

III. INSTITUTIONAL EFFECTIVENESS

3.1 Planning and Evaluation: Educational Programs

Introduction

Planning and evaluation, in one form or another, has been an ongoing part of Dalton State College's operations since the College opened in 1967. The College has maintained a continuing commitment to its mission of excellence in teaching over the past thirty-five years and has developed a regional and state reputation for high-quality certificate, associate, and targeted baccalaureate programs of study supported by dedicated faculty and administrators.

Planning and institutional effectiveness efforts at Dalton State College involve the entire campus community. Evaluation processes are a critical component of the institutional strategic planning effort. At DSC, planning and assessment are regarded as interrelated parts of a single, comprehensive function. Recently, the College has undertaken two additional steps as part of the overall process of planning, evaluation, and continuous improvement. One was the development of an Institutional Effectiveness Subcommittee within the Strategic Planning Committee to create and implement key performance indicators for the College. The other was the creation of an Academic Program Review Subcommittee, whose purpose was to create a design and mechanism for the periodic review of the various academic programs of study.

Presentation of Findings

3.1 (1 of 9)
Systematic,
Broad-based,
Interrelated
Planning and
Evaluation
Activities

Dalton State College has in place a planning and evaluation program that is systematic, broad-based, interrelated and appropriate to the institution--a view that is reflected in a 1999-2000 Faculty Survey (Table 3.1-1), and emphasized in the *2000-2003 Strategic Plan*: "The program of planning and institutional effectiveness at Dalton State College employs a multi-faceted system that involves the entire campus community." Indeed, planning is conducted through a well-organized process coordinated by the Office of Institutional Research and Planning. The process was initiated in the *1997-2000 Strategic Plan*, pp. 2.8-2.12 and refined in the *2000-2003 Strategic Plan*, pp. 11-12.

Beginning with the *1997-2000 Strategic Plan*, the College has followed a systematic, broad-based, and interrelated three-year cycle for strategic planning and evaluation processes that is reflected in its mission and core purposes and addresses the three components of educational activities – teaching, research, and public service.

Table 3.1-1
Faculty Survey Data Related to Planning and Evaluation

Survey Item Statement	% Strongly Agree	% Agree	% Disagree	% Strongly Disagree
18. DSC engages in effective planning for its educational programs.	28% 19	59% 41	3% 2	1% 1
19. DSC engages in effective planning for its administrative and educational support programs.	22% 15	51% 35	9% 6	3% 2
20. DSC engages in effective evaluation for its educational programs.	22% 15	52% 36	9% 6	1% 1
21. DSC engages in effective evaluation for its administrative and educational support programs.	13% 9	43% 30	15% 10	3% 2

“DSC 1999-2000 Faculty Survey,” pp. 4-5 Percent not responding omitted.

Planning and Evaluation at Dalton State College

In the early 1980s, as long-range planning emerged on the higher education scene and formal planning processes became a mandate of both the Southern Association of Colleges and Schools and the University System of Georgia, the College began to formalize its institutional effectiveness processes. In 1983, the College began to formalize its institutional effectiveness processes. In 1983, the College produced its first comprehensive planning document. Simply entitled *The Long Range Plan*, the document was designed to serve as a roadmap for the institution’s growth and development for the remainder of the decade. A product of careful research and thoughtful analysis, the plan contained a number of important goals that guided the College’s expansion. Some of these goals remain today, and a comparison of that plan with subsequent plans reveals some striking similarities.

In the early 1990s, in response to recommendations from the 1993 reaffirmation visit of the Southern Association of Colleges and Schools, the College began to develop a campus-wide, systematic, broad-based, and integrated system of planning and evaluation. This development coincided with the “institutional effectiveness” effort that enveloped the higher education community as a result of public pressure for accountability in education. Indeed, assessment processes by the late 1980s and early 1990s were becoming a way of life in colleges and universities across the country. Dalton State College responded to these new developments in 1993 with the creation of a new planning document entitled *Planning, Assessment, and Research at Dalton College*. This effort marked the first attempt to treat strategic planning and assessment as interrelated components

rather than as separate processes. While weaknesses in the comprehensiveness of this planning attempt were evident, it nonetheless represented a good foundation. By this time it was apparent that a renewed approach was needed, one that would incorporate the depth and breadth of the 1983 long-range plan and the assessment process initiated in the 1993 document. Accordingly, in the summer of 1995 the College initiated a renewed effort, which began with three research studies: an environmental scan of the College's service area, an academic needs assessment of the region's current and emerging needs, and an image study documenting the College's perceived strengths and weaknesses. These efforts were completed during the 1995-96 year, utilizing off-campus consulting services as well as three faculty-staff committees.

In May of 1996, a new Strategic Planning Committee, numbering 31 individuals, took the research documents in hand and began crafting a planning document to guide Dalton State College into the 21st century. Beginning with a set of planning assumptions and then developing planning priorities, the Committee undertook a deliberate, step-by-step approach to its work. Incorporating assessment processes into the planning effort, the Committee was careful to include administrative effectiveness assessment techniques as well as general education and major area outcomes assessment as the primary method for documenting the success of the plan's component parts. The Committee's work continued throughout the 1996-97 academic year. The resulting *1997-2000 Strategic Plan* included three basic parts: a College-wide plan, the companion divisional/departmental implementation plans, and a physical master plan. Together, these planning documents provided a roadmap upon which all units of the College could focus. Annual implementation plans and follow-up progress reports generated by the various divisions and departments helped "close the loop" and document results.

With the 1997-2000 planning model serving as a template, formulation of the *Dalton State College 2000-2003 Strategic Plan* began in the fall of 1999. A 42-member committee, expanded to include representation from each of the other standing committees on campus, began by taking stock of accomplishments from the *DSC 1997-2000 Strategic Plan*. Then, it developed planning assumptions based on a new environmental analysis prepared by the College's Office of Institutional Research and Planning. The committee devoted the remainder of the academic year to developing strategic initiatives and goals for the next three years. In May of 2000, the faculty in session approved the committee's plan. The *DSC Strategic Plan for 2000-2003* is but the latest iteration in a long line of Dalton State College planning and evaluation efforts, each building from the experiences of the one before. The present work includes the following interrelated parts: a description of the planning environment, the institutional strategic plan, divisional and departmental implementation plans, the institutional effectiveness program, and the physical master plan.

Structure of the Planning Process at Dalton State College

The planning process at Dalton State College may be characterized as a participatory enterprise, which embeds strategic planning and institutional effectiveness into a single system of operation. Central to this process is the Strategic Planning Committee, which exists to foster the implementation and refinement of strategic planning and assessment processes throughout the institution. The general objectives of these efforts are (1) to effect a broad-based program to assist in establishing future directions for the college that are responsive to the needs of the service area, and (2) to effect a program of continuous improvement that will also document the College's progress in meeting its goals and objectives. Since planning and assessment are interwoven, complementary functions, the Strategic Planning Committee oversees the development of both efforts and their various manifestations. Thus, at DSC, planning and assessment are regarded as interrelated parts of a single, comprehensive function. Clear and well-defined lines of communication exist between the Strategic Planning Committee and the three principal administrative groups on campus: the Administrative Council, the Academic Council, and the Student Affairs Council. The major elements of the planning process flow through the faculty in session to the President. Figure 3.1-1 shows the relationship of the Strategic Planning Committee to the other major elements of the decision-making process at the College. Figure 3.1-2 depicts the DSC strategic planning flowchart and 3.1-3 the annual planning cycle.

The planning process functions on a three-year cycle. Within that three-year window are annual implementation cycles, which document progress made on the three-year planning priorities and goals. This process provides for reviews, corrections, and modifications along the way. The loop is closed with annual reports, required of all College personnel and of all major functional areas, which document this progress in the form of implementation plan progress reports. Table 3.1-4 illustrates a divisional and departmental three-year planning and evaluation timetable.

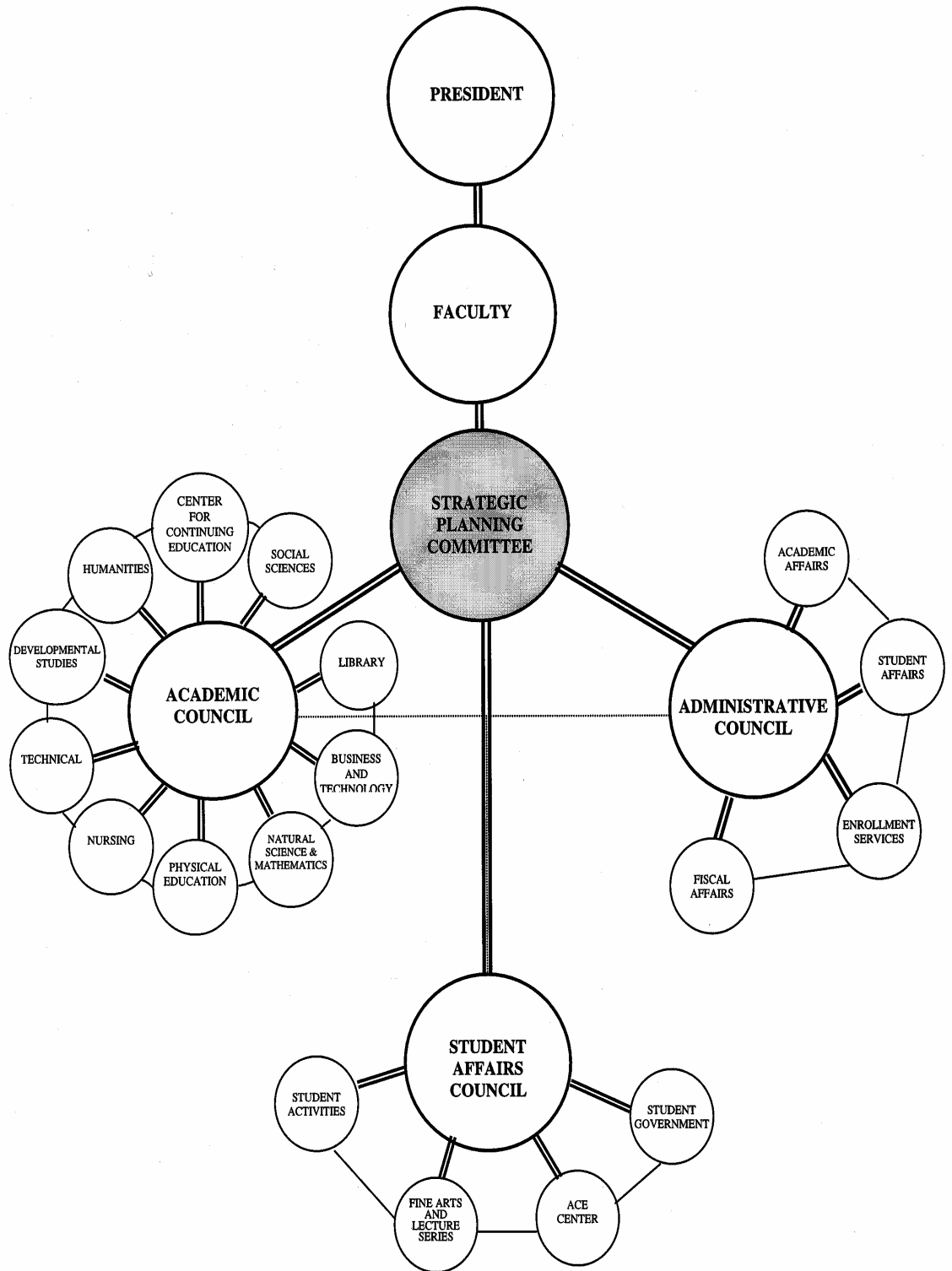
Linkage between System Planning Initiatives and College Goals

Throughout the development of current Dalton State College strategic plans, University System of Georgia (USG) planning initiatives have served as focal points. These planning elements have over the past seven years defined system-wide priorities to be implemented at the institutional level. Because the College functions within this larger milieu, it is of obvious importance that University System strategic planning be embedded in the planning priorities and goals that comprise the heart of the College's Strategic Plan (See figure 3.1-2.). A brief summary of recent USG planning initiatives identified in the College's strategic plans include the following:

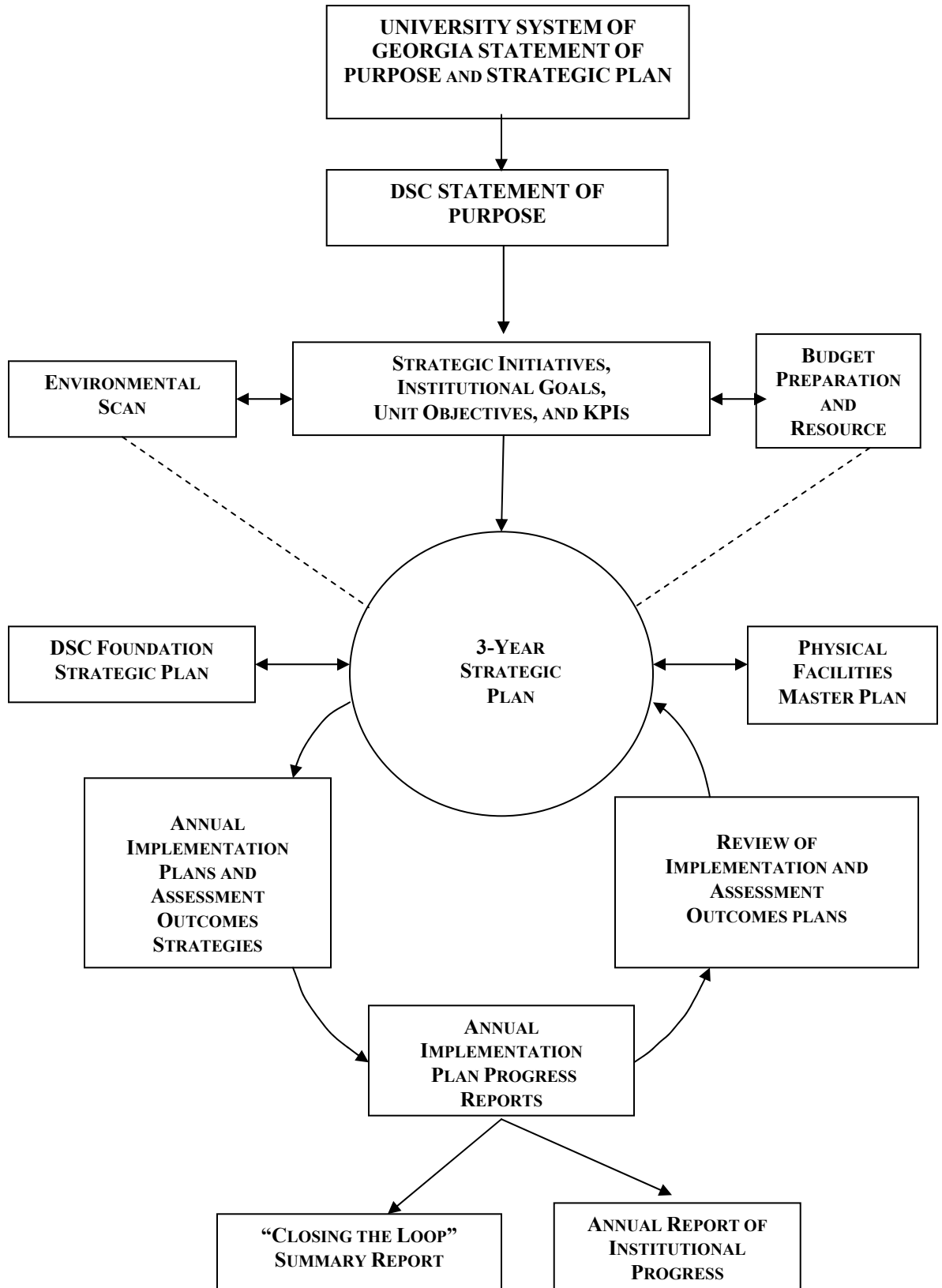
- technology initiatives: GALILEO, Connecting Students and Services, and Connecting Teachers and Technology;

- Student Centered Collaboration in Public Post-Secondary Education;
- faculty and staff development;
- internationalizing education;
- Pre-School to College (P-16);
- retention and graduation;
- master facilities planning;
- admissions standards revision;
- academic program reviews; and
- partnerships with business.

Figure 3.1-1
STRATEGIC PLANNING COMMITTEE DECISION-MAKING PROCESS



**Figure 3.1-2
DSC Strategic Planning Flow Chart**



**Table 3.1-4
YEAR 1**

DIVISIONAL and DEPARTMENTAL PLANNING and EVALUATION TIMETABLE (3-YEAR CYCLE KEY MILESTONES)	
<i>Time</i>	<i>Planning and Evaluation (YEAR 1)</i>
September	<p>Strategic Planning Committee appointed and begins discussions to formulate goals and strategic initiatives for new 3-year planning cycle.</p> <p>Chairperson of Strategic Planning Committee reviews critical elements and presents a timetable for developing 3-year plan.</p> <p>Environmental Scanning Report presented as background and direction report for developing 3-year plan.</p> <p>Strategic Planning Committee breaks into small groups to review Environmental Scanning Report and to complete a SWOT (Strengths, Weaknesses, Opportunities, and Threats) Analysis for DSC.</p> <p>Strategic Planning Committee develops a set of planning assumptions which will guide new planning priorities for next 3-year plan.</p>
October	<p>Strategic Planning Committee approves list of planning assumptions for new 3-year plan.</p> <p>Strategic Planning Committee reviews previous 3-year Strategic Plan's planning priorities to see which among them should be carried over into the new 3-year Strategic Plan.</p> <p>Strategic Planning Committee discusses new planning priorities to be added to list of planning assumptions for new 3-year plan given changes which have occurred over the last three years and the directions suggested in the "Environmental Analysis" and SWOT Analysis.</p> <p>Strategic Planning Committee reviews and approves list of SWOT Analysis from small group discussions.</p> <p>Strategic Planning Committee reviews and approves list of key performance indicators proposed by the Institutional Effectiveness Subcommittee.</p>
February	<p>Strategic Planning Committee reviews final draft of 3-year Core Purposes, Strategic Initiatives and Goals.</p> <p>Planning units given an opportunity to review and revise mission statements.</p>
April	<p>Strategic Planning Committee draws up and approves final list of 3-year Core Purposes, Strategic Initiatives and Goals.</p> <p>Strategic Planning Committee reviews all goals and determines which goals will be selected for the first year Implementation Plan.</p>
May	<p>Approved Core Purposes, Strategic Initiatives and Goals for 3-year plan presented to the full faculty for College-wide approval.</p> <p>Strategic Planning Committee develops and approves 1st Year Implementation and Outcomes Assessment Plans.</p>
July	<p>New 3-year strategic planning begins. Planning cycle begins (July 1) for divisional and departmental planning and assessment.</p>

**Table 3.1-4
YEAR 2**

DIVISIONAL and DEPARTMENTAL PLANNING and EVALUATION TIMETABLE (3-YEAR CYCLE KEY MILESTONES)	
<i>Time</i>	<i>Planning and Evaluation (YEAR 2)</i>
May	<p>Department and division heads responsible for implementing the various goals report orally to Strategic Planning Committee on goals achieved for the year or whether they need to be carried over into the next planning year.</p> <p>Strategic Planning Committee reviews 1st Year Implementation and Outcomes Assessment Plans of current 3-year Strategic Plan.</p> <p>Strategic Planning Committee develops and approves 2nd Year Implementation and Outcomes Assessment Plans.</p>
<i>Time</i>	<i>Planning and Evaluation (YEAR 3)</i>
September	Strategic Planning Committee members appointed and begin discussions to formulate goals and strategic initiatives for new 3-year planning cycle.
May	<p>Department and division heads responsible for implementing the various goals report orally to Strategic Planning Committee on goals achieved for the year or whether they need to be carried over into the next planning year.</p> <p>Strategic Planning Committee reviews 2nd Year Implementation and Outcomes Assessment Plans.</p> <p>Strategic Planning Committee develops and approves 3rd Year Implementation and Outcomes Assessment Plans</p> <p>Approved core purposes, strategic initiatives, and goals for the new 3-year plan presented to full faculty for College-wide approval.</p>
June	3 Year Strategic Plan completed.

Legislative Accountability Demands

Concerns about accountability continue to grow and are forcing colleges to respond to legislative demands for accountability in their strategic planning. With serious interest expressed by the Georgia Legislature, the University System of Georgia is well on its way to building a strong accountability system involving all 34 institutions. For example, Dalton State College participated in the University System of Georgia's Benchmarking and Management Review Study. A major part of this study included the comparison of the institutions in the System to national peer institutions, using a variety of input, process, output, and outcome measures. To facilitate this process statewide, the legislature created the Georgia Office of Education Accountability (OEA) (<http://www.ganet.org/oea/>) in July 2000 to issue report cards for all public education bodies in Georgia. On November 15, 2001, the Governor's Education Coordinating Council, the body chaired by the Governor to which the OEA reports, approved the recommendations of the OEA Executive Director regarding the indicators that will be used for post-secondary report cards. University System institutions will be graded on the basis of their performance relative to four indicators: (1) Regents' Test pass rates, (2) Retention rates, (3) Graduation rates, and (4) Pass rates on all professional, licensure, certification, and exit examinations. These indicators are included in the College's key performance indicators for institutional effectiveness (See Table 3.1-22). In December 2002, the University System of Georgia will receive its first "report card" issued by the OEA.

Developing Strategic Initiatives

External and internal environmental trends and issues demand that the College administration be ready to respond with both short-term and long-term strategic responses. Guided by the seven planning support documents (*The University System of Georgia Board of Regents' Strategic Plan*, Environmental Scan Reports, the Dalton State College Statement of Purpose, Planning Assumptions and Priorities, Key Performance Indicators, the Physical Master Plan, and DSC Foundation Strategic Plan), the Strategic Planning Committee develops and approves strategic initiatives for the institution (Strategic Planning Meeting Minutes, 2002-2003). Using these strategic initiatives, each of the academic and administrative units develops its goals and/or unit objectives that become its annual Implementation Plan (Division and Department Annual Reports and Progress Reports).

In response to changing conditions and emerging trends, the DSC President holds a monthly Administrator's Information Session, which brings all instructional and non-instructional heads together to discuss and to respond to emerging needs of the College as well as to share information about the progress of various program initiatives (Administrator's Information Session Meeting Minutes, 2001-2002). These meetings have been productive and issues raised have influenced the development of College strategic initiatives. The President also conducts periodic Administrative Council meetings with all the vice presidents and directors under

his office. Using the advice and deliberations of this group, the President formulates policy directions and initiatives to respond to emerging trends and issues, such as facilities planning in response to growing student enrollment, application of system accountability indicators, development of new academic programs to meet local needs, and the marketing of new baccalaureate degree programs. Recently special attention has been given to student retention issues. Furthermore, deliberations from the annual faculty retreat and periodic division chairpersons meetings have provided input to the Strategic Planning Committee and have provided clear direction as well as commitment to achieving the institution's strategic initiatives (Faculty Retreat and Division Chairpersons Meeting Minutes, 2000-2002).

Elements of DSC Strategic Plans

With the 1997-2000 and 2000-2003 strategic plans, the College adopted a systematic, comprehensive, and broad-based structure to document its planning and evaluation processes. For example, the strategic plan for 2000-2003 includes the planning environment, the institutional strategic plan, divisional/departmental implementation plans, institutional effectiveness, and the physical master plan. Table 3.1-5 provides an outline of the College's strategic plans.

Table 3.1-5

ELEMENTS OF DALTON STATE COLLEGE STRATEGIC PLANS
<p>The Planning Environment</p> <ul style="list-style-type: none"> Current Institutional Profile History of Planning at Dalton State College Structure of the Planning Process Linkage Between Planning and Budgeting Linkage Between System Planning Initiatives and College Goals Analysis of the DSC College Environment Environmental Analysis: Implications for Dalton State College
<p>The Institutional Strategic Plan</p> <ul style="list-style-type: none"> Dalton State College Statement of Purpose and Core Purposes Strategic Planning Committee Strategic Planning Subcommittees College Planning Units Purpose and Goal Statements of Planning Units Planning Assumptions Core Purposes, Strategic Initiatives, and Goals
Annual Divisional/Departmental Implementation Plans
<p>Institutional Effectiveness</p> <ul style="list-style-type: none"> Institutional Effectiveness Program at Dalton State College Dalton State College Key Performance Indicators Program Review Evaluation General Education Goals and Outcomes General Education Outcomes Assessment Plan (2000-2001) Transfer Program Assessment Plan Learning Support Assessment Plan Division of Business Major Area Outcomes Assessment Plan Division of Nursing Major Area Outcomes Assessment Plan Division of Technical Education Outcomes Assessment Plan Administrative and Educational Support Services Performance Assessment Plans
The Physical Master Plan
The DSC Foundation Strategic Plan

College and Divisional/Departmental Planning

In the 1999-2000 Academic Year, the College adopted the planning software, *Plan Builder*, to help provide uniform reporting for its strategic planning process, and to help with the effective development and documentation of implementation plans at the unit and organizational levels. Division and department heads used *Plan Builder* for the first time to develop their 1999-2000 implementation plans. Table 3.1-6 contains an example of the *Plan Builder* model.

Divisional and unit-level planning begins with an implementation plan for each year. Using *Plan Builder*, unit heads develop unit objectives and outcome measures and assessment strategies (OMAS), or improvement plans, for their assigned goals derived from the list of organizational goals. The OMAS describes an expected outcome and the assessment strategy and data source for measurement and reporting. It reports the unit's expected ability to achieve a unit objective. *Plan Builder* allows for the inclusion of the mission or statement of purpose for each divisional or departmental unit, tying unit goals to the College's mission. The primary means for evaluating the College's educational program is through annual progress reports that are submitted to the president's office and compiled by the Office of Institutional Research and Planning into an *Annual Report of Institutional Progress* required by the USG Central Office. Guidelines direct the development and content of annual reports, including reporting from *Plan Builder* which allows divisions and departments, at the end of a planning period, to document progress for each OMAS using an "Evaluation Review" window (See Table 3.1-7 and -8).

Table 3.1-6
An Example of Planning and Evaluation
at Dalton State College Using *Plan Builder*

<i>Planning Unit:</i>	Office of the President
<i>Goal:</i> 0030	Develop targeted baccalaureate degrees that meet regional needs.
<i>Objective:</i> 010	Under the guidance of the Vice President for Academic Affairs, three to five preliminary program proposals will be developed to meet documented needs for improving regional economic development and quality of life.
<i>OMAS:</i> 01	At least three proposals will be submitted to the University System. The System will invite formal proposals to be submitted for at least two.
<i>Evaluation</i>	During the 1999-2000 year, DSC developed bachelor's degree proposals in Marketing Systems, Social Work, and Secondary Education. In addition, working committees were established to develop proposals in Information Technology and Allied Health. Of these, the Marketing proposal was submitted in July 2000 and the Social Work proposal was submitted in August. Preliminary feedback from the University System was received on the Marketing proposal. The Social Work proposal is being held until the Marketing proposal is decided upon. It was determined that the Education proposal should be held on campus for the time being since a significant infusion of new dollars will be needed to start the program, and since the current budgetary outlook for the System is not overly positive.
<i>Impact on Unit Performance</i>	Modest. The College intends to have at least two bachelor's degree programs under review on a continuous basis until the purpose statement regarding "targeted bachelor's degrees" is considered satisfied. Adding Marketing and Social Work will be the first steps toward that goal since the College was approved to offer its initial array of bachelor's degrees.
<i>Impact on Agency Goal Attainment</i>	Adequate. Meeting the needs of Northwest Georgia is enhanced by the action completed to this point. While actual approvals from the University System will not be forthcoming until the 2000-01 year, the stage is set for growth in the baccalaureate arena.
<i>Effect to be Integrated into Next Planning Cycle</i>	Major. The 2000-01 planning cycle for the President clearly stipulates that adding appropriate bachelor's degrees is a priority. When the Marketing and Social degrees are in place, follow-up enrollment numbers, budget reallocation, and credit hours generated will be monitored to gauge program start-up costs per student. At the same time, the College will follow-up with final preparation of at least two additional degree proposals.
<i>Benefits to Agency</i>	Major. Service area perceptions of DSC as a four-year school will be critical in the long term. Actual program array, combined with one and two-year curricula, which shows tangible signs of expansion at the bachelor's degree level will enable the College to grow more quickly than would otherwise be the case. This strategic initiative is directly tied to the College's mission statement and is fundamental to the institution's work.

Table 3.1-7

**DALTON STATE COLLEGE
DIVISION/DEPARTMENT ANNUAL PROGRESS REPORTS
REPORT GUIDELINES**

On or before September 9, ----- please submit a written summary of activities and accomplishments for your division/department covering the period from July 1, -----, to June 30, -----.

In narrative form, and as concisely as possible, all Divisional/Departmental Annual Reports should incorporate the following elements, but may also include additional information at the discretion of the writer. Responses should incorporate cumulative activity during the year. Please organize your report by the sections described below.

Section A: Division/Department Profile and Productivity

The main thrust of this item is to get a picture of productivity. Please summarize changes from the previous year. Additionally, please provide at-a-glance summary using the attached form (Section A: Division/Department Profile and Productivity At-a-Glance). For academic units, the summary profile and productivity sheet should include but are not limited to these indicators:

- Staffing (Full and Part-time)
- Operating Cost
- Equipment expenditures
- Enrollment (Headcount and EFT)
- Average class size
- Number of courses/course sections taught
- Credit hours generated
- Placement tests (COMPASS)
- Grade distribution (including withdrawals)
- Student withdrawals

Appropriate indicators are included in the summary form for non-instructional units.

Section B: Summary of Major Divisional/Departmental Accomplishments

Identify and briefly describe the division's/department's major accomplishments during the past year, including division-level achievements as well as those of individual faculty and staff. These should include but are not limited to

- Changes in the curriculum offered
- Committee activity
- Public outreach activity
- Research/publication efforts
- Professional development activities
- Utilization of technology in the classroom
- Other contributions to the College.

Where appropriate, indicate the specific relationship of each accomplishment to the College's strategic planning initiatives and goals.

Table 3.1-8

**DALTON STATE COLLEGE
DIVISION/DEPARTMENT ANNUAL PROGRESS REPORTS
REPORT GUIDELINES (CONTINUED)**

Section C: Annual Progress in Division/Department Strategic Planning

To report on your division/department annual progress, generate the report from your strategic planning information in *Plan Builder* under the “Evaluation Review” and “Focus for Continuous Improvement” Windows for the last fiscal year.

Using this report, summarize briefly all major divisional strategic planning goals attained, and all new or revised priorities and/or goals achieved by your division during the last year. (Please attach copy of Plan Builder document). In addition, now that you have identified your goals for the upcoming year (attached for your reference), complete your implementation plan in Plan Builder for the upcoming year by September. There will be no separate reporting requirement for assessment of administrative objectives or goals. All reporting on planning and assessment for administrative units should be done in Plan Builder.

Section D: Annual Progress in Assessing Division/Department Institutional Effectiveness

Describe major progress or improvement in institutional effectiveness processes in the past year. Of special interest for this section are

The implementation of any new methods for assessing learning and/or non-academic outcomes;

The implementation of changes in academic or non-academic processes as a result of assessment evidence;

Evidence of specific improvements in effectiveness, which resulted from assessment-based changes (i.e., evidence of improved outcome attainment in general education, major programs, curriculum changes, administrative and support services, or special programs and projects). Please summarize in point form any or all major *changes* undertaken by your unit or division to improve the College’s educational programs, services, and operations.

Where appropriate, please use reports and analyses coming out of the Institutional Research office (e.g., recent satisfaction survey results of your division/department, assessment plan summary reports, student opinion surveys, employer survey results, alumni survey results) to supplement your reporting in this section. The Institutional Research office will also provide other specialized reports to help you complete Section D.

Section E: Overall Divisional/Departmental Health and Plans for the Upcoming Year

Describe the status of programs in your division or department, noting strengths and weaknesses as well as major issues that, in your opinion, will confront your division and the College as a whole during the upcoming year. Here, mention any challenges, which faced your division/department during the year, including those things, which prevented the division from being more successful (e.g., personnel, equipment, operating expenses, etc.). Also, describe any major anticipated staffing changes, curricular modifications, or institutional equipment needs which will develop during the upcoming fiscal year.

Focus on Continuous Improvement

The planning loop is closed with the “Focus on Continuous Improvement” window in *Plan Builder*, which enables units to analyze the data and experience gained in the current planning period and to transfer this knowledge to the next planning period to promote continuous improvement. Some important attributes built into *Plan Builder* to assist with “closing the loop” are: “Impact on Unit Performance,” “Impact on Unit Goal Attainment,” and “Benefits to the Organization.” The object of the analysis is to build a continuous improvement plan showing how current results will be used to effect improvements in the subsequent planning period. The *Plan Builder* software permits commentary on the use of results to make improvements related to each goal (See Table 3.1-4). And as part of the College’s continuous improvement process, divisions and departments document in their annual reports any or all major changes undertaken as a result of planning and evaluation to improve the College’s educational programs, services, and operations. The changes are cumulatively compiled by the Director of Institutional Research and Planning into a “closing the loop” summary report entitled “Major Changes and Continuous Improvements Arising From Strategic Planning and Institutional Effectiveness Processes.”

Linkage between Planning and Budgeting

At Dalton State College, overall responsibility for linking planning and budgeting resides with the president through the Strategic Planning Committee. Comprised of members from all major units of the College, the Strategic Planning Committee includes administrators, faculty, staff, students, and community members. Strategic planning operates on a three-year cycle; during each year of that cycle, implementation plans are prepared by division/department chairs to carry out the strategic initiatives and goals set forth in the three-year plan. It is within the annual implementation plans that the linkage between planning and budgeting is made.

To implement the planning-budgeting linkage, each budget cycle requires the Administrative Council to place the College’s resources in position to achieve the annual Strategic Planning Committee implementation plans. The alignment of resources is accomplished twice in each budget cycle: in the original budget and in midyear budget reallocations. In both instances, new and reallocated resources are linked to the appropriate strategic planning goals.

Embedded in this process are appropriate budget management practices that ensure flexibility to accommodate unforeseen expenditures. The entire budget is geared toward the College’s planning goals and outcomes, and the mechanism through which this is accomplished involves both new allocations and reallocations to the budget cost centers. The cost centers, or budget units, are expected to concentrate upon their goals and objectives and document the results.

These results help determine the next year's budget decisions, so that the entire process is performance-based. At the same time, sufficient flexibility is retained in the overall institutional budget to deal with unfunded mandates, contingencies, and emergencies. Expenses related to the College's infrastructure is linked to the planning-budgeting effort through the physical master plan and annual priority rankings of capital outlay needs as well as major repair and renovation projects. Budget management documentation is reviewed by the president at least three times per year.

This approach to linking the planning and budgeting processes has enabled the institution to accomplish the linkage in a concrete, formal, and documentable fashion. Perhaps the best way to provide specific evidence of the link between planning and budgeting is to portray the major budget decisions over the past five years in chart form. The layout begins with planning goals and a description of the proposed activities. From there the activities are related to decision drivers, and the decision level is documented. In each case the decisions pass through the Administrative Council. The actual allocation figures and corresponding completion dates are depicted, together with an "N" or "R," representing new workload dollars or internal reallocations. Finally, an effectiveness measure is identified which relates to the original goal. Because the goals and activities spring directly from the *Strategic Plan*, and because the planning process is broadly participatory given the structure of the Strategic Planning Committee, it may be reasonably concluded that the linkage between planning and budgeting is a college-wide endeavor. (See Table 3.1-9 for an illustration of the planning and budgeting process at Dalton State College).

Physical Master Plan

A major part of DSC's Strategic Plan is the Physical Master Plan, which is used to measure the extent to which the College is meeting its facilities development goals. During the 1997-1998 Academic Year, the College completed a nine-month comprehensive planning process to develop a campus master plan that addresses both current needs and long-range goals. The planning process concentrated on the target year 2002, with a look forward to the year 2012. The Strategic Planning Committee identified the following five general objectives for the master plan:

- to undertake an evaluation of current and proposed academic programs as a basis for understanding existing space on campus and to create a plan that acknowledges and accommodates anticipated new academic and non-academic programs;
- to provide a mid- and long-range vision for the physical development of the campus that is consistent with the Mission and Strategic Plan, and which provides a framework for siting capital projects and maintains a strategic relationship with surrounding areas;
- to create a plan for future growth of the school through acquisition of adjacent or remote building(s) and/or land;

- to maximize use of existing campus land through “discovery” of potential new building or recreation sites; and
- to develop planning solutions to improve the quality of on-campus life to reinforce the “traditional collegiate experience.” (*Dalton State College 2000-2003 Strategic Plan*, “Physical Master Plan,” page 1)

The President, division chairpersons, members of the Strategic Planning Committee, students, and Board of Regents officials met at various times and in various combinations to ensure that all stakeholders provided direct input into the planning process. As the time approaches to prepare the strategic plan for 2003-2006, the physical master plan will be updated to reflect the changing needs of the institution.

BUDGET YEAR 1998**ORIGINAL**

STRATEGIC PLANNING GOAL	ACTIVITY DESCRIPTION	DECISION DRIVER	DECISION LEVEL	ALLOCATION N/R	DATE COMPLETED	EFFECTIVENESS MEASURE
I.1.A IX.2.A	Create an Office of Evening and Extended Campus Programs	Enrollment Trends	DC	136,078 (R)	7/97	Increased student satisfaction with services provided.
VIII.1.C	Enhance direct support for the GSAMS delivery system	Off-campus enrollment trends	DC	17,058 (R)	7/97	Continued use of GSAMS unit by DC and State University of West Georgia at FY96 levels
VII.4.E	Create an ESL program	Latino community growth	DC	56,434 (R)	7/97	Number of students enrolled over a three-year period. Ultimately, number of graduates.
III.1	Enhance academic offerings in computer operations	Occupational Demand Analysis	DC	21,440 (R)	7/97	Number of students enrolled in Computer Operations program.
VIII.1.A VI.4.A	Add technology capacity and technology support, OCIS	Strategic Plan	USG	200,000 (N)	7/97	List of new functions, capabilities, and services provided over a three-year period.
I.1.	Add staff positions to accommodate increased workload.	Staffing Assessment	USG	120,000 (N)	9/97	Increased faculty satisfaction with support provided.

BUDGET YEAR 1998**MIDYEAR**

STRATEGIC PLANNING GOAL	ACTIVITY DESCRIPTION	DECISION DRIVER	DECISION LEVEL	ALLOCATION N/R	DATE COMPLETED	EFFECTIVENESS MEASURE
I.3.C.	Baby grand piano for Student Activities and Humanities Division	Strategic Plan	DC	8,000 (R)	6/98	Number of events scheduled by the Fine Arts and Lecture Committee over a three-year period
VI.3.B.	Wellness equipment for HPER Department.	Strategic Plan	DC	5,000 (R)	5/98	Number of wellness courses offered over a three-year period.
VIII.1.B	Computers for BA/SS Division	Strategic Plan	DC	140,000 (R)	6/98	Increased number of technology-based course offerings.
VIII.2.A III.1.M	Computers for Technical Division (Learning Support and Office Administration)	Strategic Plan	DC	48,000 (R)	6/98	Increased number of technology-based course offerings.
VIII.1.	Diagnostic machines for Technical Division (Automotive)	Strategic Plan	DC	59,000 (R)	6/98	Increased satisfaction with program quality by students and by advisory committee.
VIII.1.B.	Computers for Technical Division (LPN and general)	Strategic Plan	DC	71,000 (R)	6/98	Increased student satisfaction with quality of technology in technical programs.
II.3.C.	Library Acquisitions	Library Collections Assessment, Development Plan	DC	190,000 (R)	6/98	Library collection evaluation through FY98 Library annual report
VIII.1.A	Computer for Student Activities	Strategic Plan	DC	5,000 (R)	5/98	Increased use of technology in routine SGA activities, <u>Road Runner</u> publication
VIII.1.	OCIS general computing upgrades	Strategic Plan	DC	325,000 (R)	6/98	Status report on technology capabilities through OCIS annual report for FY98

BUDGET YEAR 1999**ORIGINAL**

STRATEGIC PLANNING GOAL	ACTIVITY DESCRIPTION	DECISION DRIVER	DECISION LEVEL	ALLOCATION N/R	DATE COMPLETED	EFFECTIVENESS MEASURE
III.2.B	Create an Academic Support Center	Strategic Plan, Retention rates	DSC	156,502 (R)	7/98	Improved English and Math pass rates over a three-year period. Activity logs over a three-year period to show increased usage.
III.1.M III.2.D.	Add faculty positions to the Division of Developmental Studies	USG Admission Standards, Placement score trends	DSC	85,670 (R)	8/98	DSC enrollments monitored, pass rates monitored for FY99 as compared with FY98.
II.3.F.	Add to the Library's acquisitions budget for electronic collections	Library Development Plan, USG GALILEO initiative	DSC	24,195 (R)	7/98	Status report of collection enhancements through FY99 annual report
VIII.1.E VIII.2.A.	Enhance academic and administrative technology capabilities	Strategic Plan	USG	240,000 (N)	7/98	Status report on technology capabilities through OCIS annual report for FY99.
PMP	Add funding for new facilities operation	New square footage analysis	USG	163,900 (N)	7/98	Liberal Arts Building occupied and operational by FY00. Operational costs monitored for FY00.

BUDGET YEAR 1999**MIDYEAR**

STRATEGIC PLANNING GOAL	ACTIVITY DESCRIPTION	DECISION DRIVER	DECISION LEVEL	ALLOCATION N/R	DATE COMPLETED	EFFECTIVENESS MEASURE
I.2.H. I.3.B.	Move Director of Institutional Advancement from half-time to full-time	Strategic Plan	DSC	13,000 (R)	11/98	Activity levels for Foundation and Alumni Association as documented in Institutional Advancement annual report
III.1.G.	Computer Integrated Manufacturing Lab for Business Division	BS degree equipment requirements	DSC	356,279 (N&R)	6/99	Percent student use in manufacturing processes and related courses, FY00, 01, 02.
III.1.M.	Plato instructional software for Technical Division	Strategic Plan, USG Admission Standards	DSC	40,950 (R)	5/99	Student enrollments in Learning Support courses, pass rates
VIII.2.A.	Two servers for networking courses □ Technical Division	Strategic Plan	DSC	10,398 (R)	6/99	Enrollments in networking courses, student satisfaction, advisory committee satisfaction.
VIII.3.A.	Data communication fiber test equipment □ Technical Division	Strategic Plan	DSC	16,650 (R)	6/99	Enrollments in networking courses, student satisfaction, advisory committee satisfaction.
IV.1.B.	Ten Pentium laptops with cases and software for Continuing Education	Strategic Plan	DSC	50,431 (R)	1/99	Utilization of equipment for contract training, FY99 and FY00, participant evaluations.
VIII.1.B.	Computers, printers, peripherals for Liberal Arts Building	New square footage analysis	USG	400,000 (R)	6/99	New student lab activity reports, FY00.
VIII.1.B.	Computer upgrades, replacements for OCIS	Strategic Plan	DSC	300,000 (R)	6/99	Student/graduate satisfaction.
VIII.1.A.	Data cabling to upgrade campus network, OCIS	Strategic Plan	DSC	150,000 (R)	6/99	Student/graduate satisfaction.

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BUDGET YEAR 1999**MIDYEAR**

STRATEGIC PLANNING GOAL	ACTIVITY DESCRIPTION	DECISION DRIVER	DECISION LEVEL	ALLOCATION N/R	DATE COMPLETED	EFFECTIVENESS MEASURE
IX.1.J.	Creative Services- Stein Communications for Admissions and Public Relations	Strategic Plan, Image Study	DSC	33,000 (R)	6/99	Entering student survey, application rates over a three-year period.
VI.5. PMP	Phase II, Student Center Refurbishing, Lower Level	Strategic Plan, Physical Master Plan	DSC	36,000 (R)	6/99	Student/graduate satisfaction.
VI.5.H PMP	ADA Enhancements, Plant Operations	Strategic Plan, Physical Master Plan, MRR	DSC	52,000 (MRR)	6/99	Percentage completion of campus ADA enhancement plan.
VI.5 PMP	Campus Signage Enhancements	Physical Master Plan	DSC	63,000 (R)	6/99	Percentage completion of Physical Master Plan.
VI.4.A.	Bookstore Inventory and Point of Sale System	Internal analysis	DSC	66,000 (R)	6/99	Comparison of inventory control, FY99 and FY00.

BUDGET YEAR 2000**ORIGINAL**

STRATEGIC PLANNING GOAL	ACTIVITY DESCRIPTION	DECISION DRIVER	DECISION LEVEL	ALLOCATION N/R	DATE COMPLETED	EFFECTIVENESS MEASURE
I.1.	To fund new bachelor's degrees	North Georgia Planning Council Report	USG	610,000 (N)	7/99	Faculty employed, students admitted, program up and running fall 1999.
I.1.	To fund endowed chair position	Strategic Plan	USG	500,000 (N)	7/99	Chair recruited and employed effective fall 2000.

BUDGET YEAR 2000

MIDYEAR

Strategic PLANNING GOAL	ACTIVITY DESCRIPTION	DECISION DRIVER	DECISION LEVEL	ALLOCATION N/R	DATE COMPLETED	EFFECTIVENESS MEASURE
II.3.C.	Library acquisitions for BS programs	BS program proposal requirements	DSC	100,000 (R)	6/00	Library annual report, FY 00; faculty satisfaction with collection.
III.1.G.	Laser for CIM Lab, Business Division	BS degree equipment requirements	DSC	26,000 (R)	5/00	Percent student use in manufacturing processes and related courses, FY 01,02.
VIII.1.B.	Network Server, projector and software for MIS program, Business Division	BS degree equipment requirements	DSC	36,000 (R)	6/00	Percent student use in MIS courses, FY 01, 02
VIII.3.A.	Microcomputers and software for Electronics Program, Technical Division	Strategic Plan	DSC	71,000 (R)	5/00	Enrollments in electronics courses, student satisfaction, advisory committee satisfaction.
VIII.3.A.	Fiber Optic training equipment for networking program, Technical Division	Strategic Plan	DSC	12,500 (R)	6/00	Enrollments in networking courses, student satisfaction, advisory committee satisfaction.
VIII.3.A.	CISCO networking lab equipment, Technical Division	Strategic Plan	DSC	65,000 (N)	6/00	Enrollments in networking courses, student satisfaction, advisory committee satisfaction.
III.1.	X-ray machine and peripherals for Rad Tech Program, Technical Division	Strategic Plan	DSC	25,000 (R)	6/00	Rad Tech program relocated to campus summer 2000; program up and running fall 2000.
VIII.1.B.	Computers, peripherals for campus upgrades, OCIS	Strategic Plan, OCIS Replacement Schedule	DSC	250,000 (R)	6/00	Student/graduate satisfaction

BUDGET YEAR 2000**MIDYEAR**

Strategic PLANNING GOAL	ACTIVITY DESCRIPTION	DECISION DRIVER	DECISION LEVEL	ALLOCATION N/R	DATE COMPLETED	EFFECTIVENESS MEASURE
VIII.1.A.	Data cabling to upgrade campus network	Strategic Plan, Library I-23, MRR	DSC	125,000 (MRR)	6/00	Student/graduate satisfaction
I.2.	Creative Services, Stamats Communications, for Admissions/Public Relations	Strategic Plan, Image Study	DSC	42, 450 (R)	3/00	Entering Student Survey, application rates over a three-year period
VI.5. PMP	Warehouse building for Plant Operations	Physical Master Plan	DSC	62,000 (R)	6/00	Percentage Physical Master Plan completed
VI.5.H.	Campus ADA Enhancements, Plant Operations	Physical Master Plan, MRR	DSC	33,000 (MRR)	6/00	Percentage completion of campus ADA enhancement plan.
VI.5.G.	Emergency Generator System, Public Safety	Strategic Plan, MRR	DSC	25,000 (MRR)	5/00	Machinery installed and tested.

BUDGET YEAR 2001

ORIGINAL

STRATEGIC PLANNING GOAL	ACTIVITY DESCRIPTION	DECISION DRIVER	DECISION LEVEL	ALLOCATION N/R	DATE COMPLETED	EFFECTIVENESS MEASURE
0550	Combine Admissions, Records, and Financial Aid Offices into Enrollment Services	Students and faculty surveys	DSC	\$190,560 (R)	7/00	Improved satisfaction levels with Admissions, Records, and Financial Aid as reflected in student and faculty surveys
0680, PMP	Renovate Memorial Hall Auditorium and General Classroom Spaces	Physical Master Plan, MRR	DSC	\$400,000 (MRR)	6/01	Percentage completion of annual MRR list and Physical Master Plan
0610	Add to Library Acquisitions Budget for Enhancement of Business Collections	BS degree support requirements	DSC	\$40,265 (N)	6/01	Library annual report, faculty satisfaction with collections
0710	Fund ADA Enhancements	Strategic Plan, MRR	DSC	\$14,534 (MRR)	6/01	Percentage completion of ADA enhancement plan
0320	Purchase equipment for Surgical Technology Lab	Certification requirements, Strategic Plan	DSC	\$18,000 (R)	3/01	Satisfaction levels by students and by advisory committee
0320	Purchase equipment for Manufacturing Process Lab	Strategic Plan	DSC	\$98,349 (R)	6/01	Satisfaction levels by students and by advisory committee

BUDGET YEAR 2001

MIDYEAR

STRATEGIC PLANNING GOAL	ACTIVITY DESCRIPTION	DECISION DRIVER	DECISION LEVEL	ALLOCATION N / R	DATE COMPLETED	EFFECTIVENESS MEASURE
0700, PMP	Fund Addition to Bookstore Storage / Receiving Area	Strategic Plan, Physical Master Plan	DSC	\$22,000 (R)	12/00	Increased capacity of bookstore to stock materials for larger numbers of courses per semester
0790	Purchase server and related equipment for remote web site registration	Strategic Plan, Student Surveys	DSC	\$18,000 (R)	4/01	Student and faculty satisfaction levels
0710, PMP	Fund campus exterior lighting enhancements	Strategic Plan, Physical Master Plan	DSC	\$125,000 (R)	6/01	Student satisfaction levels
300	Purchase HP N400 Mini-Computer	Strategic Plan	DSC	\$112,000 (R)	1/01	Capacity to implement Peoplesoft financial and payroll functions
0860	Replace Computers in student labs, Sequoya 114-115 and Tech 203-216	Strategic Plan	DSC	\$166,500 (R)	3/01	Students/graduate satisfaction
0030	Fund marketing and recruiting activities	Strategic Plan, Stamats Report	DSC	\$144,000 (R)	6/01	Application rates for fall 2001 compared to fall 2000
0710	Fund Food Service Fire Extinguisher System	Strategic Plan	DSC	\$18,600 (AE)	1/01	Upgrade to campus safety plan
0710	Renovate Physical Education Walking Track	Strategic Plan	DSC	\$18,000 (R)	6/01	PE faculty, student satisfaction
0700, 0030, PMP	Replace signage at front and north/south entrances to campus	Physical Master Plan	DSC	\$28,422 (R)	6/01	Completion of appropriate section of Physical Master Plan

BUDGET YEAR 2002

ORIGINAL

STRATEGIC PLANNING GOAL	ACTIVITY DESCRIPTION	DECISION DRIVER	DECISION LEVEL	ALLOCATION N/ R	DATE COMPLETED	EFFECTIVENESS MEASURE
0080	Fund state matching portion of MIS Endowed Chair position	BS degree implementation requirements	USG	\$500,000 (N)	7/01	Chair recruited for fall 2002
0700, PMP	Renovate south wing, Technical Building, upper level	Physical Master Plan, MRR	DSC	\$445,000 (MRR)	6/02	Faculty, student satisfaction
0340	Add faculty positions for Social Work program	BSW degree requirements	DSC	\$112,500 (R)	7/01	First new faculty member employed fall 2001, second employed fall 2002
0340	Add faculty position for Marketing program	BS degree requirements	DSC	\$60,000 (R)	7/01	One new faculty member recruited and employed fall 2002
080	Add funding for Testing Specialist, ACE Center	Strategic Plan, Internal Analysis	DSC	\$28,000 (R)	8/01	Testing Specialist recruited and employed fall 2001
0860	Replace computers in student labs, Liberal Arts 306, 307, 311, 312, 313, 315, 316	Strategic Plan	DSC	\$205,000 (N&R)	10/01	Student/graduate satisfaction
0540	Fund new position in Business Office	Peoplesoft Implementation	DSC	\$24,000 (R)	7/01	New staff member recruited and employed fall 2001
0860	Replace computers in student labs Sequoya 114, and 115	Strategic Plan	DSC	\$60,000 (R)	6/02	Student/graduate satisfaction
0860	Replace computers in student lab, Catoosa Center	Strategic Plan	DSC	\$26,000 (R)	6/02	Student/graduate satisfaction

BUDGET YEAR 2002

MIDYEAR

STRATEGIC PLANNING GOAL	ACTIVITY DESCRIPTION	DECISION DRIVER	DECISION LEVEL	ALLOCATION N/R	DATE COMPLETED	EFFECTIVENESS MEASURE
0270	Purchase CAPP advising software	USG Initiative	USG	\$23,000 (R)	6/02	Faculty satisfaction as compared to previous procedures
0710, PMP	Fund campus exterior lighting enhancements	Physical Master Plan	DSC	\$15,000 (R)	10/01	Student satisfaction levels
0700	Fund Physical Master Plan update	Strategic Plan, USG requirements	DSC	\$7,500 (R)	6/02	PMP update completed fall 2002 reflecting current and future conditions
0700	Replace furnishings in Student Center lower level	Strategic Plan	DSC	\$38,000 (R)	6/02	Student satisfaction levels
0670	Replace furnishings at Catoosa Center	Strategic Plan	DSC	\$23,000 (R)	6/02	Student satisfaction levels
0030	Fund marketing and recruiting activities	Strategic Plan, Stamats Report	DSC	\$128,400 (R)	5/02	Application rates as compared to 2001
0590	Fund new student/general use computers for Library	Strategic Plan	DSC	\$53,600 (R)	2/02	Student satisfaction levels
0860	Replace lab science equipment in Science/Math Division	Strategic Plan	DSC	\$54,000 (R)	2/02	Faculty/student satisfaction levels
0320	Purchase prototype machine for Drafting Lab	Strategic Plan	DSC	\$41,000 (R)	2/02	Student satisfaction, advisory committee satisfaction

STRATEGIC PLANNING GOAL	ACTIVITY DESCRIPTION	DECISION DRIVER	DECISION LEVEL	ALLOCATION N/R	DATE COMPLETED	EFFECTIVENESS MEASURE
0320	Purchase equipment for Electronics Lab	Strategic Plan	DSC	\$45, 250 (R)	3/02	Student satisfaction, advisory committee satisfaction

BUDGET YEAR 2002

ORIGINAL

STRATEGIC PLANNING GOAL	ACTIVITY DESCRIPTION	DECISION DRIVER	DECISION LEVEL	ALLOCATION N / R	DATE COMPLETED	EFFECTIVENESS MEASURE
0080	Fund state matching portion of MIS Endowed Chair position	BS degree implementation requirements	USG	\$500,000 (N)	7/01	Chair recruited for fall 2002.
0700, PMP	Renovate south wing, Technical Building, upper level	Physical Master Plan, MRR	DSC	\$445,000 (R)	6/02	Faculty, student satisfaction.
0340	Add faculty positions for Social Work program	BSW degree requirements	DSC	\$112,500 (R)	7/01	First new faculty member employed fall 2001, second employed fall 2002.
0340	Add faculty position for Marketing program	BS degree requirements	DSC	\$60,000 (R)	7/01	One new faculty member recruited and employed fall 2002.
080	Add funding for Testing Specialist, ACE Center	Strategic Plan, Internal Analysis	DSC	\$28,000 (R)	8/01	Testing Specialist recruited and employed fall 2001.
0860	Replace computers in student labs, Liberal Arts 306, 307, 311, 312, 313, 315, 316	Strategic Plan	DSC	\$205,000 (NandR)	10/01	Student/graduate satisfaction.
0540	Fund new position in Business Office	Peoplesoft Implementation	DSC	\$24,000 (R)	7/01	New staff member recruited and employed fall 2001.
0860	Replace computers in student labs Sequoya 114, and 115	Strategic Plan	DSC	\$60,000 (R)	6/02	Student/graduate satisfaction.

BUDGET YEAR 2002

MIDYEAR

STRATEGIC PLANNING GOAL	ACTIVITY DESCRIPTION	DECISION DRIVER	DECISION LEVEL	ALLOCATION N/R	DATE COMPLETED	EFFECTIVENESS MEASURE
0270	Purchase CAPP advising software	USG Initiative	USG	\$23,000 (R)	6/02	Faculty satisfaction as compared to previous procedures.
0710, PMP	Fund campus exterior lighting enhancements	Physical Master Plan	DSC	\$15,000 (R)	10/01	Student satisfaction levels.
0700	Fund Physical Master Plan update	Strategic Plan, USG requirements	DSC	\$7,500 (R)	6/02	PMP update completed fall 2002 reflecting current and future conditions.
0700	Replace furnishings in Student Center lower level	Strategic Plan	DSC	\$38,000 (R)	6/02	Student satisfaction levels.
0670	Replace furnishings at Catoosa Center	Strategic Plan	DSC	\$23,000 (R)	6/02	Student satisfaction levels.
0030	Fund marketing and recruiting activities	Strategic Plan, Stamats Report	DSC	\$128,400 (R)	5/02	Application rates as compared to 2001.
0590	Fund new student/general use computers for Library	Strategic Plan	DSC	\$53,600 (R)	2/02	Student satisfaction levels.
0860	Replace lab science equipment in Science/Math Division	Strategic Plan	DSC	\$54,000 (R)	2/02	Faculty/student satisfaction levels.
0320	Purchase prototype machine for Drafting Lab	Strategic Plan	DSC	\$41,000 (R)	2/02	Student satisfaction, advisory committee satisfaction.
0320	Purchase equipment for Electronics Lab	Strategic Plan	DSC	\$45,250 (R)	3/02	Student satisfaction, advisory committee satisfaction.

The Dalton State College Foundation Strategic Plan

The final element of the College's strategic plan is the Dalton State College Foundation Strategic Plan that is used to measure the extent to which the Foundation is meeting its stated goals. The Foundation's mission includes a dedication to excellence in education for the College community through the utilization of private giving in order to make available opportunities that complement the College's mission. To that end, the Foundation is committed to procuring ongoing resources in the following areas: student scholarships, faculty enrichment awards, instructional equipment, endowed faculty chairs, campus expansion, community events, and other needs as may be warranted. As a partner with Dalton State College, the Foundation seeks to build upon the College's strengths and to enable it to justify its recognition as an academically respected, student-oriented, and community-centered institution. The major goals of the Foundation for the 2000-2003 strategic-planning year are to

- increase the percent of alumni who are active donors to support faculty and student scholarships and program activities;
- increase the percent of private foundation scholarships to attract and retain academically talented students;
- secure matching funds for additional endowed faculty chairs;
- recruit new Brown fellows (individuals who contribute \$10,000 in unrestricted funding over a ten-year period) and expand the geographic representation of the Brown fellowship membership;
- secure major gifts from carpet industry suppliers;
- successfully solicit a naming gift for the liberal arts building of \$1,000,000;
- develop an alumni fundraising event;
- develop support and secure private contributions for the new continuing education building;
- strengthen the foundation's leadership structure; and
- broaden the base of financial support for the DSC Foundation to provide increased private and corporate giving
(Mission Statement and Goals--DSC Foundation Strategic Plan 2000-2003).

Teaching

The Commission on Colleges of the Southern Association of Colleges and Schools has accredited Dalton State College to award the associate and bachelor's degrees. In this capacity, the College, through its stated purpose, which includes "a commitment to a teaching/learning environment, both inside and outside the classroom," serves the Northwest Georgia region by offering high-quality certificate, associate, and targeted baccalaureate programs of study. In addition, it offers joint, cooperative degrees with Appalachian Technical College, Coosa Valley Technical College, and Northwestern Technical College. Through other Board-approved cooperative agreements, the State University of West Georgia

offers upper-division coursework for bachelor’s degrees in Early Childhood Education and Nursing on the Dalton State College campus, as well as coursework toward the master’s degree in Education.

Because DSC’s mission centers on quality teaching, teaching competence is greatly stressed and is given the highest priority in faculty recruitment and appointment (*DSC Faculty Handbook*, “Faculty Recruitment and Appointment”). Additionally, the College stresses faculty development, with a particular focus on developing the instructional skills necessary to succeed in the classroom. Faculty are encouraged to “take the initiative in promoting their own growth as teachers” and are provided with the support and the “opportunity to continue their professional development throughout their careers” (*DSC Faculty Handbook*, “Faculty Recruitment and Appointment”; see Table 3.1-12). Table 3.1-10 indicates faculty awareness of the College’s principal focus on education and their satisfaction with the number of full-time faculty available to satisfactorily serve this purpose. It also indicates faculty agreement that procedures are in place for appropriate faculty assignment.

Table 3.1-10
“1999-2000 Faculty Survey Results Summary”

	<i>Strongly Agree</i>	<i>Agree</i>	<i>Disagree</i>	<i>Strongly Disagree</i>
51. The number of full-time faculty in my division is adequate to provide for effective teaching.	30 44%	29 42%	7 10%	1 1%
61. My division has procedures for the equitable and reasonable assignment of faculty responsibilities for classroom instruction.	29 42%	32 46%	4 6%	1 1%
80. The principal focus of DSC is the education of students.	37 54%	29 42%	2 3%	0 0%

Source: “1999-2000 Faculty Survey Results Summary,” pp. 9, 10, and 13

A measure of student satisfaction that DSC is providing quality education is shown by the results of a graduating student survey in Table 3.1-11.

Table 3.1-11
“2000-2001 Graduating Student Survey Results”

<i>Survey Item Statement</i>	<i>Strongly Agree</i>	<i>Agree</i>	<i>Disagree</i>	<i>Strongly Disagree</i>
53. Quality of instruction by faculty.	71 38%	87 47%	20 11%	2 1%
75. I was satisfied with the instruction I received at DSC.	65 35%	110 60%	7 4%	1 1%
80. Dalton State College has an image as a strong academic institution.	74 40%	96 52%	11 6%	2 1%

Source: “2000-2001 Graduating Students Survey Results,” pp. 21, 26-27

Table 3.1-12
Faculty Survey Data Related to Support for Professional Development

<i>Survey Item Statement</i>	<i>Strongly Agree</i>	<i>Agree</i>	<i>Disagree</i>	<i>Strongly Disagree</i>
44. Experimentation with methods to improve undergraduate instruction are adequately supported.	12 17%	34 49%	10 15%	1 1%
59. The college provides adequate support for my professional development by attendance at professional meetings.	25 36%	31 45%	7 10%	3 4%
60. The college provides adequate support for my professional development by in-service training.	20 29%	31 45%	5 7%	1 1%
70. I have access to adequate educational resources in support of my teaching.	29 42%	35 51%	2 3%	0 0%

Source: "1999-2000 Faculty Survey Results Summary," pp. 8, 10, and 12
Percent not responding omitted.

Research

Although Dalton State College (DSC) has "a commitment to scholarship and creative work to enhance instructional effectiveness and to encourage faculty scholarly pursuits" (DSC Statement of Purpose, *DSC Statutes*, Article I, B, pp. 1-2), the College is not considered a research institution within the University System of Georgia and, therefore, does not require basic or applied research as a major activity of faculty. However, it supports and encourages faculty to conduct research as part of their professional development. For example, the DSC Foundation funds the Faculty Enrichment Award, which is given for activities such as post-graduate course work, research, and work experiences in business, industry, or certain agencies. The award may be given for independent study, curriculum development or revision, or other activities of academic or professional value to the faculty member and to the College (<http://www.daltonstate.edu/foundation/found.htm>, p. 3). Faculty members report on their research and scholarly activities in their annual reports to their chairpersons.

The Division of Business and Technology, home to most of the College's baccalaureate degree programs, operates the Center for Applied Business Studies. The Center is committed to the improvement of businesses in the Northwest Georgia region through education, research, and project assistance. As a resource for business research, the Center designs surveys, and gathers, compiles, and analyzes data to produce studies and reports (<http://www.daltonstate.edu/cabs/>).

Table 3.1-13
“1999-2000 Faculty Survey Summary”

	<i>Strongly Agree</i>	<i>Agree</i>	<i>Disagree</i>	<i>% Strongly Disagree</i>
41. DSC provides an environment in which scholarly and creative achievement is encouraged and rewarded.	10 15%	27 39%	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%	12 17%	2 3%

Source: “1999-2000 Faculty Survey Results Summary,” pp. 8 and 9
Percent not responding omitted.

Public Service

Over the years, in response to Dalton State College’s “commitment to public service” (“DSC Statement of Purpose,” *DSC Statutes*, Article I. B., pages 1-2), the College community has embarked upon a number of significant public services to communities within its service area. For example, in January 1998, the College undertook a University System-initiated academic support program called Postsecondary Readiness Enrichment Program (PREP). The primary goal of PREP is to help students prepare for admission to and success in the state’s colleges and universities, thereby broadening the choices they will have after graduating from high school and leading to success in the world of work. In addition, the College has a Saturday of Stars Program that is held twice each year on the DSC campus. Students from fifteen middle schools are invited to campus for a day of learning and entertainment. The primary purpose of the Saturday of Stars Program is to give middle school students the opportunity to visit the campus and to assist them in visualizing themselves as future college students. Participating students have been identified by their counselors and teachers as young people who would be considered in “at risk” situations according to the definition provided by the State of Georgia’s PREP office.

Dalton State College faculty members also tutor students once a week at two elementary schools in the community. A Summer Stars Camp program provides opportunities for middle-grade students to attend six different classes during the day. Various DSC instructors, high school teachers, and members of the community teach these classes. The campers participate in a community service project during the summer camp. In addition, a new “Steps to College” program has been implemented at the College to help non-English speaking high school students gain the language skills they need to succeed in school. The five-week program, funded by the USG Board of Regents’ Hispanic Initiative, began in the summer of 2001, and helps English-as-a-second-language students in the areas of math, science, reading, writing, and social studies. Faculty members, in their annual reports, document their service activities in the community. These annual reports are part of the annual faculty evaluation process.

Continuing Education

Introduction

Dalton State College’s educational programs also include an array of high-quality public service and non-credit courses offered to the community through its Center for Continuing Education. Indeed, the College’s Statement of Purpose prescribes its service to Northwest Georgia through the provision of “a wide variety of public service and continuing education activities” (“DSC Statement of Purpose,” *DSC Statutes*, Article I. B., pages 1-2). Thus, the Center provides “programs and services designed to foster intellectual, professional, cultural and recreational development for all persons in the community.” All participants in each Continuing Education program or course are given a questionnaire with which to evaluate these programs or courses. Results of these surveys are located in the Center for Continuing Education (“2000 Faculty Staff Survey”, p.9; see Table 3.1-14).

**Table 3.1-14
Survey Data Related to Continuing Education**

	<i>% Strongly Agree</i>	<i>% Agree</i>	<i>% Disagree</i>	<i>% Strongly Disagree</i>
50. Continuing education activities at DSC support the mission of the College.	28% 19	49% 34	1% 1	0% 0

Source: “1999-2000 Faculty Survey Results Summary,” p. 9
Percent not responding omitted.

Presentation of Findings

**3.1 (2 of 9)
Defining
Expected
Educational
Results**

To strengthen and streamline its ability to define and assess overall effectiveness, expected educational results, and student learning outcomes, the College has begun using an “Academic Outcomes Assessment Plan Summary Report” that establishes mission-related goals, intended student learning outcomes, means of assessment and criteria for success, assessment results, assessment strategies and their implementation, use of assessment results, and description of strengths and weaknesses. Using the “Outcomes Assessment Plan Summary Report,” each academic division and department develops expected learning outcomes for academic programs within each discipline, based upon either the College’s general education outcomes or major area outcomes. From the discipline-level expected outcomes, faculty members develop expected outcomes for each course taught. These include the general education outcomes, where appropriate, and the outcomes are incorporated into course syllabi. The outcomes list delineates skills and knowledge that a DSC graduate will be able to demonstrate--for example, “organizing and expressing ideas in a logical and purposeful way.” Furthermore, all academic division chairpersons must develop annual implementation plans as

part of their strategic planning for academic programs, including information on expected results (unit objectives) for educational or institutional goals assigned to the division and the methods (Outcome Measures and Assessment Strategies [OMAS]) for analyzing the results.

The Director of Institutional Research and Planning has produced a document entitled *Handbook of Assessment and Institutional Effectiveness: A Plan for Outcomes Assessment*, which lists the entire expected student learning outcomes or educational results for every DSC course and program. (An example of General Education Outcomes is in Table 3.1-15). The primary responsibility for coordinating this function rests with the Director of Institutional Research and Planning, but implementation and reporting of educational results rest with the division chairpersons and individual faculty members.

Methods for Analyzing Educational Results

Using the expected outcomes for their courses, faculty members develop planning and assessment record books for each course taught, which include documentation on the degree to which students have met those outcomes and the use of results to implement improvements. Faculty members record their assessment outcomes and use of results via the *Academic Outcomes Assessment Plan Summary Report*. Each faculty member gathers documentation on an ongoing, calendar-year basis for courses taught and reports every third year as part of their annual reports to chairpersons. Table 3.1-15 provides an example of an academic course outcomes assessment plan. Table 3.1-16 contains a checklist to assist faculty in this process.

Table 3.1-15

DALTON STATE COLLEGE GENERAL EDUCATION GOALS AND OUTCOMES	
—	
1. COMMUNICATION	
	<i>The ability to acquire, organize, and transmit information from diverse sources, for different purposes and audiences, using multiple forms such as writing, reading, speaking, listening, graphics and electronic media, including computers.</i>
	A graduate of Dalton State College
	<ul style="list-style-type: none"> • determines forms of communication appropriate to particular audiences and purposes. • gathers data for basic research from various sources, including the computer and other forms of electronic media, such as the Internet. • organizes and communicates knowledge and ideas in a logical and purposeful way. • recognizes and uses accepted patterns of grammar, punctuation, and sentence structure in speech and writing. • exhibits expertise to research, organize, and present an oral report or speech. • articulates understandings of course materials acquired through listening, reading, graphics, experiments, computations, and electronic media.

2. CRITICAL THINKING AND PROBLEM SOLVING

The ability to analyze and solve problems using multiple models and systematic methods of inquiry in various contexts.

A graduate of Dalton State College

- utilizes appropriate models and concepts such as the "scientific method" to solve problems.
- distinguishes between observations, inferences, and relationships in works under investigation.
- comprehends and communicates data presented graphically and/or mathematically.
- performs basic mathematical operations.
- shows knowledge of and ability to use the computer and other forms of electronic media, such as the Internet.

3. INTEGRATED LEARNING

The ability to synthesize and evaluate historical and contemporary works and issues, forces and events, influences and ideas using multiple disciplinary frameworks.

A graduate of Dalton State College

- comprehends major forces and events, influences and ideas that shaped history and society.
- recognizes, appreciates, and analyzes perspectives and values of diverse cultural groups and their historical experiences in the United States.
- articulates and analyzes issues from different perspectives and is open to other viewpoints than his or her own.
- analyzes social institutions and human behavior using appropriate disciplinary frameworks.
- uses scientific knowledge and practical experience to assess personal well-being and to plan and maintain wellness.
- demonstrates knowledge and skills necessary for active citizenship.
- makes informed judgments in interpreting works of art, literature, and other aesthetic experiences.

Table 3.1-16 (Continued)

DALTON STATE COLLEGE
DIVISION OF Natural Sciences and Mathematics
DEGREE PROGRAM – General Education
COURSE – Biology 1107
ACADEMIC OUTCOMES ASSESSMENT PLAN SUMMARY REPORT
Fall 2001

Mission Statement

Dalton State College shares with the other state colleges of the University System of Georgia in providing a high quality general education program that supports a variety of well-chosen programs and prepares students for transfer to baccalaureate programs.

Goal Statement

The Natural Sciences and Mathematics Division offers mathematics, science and computer science courses to serve the needs of students in the various Divisions of the college. The Division is committed to offering high quality general education programs that support the mission of the College.

Student Learning Outcomes

Students completing Biology 1107, toward one of the general education degree programs or specific transfer degree program, should be able to: (selected 2 or 3 from long list of outcomes, including General Education Outcomes)

1. Gather data for basic research from various sources, including computer and other forms of electronic media.
2. Organize and communicate knowledge and ideas in a logical and purposeful way.
3. Distinguish between observations, inferences, and relationships in works under investigation.

Means of Assessment and Criteria for Success (What results did you expect?)

- 1a.) **Students can do problem-solving exercises or reports using various sources of computer media.** Students will be assigned a computer simulated genetics laboratory exercise, the Fly Lab. Success will be measured through completion and reporting of many different genetic crosses using Drosophila melanogaster. These assignments will include computer generated worksheets and notebooks.
- 1b.) **85% of students will demonstrate the use of electronic media during the semester.** This will be measured through successful completion of the Fly Lab.
- 2a.) **Students will write a scientific report.** Students will write a scientific lab report for the Fermentation Laboratory assignment.
- 2b.) **70% of the students who pass each biology course earn a 75% or better on a scientific report.** This will be measured through the evaluation of the Fermentation Laboratory reports.
- 3a.) **Students will answer questions about the scientific method.** Students will be asked 4 questions referring to some aspect of scientific method on the final examination.
- 3b.) **Each question relating to the scientific method on the final examination will be correctly answered by at least 80% of the students who pass the course.** The final examination of all students passing the class will be evaluated for the 4 scientific-method questions.
- 3c.) **Rising juniors completing the CAAP test will score on average at the 50th percentile of the national norms for Scientific Reasoning.** The CAAP scores will be evaluated as reported.

Table 3.1-15 (Continued)*Assessment Results (What were the actual results?)*

1a and b.) As shown in the following table, 90.4% (greater than 85%) of the students completing this course were able to gather data and use this information in a problem solving-exercise as evaluated through the Fly Lab.

	Biology 1107
Number of students completing the course	52
Number of students passing the course	50
Number of students making 85% or better on <u>Fly Lab</u> assignment	47
Per cent of students scoring above 85% on <u>Fly Lab</u> assignment	90.4

2a and b) Of those students passing the course, 62% earned a 75% or better on the Fermentation Laboratory Report.

	Biology 1107
Number of students completing the course	52
Number of students passing the course	50
Number of students making 75% or better on Fermentation Lab Report	31
Per cent of those passing the course and with 75% Or better on the Fermentation Laboratory Report.	62

3a and b.) On 3 of the 4 questions referring to some aspect of scientific method on the final, more than 80% of the students answered the questions correctly. Of the 4 scientific-method questions on the final, on only one question did less than 80% of the students answer correctly.

		Biology 1107 10:30 class
Number of students passing the course		50
Number of students answering scientific method questions correctly on final	20. B1 B2 B3	41/49 44/49 35/49 49/49

	Per cent of students answering scientific method questions correctly on the final	20.	83.7	
		B1	89.8	
		B2	71.4	
		B3	100	

Table 3.1-15 (Continued)

- 3c). Reported results of the CAAP test indicate that in 2001 (graduating class, Spring 2001) rising juniors scored on average above the 50th percentile of the national norms for Scientific Reasoning. The actual score was 61.5 (as compared to 57.8 in 1999).

Assessment Strategies/Implementation (How did you measure what happened?)

1. The Fly Lab assignment was used as an evaluation of students' ability to gather data, use the information and gain experience in the use of electronic media. Students solved problems, used χ^2 analysis, and wrote informal reports/analyses for each genetic problem in the assignment. Evaluation of this work was used as an assessment tool.
2. Using the Fermentation laboratory exercise, students wrote a scientific report to summarize their experimentation. Students were supplied with preliminary information regarding fermentation, a "situation" in a brewery, and asked to test the samples and draw a conclusion. They were responsible for designing the experimentation that would support/solve the "situation" at the brewery. All of this was then included in the Fermentation Laboratory Report.
3. Four questions on the final examination referred to some aspect of scientific method.

Use of Assessment Results (How did you use the assessment results to make improvements in your course or curriculum? Indicate at least one thing you did to improve the content of this course or your ability to teach it.)

Assessment results from the Fly Lab indicate that students can successfully use the computer in problem solving. Anecdotally, students did better on genetics problems on the test and were better able to think through genetics problems after completing the Fly Lab. I will continue to use this laboratory exercise in place of genetics problems in the lab.

Only 62% of the students passing the course scored above a 75% on the Fermentation Lab Report. Part of the evaluation of this exercise included evaluating the ability of the student to design an experiment to support a claim made involving a problem at a brewery. This evaluation was not entirely based on the ability to write a scientific report. 74% of the students passing the course scored above a 70% on the Fermentation Lab Report. The same laboratory exercise will be used in the next several terms. More attention will be given to designing the experiment and to explaining the components of the lab report.

An understanding of the scientific method seems to be improving. A problem still remains in identifying something that is a value judgment rather than something that can be tested using scientific methods. Spring '01, 65.2 % of the students answered this correctly and Fall '01, 71.4 % of the students answered this same question correctly. An improvement was made but it still does not meet the criterion set for successful achievement of this learning outcome.

Table 3.1-15 (Continued)

Strengths and Weaknesses (Please note any strengths or weaknesses/concerns from the evaluation of this course.)

Strengths

1. Assessment results indicate the first learning outcomes analyzed for Biology 1107 were achieved. Students were able to use the computer for problem solving.
2. Use of the two separate assessment tools for the first two learning outcomes provided more accurate assessment results.
3. Although the assessment results did not meet the learning outcome criteria for the second learning outcome, the means of evaluating the ability of the student to organize and communicate knowledge was an improvement. The student had to think through the problem, determine how to solve it and how to report it.

Weaknesses/Concerns

1. The assessment results for the second learning outcome did not meet the learning outcome criteria.
2. Presentation of the problem and more explanation of experimental design are needed to reinforce the writing of the scientific report.
3. Continued discussion/explanation of the distinction between value judgment and evaluation using scientific method is still needed.

Table 3.1-16

**DALTON STATE COLLEGE
ASSESSMENT RECORD BOOK CHECKLIST FOR FACULTY**

The assessment record book should be organized into the following format with the following items in this order. Your record book should include calendar year data from every course taught (summer courses are optional). Use this sheet as a guide for constructing your record books.

Item	Present? (yes/no)
------	-------------------

Long list of general education learning outcomes that pertains to course _____	
--	--

Course specific learning outcomes _____	
---	--

DIVIDER: Calendar year 2001:

Assessment Outcomes Plan Summary Report (course 1)	
Course 2	_____
Course 3	_____
Course 4	_____
Course 5 (etc.)	_____

Copy of your Annual Report as given to Division Chairpersons.	
---	--

DIVIDER: Calendar year 2002:

Assessment Outcomes Plan Summary Report (Course 1)	
Course 2	_____
Course 3	_____
Course 4	_____
Course 5 (etc.)	_____

Copy of your Annual Report as given to Division Chairpersons.	
---	--

DIVIDER: Calendar year 2003:

Assessment Outcomes Plan Summary Report (course 1)	
Course 2	_____
Course 3	_____
Course 4	_____
Course 5 (etc.)	_____

Copy of your Annual Report as given to Division Chairpersons.	
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DIVIDER: Assessment Procedures: Include examples of assignments, Tests, Quizzes, Papers, etc. that relate to assessment questions.

DIVIDER: Appendix: Include Syllabi and Course Goals, etc.

3.1 (3 of 9)
Clearly
Defined
Purpose

Dalton State College has a clearly defined purpose for collegiate education, which is contained within its statement of purpose (See Table 3.1-17). The College's mission and core purposes have been updated twice since 1995 and will be reviewed again during the 2002-2003 Academic Year as part of a University System initiative to respond to changing needs. The most recent modification arose from the recommendations of the North Georgia Planning Council that led

to an approval of a change in mission for the College by the Board of Regents. The change, which called for the College to provide “a limited number of baccalaureate programs designed to meet the educational and economic development needs of the local area,” authorized the institution to offer an initial group of two bachelor-of-science degrees and one bachelor-of-applied- science degree, effective in the fall of 1999. Also, in November of 1998, as part of this process, the Board approved a name change from Dalton College to Dalton State College to reflect the institution’s new mission (Board of Regents memo regarding approval of revised mission, September 17, 1998). The Board also authorized an organizational restructure, which enabled the College to create a new Division of Business and Technology to house the new programs of study. Dalton’s College’s becoming a “State College” established a new institutional category within the University System of Georgia to describe two-year, associate-degree granting institutions that have been authorized by the Board to offer a limited number of four-year baccalaureate degree programs (Board of Regents, Committee on Education, Research and Extension, Discussion/Approval Item: Programmatic, Organizational, and Mission Changes, Dalton College, September 8, 1998; Presentation and Approval Item: Dalton College Institutional Renaming, November 10-11, 1998). The resulting and most recent “Dalton State College Statement of Purpose” is in Table 3.1-17 below.

Table 3.1-17**DALTON STATE COLLEGE STATEMENT OF PURPOSE**

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

Dalton State College shares with the other state colleges of the University System of Georgia the following core characteristics or purposes:

- a commitment to excellence and responsiveness within a scope of influence defined by the needs of the local area and by particularly outstanding programs and distinctive characteristics that have a magnet effect throughout the region or state;
- a commitment to a teaching/learning environment, both inside and outside the classroom, that sustains instructional excellence, functions to provide University System access for a diverse student body, and promotes high levels of student learning;
- a high quality general education program that supports a variety of well-chosen associate programs and prepares students for transfer to baccalaureate programs, learning support programs designed to insure access and opportunity for a diverse student body, and a limited number of certificate and other career programs to complement neighboring technical institute programs;
- a limited number of baccalaureate programs designed to meet the educational and economic

development needs of the local area;

- a commitment to public service, continuing education, technical assistance, and economic development activities that address the needs, improve the quality of life, and raise the economic level within the college's scope of influence;
- a commitment to scholarship and creative work to enhance instructional effectiveness and to encourage faculty scholarly pursuits; and a responsibility to address local needs through applied scholarship, especially in areas directly related to targeted baccalaureate degree programs;
- a supportive campus climate, necessary services, and leadership and development opportunities, all to educate the whole person and meet the needs of students, faculty, and staff;
- cultural, ethnic, racial, and gender diversity in the faculty, staff, and student body, supported by practices and programs that embody the ideals of an open, democratic, and global society;
- technology to advance educational purposes, including instructional technology, student support services, and distance education;
- collaborative relationships with other System institutions, State agencies, local schools, technical institutes, and business and industry, sharing physical, human, information, and other resources to expand and enhance programs and services available to the citizens of Georgia.

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

Source: *DSC Statutes*, Article I, Section B, pp. 1-2

**3.1 (4 of 9)
Goals
Consistent
with Purpose**

The goals for all academic programs are consistent with the College's Statement of Purpose. The DSC Strategic Planning Committee establishes three-year strategic initiatives and institutional goals, based upon the College's Statement of Purpose, for academic and educational support services programs. The committee determines which goals will be selected for each year in the three-year planning cycle. If necessary, new goals are also established which reflect changes in institutional priorities since the original three-year list of strategic initiatives and goals was created. Each academic division has established goals that are related to the mission of the College and appear in the annual implementation plans and progress reports of the strategic planning process. During the 2000-2003 strategic planning period, the Strategic Planning Committee and the faculty identified and approved a number of goals that support the College's mission of providing certificates, associate degrees, and bachelor's degrees (2000-2003 Strategic Planning Committee Minutes, Faculty Meeting Minutes). Table 3.1-18 presents an illustration of the relationship between the College's purpose, strategic initiatives, and the goals that support the mission and the strategic initiatives.

Table 3.1-18
An Illustration of the Relationship between the College's Mission, Strategic Initiatives, and Goals

<i>Statement of Purpose</i>	<i>Strategic Initiative Consistent with Purpose</i>	<i>Goals Consistent with Strategic Initiative and Purpose</i>
Commitment to excellence and responsiveness within a scope of influence...that have a magnet effect throughout the region	The College will broaden the scope and implementation of its programs and services to Northwest Georgia.	Broaden and expand the ESL program to attract and to prepare non-English native speakers for success in DSC college programs.
High quality general education program that supports a variety of well-chosen associate programs and prepares students for transfer to baccalaureate programs	The College will maintain its commitment to high academic standards and provide excellent academic programs, services, and facilities for its students.	Improve graduation rates and/or student goal attainment rates to meet College benchmark and University System standards.
Commitment to public service, continuing education, technical assistance, and economic development activities	The College will increase its emphasis on providing innovative service programs for area business and industry.	Establish a business service outreach program to provide a linkage between the College's programs and area businesses.
Commitment to scholarship...to enhance instructional effectiveness and...to encourage faculty scholarly pursuits	College will expand professional development activities for the faculty.	Increase the number of faculty who take advantage of the tuition remission and reimbursement program to obtain terminal degrees.
Cultural, ethnic, racial, and gender diversity in the faculty, staff, and student body	The College will enhance its efforts to recruit and retain a diverse faculty, staff, and student body.	Increase minority staff, faculty, and student population to promote cultural diversity.
Technology to advance educational purposes	The College will improve its computing systems and support to achieve maximum productivity and responsiveness.	Develop a web page for each faculty which will contain syllabi, expanded course description, instructor and course information.
Collaborative relationships with other system institutions...to expand...programs...to the citizens of Georgia	The College will enhance collaborative relationships with other units of the University System in meeting the needs of the service area.	Develop online distance learning four-year degree programs.

**3.1 (5 of 9)
Procedures to
Evaluate the
Achievement
of Educational
Goals**

The program of institutional effectiveness at Dalton State College (DSC) employs a multi-faceted system that involves the entire campus community. Since assessment processes are a critical component of the institutional strategic planning effort, it is difficult to discuss one without discussing the other. At DSC, planning and assessment are regarded as interrelated parts of a single, comprehensive function. Thus, the strategic planning goals contained in the College's strategic plans serve as institutional effectiveness instruments because all academic units are required to develop annual action plans which include expected results, procedures to evaluate results, actual results, and the uses of those results in improving the college's programs and services. Academic divisions develop these action plans in the summer for the upcoming year and load them into the College's *Plan Builder* software as annual implementation plans. At the end of the academic year, the division chairpersons load the outcomes into *Plan Builder* as annual progress reports, and the Strategic Planning Committee reviews them. When various goals have been achieved, new ones are selected annually from the *Strategic Plan* and corresponding action plans are designed. In this manner it is possible for all of the goals to be identified for implementation sometime during the three-year planning cycle.

Generally, the procedures used to evaluate the achievement of educational goals at DSC include the following actions:

- Decennial Institutional Self Study and Reaffirmation by the Southern Association of Colleges and Schools (Commission on Colleges Memo to Dalton College President, July 1, 1994; Table 3.1-23);
- Professional program accreditations in the Divisions of Nursing, Technical Education, and Business and Technology. (See Table 3.1-23);
- Academic division annual implementation plans and progress reports;
- Division chairpersons (with input from faculty) utilize Section D (see Table 3.1-7) of the Divisional/Departmental Annual Reports to provide updates on divisional effectiveness efforts, including academic programs;
- Annual faculty reports to division and department chairpersons regarding educational outcomes and results, including evaluations by division chairpersons and the Vice President for Academic Affairs;
- Faculty use of the *Academic Outcomes Assessment Plan Summary Report* (see Table 3.1-16) and Planning and Assessment Record Books to report assessment results and procedures that are consistent with the achievement of educational goals for each academic division and department;
- Course and faculty evaluations by students;
- Faculty meetings to discuss courses taught, to review curriculum, to evaluate textbooks and syllabi, and to make appropriate changes;
- Internal reviews via faculty and staff surveys to determine the progress the College is making in its planning, evaluation, and implementation processes. (See Table 3.1-1);
- An Academic Program Review process that calls for comprehensive reviews of all programs of study in which the College turns out a "finished product"--Certificate, Associate of Applied Science, Associate of Science

in Nursing, Bachelor of Science, Bachelor of Applied Science, and Bachelor of Social Work. These programs are reviewed on a six-year cycle. This initiative is new and began with the 2000-2001 year. Like the benchmarking project, program review is a requirement of the University System of Georgia and the local initiative works in concert with the statewide effort. The Academic Program Review Timetable for Dalton State College is presented in Table 3.1-24;

- An annual *Accountability Report Card* that includes profile data on academic programs by means of Key Performance Indicators (KPIs). The utilization of KPIs is new to DSC for the 2000-2003 planning cycle and corresponds with the University System of Georgia's comprehensive benchmarking and accountability system project. Many of the College's 39 KPIs involve assessment elements that have been tracked for several years. For the others, new collection development methods have been implemented. A listing of DSC's KPIs is presented in Table 3.1-22;
- As part of the methodology contained in the KPIs, the College employs a comprehensive system of stakeholder surveys, which are administered on a regular basis. The Administrative Council, the Academic Council, the Student Affairs Council, and the Strategic Planning Committee utilize the information garnered from those instruments to make decisions concerning the improvement of the College's programs and services (See, for example, E-mail and other Correspondence Between Director of Institutional Research and Unit Heads Regarding Use of Survey Results for Improvement, October 12, 2000, September 22, 2000, September 25, 2000). A list of the surveys, together with the frequency of administration, follows:
 - ✓ Alumni Survey (Biennial),
 - ✓ BS Graduate Survey and Exit Interviews (Annual);
 - ✓ BS Graduate Follow-Up Survey and Exit Interviews (Annual);
 - ✓ Student Job Placement Rates Survey (Annual);
 - ✓ Continuing Student Survey (Coordinated with the Board of Regents);
 - ✓ Employer Satisfaction Survey of Graduates from Technical, Nursing, and Business Divisions (Annual);
 - ✓ Faculty Survey (Biennial);
 - ✓ Graduating Student Survey (Annual);
 - ✓ New Student Statistical Survey Summary (Annual);
 - ✓ Staff Survey (Biennial); and
 - ✓ Student Evaluation of Faculty in Academic Divisions (Annual);
- During the 1999-2000 Academic Year, the College introduced the Collegiate Assessment of Academic Proficiency (CAAP), an external, nationally normed assessment tool as part of its general education assessment programs. The CAAP assesses fundamental academic skills in the areas of "writing, reading, mathematics, science reasoning, and critical thinking." In addition to documenting levels of proficiency and providing evidence of acceptable levels of student academic skills in the general

education core areas, CAAP is helpful to the College in determining how its students as a group compare with students at the same levels attending similar colleges across the nation. The College had initially planned to use the CAAP as both a pre-test and post-test assessment tool. However, during the 2000-2001 academic year the College began using ACT's COMPASS test as an academic assessment and diagnostic tool. All new students admitted to the College take the COMPASS test. Because of the compatibility of the COMPASS and CAAP tests, the College administration decided to use the COMPASS as a pre-test and the CAAP as a post-test. The COMPASS and CAAP tests are given to incoming freshmen and graduates so that before and after benchmarks can be established. This entering-freshmen/exiting-graduate cycle is repeated annually. This action directly supports the second and third core purposes in the College's statement of purpose (See Table 3.1-17) and completes a major step in the implementation of comprehensive institutional-effectiveness measures. Some examples of the results of the COMPASS and CAAP tests administered at Dalton State College are presented in Table 3.1-21.1, 21.2, and 21.3;

- The program of major area outcomes at Dalton State College includes those academic divisions that produce graduates whose next steps primarily involve entering the workforce, as opposed to those who typically transfer to another institution for further study. Thus major area program outcomes center around the Division of Business and Technology, the Division of Nursing, and the Division of Technical Education. Major area outcomes assessment plans have been developed for each program of study within these divisions to evaluate educational goals and programs within those divisions. The faculty members responsible for these programs are also responsible for establishing the outcomes, the assessment criteria, and the utilization of results to foster improvements in the programs.

Table 3.1-19 provides a detailed chart of the procedures used to evaluate educational goals at Dalton State College. Table 3.1-20 provides a list of the procedures used to evaluate student-learning outcomes. These tables show the wide variety of evaluative procedures and measures that are in place at DSC to regularly provide academic units with information on how well educational goals and student learning outcomes are being achieved.

Table 3.1-19
Evaluation of Institutional Effectiveness (Educational Programs)

<i>Evaluation Focus</i>	<i>Procedure of Evaluation</i>	<i>Frequency</i>
Academic Divisions	Key Performance indicators: -Number of student withdrawals -Total credit hours generated -Number of full-time and part- time faculty -Number of professional development activities by faculty -Number of faculty involved in research/publication efforts -Percentage of faculty serving on committees -Total operating expenditures -Total operating expenditures per EFT student -Total grade distribution	Annually
Faculty	Course and faculty evaluations by students Faculty evaluations by chairpersons and Vice President for Academic Affairs Peer evaluations Promotion and tenure review Post-tenure review Faculty Survey	Annually Annually Annually Annually Every 2 years
Student Satisfaction	Graduating Student Survey Continuing Students (Board of Regents) Alumni Survey Student evaluation of faculty and course	Annually Every 5 years Every 2 years Annually
Student Withdrawal	Exit interview/survey	At time of withdrawal
Student Placement	Graduating Student Survey	Annually

Source: Office of Institutional Research and Planning

Table 3.1-20
Evaluation of Student Learning Outcomes

<i>Academic Division/Department</i>	<i>Evaluation Source</i>
Business Administration	ETS Major Field test (pre and post) Program review Placement efforts Pre-tests and post-tests Case studies Student Interviews Senior Exit Survey Graduates follow-up survey Employer satisfaction survey Program specific graduating student survey Advisory Committees Average GPA of core classes Statements of program outcomes Statements of student learning outcomes Program outcomes assessment plan Faculty meetings to assess curriculum, courses and textbooks
Health, Physical Education and Recreation	First Aid and CPR examinations Physical fitness/wellness tests Statements of student learning outcomes Grades on final examinations
Humanities	Regents' Testing Program (RTP) Exit/end-of-term essays Grades on final examinations Statements of student learning outcomes Division meetings to assess curriculum, courses and textbooks COMPASS test scores CAAP test scores ESL-TOEFL test scores Learning Support examination
Natural Science and Mathematics	Statements of student learning outcomes Grades on final examinations Pre-tests and post-tests Faculty meetings to assess curriculum, courses and textbooks Pool of identical examination items COMPASS test scores CAAP test scores Learning Support examination
Nursing	Licensure examination (NCLEX-RN) Associate Degree Nursing Program Student Handbook CAAP Critical Thinking test scores Placement efforts Nursing graduates survey Graduates follow-up survey Employer satisfaction survey Statements of program outcomes Statements of student learning outcomes

Table 3.1-20
Evaluation of Student Learning Outcomes

<i>Academic Division/Department</i>	<i>Evaluation Source</i>
Social Sciences	Program review (BSW) Statements of student learning outcomes Grades on final examinations Pre-tests and post-tests Faculty meetings to assess curriculum, courses, and textbooks COMPASS test scores CAAP test scores
Technical Education	Performance Accountability Review (PAR) process Pass rates of licensing examinations Placement efforts DTAE skill proficiency and program reviews Program specific graduating student survey Graduates follow-up survey Employer satisfaction survey Statements of program outcomes Program outcomes assessment plan Statements of student learning outcomes Advisory Councils Standard Corrective Action Plans Performance Corrective Action Plans COMPASS test scores CAAP test scores

Source: DSC Office of Institutional Research and Planning

Table 3.1-21.1

COMPASS TEST SCORES ENTERING FRESHMEN/NEW STUDENTS FALL 2000	
<i>Pre-Algebra</i>	
<i>Maximum Score</i>	<i>Average Score</i>
88	19.6
<i>Algebra</i>	
99	31.1
<i>Reading</i>	
99	78.1
<i>English</i>	
99	59.6

Source: DSC Office of Institutional Research and Planning

Table 3.1-21.2

CAAP MEAN SCORES BY SUBJECT BEGINNING FRESHMEN FALL 1999				
<i>Subject</i>	<i>DSC Mean Score</i>	<i>Standard Deviation</i>	<i>National Mean Score</i>	<i>Standard Deviation</i>
MATHEMATICS	54.2	3.2	57.9	3.7
Algebra	12.9	1.6	14.9	1.8
READING	58.8	4.5	62.9	5.2
Arts/Literature	14.3	2.4	16.1	2.5
Social Science	14.6	2.5	16.5	2.6
CRITICAL THINKING	60.4	4.9	62.3	5.3
SCIENCE REASONING	57.8	3.7	60.7	4.5

Source: DSC Office of Institutional Research and Planning

Table 3.1-21.3

CAAP MEAN SCORES BY SUBJECT GRADUATES SPRING 2001				
<i>Subject</i>	<i>DSC Mean Score</i>	<i>Standard Deviation</i>	<i>National Mean Score</i>	<i>Standard Deviation</i>
MATHEMATICS	57.3	3.2	58.4	4.0
Algebra	14.3	1.6	15.0	1.9
READING	62.8	5.8	62.9	5.1
Arts/Literature	16.4	2.9	16.1	2.5
Social Science	16.2	2.8	16.5	2.6
CRITICAL THINKING	63.3	4.1	62.4	5.3
SCIENCE REASONING	61.5	4.1	61.0	4.6

Source: DSC Office of Institutional Research and Planning

Table 3.1-22
Dalton State College Key Performance Indicators

	<i>KPI</i>	<i>Definition</i>	<i>Current Measure</i>
1.	Average ACT/SAT Scores and HSGPA Incoming Freshmen	Average scholastic indicator (SAT, ACT, HSGPA) of incoming freshmen.	Mean composite score of entering freshmen as reported by the Board of Regents.
2.	Recruitment Yield	Percentage of qualified undergraduate applicants offered admission who enroll.	The proportion of freshman applicants accepted for admission and who enroll in the fall semester.
3.	Undergraduate EFT Enrollment	Number of total credit hours attempted divided by 15.	The number of all students enrolled full-time and part-time converted into an equivalent number of full-time students.
4.	Student Diversity	Percentage of all enrolled students who are minorities and/or international students.	The proportion of total students who are of minority populations and/or from outside the United States.
5.	Credit Hours Generated	Total student credit hours per semester.	The number of total credit hours earned by full-time and part-time students.
6.	Retention Rate	Percentage of fall semester first-time, full-time entering students who are re-enrolled or transferred in the following fall semester.	The proportion of new first-time, full-time degree-seeking students retained or returned to school the second year.
7.	Graduation Rates: -Bachelors -Associate -Technical Division Programs	Percentage of full-time baccalaureate students who graduate in six years (Bachelor's). Percentage of full-time associate degree students who graduate in four years (Associate). Percentage of full-time technical division students who graduate in four years (Technical Division Programs).	The proportion of an identified baccalaureate degree student cohort officially enrolled in a baccalaureate degree program who actually complete a degree and graduates in six years (Bachelor's). The proportion of an identified associate degree student cohort officially enrolled in a transfer degree program who actually complete a degree and graduates in four years (Associate). The proportion of an identified technical division student cohort officially enrolled in a technical division certificate or degree program that actually complete a technical division certificate or degree program and graduates in four years (Technical Division Programs).
8.	Student-Faculty Ratio	Number of EFT students divided by number of EFT faculty.	Overall ratio of fall semester full-time students to full-time teaching faculty.
9.	Degrees and Certificates Awarded	Total number of degrees and certificates conferred.	The number of students enrolled in a degree or certificate program that actually completes and receives a degree or certificate, as reported annually.
10.	Regents Testing Program (RTP) Pass Rate on First Try	Percentage of first-time test takers who pass reading and writing competency tests.	The proportion of first-time student test takers who take and pass Regents Testing Program.
11.	Licensure Examination and Certification Pass Rate (RN, LPN, MLT, RT)	Percentage of graduates who attempt and pass licensing and/or certification examinations.	The proportion of graduates in various career programs who attempt and pass licensure and/or certification examinations for the first time.

Table 3.1-22
Dalton State College Key Performance Indicators

	<i>KPI</i>	<i>Definition</i>	<i>Current Measure</i>
12.	Demonstration of General Education Functional Skills	Percentage of graduates who demonstrate competencies in critical thinking, math, science, reading, writing, and computation.	Results of campus-wide freshmen and sophomore competency tests (CAAP, RTP, CPE, COMPASS, Class examinations).
13.	Two-Year College Transfer GPA Rate	Grade point average of all two-year transfer students in the University System.	Average grade point earned by DSC students after transfer to a state college or university.
14.	Performance After Transfer	Academic performance of DSC students who transferred to another University System institution.	The proportion of regular college-level courses at the transfer or receiving institution completed with a grade of "C" or better by students who previously attended compared to a parallel proportion obtained for students who began their studies as first-time freshmen at the transfer institution.
15.	Student Satisfaction	Composite scores from annual new student, continuing student, and graduating student surveys about level of general satisfaction with campus educational programs and services.	The proportion of a sample of new, continuing and graduating students who indicate satisfaction levels with campus educational programs and services.
16.	Student Goal Attainment Rates (Graduating and Continuing Students)	Percentage of graduating students who report that their objective for attending DSC has been fully accomplished. Percentage of continuing students who report that their objective for attending DSC will be accomplished at the end of the last reported semester.	The proportion of graduating students who on leaving Dalton State College report that their original goal in attending has been met. The proportion of continuing students who report that their objective for attending DSC will be accomplished at the end of the last reported semester.
17.	HOPE Scholarship Recipients	Percentage of students on HOPE Scholarship.	The proportion of total students receiving financial assistance through HOPE.
18.	Job Placement Rate	Percentage of Graduates employed within one year after graduation.	The proportion of an identified entering cohort achieving a 'marketable employable skill' who obtain employment in a field directly related to this skill within one year of graduation.
19.	Employer Satisfaction	Composite score from annual employer survey about level of satisfaction with the skills, knowledge and behavior demonstrated by DSC graduates.	The proportion of a sample of regional employers in a given field indicating that their employees who received training at DSC exhibit skills and job performance rates equivalent or superior to all employees.
20.	Alumni Satisfaction	Composite score from periodic alumni survey about level of general satisfaction with campus academic programs and services.	The proportion of a sample of alumni who respond to a survey regarding DSC educational programs and student services.
21.	Faculty and Staff Satisfaction	Composite score from annual faculty and staff surveys about factors influencing job performance and satisfaction.	The proportion of faculty and staff who indicate satisfaction levels with campus policies programs and procedures.

	<i>KPI</i>	<i>Definition</i>	<i>Current Measure</i>
22.	Faculty Credentials	Percentage of faculty who have attained the terminal degrees in their respective fields.	The proportion of full-time faculty who have earned a Bachelor's, Master's, or doctoral degree.
23.	Faculty Diversity	Percentage of full-time faculty who are minority and women.	The proportion of total full-time faculty who are of minority populations and women.
24.	External Recognition of Achievements of Faculty and Staff	Number of faculty and staff who receive awards, distinctions, and recognitions by external bodies.	The number of faculty and staff who receive awards, distinctions, and recognitions by external bodies.
25.	Library Holdings and Expenditures	Total volume of library holdings and percent of total expenditures devoted to library acquisitions.	Volumes held at end of fiscal year per IPEDS Annual academic libraries survey of books, serial backfiles, and other materials.
26.	Value of Foundation Support and Endowment	Fiscal year market value of endowment and foundation support.	Amount accumulated at market value at the end of fiscal year.
27.	Expenditure Structure	How and where college disperses funds to purchase goods and services to support current operations.	The proportion of DSC expenditures accounted for by instruction, academic support, institutional support, student services, physical support, scholarship and fellowships.
28.	Tuition/Fee Levels and Total Revenues	Total revenue earned from student tuition and fees.	Tuition and fee charges per academic year as prescribed by the Board of Regents.
29.	Per Student Expenditures	Total operating expenditures per equivalent full-time student.	Fiscal year total expenditures divided by total full-time equivalent students.
30.	Plant Operation and Maintenance	Expenditures on buildings and grounds as a percent of current operating expenditures.	Funding allocated to physical infrastructure improvements each year.
31.	Continuing Education Program Enrollments	Enrollment in DSC Continuing Education courses.	The number of participants enrolled in continuing education programs and courses.
32.	Continuing Education Program Satisfaction Rates	Satisfaction of participants enrolled in DSC Continuing Education programs and courses.	Percentage of participants expressing various levels of satisfaction regarding continuing education programs and courses.
33.	GED Adult Literacy Pass Rate	Percentage of adult literacy students who pass GED program.	The proportion of registered students in adult literacy program that pass GED on first try.
34.	Rate of Students in Associate of Applied Science Programs with Learning Support Requirements.	Percentage of entering freshmen in Associate of Applied Science program who have Learning Support requirements.	The proportion of entering freshmen as reported to the Board of Regents enrolled in Associate of Applied Science that have Learning Support requirements.
35.	Rate of Students in Transfer Degree Programs with Learning Support Requirements	Percentage of entering freshmen in Transfer Degree program who have Learning Support requirements.	The proportion of entering freshmen as reported to Board of Regents enrolled in transfer Degree programs that have Learning Support requirements.
36.	Rate of Students in Certificate Programs with Learning Support Requirements	Percentage of entering freshmen in Certificate programs who have Learning Support requirements.	The proportion of entering freshmen as reported to Board of Regents enrolled in Certificate programs that have Learning Support requirements.
37.	Rate of Students with CPC Requirements	Percentage of entering freshmen with CPC requirements.	The proportion of entering freshmen as reported to Board of Regents that have CPC requirements.

	<i>KPI</i>	<i>Definition</i>	<i>Current Measure</i>
38.	Rate of Students with Disabilities	Percentage of students enrolled and served with documented disabilities.	The proportion of students enrolled and served with documented disabilities.
39.	Rate of Students with Learning Disabilities.	Percentage of students enrolled and served with documented learning disabilities.	The proportion of students enrolled and served with documented learning disabilities.

Source: DSC Office of Institutional Research and Planning

Table 3.1-23

INSTITUTIONAL and PROGRAM ACCREDITATION As of Fall 2001		
<i>The Southern Association of College and Schools initially accredited Dalton State College to award the associate degree in 1969. Accreditation was reaffirmed in 1973, 1984, and 1994. Professional accreditations of Dalton State College programs by accrediting agencies are as follows:</i>		
<i>Program</i>	<i>Accrediting/Approving Agency</i>	<i>Date of last review</i>
Automotive Technology	National Institute for Automotive Service Excellence	1998
Certified Nursing Assistant	Georgia Medical Care Foundation	2000
Emergency Medical Technology	Department of Technical and Adult Education and Georgia Department of Human Resources	2001
Licensed Practical Nursing	Georgia Board of Examiners of Licensed Practical Nursing	2000
Medical Assisting	American Association of Medical Assistants (AAMA) and Commission on Accreditation of Allied Health Education Programs (CAAHEP)	1999
Medical Laboratory Technology	National Accrediting Agency for Clinical Laboratory Sciences	2001
Paramedic Technology	Department of Technical and Adult Education and Georgia Department of Human Resources	2001
Phlebotomy	National Accrediting Agency for Clinical Laboratory Sciences	2001
Radiologic Technology	Joint Review Committee on Education in Radiologic Technology	2000
Registered Nursing (RN)	National League of Nursing Georgia Board of Nursing	1994 2000
Business Administration (BBA)	AACSB	Pending
Social Work (BSW)	Council on Social Work Education (CSWE)	Pending

Source: DSC Office of Institutional Research and Planning

**3.1 (6 of 9)
Use of
Results to
Improve
Educational
Programs**

To close the planning and assessment loop, faculty members are required to include in their annual reports to their division chairpersons, a commentary concerning their use of assessment results to improve the effectiveness of their teaching. Faculty members also discuss changes in curriculum and/or teaching

that have improved the quality of instruction. Faculty members record their assessment outcomes and use the results to improve educational courses and programs via the *Academic Outcomes Assessment Plan Summary Report*. The Director of Institutional Research and Planning compiles and reports a summary of faculty members' efforts to improve their teaching effectiveness as part of Section C, "Annual Progress in Assessing Institutional Effectiveness," of the College's *Annual Report on Institutional Progress* to the Board of Regents. Table 3.1-26 presents some examples. Table 3.1-27, using an assessment plan, provides further examples of the use of results by each of the academic divisions to improve educational programs. Although the use of the CAAP standardized tests to assess general education began recently, academic divisions have already used the results for planning and evaluation purposes. For example, in its 2001-2002 Annual Report, the Division of Natural Sciences and Math evaluated its math general-education outcome with the measure that "Graduates will score near the national average on the nationally normed CAAP test in Mathematics." Although the results were very close to the objective (the mean CAAP scores for Spring-2001 graduates was 57.3; the national average was 58.4), the division decided to re-evaluate its teaching methods and to incorporate the adjustments into the following year's planning cycle (*Division of Natural Sciences and Mathematics 2001-2002 Annual Report*, "Focus on Continuous Improvement Summary," p. 12).

Division chairpersons also report major improvements in institutional effectiveness in Section D (Annual Progress in Assessing Division/Department Institutional Effectiveness) of their annual progress reports. The changes in academic or non-academic processes as a result of assessment evidence are also compiled and reported by the Director of Institutional Research and Planning in the college-wide report entitled "Major Changes and Continuous Improvements Arising from the Strategic Plan and Institutional Effectiveness." This report is a list of all implemented instructional and administrative improvement activities. It is an on-going, cumulative report of institutional progress and effectiveness at DS

**Table 3.1-24
Academic Program Review Timetable For Dalton State College**

2000-2001	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007
<p>Radiologic Technology (AAS) (Joint Review Committee on Education in Radiologic Technology)</p> <p>Medical Laboratory Technology (AAS) (National Accrediting Agency for Clinical Laboratory Science)</p> <p>Phlebotomy (CERT) (National Accrediting Agency for Clinical Laboratory Services)</p> <p>DTAE Performance Accountability review (PAR) Automotive Technology Computer Operations Computer Networking Technology Computer Science Technology Drafting and Design Technology Electronic Technology Emergency Medical Technology Industrial Electrical Technology Industrial Plant Management</p>	<p>Industrial Operations Management (BS)</p>	<p>Management Information Systems (BS)</p> <p>Automotive Technology (CERT) (National Institute for Automotive Service Excellence)</p> <p>Licensed Practical Nursing (CERT) (Georgia Board of Examiners of Licensed Practical Nursing)</p> <p>Nursing (ADN) (National League for Nursing)</p>	<p>Technology Management (BAS)</p> <p>Teacher Education (AS)</p> <p>DTAE Performance Accountability Review (PAR) Automotive Technology Computer Operations Computer Networking Technology Computer Science Technology Drafting and Design Technology Electronic Technology Emergency Medical Technology Industrial Electrical Technology Industrial Plant Management Licensed Practical Nursing Machine Shop Management Manufacturing Technology Marketing Medical Assisting Medical Laboratory Technology Medical Office Administration</p>	<p>Social Work (BS)</p> <p>Medical Assisting Program (AAS) (American Association of Medical Assistants)</p> <p>Radiologic Technology (AAS) (Accredited by The Joint Review Committee on Education in Radiologic Technology)</p> <p>Nursing (ADN) (Georgia Board of Examiners of Registered Nursing)</p>	<p>Marketing Systems (BS)</p>	<p>Management (BBA)</p> <p>Medical Laboratory Technology (AAS) (Accredited by The National Accrediting Agency for Clinical Laboratory Sciences)</p> <p>Phlebotomy (CERT) (Accredited by the National Accrediting Agency for Clinical Laboratory Sciences)</p> <p>DTAE Performance Accountability Review (Par) Automotive Technology Computer Operations Computer Networking Technology Computer Science Technology Drafting and Design Technology Electronic Technology Emergency Medical Technology Industrial Electrical Technology Industrial Plant Management Licensed Practical Nursing Machine Shop</p>

2000-2001	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007
Licensed Practical Nursing Machine Shop Management Manufacturing Technology Marketing Medical Assisting Medical Laboratory Technology Medical Office Administration Medical Transcription Microcomputer Applications Office Technology Applications Office Administration Paramedic Technology Phlebotomy Radiologic Technology Welding			Medical Transcription Microcomputer Applications Office Technology Applications Office Administration Paramedic Technology Phlebotomy Radiologic Technology Welding			Management Manufacturing Technology Marketing Medical Assisting Medical Laboratory Technology Medical Office Administration Medical Transcription Microcomputer Applications Office Technology Applications Office Administration Paramedic Technology Phlebotomy Radiologic Technology Welding

Table 3.1-25
Examples of Efforts Undertaken by Faculty to Improve their Teaching and
Enhance their Effectiveness

- Asked students to do a number of in-class graded and ungraded assignments on a variety of topics.
- Constructed a teaching portfolio.
- Kept a teaching journal that tracked changes made in the course, reactions and evaluations from students, and work which needs to be done to improve the course.
- Improved website to communicate with students concerning the main issues related to the courses taught.
- Brought in current issues; by dealing more in-depth with the controversial issues, added a timely and lively new dimension to classroom presentations.
- Revised study guide for each course to make sure that it included the topics that will test students' knowledge.
- Created a dynamic web site where students could download course syllabus, access all lecture outlines, and take interactive on-line practical tests.
- Used cooperative learning as a standard way of classroom management. Base groups, informal groups, and controversial exercises were used to implement cooperative learning.
- Adopted a new user-friendly textbook.
- Used valid student criticisms and dialogued with colleagues about things they have tried and seem to work and incorporated them in courses.
- Utilized more International and Comparative examples and sought to dramatize increasingly international structures, processes, conflicts, and incidents through selected viewings and follow-up discussions.
- Gave more take-home examinations, as they required thought rather than repetition of facts for both midterm and finals. Interpretation and analysis are stressed rather than "canned" answers.
- Team-taught with a faculty member from another discipline, who believed as thoroughly in the virtues of cross-disciplinary courses for both students and faculty.
- Took roll on a daily basis and initiated a reading assignment and class report based on interest generated in class from a topic that was brought up.
- Incorporated more class discussion time in courses by abbreviating certain lectures topics.
- Used brief (5-10 minute) film clips to spice up lecture comments with visual depictions of events and people.
- Incorporated computer literacy in greater depths in courses and assignments.
- Brought in more outside examples and reports on actual practices to make textbook concepts as relevant as possible.
- Stressed diversity, critical thinking, international issues, computer usage, as well as use of the library (particularly the Internet, e-mail, and electronic databases).
- Required students to use software packages, primarily for problem analysis.
- Developed tutorial to expose students to the latest on-line search techniques.
- Built Internet research projects into courses.
- The Physical Education Department began conducting weekly timed practice skill tests in fitness courses. Skill testing practice drills conducted throughout the term in various skill related activity courses were also introduced. These procedures were developed to allow students to understand exactly what would be expected of them on the final graded skill tests.

Table 3.1-26
Examples of Use of Results to Improve Educational Programs at DSC

<i>Expected Outcome</i>	<i>Assessment Criteria</i>	<i>Assessment Results</i>	<i>Use of Results</i>
<p>Division of Business and Technology:</p> <p><u>IOMG 3253:</u> Students will write an elementary Visual BASIC program.</p>	<p>Average scores on examinations testing the students' knowledge of BASIC commands and syntax will be above 70%.</p>	<p>Although not compiled by specific question type, overall examinations scores were 56% for the midterm and 60% for the final.</p>	<p>Plan to move tutorial exercises to a recitation format outside scheduled class time perhaps through the use of a teaching assistant. I also plan to do a better job of tying the test materials to the homework assignments. I would also like to provide a list of terms and require additional outside readings with "pop" quizzes designed to keep the students current and assimilating the material throughout the semester.</p>
<p>Division of Nursing:</p> <p>Integrate technology skills across the curriculum</p>	<p>100% of graduating students will take and pass Nursing 2203 as demonstration of computer competency.</p>	<p>100% of students took and passed Nursing 2203. Survey of course showed satisfaction with course.</p>	<p>The Division of Nursing will continue to give Nursing 2203 to Nursing students, since it meets the needs of graduates and College requirements.</p>

Table 3.1-26
Examples of Use of Results to Improve Educational Programs at DSC

<i>Expected Outcome</i>	<i>Assessment Criteria</i>	<i>Assessment Results</i>	<i>Use of Results</i>
<p>Division of Humanities:</p> <p><u>English 1101:</u> Students will produce a critical essay that demonstrates a grasp of thesis and the ordered, logical support of that thesis.</p>	<p>70% of students who write the English 1101 end-of-term essay will pass.</p> <p>80% of students who write the essay portion of the Regents' Testing Program (RTP) for the first time will pass.</p>	<p>The Division pass rate average for Fall Semester, 2001, was 80%. Of my students who wrote the final examination, 83% passed.</p> <p>86.07% of students who wrote the essay portion of the RTP for the first time during Fall, 2001, passed, but I somehow forgot the grammar tests this term.</p>	<p>We drilled fairly heavily on the grammatical points in 15 of the chapters in the text. I assigned and went over 29 grammatical exercises in the text. We discussed other grammatical points as they came up. I wrote sentences from student essays on transparencies and took the transparencies to class; the class discussed all errors and the various possibilities for fixes. I gave the class an essay from <u>The Exemplar</u>, a publication of student writing published by the Division of Humanities. I asked the class to closely analyze the essay, paying particular attention to the specific examples in the essay. We then discussed the findings in class and suggested ways to improve the essay. I recommended strongly that my students attend the Writing Lab as well as visit my office for help. I am considering formulating a way to award extra credit for visiting the writing lab.</p>

Table 3.1-26
Examples of Use of Results to Improve Educational Programs at DSC

<i>Expected Outcome</i>	<i>Assessment Criteria</i>	<i>Assessment Results</i>	<i>Use of Results</i>
<p>Division of Natural Sciences and Mathematics:</p> <p><u>Biology 1107</u> Students will distinguish between observations, inferences, and relationships in works under investigation.</p>	<p>Students will answer questions about the scientific method. Students will be asked 4 questions referring to some aspect of scientific method on the final. Each question relating to the scientific method on the final examination will be correctly answered by at least 80% of the students that pass the course. The final of all students passing the class will be evaluated for the 5 scientific method questions.</p>	<p>On 3 of the 4 questions referring to some aspect of scientific method on the final, more than 80% of the students answered the questions correctly. Of the 4 scientific method questions on the final, on only one of them did less than 80% of the students answer correctly.</p>	<p>An understanding of the scientific method seems to be improving. A problem still remains in identifying something that is a value judgment rather than something that can be tested using scientific methods. Spring '01, 65.2 % of the students answered this correctly and Fall '01, 71.4 % of the students answered this same question correctly. An improvement was made but it still does not meet the criterion set for successful achievement of this learning outcome.</p>

Table 3.1-26
Examples of Use of Results to Improve Educational Programs at DSC

<i>Expected Outcome</i>	<i>Assessment Criteria</i>	<i>Assessment Results</i>	<i>Use of Results</i>
<p>Division of Social Sciences:</p> <p><u>History 2112</u> Students will articulate and analyze issues from different perspectives and be open to viewpoints other than their own.</p>	<p>70% of students will achieve a 70% or higher score on objective and/or subjective tests designed to measure their ability to analyze historical issues and perspectives.</p>	<p>78% of the students scored 70% or higher on objective/subjective tests designed to measure their ability to analyze historical issues and perspectives.</p>	<p>Using the present style of testing, I will continue to test weekly as well as mid-semester and final to see if the high scores are indicative of good teaching or too easy testing. I have discovered that students could improve their grades if they could be stimulated to study together. This worked for a small group in the first row of one class and their grades improved significantly. If I can get more to adopt this method, it might further improve grades and learning.</p>
<p>Division of Technical Education:</p> <p>Graduates of the Radiologic Technology Program will successfully pass the national certification examination.</p>	<p>80% passing rate for first time attempts on the national certification examination as measured by American Registry of Radiologic Technologists.</p>	<p>100% of program graduates passed the national certification examination administered by the American Registry of Radiologic Technologists on the first attempt.</p>	<p>Although the program had a 100% passing rate on the national certification examination, the Radiologic Technology Review course (RADT 2215) was re-organized to review all five of the examination sub-topics randomly rather than in block-style presentation used in the course in the previous year. This change was indicated by the exit interviews from graduating students.</p>

Source: DSC Office of Institutional Research and Planning

**3.1 (7 of 9)
Guidelines to
Evaluate
Educational
Effectiveness**

Dalton State College employs a multi-faceted system to evaluate the effectiveness of its educational programs, and general guidelines are in place to produce college, division, and faculty annual progress reports that evaluate educational effectiveness. As previously indicated, a comprehensive assessment of educational programs and services is conducted at all levels. Some resources utilized to evaluate Dalton State College's educational effectiveness are annual strategic planning progress reports, academic outcomes assessment plans, program reviews, licensure examinations, standardized test scores (e.g., CAAP), national professional accreditation self-studies (e.g., Nursing program), student evaluations, student satisfaction surveys, alumni and employer surveys, and promotion and tenure reviews. These guidelines and assessment procedures are summarized in the "Institutional Effectiveness" section of the DSC *Strategic Plan*.

The Director of Institutional Research and Planning coordinates activities to improve assessment processes concerning the College's educational goals. A comprehensive *Dalton State College Handbook of Assessment and Institutional Effectiveness* assists with coordinating and documenting all assessment activities on campus, including the procedures and guidelines used to evaluate educational goals. Data such as those recorded in faculty and divisional *Planning and Assessment Record Books*, are routinely compiled and used to evaluate academic programs. The Institutional Effectiveness Subcommittee also assists the Institutional Research and Planning staff with the implementation and evaluation of the college's institutional effectiveness efforts. An example of these efforts is the establishment of benchmarks for the College's key performance indicators. Using the College's and the University System's key performance indicators, the Director of Institutional Research and Planning produced an annual *Dalton State College Accountability Report Card* starting in 2001 to gauge how well the college is doing with respect to its institutional effectiveness in general education and other academic program areas, as well as to identify potential strengths and weaknesses. The College uses one such guideline to prepare the *Annual Report of Institutional Progress*, which the President sends to the Board of Regents.

Research and Service Priorities

Although DSC is primarily a teaching institution, faculty members are encouraged to conduct research and to participate in public service activities. Research and scholarly activity, as well as community service, are evaluated using a variety of strategies. For example, faculty members report research conducted, articles or books published, and community service involvement as part of their individual annual report to their division chairpersons. Professional development and service achievement are integrated into the annual performance evaluations of faculty members by means of faculty annual reports.

**3.1 (8 of 9)
Evaluating
Goals of All
Functions
at All
Levels**

Dalton State College involves its entire campus community in the evaluation of its educational goals and service functions. The College utilizes a variety of strategies to accomplish these evaluations. One significant method used to evaluate the College's goals is the strategic planning process. The strategic planning goals are contained in the College's strategic plans and progress reports, and are widely disseminated throughout the college community, including availability on the College website (<http://www.daltonstate.edu/irp/stratplan.htm>). In addition to the goals established through the strategic planning process, each division and faculty member maintains a *Planning and Assessment Record Book*, which documents all assessment activities that evaluate educational goals and learning outcomes at the division level. The record books are available in division and faculty offices throughout the campus. Reporting on the evaluation of goals at all levels in the College would be strengthened if the annual reporting guidelines for the faculty were merged with the divisions and the college's reporting guidelines. As an outcome of the DSC Self-Study process, the Director of Institutional Research and Planning and the Vice President for Academic Affairs have recommended to the President revised reporting guidelines for faculty annual reporting to match the procedures for division and college reporting.

Gathering Data that Demonstrate Student Achievement

The evaluation of academic programs at DSC involves the gathering and analyzing of both quantitative and qualitative data that demonstrate student achievement. The Director of Institutional Research and Planning has the primary reporting responsibility for this function and maintains a website (<http://www.daltonstate.edu/irp/>) for communicating policies, activities, and alterations related to that responsibility. The Director routinely compiles and disseminates all information used to demonstrate student achievement. The following key publications from the office attest to that objective:

- *Facts and Figures* (formerly *QuickFacts*)
[<http://www.daltonstate.edu/irp/factsfigs.htm>]
- *Academic Program Review* (www.daltonstate.edu/irp/insteffect.htm)
- *Handbook of Institutional Effectiveness*
(<http://www.daltonstate.edu/irp/insteffect.htm>)
- *Annual Report of Institutional Progress*
(<http://www.daltonstate.edu/irp/insteffect.htm>)
- *Planning and Assessment Record Book* (developed and kept by divisions and faculty)
- *Key Performance Indicators Benchmarking for Accountability Report Card* (<http://www.daltonstate.edu/irp/insteffect.htm>)
- *Accountability Report Card*
(<http://www.daltonstate.edu/irp/insteffect.htm>)
- *Strategic Plan Progress Reports* (developed by division chairpersons)
- *Graduating Student Survey Results Summary Report*

- (<http://www.daltonstate.edu/irp/surveys.htm>)
- *BS Graduates Survey Results Report*
(<http://www.daltonstate.edu/irp/surveys.htm>)
 - *Alumni Survey Results Report*
(<http://www.daltonstate.edu/irp/surveys.htm>)
 - *Employer Satisfaction Survey Results Report*
(<http://www.daltonstate.edu/irp/surveys.htm>)
 - *Faculty Survey Results Statistical Summary*
(<http://www.daltonstate.edu/irp/surveys.htm>)

**3.1 (9 of 9)
Measures to
Evaluate
Academic
Programs
and General
Education**

As part of its institutional effectiveness program, DSC has in place a mechanism for evaluating its academic programs and general education program – a critical component of its educational mission. Though they have been modified several times over the past ten years, DSC’s general education outcomes have now been cast in language that enables them to be more accurately measured. The intended learning outcomes from general education incorporate direct references to the humanities, natural sciences and mathematics, and the social sciences. Faculty members incorporate the outcomes into each course syllabus within those disciplines and record assessment results on an annual basis. Division chairpersons compile those results for faculty review and action.

During the 1999-2000 academic year, the college began using the Collegiate Assessment of Academic Proficiency (CAAP), an external, nationally normed assessment tool as part of its general education assessment programs. The CAAP assesses fundamental academic skills in the areas of writing, reading, mathematics, scientific reasoning, and critical thinking. The College had initially planned to use the CAAP as both a pre-test and post-test assessment tool. However, during the 2000-2001 academic year the College began using ACT’s COMPASS test as an academic assessment and diagnostic tool. All new students admitted to the College take the COMPASS test. Because of the compatibility of the COMPASS and CAAP tests, the College administration decided to use the COMPASS as a pre-test and the CAAP as a post-test. The first CAAP post-test was administered in the spring of 2001. The COMPASS and CAAP tests are given to freshmen and graduates so that before/after benchmarks can be established (See Table 3.1-22.1, 22.2, 22.3 for some results of these tests). This entering freshmen/graduate cycle will be repeated annually. The effectiveness of the general education experience through this pre-test/post-test strategy has already produced a limited number of changes in course content and student requirements. Divisions will continue to use the results of the CAAP tests as measures to assess improvement or the lack of improvement in the acquisition of knowledge and skills that may be attributed to general education.

In addition to having every instructor identify and assess expected student outcomes for every educational program and course, a set of qualitative and quantitative data about student achievement can also be obtained in the following forms at DSC:

- licensure examination pass rates (Divisions of Nursing and Technical Education)
- Regents' Testing Program first-time pass rates (Reading and Essay)
- University System transfer grade point average
- ETS (pre-test/post-test) Field Test in Business
- beginning and end of term examinations
- projects and case studies
- retention and graduation rates
- job placement rates (Divisions of Business, Nursing and Technical Education)
- employer satisfaction (Business, Nursing and Technical Education graduates)
- student and alumni satisfaction surveys.

Student Success in Course Completion, Licensing Examinations, and Job Placement

The College's annual *Accountability Report Card* as well as the University System of Georgia's report card for DSC provides the mechanisms by which the College evaluates its success with respect to student achievement in relation to the above and other indicators. Because of the longitudinal nature of some of these indicators of success, it takes several years to measure the full effectiveness of the College's academic and general education programs. Nonetheless, the process exists at DSC, results have been developed, and those results have been employed to improve the quality of educational programs.

Conclusion:

Dalton State College is in compliance with the *SACS Criteria*, Section 3.1, as they relate to Planning and Evaluation: Educational Programs.

Recommendations/Suggestions/Proposals:

3.1 (1 of 9) *Planning and evaluation for [teaching, research, and public service activities] must be systematic, broad-based, interrelated, and appropriate to the institution.*

Recommendations:

The Committee recommends that the Division of Natural Sciences and Mathematics ensure that each academic program within the Division is systematically evaluated. **Status:** See the *DSC Self-Study Report Addendum—Master List of Recommendations*.

Suggestions:

None

Proposal:

The Committee proposes that the Division of Natural Sciences and Mathematics ensure that each academic program within the Division is systematically evaluated.

**Must-Statement Compliance Table
3.1 Planning and Evaluation: Educational Programs**

Must Statement	Compliance Statement	Supporting Documentation
<p>3.1 (1 of 9). Educational activities of an institution include teaching, research and public service. Planning and evaluation for these activities must be systematic, broad-based, interrelated and appropriate to the institution.</p>	<p>Compliance</p>	<p><i>DSC Strategic Plan 1997-2000</i> (http://www.daltonstate.edu/irp/stratplan.htm)</p> <p><i>DSC Strategic Plan 2000-2003</i> (http://www.daltonstate.edu/irp/stratplan.htm)</p> <p><i>DSC Strategic Plan 1997-2000, Annual Progress Reports</i> (http://www.daltonstate.edu/irp/stratplan.htm)</p> <p><i>DSC Strategic Plan 2000-2003, Annual Progress Reports</i> (http://www.daltonstate.edu/irp/stratplan.htm)</p> <p><i>DSC Strategic Plan 2000-2003, "Physical Master Plan," page 1</i></p> <p>Strategic Planning Committee Minutes 2000-2003</p> <p><i>Annual Reports of Institutional Progress</i> (http://www.daltonstate.edu/irp/insteffect.htm)</p>

Must Statement	Compliance Statement	Supporting Documentation
		<p>“Major Changes and Continuous Improvements Arising From Strategic Planning and Institutional Effectiveness”</p> <p><i>DSC 1997-2000 Strategic Plan</i> “Physical Master Plan,” October 1998 (http://www.daltonstate.edu/irp/stratplan.htm)</p> <p><i>DSC 2000-2003 Foundation Strategic Plan</i> (Addendum to the <i>DSC 2000-2003 Strategic Plan</i>)</p> <p><i>Division/Department Annual Progress Reports Report Guidelines</i> (See Table 3.1-8)</p> <p>“1999-2000 Faculty Survey Results” (http://www.daltonstate.edu/irp/surveys.htm)</p> <p>“2000-2001 Graduating Students Survey” (http://www.daltonstate.edu/irp/surveys.htm)</p> <p><i>DSC Faculty Handbook</i>, (http://www.daltonstate.edu/hndbkpdf/full-time/02/fthndbk02.pdf)</p> <p><i>Dalton State College Statutes</i>, Article I. B. “Statement of Purpose,” pp. 1-2</p> <p>2001 Faculty Retreat Minutes, August 16, 2000</p> <p><i>Report Card on Faculty Survey Results, 2000-2001</i></p>

Must Statement	Compliance Statement	Supporting Documentation
		<p>Faculty Meeting Minutes, March 15, 2002</p> <p>Academic Council Minutes, April 19, 2002</p> <p>DSC Foundation Web Site, "Faculty Enrichment Award" (http://www.daltonstate.edu/foundation/found.htm), p.3</p> <p>Center for Applied Business Studies: (http://www.daltonstate.edu/cabs/)</p> <p><i>Dalton College, The Long Range Plan, 1983</i></p> <p><i>Dalton College 1993 Self-Study Report,</i> (http://www.daltonstate.edu/irp/sacs/selfstudy93.pdf)</p> <p><i>Dalton College, Planning, Assessment, and Research at Dalton College, 1993</i></p> <p><i>Board of Regents of the University System of Georgia, Comprehensive Plan, 1996-97</i></p> <p><i>Board of Regents of the University System of Georgia, Access to Academic Excellence for the New Millennium</i></p> <p><i>Board of Regents of the University System of Georgia, Developing a Comprehensive Plan for Student Enrollment, Academic Program Array, and Facilities</i></p>

Must Statement	Compliance Statement	Supporting Documentation
		<p><i>University System of Georgia, Benchmarking and Management Review, August 2000</i></p> <p><i>University System of Georgia, Survey of University System of Georgia Peer Institutions, 2000</i></p> <p>Memo to Chief Academic Officers RE: Report Card Update, January 22, 2002</p> <p><i>University System of Georgia Report Card, Office of Education Accountability: (http://www.ganet.org/oea/)</i></p> <p>Administrator’s Information Session Minutes 2001-2002</p> <p>“Institutional Effectiveness Program Design,” Dalton State College, July 1, 2000</p> <p>USG Board of Regents memo RE: approval of revised mission (September 17, 1998)</p> <p>USG Board of Regents, Committee on Education, Research and Extension, Discussion/Approval Item: Programmatic, Organizational, and Mission Changes, Dalton College, September 8, 1998</p> <p>USG Board of Regents, Committee on Education, Research and Extension, Presentation and Approval Item: Dalton College Institutional Renaming, November 10-11, 1998</p>

Must-Statement Compliance Table
3.1 Planning and Evaluation: Educational Programs

Must Statement	Compliance Statement	Supporting Documentation
<p>3.1 (2 of 9). The institution must define its expected educational results and describe its methods for analyzing the results.</p>	<p>Compliance</p>	<p>“Academic Outcomes Assessment Plan Summary Report” (template) http://www.daltonstate.edu/irp/insteffect.htm)</p> <p><i>Handbook of Assessment and Institutional Effectiveness</i> http://www.daltonstate.edu/irp/insteffect.htm)</p> <p>Dalton State College, General Education Outcomes http://www.daltonstate.edu/irp/insteffect.htm)</p> <p>Division and Department Planning and Assessment Record Books</p> <p><i>Strategic Plan 2000-2003</i> http://www.daltonstate.edu/irp/st ratplan.htm)</p> <p><i>DSC Strategic Plan 2000-2003, Annual Progress Reports</i> http://www.daltonstate.edu/irp/st ratplan.htm)</p> <p><i>DSC Strategic Plan 2000-2003, Annual Implementation Plan Goals</i> http://www.daltonstate.edu/irp/st ratplan.htm)</p>
<p>3.1 (3 of 9). The institution must establish a clearly defined purpose appropriate to collegiate education.</p>	<p>Compliance</p>	<p>“Dalton State College Statement of Purpose,” <i>Dalton State College Statutes</i>, Article I. B., pp. 1-2</p>

Must Statement	Compliance Statement	Supporting Documentation
		<p><i>Dalton State College 2001-2002 Catalog and Student Handbook, "Statement of Purpose," pp. 11-12</i> <http://www.daltonstate.edu/catalog.htm></p> <p><i>Strategic Plan 1997-2000</i> (http://www.daltonstate.edu/irp/statplan.htm)</p> <p><i>Strategic Plan 2000-2003</i> (http://www.daltonstate.edu/irp/statplan.htm)</p> <p>Board of Regents memo RE: approval of revised mission (September 17, 1998)</p> <p>Board of Regents, Committee on Education, Research and Extension, Presentation and Approval Item: Dalton College Institutional Renaming, November 10-11, 1998</p> <p>Board of Regents, Committee on Education, Research and Extension, Discussion/Approval Item: Programmatic, Organizational, and Mission Changes, Dalton College, September 8, 1998</p> <p><i>Dalton State College Statutes, "Statement of Purpose," Article I. B., pp. 1-2.</i></p>

Must Statement	Compliance Statement	Supporting Documentation
<p>3.1 (4 of 9). The institution must formulate educational goals consistent with the institution’s purpose.</p>	<p>Compliance</p>	<p><i>Dalton State College Statutes, “Statement of Purpose,”</i> Article I. B, pp. 1-2</p> <p><i>Dalton State College 2001-2002 Catalog and Student Handbook, “Statement of Purpose,”</i> pp. 11-12 (http://www.daltonstate.edu/catalog.htm)</p> <p><i>DSC Strategic Plan 1997-2000</i> (http://www.daltonstate.edu/irp/stratplan.htm)</p> <p><i>DSC Strategic Plan 2000-2003</i> (http://www.daltonstate.edu/irp/stratplan.htm)</p> <p>Strategic Planning Committee Minutes 2000-2003</p> <p>Faculty Meeting Minutes 2000-2002</p> <p>USG Board of Regents Committee on Education, Research, and Extension Presentation and Approval Item: Dalton College Institutional Renaming, November 10-11, 1998</p> <p>USG Board of Regents Committee on Education, Research, and Extension Discussion/Approval Item: Programmatic, Organizational, and Mission Changes, Dalton College, September 8, 1998</p>

Must Statement	Compliance Statement	Supporting Documentation
		<p><i>DSC Strategic Plan 1997-2000, Annual Progress Reports</i> www.daltonstate.edu/irp/stratplan.htm</p> <p><i>DSC Strategic Plan 2000-2003, Annual Progress Reports</i> http://www.daltonstate.edu/irp/stratplan.htm</p> <p><i>DSC Strategic Plan 2000-2003, Annual Implementation Plan Goals</i> http://www.daltonstate.edu/irp/stratplan.htm</p>
<p>3.1 (5 of 9). The institution must develop and implement procedures to evaluate the extent to which these educational goals are being achieved.</p>	<p>Compliance</p>	<p>Dalton State College, Academic Program Review Policy, April 30, 2001, http://www.daltonstate.edu/irp/insteffect.htm</p> <p>“Dalton State College, Academic Program Review: Industrial Operations Management,” April 30, 2002, http://www.daltonstate.edu/irp/insteffect.htm</p> <p>Dalton State College Key Performance Indicators http://www.daltonstate.edu/irp/insteffect.htm</p> <p><i>Dalton State College Accountability Report Card, 2000-2001</i>, http://www.daltonstate.edu/irp/insteffect.htm</p>

Must Statement	Compliance Statement	Supporting Documentation
		<p><i>Handbook of Assessment and Institutional Effectiveness</i> (http://www.daltonstate.edu/irp/insteffect.htm)</p> <p>“Graduating Student Survey Results Report 2000-2001,” <http://www.daltonstate.edu/irp/surveys.htm></p> <p>“Alumni Survey Results Report 1999” <http://www.daltonstate.edu/irp/surveys.htm></p> <p>“Employer Satisfaction Survey Results Report, 1999” <http://www.daltonstate.edu/irp/surveys.htm></p> <p>“BS Graduates Survey Results Report, 2001-2002” <http://www.daltonstate.edu/irp/surveys.htm></p> <p>Institutional Effectiveness Subcommittee Meeting Minutes 2001-2003</p> <p>Dalton State College, CAAP Assessment Planning Form (ACT), <http://www.daltonstate.edu/irp/insteffect.htm></p> <p>Division of Technical Education, Performance Accountability Review (PAR), April 10-11, 2001</p>

Must Statement	Compliance Statement	Supporting Documentation
		<p>Division of Technical Education, Department of Technical and Adult Education (DTAE) Assessment Reports</p> <p><i>Dalton State College Annual Report of Institutional Progress, 2000-2001</i>, <http://www.daltonstate.edu/irp/insteffect.htm></p> <p>E-mail and other Correspondence Between Director of Institutional Research and Planning and Administrative Staff Regarding Use of Survey Results for Improvement</p>
<p>3.1 (6 of 9). The institution must use the results of these evaluations to improve educational programs, services and operations.</p>	<p>Compliance</p>	<p><i>DSC Strategic Plan 1997-2000</i>, Annual Progress Reports http://www.daltonstate.edu/irp/stratplan.htm></p> <p><i>DSC Strategic Plan 2000-2003</i>, Annual Progress Reports, <http://www.daltonstate.edu/irp/stratplan.htm></p> <p>Faculty Planning and Assessment Record Books</p> <p>Faculty Annual Reports</p> <p>“Academic Outcomes Assessment Plan Summary Report” (template) (http://www.daltonstate.edu/irp/insteffect.htm)</p> <p><i>Dalton State College Annual Report of Institutional Progress</i> (http://www.daltonstate.edu/irp/insteffect.htm)</p>

Must Statement	Compliance Statement	Supporting Documentation
		<p>“Major Changes and Continuous Improvements Arising From the Strategic Plan and Institutional Effectiveness Report”</p> <p>Division of Natural Sciences and Math, Annual Report, 2001-2002</p>
<p>3.1 (7 of 9). The institution must develop guidelines and procedures to evaluate educational effectiveness, including the quality of student learning and research and service.</p>	<p>Compliance</p>	<p><i>DSC Strategic Plan 1997-2000</i> <http://www.daltonstate.edu/irp/stratplan.htm></p> <p><i>DSC Strategic Plan 2000-2003</i> <http://www.daltonstate.edu/irp/stratplan.htm></p> <p><i>DSC Strategic Plan 1997-2000, Annual Progress Reports,</i> <http://www.daltonstate.edu/irp/stratplan.htm></p> <p><i>Strategic Plan 2000-2003, Annual Progress Reports,</i> <http://www.daltonstate.edu/irp/stratplan.htm></p> <p><i>DSC Handbook of Assessment and Institutional Effectiveness</i> (http://www.daltonstate.edu/irp/insteffect.htm)</p> <p>Division/Department Planning and Assessment Record Books</p> <p>Division/Department Annual Reports (http://www.daltonstate.edu/irp/stratplan.htm)</p> <p><i>Annual Report of Institutional Progress</i> (http://www.daltonstate.edu/irp/insteffect.htm)</p>

Must Statement	Compliance Statement	Supporting Documentation
		<p>Academic Program Review, April 30, 2001, <http://www.daltonstate.edu/irp/insteffect.htm></p> <p>Peer Institutions Benchmarking <http://www.daltonstate.edu/irp/insteffect.htm></p> <p><i>Accountability Report Card, 2000-2001</i>, <http://www.daltonstate.edu/irp/insteffect.htm></p> <p>DSC Key Performance Indicators, <http://www.daltonstate.edu/irp/insteffect.htm></p> <p>Faculty Planning and Assessment Record Books</p> <p><i>Facts and Figures, 2001</i>, pp. 42-59 (Student Achievement Indicators) <http://www.daltonstate.edu/irp/factsfigs.htm></p> <p>Faculty Annual Reports</p> <p><i>DSC Strategic Plan 2000-2003, Annual Implementation Plan Goals</i> (<http://www.daltonstate.edu/irp/stratplan.htm>)</p>
3.1 (8 of 9). This evaluation must encompass educational goals at all academic levels	Compliance	<i>DSC Strategic Plan 1997-2000</i> < http://www.daltonstate.edu/irp/stratplan.htm >

Must Statement	Compliance Statement	Supporting Documentation
<p>and research and service functions of the institution. The evaluation of academic programs should involve gathering and analyzing both quantitative and qualitative data that demonstrate student achievement.</p>		<p><i>DSC Strategic Plan 2000-2003</i> <http://www.daltonstate.edu/irp/s tratplan.htm></p> <p>Division/Department Planning and Assessment Record Books</p> <p>Division/Department Annual Reports <http://www.daltonstate.edu/irp/s tratplan.htm></p> <p><i>Annual Report of Institutional Progress</i> <http://www.daltonstate.edu/irp/ insteffect.htm></p> <p><i>DSC Handbook of Assessment and Institutional Effectiveness</i> <http://www.daltonstate.edu/irp /insteffect.htm></p> <p><i>Facts and Figures</i> (formerly QuickFacts) <http://www.daltonstate.edu/irp/f actsfigs.htm></p> <p>Academic Program Review <http://www.daltonstate.edu/irp/ insteffect.htm></p> <p>DSC Key Performance Indicators <http://www.daltonstate.edu/irp/ insteffect.htm></p> <p><i>Accountability Report Card</i> <http://www.daltonstate.edu/irp/ insteffect.htm></p>

Must Statement	Compliance Statement	Supporting Documentation
		<p>Strategic Plan Progress Reports 2000-2003, <http://www.daltonstate.edu/irp/stratplan.htm></p> <p>“Graduating Student Survey Results Summary Reports” 1999-2002, <http://www.daltonstate.edu/irp/surveys.htm></p> <p>“BS Graduates Survey Results Reports” 2001-2002, <http://www.daltonstate.edu/irp/surveys.htm></p> <p>“Alumni Survey Results Reports” 1999-2002, <http://www.daltonstate.edu/irp/surveys.htm></p> <p>“Employer Satisfaction Survey Results Reports” 1999-2002, <http://www.daltonstate.edu/irp/surveys.htm></p> <p>“Faculty Survey Results” 1999-2000, <http://www.daltonstate.edu/irp/surveys.htm></p>
<p>3.1 (9 of 9). This evaluation must encompass educational goals at all academic levels and research and service functions of the institution. The evaluation of academic programs should involve gathering and analyzing both quantitative and qualitative data that demonstrate student achievement.</p>	<p>Compliance</p>	<p><i>DSC Strategic Plan 1997-2000</i>, <http://www.daltonstate.edu/irp/stratplan.htm></p> <p><i>DSC Strategic Plan 2000-2003</i> <http://www.daltonstate.edu/irp/stratplan.htm></p> <p>Division/Department Planning and Assessment Record Books</p>

Must Statement	Compliance Statement	Supporting Documentation
<p>Measures to evaluate academic programs and general education may include the following: evaluation of instructional delivery; adequacy of facilities and equipment; standardized tests; analysis of theses, portfolios, and recitals; completion rates; results of admissions tests for students applying to graduate or professional schools; job placement rates; results of licensing examinations; evaluations by employers; follow-up studies of alumni; and performance of student transfers at receiving institutions. <i>The institution must evaluate its success with respect to student achievement in relation to purpose, including, as appropriate, consideration of course completion, state licensing examinations, and job placement rates.</i></p>		<p><i>Division/Department Annual Reports,</i> <http://www.daltonstate.edu/irp/stratplan.htm></p> <p><i>Annual Report of Institutional Progress,</i> <http://www.daltonstate.edu/irp/insteffect.htm></p> <p><i>Handbook of Assessment and Institutional Effectiveness</i> <http://www.daltonstate.edu/irp/insteffect.htm></p> <p><i>Facts and Figures</i> (formerly QuickFacts) <http://www.daltonstate.edu/irp/factsfigs.htm></p> <p>Academic Program Review <http://www.daltonstate.edu/irp/insteffect.htm></p> <p>DSC Key Performance Indicators <http://www.daltonstate.edu/irp/insteffect.htm></p> <p><i>Accountability Report Card</i> (http://www.daltonstate.edu/irp/insteffect.htm)</p> <p><i>DSC Strategic Plan Progress Reports, 2000-2003,</i> <http://www.daltonstate.edu/irp/stratplan.htm></p> <p>“Graduating Student Survey Results Summary Reports” 1999-2002, <http://www.daltonstate.edu/irp/surveys.htm></p>

Must Statement	Compliance Statement	Supporting Documentation
		<p>“BS Graduates Survey Results Reports” 2001-2002, <http://www.daltonstate.edu/irp/surveys.htm></p> <p>“Alumni Survey Results Reports” 1999, 2002, <http://www.daltonstate.edu/irp/surveys.htm></p> <p>“Employer Satisfaction Survey Results Reports,” 1999, 2002, <http://www.daltonstate.edu/irp/surveys.htm></p> <p>“Faculty Survey Results” 1999-2002, <http://www.daltonstate.edu/irp/surveys.htm></p> <p>Dalton State College, CAAP Assessment Planning Form (ACT), <http://www.daltonstate.edu/irp/insteffect.htm></p> <p><i>University System of Georgia Report Card for DSC</i> <http://www.ganet.org/oea/></p>

3.2 Planning and Evaluation: Administrative and Educational Support Services

Introduction

Administrative and educational support services play a crucial role in achieving the mission and goals of Dalton State College. The administrative and educational support services at the College have an organizational structure consisting of the President, the Vice President for Academic Affairs, the Vice President for Fiscal Affairs, the Vice President for Enrollment Services, and the Vice President for Student Affairs. (See Table 3.2-1.)

Table 3.2-1
ADMINISTRATIVE HEADS and SUPPORT UNITS

1. OFFICE OF THE PRESIDENT
President
Institutional Research and Planning
Public Relations
Institutional Advancement
2. OFFICE OF ACADEMIC AFFAIRS
Vice President
Academic Divisions and Department Chairs
Evening and Extended Campus Program
Center for Continuing Education
Derrell C. Roberts Library
3. OFFICE OF FISCAL AFFAIRS
Vice President
Bookstore
Business Office
Food Service
Plant Operations and Maintenance
Public Safety
Procurement and Purchasing
4. OFFICE OF ENROLLMENT SERVICES
Vice President
Admissions
Student Records
Financial Aid and Veterans' Services
Computing and Information Services
5. OFFICE OF STUDENT AFFAIRS
Vice President
Academic and Career Enhancement Center
Student Activities

The President is the administrative head of the college and works with the vice presidents, who direct the four major administrative areas and are collectively known as the Officers of General Administration (*Dalton State College Statutes*, Article I. C., pp. 2-3; *Dalton State College 2001-2002 Catalog and Student Handbook*, p. 314).

Each area responsible for administrative and educational support services has units or departments that provide specific educational support services. The Evening and Extended Campus Program, the Center for Continuing Education, and the Derrell C. Roberts Library are classified as support services under Academic Affairs. Fiscal Affairs units related to support services include the Business Office, the Bookstore, Food Services, Plant Operations and Maintenance, Public Safety, and Procurement and Purchasing. The Office of Enrollment Services contains several units related to support services, including Admissions and Records, Financial Aid and Veteran’s Services, and the Office of Computing and Information Services. Student Affairs provides support services through the Academic and Career Enhancement (ACE) Center and the Student Activities Office. The Directors of Institutional Research and Planning, Institutional Advancement, and Public Relations report directly to the President. (See Table 3.2-1.) All administrative and educational support services units are involved in the strategic planning, evaluation, and assessment processes at Dalton State College.

Presentation of Findings

**3.2 (1 of 6)
Planning and
Evaluation in
Administrative
and Educational
Support
Services**

Planning and evaluation for administrative and educational support services at Dalton State College are conducted through methods that are presented in the College’s strategic planning process, similar in many ways to those used by the educational programs. Indeed, planning, evaluation, and budgeting for administrative and educational support units are part of the same process used for the rest of the College. All administrative and educational support units are involved in planning, developing, and implementing procedures for assessment; assessing progress toward goal attainment; and using assessment results for improving programs, services, and operations. As part of the strategic planning process, all units have prepared purpose statements that support the College’s overall purpose. See Table 3.2-2.

**Table 3.2-2
A Summary of Administrative and Support Unit Purpose Statements that Support the College Purposes**

<i>Unit</i>	<i>Goal Statement or Purpose</i>	<i>Goal Statement or Purpose in Support of College Purposes</i>
President’s Office	The Office of the President provides leadership for the overall operation of the College, ensuring that the institution proceeds within its approved statement of purpose.	A commitment to excellence and responsiveness within a scope of influence defined by the needs of the local area and by particularly outstanding programs and distinctive characteristics that have a

<i>Unit</i>	<i>Goal Statement or Purpose</i>	<i>Goal Statement or Purpose in Support of College Purposes</i>
		magnet effect throughout the region or state.
Institutional Research and Planning	The Office of Institutional Research and Planning is responsible for providing College-wide leadership and direction in the areas of strategic planning, institutional research, assessment, and effectiveness. The office provides the support for institutional planning and policy decision making by conducting research, providing analysis, and disseminating data about students, academic programs, faculty and staff, finance, facilities, and other reports on an <i>ad hoc</i> basis.	Dalton State College shares with the other state colleges of the University System of Georgia . . . a commitment to excellence and responsiveness within a scope of influence . . . a commitment to scholarship and creative work to enhance instructional effectiveness . . . and a commitment to collaborative relationships with other System institutions . . . sharing . . . information, and other resources to expand and enhance programs and services . . . In all that it does, Dalton State College strives for the highest possible standards of quality and excellence and systematically assesses and evaluates its effectiveness.
Public Relations	The Office of Public Relations is responsible for the overall visibility of the College within its service area – the ten counties of Northwest Georgia. Services provided by the Office are designed to support the College’s image within this extended community and to publicize the significant role that the College can, and does, play in the educational, economic, and recreational lives of the area’s citizens. The Public Relations office thus informs the public about the College’s academic programs and offerings, about community events which occur on the DSC campus, and about other newsworthy events that take place at Dalton State College.	Dalton State College shares . . . information and other resources to expand and enhance programs and services available for the people of Northwest Georgia. . . And in its role as a broad-based information resource, 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.
Institutional Advancement/DSC Foundation	The Dalton State College Foundation, Inc., is dedicated to excellence in education for the Dalton State College community through the utilization of private giving in order to make available opportunities which complement the College’s mission. To that end, the Foundation is committed to providing ongoing resources in the following areas: student scholarships, faculty enrichment, instructional equipment, endowed faculty chairs, campus expansion, community events, and other needs as may be	Dalton State College shares with the other state colleges of the University System of Georgia a commitment to public service . . . and economic development activities. . . within the College’s scope of influence; a supportive campus climate, necessary services, and leadership and development opportunities, all to educate the whole person and meet the needs of students,

<i>Unit</i>	<i>Goal Statement or Purpose</i>	<i>Goal Statement or Purpose in Support of College Purposes</i>
	<p>warranted. As a partner with DSC, the Foundation seeks to build upon the College's strengths and to enable it to justify recognition as one of the academically respected, student-oriented, and community-centered institutions of its kind.</p> <p>The purpose of the Dalton State College Alumni Association is to promote the cause of higher education, to promote, aid, and encourage the growth and progress of the College, and to enhance the general welfare of DSC through formation, implementation, and management of development programs. In so doing, the Association will foster mutually beneficial relationships between and in cooperative enterprise with the community, faculty, students, and alumni of Dalton State College.</p>	<p>faculty, and staff . . . a commitment to collaborative relationships with . . . business and industry, sharing physical, human, information, and other resources to expand and enhance programs and services available to the citizens of Georgia.</p>
<p>Vice President for Academic Affairs</p>	<p>The Office of the Vice President for Academic Affairs provides oversight of all academic programs, credit and noncredit, and supervises the chairpersons of the instructional divisions and departments as well as the directors of the Library, the Center for Continuing Education, and the Evening and Extended Campus Programs. The Office of the Vice President for Academic Affairs works with the President, the Vice President for Enrollment Services, the Vice President for Student Affairs, and the Vice President for Fiscal Affairs to coordinate administrative functions and campus-wide decision making.</p>	<p>Dalton State College shares with the other state colleges of the University System of Georgia the following core characteristics or purposes: a commitment to excellence and responsiveness within a scope of influence; a commitment to a teaching/learning environment; . . . a high quality general education program; a number of baccalaureate programs designed to meet the economic development needs of the local area; a commitment to public service, continuing education, technical assistance, and economic development activities; a commitment to scholarship and creative work to enhance instructional effectiveness and to encourage faculty scholarly pursuits; a supportive campus climate; . . . and a collaborative relationship with other System institutions, State agencies, local schools, technical institutes, and business and industry.</p>
<p>Evening and Extended Campus</p>	<p>The Evening and Extended Campus Program supports the mission of Dalton State College by providing administrative and academic support to faculty and</p>	<p>Dalton State College serves Northwest Georgia by offering associate, certificate, and targeted baccalaureate programs</p>

<i>Unit</i>	<i>Goal Statement or Purpose</i>	<i>Goal Statement or Purpose in Support of College Purposes</i>
	evening students, and to students who live in the outlying communities of the college's service area.	of study and a wide variety of public service and continuing education activities. The College shares with the other state colleges of the University System of Georgia in providing a supportive campus climate, necessary services, and leadership and development opportunities, all to educate the whole person and meet the needs of the students, faculty, and staff.
Center for Continuing Education	The mission of the Center for Continuing Education is to encourage lifelong learning by providing programs and services designed to foster intellectual, professional, cultural and recreational development for all persons in the community.	Dalton State College shares with the other state colleges of the University System of Georgia 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.
Derrell C. Roberts Library	The Derrell C. Roberts Library acquires, organizes, and makes accessible collections of print and non-print resources in support of the programs of the College. The library promotes the use of these resources by employing a qualified staff competent to provide bibliographic instruction and to assist users in the areas of reference, circulation, and media services.	Dalton State College shares with the other state colleges of the University System of Georgia in providing a supportive campus climate, necessary services, and leadership and development opportunities, all to educate the whole person and to meet the needs of students, faculty, and staff.
Vice President for Fiscal Affairs	The Vice President for Fiscal Affairs administers and maintains financial accountability, allowing the institution to proceed appropriately with the College's approved statement of purpose and mission. Coordination of the financial operations through Plant Operations, Auxiliary Enterprises, Purchasing, Public Safety, and Budgeting provide direction and leadership for implementation and execution of the College's goals and mission.	Dalton State College shares with the other state colleges of the University System of Georgia a commitment to excellence and responsiveness within a scope of influence defined by the needs of the local area...; a supportive campus climate, necessary services...to meet the needs of students, faculty, and staff; collaborative relationships...with State agencies..., sharing physical, human, information, and other resources to expand and enhance programs and services

<i>Unit</i>	<i>Goal Statement or Purpose</i>	<i>Goal Statement or Purpose in Support of College Purposes</i>
		available to the citizens of Georgia.
Bookstore	The goal of the DSC Bookstore is to price textbooks and other supplies in the most cost -efficient manner in order to accomplish its mission of providing students, faculty, and staff with required materials and services at reasonable costs.	Dalton State College shares with the other state colleges of the University System of Georgia in providing a supportive campus climate [and] necessary services...to meet the needs of the students, faculty, and staff.
Food Services	The goal of the Food Services at Dalton State College is to provide the campus with a convenient and accessible food service that meets the nutritional needs of students, faculty and staff; which maintains high standards for food quality and service; and which functions as a fiscally sound entity.	Dalton State College shares with the other state colleges of the University System of Georgia in providing a supportive campus climate [and] necessary services...to meet the needs of students, faculty, and staff.
Plant Operations and Maintenance	The goal of Plant Operations and Maintenance is to maintain an environment conducive to and supportive of teaching, learning, and outreach by maintenance and care of existing facilities and infrastructure and through new construction and renovation of existing facilities.	Dalton State College shares with the other state colleges of the University System of Georgia in providing a supportive campus climate, necessary services [and] physical resources...to meet the needs of students, faculty, and staff.
Public Safety and Security	The goal of Public Safety and Security is to provide students, staff, and faculty with a healthful, safe, and secure learning and working environment as well as regulatory compliance requirements concerning safety and security issues on campus.	Dalton State College shares with the other state colleges of the University System of Georgia in providing a supportive campus climate [and] necessary services...to meet the needs of students, faculty, and staff.
Procurement and Purchasing	The Mission of the Purchasing office is to facilitate the procurement of goods and services for the DSC community at pricing and quality that meets or exceeds the end- user's expectations. Our goal is to achieve this by employing the most effective and innovative methods, while observing the state purchasing laws, rules, regulations and procedures. We are committed to the highest standards of service and continuously strive for improvement in all these areas.	Dalton State College shares with the other state colleges of the University System of Georgia in providing a supportive campus climate [and] necessary services...to meet the needs of the students, faculty, and staff.
Vice President for Enrollment Services (Admissions, Records and	Enrollment Services is responsible for student recruitment; monitoring and implementing admission requirements, registration of all credit students and the	Dalton State College serves Northwest Georgia by offering associate, certificate, and targeted baccalaureate programs

<i>Unit</i>	<i>Goal Statement or Purpose</i>	<i>Goal Statement or Purpose in Support of College Purposes</i>
Financial Aid and Veterans' Services)	production and maintenance of all reports and documents related to this function, maintenance of all student academic records, awarding and disbursing federal, state, and private funds and maintenance of all reports and documents related to this function, and enforcing USG and institutional policies. Enrollment Services is committed to serving the educational needs of the citizens of Northwest Georgia by working with students enrolled in technical, associate, and targeted baccalaureate programs of study. The division strives to deliver an excellent product and remain responsive to both our students' and the community's needs through evaluation processes.	of study. . . . The College shares with the other state colleges of the University System of Georgia in providing a supportive campus climate [and] necessary services...to meet the needs of students... cultural, ethnic, racial, and gender diversity in the...student body... technology to advance educational purposes, including...student support services...collaborative relationships with other System institutions, State agencies, local schools, technical institutes, and business and industry...to expand and enhance programs and services available to the citizens of Georgia.
Computing and Information Services	The Office of Computing and Information Services (OCIS) is responsible for 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, of local and wide area networking, of microcomputer hardware and software applications, of computer labs, of Internet access, and of faculty/staff training. The primary goal of OCIS is to provide quality service and access to information technology tools for the students, faculty, and staff of Dalton State College. OCIS also provides assistance to executive management in the establishment of policies and procedures governing the access, use, and control of academic and administrative technology training.	Dalton State College shares with the other state colleges of the University System of Georgia in providing a supportive campus climate, necessary services...to...meet the needs of students, faculty, and staff; technology to advance educational purposes, including instructional technology, student support services, and distance education; collaborative relationships with other System institutions, State agencies...sharing physical, human, information, and other resources to expand and enhance programs and services available to the citizens of Georgia.
Vice President for Student Affairs	The Vice President for Student Affairs is primarily responsible for students' experiences within the College jurisdiction beyond their academic classes. These responsibilities include testing, as well as academic, career, and personal counseling. Also, the Vice President for Student Affairs oversees activities for all students to foster their social and cultural development including the conduct of clubs, organizations,	Dalton State College shares with the other state colleges of the University System of Georgia in providing a supportive campus climate, necessary services, and leadership and development opportunities, all to educate the whole person and meet the needs of students, faculty, and staff.

<i>Unit</i>	<i>Goal Statement or Purpose</i>	<i>Goal Statement or Purpose in Support of College Purposes</i>
	student government, recreational activities, student publications, and other student welfare activities, and is responsible for evaluation of student conduct	
Academic and Career Enhancement Center	The ACE Center offers services and resources to help students in making decisions about educational, career, social, personal, and other life-planning issues.	Dalton State College shares with the other state colleges of the University System of Georgia in providing a supportive campus climate, necessary services, and leadership and development opportunities, all to educate the whole person and meet the needs of students, faculty, and staff.
Student Activities	The Student Activities Office strives to enhance student life by providing extracurricular activities and entertainment including intramurals, clubs, concerts, multi-cultural lectures, field trips, and community service opportunities.	Dalton State College shares with the other state colleges of the University System of Georgia in providing a supportive campus climate, necessary services, and leadership and development opportunities, all to educate the whole person and meet the needs of students, faculty, and staff.

Source: Office of Institutional Research and Planning

Using *Plan Builder*, each administrative and support unit prepares annual improvement and implementation plans or evaluation procedures that include stated missions, goals, objectives, and assessment criteria. The units then issue detailed annual reports that must include information about the status of their progress toward meeting goals and objectives. The annual report must also include a section on the use of results for improvement, using *Plan Builder's* "Focus on Continuous Improvement" window.

The work of the Strategic Planning Committee is critical in the planning and evaluation of administrative support services. The Committee, who are appointed and chaired by the President, include all administrative unit vice presidents and directors, among others. The Strategic Planning Committee coordinates College-wide planning and effectiveness. Some members of the Committee also join the President in his monthly administrators' information session meeting which brings all instructional, administrative, and educational support unit heads together to discuss and respond to emerging needs of the College and to share information about the progress of various program initiatives and goals (Administrator's Information Session Meeting Minutes, 2001-2002). The President also conducts periodic Administrative Council meetings with all the vice presidents and the directors under his office for short-term and long-term planning and budgeting sessions. Furthermore, the President has on several occasions appointed special task forces to study emerging issues of concern and to

make recommendations. One such active task force is the Retention Task Force chaired by the Vice President for Student Affairs (Minutes of Retention Task Force, 2001-2002). Deliberations from this task force and other administrative meetings have led to the improvement of administrative support services. All these activities and reports provide evidence that the administrative and educational support units at Dalton State College clearly conduct appropriate planning and evaluation activities. Indeed, a survey executed for the self-study showed that 76 percent of the staff members responding strongly agreed or agreed with the statements that “DSC engages in effective planning for its administrative and educational programs” and “DSC engages in effective evaluation for its administrative and educational support programs” (See Table 3.2-3) (“2001-2002 Staff Survey Report and Comments”, p. 4).

**Table 3.2-3
Staff Survey Data Related to Planning and Evaluation**

<i>Survey Item Statement</i>	<i>% Strongly Agree</i>	<i>% Agree</i>	<i>% Disagree</i>	<i>% Strongly Disagree</i>
15. DSC engages in effective planning for its administrative and educational programs.	8 12.9%	39 62.9%	3 4.8%	0 0.0%
17. DSC engages in effective evaluation for its administrative and educational support programs.	6 9.7%	41 66.1%	0 0.0%	0 0.0%

Source: 1999-2000 Staff Survey Results Summary, p. 3

**3.2 (2 of 6)
Clearly
Defined
Purpose**

Each administrative and educational support service unit at Dalton State College has a clearly defined purpose, which supports the purpose and goals of the College (See Table 3.2-2). Beginning with the 2000-2003 strategic planning period, each unit was given the opportunity to review and make changes to their mission statements. These statements were formally drafted and approved by the Strategic Planning Committee. Performance Assessment Plans, which include purpose and unit goal statements, have been developed for each area and are included in the College’s strategic plan (see Table 3.2-4 for an example of a unit performance assessment plan). The entire administrative unit performance assessment plan is included in the “Institutional Effectiveness” section of the *DSC 2000-2003 Strategic Plan*. The Performance Assessment Plans are thus an integral part of the unit planning and evaluation process (*Handbook of Assessment and Institutional Effectiveness*). Each administrative and educational support service unit maintains the assessment plans and all other planning and evaluation documents in planning and assessment record books. The *DSC Statutes* provide additional documentation on the purposes of the administrative support units. The *DSC Statutes* describe the duties and responsibilities of the general officers of administration and how they relate to the purpose of the institution (*DSC Statutes*, Article III, p. 5). The information in the *DSC Statutes* and the documentation in the Planning and Assessment Record Books demonstrate that each unit has established a clearly defined mission and purpose supporting the College’s purpose and goals (see Table 3.2-2).

**3.2 (3 of 6)
Goals Support
Unit Purposes**

To support and enhance the College’s purpose and mission, all administrative and educational support service units formulate individual goals for their respective operations via the Strategic Planning Committee (see Table 3.2-2.) Each year of the three-year strategic planning cycle, the Strategic Planning Committee reviews all goals and determines which goals will be selected for implementation by the respective units. The Committee also reviews progress documented by the implementation plans to determine which goals have been or will have been accomplished and which ones will be carried over to the next year. With the assigned goals, each unit prepares an implementation plan for each year and, using *Plan Builder*, develops unit objectives, outcome measures, and assessment strategies (OMAS). In addition, the performance assessment plans complement the goals established for units by the Strategic Planning Committee. (See Table 3.2-4.)

**Table 3.2-4
An Example of an Administrative Support Unit Assessment Plan at DSC**

<p>DALTON STATE COLLEGE ENROLLMENT SERVICES PERFORMANCE ASSESSMENT PLAN</p> <p><i>Institutional Mission Statement</i> Dalton State College serves Northwest Georgia by offering associate, certificate, and targeted baccalaureate programs of study....The College shares with the other state colleges of the University System of Georgia in providing a supportive campus climate, necessary services...to meet the needs of students... cultural, ethnic, racial, and gender diversity in the...student body... technology to advance educational purposes, including...student support services...; collaborative relationships with other System institutions, State agencies, local schools, technical institutes, and business and industry...to expand and enhance programs and services available to the citizens of Georgia.</p> <p><i>Unit Goal Statement</i> Enrollment Services is responsible for student recruitment; monitoring and implementing admission requirements, registration of all credit students and the production and maintenance of all reports and documents related to this function, maintenance of all student academic records, awarding and disbursing federal, state, and private funds and maintenance of all reports and documents related to this function, and enforcing USG and institutional policies. Enrollment Services is committed to serving the educational needs of the citizens of Northwest Georgia by working with students enrolled in technical, associate and targeted baccalaureate programs of study. The division strives to deliver an excellent product and remain responsive to both our students' and the community's needs through evaluation processes.</p> <p><i>Intended Administrative Goals/Objectives</i></p> <p><u>Admissions</u></p> <ol style="list-style-type: none"> 1. The College will meet enrollment targets set by the University System for Dalton State College. 2. More emphasis will be placed on recruiting prospective students with direct mailings. 3. The number of students enrolling in bachelor’s degree programs will increase. 4. The number of students enrolled in the Post Secondary Options program will increase. 5. The number of Latino students enrolling at Dalton State College will increase. 6. Student satisfaction with the admission process will improve. <p><u>Registrar</u></p> <ol style="list-style-type: none"> 7. The number of students who utilize Banner Web for registration and other student records functions will increase.

8. Faculty will be trained to utilize Banner Web for grade submission.
9. Transfer students will have their transcripts evaluated for credit by the end of their first term of enrollment.
10. Students will be able to track online their academic progress towards a degree.
11. Student satisfaction with the records process will improve.
12. A more effective system of records storage will be developed.
13. Classroom utilization will improve.

Financial Aid and Veterans Services

14. Student satisfaction with the financial aid process will improve.
15. Processing time for student loans will decrease.
16. Student satisfaction with Veterans Services will improve.

Enrollment Services

17. Students will be satisfied with the services provided by Enrollment Services.
18. Faculty and staff will be satisfied with the services provided by Enrollment Services.
19. The records and financial aid needs of students enrolled at sites other than the main campus will be met.

Documentation is also included in the Planning and Assessment Record Books. For specific purposes in an individual unit, goals may be short-term or long-term in their formulation and implementation, as dictated by the College's three-year planning cycle and the mission of the administrative unit.

College Planning/Budget Process and Goal Setting

The President and Vice Presidents, overseeing all educational and administrative support units, engage in an annual budget process during which strategic goals are matched against Dalton State College's operating budget. The overall responsibility for linking planning and budgeting resides with the President, who carries out the responsibility with the aid of the Strategic Planning Committee. A pre-budget conference with University System office personnel occurs in January-February to discuss budgeting the following fiscal year. Each institution is asked to identify strategic budget needs. The submitted budget proposals go through a detailed review process by the President and the Vice President for Fiscal Affairs, who then finalize the budget planning process and provide all documents for the Board of Regents in May of each year. Upon approval in June, the College has an official operating budget that is consistent with institutional planning priorities and unit goals (Table 3.1-9) (Interview: Vice President for Fiscal Affairs, April 18, 2002; *DSC 2000-2003 Strategic Plan*, page 13).

Facilities Planning

Dalton State College's infrastructure is linked to the planning and budgeting effort through a physical master plan and annual priority rankings of capital outlay needs as well as major repair and renovation projects. During the 1997-2000 planning period, the College completed a nine-month comprehensive

planning process to develop a campus master plan that addresses both current needs and long-range goals. The planning process concentrated on the target year 2002, with a look forward to the year 2012 (*DSC 1997-2000 Strategic Plan*, “Physical Master Plan,” Tab 5). Dalton State College’s Physical Master Plan is thus used to measure the extent to which the College is meeting its facilities development goals.

The increased student enrollments, coupled with the College’s limited space for growth, will force periodic reviews and updating of the Physical Master Plan. Long-range planning goals will need to include land use for new classroom buildings, more parking spaces, an expanded student center, administrative space, and other needs resulting from growth. Unless these issues are addressed, the College’s ability to grow and to expand its educational purpose and mission in the Northwest Georgia region will be restricted.

**3.2 (4 of 6)
Evaluation
Procedures**

The administrative and educational support units at Dalton State College use a variety of evaluative procedures, both internal and external, to collect information useful to determining the effectiveness of their units. The most significant of these measures is the annual report, in which unit leaders chronicle the progress of strategic planning and institutional effectiveness, summarize the degree to which unit activities have attained major goals, identify new or revised priorities and/or goals, and describe the implementation of changes in processes. The annual report also provides information about improvements or effectiveness in administrative and support services, the overall health of the units, and plans for the upcoming year.

In addition to all units reporting annually on progress toward meeting their goals and objectives, the College has several other means of systematically evaluating the extent to which unit goals are being achieved. For example, staff members in units such as the Computing and Information Services, Institutional Research and Planning, and Fiscal Affairs conduct satisfaction surveys to determine their effectiveness in meeting specific goals and where they need to improve (See survey results reports). The Library, Student Affairs, and the ACE Center also design, process, and analyze their own student surveys. The Institutional Research Office provides regular survey results from students, faculty, staff, graduates, alumni, and employers to all units across campus to help gauge their effectiveness. This comprehensive system of stakeholder surveys yields information to be analyzed for the development of improvement strategies (E-Mail and other Correspondence between Director of Institutional Research and Administrative Staff Regarding Use of Survey Results for Improvement, October 12, 2000, September 22, 2000, and September 25, 2000).

Another method of assessment is the identification and tracking of institutional Key Performance Indicators (KPIs) by an annual *Accountability Report Card* (E-Mail Memo, Director of Institutional Research to Administrative Heads RE: Annual Report Card—Administrative Support KPI Benchmarks, July 3, 2001).

The utilization of KPIs corresponds with the University System of Georgia's comprehensive benchmarking project. Many of the performance indicators have been tracked for years while others are new. The Annual Progress Report and the Accountability Report Card include profile data on administrative programs and services by means of these key performance indicators.

Certain units engage outside consultants on an as-needed basis to help determine how goals are being met or to obtain recommendations to improve services. For example, the Director of Public Relations and the Vice President for Enrollment Services employed an external consulting company to develop a marketing plan to publicize the College's new four-year degree programs. The consultant completed a marketing/recruiting audit for DSC and recommended new marketing plans that were put in place for the fall 2001 campaign (*Recruiting Audit Report, Dalton State College, Stamats Communications, Inc., December 1999*). To help with this campaign, DSC redefined the "look" of its publications to better reach the target market. The College produced a new series of printed materials including a brochure, a view book, catalog covers, and a website. This audit and other evaluation procedures used by administrative and educational support units at Dalton State College are summarized in Table 3.2-5.

Table 3.2-5
A Summary of Procedures Used to Evaluate Administrative and Educational Support Services at DSC

<i>Unit</i>	<i>Procedure of Evaluation</i>	<i>Frequency</i>
President	Implementation and Improvement Plans Strategic Plan and annual progress reports Performance Assessment Plans Performance evaluation by USG Chancellor Satisfaction surveys Report of Institutional Progress to Board of Regents University System report card grade for DSC	Annually Annually Annually Annually Biennial Annually Annually
Academic Affairs -Extended Campus	Implementation and Improvement Plans Strategic Plan and annual progress reports Performance Assessment Plans Performance evaluation of Vice President by President and Chairpersons Satisfaction surveys	Annually Annually Annually Annually Annually/Biennial
Fiscal Affairs -Business office -Plant Operations -Public Safety -Auxiliary Services	Implementation and Improvement Plans Strategic Plan and annual progress reports Performance Assessment Plans Satisfaction surveys External audits Georgia Bureau of Investigation report Maintenance Inspection Goals and Objectives Preventive Maintenance Program List/Records Performance evaluation of Vice President by President Evaluations of employees by supervisors	Annually Annually Annually Annually/Biennial Annually Monthly Annually Annually Annually Annually
Enrollment Services	Implementation and Improvement Plans	Annually

<i>Unit</i>	<i>Procedure of Evaluation</i>	<i>Frequency</i>
-Admissions -Financial Aid	Strategic Plan and annual progress reports Performance Assessment Plans Performance evaluation of Vice President by President Evaluations of employees by supervisors Satisfaction surveys	Annually Annually Annually Annually Annually/Biennial
Office of Computing and Information Services	Implementation and Improvement Plans Strategic Plan and annual progress reports Performance Assessment Plans Evaluation of Director by Vice President for Enrollment Services Evaluations of employees by supervisors Satisfaction surveys Software evaluation meetings Email faculty and staff survey on training Workshop course evaluations	Annually Annually Annually Annually Annually Semesterly Semesterly Semesterly Annually
Student Affairs -ACE Center -Student Activities	Implementation and Improvement Plans Strategic Plan and annual progress reports Evaluations of Vice President by President Evaluations of employees by supervisors Performance Assessment Plans Satisfaction surveys Student activities participant survey	Annually Annually Annually Annually Annually Annually/Biennial Biennial
Library Services	Implementation and Improvement Plans Strategic Plan and annual progress reports Performance Assessment Plans Statistical reviews and evaluation summaries Satisfaction surveys Library orientation surveys Peer benchmarking Periodical evaluation Performance evaluation of Director by Vice President for Academic Affairs Evaluations of employees by Library Director	Annually Annually Annually Monthly Annually/Biennial Semesterly Annually Annually Annually Annually/Biennial
Continuing Education	Implementation and Improvement Plans Strategic Plan and annual progress reports Satisfaction surveys Performance Assessment Plans Course/program evaluations Business and Industry Needs Assessment Surveys Performance evaluation of Director by Vice President for Academic Affairs Evaluations of employees by Director	Annually Annually Annually/Biennial Annually Quarterly Periodic Annually Annually/Biennial
Institutional Research and Planning	Implementation and Improvement Plans Strategic Plan and annual progress reports Performance Assessment Plans Performance evaluation by President Satisfaction surveys	Annually Annually Annually Annually Annually/Biennial
Institutional Advancement	Implementation and Improvement Plans Strategic Plan and annual progress reports Performance Assessment Plans Satisfaction surveys Performance evaluation of Director by President	Annually Annually Annually Annually/Biennial Annually

<i>Unit</i>	<i>Procedure of Evaluation</i>	<i>Frequency</i>
	Board strategic planning retreat	Annually
Public Relations	Implementation and Improvement Plans	Annually
	Strategic Plan and annual progress reports	Annually
	Performance Assessment Plans	Annually
	Satisfaction surveys	Annually/Biennial
	Performance evaluation by President	Annually
	Consultant reports (e.g., Stamatas	Periodic
	Communications)	Annually/Biennial

**3.2 (5 of 6) Using
Evaluation
Results to
Improve Services**

The primary means for assessing the results of evaluations and the use of the results to improve administrative and educational support services is through the “Focus for Continuous Improvement” window in *Plan Builder*, contained in the Annual Reports. Section D of the Annual Report Guidelines specifically requires all division and department chairpersons to describe or to summarize in their reports any and all major changes undertaken by their units to improve the College’s educational programs, services, and operations which resulted from assessment-based changes. The DSC Strategic Plan annual implementation plans and progress reports, via *Plan Builder*, are also used to assess institutional effectiveness against strategic initiatives and goals, and improvement plans are developed on an annual basis. *Plan Builder* requires commentary on the use of results to make improvements related to each goal. The comprehensive system of stakeholder surveys produced and disseminated by the Director of Institutional Research and Planning yields information to be analyzed for the development of improvement strategies. The Director of Institutional Research and Planning compiles and reports the summary of all improvements and major changes in Section C (Annual Progress in Assessing Institutional Effectiveness) of the College’s *Annual Report of Institutional Progress* to the Board of Regents. The Director also compiles and reports changes resulting from assessment evidence in the College-wide report, “Major Changes and Continuous Improvements Arising from the Strategic Plan and Institutional Effectiveness.” This report is a list of all implemented instructional and administrative improvement activities. It is an on-going, value-added report of institutional progress and effectiveness at DSC. Table 3.2-6 provides some examples of the results used to improve administrative and educational support services.

Table 3.2-6
Examples of Use of Results to Improve Educational Support Services

<i>Expected Outcome</i>	<i>Assessment Criteria</i>	<i>Assessment Results</i>	<i>Use of Results</i>
Library:			
Strengthen all collections and add resources to support new academic programs.	Materials will be added (with ETACT funding of \$40,000) to support new BSW and Business four-year programs.	Faculty suggestions (1,153) for acquisitions increased 12% over 1999-00. E-books (17,000) and journal database additions	Materials added through faculty input directly support the curriculum for Business and Social Work. Reference books, audiovisual

<i>Expected Outcome</i>	<i>Assessment Criteria</i>	<i>Assessment Results</i>	<i>Use of Results</i>
		linked from the Library home page improved ease of use on campus and in students' homes.	media, and print subscriptions are more current and relate to class assignments.
<p>Continuing Education:</p> <p>Cultural activities will be added to Continuing Education's programs.</p>	<p>At least three programs will be offered to promote cultural diversity and services for the growing international population in Northwest Georgia.</p>	<p>Three new cultural-awareness type programs were offered: Communication Across Cultures; Spanish for Healthcare Providers; and Caring for Patients from Different Countries. Continuing Education also had an integral part in planning and delivering DSC Family Day, an event designed to bring the culturally diverse community onto campus and showcase the scope of DSC's programs and services.</p>	<p>Continuing Education did add programs designed to promote awareness of the culturally diverse community DSC serves. Two of the programs were cancelled due to lack of enrollment. However, the program, Caring for Patients from Different Cultures was a success with 45 in attendance. This program was jointly sponsored with the Blue Ridge Area Health Education Center (AHEC). Continuing Education will continue to offer and be involved in the deliverance of programs highlighting cultural diversity.</p>
<p>Institutional Advancement:</p> <p>The amount of private foundation scholarships to attract and retain academically talented students will increase.</p>	<p>Three to five endowed scholarships will be developed in an amount equal to or greater than \$25,000 to encourage outstanding students to attend DSC.</p>	<p>Three new endowed scholarships totaling \$395,000 were established between July 1, 2000 and June 30, 2001.</p>	<p>Funds build endowment with establishment of scholarship to attract the best and brightest students to DSC.</p>
<p>The ACE Center:</p> <p>Improve retention of non-traditional students.</p>	<p>Conduct a Focus Group (Summer 2001) of students who had withdrawn from DSC during a two-year period and ascertain reason for withdrawal and other issues.</p>	<p>A Focus Group of former withdrawn students was conducted and concerns raised included online registration and improving academic advising.</p>	<p>Developed a Strategies List that was shared with Retention Task Force Committee and other designated individuals. Assessment results led to the implementation of online registration for Spring 2002 and to</p>

<i>Expected Outcome</i>	<i>Assessment Criteria</i>	<i>Assessment Results</i>	<i>Use of Results</i>
			the establishment of an Academic Advising Committee.
<p>Office of Computing and Information Services:</p> <p>Workshops and seminars will be scheduled in sufficient numbers to ensure adequate participation by faculty and staff</p>	<p>Sixty workshops and seminars will be offered for faculty and staff on a wide variety of subjects. Participants are asked to evaluate the effectiveness of the workshops and seminars.</p>	<p>Eighty workshops and seminars were offered during 2000-2001 for faculty and staff. Evaluations received were very positive.</p>	<p>Based on the positive evaluations and number in attendance, an adequate number of computing workshops for faculty and staff will continue to be offered.</p>
<p>Enrollment Services:</p> <p>The number of students who use Banner Web for registration and other student records functions will increase.</p>	<p>At least 10% of students will advance register for Spring 2002 using Banner Web.</p>	<p>20% of students advance registered for Spring 2002, the first term Banner Web was open for students to self-register.</p>	<p>The criteria for web registration eligibility were evaluated and modified accordingly. For example, DSC has too many students self-registering who have not taken the Regents' Test before attempting 45 hours of college credit. Effective Fall 2002 students will be required to pass the Regents' Test to be eligible to register on the web. Another outcome of the registration success is that more services will be available on the web. Students can now check their grades and print student transcripts on the web. Financial aid and admission status checking will be available Fall 2002.</p>

The examples and reports cited above provide evidence of substantial changes and improvements in support services as a result of planning and assessment activities.

**3.2 (6 of 6)
Internal and
External
Factors for
Evaluation**

All vice presidents and directors of educational support services consider internal and external factors in their planning and evaluation processes, which yield information useful to the planning processes of their units. For example, external peer benchmarking is a method used by the Library Director. Statistics are gathered from several Georgia colleges of a similar size to Dalton State College. Examples of such colleges are Floyd College, Gainesville College, and Macon State College. The twelve to fifteen categories include patron usage, collection budgets, and periodicals available. During the information collection process of the self-study, the director indicated that Dalton State College's library is ahead of

its peers in most of the benchmarked areas (Interview Transcript, Library Director, SACS Self Study Institutional Effectiveness Committee, April 4, 2002).

Conclusion:

Dalton State College is in compliance with the *SACS Criteria* Section 3.2.

Recommendations/Suggestions/Proposals:

3.2 (1 of 2) In addition to providing evidence of planning and evaluation in its educational program, the institution must demonstrate planning and evaluation in its administrative and educational support services.

Proposal:

The Committee proposes that some administrators take a more active role in the planning, evaluation and assessment processes. Vice presidents should involve unit heads under their supervision in the strategic planning process by keeping them apprised of the proceedings of the Strategic Planning Committee and involving them in planning and evaluation processes.

Must-Statement Compliance Table
3.2 Planning and Evaluation: Administrative and Educational Support Services

Must Statement	Compliance Statement	Supporting Documentation
<p>3.2 (1 of 6). In addition to providing evidence of planning and evaluation in its educational program the institution must demonstrate planning and evaluation in its administrative and educational support services.</p>	<p>Compliance</p>	<p><i>DSC Strategic Plan, 1997-2000</i>, http://www.daltonstate.edu/irp/stratplan.htm></p> <p><i>DSC Strategic Plan, 2000-2003</i>, <http://www.daltonstate.edu/irp/stratplan.htm></p> <p>Unit Planning and Assessment Record Books</p> <p>Unit Annual Reports <http://www.daltonstate.edu/irp/stratplan.htm></p> <p><i>Handbook of Assessment and Institutional Effectiveness</i> (http://www.daltonstate.edu/irp/insteffect.htm)</p> <p><i>Accountability Report Card</i> <http://www.daltonstate.edu/irp/insteffect.htm></p> <p>DSC Strategic Plan Progress Reports, <http://www.daltonstate.edu/irp/stratplan.htm></p> <p>Unit Performance Assessment Plans</p> <p>“2001-2002 Staff Survey Report and Comments” <http://www.daltonstate.edu/irp/surveys.htm></p> <p>2000-2003 Strategic Planning Committee Minutes</p>

Must Statement	Compliance Statement	Supporting Documentation
		<p>Retention Task Force Minutes 2001-2003</p> <p>Administrators' Information Session Minutes</p>
<p>3.2 (2 of 6). For each administrative and educational support service unit, the institution must establish a clearly defined purpose which supports the institution's purpose and goals.</p>	<p>Compliance</p>	<p>"Dalton State College Statement of Purpose," <http://www.daltonstate.edu/irp/insteffect.htm></p> <p><i>Dalton State College Statutes</i>, Article III, p. 5</p> <p><i>DSC Strategic Plan 1997-2000</i>, <http://www.daltonstate.edu/irp/stratplan.htm></p> <p><i>Strategic Plan 2000-2003</i> <http://www.daltonstate.edu/irp/stratplan.htm></p> <p>Strategic Plan Progress Reports <http://www.daltonstate.edu/irp/stratplan.htm></p> <p>Unit Planning and Assessment Record Books</p> <p>Unit Annual Reports <http://www.daltonstate.edu/irp/stratplan.htm></p> <p>Unit Performance Assessment Plans</p> <p><i>Handbook of Assessment and Institutional Effectiveness</i> <http://www.daltonstate.edu/irp/insteffect.htm></p>

Must Statement	Compliance Statement	Supporting Documentation
		Strategic Planning Committee Minutes, 2002-2003
<p>3.2 (3 of 6). For each administrative and educational support service unit, the institution must formulate goals which support the purpose of each unit.</p>	<p>Compliance</p>	<p><i>DSC Strategic Plan 1997-2000</i>, <http://www.daltonstate.edu/irp/stratplan.htm></p> <p><i>DSC Strategic Plan 2000-2003</i>, <http://www.daltonstate.edu/irp/stratplan.htm></p> <p>Annual Implementation Plans <http://www.daltonstate.edu/irp/stratplan.htm></p> <p>DSC Strategic Plan Progress Reports, <http://www.daltonstate.edu/irp/stratplan.htm></p> <p>Unit Planning and Assessment Record Books</p> <p>Unit Annual Reports <http://www.daltonstate.edu/irp/stratplan.htm></p> <p>Unit Performance Assessment Plans</p> <p><i>Handbook of Assessment and Institutional Effectiveness</i> <http://www.daltonstate.edu/irp/insteffect.htm></p> <p>Physical Master Plan, October 1998 <http://www.daltonstate.edu/irp/plan/masterplan.PDF></p> <p><i>DSC Financial Audit Reports</i></p>

Must Statement	Compliance Statement	Supporting Documentation
		<p>Strategic Planning Committee Minutes</p> <p>Interview: Vice President for Fiscal Affairs, April 18, 2002</p>
<p>3.2 (4 of 6). For each administrative and educational support service unit, the institution must develop and implement procedures to evaluate the extent to which these goals are being achieved in each unit.</p>	<p>Compliance</p>	<p><i>DSC Strategic Plan, 1997-2000</i>, <http://www.daltonstate.edu/irp/stratplan.htm></p> <p><i>DSC Strategic Plan, 2000-2003</i>, <http://www.daltonstate.edu/irp/stratplan.htm></p> <p>Annual Implementation Plans <http://www.daltonstate.edu/irp/stratplan.htm></p> <p>DSC Strategic Plan Progress Reports <http://www.daltonstate.edu/irp/stratplan.htm></p> <p>Unit Planning and Assessment Record Books</p> <p>Institutional Effectiveness Program Design, Dalton State College, July 1, 2000</p> <p>Unit Annual Reports <http://www.daltonstate.edu/irp/stratplan.htm></p> <p>Unit Performance Assessment Plans</p> <p><i>Handbook of Assessment and Institutional Effectiveness</i> <http://www.daltonstate.edu/irp/insteffect.htm></p>

Must Statement	Compliance Statement	Supporting Documentation
		<p>Key Performance Indicators <http://www.daltonstate.edu/irp/insteffect.htm></p> <p><i>Accountability Report Card</i> <http://www.daltonstate.edu/irp/insteffect.htm></p> <p>“User Satisfaction Survey Results,” 2001</p> <p>“Office of Computing and Information Services Satisfaction Survey Results,” 2001</p> <p>“Office of Fiscal Affairs User Satisfaction Results,” 2001</p> <p>“Graduating Student Survey Results Summary Reports,” 2000-2001, <http://www.daltonstate.edu/irp/surveys.htm></p> <p>“BS Graduates Survey Results Reports, 2001” <http://www.daltonstate.edu/irp/surveys.htm></p> <p>“Alumni Survey Results Reports, 1999,” <http://www.daltonstate.edu/irp/surveys.htm></p> <p>“Employer Satisfaction Survey Results Reports, 1999,” <http://www.daltonstate.edu/irp/surveys.htm></p>

Must Statement	Compliance Statement	Supporting Documentation
		<p>“1999-2000 Faculty Survey Results Summary,” <http://www.daltonstate.edu/irp/surveys.htm></p> <p>“Library Survey Results, 2001”</p> <p>“Student Affairs Survey Results, 2001”</p> <p><i>Recruiting Audit Report, Dalton State College, Stamats Communications, Inc. (December 1999)</i></p> <p>E-mail and other Correspondence Between Director of Institutional Research and Administrative Staff Regarding Use of Survey Results for Improvement</p> <p>E-Mail Memo, Director of Institutional Research to Administrative Heads RE: Annual Report Card – Administrative Support KPI Benchmarks, July 3, 2001</p>
<p>3.2 (5 of 6). For each administrative and educational support service unit, the institution must use the results of the evaluations to improve administrative and educational support services.</p>	<p>Compliance</p>	<p><i>DSC Strategic Plan, 1997-2000</i>, <http://www.daltonstate.edu/irp/stratplan.htm></p> <p><i>DSC Strategic Plan 2000-2003</i>, <http://www.daltonstate.edu/irp/stratplan.htm></p> <p>DSC Strategic Plan Progress Reports, <http://www.daltonstate.edu/irp/stratplan.htm></p>

Must Statement	Compliance Statement	Supporting Documentation
		<p>Unit Planning and Assessment Record Books</p> <p>Institutional Effectiveness Program Design, Dalton State College, July 1, 2000</p> <p>Unit Annual Reports <http://www.daltonstate.edu/irp/stratplan.htm></p> <p>Unit Performance Assessment Plans</p> <p><i>Handbook of Assessment and Institutional Effectiveness</i> <http://www.daltonstate.edu/irp/insteffect.htm></p> <p>Key Performance Indicators <http://www.daltonstate.edu/irp/insteffect.htm></p> <p><i>Accountability Report Card</i> <http://www.daltonstate.edu/irp/insteffect.htm></p> <p><i>Dalton State College Annual Report of Institutional Progress</i> <http://www.daltonstate.edu/irp/insteffect.htm></p> <p>“Major Changes and Continuous Improvements Arising From the Strategic Plan and Institutional Effectiveness Report”</p>
<p>3.2 (6 of 6). Each unit, in its planning and evaluation processes, should consider internal and external factors</p>	<p>Compliance</p>	<p>Interview Transcript, Library Director, SACS Self Study Institutional Effectiveness Committee, April 4, 2002.</p>

Must Statement	Compliance Statement	Supporting Documentation
and develop evaluation methods which will yield information useful to the planning processes of that unit.		

3.3 Institutional Research

Introduction

Institutional research is an integral part of the planning and evaluation process at Dalton State College. Recognizing its significance, and in response to the 1993 reaffirmation process, the College established the Office of Institutional Research and Planning on a permanent basis (<http://www.daltonstate.edu/irp/>). In 1995, with the appointment of a permanent full-time director, the functions of planning and evaluation at the College were assigned to that office. The Director coordinates all institutional research and evaluation efforts and supports institutional decision-making by providing analysis and dissemination of data concerning faculty and staff, students, student achievement, and other subjects. The Director also actively participates in the strategic planning process and provides guidance and coordination for all assessment activities undertaken at the College. The Director of Institutional Research and Planning reports directly to the President and works closely with the Vice Presidents and division chairpersons.

Presentation of Findings

**3.3 (1 of 4)
Institutional
Research:
Integral to
Planning and
Evaluation**

Working closely with the President's office and the Strategic Planning Committee, the Director of Institutional Research and Planning is responsible for providing College-wide leadership and direction in the areas of strategic planning, institutional research, assessment, and effectiveness. In this regard, the director is responsible for

- coordinating the College-wide strategic planning process and monitoring and assessing implementation plan results;
- participating as an *ex officio* member of the Strategic Planning Committee by assisting in providing information and serving as liaison between the administration and the Committee;
- monitoring the status of key performance indicators and using those indicators for measuring progress toward the achievement of institutional goals;
- producing an annual accountability report card for identifying and reporting data resulting from the assessment of institutional effectiveness;

- overseeing the continuous development and implementation of the DSC Institutional Effectiveness Plan by which the College measures improvement and holds itself accountable to its constituents;
- developing and implementing the student learning outcomes assessment plan for the College's General Education Program and academic majors;
- assisting academic and administrative personnel in the development of outcomes assessment plans and monitoring measures of progress towards academic goal attainment and administrative objectives;
- providing the College's overall coordination of the University System's benchmarking and peer institution comparative studies.
(The Director of Institutional Research and Planning: Job Description– Revised May 23, 2001; Office of Institutional Research and Planning Annual Reports).

In light of its purpose and goals related to planning and evaluation, the Office of Institutional Research and Planning assists the Strategic Planning Committee in developing and implementing strategic plans and annual implementation plans as well as annual strategic plan progress reports. These reports record accomplishments for the previous year and the manner in which the accomplishments were evaluated. The Strategic Planning Committee uses the progress reports and the evaluations to establish plans and priorities for the ensuing year.

Committed to facilitating continuous improvement at the College, the Director of Institutional Research and Planning coordinates the activities of every unit in incorporating planning and evaluation into all aspects of operations (e.g., successful implementation of the *Plan Builder* software across campus), in assisting individuals and units with planning and assessment (especially in the production and maintenance of the Planning and Assessment Record Books), in implementing an annual academic program review process, and in developing institutional responses to legislative accountability and performance-based mandates (e.g., the Board of Regents Annual Report Card that will grade all System institutions on the basis of their performance on four key performance indicators).

Moreover, the Director provides academic and administrative units with data and analysis in support of their planning and evaluation, as confirmed by a 2001 survey of faculty and staff (see Table 3.3-1). In this capacity, the office is frequently called upon to assist the President, the Vice Presidents, and the chairpersons of the academic divisions. Consequently, the Director serves on several academic and planning committees on campus and is even more heavily involved with the System's Administrative Committee on Research and Planning (Office of Institutional Research and Planning Annual Reports, 1999-2002).

Table 3.3-1
Survey Data Related to Office of Institutional Research and Planning RE: Planning and Evaluation

<i>Survey Item Statement</i>	<i>Strongly Agree</i>	<i>Agree</i>	<i>Don't Know/ No Opinion</i>	<i>Disagree</i>	<i>Strongly Disagree</i>
The institutional research function fulfills the research, planning and assessment needs of DSC.	62%	27%	11%	0%	0%

Source: Office of Institutional Research and Planning

3.3 (2 of 4)
Institutional Research: Effective Data Collection, Analysis, Dissemination

As a key part of its planning and evaluation functions, the Office of Institutional Research and Planning has responsibility for collecting and analyzing data and for disseminating results. The Director

- develops and manages a College-wide data warehousing and institutional database that will support current and future assessment and self-studies, enabling the measurement of institutional progress over time;
- develops, administers, and interprets a wide range of surveys, including surveys of students, faculty, staff, alumni, and employers of graduates to measure degrees of satisfaction with College programs, goals, and service;
- provides institutional research data in support of the College's Annual Report of Institutional Progress;
- maintains a web-based institutional data service as a means of responding to requests for information from internal and external sources;
- serves as a resource for reaffirmation of accreditation self-studies (SACS), academic program reviews, committees, individual faculty members, and others on an as-needed basis;
- provides research and analytic assistance to College community; and
- monitors and ensures compliance with all state and federal reporting requirements such as IPEDS.

(The Director of Institutional Research and Planning: Job Description– Revised May 23, 2001; Office of Institutional Research and Planning Annual Reports).

The core of the institutional research function involves providing data for decision making to effect continuous improvement. In this capacity, the Director of Institutional Research and Planning at Dalton State College is regularly called upon to gather and analyze data and to provide information that supports operations management, decision making, and planning in academic and administrative areas (e.g., Recycling Survey, Quality of Life Survey; Division of Fiscal Affairs and Office of Computing and Information Services User Satisfaction Surveys). In the fulfillment of these duties, the director maintains an active, easily accessible and up-to-date information website (<http://www.daltonstate.edu/irp/>) and regularly publishes the following reports for the College community:

- *Dalton State College Quick Facts, Info Digest, and Fact Book,*
- *Dalton State College Ten-Year Statistical Trend Overview,*
- *Faculty Survey Results Statistical Summary,*
- *Staff Survey Results Statistical Summary,*
- *Dalton State College Annual Report of Institutional Progress,*
- *Dalton State College Strategic Plan Progress Reports,*
- *Dalton State College Key Performance Indicators,*
- *Graduating Student Survey Results Summary Report,*
- *Alumni Survey Results Report,*
- *Employer Satisfaction Survey Results Report,*
- *Faculty Statistical Summaries,*
- *CAAP Assessment Results,*
- *User Satisfaction Survey Results,*
- *BS Graduates Survey Results Report,*
- *Accountability Report Card.*

The Director of Institutional Research and Planning encourages key administrators, division chairpersons, and planning unit heads to use the results of these surveys to report on the progress or improvement in institutional planning and effectiveness (Division/Department Annual Progress Reports Report Guidelines, Section D).

A May 2001 satisfaction survey evaluation of the Office of Institutional Research and Planning, a 2000 Substantive Change Self-Study, and the 2000 and 2002 Faculty and Staff surveys asked faculty and staff to assess the effectiveness of the Office of Institutional Research in carrying out its responsibilities related to collecting, analyzing, and disseminating information, and the level of satisfaction or dissatisfaction with the office. The results are presented in Tables 3.3-2 and 3.3-3. The full survey results and other performance measures are included in the office's Planning and Assessment Record Book. The satisfaction level indicators and results are also reported in Section XVIII (Academic Support and Administrative Efficiency/Satisfaction Indicators) of the 2000-2001 *Accountability Report Card*.

The Director continues to make progress at filling in the gaps in data collection, in the accuracy of data, and in its analysis, especially in light of the new baccalaureate degree programs and legislatively mandated accountability measures. The Director is working toward greater utilization of data retrieval/mining software (e.g. Crystal/Oracle Reports) to obtain data from BANNER in order to align the data collection, analysis, accuracy, reporting, and user access processes. The goal is an online system that provides institutional core data to the President and other decision makers, who can then generate customized reports on a wide variety of concerns. This online system will also permit the conduct of longitudinal studies to establish accountability measures

and benchmarks for performance in such areas as student retention and graduation rates, analysis of faculty resources and workloads, program and accreditation reviews, and other areas of concern.

Table 3.3-2
Survey Data Related to Office of Institutional Research and Planning RE: Data Collection, Analysis and Dissemination
(2000 Faculty Survey)

<i>Survey Item Statement</i>	<i>Strongly Agree</i>	<i>Agree</i>	<i>Don't Know/ No opinion</i>	<i>Dis-agree</i>	<i>Strongly Disagree</i>
23. The Office of Institutional Research at DSC is effective in collecting, analyzing, and disseminating information and data.	44% 30	42% 29	10% 7	3% 2	1% 1

(2000 Staff Survey)

<i>Survey Item Statement</i>	<i>Strongly Agree</i>	<i>Agree</i>	<i>Don't Know/ No opinion</i>	<i>Dis-agree</i>	<i>Strongly Disagree</i>
19. The Office of Institutional Research at DSC is effective in collecting, analyzing, and disseminating information and data.	25% 15	44% 26	31% 18	0% 0	0% 0

(Faculty and Staff Survey, May 2001)

<i>Survey Item Statement</i>	<i>Strongly Agree</i>	<i>Agree</i>	<i>Don't Know/ No Opinion</i>	<i>Dis-agree</i>	<i>Strongly Disagree</i>
The Office of Institutional Research at DSC is effective in collecting, analyzing, and disseminating information and data.	65%	28%	7%	0%	0%
The Institutional Research office provides assistance in identifying type/availability of planning and assessment data.	55%	33%	10%	2%	0%
The institutional research function communicates relevant institutional data to the college community in a timely fashion.	64%	32%	4%	0%	0%
The quality material provided by the Institutional Research office is interesting and informative.	51%	45%	4%	0%	0%

(2002 Faculty Survey)

<i>Survey Item Statement</i>	<i>Strongly Agree</i>	<i>Agree</i>	<i>Don't Know/ No opinion</i>	<i>Dis-agree</i>	<i>Strongly Disagree</i>
16. The Office of Institutional Research at DSC is effective in collecting, analyzing, and disseminating information and data.	39%	41%	14%	6%	0%

(2002 Staff Survey)

<i>Survey Item Statement</i>	<i>Strongly Agree</i>	<i>Agree</i>	<i>Don't Know/ No opinion</i>	<i>Dis-agree</i>	<i>Strongly Disagree</i>
19. The Office of Institutional Research at DSC is effective in collecting, analyzing, and disseminating information and data.	31%	58%	11%	0%	0%

**Table 3.3-3
Survey Data Related to Level of Satisfaction/Dissatisfaction with Office of Institutional Research**

(1999-2000 Faculty Survey)

<i>College Service</i>	<i>Very Dissatisfied</i>	<i>Dissatisfied</i>	<i>Satisfied</i>	<i>Very Satisfied</i>
170. Institutional research	1%	6%	62%	30%

(1999-2000 Staff Survey)

<i>College Service</i>	<i>Very Dissatisfied</i>	<i>Dissatisfied</i>	<i>Satisfied</i>	<i>Very Satisfied</i>
170. Institutional research	1%	0%	52%	27%

(2000-2001 Faculty Survey)

<i>College Service</i>	<i>Very Dissatisfied</i>	<i>Dissatisfied</i>	<i>Satisfied</i>	<i>Very Satisfied</i>
11. Institutional research	0%	5%	69%	27%

(2000-2001 Staff Survey)

<i>College Service</i>	<i>Very Dissatisfied</i>	<i>Dissatisfied</i>	<i>Satisfied</i>	<i>Very Satisfied</i>
170. Institutional research	0%	2%	63%	31%

(Faculty and Staff Survey, May 2001)

<i>Survey Item Statement</i>	<i>Strongly Agree</i>	<i>Agree</i>	<i>Don't Know/ No Opinion</i>	<i>Disagree</i>	<i>Strongly Disagree</i>
In general, I am satisfied with the work performed by the Institutional Research office.	69%	29%	2%	0%	0%

The Institutional Effectiveness Self-Study Committee and the Director OF Institutional Research and Planning evaluated the activities of the institutional research office concerning the responsibilities involved and the amount of work performed. The results suggest that the lack of a permanent research assistant and an office assistant hampers the office’s ability to work efficiently and effectively in all areas of data collection, analysis, and dissemination. An enormous amount of time is spent on various “housekeeping” duties that prevent adequate time being devoted to conducting research and preparing reports on important and pressing institutional issues. Recently, the college hired a Testing Coordinator in the Office of Student Affairs. Her duties include assisting in the administration of the CAAP and ETS Business standardized tests, which provides some relief, but additional assistance appears necessary (See Proposal #2 below).

**3.3 (3 of 4)
Regular
Evaluation
to Improve
Process**

The Director of Institutional Research and Planning at Dalton State College employs a myriad of methods to regularly evaluate his operation’s effectiveness. The process begins with a formal Performance Assessment Plan (see Table 3.3-4; 2000-2003 Strategic Plan, p. 192) and an Annual Implementation Plan of the strategic planning goals of the office (See Table 3.3-5 for an example). Goals are established each year and are evaluated as part of the planning process. The Director completes a progress report and an implementation plan each year that points out accomplishments for the previous year and the manner in which the accomplishments were measured. The Director then uses the progress reports and evaluations to establish plans and priorities for the coming year. The President, in his capacity as the supervisor of the Director of Institutional Research and Planning, conducts an Annual Performance Evaluation of the Director. The results of the performance evaluations and annual progress reports are used to establish new goals and areas of improvement where the office needs to improve its services (See Table 3.3-8). These recommended goal areas are incorporated in the Director’s implementation plan for establishing plans and priorities for the next planning and evaluation cycle (Annual Evaluations, Office of Institutional Research and Planning).

In addition to the annual performance evaluations, implementation plans, and

progress reports, the office is also evaluated on key performance indicators that measure productivity and efficiency. Section A of the guidelines for annual progress reports requires a description of the key performance indicators assigned to all administrative and educational support units. Table 3.3-6 presents the reporting on key performance indicators by the Office of Institutional Research and Planning as presented in the office's 2000-2001 Annual Report. All relevant documentation related to assessment is maintained in the Planning and Assessment Record Book.

Table 3.3-4 □
Performance Assessment Plan of the Office of Institutional Research and Planning □

DALTON STATE COLLEGE INSTITUTIONAL RESEARCH AND PLANNING PERFORMANCE ASSESSMENT PLAN	
<p><i>Mission Statement</i></p> <p>Dalton State College shares with the other state colleges of the University System of Georgia a commitment to excellence and responsiveness within a scope of influence...; scholarship and creative work to enhance instructional effectiveness...; collaborative relationships with other System institutions, ... sharing ... information, and other resources to expand and enhance programs and services... In all that it does, Dalton State College strives for the highest possible standards of quality and excellence and systematically assesses and evaluates its effectiveness. Especially in its combination of associate level studies in the liberal arts and targeted baccalaureate degrees with a large complement of career programs in health-related, business, and technical fields; in the quality of its preparation of students for work or further study; and its role as a broad-based information resource for the people of Northwest Georgia.</p>	
<p><i>Goal Statement</i></p> <p>The Office of Institutional Research and Planning is responsible for providing College-wide leadership and direction in the areas of strategic planning, institutional research, assessment and effectiveness. The Office provides the support for institutional planning and policy decision making by conducting research, providing analysis, and dissemination of data on students, academic programs, faculty and staff, finance, facilities, and other reports on an ad hoc basis.</p>	
<p><i>Intended Administrative Objectives</i></p> <ol style="list-style-type: none"> 1. The Office of Institutional Research and Planning (OIRP) will coordinate College-wide strategic planning process and monitor and assess implementation plan results. 2. The OIRP shall produce and regularly update a College-wide Handbook of Institutional Effectiveness to coordinate and document all assessment activities on campus as well as comply with reaccreditation criteria and requirements. 3. The office will produce an Annual Accountability Report Card to gauge how well Dalton State College is doing with respect to its Key Performance Indicators and will identify potential strengths and weaknesses relative to its national peers. 4. The number of users of OIRP services, including requests for data and assistance will increase. 5. The OIRP will respond to requests for data and other forms of assistance in an efficient and timely manner. 6. Users will be satisfied with the quality of information received from OIRP. 7. Users will be satisfied with the level of services provided by OIRP. 8. The College community will be aware of the documents produced and maintained by OIRP and use them more often to respond to their requests for data. 9. A majority of users of OIRP documents will find them “always useful” or “often useful.” 10. A majority of users will respond positively (“Strongly Agree” or “Agree”) to statements about the functions and effectiveness of the Institutional Research office. 11. Faculty and staff shall respond positively (“Strongly Agree” or “Agree”) to statements about the College’s planning and institutional effectiveness functions. 12. Faculty and staff will be generally satisfied with the Institutional Research office. 13. The OIRP will act on comments and suggestions from users to improve its services. 	

**Table 3.3-5 □
Example of an Annual Implementation Plan of the Office of Institutional Research and Planning □**

DALTON STATE COLLEGE 2000-2003 STRATEGIC PLAN 2001-2002 IMPLEMENTATION PLAN GOALS INSTITUTIONAL RESEARCH AND PLANNING	
1.	Develop a SACS Self-Study plan of action to comply with accreditation criteria and requirements in order to continue the College’s status as an accredited institution of higher learning. <i>(With President and Self-Study Chairperson and Committee)</i>
2.	Implement an institution-wide Institutional Effectiveness Plan by which the College measures improvement and holds itself accountable to its major stakeholders.
3.	Conduct longitudinal studies to establish accountability measures and benchmarks for performance in such areas as student retention and graduation rates, and student, alumni and employer satisfaction rates.
4.	Improve the College’s retention rate by conducting a student needs assessment survey that will identify essential support services to help with admission and retention. <i>(With Division Chairpersons)</i>
5.	Conduct a needs assessment survey of area two-year institutions to determine desirable four-year degree programs that will attract graduates of these institutions to attend DSC. <i>(With Vice President for Academic Affairs)</i>

**Table 3.3-6 □
Reporting on Key Performance Indicators by the Office of Institutional Research and Planning □
2000-2001 Annual Report □**

Number of Ongoing Projects	11
Number of New Projects	9
Number of Consulting Service/Advice Provided to College Community	28
Number of Written ad-hoc Reports or Studies	12
Number of Satisfaction Surveys and Tests Administered	6
Number of Students Served by Surveys and Tests	308
Number of Faculty and Staff Served by Surveys	266
Number of Reports Prepared for University System and External Agencies	6
Number of Data Requests Provided or Answered to	58
Number of Full-Time Staff	1
Number of Part-Time Staff	.25
Number of Professional Development Activities by Staff	0
Percentage of Staff Serving on Committees	100%

Total Operating Expenditures (FY 2001)	\$93,565
Operating Supplies and Expenses (FY 2001)	\$10,109
Equipment Expenditures (FY 2001)	\$8,837

Use of Evaluation Results for Improvement

As with other administrative units of the College, the Office of Institutional Research and Planning is also required to report (in Section D of the unit's Annual Report) all major changes undertaken by the office to improve the College's educational programs, services, and operations as a result of planning and assessment based activities. The summary of annual changes is included in the College-wide report, "Major Changes and Continuous Improvement Arising from the Strategic Plan and Institutional Effectiveness" (See Table 3.3-7). Based upon the annual evaluation of the Director's performance based on results of the progress reports, the President directs the office to look at suggested improvement areas and to include them in the director's annual implementation plan goals (See Table 3.3-8). The comments and suggestions yielded by the formal evaluation of the functions and duties of the Institutional Research and Planning office provided an opportunity to use evaluation findings for improvement. For example, the recommendation that the office should find "a way to streamline the College's assessment procedures with respect to student learning outcomes" led to the reduction of the amount of assessment forms that faculty members must generate in order to report on their assessment activities. It also led to the production of an "Institutional Effectiveness Program Design" that simplifies and provides a quick reference summary of the steps needed for academic program and administrative services effectiveness. It also provided impetus for the production of the *Handbook of Assessment and Institutional Effectiveness*.

So far, the steps taken to evaluate the effectiveness and enhance the quality of the Office of Institutional Research and Planning have been internal. Employing a peer review process to complement the evaluation process of the office would be beneficial (See Proposal #3 below).

Table 3.3-7 □

Improvement Summary Report: Office of Institutional Research and Planning □**DALTON STATE COLLEGE** □
MAJOR CHANGES AND CONTINUOUS IMPROVEMENTS ARISING FROM □
STRATEGIC PLANNING and INSTITUTIONAL EFFECTIVENESS PROCESSES □
(A “CLOSING THE LOOP” SUMMARY REPORT) □

____ EDUCATIONAL SUPPORT and ADMINISTRATIVE ACTIVITIES

Institutional Research and Planning

- ✓ There is a functioning Institutional Research office with a full-time director to coordinate all aspects of the College’s planning, assessment, and research functions.
- ✓ An improved institutional planning process has been developed and implemented by the College. The *Dalton State College Strategic Plan* calls for a three-year period of planning and assessment; the most recent three-year cycles, 1997-2000 and 2000-2003, have just been successfully completed. The plan for the next cycle, 2003-2006, is underway.
- ✓ The College has instituted a number of assessment activities and procedures as part of its institutional effectiveness program. These include COMPASS; CAAP; ETS Business; TOEFL; graduate, continuing student, employer, alumni, faculty and staff surveys; and graduating seniors exit interviews.
- ✓ Assessment results are routinely collected and used to improve/modify curricula and academic programs. These include transfer GPA, stakeholder surveys, Regents Testing Program (RTP), licensure examinations, and job placement rates. Beginning with the 2001-2002 academic year, these will also include COMPASS, CAAP and ETS standardized tests.
- ✓ The College has in place Key Performance Indicators to measure its institutional effectiveness as well as to measure the outcomes of the various phases in its strategic planning process.
- ✓ An annual *Accountability Report Card*, beginning with the 2000-2001 academic year has been developed to monitor the progress of the College’s Key Performance Indicators.
- ✓ An Institutional Effectiveness Subcommittee of the College’s Strategic Planning Committee, made up of faculty, assists the Institutional Research and Planning office with the implementation and evaluation of the College’s institutional effectiveness efforts.
- ✓ DSC took part in the University System of Georgia’s Student Opinion Surveys (1997 and 2001) to gauge satisfaction with college programs and services.
- ✓ Program specific student surveys to measure student satisfaction and program effectiveness have been developed for all programs in the Divisions of Business Administration, and Technical Education.
- ✓ An academic program review process was implemented beginning with the BS program in Industrial Operations Management.
- ✓ Leadership was provided for the successful completion of the SACS Substantive Change process that elevated the College from a Level I to a Level II institution.
- ✓ Appropriate leadership and support was provided for the College’s participation in the USG benchmarking project.

Table 3.3-8**An Example of Suggested Improvement Areas, Office of Institutional Research and Planning****MEMORANDUM** □

FROM: Director of Institutional Research and Planning

TO: President

DATE: April 17, 2002

SUBJECT: Personal and Professional Goals for the 2002-2003 Year

As per your request during my 2001-2002 annual evaluation on April 15, 2002, below is a list of my personal and professional goals for 2002-2003. These include my third year implementation plan goals as identified at our Strategic Planning Committee meetings on March 29 and April 5.

1. Complete the Institutional Effectiveness Plan Comprehensive guide document (Handbook of Institutional Effectiveness).
2. Assist with completion of the decennial self-study and production of the library of web site resources for the SACS visiting committee.
3. Assist with the 2002-03 round of academic program reviews.
4. Assist with developing responses to any recommendations that may result from the SACS Self-Study visit.
5. Reduce redundancy and duplication that may exist in the current divisional/departmental reporting.
6. Utilize Crystal Reports or Oracle Reports to greater effect in producing information for decision-making.
7. Conduct longitudinal studies to establish accountability measures and benchmarks for performance in such areas as student retention and graduation rates, and student, alumni and employer satisfaction rates.
8. Conduct a survey of students to determine the effectiveness of learning support programs and to use results to improve academic support services on campus.
9. Measure impact of extracurricular activities on student success.
10. Continue to attend, if and when appropriate, seminars and workshops on institutional effectiveness and computing technologies to enhance efficiency and effectiveness of IRP office.
11. Continue teaching sociology class and research/publishing in the areas of race and ethnic relations and multicultural education.
12. Continue as faculty advisor and involvement with the activities of the International Students' Association.
13. Continue to participate as member of the USG Administrative Committee on Institutional Research and Planning.

Ongoing Institutional Research Activities

Data collection, analysis, dissemination of results, maintenance of longitudinal databases, as well as *ad hoc* and special studies and reports are instrumental to continuing improvement at Dalton State College. To this end, the Director of Institutional Research and Planning supports the planning, policy, and evaluation functions of the College: engaging in studies and data collection with respect to student enrollments, achievement, academic programs and services, faculty and staff, facilities, fiscal resources and other key performance and effectiveness indicators. The Director is currently laying the groundwork for the maintenance of longitudinal files for a number of internal and external data sets that can be used for benchmarking and comparative reporting in response to emerging issues and for decision-making purposes. The President and other senior administrators are continually requesting five or more years of trend data on a host of programs and other areas to assist with decision-making. Division chairpersons are also requesting student enrollment profiles, including enrollment data in all academic programs. For the first time, the *Fact and Figures* produced by the Institutional Research office contained such data and more (*Facts and Figures 2001*). The Director also produces a “Ten-Year Quick Statistical Overview” of student enrollment, academic programs and courses, library holdings, academic staff, finance, and facilities to aid in decision-making. As well as acting as a liaison between the College and the Office of Planning and Policy Analysis for the University System of Georgia, the director prepares reports for the College and the University System. These reports are forwarded to various external agencies (e.g., Integrated Postsecondary Education Data System [IPEDS], College Board).

Besides the Office of Institutional Research and Planning, other offices on campus are also involved in some aspects of institutional research. For example, the Enrollment Services staff members compile data on student admission and retention as evidenced in its annual reports. The Vice President for Fiscal Affairs also collects and disseminates certain data regarding fiscal matters. Other units in which some form of institutional research is pertinent include the Academic and Career Enhancement Center in the Student Affairs office, Institutional Advancement with respect to alumni relations, Division of Humanities with respect to student data concerning the Writing Lab, Division of Natural Sciences and Math regarding utilization of the Math Lab, and the Division of Technical Education regarding compliance with Department of Technical and Adult Education (DTAE) regulations. Regardless of where it takes place, ongoing research activities constitute an integral part of the College’s planning and evaluation process. In fact, these institutional research activities will be ongoing over the next several years as various external constituencies continue to make increased demands on the College for accountability reporting.

**3.3 (4 of 4)
Administrative
Responsibility:
Institutional
Research,
Resources,
Access to
Information**

Dalton State College has assigned administrative responsibility for institutional research and effectiveness and has allocated resources as documented by the employment of a full-time director of institutional research supported with college funding for resources and equipment and for participation in workshops and seminars related to planning, institutional research, and effectiveness. A review of the data and reports generated by the institutional research director indicates that the office has access to all relevant data at the institution. Indeed, working from the President's office and given the parameters of his duties and functions, the Director of Institutional Research and Planning has full access to all College data required to carry out his responsibilities. The Institutional Research office serves as the official respondent and repository for state and federal mandated data and reports (e.g. Integrated Postsecondary Education Data System [IPEDS]), peer institutional reports on institutional characteristics, and a host of other types of data. The office has thus not been denied access to any data that are relevant to its function and performance (Interview with Director of Institutional Research and Planning and President, April 4, 2002).

Conclusion:

Dalton State College is in compliance with the *SACS Criteria* **must** statements 3.3 as they relate to Institutional Research.

Recommendations/Suggestions/Proposals:

Recommendations/Suggestions:

None

Proposals:

1. The Committee proposes that Dalton State College make use of an external peer reviewer or consultant to evaluate the Institutional Research office. The outside consultant should interview key users of the office to discover levels of satisfaction with respect to services, processes, and products as well as improvement areas.
2. As a result of the increasing volume of work in the Office of Institutional Research and Planning, especially in assessment, the Committee proposes that the College employ a full-time and permanent research or administrative assistant to assist the Director of Institutional Research.
3. The Committee also proposes that the administration consider consolidating all assessment functions carried out elsewhere (e.g. standardized testing in Student Affairs, program assessment in the Technical Division) under the umbrella of the Office of Institutional Research and Planning. This consolidation of assessment functions will provide for efficient allocation of resources and duties related to planning and assessment on campus.

Must Statement Compliance Table
3.3 Institutional Research

Must Statement	Compliance Statement	Supporting Documentation
<p>3.3 (1 of 4). Institutional research must be an integral part of the institution's planning and evaluation process.</p>	<p>Compliance</p>	<p>The Office of Institutional Research and Planning Web site, <http://www.daltonstate.edu/irp/></p> <p>Dalton State College Organizational Chart and Office Holders</p> <p><i>The Office of Institutional Research and Planning, Planning and Assessment Record Book</i></p> <p>The Office of Institutional Research and Planning Annual Reports 1999-2002</p> <p>The Director of Institutional Research and Planning Job Description–Revised May 23, 2001</p> <p>Office of Institutional Research and Planning Performance Assessment Plan</p> <p>Office of Institutional Research and Planning, “User Satisfaction Survey Results,” May 2001”, p. 18</p> <p><i>DSC Strategic Plan 1997-2000</i> <http://www.daltonstate.edu/irp/stratplan.htm></p> <p><i>DSC Strategic Plan 2000-2003</i> <http://www.daltonstate.edu/irp/stratplan.htm></p> <p>Office of Institutional Research and Planning Annual Implementation Plans <http://www.daltonstate.edu/irp/stratplan.htm></p> <p>Office of Institutional Research and Planning Strategic Plan Progress Reports <http://www.daltonstate.edu/irp/stratplan.htm></p>

Must Statement	Compliance Statement	Supporting Documentation
		<p><i>Handbook of Assessment and Institutional Effectiveness</i>, <http://www.daltonstate.edu/irp/insteffect.htm></p> <p>Board of Regents Memo to Chief Academic Officers RE: Report Card Update, January 22, 2002.</p> <p><i>Dalton State College Facts and Figures</i> (http://www.daltonstate.edu/irp/factsfigs.htm)</p> <p>Dalton State College Annual Report of Institutional Progress, 2000-2001</p>
<p>3.3 (2 of 4). It must be effective in collecting and analyzing data and disseminating results.</p>	Compliance	<p>The Office of Institutional Research and Planning Web site <http://www.daltonstate.edu/irp/></p> <p><i>Dalton State College Facts and Figures</i> <http://www.daltonstate.edu/irp/factsfigs.htm></p> <p>The Office of Institutional Research and Planning Annual Reports</p> <p>The Director of Institutional Research and Planning Job Description – Revised May 23, 2001</p> <p>The Office of Institutional Research and Planning Annual Reports</p> <p><i>The Office of Institutional Research and Planning Planning and Assessment Record Book</i></p> <p>Office of Institutional Research and Planning Performance Assessment Plan</p> <p>Office of Institutional Research and Planning “User Satisfaction Survey Results, May 2001”</p> <p>“2001-2002 Faculty Survey Report and Comments,” <http://www.daltonstate.edu/irp/surveys.htm></p>

Must Statement	Compliance Statement	Supporting Documentation
		<p>“1999-2000 Faculty Survey Results Summary,” <http://www.daltonstate.edu/irp/surveys.htm></p> <p>“2001-2002 Staff Survey Report” <http://www.daltonstate.edu/irp/surveys.htm></p> <p>“1999-2000 Staff Survey Results Summary” (http://www.daltonstate.edu/irp/surveys.htm)</p> <p>“Division of Fiscal Affairs User Satisfaction Survey Results, Spring 2001”</p> <p>“Office of Computing and Information Services, User Satisfaction Survey Results, Spring 2001”</p> <p><i>DSC Strategic Plan 1997-2000</i> <http://www.daltonstate.edu/irp/stratplan.htm></p> <p><i>DSC Strategic Plan 2000-2003</i> <http://www.daltonstate.edu/irp/stratplan.htm></p> <p>DSC Strategic Plan Progress Reports <http://www.daltonstate.edu/irp/stratplan.htm></p> <p><i>Division/Department Annual Progress Reports Report Guidelines, Section D</i></p> <p><i>DSC Handbook of Assessment and Institutional Effectiveness</i> <http://www.daltonstate.edu/irp/insteffect.htm></p>
<p>3.3 (3 of 4). An institution must regularly evaluate the effectiveness of its institutional research process and use its findings for the improvement of its process.</p>	<p>Compliance</p>	<p>The Office of Institutional Research and Planning, <http://www.daltonstate.edu/irp/></p> <p>The Office of Institutional Research and Planning Annual Reports</p>

Must Statement	Compliance Statement	Supporting Documentation
		<p><i>The Office of Institutional Research and Planning, Planning and Assessment Record Book</i></p> <p><i>Handbook of Assessment and Institutional Effectiveness</i></p> <p>Institutional Effectiveness Program Design, Dalton State College, July 1, 2001</p> <p>“Office of Institutional Research and Planning, User Satisfaction Survey Results, May 2001”</p> <p>“2001-2002 Faculty Survey Report” <http://www.daltonstate.edu/irp/surveys.htm></p> <p>“1999-2000 Faculty Survey Results Summary,” <http://www.daltonstate.edu/irp/surveys.htm></p> <p>“2001-2002 Staff Survey Report” <http://www.daltonstate.edu/irp/surveys.htm></p> <p>“1999-2000 Staff Survey Results Summary,” <http://www.daltonstate.edu/irp/surveys.htm></p> <p>Office of Institutional Research and Planning Performance Assessment Plan</p> <p>Office of Institutional Research and Planning Annual Implementation Plans</p> <p><i>2000-2001 Accountability Report Card</i>, p. 17</p> <p><i>Dalton State College Strategic Plan 2000-2003</i>, p. 192, <http://www.daltonstate.edu/irp/stratplan.htm></p> <p>Office of Institutional Research and Planning, Annual Progress Reports</p>

Must Statement	Compliance Statement	Supporting Documentation
		<p><i>Dalton State College Annual Reports of Institutional Progress, 2001-2002, “Institutional Research and Planning”</i> Office of Institutional Research and Planning, Annual Performance Evaluation Reports, Office of the President “Major Changes and Continuous Improvements Arising from the Strategic Plan and Institutional Effectiveness”</p> <p>E-Mail Memo to faculty and staff from Director of Institutional Research RE: Effectiveness Survey Instrument, February 2, 2001</p>
<p>3.3 (4 of 4). Institutions must assign administrative responsibility for conducting institutional research, allocate adequate resources, and allow access to relevant information.</p>	<p>Compliance</p>	<p>DSC Organizational Chart, <http://www.daltonstate.edu/irp/orgchart99.pdf></p> <p>The Office of Institutional Research and Planning Annual Reports</p> <p><i>Dalton State College Annual Report of Institutional Progress, 2001-2002</i></p> <p>The Office of Institutional Research and Planning Annual Budget</p> <p><i>Dalton State College Facts and Figures</i> <http://www.daltonstate.edu/irp/factsfigs.htm></p> <p><i>DSC Strategic Plan 1997-2000</i> <http://www.daltonstate.edu/irp/stratplan.htm></p> <p><i>DSC Strategic Plan 2000-2003</i> <http://www.daltonstate.edu/irp/stratplan.htm></p> <p>Dalton State College Organizational Chart and Office Holders</p> <p>The Director of Institutional Research and Planning, Job Description–Revised May 23, 2001</p>

Must Statement	Compliance Statement	Supporting Documentation
		Interviews: Director of Institutional Research and Planning and the President, April 4, 2002