statement of Purpose.

The College Statement of Purpose directs all educational programs, policies, and educational support services. The *1997-2000 Strategic Plan* and the institution's most recent *2000-2003 Strategic Plan* specifically address the Statement of Purpose. The strategic plans and their yearly updates cite specific goals and measures of success, and the curriculum review and new program review processes ensure compliance with the Statement of Purpose.

The College offers six bachelor's-degree programs, sixty-two associate-degree programs, and forty-three career certificate programs. The *Dalton State College 2001-2002 Catalog and Student Handbook* (pp. 105 - 229) contains a full listing of these programs, graduates of which are well prepared to meet the workforce development needs of Northwest Georgia. In the "2000-2001 Graduating Student Survey (p. 15)," 58 percent of 185 students responding to the survey reported that the degree they earned at Dalton State College was related to the job they obtained after graduating. Fifty-five percent of those responding reported that they felt that their degrees or certificates were at least somewhat important in obtaining their positions (Table 4.1-1 and Table 4.1-2).

Table 4.1 – 1
Graduating Student Survey of Correlation of Job and Major

| 30. To what extent is your new job related to your program/major at Dalton State College? | Number and Percentage | |
|--|------------------------------|-----|
| Directly related | 82 | 44% |
| Somewhat related | 25 | 14% |
| Not related | 30 | 16% |
| Does not apply | 15 | 8% |
| No Reply | 33 | 18% |

4.1 (1 of 4)
Educational
Program
Clearly
Related to the
Purpose of the
Institution

Table 4.1 - 2
Graduating Student Survey of Importance of Major in Hiring

| 31. How important do you feel your degree or certificate was in obtaining your position? | Percentage | |
|---|-------------------|-----|
| Very important | 80 | 43% |
| Somewhat important | 23 | 12% |
| Not important | 47 | 25% |
| No Reply | 35 | 19% |

Source: "2000-2001 Graduating Student Survey, p. 15"

In the "1999 Employer Survey," 70 area employers responded that Dalton State College was adequately preparing students for employment in their fields. Of the respondents, 83.6 percent indicated that the graduate's educational qualifications from Dalton State College qualified him or her for the position. Sixty-six percent of the respondents indicated that Dalton State College prepared graduates "extremely well" or "more than adequately," while 32 percent reported that Dalton State College graduates were at least sufficiently prepared for the positions they were hired to perform (Table 4.1-3 and Table 4.1-4).

Table 4.1 - 3
Employer's Satisfaction with Educational Qualifications

| In your opinion, did the graduate's educational qualifications from Dalton State College qualify him/her for the position? | Percent |
|---|----------------|
| Yes | 83.6% |
| No | 16.4% |

Source: "1999 Employer Survey, p. 3"

Table 4.1 - 4
Employer's Satisfaction with Graduate's Preparation

| How well do you think Dalton State College prepared the graduate for the position? | Percent |
|---|----------------|
| Extremely well | 36.9% |
| More than adequately | 29.2% |
| Sufficiently | 32.3% |
| Very poorly | 1.5% |

Source: "1999 Employer Survey, p. 3"

These data indicate that Dalton State College is fulfilling its stated purpose to "meet the workforce development needs of the Northwest Georgia area" (Statement of Purpose, *Dalton State College Statutes*, Article I. B., p. 1).

Support services are also consistent with Dalton State College's purpose. The College provides an array of comprehensive services that support both academic and extracurricular programs:

- Roberts Library houses books, periodicals, brochures, audio tapes, and videos relating to academic, career, and self-help issues that are available to students;

- The Office of Computing and Information Services (OCIS) provides computer networking and information technology support to the academic and administrative communities of the College;
- The Academic and Career Enhancement (ACE) Center provides services and resources to help students with educational, career, social, personal, and other life-planning issues as well as disability services;
- Financial Aid and Veteran Services provides assistance in obtaining loans, scholarships, and grants;
- Public Safety/Security ensures the security and safety of the campus community and regulates parking;
- The Math Lab provides free tutorial help to students in need of assistance with any level of mathematics;
- The Writing Lab provides free tutorial help to students who need assistance with essays, reports, and research papers and with improving their writing skills;
- The Foreign Language Lab provides listening stations for practicing and mastering foreign language listening and speaking skills;
- The Computer Labs provide on-campus computers to students for academic use in writing or researching assignments;
- The Bookstore provides an on- and off- campus source of textbooks and other academic supplies;
- Food Services provides on-campus dining;
- The fitness facilities include a softball field, swimming pool, racquet ball courts, tennis courts, a weight room, a basketball court, an outdoor fitness trail, and an outdoor fitness track, all available to students for a wide array of training and fitness needs;
- Community Service Learning, a function of the Office of Student Activities, coordinates the volunteer efforts of the College community with local service and community groups;
- The Student Activities Office also provides a balanced and diverse program of co-curricular activities;
- Twenty-one student organizations sponsored by faculty or staff exist for the academic and social enhancement of student life;
- The Intramural Program provides eleven intramural sports for competition among students, faculty, and staff.

In the “Dalton State College 1999-2000 Faculty Survey,” of the 69 respondents, the majority agreed that Dalton State College administers its programs in accordance with its official mission and core purposes appropriately as a University System of Georgia institution (Table 4.1-5).

Table 4.1-5
Faculty Agreement with Institutional Effectiveness

| | Strongly Agree | Agree | Don't Know/ No Opinion | Disagree | Strongly Disagree |
|---|-----------------------|--------------|-----------------------------------|-----------------|--------------------------|
| 14. The official mission and core purposes of DSC accurately reflect the purpose and practices of the college. | 30 44% | 38 55% | 1 1% | 0 0% | 0 0% |
| 15. In general, the educational programs of DSC carry out the official purpose of the college. | 33 48% | 36 52% | 0 0% | 0 0% | 0 0% |
| 16. DSC's official mission and core purposes are appropriate to the College's role as a USG institution in Northwest Georgia. | 38 55% | 30 44% | 1 1% | 0 0% | 0 0% |

Source: "Dalton State College 1999-2000 Faculty Survey, p. 4 "

**4.1 (2 of 4)
Competent
Faculty, Adequate
Library Learning
Resources,
Appropriate
Computer
Resources,
Instructional
Materials and
Equipment, and
Physical Facilities.**

As the governing body of the University System of Georgia, the Board of Regents and its administrative offices (under the supervision of the Chancellor) monitor all aspects of Dalton State College's general educational programs, including faculty, students, resources, and instruction. In addition, certain career programs are reviewed and certified by appropriate national accrediting agencies. The monitoring of all programs, combined with the institutional review of faculty credentials and program viability, ensures appropriate curricula and a high quality faculty (*University System of Georgia Board of Regents Policy Manual*, <http://www.usg.edu/admin/policy/>).

Dalton State College faculty are well qualified and productive in the areas of teaching, professional development, and service. Dalton State College requires that all faculty members who teach in the degree programs hold a minimum of a master's degree in the field or a master's degree and eighteen graduate semester credit hours in their teaching area (*DSC Self-Study Report*, Sections 4.8.2.1-4.8.2.2). In 2000-2001, 56 percent of full-time faculty members held doctoral degrees, 26 percent held master's degrees, and 18 percent held bachelor's or other degrees. Sixty-two percent of the full-time faculty members are tenured. (*Dalton State College Facts & Figures-2001*, p. 76).

According to the results of the "1999-2000 Faculty Survey," 96 percent of the 69 respondents agreed or strongly agreed with the statement: "To support my division's instructional program, the College provides qualified and competent faculty" (Table 4.1-6).

Table 4.1-6
Faculty Agreement the Faculty are Qualified and Competent

| To support my division/department's instructional program, the College provides: | Strongly Agree | Agree | Don't Know/No Opinion | Disagree | Strongly Disagree |
|---|-----------------------|--------------|------------------------------|-----------------|--------------------------|
| 81. qualified and competent faculty | 37 54% | 29 42% | 2 3% | 1 1% | 0 0% |

Source: "1999-2000 Faculty Survey, p.13"

The Derrell C. Roberts Library houses and provides access to an extensive collection of resources in a variety of formats. The print collection includes approximately 112,995 volumes and 667 serial subscriptions for browsing or for research. The Library is a Federal Depository for government documents produced in print, microform, and electronic form ("Dalton State College Library Statement of Purpose" <<http://www.daltonstate.edu/library/libmission.htm>>). Georgia Library Learning Online (GALILEO), a statewide library consortium, maximizes student and faculty access to resources through cooperative database leasing. The online GALILEO Interconnected Libraries (GIL) catalog, located at <http://www.galileo.usg.edu>, displays titles and subjects of books, media, and government documents owned by Dalton State College. This catalog is fully searchable on the Internet. Under the GALILEO virtual library initiative, 18 student-use computers in the College library offer access to 2,500 full-text journals in addition to electronic books, indexes, directories, encyclopedias, and Georgia documents. Using a password that is available online and distributed by the library, students can gain access to GALILEO from computer labs on campus and from off campus computers as well. The Roberts Library licenses several other specialized databases in addition to those on GALILEO. Using authorized passwords, students may use these resources from their homes (University System of Georgia Website <<http://www.usg.edu/>>).

Except for holidays and semester breaks, the library is open six days per week for a total of 73.5 hours per week. The operating schedule for the library is posted online, in the *Dalton State College 2001-2002 Student Planner*, at various points on campus, and at the entrance to the library.

In the "2000-2001 Graduating Student Survey," 80 percent of respondents indicated that the quality of non-instructional services (including the library and computer services) was good or excellent (Table 4.1-7). In the "1999-2000 Faculty Survey,"

92 percent of the respondents agreed or strongly agreed with this statement: "Students have access to adequate learning resources (e.g., library, media) in support of my division's programs." In the same faculty survey, 90 percent of respondents agreed or strongly agreed with this statement: "Students have access to adequate educational support services (e.g., writing lab, math lab)." Ninety-three percent agreed or strongly agreed with the statement, "I have access to adequate educational resources in support of my teaching" (Table 4.1-8).

Table 4.1-7
Graduate Agreement Regarding Quality of Non-instructional Services

| 61. Quality of non-instructional services (such as computer services, library, etc.) | Responses | Percentage |
|---|------------------|-------------------|
| Does not apply | 3 | 2% |
| Poor | 2 | 1% |
| Fair | 27 | 15% |
| Good | 68 | 37% |
| Excellent | 79 | 43% |
| No Reply | 6 | 3% |

Source: "2000-2001 Graduating Student Survey, p. 23"

Table 4.1-8
Faculty Agreement Regarding Support Services

| | Strongly Agree | Agree | Don't Know/No Opinion | Disagree | Strongly Disagree |
|--|-----------------------|--------------|------------------------------|-----------------|--------------------------|
| 68. Students have access to adequate learning resources (e.g., library, media) in support of my division's programs. | 38% 26 | 54% 37 | 9% 6 | 0% 0 | 0% 0 |
| 69. Students have access to adequate educational support services (e.g., writing lab, math lab). | 45% 31 | 45% 31 | 4% 3 | 6% 4 | 0% 0 |
| 70. I have access to adequate educational resources in support of my teaching. | 42% 29 | 51% 35 | 4% 3 | 3% 2 | 0% 0 |

Source: "1999-2000 Faculty Survey, p. 11"

The Office of Computing and Information Services (OCIS) staff members are responsible for directing the management and support of computing, networking, and information technology services at Dalton State College. The services provided by OCIS include management and support of academic and administrative computing, local and wide area networking, microcomputer hardware and software applications, computer labs, Internet access, and electronic mail. The primary goal of OCIS is to provide quality service and access to informational technology tools for the students, faculty, and staff of Dalton State College. OCIS staff members also provide assistance to administrative officers in the establishment of policies and procedures governing the access, use, and control of administrative and academic technology resources (Dalton State College OCIS web page at: <<http://www.daltonstate.edu/ocis.htm>>).

Dalton State College has nine general computer labs equipped with state-of-the-art hardware and software. These labs are open to students to conduct research on the internet, to prepare assignments, to utilize email, or to practice computer skills.

In the “1999-2000 Faculty Survey,” 89 percent of responding faculty members agreed or strongly agreed with this statement: “To support my division/department’s instructional program, the College provides adequate computer resources” (Table 4.1-9). In comparison to the results of the faculty survey, the majority, 90 percent, of graduating students surveyed were satisfied with computer resources (Table 4.1-10).

Table 4.1-9
Faculty Agreement that Computer Resources are Adequate

| To support my division/department’s instructional program, the College provides: | Strongly Agree | Agree | Don’t Know/No Opinion | Disagree | Strongly Disagree |
|---|-----------------------|--------------|------------------------------|-----------------|--------------------------|
| 84. adequate computer resources | 44 64% | 24 35% | 0 0% | 1 1% | 0 0% |

Source: “1999-2000 Faculty Survey, p. 13”

Table 4.1-10
Graduate Satisfaction with Computer Services

| How would you rate your level of satisfaction with these services of the College? | Didn’t know about service | Very Dissatisfied | Dis-satisfied | Satis-fied | Very Satis-fied | No Reply |
|--|----------------------------------|--------------------------|----------------------|-------------------|------------------------|-----------------|
| 102. Computer services | 1 1% | 14 8% | 3 2% | 117 63% | 49 27% | 1 1% |

Source: “2000-2001 Graduating Student Survey, p. 35”

The College also provides appropriate instructional materials and equipment, as well as learning facilities. The 2001 Graduating Student Survey revealed that 93 percent of respondents agreed or strongly agreed that instructional equipment was up-to-date and available (Table 4.1-11). In the same survey, 96 percent of respondents agreed or strongly agreed that classroom facilities were adequate and comfortable. Faculty also responded that the instructional materials, equipment, and learning facilities are appropriate for the goals of the college. In the “1999-2000 Faculty Survey,” 100 percent of the respondents agreed or strongly agreed that “To support my division’s instructional program, the College provides adequate instructional materials.” Of the respondents, 97 percent agreed or strongly agreed with this statement: “To support my division’s instructional program, the College provides adequate instructional equipment (audio-visual, copiers, etc.).” And ninety-seven percent of the respondents agreed or strongly

agreed that “To support my division’s instructional program, the College provides adequate physical facilities” (Table 4.1-12).

Table 4.1–11
Graduate Agreement with Adequacy of Equipment and Facilities

| To what extent do you agree or disagree with the following statements about your major program: | Strongly Agree | Agree | Disagree | Strongly Disagree | No Reply |
|---|----------------|------------|----------|-------------------|----------|
| 76. Instructional equipment was up-to-date and available. | 65 35% | 108 58% | 9 5% | 2 1% | 1 1% |
| 77. Classroom facilities were adequate and comfortable. | 70 38% | 107 58% | 5 3% | 2 1% | 1 1% |

Source: “2001 Graduating Student Survey, pp. 26-27”

Table 4.1–12
Faculty Agreement with Adequacy of Equipment and Facilities

| To support my division/ department’s instructional program, the College provides: | Strongly Agree | Agree | Don’t Know/ No Opinion | Disagree | Strongly Disagree |
|---|----------------|-----------|------------------------|----------|-------------------|
| 82. adequate instructional materials | 33 48% | 36 52% | 0 0% | 0 0% | 0 0% |
| 83. adequate instructional equipment (audio-visual, copiers, etc.) | 33 48% | 34 49% | 0 0% | 2 3% | 0 0% |
| 86. adequate physical facilities | 36 52% | 31 45% | 0 0% | 2 3% | 0 0% |

Source: “1999-2000 Faculty Survey, p. 13”

4.1 (3 of 4)
Sufficient Student Enrollment and Financial Resources to Support Effective Educational Program

The average annual enrollment at Dalton State College during the past 10 academic years has been approximately 3000 students, with an average of 50 percent of students enrolled full time (*Dalton State College Facts and Figures-2001-2002*, pp. 37-38). In the fall of 2001, Dalton State College experienced an enrollment increase to a total headcount of 3,647 students. Of these, 1,457 were enrolled full time, and 2,190 were enrolled part time, providing an equivalent full time (EFT) figure of 2,190. With regard to the educational goals for these students, 550 were enrolled in programs leading to an associate of applied science degree. An additional 1,713 students were enrolled in programs leading to an associate of arts degree, an associate of science degree, or an associate of science in nursing degree. During this same semester, 163 students were enrolled in courses at the junior and senior levels leading to the bachelor's degrees. Programs

leading to certificates or mini-certificates had 1,142 students enrolled, and 79 students had not declared their educational goals.

During Fiscal Year 2001, total expenditures for Dalton State College amounted to \$22,912,121. The expenditures per EFT during this year were \$6,693. This is comparable to fourteen similar two-year institutions in the state, which together had an average expenditure of \$6,936 per EFT (University System of Georgia Board of Regents Budget Office Reports). The approved budget for Fiscal Year 2002 has been established at \$23,536,056 (*Dalton State College Facts and Figures-2001*, <<http://www.daltonstate.edu/irp/factsfigs.htm>, p. 11). A survey of Dalton State College faculty regarding the financial and human resources of the College found that 84 percent responded either "strongly agree" or "agree" with the statement, "The financial and human resources of the College are sufficient to support an effective educational program" (Table 4.1-13).

**Table 4.1-13
Faculty Agreement that Resources support Educational Program**

| | Strongly Agree | Agree | Don't Know/no opinion | Disagree | Strongly Disagree |
|--|-----------------------|--------------|------------------------------|-----------------|--------------------------|
| 17. The financial and human resources of the College are sufficient to support an effective educational program. | 18 26% | 40 58% | 7 10% | 4 6% | 0 0% |

Source: "1999-2000 Faculty Survey," p. 4

**4.1 (4 of 4)
Appropriate Levels of Student Achievement and Equivalent Quality of Programs**

University System of Georgia policy states that educational programs offered for credit and taught remotely are equivalent to the on-campus programs. Typically, the same full-time faculty members teach the courses, either by traveling to a remote site or by providing the instruction via electronic means (*Dalton State College Evening & Extended Campus Programs Faculty Handbook*). Part-time faculty members seldom teach remote courses. When they do, they are highly qualified professionals in the field and meet all specified qualifications. The course contact hours, syllabi, textbooks, and evaluation methods are the same for off-campus classes as for those on-campus. For information about courses taught by non-traditional methods, such as those that utilize interactive audio-video technology, see the *DSC Self-Study Report* Section 4.5, "Distance Learning").

Conclusion:

Dalton State College is in compliance with the *SACS Criteria*, Section 4.1.

Recommendations/Suggestions/Proposals:

None

Must Statement Compliance Table
4.1 General Requirements of the Undergraduate Admissions

| Must Statement | Compliance Statement | Supporting Documentation |
|--|----------------------|--|
| <p>4.1 (1 of 4). All aspects of the educational program must be clearly related to the purpose of the institution.</p> | <p>Compliance</p> | <p>Dalton State College "Statement of Purpose," <i>Dalton State College 2001-2002 Catalog and Student Handbook</i>, pp. 11-12, <http://www.daltonstate.edu/catalog/01-02/catpdf0102.htm></p> <p><i>Dalton State College Statutes</i>, "Statement of purpose," Article I. B., pp. 1-2</p> <p><i>Dalton State College Strategic Plan, 1997-2000</i></p> <ul style="list-style-type: none"> - First Annual Progress Report, 1997-1998 - Second Annual Progress Report, 1998-1999 - Evaluation Review, 1999-2000 Implementation Plan <p><i>Dalton State College Strategic Plan, 2000-2003</i></p> <p><i>DSC 2001-2002 Catalog and Student Handbook</i>, pp. 105-229</p> <p>"2000-2001 Graduating Student Survey Results Summary Report," p. 15, <http://www.daltonstate.edu/rp/irp/ir/surveys/2001grads.pdf></p> <p><i>Occasional Statistical Digest #14, Fall 1999: "1999 Employer Satisfaction Survey Results Report,"</i> p. 3, <http://www.daltonstate.edu/irp/pdf/9900pdfs/empsurrpt99.pdf></p> <p><i>Dalton State College Statutes</i>, "Statement of Purpose," Article I. B., pp. 1-2</p> |

| Must Statement | Compliance Statement | Supporting Documentation |
|--|----------------------|---|
| | | <p>“Dalton State College 1999-2000 Faculty Survey Results Summary,” p. 4, <http://www.daltonstate.edu/irp/pdf/9900pdfs/facsursum00.pdf></p> |
| <p>4.1 (2 of 4). The institution must provide a competent faculty, adequate library/learning resources, and appropriate computer resources, instructional materials/equipment and physical facilities.</p> | <p>Compliance</p> | <p><i>University System of Georgia Board of Regents Policy Manual</i>, <http://www.usg.edu/admin/policy/></p> <p><i>Dalton State College Facts and Figures-2001</i>, p. 76</p> <p>“1999-2000 Faculty Survey,” pp. 11 and 13</p> <p>Georgia Library Learning Online <www.galileo.usg.edu></p> <p><i>Dalton State College 2001-2002 Student Planner</i></p> <p>“Dalton State College Library Statement of Purpose” <http://www.daltonstate.edu/library/libmission.htm></p> <p>“2000-2001 Graduating Student Survey,” pp. 23, 26, 27, and 35</p> <p>University System of Georgia Website <http://www.peachnet.edu> “1999-2000 Faculty Survey Results Statistical Summary” <http://www.daltonstate.edu/irp/pdf/9900pdfs/facsursum00.pdf> Dalton State College OCIS web page <http://www.daltonstate.edu/ocis></p> <p>“2000-2001 Graduating Student Survey Results Summary Report” <http://www.daltonstate.edu/irp/irp/ir/surveys/2001grads.pdf></p> |
| <p>4.1 (3 of 4). The student enrollment and financial resources</p> | <p>Compliance</p> | <p>Dalton State College Audit Reports for June 30, 1998 and June 30, 1999</p> |

| Must Statement | Compliance Statement | Supporting Documentation |
|--|----------------------|---|
| of an institution must be sufficient to support an effective education program. | | Enrollment Services Office Budget <i>Dalton State College Ten-Year Statistical Trend Overview, 1990/91-1999/2000</i> <i>Dalton State College Facts and Figures-2001</i> , pp. 11, 37-38, < http://www.daltonstate.edu/irp/factsfigs.htm > University System of Georgia Board of Regents Budget Office Reports “1999-2000 Faculty Survey Results Statistical Summary” < http://www.daltonstate.edu/irp/pdf/9900pdfs/facsursum00.pdf > |
| 4.1 (4 of 4). In addition, the institution must ensure appropriate levels of student achievement and equivalent quality of programs regardless of method of instruction or location of program. | Compliance | <i>Dalton State College Evening & Extended Campus Programs Faculty Handbook</i> Course syllabi, located in instructors’ offices Course tests and evaluative instruments, located in instructors’ offices |

4.2 Undergraduate Program

Introduction

The Board of Regents of the University System of Georgia chartered what is now Dalton State College as Dalton Junior College in July 1963 in order to provide a high quality college experience for persons who reside in the northwest area of Georgia.

Although the College has broadened its offerings over its 34-year history, as it has grown and matured in all phases of operation, the College has continued to focus on that primary goal (*Dalton State College Statutes*, “Statement of Purpose,” Article I. B., pp.1-2).

Presentation of Findings

4.2.1 (1 of 22) Establishment of General Admissions Policies

University System of Georgia (USG) regulations govern the Dalton State College admission policies, which are clearly stated in the *Dalton State College 2001-2002 Catalog and Student Handbook*, pp.16-29 (*USG Board of Regents Policy Manual*, Section 402, “Undergraduate Admissions”; *USG Academic Affairs Handbook*, Section 3.01-3.12, “Undergraduate Admissions”). The USG Board of Regents grants all USG institutions the right to increase “requirements, entry levels, and/or testing procedures for general admission [. . .] provided they do not conflict with University System of Georgia policies” (*USG Board of Regents Policy Manual*, Section 402.0301, “In General”). Changes in admissions policies at Dalton State College, within the University System’s regulations, must be made with the approval of the President, the Vice President for Academic Affairs, the Vice President for Enrollment Services, the Academic Council, and the faculty (Interview—Vice President for Enrollment Services, March 12, 2001).

Because Dalton State College offers a variety of programs, admission requirements vary according to the type of program that a student selects. All programs require students to submit the following application documents at least 20 days before the beginning of the term for which application is being made: an admissions application form with a \$20 application fee; an official transcript from the student’s high school or a copy of the General Educational Development (GED) Certificate and test scores; official transcripts from all vocational schools, colleges, and universities that the applicant has previously attended; an official copy of the applicant’s test scores taken within the last five years (Computerized Adaptive Placement Assessment and Support System [COMPASS], SAT, or ACT); and a properly executed University System of Georgia Certificate of Immunization form. In addition, the *Board of Regents Policy Manual*, Section 402.0101, mandates special admission and minimum placement requirements for each type of degree program. Applicants for baccalaureate offerings and two-year degree programs at Dalton State College are further screened by three special admission and placement requirements: the Freshman Index (FI), the SAT/ACT Scores, and the COMPASS Scores (*Board of Regents Academic Affairs Handbook*, 3.01-3.12). The Freshman Index (FI) is based on a combination of a student’s SAT I or ACT Assessment Program scores and his or her high-school grade point average (HSGPA). The Freshman Index is calculated as follows:

$$\text{FI} = (500 \times \text{HSGPA}) + \text{SAT I Verbal} + \text{SAT MATH} \text{ or}$$

$$\text{FI} = (500 \times \text{HSGPA}) + (\text{ACT Composite} \times 42) + 88$$

The FI standard for regular degree-seeking freshman admissions at Dalton State College is 1830. The FI admissions for Dalton State College are listed in Table 4.2.1-1.

Table 4.2.1-1
Freshman Index (FI) Standards for Regular Freshman Admission

| Sector | Freshman Index (Combination of High School Grade Point Average and SAT or ACT Scores) |
|--|--|
| Two-Year and State Colleges Degree Programs <i>High school graduate has earned a College Preparatory diploma by earning 16 CPC Units</i> | FI \geq 1830 must include at least 330 on SAT I Verbal (12 ACT), and 310 on SAT I Math (14 ACT), and 16 CPU units. |

Board of Regents Academic Affairs Handbook, 3.01.01B

Those Georgia high school graduates who have earned a Technology/Career Preparatory diploma but have earned the minimum 13 CPC (College Preparatory Curriculum) units may be considered for admission in the Limited Admissions category at two-year and state colleges. These graduates must have a minimum FI of 1640 and a minimum SAT I Verbal of 330 (12 ACT) and SAT I Math of 310 (14 ACT) (Table 4.2-2). All developmental studies requirements apply, and any CPC deficiencies must be addressed (Table 4.2.1-2).

Table 4.2.1-2
Freshman Index (FI) Standards for Limited Admission

| Sector | Freshman Index (Combination of High School Grade Point Average and SAT or ACT Score) |
|--|--|
| Two Year and State Colleges Degree Programs <i>High School graduate has earned a Technology/Career Preparatory diploma (Tech Prep) by earning 13 CPC Units</i> | FI \geq 1640 (must include at least 330 on SAT I Verbal (12 ACT), and 310 on SAT I Math (14 ACT), and 13 CPC Units |

Source: Board of Regents Academic Affairs Handbook, 3.01.01B

Each type of college in the University System is restricted to a maximum number of students who may be admitted in this Limited Admissions Category (*Board of Regents Academic Affairs Handbook, 3.01-3.12*). The number of traditional freshman students who can be granted limited admissions for the entire academic year can be no more than 33 percent of the institution's annual first-time freshman headcount enrollment. In addition to the Freshman Index, applicants are required to take the University System COMPASS Examination for placement purposes. The COMPASS test assesses three academic areas: English, mathematics, and reading. Students scoring below the institutional cut-off levels on the COMPASS are admitted as developmental-studies students and are then required to complete appropriate developmental courses. Finally, those applicants who graduated from

high school within the past five years and who did not complete the high-school College Preparatory Curriculum requirements of the University System of Georgia may be admitted as limited admissions students. The *University System Academic Affairs Handbook*, Section 3.01-3.12, available in the Office of Enrollment Services and on the Web at www.usg.edu/admin/accaff/handbook/section3, describes the procedures for the Limited Admissions student.

Admission requirements for the two-year career programs (Associate of Applied Science Degree and Associate of Science in Nursing) include a minimum Freshman Index of 1540, in addition to the minimum SAT I Verbal score of 330 (12 ACT) and SAT I math score of 310 (14 ACT). For certificate programs, the student must take the COMPASS or equivalent for placement purposes. If applicants cannot document high school graduation or its equivalent, they must demonstrate the ability to benefit by earning the minimum placement cutoff scores (*Dalton State College 2001-2002 Catalog and Student Handbook*, pp. 19-22).

**4.2.1 (2 of 22)
Responsibility
for Student
Body Size and
Character**

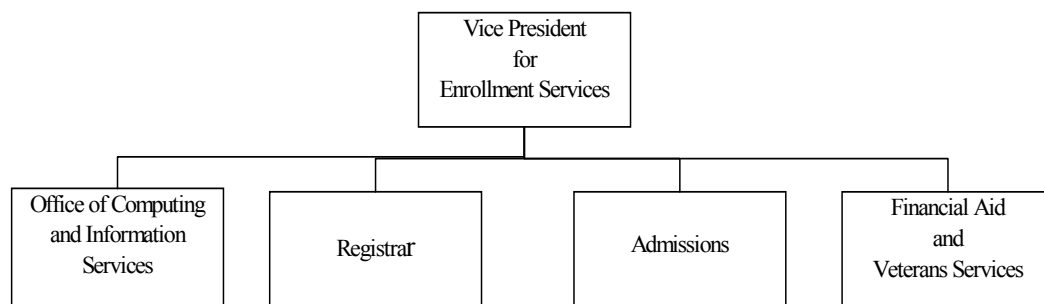
The University System of Georgia Board of Regents has full responsibility for the operation of the University System, which includes student admissions (*The Bylaws of the Board of Regents of the University System of Georgia*, Article V.1, “In General”). However, the System’s member institutions manage, within Board of Regents’ policies, admission and the formulation of all rules and regulations pertaining to students (*University System of Georgia Board of Regents Policy Manual*, Sections 301 and 401.01, “Institutional Responsibility”).

**4.2.1 (3 of 22)
Responsibility
for
Implementation
of Admission
Policies**

According to the *University System of Georgia Board of Regents Policy Manual*, “The Board of Regents shall rely on the Chancellor, the presidents of the several institutions in the System, and their deans and faculties to develop, adapt, and administer the academic methods and procedures deemed by them to be most effective in promoting efficiency of operations and most appropriate to the advancement of learning” (Section 301). The President has the responsibility for the full operation and management of the College, including the implementation of admissions policy. The Vice President for Enrollment Services has the responsibility for direct implementation of specific admissions policies as described in the DSC catalog. Faculty members have the responsibility, subject to approval of the Chancellor, the President, and the Board of Regents, for governance of matters concerning students, including “admission, suspension, expulsion, classes, courses of study, and requirements for graduation (*Dalton State College Statutes*, Article II, “The President”; Article III. D. 2, “The Vice President for Enrollment Services”; and Article VI. C, “Rules and Regulations: Academic”).

**4.2.1 (4 of 22)
Responsibility
of Admissions
Office**

The Vice President for Enrollment Services (VPES) and the Assistant Director of Admissions are responsible for overseeing enrollment services and the admissions process (*Dalton State College Statutes*, III, 4). When the Enrollment Services Office receives all of the admissions documents, applicants are considered for admission to certificate, associate, and bachelor’s degree programs (*Dalton State College 2001-2002 Catalog and Student Handbook*, pp. 19-29).



**4.2.1 (5 of 22)
Subdivisions
with Separate
Admission
Requirements**

Although admissions requirements differ depending upon the program of study, as described in the *Dalton State College Catalog*, the Vice President for Enrollment Services is responsible for verification that students meet the admissions requirements for all degree and certificate programs. Enrollment Services personnel coordinate the policies and procedures for initial acceptance of students to the College (*Dalton State College 2001-2002 Catalog and Student Handbook*, pp. 16-27; *Dalton State College Statutes*, Article III, Section D, Item 4). Each program of study that has additional admissions requirements provides fact sheets and information packets, which outline special divisional requirements above the general admissions requirements. Acceptance letters contain statements directing the students to the appropriate division to address special requirements (Division Fact Sheets and Information Packets; Acceptance Letter Form).

**4.2.1 (6 of 22)
Admissions
Policies
Consistent with
Purpose**

The Dalton State College Statement of Purpose sets forth the overall mission of the College and further establishes ten core purposes for the specific accomplishment of that mission. The College serves Northwest Georgia by offering associate, certificate, and targeted baccalaureate programs of study and a wide variety of public service and continuing education activities (*Dalton State College 2001-2002 Catalog and Student Handbook*, pp. 11-12). It is one of only two institutions in the University System authorized to offer a full range of technical programs in addition to the traditional pre-baccalaureate curricula and targeted baccalaureate offerings which meet workforce development needs. Admission policies, as described in the *DSC Catalog*, ensure that the College offers access to education and training that meets the needs of its service area and that benefit the broadest possible variety of persons requiring these services (*Dalton State College 2001-2002 Catalog and Student Handbook*, pp. 16-29). The Office of Enrollment Services facilitates matriculation through admissions and registration procedures, through oversight of placement examination administration, through development and implementation of the student orientation program, and through administration of financial aid and veterans' services procedures (*Dalton State College Statutes*, Article III, D, 2).

**4.2.1 (7 of 22)
Qualitative and
Quantitative
Admissions
Requirements**

Dalton State College offers degree and certificate programs approved by the Board of Regents, and the College adheres to all requirements and regulations which establish and ensure standards in admissions, curricular development, awarding of credit, and the implementation of academic evaluation and assessment. Admission requirements for students in the various programs of

study at Dalton State College ensure their potential for success, while developmental courses provide avenues toward achievement for under-prepared students (Refer to Section 4.2.1 of this report [1 of 22] for details). Admissions policies are mandated at the University System level. Necessary placement testing is included in these policies. The Freshman Index is the quantitative requirement and involves applicants' high-school GPA and standardized test scores (*University System of Georgia Academic Affairs Handbook*, Section 3.01-3.12).

**4.2.1 (8 of 22)
Appropriate
Developmental/
Learning
Support Services**

Some applicants to Dalton State College need additional preparation in order to successfully complete their programs of study. The College offers developmental studies courses in English, reading, and mathematics to meet the needs of these students (*Dalton State College 2001-2002 Catalog and Student Handbook*, pp. 23, 103-04; *University System of Georgia Board of Regents Policy Manual*, Section 303.02). The Computer-Adaptive Placement Assessment and Support System (COMPASS) test is the assessment tool for all beginning freshmen and transfer students who have earned fewer than 30 transferable general core semester credit hours. Students whose scores do not meet or exceed Dalton State College's minimum cut-off for developmental studies must satisfy appropriate developmental-studies requirements.

Diagnostic testing is important in a developmental program, and the College requires that all applicants for admission to transfer, baccalaureate, and career programs take the COMPASS test to identify academic areas in which they might have difficulty. Students assigned to developmental studies courses on the basis of COMPASS test scores must complete all assigned developmental courses before enrolling exclusively in credit courses for graduation. To exit developmental studies, students must meet course requirements set by course instructors and score above the institutional cut-off scores on the placement examination (*Dalton State College 2001-2002 Catalog and Student Handbook*, p. 103).

**4.2.1 (9 of 22)
Admissions
Policies
Evaluated
Regularly**

The University System of Georgia (USG) performs periodic evaluations of all admissions policies, and the USG Board of Regents initiates changes in admission policies for the System. The Regents' Advisory Council for Records and Admissions (RACRA) is the University System's mechanism for informing the 34 University System units of these changes. When changes are made at the System level, Dalton State College (DSC) makes policy reevaluations and modifications through the DSC Academic Council to accurately reflect the University System policies. The College receives updates of individual policies on a regular basis, and if needed, the College makes appropriate changes in its procedures to conform to revised System policies. In 2001 Dalton State College performed a complete revision of all admissions policies, including an update of home-school policies based on guidelines established by the University System of Georgia Board of Regents (*USG Board of Regents Academic Affairs Handbook*, Section 301, "Undergraduate Admissions," Policy 4020101).

**4.2.1 (10 of 22)
Accurate and
True Portrayal
of the Institution
in Recruiting
Efforts**

Dalton State College has a standing Marketing Committee whose responsibility is to "coordinate the overall image and visibility efforts of the College, particularly

with respect to student recruitment”. The committee reviews marketing and advertising materials on a regular basis to ensure that these materials portray Dalton State College accurately and to recommend changes in marketing and recruitment plans as new opportunities and needs arise. The *Statutes* prescribe the composition of the committee in Article VI (*Dalton State College Statutes*, Article VI, B, 9: “Councils and Committees”).

- 4.2.1 (11 of 22)
Predictability of
Student Success** Dalton State College requires a high school diploma or GED as a prerequisite for all associate/bachelor’s degree programs. The *Dalton State College 2001-2002 Catalog and Student Handbook* clearly specifies additional admissions requirements considered necessary for students’ success in the different degree programs (pp. 15 – 29). Technical certificate programs need proof of ability to benefit, which is determined by COMPASS assessment (*Dalton State College 2001-2002 Catalog and Student Handbook*, pp.15-29; *Board of Regents Policy Manual*, Section 402.0101).
- 4.2.1 (12 of 22)
Appropriateness
of Experiences
Offered in Lieu
of a High School
Diploma** To be admitted to a technical certificate program without a high school diploma or GED, students must earn the following ability-to-benefit COMPASS cut-off scores: pre-algebra 21, reading 60, and writing 31 (Ability-to-benefit scores approved at Academic Council Meeting, November 16, 2001). These scores are also the federal ability-to-benefit scores, making accepted students eligible for financial aid (Memorandum from the University System of Georgia Vice Chancellor for Academic Affairs, June 23, 1998).
- 4.2.1 (13 of 22)
Admissions
Procedures
and Policies
Followed** The Enrollment Services Office personnel follow guidelines set forth in the *Dalton State College 2001-2002 Catalog and Student Handbook* for the admission of all students (*Dalton State College Catalog and Student Handbook*, “Admissions Requirements,” pp.15-29). In addition, the office maintains application files for all students, and the material contained in those files reflects the consistency with which Enrollment Services personnel follow admissions policies and procedures. Each file contains the appropriate application form, immunization form, high school transcript(s) or General Educational Development (GED) Certificate, entrance examination scores appropriate to the student’s declared program of study, status as an international student, letters of acceptance, and other pertinent information. Each semester, the Office of Enrollment Services submits a report to the University System as part of an enrollment-monitoring system demonstrating that the admissions procedures and policies are properly implemented (*Student Information Reporting System (SIRS)*).
- 4.2.1 (14 of 22)
Selection of
Students with
Interests/
Capabilities
Consistent with
Admission
Policies** Dalton State College Enrollment Services staff members collect the information that prospective students submit. Then, they determine whether the students’ interests and capabilities, as indicated by pre-college education, experience, and entrance examination scores (SAT, ACT, and COMPASS) are consistent with admission policies. And finally, they notify the students of eligibility or ineligibility with regard to the prospective students’ chosen degree programs or technical certificate programs, as well as the potential eligibility of prospective students for other programs. The *Dalton State College 2001-2002 Catalog and Student Handbook*, pp. 16-19, describes the College’s admission policies.

**4.2.1 (15 of 22)
Definition/
Publication of
Policies on
Transfer
Student
Admissions**

Any applicant with 30 semester hours of credit from a regionally accredited postsecondary institution will qualify as a transfer student. Page 26 of the *Dalton State College 2001-2002 Catalog and Student Handbook* contains policies governing the admission of transfer students. These policies conform to policies established for the University System of Georgia (*University System of Georgia Academic Affairs Handbook*, Section 3.01.02 <<http://www.usg.edu/admin/accaff/handbook/>>). Students who have completed 30 or more transferable semester credit hours must have completed all developmental studies and college preparatory curriculum deficiency requirements, and students with less than 30 semester hours of transferable credit must meet freshman admission requirements. Grades of “D” will be accepted provided that the student’s cumulative grade point average is 2.0 or greater, with the exception of English 1101, which requires a minimum grade of “C.” The College administers its admissions procedures in full compliance with the standards set forth in the *DSC Catalog*.

**4.2.1 (16 of 22)
Requirements
for Student
Transfer
Admissions
Policies**

The admissions policies for transfer students include the requirement for official, complete transcripts from all previously attended institutions, as well as procedures that indicate transferable coursework. Also included are criteria for establishing classification and standing of incoming transfer students resulting from credit for appropriate previous coursework. Students transferring less than 30 semester credit hours must meet freshman admission requirements. Students transferring 30 or more semester credit hours must have completed all developmental studies and college preparatory curriculum requirements. Students may transfer Advanced Placement Program credit based on the minimum scores established by the University of Georgia. A current list of these scores is maintained in the office of the Vice President for Academic Affairs (VPAA) (*Dalton State College 2001-2002 Catalog and Student Handbook*, “Credit by Examination,” p. 99). Students on academic suspension, exclusion, or dismissal may enroll only if their previous institution recommends it and the Dalton State College Admissions Committee approves admission (*Dalton State College 2001-2002 Catalog and Student Handbook*, p. 26). The policies governing appropriate academic progress by students already admitted apply directly to transfer students who are applying for admission (*Dalton State College 2001-2002 Catalog and Student Handbook*, pp. 83-86). These policies are in accordance with the University System of Georgia guidelines (*University System of Georgia Academic Affairs Handbook*, Section 3.01.02).

**4.2.1 (17 of 22)
Conditions
Governing the
Award of
Advanced
Placement
Credit**

Dalton State College awards advanced placement only on the basis of examinations. The academic divisions have the responsibility for determining the achievement level of students taking institutional examinations and for recommending the award of credit to the VPAA. Scores from CLEP, SAT II, and the Advanced Placement Program go directly to the VPAA for determination of credit based upon scores established by the faculty. Dalton State College’s rules for credit by examination are based upon procedures established by the University System of Georgia, and are stated on pp. 98-99 of the *Dalton State College 2001-2002 Catalog and Student Handbook* under the heading “Credit-by-Examination.”

A standardized set of program-specific criteria and a list of minimum scores are available from the Office of the Vice President for Academic Affairs.

**4.2.1 (18 of 22)
Award of
Credit for
Experiential
Learning** Dalton State College does not award credit based on experiential learning. In skill and vocational areas, proficiency derived from work experience and/or training must be awarded as a result of examination (*Dalton State College 2001-2002 Catalog and Student Handbook*, pp. 98-99).

**4.2.1 (19 of 22)
Timeliness of
Informing
Transfer Students
of the Amount of
Transferable
Credit** The *Dalton State College 2001-2002 Catalog and Student Handbook* states that transfer students must be informed of the amount of credit accepted from previous institutions within the first semester of attendance at Dalton State College (*Dalton State College 2001-2002 Catalog and Student Handbook*, “Transfer Students,” p. 26).

**4.2.1 (20 of 22)
Relevance of
Coursework
Transferred to
the Degree
Pursued at DSC** In evaluating credit for courses to be transferred, Dalton State College uses the American Association of Collegiate Registrars and Admissions Officers (AACRAO) Transfer Evaluation Policy Guide, available in the Office of Enrollment Services. Also used are University System of Georgia (USG) guidelines available online at USG “Student and Academic Resources, Credit Transfer FAQ” <<http://www.usg.edu/student/index.html>>.

To evaluate credit courses from international institutions, the Office of Enrollment Services personnel use evaluations created by transfer evaluators from nationally accepted companies. The National Association of Foreign Student Advisors provides a list of these companies. Potential incoming international students select which company they wish to evaluate their coursework. The College is not, however, obligated to accept the potential credit as recommended by specific companies. Criteria for acceptance of credit for both national and international coursework are contained in the Dalton State College Transfer Policy, available in the Office of Enrollment Services or on-line at <<http://www.daltonstate.edu/admissions/transindex.htm>>.

**4.2.1 (21 of 22)
Policies
Regarding the
Academic
Dismissal,
Suspension and
Readmission of
Students** Standards for minimum academic progress of students at Dalton State College are available in the “Academic Progress” section, pp. 86–87, of the *Dalton State College 2000-2001 Catalog and Student Handbook*. Academic progress is dependent upon maintaining specified cumulative grade point averages. Students whose averages fall below the minimum required level will be placed on academic probation. After being placed on academic probation, they must raise their cumulative average to the specified standard or be placed on academic suspension. Readmission is subject to the conditions stipulated by the Readmissions Committee and the Vice President for Academic Affairs.

**4.2.1 (22 of 22)
Consistency of
Readmission of
Students with
Institutional
Academic
Policies** Readmissions policies are contained in the *Dalton State College 2001-2002 Catalog and Student Handbook* (pp. 86–87). Should a student wish to appeal suspension, a readmission committee evaluates the student’s academic record as well as a letter of appeal submitted by the student. The composition of the readmissions committee is outlined in the *Dalton State College 2001-2002 Catalog and Student Handbook*, p. 87. The Admissions Appeal Committee acts

on exceptions to entrance requirements and academic suspension appeals; this committee and its procedures are described in the *Dalton State College Statutes*, Article VII. A. 4 (a). Evidence validating adherence to the policies regarding readmission is available in readmissions files kept by the Vice President for Academic Affairs.

Conclusion:

Dalton State College is in compliance with *SACS Criteria* in Section 4.2.1 as they apply to the Undergraduate Program and Admissions

Recommendations/Suggestions/Proposals:

None.

**Must Statement Compliance Table
4.2.1 Undergraduate Admissions**

| Must Statement | Compliance Statement | Supporting Documentation |
|---|----------------------|---|
| <p>4.2.1 (1 of 22). General admissions policies must be established by the governing board on recommendation of the administration.</p> | <p>Compliance</p> | <p><i>Dalton State College Statutes</i>, Article I. B. “Statement of Purpose”</p> <p><i>Dalton State College 2001-2002 Catalog and Student Handbook</i>, pp. 16-19: “Admission Policies”</p> <p><i>Board of Regents Policy Manual</i>, Section 402: “Undergraduate Admissions” and Section 402.0301, “In General”</p> <p><i>University System of Georgia Academic Affairs Handbook</i>, Section 3.01-3.12: “Undergraduate Admissions”</p> <p><i>University System of Georgia Board of Regents Academic Affairs Handbook</i>, Section 3.01.01B</p> <p>Interview—Vice President for Enrollment Services, 03/12/01</p> |

| Must Statement | Compliance Statement | Supporting Documentation |
|--|----------------------|--|
| <p>4.2.1 (2 of 22). The governing board is responsible for deciding the size and character of the student body.</p> | Compliance | <p><i>The Bylaws of the Board of Regents of the University System of Georgia</i>, Article V. 1. “In General”</p> <p><i>University System of Georgia Board of Regents Policy Manual</i>, Section 301 and 401.01, “Institutional Responsibility”</p> |
| <p>4.2.1 (3 of 22). Implementation of specific admission policies, however, is the responsibility of the administration and faculty of the institution.</p> | Compliance | <p><i>University System of Georgia Board of Regents Policy Manual</i>, Sections 301 and 401.01</p> <p><i>Dalton State College Statutes</i>, Article II, “The President”; Article III. D. 2, “The Vice President for Enrollment Services”; and Article VI. C, “Rules and Regulations: Academic”</p> |
| <p>4.2.1 (4 of 22). The unit responsible for administering the policies must be clearly identified.</p> | Compliance | <p><i>Dalton State College Statutes</i>, Article III. 4</p> <p><i>Dalton State College 2001-2002 Catalog and Student Handbook</i>, “Admissions Requirements,” pp.16-29</p> |
| <p>4.2.1 (5 of 22). In institutions where subdivisions maintain separate admissions requirements, there must be institution-wide coordination of all admissions policies and procedures.</p> | Compliance | <p><i>Dalton State College 2001-2002 Catalog and Student Handbook</i>, pp. 16-27, 152, 160-161, 191, 200, 201, 207, 220, 222, 224,</p> <p><i>Dalton State College Statutes</i>, Article III. D. Item 4</p> <p>Division fact sheets and information packets; acceptance letter form.</p> |
| <p>4.2.1 (6 of 22). Admission policies must be consistent with the educational purposes of the institution.</p> | Compliance | <p><i>Dalton State College 2001-2002 Catalog and Student Handbook</i>, “Statement of Purpose,” pp. 11-12 and 16-29</p> <p><i>Dalton State College Statutes</i>, Article III. D. 2</p> |

| Must Statement | Compliance Statement | Supporting Documentation |
|--|-----------------------------|---|
| 4.2.1 (7 of 22). They must include qualitative and quantitative requirements that identify students who demonstrate reasonable potential for success at the institution. | Compliance | <i>University System of Georgia Academic Affairs Handbook, Section 3.01-3.12</i> |
| 4.2.1 (8 of 22). An institution admitting students with deficiencies in their preparation for collegiate study must offer appropriate developmental or remedial support to assist these students. | Compliance | <i>Dalton State College 2001-2002 Catalog and Student Handbook, Developmental Studies Program, pp. 23, 103-04</i> <i>University System of Georgia Board of Regents Policy Manual, Section 303.02</i> |
| 4.2.1 (9 of 22). Each institution must regularly evaluate its admissions policies. | Compliance | <i>USG Board of Regents Academic Affairs Handbook, Section 301, "Undergraduate Admissions," 402.0101</i> Regents' Advisory Council for Records and Admissions (RACRA) |
| 4.2.1 (10 of 22). It is the responsibility of the institution to ensure that its recruiting activities and materials accurately and truthfully portray the institution. | Compliance | <i>Dalton State College Statutes, Article VI. B. 9, "Councils and Committees," (Marketing Committee)</i> |
| 4.2.1 (11 of 22). To be admitted to degree programs, applicants must show evidence of high school graduation or other successful experiences, which reasonably predict their ability to make satisfactory progress at the institution. | Compliance | <i>Dalton State College 2001-2002 Catalog and Student Handbook, pp. 15-29</i> <i>University System of Georgia Board of Regents Policy Manual, Section 402.0101</i> |
| 4.2.1 (12 of 22). Each institution must assess and justify the appropriateness of experience offered in lieu of a high school diploma. | Compliance | Memorandum-University System of Georgia Vice Chancellor of Academic Affairs, 06-23-98 Ability-to-benefit scores approved at Academic Council, 11-16-01 |

| Must Statement | Compliance Statement | Supporting Documentation |
|---|-----------------------------|---|
| <p>4.2.1 (13 of 22). Procedures established for implementation of institutional admission policies must be followed in the admissions of all students.</p> | Compliance | <p><i>Dalton State College 2001-2002 Catalog and Student Handbook, "Admissions Requirements," pp. 15-29</i></p> <p><i>Student Information Reporting System (SIRS) located in the Office of Enrollment Services</i></p> |
| <p>4.2.1 (14 of 22). The institution must provide evidence that it selects students whose interests and capabilities are consistent with the admissions policies.</p> | Compliance | <p><i>Dalton State College 2000-2001 Catalog and Student Handbook, pp. 15-19.</i></p> <p>Enrollment Services admissions records for all students and prospective students</p> <p>Eligibility letters sent from Office of Enrollment Services to prospective students</p> |
| <p>4.2.1 (15 of 22). The institution must clearly define and publish its policy on the admissions of transfer students.</p> | Compliance | <p><i>Dalton State College 2000-2001 Catalog and Student Handbook, "Transfer Students," pp. 26.</i></p> <p><i>University System of Georgia Academic Affairs Handbook, Section 3.01.02.</i></p> |
| <p>4.2.1 (16 of 22). [The transfer student admission] policy must include the following:</p> <ol style="list-style-type: none"> 1. the requirement for official transcripts of credits earned from previously attended institutions. 2. qualitative and quantitative criteria determining the acceptability of transfer work. 3. criteria regarding the award of advanced standing (through credit, advanced placement exams, or experiential learning. 4. conditions governing | Compliance | <p><i>Dalton State College 2001-2002 Catalog and Student Handbook, "Credit by Examination," p. 99</i></p> <p><i>Dalton State College 2001-2002 Catalog and Student Handbook, "Transfer Students," p. 26</i></p> <p><i>University System of Georgia Academic Affairs Handbook, Section 3.01.02</i></p> <p><i>Dalton State College 2001-2002 Catalog and Student Handbook, "Academic Progress," p. 86</i></p> <p><i>Dalton State College 2001-2002 Catalog and Student Handbook, "Graduation Requirements for Transfer Students," p. 90</i></p> |

| Must Statement | Compliance Statement | Supporting Documentation |
|---|-----------------------------|--|
| admission in good standing, admission on probation, or provisional admission | | |
| <p>4.2.1 (17 of 22). Institutions which award credit based on advanced placement . . . must meet the following conditions governing the award of such credit:</p> <ol style="list-style-type: none"> 1. the amount of credit awarded is clearly stated and in accord with commonly accepted practice. 2. credit is awarded only in areas offered with the current curriculum of the institution, and related to the student’s educational program. 3. decisions regarding the awarding of credit and the determination of such credit are made by qualified faculty members at the institution, or according to approved procedures and standards. | Compliance | <p><i>Dalton State College 2001-2002 Catalog and Student Handbook, “Credit-by-Examination,” pp. 98–99</i></p> <p>Separate document concerning criteria for credit by exam available in the Office of the Vice President for Academic Affairs (VPAA)</p> <p>Letters sent from VPAA to students--available from Office of VPAA</p> |
| | | |

| Must Statement | Compliance Statement | Supporting Documentation |
|---|-----------------------------|--|
| <p>4.2.1 (18 of 22). In awarding credit for prior experiential learning, the institution must (1) award credit only for documented learning which demonstrates achievement of all outcomes for specific courses in an approved degree program; (2) award credit only to matriculated students, identify such credit on the student's transcript as credit for prior experiential learning and, upon request from another institution, document how such learning was evaluated and the basis on which such credit was awarded; (3) ensure that credit for prior experiential learning does not duplicate credit already awarded or remaining courses planned for the student's academic program; (4) adopt, describe in appropriate institutional publications, implement and regularly review policies and procedures for awarding credit for experiential learning; and (5) clearly describe, and establish the validity of, the evaluation process and criteria for awarding credit for prior experiential learning.</p> | Compliance | <p><i>Dalton State College 2001-2002 Catalog and Student Handbook</i>, "Credit-by-Examination, p.98; "Physical Education Requirement," p. 99</p> |
| <p>4.2.1 (19 of 22). The institution must inform the transfer students of the amount of credit which will transfer, preferably prior to their enrollment, but at least prior to the end of the first academic term in which they are enrolled.</p> | Compliance | <p><i>Dalton State College 2001-2002 Catalog and Student Handbook</i>, "Transfer Students," p. 26</p> <p>Transfer Student Records in Office of Enrollment Services</p> |
| <p>4.2.1 (20 of 22). Coursework transferred or accepted for</p> | Compliance | <p>American Association of Collegiate Registrars and</p> |

| Must Statement | Compliance Statement | Supporting Documentation |
|--|----------------------|---|
| credit toward an undergraduate degree must represent collegiate coursework relevant to the degree, with course content and level of instruction resulting in student competencies at least equivalent to those of students enrolled in the institution's own undergraduate degree programs. | | Admissions Officers (AACRAO) Transfer Evaluation Policy Guide, available in Office of Enrollment Services University System of Georgia "Student and Academic Resources-Credit Transfer FAQ", < http://www.usg.edu/student/index.html > National Association of Foreign Student Advisors (NAFSA) list of transfer-evaluating companies |
| 4.2.1 (21 of 22). There must be clearly defined policies regarding the academic dismissal, suspension and readmission of students. | Compliance | <i>Dalton State College 2001-2002 Catalog and Student Handbook</i> , "Academic Progress," pp. 86-87. |
| 4.2.1 (22 of 22). Readmission of students dismissed or suspended for academic reasons must be consistent with the academic policies of the institution. | Compliance | <i>Dalton State College 2001-2002 Catalog and Student Handbook</i> , "Academic Programs," pp. 86-87 <i>Dalton State College Statutes</i> , Article VII. 4 (a) Folders for readmissions, Office of the Vice President for Academic Affairs |

4.2.2 Undergraduate Completion Requirements

Presentation of Findings

4.2.2 (1 of 13) Sequence of Courses

The *University System of Georgia Board of Regents Policy Manual*, Section 301, grants the University System of Georgia (USG) Chancellor and the presidents and faculty of USG institutions the right to develop and administer academic methods and procedures appropriate to the advancement of learning, which provides the institutions the authority to establish course sequencing and prerequisites. The

University System, through the cooperative efforts of faculty and administration, establishes the core curriculum and provides guidelines for prerequisites for all institutions (*University System of Georgia Academic Affairs Handbook*, Section 2.04, “Core Curriculum Principles and Framework,” and 2.04.01, “General Guidelines for Core Curriculum Areas A-E”). This core curriculum governs the freshman and sophomore programs of study leading to the bachelor’s degree. In bachelor’s degree programs, the combination of Areas A through F provides the total freshman and sophomore curriculum for any given major, completing the requirements for the transfer associate’s degree and establishing the foundation for upper-level courses toward the bachelor’s degree (*University System of Georgia Academic Affairs Handbook*, Section 2.04.03). The USG Council on Majors has developed Area F recommendations concerning the eighteen lower-division credit hours that are major-related.

Each technical or career-oriented degree, certificate, and mini-certificate program at Dalton State College has an appropriate sequence of courses determined by a system of prerequisites and by faculty recommendation. Course prerequisites are coded into Banner and students are prevented from registering for a course if they have not satisfied the prerequisites. If students are currently enrolled in a prerequisite course, the system will allow them to advance register to take the course in the following semester.

The *Dalton State College 2001-2002 Catalog and Student Handbook* provides a list of course descriptions with all necessary prerequisites identified and listed immediately under the course title (pp. 232-302). The Dalton State College advisement policy depends upon faculty members to assure the proper sequencing of courses for their advisees. The Office of Enrollment Services at Dalton State College is in the process of implementing the Curriculum, Advising, and Program Planning (CAPP) module to the Banner System. This module will offer student tracking toward degree completion and will assist in improving the uniformity and accuracy of student advisement.

**4.2.2 (2 of 13)
Published
Degree
Requirements**

The Dalton State College 2001-2002 Catalog and Student Handbook, which each incoming student receives, explains the graduation requirements for the Bachelor of Science, the Bachelor of Business Administration, the Bachelor of Social Work, the Bachelor of Applied Science, the Associate of Science, the Associate of Arts, the Associate of Applied Science, and the Associate of Science Degree in Nursing, as well as for the certificate programs (pp. 105-229). These requirements as well as the requirements for transfer students (pp. 26 and 27) are also available on the web at <<http://www.daltonstate.edu/catalog.htm>>.

**4.2.2 (3 and 4 of
13)
Requirements of
Degree
Programs**

The approval process for degree program requirements at Dalton State College ensures that each program contains an appropriate aggregate of courses. At the institutional level, the Academic Council, the Faculty, and the President of the College must approve program proposals. At the System level, the Chancellor; the Committee on Education, Research, and Extension; and the Board of Regents must approve all new program proposals (*USG Board of Regents Policy Manual*, Section 306.01; *Dalton State College Statutes*, Article VI.A.1).

The requirements for each degree, listed on pages 106-186 of the *Dalton State College 2001-2002 Catalog and Student Handbook*, begin with a brief program description, followed by an outline of courses that specifies the total credit hours, the number and distribution of general education credits, the number of credits to be earned in the major area, and the number of electives. All programs of study comply with the academic progress standards described in the *DSC Catalog (Dalton State College 2001-2002 Catalog and Student Handbook, pp 86-87)*.

Academic divisions representing specific disciplines are responsible for assessing the quality of all general education programs. All general education discipline are continuously assessed by faculty under an internal three-year cycle as part of the College's institutional effectiveness program. Additional institutional-assessment tools the College administers include a pretest using the Computer-Adaptive Placement Assessment and Support System (COMPASS) exam for all entering freshmen and the College Assessment of Academic Proficiency (CAAP) exam to assess a sample number of graduating students (*Dalton State College Academic Program Review, pp.1 and 3*).

Programs of study at the certificate, associate degree, and bachelor's degree levels that lead to immediate entry into the workforce are the focus of the Dalton State College Academic Program Review, which follows a six-year cycle to assess curricular strengths and weaknesses, the value of the academic programs as they relate to the institution's mission, the cost effectiveness of the programs, and the long-term viability of the programs (*Dalton State College Academic Program Review, p. 4 and Appendix I, p.1*). The *University System of Georgia Board of Regents Policy Manual (Section 303.0801)* establishes that transfer associate degree programs are not complete academic programs and carry no indication of the student's area of study (major) since they comprise only the freshman and sophomore years of the traditional bachelor's degree; therefore, the AA and AS degree programs are not included in the academic program review cycle, with the exception of the teacher-education degree. Because teacher education students must complete the Praxis I assessment before admittance to the junior year, the College includes the AS in Education degree in the review cycle (*Dalton State College Academic Program Review pp. 3*).

**4.2.2 (5 and 6 of 13)
Basic Core of General Education Courses**

Dalton State College offers four levels of program:

- Bachelor's Degree,
- Transfer Associate Degree,
- Career Associate Degree, and
- Career Certificate.

Within these programs, various admission requirements exist. A complete listing of all the programs within these four levels is located on pages 16-18 in the *Dalton State College 2001-2002 Catalog and Student Handbook*. Each program lists its specific core curriculum requirements in the *Catalog (Dalton State College 2001-2002 Catalog and Student Handbook, pp.107-229)*.

The courses listed in the requirements for Dalton State College associate transfer programs and bachelor degree programs conform to the University System of Georgia Core Curriculum requirements (*University System of Georgia Board of Regents Policy Manual*, Section 303.01; *University System of Georgia Academic Affairs Handbook*, Section 2.04). The Core Curriculum of the University System of Georgia is a comprehensive academic program, which structures freshman and sophomore credits among the thirty-four colleges and universities in the University System. At Dalton State College, the general education requirements vary for each degree offered. Associate degree programs require a minimum of 21 semester credit hours, and baccalaureate degree programs require a minimum of 42 semester credit hours of General Education Core classes (*Dalton State College 2001-2002 Catalog and Student Handbook*, “Degree Programs,” pp. 107-111, 114-186).

All 1000 and 2000 level courses completed in the core curriculum at a University System institution will transfer to each of the other System institutions, provided that students remain in the same academic major at all the other University System of Georgia institutions. Thus students can normally complete a baccalaureate degree with the same number of credit hours as native students at the receiving institution. Students who are not transferring within the University System are encouraged to consult the catalog of the institution to which they intend to transfer.

The career associate degree programs offered at Dalton State College are designed for students who wish to gain a foundation in general education and acquire specific career skills for initial employment or advancement in their careers after graduation. The general education component of each career associate degree includes a minimum of one course each in mathematics, written communication, and speech, and at least 12 additional credit hours of coursework from the University System of Georgia Core Curriculum (*Dalton State College 2001-2002 Catalog and Student Handbook*, “Career Associate Degree Programs,” p. 101).

Dalton State College also offers certificate programs designed for students who wish to gain skills for entry-level employment in vocational and technical occupations. The credit hours required for a certificate can be earned in three or four semesters for students enrolled full-time but vary from program to program. The curriculum provides the means for students to acquire or improve skills in oral and written communication, reading, and mathematics (*DSC 2001-2002 Catalog and Student Handbook*, “Certificate Programs,” p. 102).

The *Board of Regents Policy Manual*, Section 303.05, indicates that “the State of Georgia is best served by strong systems of technical and university education, each with a distinctive and non-duplicative mission and both supporting academically sound movement of students between the systems.” Dalton State College is one of four institutions in the University System that offer technical programs under contract with the Department of Technical and Adult Education (DTAE). These DSC programs, offered by the Technical Education Division,

undergo Performance Accountability Review (PAR) review every three years and this is documented in the *Academic Program Review*, p. 5.

Students enrolled in the Bachelor’s degrees in Management, Industrial Operations Management, Management Information Systems, or Marketing Systems at Dalton State College, must successfully complete 60 hours in Areas A through F of the Associate of Science degree program in business administration. Students who enroll in Bachelor of Applied Science upper-division classes must have completed all requirements for an Associate of Applied Science or an Associate of Applied Technology degree, which includes the approved general education coursework. To enroll in upper division classes, Bachelor of Social Work students must have successfully completed the Associate of Arts in Social Work Degree, which includes the core curriculum (*Dalton State College 2001-2002 Catalog and Student Handbook*, p. 106).

**4.2.2 (7 of 13)
Basic Core
Requirements**

The general distribution of Core Curriculum requirements is as follows:

| Areas of Study | Minimum Semester Hours Required |
|---|---------------------------------|
| A. ESSENTIAL SKILLS including English Composition..... and Mathematics | 9 |
| B. INSTITUTIONAL OPTIONS including Communications..... and an elective chosen from Computer Science, English, Humanities, Physical Education, or Sociology | 4-5 |
| C. HUMANITIES/FINE ARTS including two courses..... chosen from Cinema, World Literature, and Fine Arts | 6 |
| D. SCIENCE, MATHEMATICS, AND TECHNOLOGY..... including but not limited to biology, chemistry, physics, astronomy, computer science, and mathematics | 10-11-12 |
| E. SOCIAL SCIENCES, including but not limited to..... history, political science, anthropology, economics, geography, philosophy, psychology, and sociology | 12 |
| F. COURSES RELATED TO PROGRAM OF STUDY..... | 18 |
| | TOTAL 59-61 |

(*Dalton State College 2001-2002 Catalog and Student Handbook*, “The Core Curriculum,” p. 98)

**4.2.2 (8 of 13)
Competence
in Reading,
Writing,
Oral Comm-
unication, etc.**

Dalton State College assesses competencies in reading, writing, oral communication, mathematics, and computer use in several ways. Graduates of all degree programs demonstrate reading and writing competencies by satisfactorily completing English Composition I (ENGL 1101) and by passing the reading and writing sections of the Regents’ Testing Program examination (*University System*

of Georgia Board of Regents Policy Manual, Section 307; Dalton State College 2001-2002 Catalog and Student Handbook, "Regents' Testing Program [RTP], pp. 89-90). Dalton State College complies with the oral communication component by requiring completion of Fundamentals of Speech (COMM 1110) in all degree programs (Dalton State College 2001-2002 Catalog and Student Handbook, "Degree Programs," pp. 97-186). Successful completion of College Algebra (MATH 1111) or a higher level mathematics course demonstrates the fundamental mathematical skills required in all degree programs. Beginning in the fall of 2001, all degree students must complete at least one of 68 courses incorporating training in computer skills or they must demonstrate computer literacy through examination (Academic Council Minutes, September 13, 2000). Surveys conducted in Spring 1999 and Spring 2000 indicate that Dalton State College effectively performs effectively in all of these above-mentioned competencies (Regents' Test Pass Rates in the "1998-1999 Annual Report of Institutional Progress," p. 15; "1999-2000 Annual Report of Institutional Progress," p. 30; "2000-2001 Annual Report of Institutional Progress," p. 23; "1999 and 2000 Graduating Student Survey Results Summary Report," Section III, p. 9; "1999 and 2000 Alumni Survey Results Summary Report," Section III, p. 8; "1999 and 2000 Employer Satisfaction Survey Results Report," p. 4).

**4.2.2 (9 and
10 of 13)
Majors
Defined**

The *Dalton State College Catalog* does not define what is meant by a major where that term is applicable, and the Catalog does not state the number of credits required for each (See Section 4.2.2 [3 and 4 of 13] above and the committee recommendation below associated with this subsection).

**4.2.2 (11 of 13)
Appropriate
Prerequisites**

Bachelor's degrees require the completion of a minimum of 42 upper-division semester hours of credit. Upper-division courses are designated by 3000 and 4000 numbering. All bachelor degree programs contain the appropriate prerequisite requirements for registration in upper-division courses. Associate degree programs contain prerequisite requirements as required by certain 2000-level courses (*Dalton State College 2001-2002 Catalog and Student Handbook*, "Courses of Instruction," pp. 232 - 302).

**4.2.2 (12 of 13)
Hours Earned
through
Instruction by
the Institution**

For bachelor's degree programs, thirty-six semester hours (over half) of upper-level course work must be completed at Dalton State College, excluding credit for courses awarded through credit-by-examination (*Dalton State College 2001-2002 Catalog and Student Handbook*, "Graduation Requirements," pp. 87-88; *University System of Georgia Board of Regents Policy Manual*, Section 303.0302, Off-Campus Course Work). For associate degree programs, twenty (one-third) of the sixty semester hours required must be completed at Dalton State College, excluding courses awarded through credit-by-examination. Certificate programs require the completion of a minimum of eighteen semester hours at Dalton State College, also excluding those awarded through credit-by-examination (*Dalton State College Catalog and Student Handbook*, "Graduation Requirements," p.88).

**4.2.2 (13 of 3)
Remedial
Courses of
Credit**

Dalton State College does not offer any courses for graduation credit that do not apply to some degree or certificate program. The *Dalton State College Catalog and Student Handbook, 2001-2002* identifies developmental and remedial courses

as institutional credit courses, which are not applicable to any graduation requirements (*DSC Catalog*, “Developmental Studies Program,” pp. 103-104).

Conclusion:

Dalton State College is in compliance with the SACS *Criteria*, Section 4.2.2, with the exception of **must** statements 3, 9, and 10 of 13, which involve appropriate degree requirements in one instance and which state that the institution must clearly define what is meant by a major or an area of concentration and must state the number of credits required for each.

Recommendations/Suggestions/Proposals:**Recommendations:**

4.2.2 (3 of 13) *The requirements [for a degree program] must be appropriate to the degree offered. . . .*

The Committee recommends that the College remove Human Biology as an Area D lab science elective in the Associate of Arts in Social Work Program to correct a problem caused when this associate degree serves as the core requirements for the Bachelor of Social Work Program. **Status:** See the *Dalton State College Self-Study Report Addendum*-“Master List of Recommendations.”

4.2.2 (9 and 10 of 13) *An institution must clearly define what is meant by a major or an area of concentration and must state the number of credits required for each.*

The Committee recommends that Dalton State College clearly define what is meant by a major or an area of concentration and, state the number of credits required for each, and publish this information in the *DSC College Catalog*. **Status:** See the *Dalton State College Self-Study Report Addendum*-“Master List of Recommendations.”

Suggestions:

None

Proposals:

1. The Committee proposes that the College clearly establish the duties of student advisors to ensure the appropriate sequence of courses.
2. To assist faculty members with advisement, especially new members, the Committee proposes that the College develop an advising template on the Banner system that tracks student progress and controls course sequencing.

3. The Committee proposes that programs containing courses requiring prerequisites be identified with an asterisk and an appropriate footnote in the *Dalton State College 2001-2002 Catalog and Student Handbook*.

Must Statement Compliance Table
4.2.2 Undergraduate Completion Requirements

| Must Statement | Compliance Statement | Supporting Documentation |
|---|----------------------|---|
| <p>4.2.2 (1 of 13). In each degree program, there must be an appropriate sequence of courses leading to the degree.</p> | <p>Compliance</p> | <p><i>University System of Georgia Board of Regents Policy Manual, Section 301</i></p> <p><i>University System of Georgia Academic Affairs Handbook, Section 2.04 “Core Curriculum Principles and Framework” and 2.04.01 “General Guidelines for Core Curriculum Areas A-E”</i></p> <p><i>University System of Georgia Academic Affairs Handbook, Section 2.04.03</i></p> <p><i>Dalton State College 2001-2002 Catalog and Student Handbook, “Courses of Instruction,” pp. 231-302, <http://www.daltonstate.edu/catalog.htm></i></p> |
| <p>4.2.2 (2 of 13).</p> | <p>Compliance</p> | <p><i>Dalton State College 2001-2002 Catalog and Student Handbook, “Degree Programs,” pp. 105-129, <http://www.daltonstate.edu/catalog.htm></i></p> <p><i>Dalton State College 2001-2002 Catalog and Student Handbook, “Transfer Students,” p. 26; and “Transient Students,” p.27, <http://www.daltonstate.edu/catalog.htm></i></p> |
| <p>4.2.2 (3 and 4 of 13). The requirements must be appropriate to the degree offered and must specify the total credits, the number and distribution of general education credits, the number of credits to be</p> | <p>Compliance</p> | <p><i>University System of Georgia Board of Regents Policy Manual, Section 306.01</i></p> <p><i>Dalton State College Statutes, Article VI.A.1</i></p> <p><i>Dalton State College 2001-2002 Catalog and Student Handbook,</i></p> |

| Must Statement | Compliance Statement | Supporting Documentation |
|--|----------------------|--|
| earned in the major or area of concentration, the number of electives, standards for satisfactory progress, and other degree requirements. | | <p>“Degree Programs,” pp. 105-186, <http://www.daltonstate.edu/catalog.htm></p> <p><i>Dalton State College 2001-2002 Catalog and Student Handbook</i>, “Academic Progress,” pp. 86-87, <http://www.daltonstate.edu/catalog.htm></p> <p><i>Dalton State College Academic Program Review</i>, pp. 1, 3, 4, and Appendix I</p> <p><i>University System of Georgia Board of Regents Policy Manual</i> Section 303.0801</p> |
| <p>4.2.2 (5 and 6 of 13). Undergraduate degree programs must contain a basic core of general education courses. A minimum of 15 semester hours for associate programs and a minimum of 30 semester hours for baccalaureate programs are required for degree completion.</p> | Compliance | <p><i>Dalton State College 2001-2002 Catalog and Student Handbook</i>, pp. 16-18, 101, 106, 107-229, 114-186, <http://www.daltonstate.edu/catalog.htm></p> <p><i>University System of Georgia Board of Regents Policy Manual</i>, Section 303.01, Section 303.05</p> <p><i>University System of Georgia Academic Affairs Handbook</i>, Section 2.04</p> <p>Checklists for the Application for Graduation <i>Academic Program Review</i>, p. 5.</p> |
| <p>4.2.2 (7 of 13). The core must include at least one course from each of the following areas: humanities/fine arts, social/behavioral sciences, and natural sciences/mathematics</p> | Compliance | <p><i>Dalton State College 2001-2002 Catalog and Student Handbook</i>, p. 98, “The Core Curriculum,” <http://www.daltonstate.edu/catalog.htm></p> |
| <p>4.2.2 (8 of 13). The institution must demonstrate that its</p> | Compliance | <p><i>University System of Georgia Board of Regents Policy Manual</i>, Section 307</p> |

| Must Statement | Compliance Statement | Supporting Documentation |
|---|-----------------------------|--|
| <p>graduates of degree programs are competent in reading, writing, oral communication, fundamental mathematical skills and the basic use of computers.</p> | | <p><i>Dalton State College 2001-2002 Catalog and Student Handbook, "Regents' Testing program" (RTP), pp. 89-90, <http://www.daltonstate.edu/catalog.htm></i></p> <p><i>University System of Georgia Board of Regents Policy Manual, Section 303.01</i></p> <p>Academic Council Minutes, September 13, 2000</p> <p>"1998-1999 Annual Report of Institutional Progress," p. 15</p> <p>"1999-2000 Annual Report of Institutional Progress," p. 30</p> <p>"2000-2001 Annual Report of Institutional Progress," p. 23</p> <p>"1999 and 2000 Graduating Student Survey Results Summary Report," Section III, p. 9</p> <p>"1999 and 2000 Alumni Survey Results Summary Report," Section III, p. 8</p> <p>"1999 and 2000 Employer Satisfaction Survey Results Report," p. 4</p> |
| <p>4.2.2 (9 and 10 of 13). An institution must clearly define what is meant by a major or an area of concentration and must state the number of credits required for each.</p> | <p>Non-Compliance</p> | |
| | | |

| Must Statement | Compliance Statement | Supporting Documentation |
|---|-----------------------------|---|
| <p>4.2.2 (11 of 13). An adequate number of hours with appropriate prerequisites must be required in courses above the elementary level.</p> | <p>Compliance</p> | <p><i>Dalton State College 2001-2002 Catalog and Student Handbook, Courses of Instruction,</i>” pp. 232-302, <http://www.daltonstate.edu/catalog.htm></p> |
| <p>4.2.2 (12 of 13). For degree completion, at least 25 percent of semester credit hours, or the equivalent quarter hours, must be earned through instruction by the institution awarding the degree.</p> | <p>Compliance</p> | <p><i>Dalton State College 2001-2002 Catalog and Student Handbook, “Graduation Requirements,”</i> pp. 87-88,<http://www.daltonstate.edu/catalog.htm></p> <p><i>University System of Georgia Board of Regents Policy Manual, Section 303.0302</i></p> <p>Student records located in the Office of Enrollment Services</p> |
| <p>4.2.2 (13 of 13). All courses, other than those identified by the institution as developmental/remedial, offered by an institution for credit must be acceptable as requirements or electives applicable to at least one of its own degree or certificate programs or must be clearly identified on transcripts as not applicable to any of the institution’s own degree or certificate programs.</p> | <p>Compliance</p> | <p><i>Dalton State College 2001-2002 Catalog and Student Handbook, “Developmental Studies Program,”</i> pp. 103 – 104, http://www.daltonstate.edu/catalog.htm></p> <p>Student records located in the Office of Enrollment Services</p> |

4.2.3 Undergraduate Curriculum

Presentation of Findings

The Dalton State College Statement of Purpose establishes the College's strong commitment to provide academic excellence for students in the Northwest Georgia area. As expressed in the Statement of Purpose, the curricula supplies "a variety of well-chosen associate programs and prepares students for transfer to baccalaureate programs [. . .]" as well as offering "a limited number of baccalaureate programs designed to meet the economic needs of the local area" (*Dalton State College 2001-2002 Catalog and Student Handbook*, "Statement of Purpose," p.11). The College also provides a substantial number of technical certificate programs.

4.2.3 (1 of 12)
Curricula
Related to
Educational
Purpose

The Dalton State College Statement of Purpose guides the College's educational programs and policies and all educational support services. This statement is found in the *Dalton State College Statutes*, Article I, B; the *DSC 2001-2002 Catalog and Student Handbook*, p. 11, and on the College Web page <www.daltonstate.edu/catalog/00-01/catpdf0.htm>.

University System of Georgia Board of Regents' oversight and the curriculum review and program review processes ensure that curricula are consistent with the College's Statement of Purpose (*University System of Georgia Board of Regents Policy Manual*, Section 306; *Dalton State College Academic Program Review*, April 30, 2001). In addition, the Dalton State College strategic plans and annual updates specifically address the institutional statement of purpose and cite specific goals and measures of success (*Dalton State College 1997-2000 Strategic Plan*; "First Annual Progress Report, 1997-1998"; and "Second Annual Progress Report, 1998-1999; *Dalton State College 2000-2003 Strategic Plan*).

In the 1999-2000 Faculty Survey, 100 percent of the faculty agreed that the educational programs at Dalton State College support the purpose of the College, while 99 percent agreed that Dalton State College's mission and core purposes are appropriate to the College's role as a University System of Georgia institution (Table 4.2.3-1).

Table 4.2.3-1
Faculty Survey Regarding Dalton State College Educational Programs

| | Strongly Agree | Agree | Don't Know /No Opinion | Disagree | Strongly Disagree |
|--|-----------------------|--------------|-------------------------------|-----------------|--------------------------|
| 15. In general, the educational programs of DSC carry out the official purpose of the college. | 33 48% | 38 52% | 0 0% | 0 0% | 0 0% |

| | Strongly Agree | Agree | Don't Know /No Opinion | Disagree | Strongly Disagree |
|---|-----------------------|--------------|-------------------------------|-----------------|--------------------------|
| 16. DSC's official mission and core purposes are appropriate to the College's role as a USG institution in Northwest Georgia. | 38 55% | 30 44% | 1 1% | 0 0% | 0 0% |

Source: "Dalton State College 1999-2000 Faculty Survey Results," p. 4

Curricula Appropriate to Student Ability

The College has introduced an external assessment tool, the Collegiate Assessment of Academic Proficiency (CAAP), to determine levels of proficiency and academic skills (*Dalton State College 2000-2003 Strategic Plan*, "Institutional Effectiveness," pp. 98, 102, 107). Students take the CAAP test just prior to graduating. The CAAP benchmarks allow the College to assess its effectiveness in delivering instruction and to adjust to the changing needs of its students (*Dalton State College 2001-2002 Catalog and Student Handbook*, "COMPASS/CAAP Assessment of Institutional Effectiveness," p. 29; *Dalton State College Handbook of Institutional Effectiveness*).

Curricula Appropriate to Financial and Instructional Resources

Dalton State College, as a member of the University System of Georgia, receives its basic funding from the General Assembly and Governor of the State of Georgia. While the President and Vice President for Fiscal Affairs of Dalton State College ensure that the necessary funding is available, the *Strategic Plan* reflects funding priorities by means of planning goals and the related linkage between planning and budgeting. This committee is comprised of faculty, staff, and administration, who work together to assess and project the College's past, present, and future needs (*Board of Regents Policy Manual*, section 701 and *Dalton State College 2000-2003 Strategic Plan*, pp. 13 and 61-63).

4.2.3 (2 and 3 of 12) Curricula Established, Reviewed and Evaluated by Faculty, Administration and the Governing Board

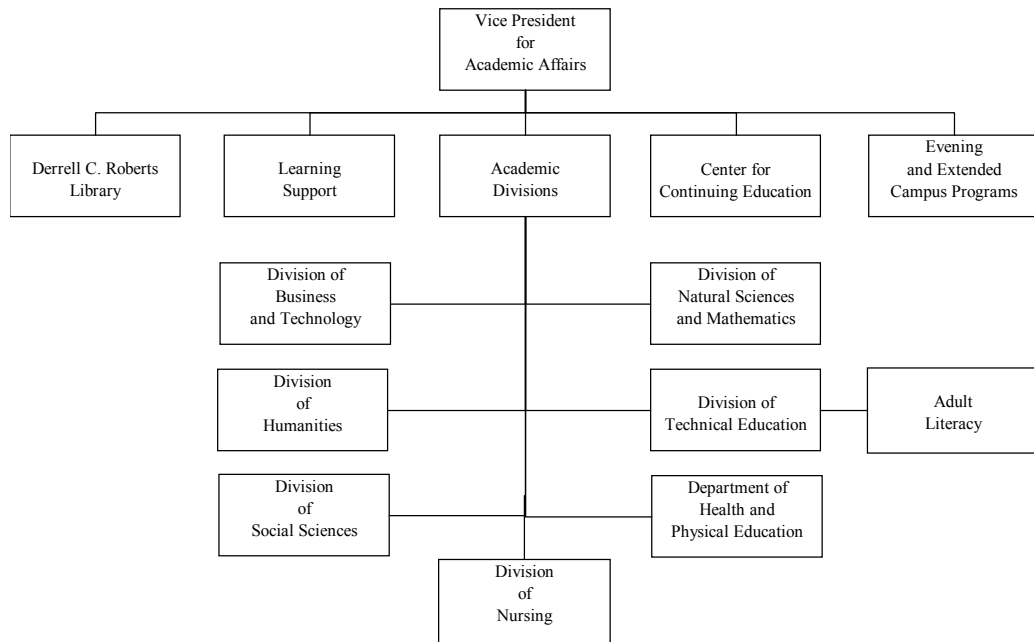
The College has a clearly defined process by which the curriculum is established, reviewed, and evaluated. The Board of Regents of the University System of Georgia grants Dalton State College the responsibility for all of the academic programs and for making related changes, which are accomplished through a process involving the entire faculty. In addition, before the publication of each new edition of the *Dalton State College Catalog and Student Handbook*, the Vice President for Enrollment Services requires all divisions to review their course descriptions and program offerings; any proposed curricular changes are submitted to the Academic Council and ultimately to the faculty for approval. The Academic Council is the statutory body of the faculty responsible to the President of the College, consisting of the Vice President for Academic Affairs, the Vice President for Student Affairs, the Vice President for Enrollment Services, the Vice President for Fiscal Affairs, the Library Director, division chairpersons, two elected faculty members, and two students appointed by the President of the Student Body with the approval of the Student Affairs Council. After extensive review of all submitted proposals, the Academic Council makes formal recommendations to the general faculty, who then vote on those

recommendations. The President forwards the minutes of the faculty meetings to the Chancellor of the University System of Georgia (*Dalton State College Statutes*, Article VI, Section A. 2).

The University System of Georgia Board of Regents and its administrative staff members (under the supervision of the Chancellor), monitor all aspects of the College's general educational programs, including faculty, students, resources, and instruction. In addition, appropriate national accrediting agencies review certain programs. This review procedure, combined with regularly scheduled academic program reviews, ensures quality review and evaluation (*Board of Regents Policy Manual*, Sections 300 and 400; *Dalton State College Academic Program Review*, pp.1-5).

**4.2.3 (4 of 12)
Responsibility for Program Coordination, Curriculum Development and Review of Each Major in a Degree Program**

Division chairpersons, in concert with faculty, are responsible for program coordination, curriculum development, and review of programs and majors. Each division has a chairperson appointed by the Vice President for Academic Affairs with the approval of the President of the College. In addition to administrative duties, division chairpersons teach in their disciplines, and policies governing their hiring ensure their academic qualifications to do so (*Dalton State College Statutes*, Article IV, Section A, pp. 10-11; *Dalton State College Faculty Handbook*, "Faculty Recruitment and Appointment"). Division and department chairpersons are listed in the College catalog (*Dalton State College 2001-2002 Catalog and Student Handbook*, "Faculty 2000-2001," pp. 318-329).



Faculty members in each division, through the process described in the Academic Program Review process, evaluate each program except for those intended primarily for transfer (*Dalton State College Academic Program Review*, p. 5).

**4.2.3 (5 of 12)
At Least One Full-
Time Faculty
Member with
Appropriate
Credentials with
Primary Teaching
Assignments in the
Major**

At least one full-time faculty member has primary teaching responsibility in each curricular area with the exception of the Associate of Applied Science degree in Manufacturing Technology. While full-time faculty members with credentials in the assigned field teach the majority of the courses, part-time faculty with knowledge, skills, experience, and appropriate credentials teach the remaining courses. Division chairpersons and the Vice President for Academic Affairs (VPAA) review all faculty credentials at the time of employment. Each faculty member's annual review includes an evaluation of credentials, skills, knowledge, and effectiveness. The *Dalton State College 2001-2002 Catalog and Student Handbook* lists all faculty and their academic degrees (pp. 318-329) and identifies the chairperson for each academic division (p. 316). The Vice President for Academic Affairs maintains the credential records of all faculty members (Master List of All Full- and Part-Time Faculty).

**4.2.3 (6 of 12)
Governing
Board
Responsibility**

The Board of Regents of the University System of Georgia is responsible for approving the number and types of degrees, and for authorizing the establishment or rearrangement of academic departments, colleges, or schools. In addition, the Board of Regents has the responsibility for the creation of degrees, as well as for the establishment of any additional center, branch, or college (*Board of Regents Policy Manual*, Section 306, and Section 303.01). Dalton State College's distance learning programs are extensions of existing programs and subject to the same criteria as on-campus programs.

**4.2.3 (7 of 12)
Faculty and
Administration
Responsibility
for Developing,
Implementing,
and Monitoring
Academic
Programs**

The design of the degree-program approval process ensures the availability of course offerings and verifies the need for these degree programs. This process includes justification of the degree programs, establishment of program goals and objectives, assessment of required resources, and implementation of courses. The internal process of the College, in addition to the processes of the Board of Regents, protects against proliferation of programs and courses.

A faculty member may submit a new course proposal to his or her division chairperson at any time during the academic year. Proposals must contain a detailed justification and specify where the course will be placed in the core curriculum and/or programs of study. Proposals must also include complete syllabi and expected general student learning outcomes. A division chairperson places the proposal on the agenda of the next regularly scheduled division meeting. The initiating faculty member then presents the proposal to the division. If the division approves the proposal, the chairperson sends it to the Academic Affairs Office for inclusion on the agenda of the next regularly scheduled Academic Council meeting. (*Dalton State College Academic Program Review*, April 30, 2001; *Dalton State College Statutes*, Article VI, Section A, pp. 24).

The Academic Council serves as the institutional curriculum committee. If the Academic Council approves the proposal, it goes to the Vice President for Academic Affairs and then, if approved, to the President. With the approval of the President, the next printing of the *Dalton State College Catalog* will contain the new course, which enters into the official curricula of the College (*Dalton State College Statutes*, Article VI, Section A2, p. 24).

Consideration of and approval for new program proposals are considerably more complex. The administration and the faculty of the institution are responsible for the development of new program proposals to meet the needs of the institution's service area. The new program approval process, along with the new course process, ensures that new programs are warranted by a regional need.

New program proposals, as prescribed by the USG Board of Regents, must contain program descriptions and objectives. These proposals must contain justification describing the need for the program, including evidence of a need for graduates prepared by this program, the process used to reach these conclusions, the basis for estimating this need, and those factors that were used in documenting the program need. It must also demonstrate the student demand for the program and any additional reasons that justify the program. Additionally, proposals must document reports of advisory committees and consultants, as well as the names of all public and private institutions in the state offering similar programs.

New program proposals must explain the procedures required to develop the program. Such proposals must also contain curriculum information that will clearly identify which courses exist and which will be newly developed courses. The preparer of a new program proposal will append course descriptions for all courses (existing and new courses), will list all course prerequisites when describing required or elective courses, and will provide documentation that all courses in the proposed curriculum have met all institutional requirements for approval. In addition, the preparer will append any materials available from national accrediting agencies or professional organizations as they relate to curriculum standards for the proposed program, will provide information documenting internship availability, will describe the method for assigning and supervising students when a program requires internships or field experiences, will indicate ways in which the proposed program is consistent with national standards, and will list student outcomes associated with this program.

New program proposals must also contain the following: an inventory of faculty directly involved; a list of outstanding programs of this nature in other institutions; an inventory of pertinent library resources; a list of the desired qualifications of the students who will be recruited and admitted to the proposed program, including ethnic populations that will be targeted; a description of the facilities required for the proposed program; a description of how the proposed program will be administered within the structure of the institution, including the measures that will be taken to assess the effectiveness of the program and the learning outcomes of the students enrolled.

New program proposals must include a budget containing enrollment projections, an estimate of the number of course sections required to satisfy program requirements, and the number of credit hours expected to be generated. The proposal must also indicate the number of personnel who will be reassigned, the number of existing positions applicable to the program, the number of new positions required, the one time start-up costs, the expected operating costs (recurring), and the anticipated revenue sources.

The Vice President for Academic Affairs and the President review proposals once they are approved by the Academic Council, and if and when proposals receive administrative approval, they go to the Senior Vice Chancellor for Academics and Fiscal Affairs of the University System of Georgia (*Dalton State College Academic Program Review*, April 30, 2001; *Dalton State College Statutes*, Article VI, Section A p.10).

The University System office review is exhaustive and normally includes sending the proposal to institutions with similar programs for a comprehensive critique. Most proposals require institutional revision prior to University System approval. Upon approval by the University System authorities, the System staff members place the proposal on the Board of Regents' agenda. A delegation from the applying institution will attend to answer questions. Approval by the Regents' allows the institution to implement the program.

4.2.3 (8 of 12) Curricula Designed to Transfer to Another Institution

The curricula of all associate of arts and associate of science degrees at Dalton State College fulfill the core curriculum requirements of the University System of Georgia (*Board of Regents Policy Manual*, Sections 303.03 and 402.0102). A student who completes one of these programs can expect to receive full transfer of credit toward a bachelor's degree in the same field of study at any college or university in the University System of Georgia. Credits earned in the associate of arts and associate of science programs also usually transfer to private and out-of-state public colleges and universities throughout the United States. The President of the College has appointed a transfer ombudsman as a student advocate when problems with transfer of core curriculum credit occur (<http://www.usg.edu/admin/accaff/handbook/section2/2.04/2.04.04.phtml>).

4.2.3 (9 of 12) Inverted and Similar Programs

Dalton State College has no "inverted" programs.

4.2.3 (10 of 12) Program Partnerships with Secondary Schools

Dalton State College has not entered into any programmatic partnerships with secondary schools that result in the award of college credit. Although secondary-school students can enroll in selected technical education courses through the college and receive dual credit, this is not a "programmatic partnership." Secondary-school students may also enroll in college level courses through the Post-Secondary Options (PSO) program. Dalton State College faculty members teach all technical education and college courses. The *Dalton State College 2001-2002 Catalog and Student Handbook* describes the Dual Enrollment and PSO policies and procedures (*Dalton State College 2001-2002 Catalog and Student Handbook*, "Early Enrollment Students," p. 23).

4.2.3 (11-12 of 12) Partnership Evaluation and participation Institution Responsibility

Since Dalton State College is not engaged in programmatic partnerships, these two criteria do not apply.

Conclusion:

Dalton State College is not in compliance with the *SACS Criteria* in Section 4.2.3 (5 of 12).

Recommendations/Suggestions/Proposals:

Recommendation:

4.2.3 (5 of 12) At least one full-time faculty member with appropriate credentials, as defined in Section 4.8.2, must have primary teaching assignments in the major.

The Committee recommends that Dalton State College ensure that a full time, qualified faculty member is assigned to each major. **Status:** See the *Dalton State College Self-Study Report Addendum*-“Master List of Recommendations.”

Suggestions/Proposals:

None.

**Must Statement Compliance Table
4.2.3 Undergraduate Curriculum**

| Must Statement | Compliance Statement | Supporting Documentation |
|---|----------------------|---|
| <p>4.2.3 (1 of 12). Curricula must be directly related and appropriate to the purpose and goals of the institution and the diplomas, certificates or degrees awarded; to the ability and preparation of the students admitted; and to the financial and instructional resources of the institution.</p> | <p>Compliance</p> | <p><i>Dalton State College, 2001-2002 Catalog and Student Handbook, “Statement of Purpose,”</i> pp. 11 and 29, <http://www.daltonstate.edu/catalog.htm></p> <p><i>Dalton State College Statutes, Article I. B.</i></p> <p><i>University System of Georgia Board of Regents Policy Manual, Section 306</i></p> <p><i>Dalton State College Academic Program Review, April 30, 2001</i></p> <p><i>Dalton State College 2000-2003 Strategic Plan, pp. 13, 61-63, 98, 102, 107</i></p> <p>“First Annual Progress Report,” <i>1997-2000 DSC Strategic Plan, pp.10-11</i> “Second Annual Progress Report,” <i>1997-2000 DSC Strategic Plan, pp.11-12</i></p> |

| Must Statement | Compliance Statement | Supporting Documentation |
|---|-----------------------------|--|
| | | <p><i>Dalton State College 2000-2003 Strategic Plan</i>, pp. 79-94, 98, 102, 107</p> <p>“Dalton State College 1999-2000 Faculty Survey Results,” p. 4</p> <p><i>Dalton State College Handbook of Institutional Effectiveness</i></p> <p>Dalton State College Technical Division Performance Accountability System (PAS)</p> <p><i>University System of Georgia Board of Regents Policy Manual</i>, Section 701</p> <p><i>Dalton State College 2000-2003 Strategic Plan</i>, pp. 13 and 61-63</p> |
| <p>4.2.3 (2-3 of 12). The institution must have a clearly defined process by which the curriculum is established, reviewed and evaluated. This process must recognize the various roles of the faculty, the administration, and the governing board.</p> | <p>Compliance</p> | <p><i>Dalton State College Statutes</i>, Article VI, Section A.2</p> <p>Academic Council Minutes</p> <p>Divisional Faculty Meeting Minutes located in the Chairs’ offices</p> <p><i>University System of Georgia Board of Regents Policy Manual</i>, Section 300 and 400</p> <p><i>Dalton State College Academic Program Review</i>, pp.1-5</p> |
| <p>4.2.3(4 of 12). For each major in a degree program, the institution must assign responsibility for program coordination, as well as for curriculum development and review, to persons academically qualified in the field.</p> | <p>Compliance</p> | <p><i>Dalton State College Statutes</i>, Article IV, Section A, pp. 10-11</p> <p><i>Dalton State College Faculty Handbook</i>, “Faculty Recruitment and Appointment”</p> <p>Faculty Credentials Files located in the office of the Vice President for Academic Affairs</p> |

| Must Statement | Compliance Statement | Supporting Documentation |
|--|---|---|
| | | <p><i>Dalton State College 2001-2002 Catalog and Student Handbook, "Faculty 2000-2001," p. 318-329</i> <http://www.daltonstate.edu/catalog.htm></p> <p><i>Dalton State College Academic Program Review, p. 5</i></p> |
| <p>4.2.3 (5 of 12). At least one full-time faculty member with appropriate credentials, as defined in Section 4.8.2, must have primary teaching assignments in the major. In those degree programs for which the institution does not identify a major, the above requirements apply to a curricular area or a concentration.</p> | <p>Non-compliance in AAS Manufacturing Technology</p> | <p>"Master List of All Full- and Part-Time Faculty"</p> <p><i>Dalton State College 2001-2002 Catalog and Student Handbook, pp. 318-329, p. 316</i></p> <p><i>Dalton State College 2001-2002 Catalog and Student Handbook, AAS Manufacturing Technology, p. 149</i></p> |
| <p>4.2.3 (6 of 12). The governing board must be responsible for approving the number and types of degrees; the number and nature of departments, divisions, schools or colleges through which the curriculum is administered; and the extent to which the institution should offer distance learning programs.</p> | <p>Compliance</p> | <p><i>University System of Georgia Board of Regents Policy Manual, Sections 303.01 and 306</i></p> |
| <p>4.2.3 (7 of 12). The administration and faculty must be responsible for the development of academic programs recommended to the governing board. They are also responsible for implementing and monitoring the general curriculum policy and the academic programs approved by the board. There should be an institution-wide process to coordinate programmatic and curricular changes.</p> | <p>Compliance</p> | <p>Academic Council Minutes located in the Office of the Vice President of Academic Affairs</p> <p>Division/Department Meeting Minutes located in the Chairs' offices</p> <p><i>Dalton State College Program Review, April 30, 2001</i></p> <p><i>Dalton State College Statutes, Article VI, Section A. 2, pp. 10, 24</i></p> |

| Must Statement | Compliance Statement | Supporting Documentation |
|---|----------------------|---|
| <p>4.2.3 (8 of 12). Curricula intended to provide basic preparation for students who will subsequently transfer to another institution must be designed to consider the institutions to which these students transfer.</p> | Compliance | <p><i>University System of Georgia Board of Regents Policy Manual</i>, Sections 303.03 and 402.0102 <http://www.usg.edu/admin/accaff/handbook/section2/2.04/2.04.04.phtml></p> |
| <p>4.2.3 (9 of 12). “Inverted”, “two plus two,” and similar programs must include an adequate amount of advanced coursework in the subject field.</p> | N/A | |
| <p>4.2.3 (10 of 12). Institutions which enter into programmatic partnerships with secondary schools which result in the award of college credit, such as technical and dual enrollment programs, must ensure that the credit awarded is at the collegiate level and is in compliance with the Criteria and with Section IV in particular.</p> | N/A | <p><i>Dalton State College 2001-2002 Catalog and Student Handbook</i>, “Early Enrollment Students,” p. 23 <http://www.daltonstate.edu/catalog.htm></p> |
| <p>4.2.3 (11 of 12). Partnerships must be evaluated regularly by the participating institution of higher education.</p> | N/A | |
| <p>4.2.3 (12 of 12). The participating institution must assume full responsibility for the academic quality and integrity of partnerships as measured by the Criteria.</p> | N/A | |

4.2.4 Undergraduate Instruction

**4.2.4 (1 of 16)
Instructional
Techniques
Consistent
with Purpose**

Undergraduate instruction at Dalton State College is the central purpose of the institution. The Dalton State College Statement of Purpose expresses the College’s commitment to provide “a high quality general education program that supports a variety of well-chosen associate programs and prepares students for transfer to baccalaureate programs, learning support programs [. . .] a limited number of certificate programs [. . .] and a limited number of baccalaureate programs designed to meet the economic development needs of the local area” (*Dalton State College Statutes*, Article I. B. “Statement of Purpose”). In addition

the College expresses its “commitment to a teaching/learning environment, both inside and outside the classroom, that sustains instructional excellence, functions to provide University System access for a diverse student body, and promotes high levels of student learning” (*Dalton State College Statutes*, Article I. B. ”Statement of Purpose”). “Undergraduate instruction” describes the process by which the College accomplishes its purpose.

Presentation of Findings

Dalton State College’s academic programs and instructional techniques reflect the College’s commitment to providing high quality general education. The College provides students with the means to prepare for transfer to baccalaureate studies at other institutions as well as to directly acquire baccalaureate degrees. It also offers associate degrees and certificates to prepare students for immediate employment in their chosen fields. Instructional methods vary, with lecture being the predominant form of instruction at Dalton State College. However, instructors also use active-learning techniques such as class discussion, small-groups, laboratory work, service-learning projects, applied technology, clinical experiences, and instruction supported by technology when course objectives allow. (See course syllabi, faculty members’ annual reports, and institutional effectiveness assessment documents).

Faculty members establish course objectives that support their divisions’ and the College’s purposes and utilize appropriate techniques to achieve these objectives. Item 39 of the “1999-2000 Faculty Survey Results” indicates that faculty members are conscious of the need for a connection between instructional policies and institutional purpose. Ninety-two percent of the 69 faculty members responding to the survey agreed or strongly agreed that the College’s undergraduate curricula are appropriate to the institution’s mission and core purposes, and 90 percent of those surveyed agreed or strongly agreed that the instructional practices are appropriate for course goals, which are based upon institutional purposes (Table 4.2.4-1).

Table 4.2.4-1
Faculty Agreement That Instructional Practices Are Appropriate
To Course Goals and the College’s Purpose

| Survey Item Statement | Strongly Agree | Agree | Don’t Know / No Opinion | Disagree | Strongly Disagree |
|--|----------------|-------------|-------------------------|-----------|-------------------|
| 39. Undergraduate curricula are appropriate to the institution’s mission and core purposes | 33% (23) | 59% (41) | 1% (1) | 6% (4) | 0% (0) |
| 44. The College’s instructional | 25% (17) | 65% (45) | 9% (6) | 1% (1) | 0% (0) |

| Survey Item Statement | Strongly Agree | Agree | Don't Know / No Opinion | Disagree | Strongly Disagree |
|--|----------------|-------|-------------------------|----------|-------------------|
| policies are appropriate to the purposes of the institution. | | | | | |

Source: "1999-2000 Faculty Survey Results, p. 8"

Instructional techniques and policies are in accord with the purpose of the institution and are appropriate for specific goals of individual courses.

**4.2.4 (2 of 16)
Instruction
Evaluated
Regularly and
Used to
Ensure
Quality**

The Board of Regents requires each institution, as a part of its annual evaluation of improvement of teaching effectiveness as the main focus of these student evaluations" ("Evaluation of Faculty," *University System of Georgia Board of Regents Policy Manual*, Section 803.07; and "Student Evaluations," *DSC Faculty Handbook*). Dalton State College adheres to this policy by mandating written student evaluations conducted annually in three courses for each faculty member. The faculty member and the division chairperson receive one copy each of these evaluations (student evaluations located in division offices).

Each faculty member reviews the results of these evaluations and determines which actions will improve instruction, student outcomes, and student satisfaction. Documentation of the use of these results in ensuring instructional quality exists in faculty members' annual reports and institutional effectiveness assessment forms. In their annual reports, faculty members cite opportunities for improving teaching effectiveness, based in part upon student evaluation, objectives for improving teaching for the past year, and an evaluation of the degree to which those objectives were met. Based upon these results—student input, perceived opportunities for improvement, and degree of success in meeting the past year's goals—faculty members establish objectives for the coming academic year (faculty member annual reports). These results are also referred to in the pre-and post-tenure evaluation process as described fully in section 4.8.10.

In addition to student evaluations and annual reports, faculty members evaluate their own courses regularly through the use of the institutional effectiveness self-assessment forms. Faculty members consider methods of instruction and examine class results to determine if the methods were effective. Once they have completed the self-evaluations, they place them on file in the individual faculty members' Institutional Effectiveness Assessment Notebooks. Information from these reports provides the data required for division institutional effectiveness assessment and reporting, as well as a track record documenting the use of assessment results to improve the quality of instruction. For a complete description of instructional evaluation through institutional effectiveness procedures, see Section III, 3.1, of this self-study report.

In the "1999-2000 Faculty Survey," 68 percent of the 69 faculty members responding to the survey agreed or strongly agreed with the statement: "My division uses the results of annual faculty evaluations to improve faculty

performance.” However, only 46 percent of faculty agreed or strongly agreed that “the criteria for evaluation of faculty performance are appropriate” (Table 4.2.4-2.).

Table 4.2.4-2
Faculty Agreement That their Division uses the Results of
Annual Faculty Evaluations for Improvements

| Survey Item Statement | Strongly Agree | Agree | Don't Know/ No Opinion | Disagree | Strongly Disagree |
|--|----------------|-------------|------------------------|-------------|-------------------|
| 66. faculty performance | 23% (16) | 45% (31) | 20% (14) | 12% (8) | 0% (0) |
| 76. The criteria used for evaluation of faculty performance are appropriate. | 10% (7) | 36% (25) | 25% (17) | 22% (15) | 7% (5) |

Source: "1999-2000 Faculty Survey," pp. 11 and 12

4.2.4 (3 of 16) Written Information Provided to Students

Written information about the goals and requirements of courses, the nature of course content, and the methods of evaluation employed appear in individual course syllabi. The *Dalton State College Faculty Handbook* includes Dalton State College policy concerning course syllabi, mandating that the syllabi be distributed to all students and that they must clearly state the classroom policies and procedures as well as the course requirements (*Dalton State College Faculty Handbook*, “Course Syllabus” and *Part-Time Faculty Handbook*, “Course Syllabus”). The policy requires that, at a minimum, the syllabi are to include the following:

- Title of the course;
- Textbook(s) and/or other required course materials;
- Objectives of the course;
- Number and value of graded assignments and/or other considerations used in determining the course grade;
- Policy on attendance and, if applicable, penalties imposed;
- Policy on late or make-up work and, if applicable, penalties imposed;
- Other policies governing the course and/or course grade, such as cheating and plagiarism, appropriate dress, tools, supplies, and conduct;
- Procedure for scheduling meetings with the instructor outside of class and for getting messages to the instructor.

In accordance with the accreditation criteria of the Commission on Colleges of the Southern Association of Colleges and Schools, the chairperson in each department or division has on record all individual syllabi for undergraduate courses.

In interviews conducted by the DSC Self-Study Committee members during the spring of 2001, all chairpersons reported that each faculty member in their divisions currently provides syllabi to students that include information about the

goals and requirements of each course, the nature of the course content, and the methods of evaluation to be employed (Self-Study interviews of division/department chairpersons, Spring, 2001).

The evidence described above indicates that Dalton State College syllabi provide students with written information about the goals and requirements of each course, the nature of the course content, and the methods of evaluation to be employed.

**4.2.4 (4 of 16)
Methods of
Instruction**

Ultimately, faculty members assess the appropriateness of their instructional methodology based on student work and student evaluations. Although lecture is the primary method of instruction used at Dalton State College, some faculty members use other methods where appropriate. As stated in 4.2.4 (1 of 16), classes may include laboratory work, class discussion, small-group work, service-learning projects, applied technology, clinical experiences, and instruction supported by technology as required to accomplish course objectives. Certain courses also require an outside practicum, with supervision provided by the instructor of the course (*Dalton State College 2001-2002 Catalog and Student Handbook*, pp. 232-302).

Many faculty members indicate on their course syllabi the methods of instruction to be utilized during the semester (course syllabi). Faculty annual reports analyze and assess the appropriateness of instructional techniques used to fulfill the goals of the courses being taught. The faculty annual reports also analyze and assess the appropriateness of instructional methods based on the capabilities of students in the courses. These annual reports are submitted to the division chairs, and the chairs then summarize the reports and forward this information to the Vice President for Academic Affairs (faculty member annual reports and division chairpersons' annual reports). In some divisions, Humanities and Nursing, for example, the entire division takes part in assessing course material. In the Humanities Division, faculty members vote annually on textbooks required or recommended for Humanities courses and evaluate the effectiveness of textbooks that have been chosen and used. When reviewing and revising the *Associate Degree Nursing Program Student Handbook*, the Nursing Division reassesses which instructional techniques are appropriate and includes those that have been successful.

Campus surveys indicate that students are satisfied with the methods of instruction employed in Dalton State College classes. In the "2000-2001 Graduating Student Survey," 85 percent of the students surveyed ranked the quality of instruction by faculty as good or excellent. Additionally, 70 percent of those surveyed who received laboratory instruction ranked the quality of instruction in laboratories as good or excellent. In this same survey, 94 percent of surveyed students agreed or strongly agreed with the statement: "I was satisfied with the instruction I received" (Table 4.2.4-4 and Table 4.2.4-5).

Table 4.2.4-3
Student Evaluation of the Quality of Instruction

| Survey Item Statement | Excellent | Good | Fair | Poor | No Reply | Does not Apply |
|--|------------------|-------------|-------------|-------------|-----------------|-----------------------|
| 53. Quality of instruction by faculty | 38% 71 | 47% 87 | 11% 20 | 1% 2 | 3% 5 | |
| 58. Quality of instruction in laboratories | 29% 53 | 41% 76 | 20% 37 | 2% 4 | 3% 5 | 5% 10 |

Source: "2000-2001 Graduating Student Survey Results Summary Report," pp. 21 and 22

Table 4.2.4-4
Student Satisfaction with Instruction

| Survey Item Statement | Strongly Agree | Agree | Disagree | Strongly Disagree | No Reply |
|--|-----------------------|--------------|-----------------|--------------------------|-----------------|
| 75. I was satisfied with the instruction I received. | 35% 65 | 59% 110 | 4% 7 | 1% 1 | 1% 2 |

Source: "2000-2001 Graduating Student Survey Results Summary Report," p. 26

The "ACT Student Opinion Survey Summary Report" from the fall of 1997 revealed that five percent or fewer of the 738 Dalton State College students who were surveyed were dissatisfied or very dissatisfied with course content, quality of instruction, program challenge, or occupational preparation (Table 4.2.4-5). The responses from this survey indicate that students believe that methods of instruction are appropriate to their goals and capabilities.

Table 4.2.4-5
Student Satisfaction with course content, quality of instruction, program challenge and occupational preparation.

| Survey Item Statement | % Very Satisfied | % Satisfied | % Neutral | % Dissatisfied | % Very Dissatisfied | Does Not Apply/Blank |
|---|-------------------------|--------------------|------------------|-----------------------|----------------------------|-----------------------------|
| 2. Course Content in Your Major Area of Study | 18.6 | 52.4 | 18.8 | 4.2 | 0.8 | 5.1 |
| 3. Quality of Instruction in Your Major Area of Study | 24.8 | 45.7 | 19.4 | 3.0 | 0.5 | 6.7 |
| 11. Challenge offered by your Program of Study | 24.7 | 50.3 | 17.9 | 1.9 | 0.4 | 4.9 |
| | | | | | | |

| Survey Item Statement | % Very Satisfied | % Satisfied | % Neutral | % Dis-satisfied | % Very Dis-satisfied | Does Not Apply/Blank |
|--|-------------------------|--------------------|------------------|------------------------|-----------------------------|-----------------------------|
| 12. Preparation you are Receiving for Your Chosen Occupation | 21.4 | 42.8 | 23.7 | 3.4 | 1.6 | 7.1 |

Source: The ACT Evaluation/Survey Service for Educational Institutions and Agencies Student Opinion Survey (SOS 2-Yr) Summary Report of 12/26/97

Student responses to this survey, combined with other assessment sources, confirm that the methods of instruction are appropriate to the goals of each course and to the capabilities of the students.

**4.2.4 (5 of 16)
Experimentation
with Methods of
Instruction**

Dalton State College encourages and adequately supports experimentation with methods to improve instruction in several ways. Currently, the University System of Georgia strongly recommends that each institution set aside funds for a professional development budget. Dalton State College has a general college fund for professional development (Departmental Budget, Dalton State College, Schedule G, For Fiscal Year 2003). This monetary support allows faculty to attend conferences and other academic enrichment activities to improve their own methods of instruction through experimentation. Faculty members obtain access to this money through their division chairpersons. This fund is in addition to travel money separately allocated to the divisions and departments.

Dalton State College has also supported experimentation with technology to improve classroom instruction. The Office of Computing and Information Services (OCIS) offers a large number of free classes for faculty and staff for the enhancement of their computer and technology skills that can then be used in the classroom (Schedule of OCIS Classes—Fall 2001). Faculty members may also use the TechCraft lab, located in the Lorberbaum Liberal Arts Building, Room 310, to examine and evaluate new programs and technology and to determine their usefulness in the classroom and curriculum.

During the 2001-2002 Academic Year, the University System developed the Sharing Content Online for University Teaching (SCOUT) Program located at <<http://www.alt.usg.edu/scout/>>. The purpose of the SCOUT website is to provide an opportunity for USG faculty who are interested in teaching eCore courses to preview and adopt eCore course materials, either as complete online courses or as supplemental course materials. SCOUT is an example of experimentation with methods used to improve instruction and is available to anyone in the University System.

Faculty members have the responsibility for maintaining proficiency in their areas of expertise (Faculty Members Annual Report Form, Section I, “Professional

Development Activities”). Those incorporating new methods of instruction must evaluate the experimentation in their annual reports (Faculty Members Annual Report Form, Section III, “Evaluation and Recommendations”). These reports contain analyses of the changes in instruction and examinations of the effectiveness of these changes. Faculty members then use this information to make ongoing improvements in teaching methods.

Items 45 and 46 of the "1999-2000 Faculty Survey Results" indicate that of the 69 faculty members responding, 66 percent agreed that experimentation with methods to improve undergraduate instruction is adequately supported, and 51 percent agree that experimentation with methods to improve undergraduate instruction is appropriately evaluated (Table 4.2.4-6).

Table 4.2.4-6
Support and evaluation of instructional experimentation

| Survey Item Statement | Strongly Agree | Agree | Don't Know/ No Opinion | Disagree | Strongly Disagree |
|--|-----------------------|--------------|-------------------------------|-----------------|--------------------------|
| 45. Experimentation with methods to improve undergraduate instruction is adequately supported. | 12 17% | 34 49% | 12 17% | 10 15% | 1 1% |
| 46. Experimentation with methods to improve undergraduate instruction is appropriately evaluated | 8 12% | 27 39% | 21 30% | 11 16% | 2 3% |

Source: "1999-2000 Faculty Survey Results," p. 8

Changes within the College are also determined and assessed using the institutional effectiveness process. This process includes setting goals, assessing results, and making adjustments to the curriculum and methodology where needed. The division chairpersons supervise this process, and results are available in the *Dalton State College 1999-2000 Annual Progress in Assessing Institutional Effectiveness Report* and in *The InfoDigest*, No. 16, Spring 2000, “Planning and Assessment Activities at Dalton State College: Update.”

**4.2.4 (6 and 7
of 16)
Means of
Evaluating
Student
Performance**

Dalton State College faculty members employ a variety of methods for evaluating student performance (see course syllabi). Some of these methods include examinations, class presentations, research papers, homework, class participation, laboratory work, portfolios, projects, and clinical observation. Individual faculty members determine the most appropriate method for evaluating student performance in their courses. The teaching, course content, and learning environment determine the type and method of evaluation.

In addition to in-course evaluations, students also complete entrance and exit examinations that measure the students' progress from their entrance point to their graduation from Dalton State College and the improvement in their knowledge regarding various subjects (see note below). The results of 1999 freshmen scores compared to the 2001 graduates scores are in table 4.2.4-7. (Note: entrance exam: Computer-Adaptive Placement Assessment and Support System [COMPASS]) and exit exam: Collegiate Assessment of Academic Proficiency [CAAP].)

Table 4.2.4-7
CAAP Mean Scores by Subject
1999 Freshmen vs. 2001 Graduates

| | Dalton State College | | National | |
|-------------------|----------------------|------|----------|------|
| | 1999 | 2001 | 1999 | 2001 |
| Mathematics | 54.2 | 57.3 | 57.9 | 58.4 |
| Algebra | 12.9 | 14.3 | 14.9 | 15.0 |
| Reading | 58.8 | 62.8 | 62.9 | 62.9 |
| Arts/Literature | 14.3 | 16.4 | 16.1 | 16.1 |
| Social Sciences | 14.6 | 16.2 | 16.5 | 16.5 |
| Critical Thinking | 60.4 | 63.3 | 62.3 | 62.4 |
| Science Reasoning | 57.8 | 61.5 | 60.7 | 61.0 |

Source: *Dalton State College Facts & Figures 2001-2002*, p. 52

Note: Caution should be exercised in comparing DSC Pre-CAAP and Post-CAAP scores because the two student cohorts were not the same. The idea here is to show in some way how incoming freshmen perform and how graduates fare after two years of general education. Note also that in all cases, the 1999 entry-level scores of Dalton State College students were lower than the 1999 scores of the national freshmen. However, the scores among DSC graduates were approximately equivalent to the national average.

To meet graduation requirements, degree-seeking students must pass the Regents' Testing Program (RTP), which measures students' reading and writing skills. Graduates of specific programs such as the Registered Nurse (RN), Licensed Practical Nurse (LPN), Medical Lab Technician (MLT), and Radiologic Technician (RT) must pass examinations for credit, licensing, or certification before they can gain employment in their respective fields. The Dalton State College 2000-2001 Accountability Report Card indicates that 91 percent of first time Regents' Test takers passed the essay test on the first attempt (Table 4.2.4-8). Eighty-four percent of first time Regents' Test takers passed the reading test on the first attempt. Over ninety-three percent of RN graduates passed the National Council Licensure Examination-Registered Nursing (NCLEX-RN), which was 9.5 percentage points above the state average. Ninety-five percent, over 19 percent above the state average, of LPN graduates passed licensing examinations for Licensed Practical Nursing (NCLEX-LPN). Eighty-eight percent of Medical Laboratory Technology graduates passed the licensing certification examination.

Finally, 100 percent of Radiologic Technology graduates passed licensing and/or certification examinations (Dalton State College Accountability Report Card, 2000-2001, pp. 4-8; Table 4.2.4-8).

Table 4.2.4-8
2000-2001 Accountability Report Card

| Accountability Test | Passed | Comparison |
|--|---------------|---|
| Regents' Test – First Time Passed on Reading Test | 84% | Ranked 2 nd among state and 2-year Colleges |
| Regents' Test - First Time Passed on Essay Test | 91% | Ranked 5 th among all 34 System Institutions |
| RN Graduates Passed the NCLEX-RN | 93.9% | 9.5% above state average |
| LPN Graduates Passed NCLEX-LPN | 95% | 19% above state average |
| MLT graduates Passed Licensing Examinations for Medical Laboratory Technology | 88% | Not Available |
| RT Graduates Passed Licensing Certification examinations for Radiologic Technology | 100% | Not Available |

Source: Dalton State College Accountability Report Card 2000-2001

The results of the RTP, RN, LPN, MLT and RT examinations assist in determining instructional effectiveness and trends in student capabilities.

Reviews of the students on the Dean's List (those earning a grade point average of 3.5 and no WF or U during a term, *Dalton State College 2001-2002 Catalog and Student Handbook*, p. 85) and of students who have been placed on probation or have been suspended are also used as evaluation tools for determining levels of student performance. Table 4.2.4-9 provides the percentage of students from the summer 1999 to the summer 2001 within these classifications.

Table 4.2.4-9
Percent of Students on the Dean's List, Probation and Suspension
(Banner Report from OCIS)

| Academic Semester | Total Number Students | Dean's List % | Probation % | Suspension % |
|--------------------------|------------------------------|----------------------|--------------------|---------------------|
| Summer 1999 | 1309 | 2.90 | 2.37 | 0.61 |
| Fall 1999 | 3051 | 3.40 | 3.96 | 1.37 |
| Spring 2000 | 2863 | 4.09 | 5.69 | 1.75 |
| Summer 2000 | 1291 | 1.63 | 1.47 | 0.93 |
| Fall 2000 | 3139 | 4.52 | 3.06 | 1.43 |
| Spring 2001 | 3130 | 5.05 | 3.71 | 1.73 |
| Summer 2001 | 1690 | 1.72 | 1.60 | 0.59 |

The relatively low percentage of students performing at the level required to be on the Dean's List is a possible indicator of the high student-performance standards Dalton State College faculty members require and/or the low level of student preparation.

In the "1999-2000 Faculty Survey," 79 percent of surveyed agreed or strongly agreed that Dalton State College evaluates student achievement through the use of key performance indicators such as state licensing exams, the Regents' Testing Program, and job placement rates (Table 4.2.4-10).

Table 4.2.4-10
Faculty Agreement that the College uses a Variety of Means to Evaluate Student Performance

| Survey Item Statement | Strongly Agree | Agree | Don't Know / No Opinion | Disagree | Strongly Disagree |
|---|----------------|-----------|-------------------------|----------|-------------------|
| 22. DSC evaluates student achievement through the use of key performance indicators such as state licensing exams, regents' testing program, and job placement rates. | 33% 23 | 46% 32 | 17% 12 | 3% 2 | 0% 0 |

Source: "1999-2000 Faculty Survey," p. 5

4.2.4 (8 and 9 of 16)
Published Grading Policy

The *Dalton State College 2001-2002 Catalog and Student Handbook* describes the College's grading policies (pp. 84-85). The *Dalton State College Faculty Handbook* contains the University System of Georgia's standard grading symbols, as well as instructions for their application and instructions for maintaining grade records, as does the *University System of Georgia Academic Affairs Handbook (Dalton State College Faculty Handbook, "Grades and Symbols"; University System of Georgia Academic Affairs Handbook, Section 2.05, "Grading System")*. In addition, each instructor includes grading information in the course syllabi for distribution to students, usually early in the course but no later than the end of the "Add Period." Office of Enrollment Services personnel monitor grading procedures through the administration and processing of grade rolls, course withdrawals, assignment of incomplete grades, and appeals for withdrawal after the published deadline.

Section 305 of the *University System of Georgia Board of Regents Policy Manual* describes the University System of Georgia grading policy. The policy states that "all institutions of the University System of Georgia shall be on a 4.0 grade point average system". Additionally, the letter grade system to be used is described in detail, including the calculations necessary to determine a student's cumulative grade point average. Dalton State College abides by the policies outlined in the

Board of Regents Policy Manual regarding grading practices and publishes the College grading policies in its catalogs.

In the “2000-2001 Graduating Student Survey,” 95 percent of 185 graduating students agreed or strongly agreed that grading practices within their major program were fair and appropriate (Table 4.2.4-11). In the ACT Student Opinion Survey administered in the fall of 1997, 80 percent of 738 surveyed students reported being satisfied or very satisfied with the testing and grading system (Table 4.2.4-12).

Table 4.2.4-11
Graduates' agreement with grading practices

| Survey Item Statement | Strongly Agree | Agree | Disagree | Strongly Disagree | No Reply |
|--|----------------|------------|----------|-------------------|----------|
| 73. Grading practices were fair and appropriate. | 34% 63 | 61% 113 | 2% 4 | 2% 3 | 1% 2 |

Source: "2000-2001 Graduating Student Survey"

Table 4.2.4-12
Students' agreement with grading practices

| Survey Item Statement | Very Satisfied | Satisfied | Neutral | Dissatisfied | Very Dissatisfied | Does not Apply | Blank |
|------------------------|----------------|-----------|---------|--------------|-------------------|----------------|-------|
| Testing/Grading System | 18.0% | 62.1% | 15.6% | 2.8% | 0.1% | 0.4% | 0.9% |

Source: ACT Evaluation/Survey Service for Educational Institutions and Agencies Student Opinion Survey (SOS 2-Yr) Summary Report, Section IV: College Environment, December 26, 1997.

4.2.4 (10 of 16)
Evaluation of Instructional Programs

Dalton State College uses a variety of techniques to evaluate the effectiveness of its instructional programs. These techniques include examining the results of individual subject tests such as the Regents' Testing Program; the Educational Testing Service's Major Field Test in Business; and the Registered Nurse, Licensed Practical Nurse, Medical Lab Technology, and Radiologic Technology examinations, which students must pass to meet requirements for graduation, licensing, or certification. Programs of study that prepare students for immediate entry into the workforce are the focus of the Dalton State College Academic Program Review, which follows a six-year cycle to assess curricular strengths and weaknesses, the value of the academic programs as they relate to the institution's mission, the cost effectiveness of the programs, and the long-term viability of the programs (*Dalton State College Academic Program Review*, p. 4 and Appendix I, p.1).

In addition, Dalton State College also compares student performance on the Computer-Adaptive Placement Assessment and Support System (COMPASS) examination with results of the Collegiate Assessment of Academic Proficiency

(CAAP). The COMPASS exam measures students' knowledge before taking classes at Dalton State College and the CAAP measures students' knowledge at graduation from their program at Dalton State College. Comparison of these scores reveals students' progress while at Dalton State College, and thus evaluates the effectiveness of the overall instructional effort (Table 4.2.4-7).

Dalton State College also utilizes the results of graduating student surveys to evaluate the effectiveness of instructional programs. In the "2000-2001 Graduating Student Survey," 94 percent of 185 responding students agreed or strongly agreed, in reference to their programs of study, that "faculty were genuinely interested in the progress of students in the program." Ninety-three percent of respondents agreed or strongly agreed with the statement: "The program was academically demanding." Ninety-four percent also agreed that the faculty members were knowledgeable and well prepared for their courses. And 95 percent agreed or strongly agreed that they were satisfied with the instruction they received (Table 4.2.4-13).

Table 4.2.4-13
Graduating Student Survey Results about Their Major Program

| To what extent do you agree or disagree with the following statements about your major program? | Strongly Agree | Agree | Disagree | Strongly Disagree | No Reply |
|--|-----------------------|--------------|-----------------|--------------------------|-----------------|
| Survey Item Statement | | | | | |
| 65. Faculty were genuinely interested in the progress of students in the program. | 75 41% | 98 53% | 9 5% | 2 1% | 1 1% |
| 66. The program was academically demanding. | 85 46% | 86 47% | 12 7% | 1 1% | 1 1% |
| 68. Faculty was knowledgeable and well prepared for their courses. | 78 42% | 97 52% | 7 4% | 1 1% | 2 1% |
| 75. I was satisfied with the instruction I received. | 65 35% | 110 60% | 7 4% | 1 1% | 2 1% |

Source: "2000-2001 Graduating Student Survey, pp. 24 and 26"

These students also ranked the overall quality of education at Dalton State College. Of the respondents, 50 percent responded that their quality of education was excellent, while 41 percent responded that the quality of education was good (Table 4.2.4-14).

Table 4.2.4-14
Graduating Student Evaluation of Quality of Education

| Survey Item Statement | Excellent | Good | Average | No Reply |
|--|------------------|-------------|----------------|-----------------|
| 119. Overall, how would you rate the quality of education you received at DSC. | 92 50% | 76 41% | 16 9% | 1 1% |

Source: "2000-2001 Graduating Student Survey, p. 41"

In the "1999-2000 Faculty Survey," 74 percent of 69 respondents agreed or strongly agreed with the statement: "Dalton State College engages in effective evaluation for its educational programs."

Table 4.2.4-15
Faculty agreement with effective evaluation of Educational Programs

| Survey Item Statement | Strongly Agree | Agree | Don't Know / No Opinion | Disagree | Strongly Disagree |
|---|-----------------------|--------------|--------------------------------|-----------------|--------------------------|
| 20. DSC engages in effective evaluation for its educational programs. | 15 22% | 36 52% | 11 16% | 6 9% | 1 1% |

Source: "1999-2000 Faculty Survey Results Summary, p. 5"

The above evidence indicates that Dalton State College does evaluate the effectiveness of its instructional programs using a variety of techniques.

4.2.4 (11 of 16)
Courses Offered in
Nontraditional
Formats and
Student
Opportunities for
Preparation

Dalton State College offers summer courses with time periods that are concentrated compared to the College's standard fifteen-week semester. The summer schedule is arranged in three terms (A, B, and C), beginning approximately two weeks after the spring semester has concluded and ending on or about the beginning of August. The A term is ten weeks in length, and the B and C terms are five weeks each, arranged sequentially. This arrangement offers ample time for preparation, reflection, and analysis provided that the student does not enroll for an excessive number of classes.

However, students attempting a full 15 hour course load during an abbreviated session do not have ample time for reflection, analysis and planning. The possibility that this could happen exists because students who have completed 15 semester credit hours may register via the Internet, without the benefit of advisement. The College has no mechanism, other than the advisement process, to prevent students from taking an excessive credit-hour load during one five-

week semester (“How to Register Online Using Banner Web” [attachment to the “Schedule of Classes—Summer 2002], <<http://www.daltonstate.edu/emsch.htm>>) (See the relevant Self-Study Committee proposal below).

**4.2.4 (12 of 16)
Students
Acquire
Equivalent
Levels of
Knowledge**

Classes taught in the nontraditional format follow the same syllabi, provide the same number of student/instructor contact hours, and include the same activities as courses taught in the standard format. These classes are subject to the same assessment procedures by students, instructors, and division and department chairpersons as traditional courses (course syllabi; institutional assessment records). However, no regular comparison of student outcomes is performed to determine equivalency of results (See the relevant Self-Study Committee recommendation below).

**4.2.4 (13 of 16)
Scholarly and
Creative
Learning
Environment**

Faculty members at Dalton State College encourage students to produce both scholarly and creative work through a variety of instructional methods. Some courses require students to prepare research papers while in other classes, students must use creative techniques as they problem-solve.

In addition, a variety of learning labs exist where students utilize the equipment and personnel for academic purposes. Dalton State College offers a Writing Lab, a Math Lab, and a Foreign Language Lab. The Academic and Career Enhancement Center (ACE) also offers tutoring services to students as well as a variety of workshops to help strengthen students’ study and test-taking skills. Students also have access to the Derrell C. Roberts Library for research resources, including interlibrary loan and Internet access, electronic databases, periodicals, and a large book collection.

Dalton State College offers only one strictly creative course (English 1110, Fiction Writing), but professors do encourage students to write creatively and to contribute to student publications: *The Roadrunner* (student newspaper), *Exemplar* (an anthology of student essays), and *Small Town Rain* (a student edited literary journal). Informal readings of poetry and fiction occasionally offer a chance to exchange ideas, and the Fine Arts/Lecture Committee occasionally engages visiting writers to read and to hold workshops at the College.

In the "2000-2001 Graduating Student Survey," 93 percent of the 185 respondents agreed that the atmosphere at Dalton State College and the atmosphere within their divisions encouraged intellectual development (Table 4.2.4-16). And, 93 percent of responding students ranked their level of satisfaction with their education at Dalton State College as “satisfied” or “very satisfied” (Table 4.2.4-17). Also, 54 percent of 69 responding faculty agreed or strongly agreed with the statement: “Dalton State College provides an environment in which scholarly and creative achievement is encouraged and rewarded” (Table 4.2.4-18). Sixty-nine percent of responding faculty members agreed or strongly agreed with the statement: “The number of full-time faculty in my division is adequate to provide effective scholarly or creative activity” (Table 4.2.4-18).

Table 4.2.4-16
Graduating Student Evaluation of Instruction and Advising

| Survey Item Statement | Strongly Agree | Agree | Disagree | Strongly Disagree | No Reply |
|---|-----------------------|--------------|-----------------|--------------------------|-----------------|
| 79. The atmosphere at DSC and in my department or division encourages intellectual development. | 64 35% | 107 58% | 10 5% | 2 1% | 2 1% |

Source: "2000-2001 Graduating Student Survey, p. 27"

Table 4.2.4-17
Graduating Student Satisfaction with Dalton State College Education

| Survey Item Statement | Very Satisfied | Satisfied | Dissatisfied | Neutral | No Reply |
|---|-----------------------|------------------|---------------------|----------------|-----------------|
| 124. Overall, how would you rate your level of satisfaction with the education received at DSC. | 102 55% | 70 38% | 2 1% | 10 5% | 1 1% |

Source: "2000-2001 Graduating Student Survey, p. 42"

Table 4.2.4-18
Faculty Evaluation of Dalton State College's Learning Environment

| Survey Item Statement | Strongly Agree | Agree | Don't Know / No Opinion | Disagree | Strongly Disagree |
|---|-----------------------|--------------|--------------------------------|-----------------|--------------------------|
| 47. DSC provides an environment in which scholarly and creative achievement is encouraged and rewarded. | 10 15% | 27 39% | 14 20% | 15 22% | 3 4% |
| 53. The number of full-time faculty in my division is adequate to provide effective scholarly or creative activity. | 19 28% | 28 41% | 8 12% | 12 17% | 2 3% |

Source: "1999-2000 Faculty Survey Results, p. 9"

4.2.4 (14 of 16)
Supervision of
Outside
Affiliations

Dalton State College provides a learning environment that is conducive to inquiry, study, and learning. The College encourages scholarly and creative endeavors among students, faculty, and staff.

The majority of the major area courses in the allied health and nursing programs have clinical components. Divisional supervision is an integral part of these

programs, with division chairpersons responsible for student experiences at off-campus sites (Notebooks, Office of the Secretary of Allied Health Programs).

The Department of Technical and Adult Education (DTAE) has performance accountability requirements for all technical programs including those with clinical components. Faculty members in the Technical Division supervise and coordinate clinicals required by the Licensed Practical Nursing Program, the Medical Assisting Program, the Paramedic Technology Program, the Medical Laboratory Technology Program, and the Radiologic Technology Program (Notebooks, Office of the Secretary of Allied Health Programs). When clinical and other affiliations with outside agencies are necessary, learning experiences for which credit is awarded is under the ultimate control and supervision of Dalton State College (DTAE Program Standards).

**4.2.4 (15 of 16)
Curricular
Content
Relationship to
Current Practice**

Professional accreditations of Dalton State College by accrediting agencies ensuring that programs meet current standards for their curricular content are as follows:

| Program | Accrediting Agency | Date of last review |
|--------------------------------------|--|----------------------------|
| Automotive Technology | National Institute for Automotive Service Excellence | 1998 |
| Certified Nursing Assistant Program | Georgia Medical Care Foundation | 2001 |
| Emergency Medical Technology Program | Department of Technical and Adult Education and the Georgia Department of Human Resources | 2001 |
| Licensed Practical Nursing Program | Georgia Board of Examiners of Licensed Practical Nursing | 1999 |
| Medical Assisting Program | American Association of Medical Assistants and the Commission on Accreditation of Allied Health Education Programs | 1997 |
| Medical Laboratory Technology | National Accrediting Agency for Clinical Laboratory Sciences | 2001 |
| Paramedic Technology Program | Department of Technical and Adult Education and the Georgia Department of Human Resources | 2001 |
| Phlebotomy | National Accrediting Agency For Clinical Laboratory Sciences | 2001 |
| Radiologic Technology Program | Joint Review Committee on Education in Radiologic Technology | 2000 |

| Program | Accrediting Agency | Date of last review |
|----------------------------|---|----------------------------|
| Registered Nursing Program | Georgia Board of Nursing, National League of Nursing | 2000 2002 |

(Notebooks, Office of the Secretary of Allied Health Programs; “Academic Program Review for Dalton State College,” April 30, 2001)

In addition, the Georgia Department of Technical and Adult Education (DTAE) reviews all of the programs listed above, except the Registered Nursing Program, every three years through a Performance Assessment Review (PAR) Program. Through these varied external evaluations, Dalton State College demonstrates that an effective relationship exists between curricular content and current practices in the field of specialization by the accreditation of its programs and by the pass rates of its graduates.

4.2.4 (16 of 16) Program Length Compatible to Tuition and Fees

Dalton State College follows the schedule of fees that the Board of Regents of the University System of Georgia establishes (*Dalton State College 2001-2002 Catalog and Student Handbook*, p. 32 <<http://www.daltonstate.edu/catalog/01-02/catpdf0102.htm>>). The Board monitors the curriculum and the course hour requirements for associate and bachelor degree programs as well as the program length for career degrees (*University System of Georgia Board of Regents Policy Manual*, Section 303). For certificate programs, the credit hour requirement varies from 30 hours (Emergency Medical Technology) to 86 hours (Radiologic Technology). The Board of Regents is the only agency with the power to authorize increases in tuition and other fees (Academic Program Review for Dalton State College, April 30, 2001).

Conclusion:

Dalton State College is in compliance with 15 of the *SACS Criteria*, but not in compliance with 4.2.4 (11 of 16).

Recommendations/Suggestions/Proposals:

4.2.4 (11 of 16). *The institution must demonstrate that students completing these programs or courses have acquired equivalent levels of knowledge and competencies to those acquired in traditional formats.*

Recommendation:

The Committee recommends that the College establish policies that ensure that students taking courses having abbreviated schedules experience the same learning outcomes as students taking traditional courses by restricting the course load.

Status: See the *DSC Self-Study Report*-“Master List of Recommendations.”

Proposal:

To ensure that students have adequate time for reflection, analysis, and planning when taking courses during abbreviated terms, the Committee proposes that the College establish a method to block students who register for such classes online from registering for an excessive number of courses.

**Must Statement Compliance Table
4.2.4 Undergraduate Instruction**

| Must Statement | Compliance Statement | Supporting Documentation |
|---|-----------------------------|---|
| <p>4.2.4 (1 of 16). Instructional techniques and policies must be in accord with the purpose of the institution and be appropriate to the specific goals of an individual course.</p> | <p>Compliance</p> | <p>“Statement of Purpose,” <i>Dalton State College Statutes</i>, Article I. B.</p> <p>Individual course syllabi in instructors’ offices</p> <p>Institutional effectiveness assessment documents in instructors’ offices</p> <p>Faculty members’ annual reports in division and department chairpersons’ offices or workrooms</p> <p>Division and department meeting minutes in chairpersons’ offices or workrooms</p> <p>Syllabi policy in <i>Dalton State College Faculty Handbooks</i>, <http://www.daltonstate.edu/hndbkpdf/full-time/02/fthndbk02.pdf> and <http://www.daltonstate.edu/hndbkpdf/part-time/02/pthndbk02.pdf></p> <p>“1999-2000 Faculty Survey,” questions 39-79, <http://www.daltonstate.edu/irp/pdf/9900pdfs/facsursum00.pdf></p> |
| | | |

| Must Statement | Compliance Statement | Supporting Documentation |
|---|-----------------------------|--|
| <p>4.2.4 (2 of 16). Instruction must be evaluated regularly and the results used to ensure quality instruction.</p> | <p>Compliance</p> | <p>“Evaluation of Faculty,” <i>University System of Georgia Board of Regents Policy Manual</i>, Section 803.07, <http://www.usg.edu/admin/policy/800.phtml></p> <p>“Student Evaluation,” <i>Dalton State College Faculty Handbook</i>, <http://www.daltonstate.edu/hndbkpdf/full-time/02/ftndbk02.pdf></p> <p>Student evaluations of instructors in division and department chairs’ offices</p> <p>Faculty self-evaluations in division/department chair’s offices</p> <p>Dalton State College Self-Study interviews of Division Chairs, Spring 2001</p> <p>Faculty members’ annual reports in division or department chairs’ offices</p> <p>Institutional effectiveness evaluation form: changes made in instruction, department chair’s offices, <http://www.usg.edu/admin/accaff/handbook/section4/4.08.phtml></p> <p>Student evaluation policy, <i>Dalton State College Faculty Handbooks</i>, < http://www.daltonstate.edu/facinfo.htm></p> <p><i>1999-2000 Faculty Survey Results</i>, Items 66 and 76</p> |

| Must Statement | Compliance Statement | Supporting Documentation |
|--|----------------------|---|
| <p>4.2.4 (3 of 16). Students must be provided written information about the goals and requirements of each course, the nature of the course content, and the methods of evaluation to be employed.</p> | Compliance | <p>Individual course syllabi in instructors' offices</p> <p>Syllabus policy in <i>Dalton State College Faculty Handbook</i>: <http://www.daltonstate.edu/hndbkpdf/full-time/02/ftndbk02.pdf></p> <p>Self-study interviews of division/department chairs, Spring, 2001).</p> |
| <p>4.2.4 (4 of 16). Methods of instruction must be appropriate to the goals of each course and the capabilities of the students.</p> | Compliance | <p>Individual course syllabi in instructors' offices</p> <p><i>Dalton State College 2001-2002 Catalog and Student Handbook</i>, pp. 232-302</p> <p>Faculty members' annual reports</p> <p>Division chairpersons' annual reports</p> <p>"2000-2001 Graduating Student Survey Results Summary Report," pp. 21, 22, 26 <http://www.daltonstate.edu/irp/irp/ir/surveys/2001grads.pdf></p> <p>"ACT Student Opinion Survey (SOS 2-YR) Summary Report of 12/26/97," <http://www.daltonstate.edu/irp/irp/ir/surveys/continuingstudent1997.pdf></p> <p>"1999-2000 Faculty Survey Results Summary," <http://www.daltonstate.edu/irp/pdf/9900pdfs/facsursum00.pdf></p> <p>Humanities Division meetings minutes</p> |

| Must Statement | Compliance Statement | Supporting Documentation |
|--|----------------------|---|
| | | Dalton State College Division of Nursing Program Outcomes Divisional Goals |
| <p>4.2.4 (5 of 16). Experimentation with methods to improve instruction must be adequately supported and critically evaluated.</p> | Compliance | <p>Departmental Budget, Dalton State College, Schedule G, For Fiscal Year 2003.</p> <p>Schedule of OCIS Classes— Fall 2001</p> <p>Sharing Content Online for University Teaching (SCOUT) Program, <http://www.alt.usg.edu/scout/></p> <p>Faculty Members Annual Report Form, Section I. “Faculty Development” and Section III. “Evaluation and Recommendation”</p> <p>“Office of Computing and Information Services Satisfaction Survey,” Spring 2002</p> <p>“1999-2000 Faculty Survey Results,” Items 45 and 46, <http://www.daltonstate.edu/irp/pdf/9900pdfs/facsursum00.pdf></p> <p><i>Dalton State College 1999-2000 Annual Progress in Assessing Institutional Effectiveness</i></p> <p><i>The InfoDigest</i>, No. 16, Spring 2000, “Planning and Assessment Activities at Dalton State College: Update”</p> |

| Must Statement | Compliance Statement | Supporting Documentation |
|--|----------------------|--|
| <p>4.2.4 (6 and 7 of 16). An institution must use a variety of means to evaluate student performance. The evaluation must reflect concern for quality and properly discern levels of student performance.</p> | Compliance | <p>Individual course syllabi in instructors' offices</p> <p>Nursing Students' Portfolios, Nursing Lab, Sequoya Hall, Room 202</p> <p>Course examinations in instructor's offices</p> <p><i>Dalton State College Facts & Figures 2001-2002</i>, p. 52</p> <p>Regents' Testing Program and other program examination results, Dalton State College Accountability Report Card 2000-2001, pp. 4-8.</p> <p><i>Dalton State College 2001-2002 Catalog and Student Handbook</i>, p. 85</p> <p>Students on the Dean's List, Probation and Suspension, Banner Report from OCIS</p> <p>"1999-2000 Faculty Survey Results", p. 5</p> |
| <p>4.2.4 (8 and 9 of 16). An institution must publish its grading policies and its grading practices must be consistent with policy.</p> | Compliance | <p><i>Dalton State College 2001-2002 Catalog and Student Handbook</i>, pp.84-85</p> <p><i>Dalton State College Faculty Handbook</i>, "Grades and Symbols," <http://www.daltonstate.edu/hndbkpdf/full-time/02/fthndbk02.pdf></p> <p><i>University System of Georgia Academic Affairs Handbook</i>, Section 2.05, <http://www.usg.edu/admin/acadaff/handbook/section2/2.05.phtml></p> |

| Must Statement | Compliance Statement | Supporting Documentation |
|---|----------------------|--|
| | | <p><i>University System of Georgia Board of Regents Policy Manual, Section 305,</i> <http://www.usg.edu/admin/policy/300.phtml></p> <p><i>“2000-2001 Graduating Student Survey Results Summary Report,”</i> Item 73, <http://www.daltonstate.edu/irp/irp/ir/surveys/2001grads.pdf></p> <p>ACT Evaluation/Survey Service for Educational Institutions and Agencies Student Opinion Survey (SOS 2-Yr) Summary Report, Section IV: College Environment 12/26/97</p> |
| <p>4.2.4 (10 of 16). The institution must evaluate the effectiveness of its instructional program by a variety of techniques, which may include the following: use of standardized tests and comprehensive examinations, assessment of the performance of graduates in advanced programs or employment and sampling of the opinions of former students.</p> | Compliance | <p><i>Dalton State College Academic Program Review</i>, p. 4 and Appendix I, p.1</p> <p>Regents’ Testing Program results, Dalton State College Accountability Report Card 2000-2001</p> <p><i>2000-2001 Graduating Student Survey Results Summary Report</i>, Items 65, 66, 68, 75 and 116 <http://www.daltonstate.edu/irp/irp/ir/surveys/2001grads.pdf></p> <p><i>1999-2000 Faculty Survey Results Summary,”</i> Item 20, <http://www.daltonstate.edu/irp/pdf/9900pdfs/facsursum00.pdf></p> |

| Must Statement | Compliance Statement | Supporting Documentation |
|--|----------------------|--|
| <p>4.2.4 (11 of 16). Courses offered in non-traditional formats, e.g., concentrated or abbreviated time periods, must be designed to ensure an opportunity for preparation, reflection and analysis concerning the subject matter.</p> | Compliance | <p>“How to Register Online Using Banner Web” (Attachment to the Summer 2002 “Schedule of Classes”)</p> <p>“Schedule of Classes,” <http://www.daltonstate.edu/semsch.htm></p> |
| <p>4.2.4 (12 of 16). The institution must demonstrate that students completing these programs or courses have acquired equivalent levels of knowledge and competencies to those acquired in traditional formats.</p> | Non-Compliance | <p>Individual course syllabi in instructor’s offices</p> <p>Institutional effectiveness assessment forms, division chairs’ offices/department workrooms</p> |
| <p>4.2.4 (13 of 16). Effective instruction depends largely upon the maintenance of an environment conducive to study and learning. Therefore, an institution of higher education must provide for its students a learning environment in which scholarly and creative achievement is encouraged.</p> | Compliance | <p>Writing Lab web page, <http://www.daltonstate.edu/faculty/mnielsen/WritingLab.html></p> <p>Math Lab web page, <http://www.daltonstate.edu/mathlab/mathlab.htm></p> <p>Library web page, <http://www.daltonstate.edu/library/index.htm></p> <p>ACE Center web page, <http://www.daltonstate.edu/ace/></p> <p><i>The Roadrunner</i>, Spring Issue V, May 2002</p> <p><i>The Exemplar & Literary Journal</i>, Spring 2001</p> <p><i>Small Town Rain</i>, Spring 2002</p> |

| Must Statement | Compliance Statement | Supporting Documentation |
|---|-----------------------------|--|
| | | <p><i>2000-2001 Graduating Student Survey Results Summary Report</i>, Items 79 and 124 <http://www.daltonstate.edu/irp/irp/ir/surveys/2001grads.pdf></p> <p><i>1999-2000 Faculty Survey Results Summary</i>, Items 47 and 53 <http://www.daltonstate.edu/irp/pdf/9900pdfs/facsursum00.pdf></p> |
| <p>4.2.4 (14 of 16). In certain professional, vocational and technical programs (for example, allied health programs), clinical and other affiliations with outside agencies may be necessary. In all such cases, learning experiences for which credit is awarded must be under the ultimate control and supervision of the educational institution.</p> | Compliance | <p>Notebooks, Office of the Secretary of Allied Health Programs</p> <p>Department of Technical and Adult Education Program Standards, Office of Technical Education Division</p> |
| <p>4.2.4 (15 of 16). The institution must demonstrate that an effective relationship exists between curricular content and current practices in the field of specialization.</p> | Compliance | <p><i>2001 Dalton State College Academic Program Review</i>, April 30, 2001</p> <p>Performance Assessment Review (PAR) Program</p> |
| <p>4.2.4 (16 of 16). An institution must demonstrate that program length, clock hours or credit hours, and tuition and fee charges are appropriate for the degrees and credentials it offers.</p> | Compliance | <p><i>Dalton State College 2001-2002 Catalog and Student Handbook</i>, p. 32 <http://www.daltonstate.edu/catalog/01-02/catpdf0102.htm></p> <p><i>University System of Georgia Board of Regents Policy Manual</i>, Section 303, <http://www.usg.edu/admin/policy/300.phtml></p> |

| Must Statement | Compliance Statement | Supporting Documentation |
|----------------|----------------------|--|
| | | <i>2001 Dalton State College Academic Program Review, April 30, 2001</i> |

4.2.5 Academic Advising of Undergraduate Students

Presentation of Findings

**4.2.5 (1 of 4)
Systematic and
Effective
Program of
Undergraduate
Advising**

Dalton State College provides a systematic, effective program of undergraduate advising, as required of all institutions within the University System of Georgia (USG). The *University System of Georgia Board of Regents Policy Manual*, Section 309, states: “Each institution shall have a program for the advisement of its students. Academic advisement is a primary responsibility of faculty and should be integrally related to the education process. Effective advisement shall be credited toward retention, tenure, and promotion” (Section 309).

The Vice President for Academic Affairs coordinates academic advisement for students at Dalton State College. Traditionally, Dalton State College has relied on the expertise of the faculty to be the cornerstone of effective academic advising of its students. Each new student has an assigned advisor who is responsible for academic counseling, course scheduling, and progress monitoring throughout the student's enrollment at the College. Each advisor has access to student records through the Banner web site.

In the summer of 1996, the Banner version 2.0 system came on-line for use by Enrollment Services, Fiscal Affairs, Academic Affairs, and Financial Aid. During the subsequent years, the system underwent normal upgrades that provided additional features. In April of 1998, a Web application came on-line that allowed faculty members and staff members to register students, replacing the old paper system that required students to take their schedules from the advisors' offices to another location for entry into the computer system. The Office of Computing and Information Services (OCIS) personnel developed classes for the faculty and staff about Banner Web application and completed the training by July of 1998. Throughout the years since, OCIS has continued to offer these hands-on training classes and to provide further training as the College implements new additions and updates to Banner. Each new faculty member at Dalton State College undergoes training in the use of Banner during advisement, registration, and orientation procedures at New Faculty Orientation meetings on campus prior to their first fall semester at Dalton State College. Current faculty members receive annual updates in advisement and orientation procedures at the Fall Faculty Retreat. Faculty members also receive updates to the *Dalton State College Advisor's Handbook* at that time.

Version 5 of the Banner system is now operational, residing on a powerful Hewlett-Packard UNIX server, with a total graphical user interface on an Oracle

8i database. Key personnel in the administrative offices as well as division chairpersons, division secretaries, and all faculty members have access to the Banner system.

During the fall of 2001, student training began in preparation for Banner Web self-registration for the Spring-2002 Semester. In addition to being able to register themselves, students with a minimum of fifteen credit hours completed can pay their fees, review their grades, and print unofficial transcripts. In the future, Banner will continue to be upgraded with releases and patches for stability and security. Plans also include the implementation of the Curriculum and Program Planning (CAPP) system, which will enable students and advisors to better track academic progress.

Updated information on each student such as current major, courses taken, test scores, academic needs and deficiencies, grade point average, academic standing, etc., are available on the Banner Web page. In addition, each member of the faculty periodically receives an update of procedures in the current issue of the *Faculty Advisor's Handbook*, which describes in detail the characteristics of academic advisement, the characteristics of academic advisors, the essential components of academic advisement, and the academic advisement program at Dalton State College (Dalton State College Faculty Retreat agendas).

During the summer of 2000, in an ongoing effort to evaluate and improve the quality of advisement at Dalton State College, the Vice President for Academic Affairs formed an *ad hoc* advising committee, which addressed problems and issues involved with academic advising at Dalton State College. The committee became an official subcommittee of the Dalton State College Retention Task Force in the fall of 2000. In addition to the Vice President for Enrollment Services, the Director of Evening and Extended Campus Programs, and the President of the Student Government Association, one member from each academic division serves on the committee. One of the charges of the advisement subcommittee is to conduct an ongoing assessment of the role of academic advisement at Dalton State College (Minutes of the Advisement Sub-committee, May 2001).

Other activities of the committee include attending advisement workshops, developing guidelines for the assessment of transfer credit, recommending changes to semester schedules, and assisting in ongoing training to all faculty members in academic advisement. Two results of the subcommittee's activities are a set of advisor assignment guidelines and a "Request for Course Substitution" form. The Division Chairpersons approved the "Advisor Assignment Procedure Guidelines" in October of 2001, and they have been implemented campus wide (Minutes, Division Chairs Meeting, October 11, 2001).

As part of the advisement program at Dalton State College, the Office of Academic Affairs provides a list of new students to the Division Chairpersons, who are responsible for assigning an advisor based upon the students' majors and advisee load per advisor. Advisors meet with the students and review relevant

records, including courses completed, GPAs, transfer credits, SAT/ACT scores, and COMPASS scores, all of which are available on the Advising Tranguide in Banner and provide a foundation for the discussion of possible career goals and paths to achieve those goals.

Dalton State College gauges the effectiveness of its advisement programs through a variety of Faculty and Student Surveys. According to the “1999-2000 Faculty Survey,” 82 percent of the 69 faculty responses indicated that they agreed or strongly agreed with the statement: "The number of full-time faculty in my division is adequate to provide effective advising" (Table 4.2.5-1).

Table 4.2.5-1
Survey Results Regarding Number of Advisors

| | Strongly Agree | Agree | Don't Know/ No opinion | Disagree | Strongly Disagree |
|--|-----------------------|--------------|-----------------------------------|-----------------|--------------------------|
| 52. The number of full-time faculty in my division is adequate to provide effective advising | 25 36% | 32 46% | 4 6% | 6 9% | 2 3% |

Source: “1999-2000 Faculty Survey, p. 9”

When asked to rate their experiences with academic advising, 70 percent of the 185 responding students rated their advisement experiences as either good or excellent (Table 4.2.5-2).

Table 4.2.5-2
Student Satisfaction with Advisement

| | Does not apply | Poor | Fair | Good | Excellent | No Reply |
|-----------------------|-----------------------|-------------|-------------|-------------|------------------|-----------------|
| 54. Academic advising | 1 1% | 11 6% | 36 20% | 72 39% | 58 31% | 7 4% |

Source: “Dalton State College 2000-2001 Graduate Survey, p.21”

Dalton State College also provides career advising in the Academic and Career Enhancement (ACE) Center located in the Pope Student Center. The ACE Center records indicate that during 2000-2001 school year 165 students requested assistance with choosing or changing their majors and/or career goals. An additional 141 students requested information about specific careers during this period. The ACE Center also provides career aptitude testing upon student request.

Of the 185 students surveyed in the “2000-2001 Graduate Survey” regarding academic and career advisement, 77 percent rated the availability of their academic advisor as either good or excellent, but only 46 percent agreed with the statement: “My advisor was accessible when I needed help” (Table 4.2.5-3). In

the same survey, 86 percent of the students also agreed or strongly agreed with the statement: “My advisor reviewed my academic record prior to giving advice” (Table 4.2.5-4). When asked about career advisement at Dalton State College, 62 percent of the students responded that career advisement at Dalton State College was either good or excellent, and 75 percent either agreed or strongly agreed with the statement: “My advisor gave me information about careers and further educational opportunities in my major” (Table 4.2.5-5).

Table 4.2.5-3
Availability of Faculty Advisors to the Student

| | Does not apply | Poor | Fair | Good | Excellent | No reply |
|---|-----------------------|-------------|-------------|-------------|------------------|-----------------|
| 56. Availability of faculty advisor | 1 1% | 9 5% | 27 15% | 66 36% | 77 41% | 5 3% |
| 87. My advisor was accessible when I needed help. | 4 2% | 17 9% | 79 43% | 84 45% | 1 1% | |

Source: “Dalton State College 2000-2001 Graduate Survey, pp. 21 and 30”

Table 4.2.5-4
Faculty Use of Academic Records During Advisement

| | Does not apply | Strongly Disagree | Disagree | Agree | Strongly Agree | No reply |
|--|-----------------------|--------------------------|-----------------|--------------|-----------------------|-----------------|
| 88. My advisor reviewed my academic record prior to giving advice. | 4 2% | 4 2% | 17 9% | 81 44% | 77 42% | 2 1% |

Source: “Dalton State College 2000-2001 Graduate Survey, p. 30”

Table 4.2.5-5
Faculty Effectiveness in Career Advisement

| | Does not apply | Poor | Fair | Good | Excellent | No reply |
|----------------------------------|-----------------------|-------------|-------------|-------------|------------------|-----------------|
| 57. Quality of Career Advisement | 9 5% | 18 10% | 38 21% | 59 32% | 55 30% | 6 3% |

| | Does not apply | Poor | Fair | Good | Excellent | No reply |
|---|-----------------------|-------------|-------------|-------------|------------------|-----------------|
| 89. My advisor gave me information about careers and educational opportunities in my major. | 5 3% | 9 5% | 32 17% | 68 37% | 70 38% | 1 1% |

Source: "Dalton State College Graduate Survey," pp. 22 and 30

These data support the quality of the advisement program at Dalton State College. The Advisement Subcommittee of the Retention Task Force maintains an ongoing evaluation and assessment of the advisement program, and the surveys given to both faculty and students indicate that the current program is providing effective advisement to students.

**4.2.5 (2 of 4)
Number of
Advisees
Assigned to
Faculty is
Reasonable**

The Dalton State College "Advisor Assignment Procedure Guidelines," approved by the academic division chairpersons, ensure that each advisor has a reasonable number of active advisees. Development of these procedural guidelines was one of the initial tasks of the Advisement Committee of the Retention Task Force. This procedure states that upon the declaration of a major for incoming students, the Office of Enrollment Services will forward the student data to the appropriate division secretary. Each division chairperson is then responsible for assigning the student an appropriate faculty advisor. Although the number of advisees per advisor varies substantially within and between academic divisions (Table 4.2.4-6), this variation results from several inescapable conditions: (1) the number of qualified advisors in certain majors being as few as one; (2) the time in service of faculty members being unequal (new members have fewer advisees); and (3) students choosing to relocate to popular advisors as well as being unwilling to change advisors. Division heads strive to maintain equitable distribution of advisee assignments within these ever-changing circumstances. Note: The number of advisees per advisor has been revised to equalize the advisee/advisor ratios as explained in the "Major Changes," Item 7, in the Addendum.

**Table 4.2.5-6
Advisee Assignment by Division: Fall 2001**

| Department/Division | Advisors | Advisees | Advisees/Advisor Ratio |
|---|-----------------|-----------------|-------------------------------|
| Health and PE | 4 | 10 | 2.5 |
| Business and Technology | 12 | 566 | 47.2 |
| Humanities | 22 | 156 | 7.1 |
| Natural Sciences and Mathematics | 21 | 358 | 17.0 |

| Department/Division | Advisors | Advisees | Advisees/Advisor Ratio |
|----------------------------|-----------------|-----------------|-------------------------------|
| Nursing | 9 | 319 | 35.5 |
| Social Sciences | 19 | 656 | 34.5 |
| Technical Education | 35 | 1413 | 40.5 |
| <i>Campus Summary</i> | 122 | 3499 | 28.7 |

Source: "Average Advisees by Division by Enrollment Term" from OCIS

As the data from the "1999-2000 Faculty Survey" (Table 4.2.5-1) indicate, the faculty advisors responded that they strongly agree that their numbers are adequate in their divisions for effective advisement. Additionally, Dalton State College has implemented on-line registration for students who have exited learning support courses and have completed 15 hours of college-level credit. Students wishing to register on-line must receive instruction from the Office of Enrollment Services staff in the use of Banner Registration. On-line registration by these students reduces the advisement load during peak registration times.

**4.2.5 (3 of 4)
Effective
Orientation
Program
Available to All
Full- and Part-
Time
Undergraduate**

Dalton State College provides an effective orientation program to all full- and part-time students. The New Student Orientation Program continues to follow the format that the 1996-97 Dalton State College Retention Task Force recommended and which is found in the *Dalton State College Student Orientation Notebook* located in the ACE Center. This recommendation suggested that the format be changed from a one day session in which each division chair and senior administrator spoke briefly about their divisions and areas to a format in which the students are divided into smaller groups of approximately 20, each led by a Student Orientation Leader and a faculty mentor. The most dramatic change in the program for year 2001-2002 was the inclusion of same-day advising and registration. This change simplifies the process for a campus population that includes a high percentage of working, commuting, and non-traditional students.

Along with their official letter of acceptance from Dalton State College, students receive a letter regarding new student orientation from the Vice President for Student Affairs. The letter instructs students to contact the Office of Student Affairs to make a reservation for one of the many orientation sessions offered.

In the Fall Semester of 2001, Dalton State College offered 59 orientation sessions from June 21 through August 23, 2001, with 944 new students participating. These sessions included two primary components: (1) general campus information including a review of services, an application for student ID cards, an orientation to advising and class scheduling, and a campus tour, followed by (2) meetings with advisors and course registration for the semester. Attending the three-hour program was a requirement for most newly admitted students. The College does not require transient, transfer (more than 30 hours), special, and joint-enrolled students to attend an orientation session, but does encourage attendance.

The orientation sessions for the Fall 2001 Semester served as an introduction for new students to campus life and the academic components of the college

experience. A team of faculty and staff mentors and student orientation leaders guided the sessions. In preparation, the mentors attended one-hour training sessions, which included an overview of the orientation program to familiarize them with the advising PowerPoint presentation and to receive shirts that identified them as mentors. In the fall of 2001, for the first time, a core group of students received formal training to serve as student orientation leaders. The team of six assisted with all aspects of the planning and implementation of the Fall 2001 New Student Orientation Program. The student orientation leaders, along with the mentors, served as “first contacts” for new students.

**4.2.5 (4 of 4)
Orientation and
Advisement
Programs
Evaluated
Regularly and
Used to Enhance
Assistance to
students**

The Office of Student Affairs staff members evaluate the new student orientation on a yearly basis to ensure the effectiveness of the program and to maintain a comprehensive notebook detailing orientation activities and feedback from students, mentors, and division chairpersons (*Dalton State College Orientation Notebook*). Student participants provide feedback by completing a written survey, and mentors and division chairpersons respond to questions about student orientation during an assessment meeting. These responses continue to be very positive (Table 4.2.5-7, “Student Orientation Evaluation Results”). Although the addition of same-day advising and registration received favorable comments by the student participants, the faculty focus group expressed concern that the amount of time allowed for advising and registration may not have been adequate. The faculty noted that the students did not have sufficient time to prepare for class selection and registration. These concerns will be taken into consideration as revisions are made to the New Student Orientation Program.

In addition to evaluation by faculty mentors and student orientation leaders, the Office of Student Affairs staff members administer an “Evaluation of Orientation Survey” to new students. The results from the “Fall 2001 Orientation Evaluation Report” (Table 4.2.5-7) indicate that the majority of orientation activities were effective in achieving their goals of assisting new students at Dalton State College. The results of the survey indicate that new students strongly agreed that the involvement of faculty and current students in the orientation activities is helpful. Other activities the students found to be helpful or extremely helpful included attending a presentation on advisement, registering immediately after orientation, touring the campus, and obtaining their student identification cards. The students also responded strongly that the overall format of the orientation program was helpful. When asked to respond to questions regarding their level of understanding or knowledge about location of buildings and offices on campus, the role of their advisors, their need for developmental courses, the availability of disability services and career counseling, the students indicated strongly that the orientation session was effective (Table 4.2.5-8).

Table 4.2.5-7
Student 2001 Orientation Evaluation Results

| Please rate the following: (circle one response) (# of students responding is given) | Extremely helpful | Helpful | Somewhat helpful | Not helpful | N/A |
|---|--------------------------|----------------|-------------------------|--------------------|------------|
| Having faculty and student involvement | 231 | 102 | 7 | 0 | 0 |
| Advising PowerPoint | 162 | 131 | 26 | 4 | 3 |
| Having registration on same day as Orientation | 245 | 97 | 11 | 3 | 3 |
| Tour of campus services, offices, and facilities | 214 | 95 | 15 | 1 | 0 |
| Learning about Advising/Registration | 204 | 96 | 12 | 1 | 0 |
| Having ID picture taken | 201 | 98 | 19 | 4 | 0 |
| Overall format of Orientation | 230 | 92 | 12 | 0 | 0 |
| Pizza Game | 67 | 49 | 13 | 11 | 179 |

Source: "Fall 2001 Orientation Evaluation Report"

Table 4.2.5-8
Student Orientation 2001 Evaluation Results

| After completing the orientation program, do you know/ understand (circle one response) | Thoroughly understand | Adequately understand | Somewhat understand | Do not understand |
|---|------------------------------|------------------------------|----------------------------|--------------------------|
| Where to receive academic and career planning assistance | 188 | 101 | 29 | 3 |
| Where to receive disability accommodations | 208 | 90 | 19 | 8 |
| Where campus facilities (academic/computer labs, recreational facilities, faculty offices, public safety, etc.) are located | 207 | 99 | 17 | 2 |

| After completing the orientation program, do you know/ understand (circle one response) | Thoroughly understand | Adequately understand | Somewhat understand | Do not understand |
|--|------------------------------|------------------------------|----------------------------|--------------------------|
| If you are required to take learning support or developmental studies courses | 209 | 92 | 15 | 3 |
| What an advisor's role is | 236 | 72 | 7 | 2 |

Source: "Fall 2001 Orientation Evaluation Report"

Conclusion:

Dalton State College is in compliance with the *SACS Criteria* for Section 4.2.5.

Recommendations/Suggestions/Proposals:

Recommendations/Suggestions:

None.

Proposal:

To insure that the College maintains a systematic, effective program of undergraduate advisement, the Committee proposes that Dalton State College require students who plan to self-register to meet with their advisor prior to registration. This meeting may prevent potential problems students may encounter with proper sequencing of courses and prerequisites.

Must Statement Compliance Table
4.2.5 Academic Advising of Undergraduate Students

| Must Statement | Compliance Statement | Supporting Documentation |
|---|-----------------------------|--|
| 4.2.5 (1 of 4). Each institution must conduct a systematic, effective program of undergraduate academic advising. | Compliance | <p><i>The University System of Georgia Board of Regents Policy Manual, Section 309</i></p> <p><i>The Dalton State College Advisors' Handbook</i></p> <p>Agendas for the Annual Fall Faculty Retreat 8-15-02, 8-14-01, 8-15-00, 8-16-99, 8-18&19-98, 9-15&16-97, 9-16&17-96, 9-18-95, 9-19-94, 9-20-93</p> <p>Minutes of the Advisement</p> |

| Must Statement | Compliance Statement | Supporting Documentation |
|--|-----------------------------|---|
| | | <p>Subcommittee of the Retention Committee (May 2001) “Request for Course Substitution Form”</p> <p>“Advisor Assignment Procedure Guidelines”</p> <p>Minutes, Division Chairs Meeting, October 11, 2001</p> <p>“1999-2000 Faculty Survey,” p. 9</p> <p>“Dalton State College 2000-2001 Graduate Survey,” pp. 20-22, 29-30</p> |
| <p>4.2.5 (2 of 4). An institution must ensure that the number of advisees assigned to faculty or professional staff is reasonable</p> | Compliance | <p>“Advisor Assignment Procedure Guidelines”</p> <p>Minutes of the Advisement Subcommittee of the Retention Committee (May 2001)</p> <p>"Average Advisees by Division by Enrollment Term" from OCIS</p> <p>“1999-2000 Faculty Survey”</p> |
| <p>4.2.5 (3 of 4). An effective orientation program must be made available to all full- and part- time undergraduate students</p> | Compliance | <p><i>Dalton State College Student Orientation Notebook</i></p> |
| <p>4.2.5 (4 of 4). Orientation and advisement programs must be evaluated regularly and used to enhance assistance to students.</p> | Compliance | <p><i>The Dalton State College Orientation Notebook</i> “Fall 2001 Orientation Evaluation Report”</p> |

4.4 Publications

Introduction

Dalton State College considers a publication to be one of two types of printed materials: (1) those materials that may be distributed to the public at large, or (2) those that may be disseminated to an internal audience of the college. Examples of materials distributed to the public at large include the *Dalton State College 2001-2002 Catalog and Student Handbook*, the semester course schedule mailed to former and prospective students for upcoming course offerings, and brochures describing divisions, programs, or the College. Examples of materials distributed internally include the student newspaper, *The Roadrunner*, and *The Quill*, a faculty/staff activities newsletter.

The Office of Public Relations is responsible for all publications that are distributed throughout the community at large. While final responsibility for publication rests with this office, the production and content of the documents is the responsibility of the issuing party. For example, the Office of the Vice President for Enrollment Services produces the *Dalton State College Catalog and Student Handbook* and *Dalton State College Connections*, the semester schedules, which are both mailed and distributed to various locations in the community. The individual divisions in cooperation with the Office of Public Relations develop brochures describing divisions and programs.

Internal publications are the responsibility of the department or organization through which the publication originates. For example, students, under the direction of a faculty advisor, write and produce *The Roadrunner*, a campus newspaper financed with student-activity fees through the Office of the Vice President for Student Affairs. This publication is, then, a product of Student Affairs, under the direction of the Vice President for Student Affairs. Also, the Public Relations staff members produce *The Quill*, a newsletter for and about Dalton State College faculty and staff.

Presentation Of Findings

**4.4 (1 of 2)
Content and
Design of
Publications
Accurate and
Consistent**

The *Dalton State College Publication Guide*, located in the Office of Public Relations, expressly states that the goals of publications are “to portray the image of the College consistently, accurately, and attractively. [. . .]” This document also describes materials that require approval for publication and those that do not require approval. The *Guide* also includes specific directions for describing the College’s affiliations, including the following: “Dalton State College is an Institution of the University System of Georgia”; “Dalton State College is an Affirmative Action Program institution”; and, as required by Section 1.6 of the *1998 Criteria for Accreditation*, “Dalton State College is accredited by the Commission on Colleges of the Southern Association Of Colleges and Schools (1866 Southern Lane, Decatur, Georgia 30033-4097; Telephone number 404-679-4501) to award the Associate and Bachelor’s Degrees.” For guidelines related to

World Wide Web documents, the Office of Public Relations provides a separate document, *Web Guidelines*, which is also available at <http://www.daltonstate.edu/ocis/webpol.htm>.

**4.4 (2 of 2)
Accurate,
Current
Catalogs or
Other Official
Publications**

Two main publications provide information useful to prospective and enrolled students: the *Dalton State College Catalog and Student Handbook* and the semester course schedule, *Dalton State College Connections*. Both of these publications are available in print and on the Internet (<www.daltonstate.edu/catalog.htm>, and <www.daltonstate.edu/semsch.htm>).

The *Dalton State College Catalog and Student Handbook* includes sections that cover entrance requirements and procedures, admissions criteria and policies (including the admission of transfer students), rules of conduct for students, the current and future academic calendars, degree and certificate completion requirements, a roster of full-time faculty members and degrees held, costs and financial obligations of students and refund policies, college preparatory requirements, information about academic support services, and course descriptions of all courses offered by the college. Additionally, it contains other information related to student enrollment and performance, such as individual program listings and requirements for the Dean's List. The College reprints this publication each year with updates, additions, and/or deletions, changes in policies and procedures, and changes in course descriptions and/or programs.

The College also makes available to students each semester a course schedule in two formats. One publication is internal to the college and is available from racks located in all campus buildings and on the Dalton State College web page <www.daltonstate.edu>. A more formal publication, *DSC Connections*, is available to the public at large through mass mailings. Included in both of these documents is a complete listing of on-campus and off-campus course offerings, the dates and times of the courses, the academic calendar for that semester, and the schedule for final examinations.

An examination of all of the publicly available printed documents by Dalton State College, including the *Dalton State College Catalog and Student Handbook*, the semester course schedule, the web page, and various brochures, revealed that these documents reflect the goals and purpose of the College in an accurate, consistent, and readable manner. However, one publicly available brochure, the *Dalton State College Viewbook*, has an incomplete SACS statement of accreditation. This particular brochure provides the information that the college is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools, but does not mention the degrees for which it is accredited, and the address and phone number of the accrediting organization. This statement of accreditation is required in Section 1.6 of the *1998 Criteria for Accreditation*.

Conclusion:

Dalton State College is in compliance with *SACS Criteria*, Section 4.4 concerning the major sources of information provided as publications with the exception of one minor publication that is not in compliance.

Recommendations/Suggestions/Proposals:

4.4 (2 of 2) *An institution must make available to students and the public accurate, current catalogs or other official publications containing the following information: entrance requirements and procedures; admissions criteria and policies . . . degree completion requirements; full-time faculty and degrees held; costs and financial obligations; refund policies; and other items relative to attending the institution or withdrawing from it. (See Commission document “Institutional Advertising, Student Recruitment and Representation of Accredited Status.”)*

Recommendation:

The Committee recommends that future printings of the *Dalton State College Viewbook* contain a complete and accurate statement of accreditation. **Status:** See the *DSC Self-Study Report Addendum*-“Master List of Recommendations.”

Suggestions/Proposals:

None.

Must Statement Compliance Table
4.4 Publications

| Must Statement | Compliance Statement | Supporting Documentation |
|---|-----------------------------|--|
| 4.4(1 of 2). The content and design of publications produced and distributed by an institution must be accurate and consistent in describing the institution and rigorously adhere to principles of good educational practice. | Compliance | <i>Dalton State College Publication Guide</i> <i>1998 Criteria for Accreditation</i> , Section 1.6 <i>Web Guidelines</i> , < http://www.daltonstate.edu/ocis/webpol.htm > |
| 4.4 (2 of 2). An institution must make available to students and the public accurate, current catalogs or other official publications containing the following information: entrance requirements and procedures; admission criteria and policies, including the admission of transfer students; rules of conduct; academic calendar; degree completion requirements; fulltime faculty and degrees held; costs and financial obligations; | Non-compliance | <i>Dalton State College 2001-2002 Catalog and Student Handbook</i> , pp. 15-27, pp. 16- 25, 63-76, 4-8, 84-85, 91-212, 291-301, 29-34, 31-32, 26, 38, 39-43, 77-84, 213-275 < www.daltonstate.edu/catalog.htm >, and < www.daltonstate.edu/semsch.htm > Semester Course Schedule in <i>Connections</i> , Fall 2002 <i>Dalton State College Viewbook</i> |

| Must Statement | Compliance Statement | Supporting Documentation |
|--|----------------------|--------------------------|
| refund policies; and other items relative to attending the institution or withdrawing from it. | | |

4.5 Distance Learning

Introduction

The Evening and Extended Campus Programs include the Distance Learning Programs at Dalton State College. These programs provide quality post-secondary courses for students who are unable to commute to the college campus on a regular basis. Distance learning courses use computer and telephone technologies to deliver instructional information, i.e., web-based and Georgia Statewide Academic and Medical Systems (GSAMS) courses. The delivery of GSAMS instruction originates from a lab located in the Technical Building at Dalton State College and is transmitted to students at Appalachian Technical College in Jasper, Georgia. The Social Science and Business and Technology Divisions offer six GSAMS courses, and the Technical Division offers one web-based course (Office Administration-Advanced Document Processing, OADM-1152). Presently, all the students enrolled in the web-based course attend other classes at Dalton State College and so have access to campus facilities. In addition, the Humanities Division offers one web-enhanced course, English 2010-Linguistics, which requires, in addition to instruction via the web, attendance at some on-campus classes. The course instructors for GSAMS and the web-based course are full-time Dalton State College faculty members.

These programs support Dalton State College's Statement of Purpose by utilizing "technology to advance educational purposes, including instructional technology, student support services, and distance education" as stated in *the Dalton State College 2001-2002 Catalog and Student Handbook* (p. 12).

Presentation of Findings

4.5 (1 of 2) Goals for Distance Learning

The mission statement of the Office of Evening and Extended Campus Programs states that "The Evening and Extended Campus Program Office supports the mission of Dalton State College by providing administrative and academic support to faculty and evening students, and to students who live in the outlying communities of the College's service area." The goals of the Distance-Learning Program are incorporated within those of the Evening and Extended Campus Program, which are as follows:

1. Establish a schedule of credit classes for each extended campus site, which meets the needs of the local community.
2. Establish a schedule of credit classes, which supports collaborative agreements with other state institutions.

3. Ensure that support services are available to students enrolled in extended campus classes.
4. Provide credit classes onsite or with distance learning systems whose goals are consistent with those embedded in the Dalton State College Statement of Purpose.

(*Evening and Extended Campus Programs Faculty Handbook 2001-2002*, p. 5
<<http://www.daltonstate.edu/hndbkpdf/extcamp/extfac.pdf>>)

**4.5 (2 of 2)
Quality of
Distance
Learning
Programs**

Since Distance Learning courses are academic, credit-bearing classes, they must comply with the same *Criteria* guidelines as other credit classes. To ensure these classes provide adequate instruction and support, student evaluations are completed for each course and are kept on file in the Office of the Vice President for Academic Affairs.

The results of the student evaluations (103 participants) enrolled in the GSAMS Courses for Spring 2001-Fall 2001 are as follows:

Summary of GSAMS Student Evaluations, 2001

| Questions Asked on Student Evaluations | Response Factor(s) | Number of Students Responding |
|---|--|--------------------------------------|
| 1. During this term, I was located at: | Appalachian Tech DSC | 41 62 |
| 2. At the beginning of this term, when I discovered that this course would be taught over the GSAMS system, my attitude was: | Positive Negative What in the world is GSAMS? | 48 15 42 |
| 3. Concerning technology glitches, this course: | Had some real problems. Worked out the bugs as the term progressed. Had no technology glitches which affected my learning cycle. | 24 36 43 |
| 4. I found it difficult to learn the course subject matter when the professor was not physically present in the room with me. | Agree Disagree Unanswered | 36 63 4 |
| 5. It was easy for me to hear the questions and comments made by students from the remote site. | Agree Disagree Unanswered | 62 71 0 |
| 6. As the course progressed, the instructor successfully adapted his teaching style to the | Agree Disagree Unanswered | 91 9 3 |

| Questions Asked on Student Evaluations | Response Factor(s) | Number of Students Responding |
|---|--------------------|-------------------------------|
| GSAMS technology: | | |
| 7. Now that the course is nearing completion, my attitude towards GSAMS is: | Never Again | 26 |
| | Count Me In | 72 |
| | Maybe | 1 |
| | Neutral | 1 |
| | Unanswered | 3 |

Source: "GSAMS Student Evaluations, 2000-2001"

- Notes:**
1. In the Summer 2001 Evaluation results, some students gave more than one answer for Question 2.
 2. Question 8 did not appear on the Spring 2001 GSAMS Evaluations.

Student evaluations for web-based courses follow the same guidelines as those for other academic courses at Dalton State College. At the end of each semester, the instructor receives informal verbal feedback from students enrolled in the course and makes appropriate course modifications.

An area of concern has been that the GSAMS courses were not designated as GSAMS on the schedule so that students registering for one of the courses might not be aware that they are distance-learning courses. Beginning in the Spring 2002, a more specific notation will be made on the published class schedule identifying GSAMS and Web-based courses.

Conclusion:

The Distance Learning Program at Dalton State College is not in compliance with the *SACS Criteria*.

Recommendations/Suggestions/Proposals:

Recommendation:

4.5.2.3 (25 of 2) Further, an institution must demonstrate that it achieves these goals and that its distance learning programs are effective and comply with all applicable Criteria.

The Committee recommends that Dalton State College establish documented evidence of program effectiveness for distance-learning courses in addition to student evaluation. Data needs to be collected to prove institutional effectiveness of Web-based courses. **Status:** See the *DSC Self-Study Report Addendum- "Master List of Recommendations."*

Suggestions:

None.

Proposal:

Many students are unaware that their class is conducted via GSAMS. The Committee proposes that GSAMS courses need to be clearly identified in all published class schedules.

Must Statement Compliance Table
4.5 Distance Learning Programs

| Must Statement | Compliance Statement | Supporting Documentation |
|--|-----------------------------|--|
| 4.5 (1 of 2). An institution must formulate clear and explicit goals for its distance learning programs and demonstrate that they are consistent with the institution's stated purpose. | Compliance | <i>Evening and Extended Campus Programs Faculty Handbook, 2001-2002</i> , p. 5 "Mission Statement." < http://www.daltonstate.edu/hndbkpdf/extcamp/extfac.pdf > |
| 4.5 (2 of 2). Further, an institution must demonstrate that it achieves these goals and that its distance learning programs are effective and comply with all applicable <i>Criteria</i> . | Noncompliance | "GSAMS Student Evaluations, 2000-2001" (On file in Vice President for Academic Affairs Office) |

4.6 Continuing Education, Outreach, and Service Programs

Introduction

The Center for Continuing Education at Dalton State College is responsible for the development, promotion, delivery, and administration of non-credit courses, seminars and workshops. "The mission of the Center for Continuing Education is to encourage life-long learning by providing programs and services designed to foster intellectual, cultural and recreational development for all persons in the community" (*Center for Continuing Education Compass, Spring 2002*, p. 1). The Center follows guidelines set by the Board of Regents of the University System of Georgia in the *Utilization of the Continuing Education Unit (CEU) Within the University System of Georgia* manual. During the 2000-2001 fiscal year, the Center conducted 485 noncredit programs with a total of 7,293 participants and awarded 3,751 Continuing Education Units.

In addition, Dalton State College provides other programs designed to provide educational services for northwest Georgia. These programs include the following:

- The Dalton State College Adult Literacy Program, located off-campus at the Phoenix Center offers Adult Basic Education, English as a Second Language, and GED testing. The Adult Literacy Program is open to everyone in the community.
- The Center for Applied Business Studies is committed to the improvement of businesses in Northwest Georgia through education, research, and project assistance. Through the Center, nonprofit organizations and businesses can contract with Dalton State College to use faculty for research and other academic assistance.
- The Carpet Capital Consortium is an arm of the Tech Prep and School-to-Work Initiatives. This committee of area businesspersons and educators works to create a seamless educational system that includes academic and technical preparation for workforce readiness and life-long learning. Meetings are conducted quarterly.
- The Dalton State College Workforce Development Unit is comprised of three outreach programs: New Connections to Work, Georgia Fatherhood Initiative, and the Workforce Investment Act Program. These programs are designed to assist dislocated and other disadvantaged individuals with educational, career, and other life-planning issues.

Dalton State College supports the above-mentioned programs administratively by providing facilities and other support services.

Another outreach and service program, the Dalton State College Alumni Association, annually inducts all new graduates. Each semester, the Alumni Council members and the Dalton State College Director of Institutional Advancement plan activities and conduct fund-raising initiatives. The Association has in recent years hosted concerts, lectures, and a golf tournament, all open to the public. During the 2001 academic year, the Dalton State College Alumni Association, in conjunction with the Dalton State College Foundation, hosted an Alumni and Friends Golf Tournament, which produced profits in excess of \$19,000 to establish the Alumni and Friends Scholarship Fund. For additional information about the DSC Alumni Association, see Section 6.2, Institutional Advancement,” in this report.

Presentation of Findings

**4.6 (1 of 8)
Programs and
the
Institution’s
Purpose**

The Center for Continuing Education and other outreach programs work to fulfill the public service and continuing education commitments expressed in the Dalton State College Statement of Purpose: “a commitment to public service; continuing education; technical assistance; and economic development activities that address the needs, improve the quality of life, and raise the economic level within the College’s scope of influence. [. . .]” (*Dalton State College 2001-2002 Catalog and Handbook*, p. 11).

As one function of regional economic development, the Center maintains a strong connection with the business community and serves an important role by developing noncredit course offerings tailored to the needs of business and industry. The Contract Training Coordinator works with businesses to design

classes that fill industry-specific training needs. During 2001, the Contract Training Program conducted 53 classes for 1,183 workers from area businesses (*Georgia Department of Economic Development Quarterly Reports, Winter2002*).

The Director of Continuing Education has the primary responsibility for ensuring that the Center's programs are a reflection of Dalton State College's purpose. The Center for Continuing Education's Business and Industry Advisory Council, currently comprised of 15 members, meets to assess the needs of the business community. The Council, established spring of 2000, is composed of local business leaders, the Dalton State College President, the Dalton State College Vice President for Academic Affairs, the Director of Continuing Education, and appointed staff.

The Center also provides support for the College's Elderhostel programs, which offer week-long educational events for adults ages 55 and over. The College's Elderhostels meet at Georgia state parks and other sites, where participants attend classes on a variety of subjects and learn the history of these points of interest. Three subject areas are covered in each program, with all programs beginning on Sunday and ending on Friday (Dalton State College Center for Continuing Education, *Compass*, Fall 2001).

All of the previously described outreach and service programs support the stated purpose of the College, which continues to be committed to providing learning opportunities for the wide array of individuals who comprise the population of Northwest Georgia.

**4.6 (2 of 8)
Evaluation of
Continuing
Education
Program,
Outreach, and
Service
Programs**

As mandated by policy contained in the *University System of Georgia Utilization of the Continuing Education Unit (CEU) Within the University System of Georgia*, "During the course of planning, a process is established to evaluate major aspects of the continuing education experience, including organizational input, the design, content, content level, operation, and the extent to which intended learning outcomes were achieved" (p. 5). The Center's staff members give participants an opportunity to evaluate the course subject matter, the effectiveness of the instructor, the facilities, and the registration process. Participants also suggest future courses and activities. The evaluations are kept in the Center's office by each class coordinator.

Instructors and staff coordinators use the evaluation data for assessing their programs, as well as for planning for future courses and activities. Additionally, the staff members of the Center for Continuing Education use the information from the evaluation data as a part of the strategic planning process in reviewing the effectiveness of the course and activity offerings. The following tables provide data and evaluations of the Center for Continuing Education from 1999-2001:

Table 4.6-1
Evaluation of Continuing Education

| Fiscal Year | Total Number of Classes | Total Number of Participants | CE Units Earned | Number of Evaluations | % Satisfied with Course |
|--------------------|--------------------------------|-------------------------------------|------------------------|------------------------------|--------------------------------|
| 1999-2000 | 448 | 7,411 | 3,172 | 628 | 99.4% |
| 2000-2001 | 485 | 7,293 | 3,751 | 1,406 | 100% |

Source: "Continuing Education Student Evaluation Surveys"

Table 4.6-2
Evaluation of Elderhostel Program

| Fiscal Year | Total Number of Classes | Total Number of Participants | Number of Evaluations | % Satisfied with Course |
|--------------------|--------------------------------|-------------------------------------|------------------------------|--------------------------------|
| 1999-2000 | 9 | 450 | 442 | 100% |
| 2000-2001 | 9 | 477 | 463 | 100% |

Source: "Continuing Education Student Evaluation Surveys"

The state agencies that provide funding for outreach and service programs, such as the Georgia State Department of Technical and Adult Education (DTAE), have the primary responsibility for ensuring program effectiveness. However, the directors of these programs also utilize a variety of appropriate evaluation tools: student evaluations, facilities surveys, and State of Georgia performance indicator reports, all of which are in the Workforce Development Unit and Phoenix Center offices.

4.6 (3 of 8)
Courses offered by Continuing Education meet Guidelines

Dalton State College Center for Continuing Education does not offer any courses for academic credit.

All courses the Center offers meet the current guidelines as described by the *Utilization of the Continuing Education Unit (CEU) Within the University System of Georgia*, pp. 4-8.

The Dalton State College Adult Literacy Program does not offer courses for academic credit nor do any of the other outreach and service programs.

4.6 (4 of 8)
University System Support

The Center for Continuing Education receives funding from the University System of Georgia. The funding is equal to 25% of the Center's operating costs. The remaining 75% is generated by Dalton State College through non-credit courses and other activities offered by the Dalton State College Center for Continuing Education. Sometimes Continuing Education courses are offered jointly with neighboring institutions such as hospitals, and in such instances the cost is shared. Dalton State College uses these funds to provide the Center for Continuing Education with financial and physical resources, staff, and services. (Interview with Vice President for Fiscal Affairs, April 4, 2002) The Adult Literacy Program receives funding from the Georgia Department of Technical and Adult Education; Dalton State College acts as the fiscal agent for this program. The Georgia Department of Technical and Adult Education funds the New Connections to Work and Georgia Fatherhood Programs. The DTAE monitors these outreach programs, fiscally and programmatically. The Coosa Valley

Regional Development Center funds and monitors the Workforce Investment Program.

The College provides facilities in the Westcott and Technical Buildings for office space, classrooms, and labs for the Center for Continuing Education and other outreach programs. Additionally, the Office of Fiscal Affairs provides administrative support services when necessary.

**4.6 (5-8 of 8)
Initiation of Degree Program**

The Center for Continuing Education and its outreach and services programs at Dalton State College have no plans to offer degree programs or courses for academic credit. Additionally, none of the other programs previously mentioned offer academic credit.

Conclusion:

The Center for Continuing Education and other outreach and service programs at Dalton State College are in compliance with the *SACS Criteria*.

Recommendations/Suggestions/Proposals

None

**Must Statement Compliance Table
4.6 Continuing Education, Outreach, & Service Programs**

| Must Statement | Compliance Statement | Supporting Documentation |
|--|-----------------------------|--|
| 4.6 (1 of 8). Continuing education, outreach, and service programs must be clearly related to purpose of the institution. | Compliance | <i>Dalton State College 2001-2002 Catalog and Student Handbook</i> , "Statement of Purpose," p. 11 <i>Georgia Department of Economic Development Quarterly Reports</i> (Winter 2002) <i>Compass</i> , Fall 2001 |
| 4.6 (2 of 8). All continuing education, outreach, and service programs, both credit and non-credit, must be evaluated regularly. | Compliance | <i>University System of Georgia Utilization of the Continuing Education Unit (CEU) Within the University System of Georgia</i> p. 5 Continuing Education Student Evaluation Surveys are located in the Office of the Center for |

| Must Statement | Compliance Statement | Supporting Documentation |
|--|-----------------------|--|
| | | <p>Continuing Education in the Westcott Building.</p> <p>Outreach and Service Program Policies, Procedures, Minutes, and Evaluations (Located in the Office of the Chairperson of the Technical Division)</p> |
| <p>4.6 (3 of 8). All continuing education, outreach, and service programs offered for credit must comply with the requirements of the <i>Criteria</i>, and Section IV in particular.</p> | <p>Not Applicable</p> | <p>Not Applicable</p> <p><i>The Board of Regents University System of Georgia Utilization of the Continuing Education Unit (CEU) Within the University System of Georgia, pp 4-8</i></p> |
| <p>4.6 (4 of 8). For continuing education, outreach, and service programs, an institution must provide the resources and services necessary to support the programs and must evaluate the programs regularly.</p> | <p>Compliance</p> | <p>2000-2001 DSC Budget for the Center for Continuing Education.</p> <p>Interview with Vice President for Fiscal Affairs, April 4, 2002</p> <p>Individual Evaluations (Center for Continuing Education Office)</p> <p>Outreach and Service Program Evaluations (Office of the Chairperson of the Technical Education Division)</p> |
| <p>4.6 (5 of 8). An institution planning to initiate through continuing education, outreach, or service programs, a degree program, must inform Executive Director of Commission on Colleges in advance of program implementation.</p> | <p>Not Applicable</p> | <p>Not Applicable</p> |
| <p>4.6 (6 of 8). An Institution must not award academic credit for work taken on a non-credit basis without</p> | <p>Not Applicable</p> | <p>Not Applicable</p> |

| Must Statement | Compliance Statement | Supporting Documentation |
|--|-----------------------------|---------------------------------|
| appropriate documentation that non-credit work is equivalent to a designated credit experience. | | |
| 4.6 (7 of 8). In such cases, the institution must document that the credit awarded for non-credit course work represents collegiate course work relevant to the degree, with course content and level of instruction resulting in student competencies equivalent to those of students in the institution's own degree programs; and course work taught by faculty members qualified to teach at the appropriate degree level. | Not Applicable | Not Applicable |
| 4.6 (8 of 8). All credit-bearing continuing education courses and activities must comply with the requirements of the <i>Criteria</i> . | Not Applicable | Not Applicable |

4.7 Student Records

Introduction

“Records,” as referred to in this section, include any academic or associated information pertaining to student performance and progress at Dalton State College and include any personal information about individual students. The various records pertaining to student performance and progress at Dalton State College are listed in Table 4.7 – 1. This information may be released or be open to inspection only to the student or to the parents/guardians of a dependent student, as specified by the Family Educational Rights and Privacy Act of 1974 (Buckley Amendment). Certain elements of this information are open to faculty and administrators with appropriate informational needs for checking academic progress, for recording grades, and for various advisement issues. Other individuals may have access to this information only through permission of the student.

Table 4.7 – 1
Student Records and Custodians

| | |
|--|--|
| Academic Records | Office of Enrollment Services |
| Student Disciplinary Records | Office of Enrollment Services |
| Continuing Education (Non-credit course information) Records | Center for Continuing Education |
| Financial Aid Records | Office of Financial Aid |
| Scholarship and (Partial) Alumni Information Records | Dalton State College Office of Institutional Advancement |
| Career Counseling/Disability Support Records | Academic and Career Enhancement (ACE) Center |

Presentation of Findings

4.7 (1 of 4)
Adequacy of Student Records for Credit and Non-credit Courses

The credit course records that Dalton State College retains are described in the Dalton State College Records Retention Policy. This DSC policy, located in the Office of Enrollment Services, conforms to the University System of Georgia (USG) Records Management Policy, as well as policies of the American Association of Collegiate Registrars and Admissions Officers (AACRAO). The Office of Enrollment Services staff members, located in the Westcott Building on the Dalton State College campus, maintain all active student records for credit courses and perform regular back-ups on all data.

The Center for Continuing Education maintains hard-copy records for non-credit courses for the most recent five years and keeps these and all previous records on computer disks. The Center maintains hardcopy records for Category 1 (Occupational and Professional Development) students in the Enrollment Services Office. All hard-copy records have been transferred to computer disks for ease of storage. The Center’s staff members perform regular computer back-ups.

4.7 (2 of 4)
Security of Student Records (From Damage)

The regular computer disk back-ups of student records for both credit and non-credit courses are stored in fire-proof vaults on campus in the Office of Fiscal Affairs (for credit courses). Weekly, back-up disks of both credit and non-credit courses are shipped to the Walnut Avenue Branch of Wachovia Bank of Georgia, N.A. at 1305 W. Walnut Ave., Dalton, Georgia, for storage in the bank’s high security, fire-proof vault (Dalton State College Office of Computing and Information Services “Security Plan”).

4.7 (3 of 4)
Policies Regarding Permanent Records, and Retention/ Disposal of Those Records

Records kept in other offices as listed in Table 4.7–1 are computerized upon receipt of the information from the students. Computer access to these files in all offices is possible only with designated passwords. The College keeps all hard-copy records in lockable cabinets in the appropriate offices. Additionally, the Financial Aid Office stores copies of all computer records in the above-mentioned fire-proof vault at the Wachovia Bank of Georgia, N. A.

The “Dalton State College Records Retention Policy” establishes what constitutes the permanent record of each student as well as policies governing the length of

time each component of the students' records is retained. The Dalton State College Records Retention Policy is administered in accordance with the University System of Georgia (USG) Records Management Policy, as well as the American Association of Collegiate Registrars and Admissions Officers (AACRAO), online at <<http://www.aacrao.org>>. The Office of Enrollment Services retains some components of student records for short periods (e.g. two years for non-enrolling applicants' SAT/ACT scores, high school and other college transcripts, etc.), others longer, and some (Academic Records at Dalton State College) in perpetuity, as indicated by the "Dalton State College Records Retention Policy." After the designated period of retention expires, the Enrollment Services staff members shred paper copies.

The Southern Association of Colleges and Schools and the *Continuing Education Units Criteria and Guidelines*, established by the National Council on the Continuing Education Unit, set the standards for the treatment of "permanent" non-credit course student records. When disposing of the non-credit student records, hard copy records are shredded and computer disks erased, similar to the credit course student records.

Records in other offices are retained for various time periods. The DSC Director of Institutional Advancement keeps updated computer files of some alumni, as well as scholarship recipients. The Director of Institutional Advancement keeps all original scholarship applications for a period of two years; any additional copies are shredded each year immediately after award presentation. There is currently no document establishing a policy for storage of alumni/scholarship recipient information. The Financial Aid Office is in the process of keeping all financial aid records (on computer and back-up disks) for all students in perpetuity, starting with the 1998-1999 class. This is well beyond the 3+ year-period indicated by the Student Financial Aid Handbook, Volume 2, Chapter 8 (Record Keeping and Disclosure), published by the U.S. Department of Education. The paper records will be shredded after the indicated retention period. The ACE Center Disability Support Services notebook describes ACE center forms, policies, etc. The ACE Center maintains Disability Support Records for a period of seven years. The seven-year-period is based on the Recommended Best Practices followed by attorneys and experts in the field.

**4.7 (4 of 4)
Policies
Regarding
Accessibility and
Confidentiality
of Student
Records**

The Family Educational Rights and Privacy Act of 1974 governs access to student records for both credit and non-credit coursework (*Dalton State College 2001-2002 Catalog and Student Handbook*, p. 2). In addition, students can choose to keep confidential any student-directory information not covered under the Family Educational Rights and Privacy Act (address, telephone number, etc.). The U.S. Department of Education, in the Student Financial Aid Handbook, Volume 2, Chapter 8 provides similar privacy mandates for Financial Aid records (Record Keeping and Disclosure). Strict confidentiality procedures, as indicated in the ACE Center's Disability Support Services notebook, cover the ACE Center's disability support documents.

The College should address two other issues about security and accessibility of student records. Many faculty keep grades and other student information related to advising on the hard drives of the personal computers (PC's) in their offices

and/or on paper in filing cabinets. Passwords that faculty members initially type into their computers simply log the users onto the College network. Therefore, anyone in faculty offices when faculty members are not present, work-study students for example, can reach local files on the hard drives. This is also true for any other offices where student workers have access to computers. As for the paper records, no policy exists requiring storage in locked cabinets or desks.

Secondly, for courses that have a Web CT component, the Web CT program itself has several functions, including e-mail and discussion group, which may represent a breach in student security. Under both of these functions, members of the class can contact, as a group or individually, other members in the class. These functions are formatted so that the user will get a list of students plus the last four digits of each student's Social Security Number (SSN). As posting of grades with any part of the SSN of students is not acceptable, this would seem to be an example of non-compliance, as the SSN is certainly private, personal information. The Office of Computing and Information Services (OCIS) has been contacted and has agreed to modify and make the procedure compliant by the summer of 2002.

Conclusions:

Dalton State College is in compliance with the *Commission on Colleges 1998 Criteria for Accreditation*, Section 4.7 (1-3 of 4) but is not in compliance with Section 4.7 (4 of 4).

Recommendations/Suggestions/Proposals:

Recommendations:

4.7 (4 of 4) It [the institution] must establish and publish information-release policies which respect the rights of individual privacy, the confidentiality of records, and the best interests of the student and institution.

1. The Committee recommends that the College ensure that individual class and student records be stored on disks or in paper form (hard copy) in locked cabinets or desks, rather than on the hard drives of computers on campus. **Status:** See the *DSC Self-Study Report Addendum*-“Master List of Recommendations.
2. The Committee recommends that the Office of Computing and Information Services reformat the e-mail and discussion group student listings for Web CT courses to eliminate using parts of the SSN. **Status:** See the *DSC Self-Study Report Addendum*-“Master List of Recommendations.”

Suggestions:

None.

Proposal:

4.7 (3 of 4) The institution must have policies concerning what constitutes the permanent record of each student, as well as policies concerning retention and disposal of records.

The Committee proposes that the College establish explicit written policies, and include them in its Records Retention Policy, concerning methods of disposal of both hard copy and computer records so that disposal policies are completely documented.

Must Statement Compliance Table
4.7 Student Records

| Must Statement | Compliance Statement | Supporting Documentation |
|--|-----------------------------|--|
| 4.7 (1 of 4). The institution must have adequate student records for both credit and non-credit courses. | Compliance | <p>“Dalton State College Records Retention Policy”</p> <p>University System of Georgia Records Management Policy</p> <p>AACRAO records retention guidelines</p> <p>Personal Interview, Vice President for Academic Affairs, 03-12-01</p> <p>Personal Interview, Vice President for Enrollment Services, 03-12-01</p> |
| 4.7 (2 of 4). The institution must take all steps necessary to ensure the security of its student records, including storage in a secure vault or fireproof cabinet. | Compliance | <p>Personal Interview, Vice President for Academic Affairs, 03-12-01</p> <p>Personal Interview, Vice President for Enrollment Services, 03-12-01.</p> <p>Personal Interviews; Continuing Education, Financial Aid, ACE Center, and Foundation Personnel</p> <p>Dalton State College Office of Computing and Information Services “Security Plan”</p> |
| | | |

| Must Statement | Compliance Statement | Supporting Documentation |
|---|-----------------------------|---|
| <p>4.7 (3 of 4). The institution must have policies concerning what constitutes the permanent record of each student, as well as policies concerning the retention and disposal of records.</p> | <p>Compliance</p> | <p>Dalton State College Records Retention Policy</p> <p>University System of Georgia Records Management Policy</p> <p>American Association of Collegiate Registrars and Admissions Officers (AACRAO), <http://www.aacrao.org>.</p> <p><i>Southern Association of Colleges and Schools Continuing Education Units Criteria and Guidelines</i>, U.S. Department of Education, Student Financial Aid Handbook, Vol. 2, Chap. 8, Record Keeping and Disclosure</p> <p>ACE Center Disability Support Services Notebook</p> |
| <p>4.7 (4 of 4). [The institution] must establish and publish information-release policies which respect the rights of individual privacy, the confidentiality of records, and the best interests of the student and the institution.</p> | <p>Non-compliance</p> | <p>Family Educational Rights and Privacy Act of 1974, <http://www.cpsr.org/cpsr/privacy/ssn/ferpa.buckley.html></p> <p>U.S. Department of Education, Student Financial Aid Handbook, Vol. 2, Chap. 8, Record Keeping and Disclosure,</p> <p>ACE Center Disability Support Services Notebook</p> |

4.8 Educational Program: Faculty

Introduction

As a central component of Dalton State College's mission, "the College seeks to build upon its strengths and to justify recognition as one of the most academically respected, student-oriented, and community-centered institutions of its kind" (Statement of Purpose, *DSC 2001-2002 Catalog & Student Handbook*, p.12). The quality of DSC's faculty is the single most important factor ensuring the success of this mission. The College takes pride in its faculty, a cosmopolitan group with a wide range of interests, talents, and backgrounds. In the Fall-2001 Semester, the DSC faculty consisted of 104 full-time and 33 part-time members organized into six divisions (Business and Technology, Humanities, Natural Sciences and Mathematics, Nursing, Social Sciences, and Technical Education), and one department (Health and Physical Education). Fifty-four percent of full-time faculty members hold the doctoral degree and 32 percent hold the master's degree in their field (Office of Institutional Research and Planning, *Faculty Credentials, 2001-2002*). Women comprise 46 percent, and members of racial and ethnic minority groups comprise 6 percent of the faculty (Office of Institutional Research and Planning, *Faculty Statistical Summary: Fall 2001; The Info Digest*, No.23, Fall 2000, p.11). Many faculty members have considerable teaching experience. As of fall 2001, the faculty average in years of service at DSC was 11.5 (Office of Institutional Research and Planning, *DSC Ten-year Quick Statistical Overview: 1992/1993 – 2001/2002*).

Presentation of Findings

4.8 (1 of 1) Faculty Qualifications

The College makes a concerted effort to recruit and hire well-qualified faculty. By encouraging professional development and by annual evaluation and other means of assessment, the College strives to ensure the maintenance of the quality of its faculty. The *Dalton State College Statutes* (Article V. J. 3, p.16) and the *Board of Regents Policy Manual* (Section 803.0101-803.0102) outline the minimum qualifications for faculty appointments. The *DSC Faculty Handbook* (Faculty Recruitment and Appointment section) and the *DSC Recruiting and Hiring Policies and Procedures* (pp. 4-6) describe recruitment and hiring policies and procedures. Faculty members' personnel files, maintained in the Office of the Vice President for Academic Affairs, contain documentation of faculty qualifications, including resumes and official transcripts. Annual faculty evaluations by division chairpersons and periodic pre- and post-tenure reviews validate the instructional faculty's competency (see Section 4.8.10).

Subsequent sections of this report detail faculty recruitment, retention, and professional development procedures and DSC's means of assuring faculty quality and, thus, the competence of faculty to accomplish the College's purpose.

Conclusion:

The College is in compliance with the *SACS Criteria*, Section 4.8 (1 of 1).

Recommendations / Suggestions/Proposals:

None

**Must Statement Compliance Table
Section 4.8: Educational Programs – Faculty**

| Must Statement | Compliance Statement | Supporting Documentation |
|---|-----------------------------|---|
| <p>4.8 (1 of 1). An institution must provide evidence that it has employed faculty members qualified to accomplish its purpose.</p> | <p>Compliance</p> | <p><i>Dalton State College Statutes</i>, Article V. J. 3., p.16</p> <p>Faculty Personnel Files, Office of Vice President for Academic Affairs</p> <p><i>Board of Regents Policy Manual</i> (Section 803.0101-803.0102)</p> <p><i>Dalton State College Faculty Handbook</i> (Faculty Recruitment and Appointment section)</p> <p><i>DSC Recruiting and Hiring Policies and Procedures</i> (pp. 4-6), Office of the President</p> |

4.8.1 Selection of Faculty

Presentation of Findings

**4.8.1 (1 and 2 of 5)
Recruitment and
Appointment of
Faculty/Orderly
Process and
Published
Procedures**

At Dalton State College, the Vice President for Academic Affairs (VPAA) is responsible for overseeing the faculty recruitment and selection process. Guidelines for recruitment and appointment of faculty are outlined in the *DSC Faculty Handbook* (Faculty Recruitment and Appointment Section) and stated in the *Board of Regents Policy Manual* (Section 803.0101-803.0102). The *DSC Recruiting and Hiring Policies and Procedures* provide more specific guidelines for recruiting and appointing faculty (pp. 4-8). Also, the *DSC Statutes* contain the minimum qualifications for appointment to a faculty position (Article V. J. 3., pp. 16-17). The recruitment and appointment guidelines help ensure that the College meets the requirements of the SACS 1998 *Criteria for Accreditation*, federal nondiscrimination legislation, and the College's affirmative action plan.

Notices of open positions are placed in multiple locations, including (but not limited to) *The Chronicle of Higher Education*, discipline-specific employment bulletins and announcements, and the University System of Georgia Applicant Clearinghouse.

Applicants for faculty positions must submit a letter of interest, a current resume, and the names of at least three references. Finalists must submit official transcripts prior to the College's extending an employment offer. Background checks consist of evaluating candidate transcripts and contacting references. During the campus interview, candidates typically meet with the President, the VPAA, the division chairperson, members of the division, and others whom the division chairperson deems appropriate. As part of their campus interview, candidates make a mock classroom presentation to faculty and staff.

The division chairperson, with advice from those who evaluated the candidates, determines whether any of the candidates meet the expectations of the College for the position. If so, the division chairperson submits their names to the VPAA in ranked order, and after these two administrators agree on rank, salary, contract time, and credit for prior service, the division chairperson extends a verbal, conditional offer to the top candidate. If the applicant accepts, the VPAA recommends to the President that the College extend a written proposal of employment. Should an offer be rejected, the division chairperson makes an offer to the next highest ranked acceptable candidate.

**4.8.1 (3 and 4
of 5) Earned
Degrees From
Regionally
Accredited
Institutions**

Dalton State College hires individuals from accredited institutions. DSC policy requires that a candidate's official transcript from an accredited institution of higher education be made available to the Vice President for Academic Affairs prior to a letter of offer being issued (*DSC Faculty Handbook*, Faculty Recruitment and Appointment Section; *DSC Recruiting and Hiring Policies and Procedures*, pp. 4-8).

**4.8.1 (5 of 5)
Faculty
Proficiency in
Oral and Written
Communication**

Prior to issuance of a letter of offer, the appropriate division chairperson, through a review of written documents, interviews, and a teaching demonstration, determines whether an applicant for a faculty position is proficient in the written and oral use of the English language (*DSC Recruiting and Hiring Policies and Procedures*, p. 5).

Conclusion:

The College is in compliance with the *SACS Criteria*, Section 4.8.1.

Recommendations/Suggestions/Proposals:

Recommendations/Suggestions:

None

Proposal:

The Committee proposes that the SACS graduate semester hour requirements for full-time and part-time faculty members be stated in Article V. J. 3 – Teaching Faculty Appointments of the *Statutes of DSC*.

**Must Statement Compliance Table
Section 4.8.1: Faculty: Selection of Faculty**

| Must Statement | Compliance Statement | Supporting Documentation |
|--|-----------------------------|--|
| <p>4.8.1 (1-2 of 5). The institution must show that it has an orderly process for recruiting and appointing its faculty. Recruitment and appointment procedures must be described in the faculty handbook or other published documents.</p> | Compliance | <p><i>Dalton State College Faculty Handbook</i>, “Faculty Recruitment and Appointment Section”</p> <p><i>Board of Regents Policy Manual</i>, Section 803.0101-803.0102</p> <p><i>Dalton State College Recruiting and Hiring Policies and Procedures</i>, pp. 4-8, Office of the President</p> <p><i>Dalton State College Statutes</i>, Article V. J. 3., pp. 16-17</p> |
| <p>4.8.1 (3-4 of 5). It is expected that an institution will employ faculty members whose highest earned degree presented as the credential qualifying the faculty</p> | Compliance | <p>Faculty Personnel Files, Office of Vice President for Academic Affairs</p> <p><i>Dalton State College Faculty</i></p> |

| Must Statement | Compliance Statement | Supporting Documentation |
|---|-----------------------------|---|
| <p>member to teach at the institution is from a regionally accredited institution. If an institution employs a faculty member whose highest earned degree is from a non-regionally accredited institution within the United States or an institution outside the United States, the institution must show evidence that the faculty member has the appropriate academic preparation.</p> | | <p><i>Handbook</i> (Faculty Recruitment and Appointment Section)</p> <p><i>Dalton State College Recruiting and Hiring Policies and Procedures</i>, pp. 4-8, Office of the President</p> |
| <p>4.8.1 (5 of 5). Institutions must ensure that each faculty member employed is proficient in oral and written communication in the language in which assigned courses will be taught.</p> | Compliance | <p>Faculty Personnel Files, Office of Vice President for Academic Affairs</p> <p><i>Dalton State College Recruiting and Hiring Policies and Procedures</i>, p. 5, Office of the President</p> |

4.8.2 Faculty: Academic and Professional Preparation

Presentation of Findings

**4.8.2 (1 of 1)
Academic and Professional Preparation**

Dalton State College employs highly qualified, dedicated faculty members, both full-time and part-time, to fulfill its purpose (Master List of Credentials of all Full-time and Part-time Faculty). However, some faculty members teaching in associate degree programs have not completed the required number of graduate semester hours in their teaching disciplines, as defined in the *SACS Commission on Colleges 1998 Criteria for Accreditation*, Sections 4.8.2.1 and 4.8.2.2. In these cases, letters justifying appropriate alternative qualifications are on file in the faculty members’ permanent folders in the Office of the Vice President for Academic Affairs.

Conclusion:

The College is not in compliance with the SACS *Criteria*, Section 4.8.2, because some faculty members have an insufficient number of graduate semester hours in their teaching disciplines and/or lack adequate justification documentation.

Recommendation:

4.8.2 (1 of 1). *Both full-time and part-time faculty must meet the following criteria for academic and professional preparation.*

The Committee recommends that Dalton State College take the steps necessary to ensure that all faculty members have credentials on file that meet the described SACS criteria. **Status:** See the *DSC Self-Study Report Addendum*—“Master List of Recommendations.”

Must Statement Compliance Table
Section 4.8.2 Faculty: Academic and Professional Preparation

| Must Statement | Compliance Statement | Supporting Documentation |
|--|----------------------|--|
| 4.8.2 (1 of 1). Both full-time and part-time faculty must meet the following criteria for academic and professional preparation. | Non-Compliance | Faculty Personnel Files, Office of Vice President for Academic Affairs Master List of Credentials of all Full-time and Part-time Faculty, Office of Vice President for Academic Affairs |

4.8.2.1 Faculty: Academic and Professional Preparation — Associate

Presentation of Findings

4.8.2.1 (1 of 13)
Appropriate Teaching Credentials

The Master List of Credentials for all full-time and part-time faculty members details the academic preparation of all faculty members teaching at Dalton State College during the calendar year 2001. The Vice President for Academic Affairs maintains all appointment documents and credentials.

Most DSC faculty teaching credit courses in the humanities/fine arts, social/behavioral sciences, and natural sciences/mathematics leading to the Associate of Arts or Associate of Science degree have a minimum of a master’s degree with a major in their teaching discipline or have earned at least 18 graduate

semester hours in the teaching discipline and hold at least a master's degree. However, there are six faculty members, five in the Division of Natural Sciences and Mathematics and one in the Division of Business and Technology, who teach computer-science courses but lack the required academic preparation in the discipline. Additionally, one faculty member in the Division of Social Sciences teaches Spanish but lacks eighteen graduate credit hours in Spanish.

**4.8.2.1 (2 of 13)
Outstanding
Professional
Experience Used**

Dalton State College requires written justification for those instructors who do not have the specified formal academic preparation but do have outstanding professional experience and contributions to the teaching discipline. The Vice President for Academic Affairs maintains these support documents. As of fall 2001, nine faculty members teaching in the Divisions of Humanities, Social Sciences, and Natural Sciences and Mathematics had letters of justification (Faculty Personnel Files, Office of Vice President for Academic Affairs; Master List of Credentials of all Full-time and Part-time Faculty).

**4.8.2.1 (3 of 13) Teaching
Inter-
disciplinary
Courses**

The College does not teach interdisciplinary courses.

**4.8.2.1 (4 of 13) Academic
Qualifications
for Faculty
Teaching
Transfer
Courses in
Professional,
Occupational,
and Technical
Areas**

Nearly all faculty members teaching transfer courses in the professional, occupational, and technical areas that are components of associate degree programs have a minimum of a master's degree with a major in their teaching discipline or have earned at least eighteen graduate credit hours in the teaching discipline and hold at least a master's degree (Faculty Personnel Files, Office of Vice President for Academic Affairs; Master List of Credentials of all Full-time and Part-time Faculty). Two of the Business and Technology Division faculty do not have the requisite 18 graduate credit hours but do have documented justification. These documents are located in credentials files in the Office of the Vice President of Academic Affairs.

**4.8.2.1 (5-6
of 13)
Academic
Qualificatio
ns for
Faculty
Teaching
Non-**

All DSC faculty members teaching courses in the professional, occupational and technical areas that are components of associate degree programs not usually resulting in college transfer have the appropriate academic preparation or academic preparation coupled with work experience (Faculty Personnel Files, Office of Vice President for Academic Affairs; Master List of Credentials of all Full-time and Part-time Faculty). In all cases, the academic degrees for faculty teaching these courses are at least at the same levels at which the faculty members are teaching.

**4.8.2.1 (7 of 13)
Justification of
Qualifications
Based on
Professional
Experience**

In exceptional cases, outstanding professional experience and demonstrated contributions to the teaching discipline may be presented in place of formal academic preparation for faculty members teaching courses in professional, occupational, and technical areas. There are six cases in which written justification has been made, and this documentation is in the individual faculty members' files in the Office of the Vice President for Academic Affairs (Master List of Credentials of all Full-time and Part-time Faculty; List of Faculty Members With Letters of Justification).

4.8.2.1 (8 of 13) Faculty Academic Preparation Kept on File

The Vice President for Academic Affairs maintains official appointment and academic documentation, including official transcripts, for full-time and part-time faculty. As of December 31, 2001, two faculty members were lacking official transcripts. In addition, one faculty member, with a Ph.D. in his teaching field from an accredited American university, holds bachelor's and master's degrees from a university in China, and a certified translation of his transcripts is presently lacking.

4.8.2.1 (9 and 10 of 13) Faculty Teaching Non-Degree Diploma or Certificate Occupational Courses: Special Competence and Documentation

Dalton State College requires faculty members teaching certificate courses to have some college or specialized training with emphasis on competence gained through work experience (Master List of Credentials of all Full-time and Part-time Faculty). The Vice President for Academic Affairs maintains this documentation.

4.8.2.1 (11 of 13) Qualifications of Faculty Teaching Basic Computation and Communication Skills

All faculty members who teach basic computation and communication skills in non-degree occupational programs have at least a baccalaureate degree (Faculty Personnel Files, Office of Vice President for Academic Affairs; Master List of Credentials of all Full-time and Part-time Faculty).

4.8.2.1 (12 of 13) Basic Education Below the Collegiate Level

Dalton State College offers an Adult Literacy Program funded by federal and state grant monies. All faculty members teaching in this program have a baccalaureate degree or higher. Documentation of their academic credentials is located in their personnel files in the Payroll Supervisor's office.

4.8.2.1 (13 of 13) Remedial Courses

Faculty members who teach in remedial (developmental) programs hold at least a baccalaureate degree in a discipline related to their teaching assignments. Often, those faculty members have terminal degrees in the teaching area (Master List of Credentials of all Full-time and Part-time Faculty). The Vice President for Academic Affairs maintains the documentation of academic preparation for faculty members who teach in remedial programs.

Conclusion:

The College is in compliance with 11 of the SACS *Criteria* and not in compliance with 4.8.2.1 (1 of 13) and 4.8.2.1 (8 of 13). Eight faculty members are lacking the required academic preparation in their teaching disciplines. Two faculty members are lacking official transcripts in their faculty files, and one faculty member is lacking a certified translation of a foreign transcript.

Recommendations/Suggestions/Proposals:**Recommendations:**

4.8.2.1 (1 of 13). *In an associate program, full-time and part-time faculty members teaching credit courses in the following areas: humanities/fine arts; social/behavioral sciences; and natural sciences/mathematics must have completed at least 18 graduate semester hours in the teaching discipline and hold*

at least a master's degree, or hold the minimum of a master's degree with a major in the teaching discipline.

The Committee recommends that Dalton State College take the steps necessary to ensure that all faculty members have credentials on file that meet the described SACS criteria. **Status:** See the *DSC Self-Study Report Addendum*-“Master List of Recommendations.”

4.8.2.1 (8 of 13). ***It is the responsibility of the institution to keep on file for all full-time and part-time faculty members documentation of academic preparation, such as official transcripts and, if appropriate for demonstrating competency, official documentation of professional and work experience, technical and performance competency, records of publications, certifications and other qualifications.***

The Committee recommends that Dalton State College take the steps necessary to ensure that all faculty members have official transcripts on file.

Status: See the *DSC Self-Study Report Addendum*-“Master List of Recommendations.”

Proposal:

The committee proposes that all check-sheets located in the front of faculty folders in the Office of the Vice President for Academic Affairs and in the offices of division chairpersons follow the same format and include a list of all graduate courses in the teaching discipline that are being used to document compliance with SACS *Criteria*.

Must Statement Compliance Table

Section 4.8.2.1: Faculty: Academic and Professional Preparation — Associate

| Must Statement | Compliance Statement | Supporting Documentation |
|--|-----------------------------|---|
| 4.8.2.1 (1 of 13). In an associate program, full-time and part-time faculty members teaching credit courses in the following areas: humanities/fine arts; social/behavioral sciences; and natural sciences/mathematics must have completed at least 18 graduate semester hours in the teaching discipline and hold at least a master's degree, or hold | Non-compliance | Faculty Personnel Files, Office of Vice President for Academic Affairs “Master List of Credentials of All Full-time and Part-time Faculty” |

| Must Statement | Compliance Statement | Supporting Documentation |
|--|-----------------------------|---|
| the minimum of a master's degree with a major in the teaching discipline. | | |
| 4.8.2.1 (2 of 13). In exceptional cases, outstanding professional experience and demonstrated contributions to the teaching discipline may be presented in lieu of formal academic preparation in the above areas. Such cases must be justified by the institution on an individual basis. | Compliance | Faculty Personnel Files, Office of Vice President for Academic Affairs "Master List of Credentials of All Full-time and Part-time Faculty" |
| 4.8.2.1 (3 of 13). The institution must document and justify the academic and professional preparation of faculty members teaching in such courses or programs. | Does not apply | |
| 4.8.2.1 (4 of 13). Each full-time and part-time faculty member teaching courses in professional, occupational and technical areas other than physical activities courses that are components of associate degree programs designed for college transfer, or from which substantial number of students transfer to senior institutions, must have completed at least 18 graduate semester hours in the teaching discipline and hold at least a master's degree, or hold the minimum of the master's degree with a major in the teaching discipline. | Compliance | Faculty Personnel Files, Office of Vice President for Academic Affairs "Master List of Credentials of All Full-time and Part-time Faculty" |
| 4.8.2.1 (5 and 6 of 13). Each full-time and part-time faculty member teaching credit courses in professional, occupational and technical areas that are | Compliance | Faculty Personnel Files, Office of Vice President for Academic Affairs |

| Must Statement | Compliance Statement | Supporting Documentation |
|---|-----------------------------|---|
| <p>components of associate degree programs not usually resulting in college transfer, or in the continuation of students in senior institutions, must possess appropriate academic preparation or academic preparation coupled with work experience. The minimum academic degree for faculty teaching in professional, occupational and technical areas must be at the same level at which the faculty member is teaching.</p> | | <p>“Master List of Credentials of All Full-time and Part-time Faculty”</p> |
| <p>4.8.2.1 (7 of 13). In exceptional cases, outstanding professional experience and demonstrated contributions to the teaching discipline may be presented in lieu of formal academic preparation in the above areas. Such cases must be justified by the institution on an individual basis.</p> | <p>Compliance</p> | <p>Faculty Personnel Files, Office of Vice President for Academic Affairs</p> <p>“Master List of Credentials of All Full-time and Part-time Faculty”</p> <p>List of Faculty Members Having Letters of Justification</p> |
| <p>4.8.2.1 (8 of 13). It is the responsibility of the institution to keep on file for all full-time and part-time faculty members documentation of academic preparation, such as official transcripts and, if appropriate for demonstrating competency, official documentation of professional and work experience, technical and performance competency, records of publications, certifications and other qualifications.</p> | <p>Non-compliance</p> | <p>Faculty Personnel Files, Office of Vice President for Academic Affairs</p> |
| | | |

| Must Statement | Compliance Statement | Supporting Documentation |
|---|-----------------------------|--|
| <p>4.8.2.1 (9 and 10 of 13) Non-degree diploma or certificate occupational courses are typically taught by faculty members with some college or specialized training, but with an emphasis on competence gained through work experience. While competency requirements vary, they should be clearly defined by each institution. In all cases, faculty members must have special competence in the fields in which they teach. It is the responsibility of the institution to keep on file documentation of work experience, certifications and other qualifications if these are to substitute for or supplement formal academic preparation.</p> | <p>Compliance</p> | <p>Faculty Personnel Files, Office of the Vice President for Academic Affairs</p> <p>“Master List of Credentials of All Full-Time and Part-Time Faculty”</p> |
| <p>4.8.2.1 (11 of 13). Faculty members who teach basic computations and communication skills in non-degree occupational programs must have a baccalaureate degree and, ideally, should have work or other experience which helps them relate these skills to the occupational field.</p> | <p>Compliance</p> | <p>Faculty Personnel Files, Office of Vice President for Academic Affairs</p> <p>“Master List of Credentials of All Full-time and Part-time Faculty”</p> |
| <p>4.8.2.1 (12 of 13). Faculty members who teach adult basic education courses below the collegiate level must have a baccalaureate degree, and also should have attributes or experiences which help them relate to the particular needs of the adults they teach.</p> | <p>Compliance</p> | <p>Interview with Vice President for Fiscal Affairs</p> <p>Personnel Files - Payroll Supervisor’s Office</p> |
| | | |

| Must Statement | Compliance Statement | Supporting Documentation |
|---|-----------------------------|--|
| <p>4.8.2.1 (13 of 13). Faculty members who teach in remedial programs must hold a baccalaureate degree in a discipline related to their teaching assignment and have either teaching experience in a discipline related to their assignment or graduate training in remedial education.</p> | Compliance | <p>Faculty Personnel Files, Office of Vice President for Academic Affairs</p> <p>“Master List of Credentials of All Full-time and Part-time Faculty”</p> |

4.8.2.2 Faculty: Academic and Professional Preparation Baccalaureate

Presentation of Findings

4.8.2.2 (1 of 7) Appropriate Teaching Credentials

As of fall of 2001, Dalton State College (DCS) offered six baccalaureate degree programs. Five of these programs are in the Division of Business and Technology: Industrial Operations Management (B.S.), Management Information Systems (B.S.), Marketing Systems (B.S.), Technology Management (B.A.S.), and Management (B.B.A.). The sixth baccalaureate degree program, Social Work (B.S.W.), is in the Division of Social Sciences. Fourteen faculty members teach upper division (3000 and 4000 level) courses in the bachelor’s degree programs offered by the Division of Business and Technology. Nine of these 14 instructors are members of the Division of Business and Technology and teach exclusively in that division, while the other five instructors teach only one upper division course. The latter are members of other divisions and primarily teach courses in the associate degree programs. One faculty member teaches upper division courses for the Bachelor of Social Work degree. Both the Bachelor of Business Administration and Bachelor of Social Work Programs began in the fall of 2001.

4.8.2.2 (2 of 7) Outstanding Professional Experience

In the Division of Business and Technology baccalaureate degree programs, four faculty members have doctoral degrees in their areas of instruction. The other full-time instructors have completed at least 18 graduate semester hours in their area of instruction and hold either a doctorate or master’s degree (“Faculty Resources and Qualifications: Division of Business and Technology,” Director of Institutional Research and Planning, pp. 1-20). The instructors from other divisions who teach courses in the Division of Business and Technology’s baccalaureate programs all hold the doctorate in their area of instruction. There are no part-time faculty members teaching upper-level courses in the baccalaureate programs. The one faculty member teaching upper-division courses in the Bachelor of Social Work Program holds a doctorate in social work.

| | |
|--|---|
| 4.8.2.2 (3 of 7) Interdisciplinary Studies | Not applicable. All faculty members have the required academic credentials for teaching in their respective areas. Not applicable. DSC has no interdisciplinary courses in the baccalaureate programs. |
| 4.8.2.2 (4 of 7) Faculty Academic Preparation Kept on File | As a requirement for employment, all applicants for a full-time faculty position must submit a resume, letters of recommendation, and official transcripts from all post-secondary institutions attended. The Vice President for Academic Affairs maintains these records. |
| 4.8.2.2 (5 of 7) Twenty-Five Percent of Undergraduate Courses Taught by Faculty Holding the Terminal Degree | Of the 51 upper division courses taught in 2001 (spring, summer, and fall semesters) in the Division of Business and Technology baccalaureate programs, 21 (41 percent) were taught by faculty holding the doctorate in the area of instruction. Included in the 51 courses were three courses taught via the Georgia Statewide Academic and Medical Systems (GSAMS), a two-way interactive video network. During the fall of 2001, when the Bachelor of Social Work program began, and in the spring of 2002, no upper division courses were offered. An existing DSC professor with a doctorate in the discipline will teach some of the upper division courses to be offered during the fall of 2002. The College plans to hire another faculty member holding a doctorate in social work to teach upper level courses in this program beginning in the Fall Semester of 2002. |
| 4.8.2.2 (6 of 7) Master's as the Terminal Degree | Not applicable. The doctoral degree is considered terminal for all of DSC's baccalaureate programs. |
| 4.8.2.2 (7 of 7) Remedial Courses not Offered | Not applicable. DSC offers no remedial courses in the baccalaureate programs. |

Conclusion:

The College is in compliance with the *SACS Criteria*, Section 4.8.2.2.

Recommendations/Suggestions/Proposals:**Recommendations/Suggestions:**

None.

Proposal:

Other than official transcripts, the type of documentation kept on file for faculty members is not specified in the *Faculty Handbook* or the *DSC Statutes*. The Committee proposes that the College include in the *Faculty Handbook* a listing of all official documentation (transcripts, curriculum vitae, and letters of reference) required for newly hired faculty members.

Must Statement Compliance Table
4.8.2.2 Faculty: Academic and Professional Preparation-Baccalaureate

| Must Statement | Compliance Statement | Supporting Documentation |
|--|-----------------------------|--|
| <p>4.8.2.2 (1 of 7). Each full-time faculty member teaching credit courses leading toward the baccalaureate degree, other than physical education activities courses, must have completed at least 18 graduate semester hours in the teaching discipline and hold a master’s degree, or hold the minimum of a master’s degree with a major in the teaching discipline.</p> | Compliance | <p>Faculty Credential Record for the Division of Business and Technology, Division Chairperson</p> <p>“Master List of Credentials of All Full-time and Part-time Faculty”</p> <p>“Faculty Resources and Qualifications: Division of Business and Technology,” Director of Institutional Research and Planning, pp. 1-20.</p> |
| <p>4.8.2.2 (2 of 7). In exceptional cases, outstanding experience and demonstrated contributions to the teaching discipline may be presented in lieu of formal academic preparation. Such cases must be justified by the institution on an individual basis.</p> | Does not apply | |
| <p>4.8.2.2 (3 of 7). The Commission encourages interdisciplinary courses and recognizes that appropriate credentials for teaching may vary. The institution must document and justify the academic and professional preparation of faculty members teaching in such courses or programs.</p> | Does not apply | |
| <p>4.8.2.2 (4 of 7). It is the responsibility of the institution to keep on file for all full-time and part-time faculty members documentation of academic preparation, such as official transcripts and, if appropriate for demonstrating competence, official documentation of professional and work experience,</p> | Compliance | <p>Faculty Personnel Files, Office of Vice President for Academic Affairs</p> <p><i>Dalton State College Faculty Handbook</i>, “Faculty Recruitment and Appointment”</p> <p><i>Dalton State College Recruiting and Hiring</i></p> |

| Must Statement | Compliance Statement | Supporting Documentation |
|--|-----------------------------|---|
| technical and performance competency, records of publication, certifications and other qualifications. | | <i>Policies and Procedures</i> , Office of the President |
| 4.8.2.2 (5 of 7). At least 25 percent of the discipline course hours in each undergraduate major must be taught by faculty members holding the terminal degree, usually the earned doctorate, in that discipline. In some disciplines, the master's degree in the discipline may be considered the terminal degree, such as the M.F.A, the M.S.W., and the M.L.S.; in others, a master's degree in the discipline is considered appropriate. | Compliance | Faculty Credential Records for the Division of Business and Technology, Office of Division Chairperson "Master List of Credentials of All Full-time and Part-time Faculty" Schedule of Classes (2001: spring, summer, and fall semesters) Summary of Upper Division Courses Taught for Baccalaureate Programs, Office of the Vice President for Academic affairs |
| 4.8.2.2 (6 of 7). It is the responsibility of the institution to justify the master's degree, or master's in the teaching discipline coupled with a related doctorate, as the terminal degree for faculty member's teaching in these disciplines. The above requirement also applies to each major offered at branches or other sites. | Does not apply | |
| 4.8.2.2 (7 of 7). Faculty members who teach in remedial programs must hold a baccalaureate degree in a discipline related to their teaching assignment and have either teaching experience in a discipline related to their assignment or graduate training in remedial education. | Does not apply | |

4.8.2.4 Faculty: Distance Learning Programs/Activities

Presentation of Findings

4.8.2.4 (1 of 2)
Appropriate
Teaching
Credentials

Distance learning at Dalton State College (DSC) currently involves courses at one site (Appalachian Technical College in Jasper, Georgia) taught through Georgia's Statewide Academic and Medical System (GSAMS) technology and one web-based course (Office Administration 1152 [Advanced Document Processing]). GSAMS is one of the world's largest two-way interactive video networks. Room 115 in the Technical Building on the DSC campus is dedicated to GSAMS activities. Courses taught via GSAMS in recent semesters include History 2111, History 2112, Psychology 1101 and Political Science 1101. The Fall Semester 2001 offerings are Business Administration 3100 and Business Administration 3200. The planned offerings for the Spring Semester of 2002 are History 2112 and Business Administration 3300.

According to the Director of Evening and Extended Campus Programs, all courses offered through GSAMS are at present taught by full-time DSC faculty. Faculty members teaching these courses have at least the minimum academic preparation required by the Southern Association of Colleges and Schools (SACS) (List of Faculty Teaching GSAMS & Web-Based Courses, fall 1999 – spring 2002; “Master List of Credentials of All Full-Time and Part-Time Faculty”).

DSC also offers one web-based course, Office Administration 1152 (Advanced Document Processing). The office administration course, required for the Office Career Technologies Certificate Program and the Associate of Applied Science in Office Administration Degree, has been taught six times by a full-time DSC faculty member. The academic preparation of the faculty member teaching this course meets the requirements of the SACS *Criteria*. (List of Faculty Teaching GSAMS & Web-Based Courses, fall 2001 – spring 2002; “Master List of Credentials of All Full-Time and Part-Time Faculty”)

4.8.2.4 (2 of 2)
Student Access
to Faculty

GSAMS instructors periodically travel to the distance learning site, sometimes as often as one-third of the scheduled class meetings. Additionally, GSAMS instructors are available to students by the following methods:

- 1) by GSAMS television hookup for 20 minutes both prior to and following class
- 2) by office telephone, voice mail, and e-mail.

The instructor of the web-based course is available to students in the following ways:

- 1) by office telephone, voice mail, and e-mail
- 2) by private WEB CT e-mail or chat room
- 3) by appointment.

Conclusion:

The College is in compliance with the *SACS Criteria*, Section 4.8.2.4.

Recommendations/Suggestions/Proposals:

None.

**Must Statement Compliance Table
4.8.2.4 Faculty: Distance Learning Programs / Activities**

| Must Statements | Compliance Statement | Supporting Documentation |
|---|-----------------------------|--|
| 4.8.2.4 (1 of 2). Institutions offering courses for credit through distance-learning activities and programs must meet all criteria related to faculty. | Compliance | “Master List of Credentials of All Full-Time and Part-Time Faculty” List of Faculty Teaching GSAMS & Web-Based Courses, spring 2000 – spring 2002 |
| 4.8.2.4 (2 of 2). Whether through direct contact or other appropriate means, institutions offering distance learning programs must provide students with structured access to and interaction with full-time faculty members. | Compliance | Syllabi of Instructors of GSAMS Courses Instructors syllabi for Web-Based Courses |

4.8.3 Faculty: Part-Time Faculty**Presentation of Findings**

**4.8.3
(1 of 6)
Adequate
Full-Time
Faculty**

The number of full-time faculty members at Dalton State College is adequate to provide effective teaching, advising, and scholarly activity. Furthermore, the size of the faculty enables effective participation in curriculum development, policy making, institutional planning, and governance. The fall 2001 student/full-time faculty ratio at Dalton State College is approximately 36:1 (3,647 students/101 full-time faculty) (*DSC Facts & Figures 2001*, p 11). The ratio of full-time equivalent (FTE) students to full-time faculty for fall 2001 is considerably lower at 22:1 (See Section 4.8.9 (1 of 2)). The 1999-2000 Faculty Survey indicated that 86 percent of

College faculty members considered the number of full-time faculty adequate to provide effective teaching and that 82 percent of the faculty members considered the number of full-time faculty adequate to provide effective advising (p. 9, questions 51-52 [See also Sections 4.2.5 and 4.8.9 of this report]).

Annual faculty reports document that faculty responsibilities and accomplishments not only include teaching and advisement, but also curriculum development, faculty development, college governance, and community service. In the DSC 1999-2000 Faculty Survey, at least 69 percent of faculty members agreed or strongly agreed that the number of full-time faculty members was adequate to accomplish each of the aforementioned responsibilities (pp. 9-10, questions 53-57).

The academic success of students represents an important measure of the adequacy of faculty size. The transfer Grade Point Averages of DSC students consistently rank high among those of other two-year University System of Georgia colleges (3.07 GPA according to the latest available statistics, *2001 DSC Facts & Figures*, p. 43). Likewise, a high percentage of DSC students pass the Regents' Test each year (*2001 DSC Facts & Figures*, p. 43). In the fall of 2000, DSC ranked second among state two- and four-year colleges and fifth among all 34 System institutions for students passing the Regents' Test (*The Info Digest*, No. 23, p. 8). Also, 91 percent of graduating students rated the quality of education they received at DSC as excellent or good (*2000-2001 Graduating Student Survey Results Summary Report*, p. 40, question 119).

**4.8.3 (2 of 6)
Part-Time
Faculty Use**

Dalton State College employs part-time faculty members on the basis of institutional need. As student enrollment has increased in recent years, a corresponding increase in part-time faculty members has occurred, from 10 percent in the fall of 1998 to 24 percent in the fall of 2001 (Table 4.8.3-1). The number varies among academic divisions (Table 4.8.3 - 2), with the greatest increases being in the Division of Technical Education and the Division of Natural Sciences and Mathematics.

Table 4.8.3-1
Proportion of Part-time Faculty to Total Instructional Faculty

| Academic Semester | Percentage of Part-Time Faculty (No. Part-time of Total Faculty) |
|--------------------------|---|
| Fall 1998 | 10% (14 of 110) |
| Fall 1999 | 16% (19 of 118) |
| Fall 2000 | 19% (25 of 130) |
| Fall 2001 | 24% (33 of 139) |

Source: Banner Database – Search for Part-Time Faculty, Office of Computing and Information Services

Table 4.8.3-2
Full-time to Part-time Faculty Ratios Among Academic Divisions

| | Humanities | Business & Technology | Natural Sciences & Mathematics | Social Sciences | Nursing | Technical Education | Health & Physical Education |
|-----------|-----------------------|-----------------------|--------------------------------|-----------------------|-----------------------|-----------------------|-----------------------------|
| | full-time / part-time | full-time / part-time | full-time / part-time | full-time / part-time | full-time / part-time | full-time / part-time | full-time / part-time |
| Fall 1998 | 17 / 04 | *24 / 01 | 20 / 00 | * | 08 / 02 | 29 / 09 | 04 / 00 |
| Fall 1999 | 18 / 02 | 07 / 02 | 19 / 03 | 17 / 03 | 08 / 01 | 26 / 08 | 04 / 00 |
| Fall 2000 | 20 / 03 | 11 / 00 | 19 / 06 | 16 / 01 | 07 / 01 | 28 / 10 | 03 / 01 |
| Fall 2001 | 21 / 05 | 10 / 01 | 19 / 08 | 19 / 03 | 07 / 01 | 30 / 16 | 03 / 01 |

Source: “Distribution of Full- and Part-Time Faculty by Rank and Division/Department”, Office of Institutional Research and Planning, <www.daltonstate.edu/irp/facstaff.htm#facdivdeptrk> * In the fall of 1998, Business Administration and Social Sciences were separated.

Since most part-time faculty members teach only one course, the most appropriate means of assessing their usage is by examining the percentage of courses taught by part-time faculty (Table 4.8.3 – 3). Provided the upward trend in use of part-time faculty stabilizes, the relatively low percentage of courses taught by part-time faculty (8 percent in the fall of 2001) indicates that the usage is properly limited.

Table 4.8.3–3
Proportion of Courses Taught by Part-Time Faculty

| Academic Semester | Percentage of Courses Taught by Part-Time Faculty |
|-------------------|---|
| Fall 1998 | 3.4% (17 of 500 courses) |
| Fall 1999 | 6.1% (31 of 508 courses) |
| Fall 2000 | 7.3% (38 of 520 courses) |
| Fall 2001 | 8.1% (44 of 546 courses) |

Source: Banner Database – Search for Part-Time Faculty, Office Of Computing and Informational Serices

- 4.8.3 (3 of 6)**
Part-Time Faculty Requirements for Teaching Part-time faculty members at DSC are required to meet the same credential requirements as full-time faculty; therefore, DSC is in compliance (“Master List of Credentials of All Full-Time and Part-Time Faculty,” *DSC Part-Time Faculty Handbook*, “Part-Time Faculty Requirements”).
- 4.8.3 (4 of 6)**
Part-Time Faculty Policies The *Part-Time Faculty Handbook*, a 50-page manual that covers every aspect of part-time faculty responsibilities, is available through DSC’s web site (<http://www.daltonstate.edu/hndbkpdf/part-time/02/pthndbk02.pdf>).
- 4.8.3 (5 of 6)**
Part-Time Faculty Orientation, Supervision and Evaluation The *DSC Part-Time Faculty Handbook* provides orientation material, which is augmented by instruction from division chairpersons, who also supervise and evaluate part-time faculty. The *Part-Time Faculty Handbook* and a letter from the Director of Evening and Extended Campus Programs (see Memorandum at the beginning of the *Part-Time Faculty Handbook*) inform part-time faculty members that they should contact their division chairpersons if they have any questions or needs. The “Evaluation” paragraph in the *Part-Time Faculty Handbook* states that faculty will be periodically evaluated by their students.
- 4.8.3 (6 of 6)**
Student Access to Part-time Faculty The College provides part-time faculty members with office space or accommodations for meeting with students. The “Office Hours” section of the *Part-Time Faculty Handbook* addresses the issue of office hours for part-time faculty. The instructions are as follows: “Your students should know when and where you will be available and how to schedule out-of-class time with you.” Instructors must provide this information in their course syllabi (*Part-Time Faculty Handbook*, “Course Syllabus” section).

Conclusion:

The College is in compliance with the *SACS Criteria*, Section 4.8.3.

Recommendations/Suggestions/Proposals:**Recommendations/Suggestions:**

None.

Proposal:

4.8.3 (5 of 6) Part-Time Faculty Orientation, Supervision and Evaluation

The overall procedures for orientation, supervision, and evaluation of part-time faculty are too informal and inconsistently applied by different divisions. Therefore, the Committee proposes that a formal, consistent procedure be developed and implemented.

**Must Statement Compliance Table
4.8.3 Faculty: Part-Time Faculty**

| Must Statements | Compliance Statement | Supporting Documentation |
|---|-----------------------------|---|
| 4.8.3 (1 of 6). The number of full-time faculty members must be adequate to provide effective teaching, advising, and scholarly or creative activity, and be appropriate to participate in curriculum development, policy making, institutional planning, and governance. | Compliance | DSC Faculty Campus Directory Fall 2000 Schedule of Classes “Dalton State College 1999-2000 Faculty Survey Results Summary,” pp. 9-10, questions 51-57 <i>The Info Digest</i> , No. 2, p. 8 “2000-2001 Graduating Student Survey Results Summary Report,” p. 40, question 119 Student Evaluations, Offices of Division Chairpersons <i>2001 Dalton State College Facts & Figures</i> , pp. 11 and 43 Annual Faculty Reports, Offices of Division Chairpersons Annual Faculty Evaluations, Offices of Division Chairpersons |

| Must Statements | Compliance Statement | Supporting Documentation |
|--|----------------------|---|
| | | Annual List of Faculty Committee Assignments, 1999-2001 |
| <p>4.8.3 (2 of 6). The employment of part-time faculty members can provide expertise to enhance the educational effectiveness of an institution, but the number of part-time faculty members must be properly limited.</p> | Compliance | <p>Banner Database – Search for Part-Time Faculty, Office of Computing and Information Services</p> <p>“Distribution of Full- and Part-Time Faculty by Rank and Division/Department,” Office of Institutional Research and Planning, <www.daltonstate.edu/irp/facstaff.htm#facdivdeptrk></p> |
| <p>4.8.3 (3 of 6). Part-time faculty members teaching courses for credit must meet the same requirements for professional, experiential, and scholarly preparation as their full-time counterparts teaching in the same disciplines.</p> | Compliance | <p>“Master List of Credentials of All Full-Time and Part-Time Faculty”</p> <p><i>DSC Part-Time Faculty Handbook</i>, “Part-Time Faculty Requirements” <http://www.daltonstate.edu/hndbkpdf/part-time/02/pthndbk02.pdf></p> |
| <p>4.8.3 (4 of 6). Each institution must establish and publish comprehensive policies concerning the employment of part-time members.</p> | Compliance | <p><i>DSC Part-Time Faculty Handbook</i> <http://www.daltonstate.edu/hndbkpdf/part-time/02/pthndbk02.pdf></p> |
| <p>4.8.3 (5 of 6). It (the institution) must also provide for an appropriate orientation, supervision, and evaluation of all part-time faculty members.</p> | Compliance | <p>DSC Part-Time Faculty Handbook, “Evaluation” Section <http://www.daltonstate.edu/hndbkpdf/part-time/02/pthndbk02.pdf></p> |
| <p>4.8.3 (6 of 6). Procedures to ensure student access to part-time faculty members must be clearly stated and publicized.</p> | Compliance | <p>DSC Part-Time Faculty Handbook, “Office Hours” and “Course Syllabus” Sections, <http://www.daltonstate.edu/hndbkpdf/part-time/02/pthndbk02.pdf></p> |

4.8.5 Faculty Compensation

Presentation of Findings

Adequate Salaries and Benefits

Dalton State College is committed to providing competitive faculty salaries and benefits to attract and retain faculty. DSC faculty salaries are based on a number of elements including the salaries in the relevant divisions across ranks (to avoid salary compression), market conditions, previous experience, and other macroeconomic factors. The average faculty salary for 85 faculty positions (not including administrators with faculty rank) at DSC during the 2001-2002 academic year is \$49,116. In a comparison of average salaries for full-time teaching faculty among University System of Georgia institutions in December 1998, the most recent available data, showed that DSC's average salary was slightly higher than the combined averages of all two-year colleges, \$41,136 versus \$40,714, respectively (*Information Digest*, 1998-1999 Average Faculty Salaries, www.usg.edu/pubs/info_digest/1999/facstaff/salary.html). However, Macon State College, DSC's only peer institution within the state, had an average faculty salary of \$45,371 in December 1998.

As a result of Dalton State College's continuing growth, new faculty members are regularly hired, while existing faculty tend to remain with the College, the average length of service for DSC faculty being 11.5 years (*DSC Ten-year Quick Statistical Overview: 1992/1993 – 2001/2002*); and according to the Vice President for Academic Affairs, turnover of faculty members at DSC is “negligible.”

A total of 76 percent of DSC faculty members are full-time employees, of which 62 percent have tenure. Fifty-four percent hold doctor's degrees, while 32 percent hold master's degrees (*Faculty Statistical Summary: Fall 2001*, Office of Institutional Research and Planning).

Retirement Plan and Insurance Coverage

The State of Georgia provides a retirement program for eligible faculty, either as participants in a defined-benefit state program, or in a defined contribution optional retirement program (ORP), which allows faculty to choose between VALIC or TIAA-CREF options. Vesting in the Teacher's Retirement System of Georgia (TRSGA) begins at the end of 10 years of creditable service, and a vested employee may begin drawing a service retirement benefit at 60 years of age or after the completion of 30 years of service. Effective July 1, 2001, the employer contribution rates for the TRSGA and ORP Plans are 9.24 percent and 9.62 percent, respectively (Memorandum to Chief Business Officers of University System of Georgia from Associate Vice Chancellor for Human Resources, June 28, 2001). Employee contribution rates for both plans are 5.00 percent.

Dalton State College currently offers an indemnity self-insured Health Benefit Plan administered through Blue Cross/Blue Shield of Georgia. In addition, on January 1, 2001, the College began offering a Preferred Provider Organization Plan (PPO) for the first time. Employees have the option to participate in either health plan. The

State of Georgia contributes 75 percent of the costs of health benefits, with the employees paying the remaining 25 percent. Other benefits the State provides include \$25,000 of free life insurance for each faculty member, with an option to obtain additional coverage at the employee's expense. Long-term disability insurance and dental insurance are available, but faculty choosing these benefits must pay for them. The State also provides eligible faculty members with sick leave and holidays during their contract periods. Additionally, individuals in the TRSGA retirement plan may apply unused sick leave days toward retirement (*DSC Report on Review of the Financial Statements for the Fiscal Year Ended June 30, 2001*, p.16, Note 6: Leave Policies; Teachers Retirement System of Georgia Web Site, www.trsga.com/sickleavecredit.asp).

**4.8.5 (1 of 1)
Criteria for
Salary Increases**

Salary increases at Dalton State College derive from the following process. The Board of Regents of the University System of Georgia recommends a compensation plan to state legislative leaders and appropriation committees each year. Once the Georgia State Legislature agrees upon a plan, that plan is then subject to the approval of the Governor.

In the University System of Georgia, all faculty salary increases are merit based, i.e., based upon quality of performance in relation to assigned responsibilities (*Board of Regents Policy Manual*, Section 803.14). In compliance with Board of Regents policy, the administration distributes merit salary increases among employees in amounts generally ranging from 0 percent to 10 percent (Fiscal Year 2002 Salary and Wage Administration Policy, *University System of Georgia: Board of Regents Meeting Minutes, April 2001*, www.usg.edu/admin/regents/minutes/2001/apr01.html). Salary increases may exceed 10 percent for employees demonstrating exceptionally meritorious performance. Division chairpersons make recommendations for salary increases, which are then reviewed by and subject to the approval of the Vice President for Academic Affairs and the President. The criteria for salary increases are stated in the *DSC Faculty Handbook* (Faculty Evaluation Section). However, no specific information is provided regarding what constitutes meritorious service. A Faculty Evaluation Process Committee, which includes a representative from each division appointed by the Committee on Committees, is developing a comprehensive faculty evaluation process that will be used for promotion, tenure, and merit pay. While annual salary increases are not guaranteed, DSC has had an annual increase, averaging 5.1 percent, for the past seven years (Appendix A, USG FY 2001-2002 Operating Budget, State Appropriations Allocation Recommendations, pp. 1-2; Letter to DSC President from Senior Vice Chancellor for Capital Resources, April 20, 2000; Letter to DSC President from Senior Vice Chancellor for Capital Resources, April 23, 1999; Appendix III, Salary Administration Policy, Fiscal Year 1999; Appendix IV, Salary Administration Policy, Fiscal Year 1998; Dalton College Resident Instruction Allocation, Fiscal Year 1997; Salary Administration Policy, Fiscal Year 1996).

Conclusion:

The college is not in compliance with Section 4.8.5 (1 of 1).

Recommendations/Suggestions/Proposals:

Recommendation:

4.8.5 (1 of 1) Salary increases must be based on clearly stated criteria.

Although the categories pertaining to salary increases are addressed in the DSC Faculty Handbook under “Faculty Evaluation,” the Committee recommends that criteria for salary increases be more specifically and clearly stated. **Status:** See the *DSC Self-Study Report Addendum-“Master List of Recommendations.”*

Suggestions: None.

Proposal:

The committee proposes that the results of annual evaluations be reflected in the faculty member’s annual salary increase.

**Must Statement Compliance Table
4.8.5 Faculty Compensation**

| Must Statements | Compliance Statement | Supporting Documentation |
|---|-----------------------------|--|
| <p>4.8.5 (1 of 1). Salary increases must be based on clearly stated criteria.</p> | <p>Non-Compliance</p> | <p>Fiscal Year 2002 Salary and Wage Administration Policy, University System of Georgia: Board of Regents Meeting Minutes, April 2001, www.usg.edu/admin/regents/minutes/2001/apr01.html</p> <p>Appendix A, USG Fiscal Year 2001-2002 Operating Budget, State Appropriations Allocation Recommendations, pp. 1-2, Office of The Vice President for Fiscal Affairs</p> <p>Letter to DSC President from Senior Vice Chancellor for Capital Resources, April 20, 2000</p> <p>Letter to DSC President from Senior Vice Chancellor for Capital Resources, April 23, 1999</p> |

| Must Statements | Compliance Statement | Supporting Documentation |
|-----------------|----------------------|--|
| | | <p>Appendix III, Salary Administration Policy, Fiscal Year 1999, Office of The Vice President for Fiscal Affairs</p> <p>Appendix IV, Salary Administration Policy, Fiscal Year 1998, Office of The Vice President for Fiscal Affairs</p> <p>Dalton College Resident Instruction Allocation, Fiscal Year 1997, Office of The Vice President for Fiscal Affairs</p> <p>Salary Administration Policy, Fiscal Year 1996, Office of The Vice President for Fiscal Affairs</p> <p>Faculty Contracts/Letters, Office of the President of Dalton State College</p> <p><i>Board of Regents Policy Manual</i>, Section 803.14</p> <p><i>DSC Faculty Handbook</i>, "Faculty Evaluation" Section</p> |

4.8.6 Faculty: Academic Freedom and Professional Security

Presentation of Findings

4.8.6 (1 of 7)
Freedom to Pursue Academic Inquiry

Dalton State College (DSC) encourages vigorous academic inquiry by students and faculty members and fully supports the freedom to teach and the freedom to learn. The College recognizes that freedom of inquiry and freedom of expression are essential in the pursuit of truth and for the intellectual development of students, these being the ultimate purposes of the College and all academic institutions (*DSC 2001-2002 Catalog and Student Handbook*, pp. 11-12, 65; *Dalton State College Statutes*, V. J. 1. a. and c., p. 15). Faculty, staff, students, and guest speakers offer diverse viewpoints in the classroom, student clubs, and campus-wide lectures and events. Faculty scholarship is both encouraged and supported by the College. Additionally, students and faculty have access to a wealth of academic resources through DSC's Derrell C. Roberts Library. These resources can be obtained via

library holdings, interlibrary loan, the Internet, and the Georgia Library Learning Online (GALILEO) databases.

**4.8.6 (2 of 7)
Statement of
Academic
Freedom**

The *Dalton State College Statutes* state that faculty members are entitled to academic freedom and that the College “subscribes to the principles contained in the 1940 AAUP Statement on Academic Freedom” (*Dalton State College Statutes*, V.J.1.a. and c., p. 15). The University System of Georgia also clearly states its support of academic freedom (Letter from Senior Vice Chancellor for Academics and Fiscal Affairs, University System of Georgia Board of Regents, to President of DSC; May 29, 2001). However, the principles included in the AAUP Statement are not described in either the *DSC Statutes* or the *DSC Faculty Handbook*.

**4.8.6 (3 of 7)
Faculty
Requirements for
Professional and
Ethical
Performance**

Faculty members are required to “abide by the ethics of the academic profession” (*DSC Statutes*, Section V.J.1.b., p. 15). Although this statement demonstrates compliance with the SACS *Criteria*, neither the *DSC Statutes* nor the *DSC Faculty Handbook* contains a description of those ethical standards.

**4.8.6 (4 of 7)
Document
Describing Terms
and Conditions of
Employment**

Each faculty member--full-time, part-time, tenured and non-tenured--is provided a contract prior to the beginning of each academic year. Each contract specifies whether it is for a tenured or non-tenured faculty member, the level of compensation, the duration of the contract, the job title, and the current rank (See 4.8.6 [4 of 7] below). In addition, the College provides summer contracts to faculty members who are under contract for the standard two-semester academic year and who choose also to teach during the summer term. Since tuition and fees support the summer term, each class must have a sufficient number of students before the College awards a contract. Faculty members routinely teach two weeks of the summer session before receiving terms and conditions of employment. Those teaching accelerated summer courses can teach 50 percent of the course before receiving terms of employment. Division chairpersons consult each faculty member regarding teaching load and schedule prior to the ensuing term to which the schedule applies (See 4.8.6 [4 of 7] Recommendation #1 below).

**4.8.6 (5-6 of 7)
Employment
Policies Published
and Distributed**

Policies and procedures regarding recruitment and appointment of faculty are stated in the *University System of Georgia Board of Regents Policy Manual*, Section 803.0101, and the *DSC Faculty Handbook*, “Faculty Recruitment and Appointment”. Policies for contract renewal are delineated in the *DSC Faculty Handbook*, “Contract Renewal” and the *DSC Statutes*, Section V. J. 4., p. 17. Tenure and promotion policies are described in the *USG Board of Regents Policy Manual*, Section 803.08 and 803.09; the *Faculty Handbook*, “Tenure and Promotion”; and in the *DSC Statutes*, Section V. J. 5. and 6., p. 17. Policies regarding dismissal are located in the *USG Board of Regents Policy Manual*, Section 803.11 and in the *DSC Statutes*, Section V. J. 8., pp. 18-21. The Dalton State College Web Site contains the above-mentioned documents, and each faculty member receives information regarding access to these manuals. A non-tenured faculty member is issued a letter of intent to renew or not to renew his or her employment contract from three to nine months before the termination of the current

contract, depending upon the number of years the non-tenured faculty member has been employed by the College.

**4.8.6 (7 of 7)
Separation
Policies and
Safeguards for
Academic
Freedom**

Policies regarding removal of regular faculty for cause are clearly delineated in the *USG Board of Regents Policy Manual*, Section 803.11. The *DSC Statutes*, Section V. J. 1. a., p. 15, state that “Dalton State College subscribes to the principles contained in the 1940 AAUP statement on academic freedom.” The *AAUP 1940 Statement of Principles on Academic Freedom and Tenure* includes statements regarding termination of a continuous appointment for cause (“Academic Tenure” section). The *USG Board of Regents Policy Manual*, Section 803.11, and the *DSC Statutes*, Section V. J. 8., pp. 18-21, provide a grievance process for faculty members who believe they have not received equitable treatment. In 1981, Dalton State College began maintaining a standing committee to hear grievances from faculty and staff for the sole purpose of following these policies. Since 1993, no faculty member has presented a grievance to the committee.

Conclusion:

The College is in compliance with five of the *SACS Criteria* in this subsection but is not in full compliance with 4.8.6 (2 and 4 of 7). While the *DSC Statutes* clearly state that faculty members are entitled to academic freedom, the College does not distribute a statement describing principles of academic freedom to faculty members. The terms of employment are not clearly stated, in that the period of appointment stated on the Academic Year Employment Contract does not correspond to the actual academic year’s beginning and ending dates. Further, the College does not clearly describe the terms of employment for summer courses prior to the commencement of the summer term.

Recommendations/Suggestions/Proposals:

4.8.6 (2 of 7) *An institution must adopt and distribute to all faculty members a statement of the principles of academic freedom as established by the governing board, ensuring freedom in teaching, research, and publication.*

Recommendation:

Although the *Faculty Handbook* and the *DSC Statutes* make reference to the *1940 Statement of Principles on Academic Freedom and Tenure with 1970 Interpretive Comments*, the Committee recommends that the College include the *Statement* in these documents in its entirety and place a link to the American Association of University Professors Web site on the DSC Web site under the Information for Faculty & Staff section. **Status:** See the *DSC Self-Study Report Addendum*—“Master List of Recommendations.”

4.8.6 (3 of 7) *Institutional policies must set forth the requirement for faculty members to carry out their duties in a professional, ethical and collegial manner that enhances the purposes of the institution.*

Proposal:

The Committee proposes that the College include the American Association of University Professors' *Statement on Professional Ethics* in the *Faculty Handbook* and *DSC Statutes*, and a link on the Dalton State College Web site, under the Information for Faculty & Staff section, to the American Association of University Professors Web site.

4.8.6 (4 of 7) *Although tenure policy is not mandated, each institution must provide contracts, letters of appointment, or similar documents to faculty members clearly describing the terms and conditions of their employment.*

Recommendations:

1. The Committee recommends that the College develop a means for spelling out well in advance the compensation faculty members will receive for teaching summer courses under the various possible contingencies. **Status:** See the *DSC Self-Study Report Addendum*-“Master List of Recommendations.”
2. The Committee recommends that the Academic Year Employment Contracts state the dates when academic year faculty are expected to “report for duty.” **Status:** See the *DSC Self-Study Report Addendum*-“Master List of Recommendations.”

Must Statement Compliance Table
4.8.6 Faculty: Academic Freedom and Professional Security

| Must Statements | Compliance Statement | Supporting Documentation |
|---|-----------------------------|--|
| <p>4.8.6 (1 of 7). Faculty and students must be free to examine all pertinent data, question assumptions, be guided by the evidence of scholarly research, and teach and study the substance of a given discipline.</p> | <p>Compliance</p> | <p><i>Dalton State College 2001-2002 Catalog and Student Handbook</i>, “Statement of Purpose,” pp. 11-12, “Students’ Rights and Responsibilities,” p. 65</p> <p><i>Dalton State College Statutes</i>, Article V. J. 1., a and c, p. 15</p> |

| Must Statements | Compliance Statement | Supporting Documentation |
|--|-----------------------------|--|
| <p>4.8.6 (2 of 7). An institution must adopt and distribute to all faculty members a statement of the principles of academic freedom as established by the governing board ensuring freedom in teaching, research, and publication.</p> | <p>Non-Compliance</p> | <p><i>Dalton State College Statutes</i>, Article V. J. 1., a and c, p. 15</p> <p><i>1940 AAUP Statement of Principles on Academic Freedom and Tenure - Academic Freedom</i>, a., b., and c</p> <p>Letter from the Board of Regents of the University System of Georgia, Daniel S. Papp, May 29, 2001</p> |
| <p>4.8.6 (3 of 7). Institutional policies must set forth the requirement for faculty members to carry out their duties in a professional, ethical and collegial manner that enhances the purposes of the institution.</p> | <p>Compliance</p> | <p><i>Dalton State College Statutes</i>, Article V. J. 1., b, p.15</p> |
| <p>4.8.6 (4 of 7). Although tenure policy is not mandated, each institution must provide contracts, letters of appointment, or similar documents to faculty members clearly describing the terms and conditions of their employment.</p> | <p>Non-Compliance</p> | <p>Sample letters of appointment, faculty contracts (tenured and non-tenured), annual letters for non-tenured faculty, and non-renewal of faculty</p> |
| <p>4.8.6 (5 of 7). All policies regarding employment, as established by the governing board must published and distributed to the faculty.</p> | <p>Compliance</p> | <p><i>Board of Regents Policy Manual</i>, Section 803.01</p> <p><i>Dalton State College Faculty Handbook</i>, Contract Renewal Section, Faculty Recruitment and Appointment Section, Tenure and Promotion Section</p> <p><i>Dalton State College Statutes</i>, Article V. J., pp. 14 – 23</p> |

| Must Statements | Compliance Statement | Supporting Documentation |
|---|----------------------|---|
| <p>4.8.6 (6 of 7). If the institution uses faculty ranks and tenure, the policies and procedures for promotion, for awarding tenure, for providing adequate notice of non-renewal of a probationary appointment, and for termination of appointments, including those for cause, must be clearly set forth in the faculty handbook or other official publication.</p> | Compliance | <p><i>Board of Regents Policy Manual</i>, Section 803.01</p> <p><i>Dalton State College Faculty Handbook</i>: “Contract Renewal” Section, “Faculty Recruitment and Appointment” Section, and “Tenure and Promotion” Section</p> <p><i>Dalton State College Statutes</i>, Article V. J., pp. 14 – 23</p> |
| <p>4.8.6 (7 of 7). Termination and non-renewal procedures must contain adequate safeguards for protection of academic freedom</p> | Compliance | <p><i>Board of Regents Policy Manual</i>, 803.11</p> <p><i>1940 AAUP Statement on Principles on Academic Freedom and Tenure</i> - Academic Freedom, a., b., and c</p> <p><i>Dalton State College Statutes</i>, Article V. J., pp. 14 – 23</p> |

4.8.7 Faculty: Professional Growth

Presentation of Findings

4.8.7 (1 and 2 of 3) Opportunity for Professional Development

Dalton State College (DSC) encourages and supports professional development in a variety of ways, including financial assistance, release time, and on-campus technology training classes (*Dalton State College Faculty Handbook*, “Faculty Development”). The College also encourages faculty members to continue their professional development through participation in professional meetings, conferences, and workshops, for which DSC provides at least a portion, if not all, of both travel and registration funds. The College spent nearly \$57,000 in FY 2001 for faculty development (Appropriations Ledger History Report, Professional Development, FY 2001; Memorandum from the Vice President for Fiscal Affairs, August 12, 2002).

Since 1999, DSC has provided computer-related training classes for faculty and staff at no charge. These classes cover basic and intermediate concepts in such areas as word processing, spreadsheets, databases, presentation software, and Web-page creation software. The Office of Computing and Information Services (OCIS) distributes a training schedule to faculty and staff members each semester and

provides multiple class times and days so that anyone who wishes may participate. During the 2000 – 2001 Academic Year, DSC faculty and staff attended 47 training sessions (OCIS Semester Training Calendar and OCIS Semester Training Attendance Records).

In addition, the Dalton State College Foundation is supportive, offering financial assistance to both students and faculty. The DSC Foundation provides grants and stipends to faculty for a variety of professional development activities such as course work, research, and international education programs (DSC Foundation Budget, Fiscal Years 1998 - 2001, "Faculty Grants and Stipends"). Since 1998, six faculty members and three staff members have received stipends from the Foundation for coursework. Since 1986, thirteen faculty members have received the Foundation's annual Faculty Enrichment Award that provides leave at full pay for one term (*DSC Faculty Handbook*, Appendix, Document Number 4, "DSC Foundation Faculty Enrichment Award Application Information and Instructions"). Recipients have used this award to conduct research and to develop or enhance curriculum (Faculty Enrichment Award, DSC Web site).

The University System of Georgia (USG) provides a broad array of professional growth opportunities to DSC faculty and to faculty from other state institutions. For example, each year the USG sponsors a Teaching and Learning with Advanced Technologies Conference. Member institutions are encouraged to select individuals from their campuses to attend the conference. Dalton State College regularly selects representatives from various divisions to attend the conference and covers their travel expenses. Five faculty members attended the conference in 2001. Also, from 1996 to 2000, USG's Board of Regents funded the Teaching and Learning Advisory Committee, which in 1997 provided travel for a team of faculty members to Alverno College in Milwaukee for training in assessment procedures. The team then trained other faculty members through workshops. The Committee purchased books about pedagogical subjects and formed reading circles. Workshops were also conducted on such issues as active learning and teaching in multi-cultural classrooms.

Faculty members also have opportunities to study and teach overseas in the USG Study Abroad Program. These opportunities include 2-3 week Faculty Development Seminars, as well as full-term teaching positions. Since 1996, ten DSC faculty members have participated in the Faculty Development Seminars, and eight faculty members have taught in England, France, and Russia. Three of these individuals have taught two or three terms in the Study Abroad Program, and one faculty member has either taught or served as the site coordinator for a total of six terms. DSC pays the salary of faculty members selected to teach in the Study Abroad Program. Also, during the 2001–2002 Academic Year, one DSC English professor participated in the Fulbright Teacher Exchange Program, exchanging positions with a professor at City College in Norwich, England. This federally funded program provides an opportunity for a faculty member to participate in a direct exchange of positions with colleagues from other countries for up to a full academic year.

The University System of Georgia Tuition Remission and Reimbursement Policy provides financial support for faculty interested in pursuing formal education related to their academic responsibilities. The System provides faculty members who wish to pursue additional academic credentials related to their work with a waiver of tuition at any institution in the University System of Georgia. Faculty members who enroll in classes in their home institutions also receive tuition remission. Since 1998, 16 DSC faculty and 36 staff members have benefited from this policy while pursuing additional academic credentials (Memorandum from the Vice President for Fiscal Affairs, January 30, 2002).

**4.8.7 (3 of 3)
Responsibility for
Initiating
Professional
Growth**

As one of its core purposes, DSC has a “commitment to scholarship and creative work to enhance instructional effectiveness and to encourage faculty scholarly pursuits” (*Dalton State College 2001-2002 Catalog and Student Handbook*, “DSC Statement of Purpose,” p.11). DSC policies clearly state that faculty members are expected to pursue their own professional development as one of the requirements for employment (*Dalton State College Faculty Handbook*, “Faculty Development,” “Faculty Evaluation,” and “Tenure and Promotion”; *Dalton State College Statutes*, Article J. 6. e., p. 17). The *DSC Faculty Handbook*, “Faculty Development” section, lists criteria for faculty development and some of the means by which the College supports faculty development.

Conclusion:

The College is in compliance with the *SACS Criteria*, Section 4.8.7.

Recommendations/Suggestions/Proposals:

None.

**Must Statement Compliance Table
4.8.7 Faculty: Professional Growth**

| Must Statements | Compliance Statement | Supporting Documentation |
|---|----------------------|---|
| <p>4.8.7 (1 and 2 of 3). An institution must provide faculty members the opportunity to continue their professional development throughout their careers and must demonstrate that such development occurs. Among the means of accomplishing this goal are leaves of absence for study and research, additional graduate</p> | <p>Compliance</p> | <p><i>Dalton State College Faculty Handbook</i>, “Faculty Development”</p> <p>Appropriations Ledger History Report, Professional Development, FY 2001</p> <p>Memorandum from the Vice President for Fiscal Affairs, August 12, 2002</p> |

| Must Statements | Compliance Statement | Supporting Documentation |
|---|-----------------------------|--|
| <p>work in the discipline, participation in professional meetings, and in-service training such as instruction in computer usage.</p> | | <p>Dalton State College Foundation budgets, Fiscal Years 1998-2001, "Faculty Grants and Stipends"</p> <p>Memorandum from the Vice President for Fiscal Affairs, to Associate Professor of Management Information Systems, January 30, 2002</p> <p>Office of Computing and Information Services Semester Training Calendar and OCIS Semester Training Attendance Records</p> <p><i>Dalton State College Faculty Handbook</i>, Appendix, Document Number 4, "DSC Foundation Faculty Enrichment Award Application Information and Instructions"</p> <p>Faculty Enrichment Award: http://www.daltonstate.edu/foundation/found.htm#enrich</p> <p>DSC Fiscal Year 2001 Budget, "Professional Development," section, p. 67</p> <p>Teaching and Learning With Advanced Technologies Conference Participants List</p> <p>USG Study Abroad Program; Dalton State College Participants List, Office of Study Abroad Coordinator</p> <p>USG Tuition Remission and Reimbursement Policy, <i>USG Board of Regents Policy Manual</i>, 802.20</p> |
| | | |

| Must Statements | Compliance Statement | Supporting Documentation |
|---|----------------------|---|
| <p>4.8.7 (3 of 3). The general tone and policies of an institution must make it clear that individual faculty members are to take the initiative in promoting their own growth as teachers, scholars, and, especially in professional and occupational fields, practitioners.</p> | <p>Compliance</p> | <p><i>Dalton State College Faculty Handbook</i>, “Faculty Development,” “Faculty Evaluation,” and “Tenure and Promotion” sections</p> <p><i>Dalton State College Statutes: Article V. J. 6., e, p. 17, “Promotion”</i></p> <p><i>University System of Georgia Board of Regents Policy Manual</i>, Section 803.17, “Faculty Development”</p> <p><i>Dalton State College 2001-2002 Catalog and Student Handbook</i>, “DSC Statement of Purpose,” p.11</p> |

4.8.8 The Role of the Faculty and Its Committees

Presentation of Findings

4.8.8 (1 of 2) Faculty Responsibility for Educational Programs

The faculty of Dalton State College (DSC) assumes primary responsibility for the quality of the educational program through curriculum management and development, classroom instruction, and academic governance on various councils and committees. Dalton State College faculty members assess their own courses each year and submit a formal report on classroom assessment activities every three years to Division Chairpersons (Faculty-Student Learning Outcomes Assessment Plans; Memorandum from the Vice President for Academic Affairs to Division Chairpersons, March 5, 2001– revised May 31, 2001). Based on these assessment results, the faculty implements needed changes.

The faculty participates in governance of the College’s educational programs primarily through involvement in division and department meetings, college-wide faculty meetings, the Academic Council, and various committees (*Dalton State College Statutes*, Article V., “The Faculty”: Sections C, E, F, I (p.14); *Dalton State College Faculty Handbook*, “Councils and Committees”). The Academic Council defines academic goals for the College, approves all programs of study for degrees or certificates, approves all changes in degree requirements, rules on student petitions for exceptions, approves any additions or deletions of courses, and approves all academic regulations (*DSC Statutes*, Article VI. “Councils and

Committees,” p. 24). The faculty must vote on all council or committee actions that would result in changes in College policy (*DSC Statutes*, Article V., “The Faculty,” Section E, p.14).

**4.8.8 (2 of 2)
Publication of
Faculty
Responsibility**

The *DSC Statutes* (revised and approved by the faculty, May 2001) state that the faculty will make “[. . .] statutes, rules and regulations for its governance and for that of the students” (Article V., C, p. 14). The *DSC Statutes* and the *DSC Faculty Handbook* clearly outline the functions, membership representation, and terms of office for all councils and standing committees (*DSC Statutes*: Article VI., pp. 24-40; *DSC Faculty Handbook*, “Councils and Committees”). The minutes of Academic Council meetings, of faculty meetings, and of other committee and council meetings document the extent of faculty participation and jurisdiction in academic affairs of the College.

Conclusion:

Dalton State College is in compliance with the *SACS Criteria*, Section 4.8.8.

Recommendations/Suggestions/Proposals:

None.

Must Statement Compliance Table

4.8.8 The Role of Faculty and Its Committees

| Must Statement | Compliance Statement | Supporting Documentation |
|---|----------------------|--|
| 4.8.8 (1 of 2). Primary responsibility for the quality of the educational program must reside with the faculty. | Compliance | <i>Faculty-Student Learning Outcomes Assessment Plans Memorandum, from the Vice President for Academic Affairs to Division Chairpersons, March 5, 2001–revised May 31, 2001</i> Dalton State College Statutes Article V: “The Faculty”: C. “Rules and Regulations: Academic” (p.14); E. “Committees and Councils” (p.14); F. “Faculty Meetings” (p. 14); |

| Must Statement | Compliance Statement | Supporting Documentation |
|---|----------------------|---|
| | | <p>I. "Establishment of Standing Committees" (p. 15); and Article VI: "Councils and Committees": A. 2. The Academic Council (p. 24)</p> <p><i>Dalton State College Faculty Handbook, "Councils and Committees"</i></p> |
| <p>4.8.8 (2 of 2). The extent of participation and jurisdiction of the faculty in academic affairs must be clearly set forth and published.</p> | <p>Compliance</p> | <p>Dalton State College Statutes, Article V: "The Faculty": C. Rules and Regulations: Academic (p. 14); Article VI: "Councils and Committees" (pp. 24-40)</p> <p><i>Dalton State College Faculty Handbook, "Councils and Committees"</i></p> |

Section 4.8.9: Faculty Loads

Presentation of Findings

**4.8.9 (1 of 2)
Size of Faculty
Adequate to
Support
Purpose**

Dalton State College faculty members are expected to balance their teaching responsibilities with academic advisement, committee memberships, guidance of student organizations, scholarship, and service to the College and to the community. Several factors determine adequacy of faculty size to accomplish these responsibilities.

Student-to-faculty ratio can be used as one indicator of adequacy of faculty size. The student (full-time and part-time) to total instructional faculty (full-time, part-time and division and department chairpersons) ratio ranged from 25:1 to 29:1 between 1997 and 2001 ("Dalton State College Ten-Year Quick Statistical Overview: 1992/1993 – 2001/2002" [See the *DSC 2003 Self-Study Report*, "Introduction, pp 5-6]). During the Fall Semester of 2001, the full-time equivalent (FTE) student-to-full-time faculty ratio (excluding chairpersons) was 22:1 (Office of Institutional Research & Planning).

Class sizes, like student to faculty ratios, can be used in assessing the adequacy of the College's faculty size. Smaller class sizes enable an instructor to provide more individual attention to students and may help promote more interaction between students and faculty members in the classroom. The average class size across all academic areas has decreased from 26.0 in 1997-1998 to 18.0 in 2000-2001 ("Dalton State College Ten-Year Quick Statistical Overview: 1992/1993 – 2001/2002 [See the *DSC 2003 Self-Study Report*, "Introduction," pp. 5-6]). Class sizes can vary substantially among different academic areas, depending in part upon the nature of courses taught and on the methods of instruction used. In the 2000-2001 academic year, average class size ranged between 11.0 and 25.0 students per class among the various academic areas (Table 4.8.9-1). The largest class size was 42 students.

Table 4.8.9-1
Class Size by Academic Area – Academic Year 2000 – 2001.

| | Average Class Size | Median Class Size | Maximum Class Size |
|--------------------------------|---------------------------|--------------------------|---------------------------|
| Business & Technology | 14.5 | 13 | 37 |
| Health & Physical Education | 17.8 | 18 | 33 |
| Humanities | 22.7 | 25 | 37 |
| Natural Sciences & Mathematics | 22.3 | 23 | 40 |
| Nursing ¹ | 23.3 | 18.5 | 42 |
| Social Sciences | 24.7 | 26 | 39 |
| Technical ² | 11.1 | 9 | 40 |
| Dalton State College Studies | 11.1 | 12 | 17 |
| Total of All Classes | 18.0 | - | 42 |

Source: Office of Vice-President for Academic Affairs, DSC Faculty Load by Division

¹Team teaching is used for most nursing courses.

²Class sizes in the Technical Division varies depending upon equipment that is used for hands-on training.

Note: During this period, the total number of classes offered was 1,017, with a total student enrollment of 18,269.

Results from both student and faculty surveys support the conclusion that the size of DSC's faculty is adequate to support the needs of the students and to enable faculty

members to carry out their required responsibilities. The 2000-2001 Graduating Student Survey indicated that 89 percent of the students considered class sizes at DSC to be either “Excellent” or “Good” (*The Info Digest*, No.25, Fall 2001, p. 22). The results of the 1999-2000 Faculty Survey indicate that the majority of faculty members consider the number of full-time faculty to be adequate to carry out their responsibilities (Table 4.8.9-2).

*Table 4.8.9-2
Faculty Assessment of the Adequacy of the Number of
Full-time Faculty Members*

| Survey Item Statement | Strongly Agree | Agree | Don't Know/ No Opinion | Disagree | Strongly Disagree |
|---|----------------|-----------|---------------------------|-----------|-------------------|
| 51. The number of full-time faculty in my division is adequate to provide effective teaching | 44% 30 | 42% 29 | 3% 2 | 10% 7 | 1% 1 |
| 52. The number of full-time faculty in my division is adequate to provide effective advising | 36% 25 | 46% 32 | 6% 4 | 9% 6 | 3% 2 |
| 53. The number of full-time faculty in my division is adequate to provide effective scholarly or creative activity | 28% 19 | 41% 28 | 12% 8 | 17% 12 | 3% 2 |
| 54. The number of full-time faculty in my division is adequate to provide curriculum development | 33% 23 | 42% 29 | 7% 5 | 16% 11 | 1% 1 |
| 55. The number of full-time faculty in my division is adequate to provide policy making | 32% 22 | 49% 34 | 7% 5 | 9% 6 | 3% 2 |
| 56. The number of full-time faculty in my division is adequate to provide planning | 30% 21 | 51% 35 | 9% 6 | 10% 7 | 0% 0 |
| | | | | | |

| Survey Item Statement | Strongly Agree | Agree | Don't Know/ No Opinion | Disagree | Strongly Disagree |
|---|-------------------------|-------------------------|---------------------------|-----------------------|-----------------------|
| 57. The number of full-time faculty in my division is adequate to provide faculty governance | 25% 17 | 48% 33 | 17% 12 | 6% 4 | 4% 3 |

Source: "Dalton State College 1999-2000 Faculty Survey Results," pp. 9-10

**4.8.9 (2 of 2)
Assignment of
Faculty
Responsibilities**

The standard teaching load for full-time faculty members at Dalton State College is considered to be 27 credit hours per academic year (Fall and Spring Semesters) or a minimum of 15 contact hours per week (Minutes of the Semester Conversion Committee, August 1, 1996). Analysis of teaching loads in Academic Year 2000-2001 indicated that among four of the College's seven academic units, the average full-time teaching loads ranged between 27-28 credit hours per year (Table 4.8.9 - 3). Credit hour loads among individual faculty members ranged between 21 and 32. The reasons for the substantial range of credit loads among faculty members are varied. Some accommodations are made to provide reasonable parity in contact hours among faculty members in different academic divisions. For example, in the Division of Natural Sciences and Mathematics, a "double section," which consists of three hours of lecture and two two-hour laboratories per week, can count as two preparations. In the Division of Nursing, teaching assignments are made on the basis of an instructor's clinical specialty and/or preference. Each instructor in the Division of Nursing carries from 16 to 22 contact hours per semester, which are divided between classroom and clinical instruction. Faculty members assigned to administrative or governance roles may be awarded additional time for those efforts and thus teach smaller course loads. Division chairpersons are responsible for assigning teaching responsibilities, scheduling classes, and assigning the number of classes and preparations. Faculty members may meet with their division chairpersons to discuss potential adjustments to preliminary semester schedules.

**Table 4.8.9-3
Teaching loads by Academic Divisions – Academic Year 2000-2001¹**

| | Business & Technology | Humanities | Natural Sciences & Mathematics | Social Sciences |
|-----------------------------|--------------------------|------------|--------------------------------------|--------------------|
| No. Of Faculty | 8 | 16 | 18 | 15 |
| Maximum No. Credit Hours | 30 | 31 | 32 | 31 |

| | Business & Technology | Humanities | Natural Sciences & Mathematics | Social Sciences |
|--------------------------|-----------------------|------------|--------------------------------|-----------------|
| Minimum No. Credit Hours | 24 | 21 | 24 | 24 |
| Average No. Credit Hours | 26.6 | 27.4 | 28.1 | 27.1 |

¹ The Division of Nursing, the Division of Technical Education, and the Department of Health & Physical Education are excluded due to inherent differences in the course load structure of those areas.

Source: Office of Vice-President for Academic Affairs, "DSC Faculty Load by Division"

All full-time teaching faculty and division chairpersons participate in academic advising. Division secretaries, under the direction of the chairpersons, assign new students to advisors according to the students' fields of study (*DSC Faculty Handbook*, "Advisor Assignment Procedure Guidelines" in "Advisement and Registration"). Each chairperson is responsible for ensuring that the number of advisees assigned to each advisor is reasonable. The chairperson will make adjustments in an advisor's advising load as required.

Faculty committee assignments typically involve either election or appointment. Each year, faculty members inform the Committee on Committees of what standing committees they are interested in serving on, and the Committee then nominates faculty members to the various committees based on that input (*DSC Faculty Handbook*, "Councils and Committees"). The faculty members then vote on the nominations. Full-time teaching faculty members do not routinely hold more than one elected committee membership annually. The Vice President for Academic Affairs appoints faculty to College councils and to *ad hoc* committees, and division chairpersons typically appoint faculty members to divisional committees. For *ad hoc* committees, the faculty member may request to be excused from service if he or she considers that, in addition to his or her present course load and committee assignments, this new duty would prove to be an undue burden.

Guidance of student organizations, scholarship, and service to the community are all considered to be significant responsibilities of College faculty members and are included as components in the annual review process. However, faculty members are free to choose the activities, if any, in which they participate and the degree of their participation. As such, no policies exist for assignment of faculty to these roles.

The College and the University System Board of Regents have policies regulating outside employment, including consulting by faculty (*DSC Faculty Handbook*, "Outside Activities"; *Dalton State College Statutes*, Article V. J. 1., d, p. 15; *USG*

Board of Regents Policy Manual, Section 802.16). The DSC policy protecting the College from faculty engagement in activities that would interfere with faculty responsibilities requires that a division chairperson recommend permission be given for a faculty member to engage in outside activities and that the Vice President for Academic Affairs approve those activities.

Conclusion:

Dalton State College is in compliance with the *SACS Criteria*, Section 4.8.9.

Recommendations/Suggestions/ Proposals:

Recommendations/Suggestions:

None.

Proposals

1. While concluding that the College has enough faculty members to support its purpose, the Committee proposes that the College resolve the issue of what constitutes optimum and maximum class sizes for courses offered by all academic divisions.
2. The Committee proposes that the College include a section in the *DSC Faculty Handbook* that specifies the typical teaching load and that describes the procedure for assignment of the faculty teaching load, including a statement of the factors taken into consideration in assigning faculty loads.
3. The Committee proposes that the College address the issue of what constitutes “reasonable” and “equitable” teaching loads within each of the Academic Divisions.
4. The Committee proposes that faculty input be sought regarding new student advising procedures.

**Must Statement Compliance Table
Section 4.8.9: Faculty Loads**

| Must Statement | Compliance Statement | Supporting Documentation |
|---|-----------------------------|--|
| 4.8.9 (1 of 2). An institution must provide a faculty of adequate size. | Compliance | <i>Dalton State College Ten-year Quick Statistical Overview: 1992/1993 – 2001/2002</i> , Office of the Director of Institutional Research and Planning (See the <i>DSC 2003 Self-Study</i> “Introduction,” pp. 5-6 |

| Must Statement | Compliance Statement | Supporting Documentation |
|--|----------------------|--|
| | | <p><i>The Info Digest</i>, No. 25, Fall 2001, p. 22</p> <p>“Dalton State College 1999-2000 Faculty Survey Results,” pp. 9-10</p> |
| <p>4.8.9 (2 of 2). It must have procedures for the equitable and reasonable assignment of faculty responsibilities – including classroom instruction, academic advising, committee membership, guidance of student organizations, and research and service to the public.</p> | <p>Compliance</p> | <p>Minutes of the Semester Conversion Committee, 08/01/96</p> <p>“Advisor Assignment Procedure Guidelines,” Approved October 11, 2001 in the <i>DSC Faculty Handbook</i>, “Advisement and Registration”</p> <p><i>Dalton State College Faculty Handbook</i>, “Councils and Committees” and “Outside Activities”</p> <p><i>Dalton State College Statutes</i>, Article V. J.1.d (p. 15)</p> <p><i>Board of Regents Policy Manual</i>, Section 802.16</p> <p>Summary of Faculty Load by Division, Academic Year 2001, Office of the Vice President for Academic Affairs</p> |

4.8.10 Criteria and Procedures for Evaluation

Presentation of Findings

4.8.10 (1 of 4)
Periodic
Evaluation of
Faculty
Performance

Dalton State College division chairpersons evaluate faculty members formally each academic year (*Dalton State College Statutes*, Article V., p.18). The *DSC Faculty Handbook* also contains guidelines for this evaluation in the “Faculty Evaluation”

section. Each faculty member prepares an annual report that describes his or her accomplishments in the areas of advising, teaching effectiveness, service to the College and community, and professional development (*DSC Faculty Handbook*, Appendix, Form 10). Also, students evaluate each faculty member's teaching not less than three times annually, and faculty members include the results in their annual reports (*DSC Faculty Handbook*, Student Evaluation Section). Chairpersons meet individually with their faculty members in annual conferences to discuss the evaluation results. The chairpersons then prepare an Annual Faculty Evaluation Summary Form (*DSC Faculty Handbook*, Appendix, Form 11), which both the faculty members and the chairpersons sign. Finally, the Vice President for Academic Affairs reviews these summaries. Division and department chairpersons and other administrators use the annual faculty evaluations in recommending renewal or non-renewal (for non-tenured faculty), and in awarding tenure, promotion and merit salary adjustments (*DSC Faculty Handbook*, Faculty Evaluation section).

The performance of individual administrators is also evaluated once a year. The section entitled "Administrator Evaluation" in the *DSC Faculty Handbook* explains that "The essential focus of this process is the improvement of institutional effectiveness through enhanced administrative support of the mission of the College." The "Administrator Evaluation Questionnaire" is form 2 in the *DSC Faculty Handbook* Appendix.

In addition to the annual evaluation process, faculty members are evaluated for purposes of promotion and tenure and as a part of the Pre- and Post-Tenure Review process. The *Faculty Handbook* explains procedures for promotion and tenure in the "Tenure and Promotion" section. The "DSC Pre- and Post-Tenure Review Policy" describes criteria and procedures for the pre- and post-tenure review process (*DSC Faculty Handbook*, Appendix, Form 20, Revised 1998). The objective of the pre-tenure review is "to assess a faculty member's progress toward tenure," while the main objective of the post-tenure review is "to enable a faculty member to identify opportunities to reach his or her full potential in service" to the College. All non-tenured faculty members undergo a pre-tenure review during their fourth year of service and all tenured faculty members undergo a post-tenure review every five years. ("Pre- and Post-Tenure Review Policy," *DSC Faculty Handbook*, Appendix, Form 20, revised 1998)

**4.8.10 (2 of 4)
Statement of
Evaluation
Criteria**

The "Faculty Evaluation" section of the *DSC Faculty Handbook* states that the "essential criteria" for annual evaluations are

- Teaching effectiveness and curricular improvement;
- Service to the college and community;
- Professional growth and development; and
- Academic advisement.

These criteria are non-specific. Presently, the Faculty Evaluation Process Committee is developing a new faculty evaluation model to be presented to the faculty for consideration. This model will contain specific criteria with which to

evaluate faculty. Teaching effectiveness is, in part, determined by student evaluation. Questions 6-12 on the Campus-Wide Student Evaluation Form represent criteria by which a faculty member's teaching effectiveness is assessed by his or her students (*DSC Faculty Handbook*, Appendix, Form 6).

The criteria for pre- and post-tenure reviews are essentially the same as those used for annual evaluations. The "DSC Pre- and Post-Tenure Review Policy" cites the "DSC Faculty Standards," which provide a detailed list of criteria for teaching effectiveness, service to the institution and the community, and professional development and academic achievement ("Pre- and Post-Tenure Review Policy," *DSC Faculty Handbook*, Appendix, Form 20, revised 1998).

The "Tenure and Promotion" section of the *DSC Faculty Handbook* ("Promotion" sub-section) and Article V. J. 6. of the *DSC Statutes* (p.17) list criteria for promotion that are similar to those above. Although the "Faculty Evaluation" section of the *Faculty Handbook* states that the criteria for annual evaluation are also used for tenure, the sections of the *DSC Faculty Handbook* and *DSC Statutes* that specifically discuss tenure do not state any tenure criteria (*Faculty Handbook*, "Tenure" sub-section in "Tenure and Promotion"; *DSC Statutes*, Article V. J. 5., p.17).

A recent faculty survey indicated that 45 percent of the faculty agreed or strongly agreed that clearly stated criteria are used in evaluating faculty performance, while 46 percent of the faculty agreed or strongly agreed that the criteria for evaluation of faculty performance are appropriate (See Table 4.8.10-1).

Table 4.8.10-1
Faculty Agreement That Faculty Evaluation Criteria Are Clearly Stated and Appropriate

| Survey Item Statement | Strongly Agree | Agree | Don't Know/ No Opinion | Disagree | Strongly Disagree |
|--|-----------------|------------------|---------------------------|------------------|-------------------|
| 75. Clearly stated criteria are used in evaluating faculty performance. | 10% 7 | 35% 24 | 12% 8 | 32% 22 | 12% 8 |
| 76. The criteria for evaluation of faculty performance are appropriate | 10% 7 | 36% 25 | 25% 17 | 22% 15 | 7% 5 |

4.8.10 (3 of 4)
Evaluation Criteria Consistent With Institutional Purposes and Made Known to Faculty

Source: "1999-2000 DSC Faculty Survey Results," p. 12, Questions 75-76

The criteria for evaluation of faculty, found in the *Dalton State College Faculty Handbook* and *DSC Statutes*, are consistent with the College's Statement of Purpose (*DSC 2001-2002 Catalog and Student Handbook*, pp. 11-12; *DSC Statutes*, Article I. B., pp. 1-2). The criteria emphasize teaching effectiveness, public service, and

professional development, all characteristics that are listed as core purposes of the College.

Though officially approved in 1997, the "DSC Faculty Standards" are not presently stated in either the *DSC Faculty Handbook* or the *DSC Statutes* (Approval of Faculty Standards: Minutes of Dalton College Faculty Meeting, September 15-16, 1997).

**4.8.10 (4 of 4)
Evaluation Used
to Improve
Faculty
Performance and
Educational
Programs**

Dalton State College's compliance with this criterion can be demonstrated by review of faculty members' annual reports and the chairpersons' evaluation summaries of these faculty members. Both of these documents are located in the offices of the division chairpersons and in the Office of the Vice President for Academic Affairs. Beginning in the spring of 2002, faculty members will also submit an Academic Outcomes Assessment Plan and Summary Report as part of their Annual Report (Memorandum to Division Chairpersons from Vice President for Academic Affairs, March 30, 2001, Faculty/Student Learning Outcomes Assessment Plans). While faculty members will gather data for their assessment reports each year, the reports will be submitted to chairpersons only every three years.

In their annual reports, faculty members state how they have complied with the College's evaluation criteria and have responded to comments and ratings given by their students. They also describe their classroom assessment results and identify goals and outcomes to be addressed in the following year.

In their annual written evaluation of each faculty member, chairpersons address the faculty member's self-assessments and student evaluations, and then complete a section entitled Recommendations for Continuing Development and Improvement (Division Chair Summary Form, *DSC Faculty Handbook*, Appendix, Form 11). Chairpersons meet with each faculty member during the spring semester to review his or her performance; to discuss problems; and to make recommendations for improvement, if warranted. At the next evaluation conference, chairpersons follow up on the progress a faculty member has made on those recommendations.

The "1999-2000 DSC Faculty Survey" indicated that 68 percent of the faculty agreed or strongly agreed that evaluations are used to improve faculty performance. Sixty one percent of the faculty agreed or strongly agreed that evaluations are used to improve educational programs (Table 4.8.10-2).

Table 4.8.10–2
Faculty Agreement That Evaluation Is Used To Improve Faculty Performance
And Educational Programs

| Survey Item Statement | Strongly Agree | Agree | Don't Know/ No Opinion | Disagree | Strongly Disagree |
|---|-------------------------|-------------------------|---------------------------|-------------------------|-----------------------|
| 66. My division uses the results of annual faculty evaluations to improve faculty performance | 23% 16 | 45% 31 | 20% 14 | 12% 8 | 0% 0 |
| 67. My division uses the results of annual faculty evaluations to improve the educational programs | 22% 15 | 39% 27 | 22% 15 | 17% 12 | 0% 0 |

Source: "1999-2000 DSC Faculty Survey Results," p. 11, Questions 66 and 67

Conclusion:

Dalton State College is in compliance with *SACS Criteria*, Section 4.8.10 with the exception of **must** statement 2 of 4.

Recommendations/Suggestions/Proposals:

4.8.10 (2 of 4) *The evaluation must include a statement of the criteria against which the performance of each faculty member will be measured.*

Recommendations:

1. Although the criteria are listed in the *DSC Statutes* and the *Faculty Handbook*, the members of the committee recommend that the criteria for Faculty Evaluation be clearly and specifically stated in the appropriate sections of the *DSC Faculty Handbook*, *Part-time Faculty Handbook*, and the *DSC Statutes*. **Status:** See the *DSC Self-Study Report Addendum*-“Master List of Recommendations.”
2. The Committee recommends that the College clearly state the tenure criteria in the *DSC Faculty Handbook* (Tenure and Promotion sub-section) and *DSC Statutes* (V. J. 5., p.17). **Status:** See the *DSC Self-Study Report Addendum*-“Master List of Recommendations.”

Proposals:

1. The committee proposes that the revised faculty evaluation process currently underway be completed.

2. “Academic advisement” is a criterion for annual faculty evaluation, yet it is unclear how advisement should be assessed. The Committee proposes that the College address this issue.

4.8.10 (3 of 4) The criteria must be consistent with the purpose and goals of the institution and be made known to all concerned.

Proposals:

1. To consolidate information pertaining to faculty evaluation, the Committee proposes that the "Dalton State College Pre- and Post-Tenure Review Policy" be moved from Appendix 20 of the *DSC Faculty Handbook* to the "Faculty Evaluation" section.
2. The committee proposes that the DSC Faculty Standards, referred to in the “DSC Pre- and Post-Tenure Review Policy,” be included in the Faculty Evaluation section of the *DSC Faculty Handbook*.

4.8.10 (4 of 4) The institution must demonstrate that it uses the results of this faculty evaluation for the improvement of the faculty and its educational program.

Proposal:

The Committee proposes that the College establish a faculty evaluation training process for all division and department chairpersons.

**Must Statement Compliance Table
Section 4.8.10 Criteria and Procedures for Evaluation**

| Must Statement | Compliance Statement | Supporting Documentation |
|---|-----------------------------|---|
| 4.8.10 (1 of 4). An institution must conduct periodic evaluations of the performance of individual faculty members. | Compliance | <i>Dalton State College Statutes, Article V. J. 8, “Annual Evaluation” (p.18)</i> <i>DSC Faculty Handbook, Sections on the following: “Faculty Evaluation,” “Student Evaluation,” “Administrator,” “Evaluation,” and “Tenure and Promotion” Dalton State College Faculty Handbook, Appendix: Faculty Member’s Annual</i> |

| Must Statement | Compliance Statement | Supporting Documentation |
|--|-----------------------|--|
| | | Report, Form 10; Division Chair Summary: Annual Faculty Evaluation, Form 11; Administrator Evaluation Questionnaire, Form 2; and Dalton State College Pre- and Post-Tenure Review Policy (Revised 1998), Form 20 |
| <p>4.8.10 (2 of 4). The evaluation must include a statement of the criteria against which the performance of each faculty member will be measured.</p> | <p>Non-Compliance</p> | <p><i>Dalton State College Statutes, Article V. J. 6, Promotion (p.17)</i> <i>Article V. J. 5, Tenure (p.17)</i></p> <p>Dalton State College Pre- and Post-Tenure Review Policy (Revised 1998), <i>DSC Faculty Handbook</i>, Appendix, Form 20</p> <p>“Dalton State College Faculty Standards,” Approved Minutes of Dalton College Faculty Meeting, September 15-16, 1997.</p> <p><i>Dalton State College Faculty Handbook</i>, “Faculty Evaluation” and “Tenure and Promotion”</p> <p><i>Dalton State College 1999-2000 Faculty Survey Results Summary</i>, p. 12, Questions 75 and 76</p> <p><i>Dalton State College Faculty Handbook -- Appendix: Campus-Wide Student Evaluation Form</i>, Form 16</p> |

| Must Statement | Compliance Statement | Supporting Documentation |
|---|----------------------|--|
| <p>4.8.10 (3 of 4). The criteria must be consistent with the purpose and goals of the institution and be made known to all concerned.</p> | <p>Compliance</p> | <p><i>Dalton State College Statutes</i> Article I, B: "Statement of Purpose" (pp. 1-2)</p> <p><i>Dalton State College 2001-2002 Catalog and Student Handbook: "Statement of Purpose"</i> (pp. 11-12)</p> |
| <p>4.8.10 (4 of 4). The institution must demonstrate that it uses the results of this faculty evaluation for the improvement of the faculty and its educational program</p> | <p>Compliance</p> | <p>Faculty Member Annual Reports and the Division Chairperson's Summary of Evaluation on file in the respective Division Chairperson's Office and in the Office of Academic Affairs.</p> <p><i>Dalton State College 1999-2000 Faculty Survey Results Summary</i>, p. 11, Questions 66 and 67</p> <p>Faculty-Student Learning Outcomes Assessment Plans, Memorandum from Vice President for Academic Affairs to Division Chairpersons, March 5, 2001 – revised May 31, 2001</p> |

4.9 Consortial Relationships and Contractual Agreements

Introduction

In order to maximize the availability of educational resources and opportunities to Georgia citizens, the Board of Regents of the University System of Georgia (USG) authorizes and supports off-campus course offerings, external degree programs, and collaborative efforts between USG institutions, as well as between USG institutions and the Georgia Department of Technical and Adult Education. Dalton State College (DSC) is one of only two colleges in the University System that offer a full range of technical programs, in addition to the traditional pre-baccalaureate curricula and targeted bachelor's degrees. Contractual agreements between DSC and other schools and organizations enable DSC to expand and enhance programs and services available to the residents of its ten-county service area in Northwest Georgia.

Presentation of Findings

4.9 (1 of 3) Control of relationships/ agreements

Dalton State College currently has cooperative associate degree programs with three technical colleges in northwest Georgia: Appalachian Technical College, Coosa Valley Technical College (Gordon County Campus), and Northwestern Technical College. The purpose of these programs is to offer Cooperative Associate of Applied Science Degree (AAS) programs in the areas of business, health services, and technology (Cooperative Associate Degree Program Agreements; *Memorandum of Agreement Between the Board of Regents of the University System of Georgia and the State Board of Technical and Adult Education*; Memorandum From Senior Vice Chancellor for Academic Affairs To Presidents, January 1996; Memorandum From Senior Vice Chancellor for Academic Affairs To Presidents, April 1996; Letter from Executive Director, Commission on Colleges, Southern Association of Colleges and Schools to Chancellor of University System of Georgia, May 1996). Students may take the required 60 quarter hours of major field courses at the technical colleges, but must complete the 22 semester-hour general education requirements from DSC (*DSC 2001-2002 Catalog and Student Handbook*, p. 124). Students participating in the programs must satisfy the admissions requirements of DSC, as well as those of the technical college. Further, DSC maintains its own authority for determining whether the applicants for graduation meet the degree requirements for DSC's portion of the students' program (Cooperative Associate Degree Program Agreements, Sections III and XI). Dalton State College's Vice President for Academic Affairs supervises the Cooperative Degree Oversight Committees, which monitor and evaluate the Program with each of the technical colleges (Cooperative Associate Degree Program Agreements, Section VIII).

Dalton State College currently has contractual agreements with 39 healthcare and childcare facilities ("Listing of Clinical Contract Facilities--Technical Division"). Use of these facilities enables the clinical training of students in DSC's health-

related programs. DSC determines those facilities with which it will enter into an agreement in accordance with Board of Regents Policy (*Memorandum of Understanding Between the Board of Regents of the University System of Georgia and the GHA: An Association of Hospitals and Health Systems*, July 29, 1999).

The State University of West Georgia has an External Degree Program on the DSC campus (*DSC 2001-2002 Catalog and Student Handbook*, p. 308). Through this program, students may earn a Bachelor of Science in Education with a major in Early Childhood Education, a Master of Education Degree with a major in Early Childhood Education or Middle Grades Education/Reading, or a Bachelor of Science in Nursing. Degrees in this program are awarded by the State University of West Georgia, and that institution assumes all responsibility for the coordination and evaluation of this program (Minutes of the USG Board of Regents Meeting, May 13-14, 1986, page 3, "Committee on Education, Item 3).

Dalton State College has a partnership with Murray County High School (MCHS) in which DSC courses are taught on the high school campus. No written agreement could be located which defined the nature of the relationship between DSC and MCHS; consequently, it is unclear if DSC has sufficient control of this relationship to maintain compliance with the SACS *Criteria*.

**4.9 (2 of 3)
Regular
evaluation**

The Cooperative Associate Degree Programs offered jointly by Dalton State College and the three area technical colleges are monitored and evaluated periodically by Cooperative Degree Oversight Committees composed of officers from DSC and the respective technical college (Cooperative Associate Degree Program Agreements, Section VIII). These committees, supervised by the DSC Vice President for Academic Affairs, examine issues concerning admissions, student services, staffing requirements, scheduling, and transfer of credits.

Contracts instituted for educational and training purposes between health-care agencies and the College are standard for all USG institutions and are approved by the Board of Regents for a given length of time, typically one to three years (*Institution and Facility Applied Learning Experience Agreement; Memorandum Of Understanding Concerning Affiliation of Students For Clinical Training*). Before a contract expires, it is reviewed, renegotiated, and signed for an additional agreed-upon time period, depending upon the mutual needs and benefits of the institutions involved.

**4.9 (3 of 3)
Reporting
policies and
procedures**

Dalton State College's contractual agreements with other institutions and facilities do not fall into the category considered to be substantive changes by the Commission on Colleges (*General Substantive Change Policy for Accredited Institutions of the Commission on Colleges*, pp. 1-3; Memorandum from the President of DSC to the Chairperson of the Principal Committee for Section 4.8-4.9.2, February 18, 2002).

Conclusion:

The College is not compliant with 4.9 (1 of 3) but is in compliance with 4.9 (2 and 3 of 3). Since no written agreement between DSC and Murray County High School could be found, the College lacks documentation showing that it has sufficient control of the relationship to maintain compliance with the SACS *Criteria*.

Recommendation/Suggestions/Proposals:

4.9 (1 of 3) *A member institution which enters into such consortial relationships or contractual agreements must have sufficient control of relationships/agreements so as to maintain compliance with the Criteria when offering educational programs through such arrangements.*

Recommendation:

The Committee recommends that a written, formal agreement between the College and Murray County High School, clearly stating the purpose and details of the relationship, be established, and that this agreement demonstrate compliance with the *Criteria*. **Status:** See the *DSC Self-Study Addendum*-“Master list of Recommendations.”

Must Statement Compliance Table
4.9 Consortial Relationships and Contractual Agreements

| Must Statement | Compliance Statement | Supporting Documentation |
|--|-----------------------------|---|
| <p>4.9 (1 of 3). A member institution which enters into such consortial relationships or contractual agreements must have sufficient control of relationships and agreements so as to maintain compliance with the <i>Criteria</i> when offering educational programs through such arrangements.</p> | <p>Non-compliance</p> | <p>Agreements: Cooperative Associate Degree Program Between DSC and</p> <ol style="list-style-type: none"> 1) Coosa Valley Technical College 2) Appalachian Technical College 3) Northwestern Technical College <p>Section III. Admissions Section VIII. Joint Liaison Committee Section XI. Graduation</p> <p><i>Memorandum of Agreement Between the Board of Regents of the University System of Georgia and the State Board of Technical and Adult Education, February 1989</i></p> |

| Must Statement | Compliance Statement | Supporting Documentation |
|----------------|----------------------|--|
| | | <p>Memorandum From Senior Vice Chancellor for Academic Affairs to USG Presidents, January 1996</p> <p>Memorandum From Senior Vice Chancellor for Academic Affairs to USG Presidents, April 1996</p> <p>Letter from Executive Director, Commission on Colleges, Southern Association of Colleges and Schools to Chancellor of University System of Georgia, May 1996</p> <p><i>Memorandum of Understanding Between the Board of Regents of the University System of Georgia and the GHA: An Association of Hospitals and Health Systems, July 29, 1999</i></p> <p>USG Board of Regents Meeting, May 13-14, 1986, page 3, "Committee on Education," Item 3</p> <p><i>Dalton State College 2001-2002 Catalog and Student Handbook</i></p> <ol style="list-style-type: none"> 1) Cooperative Degree, Associate of Applied Science, p. 124 2) State University of West Georgia, External Degree Program, p. 308 <p>"Listing of Clinical Contract Facilities–Technical Division," Updated 08/01/00</p> |

| Must Statement | Compliance Statement | Supporting Documentation |
|---|----------------------|--|
| <p>4.9(2 of 3). All consortia and contracts must be evaluated regularly.</p> | <p>Compliance</p> | <p>Agreements: Cooperative Associate Degree Program Between DSC and:</p> <ol style="list-style-type: none"> 1) Coosa Valley Technical College 2) Appalachian Technical College 3) Northwestern Technical College <p>Section VIII. Joint Liaison Committee</p> <p><i>Institution and Facility Applied Learning Experience Agreement, <http://www.usg.edu/admin/legal/mou/exhibit_c.html></i></p> <p><i>Memorandum Of Understanding Concerning Affiliation of Students For Clinical Training, pp. 1-4</i></p> |
| <p>4.9(3 of 3). If an institution plans to participate in consortial relationships or enter into contractual agreements for educational programs, it must follow reporting policies and procedures related to substantive change.</p> | <p>Compliance</p> | <p><i>General Substantive Change Policy for Accredited Institutions of the Commission on Colleges, pp. 1-3</i></p> <p>Memorandum from the President of DSC to the Chairperson of the Principal Committee for Section 4.8-4.92, February 18, 2002</p> |

4.9.1 Consortial Relationships

Presentation of Findings

Dalton State College does not engage in consortial relationships as covered in this section.

Conclusion:

Section 4.9.1 is not applicable to Dalton State College.

Recommendation/Suggestions:

None.

**Must Statement Compliance Table
4.9.1 Consortial Relationships**

| Must Statement | Compliance Statement | Supporting Documentation |
|---|--------------------------------------|---------------------------------|
| <p>4.9.1 (1 of 4). A member institution seeking to participate in a consortium degree or certificate program must enter into such a relationship only with regionally accredited institutions offering degrees or certificates at the same level.</p> | <p align="center">Not Applicable</p> | |
| <p>4.9.1(2 of 4). Exceptions must be approved by the Commission in advance of the formation of or participation in the consortium.</p> | <p align="center">Not Applicable</p> | |
| <p>4.9.1(3 of 4). The member institution must maintain the quality of all courses/programs offered through the consortium.</p> | <p align="center">Not Applicable</p> | |
| <p>4.9.1 (4 of 4). Educational courses/programs offered through a consortial relationship must be related to the teaching purpose of the institution and comply with the <i>Criteria</i>.</p> | <p align="center">Not Applicable</p> | |

4.9.2 Contractual Agreements

Presentation of Findings

4.9.2 (1 of 2)
Agreement
must support
purpose of the
institution

The Cooperative Associate Degree Programs support Dalton State College's core purposes. These collaborative relationships between Dalton State College (DSC) and neighboring Technical Colleges enable the College "to expand and enhance programs and services available to the citizens of Georgia" (*DSC 2001-2002 Catalog and Student Handbook*, "Statement of Purpose," p. 12).

The agreements that the College has with various healthcare facilities enable students enrolled in the professional and career health programs to gain necessary practical experience. This practical experience is consistent with one of Dalton State College's core purposes: "a commitment to a teaching/learning environment, both inside and outside the classroom, that sustains instructional excellence, functions to provide University System access for a diverse student body, and promotes high levels of student learning" (*DSC 2001-2002 Catalog and Student Handbook*, "Statement of Purpose," p.11).

4.9.2 (2 of 2)
Maintenance of
quality of
programs/
courses

The Cooperative Degree Programs have been approved by the Chancellor of the University System of Georgia (USG) and by the USG Board of Regents. DSC retains the right to evaluate program applicants and accept or reject them based upon the established institutional admission policy (Cooperative Associate Degree Program Agreements, Section III). Each participating institution is responsible for determining whether applicants for graduation meet the degree requirements for their portion of the student's program (Cooperative Associate Degree Program Agreements, Section XI). All Technical College and DSC faculty participating in the Programs meet the SACS *Criteria* for the qualifications of faculty ("Cooperative Associate Degree Program Agreements," Section V). The Cooperative Degree Oversight Committee, chaired by DSC's Vice President for Academic Affairs, meets periodically to evaluate the quality of the programs and other related matters ("Cooperative Associate Degree Program Agreements," Section VIII).

All of the accrediting agencies involved in overseeing DSC's professional and career health programs require specific standards for the healthcare facilities with which the College makes an agreement ("Institutional & Program Accreditation," *DSC 2001 Facts & Figures*, p. 64; List of accrediting agencies in *DSC 2001-2002 Catalog and Student Handbook*, p. 3; "Listing of Clinical Contract Facilities – Technical Division," Updated August 1, 2000, Individual Contracts with Facilities, See Compliance Table 4.9.2 below). In the Associate of Science in Nursing Program and the Licensed Practical Nursing Certificate Program, DSC faculty members with the appropriate credentials provide the training at the healthcare facilities. In the following programs, certain qualified employees of the healthcare facilities provide some clinical instruction at their facilities: Medical Laboratory Technology, Radiologic Technology, and Surgical Technology. The qualifications

of the instructors for these programs are documented in the self-studies completed for reaccreditation of these programs (*Self-Study Report for Reaccreditation of Medical Laboratory Technician Program, 2000*; *Self-Study Report for Reaccreditation of Surgical Technology Program, 2001*; *Self-Study Report for Reaccreditation of Radiologic Technology Program*).

Conclusion:

Dalton State College is in compliance with the *SACS Criteria*, Section 4.9.2.

Recommendation/Suggestions:

None

**Must Statement Compliance Table
4.9.2: Contractual Agreements**

| Must Statement | Compliance Statement | Supporting Documentation |
|--|----------------------|---|
| <p>4.9.2 (1 of 2). Educational services and programs offered through a contractual agreement with another institution or organization must support the purpose of the institution.</p> | <p>Compliance</p> | <p><i>DSC 2001-2002 Catalog and Student Handbook</i>, "Statement of Purpose," pp.11-12.</p> |
| <p>4.9.2 (2 of 2). The member institution must maintain the quality of programs/courses offered through the contract and ensure ongoing compliance with <i>Criteria</i>.</p> | <p>Compliance</p> | <p>Agreements: Cooperative Associate Degree Program Between DSC and:</p> <ol style="list-style-type: none"> 1) Coosa Valley Technical College 2) Appalachian Technical College 3) Northwestern Technical College <p>Section III. Admissions Section V. Faculty Requirements Section VIII. Joint Liaison Committee</p> <p>"Institutional & Program Accreditation," <i>DSC 2001 Facts & Figures</i>, p. 64</p> |

| Must Statement | Compliance Statement | Supporting Documentation |
|-----------------------|-----------------------------|---|
| | | <p>“Listing of Clinical Contract Facilities – Technical Division,” Updated 08/01/00</p> <p>Clinical Facility Contracts - maintained by Technical Division, see Administrative Secretary</p> <p>List of accrediting agencies in <i>DSC 2001-2002 Catalog and Student Handbook</i>, p. 3</p> <p><i>Self-Study Report for Reaccreditation of Medical Laboratory Technician Program, 2000</i></p> <p><i>Self-Study Report for Reaccreditation of Surgical Technology Program, 2001</i></p> <p><i>Self-Study Report for Reaccreditation of Radiologic Technology Program</i></p> |