



**OFFICE OF INSTITUTIONAL RESEARCH & PLANNING**

**ANNUAL REPORT  
2002-2003**

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DIRECTOR**

**September 2003**

## TABLE OF CONTENTS

Office Profile & Productivity At-a-Glance .....	3
Summary of Major Accomplishments.....	4
Annual Progress in Strategic Planning .....	7
Annual Progress in Assessing Institutional Effectiveness .....	11
Overall Divisional Health and Plans for the Upcoming Year .....	21
APPENDIX	
2000-2003 Planning Activities as Recorded in <i>PlanBuilder</i> .....	23
Project and Activity Log/Calendar .....	24

**Section A: Division/Department Profile & Productivity At-a-Glance**

Number of Completed Projects, Assignments and Tasks	122
Number of Major Ongoing Projects	9
Number of Major New Projects	14
Number of Consulting Service/Advice Provided to College Community	60
Number of Written ad-hoc Reports or Studies	26
Number of Surveys and Tests Administered	9
Number of Students Served by Surveys and Tests	461
Number of Faculty and Staff Served by Surveys	132
Number of External Data Requests and Reports Prepared for University System and External Agencies	22
Number of Internal Data Requests Provided or Answered to	14
Number of Full-Time Staff	1
Number of Part-Time Staff	0
Number of Professional Development Activities by Staff	2
Number of Community Activities	3
Percentage of Staff Serving on Committees	100%
Total Operating Expenditures (FY 2003)	\$86,656.00
Operating Supplies & Expenses (FY 2003)	\$5,178.00
Equipment Expenditures (FY 2003)	\$-0-

## **Section B: Summary of Major Accomplishments**

1. Provided support to 2003 Self-Study Reaffirmation Committees.
2. In conjunction with the President and the SACS Committee on Section III (Institutional Effectiveness), produced a draft and subsequent report on Section III for DSC SACS report. Section III report received no recommendations from SACS.
3. Produced and Updated an Institutional Effectiveness website to document and make accessible the College's institutional effectiveness program as well as in preparation for the 2003 SACS Visit.
4. Assisted with the completion of an Academic Program Review report for the Management Information Systems baccalaureate program as per University System of Georgia mandate.
5. Assisted with data requirements to produce DSC Title III grant proposal.
6. Produced the first *Institutional Effectiveness Handbook* for the College in preparation for the 2003 SACS visit and for the College's institutional effectiveness program.
7. Provided support to the Strategic Planning Committee in developing new 2003-2006 Strategic Plan.
8. Worked with academic divisions and administrative departments to produce Assessment and Planning Notebooks in preparation for the 2003 SACS visit.
9. Assisted with the administration of ETS Business Test to Division of Business Administration students, CAAP tests to Nursing graduates and to graduating students in Reading, Math, Science Reasoning, and Critical Thinking.
10. The Institutional Research office continued to provide and complete internal/external information requests, as well as coordinate the IPEDS Completions reports for Dalton College. Information requests were completed for the following:
  - Basic Right to Know Training (State of Georgia)
  - College Board Annual Survey of Colleges, 2003-2004
  - College Board Tuition Data Request
  - Community College Survey
  - DSC Student Diversity
  - FMG Student Information Form Survey
  - ICAPP Database for Dalton State College
  - Market Data Retrieval Administrator Survey
  - Minority Advisement Program (MAP) Annual Evaluation Report
  - Peterson's Annual Survey of Undergraduate Institutions

- Peterson's Annual Survey of University Personnel
  - Peterson's Survey of Undergraduate Financial Aid
  - Peterson's Tuition and Application Update
  - Peterson's Tuition Data Update
  - SACS Institutional Profile for General Information and Enrollment Data
  - USG Annual Graduate Salary Survey Data
  - USG Research, Instruction, & Public Service Contracts and Grants
  - USG Student Learning Outcomes Survey
11. Continued to conduct surveys and reports of students, faculty, staff, alumni and employers to gather information to use in identifying strategic areas needing improvement with regard to College programs and services. The following surveys were conducted during the 2002-2003 planning period:
- Alumni
  - Division of Business Administration Graduates
  - Division of Nursing Graduates
  - Faculty
  - Graduating Students
  - Staff
12. The Director served on the following committees during the 2002-2003 planning period:
- Academic Council
  - Administrative Council
  - Retention Task Force
  - SACS Self-Study Steering Committee
  - Social Work Professional Advisory Board
  - Strategic Planning and subcommittees (Institutional Effectiveness, Academic Program Review & Institutional Research)
16. Continued to represent the College at the Administrative Council of Institutional Researchers of the University System of Georgia.
17. Continued to serve as faculty advisor for the College's International Students' Association (ISA).
18. Continued to instruct a one-credit hour Sociology course (SOC1 1000: Diversity and Multiculturalism in American Society).
19. Produced or assisted with the following major reports:
- Environmental Analysis Report for 2003-2006 Strategic Plan
  - 2001-2002 Office of Institutional Research & Planning Annual Report
  - 2001-2002 Strategic Plan Progress Report
  - 2002-2003 Bachelor of Science (Industrial Operations Management) Graduates Survey Results Report

- 2002-2003 Bachelor of Business Administration (Management) Graduates Survey Results Report
- 2002-2003 Bachelor of Science (Management Information Systems) Graduates Survey Results Report
- 2002-2003 Bachelor of Science (Technology Management) Graduates Survey Results Report
- 2002-2003 Division of Nursing Graduates Survey Results Report
- 2002 Faculty Survey Results Summary Report
- 2002-2003 Graduating Student Survey Results Summary Report
- 2002-2003 Staff Survey Results Summary Report
- 2002-2003 Strategic Plan Implementation Goals
- Dalton State College Academic Program Review – Management Information Systems
- Dalton State College Annual Report of Institutional Progress, 2001-2002
- Dalton State College Facts & Figures 2002
- Dalton State College Strategic Plan Progress Reports, 2002-2003
- Decision-Making Statistical Trend Report
- Fall 2002 Dalton State College Information Profile
- Update: Tying Appropriate DSC Key Performance Indicators to the Major Changes and Continuous Improvements Arising From Strategic Planning & Institutional Effectiveness Processes Report (A “Closing The Loop” Summary Report”)
- Update: Dalton State College Accountability Report Card
- 2003-2006 Strategic Plan: Planning Assumptions, Planning Priorities, and Goals
- Revision: Alumni Survey
- Revision and Update: Mission Statements for Academic Divisions and Administrative Departments and Units
- SACS Section III Report
- Minority Advisement Program (MAP) Evaluation Report
- Purpose Statements for Strategic Planning Subcommittees

## **COMMUNITY & SCHOLARLY ACTIVITIES**

- Doctoral Committee Member, Doctor of Ministry Program, The Interdenominational Theological Center, Atlanta, GA. May 2003. (Thesis: Pastoral Care For Clergy: The Impact On New Persons Entering The A.M.E Ministry In The Southwest Georgia Conference Utilizing An Acceptance Modality Of Pastoral Care.)
- Published and contributed an essay (Is Culture the Obstacle to Development in Ghana? A Critique of the Culture-Development Thesis As It Applies To Ghana and South Korea) in the edited volume, *Critical Perspectives on Politics and Socio-Economic Development in Ghana*, pp. 335-363, Wisdom J. Tettey, Korbla P. Pupilampu & Bruce J. Berman (Editors), Leiden, The Netherlands: Brill Publishers, 2003.
- Social Studies Lecture: Learning Tree Elementary School

## **Section C: Annual Progress in Strategic Planning**

### *Goal 0480*

Implement an institution-wide Institutional Effectiveness Plan by which the College measures improvement and holds itself accountable to its major stakeholders.

### *Objective 050*

The DSC Handbook of Assessment and Institutional Effectiveness will finally be completed to assist with coordinating and documenting all assessment activities on campus as well as satisfy accountability requirements.

### *OMAS 01*

A comprehensive handbook of institutional effectiveness shall be produced by spring, 2003. Assessment Strategy: A Handbook of Institutional Effectiveness (document).

### *Evaluation*

A comprehensive Dalton State College Handbook of Assessment and Institutional Effectiveness was produced in the spring of 2003 to assist with coordinating and documenting all assessment activities on campus, including the procedures and guidelines used to evaluate educational goals. To be accessible to all, contents of the handbook were posted on the institutional research office website (creating, in effect, an institutional effectiveness webpage) just in time for the 2003 SACS reaccreditation visit.

Impact on Unit Performance: This was an important project for the office, especially in light of the preparation for the 2003 reaffirmation visit. For the first time in the College's history, all documentation related to the College's institutional effectiveness program was placed in one document and easily accessible to all.

Impact on Agency Goal Attainment: Contributed significantly to achieving the college's goal of instituting an effective institutional effectiveness program.

Effect to be Integrated into next planning cycle: Institutional effectiveness is an integral part of the College's accountability program; hence there will be ongoing or recurring activities that may need to be incorporated and implemented with regard to strategic planning.

Benefits to agency: Significant. DSC is in full compliance with having an effective institutional effectiveness program.

### *Goal 0520*

Increase the number of faculty and staff who take advantage of the tuition reimbursement program to obtain terminal and advanced degrees and for job-related professional development courses.

### *Objective 010*

The Director of the Institutional Research office will apply to take a three-credit graduate course in Sociology to augment his graduate credits to 18 credit hours to qualify as a Sociology instructor. Benefit: The director has been teaching a one-credit hour course in Sociology for the past three years. To satisfy as an adjunct professor teaching Sociology, 18 credit hours are required.

Currently, he has six graduate credit hours in Sociology. The director believes that teaching in the classroom lends credibility to his duties in institutional effectiveness as it requires faculty to assess classroom activities and hence "practicing what he preaches."

#### *OMAS 01*

An application requesting time to take a three-hour graduate course in Sociology for fall, 2003 will be approved.

Assessment Strategy: Application form and approval notice. Condition: Subject to approval by President.

#### *Evaluation*

Time and work demands in preparation for the 2003 SACS visit precluded action on this activity. However, the application requesting time to take a three-hour graduate course in Sociology will subsequently be submitted to the president for approval at a later time.

Impact on Unit Performance: None at this time.

Impact on Agency Goal Attainment: None.

Effect to be integrated Into next planning cycle: None.

Benefits to agency: None at this time.

#### *Goal 0570*

Conduct longitudinal studies to establish accountability measures and benchmarks for performance in such areas as student retention and graduation rates, and student, alumni and employer satisfaction rates.

#### *Objective 030*

The Director will take training in Oracle Reports to use BANNER and "mine"/manipulate data needed for analysis and reporting.

Condition: The training in Oracle Reports will require the assistance of staff from OCIS.

Successful completion will be conditioned on the availability of OCIS staff.

Benefit: Currently, the office relies on OCIS to obtain data from BANNER for reporting and analysis. With the Oracle training, the director can directly access BANNER and obtain and manipulate the data to answer queries and to prepare reports. This will be an efficient use of the time and resources of the office.

#### *OMAS 01*

The director will undergo an Oracle training and successfully complete it to begin mining data from BANNER.

Assessment Strategy: Ability to access BANNER directly without the assistance of OCIS.

#### *Evaluation*

Intensive work and preparation for the 2003 SACS visit made it impossible to undertake this training. Nonetheless, it is such an important aspect of the future work of the office that all efforts will be made to make this a reality. Already the director has begun preliminary discussions with OCIS to see how this can be effected in a timely manner. Meanwhile, the data elements are in place to carry this project forward.



Impact on Unit Performance: None.  
Impact on Agency Goal Attainment: None.  
Effect to be Integrated into next planning cycle: None.  
Benefits to agency: None.

#### *Goal 0620*

Conduct a survey of students to determine the effectiveness of learning support programs and to use results to improve academic support services on campus.

#### *Objective 010*

A survey of undergraduates will be conducted in the spring of 2003 to determine the effectiveness of learning support programs on campus.

#### *OMAS 01*

A survey results report with recommendations on student learning support will be completed and presented to senior administrators for action.  
 Assessment Strategy: Survey questionnaire and results report.

#### *Evaluation*

This project did not take place during the 2002-2003 year. Again, preparation for the 2003 SACS visit took precedent.

Impact on Unit Performance: None.  
Impact on Agency Goal Attainment: None.  
Effect to be integrated into next planning cycle: None.  
Benefits to agency: None.

#### *Goal 0660*

Measure impact of extracurricular activities on student success.

#### *Objective 010*

Students known by the Student Activities office to be actively engaged in extracurricular activities will be identified and their academic records examined (via BANNER) to see if there is a link between extracurricular activities and student success.

#### *OMAS 01*

A report on the relationship between extracurricular activities and academic success will be prepared and presented to senior administrators for review and follow-up.  
 Assessment Strategy: List of students identified as actively engaged in extracurricular activities and summary report of findings.

#### *Evaluation*

This research project could not be carried out because of demands of the office to assist with the 2003 SACS visit.

Impact on Unit Performance: None.  
Impact on Agency Goal Attainment: None.  
Effect to be integrated into next planning cycle: None.  
Benefits to agency: None.

#### *Goal 7030*

The OIRP shall produce and regularly update a College-wide Handbook of Institutional Effectiveness to coordinate and document all assessment activities on campus as well as comply with reaccreditation criteria and requirements.

#### *Objective 010*

The Handbook of Institutional Effectiveness, in preparation, will finally be completed to document all campus assessment activities. Note: This local goal is in tandem with institutional goal 0480.

#### *OMAS 01*

A handbook of institutional effectiveness will be produced.  
 Assessment Strategy: A handbook of institutional effectiveness (document).

#### *Evaluation*

A comprehensive Dalton State College Handbook of Assessment and Institutional Effectiveness was produced in the spring of 2003 to assist with coordinating and documenting all assessment activities on campus, including the procedures and guidelines used to evaluate educational goals. To be accessible to all, contents of the handbook was posted on the institutional research office website (creating, in effect, an institutional effectiveness webpage) just in time for the 2003 SACS reaccreditation visit.

Impact on Unit Performance: See note on Goal 0480 above.  
Impact on Agency Goal Attainment: See note on Goal 0480 above.  
Effect to be integrated into next planning cycle: See note on Goal 0480 above.  
Benefits to agency: See note on Goal 0480 above.

## Section D: Annual Progress in Assessing Institutional Effectiveness

### I. OFFICE OF THE PRESIDENT: ANNUAL REPORT, 2002-2003

A summary of the major accomplishments at DSC during the 2002-2003 year follows.

#### *Institutional*

3. The other big news, perhaps the most significant of the year, was the College's successful SACS site visit in late March and early April 2003. The culmination of over two years of extremely hard work by the entire College community, the visiting committee's report contained only 3 recommendations and 13 suggestions, while 2 commendations were issued. This astonishing result was the result of several factors: luck, preparation, and solid documentation. Special thanks were earned by Frank Beesley, Self Study Chair, Linda LaChapelle, Self Study Editor, and each of the principal committee chairs. Accolades were also earned by Beth Biron, Chair of the Local Arrangements Committee. **But perhaps the largest debt of gratitude accrued to Henry Codjoe, Director of Institutional Research and Planning, who turned in a dazzling performance.**

### II. PLANNING AND INSTITUTIONAL EFFECTIVENESS (FACULTY EVALUATION)

	<i>Strongly Agree</i>	<i>Agree</i>	<i>Don't Know/ No Opinion</i>	<i>Disagree</i>	<i>Strongly Disagree</i>
DSC engages in effective planning for its educational programs.	16 22.9%	39 55.7%	8 11.4%	5 7.1%	2 2.9%
DSC engages in effective planning for its administrative and educational support programs.	15 21.4%	31 44.3%	14 20.0%	8 11.4%	2 2.9%
DSC engages in effective evaluation for its educational programs.	15 21.4%	30 42.9%	14 20.0%	10 14.3%	1 1.4%
DSC engages in effective evaluation for its administrative and educational support programs.	11 15.7%	23 32.9%	21 30.0%	12 17.1%	3 4.3%
DSC evaluates student achievement through the use of key performance indicators such as state licensing exams, regents' testing program, and job placement rates.	28 40.0%	34 48.6%	7 10.0%	1 1.4%	0 0.0%
<b>The Office of Institutional Research at DSC is effective in collecting, analyzing, and disseminating information and data.</b>	<b>27 38.6%</b>	<b>29 41.4%</b>	<b>10 14.3%</b>	<b>4 5.7%</b>	<b>0 0.0%</b>
The preparation of the DSC annual budget is preceded by adequate educational planning.	13 18.6%	22 31.4%	29 41.4%	5 7.1%	1 1.4%

Source: 2001-2002 Faculty Survey; Survey Conducted March, 2002; Total Respondents 70 (88% of full-time faculty)

### III. PLANNING AND INSTITUTIONAL EFFECTIVENESS (STAFF EVALUATION)

	<i>Strongly Agree</i>	<i>Agree</i>	<i>Don't Know/ No opinion</i>	<i>Disagree</i>	<i>Strongly Disagree</i>
9. DSC engages in effective planning for its educational programs.	13 21.0%	37 59.7%	9 14.5%	3 4.8%	0 0.0%
10. DSC engages in effective planning for its administrative and educational support programs.	8 12.9%	39 62.9%	12 19.4%	3 4.8%	0 0.0%
11. DSC engages in effective evaluation for its educational programs.	8 12.9%	37 59.7%	12 19.4%	5 8.1%	0 0.0%
12. DSC engages in effective evaluation for its administrative and educational support programs.	6 9.7%	41 66.1%	15 24.2%	0 0.0%	0 0.0%
13. DSC evaluates student achievement through the use of key performance indicators such as state licensing exams, regents' testing program, and job placement rates.	15 24.2%	33 53.2%	13 21.0%	1 1.6%	0 0.0%
<b>14. The Office of Institutional Research at DSC is effective in collecting, analyzing, and disseminating information and data.</b>	<b>19 30.6%</b>	<b>36 58.1%</b>	<b>7 11.3%</b>	<b>0 0.0%</b>	<b>0 0.0%</b>
15. The preparation of the DSC annual budget is preceded by adequate educational planning.	11 17.7%	25 40.3%	25 40.3%	1 1.6%	0 0.0%

Source: 2001-2002 Staff Survey; Survey Conducted March, 2002; Total Respondents 62 (41% of full-time staff)

#### IV. GENERAL SATISFACTION WITH COLLEGE SERVICES (FACULTY EVALUATION)

Please indicate your level of satisfaction or dissatisfaction with the following college services:

	<i>Very Dissatisfied</i>	<i>Dissatisfied</i>	<i>Satisfied</i>	<i>Very Satisfied</i>
ACE Center	2 2.9%	2 2.9%	52 75.4%	13 18.8%
Academic vice-president's office	7 10.1%	11 15.9%	47 68.1%	4 5.8%
Bookstore	2 2.9%	3 4.3%	48 69.6%	16 23.2%
Business office	2 2.9%	3 4.3%	49 71.0%	15 21.7%
Campus security	2 2.9%	4 5.8%	51 73.9%	12 17.4%
College newspaper	3 4.3%	8 11.6%	53 76.8%	5 7.2%
Computer services (OCIS)	2 2.9%	8 11.6%	47 68.1%	12 17.4%
Foundation and Alumni	1 1.5%	1 1.5%	55 82.1%	10 14.9%
Handicap accessibility	0 0.0%	2 3.0%	56 83.6%	9 13.4%
<b>Institutional research</b>	<b>0 0.0%</b>	<b>3 4.5%</b>	<b>46 68.7%</b>	<b>18 26.9%</b>
Parking	6 8.6%	19 27.1%	40 57.1%	5 7.1%
Plant Operations/Maintenance	1 1.5%	3 4.4%	51 75.0%	13 19.1%
President's office	1 1.4%	2 2.9%	44 63.8%	22 31.9%
Public relations	1 1.4%	4 5.8%	48 69.6%	16 23.2%
Purchasing	1 1.5%	7 10.4%	48 71.6%	11 16.4%

Source: 2001-2002 Faculty Survey; Survey Conducted March, 2002; Total Respondents 70 (88% of full-time faculty)

## V. GENERAL SATISFACTION WITH COLLEGE SERVICES (STAFF EVALUATION)

Please indicate your level of satisfaction or dissatisfaction with the following college services:

	<i>Very Dissatisfied</i>	<i>Dissatisfied</i>	<i>Satisfied</i>	<i>Very Satisfied</i>	<i>Don't know/ No opinion</i>	<i>No Response</i>
16. Ace Center	0 0.0%	2 3.2%	41 66.1%	16 25.8%	0 0.0%	3 4.8%
17. Academic VP's office	0 0.0%	6 9.7%	44 71.0%	8 12.9%	0 0.0%	4 6.4%
18. Bookstore	0 0.0%	3 4.8%	43 69.4%	14 22.6%	0 0.0%	2 3.2%
19. Business office	0 0.0%	2 3.2%	39 62.9%	18 29.0%	0 0.0%	3 4.8%
20. Campus security	0 0.0%	0 0.0%	42 67.7%	19 30.6%	0 0.0%	1 1.6%
21. College newspaper	0 0.0%	12 19.4%	35 56.5%	8 12.9%	0 0.0%	7 11.2%
22. Computer services (OCIS)	0 0.0%	5 8.1%	38 61.3%	16 25.8%	0 0.0%	3 4.8%
<b>23. Institutional research</b>	<b>0 0.0%</b>	<b>1 1.6%</b>	<b>39 62.9%</b>	<b>19 30.6%</b>	<b>0 0.0%</b>	<b>3 4.8%</b>
24. Parking	6 9.7%	19 30.6%	32 51.6%	4 6.5%	0 0.0%	1 1.6%
25. Plant Operations/ Maintenance	1 1.6%	2 3.2%	42 67.7%	16 25.8%	0 0.0%	1 1.6%
26. President's office	0 0.0%	0 0.0%	38 61.3%	22 35.5%	0 0.0%	2 3.2%
27. Public relations	0 0.0%	2 3.2%	40 64.5%	17 27.4%	0 0.0%	3 4.8%
28. Purchasing	0 0.0%	4 6.5%	38 61.3%	16 25.8%	0 0.0%	4 6.5%
29. Recreation/athletic facilities	0 0.0%	3 4.8%	45 72.6%	9 14.5%	0 0.0%	4 6.5%
30. Student activities	0 0.0%	3 4.8%	46 74.2%	10 16.1%	0 0.0%	3 4.8%
31. Student center	0 0.0%	3 4.8%	49 79.0%	7 11.6%	0 0.0%	3 4.8%
32. Student government	0 0.0%	5 8.1%	48 77.4%	3 4.8%	0 0.0%	6 9.6%

Source: 2001-2002 Staff Survey; Survey Conducted March, 2002; Total Respondents 62 (41% of full-time staff)

## VI. EVALUATION OF THE STRATEGIC PLAN AND PLANNING PROCESS (STRATEGIC PLANNING COMMITTEE)

The following questions were asked about the strategic and annual planning process at Dalton State College. Members of the Strategic Planning Committee answered by checking “Yes,” “No,” or “Don’t Know” about these aspects of the College’s strategic planning process.

<i>Strategic Planning Process Question</i>	<i>Yes</i>	<i>No</i>	<i>Don't Know</i>
1. Is there a copy of the strategic plan (or a summary) in the hands of every full-time faculty and staff member?	10 41.7%	1 4.2%	13 54.2%
2. Do faculty and staff have opportunity to provide input to the strategic plan and planning process?	23 95.8%	0 0.0%	1 4.2%
3. When a major decision must be made, is the plan or the strategic planning committee consulted?	11 45.8%	3 12.5%	10 41.7%
4. Does the budget follow the plan, i.e., is there is a linkage between the College’s budgeting process and its strategic planning process?	15 62.5%	1 4.2%	8 33.3%
5. Does the College administration provide sufficient financial and human resources to support the strategic planning process?	18 75.0%	2 8.3%	4 16.7%
6. Does the President, as chair of the Strategic Planning Committee provide effective leadership in the College’s strategic planning process?	24 100%	0 0.0%	0 0.0%
<b>7. Is the Office of Institutional Research &amp; Planning effective and efficient in providing the necessary support to the strategic planning process?</b>	<b>24 100%</b>	<b>0 0.0%</b>	<b>0 0.0%</b>
8. As a member of the Strategic Planning Committee, do you receive adequate information to prepare you for the committee’s meetings and proceedings?	24 100%	0 0.0%	0 0.0%
9. Are the roles and responsibilities of the Strategic Planning Committee made clear and appropriate?	23 95.8%	0 0.0%	1 4.2%
10. Would you agree that DSC engages in effective strategic planning?	24 100%	0 0.0%	0 0.0%
11. Would you agree that the planning process at the College may be characterized as a participatory enterprise, which embeds strategic planning and institutional effectiveness into a single system of operation?	22 91.7%	0 0.0%	2 8.3%
12. On the whole, are you satisfied with the strategic plan and planning process at DSC?	24 100%	0 0.0%	0 0.0%

Source: *Evaluation of the Strategic Plan and Planning Process Survey Results Report, Strategic Planning Committee, Spring 2002; Total Respondents 24 (58% out of 44 Strategic Planning Committee Members).*

**SUMMARY OF CHANGES UNDERTAKEN TO IMPROVE THE INSTITUTIONAL  
RESEARCH OFFICE AND THE COLLEGE'S EDUCATIONAL PROGRAMS,  
SERVICES, AND OPERATIONS.**

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In a 2001 User Satisfaction Survey of the Institutional Research office, respondents suggested the following as ways to improve the services provided by the office:

1. Office needs a full time secretary or administrative assistant. There is obviously an enormous amount of work that needs to be done in the office and seems that additional support is needed if the Director is to continue to stay on top of his responsibilities.

*Status Report as of 2002-2003:* Budget constraints preclude the hiring of a full-time assistant. Continues to rely on student assistants.

2. There needs to be a way to streamline the College's assessment procedures with respect to student learning outcomes. The classroom assessment procedure that calls for annual outcomes assessment is too cumbersome and repetitious. This is really unacceptable. The assessment forms need to be significantly reduced and a computer template or a simplified form need to be generated to cut down on the time required to complete these forms. It will also serve the College well if there is one central location on the campus computer system where faculty can enter assessment information and reports are automatically generated. This will be useful and economical to all parties.

*Status Report as of 2002-2003:* Recommendations and acceptance by President of an external evaluation and of the College's institutional effectiveness program will address issue.

3. The administration needs to inform the College community in some way how all the data that is generated by the Institutional Research office is used to make policy decisions or to make improvements in programs and services. It seems that there should be more of a purpose than just gathering facts. There is no awareness of what happens once the facts are gathered. Perhaps the office needs to keep record and disseminate information to the College community about how the data and analysis it generates are used to make decisions.

*Status Report as of 2002-2003:* Recommendations and acceptance by President of an external evaluation and of the College's institutional effectiveness program will address issue.



4. There is not enough information about the clubs and organizations on campus. Considering the diversity of DSC students, it would be interesting to know the number, ages and majors of participants in each organization. In this regard, there should be more questions on student and graduate surveys concerning student activities, clubs, trips, and activity period.

*Status Report as of 2002-2003:* An expanded Facts and Figures document now provides more information about campus clubs and organizations. This will continue in subsequent Facts and Figures documents.

**DALTON STATE COLLEGE  
MAJOR CHANGES AND CONTINUOUS IMPROVEMENTS ARISING FROM  
STRATEGIC PLANNING & INSTITUTIONAL EFFECTIVENESS PROCESSES  
(A “CLOSING THE LOOP” SUMMARY REPORT”)**

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**EDUCATIONAL SUPPORT & ADMINISTRATIVE ACTIVITIES**

*Institutional Research & Planning*

IMPROVEMENTS AND CHANGES AS A RESULT OF STRATEGIC PLANNING

1. There is a functioning Institutional Research office with a full-time director to coordinate all aspects of the College’s planning, assessment and research functions.
2. An improved institutional planning process has been developed and implemented by the College. The Dalton State College *Strategic Plan* calls for a three-year window of planning and assessment; the most recent three-year cycle, 2000-2003, is being completed. The plan for the next cycle, 2003-2006, is underway.
3. The College has in place Key Performance Indicators to measure its institutional effectiveness as well as to measure the outcomes of the various phases in its strategic planning process. **(KPIs #1-39)**
4. An Institutional Effectiveness Subcommittee of the College’s Strategic Planning Committee, made up of faculty, assists the Institutional Research and Planning office with the implementation and evaluation of the College’s institutional effectiveness efforts.
5. Implemented an academic program review process that began with the BS program in Industrial Operations Management. In 2002-2003 the second academic program report for the BS program in Management Information Systems was completed.
6. Provided leadership to the successful completion of the SACS Substantive Change process that elevated the College from a Level I to a Level II institution
7. Provided appropriate leadership and support for the College’s participation in the University System of Georgia benchmarking project. **(KPIs #6, 7, 11, 18, 19, 26)**
8. Produced the first comprehensive *Facts & Figures* document for the College that incorporated all separate pieces of information produced by the office into one accessible document. **(KPIs #2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 15, 16, 17, 18, 19, 20, 22, 23, 25, 26, 27, 28, 29).**

### IMPROVEMENTS AND CHANGES AS A RESULT OF ASSESSMENT ACTIVITIES

1. The College has instituted a number of assessment activities and procedures as part of its institutional effectiveness program. These include COMPASS; CAAP; ETS Business; TOEFL; graduate, continuing student, employer, alumni, faculty and staff surveys; graduating seniors exit interviews. **(KPIs #7, 9, 12, 15, 20, 21)**
2. Assessment results are routinely collected and used to improve/modify curricula and academic programs. These include transfer GPA, stakeholder surveys, Regents Testing Program (RTP), licensure examinations, job placement rates. Beginning with the 2001-2002 academic year, these will also include COMPASS, CAAP and ETS standardized tests. **(KPIs #10, 11, 12, 13, 14, 18, 19)**
3. DSC took part in the University System of Georgia's first Student Opinion Survey (1997) to gauge satisfaction with college programs and services. Another survey was completed in 2001. Results have been studied by the administration and used to make improvements where necessary. **(KPI #15)**
4. An annual *Accountability Report Card*, beginning with 2000-2001 academic year has been developed to monitor the progress of the College's Key Performance Indicators. **(KPIs #1-39)**
5. Program specific student surveys to measure student satisfaction and program effectiveness have been developed for all programs in the Divisions of Business Administration, and Technical Education. **(KPIs #11, 15, 16, 18, 19)**
6. In a 2001 User Satisfaction Survey of the Institutional Research office, respondents suggested the following as ways to improve the services provided by the office: **(KPI #21)**
  - (1) Office needs a full time secretary or administrative assistant. There is obviously an enormous amount of work that needs to be done in the office and seems that additional support is needed if the Director is to continue to stay on top of his responsibilities.
  - (2) There needs to be a way to streamline the College's assessment procedures with respect to student learning outcomes. The classroom assessment procedure that calls for annual outcomes assessment is too cumbersome and repetitious. This is really unacceptable. The assessment forms need to be significantly reduced and a computer template or a simplified form need to be generated to cut down on the time required to complete these forms. It will also serve the College well if there is one central location on the campus computer system where faculty can enter assessment information and reports are automatically generated. This will be useful and economical to all parties.

- (3) The administration needs to inform the College community in some way how all the data that is generated by the Institutional Research office is used to make policy decisions or to make improvements in programs and services. It seems that there should be more of a purpose than just gathering facts. There is no awareness of what happens once the facts are gathered. Perhaps the office needs to keep record and disseminate information to the College community about how the data and analysis it generates are used to make decisions.
  - (4) And finally, in responding to the suggestion to provide information about clubs and organizations on campus, the office, in an expanded Fact & Figures (2001) document, began providing information on the “Top 10 Student Organizations With the Largest Participation.” This will continue in subsequent editions of the Fact Book. As well, graduates are regularly asked in a survey “how involved were you in campus programs, activities, and organizations?” Results of survey are disseminated to campus community and posted on the office's web site.
7. As part of the ongoing evaluation of its institutional effectiveness program, and partly stemming from the SACS 2003 Reaccreditation Self-Study suggestions, the President decided to bring two external evaluators to campus in the summer of 2003 to complete a review of the structure of DSC’s institutional effectiveness program; complete a review of the data collection and reporting requirements contained within the institutional effectiveness program; to identify any instances of significant gaps or duplication in the overall structure of the institutional effectiveness program; to determine whether the size and scope of the institutional effectiveness program is appropriate for the size and complexity of the institution; to ascertain faculty and administrative perceptions regarding the degree to which the institutional effectiveness program actually contributes to the improvement of programs and services at DSC; and to provide recommendations on ways by which the institutional effectiveness program can be improved upon and, where possible, streamlined. Results and recommendations of this external review will be communicated to the College community at the 2003 faculty retreat and any modifications or streamlining will be promulgated. A plan to implement the recommendations will be announced to Academic Division Chairs, Vice Presidents and Directors of administrative departments and units.

### **Section E: Overall Divisional Health and Plans for the Upcoming Year**

Data collection, analysis, dissemination of results, responding to internal and external demands for information, maintenance of longitudinal databases, as well as *ad hoc* and special studies and reports continue to place demands on the activities of the office, not mentioning preparation for the 2003 SACS visit during the last two to three years. All the same, the office manages to stay afloat and doing well. However, it still remains a concern and needs mentioning again that the increasing activities concerning the amount of work and responsibilities suggest that insufficient time and lack of a permanent research and/or an office assistant hamper's the office's ability to work efficiently and effectively in all areas of data collection, analysis and dissemination. Enormous time is still spent on various "housekeeping" duties that not enough time is devoted to conducting research and preparing reports on important and pressing institutional issues. To this end, there have been several suggestions, including a SACS Visiting Committee one that the College employ a full-time and permanent research or administrative assistant to assist the Director of Institutional Research. It appears current budget constraints will delay this, but it needs to be given serious consideration and attention.

Looking ahead, the recent report and recommendations of two external reviewers of the College's institutional effectiveness program could result in streamlining and reducing the amount of data the office collects and analysis for planning and assessment. This is a welcoming and positive development. At the same time, to continue to provide relevant data for decision making, the office will work toward greater utilization of data retrieval/mining software (e.g., Crystal/Oracle Reports) to obtain data from BANNER in order to align data collection, analysis, data accuracy, reporting, and user access processes. The goal is an online system that avails institutional core data to the President and other decision makers who can generate customized reports on a wide variety of information. The cooperation of the President's office and OCIS would be necessary to get this activity on track and ongoing. Meanwhile, plans for the upcoming year (2003-2004) was approved by the President and are presented below:

1. Working with IRP colleagues as external evaluators, refine the IE process at DSC to reduce redundancy and streamline reporting requirements at the divisional/departmental level. This will be completed as part of the strategic plan goal: "Reexamine both the College's institutional effectiveness and strategic planning processes."
2. Create a set of research reports for administrative use, which will be defined together with senior administrators, and a mechanism for periodic review of this information for decision-making purposes.
3. Continue to assist with the academic program review process.
4. Assist with the roll-out of the 2003-2006 *Strategic Plan* and first-year implementation plans.
5. Assist with research and data-gathering efforts to attain the College goal of increasing student retention and graduation rates.
6. Continue teaching sociology class and research/publishing in the areas of race and ethnic relations and multicultural education.
7. Continue as faculty advisor and involvement with the activities of the International Students' Association.

# APPENDIX

**2000-2003 PLANNING ACTIVITIES AS RECORDED IN *PLANBUILDER***

See attachment.

**PROJECT AND ACTIVITY LOG/CALENDAR**

See attachment.