



**STRATEGIC PLAN
2006-2010**

September, 2006
(Updated: March 2008)

Dalton State College is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (1866 Southern Lane, Decatur, Georgia 30033-4097: Telephone number 404-679-4501) to award the Associate and Bachelor's degrees.

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Introduction

The *2006-2010 Dalton State College Strategic Plan* is the work of many people, representing the best thinking within the college community. It is a focused and integrated plan that will serve the institution very well over the next four years and indeed take the institution to the end of this decade. The process began in September 2005 with a Strategic Planning Retreat that laid the groundwork for conceptualizing the basic directions the new *Strategic Plan* must contain. At the retreat, members of the Strategic Planning Committee reviewed the general state of the institution and considered challenges that are likely to form at least a part of the background that the new plan will need to recognize as it forges the College's future direction. The committee then discussed the trends and issues likely to affect the College over the next 3 to 5 years; conducted a SWOT Analysis so that a comprehensive list of strengths, weaknesses, opportunities, and threats could be compiled; decided on three to five major initiatives that the College needs to undertake over the next four years; and created planning priorities, goals, key performance indicators, and implementation strategies for every functional area on campus. In addition, for the first time in the College's planning process, the group agreed that the *Strategic Plan* should be built around a four-year planning window rather than the customary three. This four-year plan has the benefit of bringing the new planning cycle in line with the beginning of Dalton State's next SACS self-study for reaffirmation of accreditation.

During this process, many individuals have lent energy, creativity, and expertise to the common enterprise, thus producing a genuinely collaborative sense of direction. The locus for this effort, the Dalton State College Strategic Planning Committee, has again proven to be a dedicated group with a strong sense of institutional commitment. Much has changed since the *2003-2006 Strategic Plan* was constructed; consequently, the collective thinking of the committee was critically important in identifying the future direction the College wants to take. Because of this, the *Strategic Plan* has emerged as the product of consensus and represents a shared vision with common aspirations. It is because of the combination of consensus and commitment that this plan, like its predecessors, will be successfully implemented. While some of the planning priorities and goals will need to await new funding, there is otherwise much that can be accomplished over the near term as the College strives to meet the needs of Northwest Georgia.

The Committee's members deserve to be thanked individually:

1. Scott Bailey, *Vice President for Fiscal Affairs*
2. Terry Bailey, *Director of the Office of Computing & Information Services*
3. David Boyle, *Dean, School of Social Work*
4. Carol Brand, *Assistant Professor of Early Childhood Education*
5. Garrett Burgner, *Director of Campus Recreation*
6. Nick Carty, *Assistant Professor of Speech*
7. Malisa Cawood, *Student*
8. Henry Codjoe, *Director of Institutional Research & Planning*
9. Eunice Cooper, *Administrative Assistant, School of Technology & Department of Technical Studies*
10. Judy Cornett, *Chair, Department of Social Sciences*
11. Dianne Cox, *Director of Financial Aid & Veterans Affairs*
12. Mary Edwards, *Dean, School of Education*
13. David Elrod, *Director of Institutional Advancement*

14. Thomas Gonzalez, *Chair, Department of Mathematics*
15. Cheryl Grayson, *Coordinator of Physical Education*
16. Randall Griffus, *Dean, School of Sciences & Mathematics*
17. Jami Hall, *Director of Student Activities*
18. Angela Harris, *Director of Enrollment Services*
19. Marilyn Helms, *Sesquicentennial Endowed Chair & Professor of Management*
20. Katherine Hendrix, *Student*
21. John Hutcheson, *Vice President for Academic Affairs*
22. Charles Johnson, *Dean, School of Technology*
23. Jodi Johnson, *Vice President for Enrollment & Student Services*
24. Lydia Knight, *Library Director*
25. Linda LaChapelle, *Chair, Department of Technical Studies*
26. Donna Mayo, *Dean, School of Business Administration*
27. Kim McCroskey, *Instructional Technologist Academic Services*
28. Andy Meyer, *Chair, Department of Natural Sciences*
29. Faith Miller, *Director of Human Resources*
30. Mary Nielsen, *Dean, School of Liberal Arts*
31. Pam Partain, *Director of the Center for Continuing Education*
32. Lydia Postell, *Chair, Department of Humanities*
33. Vince Postell, *Coordinator of Learning Support*
34. Christy Price, *Associate Professor of Psychology*
35. Jack Reynolds, *Director of Plant Operations*
36. Amy Schmidt, *Director of Academic Advising Center*
37. John Schwenn, *President (Chair)*
38. Cordia Starling, *Dean, School of Nursing*
39. Lana Sweenie, *Curriculum Development & Student Transition Coordinator*
40. Jane Taylor, *Director of Public Relations*
41. Susan West, *Chair, Department of Health Occupations*
42. Linda Wheeler, *Director of Academic Resources*
43. Patricia White, *Assistant Vice President for Academic Affairs*

THE PLANNING ENVIRONMENT

Institutional Overview

History

Dalton State College was chartered as Dalton Junior College by the Board of Regents of the University System of Georgia in July 1963, becoming the 24th unit of the University System of Georgia, which currently consists of 35 institutions. In May 1965, the voters of Whitfield County passed a bond issue by a margin of 26 to 1 authorizing the \$1.8 million necessary to begin the College's physical facilities. Situated on a 141 acre campus overlooking Interstate 75, the first four buildings were completed in time for the institution to open its doors in the fall of 1967. An inaugural class of 524 students enrolled that quarter, and enrollment inexorably grew to more than 3,000 in the fall of 1994 and to 4,349 students in fall 2006. In the meantime, the physical plant expanded to accommodate the larger number of students, faculty, and staff. Today, the College occupies 395,141 square feet of space in eleven major buildings. A new continuing education building containing 26,000 square feet received funding in 2003 and was opened in the summer of 2006. A new satellite technical building to be attached to the new Whitfield Career Academy received funding in 2006 and is slated to be opened in fall 2008. Dalton State College will also have a new 100,000 square foot classroom building in its future, as a result of action taken by the University System of Georgia (USG) Board of Regents in June 2005. The Board approved Dalton State's request for a \$22 million general classroom building that will be added to the rolling five-year Major Capital Priority List for funding.

Other changes have occurred over the years. Among the most significant was the addition of a technical division to the College's program array in 1973. Additionally, in 1987, the Board of Regents deleted "Junior" from the name of the College. As well, in 1996, the Board of Regents authorized Dalton College to assume responsibility for the Dalton School of Health Occupations, resulting in the addition of several health-related programs to the curriculum. One of four University System institutions with comprehensive technical certificate and pre-baccalaureate programs, the College was thus well positioned to address a broader array of future needs. In 1998, recognizing unmet needs within the Northwest Georgia region, the University System authorized Dalton to begin offering selected bachelor's degrees in the field of business – changing the mission and purpose of the College with a new name: Dalton State College (DSC). The College began offering upper-level coursework in the fall of 1999. A Bachelor of Social Work degree program was also added in 2001. And in November 2004, the Board of Regents voted to allow DSC to assume responsibility for the Bachelor of Science in Education degree program with a major in early childhood education that had been offered in Dalton since the 1980s by the University of West Georgia. Thus, Dalton State entered the field of teacher education for the first time at the baccalaureate level, with its first juniors admitted in the fall of 2005 and its first seniors graduating in the spring of 2006. These developments were sanctioned by a SACS authorized substantive change from Level I to Level II, including a Board of Regents authorized change of mission. The 1998-1999 year also marked the beginning of the College's conversion from the quarter to the semester system with the class of 1999 students graduating under the semester system.

The Southern Association of Colleges and Schools first accredited what is now Dalton State College to award the associate's degree in 1969, and the College has been fully accredited since then. In its almost forty-year history, Dalton State College has had four presidents: Dr. Arthur M. Gignilliat, who served as the College's founding president from 1966 to 1970; Dr. Derrell C. Roberts, who began his presidency of the College in 1970 and retired in 1994; Dr. James A. Burran, who succeeded Dr. Roberts in 1995 and retired in February 2008; and Dr. John O. Schwenn who took up the task of guiding the institution on March 1, 2008.

Programs of Study

Dalton State College offers five types of program:

1. four baccalaureate degree programs (B.B.A., B.S., B.A.S., and B.S.W.) in business, education, mathematics, biology, technology, and social work;
2. forty-one transfer-degree programs that lead to Associate of Arts or Associate of Science degrees (A.A. and A.S.), and which meet the requirements for the first two years toward bachelor degrees;
3. thirteen career degree programs (A.A.S.) in the general areas of business, health, services, and technology;
4. a nursing program that leads to an Associate of Science in Nursing degree (A.S.N.); and
5. forty-five career certificate programs that lead to technical certificates and mini-certificates.

In an effort to provide access to the more geographically remote parts of the region, Dalton State College offers joint, cooperative Associate of Applied Science degrees with Northwestern Technical College in Walker County, and Coosa Valley Technical College in Floyd County. The College also offers coursework at its Catoosa (County) Center in Fort Oglethorpe. In addition, Dalton State College is host to a new MBA program offered by Kennesaw State University. And through its Continuing Education Center, the College provides non-credit programs throughout its service area. Thus, through these means, the Dalton State College brings a variety of educational programs to the people of Northwest Georgia.

Faculty

From its inception in 1967, Dalton State College's commitment to a high quality general educational program in a teaching and learning environment that sustains instructional excellence has included recruiting and retaining the finest possible faculty. Between fall 1993 and fall 2001, the faculty headcount, excluding part-time instructors but including chairpersons, increased from 93 to 109. Fifty-four percent of the faculty members hold doctoral degrees, and 62 percent are tenured. As of fall 2006, the number of full-time and part-time faculty was 198, of which 128 are full-time. Fifty-two percent of full-time faculty members hold doctoral degrees and 45 percent are tenured. The Dalton State College Foundation has acquired donations of \$1,500,000 to provide matching funds for three endowed professorships in the recently established baccalaureate programs, and the state has funded two of these endowed chairs at present. Professors of management currently occupy the Sesquicentennial Chair and the DSC Foundation Chair of Management.

Students

Students come to Dalton State College generally from ten counties in Northwest Georgia, with the majority of them being from Whitfield, Murray, Walker, Catoosa, and Gordon counties. Even so, in 2006, an active International Club provided support to 284 foreign students from 35 countries. Enrollment increased from 2,913 in the fall of 1993 to 4,349 in the fall of 2006 and is projected to increase to well over 5,000 by the fall of 2012. The current student profile includes a high percentage of individuals who are first-generation college students. Sixty-two percent of the student body is of traditional age (18-24), while the other 38 percent are typically non-traditional in their 30s and over. The average age is 27. Sixty-two percent of the enrollment is female, while 86 percent of the students are white. The minority population has more than doubled in the last few years thanks to the Dalton area's growing Latino population. Currently, the minority student population is 14 percent of the student body. Dalton State College's impact on the communities it serves has been significant. During its 40 years of operation, some 89,950 students have enrolled, while over 9,761 have graduated. Thousands of others have transferred to universities without completing degree requirements at Dalton.

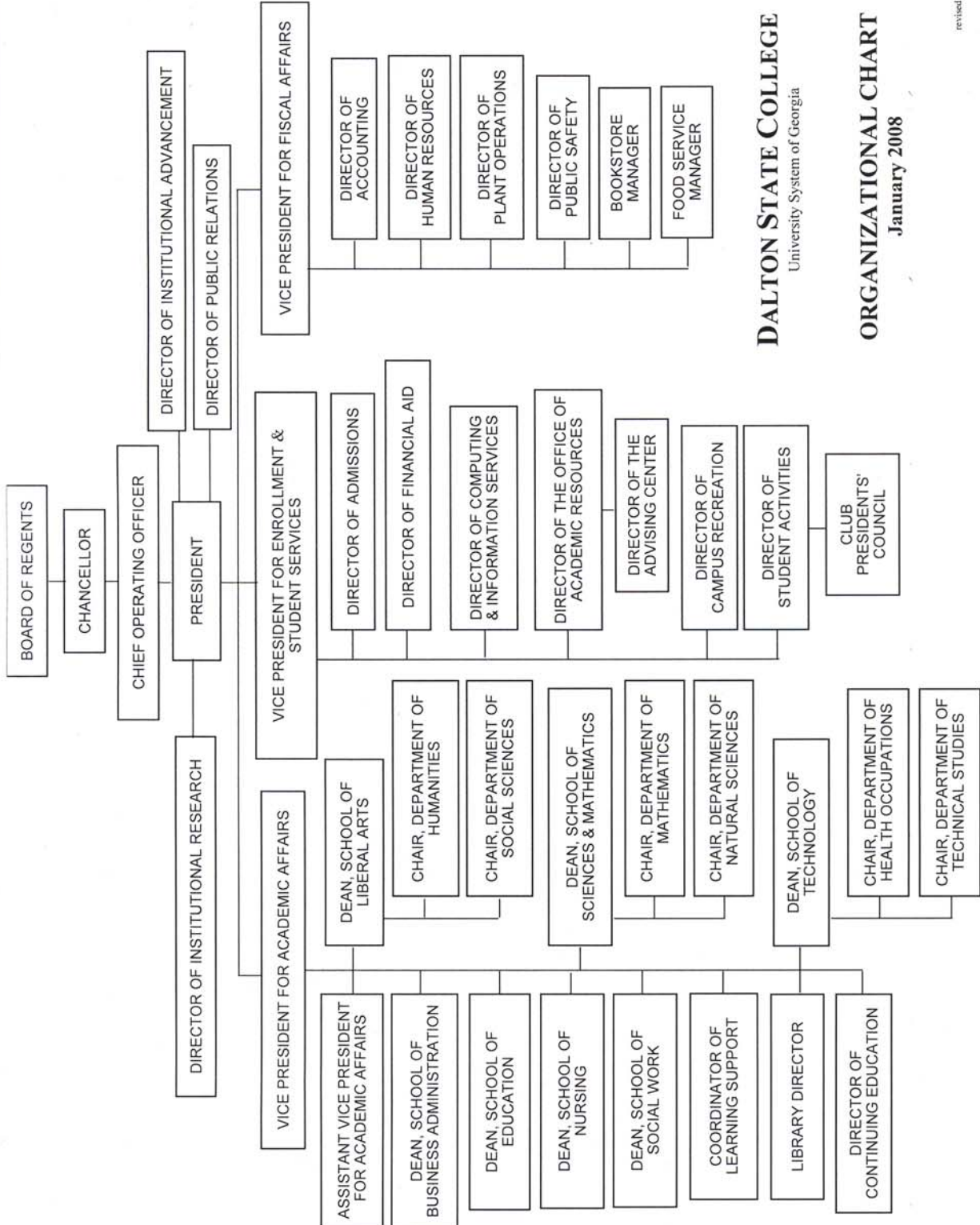
Table 1

DALTON STATE COLLEGE TEN-YEAR QUICK STATISTICAL OVERVIEW 1996/97 – 2005/06										
<i>Students</i>	1996-97	1997-98	1998-99	1999-00	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06
Headcount Enrollment	3,006	3,053	2,967	3,051	3,139	3,647	4,135	4,201	4,252	4,267
Percent Change	-5.1	1.6	-2.8	2.8	2.9	16.2	13.4	1.6	1.2	0.3
Percent Full-Time	46.3	48.4	42.6	42.2	39	40	40.3	42.7	41.8	44.9
Percent Part-Time	53.7	51.6	57.4	57.8	61	60	59.7	57.3	58.2	55.1
Percent Female	61	60	58.9	59.6	60.2	62.8	62.8	63.6	63.3	62.4
Percent Minority	2.7	4.5	5.2	6.1	7.4	7.5	8.9	9.7	11.2	13
Percent Out-of-State	1.2	1.3	1.6	2.4	0.8	0.9	1	0.8	1.6	1.0
Percent International	-	1.4	1.8	2.3	3.3	3.2	4.2	4.6	1.7	6.4
Entering Freshman Enrollment	630	537	760	736	783	858	864	851	821	895
Freshman Enrollment	1,553	1,529	1,988	2,043	1,921	2,211	2,419	2,398	2,353	2,234
Sophomore Enrollment	964	1,007	893	891	710	877	1,062	1,067	1,138	1,068
Junior Enrollment	-	-	-	-	-	300	348	385	458	540
Senior Enrollment	-	-	-	-	-	176	217	263	303	425
Equivalent Full-Time	2,335	2,431	2,108	2,138	2,157	2,552	2,906	2,991	2,997	3,122
Spring Enrollment	2,582	2,652	2,803	2,864	3,132	3,619	3,885	3,951	3,947	3,911
Summer Enrollment	1,442	1,181	1,307	1,278	1,693	1,956	1,943	1,923	2,091	1,923
Average SAT Scores Fall Term**	898	905	929	932	915	938	930	937	946	953
Average ACT Scores Fall Term**	-	19	20	19	20	20	20	20	19	19
Average HS GPA Fall Term***	-	-	-	2.6	2.6	2.6	3.3	3	2.9	2.96
Total Applicants	1,468	1,385	1,599	1,607	1,500	2,022	2,179	2,178	1,932	1,941
-Number Accepted	1,115	1,075	1,156	1,133	1,150	1,259	1,308	1,347	1,354	1,347
-Number Enrolled	921	943	988	966	1,012	1,069	1,152	1,144	1,162	1,165
Extended Campus Enrollment	-	423	350	604	784	848	709	580	547	468
Online Enrollment	-	-	-	-	-	-	-	-	50	240
<i>Division Enrollment*</i>										
Business Administration	-	454	431	436	488	489	502	544	591	562
Education	-	-	-	-	-	-	-	-	-	589
Humanities	73	116	106	135	116	108	100	122	134	150
Natural Sciences & Math	716	595	508	550	512	495	475	491	546	641
Nursing	318	295	286	249	246	301	401	392	471	465
Social Sciences	700**	771**	770**	114	469	542	618	686	621	103
Social Work	-	-	-	-	-	20	29	67	78	83
Technical Education	676	886	996	991	1,142	1,551	1,907	1,922	1,678	1,598

Table 1

DALTON STATE COLLEGE TEN-YEAR QUICK STATISTICAL OVERVIEW 1996/97 – 2005/06										
<i>Students</i>	1996-97	1997-98	1998-99	1999-00	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06
Counties										
Bartow	31	31	37	29	24	27	34	37	46	47
Catoosa	377	361	337	371	430	472	548	546	518	545
Chattooga	39	28	36	42	34	33	30	30	29	27
Dade	45	45	38	39	32	46	50	60	58	57
Fannin	8	10	12	11	10	25	28	39	44	39
Gilmer	68	52	61	47	62	78	76	81	99	91
Gordon	367	360	380	355	324	388	455	503	544	498
Murray	371	413	438	415	483	600	688	686	651	658
Pickens	19	11	29	37	36	45	36	35	30	33
Walker	370	390	366	386	353	316	313	316	310	360
Whitfield	1,231	1,258	1,163	1,247	1,290	1,544	1,781	1,781	1,831	1,820
Age										
18 and under	356	497	476	440	381	457	587	505	475	677
19-20	905	899	829	881	854	847	913	947	997	928
21-22	442	399	395	399	427	484	501	551	599	590
23-24	223	213	210	218	250	298	304	354	385	350
25-29	357	373	356	385	406	496	552	573	541	551
30-44	583	547	559	560	645	841	990	983	970	918
45-64	115	120	130	159	169	217	282	282	276	249
65 and above	5	3	3	9	7	7	6	6	9	4
Average Age	25.7	25.5	25.7	26	26.4	27	27.4	27.3	26.7	26
Academic Programs/Courses										
Number of Divisions/Departments	7	7	7	7	7	7	7	7	7	8
Number of Programs	84	84	89	97	105	111	113	121	114	117
Number of Courses	382	382	338	386	430	473	499	508	504	551
Student-Faculty Ratio	29/1	26/1	25/1	28/1	25/1	25/1	28/1	27/1	27/1	23/1
Average Class Size (Fall Term)	-	26	26	19	18	20	20	22	22	20
Annual Credit Hours Generated	98,745	99,632	104,861*	59,683	61,418	73,700	81,887	84,109	84,340	85,365
Degrees & Certificates Granted	440	456	359	354	298	367	394	473	456	477
Library Holdings (Volumes)	95,205	103,725	99,348	111,583	112,995	115,094	116,716	119,515	122,137	124,932

DALTON STATE COLLEGE ORGANIZATIONAL CHART



DALTON STATE COLLEGE
University System of Georgia

ORGANIZATIONAL CHART
January 2008

revised 1003/07

Planning at Dalton State College

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

In the early 1990s, in response to the decennial reaffirmation process of the Southern Association of Colleges and Schools (SACS), the College began to develop a campus-wide, systematic, broad-based, and integrated system of planning and evaluation. This development coincided with the “institutional effectiveness” effort that enveloped the higher education community as a result of public pressure for accountability in education. Indeed, assessment processes by the late 1980s and early 1990s were becoming a way of life in colleges and universities across the country. Dalton State College responded to these new developments in 1993 with the creation of a new planning document entitled *Planning, Assessment, and Research at Dalton College*. This effort marked the first attempt to treat strategic planning and assessment as interrelated components rather than as separate processes. While weaknesses in the comprehensiveness of this planning attempt were evident, it nonetheless represented a good foundation. By this time it was apparent that a renewed approach was needed, one that would incorporate the depth and breadth of the 1983 long-range plan and the assessment process initiated in the 1993 document. Accordingly, in the summer of 1995, the College initiated a renewed effort, which began with three research studies: an environmental scan of the College's service area, an assessment of the region's current and emerging academic needs, and an image study documenting the College's perceived strengths and weaknesses. These efforts were completed during the 1995-96 year, utilizing off-campus consulting services as well as three faculty-staff committees.

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

With the 1997-2000 planning model serving as a template, formulation of the *Dalton State College 2000-2003 Strategic Plan* began in the fall of 1999. A 42-member committee, expanded to include representation from each of the other standing committees on campus, began by taking stock of accomplishments from the *DSC 1997-2000 Strategic Plan*. Then, it developed planning assumptions based on a new environmental analysis prepared by the College's Office of Institutional Research and Planning. The committee devoted the remainder of the academic year to developing strategic initiatives and goals for the next three years. In May of 2000, the faculty in session approved the committee's plan.

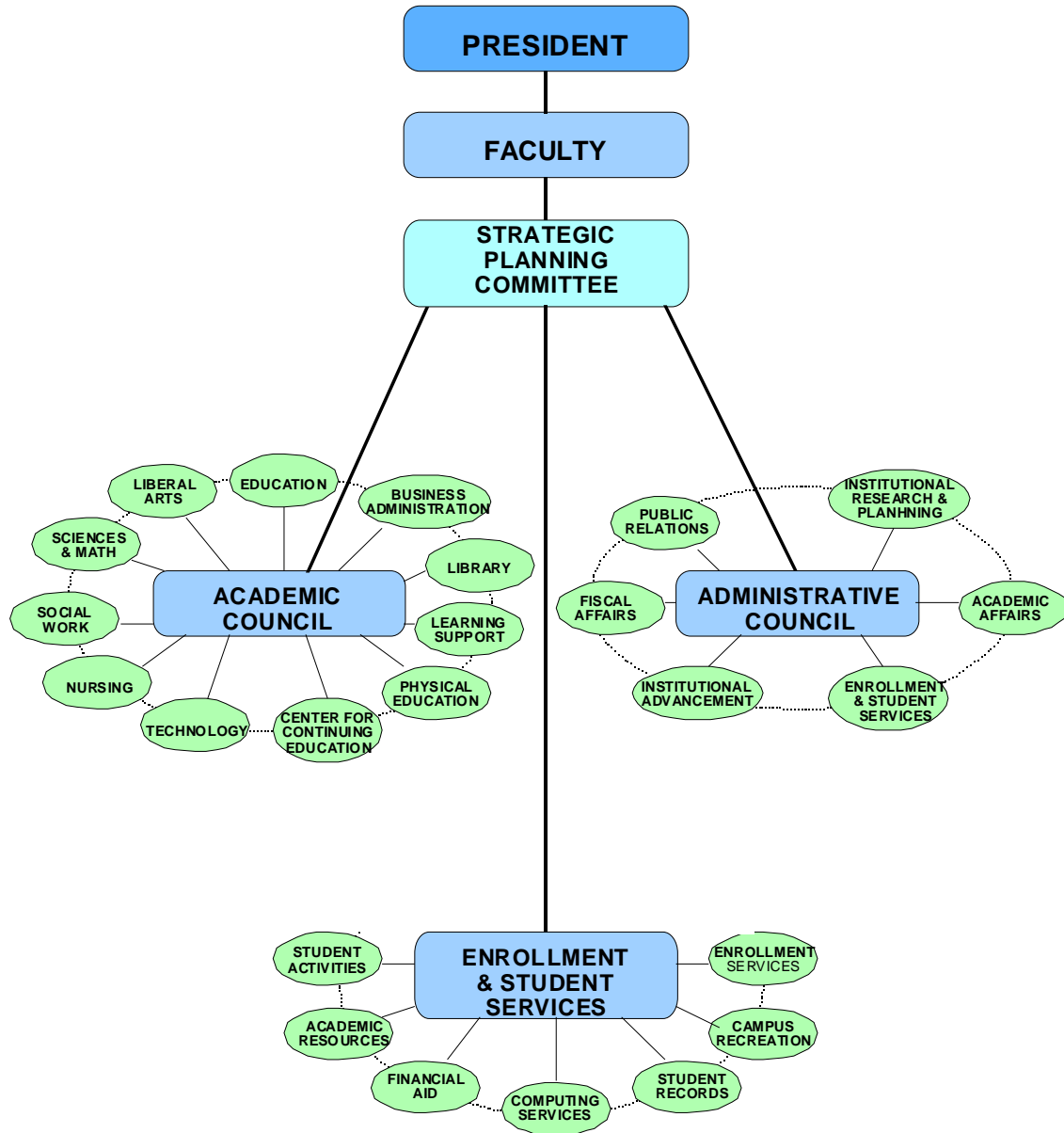
During the fall of 2002, as the 2000-2003 *Strategic Plan* entered its last year of implementation, work on the 2003-2006 *Strategic Plan* began in much the same manner, and when it was completed, it included the following interrelated parts: a description of the planning environment, the institutional strategic plan, the divisional and departmental implementation plans, the institutional effectiveness program, the physical master plan, and the Dalton State College Foundation strategic plan. The 2006-2010 *Strategic Plan* is but the latest iteration in a long line of Dalton State College planning and evaluation efforts, each building from the experiences of the one before. The present work, besides spanning four years, also includes the following sections: a description of the planning environment, the institutional strategic plan, the implementation plan goals, the institutional effectiveness program at DSC, the physical master plan, and the Dalton State College Foundation strategic plan.

Structure of the Planning Process

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

With the 2006-2010 *Strategic Plan*, the planning process began functioning on a four-year cycle instead of the usual three-year cycle of previous plans. Within that four-year window are annual implementation cycles, which document progress made on the four-year implementation goals and action plans. This process provides for reviews, corrections, and modifications along the way. The loop is closed with annual reports, required of all College personnel and of all major functional areas, which document this progress in the form of implementation plan progress reports.

Figure 1
STRATEGIC PLANNING COMMITTEE DECISION-MAKING PROCESS



**Figure 2
DSC STRATEGIC PLANNING FLOW CHART**

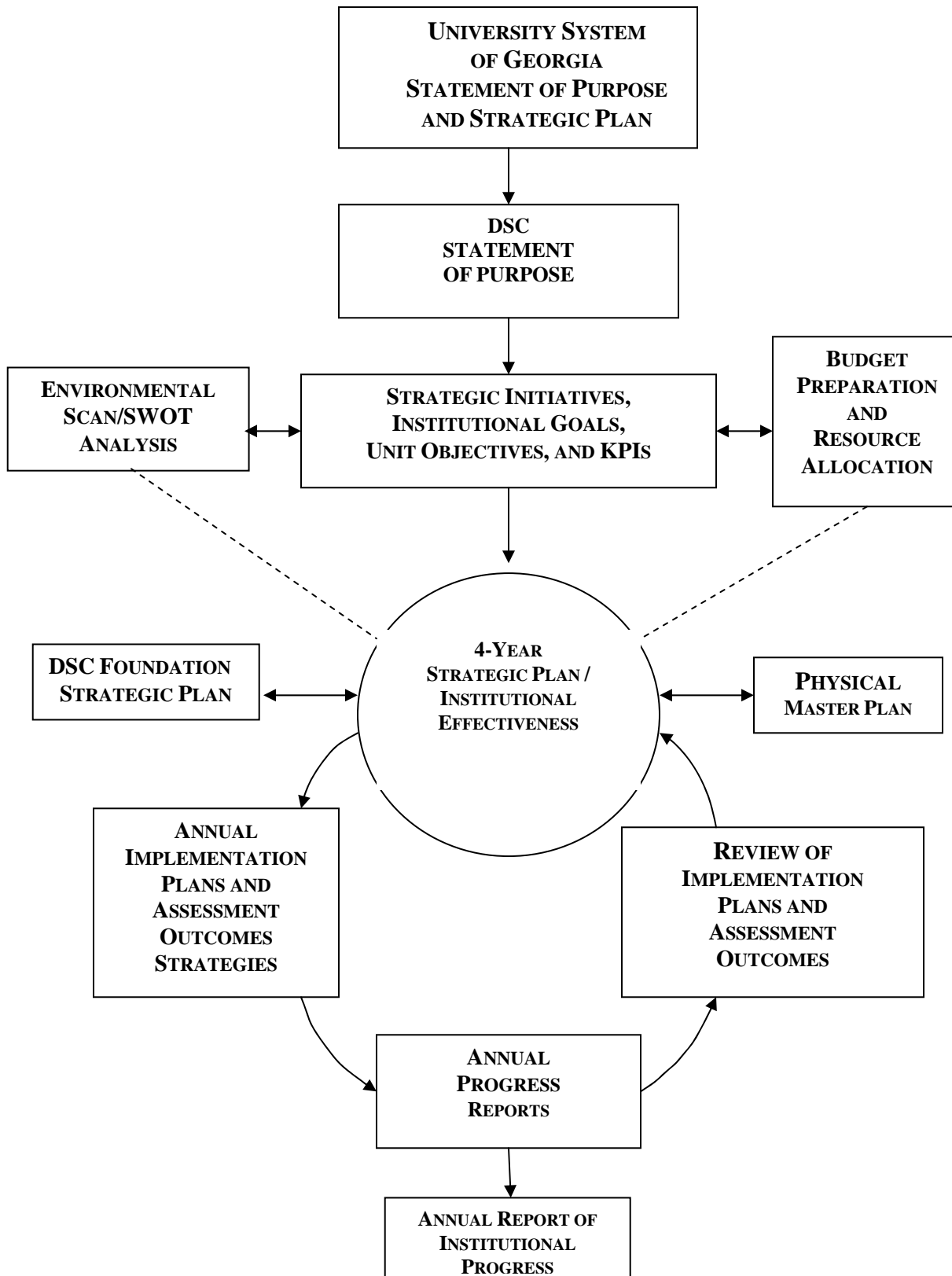


Table 2

STRATEGIC PLANNING AND IMPLEMENTATION TIMETABLE (4-YEAR CYCLE KEY MILESTONES)	
<i>Time</i>	YEAR 1
September	<p>A new Strategic Planning Committee is appointed and begins the process of conceptualizing the basic directions for a new strategic plan.</p> <p>The chair of the Strategic Planning Committee reviews critical elements and presents a timetable for developing plan.</p> <p>The chair kicks off the planning process with a review of the general state of the institution and poses a set of challenges that may face the College as it forges its future direction</p> <p>The Strategic Planning Committee reviews and discusses the Environmental Scan Report as background and direction report for developing the plan.</p> <p>The Strategic Planning Committee completes a SWOT (Strengths, Weaknesses, Opportunities, and Threats) analysis for DSC.</p> <p>The Strategic Planning Committee develops a list of 3 to 5 major initiatives that DSC needs to undertake over the next four years.</p>
November	<p>The Strategic Planning Committee develops a set of planning priorities around strategic initiatives.</p> <p>The Strategic Planning Committee brainstorms and develops a list of measurable goals to help achieve planning priorities.</p>
December	<p>A subcommittee is appointed to review the list of goals and recommend a more tightly focused set of achievable goals.</p>
February	<p>The Strategic Planning Committee reviews, discusses, and approves recommended goals for implementation.</p> <p>A subcommittee is appointed to develop key performance indicators for approved goals.</p>
March	<p>The Strategic Planning Committee reviews all goals and determines which goals will be selected for the 1st year Implementation Plan.</p> <p>Academic schools/departments and administrative units develop implementation plans with specific action plans for assigned first-year goals and Outcomes Assessment Plans.</p>
April- August	<p>The planning director prepares the new strategic plan for approval by the chair of the Strategic Planning Committee and the faculty.</p>
July	<p>New strategic planning begins. Planning cycle begins (July 1) for schools, departments, and administrative units planning and assessment.</p>

Table 2

STRATEGIC PLANNING AND IMPLEMENTATION TIMETABLE (4-YEAR CYCLE KEY MILESTONES)	
<i>Time</i>	YEAR 2
May	<p>Deans, department chairs, and administrative heads report orally to the Strategic Planning Committee on goals achieved for the first year and note whether any goals need to be carried over into the next planning year.</p> <p>The Strategic Planning Committee develops and approves the 2nd Year Implementation Plan goals.</p> <p>Academic schools/departments and administrative units develop implementation plans for second-year goals.</p>
	YEAR 3
May	<p>Deans, department chairs, and administrative heads report orally to the Strategic Planning Committee on goals achieved for the second year and note whether any goals need to be carried over into the next planning year.</p> <p>The Strategic Planning Committee develops and approves the 3rd Year Implementation Plan goals.</p> <p>Academic schools/departments and administrative units develop implementation plans for third-year goals.</p>
	YEAR 4
May	<p>Deans, department chairs, and administrative heads report orally to Strategic Planning Committee on goals achieved for the third year and note whether any goals need to be carried over into the next planning year.</p> <p>The Strategic Planning Committee develops and approves the 4th Year Implementation Plan goals.</p> <p>Academic schools/departments and administrative units develop implementation plans for fourth-year goals.</p>
June	4-Year Strategic Plan completed.

Linkage between Planning and Budgeting

At Dalton State College, overall responsibility for linking planning and budgeting resides with the president through the Strategic Planning Committee and the Budgeting and Planning Subcommittee comprised of the president and the three vice-presidents of academic affairs, fiscal affairs, and enrollment services. Operating on an annual basis on a four-year planning cycle, implementation plans are prepared by deans, department chairs and administrative heads to carry out the strategic initiatives and goals set forth in the *Strategic Plan*. It is within the annual implementation plans that the linkage between planning and budgeting is made.

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

Embedded in this process are appropriate budget management practices that ensure flexibility to accommodate unforeseen expenditures. The entire budget is geared toward the College's planning goals and outcomes, and the mechanism through which this is accomplished involves both new allocations and reallocations to the budget cost centers. The cost centers, or budget units, are expected to concentrate upon their goals and objectives and document the results. These results help determine the next year's budget decisions so that the entire process is performance-based. At the same time, sufficient flexibility is retained in the overall institutional budget to deal with unfunded mandates, contingencies, and emergencies. Expenses related to the College's infrastructure are linked to the planning-budgeting effort through the physical master plan and annual priority rankings of capital outlay needs as well as major repair and renovation projects. Budget management documentation is reviewed by the president at least three times per year.

This approach to linking the planning and budgeting processes has enabled the institution to accomplish the linkage in a concrete, formal, and documentable fashion. Because the goals and activities spring directly from the *Strategic Plan* and because the planning process is broadly participatory given the structure of the Strategic Planning Committee, it may be reasonably concluded that the linkage between planning and budgeting is a college-wide endeavor.

Linkage between System Planning Initiatives and College Goals

Throughout the development of the Dalton State College strategic plans, University System of Georgia (USG) planning initiatives have served as focal points. These planning elements have defined System-wide priorities to be implemented at the institutional level. Indeed, a major thrust of the System's comprehensive planning is to provide information for the 35 institutions "to make decisions about their future growth" and to help them determine "institutional strategic planning and budgeting." Because the College functions within this larger milieu, it is of obvious importance that University System strategic planning be embedded in the planning priorities and goals that comprise the heart of the College's *Strategic Plan*. With a new chancellor appointed in early 2006, the Board of Regents released a new *Strategic Plan*, which

defined six broad strategic goals designed to ensure that the investment the citizens of Georgia have made in their system of higher education continues to serve the needs and transform the lives of future generations. The six goals which informs the direction of the College's 2006-2010 *Strategic Plan* are:

- Renew excellence in undergraduate education to meet students' 21st century educational needs.
- Create enrollment capacity in the University System to meet the needs of 100,000 additional students by 2020.
- Increase the USG's participation in research and economic development to the benefit of a global Georgia.
- Strengthen the USG's partnerships with the state's other education agencies.
- Maintain affordability so that money is not a barrier to participation in the benefits of higher education.
- Increase efficiency by working as a system

Physical Master Planning

The physical master planning process at DSC has generally functioned on a three-year cycle, reviewed and/or updated in tandem with the strategic planning process. Physical planning efforts completed in the last 10 ten years include a 1995 Master Facilities Plan by the Dalton architectural firm of Jennings-King Associates and a 1998 Master Plan by Thompson, Ventulett, Stainback & Associates (TVS&A). Since the 1998 plan was presented to the Board of Regents, a number of changes and opportunities at Dalton State College have contributed to the need for a major master plan update. Among these are the following:

Enrollment – The previous master plan projected a headcount enrollment of 3,350 for Fall 2002, growing from 3,005 students in 1996. Dalton State College's actual headcount enrollment in Fall 2002 was 4,135, with growth far outpacing the earlier projections. The Fall 2003 enrollment stood at 4,201; the Fall 2004 enrollment was 4,252; the Fall 2005 enrollment was 4,267; the Fall 2006 enrollment was 4,349; and the Fall 2007 enrollment was 4,532.

Demographics – The University System of Georgia's recent capacity study projects major system-wide enrollment growth over the next 10-15 years. Although the projections were generalized, it was determined that total headcount enrollment would conservatively increase by over 100,000 students to 345,400 by 2020. With considerable growth expected in the Atlanta area and with major challenges to providing additional capacity at urban and suburban institutions, Dalton State College has the potential for extraordinary enrollment growth within the horizon of this master plan update.

Mission – The potential for enrollment growth is also enhanced by ongoing efforts to expand Dalton State College's mission. The institution was still a two-year college when the previous master plan was initiated but has since attained a four-year mission and "state college" status. Although the institution's baccalaureate offerings are relatively new and limited, there will be continued growth in the four-year area, especially in high demand areas such as teacher education.

In May 2005, Sasaki Associates completed a physical master plan update that revised the 1998 master plan in response to DSC's transition from a two-year to a four-year academic institution. The plan update offers guidance concerning: 1) target enrollments to support DSC's evolving academic mission; 2) academic and support space needs; 3) parking requirements; 4) future student housing needs; and 5) urban, architectural, and landscape design. The Sasaki master plan process explored the options available to the College for accommodating the facilities program for a target enrollment of 5,000 students (4,250 FTE). Although this target enrollment does not represent a major increase in the overall student population, it does imply a significant change in student demographics. The primary focus here is to increase the ratio of full-time students to part-time students as DSC enhances its four-year degree programs.

Strategic Planning Committee

The Strategic Planning Committee at Dalton State College exists to foster the implementation and refinement of strategic planning and assessment processes throughout the institution. The general objectives of these efforts are (1) to effect a broad-based program to assist in establishing for the college future directions which are responsive to the needs of the service area and (2) to effect a program of continuous improvement which will document the College's progress in meeting its goals and objectives. Since planning and assessment are interwoven, complementary functions, the Strategic Planning Committee will oversee the development of both efforts and their various manifestations. The Strategic Planning Committee is comprised of the Administrative Council, the Academic Council, the Student Affairs Council (except for the student senators normally appointed to the Student Affairs Council), one faculty representative from each of the College's standing committees, and two representatives from the Dalton State College Foundation. In addition, the Director of Institutional Research and Planning serves as an *ex officio* member of the committee.

Strategic Planning Subcommittees

As part of DSC's strategic planning process, there are four subcommittees appointed with each planning cycle attendant to the larger Strategic Planning Committee. These committees are described below and are also found in the College's *Statutes*. The committees typically meet once or twice per year, with the first named in each group acting as chair. The Director of Institutional Research serves as liaison to all four subcommittees and provides guidance for their work.

Institutional Effectiveness Subcommittee

Working closely with the Strategic Planning Committee and with the Office of Institutional Research and Planning, the Institutional Effectiveness Subcommittee is responsible for the development and monitoring of a comprehensive system of planning and evaluation at the College. The committee advises on the development and review of guidelines and procedures to evaluate the educational and administrative effectiveness of each unit in the College.

Budget and Planning Subcommittee

The Budget and Planning Subcommittee at Dalton State College is an advisory committee to the College president and serves primarily to review the institution's allocation and budget development process, establish budget priorities, and review the final budget for the current fiscal year in conjunction with the institutional strategic plan.

Academic Program Subcommittee

The primary purpose of the Academic Program Review Subcommittee is to examine, assess, and strengthen the academic programs of the College. Although not vested with administrative decision-making powers, the subcommittee advises the vice president for academic affairs on ways to enhance the quality of academic programs and to assist in determining their ability to respond to future challenges and opportunities. Information gathered in the course of program review is used to evaluate strengths and weaknesses, determine future priorities, and thus assist in providing information for the decision-making process.

Institutional Research Subcommittee

The Institutional Research Subcommittee oversees the College's institutional research efforts. The subcommittee makes recommendations regarding the activities of the Office of Institutional Research and Planning, especially in assessing the College's Key Performance Indicators and evaluating the overall institutional research effort.

Members of the Strategic Planning Subcommittees (2006-2010)

Institutional Effectiveness Subcommittee

Ms. Linda Wheeler (Chair) (Director of Academic Resources)
Mr. Terry Bailey (Director of Computing & Information Services)
Dr. Carol Brand (Assistant Professor of Early Childhood Education)
Ms. Lana Sweenie (Curriculum Development & Student Transition Coordinator, Technical Division)
Dr. Patricia White (Assistant Vice President for Academic Affairs)

Budgeting and Planning Subcommittee

Dr. John Schwenn (Chair) (President)
Mr. Scott Bailey (Vice President for Fiscal Affairs)
Dr. John Hutcheson (Vice President for Academic Affairs)
Ms. Jodi Johnson (Vice President for Enrollment and Student Services)

Academic Program Review Subcommittee

Dr. Judy Cornett (Chair) (Chair, Department of Social Sciences)
Dr. Marilyn Helms (Professor of Management)
Dr. Vince Postell (Associate Professor of Mathematics & Coordinator of Learning Support)
Ms. Susan West (Chair, Department of Health Occupations)
Ms. Lydia Knight (Library Director)

Institutional Research Subcommittee

Dr. Mary Edwards (Chair) (Dean, School of Education)

Dr. David Boyle (Dean, School of Social Work)

Ms. Dianne Cox (Director of Financial Aid & Veterans Services)

Ms. Kim McCroskey (Instructional Technologist, Office of Computing & Information Services)

THE INSTITUTIONAL STRATEGIC PLAN

Statement of Purpose and Mission

Dalton State College has a clearly defined statement of purpose. This statement has been the subject of several revisions over the past 12 years. The first revision took place in 1996 when the Board of Regents took action under the “Mission Development and Review Policy Direction” to revise the mission statements of the University System of Georgia and its 34 colleges and universities to incorporate a common set of core purposes. The second revision arose from the recommendations of the North Georgia Planning Council that led to approval of a change in mission for the College by the Board of Regents. The change, which called for the College to provide “a limited number of baccalaureate programs designed to meet the educational and economic development needs of the local area,” authorized the institution to offer an initial group of two Bachelor of Science degrees effective in the fall of 1999, with a Bachelor of Applied Science to follow in the fall of 2000. Also, in November of 1998, as part of this process, the Board approved a name change from Dalton College to Dalton State College to reflect the institution’s new mission. The third and most recent revision stemmed from a key priority of the *2006-2010 Strategic Plan* that called for the need to “articulate a well-defined mission, image, and identity to be shared with the College community.” A goal was established to “revisit the College’s mission statement,” whereby the president appointed a faculty-staff committee to review DSC’s statement of purpose and mission and invite the campus community to offer input and suggestions. The committee submitted a revised statement of purpose and mission to the president in November 2006, and the faculty adopted the revision at its December 2006 meeting. At its meeting in June 2007, the Board of Regents approved the revised statement of purpose and mission.

Dalton State College is dedicated to providing broad access to quality higher education for the population of Northwest Georgia, thereby enhancing the region’s economic vitality and quality of life. As an institution of the University System of Georgia, Dalton State College offers targeted bachelor’s degrees, a full range of associate’s degrees and career certificate programs, and a wide variety of public service and continuing education activities. The College’s work is strengthened by partnerships between the College and Northwest Georgia businesses and industries, governments, and schools.

The mission of Dalton State College consists of the following core commitments:

- 1) selection, support, and development of a talented, caring faculty and staff dedicated to scholarship and creating an open, cooperative, technologically enhanced learning environment;*
- 2) excellence in a learning environment dedicated to serving a diverse student body, promoting high levels of student achievement, and providing a range of educational and student life opportunities and appropriate academic support services;*
- 3) public service through continuing education, economic development, and cultural activities that address the needs and improve the quality of life of the region;*
- 4) continuous improvement in all aspects of its operations through the use of inclusive, participatory planning and meaningful assessment.*

In fulfilling its mission, Dalton State College seeks to prepare and inspire its students to be active members within their profession and communities. As Dalton State College looks to the future and its place in a competitive, global society, it seeks to build upon its strengths as one of the most academically respected, student-oriented, and community-centered institutions of its kind.

Analysis of the Dalton State College Environment

Assessment of the External Environment

For a detailed report, see

<http://www.daltonstate.edu/irp/irp/ir/Environmental%20Analysis%20Report,%202006-2010.pdf>

What follows below, and more appropriate for this *Strategic Plan*, is a summary of an assessment of DSC's internal environment with listings of strengths, weaknesses, opportunities, threats (SWOT), and major stakeholders and competitors.

Assessment of the Internal Environment

Strengths

- Academic reputation – local and state
- Academic support services
- Campus climate – approachable and friendly
- Computer labs and facilities (e.g., technology in classrooms)
- Day and evening classes
- Service-oriented
- Facilities
- Faculty
- DSC Foundation
- Good support
- Good value/low cost
- Landscaping and grounds
- Library
- Location – area of I-75, population increase, community support, growth corridor
- Math and writing labs
- Mix of students – open enrollment can attract diverse student body
- Professional development opportunities
- Programs suited to the needs of the community
- Range of programs from mini certificates to 4 year degrees
- Size of campus
- Small class sizes
- Student-centered faculty/institution

Weaknesses

- 2-year culture: internal and community
- Limited collegiate campus culture
- Reputation for academic difficulty
- Access to campus – entrances and exits to campus (Walnut Avenue)
- Availability of student-life opportunities
- Lack of student diversity
- Need for extended hours of support services
- Extra curricular activities
- Faculty and staff stretched too thin
- Food service – needs to be open after 5 p.m.
- HOPE Grant – HOPE eligible go elsewhere as they receive more money for going to larger schools
- Lack of utilization – space restructuring
- Limited cross department communication
- Limited resources
- No day care facilities for students with young children
- Parking space – limits class start/stop times
- Lack of recreation facilities
- Salaries not competitive – especially staff

Opportunities

- Alumni
- Athletics
- Career Academy
- Changing demographics
- Communicate with other agencies, not just carpet, to make sure we are meeting their needs.
- Continuing Education professional development
- Grow the Foundation
- More satellite campuses – with other educational agencies, growth of Catoosa
- Naming opportunities
- Opportunity for growth – select character of campus
- Outreach to Latino community – take advantage of our location and be experts on how to reach the Latino population
- Performing Arts
- Regional growth
- Strengthen alliance with industry and professional businesses
- Teacher development and certification
- Purchase of Wood Valley apartments for campus physical development and growth

Threats

- Central office politics
- Competition from regional DTAE schools and other programs and schools
- “Community college” image – still perceived internally and externally
- Economy as a whole – gas prices, cycles of increased enrollment, loss of resources
- Faculty don’t encourage students to complete certificates and degrees
- Georgia high school dropout rate
- Geography – travel distances
- Industry consolidation
- Limited DTAE technical funding
- Online private colleges and “cut-rate degrees”
- Population we attract is not ready for college
- Potential of economic downturn and consequence of cuts in state funding
- Work schedule in community limits students

Major Stakeholders

1. Students
2. Board of Regents
3. Faculty
4. Employers of Dalton State College graduates
5. Area communities
6. Alumni
7. Legislative delegation

Major (and Potential) Competitors

1. DTAE Technical Colleges (Northwestern, Coosa Valley, and Appalachian)
2. State University of West Georgia
3. In and out-of-state colleges and universities and private institutions delivering distance education in Georgia (e.g., Covenant College, University of Phoenix)
4. Georgia Highlands College
5. Kennesaw State University
6. University of Tennessee at Chattanooga
7. Chattanooga State Community College

Strategic Initiatives

1. DSC will develop a plan to reach university status and become a comprehensive 4-year campus with expanded program/course offerings, including at least one master’s program.
2. DSC will expand its facilities to include residential life, permanent off-campus sites, increased student support services, and increased parking capacity in an effort to develop a more robust student life.
3. DSC will achieve a diverse and growing student body approaching 5,000 headcount enrollment.

Core Purposes

1. A commitment to excellence and responsiveness within a scope of influence defined by the needs of the local area and by particularly outstanding programs and distinctive characteristics that have a magnet effect throughout the region or state.
2. A commitment to a teaching/learning environment, both inside and outside the classroom, that sustains instructional excellence, functions to provide university system access for a diverse student body, and promotes high levels of student learning.
3. A high quality general education program that supports a variety of well-chosen associate programs and prepares students for transfer to baccalaureate programs, learning support programs designed to insure access and opportunity for a diverse student body, and a limited number of certificate and other career programs to complement neighboring technical institute programs.
4. A limited number of baccalaureate programs designed to meet the economic development needs of the local area.
5. A commitment to public service, continuing education, technical assistance, and economic development activities that address the needs, improve the quality of life, and raise the economic level within the college's scope of influence.
6. A commitment to scholarship and creative work to enhance instructional effectiveness and to encourage faculty scholarly pursuits; and a responsibility to address local needs through applied scholarship, especially in areas directly related to targeted baccalaureate degree programs.
7. A supportive campus climate, necessary services, and leadership and development opportunities, all to educate the whole person and meet the needs of students, faculty, and staff.
8. Cultural, ethnic, racial, and gender diversity in the faculty, staff, and student body, supported by practices and programs that embody the ideals of an open, democratic, and global society.
9. Technology to advance educational purposes, including instructional technology, student support services, and distance education.
10. Collaborative relationships with other system institutions, state agencies, local schools, technical institutes, and business and industry, sharing physical, human, information, and other resources to expand and enhance programs and services available to the citizens of Georgia.

Planning Priorities

1. Articulate a well-defined mission, image, and identity to be shared with the College community.
2. Strengthen the College's liberal arts education program by developing interdisciplinary courses and programs.
3. Broaden program offerings to better meet the needs of the regional economy and workforce.
4. Broaden Continuing Education program offerings and increase annual enrollments.
5. Establish a broader base of private funding with more individual and private contributions and other external funding sources, achieving for the DSC Foundation a total net worth of \$20 million.
6. Incorporate information literacy into the Core Curriculum.
7. Advance the infusion of technology into all aspects of the College's operations.

8. Ensure that DSC's General Education requirements provide students with the learning experiences they need in a 21st-century society.
9. Establish one or more satellite campuses with appropriate support services and designated full-time faculty and staff.
10. Fully integrate student support services with academic life.
11. Expand non-academic and extra-curricular activities, such as performing arts programs, health services, and athletic and recreational facilities.
12. Create an environmentally sensitive and energy-efficient campus.
13. Work with the city, county, and state to address ingress/egress transportation issues to ease campus traffic congestion.
14. Expand facilities to include limited residential life and increased parking capacity.
15. Improve retention and graduation rates.
16. Enhance facilities and resources for learning support and at-risk students.
17. Increase the diversity of the DSC student population.
18. Achieve a diverse faculty and staff reflective of the communities we serve.
19. Promote student career development efforts through the creation of external partnerships between industry and DSC.

Institutional Goals

1. Revisit the College's mission statement.
2. Change the public perception of the College.
3. Reorganize the academic divisions into schools.
4. Determine the feasibility of modified teaching loads as part of the College's transition to a four-year institution.
5. Review departmental missions to determine if they are in line with the institutional mission and whether they focus on student success.
6. Explore the possibility of offering a B.A. in Liberal Arts degree.
7. Develop a fine arts program, to include related extracurricular activities
8. Develop interdisciplinary courses and learning communities with courses from different disciplines.
9. Develop at least one master's degree.
10. Develop additional bachelor's degrees.
11. Create more hybrid and online courses to provide optimum access to a variety of student populations.
12. Establish the DSC Continuing Education center as the training center of choice.
13. Achieve and maintain specialized accreditation where appropriate.
14. Expand and diversify Continuing Education programming.
15. Collaborate with community partners such as the Creative Arts Guild, Bradley Wellness Center, and Recreation Department to plan and promote programs.
16. Work with the academic schools, the local Chamber of Commerce, and related business and education entities.
17. Seek outside funding via grants.
18. Develop a major fundraising campaign.
19. Increase alumni giving.
20. Continue to identify new prospects for major gifts.

21. Identify courses for program(s) that will work with library staff to incorporate information literacy instruction into their program(s).
22. Measure effect of information literacy instruction on retention rates.
23. Expand the collaborative relationship between the library and OCIS to support a student-focused learning commons.
24. Increase the use of DSConnect in all non-Vista courses.
25. Develop a student Smart Card system.
26. Investigate the feasibility of an e-classroom.
27. Implement automated processes and services to improve administrative effectiveness.
28. Conduct a comprehensive review of Core Curriculum course content and delivery methods, especially hybrid formats.
29. Conduct a feasibility study to determine the scale/scope of satellite campuses (location, types of programs, level of service, and appropriate amount of faculty/staff to hire).
30. Increase opportunities for faculty and staff collaboration to promote student success.
31. Survey students' interests in non-academic and extra-curricular activities, such as performing and fine arts programs and athletics, and develop programmatic recommendations based on the results.
32. Plan and develop new facilities using LEED (Leadership in Energy and Environmental Design) principles.
33. Update campus heating/air conditioning systems.
34. Develop policies and procedures to ensure an environmentally sensitive and energy-efficient campus.
35. Work to secure better traffic flow at Walnut and College Drive and at College Drive and Tibbs Road.
36. Investigate carpool incentives, e.g., priority parking, discounts, higher parking fees.
37. Build a parking deck.
38. Explore the feasibility of converting the newly acquired Wood Valley Apartments into student housing.
39. Develop an institutional plan for improving retention and graduation rates.
40. Implement tracking of students and regular evaluation of retention programs and services.
41. Identify classes with high withdrawal and/or failures rates and develop intervention strategies for these.
42. Assess academic advising in order to create a system that more effectively meets students' needs.
43. Offer programs for families to promote better understanding, pride, and valuing of a college education.
44. Develop and implement targeted recruitment strategies to be reflective of the communities served by the College.
45. Train existing faculty and staff to better equip them to work in a more diverse college community.
46. Develop a comprehensive strategy to identify, recruit, and retain a more diverse faculty and staff.
47. Expand partnerships between industry and DSC.

Key Performance Indicators (KPIs) for Institutional Goals

Goal 1: Revisit the College's mission statement.

KPIs A completed revised mission statement for DSC.
Approval of revised mission statement by Board of Regents.
Publication of revised mission statement in Catalog and other DSC documents.

Goal 2: Change public perception of the College.

KPI Accurate community perception of DSC as a four-year institution as measured by community survey – 25% over baseline survey data.

Goal 3: Reorganize the academic divisions into schools.

KPIs Approved new academic schools for DSC.
A new organizational chart reflected in DSC publications and communications.

Goal 4: Determine the feasibility of modified teaching loads as part of the College's transition to a four-year institution.

KPI A completed report with recommendations for implementation.

Goal 5: Review departmental missions to determine if they are in line with the institutional mission and whether they focus on student success.

KPI Completion of a review and report of all departmental/division mission statements by division chairs and administrative heads.

Goal 6: Explore the possibility of offering a B.A. in Liberal Arts degree

KPIs Proposal to develop B.A. in Liberal Arts degree.
Approval of proposal by USG.

Goal 7: Develop a fine arts program, to include related extracurricular activities.

KPIs Proposal to develop fine arts program at DSC.
Approval of proposal by USG.

Goal 8: Develop interdisciplinary courses and learning communities with courses from different disciplines.

KPIs Number of interdisciplinary classes and course linkages with the Learning Communities Program – 12.
Percentage of faculty teaching interdisciplinary courses and students taking such courses – 10%.
Student and faculty satisfaction with interdisciplinary and learning communities classes – 60%.

Goal 9: Develop at least one master's degree.

KPI Proposal to develop one master's degree in education, business administration, or social work.
Approval of proposal by USG.

- Goal 10: Develop additional bachelor's degrees.*
KPIs Proposals to develop additional bachelor's degrees at DSC.
Approval of bachelor's degree program proposals by USG.
- Goal 11: Create more hybrid and online courses to provide optimum access to a variety of student populations.*
KPIs Number of hybrid and online courses – 25.
Number of students enrolled in hybrid and online courses.
Student credit hours generated by hybrid and online courses.
- Goal 12: Establish the DSC Continuing Education center as the training center of choice.*
KPIs Total number of training programs, participants, participant hours, and CEUs.
Revenue generated from increased use of Continuing Education center.
- Goal 13: Achieve and maintain specialized accreditation where appropriate.*
KPI New and reaffirmed accreditation for all appropriate DSC programs by professional accreditation agencies.
- Goal 14: Expand and diversify Continuing Education programming.*
KPIs Total number of programs, participants, participant hours, and CEUs.
Revenue generated by Continuing Education programs.
- Goal 15: Collaborate with community partners such as the Creative Arts Guild, Bradley Wellness Center, and Recreation Department to plan and promote programs.*
KPIs Number of programs, participants, participant hours, and CEUs.
Revenue generated from increased collaboration.
- Goal 16: Work with the academic schools, the local Chamber of Commerce, and related business and education entities.*
KPIs Number of partnerships.
Number of programs, participants, participant hours, and CEUs.
Revenues from increased collaboration.
- Goal 17: Seek outside funding via grants.*
KPIs Total number of new grants.
Amount of new grants secured through outside sources.
Additional revenue from outside funding to support College budget.
- Goal 18: Develop a major fundraising campaign.*
KPIs Number of donors.
Dollars pledged by giving level, source, and purpose.
Amount of endowment – \$20 million.
- Goal 19: Increase alumni giving.*
KPI Increased alumni giving, in both number of donors and dollars by 50%.

- Goal 20: Continue to identify new prospects for major gifts.*
KPI Number of new donors – 40.
- Goal 21: Identify courses for program(s) that will work with library staff to incorporate information literacy instruction into their program(s). Library staff will work with faculty in establishing core concepts and developing course materials to improve learning and institutional effectiveness.*
KPIs Number of courses and class sections.
 Assessment of student learning outcomes and course objectives.
 Student satisfaction.
- Goal 22: Measure effect of information literacy instruction on retention rates.*
KPI Improved retention rate of course participants compared to non-participants.
- Goal 23: Expand the collaborative relationship between the library and OCIS to support a student-focused learning commons.*
KPIs Existence of a Learning Commons in the Roberts Library.
 Student satisfaction with Learning Commons facilities.
 Annual assessment of student needs.
- Goal 24: Increase the use of DSConnect in all non-Vista courses.*
KPIs Number/percentage of DSConnect uses in non-Vista courses.
 Campus acceptance of DSConnect as the communication tool for all non Vista courses.
- Goal 25: Develop a student Smart Card system.*
KPIs Existence of a Smart Card system.
 Student usage of card system based on satisfaction survey – 70%.
- Goal 26: Investigate the feasibility of an e-classroom.*
KPIs A completed feasibility study with recommendations for e-classroom facilities.
 Number of classes and classroom facilities demonstrating e-classroom technology.
- Goal 27: Implement automated processes and services to improve administrative effectiveness.*
KPIs Increase automated processes and services by 50%.
 Faculty, staff and student satisfaction with administrative services – 75%.
- Goal 28: Conduct a comprehensive review of Core Curriculum course content and delivery methods, especially hybrid formats.*
KPIs Establishment of a task force to conduct a comprehensive review.
 Task force report with recommendations.
 Implementation of report recommendations.
- Goal 29: Conduct a feasibility study to determine the scale/scope of satellite campuses (location, types of programs, level of service, and appropriate amount of faculty/staff to hire).*
KPI Completion of feasibility report with recommendations for implementation.

- Goal 30: Increase opportunities for faculty and staff collaboration to promote student success.*
KPIs Number of programs for faculty and staff collaboration.
 Number of faculty and staff participating in collaborative programs.
 Assessment of programs from regular reviews.
- Goal 31: Survey students' interests in non-academic and extra-curricular activities, such as performing and fine arts programs and athletics, and develop programmatic recommendations based on the results.*
KPIs Developed survey instrument and administration of survey to students.
 Survey report with recommended programs.
- Goal 32: Plan and develop new facilities using LEED (Leadership in Energy and Environmental Design) principles.*
KPIs Identification of new campus facilities that could use LEED.
 Expenditures for new facilities.
 Renovations/facilities completed.
- Goal 33: Update campus heating/air conditioning systems.*
KPIs Improved campus heating and air conditioning.
 Increased faculty, staff, and student satisfaction with campus heating and air conditioning.
- Goal 34: Develop policies and procedures to ensure an environmentally sensitive and energy-efficient campus.*
KPIs Existence of a DSC policy and procedure manual.
 Improved campus energy efficiency.
- Goal 35: Work to secure better traffic flow at Walnut and College Drive and at College Drive and Tibbs Road.*
KPIs Improved traffic to and from DSC.
 Faculty, staff, and student satisfaction with new improved traffic system
- Goal 36: Investigate carpool incentives, e.g., priority parking, discounts, higher parking fees.*
KPIs A completed report with recommendations for implementation.
- Goal 37: Build a parking deck.*
KPI A constructed DSC parking deck.
- Goal 38: Explore the feasibility of converting the newly acquired Wood Valley Apartments into student housing.*
KPI A completed feasibility study with recommendations.
- Goal 39: Develop an institutional plan for improving retention and graduation rates.*
KPIs Completion of a DSC institutional plan.
 Implementation of recommendations in institutional plan.
 Increased retention and graduation rates - 1 percent per year beginning with the 2006-2007 academic year.

Goal 40: Implement tracking of students and regular evaluation of retention programs and services.

KPIs Number of programs and services regularly reviewed.
Assessment of intervention strategies from regular reviews.
Existence and success of tracking mechanisms.
Documentation of successful intervention programs and services.

Goal 41: Identify classes with high withdrawal and/or failures rates and develop intervention strategies for these.

KPIs Number of classes identified.
Developed and approved intervention strategies.
Assessment of intervention strategies.
Improved retention rates in cohort classes.

Goal 42: Assess academic advising in order to create a system that more effectively meets students' needs.

KPIs Student and faculty satisfaction with academic advising.
Implemented intervention programs and services in the Academic Advising Center.
Documentation of successful intervention programs and services.

Goal 43: Offer programs for families to promote better understanding, pride, and valuing of a college education.

KPIs Number of programs.
Participation rate of families.
Number of participating students enrolled at DSC.

Goal 44: Develop and implement targeted recruitment strategies to be reflective of the communities we serve.

KPIs Student recruitment/development programs and initiatives.
Continued increase in applications for underrepresented student admission.
Increased number of targeted underrepresented students.
Retention rate of underrepresented students.

Goal 45: Train existing faculty and staff to better equip them to work in a more diverse college community.

KPIs Number of faculty and staff participating in diversity training.
Increased faculty and staff participation in college-wide diversity activities and programs.

Goal 46: Develop a comprehensive strategy to identify, recruit, and retain a more diverse faculty and staff.

KPIs Faculty and staff recruitment/development and implementation of strategies and initiatives.
Increased number of targeted underrepresented faculty and staff.
Improved retention of underrepresented faculty and staff.

Goal 47: Expand partnerships between industry and DSC.

KPIs Increased number of partnerships.
Assessment of partnership programs.

Summary: Strategic Initiatives, Planning Priorities, and Goals

1. *DSC will develop a plan to reach university status and become a comprehensive 4-year campus with expanded program/course offerings, including at least one master's program.*

1.1 Articulate a well-defined mission, image, and identity to be shared with the College community.

Goals

1. Revisit the College's mission statement.
2. Change the public perception of the College.
3. Reorganize the academic divisions into schools.
4. Determine the feasibility of modified teaching loads as part of the College's transition to a four-year institution.
5. Review departmental missions to determine if they are in line with the institutional mission and whether they focus on student success.

1.2 Strengthen the College's liberal arts education program by developing interdisciplinary courses and programs.

Goals

6. Explore the possibility of offering a B.A. in Liberal Arts degree.
7. Develop a fine arts program, to include related extracurricular activities.
8. Develop interdisciplinary courses and learning communities with courses from different disciplines.

1.3 Broaden program offerings to better meet the needs of the regional economy and workforce.

Goals

9. Develop at least one master's degree.
10. Develop additional bachelor's degrees.
11. Create more hybrid and online courses to provide optimum access to a variety of student populations.
12. Establish the DSC Continuing Education center as the training center of choice.
13. Achieve and maintain specialized accreditation where appropriate.

1. *DSC will develop a plan to reach university status and become a comprehensive 4-year campus with expanded program/course offerings, including at least one master's program.*

1.4 Broaden Continuing Education program offerings and increase annual enrollments.

Goals

14. Expand and diversify Continuing Education programming.
15. Collaborate with community partners such as the Creative Arts Guild, Bradley Wellness Center, and Recreation Department to plan and promote programs.
16. Work with the academic divisions, the local Chamber of Commerce, and related business and education entities.

1.5 Establish a broader base of private funding with more individual and private contributions and other external funding sources, achieving for the DSC Foundation a total net worth of \$20 million.

Goals

17. Seek outside funding via grants.
18. Develop a major fund-raising campaign.
19. Increase alumni giving.
20. Continue to identify new prospects for major gifts.

1.6 Incorporate information literacy into the Core Curriculum.

Goals

21. Identify courses for program(s) that will work with library staff to incorporate information literacy instruction into their program(s). Library staff will work with faculty in establishing core concepts and developing course materials to improve learning and institutional effectiveness.
22. Measure effect of information literacy instruction on retention rates.

1.7 Advance the infusion of technology into all aspects of the College's operations.

Goals

23. Expand the collaborative relationship between the library and OCIS to support a student-focused learning commons.
24. Increase the use of DSConnect in all core courses.
25. Develop a student Smart Card system.
26. Investigate the feasibility of an e-classroom.
27. Implement automated processes and services to improve administrative effectiveness.

1. *DSC will develop a plan to reach university status and become a comprehensive 4-year campus with expanded program/course offerings, including at least one master's program.*

1.8 Ensure that DSC's General Education requirements provide students with the learning experiences they need in a 21st-century society.

Goal

28. Conduct a comprehensive review of Core Curriculum course content and delivery methods, especially hybrid formats.

2. *DSC will expand its facilities to include residential life, permanent off-campus sites, increased student support services, and increased parking capacity in an effort to develop a more robust student life.*

2.1 Establish one or more satellite campuses with appropriate support services and designated full-time faculty and staff.

Goal

29. Conduct a feasibility study to determine the scale/scope of satellite campuses (location, types of programs, level of service, and appropriate amount of faculty/staff to hire).

2.2 Fully integrate student support services with academic life.

Goal

30. Increase opportunities for faculty and staff collaboration to promote student success.

2.3 Expand non-academic and extra-curricular activities, such as performing arts programs, health services, and athletic and recreational facilities.

Goal

31. Survey students' interests in non-academic and extra-curricular activities, such as performing and fine arts programs and athletics, and develop programmatic recommendations based on the results.

2. *DSC will expand its facilities to include residential life, permanent off-campus sites, increased student support services, and increased parking capacity in an effort to develop a more robust student life.*

2.4 Create an environmentally sensitive and energy-efficient campus.

Goals

- 32. Plan and develop new facilities using LEED (Leadership in Energy and Environmental Design) principles.
- 33. Update campus heating/air conditioning systems.
- 34. Develop policies and procedures to ensure an environmentally sensitive and energy-efficient campus.

2.5 Work with the city, county, and state to address ingress/egress transportation issues to ease campus traffic congestion.

Goals

- 35. Work to secure better traffic flow at Walnut and College Drive and at College Drive and Tibbs Road.
- 36. Investigate carpool incentives, e.g., priority parking, discounts, higher parking fees.

2.6 Expand facilities to include limited residential life and increased parking capacity.

Goals

- 37. Build a parking deck.
- 38. Explore the feasibility of converting the newly acquired Wood Valley apartments into student housing.

3. *DSC will achieve a diverse and growing student body with a headcount approaching 5,000.*

3.1 Improve retention and graduation rates.

Goals

- 39. Develop an institutional plan for improving retention and graduation rates.
- 40. Implement tracking of students and regular evaluation of retention programs and services.
- 41. Identify classes with high withdrawal and/or failure rates and develop intervention strategies for these.

3. *DSC will achieve a diverse and growing student body with a headcount approaching 5,000.*

3.2 Enhance facilities and resources for learning support and at-risk students.

Goals

42. Assess academic advising in order to create a system that more effectively meets students' needs.
43. Offer programs for families to promote better understanding, pride, and valuing of a college education.

3.3 Increase the diversity of the DSC student population.

Goals

44. Develop and implement targeted recruitment strategies to be reflective of the communities we serve.
45. Train existing faculty and staff to better equip them to work in a more diverse college community.

3.4 Achieve a diverse faculty and staff reflective of the communities served by the College.

Goal

46. Develop a comprehensive strategy to identify, recruit, and retain a more diverse faculty and staff.

3.5 Promote student career development efforts through the creation of external partnerships between industry and DSC.

Goal

47. Expand partnerships between industry and DSC.

GOAL IMPLEMENTATION STRATEGIES & PROGRESS REPORTS

Administrative Planning Units

Implementation of institutional goals resides with deans, chairs, and administrative departmental heads that constitutes the College's planning units. The following are recognized in this *Strategic Plan*:

1. Academic Advising Center (Director)
2. Academic Affairs (Vice President)
3. Academic Resources (Director)
4. Adult Literacy (Director)
5. Business Administration, School of (Dean)
6. Campus Recreation (Director)
7. Computing & Information Services (Director)
8. Continuing Education (Director)
9. Derrell C. Roberts Library (Director)
10. Education, School of (Dean)
11. Enrollment Services (Director)
12. Enrollment & Student Services (Vice President)
13. Financial Aid & Veterans Services (Director)
14. Fiscal Affairs (Vice President)
15. Health Occupations Department, (Chair)
16. Humanities Department (Chair)
17. Human Resources (Director)
18. Institutional Advancement (Director)
19. Institutional Research & Planning (Director)
20. Learning Support (Coordinator)
21. Liberal Arts, School of (Dean)
22. Sciences & Mathematics, School of (Dean)
23. Mathematics Department (Chair)
24. Natural Sciences Department (Chair)
25. Nursing, School of (Dean)
26. Physical Education (Coordinator)
27. Plant Operations (Director)
28. President
29. Public Relations (Director)
30. Public Safety (Director)
31. Social Sciences Department (Chair)
32. Social Work, School of (Dean)
33. Student Activities (Director)
34. Technical Studies Department (Chair)
35. Technology, School of (Dean)

Unit Planning and Reporting

In the 1999-2000 Academic Year, the College adopted the planning software, *Plan Builder*, to help provide uniform reporting for its strategic planning process and to help with the effective development and documentation of implementation plans at the unit and organizational levels. Division and department heads used *Plan Builder* for the first time to develop their 1999-2000 implementation plans. Later, the software was updated and renamed *QBuilder* with integrated and linked databases that enable the College to build and manage programs and initiatives to accomplish the following at the organization and unit levels: strategic and operational unit planning, assessment, planning and budgeting, accreditation, and program review. Using *QBuilder*, unit heads develop unit objectives and success indicators for their assigned goals derived from the list of institutional goals. At the end of the planning period, division and department heads also use *QBuilder* to document their progress reports through an evaluation review report. The Evaluation Review window in the software allows units to write an evaluation review for each objective and note a “Level of Achievement” as exemplary, adequate, minimal, or review completed. The loop is closed with a Continuous Improvement Summary window which enables units to analyze the knowledge, experience, and results gained and benefits to the organization and effect for the next planning. At the end of this exercise a summary report is produced incorporating the necessary templates. The following is a model report.

Institutional Goal

Reexamine both the College’s institutional effectiveness (IE) and strategic planning process.

Objective

Subject: With the assistance of the Office of Institutional Research, external evaluators

Action: will be invited to complete a review of the structure of the institutional effectiveness program at DSC

Improvement Focus: and provide recommendations on ways by which the institutional effectiveness program can be improved upon and, where possible, streamlined.

Success Indicator

Criteria: A number of

Subject: recommendations

Action: will be submitted to the president for review and implementation

Assessment Strategy: through a review of the structure of the institutional effectiveness program by way of the DSC Web site and interviews with key stakeholders, including division chairs, vice presidents, IE subcommittee, selected staff and faculty, director of institutional research, and president.

Evaluation Review

Findings: Following the president’s guidelines for the IE review, the two external evaluators provided a combined report from reviewing and evaluating the institutional effectiveness program at Dalton State College.

Recommendations: The report provided commentary and recommendations on ways by which the institutional effectiveness program can be improved upon and, where possible, streamlined.

Recommendations were provided in the following areas: amount of IE data, academic program assessment, administrative program assessment, the IE subcommittee, college-wide assessment, Planbuilder software, and ways to enhance the planning and assessment process at DSC.

Conclusion: The review process helped the College determine whether the size and scope of the IE program are appropriate for the size and complexity of the institution. It addressed the overarching issue of the amount and usefulness of IE data collected and recommended ways in which certain aspects of the IE program can be pared down.

Level of Achievement

- √ Exemplary
- Adequate
- Minimal
- √ Review Completed

Continuous Improvement Summary

Unit Performance: This goal and its results helped the institutional research office address campus concerns about the amount of work required by divisions, faculty, and staff to carry out their institutional effectiveness activities. It provided a campus-wide opportunity for all stakeholders to review their planning and institutional effectiveness activities and provide feedback on how the program could be streamlined and made more meaningful for their respective units. For the institutional research office, the goal afforded the opportunity to review the data collection and reporting requirements contained within the IE program and look for ways to reduce the amount of data collected and a consequent refocus on those measures most directly supporting college-wide goals.

Goal Attainment: The external review report contributed to completing the college goal of reexamining its institutional effectiveness and strategic planning process.

Effect for Next Period: The effect of this goal will be incorporated into next year's planning cycle as it will be time to "implement revised/modified institutional effectiveness program."

Benefits to Organization: The external peer review process afforded the College an opportunity to reexamine its institutional effectiveness program and engage in an ongoing quest for quality and continuous improvement.

Level of Impact on Selected Review Area

- √ Exemplary
- Adequate
- Minimal
- √ Summary Completed

Year 1 (2006-2007) Implementation Plan Goals

- Goal 1: Revisit the College's mission statement.
- Goal 2: Change the public perception of the College.
- Goal 5: Review departmental missions to determine if they are in line with the institutional mission and whether they focus on student success.
- Goal 6: Explore the possibility of offering a B.A. in Liberal Arts degree.
- Goal 10: Develop additional bachelor's degrees.
- Goal 11: Create more hybrid and online courses to provide optimum access to a variety of student populations.
- Goal 13: Achieve and maintain specialized accreditation where appropriate.

- Goal 18: Develop a major fundraising campaign.
- Goal 23: Expand the collaborative relationship between the library and OCIS to support a student-focused learning commons.
- Goal 24: Increase the use of DSConnect in all non-Vista courses.
- Goal 27: Implement automated processes and services to improve administrative effectiveness.
- Goal 28: Conduct a comprehensive review of Core Curriculum course content and delivery methods, especially hybrid formats.
- Goal 31: Survey students' interests in non-academic and extra-curricular activities, such as performing and fine arts programs and athletics, and develop programmatic recommendations based on the results.
- Goal 33: Update campus heating/air conditioning systems.
- Goal 39: Develop an institutional plan for improving retention and graduation rates.
- Goal 40: Implement tracking of students and regular evaluation of retention programs and services.
- Goal 41: Identify classes with high withdrawal and/or failures rates and develop intervention strategies for these.
- Goal 42: Assess academic advising in order to create a system that more effectively meets students' needs.

Year 1 Implementation Plan Goals by Unit Assignments

The Strategic Planning Committee initially adopted 47 goals for implementation during the four-year planning period. Eighteen of these goals will be implemented during the first year (2006-2007). Responsibilities for the first year implementation plan goals have been assigned to the respective planning units, i.e., divisions and departments. The assignments are summarized below. Some goals overlap between and among units and other goals apply to all or most units.

2006-2007 (Year 1) Implementation Plan Goals by Assigned Units

Academic Advising Center

- Goal 5: Review departmental missions to determine if they are in line with the institutional mission and whether they focus on student success.
- Goal 41: Identify classes with high withdrawal and/or failures rates and develop intervention strategies for these.
- Goal 42: Assess academic advising in order to create a system that more effectively meets students' needs.

Academic Resources

- Goal 5: Review departmental missions to determine if they are in line with the institutional mission and whether they focus on student success.

Academic Affairs (Vice President)

- Goal 5: Review departmental missions to determine if they are in line with the institutional mission and whether they focus on student success.
- Goal 6: Explore the possibility of offering a B.A. in Liberal Arts degree.
- Goal 10: Develop additional bachelor's degrees.
- Goal 11: Create more hybrid and online courses to provide optimum access to a variety of student populations.
- Goal 28: Conduct a comprehensive review of Core Curriculum course content and delivery methods, especially hybrid formats.
- Goal 41: Identify classes with high withdrawal and/or failures rates and develop intervention strategies for these.
- Goal 42: Assess academic advising in order to create a system that more effectively meets students' needs.

Academic Affairs (Assistant Vice President)

- Goal 5: Review departmental missions to determine if they are in line with the institutional mission and whether they focus on student success.

Adult Literacy

None for 2006-2007

Business Administration

- Goal 5: Review departmental missions to determine if they are in line with the institutional mission and whether they focus on student success.
- Goal 13: Achieve and maintain specialized accreditation where appropriate.
- Goal 28: Conduct a comprehensive review of Core Curriculum course content and delivery methods, especially hybrid formats.

Computing and Information Services

- Goal 5: Review departmental missions to determine if they are in line with the institutional mission and whether they focus on student success.
- Goal 23: Expand the collaborative relationship between the library and OCIS to support a student-focused learning commons.
- Goal 24: Increase the use of DSConnect in all non-Vista courses.
- Goal 27: Implement automated processes and services to improve administrative effectiveness.
- Goal 28: Conduct a comprehensive review of Core Curriculum course content and delivery methods, especially hybrid formats.

Continuing Education Center

Goal 5: Review departmental missions to determine if they are in line with the institutional mission and whether they focus on student success.

Derrell C. Roberts Library

Goal 5: Review departmental missions to determine if they are in line with the institutional mission and whether they focus on student success.

Goal 23: Expand the collaborative relationship between the library and OCIS to support a student-focused learning commons.

Education

Goal 5: Review departmental missions to determine if they are in line with the institutional mission and whether they focus on student success.

Goal 13: Achieve and maintain specialized accreditation where appropriate.

Goal 28: Conduct a comprehensive review of Core Curriculum course content and delivery methods, especially hybrid formats.

Enrollment Services

Goal 5: Review departmental missions to determine if they are in line with the institutional mission and whether they focus on student success.

Enrollment & Student Services

Goal 5: Review departmental missions to determine if they are in line with the institutional mission and whether they focus on student success.

Goal 24: Increase the use of DSConnect in all non-Vista courses.

Financial Aid and Veterans Services

Goal 5: Review departmental missions to determine if they are in line with the institutional mission and whether they focus on student success.

Goal 24: Increase the use of DSConnect in all non-Vista courses.

Fiscal Affairs

Goal 5: Review departmental missions to determine if they are in line with the institutional mission and whether they focus on student success.

Goal 27: Implement automated processes and services to improve administrative effectiveness.

Goal 33: Update campus heating/air conditioning systems.

Institutional Advancement

- Goal 5: Review departmental missions to determine if they are in line with the institutional mission and whether they focus on student success.
- Goal 18: Develop a major fundraising campaign.

Institutional Research and Planning

- Goal 5: Review departmental missions to determine if they are in line with the institutional mission and whether they focus on student success.
- Goal 23: Expand the collaborative relationship between the library and OCIS to support a student-focused learning commons.
- Goal 39: Develop an institutional plan for improving retention and graduation rates.
- Goal 40: Implement tracking of students and regular evaluation of retention programs and services.

Learning Support

- Goal 5: Review departmental missions to determine if they are in line with the institutional mission and whether they focus on student success.

Liberal Arts

- Goal 5: Review departmental missions to determine if they are in line with the institutional mission and whether they focus on student success.
- Goal 28: Conduct a comprehensive review of Core Curriculum course content and delivery methods, especially hybrid formats.

Nursing

- Goal 5: Review departmental missions to determine if they are in line with the institutional mission and whether they focus on student success.
- Goal 13: Achieve and maintain specialized accreditation where appropriate.
- Goal 28: Conduct a comprehensive review of Core Curriculum course content and delivery methods, especially hybrid formats.

Physical Education

- Goal 5: Review departmental missions to determine if they are in line with the institutional mission and whether they focus on student success.

Plant Operations

- Goal 5: Review departmental missions to determine if they are in line with the institutional mission and whether they focus on student success.
- Goal 33: Update campus heating/air conditioning systems.

President

- Goal 1: Revisit the College's mission statement.
- Goal 5: Review departmental missions to determine if they are in line with the institutional mission and whether they focus on student success.
- Goal 18: Develop a major fundraising campaign.
- Goal 39: Develop an institutional plan for improving retention and graduation rates.

Public Relations

- Goal 2: Change public perception of the College.
- Goal 5: Review departmental missions to determine if they are in line with the institutional mission and whether they focus on student success.

Public Safety

- Goal 5: Review departmental missions to determine if they are in line with the institutional mission and whether they focus on student success.

Retention, Progression & Graduation (RPG) Task Force

- Goal 39: Develop an institutional plan for improving retention and graduation rates.

Sciences and Mathematics

- Goal 5: Review departmental missions to determine if they are in line with the institutional mission and whether they focus on student success.
- Goal 28: Conduct a comprehensive review of Core Curriculum course content and delivery methods, especially hybrid formats.

Social Work

- Goal 5: Review departmental missions to determine if they are in line with the institutional mission and whether they focus on student success.
- Goal 13: Achieve and maintain specialized accreditation where appropriate.
- Goal 28: Conduct a comprehensive review of Core Curriculum course content and delivery methods, especially hybrid formats.

Student Activities

- Goal 5: Review departmental missions to determine if they are in line with the institutional mission and whether they focus on student success.
- Goal 31: Survey students' interests in non-academic and extra-curricular activities, such as performing and fine arts programs and athletics, and develop programmatic recommendations based on the results.

Technology

- Goal 5: Review departmental missions to determine if they are in line with the institutional mission and whether they focus on student success.
- Goal 13: Achieve and maintain specialized accreditation where appropriate.
- Goal 28: Conduct a comprehensive review of Core Curriculum course content and delivery methods, especially hybrid formats.

Implementation Strategies for Year 1 Goals

Priority: Articulate a well-defined mission, image, and identity to be shared with the College community.

Goal 1:	Revisit the College's mission statement.
Implementation Strategy	The president will appoint a faculty-staff committee to review DSC's mission statement/statement of purpose and invite the campus community to offer input and suggestions.
Assessment Strategy	The committee will submit a revised mission statement to the president by November 20, 2006, and the president will include the adoption of the revised mission statement on the agenda of the December faculty meeting.
Key Performance Indicators	A completed revised mission statement for DSC. Approval of revised mission statement by Board of Regents. Publication of revised mission statement in Catalog and other DSC documents.
Responsibility Head	President

Priority: Articulate a well-defined mission, image, and identity to be shared with the College community.

Goal 2: Change public perception of the College.

Implementation Strategy	The Office of Public Relations will devise a survey instrument (with assistance from the Institutional Research office) to assess the extent of the community's perception of Dalton State College as a four-year degree granting institution – thereby increasing awareness over a five-year period of the College's vast array of offerings, most particularly its bachelor's degree programs.
Assessment Strategy	The director of public relations and the director of institutional research will administer a survey instrument to selected members of the College's community during the 2006/2007 academic year and will compile the results.
Key Performance Indicator	Accurate community perception of DSC as a 4-year institution as measured by community survey – 25% over baseline survey data.
Responsibility Heads	Public Relations Director Institutional Research Director

Priority: Articulate a well-defined mission, image, and identity to be shared with the College community.

Goal 5: **Review departmental missions to determine if they are in line with the institutional mission and whether they focus on student success.**

Implementation Strategy Deans, departmental vice presidents, and unit directors will complete a review of their mission statements *after* the institutional mission statement is revised to ensure that divisional and departmental mission statements are in line with the institutional mission statement and focus on student success.

Assessment Strategy Deans, vice presidents, and directors and staff will review their unit mission statements, make recommendations for change, vote to accept the changes, and submit the updated mission statements to president, vice presidents, and director of institutional research during the 2006/2007 academic year.

Key Performance Indicator Completion of a review and report of all departmental/division mission statements by division chairs and administrative heads.

Responsibility Heads Vice Presidents
Deans
Directors

Priority: Strengthen the College's liberal arts education program by developing interdisciplinary courses and programs.

Goal 6: Explore the possibility of offering a B.A. in Liberal Arts degree.

Implementation Strategy	An ad hoc committee composed of deans and selected faculty from the Departments of Humanities, Social Sciences, Mathematics, and Natural Sciences will be charged with surveying baccalaureate programs in the University System which employ a generalized or interdisciplinary approach to the liberal arts that culminates in the award of the Bachelor of Liberal Arts degree, and to design a proposed curriculum for use at DSC in order to expand the range of DSC's baccalaureate offerings and engage the academic units which teach the traditional arts and sciences more directly in the upper-division component of the College's mission.
Assessment Strategy	Completion of a survey of baccalaureate programs in the University System which employ a generalized or interdisciplinary approach to the liberal arts that culminates in the award of the Bachelor of Liberal Arts (B.L.A.) degree, and the design of a proposed curriculum for use at DSC. The completed survey and proposed curriculum will be reviewed by the full faculty of the affected schools, and following their approval they will be submitted before the end of the 2006-2007 academic year to the vice president for academic affairs and the president for further consideration.
Key Performance Indicators	Proposal to develop B.A. in Liberal Arts. Approval of proposal by USG.
Responsibility Head	Vice President for Academic Affairs

Priority: Broaden program offerings to better meet the needs of the regional economy and workforce.

Goal 10: Develop additional bachelor's degrees.

Implementation Strategy	The vice president for academic affairs will survey the academic schools of the College to determine the most pressing need for additional baccalaureate programs and the most promising resources available and work with the appropriate deans and department chairs and faculty to formulate at least one degree proposal for submission to the Board of Regents so that DSC will have a broader and more diverse array of upper-division offerings and extracurricular activities to better fulfill the College's mission as a provider of carefully targeted baccalaureate programs to meet the educational and economic development needs of its service area.
Assessment Strategy	At least one baccalaureate degree proposal will be completed by the appropriate academic school of the College within the prescribed University System template, approved by the vice president for academic affairs and the president, and submitted to the Board of Regents by the end of the 2006-2007 academic year.
Key Performance Indicators	Proposals to develop additional bachelor's degrees at DSC. Approval of bachelor's degree program proposals by USG.
Responsibility Head	Vice President for Academic Affairs

Priority: Broaden program offerings to better meet the needs of the regional economy and workforce.

Goal 11: Create more hybrid and online courses to provide optimum access to a variety of student populations.

Implementation Strategy Deans and faculty will develop hybrid and new online courses to ensure that students have access to courses regardless of geographic or travel limitations.

Assessment Strategy The deans will review with faculty the number and quality of new courses at the end of the Spring 2007.

Key Performance Indicators Number of hybrid and online courses – 25.
Number of students enrolled in such courses.
Student credit hours generated by hybrid and online courses.

Responsibility Heads Vice President for Academic Affairs
Deans

Priority: Broaden program offerings to better meet the needs of the regional economy and workforce.

Goal 13: Achieve and maintain specialized accreditation where appropriate.

Implementation Strategies

The dean of the School of Education and assigned faculty will complete an Institutional Report that provides all the necessary information required to accredit DSC's baccalaureate education program by NCATE and the Georgia Professional Standards Commission.

The dean and faculty of the School of Business Administration will continue to work toward AACSB (Association to Advance Collegiate Schools of Business) by completing all necessary activities and processes and submitting an annual report to AACSB which will ensure a continuous improvement focus for the school's curriculum, faculty, and students.

The dean of the School Social Work and faculty will participate in formulating the self-study and hosting the site visit to ensure that the College's BSW Program meets all accreditation standards.

The dean of the School of Nursing and faculty will be assigned various criteria from the NLNAC Accreditation Manual for review in preparation for the self-study and onsite visit necessary for NLNAC re-accreditation in 2010.

The dean of the School of Nursing will complete the Georgia Board of Nursing Education Program Annual Report by July 1 each year and complete the NLNAC Annual Report and Survey by the assigned deadline each fall to ensure the program operates within the standards and mandates of the Georgia Board of Nursing and the National League for Nursing Accrediting Commission, Incorporated and maintains the quality of the program.

The dean of the School of Technology and the program directors will complete all certification and/or recertification requirements to ensure continued association with accrediting bodies.

Priority: Broaden program offerings to better meet the needs of the regional economy and workforce.

Goal 13: Achieve and maintain specialized accreditation where appropriate.

Assessment Strategies

The dean of the School of Education will supervise and prepare pre-accreditation reports, including the Initial Preparation Report, the PreConditions and Conceptual Framework, and the implementation of a data collection and technology-based assessment system. As well, reports will be made by selected faculty on assigned criteria needed for the full accreditation report.

The dean and faculty of the School of Business Administration will review the school's annual AACSB Initial Accreditation Committee reports prior to the accreditation visit which will culminate in the successful achievement of accreditation in 2009-2010.

The dean of the School of Social Work will monitor the accreditation activities for each department participating in an accreditation process. A complete draft of the BSW self-study will be submitted to the VPAA by Spring 2007.

The dean and faculty of the School of Nursing will review the NLNAC accreditation criteria and assess the program evaluating compliance with the standards. Reports will be made by the faculty on assigned criteria at designated division faculty meetings beginning Fall 2006. Any recommendations for changes to the program will be brought before the faculty, voted on, and implemented according to the policies and procedures of the school and the College.

The Dean of the School of Nursing will review the Georgia Board of Nursing Rules for Nursing Education Programs, evaluating compliance with the standards on an annual basis. Any recommendations for changes to the program will be brought before the faculty, voted on, and implemented according to the policies and procedures of the school and the College.

The dean of the School of Technology will monitor the accreditation activities for each department participating in an accreditation process to ensure timely completion of certification and/or recertification requirements.

Priority: Broaden program offerings to better meet the needs of the regional economy and workforce.

Goal 13: Achieve and maintain specialized accreditation where appropriate.

Key Performance Indicators New and reaffirmed accreditation for all appropriate DSC programs by professional accreditation agencies.

Completion of annual reports, self-study documents, and onsite visits as required by accrediting bodies for their cyclic reviews.

Responsibility Heads
Vice President for Academic Affairs
Education Dean
Business Administration Dean
Social Work Dean
Nursing Dean
Technology Dean

Priority: Establish a broader base of private funding with more individual and private contributions and other external funding sources, achieving for the DSC Foundation a total net worth of \$20 million.

Goal 18: Develop a major fundraising campaign.

**Implementation
Strategies**

The DSC Foundation Board of Trustees will engage the services of a professional fundraising counsel to conduct a campaign feasibility study to be followed by a fundraising campaign to provide strategic financial support for the College's academic programs, student scholarships, professional development opportunities, capital improvements, and expansion of the physical campus.

The School of Social Work and its Professional Advisory Board members working with DSC Foundation staff members will participate in formulating a fund-raising strategy to ensure that the BSW Program provides financial support to students in need.

**Assessment
Strategies**

The director of Institutional Advancement will supervise the preparation of the fundraising feasibility study and deliver a report to the Board of Trustees who will vote unanimously to proceed with a comprehensive campaign.

The dean of Social Work and the DSC Foundation will solicit donations and provide reports on full funding of two scholarships. Supporters of the BSW program will fully fund two \$25,000 scholarship funds in the current Divisional Strategic Plan by Spring 2008.

**Key Performance
Indicators**

Number of donors.
Dollars pledged by giving level, source, and purpose.
Amount of endowment - \$20 million.

**Responsibility
Heads**

President
Institutional Advancement Director
Social Work Dean

Priority: Advance the infusion of technology into all aspects of the College's operations.

Goal 23:	Expand the collaborative relationship between the library and OCIS to support a student-focused learning commons.
Implementation Strategies	<p>Library staff, the OCIS director, the Institutional Research director, and the vice president for enrollment & student services will work to plan and construct the Learning Commons lab, rehearsal studio, and student lounge to provide students with a facility that merges their needs for an academic/reference library, computer lab/technical support, and skill development studio in one collaborative learning environment.</p> <p>OCIS and library personnel will collaborate in the physical design, layout, setup, and staffing arrangements of a new student-focused learning commons to ensure its proper operation and that the needs of the students are being met.</p>
Assessment Strategies	<p>Library staff and OCIS Learning Commons staff will keep track of usage statistics. Library staff and Institutional Research will conduct periodic user satisfaction surveys, and the Learning Commons resource will be added to the Annual Assessment of Student Needs and Graduating Student Survey.</p> <p>Feedback from student satisfaction surveys will be reviewed by the Library and OCIS directors to ensure that students are satisfied with the facility. Suggestions for improvement from these surveys will be considered and implemented if deemed necessary.</p>
Key Performance Indicators	<p>Existence of a Learning Commons in the Roberts Library.</p> <p>Student satisfaction with Learning Commons facilities.</p> <p>Annual assessment of student needs.</p>
Responsibility Heads	<p>Library Director</p> <p>OCIS Director</p> <p>Institutional Research Director</p> <p>Vice President for Enrollment & Student Services</p>

Priority: Advance the infusion of technology into all aspects of the College's operations.

Goal 24: Increase the use of DSConnect in all non-Vista courses.

Implementation Strategy	DSC faculty members will be trained in the use and benefits of DSConnect and offered incentives to utilize the tool in their courses to ensure an increase in the number of courses utilizing DSConnect.
Assessment Strategy	The vice president for enrollment and student services and the vice president for academic affairs will work together to provide the training and benefits needed to increase the number of courses utilizing DSConnect. The change in the number of courses utilizing DSConnect from Fall 2006 to Fall 2007 will be used to measure effectiveness (through comparing the use of DSConnect in courses during fall 2006 to the number of courses utilizing DSConnect during fall 2007).
Key Performance Indicators	Number/percentage of DSConnect users in non-Vista courses. Campus acceptance of DSConnect as the communication tool for all Non-Vista courses.
Responsibility Heads	Vice President for Enrollment & Student Services Vice President for Academic Affairs OCIS Director

Priority: Advance the infusion of technology into all aspects of the College's operations.

Goal 27:	Implement automated processes and services to improve administrative effectiveness.
Implementation Strategies	<p>Departmental directors and vice president for fiscal affairs will complete a review of administrative processes and services that will improve efficiency and effectiveness to ensure that automation and satisfaction are increased.</p> <p>OCIS personnel will survey students, faculty, and staff to determine the automated processes and services that are needed most. These processes and procedures will be implemented to improve administrative effectiveness.</p>
Assessment Strategy	<p>The number of automated processes and services which are implemented will be noted, and feedback from student, faculty, and staff satisfaction surveys will be reviewed by the OCIS director to verify satisfaction ratings. And as processes are automated and implemented, a faculty, staff, and student satisfaction survey will be conducted to measure satisfaction.</p>
Key Performance Indicators	<p>Increase automated processes and services by 50%.</p> <p>Faculty, staff, and student satisfaction with administrative services – 75%.</p>
Responsibility Heads	<p>Vice President for Fiscal Affairs</p> <p>OCIS Director</p>

Priority: Ensure that DSC's general education requirements provide students with the learning experiences they need in a 21st-century society.

Goal 28: Conduct a comprehensive review of Core Curriculum course content and delivery methods, especially hybrid formats.

Implementation Strategies

The vice president for academic affairs will select faculty from each of the schools to serve on a college-wide task force to conduct a comprehensive review of Core Curriculum course content and delivery methods in their areas (especially hybrid formats) to ensure that DSC's general education requirements provide students with the learning experiences they need in a 21st-century society. Deans will recommend faculty to serve on the task force with collaboration from OCIS personnel as it concerns delivery by hybrid formats.

Nursing school faculty will be invited to complete a review of the Core Curriculum course content applicable to nursing and their delivery methods, especially hybrid formats to ensure that the Core Curriculum content applicable to nursing meets the educational needs that form a knowledge base supplementary and complementary to the nursing curriculum.

Assessment Strategies

The task force will complete a comprehensive review of Core Curriculum course content and delivery methods (especially hybrid formats) and make recommendations to the vice president for academic affairs, who will review these recommendations and implement those that can be reasonably accomplished.

The dean and faculty of the School of Nursing will review the Core Curriculum course content applicable to nursing at designated faculty meetings – evaluating relevancy of content to the nursing curriculum and professional and accrediting body standards. The various formats in which these courses are delivered, especially hybrid formats, will also be reviewed for consistency of content and student convenience with respect to the nursing curriculum. Any recommendations for changes will be brought before the faculty, appropriate division, and college committee; voted on; and implemented according to the policies and procedures of the division and the College

Key Performance Indicators

Establishment of a task force to conduct comprehensive review.
Task force report with recommendations.
Implementation of report recommendations.

Priority: Ensure that DSC's general education requirements provide students with the learning experiences they need in a 21st-century society.

Goal 28: **Conduct a comprehensive review of Core Curriculum course content and delivery methods, especially hybrid formats.**

Responsibility Vice President for Academic Affairs
Heads Deans
 OCIS Director

Priority: Expand non-academic and extra-curricular activities, such as performing arts programs, health services, and athletic and recreational facilities.

Goal 31:	Survey students' interests in non-academic and extra-curricular activities, such as performing and fine arts programs and athletics, and develop programmatic recommendations based on the results.
Implementation Strategy	Students will be given an opportunity to provide input for student activities programming to ensure that the Student Activities programs are meeting the educational and social needs of DSC students.
Assessment Strategy	A survey instrument will be administered each academic year to students to confirm that the activities provided are meeting their needs. The Student Activities Office will tabulate the results of the survey and use the findings to program activities for the following year.
Key Performance Indicators	Developed survey instrument and administration of survey to students. Survey report with recommended programs.
Responsibility Head	Student Activities Director

Goal 33:	Update campus heating/air conditioning systems
Implementation Strategy	The director of Plant Operations along with vice president for fiscal affairs will monitor complaints and areas that are most prone for deficiencies concerning HVAC and will remediate the problem immediately or plan with MRR funds to replace/update equipment to improve and maintain the comfort of students, faculty, and staff.
Assessment Strategy	During the 2006/2007 academic year, calls/requests concerning the HVAC will be logged and monitored to gather data to determine if the calls/requests due to comfort issues are declining from the previous year.
Key Performance Indicators	Improved campus heating and air conditioning. Increased faculty, staff, and student satisfaction with campus heating and air conditioning.
Responsibility Heads	Vice President for Fiscal Affairs Plant Operations Director

Priority: DSC will achieve a diverse and growing student body with a headcount approaching 5,000.

Goal 39: Develop an institutional plan for improving retention and graduation rates.

Implementation Strategies

The offices of the President and Institutional Research will develop a plan for improving DSC's retention and graduation rates including recommendations, an action plan for improvement, and retention and graduation rate targets. The plan will address improvements in the institution's retention and graduation rates at both the institution-specific and System-wide levels, as well as rates disaggregated by race/ethnicity, gender, and other variables as prescribed by the University System Graduation Rate Task Force.

Faculty, staff, and administrators serving on the Retention, Progression, and Graduation Task Force will be invited to collect and analyze data in order to identify student retention risk factors and create strategies for enhancing student retention, progression, and graduation rates to ensure that student retention risk factors are identified and that strategies for improving student retention, progression, and graduation rates are created.

Assessment Strategies

Using central office and internal data, the Institutional Research office shall compile existing information on retention and graduation rates with a focus on cohorts of students who are first-time, full-time, degree- or certificate-seeking students.

The faculty, staff, and administrators serving on the Retention, Progression, and Graduation Task Force will identify student retention risk factors and make recommendations for increasing student retention, progression, and graduation rates. These recommendations will be submitted to the vice president for academic affairs, the vice president of enrollment services and student services, and the president. In addition, data collection and analysis will be conducted in order to identify student retention risk factors, and strategies for enhancing student retention, progression, and graduation rates will be created.

Key Performance Indicators

Completion of a DSC institutional plan.
Implementation of recommendations in institutional plan.
Increased retention and graduation rates - 1 percent per year beginning with the 2006-07 academic year.

Priority: DSC will achieve a diverse and growing student body with a headcount approaching 5,000.

Goal 39: Develop an institutional plan for improving retention and graduation rates.

Responsibility President
Heads Institutional Research Director
 Retention, Progression, & Graduation (RPG) Task Force

Priority: Improve retention and graduation rates.

Goal 40: Implement tracking of students and regular evaluation of retention programs and services.

Implementation Strategy The Institutional Research office will design and implement an assessment mechanism to help improve DSC's retention and graduation rates and regularly evaluate its retention programs and services.

Assessment Strategy The Institutional Research office will keep track of student retention through an annual production of a Student Success Fact Book, an institution-wide inventory and description of intervention programs, follow-up surveys of withdrawing and non-returning students and other periodic surveys such as focus groups, the ACT Student Opinion and Advising Surveys, and NSSE.

Key Performance Indicators Number of programs and services regularly reviewed.
Assessment of intervention strategies from regular reviews.
Existence and success of tracking mechanisms.
Documentation of successful intervention programs and services.

Responsibility Head Institutional Research Director

Priority: Improve retention and graduation rates.

Goal 41:	Identify classes with high withdrawal and/or failure rates and develop intervention strategies for these.
Implementation Strategy	The Academic Advising Center will work with the deans in developing a formula to identify “killer” courses and will work with Academic Affairs and Student Services in developing intervention strategies to improve the success rate for students in the identified courses.
Assessment Strategy	The Academic Advising Center will monitor the classes with high withdrawal and/or failure rates to determine whether the interventions are successful.
Key Performance Indicators	Number of classes identified. Developed and approved intervention strategies. Assessment of intervention strategies. Improved retention rates in cohort classes.
Responsibility Heads	Academic Advising Center Director Vice President for Academic Affairs

Priority: Enhance facilities and resources for learning support and at-risk students.

Goal 42:	Assess academic advising in order to create a system that more effectively meets students' needs.
Implementation Strategy	The Academic Advising Center will identify the assessments to be used and the timeline for administration and will use the feedback in developing proposals for changes in the advising model.
Assessment Strategy	The Academic Advising Center will review the assessment results and use the information to propose changes in the advising system to more effectively meet students' needs.
Key Performance Indicators	Student and faculty satisfaction with academic advising. Implemented intervention programs and services in the Academic Advising Center. Documentation of successful intervention programs and services.
Responsibility Heads	Academic Advising Center Director Vice President for Academic Affairs

2006-2007 Year 1 Implementation Plan Goals Completed/Carried Over

(Note: *Partly completed, but still requires ongoing implementation; carried over to Year 2.)

- ~~Goal 1: Revisit the College's mission statement.~~
- Goal 2: *Change the public perception of the College.
- ~~Goal 5: Review departmental missions to determine if they are in line with the institutional mission and whether they focus on student success.~~
- Goal 6: *Explore the possibility of offering a B.A. in Liberal Arts degree.
- Goal 10: *Develop additional bachelor's degrees.
- Goal 11: *Create more hybrid and online courses to provide optimum access to a variety of student populations.
- Goal 13: *Achieve and maintain specialized accreditation where appropriate.
- ~~Goal 18: Develop a major fundraising campaign.~~
- ~~Goal 23: Expand the collaborative relationship between the library and OCIS to support a student focused learning commons.~~
- Goal 24: *Increase the use of DSConnect in all non-Vista courses.
- Goal 27: *Implement automated processes and services to improve administrative effectiveness.
- Goal 28: *Conduct a comprehensive review of Core Curriculum course content and delivery methods, especially hybrid formats.
- Goal 31: *Survey students' interests in non-academic and extra-curricular activities, such as performing and fine arts programs and athletics, and develop programmatic recommendations based on the results.
- Goal 33: *Update campus heating/air conditioning systems.
- ~~Goal 39: Develop an institutional plan for improving retention and graduation rates.~~
- Goal 40: *Implement tracking of students and regular evaluation of retention programs and services.
- Goal 41: *Identify classes with high withdrawal and/or failures rates and develop intervention strategies for these.
- Goal 42: *Assess academic advising in order to create a system that more effectively meets students' needs.

Progress Report for Year 1 Goals

For the first year, 2006-2007, the Strategic Planning Committee adopted 18 goals for implementation during the four-year planning period. Five (28%) of these goals were completed in the first year. The following is a progress report of the goals achieved.

Goal 1: Revisit the College's mission statement.

A Mission Statement Review committee was appointed by the President in July 2006. It submitted a revised Statement of Purpose in October that was subsequently approved by the faculty at its December meeting. The Board of Regents subsequently approved the College's revised Statement of Purpose in June 2007 and it now more clearly reflects the current nature and direction of the institution. The College's Statement of Purpose will be revisited as part of the SACS Reaffirmation Self-Study during the 2010-11 academic year.

Goal 5: Review departmental missions to determine if they are in line with the institutional mission and whether they focus on student success.

Although the Board of Regents' delayed approval of the revised Statement of Purpose as described under Goal 1, deans, department chairs, vice presidents, and unit directors completed a review of their mission statements to ensure that they revised were in line with the College's newly approved mission statement and that it focused on student success. All revised mission statements were then forwarded to the president, vice president for academic affairs, and the director of institutional research. A summary of the mission statements was prepared by the institutional research office and all necessary institutional documents have been updated as appropriate.

Goal 18: Develop a major fundraising campaign.

Following the completion of the feasibility study which recommended that a campaign be launched, the DSC Foundation established a goal of \$16.4 million. In March 2007, the public phase of the campaign was announced, and by the end of June commitments totaling just over \$17 million had been received. A revised goal of \$20 million was expected to be achieved by the end of the 2007 calendar year or thereabouts. Campaign efforts will continue during the 2007-08 year in order to reach the revised \$20 million goal. The Foundation's "Fulfilling the Vision" campaign will enable the College to achieve several strategic objectives, including establishment of a limited student housing initiative as well as positioning the institution for development of additional bachelor's degrees and a limited selection of master's degrees.

Goal 23: Expand the collaborative relationship between the library and OCIS to support a student-focused learning commons.

The Learning Commons was opened in Fall 2007 in the former conference room in the Library, and added a part-time Evening Librarian, to staff the Commons in the evenings. When it opened, the Learning Commons included:

- 48 computers;
- 2 printers and 1 color printer (free printing for students);
- Practice Studio for students to prepare and rehearse class presentations;
- Wireless Lounge for students to relax and use laptops;
- Free coffee and hot chocolate sponsored by Student Activities.

OCIS provided paper and toner for all the printers, installed software and security cables for the computers, maintained equipment, and answered calls for assistance with printer and computer problems. During the academic year, the Learning Commons averaged 1,159 students per week and 309 students and groups reserved the Practice Studio. The comments and appreciation from the students was overwhelmingly positive, both in verbal comments to the staff and in comments made on the LibQual survey conducted during fall semester. The main complaints were crowding in the Commons, circuit breakers flipping off, and printing. These concerns will be addressed in next year's goals and objectives.

Goal 39: Develop an institutional plan for improving retention and graduation rates.

The RPG Task Force delivered its final report in the spring of 2006. Of the 57 recommendations submitted, the majority were reviewed and accepted by the Administrative Council in September 2006. Those that required minimal or no funding were adopted during the 2006-07 year, while those requiring substantial resources will need to wait on funding. Although the goal and objective have been met, full implementation of the new retention and graduation strategies will take at least three years. As well, implementation of all approved recommendations from the RPG Task Force will require ongoing monitoring as well as prioritization among those requiring new funding. All the same, retention and graduation rates are already beginning to rise, though continued progress will likely be incremental.

Year 2 (2007-2008) Implementation Plan Goals

(Note: *Some action completed in Year 1, but still requires ongoing activity; carried over to Year 2. Goals 14, 15, 21, 38, 44, and 45 are new for Year 2.)

- Goal 2: *Change the public perception of the College.
- Goal 6: *Explore the possibility of offering a B.A. in Liberal Arts degree.
- Goal 10: *Develop additional bachelor's degrees.
- Goal 11: *Create more hybrid and online courses to provide optimum access to a variety of student populations.
- Goal 13: *Achieve and maintain specialized accreditation where appropriate.
- Goal 14: Expand and diversify Continuing Education programming.
- Goal 15: Collaborate with community partners such as the Creative Arts Guild, Bradley Wellness Center, and Recreation Department to plan and promote programs.
- Goal 21: Identify courses for program(s) that will work with library staff to incorporate information literacy instruction into their program(s).
- Goal 24: *Increase the use of DSConnect in all non-Vista courses.
- Goal 27: *Implement automated processes and services to improve administrative effectiveness.
- Goal 28: *Conduct a comprehensive review of Core Curriculum course content and delivery methods, especially hybrid formats.
- Goal 31: *Survey students' interests in non-academic and extra-curricular activities, such as performing and fine arts programs and athletics, and develop programmatic recommendations based on the results.
- Goal 33: *Update campus heating/air conditioning systems.
- Goal 38: Explore the feasibility of converting the newly acquired Wood Valley Apartments into student housing.
- Goal 40: *Implement tracking of students and regular evaluation of retention programs and services.
- Goal 41: *Identify classes with high withdrawal and/or failures rates and develop intervention strategies for these.
- Goal 42: *Assess academic advising in order to create a system that more effectively meets students' needs.
- Goal 44: Develop and implement targeted recruitment strategies to be reflective of the communities we serve.
- Goal 45: Train existing faculty and staff to better equip them to work in a more diverse college community.

Year 2 Implementation Plan Goals by Unit Assignments

2007-2008 (Year 2) Implementation Plan Goals by Assigned Units

Advising Center

- Goal 41: Identify classes with high withdrawal and/or failures rates and develop intervention strategies for these.
- Goal 42: Assess academic advising in order to create a system that more effectively meets students' needs.

Academic Affairs

- Goal 6: Explore the possibility of offering a B.A. in Liberal Arts degree.
- Goal 10: Develop additional bachelor's degrees.
- Goal 11: Create more hybrid and online courses to provide optimum access to a variety of student populations.
- Goal 13: Achieve and maintain specialized accreditation where appropriate.
- Goal 24: Increase the use of DSConnect in all non-Vista courses.
- Goal 28: Conduct a comprehensive review of Core Curriculum course content and delivery methods, especially hybrid formats.
- Goal 41: Identify classes with high withdrawal and/or failures rates and develop intervention strategies for these.
- Goal 42: Assess academic advising in order to create a system that more effectively meets students' needs.

Academic Resources

- Goal 42: Assess academic advising in order to create a system that more effectively meets students' needs.

Adult Literacy

None for 2007-2008

Business Administration

- Goal 11: Create more hybrid and online courses to provide optimum access to a variety of student populations.
- Goal 13: Achieve and maintain specialized accreditation where appropriate.
- Goal 21: Identify courses for program(s) that will work with library staff to incorporate information literacy instruction into their program(s). Library staff will work with faculty in establishing core concepts and developing course materials to improve learning and institutional effectiveness.

Campus Recreation

Goal 31: Survey students' interests in non-academic and extra-curricular activities, such as performing and fine arts programs and athletics, and develop programmatic recommendations based on the results.

Computing and Information Services

Goal 24: Increase the use of DSConnect in all non-Vista courses.

Goal 27: Implement automated processes and services to improve administrative effectiveness.

Goal 28: Conduct a comprehensive review of Core Curriculum course content and delivery methods, especially hybrid formats.

Continuing Education Center

Goal 14: Expand and diversify Continuing Education programming.

Goal 15: Collaborate with community partners such as the Creative Arts Guild, Bradley Wellness Center, and Recreation Department to plan and promote programs.

Derrell C. Roberts Library

Goal 21: Identify courses for program(s) that will work with library staff to incorporate information literacy instruction into their program(s).

Education

Goal 11: Create more hybrid and online courses to provide optimum access to a variety of student populations.

Goal 13: Achieve and maintain specialized accreditation where appropriate.

Goal 21: Identify courses for program(s) that will work with library staff to incorporate information literacy instruction into their program(s). Library staff will work with faculty in establishing core concepts and developing course materials to improve learning and institutional effectiveness.

Enrollment & Student Services

Goal 24: Increase the use of DSConnect in all non-Vista courses.

Goal 44: Develop and implement targeted recruitment strategies to be reflective of the communities we serve.

Financial Aid and Veterans Services

Goal 24: Increase the use of DSConnect in all non-Vista courses.

Fiscal Affairs

- Goal 27: Implement automated processes and services to improve administrative effectiveness.
- Goal 33: Update campus heating/air conditioning systems.

Human Resources

- Goal 45: Train existing faculty and staff to better equip them to work in a more diverse college community.

Institutional Advancement

- Goal 38: Explore the feasibility of converting the newly acquired Wood Valley Apartments into student housing.

Institutional Research and Planning

- Goal 2: Change public perception of the College.
- Goal 40: Implement tracking of students and regular evaluation of retention programs and services.

Learning Support

None for 2007-2008

Liberal Arts

- Goal 11: Create more hybrid and online courses to provide optimum access to a variety of student populations.
- Goal 21: Identify courses for program(s) that will work with library staff to incorporate information literacy instruction into their program(s). Library staff will work with faculty in establishing core concepts and developing course materials to improve learning and institutional effectiveness.
- Goal 28: Conduct a comprehensive review of Core Curriculum course content and delivery methods, especially hybrid formats.

Nursing

- Goal 11: Create more hybrid and online courses to provide optimum access to a variety of student populations.
- Goal 13: Achieve and maintain specialized accreditation where appropriate.
- Goal 21: Identify courses for program(s) that will work with library staff to incorporate information literacy instruction into their program(s). Library staff will work with faculty in establishing core concepts and developing course materials to improve learning and institutional effectiveness.

Physical Education

Goal 21: Identify courses for program(s) that will work with library staff to incorporate information literacy instruction into their program(s). Library staff will work with faculty in establishing core concepts and developing course materials to improve learning and institutional effectiveness.

Plant Operations

Goal 33: Update campus heating/air conditioning systems.

President

None for 2007-2008

Public Relations

Goal 2: Change public perception of the College.

Public Safety

None for 2007-2008

Science and Mathematics

Goal 11: Create more hybrid and online courses to provide optimum access to a variety of student populations.

Goal 21: Identify courses for program(s) that will work with library staff to incorporate information literacy instruction into their program(s). Library staff will work with faculty in establishing core concepts and developing course materials to improve learning and institutional effectiveness.

Goal 28: Conduct a comprehensive review of Core Curriculum course content and delivery methods, especially hybrid formats.

Social Work

Goal 11: Create more hybrid and online courses to provide optimum access to a variety of student populations.

Goal 13: Achieve and maintain specialized accreditation where appropriate.

Goal 21: Identify courses for program(s) that will work with library staff to incorporate information literacy instruction into their program(s). Library staff will work with faculty in establishing core concepts and developing course materials to improve learning and institutional effectiveness.

Student Activities

Goal 31: Survey students' interests in non-academic and extra-curricular activities, such as performing and fine arts programs and athletics, and develop programmatic recommendations based on the results.

Technology

Goal 11: Create more hybrid and online courses to provide optimum access to a variety of student populations.

Goal 13: Achieve and maintain specialized accreditation where appropriate.

Goal 21: Identify courses for program(s) that will work with library staff to incorporate information literacy instruction into their program(s). Library staff will work with faculty in establishing core concepts and developing course materials to improve learning and institutional effectiveness.

Implementation Strategies for Year 2 Goals

Priority: Articulate a well-defined mission, image, and identity to be shared with the College community.

Goal 2:	Change public perception of the College.
Implementation Strategy	The director of Public Relations, in counsel with the director for Institutional Research and Planning and the incoming DSC President, will determine whether to administer a small or a large-scale public perception survey. Once that is decided, the PR Director will work with the Purchasing Office to select a marketing research firm to conduct the survey.
Assessment Strategy	A public perception survey will be administered by the fall of 2008 to determine current perceptions of the College's offerings and programs. Once a baseline has been established, the director of Public Relations, the director of Institutional Research, and the DSC President will determine a course of action to enhance public perception of the College. This course of action may include hiring an image management firm to develop more accurate branding messages and to make recommendations for improving communication strategies for students and for the public at large.
Key Performance Indicator	Accurate community perception of DSC as a four-year institution as measured by community survey – 25% over baseline survey data.
Responsibility Heads	Public Relations Director Institutional Research Director President

Priority: Strengthen the College's liberal arts education program by developing interdisciplinary courses and programs.

Goal 6:	Explore the possibility of offering a B.A. in Liberal Arts degree.
Implementation Strategy	Deans, chairs, and faculty in the School of Liberal Arts and the School of Sciences and Mathematics will work with the VPAA to develop a curriculum for the B.A. in Liberal Arts with a specialization in International Studies.
Assessment Strategy	Comparisons will be made between a proposed DSC program and existing similar programs at other USG institutions. The results will be incorporated in a Formal Proposal prepared for submission to the Board of Regents for its approval.
Key Performance Indicators	Draft of Formal Proposal. Approval of proposal by USG.
Responsibility Heads	Vice President for Academic Affairs Liberal Arts Dean Sciences and Mathematics Dean

Priority: Broaden program offerings to better meet the needs of the regional economy and workforce.

Goal 10: Develop additional bachelor’s degrees.

Implementation Strategy	Appropriate administrators and faculty will be organized to develop baccalaureate degree program proposals in one or more of the following areas: Business Administration, Teacher Education, and Human Services.
Assessment Strategy	At least one baccalaureate degree proposal will be drafted during AY 2008-2009, approved by the vice president for academic affairs and the president, and submitted to the Board of Regents.
Key Performance Indicators	Draft proposal for at least one baccalaureate program. Approval by USG.
Responsibility Heads	Vice President for Academic Affairs Appropriate Deans, Chairs, and faculty

Priority: Broaden program offerings to better meet the needs of the regional economy and workforce.

Goal 11: Create more hybrid and online courses to provide optimum access to a variety of student populations.

Implementation Strategy

Education faculty has identified one course to be developed during Fall, 2008 and delivered spring, 2009 as a hybrid course (Children's Literature). As the secondary program progresses, other courses will be identified for hybrid development.

Social Work faculty has identified one course to be developed during Fall, 2007 as a hybrid course (SOWK 4400, Foundations of Social Work Research).

The dean and faculty of the School of Technology will identify courses that would be appropriate for hybrid and/or online format.

Assessment Strategy

Survey to determine: (1) student satisfaction with hybrid course; (2) student success with hybrid course determined by academic grade.

The dean of the School of Technology and instructors in hybrid/online courses will develop a student evaluation tool that will provide information on the effectiveness of courses.

Key Performance Indicators

Number of hybrid and online courses – 25.

Number of students enrolled in such courses.

Student credit hours generated by hybrid and online courses.

Assessment of learning objectives that meet Georgia State Standards GACE Exam (licensure exam).

Responsibility Heads

Vice President for Academic Affairs

Education Dean

Social Work Dean

Technology Dean

School faculty will.

Priority: Broaden program offerings to better meet the needs of the regional economy and workforce.

Goal 13: Achieve and maintain specialized accreditation where appropriate.

Implementation Strategies

With NCATE/PSC developmental accreditation received March, 2007 for Early Childhood Education and ESOL Endorsement, the dean of the School of Education will: (1) file PRS Report for secondary education with Georgia Professional Standards Commission in February 2008 (electronic submission); (2) file Standards I – VIII Report for developmental review of secondary programs by fall, 2008 (electronic submission); (3) prepare Institutional Report for NCATE/PSC comprehensive visit, fall, 2009 (electronic submission and electronic evidence room); and file ESOL Report for PSC Standard II by May, 2008 (electronic).

The School of Business Administration is currently involved in a five-year accreditation process for AACSB (Association to Advance Collegiate Schools of Business) accreditation. An accreditation plan was approved by AACSB in 2004-2005. Each year the school submits an annual report to the IAC (Initial Accreditation Committee) for approval. The third year annual report (2006-2007) was submitted in October 2007 for review in December 2007. The annual report was approved and the School of Business Administration was formally invited to apply for AACSB accreditation. The application will be filed Spring 2008, the SER (Self Evaluation Review) will be conducted 2008-2009, and the AACSB team visit will occur 2009-2010.

School of Social Work faculty and staff will meet and maintain accreditation standards for full accreditation with the Council on Social Work Education.

Annual reports to both the Georgia Board of Nursing and the NLNAC will be sent as required for continued approval and accreditation status. Georgia Board rules for Nursing Education Programs will be reviewed annually and as necessary to ensure program compliance. Three faculty members will attend the NLNAC Self-study Forum in April to receive updates on the new NLNAC accreditation criteria. NLNAC self-study committees will be formed Fall 2008 to begin the re-accreditation process under the new 2008 criteria.

Priority: Broaden program offerings to better meet the needs of the regional economy and workforce.

Goal 13: Achieve and maintain specialized accreditation where appropriate.

Implementation Strategies The School of Technology will work toward the accreditation of the Respiratory Therapy program.

Assessment Strategies PRS Report electronic submission of secondary programs (PRS) – February, 2008.

PSC Report for Standards I – VIII – fall, 2008 (electronic submission).

Prepared assessment reports required for AACSB accreditation.

The dean and social work faculty members will maintain the outcome assessment system involving both class assessments for SACS and CSWE Program Outcome measures. Each CSWE Program Outcome measure based on an assessment of a demonstration of student mastery of a particular program objective which is measured at least annually for a cohort of students.

Annual reports will be sent to the Georgia Board of Nursing and the NLNAC as mandated. Any response to the reports from either of these bodies which requires changes to the program will be addressed immediately. The School of Nursing will stay abreast of changes in policy, standards, and requirements necessary for program approval/accreditation and will address those changes as necessary to stay in compliance with the mandates of these bodies.

The dean and faculty of the School of Technology will prepare required reports and review accreditation deadlines yearly for the Respiratory Therapy program.

Priority: Broaden program offerings to better meet the needs of the regional economy and workforce.

Goal 13: Achieve and maintain specialized accreditation where appropriate.

Key Performance Indicators Secondary developmental approval received.
Continued approval of ESOL program
AACSB accreditation.
Developed outcomes assessment system for CSWE and SACS.
Student satisfaction of BSW program.
Full approval by the Georgia Board of Nursing has been granted until Fall 2008.
Full accreditation by NLNAC has been granted until Fall 2010.
Accreditation of Respiratory Therapy program.

Responsibility Heads Vice President for Academic Affairs
Education Dean
Business Administration Dean
Social Work Dean
Nursing Dean
Technology Dean

Priority: Broaden Continuing Education program offerings and increase annual enrollments.

Goal 14: Expand and diversify Continuing Education programming.

Implementation Strategy	Center for Continuing Education Staff will identify opportunities for program expansion and diversification, aided by online and course evaluation survey information.
Assessment Strategy	Director will assess course information to determine number of courses, number of new courses, number of participants, cancellation rate of courses, and revenue (gross and net) of each course. A satisfaction survey of total CE program will be designed and administered by director of Institutional Research and Planning at year's end.
Key Performance Indicators	Total number of programs, participants, participant hours, and CEUs. Revenue generated by Continuing Education programs.
Responsibility Heads	Continuing Education Director

Priority: Broaden Continuing Education program offerings and increase annual enrollments.

Goal 15: Collaborate with community partners such as the Creative Arts Guild, Bradley Wellness Center, and Recreation Department to plan and promote programs.

Implementation Strategy The Center for Continuing Education staff will identify opportunities for collaboration with community partners on program planning and promotion.

Assessment Strategy The director of Continuing Education will assess course information to determine number of courses, number of new courses, number of participants, cancellation rate of courses, and revenue (gross and net) of each course. A satisfaction survey of total CE program will be designed and administered by director of Institutional Research and Planning at year's end.

Key Performance Indicators Number of programs, participants, participant hours, and CEUs.
Revenue generated from increased collaboration.

Responsibility Head Continuing Education Director

Goal 21: Identify courses for program(s) that will work with library staff to incorporate information literacy instruction into their program(s). Library staff will work with faculty in establishing core concepts and developing course materials to improve learning and institutional effectiveness.

Implementation Strategy Faculty and librarians will identify courses for programs whose faculty will work with librarians and will work with the FYE committee to determine which COLL 1101 sections will receive information literacy instruction to incorporate literacy instruction into their programs.

Assessment Strategy The deans (or their designee) and the library director will select at least one course and one section whose faculty will work with librarians to incorporate literacy instruction into their programs. During fall semester 2007, librarians will work with faculty of these selected courses to determine information literacy learning outcomes and course objectives to be accomplished and assessed during spring semester 2008. In addition, a student satisfaction survey will be developed by the IR Office, teaching faculty, and librarians. A pre-test/post-test assessment will be developed by librarians. The survey will be administered by the director of Institutional Research and Planning. The assessment testing will be built-in as part of the instruction.

Key Performance Indicators Number of courses and class sections.
Assessment of student learning outcomes and course objectives.
Student satisfaction.

Responsibility Heads Library Director
Deans

Priority: Advance the infusion of technology into all aspects of the College's operations.

Goal 24: Increase the use of DSConnect in all non-Vista courses.

Implementation Strategy	At the beginning of each semester, OCIS personnel will publicize DSConnect and highlight its: <ul style="list-style-type: none">○ Features○ Benefits○ Ease of use○ Available training and online tutorials
Assessment Strategy	The number of courses in DSConnect for which course material has been posted will be counted. Will ensure that student, faculty, and staff satisfaction surveys include a section on DSConnect. Feedback from OCIS Advisory Committee.
Key Performance Indicators	Number/percentage of DSConnect users in non-Vista courses. Campus acceptance of DSConnect as the communication tool for all Non-Vista courses.
Responsibility Heads	OCIS Director Instructional Technologist

Priority: Advance the infusion of technology into all aspects of the College's operations.

Goal 27:	Implement automated processes and services to improve administrative effectiveness.
Implementation Strategies	<p>Fiscal Affairs will identify processes and services that can be automated to improve both efficiency and effectiveness.</p> <p>OCIS personnel will convene the Banner Committee which is comprised of representatives from all administrative offices. The committee will meet monthly at a minimum to:</p> <ul style="list-style-type: none">○ Identify processes and services that need automation.○ Prioritize and establish deadlines for needed processes and services.○ Provide feedback on the services and processes that work well and those that need further attention.
Assessment Strategy	<p>During Year 2, there will be major upgrades to the PeopleSoft software that will allow more efficiency with the processing for travel, flex spending, and processing of requisitions for purchasing. This strategy will be coordinated within the context of the new “Shared Services Model.” These new processes will be rolled out with a survey and feed back requested from the users so that acceptance and satisfaction will be increased.</p> <p>Since this is the first attempt by OCIS to quantify the number of services and processes that have been automated, the number of automated processes and services created during the upcoming year will be used as the baseline for future measurements. Will ensure that student, faculty, and staff satisfaction surveys include sections on administrative processes.</p>
Key Performance Indicators	<p>Increase automated processes and services by 50%.</p> <p>Faculty, staff, and student satisfaction with administrative services will be at least 75%.</p>
Responsibility Heads	<p>Human Resources Director Purchasing Director Accounting Director Vice President for Fiscal Affairs OCIS Director</p>

Priority: Ensure that DSC's general education requirements provide students with the learning experiences they need in a 21st-century society.

Goal 28:	Conduct a comprehensive review of Core Curriculum course content and delivery methods, especially hybrid formats.
Implementation Strategies	The vice president for academic affairs will select faculty from each of the schhos to serve on a college-wide task force to conduct a comprehensive review of Core Curriculum course content and delivery methods in their areas (especially hybrid formats) to ensure that DSC's general education requirements provide students with the learning experiences they need in a 21 st -century society.
Assessment Strategies	The task force will complete a comprehensive review of Core Curriculum course content and delivery methods (especially hybrid formats) and make recommendations to the vice president for academic affairs, who will review these recommendations and implement those that can be reasonably accomplished.
Key Performance Indicators	Establishment of a task force to conduct comprehensive review. Task force report with recommendations. Implementation of report recommendations.
Responsibility Heads	Vice President for Academic Affairs Deans

Priority: Expand non-academic and extra-curricular activities, such as performing arts programs, health services, and athletic and recreational facilities.

Goal 31:	Survey students' interests in non-academic and extra-curricular activities, such as performing and fine arts programs and athletics, and develop programmatic recommendations based on the results.
Implementation Strategy	The director of Student Activities, the assistant director of Student Activities, the director of Campus Recreation, the vice president of Enrollment and Student Services, and two student representatives will compose an applicable survey to post on the DSC portal for students to complete. OCIS will administer both the survey and the campus wide e-mail that is sent to students to encourage them to participate.
Assessment Strategy	The data will be distributed to all participating parties, including the Student Advisory Council and the Fine Arts and Lecture Committee. More appropriate programs will be selected and assessed beginning Fall Semester 2008. During this time, Student Activities will work with full-time, part-time, traditional, and non-tradition students to ensure that they fill that the Office of Student Activities is utilizing their Student Activities fees to meet their needs both inside and outside the classroom.
Key Performance Indicators	Developed survey instrument and administration of survey to students. Survey report with recommended programs.
Responsibility Head	Student Activities Director Campus Recreation Director

Priority: Create an environmentally sensitive and energy-efficient campus.

Goal 33: Update campus heating/air conditioning systems

Implementation Strategy	Buildings on campus will be selected on the basis of the most complaints and issues that relate to heating and air conditioning. The buildings selected will also have the most impact on improving student learning by improving the learning environment.
Assessment Strategy	The buildings that will be selected are the Technical Education and the Liberal Arts buildings. An engineer has been contracted to review and recommend updates to the areas of most complaints/issues for the Technical Education Building. Upon their report, their recommendations will be implemented. The Liberal Arts building has areas already identified that will be addressed to improve heating/air conditioning systems. Funds and a timeline are being allocated and developed.
Key Performance Indicators	Improved campus heating and air conditioning. Increased faculty, staff, and student satisfaction with campus heating and air conditioning.
Responsibility Heads	Vice President for Fiscal Affairs Plant Operations Director

Priority: Expand facilities to include limited residential life and increased parking capacity.

Goal 38: Explore the feasibility of converting the newly acquired Wood Valley apartments into student housing.

Implementation Strategy

A housing demand analysis will be engaged with an outside firm to determine the potential student interest in housing on the Dalton State campus in general and on the Wood Valley property in particular. Simultaneously, a business plan or operating plan for the Wood Valley Apartments as student housing will be engaged to determine if it is financially feasible to convert the property to student housing.

Assessment Strategy

The housing demand analysis will be returned to the College and the DSC Foundation so that appropriate campus administrators and the Foundation's board of trustees can determine whether to advance the student housing agenda on the Dalton State campus. The business plan will reveal whether the Wood Valley property is financially feasible as student housing and the Foundation will act to approve the conversion or make additional recommendations to the College.

**Key Performance Indicators
Responsibility Heads**

A completed housing demand analysis and business plan.

Director of Institutional Advancement
VP for Fiscal Affairs
President

Priority: Improve retention and graduation rates.

Goal 40: Implement tracking of students and regular evaluation of retention programs and services.

Implementation Strategy The Institutional Research office will design and implement an assessment mechanism to help improve DSC's retention and graduation rates and regularly evaluate its retention programs and services.

Assessment Strategy The Institutional Research office will keep track of student retention through an institution-wide inventory and description of intervention programs, follow-up surveys of withdrawing and non-returning students and other periodic surveys such as focus groups, the ACT Student Opinion and Advising Surveys, and NSSE.

Key Performance Indicators Number of programs and services regularly reviewed.
Assessment of intervention strategies from regular reviews.
Existence and success of tracking mechanisms.
Documentation of successful intervention programs and services.

Responsibility Head Institutional Research Director

Priority: Improve retention and graduation rates.

Goal 41:	Identify classes with high withdrawal and/or failure rates and develop intervention strategies for these.
Implementation Strategy	The Advising Center, Deans and Chairs will identify courses with (grades) DFW rates of 33% or higher. The Academic Resources Center will target these classes for the Supplemental Instruction Program, First Year Experience Seminar (FYES) links, learning communities, tutoring and possible inclusion in the Summer Bridge Program. As with all classes, mid-term grades and Early Academic Warning will be implemented. Deans/Chairs and relevant faculty will develop and apply appropriate intervention strategies for consideration by School/Department faculty.
Assessment Strategy	DFW rates for the identified courses will be compared with rates for 2005/2006, 2006/2007 and 2007/2008. Success rates for cohort groups will be compared to those of students in Supplemental Instruction, FYES learning Communities and the Summer Bridge Program.
Key Performance Indicators	Number of classes identified. Developed and approved intervention strategies. Assessment of intervention strategies. Improved retention rates in cohort classes. A 5% reduction in DWF rates in the identified courses.
Responsibility Heads	Advising Center Director Academic Resources Director Vice President for Academic Affairs

Priority: Enhance facilities and resources for learning support and at-risk students.

Goal 42:	Assess academic advising in order to create a system that more effectively meets students' needs.
Implementation Strategy	The Advising Center will identify the assessments to be used and the timeline for administration. The Center will use the feedback in developing proposals for changes in the advising model. A Retention, Progression, Graduation (RPG) subcommittee will devise a workable advisement assessment instrument and protocols for evaluating division-based faculty advising. The Dalton State College advising assessment protocols will be aligned with USG initiatives for improving advising.
Assessment Strategy	A system will be developed for determining level of advisor accuracy. Student and faculty satisfaction surveys will address satisfaction with academic advising.
Key Performance Indicators	Improvement in advisor accuracy, year to year. Student and faculty satisfaction with academic advising. Implemented intervention programs and services in the Academic Advising Center. Documentation of successful intervention programs and services.
Responsibility Heads	Advising Center Director Vice President for Academic Affairs

Priority: Increase the diversity of the DSC student population.

Goal 44: Develop and implement targeted recruitment strategies to be reflective of the communities we serve.

Implementation Strategy Enrollment Services will sustain a diverse mix of qualified first year students by developing outreach recruiting campaigns. Recruiters will coordinate with the service area high school guidance counselors to obtain access to their students, implement campus wide recruitment plan which includes specific divisional recruitment goals; recruiters will review the various school's recruitment goals and where appropriate collaborate with the various schools to develop and coordinate 'out reach programs' to accomplish the School's enrollment goals.

Assessment Strategy Extract from Banner historical data completed on student application as well baseline enrollment data (freshman). Overall term enrollment numbers will also be used to provide needed data for assessment along with the divisional enrollment breakdown data, including overall breakdown of enrollment numbers based on high schools in service area.

Key Performance Indicators Freshman Head Count
Student recruitment/development programs and initiatives.
Continued increase in admission applications for underrepresented students.
Increased number of targeted underrepresented students.
Retention rate of underrepresented students.
Student recruitment/program development and initiatives.

Responsibility Heads Vice President for Enrollment Services
Enrollment Services Director

Priority: Increase the diversity of the DSC student population.

Goal 45: Train existing faculty and staff to better equip them to work in a more diverse college community.

Implementation Strategy Human Resources will develop training to be conducted at the college to help increase awareness and understanding of workplace diversity.

Assessment Strategy HR will perform a needs analysis to determine what will be the most effective type of training. Once that has been determined, HR will research the training options available and choose the ones that are the most appropriate for Dalton State College. These could include hiring an independent diversity training consultant to provide training to faculty and staff. Training can also be done by HR with resources that are available. Once the training has taken place, an evaluation will be completed by the participants to determine if the training was successful. The evaluations will provide feedback help make changes. HR will work with Student Activities to develop college-wide diversity activities that will include faculty and staff.

Key Performance Indicators Number of faculty and staff participating in diversity training.
Increased faculty and staff participation in college-wide diversity activities and programs.

Responsibility Heads Human Resources Director

2007-2008 Year 2 Implementation Plan Goals Completed/Carried Over

- Goal 2: *Change the public perception of the College.
- Goal 6: *Explore the possibility of offering a B.A. in Liberal Arts degree.
- Goal 10: *Develop additional bachelor's degrees.
- Goal 11: *Create more hybrid and online courses to provide optimum access to a variety of student populations.
- Goal 13: *Achieve and maintain specialized accreditation where appropriate.
- Goal 14: Expand and diversify Continuing Education programming.
- Goal 15: Collaborate with community partners such as the Creative Arts Guild, Bradley Wellness Center, and Recreation Department to plan and promote programs.
- Goal 21: Identify courses for program(s) that will work with library staff to incorporate information literacy instruction into their program(s).
- Goal 24: *Increase the use of DSConnect in all non-Vista courses.
- Goal 27: *Implement automated processes and services to improve administrative effectiveness.
- Goal 28: *Conduct a comprehensive review of Core Curriculum course content and delivery methods, especially hybrid formats.
- Goal 31: *Survey students' interests in non-academic and extra-curricular activities, such as performing and fine arts programs and athletics, and develop programmatic recommendations based on the results.
- Goal 33: *Update campus heating/air conditioning systems.
- Goal 38: Explore the feasibility of converting the newly acquired Wood Valley Apartments into student housing.
- Goal 40: *Implement tracking of students and regular evaluation of retention programs and services.
- Goal 41: *Identify classes with high withdrawal and/or failures rates and develop intervention strategies for these.
- Goal 42: *Assess academic advising in order to create a system that more effectively meets students' needs.
- Goal 44: Develop and implement targeted recruitment strategies to be reflective of the communities served by the College.
- Goal 45: Train existing faculty and staff to better equip them to work in a more diverse college community.

Progress Report for Year 2 Goals
[To be developed]

Year 3 (2008-2009) Implementation Plan Goals
[To be developed]

Year 3 Implementation Plan Goals by Unit Assignments

Advising Center

[TBA]

Academic Affairs

[TBA]

Academic Resources

[TBA]

Adult Literacy

[TBA]

Business Administration

[TBA]

Campus Recreation

[TBA]

Computing & Information Services

[TBA]

Continuing Education
[TBA]

Derrell C. Roberts Library
[TBA]

Education
[TBA]

Enrollment & Student Services
[TBA]

Financial Aid & Veterans Services
[TBA]

Fiscal Affairs
[TBA]

Human Resources
[TBA]

Institutional Advancement
[TBA]

Institutional Research & Planning
[TBA]

Learning Support
[TBA]

Liberal Arts

Nursing
[TBA]

Physical Education
[TBA]

Plant Operations
[TBA]

President
[TBA]

Public Relations
[TBA]

Public Safety
[TBA]

Sciences & Mathematics
[TBA]

Social Work
[TBA]

Student Activities
[TBA]

Technology
[TBA]

Implementation Strategies for Year 3 Goals
[To be developed]

Year 3 Implementation Plan Goals Completed/Carried Over
[To be developed]

Progress Report for Year 3 Goals
[To be developed]

Year 4 (2009-2010) Implementation Plan Goals
[To be developed]

Year 4 Implementation Plan Goals by Unit Assignments

Advising Center

[TBA]

Academic Affairs

[TBA]

Academic Resources

[TBA]

Adult Literacy

[TBA]

Business Administration

[TBA]

Campus Recreation

[TBA]

Computing & Information Services

[TBA]

Continuing Education
[TBA]

Derrell C. Roberts Library
[TBA]

Education
[TBA]

Enrollment & Student Services
[TBA]

Financial Aid & Veterans Services
[TBA]

Fiscal Affairs
[TBA]

Human Resources
[TBA]

Institutional Advancement
[TBA]

Institutional Research & Planning
[TBA]

Learning Support
[TBA]

Liberal Arts

Nursing
[TBA]

Physical Education
[TBA]

Plant Operations
[TBA]

President
[TBA]

Public Relations
[TBA]

Public Safety
[TBA]

Sciences & Mathematics
[TBA]

Social Work
[TBA]

Student Activities
[TBA]

Technology
[TBA]

Implementation Strategies for Year 4 Goals
[To be developed]

Year 4 Implementation Plan Goals Completed/Carried Over Into Next Strategic Plan Period
[To be developed]

Progress Report for Year 4 Goals
[To be developed]

THE INSTITUTIONAL EFFECTIVENESS PROGRAM

Assessment and Institutional Effectiveness at Dalton State College

The program of institutional effectiveness at Dalton State College (DSC) employs a multi-faceted system that involves the entire campus community. Since assessment processes are a critical component of the institutional strategic planning effort, it is difficult to discuss one without discussing the other. At DSC, planning and assessment are regarded as interrelated parts of a single, comprehensive function. Thus, the strategic planning goals contained in the College's strategic plans serve as institutional effectiveness instruments because all academic units are required to develop annual action plans which include expected results, procedures to evaluate results, actual results, and uses of those results in improving the College's programs and services. Academic divisions and administrative departments develop these action plans in the summer for the upcoming year and provide an annual progress report at the end of the planning year and incorporate the following sections: (1) school and administrative department profile and productivity, (2) summary of major school and administrative departmental accomplishments, (3) annual progress in school and administrative department strategic planning, (4) annual progress in assessing school/administrative institutional effectiveness, and (5) overall school/departmental health and plans for the coming year. Item #3 regarding assigned institutional goals is written using the *QBuilder* format described in pages 42-43. When goals have been achieved, new ones are selected annually from the *Strategic Plan*, and corresponding action plans are designed. In this manner it is possible for all of the goals to be identified for implementation sometime during the four-year planning cycle.

Focus on Continuous Improvement

The strategic planning loop is closed with the "Focus on Continuous Improvement" window in *Q Builder*, which enables units to analyze the data and experience gained in the current planning period and to transfer this knowledge to the next planning period to promote continuous improvement. The *QBuilder* software permits commentary on the use of results to make improvements related to each goal in its "Continuous Improvement Summary" window. And as part of the College's continuous improvement process, academic divisions and administrative departments document in their annual reports all major changes undertaken as a result of planning and evaluation to improve the College's educational programs, services, and operations. At the faculty level, the focus on continuous improvements happens when faculty members include in their *Academic Outcomes Assessment Plan Summary Reports* annual reports to their division chairpersons, a commentary concerning their use of assessment results to improve the effectiveness of their teaching and when they assess their teaching goals in their personal annual reports. Faculty members also discuss changes in curriculum and/or teaching that have improved the quality of instruction. Faculty members record their assessment outcomes and use the results to improve educational courses and programs via the *Academic Outcomes Assessment Plan Summary Report*. The director of institutional research and planning compiles and reports a summary of faculty members' efforts to improve their teaching effectiveness as part of Section C, "Annual Progress in Assessing Institutional Effectiveness," of the College's *Annual Report on Institutional Progress* sent to the Board of Regents each year. In recent times, the Board of Regents has requested additional and precise information from institutions regarding institutional effectiveness. Consequently, the College's reporting in this area has been revised and expanded to obtain the required information needed for its institutional effectiveness reporting obligations.

Assessment of Educational Goals and Programs

Academic Units

Seven academic schools serve the College and promote its educational goals and programs:

1. Business Administration
2. Education
3. Liberal Arts
4. Nursing
5. Sciences & Mathematics
6. Social Work
7. Technology

Schools Purpose Statements That Support College Mission

<i>School</i>	<i>Purpose Statement</i>	<i>College Mission Most Closely Aligned with Purpose Statement</i>
Business Administration	The School of Business Administration at Dalton State College provides high quality undergraduate business education programs that evolve with the economy; fosters the success of traditional and non-traditional students in their professional careers; promotes faculty excellence in teaching, intellectual contributions and service; and contributes to economic development within the Northwest Georgia/Southeast Tennessee region.	<p>“selection, support, and development of a talented, caring faculty and staff dedicated to scholarship and creating an open, cooperative, technologically enhanced learning environment”</p> <p>“excellence in a learning environment dedicated to serving a diverse student body, promoting high levels of student achievement, and providing a range of educational and student life opportunities and appropriate academic support services”</p> <p>“public service through continuing education, economic development, and cultural activities that address the needs and improve the quality of life of the region”</p> <p>“continuous improvement in all aspects of its operations through the use of inclusive, participatory planning and meaningful assessment”</p>

<i>School</i>	<i>Purpose Statement</i>	<i>College Mission Most Closely Aligned with Purpose Statement</i>
Education	<p>The School of Education’s mission, to provide excellence in the initial preparation of professional educators for diverse settings who are competent and effective teachers, who can bring diverse learners to high academic achievement and who are able to work toward school improvement, is closely connected to the mission and purposes of DSC. The school is committed through teaching, service, and research to preparing competent and effective teachers for North Georgia. The school has five mission statements that relate to the preparation of professional educators and a sixth mission statement related to the professionalism of the faculty.</p>	<p>“...dedicated to providing ... quality higher education for the population of Northwest Georgia”</p> <p>“...offers targeted bachelor’s degrees...”</p> <p>“selection, support, and development of a talented, caring faculty and staff dedicated to scholarship”</p> <p>“excellence in a learning environment dedicated to serving a diverse student body, promoting high levels of student achievement...”</p> <p>“public service through continuing education...”</p> <p>“continuous improvement in all aspects of its operations through the use of inclusive, participatory planning and meaningful assessment”</p>

<i>School</i>	<i>Purpose Statement</i>	<i>College Mission Most Closely Aligned with Purpose Statement</i>
Liberal Arts	<p>The primary mission of the School of Liberal Arts is to provide excellent instruction in humanities and social science courses that are the foundation of the core curriculum, that comprise the various majors within the Departments of Humanities and Social Sciences, and that support the general educational goals of each of the various schools within the College as a whole. Liberal Arts faculty are dedicated to creating a positive learning environment that promotes student success and high levels of achievement; to acquainting students with the scholarship, literature, methodology, knowledge, and intellectual perspectives of their disciplines; and to enhancing students' critical thinking, reasoning, and communication skills.</p>	<p>"...dedicated to providing broad access to quality higher education for the population of Northwest Georgia, thereby enhancing the region's economic vitality and quality of life"</p> <p>"offers a full range of associate's degrees... and a wide variety of public service and continuing education activities"</p>

<i>School</i>	<i>Purpose Statement</i>	<i>College Mission Most Closely Aligned with Purpose Statement</i>
Nursing	<p>In fulfilling the mission of Dalton State College, our nursing program seeks to prepare and inspire its graduates to be active members within their chosen profession of nursing and in their local and global communities. We offer the services of our graduates to the local area hospitals and to other providers of health care. The faculty encourages the associate degree student to pursue higher degree opportunities for further personal and professional development. Successful completion of the program objectives enables the graduates to realize their career goals.</p>	<p>“...dedicated to providing broad access to quality higher education for the population of Northwest Georgia, thereby enhancing the region’s economic vitality and quality of life”</p> <p>“...offers... a full range of associate’s degrees...”</p> <p>“...strengthened by partnerships between the College and Northwest Georgia businesses and industries, governments, and schools”</p> <p>“...seeks to prepare and inspire its students to be active members within their profession and communities”</p> <p>“continuous improvement in all aspects of its operations through the use of inclusive, participatory planning and meaningful assessment”</p>

<i>School</i>	<i>Purpose Statement</i>	<i>College Mission Most Closely Aligned with Purpose Statement</i>
Sciences & Mathematics	The School of Sciences and Mathematics is committed to providing high quality general education programs in the natural sciences, mathematics, computer science, physical education, and engineering as well as high quality baccalaureate programs in biology and mathematics, each with an option for secondary certification. The courses taught by the faculty support the certificate, associate, and baccalaureate programs offered at Dalton State College. Courses within the school are designed to instruct students in effective use of the scientific method, mathematical analysis, and computer technologies, and to provide students with knowledge required to succeed in educational, scientific, medical, or technical fields.	<p>“...offers targeted bachelor’s degrees, a full range of associate’s degrees ... and a wide variety of public service and continuing education activities”</p> <p>“excellence in a learning environment dedicated to serving a diverse student body, promoting high levels of student achievement, and providing a range of educational and student life opportunities and appropriate academic support services”</p>

<i>School</i>	<i>Purpose Statement</i>	<i>College Mission Most Closely Aligned with Purpose Statement</i>
Social Work	<p>The mission of the Dalton State College Bachelor of Social Work Program is to offer a targeted undergraduate social work degree in order to provide the region of Northwest Georgia with culturally-competent, well-trained, professional generalist social workers with particular preparation for working with the Appalachian rural population and the immigrant Latino population, the largest at-risk populations of the region.</p>	<p>“selection, support, and development of a talented, caring faculty and staff dedicated to scholarship and creating an open, cooperative, technologically enhanced learning environment”</p> <p>“excellence in a learning environment dedicated to serving a diverse student body, promoting high levels of student achievement, and providing a range of educational and student life opportunities and appropriate academic support services”</p> <p>“public service through continuing education, economic development, and cultural activities that address the needs and improve the quality of life of the region”</p> <p>“continuous improvement in all aspects of its operations through the use of inclusive, participatory planning and meaningful assessment”</p>

<i>School</i>	<i>Purpose Statement</i>	<i>College Mission Most Closely Aligned with Purpose Statement</i>
Technology	<p>The School of Technology supports the mission of the College by providing quality career and technical education programs in a variety of fields leading to initial employment and/or continuing education for career advancement. The School provides opportunities for both traditional and non-traditional students by offering classes on campus and at industry sites. The Adult Literacy Program continues to make a positive contribution to the College and community through expansive GED classes and testing.</p>	<p>“selection, support, and development of a talented, caring faculty and staff dedicated to scholarship and creating an open, cooperative, technologically enhanced learning environment”</p> <p>“excellence in a learning environment dedicated to serving a diverse student body, promoting high levels of student achievement, and providing a range of educational and student life opportunities and appropriate academic support services”</p> <p>“public service through continuing education, economic development, and cultural activities that address the needs and improve the quality of life of the region”</p> <p>“continuous improvement in all aspects of its operations through the use of inclusive, participatory planning and meaningful assessment”</p>

Evaluation of Educational Programs

The following is a summary of DSC's program design for the planning and evaluation of its educational programs. The summary also includes the procedures used to evaluate the achievement of educational goals at DSC:

1. Institutional & Program Accreditation

Dalton State College is accredited by the Commission on Colleges of the Southern Association of College and Schools (1866 Southern Lane, Decatur, Georgia 30033-4097: Telephone number 404-679-4501) to award the Associate and Bachelor's degrees. The College was initially accredited in 1969. Accreditation was reaffirmed in 1973, 1984, 1994, and 2003. This is supplemented by professional program accreditations in the Schools of Education, Business Administration, Social Work, Nursing, and Technology. Professional accreditations of Dalton State College programs by accrediting agencies are:

Program Accreditation (As of Fall 2007)

<i>Program</i>	<i>Accrediting/Approving Agency</i>	<i>Date of last review</i>
Automotive Technology	National Institute for Automotive Service Excellence	2005
Certified Nursing Assistant	Georgia Medical Care Foundation	2006
Licensed Practical Nursing	Georgia Board of Examiners of Licensed Practical Nursing	2007
Medical Assisting	American Association of Medical Assistants (AAMA) & Commission on Accreditation of Allied Health Education Programs (CAAHEP)	2006
Medical Laboratory Technology	National Accrediting Agency for Clinical Laboratory Sciences	2008
Phlebotomy	National Accrediting Agency for Clinical Laboratory Sciences	2006
Radiologic Technology	Joint Review Committee on Education in Radiologic Technology	2008
Registered Nursing (RN)	National League of Nursing Georgia Board of Nursing	2002 2004
Respiratory Therapy	The Committee on Accreditation for Respiratory Care with the Commission on Accreditation of Allied Health Education Programs (CAAHEP).	DSC's first Site visit and evaluation will occur in 2009.
Early Childhood Education	National Council for Accreditation of Teacher Education (NCATE)/PSC Developmental Accreditation	2007
Business Administration	Association to Advance Collegiate Schools of Business (AACSB)	In Process / Pending
Social Work	Council of Social Work Education (CSWE)	2007

2. Key Performance Indicators (KPIs)

The utilization of KPIs began with the 2000-2003 strategic planning cycle and corresponds with the University System of Georgia's comprehensive benchmarking and accountability system project. As a result of one of the first year (2003-04) *Strategic Plan* implementation goals to "reexamine both the College's institutional effectiveness and strategic planning processes," the College, during the summer of 2003, engaged the services of two external evaluators to complete a review of the structure of the institutional effectiveness (IE) program at DSC and provide recommendations on ways that the institutional effectiveness program could be improved upon and, where possible, streamlined. Most of the recommendations were implemented during the 2003-04 year. One of the key recommendations was to focus on a smaller number of key performance indicators (KPIs). The following reduced listings of KPIs are a result of the IE review.

Enrollment

1. Headcount & FTE
2. Percent of female students
3. Minority student population
4. Applicants for admission
 - number of freshmen applications
 - number of freshmen accepted
 - number of freshmen enrolled
 - number of transfer applications
 - number of transfer accepted
 - number of transfer enrolled

Student Preparation

5. Average high school GPA and SAT/ACT scores
6. Percent of students on learning support
7. College preparatory curriculum completion

Retention and Graduation

8. First-year retention rates (fall to fall) – institution specific and system-wide
9. Three-year graduation rates (associate degree programs) – institution specific and system-wide
10. Six-year graduation rates (baccalaureate degree programs) – institution specific and system-wide

Student Achievement and Satisfaction

11. Degrees and certificates awarded
12. Credit hours generated
13. Transfer GPA
14. Job placement rates
15. Student survey satisfaction
16. Employer survey satisfaction
17. Studies Abroad participation

Pass Rates on Licensure and Certification Tests

18. Licensure and certification pass rates
 - Nursing NCLEX
 - Licensed Practical Nursing NCLEX
 - Radiology Technology ARRT
 - Medical Lab Technology
19. GACE Test (Education)
20. Regents' Test (sophomores reaching 45 hours)
21. Regents' Test (1st time test takers)

Faculty and Staff

22. Percent of sections taught by full-time faculty
23. Percent of non-majority faculty
24. Percent of female faculty
25. Diversity of executive/administrative employees
 - % minority
26. Faculty and staff survey satisfaction

Fiscal/Financial

27. Audit ranking
28. State appropriation/FTE in recent allocation for original budget
29. College expenditure structure
30. Expenditures per FTE

Library

31. Library holdings and expenditures

Foundation and Alumni

32. Value of Foundation endowment and support
33. Alumni participation
 - number of formal association memberships
 - number of addressable alumni
 - number of addressable graduations/credentials
 - survey satisfaction

Continuing Education

34. Program enrollments and CEUs

Other

35. Facilities utilization
36. Computer system production outages

3. Program Review

Bachelor's Degree Programs

Dalton State College currently offers four bachelor's degree programs:

- Business Administration (B.B.A.)
- Early Childhood Education (B.S.Ed)
- Technology Management (B.A.S.)
- Social Work (B.S.W.)

These programs are the focus of the Dalton State College Academic Program Review process which calls for comprehensive reviews of all baccalaureate degree programs of study in which the College turns out a “finished product.” The program review initiative began with the 2000-2001 year. The Industrial Operations Management major in the B.B.A. program was the first reviewed in 2001-2002 and was followed by the Management Information Systems major in the program. The academic program review process was developed in compliance with the Board of Regents initiative and facilitates the accomplishment of the goal of improving programs based on information gathered and analyzed during a cyclical review process. The process provides faculty and administrators with the necessary data to assess the relative values of academic programs in terms of viability, productivity, and quality. The focus of the review is on the program, not on the department or academic unit. Variables considered regarding the viability of the program include the following: available resources, student interest, career opportunities, and contributions to the goals and mission of the institution, the University System, and the state of Georgia to determine whether a program should be continued unchanged or modified (expanded, curtailed, consolidated, or eliminated). Additional variables considered include quality indicators such as attainment of student learning outcomes, attainment of internal and external benchmarks, resources, accreditation criteria and relevant external indicators of program success (e.g., licensure and certification results, placement in universities, job placement, and awards and honors received by the program), and other standards. At the moment, there is a suspension of the program review process because of an attempt by the System office to come up with a uniform plan for all colleges and universities. All the same, Dalton State College is using professional program accreditations in the Schools of Education, Business Administration, Social Work, and Nursing as the basis for its program review for the four bachelor's degree programs.

Transfer Associate Degree Programs

Dalton State College offers a wide variety of transfer Associate of Arts and Associate of Science degree programs under the Core Curriculum of the University System of Georgia. Since these degree programs comprise the freshman and sophomore years of a traditional bachelor's degree, they are not designed to turn out a “finished product.” As such, DSC has concluded that the Associate of Arts (A.A.) and Associate of Science (A.S.) degree programs are not complete academic programs and are not included in the academic program review cycle. The A.A. and A.S. degrees are considered to be general education programs, and thus the most appropriate assessment of the quality of these are accomplished by discipline area. The College, as part of its institutional effectiveness apparatus, has in place an internal review process cycle for all of its general education

discipline areas under the direction of the faculty in those areas. In addition, DSC administers the Collegiate Assessment of Academic Proficiency (CAAP) assessment instrument to its A.A. and A.S. graduates. The CAAP is standardized, nationally normed assessment program from ACT that enables postsecondary institutions to assess, evaluate, and enhance the outcomes of their general education programs. In this manner general education is reviewed at DSC on an ongoing basis internally with comparative information being generated both over time and in benchmark comparisons with peer institutions.

Career Certificate and Associate Degree Programs

Dalton State College offers career certificate and associate's degree programs which are periodically reviewed by outside evaluators. These are listed below:

- *Automotive Technology Program*
The Automotive Technology program is accredited by the National Institute of Automotive Service Excellence every five years.
- *Licensed Practical Nursing Program*
The Licensed Practical Nursing program is reviewed by the Georgia Board of Examiners of Licensed Practical Nursing annually.
- *Medical Assisting Program*
The Medical Office Assisting is reviewed every ten years by the American Association of Medical Assistants.
- *Medical Laboratory Technology Program*
The Medical Laboratory Technology program is reviewed by the National Accrediting Agency for Clinical Laboratory Sciences. The review cycle occurs every five-seven years.
- *Phlebotomy Program*
The Phlebotomy Program is accredited by the National Accrediting Agency for Clinical Laboratory Sciences every five-seven years.
- *Radiologic Technology Program*
The Radiologic Technology program is reviewed by the Joint Review Committee on Education in Radiologic Technology (JRCERT) every eight years.
- *Registered Nursing Program*
The Registered Nursing program is approved by the Georgia Board of Nursing every four years and accredited by the National League of Nursing every eight years.
- *Respiratory Therapy Program*
The Respiratory Therapy program is accredited by The Committee on Accreditation for Respiratory Care every three years and recommends accreditation to CAAHEP (Commission on Accreditation of Allied Health Education Programs).

Dalton State College's School of Technology also offers many career programs which lead to certificates as well as associate's degrees. All programs are reviewed every three years by the Georgia Department of Technical and Adult Education (DTAE), through a comprehensive Performance Accountability Review (PAR). The following programs are included:

- Automotive Technology
- Computer Networking & Service Technology

- Computer Operations
- Drafting and Design Technology
- Industrial Electrical & Electronic Technology
- Licensed Practical Nursing
- Management
- Marketing
- Medical Assisting
- Medical Transcription
- Office Career Technologies
- Radiologic Technology
- Respiratory Therapy
- Welding.

4. General Education Learning Outcomes

As part of its institutional effectiveness program, DSC has a mechanism for evaluating its general education program – a critical component of its education mission. Though the general education learning outcomes have been modified several times over the past ten years, DSC’s general education outcomes have now been cast in language that enables them to be more closely measured. The intended learning outcomes from general education incorporate direct references to the humanities, the natural sciences and mathematics, and the social sciences. A corresponding set of assessment criteria provides both qualitative and quantitative measurement tools. Appropriate general education outcomes are incorporated into each course syllabus within those disciplines, and outcomes information is recorded on an annual basis by the faculty and compiled by the division chairs for faculty review and action. The general education learning outcomes are as follows:

Communication

The ability to acquire, organize, and transmit information from diverse sources, for different purposes and audiences, using multiple forms such as writing, reading, speaking, listening, graphics and electronic media, including computers. A graduate of Dalton State College....

- determines forms of communication appropriate to particular audiences and purposes
- gathers data for research from various sources, including the computer and other forms of electronic media
- organizes and communicates knowledge and ideas in a logical and purposeful way
- recognizes and uses accepted patterns of grammar and structure in speech and writing
- articulates understandings of course materials acquired through listening, reading, graphics, computations, experiments, and electronic media.

Critical Thinking and Problem Solving

The ability to analyze and solve problems using multiple models and systematic methods of inquiry in various contexts. A graduate of Dalton State College...

- utilizes appropriate models and concepts such as the "scientific method" to solve problems
- distinguishes between observations, inferences, and relationships in works under investigation
- comprehends and communicates data presented graphically, mathematically, and linguistically
- performs basic mathematical operations.

Integrated Learning

The ability to synthesize and evaluate historical and contemporary works and issues, forces and events, influences and ideas using multiple disciplinary frameworks. A graduate of Dalton State College...

- *comprehends major forces and events, influences and ideas that shaped history and society*
- *recognizes and analyzes perspectives and values of diverse cultural groups and their historical experiences*
- *analyzes social institutions and human behavior using appropriate disciplinary frameworks*
- *uses scientific knowledge and practical experience to assess personal well-being and to plan and maintain wellness*
- *demonstrates knowledge and skills necessary for active citizenship*
- *makes informed judgments in interpreting works of art and other aesthetic experiences.*

The procedures used to evaluate the general education program at DSC include:

- Collegiate Assessment of Academic Proficiency (CAAP)
- General Education Student Survey (Graduating Student Survey)
- Regents' Testing Program (RTP)
- Grades on final examinations
- Division faculty meetings to assess curriculum, courses and textbooks
- Pre-tests and post-tests.

5. Major Area Outcomes

The program of major area outcomes at Dalton State College includes those academic schools that produce graduates whose next steps primarily involve entering the workforce, as opposed to those who typically transfer to another institution for further study. Thus, major area program outcomes center on the Schools of Education, Business Administration, Social Work, Nursing, and Technology. Major area outcomes assessment plans are in place for targeted programs of study to evaluate educational goals and programs within those schools. The faculty members responsible for these programs are also responsible for establishing the outcomes, the assessment criteria, and the utilization of results to foster improvements in the programs.

6. Strategic Plan Annual Progress Reports

Deans (with input from their faculty) produce annual strategic plan progress reports that document and report on institutional goals pertaining to their schools, including updates on departmental effectiveness efforts and academic programs.

7. Course and Faculty Evaluations

Course and faculty evaluations by students, annual faculty reports to division chairs, faculty learning outcomes assessment reports, and division annual reports are also employed in assessing educational programs. In addition, there are division faculty meetings to discuss courses taught, to review curriculum, to evaluate textbooks and syllabi, and to make appropriate changes. Furthermore, internal reviews via faculty surveys are used to determine the progress the College is making in its planning and evaluation of educational programs.

8. Course-by Course Learning Outcomes

Faculty in each discipline identify expected outcomes for that discipline based on either the College's General Education Outcomes or Major Area Outcomes. From the discipline-level expected outcomes, faculty develop course-by-course expected outcomes for each course taught. Faculty use the *Academic Outcomes Assessment Plan Summary Report* and Planning and Assessment Record Books to report assessment results and procedures that are consistent with the achievement of educational goals for each academic division and department. Documentation is gathered on an ongoing basis.

Current program and course student learning outcomes are available at: (note: this area is under revision and links may not be available at this time).

- *Education*
Available at: http://www.daltonstate.edu/irp/IE_handbook/outcomes/educationoutcomes.pdf
- *Business Administration*
Available at: http://www.daltonstate.edu/irp/IE_handbook/outcomes/businessoutcomes.pdf
- *Liberal Arts*
Available at: http://www.daltonstate.edu/irp/IE_handbook/outcomes/liberalartsoutcomes.pdf
- *Nursing*
Available at: http://www.daltonstate.edu/irp/IE_handbook/outcomes/nursingoutcomes.pdf
- *Sciences and Mathematics*
Available at: http://www.daltonstate.edu/irp/IE_handbook/outcomes/mathoutcomes.pdf
- *Social Work*
Available at:
http://www.daltonstate.edu/irp/IE_handbook/outcomes/socialworkoutcomes.pdf
- *Technology*
Available at:
http://www.daltonstate.edu/irp/IE_handbook/outcomes/technologyoutcomes.pdf

9. Student Achievement Indicators

Dalton State College also gathers and analyzes qualitative and quantitative data about student achievement from a variety of success indicators:

- Degrees and certificates awarded
- Licensure examination pass rates (Schools of Nursing and Technology)
- Regents' Testing Program first-time pass rates (sophomores reaching 45 hours / 1st time test takers)
- Georgia Assessments for the Certification of Educators (GACE) Test
- University System transfer grade point average
- ETS (pre-test/post-test) Field Test in Business
- Beginning and end-of-term examinations
- Projects and case studies
- Retention and graduation rates
- Job placement rates (Schools of Education, Business Administration, Nursing, Social Work,

and Technology)

- Employer satisfaction (Schools of Education, Business Administration, Nursing, Social Work, and Technology graduates)
- Student and alumni satisfaction surveys

10. Stakeholder Surveys

The College employs a comprehensive system of stakeholder surveys, which are administered on a regular basis. The Academic Schools, Administrative Council, Academic Council, Enrollment and Student Services Council, and the Strategic Planning Committee utilize the information garnered from the results of these surveys to make decisions concerning the improvement of the College's education programs and services. These surveys include the following:

- Alumni Survey
- Baccalaureate Graduate Surveys and Exit Interviews
- Baccalaureate Graduate Follow-Up Surveys
- Student Job Placement Rates Survey
- Continuing Student Survey (Coordinated with the Board of Regents)
- Employer Satisfaction Survey of Graduates from Education, Business Administration, Nursing, Social Work and Technical Divisions
- Faculty & Staff Survey
- Graduating Student Survey
- Student Faculty Evaluation Survey.

11. CAAP

During the 1999-2000 academic year, the College introduced the Collegiate Assessment of Academic Proficiency (CAAP) exam, an external, nationally normed assessment tool as part of its general education assessment programs. The CAAP assesses fundamental academic skills in the areas of writing, reading, mathematics, science reasoning, and critical thinking. In addition to documenting levels of proficiency and providing evidence of acceptable levels of student academic skills in the general education core areas, CAAP is helpful to the College in determining how its students as a group compare with students at the same levels attending similar colleges across the nation. The College thus administers the CAAP as a post-test assessment tool.

<i>Evaluation Focus</i>	<i>Procedure of Evaluation</i>	<i>Frequency</i>
Faculty	Course and faculty evaluations by students Faculty evaluations by chairpersons and Vice President for Academic Affairs Peer evaluations Promotion and tenure review Post-tenure review Faculty Survey	Annually Annually Annually Annually Annually Every 2-3 years
Student Satisfaction	Graduating Student Survey Continuing Students (Board of Regents) Alumni Survey Student evaluation of faculty and course	Annually Every 3-5 years Every 2 years Annually
Student Withdrawal	Exit interview/survey	At time of withdrawal
Student Placement	Graduating Student Survey	Annually

Procedures Used To Evaluate Student Learning Outcomes

<i>Academic School</i>	<i>Evaluation Source/Procedure</i>
Business Administration	Establish, measure, and revise programs and major specific goals Comprehensive Assessment Plan: establish, measure, and revise: <ol style="list-style-type: none"> 1) Program (BBA and BAS) specific learning outcomes, 2) Major specific learning outcomes, and 3) Course specific learning outcomes Use rubrics for all learning goals Use matrices as assessment tools Student evaluations of every class taught Teaching portfolios which include a complete assessment of each class taught Major Field Exam (ETS) comprehensive national exam Major Specific Exams: <ol style="list-style-type: none"> 1) Accounting 2) Management 3) Management Information Systems 4) Marketing 5) Operations Management EBI Satisfaction survey Feedback from: <ol style="list-style-type: none"> 1) Business Advisory Council 2) Student Advisory Council 3) Alumni Advisory Council Employer satisfaction survey Alumni survey

Procedures Used To Evaluate Student Learning Outcomes

<i>Academic School</i>	<i>Evaluation Source/Procedure</i>
Education	Assessment of DSC supervisors Assessment of professional behaviors Assessment of site supervising teacher Candidate demographics Candidate transcripts Completer exit survey Employer survey ESOL portfolio Evaluation of instructors Faculty evaluations First year teacher survey GACE basic skills GACE content Regents' test School demographics Site demographics Site supervising teacher demographics Teacher candidate observation (formative assessment) Teacher candidate placement

Procedures Used To Evaluate Student Learning Outcomes

<i>Academic School</i>	<i>Evaluation Source/Procedure</i>
Liberal Arts	Assessment of student learning outcomes (actual percentages) CAAP test scores ENGL 1101 pass rates Exit/end-of-term essays Faculty meetings to assess curriculum, courses, and textbooks Grades on final examinations Learning support and certificate English pass rates Learning support and certificate Reading pass rates Pre-tests and post-tests Regents' Testing Program (RTP) Statements of student learning outcomes Withdrawal rates

Procedures Used To Evaluate Student Learning Outcomes

<i>Academic School</i>	<i>Evaluation Source/Procedure</i>
Nursing	Associate Degree Nursing Program Student Handbook Employer satisfaction survey Graduates follow-up survey Licensure examination (NCLEX-RN) Nursing graduates survey Placement efforts (employment of graduates) RN assessment test RN-CAP Test Statements of program outcomes Statements of student learning outcomes

<i>Academic School</i>	<i>Evaluation Source/Procedure</i>
Sciences and Mathematics	CAAP test scores Faculty meetings to assess courses and textbooks Grades on final examinations Graduating student satisfaction survey Percent of students completing course requirements who earn a C or better Pool of identical examination items Statements of student learning outcomes

Procedures Used To Evaluate Student Learning Outcomes

<i>Academic School</i>	<i>Evaluation Source/Procedure</i>
Social Work	Alumni survey CSWE accreditation site visits Employer survey (Employers of graduates) Faculty meetings to assess curriculum, courses, and textbooks Field agency survey Grades on final examinations Outcome measures for 14 BSW curriculum objectives Pre-tests and post-tests Program objective measures (non-curriculum) of achievement of BSW program goals Program review Statements of student learning outcomes (assessment notebooks)

Procedures Used To Evaluate Student Learning Outcomes

<i>Academic School</i>	<i>Evaluation Source/Procedure</i>
Technology	Advisory councils CAAP test scores COMPASS test scores DTAE skill proficiency and program reviews Employer satisfaction survey Graduates follow-up survey Pass rates of licensing examinations Performance Accountability Review (PAR) process Performance Corrective Action Plans Placement efforts Program outcomes assessment plan Program specific graduating student survey Standard corrective action plans Statements of program outcomes Statements of student learning outcomes

Data That Demonstrate Student Achievement

The evaluation of academic programs at DSC involves the gathering and analyzing of both quantitative and qualitative data that demonstrate student achievement. The director of institutional research and planning has the primary reporting responsibility for this function and maintains a Website (<http://www.daltonstate.edu/irp/>) for communicating policies, activities, and alterations related to that responsibility. The director routinely compiles and disseminates all information used to demonstrate student achievement, including the following key publications:

- *Facts and Figures* [<http://www.daltonstate.edu/irp/factsfigs.htm>]
- *Academic Program Review* (www.daltonstate.edu/irp/insteffect.htm)
- *Handbook of Institutional Effectiveness* (<http://www.daltonstate.edu/irp/insteffect.htm>)
- *Annual Report of Institutional Progress* (<http://www.daltonstate.edu/irp/insteffect.htm>)
- *Planning and Assessment Record Book* (developed and kept by schools and faculty)
- *Key Performance Indicators Report Card* (<http://www.daltonstate.edu/irp/insteffect.htm>)
- *Strategic Plan Progress Reports* (developed by deans)
- *Graduating Student Survey Results Summary Report* (<http://www.daltonstate.edu/irp/surveys.htm>)
- *Baccalaureate Graduates Survey Results Reports* (<http://www.daltonstate.edu/irp/surveys.htm>)
- *Alumni Survey Results Report* (<http://www.daltonstate.edu/irp/surveys.htm>)
- *Employer Satisfaction Survey Results Report* (<http://www.daltonstate.edu/irp/surveys.htm>).
- *Faculty & Staff Survey Results Reports* (<http://www.daltonstate.edu/irp/surveys.htm>).

In addition, the Director of institutional research and planning coordinates all activities to improve assessment processes concerning the College's educational goals. A comprehensive *Dalton State College Handbook of Assessment and Institutional Effectiveness* assists with coordinating and documenting all assessment activities on campus, including the procedures and guidelines used to evaluate educational goals.

Assessment of Administrative and Education Support Services

Administrative and Educational Support Department Heads and Units

1. OFFICE OF THE PRESIDENT
President
Institutional Advancement
Institutional Research & Planning
Public Relations
2. OFFICE OF ACADEMIC AFFAIRS
Vice President
Center for Continuing Education
Derrell C. Roberts Library
3. OFFICE OF FISCAL AFFAIRS
Vice President
Bookstore
Business Office
Food Service
Human Resources
Plant Operations & Maintenance
Public Safety
4. OFFICE OF ENROLLMENT & STUDENT SERVICES
Vice President
Academic Resources
Advising Center
Campus Recreation
Computing & Information Services
Enrollment Services
Financial Aid & Veterans' Services
Student Activities

Administrative Unit Purpose Statements That Support College Mission

<i>Administrative Unit</i>	<i>Purpose Statement</i>	<i>College Mission Most Closely Aligned with Purpose Statement</i>
Office of the President	The Office of the President provides leadership for the overall operation of the College, ensuring that the institution proceeds within its approved statement of purpose. The President coordinates these operations through the Vice President for Academic Affairs, Vice President for Enrollment and Student Services, and Vice President for Fiscal Affairs. The President also provides direction for the public relations and institutional research functions, and serves as the official liaison to the Dalton State College Foundation.	“...dedicated to providing broad access to quality higher education for the population of Northwest Georgia and, in doing so, enhancing the region's economic vitality and quality of life”

<i>Administrative Unit</i>	<i>Purpose Statement</i>	<i>College Mission Most Closely Aligned with Purpose Statement</i>
Institutional Advancement	<p>The Dalton State College Foundation is committed to advancing the mission of Dalton State College by providing financial support for the College’s students, faculty, staff, academic programs, and physical campus. The Foundation believes that private philanthropy combined with public funding can best meet the needs of the institution and, in turn, the higher educational expectations of the northwest Georgia region. The DSC Foundation recruits leaders from northwest Georgia business and industry for the purposes of friend-raising and fundraising for Dalton State College.</p>	<p>“selection, support, and development of a talented, caring faculty and staff dedicated to scholarship...”</p> <p>“excellence in ... providing a range of educational and student life opportunities ...”</p> <p>“public service through ...economic development...”</p>

<i>Administrative Unit</i>	<i>Purpose Statement</i>	<i>College Mission Most Closely Aligned with Purpose Statement</i>
Institutional Research & Planning	The Office of Institutional Research and Planning reports directly to the president and works closely with senior-level administrators and division chairs to provide college-wide leadership and direction in the areas of strategic planning, institutional research, assessment, and effectiveness. The Office provides management information and analytical support for institutional planning and policy decision making in the College's quest for continuous improvement. The Office thus conducts research; provides analysis; and generates, interprets, and disseminates data on student enrollment and achievement, academic programs and support services, faculty and staff, finance, facilities, and other reports on an <i>ad hoc</i> basis.	"continuous improvement in all aspects of its operations through the use of inclusive, participatory planning and meaningful assessment"

<i>Administrative Unit</i>	<i>Purpose Statement</i>	<i>College Mission Most Closely Aligned with Purpose Statement</i>
Public Relations	<p>The Office of Public Relations is responsible for the overall visibility of the College within an 11-county service area in Northwest Georgia. Using both paid advertising media and non-paid public relations activities, the Public Relations Office supports the College’s mission by promoting its comprehensive program offerings, its role as an educational broker for business and industry, and its wide array of public outreach activities. Services provided by the Office of Public Relations are designed to support and enhance the College’s image within its extended community, highlighting the significant role which the College plays in the educational, economic, and recreational lives of the area’s citizens.</p>	<p>“...dedicated to ... enhancing the region’s economic vitality and quality of life”</p> <p>“...providing ... a wide variety of public service and continuing education activities”</p> <p>“...strengthened by partnerships between the College and Northwest Georgia businesses and industries, governments, and schools”</p> <p>“...promoting high levels of student achievement...”</p> <p>“public service through continuing education, economic development, and cultural activities that address the needs and improve the quality of life of the region”</p> <p>“...build upon its strengths as ... academically respected, student-oriented, and community-centered institutions of its kind”</p>

<i>Administrative Unit</i>	<i>Purpose Statement</i>	<i>College Mission Most Closely Aligned with Purpose Statement</i>
Office of Academic Affairs	<p>The mission of the Office of Academic Affairs is directed toward fulfilling the following core commitments of the College:</p> <ul style="list-style-type: none"> • selection, support, and development of a talented, caring faculty and staff dedicated to scholarship and creating an open, cooperative, technologically enhanced learning environment; and • excellence in a learning environment dedicated to serving a diverse student body, promoting high levels of student achievement, and providing a range of educational and student life opportunities and appropriate academic support services. <p>To these ends the Office of Academic Affairs provides oversight of all academic programs, credit and noncredit, and supervises the deans of the instructional Schools as well as the directors of the Library, the Center for Continuing Education, and the Evening and Extended Campus Programs. The Vice President for Academic Affairs works with the President, the Vice President for Enrollment and Student Services, and the Vice President for Fiscal Affairs to coordinate administrative functions and campus-wide decision-making.</p>	<p>“selection, support, and development of a talented, caring faculty and staff dedicated to scholarship and creating an open, cooperative, technologically enhanced learning environment”</p> <p>“excellence in a learning environment dedicated to serving a diverse student body, promoting high levels of student achievement, and providing a range of educational and student life opportunities and appropriate academic support services”</p>

<i>Administrative Unit</i>	<i>Purpose Statement</i>	<i>College Mission Most Closely Aligned with Purpose Statement</i>
Continuing Education	The mission of the Center for Continuing Education is to encourage lifelong learning by providing programs and services designed to foster intellectual, professional, cultural, recreational and economic development within our region.	“public service through continuing education, economic development, and cultural activities that address the needs and improve the quality of life of the region”

<i>Administrative Unit</i>	<i>Purpose Statement</i>	<i>College Mission Most Closely Aligned with Purpose Statement</i>
Derrell C. Roberts Library	<p>The Derrell C. Roberts Library supports the mission of Dalton State College by instructing a diverse student body, faculty, and staff in methods of accessing and evaluating library and learning resources that enhance the associate, certificate, and targeted baccalaureate level program curricula of the College. The Library acquires, organizes, and makes accessible collections of print and non-print resources in support of the programs of the College. The Library promotes the use of these resources by employing a qualified staff competent to provide bibliographic instruction and to assist users in the areas of reference, information literacy, circulation, and media services. Resources and services are made available to the local community to the extent that access by the Library’s primary constituency – Dalton State College students, faculty, and staff – is not impaired. The Library actively participates in the instructional and community service processes of Dalton State College through these objectives:</p> <ul style="list-style-type: none"> • providing ready and open access to an excellent, balanced collection of information resources and services that support and augment the classroom experience and promote high levels of student learning through freedom of inquiry; • utilizing available and emerging technologies that support and enhance instruction and information retrieval; • cultivating a supportive learning environment that promotes student achievement by enhancing instructional and individual excellence; providing service from professional, qualified librarians, and from staff who are committed to meeting the needs of students, faculty, and staff; • supporting the College's online and hybrid classes and extended campus classes; • collaborating with other units of the College to encourage cooperative collection development and faculty scholarly pursuits; • continuous planning and assessment, staff development, and technical assistance to meet library user needs; and • cooperating with other System institutions, State agencies, public libraries, local schools and technical institutes, and business and industry, in sharing physical, human, and information resources to expand programs available to the citizens of Georgia. 	<p>“...strengthened by partnerships between the College and Northwest Georgia businesses and industries, governments, and schools”</p> <p>“...support ... of a talented, caring faculty and staff dedicated to scholarship and creating an open, cooperative, technologically enhanced learning environment”</p> <p>“excellence in a learning environment dedicated to serving a diverse student body, promoting high levels of student achievement”</p> <p>“continuous improvement in all aspects of its operations through the use of inclusive, participatory planning and meaningful assessment”</p>

<i>Administrative Unit</i>	<i>Purpose Statement</i>	<i>College Mission Most Closely Aligned with Purpose Statement</i>
Office of Fiscal Affairs	The Fiscal Affairs Office administers and maintains financial accountability allowing the institution to proceed appropriately with the College's approved statement of purpose and mission. Coordination of the financial operations through Plant Operations, Auxiliary Enterprises, Purchasing, Public Safety, and Budgeting provide direction and leadership for implementation and execution of the College's goals and mission.	<p>“... dedicated to serving a diverse student body...”</p> <p>“continuous improvement in all aspects of its operations...”</p>

<i>Administrative Unit</i>	<i>Purpose Statement</i>	<i>College Mission Most Closely Aligned with Purpose Statement</i>
Bookstore	The Dalton State College Bookstore, a self-supporting, non-profit organization, is owned and operated by the College. The Bookstore is dedicated to supporting academic programs and student life at DSC by providing students, faculty, and the College community excellent customer service, a convenient store location and hours of operation, and a wide range of competitively priced merchandise. It is the College's main outlet for textbooks, general books, insignia merchandise, and other educational supplies.	<p>“... support ... of ... faculty and staff ...”</p> <p>“... dedicated to serving a diverse student body...”</p> <p>“continuous improvement in all aspects of its operations...”</p>

<i>Administrative Unit</i>	<i>Purpose Statement</i>	<i>College Mission Most Closely Aligned with Purpose Statement</i>
Business Office	<p>The Business Office’s mission is to maintain the latest state-of-the art financial and business systems designed to adhere to all required regulations and support the needs of the institution, students and other customers in the areas of student accounts, receivables, procurement, disbursements, reporting, asset management, and grant billing and reimbursement. Our goals include:</p> <ul style="list-style-type: none"> • Continuous improvement of processes, policies and procedures in all functional areas. Develop methods and utilize technologies to improve, streamline and automate operations. • Facilitate effective communication internally and externally to all departments. • Maintain organizational flexibility, utilizing skill, talent and creativity, incorporating training and professional development as needed, to meet the needs of a growing and expanding College environment. • Foster excellent customer services to students, faculty and staff. • Promote a positive work environment, contributing to the enrichment and advancement of staff members as we strive for a supportive, productive and fun environment for all students and employees. 	<p>“... support ... of a talented, caring faculty and staff ...”</p> <p>“... dedicated to serving a diverse student body...”</p> <p>“continuous improvement in all aspects of its operations through the use of inclusive, participatory planning and meaningful assessment...”</p> <p>“...build upon its strengths as ... student-oriented ...”</p>

<i>Administrative Unit</i>	<i>Purpose Statement</i>	<i>College Mission Most Closely Aligned with Purpose Statement</i>
Food Services	The Dalton State College Food Services is a hospitality organization dedicated to providing the DSC community and guests with high-quality foods and services in a variety of settings. This mission is accomplished by being responsive to the changing needs and desires of our customers, while operating in an ethical and fiscally responsible manner.	<p>“... support ... of ... faculty and staff ...”</p> <p>“... dedicated to serving a diverse student body...”</p> <p>“continuous improvement in all aspects of its operations...”</p> <p>“...build upon its strengths as ... student-oriented ...”</p>

<i>Administrative Unit</i>	<i>Purpose Statement</i>	<i>College Mission Most Closely Aligned with Purpose Statement</i>
Human Resources	<p>The Office of Human Resources serves as a partner in support of Dalton State College’s mission to provide broad access to quality higher education for the population of Northwest Georgia. It is the mission of the Office of Human Resources at Dalton State College to deliver superior services and to assist our employees and students in a caring, trustworthy and timely manner by providing the following services:</p> <ul style="list-style-type: none"> • provide direct support in the recruiting and retention of employees; • provide resources and counsel employees regarding benefits, policies and procedures; • provide training and development opportunities and educational experiences to promote individual and university success; • provide and promote a safe and healthy environment for our students, faculty and staff; • inspire and encourage a high level of employee morale through education, feedback and conflict resolution; • support the mission of Dalton State College with high level of integrity and commitment; and • ensure compliance with all Federal, State, and local laws pertaining to personnel issues and affirmative action. 	“selection, support, and development of a talented, caring faculty and staff dedicated to scholarship and creating an open, cooperative, technologically enhanced learning environment”

<i>Administrative Unit</i>	<i>Purpose Statement</i>	<i>College Mission Most Closely Aligned with Purpose Statement</i>
Plant Operations & Maintenance	<p>The mission of Plant Operations is to efficiently use available resources to provide a comfortable and dependable physical environment that enables the college to maximize the educational opportunity and effectiveness to pursue teaching, research, and public service. We strive to meet this purpose by:</p> <ul style="list-style-type: none"> • maintaining and preserving the college facilities, equipment, and grounds to provide a secure, reliable, and esthetically beautiful environment in which the college can function; • planning and monitoring the design and construction of new facilities and renovation of existing facilities to be operationally reliable and functionally superior for the expected useful life of the facility; • managing the administration of the department and insuring maximum contribution to the college's mission; and • operating all HVAC systems to meet the energy needs of the occupants and users of the college's facilities. 	<p>"...support ... of a talented, caring faculty and staff ..."</p> <p>"...technologically enhanced learning environment"</p> <p>"...dedicated to serving a diverse student body..."</p> <p>"...providing a range of educational and student life opportunities and ...support services"</p> <p>"continuous improvement in all aspects of its operations..."</p>

<i>Administrative Unit</i>	<i>Purpose Statement</i>	<i>College Mission Most Closely Aligned with Purpose Statement</i>
Public Safety and Security	The mission of the Dalton State College Public Safety Office is to contribute to the quality of campus life by fostering a safe, secure, and tranquil environment supportive of the College’s teaching and overall educational mission. This is accomplished by maintaining a proactive posture aimed at reducing opportunities for crime and protecting the life and property of the members of the College community. Public Safety works cooperatively with all campus offices by offering instructions about personal safety measures, evaluating and recommending crime deterrent technologies and safety programs, encouraging professional development among its staff through training and leadership, and making every effort to use resources efficiently and effectively. The Office will continue to strive to achieve an environment of mutual trust, respect, and responsibility between its officers and students, faculty, and staff within the College community.	<p>“Dalton State College is dedicated to providing ... a wide variety of public service...”</p> <p>“...dedicated to ... creating an open, cooperative ... learning environment”</p> <p>“... dedicated to serving a diverse student body...”</p> <p>“continuous improvement in all aspects of its operations...”</p> <p>“...build upon its strengths as ... student-oriented and community-centered...”</p>

<i>Administrative Unit</i>	<i>Purpose Statement</i>	<i>College Mission Most Closely Aligned with Purpose Statement</i>
Office of Enrollment and Student Services	In support of Dalton State College’s mission, the Office of Enrollment and Student Services is committed to creating a supportive environment of inclusiveness where students are engaged in active learning that assists them in solidifying their values and standards. Enrollment and Student Services partners with Academic Affairs to promote high levels of student achievement, and to provide academic support services. The Office is committed to both gathering relevant student data, and engaging in meaningful assessment that leads to improved outcomes.	<p>“...serving a diverse student body, promoting high levels of student achievement, and providing a range of educational and student life opportunities and appropriate academic support services”</p> <p>“continuous improvement in all aspects of its operations through the use of inclusive, participatory planning and meaningful assessment”</p>

<i>Administrative Unit</i>	<i>Purpose Statement</i>	<i>College Mission Most Closely Aligned with Purpose Statement</i>
Academic Resources	<p>The Academic Resources Office promotes engagement, achievement, and lifelong learning by supporting and encouraging student exploration in academics, career, and self. Academic Resources is committed to working collaboratively with, fostering communication in, and serving as a resource for all facets of the college and appropriate areas of the community. Academic Resources consciously strives to blend Academic Affairs with Student and Enrollment Services in an effort to holistically provide our students with skills and opportunity for success. Academic Resources will frequently assess our practices and policies and act on the findings to adapt programs and services accordingly to serve an ever changing campus environment and student population.</p>	<p>“selection, support, and development of a talented, caring faculty and staff dedicated to scholarship and creating an open, cooperative, technologically enhanced learning environment”</p> <p>“excellence in a learning environment dedicated to serving a diverse student body, promoting high levels of student achievement, and providing a range of educational and student life opportunities and appropriate academic support services”</p> <p>“public service through continuing education, economic development, and cultural activities that address the needs and improve the quality of life of the region”</p> <p>“continuous improvement in all aspects of its operations through the use of inclusive, participatory planning and meaningful assessment”</p>

<i>Administrative Unit</i>	<i>Purpose Statement</i>	<i>College Mission Most Closely Aligned with Purpose Statement</i>
Advising Center	<p>The Academic Advising Center is committed to helping students at Dalton State College meet their educational objectives, including requirements for graduation. Each student will receive the best possible advising for their stated academic and career goals, within their personal and academic abilities, so that he/she may graduate in a timely manner and with the greatest academic benefit. The Academic Advising Center is also committed to assisting faculty members as they advise students in their divisions/departments. The center staff will provide information about institutional requirements, policies, procedures, resources, and programs in order to foster meaningful advisor-advisee relationships that focus on the unique growth and development of each student.</p>	<p>“excellence in a learning environment dedicated to serving a diverse student body, promoting high levels of student achievement, and providing a range of educational and student life opportunities and appropriate academic support services”</p>

<i>Administrative Unit</i>	<i>Purpose Statement</i>	<i>College Mission Most Closely Aligned with Purpose Statement</i>
Campus Recreation	Campus Recreation serves the Dalton State College community by promoting a healthy lifestyle through diverse, quality recreational opportunities and services to enrich mind, body, and spirit while enhancing lifelong learning.	“excellence in a learning environment dedicated to serving a diverse student body, promoting ... and providing a range of ... student life opportunities...”

<i>Administrative Unit</i>	<i>Purpose Statement</i>	<i>College Mission Most Closely Aligned with Purpose Statement</i>
Computing and Information Services	<p>The Office of Computing and Information Services is responsible for the management and support of computing, networking, and information technology services at Dalton State College. The services provided by OCIS include management and support of:</p> <ul style="list-style-type: none"> • academic and administrative computing • local and wide area networking • microcomputer hardware and software applications • student computer labs • internet access • faculty/staff training <p>Computing and Information Services also provides assistance to executive management in the establishment of policies and procedures governing the access, use, and control of Dalton State College’s information technology resources. With the ultimate goal of helping our students become successful, Computing and Information Services seeks to empower our students, faculty, and staff by providing them quality service and access to the information technology tools they need.</p>	“selection, support, and development of a talented, caring faculty and staff dedicated to scholarship and creating an open, cooperative, technologically enhanced learning environment”

<i>Administrative Unit</i>	<i>Purpose Statement</i>	<i>College Mission Most Closely Aligned with Purpose Statement</i>
Enrollment Services	The Office of Enrollment Services recruits, enrolls, and sustains a diverse, qualified student body that can benefit from Dalton State College's comprehensive array of programs. The Office maintains and ensures the integrity of all student academic records and is responsible for implementing federal, state and University System policies, procedures, and reporting requirements.	"...serving a diverse student body, promoting high levels of student achievement, and providing a range of educational and student life opportunities and appropriate academic support services"

<i>Administrative Unit</i>	<i>Purpose Statement</i>	<i>College Mission Most Closely Aligned with Purpose Statement</i>
Financial Aid & Veterans' Services	The Office of Financial Aid and Veteran Services at Dalton State College seeks to remove financial barriers to higher education. The Office promotes the success of a diverse student body, while complying with all federal, state, and University System policies and regulations. Prospective and current students are provided with the information and services needed to finance their education, and are informed about the financial and academic responsibilities associated with financial assistance.	<p>“...dedicated to providing broad access to quality higher education for the population of Northwest Georgia...”</p> <p>“...serving a diverse student body, promoting high levels of student achievement, and providing a range of educational and student life opportunities and appropriate academic support services”</p>

<i>Administrative Unit</i>	<i>Purpose Statement</i>	<i>College Mission Most Closely Aligned with Purpose Statement</i>
Student Activities	The Student Activities Office is a student-centered department dedicated to individual and organizational development. The Office aids and empowers the students of Dalton State College by providing ample opportunities for students to continue learning outside of the classroom. The Office challenges students to grow through diverse activities such as student leadership roles, student organizations, volunteer opportunities, campus activities and events.	<p>“excellence in a learning environment dedicated to serving a diverse student body, promoting high levels of student achievement, and providing a range of educational and student life opportunities”</p> <p>“public service through continuing education, ... and cultural activities that address the needs and improve the quality of life...”</p>

Evaluation of Administrative and Educational Support Services

Administrative and educational support services play a crucial role in achieving the mission and goals of Dalton State College. The administrative and educational support services at the College have an organizational structure consisting of the president, the vice president for academic affairs, the vice president for fiscal affairs, and the vice president for enrollment and student services. The president is the administrative head of the college and works with the vice presidents, who direct the three major administrative areas and are collectively known as the officers of general administration.

Each area responsible for administrative and educational support services has units or departments that provide specific educational support services. The Office of the Assistant Vice President for Academic Affairs, the Center for Continuing Education, and the Derrell C. Roberts Library are classified as support services under Academic Affairs. Fiscal Affairs units related to support services include the Business Office, the Bookstore, Food Services, Human Resources, Plant Operations and Maintenance, and Public Safety. The Office of Enrollment and Student Services contains several units related to support services, including Academic Resources, Advising Center, Campus Recreation, Enrollment Services, Financial Aid and Veteran Services, the Office of Computing and Information Services, and Student Activities. The directors of institutional research and planning, institutional advancement, and public relations report directly to the president. All administrative and educational support services units are involved in the strategic planning, evaluation, and assessment processes at Dalton State College.

Planning and evaluation for administrative and educational support services at Dalton State College are conducted through methods that are presented in the College's strategic planning process, similar in many ways to those used by the educational programs. Indeed, planning, evaluation, and budgeting for administrative and educational support units are part of the same process used for the rest of the College. All administrative and educational support units are involved in planning, developing, and implementing procedures for assessment; assessing progress toward goal attainment; and using assessment results for improving programs, services, and operations. As part of the strategic planning process, all units have prepared purpose statements that support the College's overall purpose. Using the *QBuilder*, each administrative and support unit prepares annual improvement and implementation plans or evaluation procedures that include stated missions, goals, objectives, and assessment criteria. The units then issue detailed annual reports that must include information about the status of their progress toward meeting goals and objectives. The annual report must also include a section on the use of results for improvement, using *QBuilder's* "Continuous Improvement Summary" window.

The work of the Strategic Planning Committee is critical in the planning and evaluation of administrative support services. The committee, appointed and chaired by the president, includes all administrative unit vice presidents and directors, among others. The Strategic Planning Committee coordinates college-wide planning and effectiveness. Some members of the committee also join the president in his monthly administrators' information session meeting which bring all instructional, administrative, and educational support unit heads together to discuss and respond to emerging needs of the College and to share information about the progress of various program initiatives and goals. The president also conducts periodic Administrative Council meetings with all the vice presidents

and the directors under his office for short-term and long-term planning and budgeting sessions. Furthermore, the president has on several occasions appointed special task forces to study emerging issues of concern and to make recommendations. One such active task force is the Retention, Progression & Graduation (RPG) Task Force chaired by the vice president for academic affairs. Deliberations from this task force and other administrative meetings have led to the improvement of administrative support services. All these activities and reports provide evidence that the administrative and educational support units at Dalton State College clearly conduct appropriate planning and evaluation activities.

Each administrative and educational support service unit at Dalton State College has a clearly defined purpose, which supports the purpose and goals of the College. Beginning with the 2000-2003 strategic planning period, all units were given the opportunity to review and make changes to their mission statements. The most recent was in 2007 when deans, department chairs, vice presidents, and unit directors completed a review of their mission statements to ensure that they were in line with the College's newly approved mission statement and that it focused on student success. Performance Assessment Plans, which include purpose and unit goal statements, are in place for each area and are included in the College's *Strategic Plan*. The entire administrative unit performance assessment plan is included in the "Institutional Effectiveness" section of the Dalton State College *Strategic Plan*. The Performance Assessment Plans are thus an integral part of the unit planning and evaluation process. Each administrative and educational support service unit maintains the assessment plans and all other planning and evaluation documents in Planning and Assessment Record Books. The *DSC Statutes* provide additional documentation on the purposes of the administrative support units. The *DSC Statutes* describe the duties and responsibilities of the general officers of administration and how they relate to the purpose of the institution.

To support and enhance the College's purpose and mission, all administrative and educational support service units formulate individual goals for their respective operations via the Strategic Planning Committee. Each year of the strategic planning cycle, the Strategic Planning Committee reviews all goals and determines which goals will be selected for implementation by the respective units. The committee also reviews progress documented by the implementation plans to determine which goals have been or will have been accomplished and which ones will be carried over to the next year. With the assigned goals, each unit prepares an implementation plan for each year. In addition, the performance assessment plans complement the goals established for the units by the Strategic Planning Committee.

The primary means for assessing the results of evaluations and the use of the results to improve administrative and educational support services is through the "Continuous Improvement Summary" window in *QBuilder*, contained in the Annual Reports. Annual Report Guidelines for producing annual reports specifically require all division and department chairpersons to describe or to summarize in their reports any and all major changes undertaken by their units to improve the College's educational programs, services, and operations which resulted from assessment-based changes. The *DSC Strategic Plan* annual implementation plans and progress reports are also used to assess institutional effectiveness against strategic initiatives and goals, and improvement plans are developed on an annual basis. The comprehensive system of stakeholder surveys produced and disseminated by the director of institutional research and planning yields information to be analyzed for the development of improvement strategies. The

director of institutional research and planning compiles and reports the summary of all improvements and major changes in Section C (Annual Progress in Assessing Institutional Effectiveness) of the College's *Annual Report of Institutional Progress* to the Board of Regents. Also, all vice presidents and directors of educational support services consider internal and external factors in their planning and evaluation processes, which yield information useful to the planning processes of their units. For example, external peer benchmarking is a method used by the Library Director, who gathers statistics from other Georgia colleges of a similar size to Dalton State College.

Summary: Administrative Services Effectiveness

1. The comprehensive system of stakeholder surveys yields information to be analyzed for the development of improvement strategies.
2. The *Strategic Plan* annual implementation plans and progress reports, via QBuilder Software, are used to assess institutional effectiveness against strategic initiatives and goals, and improvement plans are developed on an annual basis.
3. The *Physical Master Plan* is used to measure the extent to which the College is meeting its facilities development goals.
4. The *DSC Foundation Strategic Plan* is used to measure the extent to which the Foundation is meeting its stated goals.

Summary: Procedures Used To Evaluate Administrative and Educational Support Services

<i>Unit</i>	<i>Procedure of Evaluation</i>	<i>Frequency</i>
President	Implementation & improvement plans Strategic plan and annual progress reports Performance assessment plans Performance evaluation by Regents' Chancellor Satisfaction surveys Performance indicators Report of institutional progress to Board of Regents University System report card grade for DSC	Annually Annually Annually Annually Biennial Annually/Biennial Annually Annually
Academic Affairs	Implementation & improvement plans Strategic plan and annual progress reports Performance assessment plans Performance evaluation of VP by President & Chairs Satisfaction surveys Performance indicators	Annually Annually Annually Annually Annually/Biennial Annually/Biennial

Summary: Procedures Used To Evaluate Administrative and Educational Support Services

<i>Unit</i>	<i>Procedure of Evaluation</i>	<i>Frequency</i>
Fiscal Affairs -Bookstore -Business office -Plant Operations -Public Safety -Human Resources	Implementation & improvement plans Strategic plan and annual progress reports Performance assessment plans Satisfaction surveys External audits Georgia Bureau of Investigation report Maintenance inspection goals and objectives Preventive maintenance program list/records Performance evaluation of VP by President Evaluations of employees by supervisors Performance indicators	Annually Annually Annually Annually/Biennial Annually Monthly Annually Annually Annually Annually Annually/Biennial
Enrollment and Student Services -Advising Center -Academic Resources -Enrolment Services -Campus Recreation -Financial Aid -Student Activities	Implementation & improvement plans Strategic plan and annual progress reports Performance assessment plans Performance evaluation of VP by President Evaluations of employees by supervisors Satisfaction surveys Performance indicators Student activities participant survey Student exit survey (Palm) ACT student advising survey Faculty advisor suggestions/comments Exit interviews	Annually Annually Annually Annually Annually Annually/Biennial Annually/Biennial Biennial Annually Annually Semesterly Annually
Computing Services (OCIS)	Implementation & improvement plans Strategic plan and annual progress reports Performance assessment plans Evaluation of director by VP Evaluations of employees by supervisors Satisfaction surveys Software evaluation meetings Email tally of faculty software needs request Email faculty and staff survey on training Workshop course evaluations Performance indicators	Annually Annually Annually Annually Annually Annually/Biennial Semesterly Semesterly Semesterly Annually/Biennial Annually

<i>Unit</i>	<i>Procedure of Evaluation</i>	<i>Frequency</i>
Library Services	Implementation & improvement plans Strategic plan and annual progress reports Performance assessment plans Statistical reviews and evaluation summaries Satisfaction surveys Library orientation surveys (pre-test/post-test) Peer benchmarking Periodical evaluation Performance evaluation of director by VP Academic Evaluations of employees by library director Performance indicators and usage statistics Graduating student survey Faculty services survey Annual goals	Annually Annually Annually Monthly Annually/Biennial Semesterly Annually Annually Annually Annually Annually/Biennial Annually Triennial Annually
Continuing Education	Implementation & improvement plans Strategic plan and annual progress reports Satisfaction surveys Performance assessment plans Course/program evaluations Advisory councils Business & industry needs assessment surveys Performance evaluation of director by VP Academic Evaluations of employees by director Performance indicators Program enrollment Staff meetings Results reports CEU reports for USG/DTAE EDOR reports for DTAE Productivity reports	Annually Annually Annually/Biennial Annually Quarterly Bimonthly/Biannually Periodic Annually Annually Annually/Biennial Annually Weekly Quarterly/Annually Quarterly Quarterly Annually
Institutional Research & Planning	Implementation & Improvement Plans Strategic plan and annual progress reports Performance Assessment Plans Performance evaluation by President Satisfaction surveys Performance indicators	Annually Annually Annually Annually Annually/Biennial Annually/Biennial

<i>Unit</i>	<i>Procedure of Evaluation</i>	<i>Frequency</i>
Institutional Advancement	Implementation & Improvement Plans Strategic plan and annual progress reports Performance Assessment Plans Satisfaction surveys Performance evaluation of Director by President Report to donors Performance indicators	Annually Annually Annually Annually/Biennial Annually Annually Annually/Biennial
Public Relations	Implementation & Improvement Plans Strategic plan and annual progress reports Performance Assessment Plans Satisfaction surveys Performance evaluation by President Consultant reports (e.g., Stamats Communications) Performance indicators	Annually Annually Annually Annually/Biennial Annually Periodic Annually/Biennial

Administrative and Educational Support Services Performance Assessment Plans

The Institutional Effectiveness Website is undergoing an overhaul given recent changes and additions to the College's IE program. The links for the following administrative departments will not be available at this time. The links will be posted later and added to the Web version of the *Strategic Plan*.

- *Academic Affairs*
Available at:
http://www.daltonstate.edu/irp/IE_handbook/admin_support_services/adminunitsplans.pdf
- *Advising Center*
Available at:
http://www.daltonstate.edu/irp/IE_handbook/admin_support_services/adminunitsplans.pdf
- *Academic Resources*
Available at:
http://www.daltonstate.edu/irp/IE_handbook/admin_support_services/adminunitsplans.pdf
- *Bookstore*
Available at:
http://www.daltonstate.edu/irp/IE_handbook/admin_support_services/adminunitsplans.pdf
- *Campus Recreation*
Available at:
http://www.daltonstate.edu/irp/IE_handbook/admin_support_services/adminunitsplans.pdf
- *Center for Continuing Education*
Available at:
http://www.daltonstate.edu/irp/IE_handbook/admin_support_services/adminunitsplans.pdf

- *Computing and Information Services*
Available at:
http://www.daltonstate.edu/irp/IE_handbook/admin_support_services/adminunitsplans.pdf
- *Derrell C. Roberts Library*
Available at:
http://www.daltonstate.edu/irp/IE_handbook/admin_support_services/adminunitsplans.pdf
- *Enrollment Services*
Available at:
http://www.daltonstate.edu/irp/IE_handbook/admin_support_services/adminunitsplans.pdf
- *Financial Aid and Veterans' Services*
Available at:
http://www.daltonstate.edu/irp/IE_handbook/admin_support_services/adminunitsplans.pdf
- *Fiscal Affairs*
Available at:
http://www.daltonstate.edu/irp/IE_handbook/admin_support_services/adminunitsplans.pdf
- *Food Service*
Available at:
http://www.daltonstate.edu/irp/IE_handbook/admin_support_services/adminunitsplans.pdf
- *Human Resources*
Available at:
http://www.daltonstate.edu/irp/IE_handbook/admin_support_services/adminunitsplans.pdf
- *Institutional Advancement*
Available at:
http://www.daltonstate.edu/irp/IE_handbook/admin_support_services/adminunitsplans.pdf
- *Institutional Research and Planning*
Available at:
http://www.daltonstate.edu/irp/IE_handbook/admin_support_services/adminunitsplans.pdf
- *Plant Operations and Maintenance*
Available at:
http://www.daltonstate.edu/irp/IE_handbook/admin_support_services/adminunitsplans.pdf
- *President*
Available at:
http://www.daltonstate.edu/irp/IE_handbook/admin_support_services/adminunitsplans.pdf
- *Public Relations*
Available at:
http://www.daltonstate.edu/irp/IE_handbook/admin_support_services/adminunitsplans.pdf
- *Public Safety*
Available at:
http://www.daltonstate.edu/irp/IE_handbook/admin_support_services/adminunitsplans.pdf
- *Student Activities*
Available at:
http://www.daltonstate.edu/irp/IE_handbook/admin_support_services/adminunitsplans.pdf

**THE PHYSICAL MASTER PLAN UPDATE
UPDATED: APRIL 2005**

Introduction

The *Physical Master Plan Update* for Dalton State College (DSC) revises the 1998 master plan in response to DSC's transition from a two-year to a four-year academic institution. It offers guidance on 1) target enrollments to support DSC's evolving academic mission; 2) academic and support space needs; 3) parking requirements; 4) future student housing needs; and 5) urban, architectural, and landscape design. The master planning process explored the options available to the College for accommodating the facilities program for a target enrollment of 5,000 students (4,250 FTE). Although this target enrollment does not represent a major increase in the overall student population, it does imply a significant change in student demographics. The primary focus for future enrollment in the next ten years will be to increase the ratio of full-time to part-time students as DSC enhances its four-year degree programs. Strategically, DSC has three principal needs in order to accommodate the projected target enrollment of 5,000 students:

1. Maximize utilization and efficiency of existing classroom and laboratory space. Based on existing student body demographics, classes are primarily offered only in the morning and evening hours. Scheduling more classes in the afternoon hours will both reduce the need for new buildings and alleviate parking shortages that typically occur only in the morning hours.
2. Improve the quality of life on campus to establish a sense of community. Additional student life and recreation facilities and a student housing component will make DSC feel more like a traditional college campus.
3. Examine opportunities for land acquisition that will allow for future expansion of the campus. The campus community has conveyed a strong desire to keep intramural and athletic playfields on campus, but the topography of the existing campus greatly limits the opportunity to do so. Beyond the next 10- to 15-year growth period, there will be few remaining building sites on campus, adding pressure on existing surface parking lots and athletic fields to accommodate future buildings.

Existing Conditions

The Dalton State College campus is located within the city of Dalton on a highly visible site stretching along Interstate 75 for over a quarter of a mile. Behind the College, Rocky Face Mountain provides a dramatic backdrop covered with natural vegetation. The mountain setting is the defining natural feature of DSC's attractive 141-acre campus. The steep slopes of Rocky Face Mountain consume approximately one-half of the campus acreage. Only the eastern half of the College's property is buildable, just over 70 acres. There are several plateaus on the side of Rocky Face Mountain, but only one of significant size (approximately 4.5 acres) is accessible via an abandoned logging road. Once inside the campus loop road, George Rice Drive, the land slopes more gently, creating several distinct areas on the campus that are separated by the topography. Mature pines and hardwoods provide shade and define informal gathering spaces in the core campus area. Two stream corridors run through the campus from high points on Rocky Face Mountain, bringing with them a diversity of vegetation and wildlife. Westcott Administrative Building faces onto a formal green space that opens out to College Drive and I-75 beyond. The four primary academic buildings and student center are informally arranged around Westcott, loosely defining a series of casual open spaces and a north-south pedestrian spine. Bandy Gymnasium is a short walk south from this cluster, but is visually separated from the rest of the

campus by topography and vegetation. George Rice Drive circles the main campus, including the athletic fields located just south of the gymnasium. The Technical Building is just north of this loop road, with vehicular access from College Drive. The new Continuing Education Center is further north, beyond the existing apartment complex that neighbors the campus. The entire length of the eastern edge of the campus fronts College Drive and Interstate 75. Rocky Face Mountain defines the western edge with a dramatic increase in slope. The northern edge of the campus is primarily defined by George Rice Drive and the apartment complex, with the School of Technology building and the Continuing Education building separated from the main campus both in terms of pedestrian and vehicular access and visibility. At the southern edge of the campus, outside George Rice Drive, a vegetative buffer separates the campus from commercial uses along College Drive.

Space Needs Analysis

One of the most challenging goals of transitioning from a two-year to a four-year academic environment will be attracting and retaining full-time students. Currently, the typical DSC student comes to class in the mornings and/or evenings, allowing many to be employed part- or full-time as they pursue degrees and certificates in their chosen fields of study. As a result, classrooms and laboratories are typically scheduled at or near capacity during the morning hours, and are relatively unused in the afternoons. This pattern of use skews the classroom utilization data, which are typically based on a daily scheduling period of 8:00 am to 5:00 pm. Since DSC operates at capacity only between the hours of 8:30 am and 1:00 pm, a short-term strategy to schedule more classes in the afternoon hours will reduce the morning peak demand for both academic instruction space as well as student parking. This strategy will, however, rely on a gradual shift in demographics from part-time to full-time students who can attend classes in the afternoon. While this has the potential effect of enhancing four-year programs, DSC's continued role in continuing education must also be accommodated. One way to preserve and reinforce DSC's community-based programs involves the relocation of some of its traditional technical and certificate programs. The proposed Whitfield County Career Academy could potentially accommodate some of these programs, freeing up space in the Technical Education Building. Over time, a continued increase in the number of full-time students will require the construction of new academic and student life facilities. This master plan accommodates the projected target enrollment of 5,000 HC and 4,250 FTE students. The program requirements for this target enrollment include an additional 576,450 GSF of academic and support space, as summarized in the table below:

Use	Existing Floor Area (asf)	Current Enrollment		Future Enrollment	
		Total Space Needs (asf)	Surplus/ (Deficit) (asf)	Total Space Needs (asf)	Surplus/ (Deficit) (asf)
Classroom Facilities	43,007	38,619	4,388	55,553	(12,546)
Laboratory Facilities	50,790	51,900	(1,110)	70,923	(20,133)
Office Facilities	44,288	44,790	(502)	64,710	(20,422)
Study Facilities	31,969	36,589	(4,620)	46,556	(14,587)
Special (athletics, etc.)	23,001	30,955	(7,954)	37,250	(14,249)
General Use Facilities	33,720	99,565	(65,845)	133,873	(100,153)
Support Facilities	22,283	15,121	7,162	39,193	(16,910)
Subtotal	249,058	317,538	(68,480)	448,059	(199,001)
Residential Facilities	0	0	0	375,000	(375,000)
Total	249,058	317,538	(68,480)	823,059	(574,001)

Summary of the Revised Physical Master Plan

In December, 2004, the Campus Master Plan Committee participated in a charrette exercise to develop some initial concepts to be tested in the master plan alternatives phase. The ideas generated from that workshop were then summarized into the three master plan alternatives. These alternatives were presented at a Cross Team meeting, where each alternative was evaluated through open discussion and debate. This consensus-building project led to the selection of a preferred master plan alternative. The preferred alternative is a hybrid of several of the master plan alternatives, derived from a set of principles that guided the decision-making process:

- The master plan will accommodate future space needs within the boundaries of current ownership. As opportunities for land acquisition become available, they will be evaluated on their ability to support the overall framework of the master plan.
- A new visual gateway will be created at the “front door” of the campus.
- The campus core, with the proposed bell tower at its center, will remain the focus for academic and administrative uses.
- Westcott Hall will be replaced within the time frame of the master plan.
- Future academic and administrative buildings will be sited to reinforce the existing campus core. Surface parking within the campus core may be displaced to accommodate future building sites.
- Pedestrian connections to the north and south will be reinforced, supporting the existing pedestrian spine that runs through the middle of the campus.
- The opportunity to provide student housing will be explored both adjacent to the existing athletic fields as well as on top of Rocky Face Mountain. The purchased apartment complex to the north will be evaluated for renovation or reuse as additional student housing.
- The athletic and intramural fields will remain on campus and will be reinforced as an integral part of student life at Dalton State College.

Land and Building Use Concepts

The land use concept for the growth of the College is to retain a compact academic core by locating academic expansion within the existing academic core, consolidating student commuter parking in a new parking structure, and introducing student housing. At the heart of the campus, a new landscaped quadrangle will be organized around the proposed bell tower, creating a dramatic gathering space for future students, faculty, and staff. This space will act as the campus hub, helping to establish a vibrant campus atmosphere that will attract and retain future students. This dramatic space will be framed to the west by a new academic building (155,000 gsf) that will also include student life space to complement the existing Pope Student Center. This new building would be the first new building to be implemented from the master plan, and would include a new bookstore/café and student lounge so that the second level of the Pope Student Center could be renovated to include a larger kitchen and servery, enhancing its function as a central dining facility. The first level of the Pope Student Center would continue as a student assembly and meeting space, with additional computer labs and offices for student groups.

A general purpose academic building, approximately 100,000-110,000 GSF, is situated at the front entrance to the campus along College Drive, framing the eastern edge of the new campus quadrangle. This building will accommodate academic labs and classrooms as well as faculty offices. This location is slightly east of the existing Westcott Hall, which will be demolished. Expansions are proposed for both the library and the athletic facilities. An additional 22,000 GSF of indoor recreation space is accommodated in an expansion of Bandy Gymnasium to the south, where the outdoor handball courts are currently located. This addition would accommodate additional court space, weight rooms, and lockers. The existing library requires an additional 22,500 GSF of reading and service space, which is shown as an addition to the eastern side of the building. Due to the library's function within the greater Dalton community, this additional reading space will reinforce the library's use as a community facility. The second phase expansion of the new Continuing Education Building is shown as part of the master plan and will be built within a 10-year time frame as Continuing Education programs continue to grow. A future building site is also shown adjacent to Sequoya. A building in this location would provide additional academic space beyond the target enrollment of 5,000 students.

Finally, a 26,000 GSF general classroom building is planned for the Catoosa Center Campus in Fort Oglethorpe. This will alleviate the need for Dalton State College to continue to lease space, where extended learning programs are currently being offered. The land for this new building will be deeded to the College as a gift, but DSC will bear the responsibility of gathering funds for new construction. The following table summarizes all building projects to be achieved under the Campus Master Plan:

<i>Building Name</i>	<i>Status</i>	<i>Net Additional Square Feet</i>	<i>Priority</i>
B.J. Bandy Gymnasium	Addition/Renovation	22,000 GSF	0-5 years
Bell Tower	New construction	—	0-5 years
Continuing Education Building	Addition	26,500 GSF	0-5 years
Catoosa Center	New construction	26,000 GSF	0-5 years
School of Technology	Renovation/Reuse	35,900 GSF	0-5 years
Pope Student Center	Renovation	—	5-10 years
Westcott Administration Building	Demolition	—	5-10 years
New Academic Bldg. (Adjacent to College Dr.)	New construction	100,000 – 110,000 GSF	5-10 years
New Academic Bldg. (Adjacent to George Rice Dr.)	New construction	155,000 GSF	5-10 years
New Academic Bldg. (Adjacent to Sequoya Hall)	New construction	80,000 – 100,000 GSF	10-20 years
Roberts Library	Addition/Renovation	22,500 GSF	10-20 years

Student Housing

Planned student residences accommodate a minimum of 750 beds for approximately 15% of the projected student population. Buildings are sited adjacent to the existing athletic fields, which will serve as an amenity to this new on-campus housing or in the recently acquired Wood Valley property.

Parking

There is currently a perceived parking shortage on the DSC campus. This shortage is primarily due to the heavy scheduling of classes in the morning hours, with significantly fewer classes scheduled in the afternoon. As a result, the demand for student parking in the morning exceeds the supply, typically between 8:30 am and 11:30 am. Faculty arriving between these hours (especially during the first half of the week) often find that students have parked in reserved faculty spaces because there is no student parking available. The short-term additional demand for student parking is approximately 200 spaces. In the long-term, as the College continues to expand its four-year offerings, it is anticipated that class scheduling will respond more to traditional students who seek a full-time education environment and less to the commuting students who typically hold jobs in the afternoon hours. One primary structured parking facility is proposed as part of the master plan. This parking structure is located on the site of the existing

Upper Student Parking Lot. At two levels, this structure will provide an additional 400 parking spaces. Given the sloping topography of the existing lot, it may be possible to set the first level of this structure into the hill, allowing the upper level to meet grade at its southwest corner. This would mean that the structure could be built without an internal ramping system to reduce costs. The lower level would be accessed from George Rice Drive just east of the Lorberbaum Liberal Arts Building and the upper level from George Rice Drive behind the Pope Student Center. New surface parking is proposed opposite the Bandy Gymnasium lot to provide 110 additional parking spaces. The surface parking at the main entrance is reorganized to provide access to the faculty and library lots, as well as a drop off with visitors parking in front of the new Academic/Administrative Building. Parking behind the Pope Student Center and Sequoya Hall and are also reorganized to work with the future Academic Building. Finally, the Bandy Gymnasium lot is reorganized to increase the number of available spaces to 417.

Ancillary Space

Plant operations facilities and service areas, as well as parking related to these facilities, are anticipated to remain in their current location.

**THE DALTON STATE COLLEGE
FOUNDATION STRATEGIC PLAN**

Mission Statement

The Dalton State College Foundation is committed to advancing the mission of Dalton State College by providing financial support for the College's students, faculty, staff, academic programs, and physical campus. The Foundation believes that private philanthropy combined with public funding can best meet the needs of the institution and, in turn, the higher educational expectations of the northwest Georgia region. The DSC Foundation recruits leaders from northwest Georgia business and industry for the purposes of friend-raising and fundraising for Dalton State College.

Strategic Initiatives and Goals

1. Complete a major fundraising campaign to enhance the Foundation's endowment, to provide funding for capital projects on campus, and to financially support the College's academic programs.
 - The campaign will raise a minimum of \$20 million, at least half of which will reside in the endowment.
 - The campaign will retire the debt assumed with the 2005 acquisition of the Wood Valley Apartments.
 - The campaign will identify new prospects for ongoing cultivation and solicitation to support continuous fundraising efforts by the Foundation.
2. Launch the Dalton State College Alumni Association as an organization to engage the College's bachelor's and associate's degree graduates with the institution.
 - Recruit a Coordinator of Alumni Affairs.
 - Establish alumni chapters in the counties of Whitfield, Murray, Catoosa, Gordon, and Walker.
 - Conduct semi-annual meetings and activities for alumni either on or off campus.
 - Create an annual Distinguished Alumni Award program.
 - Maintain semi-annual contact with alumni through the *Dalton State* magazine.
 - Develop an interactive Website for alumni.
3. Strengthen the Foundation by advancing its fundraising activities, raising its visibility, and developing its leadership.
 - Plan an annual fund program to support the ongoing programs of the Foundation.
 - Sustain DSC faculty and staff support of the Foundation through regular communication and recognition.
 - Initiate a stewardship program to include regular communication with donors and public recognition of philanthropy.
 - Recruit Trustees from throughout the College's service area to reflect more closely the College population.
 - Implement a leadership succession plan for the Board of Trustees to include a chairman, vice chair, and vice chair-designate.
 - Include minority, alumni, and faculty representation on the Board of Trustees.