



**SOUTHERN ASSOCIATION OF COLLEGES AND SCHOOLS  
COMMISSION ON COLLEGES**

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May 19, 2003

Dr. James A. Burran  
President  
Dalton State College  
213 North College Drive  
Dalton, GA 30720-3797

Dear Dr. Burran:

Enclosed is the final report of the reaffirmation committee that visited Dalton State College on March 31 – April 3, 2003. As part of the process of reaffirmation, your institution must now submit a formal institutional response to each of the recommendations in the report. Although you are not required to respond formally to suggestions, you may do so if you wish. Enclosed are guidelines to assist you in developing and submitting responses.

Please submit **five copies of your institutional response** to my office by September 5, 2003, for submission to and action by the Commission on Colleges at its December 2003 meeting. The chair of your committee will be asked to evaluate the institutional response.

The visiting committee's report represents an analysis of the Dalton State College made in accordance with the *Criteria for Accreditation* of the Commission on Colleges. The report represents the judgment of the visiting committee and is subject to review by the Committee on Criteria and Reports. An institution may release its visiting committee report. However, when excerpts from the report are to be used in institutional publications or advertising, the wording and context of the usage must receive prior approval from the Executive Director of the Commission on Colleges. Quotation in institutional publications or excerpts from the visiting committee report must also be accompanied by a note stating that a copy of the entire report can be obtained from the institution.

As you know, the Commission on Colleges endeavors to maintain a cooperative and constructive relationship with the college and university systems and the officials of the eleven states in our region. However, because of the institutional nature of the accreditation process, it is preferable that these committee reports be furnished to the state offices or officials by the institutions rather than directly by the Commission office. Therefore, you will find enclosed an additional copy of the report that is provided for you to send to your system's office or agency.



Dr. James A. Burran  
May 19, 2003  
Page Two

Thank you again for the outstanding preparation and spirit of cooperation that facilitated the work of the visiting committee. If you have any questions as you develop the response, please feel free to call me.

Sincerely,

A handwritten signature in black ink, appearing to read "W. Donald Crump". The signature is fluid and cursive, written over the typed name.

W. Donald Crump  
Associate Executive Director  
Commission on Colleges

WDC:ssr

Enclosures

# THE PREPARATION OF RESPONSES TO VISITING COMMITTEE REPORTS, FOLLOW-UP REPORTS, AND PROGRESS REPORTS

## - Guidelines -

In preparing responses to visiting committee reports, and in preparing follow-up reports and progress reports, please keep in mind that the readers of the institution's case will be members of the Committee on Criteria and Reports of the Commission on Colleges. These readers will be assigned several institutions in addition to yours and, for that reason, it is crucial that the responses or reports that you submit be easy to access, clear, and well-documented. The following guidelines should be followed in providing these reports to the Commission.

### 1. Title Page.

- a. Name of institution
- b. Address of institution
- c. Dates of most recent committee visit
- d. Indicate the kind of report you are submitting (Examples: Response to the Report of the Reaffirmation Committee, Response to the Report of the Special Committee, First Follow-Up Report) and date of response
- e. Name and title of person(s) preparing the response

### 2. Responses to Visiting Committee Reports.

- a. If your institution is asked to respond to the recommendations contained in a visiting committee report, please structure the responses to the recommendations by dealing with them in the order they appear in the report (providing the number and title of the *Criteria* section in which they occur and the number of the recommendation). Ideally, tabs should separate the individual responses.

State the recommendation exactly as it appeared in the report. Immediately following each restated recommendation, describe the visiting committee's concerns which led to the recommendation. This may be done by accurately summarizing the concerns or by inserting verbatim the complete section or sub-section of the visiting committee report containing the recommendation. Inserting verbatim might make the response lengthy if there are many recommendations and, in the case of a response to a report of a reaffirmation committee, the Commission readers will have the entire report provided to them for background. The verbatim approach may be more appropriate for later Follow-Up and Progress reports because the readers are not provided the report of the reaffirmation committee. In some cases, several recommendations within a section may be closely-related and one response might appropriately be made to those related recommendations.

- b. Provide clear and complete, yet concise, responses to the recommendations. Include documentation requested and any other documentation appropriate to demonstrating fulfillment of the recommendation. Specify actions which have been taken and provide documentation that they have been completed. The readers are looking for documentation that actions have been completed and will ask for follow-up reports on any actions that have not been completed. Avoid vague responses indicating that the institution "plans" to address a problem in the future. If any actions remain to be accomplished, the institution should present the following: (1) an action plan; (2) a schedule for accomplishing the plan; and (3) evidence of commitment of resources for accomplishing the plan. Substantive remediation and/or responsible planning accompanied by official commitments of resources are essential elements in securing favorable action.
- c. Provide appropriate documentation to support the response. For example, if the response indicates that a faculty member has completed coursework toward completion of eighteen graduate semester hours in a particular field, include transcripts documenting courses completed. In presenting justification in lieu of formal academic preparation for faculty, state clearly the justification and provide documentation of experiences and/or contributions to the teaching discipline. Supporting documentation for other responses might include memoranda, minutes, or excerpts from handbooks. Ideally, for ease of reading the documentation should be provided along with the response rather than in a separate document or in appendices at the end of the response. The documentation should be clearly marked with tabs clearly indicating the recommendation and section of the *Criteria* being

# **REPORT OF THE REAFFIRMATION COMMITTEE**

**DALTON STATE COLLEGE  
DALTON, GEORGIA**

**MARCH 31 – APRIL 3, 2003**

This report represents a preliminary assessment of the institution based on facts and circumstances that existed at the time of the review. Final interpretation of the *Criteria for Accreditation* and final action on the report and on the accreditation status of the institution rests with the Commission on Colleges.

**Commission on Colleges  
Southern Association of Colleges and Schools**

**REPORT OF THE REAFFIRMATION COMMITTEE**

**DALTON STATE COLLEGE**

**DALTON, GEORGIA**

**MARCH 31 – APRIL 3, 2003**

Dr. R. Vic Morgan (Chair)  
President  
Sul Ross State University

Dr. Peter P. Balsamo  
Assistant Vice President for Continuing  
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Coastal Carolina University

Mr. Robin P. Benke  
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The University of Virginia's College at  
Wise

Ms. Jamie H. Biggers  
Dean of Technical Education  
South Plains College

Mr. Andre L. Curry  
Vice President for Fiscal and  
Administrative Affairs  
Mississippi Valley State University

Dr. Thomas L. Hallman  
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University of South Carolina - Aiken

Mr. Bradley E. Jenkins  
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Dr. Marian Larisey  
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Troy State University in Montgomery

Dr. W. Donald Crump  
Associate Executive Director  
Commission on Colleges Staff

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## **REPORT OF REAFFIRMATION COMMITTEE**

### **DALTON STATE COLLEGE DALTON, GEORGIA**

#### **INTRODUCTION**

From March 31 – April 3, 2003, a Reaffirmation Committee from the Commission on Colleges of the Southern Association of Colleges and Schools (SACS) visited Dalton State College (DSC) in Dalton, Georgia. DSC is a comprehensive regional college offering associate, certificate, and baccalaureate degree programs, as well as a full range of technical programs directed to meet the workforce development needs of the Northwest Georgia area.

The Board of Regents of the University System of Georgia originally chartered DSC as Dalton Junior College (DJC) in July 1963. The University System required the local community to provide the initial land and buildings, after which the state would provide operating and future building funds. Whitfield County voters approved a \$1.8 million bond issue in May 1965 by a 26:1 margin. Original construction grants supplementing the bond issue were received from the federal government through the Higher Education Facilities Act and the Appalachian Regional Development Act. Construction on the original five buildings began in October 1966 on 136 acres of land along Interstate 75 within the Dalton City limits.

In September 1967, DJC opened as the 24<sup>th</sup> institution of the University System of Georgia with 524 students and 4 completed buildings. The fifth building was completed in February 1968 in time for the spring quarter. Further building additions included Gignilliat Memorial Hall in 1970, a general classroom building; Derrell C. Roberts Library in 1972; the Technical Building in 1979; and Lorberbaum Liberal Arts in 1999.

Major additions to the Pope Student Center, Westcott Hall, and Maintenance/Warehouse Building were completed in 1973 and 1975; Sequoya Hall in 1989; and Roberts Library in 2002.

In 1976, authorization from the University System and the State Department of Education added a Technical Division, bringing a variety of technical certificate and degree programs to the traditional pre-baccalaureate programs already offered. The word "Junior" was dropped in 1987 following a statewide initiative affecting most state two-year schools. Dalton College took over the Dalton School of Health Occupations in 1996, adding many new certificate and degree programs to its curriculum. In 1998, Dalton College moved from a quarter to a semester academic calendar, received SACS approval to begin developing its first baccalaureate degree programs to be initiated the following fall, and became Dalton State College to reflect its new academic mission.

Today, DSC enjoys an enrollment of over 4,000 credit students and over 8,000 continuing education (non-credit) students.

The Committee wishes to express its sincere appreciation to the college community for the warm hospitality, cooperation and support that the members received during the visit. The committee was impressed with the beautifully maintained campus in Dalton; the positive and cooperative attitude of students, faculty, staff, administrators and trustees; the college's excellent relations with Dalton and the surrounding communities; and the college's commitment to provide superb educational opportunities to its service region.

The Committee appreciates very much the working environment and gracious hospitality provided. To each group and individual, we express our sincere "thank you."



We trust that the recommendations and suggestions contained in this report will assist the college in fulfilling its mission and realizing its potential as it strives to serve the citizens, businesses and industries in the Northwest Georgia area.

**DALTON STATE COLLEGE  
DALTON, GEORGIA**

**SECTION I**

**PRINCIPLES AND PHILOSOPHY OF ACCREDITATION**

**Evaluation of the Self-Study**

DSC developed and implemented a thorough assessment of institutional strengths and weaknesses through the preparation of its self-study and through its participation in a reaffirmation committee visit. The self-study document was comprehensive and well written using the criteria as the basic outline. The document made good use of tables and presented material in easily readable form.

An ad hoc committee of the President, the Vice President for Academic Affairs, the Director of Institutional Research and Planning, the Self-Study Director, the Must-Statement Auditor, and the General Editor was created to assign committee membership. Survey results from faculty and staff were used to create a preliminary list of committee assignments giving consideration to training, skills, and talents. The committees were then augmented to provide a broad spectrum of interested and involved parties including faculty, staff, students, alumni, and members of the DSC Foundation, Inc. Board of Trustees. The leadership of the self-study consisted of the Self-Study Director, Must-Statement Auditor, and General Editor. The Steering Committee structure was based on the three leadership positions along with nine committee chairs based upon divisions of the *Criteria for Accreditation*.

The self-study assessed every aspect of the college and included a comprehensive analysis of the college identifying strengths and weaknesses. The college also prepared a follow-up plan to address recommendations and suggestions contained in the self-study.

The Committee did note an over reliance on opinion surveys to produce data for each section of the self-study rather than providing comprehensive data to describe college programs and services. The Committee expressed an interest in seeing more comparative data to show changes from year to year. The original source documents were available to the Committee, but the self-study document would have been strengthened if more statistical data had been included.

The self-study process appears to have been a valuable experience for the college. DSC administrators, faculty, staff and students expressed commitment to using the process to improve the college, its programs and its services.

### **1.1 Institutional Commitment and Responsibilities in the Accreditation Process**

DSC has demonstrated its commitment to the accreditation process through the leadership of its administrative officers and faculty in Commission on Colleges (COC) activities and service on visiting committees. Throughout the self-study process including the chair's preliminary visit and the visit of the team, the administration, faculty and staff showed not only a willingness but also a strong desire to participate fully in an honest assessment of the college's strengths and weaknesses. The Visiting Committee was impressed by the strong desire of the college community to use the self-study process as a means of building on the college's strengths and eliminating any weaknesses as well as using the experience to guide and enhance its plans for future growth and change.

### **1.2 Application of the Criteria**

The college's administration, faculty and staff have demonstrated their desire to comply with the *Criteria for Accreditation*. The institution has completed all

commission requirements prior to making each substantive change. All existing or planned activities are reported according to policies, procedures and guidelines of the COC.

### **1.3 Separately Accredited Units**

DSC has no separately accredited units.

### **1.4 Conditions of Eligibility**

The college has documented its compliance with all Conditions of Eligibility except for Condition of Eligibility 10. There is insufficient evidence that in the Associate of Applied Science and the Associate of Science in Nursing Degrees, the component of general education courses includes a course from the humanities/fine arts area. This concern is addressed in the discussion and in Recommendation 1 in Section 4.2.2, Undergraduate Completion Requirements.

### **1.5 Initial Membership**

Not Applicable.

### **1.6 Representation of Status**

DSC accurately reports its status and relationship with the COC. The institution uses the appropriate statements in catalogs, brochures and other publications to describe its relationship with the Commission on Colleges of the Southern Association of Colleges and Schools.

## SECTION II

### INSTITUTIONAL PURPOSE

DSC's statement of purpose includes information regarding the college's offering of associate, certificate, targeted baccalaureate, and technical programs. The primary emphasis of the college is to meet workforce development needs and to act as an educational broker for business and industry. The statement of purpose also includes a list of core characteristics common throughout the state colleges of the University System of Georgia. DSC's purpose is well defined and is appropriate to collegiate education and to its own specific educational role. It describes the institution and its characteristics, as well as addressing the specific components of the institution and its operations.

The official posture and practice of the college are obvious throughout the institution, especially in regard to the programs and opportunities available to the surrounding community. This was apparent in the responses to the college-administered survey during 1999-2000, when "99 percent of faculty respondents and 90 percent of staff respondents agreed or strongly agreed that the mission and core purposes of the college accurately reflect the purpose and practices of the college." Additionally, all publications, both student and faculty handbooks, and the *Dalton State College Statutes* accurately cite the current statement of purpose and ensure appropriate dissemination of the purpose to all members of the campus community.

In September 1998, the Board of Regents approved the first paragraph contained in the current statement of purpose. In November 1998, the Board of Regents of the University System of Georgia approved the core characteristics contained in the current statement of purpose for DSC. The initial statement of purpose for DSC was adopted in

1968. Reviews of the statement of purpose have occurred periodically since that time, specifically in 1972, 1982, 1992, 1995 and 1998. These reviews have contemplated the evolution of the college and have included widespread participation of faculty, staff and students. With the adoption of the *Dalton State College Strategic Plan*, the college has mandated a three-year cycle of review for all areas of the college, including the statement of purpose.

DSC has developed an extensive planning and evaluation process in support of its educational programs and educational support services. These programs and services, the financial and physical resources, and the administrative processes are adequate and appropriate to fulfill its stated purpose.

### SECTION III

#### INSTITUTIONAL EFFECTIVENESS

The concept of institutional effectiveness has rapidly become an all-pervasive practice at DSC. Throughout the self-study document, examples of the applicability of such practices are demonstrated. DSC has developed a broad-based system to determine institutional effectiveness; established the statement of purpose as its foundation of planning and evaluation; utilized a variety of assessment methodologies throughout the evaluation process; and made improvements at all levels of the institution based on the results of these evaluations.

As stated in the self-study document, "planning and assessment are regarded as interrelated parts of a single, comprehensive function." This is evidenced in the college's committee structure, with all planning and assessment committees falling under the purview of the Strategic Planning Committee, and with key administrators serving on each of these committees. The Strategic Planning Committee has responsibility for overseeing the development and implementation of planning and assessment at the college and has established clear lines of communication with the three principal administrative councils. According to the self-study, "the major elements of the planning process flow through the faculty in session to the President."

The three-year planning cycle adopted by DSC ensures that the planning and evaluation process is continuously reviewed and that all areas of the college are complying with institutional procedures. Annual reports, reviewed by members of the Strategic Planning Committee, further ensure that each unit is making satisfactory progress towards its goals and objectives.

### 3.1 Planning and Evaluation: Educational Programs

During 1999-2000, DSC adopted the planning software *Plan Builder* for use in both the educational programs and the administrative and educational support services. This software incorporates the institution's strategic planning process with the divisional and unit-level planning processes. Using the same three-year planning cycle adopted by the college and the review by the Strategic Planning Committee ensures that planning and evaluation for the educational programs are systematic, broad based, interrelated and appropriate to the institution.

Baccalaureate and applied technical program unit heads develop unit objectives, outcome measures and assessment strategies for their assigned goals. These goals are derived from a list of organizational goals that are developed by the Strategic Planning Committee. All faculty members are required to develop planning and assessment record books for each section of each course taught that includes documentation regarding student achievement of specific outcomes for the course. Using *Plan Builder*, faculty members record the outcomes and the use of their assessment results in the Academic Outcomes Assessment Plan Summary Report section.

As pre-baccalaureate programs, the Associate of Arts and Associate of Science degree programs base their assessment on individual course outcomes and general education assessment, specifically COMPASS and CAAP test results. COMPASS is administered to all in-coming freshmen and is used as a pre-test for general education. CAAP, the post-test for general education, is administered to select students who are graduating from the institution. All graduating students are urged to participate in CAAP testing, but no students are required to participate in this process. Although allowing



students to volunteer to take the test is an admirable concept, and while it may provide ample evidence of general education competencies, it makes it difficult to use this as an assessment of the pre-baccalaureate programs. (Suggestion 1) The Committee suggests that the college identify additional methods of ensuring a sufficient number of pre-baccalaureate students take the CAAP to allow additional evidence of the effectiveness of these programs.

During 2000-2001 the University System of Georgia prepared a Student Transfer Report that is intended for use in assessing these pre-baccalaureate programs. Until 1996, the system office prepared this report annually for all campuses. However, the report was discontinued until DSC requested a compilation of the material for 2000-2001. This report was received at the institution in December 2002, but has not yet been distributed to the academic departments for use in the evaluation of pre-baccalaureate programs. (Suggestion 2) The Committee suggests that the Student Transfer Report be distributed to the academic departments and that these departments use this report to analyze the effectiveness of the institution in preparing pre-baccalaureate students. (Suggestion 3) The Committee also suggests that the college request the system office resume preparing this report each year for use in the assessment process.

For each educational program, DSC faculty has established a clearly defined purpose appropriate to collegiate education, formulated educational goals, developed and implemented procedures to evaluate the extent to which these educational goals are being achieved, and used the results to improve educational programs. The faculty uses *Plan Builder* in developing course and unit 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." Once various goals have been met, new ones are assigned from the *Strategic Plan*, with action plans developed for the new goals.

Individual faculty members submit an annual report to the division chair regarding the use of assessment results to improve teaching effectiveness. The Director of Institutional Research and Planning compiles a summary of the reports for the Board of Regents' *Annual Report on Institutional Progress*. The director also incorporates the changes in process into the college-wide report *Major Changes and Continuous Improvements Arising from the Strategic Plan and Institutional Effectiveness*.

General guidelines are in place for the evaluation of institutional effectiveness at DSC. These guidelines and the procedures to be followed for all assessment activities are included in the *Dalton State College Handbook of Assessment and Institutional Effectiveness*. The Institutional Effectiveness Subcommittee in concert with the Director of Institutional Research and Planning oversee the implementation and evaluation of all institutional effectiveness efforts. Since teaching is the primary role of DSC, "teaching competence is greatly stressed and is given the highest priority in faculty recruitment and appointment." Although the institution is not considered a research college, it supports and encourages faculty research as part of their professional development. Research and service activities are included in the individual faculty member's annual report and are integrated into the annual performance evaluation.

DSC utilizes multiple measures in evaluating student success as it relates to institutional purpose. Outcomes are incorporated into each course syllabi and annual reports are compiled for faculty review and action. The college began using COMPASS as a pre-test and CAAP as a post-test for assessing general education in 2000-2001.

Additionally, individual departments measure success using licensure examination rates, transfer grade point averages, ETS field tests, beginning and end of term examinations, retention and graduation rates, job placement rates and satisfaction surveys.

### **3.2 Planning and Evaluation: Administrative and Educational Support Services**

Through the college's strategic planning process, planning and evaluation in administrative and educational support services are very similar to those found in the academic programs. As stated in the self-study document, "each administrative and support unit prepares annual improvement and implementation plans or evaluation procedures that include stated missions, goals, objectives, and assessment criteria."

The purpose statement and statements in support of college purposes for each administrative and educational support service were included in the self-study document. These statements, while clearly defined, may cause confusion, as it appears that each administrative and educational support service has two purpose statements. (Suggestion 4) The Committee suggests that the college publish only one purpose statement for each administrative and educational support service.

Enrollment services goal statements were included in the self-study document. Examples were provided during the on-campus visit by other units. These goals support the purpose of the unit and are reviewed annually by the unit and by the Strategic Planning Committee. The library uses external peer benchmarking in establishing goals and in evaluating success. Other procedures used to evaluate the extent to which the goals are being achieved include satisfaction surveys, stakeholder surveys, and the use of external consultants. Most goals are reviewed annually or on a semester basis, with a few stated as having periodic reviews.

Using *Plan Builder* and annual reports, each unit prepares a report with the results of its evaluation and the use of these results to improve administrative and educational support services. *Plan Builder* requires the units to use commentary in describing the use of assessment results in making improvements and changes to services. The Director of Institutional Research and Planning then compiles these reports in the *Annual Report of Institutional Progress* for the Board of Regents. The director also uses these reports in preparing the institution's *Major Changes and Continuous Improvements Arising from the Strategic Plan and Institutional Effectiveness* report.

### **3.3 Institutional Research**

The Office of Institutional Research and Planning was founded at DSC in response to the 1993 SACS reaffirmation visit. A permanent, full-time director was appointed in 1995, and the functions of planning and evaluation were assigned at that time. The director works closely with both the President and the Strategic Planning Committee in providing leadership in the areas of planning and evaluation.

Improvements in the effectiveness of the office in collecting, analyzing and disseminating data were evidenced in a 2000 survey and a May 2001 survey. In the 2000 survey only 35 percent strongly agreed that the office was effective, while in the May 2001 survey 65 percent strongly agreed. Methods utilized for evaluation of the office include the Performance Assessment Plan and an Annual Implementation Plan, along with an annual progress report and evaluation of the director by the President. The director is also required to submit an annual report detailing improvements made based on the results of the evaluations.

The Director of Institutional Research and Planning conducts institutional research in addition to other individuals on campus. However, the director who was appointed in 1995 has primary responsibility for conducting these activities. The college provides for the director's salary, for equipment and participation in workshops and seminars, and for access to all relevant information. Increased demands on the office in the areas of assessment and system reporting indicate a need for the college to increase the number of professional staff in the office. Although funds have been designated for development, the substantial workload of the director has precluded him from taking advantage of this. (Suggestion 5) The Committee suggests that the college increase the number of professional staff in the Office of Institutional Research and Planning as soon as practical.

## SECTION IV

### EDUCATIONAL PROGRAM

#### 4.1 General Requirements of the Educational Program

The educational program of DSC directly supports its mission by offering associate degree, "targeted" baccalaureate, certificate, continuing education, and public service educational programs. DSC offers six baccalaureate degree programs, sixty-two associate degree programs, and forty-three career certificate programs. The institution has faculty, staff, educational support services, facilities, library, and other resources sufficient to support its overall educational programs. Most programs at DSC are taught on the main campus. Limited instruction is also offered at off-campus locations in Northwest Georgia when this is better suited to meeting student needs. The institution takes care to insure appropriate levels of student achievement and equivalent quality of educational experience regardless of instructional method or location.

The college has been aggressive in adding endowed faculty chairs and increasing the education credentials required in new faculty hiring as part of the process of adding "targeted" baccalaureate degree programs. The new baccalaureate programs are designed to serve critical educational needs of the population of Northwest Georgia. The Committee commends DSC for its vision and commitment to serve the local growing Hispanic population through the \$800,000 grant from the Goizueta Foundation and the provision of creative and dynamic programs such as *Steps to College*, ESL instruction, and the Social Work baccalaureate degree.

## **4.2 Undergraduate Program**

### **4.2.1 Undergraduate Admissions**

Undergraduate admissions at DSC are the responsibility of the Vice President for Enrollment and Student Services. This office is responsible for admissions, financial aid, and student services. The limited student services function has been a recent addition due to the consolidation of the responsibilities of the Vice President of Student Affairs into enrollment services.

The University System of Georgia Board of Regents' policies on admissions provide the overarching policy base for DSC. The administration and Academic Council implement University System of Georgia admissions policies as well as policies specific to DSC. Faculty are involved in admissions through the Academic Council and as members of the Admissions Committee, which primarily handles re-admissions and decisions about admission for students with criminal records.

There are several admissions categories at DSC. These include admissions for programs leading to mini-certificates (less than one year programs), certificates, associate degrees intended for transfer, career or terminal associate degrees, cooperative associate degrees (with Coosa Valley, Appalachian, and Northwest Technical Institutes), and the six relatively new "targeted" baccalaureate degrees. Even with this diversity of programs, there is a high degree of consistency between institutional purpose, admissions policy, and actual student admissions.

DSC completes a timely evaluation of transfer credit. Additionally the admissions office is planning to implement technological features of its existing software to aid faculty and students in the academic advising process.

#### 4.2.2 Undergraduate Completion Requirements

DSC has published sequences of courses appropriate for the variety of programs offered. The effort to implement the computerized Curriculum, Advising, and Program Planning (CAPP) tool for student advising should improve the efficacy of program planning and completing DSC programs. As a result of the self-study, DSC now has an appropriate definition of a major and a concentration.

The Committee found that the Associate of Applied Science degree lacks the requirement of a humanities/fine arts course. Currently, general education courses required are Fundamentals of Speech, English Composition, United States History, College Algebra, and American Government. The University System of Georgia's core general education curriculum (published in the DSC Catalog) defines history as a social science. The Committee concluded that there is no required humanities/fine arts course in the core curriculum of all Associate of Applied Science and Associate of Science in Nursing degrees. (Recommendation 1) The Committee recommends that the college include at least one course from humanities/fine arts in the core curriculum of general education for all associate degree programs.

#### 4.2.3 Undergraduate Curriculum

The undergraduate curriculum at DSC directly relates and is appropriate to the purpose and goals of the institution and the diplomas, certificates and degrees awarded; to the ability and preparation of the students admitted; and to the financial and instructional resources of the institution. DSC's broad base of undergraduate degree programs serves a wide variety of needs in the service area.



The institution has a clearly defined process by which the curriculum is established, reviewed, and evaluated. This process recognizes the various roles of the faculty, the administration, and the governing board. The process outlined in the faculty handbook provides a voice for many levels within the institution, and the Board of Regents of the University System of Georgia. For each major in a degree program, the college has assigned responsibility for program coordination, and for curriculum development and review to academically qualified persons in the field. At least one full-time faculty member with appropriate credentials has been assigned primary teaching responsibilities in each program, major, or concentration offered at DSC.

The bylaws of DSC establish the Board of Regents of the University System of Georgia as responsible for approving the number and types of degrees awarded, the number and type of departments, divisions, schools or colleges through which this curriculum is administered, and the extent to which the institution offers distance learning programs. The college's administration and faculty are responsible for the development of academic programs recommended to the governing board. The administration and faculty are responsible for implementing and monitoring the general curriculum policy and academic programs approved by the Board.

DSC has an institution-wide process to coordinate programmatic and curricular changes, and it has done an effective job in avoiding the unwarranted proliferation of course offerings and degree programs. It is clear that the development of new educational programs is only considered after the institution has completed a needs assessment and has identified resources to support the programs. The institution proceeds only after careful review by appropriate faculty and other administrative bodies,

approval by the governing board, and any necessary review and approval by state or other agencies.

The institution has successfully designed curricula intended to provide basic preparation for students who will subsequently transfer. Such curricula have been designed to consider the institutions to which these students transfer, and cooperative agreements between these institutions are evaluated periodically to ensure an equitable and efficient transfer of students. All undergraduate degrees at DSC require a satisfactory number of advanced courses in the subject fields. DSC has no inverted programs and has not entered into any programmatic partnerships with secondary schools at the collegiate level.

#### **4.2.4 Undergraduate Instruction**

The academic departments at DSC demonstrate that instructional techniques and policies are in agreement with the institution's purpose to provide a broad base of knowledge derived from a clearly defined sequence of undergraduate courses. Divisional mission statements reflect a commitment to building an effective teaching and learning environment. Overall, the techniques and policies used to deliver undergraduate instruction at DSC match the institution's mission and purpose. These techniques include lecture; discussion; audiovisual materials; online, Web-based, and computer-assisted instruction; service learning; laboratory and clinical instruction; simulations; computer auto tutorials and computer self-testing; demonstrations; independent study; seminars; individual instruction; case studies; guest speakers; field trips; library assignments; student presentations; workshops; modeling; individual and class journals; performances; and group approaches.

Students evaluate teaching in a variety of written methods depending on the division. These evaluations may be numerically quantifiable surveys, essay-style assessments, or combinations of both. In addition, division chairs use class visitations and peer evaluations in consultation with the faculty to evaluate teaching effectiveness. Division chairs discuss evaluations individually with each faculty member. At DSC, teaching effectiveness is evaluated carefully during a faculty member's probationary periods as an essential element in any tenure, promotion, and cumulative performance review. Demonstrated teaching effectiveness is rated as a very significant factor in tenure decisions in the faculty handbook.

Each course taught at DSC has a written syllabus and individual divisions maintain easily accessible files of these syllabi, often also available online on the divisional Web pages. Goals and objectives for the course, course requirements and content, teaching strategies, attendance and testing policies, and special service information are generally included in these syllabi. At DSC, instructional methods as listed on syllabi are appropriate to course goals and the abilities of the students enrolled.

The DSC administration encourages pedagogical experimentation in instruction, especially in applying technology to the classroom. Computers are available for faculty use in applying technology to instruction. Training classes and workshops in this area are available for the DSC faculty on a regular basis. The institution's faculty uses a variety of strategies to assess students' performance. These include: research papers; basic and applied knowledge tests; tests of basic conceptual knowledge; student portfolios; capstone courses; exit questionnaires; oral proficiency exams; exit case studies; clinical laboratory evaluations, student technology presentations; capstone exhibitions; and

criterion-referenced program exit questionnaires. DSC student performance in upper-division courses is measured in more detailed, in-depth assignments and testing methods.

DSC publishes its grading policies in its *Catalog*. Faculty members are required to discuss grading policies in their written syllabi distributed to each student enrolled in each course. Divisional chairs monitor syllabi to ensure that grading follows institutional policies, and at the completion of the course the professor assigns each student a grade that reflects the student's performance in this class. The registrar's office enforces grading policies to ensure that the practices are consistent with the policy.

This institution uses a variety of methods to evaluate the effectiveness of its instructional programs. These evaluations focus on standardized tests, program review and accreditation, and enrolled student and alumni surveys. Assessment of both general education and the major field are conducted. The institution has also used accreditation and program review as another component of instructional program evaluation and performance funding.

Courses at DSC generally follow two fifteen-week semesters in the fall and spring semesters and a ten-week (A terms), and/or two five-week (B and C terms) format in the summer. When other formats are offered, time-in-class remains unchanged and guidelines exist to assure that adequate time elapses between class meetings to allow completion of course assignments and activities, reflection, and analysis. The institution has created an environment conducive to study and learning, and provides a number of different opportunities that encourage student scholarship and creative achievement. These opportunities include student academic support services; student organizations; student publications; activities in the arts; museum and art exhibits; speakers and festival

programs; and study abroad. Learning experiences for which academic credit is awarded are controlled and supervised by the institution.

DSC faculty use a variety of methods to maintain the relationship between curricular content and current practices in their individual fields of specialization. Direct knowledge of current practices is obtained through faculty development and consultation. In addition, the incorporation of field experiences such as clinical laboratories and internships also allows students opportunities to apply knowledge gained from the classroom in the practice setting. Several academic divisions at DSC maintain links with advisory councils who in turn assist the faculty when they are conducting curricular reviews and planning new learning experiences for their students. Alumni surveys are used by several DSC academic divisions to evaluate the effectiveness of the material presented in preparing their graduates for entry into the profession. In addition, the institution's faculty is encouraged to participate in various professional organizations that provide interaction with fellow professionals and leads to knowledge of new developments in their fields.

DSC program length, clock hours, and tuition and fee charges are appropriate for the degrees offered. Accreditation standards guide program length and the number of clock hours or credit hours within some academic areas. The University System of the Georgia establishes the fee charges at DSC and these structures fall within the ranges for public institutions within the state.

#### **4.2.5 Academic Advising of Undergraduate Students**

DSC conducts a systematic, effective program of undergraduate academic advising. The Vice President for Academic Affairs coordinates academic advising at the

institution, with each new student being assigned a trained faculty advisor who has access to the student's records via the Banner Student Information System.

The effectiveness of the college's advising program is measured by the enrolled student survey. As mentioned above, faculty advisors have access to their advisees' records through the Banner system, which is used to record and store grades. New faculty advisors attend training sessions regarding the use of this system with additional training provided for all faculty as new aspects of the Banner system are implemented. In addition to basic Banner training, new faculty advisors also attend a new advisor's orientation. Individual divisions provide additional training that addresses information specific to the majors. Divisions assign mentors to new faculty members who provide additional support during the advising process.

Students are assigned advisors based on their indicated major; however, the current system for assignment results in a disparity in the advising load among the advisors. As reported in July 2002, in divisions with a higher number of majors, such as Business and Technology and Technical Education, the average number of advisees per faculty was over 70, and several faculty members had maintained responsibility for more than 100 advisees. Strategies are being discussed to insure that students will begin to be more evenly distributed among the faculty, and in several divisions the number of advisees per faculty member has dropped to more reasonable levels. However, these strategies are still being developed and have yet to be fully implemented to address the cases where faculty members still advise more than a reasonable number of student advisees. (Recommendation 2) The Committee recommends that the college ensure that the number of advisees assigned to faculty or professional staff is reasonable. In

#### 4.4 Publications

The Office of Public Relations is responsible for publications distributed by the college, though the Office is not completely accountable for content and production. The Office of Public Relations has issued the *Dalton State College Publication Guide* describing materials that require approval for publication and others that do not require approval. The Director of Public Relations worked closely with a higher education marketing firm to evaluate and re-focus marketing efforts especially for DSC's target markets. Based on the results of extensive analysis, changes were made in the college's marketing efforts resulting in significant improvements in such areas as an increased number of news releases in print media and better communication with prospective students.

The college's distributed publications are accurate and consistent in describing the institution and the college adheres to principles of good educational practice. The materials are designed with quality graphics and colors, and are competently written.

The *Self-Study Report* noted one area of concern in the notation in the *Dalton State College Viewbook* where there is no mention of the degrees for which it is accredited and the address and phone number of SACS as the accrediting organization. This concern has been resolved since the *Viewbook* will no longer be printed and distributed by a directive from the Vice President for Enrollment and Student Services.

Since the college serves many students who are older and work full-time, it is important to have degree programs available during the evening. Though the college offers a number of courses during the evening, there is no specific notation in college publications indicating students can earn certificate and degrees by attending courses

during the evening. (Suggestion 7) The Committee suggests that the college publicize that specific certificate and degree programs, especially at the baccalaureate level, are available during the evening.

#### **4.5 Distance Learning Programs**

DSC has offered a limited distance learning program through two delivery formats. Six courses were offered through Georgia Statewide Academic and Medical Systems (GSAMS) videoconferencing system and one course was web-based. The GSAMS system was terminated in summer 2002 due to technical and scheduling problems.

The college also operates three off campus centers serving 326 students during fall 2002 and 339 students during spring 2003. The college uses both full- and part-time faculty members to teach at these off campus locations. Faculty members are selected and evaluated as if they were teaching on campus.

The college's Statement of Purpose indicates distance education is one form of delivery used by the college. DSC has formulated clear and explicit goals for its distance learning programs and demonstrates that they are consistent with the institution's stated purpose.

Since the college serves a diverse working student population (many employed on erratic shift schedules in local industries), the college is investigating alternative formats to add flexibility and convenience to courses and degree programs. Delivery formats may include online learning, telecourses, and blended learning (combining online learning with face-to-face instruction, videotapes, CDs, and/or audio teleconferencing).



(Suggestion 8) The Committee suggests that the college more aggressively pursue comprehensive planning, implementation, and assessment of technologies to deliver instruction to students unable or unwilling to attend traditional day and evening course offerings.

#### **4.6 Continuing Education, Outreach and Service Programs**

The mission of the Center for Continuing Education is clear and concise. The Center provides a wide array of noncredit programs and is the principal outreach arm of DSC. The Center's functions and programs support the stated purpose of the college.

The director and a staff of six operate the unit. During the 2000-2001 fiscal year, the Center conducted 485 noncredit programs with a total of 7,293 participants and awarded 3,751 Continuing Education Units.

The college supports the Center's operations by providing at least 25 percent of the Center's operating costs. The Center staff members are responsible for generating the additional 75 percent through revenue from noncredit courses and programs.

The Center has a system in place for regularly evaluating their programs. The Center maintains a file for each program that includes summary data of participants' evaluations. The Center's staff members use this important information to enhance program development and customer service. In addition, the staff members are in frequent contact with individuals external to the college seeking ideas about enhancing current programs and developing new programs and services.

Though the current evaluation system is helpful and useful, the staff members may consider using the advice of external reviewers who have extensive experience in continuing education program development, marketing and assessment. Such an external

evaluation can provide helpful and useful data to enhance and improve programs. Should the college join the Association for Continuing Higher Education as an institutional member, such consultative services are provided as a benefit of membership.

#### **4.7 Student Records**

Student records for credit and non-credit courses are appropriately maintained and secured at DSC. The Vice President for Enrollment and Student Services functions as the registrar and this office houses a new vault that is well ordered and administrated. The content of student files is appropriate. Continuing Education course records are maintained in the Office of Continuing Education and are electronically duplicated using the Banner system. There is a daily computer back-up copy of all student records and these records are stored in a local bank vault with updates occurring weekly. Student records are appropriately governed by institutional policies.

#### **4.8 Faculty**

DSC seeks faculty who are qualified to teach in their discipline, who promote their own professional growth, and who are committed to the pursuit of knowledge and its transmission. Further, the college provides evidence that it employs faculty members who are committed "to a teaching/learning environment, both inside and outside the classroom that sustains instructional excellence."

##### **4.8.1 Selection of Faculty**

The *Dalton State College Faculty Handbook*, the *Board of Regents Policy Manual*, the *Dalton State College Recruiting and Hiring Policies and Procedures*, and the *Dalton State College Statutes* define a clear and orderly process for recruiting and appointing faculty. Interviews with the Vice-President for Academic Affairs and division

heads verify that the process involves advertising the positions and inviting qualified candidates for interviews. In addition to regular interviews, all candidates demonstrate their teaching skills and proficiency in oral and written communication through a "teaching interview." At least three written references for each candidate are also required as part of the selection process.

#### **4.8.2 Academic and Professional Preparation**

A review of college documents and faculty files confirm that both full-time and part-time faculty are required to meet the same criteria for academic and professional preparation. The college reports that 54 percent of the faculty hold the doctoral degree and 32 percent hold the master's degree in their discipline.

##### **4.8.2.1 Associate**

An examination of faculty files indicate that the majority of full-time and part-time faculty teaching in associate degrees designed for transfer to senior institutions hold a minimum of a master's degree with at least 18 graduate hours in the discipline. The faculty files of those who do not have at least 18 graduate hours in the discipline, with one exception, contain a written, reasonable justification based on professional experience and contributions to the teaching discipline. One faculty member teaching in the Bachelor of Social Work degree program also teaches Spanish courses including Spanish 1001 Elementary Spanish I, as well as Spanish 3001 and Spanish 3002 Advanced Spanish I and II. While the college has written justification in the faculty member's file relating to professional experience, the Committee feels the justification is not adequate.

(See Recommendation 3 in Section 4.8.2.2)

All faculty teaching in the Associate of Applied Science degree programs and Certificate programs possess appropriate academic preparation coupled with work experience in the professional, occupational and technical areas in which they teach.

Full-time and part-time faculty files contain official transcripts documenting academic preparation and documentation of professional and work experience and other qualifications.

#### **4.8.2.2 Baccalaureate**

Reviews of faculty credentials confirm that the majority of full-time and part-time faculty teaching in the baccalaureate degree programs, with the exceptions discussed below, have at least a master's degree and 18 graduate hours in the discipline. Faculty files of three faculty in the Division of Business Administration contain written, reasonable justifications based on professional experience and contributions to the teaching discipline. The justifications are college evaluations as well as recommendations from other higher education institutions and professional affiliations. One faculty member teaching in the Bachelor of Social Work degree program also teaches Spanish courses including Spanish 1001 Elementary Spanish I, as well as Spanish 3001 and Spanish 3002 Advanced Spanish I and II. While the college has written justification in the faculty member's file relating to professional experience, the Committee feels the justification is not adequate. (Recommendation 3) The Committee recommends that the college document that all faculty teaching in associate and baccalaureate degree programs have completed at least 18 graduate semester hours in the teaching discipline and hold at least a master's degree, or hold the minimum of a master's degree with a major in the teaching discipline.

Full-time and part-time faculty member files contain official transcripts documenting academic preparation as well as documentation of professional and work experience.

In all baccalaureate degree programs, at least 25 percent of the discipline course hours are taught by faculty members holding the terminal degree for the discipline. In the Bachelor of Social Work program, one faculty member holds a Ph.D. in Social Work and two faculty members hold the Masters in Social Work (MSW). In the five baccalaureate degree programs administered by the Division of Business and Technology, there are six faculty members holding the doctoral degree in the discipline and one additional faculty member with at least 18 graduate hours in the discipline and a doctoral degree in a related discipline.

#### **4.8.2.3 Graduate**

Not Applicable.

#### **4.8.2.4 Distance Learning Programs/Activities (Faculty)**

Not Applicable.

#### **4.8.3 Part-time Faculty**

DSC employs part-time faculty in an as-needed capacity in all areas of instruction. These faculty members meet the same requirements for professional, experiential and scholarly preparation as their full-time counterparts teaching in the same discipline.

Part-time faculty positions are filled through advertising and recruitment to create a pool in certain specific discipline areas. Some faculty are recruited through advisory committee relationships and local business and industry contacts. Applicants must

training for faculty and staff at no charge. The college also provides tuition reimbursement for college coursework. Faculty members have the opportunity to study and teach overseas in the University System of Georgia (USG) Study Abroad Program. The DSC Foundation is also supportive and offers financial assistance in the way of grants and stipends for a variety of professional development activities.

#### **4.8.8 The Role of the Faculty and Its Committees**

DSC faculty are involved with educational programming by participating on councils and various college committees concerning curriculum management and development, classroom instruction, and academic governance. The faculty participates in governance of the college's educational programs through involvement in division and department meetings, college-wide faculty meetings, the Academic Council, and by serving on various committees. The Academic Council defines the academic goals for the college, approves all curriculum action for courses and programs, and approves all academic regulations. The *Dalton State College Statutes* states that the faculty will make "...statutes, rules, and regulations for its governance and for that of the students." The *Statutes* and *Faculty Handbook* provide the functions, membership, and terms of office for all councils and standing committees. Faculty members also assess the courses they teach each year and submit a formal report on classroom assessment activities every three years to the division chairs.

#### **4.8.9 Faculty Loads**

DSC faculty normally teach a five/four course teaching load, a common teaching load for faculty at this type of institution. Faculty members who teach in the baccalaureate degree programs report that because of low enrollments in upper level

courses, they are often required to teach a number of separate course preparations to provide the necessary courses. Faculty members are also principal academic advisors and assume a heavy responsibility in advising (see section 4.2.5).

#### **4.8.10 Criteria and Procedures for Evaluation**

DSC conducts yearly evaluations of the performance of individual faculty members. These evaluations include self-reports from the faculty member, student evaluations, and division chair evaluations. The chairs prepare an Annual Faculty Evaluation Summary Form that both the faculty member and chair sign. The Vice President of Academic Affairs reviews these summaries. DSC's 1999-2000 Faculty Survey results indicated that 45 percent of the faculty disagreed or strongly disagreed that clearly stated criteria were used in evaluating faculty performance, while 46 percent of the faculty agreed or strongly agreed that the criteria for evaluation of faculty performance were appropriate. As a result of this assessment, faculty approved a revised faculty evaluation process on March 15, 2002, and it was implemented spring 2003. The specific criteria against which performances are measured are clearly defined in the *Faculty Handbook*. The criteria are consistent with the purpose and goals of the institution and the results are used for improvement of the faculty and its educational programs. (Suggestion 9) The Committee suggests that the new faculty evaluation process include both qualitative and quantitative consideration of the faculty's role in advising.

quality of preparation in general education courses. The Division of Science has a highly qualified faculty, most having a Ph.D. in their teaching disciplines.

Full-time faculty in the laboratory sciences have an exceptionally heavy teaching load. Although the formal teaching load is consistent with college policies, the realities of teaching laboratory sections means that some faculty members teaching experimental labs may sometimes have 18 or more contact hours per week in lecture and laboratory. A load of this level makes it difficult for faculty to have adequate time for class preparation, professional development, academic advising, and consultation with students outside of class.

The current method for calculating faculty load for the laboratory sciences can potentially have an adverse effect on instructional quality. The current full-time load severely limits the amount of time available for faculty to prepare for labs. The practice of counting only one hour of load credit for a lab section may discourage the design of labs that include sufficient student working time in the laboratory for students to develop the laboratory skills they need. Instructional effectiveness could be improved if the method of calculating teaching load were revised to reflect a more realistic evaluation of the faculty time required for each hour of laboratory instruction.

The laboratory and classroom facilities for natural sciences and mathematics provide sufficient space for the lecture and laboratory courses taught in these areas. The laboratories are adequate in design for the courses they serve, but there is limited modern scientific instrumentation. Even first- and second-year biology and chemistry courses could make productive use of additional instrumentation. Acquisition of widely used scientific instrumentation such as PC controlled UV/Visible, Infrared, and NMR



Spectrometers would be highly desirable and would enhance the quality of education available to students.

### **Division of Humanities**

The primary purpose of the Division of Humanities is to provide excellent instruction in courses that further the general educational goals of DSC. The academic degree areas specifically located in the Division of Humanities are Communications; English; Foreign Language (French, Spanish); and General Studies, and all are offered at the Associate of Arts degree-level. The division fosters a rich teaching/learning environment that improves instructional effectiveness and encourages creativity. Classes are designed to teach effective use of both written and spoken language; to teach analytical techniques and terminologies useful for general academic endeavors; to introduce academic research and resources, both on campus and electronically; and to introduce humanistic traditions of the student's own and other cultures. To achieve these aims, the division offers courses that support certificate, associate, and baccalaureate programs, including preparatory skills in English and reading, English as a second language, first-year composition, introduction to literature and academic research, creative writing, World, American, and British literature, film as literature, electronic culture in the humanities, speech, fine arts appreciation, French, and Spanish.

The division also has a number of very impressive instructional centers. The Writing Lab offers assistance and tutoring for all levels of English composition courses, preparation for end-of-term English and Reading College Placement Exams, and assistance with advanced writing tasks for all subjects throughout the college (including assistance with literature reviews, research/term papers, reports, documentation, and

bibliography/reference citations). In addition, the Writing Lab has software to help students prepare for end-of-term exit exams for Developmental English and Developmental Reading. There is also an impressive ESL program with a solid tutorial component and an impressive Foreign Language Laboratory.

Several clubs and organizations are worthy of note. Creative Minds welcomes all students who enjoy, value, and/or care for art of any kind-- dramatic, literary, musical, or visual. A haven for those who seek like-minded, offbeat, whimsical people for the sharing of original ideas and creations, Creative Minds promotes and illustrates the value of creative thought on the college campus. Art displays, poetry and fiction readings, and short trips are also developed. The Spanish Club was formed to be a link between the English-speaking and Spanish-speaking community. It is open to all students at DSC who have an interest in the Spanish Language, Hispanic art and culture, and community service. Finally there are three in-house publications that are also worthy of note here: *Exemplar*, the annual literary publication in the Humanities Division; *Small Town Rain*, the college's literary magazine; and *The RoadRunner*, the college's student-run newspaper.

This is a vibrant division of faculty members who care about students and are experts in their respective field. This division adds a great deal to the life of the college and the local community and is to be noted for its professionalism and love of learning.

### **Division of Social Sciences**

Social and behavioral sciences at DSC are structured within the Division of Social Science. This division includes the following disciplinary areas: social work, education, anthropology, criminal justice, geography, history, philosophy, political science, and

sociology. Interviews with the division chair and numerous faculty members indicate considerable commitment to teaching and service, and some notable research and faculty development activities among this faculty. The faculty generally agreed that there was appropriate institutional support for teaching and faculty development. The library was seen as more than adequate for the teaching needs of the faculty. The faculty, to its credit, showed commitment to the institutional effectiveness process. Additionally, there was a high degree of formal participation in the self-study.

The single baccalaureate major in this division is the new program in social work. This program is notable because of its explicit goals of service to the growing Latino population in the surrounding counties, and outreach to families native to the north Georgia Appalachian Region. The social work program, to its credit, requires students to become bilingual in Spanish. To achieve this end students are required to spend at least a week in a language immersion experience in Mexico.

From interviews, it was learned that the social work program is making excellent progress in its bid for accreditation by the Council of Social Work Education. The 2002-2003 *Catalog* states, however, that this program "meets all standards" of this accreditation body. The Committee finds this to be somewhat misleading because it suggests that the Council of Social Work Education has already agreed that the program meets its standards. Some minor clarification in the *Catalog* is needed.

Interviews with faculty and administration indicated that the Associate Degree in Education has the most potential for development into another baccalaureate program. Currently, the State University of West Georgia teaches third- and fourth-year courses on the campus of DSC. The focus of this program is elementary education. There is

potential for DSC eventually to offer a baccalaureate program aimed at the middle grades. The bilingual goal of the social work program might prove to be a good model for a component in a teacher education program.

There may also be some potential for the development of an interdisciplinary criminal justice baccalaureate program in the future. The current faculty expertise in political science, sociology, and psychology, along with some support from the Law Enforcement technical program, might become viable resources for such a new program. Again, in light of the growing population of English as second language residents, the bilingual thrust of the social work program might be considered as a model for a unique criminal justice program.

### **Division of Nursing**

The Associate of Science in Nursing is offered through the Division of Nursing. An Associate of Applied Science in Health with three options is offered through the Division of Technical Education as well as a number of health-related certificate programs.

The Associate of Science in Nursing prepares graduates to take the NCLEX-RN licensing examination. The program currently admits 70 new students each year. The faculty indicated that this past year there were more qualified applicants than the program was able to admit. Students in the program expressed extreme satisfaction with the commitment of the faculty and the excellence of the program as a whole. All full-time and part-time faculty members hold at least the master's degree in nursing. The program recently received Continuing Accreditation for eight years through the National League

for Nursing Accrediting Commission. The first-attempt pass rate on the NCLEX-RN is consistently above the state and national average.

The Associate of Applied Science in Health has three options. The Emergency Services Management program is a small program established in response to an industry request for a management program for paramedics who would be moving into supervisory positions. The general education courses and the three major field courses are offered as part of the regular course offerings for other associate degrees with Emergency Services Management students blending their courses with these. The Director of the Paramedic Technology certificate program serves as the advisor for students. The Emergency Medical Technology and Paramedic Technology certificate programs, prerequisites to the Emergency Services Management degree program, are approved by the Department of Technical and Adult Education and the Georgia Department of Human Resources.

The Radiologic Technology degree program currently enrolls 17 freshmen and 16 sophomores. There are approximately 100 additional students at the college who have declared the major and are working on the requirements for admission into the program. Two full-time faculty members teach in the program supported by a number of personnel working in the field who supervise and assist students in meeting learning objectives. The program is accredited by the Joint Review Committee on Education in Radiologic Technology. Graduates consistently achieve a 100 percent pass rate on the certification examination.

The Medical Laboratory Technician degree program currently enrolls 15 students. Two full-time faculty members teach in the program with students being supervised and

evaluated by experienced personnel in the field. This program, along with the Phlebotomy certificate program, is accredited by the National Accrediting Agency for Clinical Laboratory Sciences.

In addition to the programs discussed above, the Division of Technical Education offers several accredited/approved health-related certificate programs including the Certified Nursing Assistant Program, the Licensed Practical Nursing Program, and the Medical Assisting Program. Approximately 40 percent of students in the Division of Technical Education programs are in health-related fields. The Licensed Practical Nursing Program has seen significant growth over the past few years. Currently, 65 students are admitted into the program each year.

#### **Division of Business Administration**

The Division of Business Administration at DSC is one of seven divisions at the college. The division strives to prepare students with a competitive education advantage through a quality, broad-based, and continuously evolving business program.

The division enrolls 509 students and has eleven full-time faculty members including the chair. One adjunct faculty member has been employed for spring 2003.

The division offers five Bachelor of Science degrees and one two-year associate degree. The Division of Business Administration program is well conceived and properly built on the college's general education component. The curriculum in all programs is traditional and appears appropriate for the degree objectives.

The division's resources appear to enable it to meet its purposes within the stated mission. The college allocates sufficient budgetary support to the division. Faculty member salaries are competitive for an institution of this nature and size. The faculty,

facilities, and support materials for the programs being offered by the division are adequate and are sufficient to allow for future growth.

Of the eleven full-time faculty members in the division, six hold terminal degrees in their teaching area, providing sufficient terminal degree coverage for courses offered by the college.

Students are extremely dedicated to the division and the college. They are very complimentary of the programs, facilities, and faculty. Students have a very close bond with the faculty and the college. In interviews, students expressed a strong interest in the continued support of the college's initiatives toward placement and expanding the networking opportunities available to the business students. The division has made significant efforts in building relationships and partnerships with area businesses.

The faculty is very supportive and complimentary of both the activities of the division as well as the chair. The chair and faculty appear to be highly committed to achieving the objectives of the division. The division is in AACSB pre-candidacy.

#### **Division of Technical Education**

The Division of Technical Education has six Associate in Applied Science degree programs in the specialty areas of Computer Networking and Service Technology, Drafting and Design Technology, Industrial Electrical Technology, Manufacturing Technology, Technology-General Studies, and Technology-Industrial. These programs range from 61 to 70 total credit hours. Each program has a minimum core of 18 semester hours of general education courses that include at least one course from each of the following areas of natural science/math, social /behavioral science, and communications. A social science elective is also required. However, the fine arts/ humanities course

requirement is not included. (See Recommendation 1) Each program has a technical core of specialty courses related to the program and the remaining courses consist of technical and support courses in technology. The programs provide a well-rounded curriculum with an appropriate sequence of courses determined by a system of prerequisites.

The division offers certificates in Automotive Technology, Computer Networking and Service Technology, Drafting and Design Technology, Cisco Specialist, Industrial Electrical and Electronic Technology, Industrial Plant Maintenance, and Welding. There are also three mini-certificates in Certified Manufacturing Specialist, Computer-Aided Drafting and Industrial Electrical Maintenance Technician. The certificate programs in Computer Networking and Service Technology, Drafting and Design Technology, and Industrial Electrical and Electronic Technology have the same major field courses that are required in their respective Associate of Applied Science programs.

The Division of Technical Education has a division chair and is currently staffed with 29 full-time and 33 part-time faculty members. Over 1,000 students are enrolled in technology programs. The division has long term goals that include: 1) filling any full-time faculty vacancies with faculty of the highest quality; 2) increasing enrollment in evening courses; 3) integrating technology skills across the curriculum; 4) improving graduates' job placement rates; 5) developing a Web page for each faculty member; and 6) staying current with industry requests for new courses and programs. The general strengths of the department include flexible scheduling, dynamic programs, and a committed faculty. The division has some concerns related to retention of students and space requirements to offer additional courses and labs. The division is also meeting the



needs of local industry by offering courses at industry sites and participating in the Tech Prep Program in secondary schools.

Faculty members take a great deal of pride in their courses and laboratories as evidenced by enthusiasm for their teaching areas. They are well qualified, professionally active, and technically current. They are interested in their students and make themselves available to the students for counseling and advising. The students are aware of their degree requirements and are very satisfied with their instruction and coursework. The physical facilities are adequate for the programs at this time and the laboratory equipment is up-to-date and in good working order. The industrial advisory committees are active and supportive of the degree and certificate programs. The division is well supported by the college and received funding this past year to upgrade the drafting and electronics labs. The state of Georgia also provides matching funds for any donations of equipment.

The credit vocational and technical programs at DSC are organized within the Technical Education Division. The Technical Education Division encompasses 20 associate of applied science degree programs, seven advanced certificates of technology, 20 certificates of proficiency and 16 mini-certificates. These programs are offered in the areas of Business, Health Occupations, Services, and Technology. The Associate of Applied Science degree in Business is delivered through the Division of Business and Technology and the Associate of Science in Nursing is administered by the Division of Nursing.

Part-time faculty member numbers have increased steadily from 10 in 2000 to 14 in 2002 as enrollment in the technical programs has risen, an increase of 36 percent from 2000-2001. Students enrolled in college courses offered through the Technical Education

Division and delivered on-site at industry locations make up 15.6 percent of the college's enrollment. Students enrolled in all technical programs account for approximately 45 percent of institutional enrollment.

Locally, the curricula are guided by business and industry representatives through input from program advisory committees that meet biannually as required by the Georgia Department of Technical and Adult Education. All technical programs are evaluated every six years by this same agency utilizing the Performance Accountability Review Program. Following this review, DSC reports annual program statistics to this same body. This process assesses the curricular strengths and weaknesses, the value of programs related to the institution's mission, cost effectiveness and long term viability. Of note is the integration of a work ethics content into all coursework delivered through the Technical Education Division.

Equipment in the vocational/technical program areas is adequate. The classroom and laboratory facilities in the technical programs provide sufficient space for offerings in these areas. Library services and support for the programs in the division are sufficient to maintain an appropriate level of quality.

A review of credentials indicates full-time and part-time faculty members are well qualified to teach the technical courses assigned. They are also productive in areas of professional development. Other strengths of this division include the variety of associate and certificate programs; a culture of total commitment to students; and the availability of coursework to the non-traditional student through the extended campus and evening offerings.

### Center for Continuing Education

The Center for Continuing Education offers a wide variety of non-credit offerings ranging from personal enrichment and computer courses to contract training for local employers. The staff (director and six staff members) is highly motivated and qualified to engage in program development, implementation and assessment. The center's programs are the main outreach component of the college. The center produces a bulletin of course offerings four times a year. The bulletin is one of the college's principal publications distributed to the community (approximately 11,000 copies). The center is heavily involved in developing partnerships with other local agencies such as the Bradley Wellness Center and the Creative Arts Guild. In addition, the center operates a highly visible and popular Elderhostel program that typically offers programs about 14 weeks per year.

Data concerning program offerings and registrations are impressive: 2000-01 included 485 programs and 7,293 registrations; 2001-02 included 455 programs and 8,558 registrations; and plans for 2002-03 include a projected 581 programs and 8487 registrations.

The college's commitment to continuing education is evident by its plans to assign five acres near the campus to build a new Center for Continuing Education building. Though funds are not currently available for construction, preliminary architectural drawings are complete.

The Center for Continuing Education appears to have broad support among employers in the community. Several employers indicated the center's staff was very responsive in developing programs that serve the community's needs. The staff

consistently interacts with employers to seek constructive feedback about current programs and recommendations for new programs.

The current continuing education offices and instructional space seems adequate, but a new facility will surely enhance current programs and serve as a catalyst for new program development that will assist the college to increase and intensify community support and engagement.

Other outreach activities, administered by the Office of Evening and Extended Campus Programs, include the delivery of credit courses at three off-campus locations: Catoosa Center in Fort Oglethorpe, 21 miles from campus; Coosa Valley Technical College in Gordon County, 24 miles from campus; and Appalachian Technical College Institute in Jasper, 50 miles from campus. These off-campus centers served 326 students during fall 2002 and 339 students during spring 2003. The college uses both full- and part-time faculty members to teach at these off-campus locations. Faculty members are selected and evaluated as if they were teaching on campus.

Distance learning offerings are limited, but plans are underway to offer courses via an online format.

## SECTION V

### EDUCATIONAL SUPPORT SERVICES

DSC provides a variety of services and programs to support its educational purposes. These services include the library and its learning resources, institutional technology and information and student development services.

#### 5.1 Library and Other Learning Resources

##### 5.1.1 Purpose and Scope

The Derrell C. Roberts Library provides essential library services and resources to both the students and faculty of DSC, both on-campus and at off-campus sites.

The library's purpose statement is clearly stated in the Derrell C. Roberts Library Statement of Purpose available on the library's homepage. The statement is also in the library's *Planning and Assessment Record Book*, updated on a 3-year cycle.

Regular evaluations are conducted to ensure the adequacy of the library's services and resources by both student satisfaction surveys and graduating student surveys. The Library Committee also conducts a faculty survey on a regular basis. In addition, annual reports provide the director with an internal assessment of the library's services.

The college added six new baccalaureate programs between 1999 and 2001. With additional funds and through careful evaluation and use of core collection bibliographies, additions were made to the collection to support these new programs. These bibliographies include the Harvard Business School Core Collection and the Brandon-Hill Selected list of Print Nursing Books and Journals. Faculty input was solicited in collection development for the new programs.

As stated in the self-study, a recent student opinion survey showed a satisfied or very satisfied rate of over 80 percent for library services; graduating students in the 2000-2001 survey showed a 92 percent satisfaction rating. This overall satisfaction with library services was further reinforced with student interviews.

Priorities for acquiring materials and providing services are established by library staff and made with student needs in mind. The Library Committee ensures adherence to established policies. A suggestion box is provided for users to express their ideas and concerns.

### **5.1.2 Services**

The library provides access to a broad range of learning resources for students and faculty to support the purpose and programs of DSC. These resources include print and non-print materials, plus electronic resources and databases accessible through the library Web page. Remote access to GALILEO, the statewide virtual library, and all other licensed databases is made available to authorized users.

The library offers a well-established orientation program including guided tours, online demonstrations and tutorials, and individual assistance. The librarians work cooperatively with the faculty in providing subject-specific instruction for users. Printed handouts and guides and online tutorials are available.

As stated in the self-study, librarians, in their orientation sessions, emphasize student evaluation of the best resources available and also help students distinguish "credible" resources from less reliable information.

In the 1999-2000 Faculty Survey, 88 percent of the faculty agreed or strongly agreed that librarians worked cooperatively with faculty in assisting students to use resource materials effectively. Faculty also provide input on collection development.

At the time of the self-study, the 73.5 hours per week during the academic year that the library was open was adequate to meet the needs of the users. Users have remote access to databases and virtual library resources 24 hours per day, 7 days a week, even when the library is not open.

Library materials are cataloged and organized in an orderly and accessible arrangement. Books and media are arranged using the Library of Congress classification system; periodicals are arranged by title; and government documents are arranged by the Superintendent of Documents classification.

Convenient and effective access to the library's resources is available through a Web-based library catalog. From the library's Web page, users can access GALILEO and other online databases provided by the library. Materials can be faxed, mailed or e-mailed to students at extended campus sites. Librarians provide sessions on library services at all off-campus sites at least once each semester.

The addition to and renovation of Derrell C. Roberts Library is adequate to house, service and make library collections easily available. Both the equipment for using and accessing print and non-print materials, and the equipment for accessing electronic databases are adequate and in good condition. Interlibrary loan is provided for materials not owned by the institution. A library automation system provides an efficient online catalog and circulation system.

### **5.1.3 Library Collections**

The library provides access to essential reference and specialized program resources. GALILEO, consisting of more than 170 databases at the time of the self-study and 206 databases at present, plus other non-GALILEO licensed databases, are accessible to users both on and off campus. In user surveys, the library collection was deemed sufficient to support educational and research needs. The library's collections of print and non-print materials are well organized.

Since no graduate programs are offered, the library has no obligation to provide material and resources beyond those required for baccalaureate programs.

The role of the librarians, teaching faculty and researchers in sharing in the development of collections is described in the library's Collection Development Policy. Faculty participation and suggestions, actively sought in developing the collection, have been growing steadily.

In spring 2000, a major periodical collection evaluation project was conducted to determine the library's current level of support for each course in the curriculum.

Policies governing resource material selection and elimination are clearly stated in the library's Collection Development Policy and the Weeding Policy.

### **5.1.4 Information Technology**

The library continues to incorporate technology into library operations and information resources. The library's homepage provides links to GALILEO and other licensed databases. Presently, there are over 40 computers available for student use, plus 25 wireless laptop computers available for instruction in the library classroom.



### **5.1.5 Cooperative Agreements**

The library has adequate holdings and resources to support the needs of DSC students and faculty. Interlibrary loans without charge are available to users among state institutions. There is no evidence that cooperative agreements with other institutions are used in lieu of developing the library's own collection. Existing cooperative agreements are regularly evaluated.

### **5.1.6 Staff**

Four professional librarians adequately staff the library. They hold appropriate graduate degrees from programs accredited by the American Library Association. The number of support staff is adequate to cover the operation and services provided by the library. Policies regarding faculty status, salary and contractual agreements are made known at time of employment and contract renewals.

### **5.1.7 Library/Learning Resources for Distance Learning Activities**

Although DSC offers a limited number of distance-learning courses, participating students have ready access to adequate library resources and services. Through cooperative agreements and other provisions, the Library Director ensures that off-campus students have access to resources and services available to students on the main campus. Flyers describing off-campus services are available with this information also available on the library's Web page.

## **5.2 Instructional Support**

To support its curriculum, DSC provides instructional support services through various departments and facilities. These are organized and administered to provide easy access for users, allow fulfillment of the institutional purpose, and contribute to and

enhance the effectiveness of learning. At the time of the self-study, DSC had 31 presentation classrooms and nine general-purpose computer labs.

A director, part-time assistant, and faculty volunteers supervise the Writing Lab, a high-demand and heavily used facility. This lab offers tutorial assistance and support for all levels of English composition courses and assistance in writing skills for all subject areas. In fall 2002, there were 3,469 student visits to the lab, and 99 percent of students reported satisfaction with assistance received in the Writing Lab in a fall 2001 survey.

### **5.3 Information Technology Resources and Systems**

According to its Mission Statement, the primary goal of the Office of Computing and Information Services (OCIS) is to provide quality service and access to information technology tools for the students, faculty, and staff of DSC. At the time of the self-study, DSC had 25 ADA-compliant; nine general-purpose; 15 special-purpose computer labs, plus one off-campus computer lab. In addition, 31 presentation classrooms with Internet connectivity and data projectors were available. The OCIS also supports a campus network, including servers for administrative, academic and Web usage.

DSC policy mandates that all graduates demonstrate computer literacy before a degree or certificate will be awarded. This is achieved either through a passing grade on a computer literacy exam or through the successful completion of any of the computer intensive courses. In the 1999-2000 Graduating Student Survey, 91 percent of the students reported that DSC prepared them adequately or very well in computer skills.

The OCIS offers classes and workshops in order for faculty and staff to develop skills necessary to use software programs effectively. OCIS solicits faculty and staff input on needed workshops and instruction.

Policies for the allocation and use of information technology resources are clearly stated in the OCIS Mission Statement. The DSC Information Technology Resources Allocation Policy is clearly stated and available on the OCIS Web page.

OCIS employs appropriate security measures to protect the confidentiality and integrity of academic systems, administrative systems, and institutional networks. These policies and procedures are clearly stated in the DSC Institutional Security Plan and Report, and in the DSC Computer and Network Usage Policy.

#### **5.4 Student Development Services**

##### **5.4.1 Scope and Accountability**

The Office of Student Affairs has demonstrated that it provides quality and efficient support services to its students in a comprehensive format. Several of the core characteristics in the college's statement of purpose are directly related to the operations and functions of the Office of Student Affairs.

The overall divisional goals and objectives are consistent with student needs and the college's purpose. At the time the self-study was prepared, the division consisted of the offices of Academic and Career Enhancement Center (ACE) and Student Activities. An annual report is prepared that details the activities of each of these units, including specific program goals, outcomes and assessment measurements. Several assessment instruments are used to evaluate the programs and services that are offered by the Office of Student Affairs. These instruments were reviewed and found to be adequate. Several of the divisional 2002-2003 strategic planning goals are directly related to the core purposes of the college.

At the time of the self-study, only two courses were offered through a formal distance-learning format. The college has not increased its distance learning offerings at this time. There are four off-campus sites and adequate services are provided to students attending classes at these sites through the college's Web site, on-site coordinators and ACE staff. All on-site coordinators are required to complete an orientation and training program that is coordinated through Enrollment and Student Services.

The Vice President for Enrollment and Student Affairs reports directly to the President of the College and adequately supervises the Office of Student Affairs. A director also supervises each of the units in Student Affairs. The vice president conducts monthly director's meetings and minutes are recorded, including action items to be handled by staff. During these weekly sessions each director reports on the progress that is being made on all planning priorities and strategic goals.

All the policies and procedures for the Office of Student Affairs are clearly and adequately noted in the *DSC Catalog and Student Handbook*.

At the time of the self-study the Vice President for Student Affairs held a Ph.D. degree in psychology. Effective July 1, 2002, the USG Board of Regents approved reorganization of the Office of Enrollment Services and Office of Student Affairs under one vice president, the Vice President for Enrollment and Student Services. The current vice president holds an MBA degree, is currently working on a doctoral degree, and is ABD at this time. The Director of the ACE Center holds an M.Ed. in supervision and curriculum. The Director of Student Activities holds an MS degree in health, physical education and recreation. The Director of OCIS holds an MBA degree. The Director of Admissions has an Ed.D. The Director of Financial Aid has an MBA degree. All senior

staff in Enrollment and Student Services hold appropriate credentials to perform their duties and responsibilities as evidenced by a review of the transcripts of these individuals.

The Office of Student Affairs uses several primary assessment instruments to evaluate the programs and services offered. The depth and scope of the evaluation and assessment are adequate and broad-based measurements are used to assess the divisional goals and objectives. Students are also involved in the process through their participation in the Student Affairs Council and the Academic Council.

As a result of recent annual faculty surveys a concerted effort has been made to focus on the faculty and maintain open lines of communications. Faculty members are sent the calendar of events and copies of all bulk mailings that are sent to students via email. In the 2001-2002 Faculty Survey Results, general satisfaction with college services, faculty rated all units in enrollment and student service at an 84 percent satisfaction rating or higher with the exception of parking. The college has reacted to the parking issue by creating a shuttle service for all employees and students, effective fall 2002. The college has negotiated with a local church for use of their 200-space parking lot. The shuttle operates continuously from 7:30 a.m. to 2:00 p.m., which is the peak period on campus. The shuttle service ended after the spring break based on an evaluation of usage.

As a result of the ACT Evaluation/Survey Service, dated August 22, 2002, and the Key Performance Indicators Accountability Report Card, dated 2000-2003, the college has made organizational changes to increase efficiency and improve services in Enrollment and Student Service; specifically, personnel changes, reviewing all business processes and streamlining operations and functions as needed. The ACE Center

redesigned space on the lower level of the student center, created a mini computer lab and allowed students to rearrange the furnishings as they wished to accommodate their individual and group study needs. Registration is now performed on-line and the drop and add process has been redesigned to increase efficiency.

During the one-day Faculty Retreat held each fall, the President, cabinet and other senior administrators review the institution's strategic plan and the Institution's Report Card, among other items. The Vice President for Enrollment and Student Services also facilitates a one-day retreat for her staff. This retreat specifically focuses on the planning priorities and strategic goals of the college and develops a complementary set of priorities and goals in order to carry out the institution's mission.

Through the use of the Curriculum, Advising and Program Planning (CAPP) software faculty and students can perform degree audits, students can monitor their own academic progress and students have flexibility in changing majors and monitoring all course and non-course requirements. The CAPP program is currently in test mode and will be fully implemented later this year. All units in Enrollment and Student Services have an open door policy, including the President of the College.

#### **5.4.2 Resources**

The Office of Student Affairs has demonstrated adequate human, physical, financial and equipment resources to execute the strategic plans, goals, and objectives of all units within the division. During staff interviews it was reported that there were adequate resources to provide quality programs and services.

### **5.4.3 Programs and Services**

#### **5.4.3.1 Counseling and Career Services**

The ACE Center has adequately detailed its policies on the use of its services and guidelines for students, employers and the Cooperative Education Program. The ACE Center also provides adequate personal counseling, career information and planning, placement services, testing services and disability support services for its students. The ACE Center uses survey instruments to evaluate the effectiveness of its services. It also measures the satisfaction of graduating students through the use of an exit instrument. Students who have withdrawn are contacted by the ACE Center utilizing letters and telephone calls. The Disability Service Support Facilitator is employed for 19 ½ hours per week and is located in a private office with sufficient space for effective service delivery. The setting is appropriate for private consultation and confidentiality.

#### **5.4.3.2 Student Government, Student Activities and Publications**

The students' role in the institutional decision-making function is clearly articulated in the Preamble of the Constitution of the Student Body of DSC. Prior to fall 2002 the Student Government was wholly comprised of students who ran for elected office each year. The officers of the Student Government Association (SGA) held 11 seats on the Student Affairs Council (SAC), which is chaired by the Vice President for Enrollment and Student Services. There are two types of standing committees: SAC coordinates five standing committees and DSC supervises 17 standing committees. Through these committees, students have ample opportunities to provide feedback and voice their opinions on a wide variety of issues. The *DSC Statutes* details the name, purpose and composition of each of the college councils and committees. There is

student representation on nine of the seventeen committees. During the student group interview, several of the students present currently serve on several of the college-wide committee: Traffic, Discipline, Athletics, Strategic Planning, Academic Council and Fine Arts. The group felt that they had a voice in the decision-making process at the institution through their participation on these college-wide committees.

Effective fall 2002, the SGA has been reorganized into a President's Council. All student presidents of approved clubs and organizations are members of the council and there are also two at-large seats. This format has increased representation at meetings. In the meeting with members of the new President's Council, students spoke highly of the process. The Director of Student Activities serves as the chair of the President's Council. Students also spoke very highly of the academic program offerings, academic advising, student activities, student services, faculty accessibility, food service, public safety and the college in general. Students reported that all faculty, professional and support staff, including physical plant and food service employees, were very cordial and student friendly. They also confirmed that the campus is well maintained.

When students were asked: "Why did you enroll at Dalton State College?" they replied that the following factors impacted their decision: location, convenience, cost, availability of scholarships, and that the institution is student focused. Students reported that they enjoy the Student Center and the availability of student services staff, offices and faculty, and staff dining in the facility. The five most popular clubs on campus are the College Republicans, International Students, Baptist Student Union, Social Work and the Nursing Club. All registered clubs are encouraged to perform community service



projects; food drives, book drives for kids, cultural days, Angel Tree in partnership with the Salvation Army, Blood Drive and Clean-up days in Dalton.

A wide variety of student activities are offered through programming events and 26 registered student organizations. The activities range from small groups to large functions of over 600 students. From the 1997 Georgia Student Opinion Survey Project report, the college exceeded the Georgia two-year college average on each of the questions pertaining to student activities. In the area of student activities, students rated DSC an average of approximately 4 on a satisfaction scale of 1-5. The supervisory role of the institution over student activities is clearly detailed in the *Student Handbook*. The Student Affairs Council provides overall supervision for both student government and student activities. A full-time director and support staff supervises the day-to-day operations.

Currently there are only two student publications: *Roadrunner*, the student monthly newspaper and *Small Town Rain*, a student literary journal published annually. (Suggestion 10) The committee suggests that the *Dalton State College Catalog and Student Handbook* clearly articulate the college's supervisory role concerning student publications and state the guidelines and policies pertaining to these publications under a separate heading.

#### **5.4.3.3 Student Behavior**

The *Dalton State College Catalog and Student Handbook* clearly details student rights and responsibilities as they pertain to their enrollment at the college. The student conduct regulations section includes rights and responsibilities, student code of conduct, conduct information and regulations, disruptive and obstructive behavior, and

disciplinary procedures. The purpose of the Discipline Committee, the rights of student defendants before the discipline committee and disciplinary measures are also detailed in this publication.

Each new student receives a handbook during the mandatory new student orientation sessions. During these sessions, the facilitators review the Students Rights and Responsibilities segment with students. Handbooks are available by mail upon request and are available in strategic locations throughout the campus. The Appellate Procedures are also clearly explained in the handbook. Each student has two appellate levels if not satisfied with decisions of the Discipline Committee. Policies pertaining to the use of computer usage are also published and are available on the college's Web site. *The College Faculty Handbook* references student behavior in several sections.

The Vice President for Enrollment and Student Services and the Director of Student Activities are responsible for a full review of the student code of conduct section of the handbook annually, and will bring recommended changes before the Student Activities Council for approval. The initial view of the student code of conduct and conduct information and regulations was initiated in March 2003.

#### **5.4.3.4 Residence Hall**

DSC is solely a commuter campus and does not have residence halls.

#### **5.4.3.5 Student Financial Aid**

The Director of Financial Aid supervises the Offices of Student Financial Aid and Veteran Services and provides oversight for all financial aid awards, business processes and functions related to students, including the processing of all financial aid applications and awards. Most operational processes are done electronically. Students can access

their account and track their application and financial aid award online. In the 2000-2001 College Report Card Survey, 64.3 percent of the students self-reported that they were satisfied or very satisfied with financial aid services. The survey results for 2001-2002 showed an increase in student satisfaction from 64.3 to 76.2 percent. The director has also reviewed the list of scholarships posted on the institution's Web page to ensure that the list is accurate.

For fiscal year 2001, the college successfully passed several audits; specifically, USDOE, State of Georgia, Verification of the Federal A-133 audit that encompasses Title IV, Veteran's Administration Audits and the University System of Georgia Board of Regents System audits. The Georgia Student Finance Commission also audits the HOPE scholarships and the DSC Foundation conducts independent audits of foundation scholarships.

The Director of Financial Aid provides effective administration of the institution-wide financial aid awards program. The appropriate audit documents were available for review and evaluation. Adequate financial aid records are maintained on each student applicant with the necessary documentation for student eligibility in order to meet Title IV requirements.

#### **5.4.3.6 Health Services**

The scope of health services is limited to administering immediate first aid and making referrals to an appropriate health care facility if necessary. The Director of Public Safety is a certified Emergency Medical Technician (EMT) and three of the Public Safety staff members are First Responders. First Aid boxes are centrally located in each building on the campus and inspected quarterly by Public Safety. A procedure has been

established for checking expiration dates on medications. To date, 42 faculty and staff members have completed cardiopulmonary resuscitation and automated external defibrillator (CPR/AED) certification. AED units are located in two facilities on campus and there is a mobile AED located in the Public Safety office. All employees in facilities with AED units are trained to properly use the medical equipment. There are two medical facilities located within three miles of the campus that have walk-in medical services that are available to faculty, staff and students.

All students are required to complete the Immunization Requirement that is part of the admission process. All degree-seeking students are required to complete a First Aid/CPR (PHED 1000) course or present evidence of current certification in First Aid and Adult CPR, or equivalent training.

#### **5.4.3.7 Intramural Athletics**

The college supports a voluntary intramural recreational program and maintains current membership in the National Intramural-Recreational Sports Association (NIRSA). The Intramural Sports Program (ISP) contributes to the personal development of participating students and serves as an extension of the regular physical education program by fostering long-term healthy lifestyle choices. Since 1999, the Director of Student Activities, who holds a master's degree in HPER, with a specialization in recreation, has supervised the ISP. The program is funded through student activity fees. As funds are available, the college participates in a limited number of extramural sports with other colleges at distant sites. In terms of student satisfaction, the Intramural Participant Survey for fall 2001 reported a satisfaction rate of 92 percent among ISP participants.

**5.5 Intercollegiate Athletics**

Not Applicable.

## SECTION VI

### ADMINISTRATIVE PROCESSES

#### 6.1 Organization and Administration

DSC is an institution within the University System of Georgia. The Board of Regents chartered the college in 1963 and serves as the governing body. The President of DSC is responsible to the Chancellor of the University System of Georgia "for the operation and management of the institution and for the execution of all directives of the Board and the Chancellor." (*Article II, The Statutes*) Originally formed as a junior college, DSC was authorized to begin offering a limited number of four-year degree programs in 1998. There is evidence that the administration of DSC has effectively utilized the resources made available to it to accomplish both continuing and revised institutional goals.

##### 6.1.1 Descriptive Titles and Terms

The name of the college, the titles of its central administrators, the terms used to describe academic offerings and programs, and the names of degrees awarded are accurate, descriptive, and appropriate.

##### 6.1.2 Governing Board

The college is governed by the Board of Regents of the University System of Georgia. The duties and responsibilities of the Board are defined in the *Constitution of the State of Georgia*, as well as in the *Bylaws of the Board of Regents*. These documents further describe the duties and manner of operation for the Board, and they satisfy the criteria for governance. The Board fulfills its policy-making role, and the college administration and faculty appropriately administer and implement board policies.

### 6.1.3 Advisory Committees

The college has several advisory committees designed to help reach educational goals. All advisory committees appear to serve the purposes for which they were created, but no formal procedures for the establishment, oversight, and effective operation of advisory committees have been developed or implemented. Further, there is no evidence that such groups are periodically reviewed for effectiveness and/or the need for continued existence. (Suggestion 11) The Committee suggests that formal, written guidelines be established and implemented governing the creation, operation, and assessment of advisory committees. (Suggestion 12) The Committee further suggests that a periodic review be undertaken to assure the effectiveness of the advisory committees and the need for their continuation.

### 6.1.4 Official Policies

The *Dalton State College 2001-2002 Catalog and Student Handbook*, the *Dalton State College Statutes*, the *Dalton State College Faculty Handbook*, the *DSC Advisement Handbook*, and the *Classified Staff Handbook* clearly describe and detail the official policies of the institution. Additionally, many of these resources are available on the college Web site.

### 6.1.5 Administrative Organization

The college is appropriately organized to accomplish its stated purpose and to permit functional units to perform assigned responsibilities. Administrative responsibility and authority for all educational offerings and functions are clearly stated in the *Dalton State College Statutes*, as well as in a number of other published documents of the college and of the Board of Regents.

All administrative officers possess appropriate credentials, experience and/or demonstrated competence for their areas of responsibility. Duties of the President and other administrators reporting to the President are clearly defined and available for review. All senior administrators are evaluated annually, including the President.

## **6.2 Institutional Advancement**

The college has a program of institutional advancement that is administered through the Office of Institutional Advancement and the Office of Public Relations that is directly related to the purpose of the institution. Personnel with appropriate qualifications administer the program. The institutional advancement function is clearly related to the strategic plan of the college, and the DSC Foundation has recently completed a strategic planning effort in support of those goals. Additionally, institutional policies related to fund raising activities have been developed and implemented for foundation board members.

### **6.2.1 Alumni Affairs**

The relationship between the college and the recently established DSC Alumni Association is a positive one. The Institutional Advancement Office is actively engaged in the development of records on graduates and maintains regular communication with that group in an effort to keep them involved with the institution. This office also administers surveys with the aim of measuring institutional effectiveness. While the results are positive, it should be noted that the current number of responses to this survey are well below a level that would permit policy development or informed decision making on questions of institutional effectiveness. (Suggestion 13) The Committee suggests that measures to increase the participation rate in alumni surveys be immediately



undertaken with the objective of gaining a level of response that will guide policies and practices toward improved institutional effectiveness.

### **6.2.2 Fund Raising**

All major fund raising activities are related to the purpose of the college and are coordinated by the Office of Institutional Advancement. The institutional advancement program seeks to increase private contributions in support of programmatic excellence. Since 1997, the endowment of the institution has grown from \$2.7 million to over \$9.5 million in 2002. While alumni for this relatively young institution are just beginning to achieve the level of success that will permit increased donations, the foundation board has successfully connected with local industry in support of college programs and scholarship assistance. The Committee commends Dalton State College and its associated Foundation for their successful efforts to increase private support, resulting in an endowment nearly 250 percent greater than that of six years ago.

## **6.3 Financial Resources**

### **6.3.1 Financial Resources**

Financial statements of DSC demonstrate that the institution possesses sufficient financial resources to support its programs. The college's history reflects financial stability.

### **6.3.2 Organization for the Administration of Financial Resources**

The organization of the Office of Fiscal Affairs is consistent with the purpose and size of the institution and with the volume of transactions. The Vice President for Fiscal

Affairs reports directly to the President. The President has oversight responsibility over the budget, but the Vice President for Fiscal Affairs is required to submit annual reports to the President and Board of Regents.

The President is required to submit to the Chancellor and Board of Regents an annual report. The college is also required to prepare various revenue and expenditure reports at the request of the Board of Regents. The business and financial functions of the institution are centralized under the Chief Business Officer. The Vice President for Fiscal Affairs has the appropriate credentials to serve as the chief business officer.

### **6.3.3 Budget Planning**

The college prepares an annual detailed budget for its fiscal year, which is July 1st through June 30th of each year.

The institution has a budget preparation and planning process that includes various officers of the units. The key organizational unit for planning at the college is the Strategic Planning Committee. The Strategic Planning Committee includes the Vice President for Academic Affairs, the Vice President for Fiscal Affairs, the Vice President for Enrollment and Student Services, the division and department chairs, faculty members elected from each division, the President (or a designee) of the student body, two students, and representation from the DSC Foundation. To implement the planning-budgeting linkage, each budget cycle requires the Administrative Council to ensure that DSC allocates resources to achieve the Strategic Planning Committee's annual implementation plans for strategic initiatives and goals that were set forth in the Three-Year Cycle Strategic Plan.

The Strategic Planning Committee reviews the budget processes. In addition, the President develops a schedule for budget preparation and sets budget guidelines. The President and Vice President for Fiscal Affairs coordinate the preparation of the annual operating budget.

The Vice President for Fiscal Affairs assists the President in preparing a final budget proposal for presentation to the Chancellor. The Chancellor submits the document to the Board of Regents for final approval. The Board of Regents announces the approved budgets to the departments through administrative channels. The college evaluates its budget planning regularly to ensure participation in its budget planning process.

#### **6.3.4 Budget Control**

An adequate system of budget control exists at the college. The Vice President for Fiscal Affairs prepares monthly interim budget reports that are sent to chairpersons. The college has procedures in place to address all budget revisions. These revisions must be submitted in writing for approval through appropriate administrative channels. Division and departmental chairpersons are informed of approval or rejection of their requests.

#### **6.3.5 The Relation of an Institution to External Budgetary Control**

Financial officials outside the college do not adversely affect the function of the institution through the use of external budgetary controls. The Board of Regents, the Administrative Officers, the Chancellor, the President and the Vice President for Fiscal Affairs establish priorities and develop budget and control expenditures for the college. These individuals execute their responsibilities under the policies of the Board of Regents

of the University System of Georgia and all applicable state and federal laws and regulations.

### **6.3.6 Accounting, Reporting, and Auditing**

The institution has adopted an accounting system that follows generally accepted principles of institutional accounting as prescribed by the National Association of College and University Business Officers. The Vice President for Fiscal Affairs is responsible for preparing periodic written reports to the President, other institutional officials, the Chancellor, the Board of Regents, and other outside agencies.

The college is audited annually by the Department of Audits of the State of Georgia that follows OMB Circular A-133 and the Single Audit Act Guidelines. A comprehensive report and opinion is issued on behalf of the State of Georgia, not separate for the college only. The State of Georgia Department of Audits issues an annual review report on the college each fiscal year.

A standard Institutional Review Report has been prepared by an outside independent certified public accountant for fiscal year 2001 in accordance with the AICPA Professional Standards.

The institution has an effective program for internal auditing and financial control that complements the accounting system and the annual external audit. Procedures are in place to ensure an effective internal control system. The Board of Regents' Office of Internal Audit Service is responsible for carrying out the duties of internal control procedures. This position reports directly to the Board of Regents.

The Board of Regents' Office of Internal Audit Service conducts its own comprehensive audit on a periodic basis to ensure appropriate internal controls and

compliance with the Board's policies and procedures. DSC maintains internal control procedures in compliance with applicable State and Regents' policies, regulations, and guidelines, as set out in the *Dalton State College Fiscal Affairs Policies and Procedures Manual*.

### **6.3.7 Purchasing and Inventory Control**

The institution maintains proper control over purchasing and inventory management through its policies and procedures that ensure appropriate safeguards against loss of equipment and supplies.

### **6.3.8 Refund Policy**

The institution has policies and procedures on refunding of fees and charges to students that are clearly stated in the college's undergraduate catalog. These policies and procedures are consistent with generally accepted refund practices in the higher education community.

### **6.3.9 Cashiering**

The cashiering functions are centralized in the Office of Fiscal Affairs, which has adequate procedures for the management of all funds belonging to the institution. The Vice President for Fiscal Affairs is responsible for the receipt and disbursement of funds. There is a system for the receipt, deposit, and safeguard of institutional funds. All persons handling institutional funds are adequately bonded.

### **6.3.10 Investment Management**

The college has a written investment policy that has been approved by its governing board. The Committee found evidence through conducted interviews that the investment policies are evaluated regularly.

### **6.3.11 Risk Management and Insurance**

The college has a comprehensive risk management program. The institution has physical facilities and equipment insurance, theft insurance, student insurance, athletic insurance, campus insurance, and general liability and malpractice insurance.

### **6.3.12 Auxiliary Enterprises**

The auxiliary enterprises operated for and by the institution are documented and operated in a fiscally responsible manner.

## **6.4 Physical Resources**

The institution's physical resources are adequate to serve the needs of its stated purpose, programs and activities.

### **6.4.1 Space Management**

Space allocated to various college functions is generally adequate.

### **6.4.2 Buildings, Grounds, and Equipment Maintenance**

The college has plans for the upkeep of its property. The institution has several written schedules to address regular routine, preventive and deferred maintenance of buildings, equipment and grounds. The institution has a written plan to track routine, preventive and deferred maintenance on buildings, equipment, and grounds that is outlined in the *Dalton State College Preventive Maintenance Manual*. Plant Operations personnel along with specialists conducts routine inspections of facilities and grounds and maintenance of equipment. The college has a plan to address routine, preventive and deferred maintenance of buildings, equipment, and grounds, and clear evidence is available that the plan is evaluated annually.

### **6.4.3 Safety and Security**

The institution has taken reasonable steps to provide a healthful, safe and secure environment for all members of the campus community. Administrative responsibility for environmental health and safety programs has been developed with provision for regular evaluation.

### **6.4.4 Facilities Master Plan**

The college has a current written physical facilities master plan that provides for orderly development of the institution and relates it to other institutional planning efforts.

### **6.5 Externally Funded Grants and Contracts**

The institution's policies on grants and contracts established and published within the *University System of Georgia Board of Regents Policy Manual* and the *Dalton State College Faculty Handbook* ensures that any research funded by grants or contracts enhances the reputation of the institution and contributes to the professional development of programs and faculty.

### **6.6 Related Corporate Entities**

DSC maintains documentation outlining the mutual relationships and benefits accruing from the support of the DSC Foundation. The documentation maintained by the institution outlines the mutual relationship and benefits that accrue to DSC.

## RECOMMENDATIONS

### **The Committee recommends**

#### **Section IV Educational Program**

#### **4.2 Undergraduate Program**

#### **4.2.2 Undergraduate Completion Requirements**

1. that the college include at least one course from humanities/fine arts in the core curriculum of general education for all associate degree programs.

#### **4.2.5 Academic Advising of Undergraduate Students**

2. that the college ensure that the number of advisees assigned to faculty or professional staff is reasonable.

#### **4.8.2.2 Baccalaureate**

3. that DSC document that all faculty teaching in associate and baccalaureate degree programs have completed at least 18 graduate semester hours in the teaching discipline and hold at least a master's degree, or hold the minimum of a master's degree with a major in the teaching discipline.



## SUGGESTIONS

**The Committee suggests that**

### **Section III Institutional Effectiveness**

#### **3.1 Planning and Evaluation: Educational Programs**

1. that the college identify additional methods of ensuring a sufficient number of pre-baccalaureate students take the CAAP to allow additional evidence of the effectiveness of these programs.
2. that the college distribute the student transfer report to the academic departments and that these departments use this report to analyze the effectiveness of the institution in preparing pre-baccalaureate students.
3. that the college request the system office resume preparing this report each year for use in the assessment process.

#### **3.2 Planning and Evaluation: Administrative and Educational Support Services**

4. that the college publish only one purpose statement for each administrative and educational support service

#### **3.3 Institutional Research**

5. that the college increase the number of professional staff in the office of institutional research and planning as soon as practical.

### **Section IV Educational Program**

#### **4.2 Undergraduate Program**

##### **4.2.5 Academic Advising of Undergraduate Students**

6. that the college hasten the development and implementation of the new academic advising procedures.

#### **4.4 Publications**

7. that the college publicize that specific certificate and degree programs, especially at the baccalaureate level, are available during the evening.

#### **4.5 Distance Learning Programs**

8. that the college more aggressively pursue comprehensive planning, implementation, and assessment of technologies to deliver instruction to students unable or unwilling to attend traditional day and evening course offerings.

## **4.8 Faculty**

### **4.8.10 Criteria and Procedures for Evaluation**

9. that the new faculty evaluation process include both qualitative and quantitative consideration of the faculty's role in advising.

## **Section V Educational Support Services**

### **5.4 Student Development Services**

#### **5.4.3.2 Student Government, Student Activities and Publications**

10. that the *Dalton State College Catalog and Student Handbook* clearly articulate the college's supervisory role concerning student publications and state the guidelines and policies pertaining to these publications under a separate heading.

## **Section VI Administrative Processes**

### **6.1 Organization and Administration**

#### **6.1.3 Advisory Committees**

11. that formal, written guidelines be established and implemented governing the creation, operation, and assessment of advisory committees.
12. that a periodic review be undertaken to assure the effectiveness of the advisory committees and the need for their continuation.

### **6.2 Institutional Advancement**

#### **6.2.1 Alumni Affairs**

13. that measures to increase the participation rate in alumni surveys be immediately undertaken with the objective of gaining a level of response that will guide policies and practices toward improved institutional effectiveness.

# DALTON STATE COLLEGE SELF STUDY

## ADDENDUM: SUMMARY AND SUPPLEMENT

Dalton State College's (DSC) commitment to quality in all aspects of its operation--education for its students, service to the Northwest Georgia community, and support for and development of the faculty--is clear in the results of the *2003 DSC Self Study*. This addendum will summarize the self-study report and will provide the current status of all reported recommendations, suggestions, and proposals and the associated actions planned, in-process, and completed (See the "Master List of Recommendations, Suggestions, and Proposals" below). In addition, this addendum contains information about major changes made to Dalton State College programs, organization, and facilities since the data-collection cut-off date (December 31, 2001) for the DSC Self Study.

### **Summary:**

Between February 2001 and December 2002, nine committees consisting of members who are employees, students, alumni, and Dalton State College Foundation trustees made a diligent and sincere effort to assess and evaluate every function performed by the faculty, staff, and administration of the College and every policy controlling those functions. The committees' findings are in the *Dalton State College 2003 Self Study Report*. The *Report* contains all recommendations (concerning conditions of noncompliance with the *SACS Commission on Colleges 1998 Criteria for Accreditation*), suggestions generated from "should" statements in the *Criteria*, and proposals concerning changes the committees believed would enhance the College's operations but which are unrelated to the *Criteria*. Of the fifty-two recommendations produced by the principal committees, twenty-six dealt with faculty credentials. Many of these were minor matters such as missing checklists and were easily corrected. Of the other twenty-six recommendations, four concerned institutional effectiveness, three of which involved support units. The remaining items included nine from Section IV (4.1-4.7), six from Section IV (4.8 and 4.9), and seven from Section VI.

The Self-Study Steering Committee has established a Resolutions Committee, consisting of the Must-Statement Auditor, who will serve as chairperson, and one member from each of the nine principal committees.

Chairman: Dr. Dennis Cook, Associate Professor of Sociology

Members: Dr. Wayne Bosche, Associate Professor of Mathematics

Dr. Donald Bowen, Associate Professor of  
Management

Dr. Donald Davis, Associate Professor of Sociology

Dr. Victoria Guarisco, Assistant Professor of Chemistry

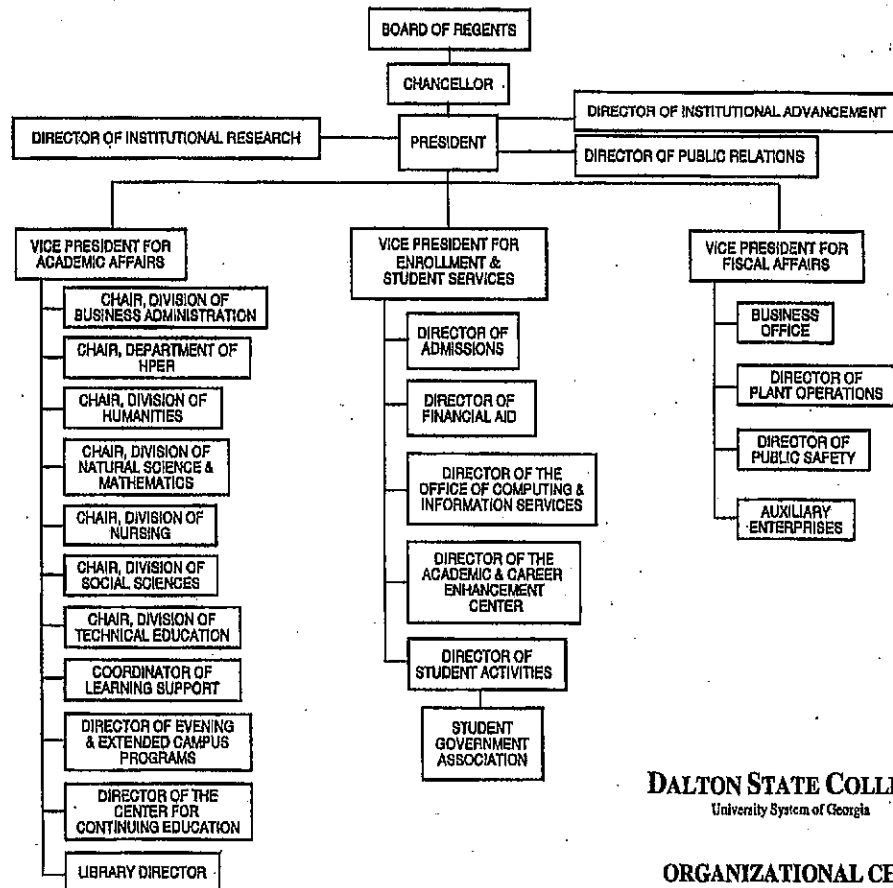
Dr. Baogang Guo, Assistant Professor of Political  
Science

Dr. Marilyn Helms, Professor of Management  
Dr. Celeste Humphrey, Associate Professor of Biology  
Ms. Lydia Knight, Assistant Librarian  
Dr. Mary Nielsen, Associate Professor of English and  
Reading

This committee will continue to track unresolved recommendations, suggestions, and proposals and will become the DSC Follow-up Committee after the SACS visit. Any findings of the SACS COC Reaffirmation Committee will be included in the "Master List of Recommendations, Suggestions, and Proposals," which will then become the foundation document for the Follow-up Committee until all open items are resolved and the Follow-up Report is completed (Self-Study Steering Committee Meeting Minutes, June 3, 2002).

**Major Changes since December 31, 2001:**

1. Expansion and renovation of the Derrell C. Roberts Library was completed during the Spring Semester of 2002. As a result of this expansion, the library now contains the following increased number of personnel and physical facilities:  
3 classrooms, 10 offices, 3 labs, 6 restrooms, 4 librarians, 5.5 staff, and 2 custodians.
2. During the Spring 2002 Semester the Division of Business and Technology became the Division of Business Administration (University System of Georgia [USG] Board of Regents Meeting Minutes, April 16-17, 2002).
3. The USG Board of Regents approved the addition of the Bachelor of Business Administration in Management to be initiated in the Fall 2002 Semester (USG Board of Regents Meeting Minutes, November 13-14, 2001).
4. The USG Board of Regents approved reorganization of the Office of Enrollment Services and the Office of Student Services under one vice president, the Vice President for Enrollment and Student Services, effective July 1, 2002 (See the July 1, 2002, DSC Organization Chart below).



**DALTON STATE COLLEGE**  
University System of Georgia

**ORGANIZATIONAL CHART**  
JULY 1, 2002

REVISED 3/1/02

5. The USG Board of Regents approved the establishment of five new certificate programs:

Multicultural Manufacturing Management Specialist,  
Multicultural Office Specialist,  
Multicultural Healthcare Management Specialist,  
Information Technology Plus Specialist, and  
A+ Certification.

The Board also authorized the College to rename the "Associate of Applied Science in Technology with an option in Electronics" program to "Industrial Electrical and Electronic Technology" and also authorized merging the "One Year Certificate with an option in Electronics" and "Industrial Electrical Technology" to become a one-year certificate in Industrial Electrical and Electronic Technology.

6. Dalton State College received approval in the spring of 2002 for membership in the Regents' Engineering Transfer Program, a partnership with the Georgia Institute of Technology that allows DSC to provide all freshman and sophomore courses contained within selected engineering majors and provides DSC students preferential admission to Georgia Tech if they have a 2.6 or better GPA.

7. Effective January 1, 2002, Dalton State College revised its procedure for assigning and managing advisees, moving the direct responsibility from the Office of the Vice President for Academic Affairs to the offices of the various division chairpersons. Division secretaries now assign advisees to advisors as directed by the division chairpersons, using new students to achieve and maintain a balanced advising load. The new "Advisor Assignment Procedure Guidelines" are located in the "Advisement and Registration" section of the *DSC Faculty Handbook*.
8. In May of 2002, the Goizueta Foundation announced that it was granting Dalton State College \$800,000 to provide endowed scholarship funding for Latino students and to establish a summer academy for three years to provide academic enrichment for area middle- and high-school students. A sum of \$500,000 will be used for the Goizueta Foundation Scholars Fund; the remaining \$300,000 will establish the three-year Summer Academy for the years 2003, 2004, and 2005.
9. Please note that the term "Developmental Studies Program" used in the *Dalton State College 2001-2002 Catalog and Student Handbook* and other College documents was replaced in the 2002-2003 Academic Year with the term "Learning Support Program."

# Master List of Recommendations, Suggestions, and Proposals

## Section I. Institutional Philosophy and Principles

### Recommendations/Suggestions:

None.

## Section II. Institutional Purpose

### Recommendations/Suggestions:

None.

### Proposals:

1. Considering changes in terminology that the Board of Regents has made in the wording of the "Core Mission Statement for State Colleges in the University System of Georgia," the Committee proposes that the Dalton State College Statement of Purpose be reexamined and reedited for greater clarity and consistency of language.
2. Having noted that various documents refer to the Dalton State College "Statement of Purpose" by different names ("Statement of Purpose," "Purpose Statement," "Mission Statement," etc.), the Committee proposes that one title be selected and that it be used consistently wherever the statement of institutional purpose appears in official College documents.

## Section III. Institutional Effectiveness

### 3.1. Recommendation:

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

#### **Status:** CLEARED:

The division chairperson and the Director of Institutional Research and Planning worked together to complete a program to ensure that each academic program in the Division is systematically evaluated. See the letter from Dr. Patricia White, Chairperson of the Natural Sciences and Mathematics Division to Ms. Laura Rose, Chairperson of the DSC Self-Study Principal Committee for Institutional Effectiveness, with copies to the Self-Study Director and the Vice President for Academic Affairs dated April 11, 2002.

### **3.2 (2 of 2) Recommendation:**

The committee recommends that the DSC Bookstore, the Office of Public Safety/Security, and the Office of Institutional Advancement comply with the SACS *Criteria* regarding establishment of goals, assessment of performance and evaluation of the results, and use of results to improve services (see status below).

1. The Bookstore Manager and the Director of Institutional Research and Planning have worked together to establish an institutional effectiveness program for the Bookstore. See the letter from Cathy Ingram, Manager of the DSC Bookstore to Ms. Laura Rose, Chair of the DSC Self-Study Principal Committee for Institutional Effectiveness dated October 24, 2001.

**Status:** CLEARED:

2. Public Safety & Security institutional effectiveness program verified—see e-mail letter from Laura Rose, Chair of the Principal Committee for Institutional Effectiveness to Frank Beesley, dated September 14, 2001.

**Status:** CLEARED:

3. The Director of the Office of Institutional Advancement, with the assistance of the Director of Institutional Research and Planning, has produced a program for planning, assessing and evaluating the functions performed by her office. See the e-mail report from Ms. Laura Rose, Chairperson of the DSC Self-Study Principal Committee for Institutional Effectiveness to Frank Beesley, dated February 28, 2002.

**Status:** CLEARED:

### **Proposal:**

The committee proposes that all administrators take an active role in the planning, evaluation, and assessment processes. The Committee also feels that the vice presidents should involve chairpersons and directors under their supervision in the strategic planning process by keeping them apprised of the proceedings of the Strategic Planning Committee and involving them in departmental planning and evaluation processes.

### **3.3 Proposals:**

1. The Committee proposes that the College hire additional staff for the Office of Institutional Research and Planning (OIRP).

2. The Committee proposes that the College consider consolidating all assessment functions carried on by units other than the Office of Institutional Research and Planning (e.g. standardized testing in Student Affairs, program assessment in the Technical Division) under the umbrella of the OIRP.

3. The Committee proposes that the College use a peer reviewer or consultant to



evaluate the OIRP. The outside consultant should interview key users of the Office's services, processes, and products to determine the level of user satisfaction as well as areas needing improvement.

#### **Section IV. Educational Program**

##### **4.2.2 (3 of 13) Recommendations:**

1. The Committee recommends that the College remove Human Biology 1100 as an Area D lab science elective in the Associate of Arts in Social Work Program to correct a problem caused when this associate degree serves as the core requirements for the Bachelor of Social Work Program.

**Status: CLEARED:** On November 16, 2001, the DSC Academic Council removed Biology 1100 from the list of courses offered in Area D as lab science electives for the Associate of Arts in Social Work. See the minutes of the Academic Council meeting of November 16, 2001 and the attached memorandum of proposal presented by Dr. John Hutcheson, Chairperson of the Division of Social Sciences, which recommends the program correction. See also the *DSC 2002-2003 Catalog and Student Handbook*, page 191 for the revised Area D requirements for the AA in Sociology.

2. The Committee recommends that the College clearly define what it means by a "major" or an "area of concentration" and state the number of credits required for each.

**Status: CLEARED:** A definition of what is meant by a major at Dalton State College has been developed by Dr. John Black and has been included in the *Dalton State College 2002-2003 Catalog and Student Handbook*, p 104.

##### **4.2.2 Proposals:**

1. The Committee proposes that the college clearly establish the duties of student advisors to ensure the appropriate sequence of courses.

2. To assist faculty members with advisement, especially new members, the Committee proposes that the College develop an advising template on the BANNER system that tracks student progress and controls course sequencing.

3. The Committee proposes that programs containing courses requiring prerequisites be identified with an asterisk and an appropriate footnote in the *DSC Catalog*.

##### **4.2.3 (5 of 12) Recommendation:**

The Committee recommends that Dalton State College ensure that a full time, qualified faculty member is assigned to each major.

1. Spanish 1101 and 1102 initiated by Enrollment Services and taught for credit at manufacturing sites not under the supervision of the Humanities Division. **Status: CLEARED:** The Vice President for Academic Affairs and Vice

President for Enrollment and Student Services have agreed that this will not occur again.

2. **Status: CLEARED:** The Associate of Applied Sciences in Manufacturing Technology has no credentialed faculty to provide program coordination and curriculum development and review. Dr. Thomas Sommer, Chairperson for the Technical Education Division, assigned Mr. Michael Jordan to be responsible for oversight of this program. See the letter dated September 5, 2002, from Dr. Sommer to Dr. John Black, Vice President for Academic Affairs.

**4.2.4 (11 of 15) Recommendation:**

The Committee recommends that the College establish policies that ensure that students taking courses having an abbreviated schedules experience the same learning **outcomes** as students taking traditional courses. This requirement may, in part, be accomplished by including the same learning objectives in the syllabi.

**Status: UNCLEARED**

**4.2.4 (11 of 15) Proposal:**

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

**4.2.5 (1 of 4) Proposal:**

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

**4.4 (2 of 2) Recommendation:**

The Committee recommends that future printings of the *Dalton State College Viewbook* contain a complete and accurate statement of accreditation.

**Status: CLEARED:**

The Vice President for Enrollment and Student Services has decided that the *DSC Viewbook* will no longer be printed and distributed. See the e-mail letter from Jodi Johnson, Vice President for Enrollment and Student Services to Frank Beesley, DSC Self-Study Director, dated October 30, 2002.

#### **4.5 (2 of 2) Recommendation:**

The Committee recommends that Dalton State College establish documented evidence of program effectiveness for distance-learning courses in addition to student evaluation. Data needs to be collected to prove institutional effectiveness of Web-based courses.

**Status: UNCLEARED**

#### **4.5 Proposal:**

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

#### **4.7 (4 of 4) Recommendations:**

1. The Committee recommends that the College ensure that individual class and student records be stored on disks or in paper form (hard copy) in locked cabinets or desks, rather than on the hard drives of PC's in faculty offices. (Hard copy records of non-credit courses are kept in a non-fireproof cabinet in Room 147 of Continuing Education offices in the Westcott Building.)

**Status: CLEARED:**

A. Continuing Education has converted all records to digital format and is recording all enrollment records electronically now. All records are kept in a sealed, fireproof vault off campus. See the e-mail letter dated February 7, 2002, from Dr. Richard Edwards, Director of the Center for Continuing Education, to Ms. Gail Ward, Chairperson of the Self-Study Principal Committee responsible for Section IV, 4.7.

B. The problem of student records stored in faculty offices on hard drives, disks, and in hard copy has been resolved. See the *Dalton State College Faculty Handbook*, "Privacy Act/Office Security." All academic divisions have been reminded of this security policy by Dr. John Black, Vice President of Academic Affairs.

2. The Committee recommends that the Office of Computing and Information Services reformat the e-mail and discussion group student listings for Web CT courses so as not to contain parts of the SSN.

**Status: CLEARED:** Students are now assigned randomly generated four-digit identification numbers to use on WebCT. See page 2 of the memorandum from the Vice President for Enrollment and Student Services mentioned in 1. B. above.

#### **4.7 Proposal:**

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

**4.8.2.1 (1 and 8 of 13) Recommendations:**

1. The Committee recommends that Dalton State College take the steps necessary to ensure that all faculty members have credentials on file that meet the described SACS criteria.

**Status: PARTIALLY CLEARED:**

The appropriate self-study principal committee has verified all noncompliant conditions that have been cleared.

**Laurette Baughman**--missing checklist and justification letter.

**CLEARED:**

No longer working for the Technical Education Division (Letter, April 4, 2002, Tom Sommer, Chairperson, to John Lughart, Chairperson of the Self-Study Principal Committee for Section 4.8.)

A. **Wayne Bosche**--lacks graduate credit hours to teach computer Science.

**CLEARED:**

Dr. Bosche will no longer teach computer science. (Letter, April 11, 2002, from Patricia White, Chairperson of the Natural Sciences and Mathematics Division, to John Lughart, Chairperson of the Self-Study Principal Committee for Section 4.8.)

C. **David Boyle**--lacks graduate credit hours to teach Spanish

**CLEARED:**

Dr. Boyle's justification materials have been reviewed and discussed by the President, the Vice President for Academic Affairs, the Chairperson of the Social Sciences Division, the DSC Self-Study Director, and the Chairperson for the Self-Study principal committee for Section 4.8. The justification materials were deemed adequate.

D. **David Cancelleri**--missing checklist and justification letter.

**CLEARED:**

(See the letter from Tom Sommer, Chairperson of the Technical Education Division, dated April 4, 2002, to John Lughart, Chairperson of the Self-Study Principal Committee for Section 4.8.)

E. **Wyatt Cooper**--lacks the graduate hours to teach computer science.

**CLEARED:**

Dr. Cooper will no longer teach computer science. (Letter, April 11, 2002, from Patricia White, Chairperson of the Natural Sciences and Mathematics Division, to John Lughart, Chairperson of the Self-Study Principal Committee for Section 4.8.)

F. Keven **Doheney**--lacks the graduate credit hours to teach computer science.

CLEARED:

Dr. Doheney will no longer teach computer science. (Letter, April 11, 2002, from Patricia White, Chairperson of the Natural Sciences and Mathematics Division, to John Lughart, Chairperson of the Self-Study Principal Committee for Section 4.8.)

G. Kent **Earley**--qualifications to teach courses originally hired to teach.

CLEARED:

Mr. Earley has the necessary qualifications to teach the courses he now teaches. (See the letter of April 4, 2002, from Tom Sommer, Chairperson of the Technical Education Division to John Lughart, Chairperson of the Self-Study Principal Committee for Section 4.8.)

H. Richard **Edwards**--question about Dr. Edwards graduate credit hours qualifying him to teach business classes.

CLEARED:

Dr. Edwards no longer teaches in the Business Division. He currently is Director of the Center for Continuing Education.

I. Randall **Griffus**--Lacks the graduate credit hours to teach computer science.

CLEARED:

Dr. Griffus now has the required 18 graduate credit hours. An original transcript from Southern Polytechnic State University indicating successful completion of 21 graduate credit hours in computer science is in Dr. Griffus's personnel file in the office of the Vice President for Academic Affairs.

J. Hubert **Kinser**--question about Dr. Kinser's graduate credit hours qualifying him to teach mathematics.

CLEARED:

Dr. Kinser's degree is in physical chemistry and he has six physics courses at the graduate level that are mathematics courses. (See the letter of April 11, 2002, from John Black, Vice President for Academic Affairs to John Lughart, Chairperson of the Self-Study Principal Committee for Section 4.8.)

K. Grace **McGee**--missing a checklist.

CLEARED:

The checklist has been originated and is in Ms. McGee's personnel file in the office of the V. P. for Academic Affairs. (See the e-mail letter dated May 30, 2001, from John Hutcheson, Chair of the Social Sciences Division to Frank Beesley, Director of the DSC Self-Study).

L. Lydia **Postell**--incorrect courses listed on Ms. Postell's checklist.

CLEARED:

The checklist has been corrected and is in Ms. Postell's personnel file in the office of the V. P. for Academic Affairs. (See the letter dated June 8, 2001, from Robert Weathersby, Chairperson for the Humanities Division, to John Lugthart, Chairperson of the Self-Study Principal Committee for Section 4.8.)

M. Vince **Postell**--lacks graduate credit hours to teach computer science.

CLEARED:

Dr. Postell will no longer teach computer science. (See the letter dated April 11, 2002, from Patricia White, Chairperson for the Natural Sciences and Mathematics Division to John Lugthart, Chairperson of the Self-Study Principal Committee for Section 4.8.)

N. Mason **Richard**--lacks the graduate credit hours to teach computer science.

CLEARED:

Mason Richard will no longer teach computer science. (See the letter dated April 11, 2002, from Patricia White, Chairperson of the Natural Sciences and Mathematics Division to John Lugthart, Chairperson of the Self-Study Principal Committee for Section 4.8.)

O. Laura **Rose**--lacks the required graduate credit hours to teach accounting courses.

CLEARED:

Justification records are assembled in Ms. Rose's personnel file in the offices of the Vice President for Academic Affairs and the Chairperson of the Division of Business and Technology.

P. Monte **Salyer**--incorrect courses listed on the checklist.

CLEARED:

A corrected checklist has been placed in Dr. Salyer's personnel file in the office of the V. P. for Academic Affairs (See the letter dated June 8, 2001, from Robert Weathersby, Chairperson of the Humanities Division to John Lugthart, Chairperson of the Self-Study Principal Committee for Section 4.8).

Q. Jack **Waskey**--question about Dr. Waskey's having the required number of graduate credit hours to teach philosophy.

CLEARED:

The Self-Study committee failed to recognize that courses listed as G400 courses on Dr. Waskey's transcript are identified as graduate-level courses by a footnote. (The President, the Vice President for Academic Affairs, and the Director of the DSC Self-Study reviewed Dr. Waskey's credentials

and discovered the problem. (See the note dated July 3, 2001, of a conversation between Frank Beesley, Director of the DSC Self-Study, and John Hutcheson, chairperson of the Social Sciences Division).

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

A. Margie **Brunner**--missing transcript.

CLEARED:

The missing transcript was received and added to Ms. Brunner's personnel file in the office of the Vice President for Academic affairs. See the e-mail letter dated June 10, 2002, from John Hutcheson, Chairperson of the Division of Social Sciences, to Frank Beesley DSC Self-Study Director.

B. Jeff **Dypolt**--missing an official transcript.

CLEARED:

Mr. Dypolt no longer teaches for the Technical Education Division. (See the letter of April 4, 2002, from Tom Sommer, Chairperson of the Technical Education Division, to John Lugthart, Chairperson of the Self-Study Principal Committee for Section 4.8).

C. Michelle King **Earley**--missing an official transcript from Covenant College.

CLEARED:

Ms. Earley's transcript has been received and is now in her personnel file in the office of the V.P. for Academic Affairs. (See the letter from Tom Sommer, Chairperson for the Technical Education Division to John Lugthart, Chair of the Self-Study Principal Committee responsible for Section 4.8).

D. Baogang **Guo**--missing an official transcript from the Chinese University where he completed his undergraduate and masters work.

CLEARED:

The transcript has been obtained and is in Dr. Guo's personnel file in the office of the V. P. for Academic Affairs (See the e-mail letter dated May 10, 2002 from John Hutcheson, Chair of the Social Sciences Division to John Lugthart, Chairman of the Self-Study Principal Committee for Section 4.8).

E. Tina **Holt**--missing an official transcript from Macon State College.

CLEARED:

Ms. Holt has resigned her position at Dalton State College (See e-mail letter from Cheryl Nuckolls for Trudy Swilling to John Lugthart, Chairman of the Self-Study Principal Committee for Section 4.8).

F. Andy **Meyer**--lacks an official copy of his transcript from Concordia Teacher's College.

CLEARED:

Dr. Meyers has received an official transcript and it is now in his personnel file in the office of the V. P. for Academic Affairs. (See the letter dated April 4, 2002, from Patricia White, Chairperson of the Division of Natural Sciences and Mathematics to John Lughart, Chairperson of the Self-Study Principal Committee for Section 4.8.)

G. Christy **Price**--missing an official transcript from the State University of West Georgia.

CLEARED:

The official transcript has been received and is now in Dr. Price's personnel file in the office of the V. P. for Academic Affairs. (See e-mail letter dated May 10, 2002, from John Hutcheson, Chairperson of the Social Sciences Division to John Lughart, Chairperson of the Self-Study Principal Committee for Section 4.8.)

H. Kelson **Smith**--missing an official transcript.

CLEARED:

Mr. Smith's transcript has been received and is now in his personnel file in the office of the V. P. for Academic Affairs. See the letter dated April 4, 2002, from Tom Sommer, Chairperson for the Technical Education Division to John Lughart, Chairperson of the Self-Study Principal Committee for Section 4.8.)

I. Greg **West**--Mr. West is missing an official transcript from Hope International University.

CLEARED:

The transcript has been received and is now in Mr. West's personnel file in the office of the V. P. for Academic Affairs. (See the letter dated April 4, 2002, from Tom Sommer, Chairperson of the Technical Education Division to John Lughart, Chairperson of the Self-Study Principal Committee for Section 4.8.)

**4.8.1 Proposal:**

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



**4.8.2.1 Proposals:**

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

**4.8.2.2 Proposal:**

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

**4.8.3 Proposal:**

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

**4.8.5 (1 of 1) Recommendation:**

Although the categories pertaining to salary increases are addressed in the DSC Faculty Handbook under Faculty Evaluation, the Committee recommends that criteria for salary increases be more specifically and clearly stated.

**Status:** CLEARED: a new salary administration policy has been added to the *Faculty Handbook* under the heading "Salary Administration."

**4.8.5 Proposal:**

The committee proposes that the results of annual evaluations be reflected in the faculty members' annual salary increases.

**4.8.6 (2 of 7) Recommendation:**

Although the *Faculty Handbook* and the *DSC Statutes* make reference to the *1940 Statement of Principles on Academic Freedom and Tenure with 1970 Interpretive Comments*, the Committee recommends that the College include the *Statement* in these documents in its entirety and place a link to the American Association of University Professors Web site on the DSC Web site under the Information for Faculty & Staff section.

**Status:** CLEARED: The *Statement* has been included in the *Faculty Handbook* (See the letter from the President to the faculty dated April 26, 2002 and the attached handbook section).

**4.8.6 (4 of 7) Recommendation:**

1. The Committee recommends that the College develop a means for spelling out well in advance the compensation faculty members will receive for teaching summer courses under the various possible contingencies.

**Status: CLEARED:** a new "Summer Teaching" section that contains a formula for determining summer salaries has been added to the *Faculty Handbook* (See the letter from the President to Drs. Frank Beesley and John Lughart dated April 19, 2002).

2. The Committee recommends that the College revise its faculty contract dates to agree with faculty-retreat and graduation dates, which are the dates that traditionally bracket the faculty work year.

**Status: CLEARED:** See the letter from James A. Burran, President of Dalton State College, dated October 30, 2002.

#### **4.8.6 Proposal:**

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

#### **4.8.9 Proposals:**

1. While concluding that the College has enough faculty members to support its purpose, the Committee proposes that the College resolve the issue of what constitutes optimum and maximum class sizes for courses offered by all academic divisions.

2. The Committee proposes that the College include a section in the Faculty Handbook that specifies the typical teaching load and that describes the procedure for assignment of faculty teaching load, including a statement of the factors taken into consideration in assigning faculty loads.

3. The Committee proposes that the College address the issue of what constitutes "reasonable" and "equitable" teaching loads within each of the Academic Divisions.

4. The Committee proposes that faculty input be sought regarding new student advising procedures.

#### **4.8.10 (2 of 4) Recommendations:**

1. Although the criteria for faculty evaluation are listed in the *DSC Statutes* and the *Faculty Handbook*, the members of the committee recommend that the criteria be clearly and specifically stated in the appropriate sections of the *DSC Faculty Handbook*, *Part-time Faculty Handbook*, and the *DSC Statutes*.

**Status: CLEARED:** In a called meeting of March 15, 2002, the faculty approved a revised faculty evaluation process for implementation (See the

letter from the President dated May 7, 2002 and the attached approved "Proposal").

2. The Committee recommends that the College clearly state the tenure criteria in the *DSC Faculty Handbook* (Tenure and Promotion sub-section) and *DSC Statutes* (V, J, 5, p.17).

**Status: CLEARED:** The Faculty Evaluation Process described in 1 above contains clearly stated tenure criteria and will be included in the *Faculty Handbook* and *DSC Statutes*.

**4.8.10 (2 of 4) Proposals:**

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

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

**4.8.10 (3 of 4) Proposals:**

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

2. The committee proposes that the DSC Faculty Standards, referred to in the "DSC Pre- and Post-Tenure Review Policy," be included in the Faculty Evaluation section of the *DSC Faculty Handbook*.

**4.8.10 (4 of 4) Proposal:**

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

**4.9 (1 of 3) Recommendation:**

The Committee recommends that a written, formal agreement between the College and Murray County High School, clearly stating the purpose and details of the relationship, be established, and that this agreement demonstrate compliance with the *Criteria*.

**Status: CLEARED:** No further classes will be taught at Murray County High School under the existing agreement. Future agreements, should any be proposed, will be properly documented (See the letter from the President to Drs. Frank Beesley and John Lugthart dated June 26, 2002).

**Section V. Proposal:**

1. The Committee proposes that the College hire another part-time professional to staff the Writing Lab several nights each week and to assist in the lab during

daytime hours.

2. The Committee proposes that the College add Internet enabled computer stations in the Language Lab and that the College hire a technician or coordinator to oversee the facility and tutor.

### **5.3 Proposals:**

1. The Committee proposes that the College establish criteria that must be met to qualify a course as computer intensive or meeting the goals of establishing computer literacy. The Committee also proposes that the College should verify that all students have satisfied the computer literacy requirement prior to graduation.

2. The Committee proposes that the College establish a course in AREA B to provide an alternative means for meeting the College's computer literacy requirement.

### **5.4 Proposal:**

The name of the old "Division of Student Affairs" has been changed to "Office of Student Affairs." At least some of the official documents, including the most recent Annual Report, reflect the old name. While Dalton State College employees know that these two office titles are the same, the SACS visiting team may not. This Committee proposes that the Office of Student Affairs change its name on published materials. However, the Committee does not suggest throwing out materials (e.g., letterhead stationary) simply to change the name.

#### **5.4.1 Proposal:**

While the College meets the SACS criteria in this area, the committee is concerned with a discrepancy in the Dalton State College Organizational Chart and in the Office of Student Affairs Statement of Purpose. The organizational chart puts three units/departments under the direction of the Vice President for Student Affairs (VPSA): ACE Center, Student Activities and Student Government Association. The Office of Student Affairs Statement of Purpose states that the VPSA has primary responsibility for maintaining the Office of Student Affairs including the ACE Center and Student Activities while listing the Student Government Association as a part of Student Activities. Therefore, the committee proposes that this discrepancy be evaluated so as to ensure consistency between the documents.

#### **5.4.2 Proposals:**

1. Space is the major concern for the Office of Student Affairs. Until the Continuing Education building is constructed and that Office moves out of Westcott Hall, Financial Aid and Veterans Services cannot move from the Student Center to Westcott Hall and vacate that significant space. Student clubs would benefit from greater accessibility to the Miller Room for their meetings.

2. Currently, the Disability Service Support Facilitator has no space for private consultations and must displace staff temporarily from their offices in order to talk with students. A dedicated location for private consultations would be beneficial.

**5.4.3.2 Proposal:**

While the College meets the SACS criteria in these areas, the committee proposes that the Office of Student Activities consider modifying the institutional statement of responsibility for student publications found on p. 52 of the *Dalton State College 2001-2002 Catalog and Student Handbook* to more clearly demonstrate the College's supervisory role concerning student publications.

**5.4.3.3 Proposals:**

1. While the College meets the SACS criteria in this area, the committee proposes that the list of student infractions be expanded to include things such as stalking, terrorist threats, and utilizing campus computers to break copyright or other laws.

2. While the College meets the SACS criteria in this area, the committee proposes that the College consider developing a policy of regular review of the statements regarding student conduct.

**5.4.3.5 Proposals:**

1. While the College meets the SACS criteria in this area, the committee proposes that the College consider the addition of a staff member to the Office of Financial Aid due to the increased enrollment of Fall 2001 and the high number (78 percent) of students receiving financial aid.

2. While the College meets the SACS criteria in this area, the committee proposes that a complete list of all grants, loans, and scholarships available through DSC be listed on the Office of Financial Aid and Veteran Services' Web site and kept up-to-date with the most recent information.

**5.4.3.6 Proposal:**

While the College is in compliance with the SACS criteria, the committee found some first aid boxes with expired medications. Therefore, the committee proposes that the Department of Public Safety inspect all first aid boxes and check expiration dates quarterly and re-supply them as needed.

**Section VI**

**6.1 (1 of 1) Proposal:**

The Committee suggests that, in order to better facilitate bringing together its various resources and allocating them efficiently, the Administrative Council should appoint a secretary to record minutes for its meetings.

**Suggestion:**

The Committee suggests that Dalton State College establish guidelines to standardize the establishment and oversight of advisory committees. These guidelines should be established while giving consideration to the DSC Foundation's rules regarding fund-raising, should other advisory committees desire to undertake such activities.

**6.1.5 (4 of 6) Recommendation:**

The Committee recommends that the duties of the president and of other administrative officials reporting to the president be clearly defined and made known to faculty and staff.

**Status: CLEARED:** Articles III and IV of the *DSC Statutes* now contain job descriptions for all administrators reporting directly to the president (See the letter from the President to the faculty dated April 26, 2002).

**6.2.2 Recommendations:**

1. The Committee recommends that the Director of Institutional Advancement develop and publish guidelines and procedures for fund-raising and share them with the Dalton State College Foundation.

**Status: CLEARED:** The Director of Institutional Advancement Fund has developed raising policies, which are in the *Dalton State College Full-Time Faculty Handbook* under "Fund Raising."

2. The Committee recommends that the Director of Institutional Advancement establish a goal to work with the Dalton State College Foundation to develop a strategic plan which arises from and implements appropriate parts of the *Dalton State College Strategic Plan, 2000-2003*. The plan could include a long-range vision for the College with time lines and targets for developing resources for proposed new programs and facilities. Such a strategic plan for the Dalton State College Foundation, if developed, could then be included in the "Institutional Advancement" and the "President's Office" sections of the *Dalton State College Strategic Plan, 2000-2003*.

**Status: CLEARED:** The *DSC Strategic Plan* contains planning relevant to this recommendation, and that planning is further refined in the institutional effectiveness plans and objectives of the Director of Institutional Advancement and the DSC Foundation's strategic plan.

**Proposals:**

1. In keeping with Dalton State College's commitment to diversity, the Committee proposes that the College, through the Director of Institutional Advancement, use its influence with the Dalton State College Foundation to ensure appropriate ethnic, gender, economic class, and professional sector

representation on the DSC Foundation Board of Trustees. The Director of Institutional Advancement might also consider recommending to the Foundation that each of the ten counties in the service area be represented. In addition, the Committee proposes that the Office of Institutional Advancement establish diversity goals to be considered when dealing with the DSC Foundation.

2. The Committee proposes that Dalton State College recommend to the DSC Foundation that it consult with a highly successful college foundation, such as Clayton College and State University, for assistance in designing a strategic plan.

#### **6.4 Proposal:**

The Committee proposes that the College annually convene a meeting of division chairpersons, the Vice President for Fiscal Affairs, and the Director of Plant Maintenance to address any concerns that might arise related to the effect of physical resources upon the teaching and learning environment

#### **6.4.2 Recommendation:**

The committee recommends that the College have a comprehensive plan for upkeep of its property and that the plan be evaluated annually.

**Status: CLEARED:** a documented plan for preventive maintenance and repair and a policy for annual evaluation of the plan are located in the document file for Section 6.4.2.

#### **6.4.3 (1 of 3) Recommendation:**

1. The Committee recommends that classroom facilities and classroom access at off-campus business and industrial sites be evaluated to establish administrative responsibility for safety/security procedures.

**Status: CLEARED:** See the ADA policy statement for extended-campus sites.

2. The Committee recommends that the College develop, implement, and regularly evaluate a comprehensive safety plan.

**Status: UNCLEARED**

#### **6.4.3 (2 of 3) Recommendation:**

The Committee recommends that the College clearly assign administrative responsibility for environmental health and safety programs at off-campus sites.

**Status: CLEARED:** See the ADA policy statement for extended-campus sites. Fire-marshal inspections are conducted annually, as indicated by recent reports from all locations.

#### **6.4.3 (3 of 3) Recommendation:**

The Committee recommends that the College develop, implement, and evaluate regularly a comprehensive safety plan.

**Status: UNCLEARED**

**Suggestion:**

The Committee suggests that the College include in its comprehensive safety plan provisions to ensure easy egress from buildings in case of fire.

**6.4.3 (3 of 3) Proposals:**

1. The Committee proposes that the College designate a single person to coordinate the campus-wide Right-to-Know program and environmental safety issues.
2. The Committee proposes that the *Dalton State College Right-to-Know Training/Hazardous Chemical Protection Plan* be proofread and updated.