



March, 1995

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RESEARCH

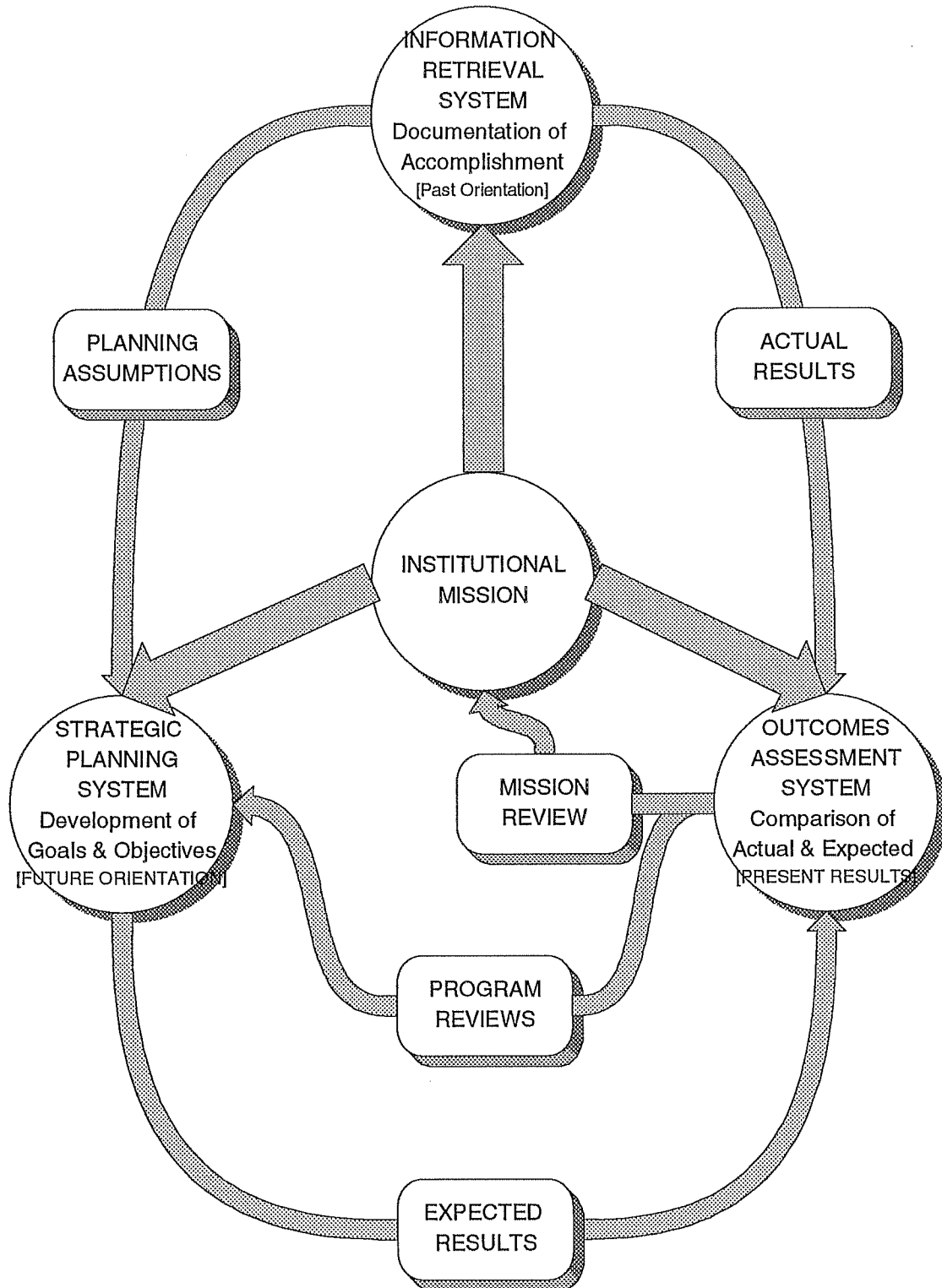
The key to meaningful institutional research is an effective information retrieval system. The present system in operation at Dalton College does not permit the retrieval of much of the data needed for prompt and ongoing assessment of institutional and program effectiveness or strategic planning. Some comes directly from the college information system, but most comes back indirectly through a series of published reports. These include, but are not limited to:

- University System of Georgia Enrollment Reports
- Dalton College Enrollment Reports
- University System of Georgia Transfer Reports
- Dalton College Student Profile Reports
- The Georgia County Guide
- University System of Georgia Normative Data Annual Reports
- College Board High School Graduation Projections
- College Placement Examination Reports
- Regent's Testing Program Reports
- Dalton College Master Facilities Plan
- Dalton College Annual Financial Reports
- University System of Georgia Information Digests

In addition to the problem of the needed information not being readily available directly to end users, the present system also makes no provision for the identification and tracking of specialized "cohorts" within the student body. Without this capability, it is impossible to adequately assess progress within any subgroup of the entire student body or specific program or group of courses of study within the curriculum.

These shortcomings will shortly be rectified. Beginning in March, 1995, installation of a BANNER + GaBEST software program began. This program will utilize an Oracle platform and new HP6000 mainframe computer. On page 2 there is a timetable for this installation process. When this process is completed, the information found in the matrices on pages 3 through 6 will be directly available to planners and evaluators across the campus and the kind of discrete assessment needed to properly evaluate institutional effectiveness will be practical and possible.

**THE RELATIONSHIP OF INFORMATION, PLANNING, AND
ASSESSMENT SYSTEMS IN MEASURING INSTITUTIONAL EFFECTIVENESS**



COHORT DATA TO BE MADE AVAILABLE FROM BANNER INFORMATION SYSTEM

	TOTAL STUDENT BODY	EVENING STUDENT BODY	OFF-CAMPUS STUDENT BODY	BUSINESS ADMINISTRATION DIVISION	HUMANITIES DIVISION	MATH & SCIENCES DIVISION	NURSING DIVISION	PHYSICAL EDUCATION DIVISION	SOCIAL SCIENCES DIVISION	TECHNICAL DIVISION	DEVELOPMENTAL STUDIES	DALTON COLLEGE STUDIES	CONTINUING EDUCATION	BY DECLARED MAJOR	BY DEGREE OBJECTIVE	SPECIFIC COHORTS
SEX	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
RACE	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
AGE	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
MARITAL STATUS	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
EMPLOYMENT STATUS	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
VETERAN STATUS	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
FINANCIAL AID	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
COUNTY OF RESIDENCE	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
CURRENT HOURS ENROLLED	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
TOTAL HOURS ATTEMPTED	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
TOTAL HOURS EARNED	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
GRADE POINT AVERAGE	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
SAT SCORES	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
HIGH SCHOOL GPA	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
CPE SCORES - ENGLISH	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
- READING	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
- MATH	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X

RESOURCE UTILIZATION DATA TO BE MADE AVAILABLE FROM BANNER INFORMATION SYSTEM

	TOTAL STUDENT BODY	EVENING STUDENT BODY	OFF-CAMPUS STUDENT BODY	BUSINESS ADMINISTRATION DIVISION	HUMANITIES DIVISION	MATH & SCIENCES DIVISION	NURSING DIVISION	PHYSICAL EDUCATION DIVISION	SOCIAL SCIENCES DIVISION	TECHNICAL DIVISION	DEVELOPMENTAL STUDIES	DALTON COLLEGE STUDIES	CONTINUING EDUCATION	SPECIFIC PROGRAMS
# FULL-TIME FACULTY	X	X	X	X	X	X	X	X	X	X	X	X	X	X
# PART-TIME FACULTY	X	X	X	X	X	X	X	X	X	X	X	X	X	X
# STAFF	X	X	X	X	X	X	X	X	X	X	X	X	X	X
# CLASSES	X	X	X	X	X	X	X	X	X	X	X	X	X	X
ENROLLMENT	X	X	X	X	X	X	X	X	X	X	X	X	X	X
AVERAGE CLASS SIZE	X	X	X	X	X	X	X	X	X	X	X	X	X	X
HOURS ATTEMPTED	X	X	X	X	X	X	X	X	X	X	X	X	X	X
HOURS COMPLETED	X	X	X	X	X	X	X	X	X	X	X	X	X	X
CEUs- CATEGORY I														X
CATEGORY II														X
ELDERHOSTEL														X
ADULT LITERACY														X
OUTSIDE GROUPS														X
\$ EXPENDITURES- FACULTY	X	X	X	X	X	X	X	X	X	X	X	X	X	X
- STAFF	X	X	X	X	X	X	X	X	X	X	X	X	X	X
- FACILITIES	X	X	X	X	X	X	X	X	X	X	X	X	X	X
-EQUIPMENT	X	X	X	X	X	X	X	X	X	X	X	X	X	X

OUTCOMES DATA TO BE MADE AVAILABLE FROM BANNER INFORMATION SYSTEM

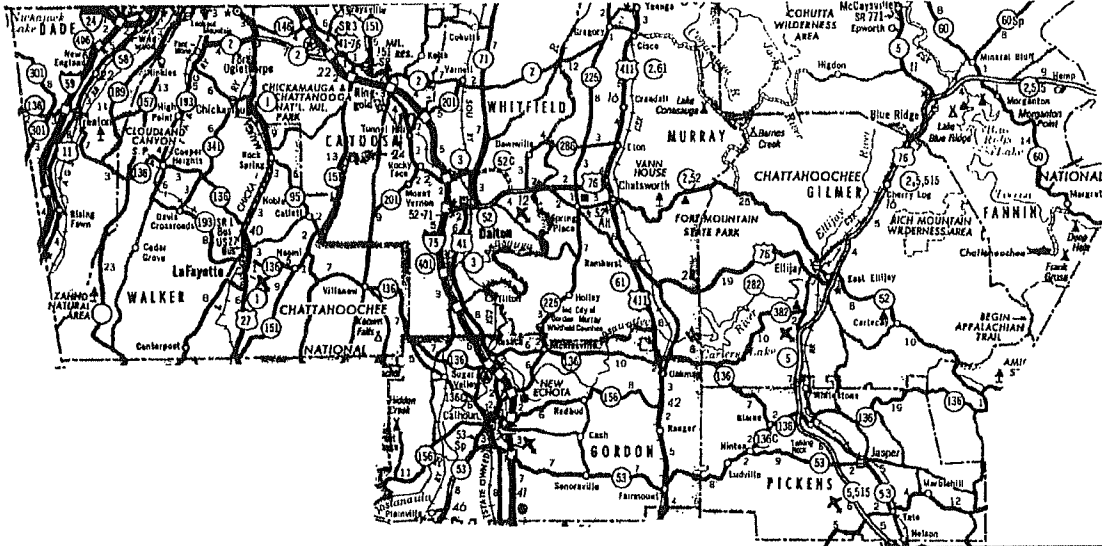
	TOTAL STUDENT BODY	EVENING STUDENT BODY	OFF-CAMPUS STUDENT BODY	BUSINESS ADMINISTRATION DIVISION	HUMANITIES DIVISION	MATH & SCIENCES DIVISION	NURSING DIVISION	PHYSICAL EDUCATION DIVISION	SOCIAL SCIENCES DIVISION	TECHNICAL DIVISION	DEVELOPMENTAL STUDIES	DALTON COLLEGE STUDIES	CONTINUING EDUCATION	BY DECLARED MAJOR	BY DEGREE OBJECTIVE	TRANSFER PROGRAMS	CAREER PROGRAMS	SPECIFIC PROGRAM
GRADUATION	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
CREDIT HOURS ATTEMPTED	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
CREDIT HOURS EARNED	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
GPA	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
GPA AT TRANSFER INST.			X	X	X	X	X	X	X	X						X	X	
WORKING IN FIELD										X							X	X
CPE EXIT SCORE- ENGLISH										X								
READING										X								
MATH										X								
RTP PASS- FIRST TIME	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
ON REPEAT	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
CEUs- CATEGORY I													X					
CATEGORY II													X					
ELDERHOSTEL													X					
ADULT LITERACY													X					
OUTSIDE GROUPS													X					
LICENSURE EXAM RESULTS										X		X					X	

OTHER DATA TO BE MADE AVAILABLE FROM BANNER INFORMATION SYSTEM

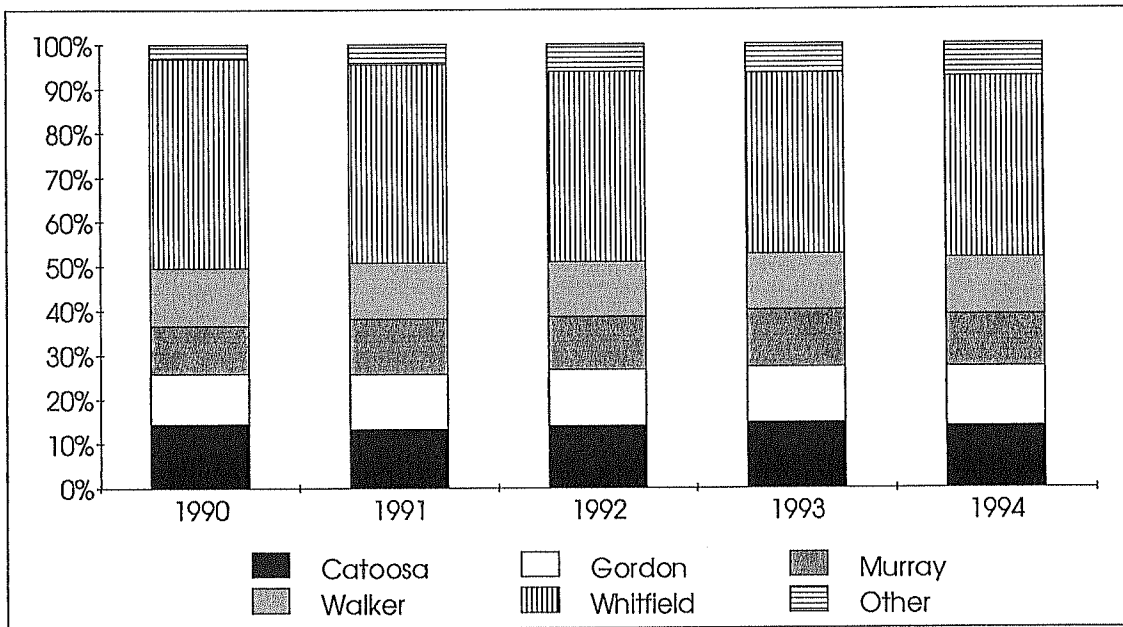
REVENUE & EXPENDITURE	
Percentage of Total Revenue received from:	General Operations-Tuition & fees
	State Appropriations
	Sales, Services of Ed. Divisions
	Continuing Education
	Federal Grants & Contracts
	State Grants & Contracts
	Private Grants & Contracts
	Local Sources
	Other Sources
Percentage of Total Expenditures in:	Academic Instruction
	Continuing Education Instruction
	Library
	Academic Administration
	Student Services
	Institutional Support
	Scholarships/Fellowships
	Operation & Plant Maintenance

PLANT & EQUIPMENT	
Building Square Footage	By Building & Total
	Classroom & Lab by Building & Total
Microcomputer Holdings	
	Total Number of microcomputers on campus in Fall Quarter
	Ratio of microcomputers to number of students enrolled in Fall Quarter
Library Holdings	Books
	Government Documents
	Microforms
	Periodical/Serial Titles

The DALTON COLLEGE SERVICE AREA



	Numbers					Percentages					
	Fall Quarter	1990	1991	1992	1993	1994	1990	1991	1992	1993	1994
Catoosa		358	344	400	428	415	14%	13%	14%	15%	14%
Gordon		286	325	365	361	401	11%	12%	13%	12%	13%
Murray		269	331	348	378	356	11%	13%	12%	13%	12%
Walker		330	329	356	367	384	13%	13%	12%	13%	13%
Whitfield		1178	1172	1237	1189	1227	47%	45%	43%	41%	41%
Other		82	120	178	190	222	3%	5%	6%	7%	7%
TOTAL		2503	2621	2884	2913	3005					



County	1960	1970	1980	1990	CENSUS FIGURES		
CATOOSA	21101	28271	36991	42464			
DADE	8666	9910	12318	13147			
FANNIN	13620	13357	14748	15992			
GILMER	8922	8956	11110	13368			
GORDON	19228	23570	30070	35072			
MURRAY	10447	12986	19685	26147			
PICKENS	8903	9620	11652	14432			
WALKER	45264	50391	56470	58340			
WHITFIELD	42109	55108	65789	72462			
Service Area	178260	212169	258833	291424		AREA	STATE
% Inc. over 10yr period:	19.02%	21.99%	12.59%		1960	0%	0%
Georgia	3943116	4589575	5463105	6478216	1960-70	19%	16%
% Inc. over 10yr period:	14.09%	15.99%	15.67%		1960-80	45%	39%
					1960-90	63%	64%

RACIAL CHARACTERISTICS OF SERVICE AREA POPULATION IN 1990					
	White	Black	Other	TOTAL	HISPANIC*
CATOOSA	41822	357	285	42464	205
DADE	12972	101	74	13147	64
FANNIN	15927	5	60	15992	62
GILMER	13258	37	73	13368	102
GORDON	33487	1321	264	35072	200
MURRAY	25956	41	150	26147	136
PICKENS	14119	247	66	14432	46
WALKER	55779	2246	315	58340	214
WHITFIELD	67533	2901	2028	72462	2321
TOTAL	280853	7256	3315	291424	3350
PERCENT	96.37%	2.49%	1.14%		1.15%

*Those claiming Hispanic origin are also included in Other Categories

EDUCATIONAL ATTAINMENT OF POPULATION 25 OR OVER - 1990									
	<9 yrs.	>9;<12	total not HS grad	HS grad	some college	college degree	post grad	total h.s. or more	total 25+ in 1990
CATOOSA	3890	5980	9870	9306	5902	1603	606	17417	26723
DADE	1628	2010	3638	2434	1415	448	204	4501	6935
FANNIN	2735	2134	4869	3624	1663	461	396	6144	9768
GILMER	2131	2028	4159	2690	1126	512	240	4568	7258
GORDON	4116	4974	9090	7223	3528	1179	829	12759	19982
MURRAY	3712	3832	7544	4923	2430	630	236	8219	13142
PICKENS	2125	1924	4049	3182	1297	587	252	5318	8500
WALKER	7333	8450	15783	12615	6267	2086	1095	22063	34678
WHITFIELD	8889	9363	18252	12828	8877	3633	1821	27159	39987

POPULATION 25 yrs. or OLDER in:	DC Service Area	Georgia
# not finishing 9th. grade	36559	483775
# finishing 9th. but not 12th.	40695	686060
total # not finishing high school	77254	1169835
# graduated high school; no farther	58825	1192935
# some college; not graduated	32505	883512
# college graduate	11139	519613
# post baccalaureate degree	5679	257545
total # finishing high school or more	108148	2853605
total population 25 yrs. of age or older	185402	4023440
percentage 25yr. or more population NOT FINISHING H.S.	41.7%	29.1%

DALTON COLLEGE STUDENT PROFILE REPORTS

Fall Quarter	19 90		19 91		19 92		19 93		19 94	
	#	%	#	%	#	%	#	%	#	%
SEX										
Male	1052	42%	1071	41%	1198	42%	1202	41%	1259	42%
Female	1451	58%	1550	59%	1686	58%	1711	59%	1746	58%
Total	2503		2621		2884		2913		3005	
RACE										
Black	54	2.2%	50	1.9%	52	1.8%	44	1.5%	36	1.2%
American Indian	3	0.1%	11	0.4%	4	0.1%	2	0.1%	4	0.1%
Asian American	9	0.4%	8	0.3%	12	0.4%	14	0.5%	25	0.8%
Spanish Surnamed	4	0.2%	7	0.3%	9	0.3%	9	0.3%	5	0.2%
All Others	2433	97.2%	2545	97.1%	2807	97.3%	2844	97.6%	2935	97.7%
MARITAL STATUS										
Single	1881	75%	1923	74%	2122	74%	2251	77%	2335	78%
Married	622	25%	698	26%	762	26%	662	23%	670	22%
COUNTY OF ORIGIN										
Catoosa	358	14%	344	13%	400	14%	428	15%	415	14%
Gordon	286	12%	325	12%	365	13%	361	12%	401	13%
Murray	269	11%	331	13%	348	12%	378	13%	356	12%
Walker	330	13%	329	13%	356	12%	367	12%	384	13%
Whitfield	1178	47%	1172	45%	1237	43%	1189	41%	1227	41%
Other	82	3%	120	4%	178	6%	190	7%	222	7%
PROGRAM OBJECTIVE										
Associate of Arts	355	14%	261	10%	284	10%	278	10%	251	8%
Associate of Science	1184	47%	1213	46%	1271	44%	1322	45%	1340	44%
One-Year Certificate	248	10%	247	9%	255	9%	242	8%	413	14%
Associate of Applied Science	440	18%	551	21%	661	23%	648	22%	621	21%
Associate of Science in Allied Health	276	11%	349	14%	413	14%	423	15%	380	13%
AGE										
16-20	1140	46%	1162	44%	1200	42%	1283	44%	1253	42%
21-30	1363	54%	1459	56%	1684	58%	1630	56%	1752	58%
31-40		35%		37%		38%		37%		37%
Over 30		19%		19%		20%		19%		21%
EMPLOYMENT										
Full-time	1121	45%	1150	44%	1231	43%	1299	44%	1403	47%
Part-time	881	35%	872	33%	894	31%	1029	35%	1003	33%
Total	2002	80%	2022	77%	2125	74%	2328	79%	2406	80%

ENTERING STUDENT TEST SCORES

AVERAGE COMPOSITE SAT SCORES for entering freshmen attempting at least 5 quarter credit hours by Spring Quarter of year - also some exemptions [source:USGa Information Digests]

	1990	1991	1992	1993	1994
Dalton College	790	802	804	800	
All USGa 2 Year					
All USGa	866	863	865	866	
Georgia	844	844	842	844	
U.S.	900	896	899	902	

CPC DEFICIENCIES Entering degree seeking students who graduated from high school after 1987 [source:USGa Information Digests]

	% Deficient in:	ENG	MATH	SCI	SOC SCI	FORN LANG	NO Defs. &		Total #
							#		
Dalton College	Fall, 1993	6.9	20.4	26.8	14.7	19.8	322	64.9	496
	Fall, 1992	15.3	24.5	23.7	15.7	19.1			413
	Fall, 1991	14.4	27.2	27.2	13.9	21.5			353
	Fall, 1990	4.3	28.8	30.9	19.6	29.8			372
All USGa 2 Yr.	Fall, 1993	6.5	28.7	27.3	11.7	27.1	4221	59.0	7159
	Fall, 1992	7.7	32.3	29.4	13.3	30.3			7228
	Fall, 1991	6.6	31.8	29.9	12.3	30.9			6940
	Fall, 1990	6.5	33.7	31.8	15.1	32.5			6310
All USGa	Fall, 1993	3.0	16.0	15.0	7.1	14.7	20170	74.7	27004
	Fall, 1992	3.8	17.7	16.3	8.5	16.6			26413
	Fall, 1991	3.6	17.6	15.9	8.6	16.7			25517
	Fall, 1990	3.4	18.3	16.8	8.2	17.1			23838

FRESHMAN SAT SCORES & GPAs [source: Normative Data Reports from USGa]

	All Entering Freshmen					Those Attempting >24hrs.				
	89-90	90-91	91-92	92-93	93-94	89-90	90-91	91-92	92-93	93-94
Number	595	532	541	536		339	303	327	301	
Mean SATV	388	389	391	390		403	414	407	403	
Mean SATM	402	411	411	409		424	437	431	427	
Mean HS GPA	2.82	2.88	2.89	2.89		3.00	3.05	3.02	3.00	
Mean AFG	2.05	2.11	2.10	2.19		2.25	2.42	2.36	2.38	

	Entering Male Freshmen					Those Attempting >24hrs.				
	89-90	90-91	91-92	92-93	93-94	89-90	90-91	91-92	92-93	93-94
Number	240	222	229	235		132	119	125	131	
Mean SATV	397	394	397	394		408	423	423	409	
Mean SATM	424	421	431	426		446	456	461	442	
Mean HS GPA	2.67	2.72	2.80	2.75		2.90	2.93	2.96	2.90	
Mean AFG	1.91	1.95	1.91	1.97		2.13	2.23	2.24	2.28	

	Entering Female Freshmen					Those Attempting >24hrs.				
	89-90	90-91	91-92	92-93	93-94	89-90	90-91	91-92	92-93	93-94
Number	355	310	312	301		207	184	202	170	
Mean SATV	382	386	388	388		399	407	397	398	
Mean SATM	387	404	397	396		409	425	413	415	
Mean HS GPA	2.92	3.00	2.97	2.99		3.07	3.12	3.05	3.07	
Mean AFG	2.15	2.22	2.23	2.35		2.32	2.54	2.44	2.46	

USGa ENROLLMENT REPORTS

	Head Count	% Inc.	EFT	% Inc.	% Full-Time	Dev. Stdy	% of Enroll	Joint	% of Enroll	Fresh	% of Enroll	Soph	% of Enroll	Trans	% of Enroll	Oth	% Enroll	
FALL	Dalton College																	
1990	2503	15.8	1826	12.9	45.4	428	17.1%	4	0.0%	1151	46.0%	617	24.7%	35	1.4%	268	10.7%	
1991	2620	4.7	1923	5.3	45.8	395	15.1%	3	0.0%	1233	47.1%	687	26.2%	33	1.3%	269	10.3%	
1992	2884	10.1	2079	8.1	46.3	468	16.2%	2	0.0%	1346	46.7%	775	26.9%	32	1.1%	261	9.0%	
1993	2913	1.0	2082	0.1	46.0	471	16.2%	7	0.0%	1354	46.5%	797	27.4%	25	0.9%	259	8.9%	
1994	3005	3.2	2132	2.4	45.6	NA		5	0.0%	1712	57.0%	858	28.6%	18	0.6%	412	13.7%	
FALL	All USGa 2-Yr. Institutions																	
1990	39195	9.7	28030	9.5	44.9	10545	26.9%	378	0.0%	14534	37.1%	10567	27.0%	1396	3.6%	1775	4.5%	
1991	43354	10.6	30909	10.3	44.7	11253	26.0%	463	0.0%	16079	37.1%	12295	28.4%	1397	3.2%	1867	4.3%	
1992	46828	8	33143	7.2	44.7	11894	25.4%	494	0.0%	17448	37.3%	13667	29.2%	1466	3.1%	1859	4.0%	
1993	47413	1.2	33286	0.4	44.1	11593	24.5%	529	0.0%	17318	36.5%	14645	30.9%	1321	2.8%	2007	4.2%	
1994	46711	-1.5	32808	-1.4	44.6	NA		829	0.0%	27886	59.7%	14608	31.3%	1226	2.6%	2162	4.6%	

	Blk	Ind	Asn	His	Multi	Oth	New Dev.	New Joint	New Bgng Fresh	New Fresh	New Soph	New Trans	New Other	New Total	Ga. Resid	Out.St Tuition	Out.St. Waive	Out of USA	
FALL	Dalton College																		
1990	54	3	9	4	NA	2433	246	0	381	86	11	15	115	854	2483	15	5	0	
1991	50	11	8	7	NA	2544	182	1	462	55	23	11	84	818	2592	18	8	2	
1992	52	4	12	9	NA	2807	199	2	541	81	15	11	88	937	2857	19	7	1	
1993	44	2	14	9	NA	2844	186	3	560	63	21	10	71	914	2874	33	5	1	
1994	36	4	25	5	0	2935	NA	0	696	66	12	6	150	930	2973	20	10	2	
FALL	All USGa 2-Yr. Institutions																		
1990							6251	327	3136	1691	633	567	622	13227					
1991							6417	415	3717	1597	788	592	606	14132					
1992							6627	431	3818	1616	679	539	547	14257					
1993							6272	474	3917	1573	821	520	611	14188					
1994							NA	765	8792	2456	796	493	656	13958	44540	1096	525	550	

	Male	Female	0% Fem.	Avg. Age	Sen Cit	Non-Trad.	Non-U.S.	Students Enrolled in Learning Support Courses										Unduplicated		
								Reading			English			Math				S*	I*	V*
								S*	I*	V*	S*	I*	V*	S*	I*	V*				
FALL	Dalton College																			
1990	1052	1451	58.0	24.4	0	0	15	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	
1991	1070	1550	59.2	24.5	0	0	14	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	
1992	1198	1686	59.2	24.7	0	0	14	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	
1993	1202	1711	58.7	24.5	2	0	20	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	
1994	1269	1746	58.1	24.8	2	0	33	73	2	20	88	2	29	132	6	109	209	6	131	
FALL	All USGa 2-Yr. Institutions																			
1990	15818	23377	59.6	24.8	75	185	1095	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	
1991	16930	26424	60.9	25.0	65	6248	1272	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	
1992	17960	28868	61.6	25.1	69	7324	1426	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	
1993	17786	29627	62.5	25.2	69	8200	1664	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	
1994	17764	28947	62.0	25.2	85	7816	1918	2483	275	35	3130	517	67	5732	863	435	7989	1152	358	

AGGREGATE ENROLLMENT REPORTS

Quarter	Year	Total Headcount	New	FTE	Advance Registration #	Advance Registration %	Quarter Credit Hours	Average Class Load
Summer	1990	1064	234	601	643	60.5%	9014	8.47
Fall	1990	2503	854	1825	1077	43.1%	27381	10.94
Winter	1991	2363	288	1686	1459	61.7%	25293	10.70
Spring	1991	2268	226	1602	1492	65.8%	24037	10.60
Total		8198	1602				85725	
Summer	1991	1209	231	680	727	60.1%	10206	8.44
Fall	1991	2621	819	1924	1140	43.4%	28853	11.01
Winter	1992	2516	253	1790	1161	64.0%	26845	10.67
Spring	1992	2392	194	1672	1563	65.3%	25085	10.49
Total		8737	1497				90989	
Summer	1992	1277	218	712	804	62.9%	10679	8.36
Fall	1992	2884	937	2080	1182	40.9%	31205	10.82
Winter	1993	2762	275	1964	1644	59.6%	29467	10.67
Spring	1993	2541	190	1761	1677	66.0%	26412	10.40
Total		9464	1620				97763	
Summer	1993	1296	221	723	686	53.0%	10847	8.37
Fall	1993	2913	914	2090	1232	42.3%	31355	10.76
Winter	1994	2766	300	1957	1731	62.6%	29394	10.63
Spring	1994	2662	299	1818	1636	61.5%	27268	10.24
Total		9637	1734				98864	
Summer	1994	1289	214	699	689	53.5%	10488	8.14
Fall	1994	3005	930	2132	1180	39.3%	31983	10.64
Winter	1995	2844		1972				
Spring	1995							
Total								

	Number of Students taking				
	1-5 hrs.	6-10 hrs.	11 hrs.	12 hrs.	13 & + hrs.
Summer 1990	459	394	26	24	162
Fall 1990	679	617	69	128	1010
Winter 1991	637	622	119	130	855
Spring 1991	643	601	70	150	804
Summer 1991	495	442	52	33	187
Fall 1991	697	633	90	115	1086
Winter 1992	699	607	129	177	904
Spring 1992	661	646	74	222	789
Summer 1992	550	476	36	33	181
Fall 1992	758	696	96	203	1131
Winter 1993	757	666	129	204	1006
Spring 1993	713	644	87	256	841
Summer 1993	564	470	16	51	195
Fall 1993	780	705	87	199	1142
Winter 1994	736	691	85	236	1018
Spring 1994	797	663	89	278	835
Summer 1994	615	417	17	46	194
Fall 1994	824	737	73	257	1114
Winter 1995					
Spring 1995					

ENROLLMENT PATTERNS

Fall Quarter	19 90		19 91		19 92		19 93		19 94	
	#	%	#	%	#	%	#	%	#	%
FTE STATS										
Quarter Credit Hours	27381		28853		31205		31355		31983	
FTE	1825		1924		2080		2090		2132	

EVENING ENROLLMENT										
Evening Enrollment	822	33%	807	31%	883	31%	880	30%	1004	34%
Male									490	49%
Female									514	51%
One Course									702	70%
Male									379	54%
Female									323	46%
Two Courses									272	27%
Male									99	36%
Female									173	64%
Three Courses									30	3%
Male									12	40%
Female									18	60%
Day & Evening									114	
Male									45	39%
Female									69	61%

Fall Quarter	1990	1991	1992	1993	1994	1990	1991	1992	1993	1994
Total Number Enrolled	2503	2621	2884	2913	3005					
Enrolled in Evening	822	807	883	880	1004	33%	31%	31%	30%	33%
Taking 1-5 Hrs.	679	697	758	780	824	27%	27%	26%	27%	27%
Taking 6-10 Hrs.	617	633	696	705	737	25%	24%	24%	24%	25%
Taking 11 Hrs.	69	90	96	87	73	3%	3%	3%	3%	2%
Taking 12 Hrs.	128	115	203	199	257	5%	4%	7%	7%	9%
Taking 13 or more Hrs.	1010	1086	1131	1142	1114	40%	41%	39%	39%	37%
Taking 11 or more Hrs.	1207	1291	1430	1428	1444	48%	49%	50%	49%	48%

REGISTRATION		
Advance		1180 38%
September 21		810 26%
September 22		597 19%
September 23		207 7%
Late-September 24		194 6%
Late-September 25		82 3%
		3070
Withdrawals		-65 -2%
		3005

	1-5 hrs	6-10	11hrs.	12hrs.	13&>	Total
Summer '90	459	394	26	24	162	1065
Fall '90	679	617	69	128	1010	2503
Winter '91	637	622	119	130	855	2363
Spring '91	643	601	70	150	804	2268
Summer '91	495	442	52	33	187	1209
Fall '91	697	633	90	115	1086	2621
Winter '92	699	607	129	177	904	2516
Spring '92	661	646	74	222	789	2392
Summer '92	550	476	36	33	181	1276
Fall '92	758	696	96	203	1131	2884
Winter '93	757	666	129	204	1006	2762
Spring '93	713	644	87	256	841	2541
Summer '93	564	470	16	51	195	1296
Fall '93	780	705	87	199	1142	2913
Winter '94	736	691	85	236	1018	2766
Spring '94	797	663	89	278	835	2662
Summer '94	615	417	17	46	194	1289
Fall '94	824	737	73	257	1114	3005
Winter '95						
Spring '95						

ENROLLMENT BY DIVISION

		BA	DCS	DEV	HUM	S&M	NUR	PE	SS	TECH	
Number of Students	Fall '90	513	137	598	1034	1062	172	591	1129	621	
	Winter '91	479	35	424	827	1021	176	570	1198	608	
	Spring '91	457	25	307	801	1022	153	577	1186	632	
	Fall '91	414	69	554	1139	1109	135	574	1452	706	
	Winter '92	506	50	407	1001	1038	189	547	1356	579	
	Spring '92	484	42	318	927	1070	197	624	1204	647	
	Fall '92	413	171	680	1210	1190	203	602	1524	885	
	Winter '93	478	85	451	1101	1064	207	742	1473	731	
	Spring '93	472	68	288	1036	1090	202	715	1312	783	
	Fall '93										
	Winter '94										
	Spring '94										
	Fall '94										
	Number of Classes	Fall '90	22	6	23	38	37	7	24	33	NA
Winter '91		21	2	15	33	41	6	25	36	NA	
Spring '91		20	1	12	31	38	5	23	36	NA	
Fall '91		17	7	20	43	42	5	24	39	NA	
Winter '92		18	2	17	41	40	7	23	39	NA	
Spring '92		19	2	13	37	42	6	25	39	NA	
Fall '92		17	7	27	47	44	7	33	45	NA	
Winter '93		18	4	18	45	41	7	35	47	NA	
Spring '93		19	4	14	43	47	6	34	45	NA	
Fall '93											
Winter '94											
Spring '94											
Fall '94											
Average Class Size		Fall '90	23.3	22.8	26.0	27.2	28.7	NA	24.6	34.2	NA
	Winter '91	22.8	17.5	28.3	25.1	24.9	NA	22.8	33.3	NA	
	Spring '91	22.8	25.0	25.6	25.8	26.9	NA	25.1	32.9	NA	
	Fall '91	24.4	9.9	27.7	26.5	26.4	NA	23.9	37.2	NA	
	Winter '92	28.1	25.0	23.9	24.4	26.0	NA	23.8	34.8	NA	
	Spring '92	25.5	21.0	24.5	25.1	25.5	NA	25.0	30.9	NA	
	Fall '92	24.3	24.4	25.2	25.7	27.0	NA	18.2	33.9	NA	
	Winter '93	26.6	21.3	25.1	24.5	26.0	NA	21.2	31.3	NA	
	Spring '93	22.2	17.0	20.6	24.1	23.2	NA	21.0	29.2	NA	
	Fall '93										
	Winter '94										
	Spring '94										

[Source: System Curriculum Inventory Reports]			
CREDIT HOURS GENERATED FOR ACADEMIC YEAR			
		FY 1994	FY 1993
Total		98897	97756
Group 1	Arts & Letters	18130	18275
Group 2	Social Sciences	25365	25370
Group 3	Lab Sciences	11450	11545
Group 4	Mathematics	8575	8440
Group 5	Engineering	220	210
Group 6	Business	12685	11744
Group 7	Education Related	4038	4013
Group 8	Health Related	5751	5636
Group 9	Vo/Tech	5109	4805
Group 10	Basic Skills	7574	7718

ENROLLMENT BY PROGRAM

FY94				Avg. Class	
Program	# Courses	# Sections	Crdt.Hrs.	Size	% Crdt.Hrs.
Marketing/Distribution	5	5	390	16	0.39
Computer/Info Science	3	4	220	11	0.22
Education	6	10	905	18	0.92
Engineering Related	22	28	2250	16	2.28
Foreign Lanuages	7	12	920	15	0.93
English/Literature	65	140	15915	23	16.09
Life Sciences	41	87	9435	22	9.54
Mathematics	47	82	8575	22	8.67
Basic Skills	84	140	7574	11	7.66
Physical Education	45	110	2389	20	2.42
Personal Awareness	10	21	744	18	0.75
Philosophy/Religion	3	7	1015	29	1.03
Physical Sciences	13	20	2015	20	2.04
Psychology	23	44	6155	28	6.22
Criminal Justice	5	5	325	13	0.33
Social Sciences	64	143	17870	25	18.07
Construction Trades	10	12	610	10	0.62
Mechanics & Repair	28	47	819	5	0.83
Precision Production	51	112	1430	3	1.45
Visual/Performing Arts	6	11	1295	24	1.31
Allied Health Sciences	32	49	5751	21	5.82
Business/Mgmt/Office	78	155	12295	17	12.43
TOTAL	648	1244	98897	18	100.02

CREDIT HOURS GENERATED FOR		FY 1994	FY 1993	FY1992	FY1991
Group 1	Arts & Letters	18130	18275	16910	15595
Group 2	Social Sciences	25365	25370	24220	21435
Group 3	Lab Sciences	11450	11545	10210	9740
Group 4	Mathematics	8575	8440	7965	7835
Group 5	Engineering	220	210	205	245
Group 6	Business	12685	11744	9972	9160
Group 7	Education Related	4038	4013	4995	5140
Group 8	Health Related	5751	5636	5442	4785
Group 9	Vo/Tech	5109	4805	3982	4267
Group 10	Basic Skills	7574	7718	7218	7523
Total		98897	97756	91119	85725

		Summer93	Fall 93	Winter 94	Spring 94
Group 1	Arts & Letters	1895	6295	5230	4710
Group 2	Social Sciences	2285	8265	7765	7050
Group 3	Lab Sciences	2015	3100	3660	2675
Group 4	Mathematics	975	3043	2178	2379
Group 5	Engineering		10	155	55
Group 6	Business	1745	3389	3567	3984
Group 7	Education Related	294	1105	1350	1289
Group 8	Health Related	683	1515	1898	1655
Group 9	Vo/Tech	399	1465	1460	1785
Group 10	Basic Skills	697	3060	2131	1686
Total		10988	31247	29394	27268

QUARTERLY ENROLLMENT REPORTS

	HEADCOUNT	EFT	Full-Time	Female	Avg. Age	Minority*	Non-Citizen
Fall '90	2503	1826	45.4%	58.0%	24.4	2.9%	15
Winter '91	2363	1684	41.6%	58.4%	24.6	3.0%	17
Spring '91	2268	1604	42.0%	59.8%	25.4	3.0%	20
Summer '91	NA	NA					
Fall '91	2620	1923	45.8%	59.2%	24.5	2.9%	14
Winter '92							
Spring '92							
Summer '92	NA	NA					
Fall '92	2884	2079	46.3%	58.5%	24.7	2.6%	14
Winter '93	2762	1964					
Spring '93	2541	1758					
Summer '93	1296	728					
Fall '93	2913	2082	46.0%	58.7%	24.5	2.3%	20
Winter '94	2766	1959	45.3%	57.8%	24.8	1.6%	21
Spring '94	2655	1815	41.8%	57.8%	25.7	1.9%	27
Summer '94	1278	695	17.9%	65.2%	27.0	2.3%	16
Fall '94							

	Dev	Fresh	Soph	Trans	Other	New
Fall '90	428	1151	617	35	272	854
Winter '91	342	1012	724	23	262	288
Spring '91	244	956	776	36	256	226
Summer '91						
Fall '91	395	1233	687	33	272	45.8%
Winter '92						
Spring '92						
Summer '92						
Fall '92	468	1346	775	32	263	
Winter '93						
Spring '93						
Summer '93						
Fall '93	471	1354	797	25	266	
Winter '94	415	1135	910	30	276	45.3%
Spring '94	321	997	934	22	381	300
Summer '94		517	462	93	206	214
Fall '94						

SOURCES OF REVENUE

Sources of Revenue By Percentage

	FY'88	FY'89	FY'90	FY'91	FY'92	FY'93
General Operations-Tuition & Fees	18.9	20.8	21.4	23.6	24.5	
State Appropriations	57.9	55.0	51.7	49.9	50.3	
All Other Sources [see below]	23.2	24.2	26.9	26.5	25.2	
Sales, Services of Educational Divs	0.1	0.1	0.1	0.2	0.2	
Other Sources	0.9	0.6	0.5	0.4	0.3	
Continuing Education	4.5	4.3	4.3	3.7	3.1	
Federal Grants & Contracts	3.8	5.6	7.2	7.2	8.9	
State Grants & Contracts	9.8	9.9	11.0	11.2	9.2	
Private Grants & Contracts	3.6	3.2	3.6	3.5	3.5	
Local	0.5	0.5	0.2	0.3	0.0	

EXPENDITURES

DALTON COLLEGE EXPENDITURES PER EFT STUDENT	FY 94			FY 93			FY 92			FY 91			FY 90		
	RA NK *	% of Total		RA NK *	% of Total		RA NK *	% of Total		RA NK *	% of Total		RA NK *	% of Total	
PERSONAL SERVICES	\$4,057	13	84%	\$3,660	14	79%	\$3,406	15	78%	\$3,453	15	81%	\$3,419	15	76%
Instruction	\$2,527	10	52%	\$2,263	10	49%	\$2,080	15	47%	\$2,083	15	49%	\$2,019	15	45%
Regular Faculty	\$1,663	4	34%	\$1,491	7	32%	\$1,361	12	31%	\$1,353	13	32%	\$1,304	14	29%
Part-Time Faculty	\$43	15	1%	\$51	15	1%	\$65	12	1%	\$60	13	1%	\$47	14	1%
Summer Faculty	\$123	10	3%	\$106	10	2%	\$111	12	3%	\$100	12	2%	\$89	13	2%
Prof. & Administ Staff	\$95	9	2%	\$80	7	2%	\$77	8	2%	\$90	7	2%	\$108	5	2%
Fringe Benefits	\$26	15	1%	\$22	14	0%	\$9	15	0%	\$19	15	0%	\$19	15	0%
Fringe Benefits	\$576	7	12%	\$512	8	11%	\$456	11	10%	\$461	12	11%	\$452	13	10%
Academic Support	\$338	9	7%	\$326	9	7%	\$242	12	6%	\$268	13	6%	\$292	12	7%
Prof. & Administ Staff	\$152	10	3%	\$143	12	3%	\$110	12	3%	\$127	12	3%	\$136	12	3%
Fringe Benefits	\$107	6	2%	\$107	4	2%	\$79	9	2%	\$84	11	2%	\$95	10	2%
Fringe Benefits	\$79	8	2%	\$77	6	2%	\$54	13	1%	\$57	14	1%	\$61	12	1%
Student Services	\$358	13	7%	\$302	13	7%	\$319	11	7%	\$336	12	8%	\$327	13	7%
Prof. & Administ Staff	\$196	8	4%	\$159	11	3%	\$166	10	4%	\$188	11	4%	\$189	10	4%
Fringe Benefits	\$89	11	2%	\$80	10	2%	\$90	7	2%	\$82	13	2%	\$73	13	2%
Fringe Benefits	\$73	14	2%	\$63	15	1%	\$63	14	1%	\$65	15	2%	\$65	13	1%
Institutional Support	\$536	14	11%	\$485	12	11%	\$481	11	11%	\$472	14	11%	\$480	12	11%
Prof. & Administ Staff	\$153	15	3%	\$135	15	3%	\$141	15	3%	\$159	13	4%	\$158	13	4%
Fringe Benefits-Op. Dep	\$205	11	4%	\$204	7	4%	\$188	8	4%	\$155	12	4%	\$169	11	4%
Fringe Benefits-Undist	\$118	15	2%	\$95	15	2%	\$94	13	2%	\$105	14	2%	\$99	12	2%
Fringe Benefits-Undist	\$61	5	1%	\$51	5	1%	\$58	5	1%	\$53	5	1%	\$54	6	1%
Plant Operations & Maint.	\$298	13	6%	\$285	11	6%	\$284	11	6%	\$294	12	7%	\$307	10	7%
Prof. & Administ Staff	\$55	9	1%	\$53	5	1%	\$56	6	1%	\$37	10	1%	\$32	11	1%
Fringe Benefits	\$162	14	3%	\$158	14	3%	\$159	13	4%	\$187	12	4%	\$203	10	5%
Fringe Benefits	\$81	12	2%	\$74	11	2%	\$70	11	2%	\$70	11	2%	\$72	10	2%
							* RANK among (5) USGa 2-yr. institutions								
OPERATING EXPENSES	\$769	15	16%	\$958	12	20%	\$986	8	22%	\$818	14	19%	\$1,059	9	24%
TOTAL EXPENDITURES	\$4,826	14		\$4,618	15		\$4,391	15		\$4,271	15		\$4,478	13	

DALTON COLLEGE EXPENDITURES PER HEADCOUNT STUDENT	FY 94			FY 93			FY 92			FY 91			FY 90		
	RA NK K*	% of Total		RA NK K*	% of Total		RA NK K*	% of Total		RA NK K*	% of Total		RA NK K*	% of Total	
Professional & Admisitrative Staff	\$111	10	43%	\$90	11	37%	\$96	10	35%	\$108	12	45%	\$110	11	48%
Fringe Benefits	\$50	12	19%	\$45	12	19%	\$52	8	19%	\$47	13	19%	\$43	13	19%
Operating Expenses	\$42	12	16%	\$36	14	15%	\$36	13	13%	\$37	13	15%	\$38	13	17%
TOTAL	\$58	6	22%	\$71	4	29%	\$94	3	34%	\$50	7	21%	\$39	7	17%
DALTON COLLEGE EXPENDITURES PER SQUARE FOOT FOR NONPERSONAL SERVICES	\$260	12		\$242	10		\$278	8		242	11		\$230	13	
(Personal Services)	\$1.83	13	48%	\$1.73	13	45%	\$1.61	13	42%	\$1.58	12	47%	\$1.45	12	42%
Utilities	\$0.99	13	26%	\$0.96	12	25%	\$0.93	12	24%	\$0.86	14	25%	\$0.79	15	23%
Other	\$1.04	11	27%	\$1.14	8	30%	\$1.28	4	34%	\$0.95	7	28%	\$1.25	4	36%
TOTAL NONPERSONAL	\$2.02	12	52%	\$2.10	11	55%	\$2.21	8	58%	\$1.81	9	53%	\$2.04	8	58%
TOTAL / SQUARE FOOT	\$3.85	14		\$3.83	13		\$3.82	12		\$3.39	15		\$3.49	15	

Educational and General Expenditures by Percentage

	FY'88	FY'89	FY'90	FY'91	FY'92	FY'93
Academic Instruction	50.6	48.0	46.9	48.3	47.7	
Continuing Education Instruction	6.5	6.3	8.0	8.3	7.8	
INSTRUCTION	57.1	54.3	54.9	56.6	55.5	0.0
Library	6.1	5.7	4.9	4.7	3.7	
Academic Administration	2.6	2.5	2.2	2.1	2.2	
Student Services	8.7	9.6	8.1	8.5	8.8	
Institutional Support	10.6	11.8	12.9	11.1	10.6	
Scholarships/Fellowships	2.1	3.1	4.9	6.1	7.6	
Operation & Plant Maintenance	12.8	13.0	12.1	10.9	11.6	
SUPPORT	42.9	45.7	45.1	43.4	44.5	0.0

FACULTY & STAFF

FULL TIME FACULTY		A/o Dec.	1990	1991	1992	1993	1994
TOTAL			69	76	84	89	
RANK	Professor		6	6	7	6	
	Associate Professor		16	18	18	17	
	Assistant professor		32	32	35	40	
	Instructor		14	19	24	26	
	Lecturer/Other		1	1	0	0	
DEGREE	Doctorate		35	36	40	46	
	Professional		0	0	0	0	
	Master's		23	30	35	34	
	Baccalaureate		5	5	5	5	
	Other		6	5	4	4	
TENURE	Tenured		38	39	41	38	
	Non-tenure;on Track		28	27	35	42	
	Non-Tenure Track		3	10	8	9	
DEMOGS	Male		44	47	50	54	
	Female		25	29	34	35	
	Black		2	2	2	2	
	White		66	74	82	86	
	Other		1	0	0	1	

FULL TIME "INSTRUCTIONAL" FACULTY		A/o Dec.	1990	1991	1992	1993	1994
TOTAL			62	68	75	80	
	Professor		3	2	3	2	
	Associate Prof.		14	15	15	15	
	Assistant Prof.		30	31	34	39	
	Instructor		14	19	23	24	
	Lecturer/Other		1	1	0	0	

FULL TIME EMPLOYEES		A/o Dec.	1990	1991	1992	1993	1994
TOTAL			150	154	168	179	
	Faculty		70	75	83	92	
	Administrative		9	9	9	9	
	Prof. Non-Fac.		17	16	10	17	
	Sec/Clerical		24	27	31	30	
	Tech./ParaProf.		4	3	6	4	
	Skilled Crafts		6	6	6	6	
	Serv./Maint.		20	18	23	21	

FACILITIES & EQUIPMENT

BUILDINGS [source: Facilities Master Plan for Dalton College]

Square Footage In:	Total Area	Classroom & Labs	
Sequoyah Science Building	48937	31438	
Algnlllat Memorial Hall	26977	17157	
VoTech Building	56540	41656	
Bandy Gymnasium	29411	886	
Westcott Administration Building	21133		
Pope Student Center	43722		
Library	31323		
Maintenance Building	15005		
All Existing Buildings	273048	91137	
Proposed Humanities Building	50000	38000	31.29
Total After Addition	323048	129137	32.28

Fall Quarter - 1993	# Rooms	# Stations	Total Sq.'	Avg. Size	Sq./Station	10 hr. Use
Dalton College-						
General Classrooms	26	993	15561	599	15.67	0.45
Lecture Rooms	4	327	5327	1332	16.29	0.45
Specialized Classrooms	10	344	8733	873	25.39	0.48
Laboratories	12	321	19197	1600	59.80	0.31
Special Class Laboratory	5					
Non-Class Laboratory	0					
Offices	95					
Meeting & Conference Rooms	1					

All System Two-Year						
General Classrooms	476	17087	305827	642	17.90	0.37
Lecture Rooms	62	5173	80330	1296	15.53	0.30
Specialized Classrooms	102	2754	100792	988	36.60	0.22
Laboratories	164	4549	178531	1089	39.25	0.20
Special Class Laboratory	108					
Non-Class Laboratory	72					
Offices	1593					
Meeting & Conference Rooms	36					

Fall Quarter 1993 CLASSROOM & LECTURE HALL UTILIZATION- Sq.Ft.Available/Contact Hours								
		Morning		Afternoon		Evening		Total
	Sq.Ft.Avail	Contact Hrs	Contact Hrs	Contact Hrs	Contact Hrs	Contact Hrs	Contact Hrs	
Dalton College	20888	11147	1.87	9382	2.23	10514	1.99	31043 0.67
All System Two-Year Units	393008	189345	2.08	134805	2.92	135415	2.90	459566 0.86

MICROCOMPUTER HOLDINGS DATA Source: University System Reports

	No.	Ratio to Headcount Enrollment 1 Computer to: no. students
Fall, 1991	311	8.42
Fall, 1993	382	7.55
Fall, 1994	500	6.20 *(estimate 3100/500)
Fall, 1999	800	5.00 *(estimate 4000 enrollment)

LIBRARY HOLDINGS [Source: University System of Georgia Information Digests]

	Books	Gov't. Documents	Microforms	Periodical/Serial Titles	Total Col. 2 + 4
1985	76786	62079	81310	994	63073
1986	78989	73880	88680	1143	75023
1987	81107	84537	94774	1156	85693
1988	124296	47447	164007	1170	48617
1989	125817	46682	178513	568	47250
1990	127066	48615	193065	566	49181
1991	131057	46324	204141	565	46889
1992	132579	51140	210973	742	51882
1993	135890	52713	224887	707	53420
1994					

CONTINUING EDUCATION DATA

	Programs	Participants	Participant Hours	Total C.E.U.'s	Category I Participants	Category II Participants	Elderhostel Participants	Adult Literacy
1989-90	382	5543	65011	108	3899	1644	NA	NA
1990-91	340	4365	51349	5082	2803	1562	NA	1433
1991-92	349	4328	51677	5133	3070	1558	247	998
1992-93	325	5208	64171	6331				
1993-94								

EXTENDED CAMPUS DATA

SELECTED QUESTIONS FROM OFF-CAMPUS STUDENT SURVEYS

#7. [1] Would register again [2] Would not register again [3] & [4] Would prefer main campus			
	[1]	[2]	[3]/[4]
Summer 93	51	0	6
Fall 93	89	1	9
Winter 94	93	0	19
Spring 94	88	0*	7
Cumulative	321	1	41

*(1) negative response explained "I'm graduating!"
%favorable= 88.43%

#8. Would recommend to friends		
	Yes	No
Summer 93	54	0
Fall 93	97	1
Winter 94	104	0
Spring 94	94	1
Cumulative	349	2

%favorable= 99.43%

ENROLLMENT DATA [Source: Memo from the Assistant to the Academic Dean, Dalton College]

	# Courses	# Locations	Headcount
Fall '93	8	5	132
Winter '94	8	5	162
Spring '94	9	5	127
Summer '94	4	3	42

DEVELOPMENTAL STUDIES DATA

COLLEGE PLACEMENT EXAM (CPE) SCORES

AA/AS Report Yr.	Placement: % Scoring 74 & lower			Exit: % Scoring 75 or higher		
	English	Reading	Math	English	Reading	Math
1990-91	36.5	26.3	72.5	73.7	70.9	93.9
1991-92	29.2	25.4	78.5	88.4	72.9	94.6
1992-93	39.5	28.3	70.1	81.6	48.8	90.3
1993-1994				73	65	80

AAS Report Yr.	Placement: % Scoring 74 & lower			Exit: % Scoring 75 or higher		
	English	Reading	Math	English	Reading	Math
1990-91	40.4	39.3	84.1	69.9	63.3	87.9
1991-92	39.4	36.0	83.5	83.1	56.9	93.2
1992-93	40.1	35.0	81.2	67.4	61.1	87.9

DEVELOPMENTAL STUDIES ENROLLMENT

	Developmental Studies		Total Headcount Enrollment
	Headcount	% of Total	
1984	256	15.8%	1622
1985	228	15.1%	1512
1986	304	18.4%	1648
1987	371	21.9%	1693
1988	383	20.5%	1866
1989	497	23.0%	2160
1990	428	17.1%	2503
1991	395	15.1%	2620
1992	468	16.2%	2884
1993	471	16.2%	2913

DALTON COLLEGE STUDIES (DCS101) DATA

	DCS	NON-DCS
Fall to Fall Retention Rate	69.5	55.8
Fall to Winter/Spring Retention Rate	68.7	50.0
Completion of 90 hours (AA & AS Only)	30.8	19.4

ASSESSING INSTITUTIONAL EFFECTIVENESS

In keeping with its commitment to continual review of its purpose and in light of the newly adopted mission initiative for the University System as a whole, the following document was approved by a vote of the general faculty on March, 13, 1995.

DALTON COLLEGE MISSION STATEMENT

The faculty and administration of Dalton College view the campus as embracing the entire area whose people it serves. For all persons on this extended campus, the mission of the College is to provide opportunities for self-fulfilling and productive living by enabling them to prepare for advanced studies at other institutions, to equip themselves for careers of gainful employment, to develop their individual, professional, and vocational competencies, and to enrich their physical and cultural lives.

Dalton College shares with the other associate-level colleges of the University System of Georgia the following core characteristics or purposes;

a commitment to excellence and responsiveness within a scope of influence defined by the needs of the local area and by particularly outstanding programs and distinctive characteristics that have a magnet effect throughout the region;

a commitment to a teaching/learning environment, both inside and outside the classroom, that sustains instructional excellence, functions to provide University System access for a diverse student body, and promotes high levels of student learning;

a high quality general education program that supports a variety of well-chosen associate programs and prepares students for transfer to baccalaureate programs, learning support programs designed to insure access and opportunity for a diverse student body, and certificate and associate career programs that prepare students to enter the work force;

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 educational level within the college's scope of influence;

scholarship and creative work for the specific purposes of supporting instructional effectiveness and enhancing institutionally relevant faculty qualifications;

a supportive campus climate, necessary services, and leadership and development opportunities, all to educate the whole person and meet the needs of students, faculty, and staff;

cultural, ethnic, racial, and gender diversity in the faculty, staff, and student body, supported by practices and programs that embody the ideals of an open democratic, and global society;

technology to advance educational purposes, including instructional technology, student support services, and distance education;

collaborative relationships with other System institutions, State agencies, local schools, technical institutes, and business and industry, sharing physical, human, information, and other resources to expand and enhance program and services available to the citizens of Georgia.

Dalton College systematically assesses and evaluates its effectiveness in accomplishing the foregoing goals and applies the results of such evaluation for the improvement of the College's programs and services.

[This document will be reviewed annually by the Academic, Administrative, and Student Affairs Council and presented to the faculty for consideration at the regular September faculty meeting.]

The elements of this document will then become the criteria for assessing institutional effectiveness.

CORE PURPOSE # 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

Dalton College has historically been enthusiastically involved in the development of innovative programs designed to meet special educational demands of the local area. Twenty-five years ago, programs of study designed to train a variety of health-care paraprofessionals were introduced in response to the needs expressed by the hospitals, medical clinics, and nursing homes of the service area. Most recently, the college has demonstrated this commitment through offering an innovative way for executives, shift supervisors, and customer service personnel at Shaw Industries (the area's largest employer) to gain academic credit at their work-place. Forty-two employees who need Spanish language skills have begun study in a pilot program.

Mini-certificate in INTERNATIONAL BUSINESS		
Course Component	Course Title	Credit Hours
Spanish 101	Elementary Spanish	5-0-5
Spanish 102	Elementary Spanish	5-0-5
Spanish 103	Intermediate Spanish	5-0-5
Spanish 110	Customs of International Business*	5-0-5

[* Prerequisite: Spanish 103 or permission of instructor
Emphasis will be on applied business/industrial terms associated with performing business transactions in a Spanish-speaking environment. Fiscal matters, political/legal environment, and routine cultural applications important to business success will be explored]

The on-site offering of this mini-certificate program has been well received. The original forty-two students will continue their studies in two sections of Spanish 102 during the Spring, 1995 quarter. There are presently eighty-five applicants for five sections of Spanish 101 to be offered during this same time. In addition, two other carpet manufacturing firms have expressed interest in similar offerings.

CORE PURPOSE # 2(a)

A commitment to a teaching/learning environment, both inside and outside the classroom, that
• sustains instructional excellence,

		A/o Dec.	1990	1991	1992	1993
FULL-TIME FACULTY: TOTAL no.			69	76	84	89
RANK	Professor		6	6	7	6
	Associate Professor		16	18	18	17
	Assistant professor		32	32	35	40
	Instructor		14	19	24	26
	Lecturer/Other		1	1	0	0
DEGREE	Doctorate		35	36	40	46
	Professional		0	0	0	0
	Master's		23	30	35	34
	Baccalaureate		5	5	5	5
	Other		6	5	4	4
TENURE	Tenured		38	39	41	38
	Non-tenure;on Track		28	27	35	42
	Non-Tenure Track		3	10	8	9

PART-TIME FACULTY USAGE						
		Academic Year	1991	1992	1993	1994
% Total Quarter Credit Hours taught			10.5	9.3	7.5	4.0

Obviously, the key to instructional excellence is the quality and availability of the faculty. Present data would indicate a high level of academic qualification on the part of the full-time faculty with a decreasing dependency on the use of part-time instructors.

The most important factor in achieving educational excellence is the effectiveness of the relationship between faculty and the student body. The Statutes of Dalton College require that each faculty member be evaluated by students in at least three five-hour courses or the equivalent during each twelve month evaluation period. This procedure includes several questions common to all divisional evaluations and involve student perceptions of the immediate faculty member in the areas of:

- Effective use of time
 - Clarity of class policies and grading
- Orderliness and clarity of class presentation
 - Concern about learning
 - Fair grading of work
- Provision of a proper learning environment
 - Competency

Although individual evaluations are held to be confidential between Divisional Chairpersons and the faculty member involved and under no circumstances will this data be made available on a comparative basis between divisions, "campus-wide" aggregates can provide a benchmark for the gauging of overall faculty effectiveness. During the last evaluation period (Spring, 1993 through Winter, 1994), the overall average evaluation score on a five point scale was

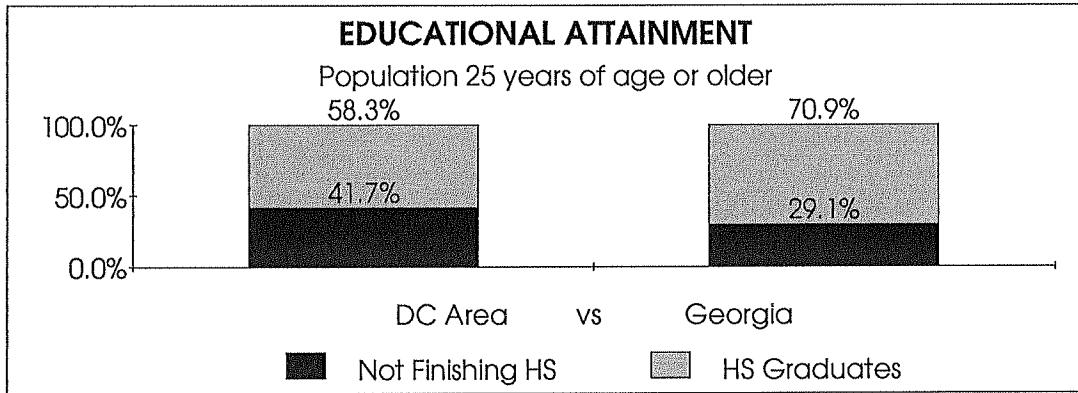
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and this would indicate an extremely positive perception of instructional capability

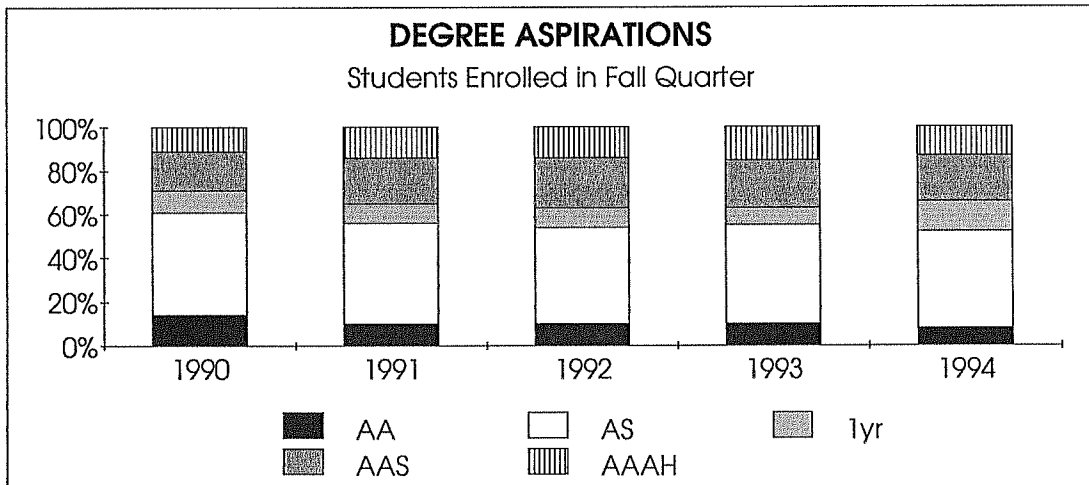
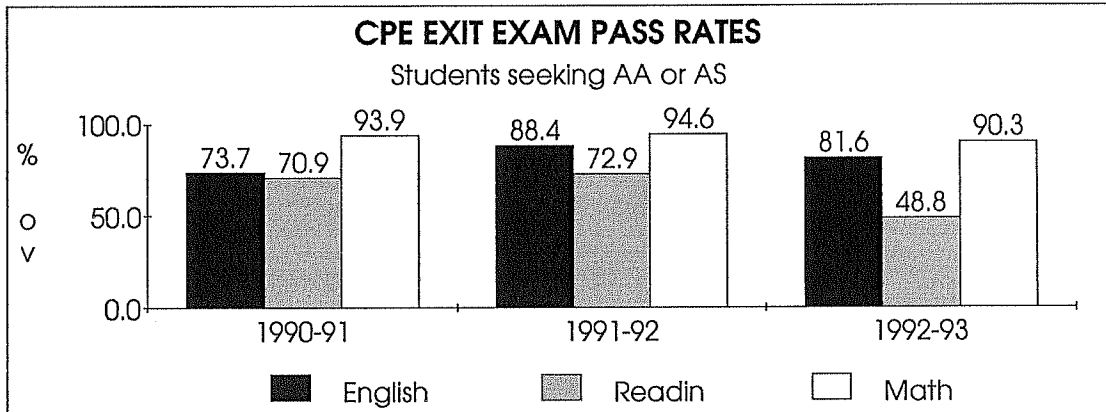
CORE PURPOSE # 2(b)

A commitment to a teaching/learning environment, both inside and outside the classroom, that

- **functions to provide University System access for a diverse student body,**



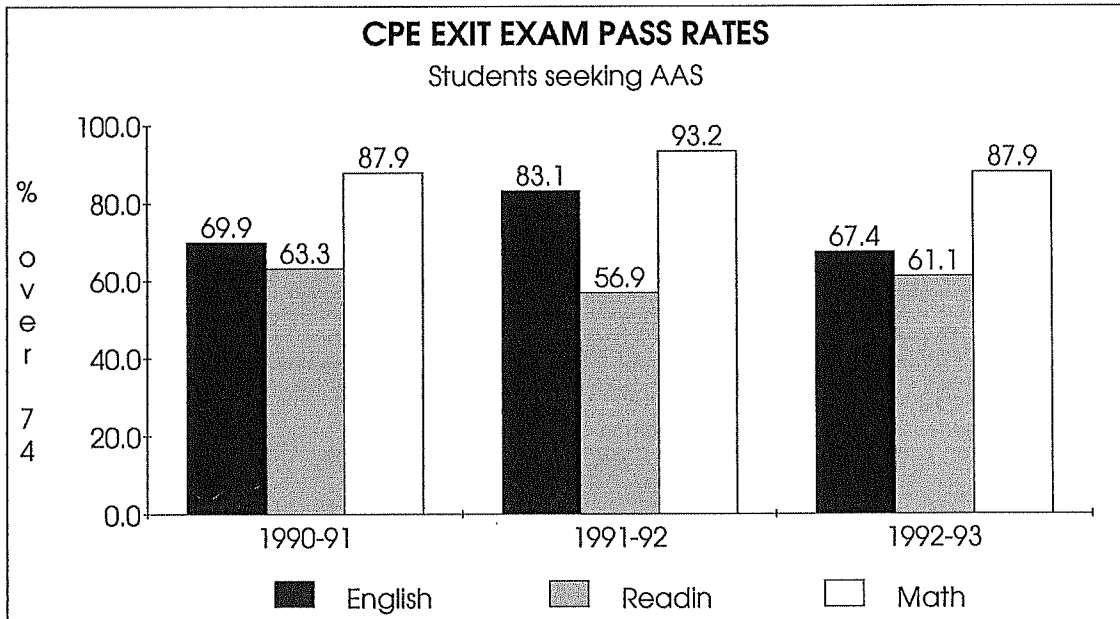
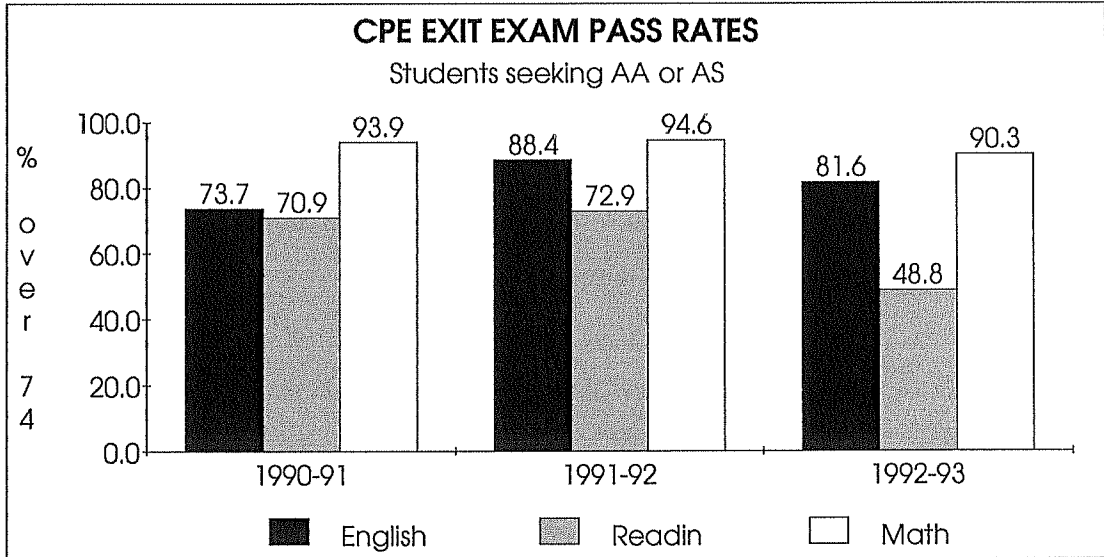
- An "Open Door Policy" coupled with a service area population that has a significantly higher illiteracy and school dropout rates than the state as a whole will continue to reflect a population in need of developmental and technical education.



CORE PURPOSE # 2(c)

A commitment to a teaching/learning environment, both inside and outside the classroom, that

- promotes high levels of student learning;**



• Because of the inclusiveness of a diverse student body, many seeking to enroll in any of the associate degree programs will be required to take one or more remedial developmental courses. The requirement may be imposed either by a:
College Placement Entrance (CPE) Exam score below the institutional cut-off level, or
College Preparatory Curriculum (CPC) deficiencies

One of the criteria for successful completion of the prescribed developmental course of study is a score above the institutional cut-off level upon retaking the CPE in the deficient area or areas.

The data presented would indicate that the Developmental Studies Program has been largely successful in preparing this portion of a diversely prepared student body for rigorous study in one of the degree programs.

CORE PURPOSE # 3

(A commitment to) a high quality general education program

A key component of Mission Review is assessment of the attainment of the general education goals of the institution. Important goals in the areas of Communications Skills, Problem Solving Skills, as well as Culture, Values, and Lifestyle have been established and benchmarks for the measurement of change in these areas are being established so that evaluations of "value added" success may be made on an internal basis rather than by external comparisons. Overall studies such as Retention Rates and Satisfaction Surveys will also provide valuable measurements of Institutional Effectiveness in the area of excellence in the general education process.

COMMUNICATIONS SKILLS

Upon completion of any two-year course of study at Dalton College, it is expected that students will have achieved heightened knowledge, skills, and attitudes in communications through...

Increased knowledge of and skill in the usage of the Standard English language to provide an

... ability to comprehend and retain information

...by reading at an effective rate

...by effective listening

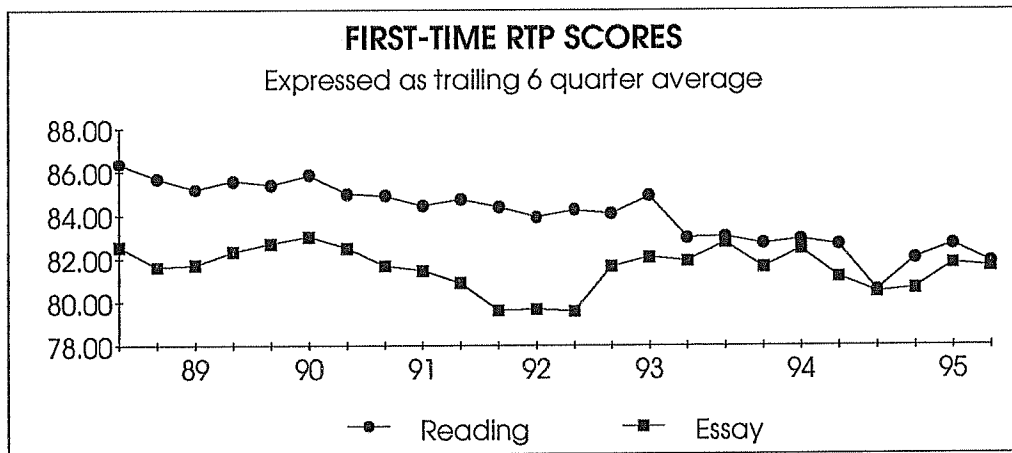
... ability to organize thoughts logically and purposefully and present those thoughts

...in written form using accepted grammar and structure

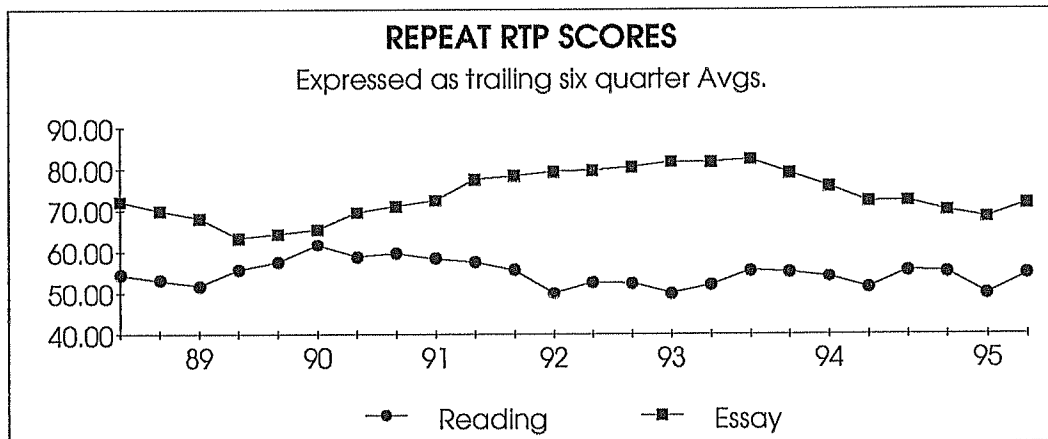
...in verbal form using accepted speech patterns and vocabulary

to accomplish predefined objectives such as narration, persuasion, or description

Increased knowledge of and appreciation for the emerging technological developments in information transmission



OUTCOME: 80% of students having completed two year courses of study at Dalton College have demonstrated competency in key areas of communications through passage of both the essay and reading portions of the Regents' Testing Program upon taking the test for the first time.



In addition, fifty percent or more of those not passing the RTP on their first attempt will be successful on following tries.

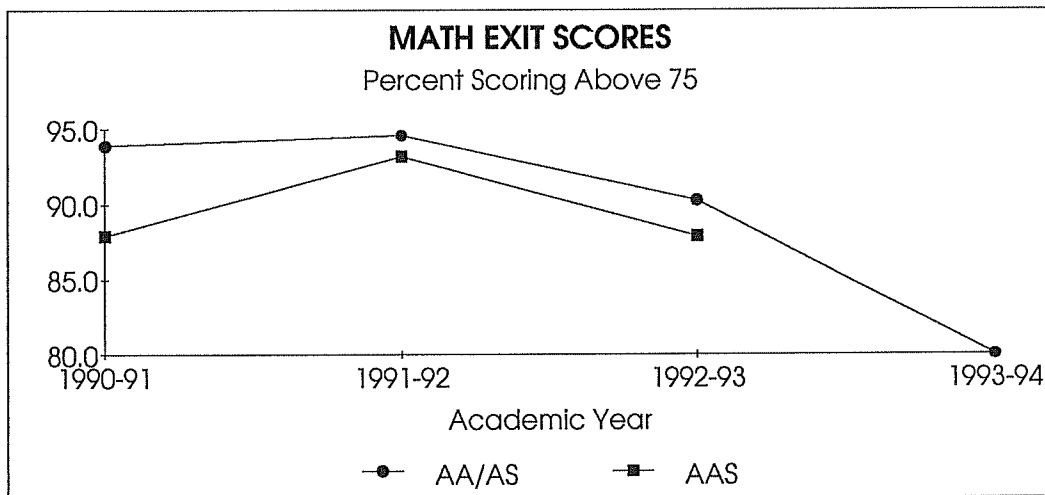
PROBLEM-SOLVING SKILLS

Upon completion of any two-year course of study at Dalton College, it is expected that students will have attained ...

Increased knowledge of and skill in the usage of mathematics and science to provide an
... ability to utilize the "scientific method" and other organized problem-solving techniques

... ability to apply mathematical reasoning in
... solving consumer mathematical problems
... interpretation of graphically presented data
... utilization of basic algebraic equations

Increased knowledge of and appreciation for the emerging technological developments in data and storage, retrieval, and manipulation



OUTCOME: In this area, there is presently no equivalent to the RTP test for communications skills but, to a limited extent, results of the CPE exit test will indicate that approximately 90% of those students required to take developmental math will score 75 or higher when taking the test following remediation instruction.

In addition to the limited analysis available through CPE test results, the faculty involved in teaching Math 100, 105, 106, and 116 are presently involved in developing an assessment tool to be used upon completion of any of these courses. Assessment at this point would embrace the math skills attainment level of almost all degree-seeking students since one of these courses is a requirement of any degree program. The mechanics of this assessment tool would be the random selection of three common questions to be used on final exams in these courses. One of these three questions tests ability to solve an algebraic equation, one is a consumer math question, and the third involves the presentation of graphic data. Results of the first administration of these "key" assessment questions during the Fall quarter of 1994 and Winter quarter of 1995 are reported in the tables on the next page and will provide benchmarks for assessment analysis during future test periods.

FALL, 1995

	ALGEBRAIC EQUATION			CONSUMER MATH			GRAPHIC PRESENTATION		
	Number Tested	# Correct	Percent Correct	Number Tested	# Correct	Percent Correct	Number Tested	# Correct	Percent Correct
MATH 100	177		67%	177		94%	177		53%
MATH 105	28		82%	28		96%	28		61%
MATH 106	20		65%	20		100%	20		45%
MATH 116	41		63%	43		98%	43		65%
ALL COURSES	266		68%	268		95%	268		55%

WINTER, 1995

	ALGEBRAIC EQUATION			CONSUMER MATH *			GRAPHIC PRESENTATION		
	Number Tested	# Correct	Percent Correct	Number Tested	# Correct	Percent Correct	Number Tested	# Correct	Percent Correct
MATH 100	105	52	50%	105	48	46%	105	88	84%
MATH 105	41	20	49%	41	15	37%	41	28	68%
MATH 106	23	9	39%	23	7	30%	23	16	70%
MATH 107	19	13	68%	19	7	37%	19	17	89%
MATH 116	49	34	69%	49	26	53%	49	44	90%
ALL COURSES	237	128	54%	237	103	43%	237	193	81%

* later deemed ambiguous, unfair question

CULTURE, VALUES, AND INDIVIDUAL LIFESTYLE

Upon completion of any two-year course of study at Dalton College, it is expected that students will have attained a heightened appreciation of ...

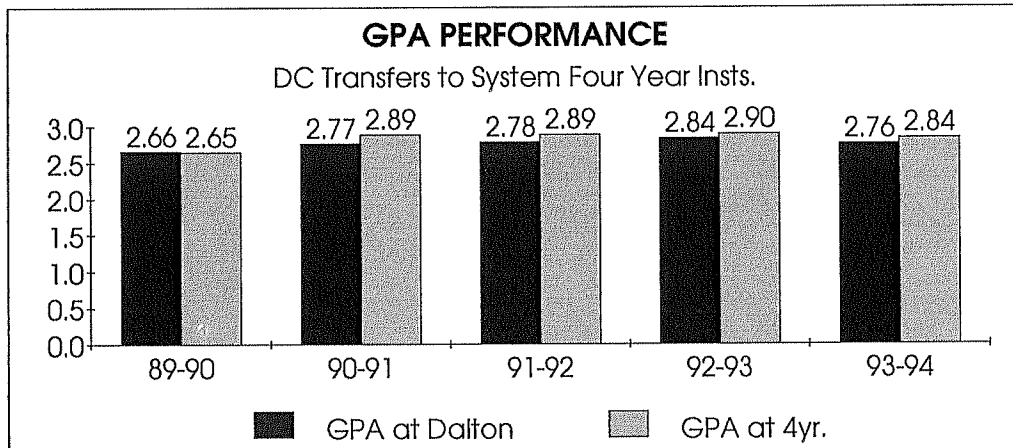
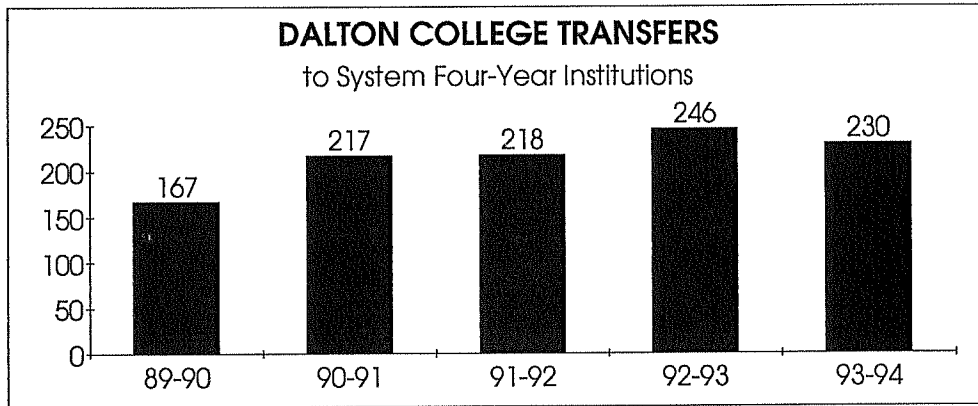
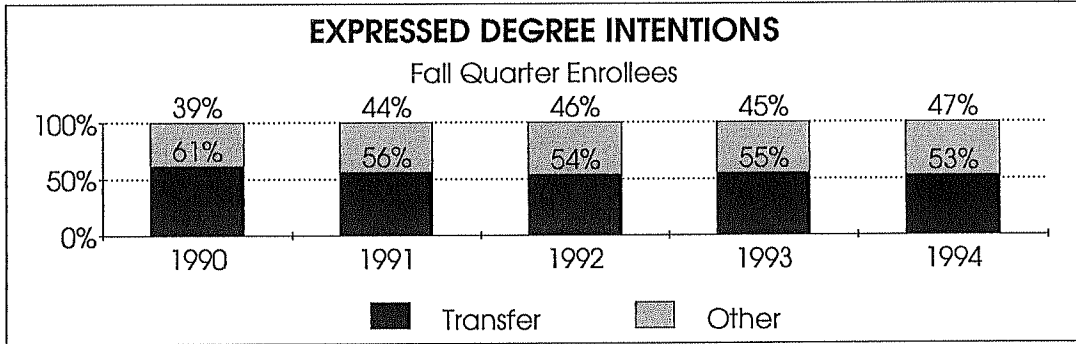
- the major forces and events that have formed American society
- the influences of the various cultures, values, and life styles on the composite American identity
- the diversity and interdependency of American and other world cultures
- the functions of the judicial, legislative, and executive branches of local, state and national governments
- the responsibilities and rights of citizens under the Georgia and United States Constitutions
- the major social, economic, ideological, and cultural systems and their concomitant value systems
- the methodology of the Social Sciences
- the nature of human thought, behavior, and interactive development
- health maintenance and physical activities that can be pursued throughout life
- the enjoyment of literature and the arts

OUTCOME: Surveys of students and alumni will be conducted periodically. These surveys will contain questions related to interest, knowledge, and participation in various areas of life and lifestyle. Data gathered comparing the answers to these questions given by entering versus exiting students will be analyzed by the Office of Institutional Research, Planning and Assessment and derived information will be regularly included in the quarterly report to faculty and staff.

Mechanisms similar to the Mathematics departmental common question evaluation tool will be developed within various areas of study related to culture, values, and lifestyle.

CORE PURPOSE # 3 (a)

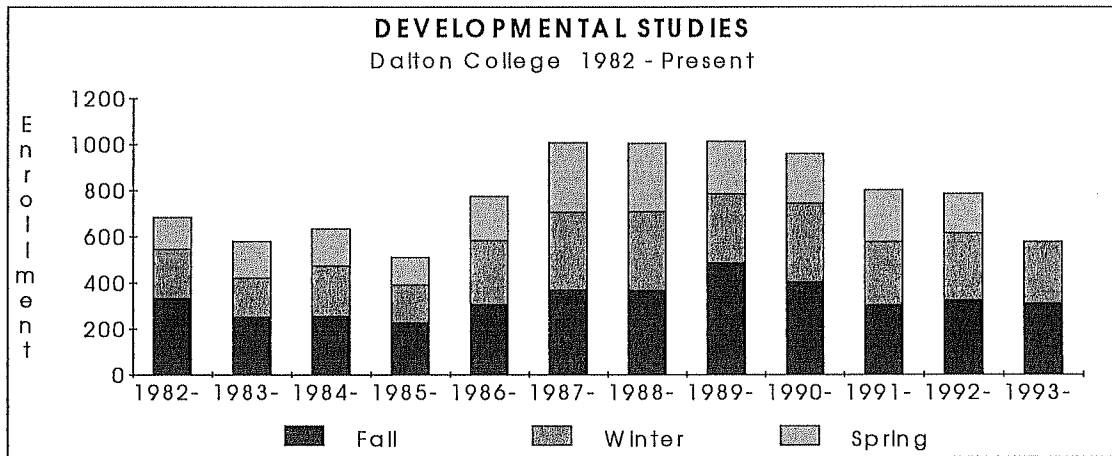
(A commitment to) a high quality general education program that supports a variety of well-chosen associate programs and prepares students for transfer to baccalaureate programs



• More than half of the student body enrolls in transfer degree programs and the numbers of these students transferring to University System Four-Year Institutions has shown a significant increase. Furthermore, the grade point averages earned by these students at the four-year institutions indicates that they have been well prepared for this advanced study.

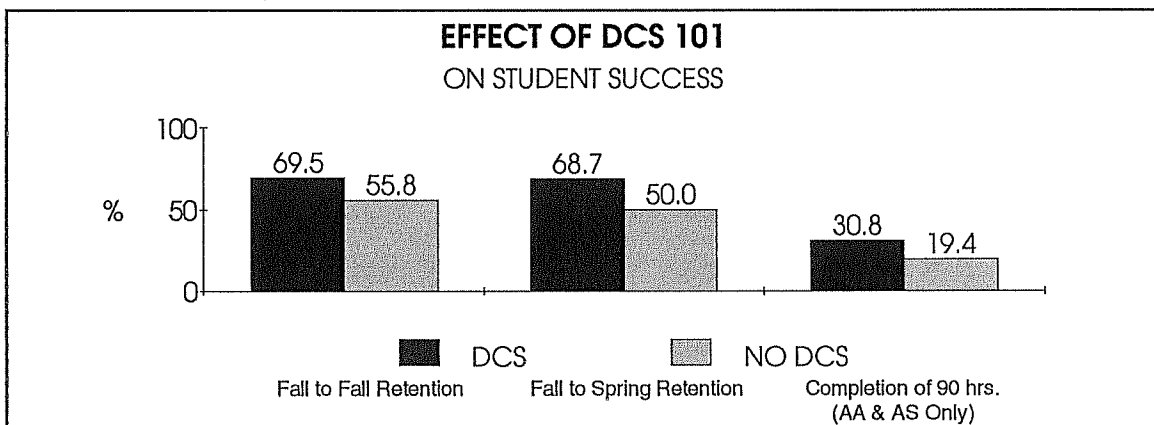
CORE PURPOSE # 3 (b)

(A commitment to) a high quality general education program learning support programs designed to insure access and opportunity for a diverse student body



• The Developmental Studies Program will continue to be a necessary and valuable adjunct to a significant part of a diverse student body enrolled in degree-seeking programs. Although the numbers of students testing into developmental studies have declined somewhat from the peak in the late 1980s, the need for the program will remain high.

In addition, Dalton College Studies 101, A Guide to College Success, is an institutional credit course designed to improve a wide range of skills necessary for academic success particularly for those "non-traditional" students who are making up an increasing portion of the student body.

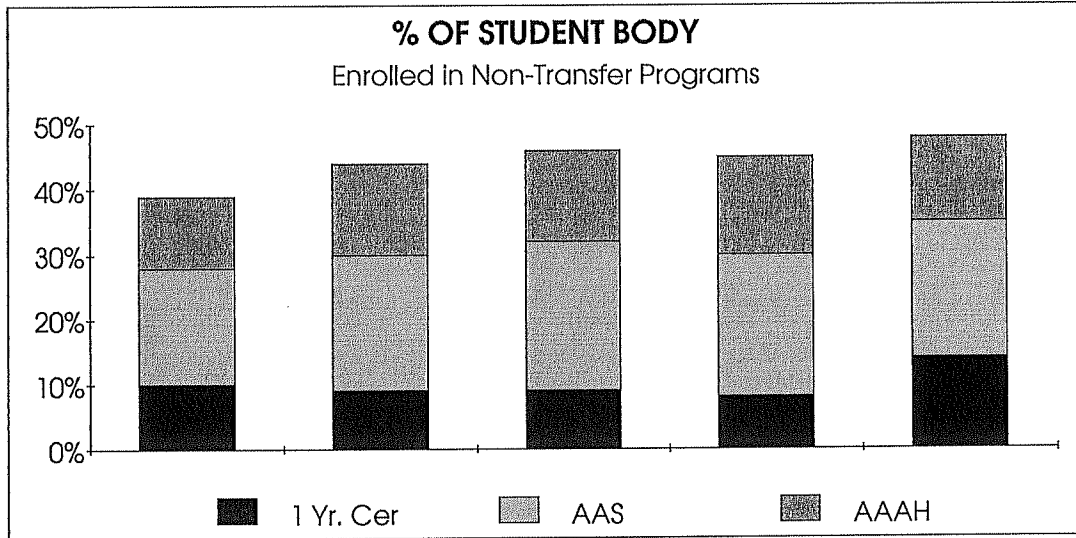


• Though the average Grade Point Average (GPA) earned by DCS101 students during the year following participation in the course did not differ significantly from those who did not take it, there were other benefits. Students who took DCS101 were shown to have:

- Attempted 10% more hours of study per quarter
- Completed an average of eleven more hours
- Earned five more quality points
- Will be 15% more likely to still be enrolled after one year, and
- Will increase their chances of completing 90 hours of study by 50%

CORE PURPOSE # 3 (c)

(A commitment to) a high quality general education program (within) certificate and associate career programs that prepare students to enter the work force



• Approximately fifty percent of enrollment consists of students who do not presently plan to go beyond the particular level of formal education being undertaken; with one-year certificate students representing less than 10%, Associate of Applied Science close to 25%, and Associate of Arts in Allied Health 15% of the total credit enrollment.

	% Graduated	% Working In Field
Automotive Collision Rep	100%	100%
Automotive Technology	14%	100%
Bus & Office Tech	46%	72%
Computer Operations	0%	100%
Drafting	50%	89%
Electronics Tech	29%	97%
Indus Electrical Tech	47%	95%
Indus Main/Machine Tool	29%	23%
Marketing Management	16%	92%
Medical Assisting	58%	53%
Medical Lab/Phlebotomy	33%	41%
Microcomputer Spec	75%	83%

• There is great variation among these technical programs in "graduation rates" and "working-in-field" rates. Many participants in some of these programs tend to enroll only for specific courses with no intention of completing a program-of-study even though they are required to declare a major, while others are in programs that require completion of the entire course-of-study and licensure before employment may be sought.

CORE PURPOSE # 4

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 educational level within the college's scope of influence

	Programs	Participants	Participant Hours	Total C.E.U.'s	Category I Participants	Category II Participants	Elderhostel Participants	Adult Literacy	Outside Groups
1989-90	382	5543	65011	108	3899	1644	NA	NA	7595
1990-91	340	4365	51349	5082	2803	1562	NA	1433	7143
1991-92	349	4328	51677	5133	3070	1558	247	998	4563
1992-93	325	5208	64171	6331					
1993-94									

- The Division of Continuing Education continues to provide a wide variety of types of programs to an increasing number of participants. Each program is evaluated separately at its conclusion and records will show a high level of satisfaction being reported.

CORE PURPOSE # 5

(A commitment to) scholarship and creative work for the specific purposes of
• supporting instructional effectiveness and
• enhancing institutionally relevant faculty qualifications

FULL TIME "INSTRUCTIONAL" FACUL				
A/o Dec.	1990	1991	1992	1993
TOTAL	62	68	75	80
Professor	3	2	3	2
Associate Prof.	14	15	15	15
Assistant Prof.	30	31	34	39
Instructor	14	19	23	24
Lecturer/Other	1	1	0	0

Each Spring, The Dalton College Foundation grants an Enrichment Award to a member of the faculty to enable the winner to conduct independent study on a specific project while being relieved of teaching duties. Previous award winners and their projects are as follows:

1984 KARL HUNT-Developed a new course in database and analyzed two sets of data to determine predictors of success in the BCP program.

1985 TERRY CHRISTIE-Worked as an aide in Congressman Ed Jenkins' Office in Washington D.C. and in Lt. Governor Zell Miller's Office in Atlanta.

1986 GEORGE JONES-Did additional research for an article on the Independent Democratic Movement in post-Civil War Georgia for possible publication in a scholarly journal.

1987 HORTON PRESLEY-Put together a series of listening and viewing exercises to accompany his recently published text, Principles of Music and Visual Arts.

1988 No award was made.

1989 MICHAEL HOFF-Undertook a research plan at Zoo Atlanta revolving around gorilla adaptation to a new housing situation, gorilla infant development, visitor response to the renovated zoo, and worked on two manuscripts for publication.

1990 SARA J. MYERS-Investigation and research into Computer Authoring Software for Computer Aided Instruction (CAI) or Computer Based Training (CBT); recommendation of software packages for Dalton College use.

1991 MICHAEL JORDAN-Research into the use of computer graphics in textile carpet design. Development of workshops and short-term classes for carpet designers, colorists, manufacturing engineers, and carpet marketing.

1992 HUBERT KINSER-Performed calculations for P-wave scattering of an electron from a screened coulomb potential. Gave a paper describing results at the annual meeting of the Georgia Academy of Science.

1993 DORIS SHOEMAKER-Updated skills and new methods used currently in clinical laboratories through visits to various area laboratories specializing in these new methods.

1994 TOBY DIRKS-The development of instructive video programs on a variety of anatomical subjects and dissection demonstrations supportive of human anatomy and physiology laboratory exercises.

1995 BETH BIRON-The determination of resources available for increasing International Awareness at Dalton College, including opportunities abroad for faculty and students.

CORE PURPOSE # 6

(A commitment to) a supportive campus climate,

• necessary services

• leadership and development opportunities,

all to educate the whole person and meet the needs of students, faculty, and staff

The Department of Student Services conducts an annual Survey of Student Services to determine the extent of knowledge of, usage of, and satisfaction with student services. The Spring, 1994, surveyed indicated the following:

	NH	NU	1	2	3	4	Total
Presentations on Career Center Services	31	43	2	10	19	10	115
Tutoring services	7	77	2	6	16	8	116
Discover career computer program	29	48	1	4	19	10	111
Career Counseling	13	61	0	10	17	6	107
CASSI-GT study skills computer program	27	59	2	9	11	5	113
Academic counseling- study skills, anxiety	17	61	2	10	13	3	106
Placement services	21	62	1	7	13	2	106
Brouchures outside counseling office	12	31	1	10	15	12	81
Counseling for personal issues	17	69	0	8	13	7	114
Special presentations by counselors	18	52	1	5	14	4	94
Tapes in Counseling/career center	16	58	2	5	8	7	96
Job Board	11	22	2	4	21	10	70
Total Responses	219	643	16	88	179	84	1229

NH= "not heard of"
 NU= "Heard of but not used"
 1-4= "level of satisfaction,
 those who have used"

	%Knew	%Used	%Used/Satisfied
Presentations on Career Center Services	73%	36%	71%
Tutoring services	94%	28%	75%
Discover career computer program	74%	31%	85%
Career Counseling	88%	31%	70%
CASSI-GT study skills computer program	76%	24%	59%
Academic counseling- study skills, anxiety	84%	26%	57%
Placement services	80%	22%	65%
Brouchures outside counseling office	85%	47%	71%
Counseling for personal issues	85%	25%	71%
Special presentations by counselors	81%	26%	75%
Tapes in Counseling/career center	83%	23%	68%
Job Board	84%	53%	84%

Average Response 82% 30% 72%

Level of Satisfaction with:	VS 1	S 2	N 3	D 4	VD 5	NA 6
New student orientation services	39	44	34	6	3	19
Tutorial Services	19	25	22	4	1	75
Information on transfer to other schools	17	41	24	15	11	36
Rules governing student conduct	35	52	30	7	2	19
College response to special needs	34	41	34	4	2	30
College response to nontraditional	44	44	28	7	3	19
Personal security/safety on campus	57	54	19	7	4	6
Student health/wellness services	26	41	27	7	2	37
Practical work experience related to major	18	39	34	8	3	42
College concern for me as individual	34	45	38	8	9	11

VS= "very satisfied"
 S= "satisfied"
 N= "neutral"
 D= "dissatisfied"
 VD= "very dissatisfied"
 NA= "did not answer"

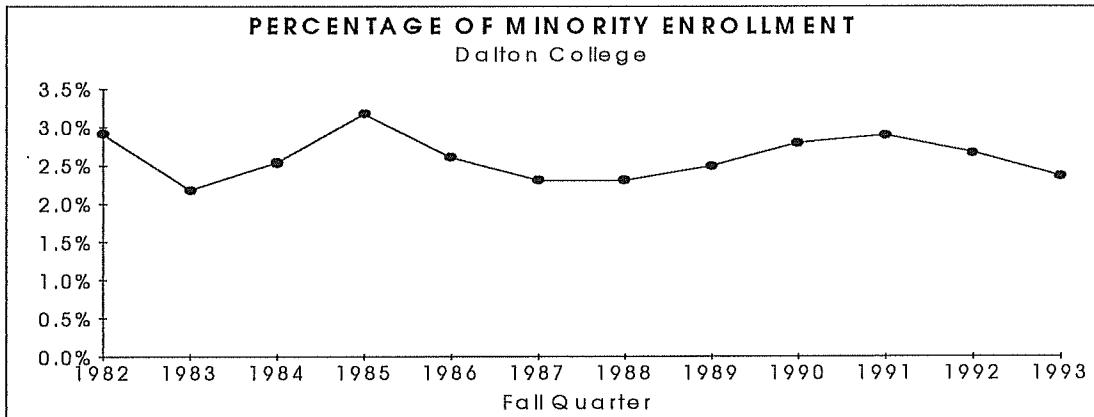
The data presented indicates a reasonable level of knowledge and general satisfaction with the student services being provided by the college. Attention is being paid to the deficiencies disclosed by the survey by the Student Services Staff. In addition, actual counts of participants, attendees, and users of selected programs will continue to be made and the data reported to the Dean of Students.

CORE PURPOSE # 7

(A commitment to) 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

RACIAL CHARACTERISTICS OF THE SERVICE AREA		
1990 CENSUS PERCENTAGES		
White	Black	Other
96.37%	2.49%	1.14%

MINORITY POPULATION Minority populations in the service area will continue to remain well below the state average for many years to come. However, there are indications that the Hispanic population of the area is rising at higher rate than any other population group and will continue to do so. Minority groups will make up a rather small portion of the student body.

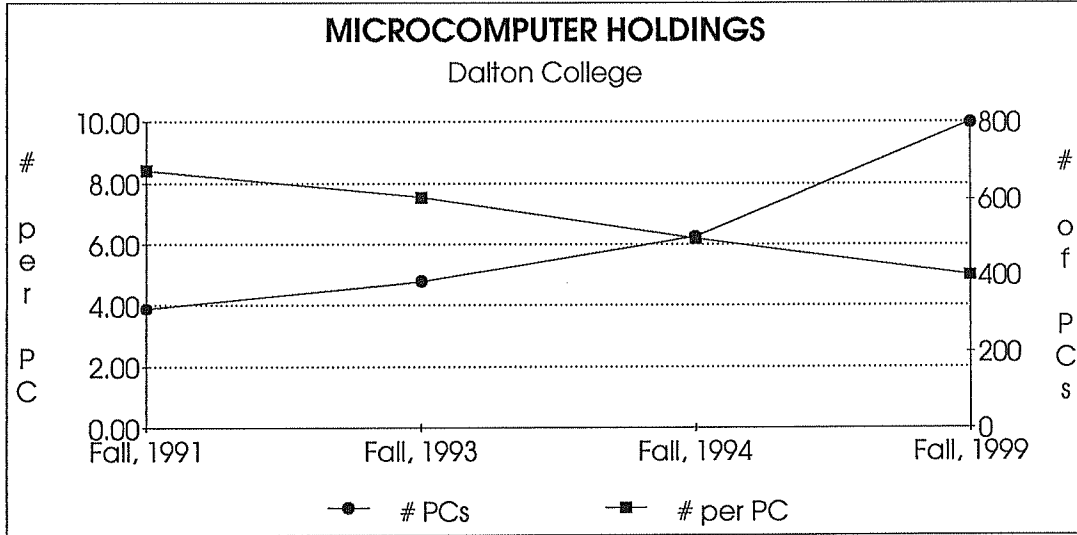


FACULTY DEMOGRAPHICS

	'90	'91	'92	'93
Male	44	47	50	54
Female	25	29	34	35
Black	2	2	2	2
White	66	74	82	86
Other	1	0	0	1

CORE PURPOSE # 8

(A commitment to) technology to advance educational purposes, including instructional technology, student support services, and distance education



• With careful management, the resources available to Dalton College have provided more than adequate equipment to support the educational needs of the student body in an era of reliance on increasingly complex technology. This is not limited to, but most reflected in, the provision of technologically effective microcomputers and computer terminals readily available to the student body for a wide variety of educational activities. The ratio of microcomputers to the number of students enrolled continues to meet community demands while, at the same time, obsolete equipment is being replaced.

DISTANCE LEARNING

	FREQUENCY	PARTICIPANTS
CREDIT PROGRAMS		
Nursing	2hrs./week	32
BSMT	8hrs./week	9
West Georgia	2.5hrs./week	NA
NON-CREDIT COURSES		
Legislative Forum	2hrs.	28
DOT Seminar	2.5 hrs.	40
Allied Hlth.-Stress Mgmt.	2hrs.	13
OTHER		
MCG Faculty Meeting	1.25hrs./month	NA

CORE PURPOSE # 9

(A commitment to) 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 program and services available to the citizens of Georgia.

Dalton College maintains a number of collaborative arrangements with a variety of organizations and agencies.

West Georgia College:

- Bachelor in Business Administration with a major in Management
- Bachelor of Science in Education with a major in Early Childhood (K-4) and Certification in Middle Grades
- Bachelor of Science in Nursing

Pickens & Walker Technical Schools

- Coop Degree Arrangements

Dalton School of Health Occupations

- Emergency Services

Hamilton Medical Center

- Radiologic Technician

Whitfield County & Dalton City Schools

- Consolidated Summer School Program
- Technical Program Arrangements

Local Industries (Shaw; Aladdin Mills; Durkan; Spring Industries: Crown Crafts; Collins & Alkman)

- Electronics Program
- Welding Program
- Electrical Program
- International Business
- Marketing Management

Total = 190 in all programs 1994

GED Center

RETENTION RATE STUDIES

In addition to these specifics, the overall rate of retention of students, within the institution and within the University System, is another important measure of institutional effectiveness.

Fall Quarter	DALTON COLLEGE					ALL USGa Two-Year				
	93/94	92/93	91/92	90/91	89/90	93/94	92/93	91/92	90/91	89/90
1st time, Full-time enrollees Fall Quarter	551		477	429	488	6497		6175	5599	5466
Developmental Students	112		112	135	173	3321		3270	3188	2942
Freshmen	439		365	294	315	3176		2905	2411	2524
Enrolled at Same Institution, following Fall	352		300	258	308	3687		3696	3277	3233
Developmental Students	66		64	78	110	1651		1765	1732	1577
Freshmen	286		236	180	198	2036		1931	1545	1656
Graduated from Same Institution	1		1	1	2	5		16	22	9
Developmental Students	0		0	0	0	3		11	3	1
Freshmen	1		1	1	2	2		5	19	8
Graduated from other System Institutions	0		0	0	0	0		0	0	0
Developmental Students	0		0	0	0	0		0	0	0
Freshmen	0		0	0	0	0		0	0	0
Transferred to other System Institutions	17		16	14	18	440		391	342	364
Developmental Students	0		3	0	2	165		172	133	142
Freshmen	17		13	14	16	275		219	209	222
Retention Rate at Same Institution	64.1		63.1	60.4	63.5	56.8		60.1	58.9	59.3
Developmental Students	58.9		57.1	57.8	63.6	49.8		54.3	54.4	53.6
Freshmen	65.4		64.9	61.6	63.5	64.2		66.6	64.9	65.9
Retention Rate at Any System Institution	67.2		66.5	63.6	67.2	63.6		66.4	65.0	66.0
Developmental Students	58.9		59.8	57.8	64.7	54.8		59.6	58.6	58.5
Freshmen	69.2		68.5	66.3	68.6	72.8		74.2	73.5	74.7

Comparative studies with other two-year units of the University System of Georgia would indicate that the one-year retention rates shown above are in line with, or slightly above, similar institutions in the University System. However, Alexander Astin concludes that "a simple retention 'rate' tells us a lot more about who an institution admits than about how effective its retention practices are." Astin has also developed formulas to compute "expected" retention rates for individual institutions and would propose that comparison of expected with actual rates will yield a much better indication of an institution's "effectiveness." So far, the only formulas developed deal with four-year institutions, but it is expected that similar formulas will be available for two-year colleges. Application of these "two-year" formulas, coupled with the installation of the new information retrieval system (Hewlett Packard 6000 computer and Banner software) will permit the computation of retention rates generated by internal standards, rather than external comparisons, and the resulting "input/output" analysis as opposed the "outcomes only" will be one of the paramount measures of overall institutional effectiveness. In addition, the future ability to identify, statistically isolate, and track specific "cohorts", will provide a mechanism to further analyze the retention rates for specific segments of the student body and assess the need for targeted corrective action.

Dalton College systematically assesses and evaluates its effectiveness in accomplishing the foregoing goals and applies the results of such evaluation for the improvement of the College's programs and services.

The Purposes of the Institutional Research Function at Dalton College

Within this institution the primary purpose of the Institutional Research Function is to aid in the improvement of the quality of education offered by Dalton College. The contributions of institutional research to this goal are:

- (1) The gathering of information necessary to the strategic planning process
- (2) The marshalling of data necessary to assess the progress of the institution in achieving its purpose and goals
- (3) The provision of a clearing-house to promote wide-spread dissemination of the information and data collected

Resources to be utilized in accomplishing the Institutional Research Function

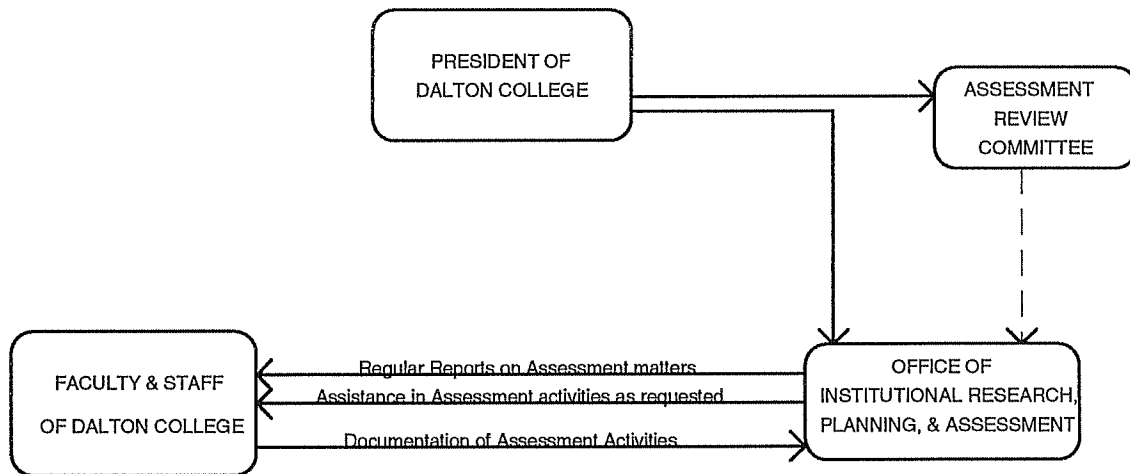
The Institutional Research function as it is undertaken at Dalton College is very much a society of decentralized activities accomplished by numerous faculty, administrative officers, and staff. In order to synchronize these diverse operations, the office of Coordinator of Institutional Research, Planning and Assessment has been created. This office reports directly to, and is part of, the President of the College. Other staff and resources will be made available to the Coordinator as warranted and will be funded from the President's budget.

The responsibilities of the Coordinator of Institutional Research, Planning, and Assessment are to:

1. Report to the President in matters involving institutional research, planning, and assessment.
2. Represent the President in meetings and other official gatherings involving institutional research, planning, and assessment when the President is unable to be present.
3. Maintain documentation of all activities involved in institutional research, planning, and assessment and the data derived therefrom.
4. Analyze data generated by the institutional research function.
5. Undertake appropriate studies of the institutional research function.
6. Prepare reports of data gathered through institutional research to aid in the planning and assessment processes.
7. Assist any faculty, administrative officers, or staff in any activities involved in institutional research as requested.
8. Prepare internal or external reports regarding institutional research, planning, and assessment as directed by the President or delegate of the President.
9. Provide liaison with the Office of the Vice Chancellor for Research and Planning of the University System of Georgia in matters regarding institutional research, planning, and assessment
10. Make recommendations to the President in matters pertaining to institutional research, planning, and assessment such as, but not limited to, establishment of methods to assess or plan; collaborative efforts among faculty, staff, and administrative officials; and special projects.
11. Engage in professional development activities as permitted.
12. Make appropriate use of all information services available to the college to gather environmental information about institutional research, planning, and assessment.
13. Carry out other duties as may be assigned by the President.

THE STRUCTURE OF THE INSTITUTIONAL RESEARCH FUNCTION

The Institutional Research function as it is undertaken at Dalton College is very much a society of decentralized activities accomplished by numerous faculty, administrative officers, and staff. In order to synchronize these diverse operations, the office of Coordinator of Institutional Research, Planning and Assessment has been created. This office reports directly to the President of the College. Staff and other resources will be made available to the Coordinator of Institutional Research, Planning and Assessment as warranted and will be funded from the President's budget. The President will appoint an Assessment Review Committee charged with the responsibility to conduct an annual review of the activities of the Office of Institutional Research, Planning and Assessment and other assessment activities carried on outside of this office.



ASSESSING THE ASSESSMENT PROGRAM

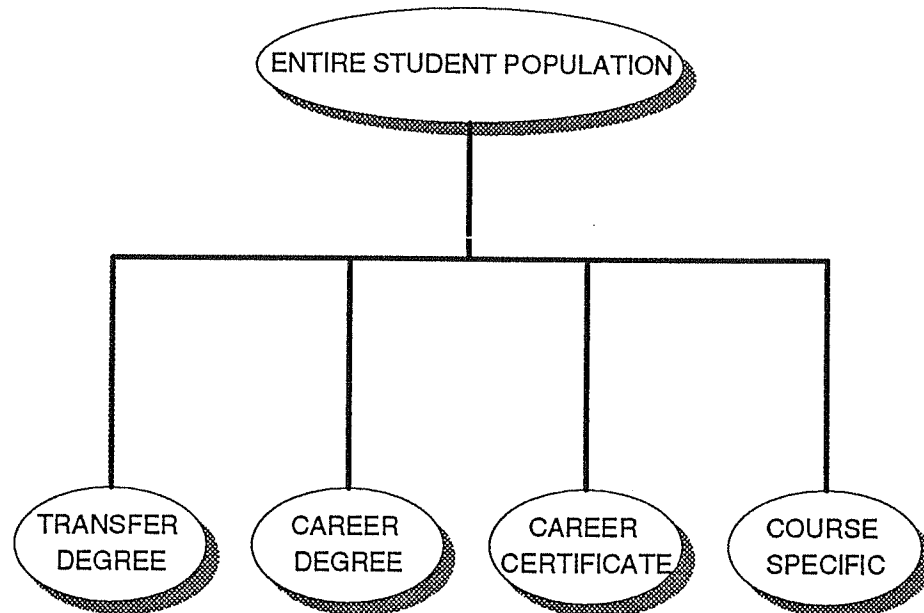
The Assessment Review Committee is charged with the responsibility of reviewing, at least on an annual basis, the work of the faculty and staff in the area of assessment of institutional effectiveness as well as the activity of the Office of Institutional Research, Planning and Assessment. The committee will be concerned with the accuracy, completeness, timeliness and usefulness of the data regularly reported to the entire faculty and staff in the Quarterly Report of the Office of Institutional Research, Planning and Assessment; the appropriateness of special assessment projects such as surveys of students' or others' perceptions; and evaluation of changes that have resulted from the assessment of institutional effectiveness process. They will also apply criteria of "doability" and affordability of the overall program. The committee will render a detailed written report to the President of their findings at least once a year.

PROGRAM REVIEW

Most of, and the most important part of, the effort to assess institutional effectiveness must be decentralized and carried out by faculty and staff as an integral part of their particular duties. In addition to the assessment of overall institutional effectiveness, it is also necessary to provide a mechanism for the measurement of the results produced by various segments of the organization. All are encouraged to undertake systematic analysis of achievement within their particular component of the institution, use the information gained to make meaningful change, and document these actions and results. Following is a proposed plan for the regular review of the progress of segments of the student population as well as functional units within the institution.

PROGRAM REVIEWS BASED ON EDUCATIONAL INTENT

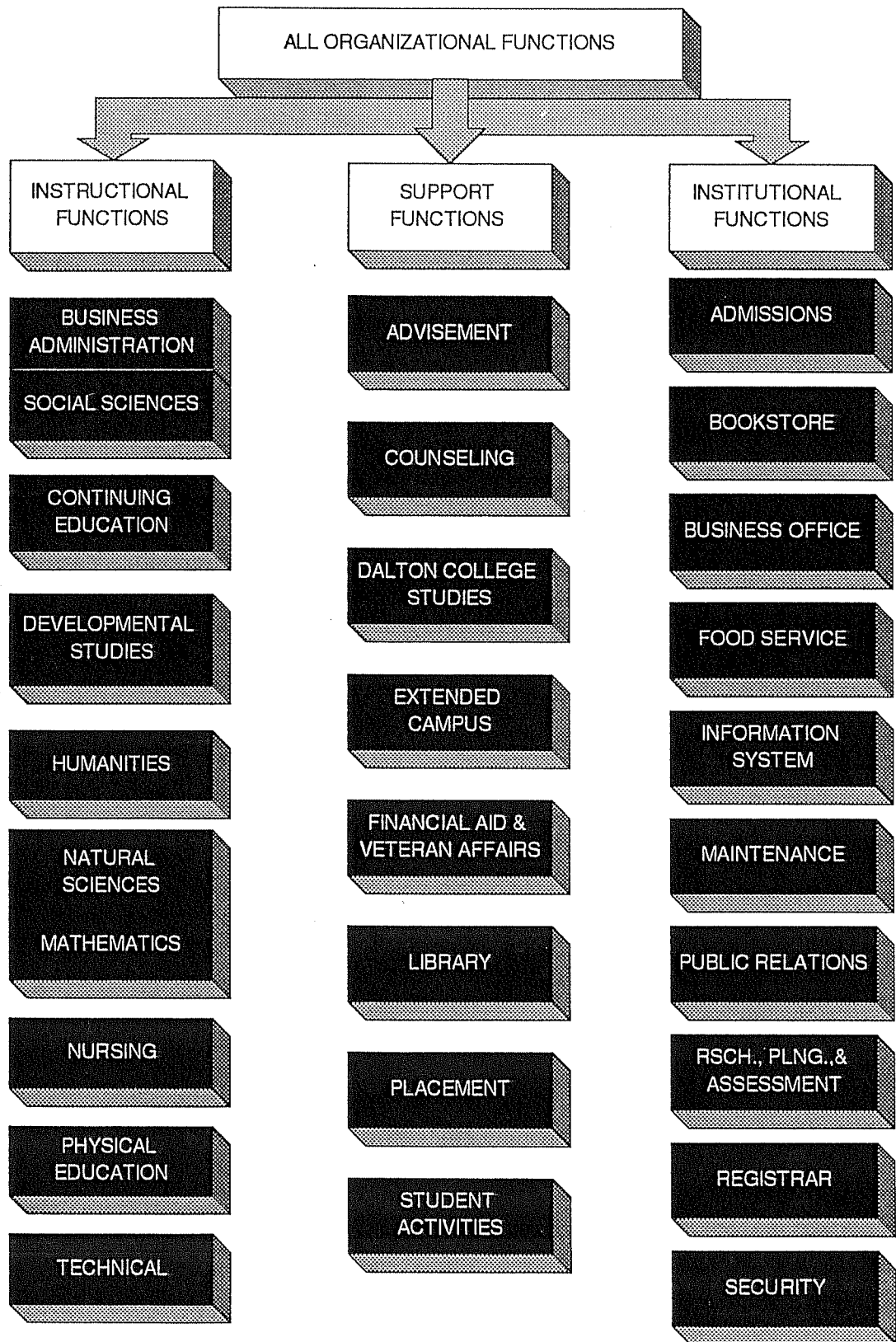
Annual Program Reviews will be conducted on various segments of the student population. At minimum, these will include the four major categories of student intent represented in the Dalton College student body.



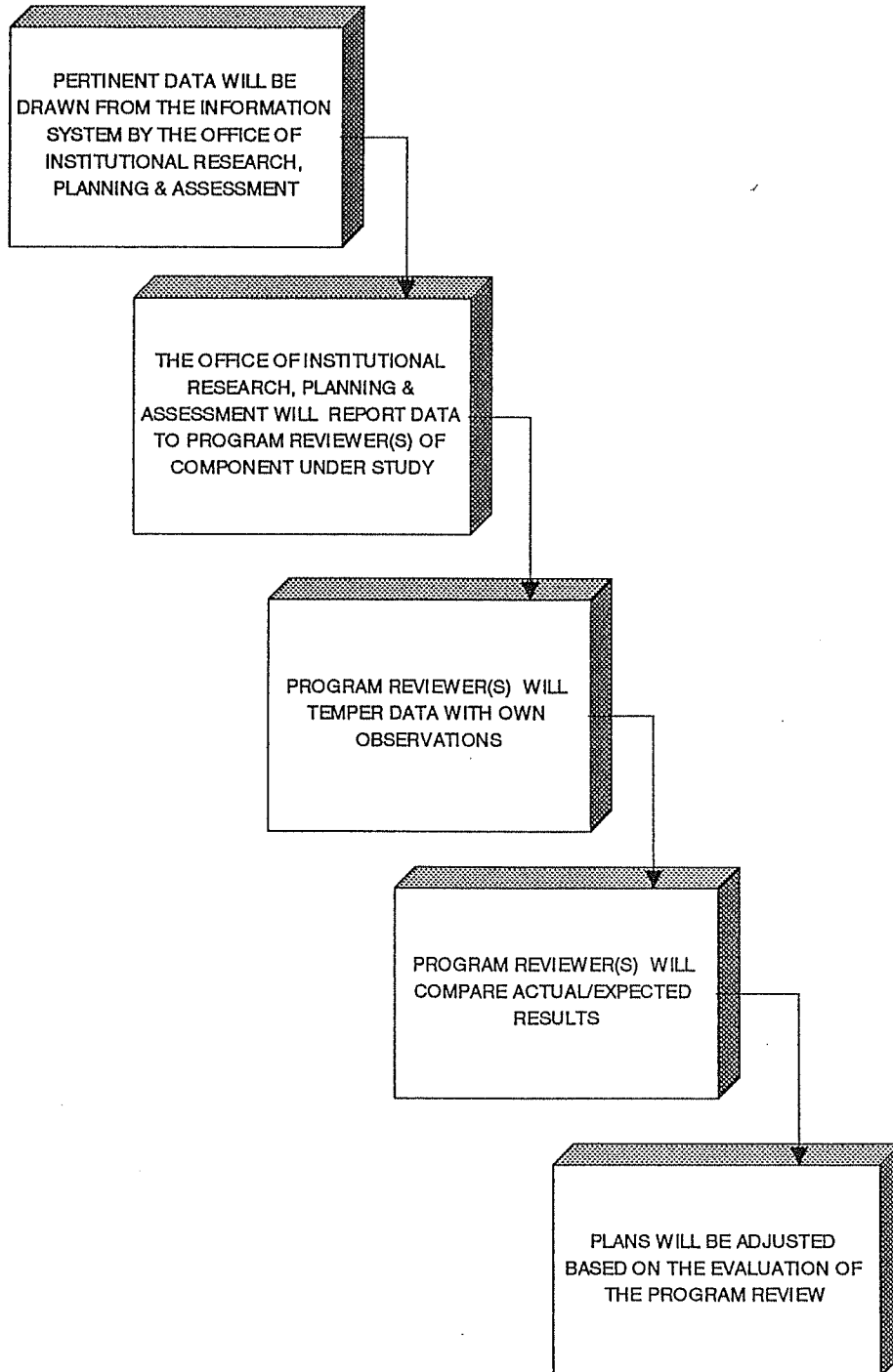
In addition, as the new information system becomes more developed and, as the need is indicated, special reviews will be made of unique groups based on combinations of such factors as age, sex, admissions scores, GPAs, and testing results.

PROGRAM REVIEWS BASED ON ORGANIZATIONAL FUNCTION

Also, annual Program Reviews will be conducted within each of the functional areas of the college's operations.



THE PROGRAM REVIEW SEQUENCE



PROGRAM REVIEWER EVALUATION

Based partially on the information furnished by the Office of Institutional Research, Planning, and Assessment, the person or persons charged with the operation of the program under study will analyze and document their analysis of:

- 1. PROGRAM STRENGTHS**
- 2. AREAS TO BE GIVEN SPECIAL CONSIDERATION**
- 3. PROGRAM GENERATED DATA NOT OTHERWISE CONSIDERED**
 - a. ADDITIONAL INFORMATION TO BE REPORTED**
 - b. CONFIDENTIAL INFORMATION TO AID THE DECISION-MAKER ONLY**
[eg. Individual Faculty Evaluations]
- 4. PROPOSED ACTIONS/CHANGES IN OBJECTIVES**
- 5. STAFF/FACILITIES/EQUIPMENT NEEDED TO ACCOMMODATE PROPOSALS**
- 6. REQUESTS FOR ADDITIONAL RESEARCH**

INFORMATION MENU TO BE MAINTAINED FOR USE BY PROGRAM REVIEWERS

- 1. PROGRAM DESCRIPTIONS & PERTINENT HISTORICAL DATA**
- 2. PROGRAM ENROLLMENTS**
 - a. HEADCOUNT**
 - b. EFT**
 - c. DEMOGRAPHICS [Averages &/or Cumulative Totals]**
 - (1) Sex (2) Race (3) Age
 - (4) Marital Status (5) County of Residence (6) Major
 - (7) Standing: (a) Credit Hours Earned
 - (1) At Dalton College
 - (2) At Other Institutions(b) Grade Point Average
 - (1) At Dalton College
 - (2) Cumulative At All Institutions
 - (8) High School: (a) Years since Graduation (b) Grade Point Average
 - (9) Entrance Test Scores: (a) S.A.T. (b) A.C.T. (c) C.P.E.
 - (10) Hours of Concurrent Employment
 - (11) Attendance: (a) Day vs. Evening (b) Main campus vs. Extended Campus
- 3. PROGRAM STAFFING** **a. FULL-TIME POSITIONS** **b. PART-TIME POSITIONS**
 - (1) Faculty (2) Staff (1) Faculty (2) Staff
- 4. PROGRAM OPERATING COST** **a. PERSONAL SERVICES** **b. NON-PERSONAL SERVICES** **c. PER EFT COST**
- 5. OPERATING RESULTS**
 - a. PERTINENT STATISTICS DERIVED FROM PUBLISHED REPORTS**
 - University of Georgia System Enrollment Reports
 - University of Georgia System Transfer Reports
 - University of Georgia System Normative Data Reports
 - University of Georgia System Information Digests
 - Dalton College Enrollment Reports
 - Dalton College Student Profiles
 - Dalton College Master Facilities Plans
 - Dalton College Financial Reports
 - The Georgia County Guide
 - College Board High School Graduation Projections
 - CPE Test Results Reports
 - RTP Test Results Reports
 - b. PROGRAM SPECIFIC TEST RESULTS**
 - CPE Test Results
 - RTP Test Results
 - Mandatory Licensure Examinations Results
 - c. SPECIAL PROGRAM STUDIES**

(eg. Report on results of DCS participation)
 - d. SUMMARIES OF PERIODIC SURVEY RESPONSES**
 - Student/Faculty/Graduate/Community Opinion
 - Perception of Specified Areas
 - Student Perception of Goal Attainment
 - Demitting Exit Interviews
 - Employer Satisfaction
 - e. RETENTION/GRADUATION/COMPLETION RATE STUDIES**
 - Overall
 - Program Specific
 - f. EMPLOYMENT RATES**

PROTOTYPE FORMAT FOR ACADEMIC AREAS

DESCRIPTION OF PROGRAM: [Brief recap of program purpose & general history; Identification of parameters of study cohort]

FIVE YEAR ENROLLMENT: [Brief Commentary on Enrollment if indicated as addition to stats]

	Total#	Credit Hrs.	Cumulative GPA	Completions	Retention Rate
1994-95	[Total# = count (1) for each identified student enrolled at any time during year]				
1993-94	[Credit Hrs. = total earned by each identified student during year]				
1992-93	[Cumulative GPA = Weighted Avg. all identified students end of Academic Year]				
1991-92	[Completions = No. graduated + no. indicating goal attainment]				
1990-91	[Retention Rate = Completions+ Reenrolled following Fall/ Total #]				

COHORT DEMOGRAPHICS FOR ACADEMIC YEAR 1994-1995:

AGE: AVERAGE= ____
SEX: MALE = ____%
RACE: MINORITY = ____%
MARITAL STATUS: MARRIED = ____%
MILITARY: VETERAN = ____%
AVG. YEARS SINCE H.S. GRADUATION: ____
PREDOMINATE EVENING ATTENDANCE: ____%
CONCURRENT EMPLOYMENT ____%
AVERAGE SCORES:
 HIGH SCHOOL GPA: ____
 COMPOSITE S.A.T. ____
 COMPOSITE A.C.T. ____
 C.P.E. (ENTRANCE) ENGLISH: ____
 READING: ____
 MATH: ____
 C.P.E. (EXIT) ENGLISH: ____
 READING: ____
 MATH: ____
 R.T.P. (LAST) READING ____
 ESSAY ____

STAFFING: [Commentary on Faculty credentials; other noteworthy]

	Area A	Area B	Area C	Area D	...Area X
	FT	PT	FT	PT	FT
	PT				PT
1994-95					
1993-94					
1992-93					

FINANCIAL SUPPORT:

	PER EFT EXPENDITURES FOR: PERSONNEL	OTHER	TOTAL
1994-95			
1993-94			
1992-93			

[+ Explanatory notes regarding special expenditures]

OPINION SURVEY RESULTS: (Commentary on any survey results that have pertinence to the program under study)

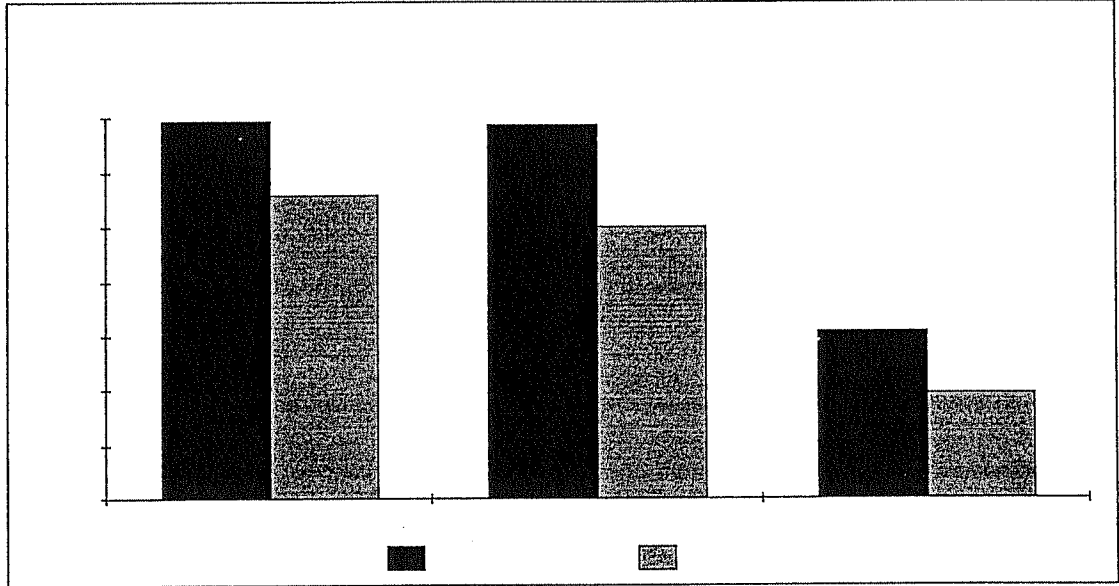
FORMAT OF PROGRAM REVIEW FOR NON-ACADEMIC AREAS

The information required for review of each particular support area not directly related to instruction will vary greatly. Therefore there will not be a common format presented but each area should receive, as a minimum, data regarding:

- 1. STAFFING**
- 2. FINANCIAL SUPPORT**
- 3. OPINION SURVEY RESULTS RELATED TO AREA**

PROGRAM REVIEW EXAMPLE

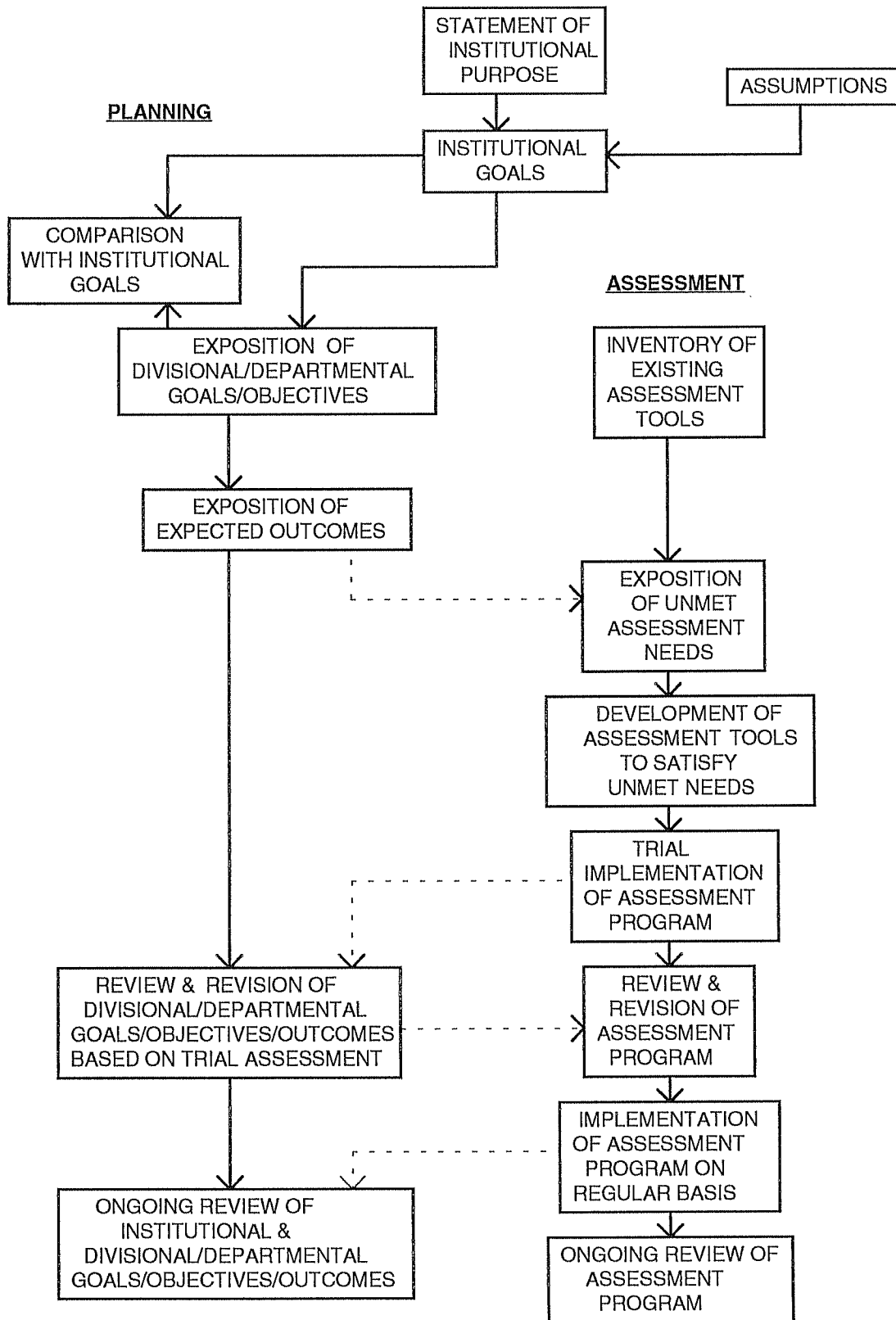
Dalton College Studies 101, A Guide to College Success, is an institutional credit course designed to improve a wide range of skills necessary for academic success. It was assumed that participation in DCS 101 would result in increased student success reflected by higher retention and completion rates than those attained by students not taking DCS101. The faculty involved in the teaching of this program were asked to study pertinent data and validate these assumptions.



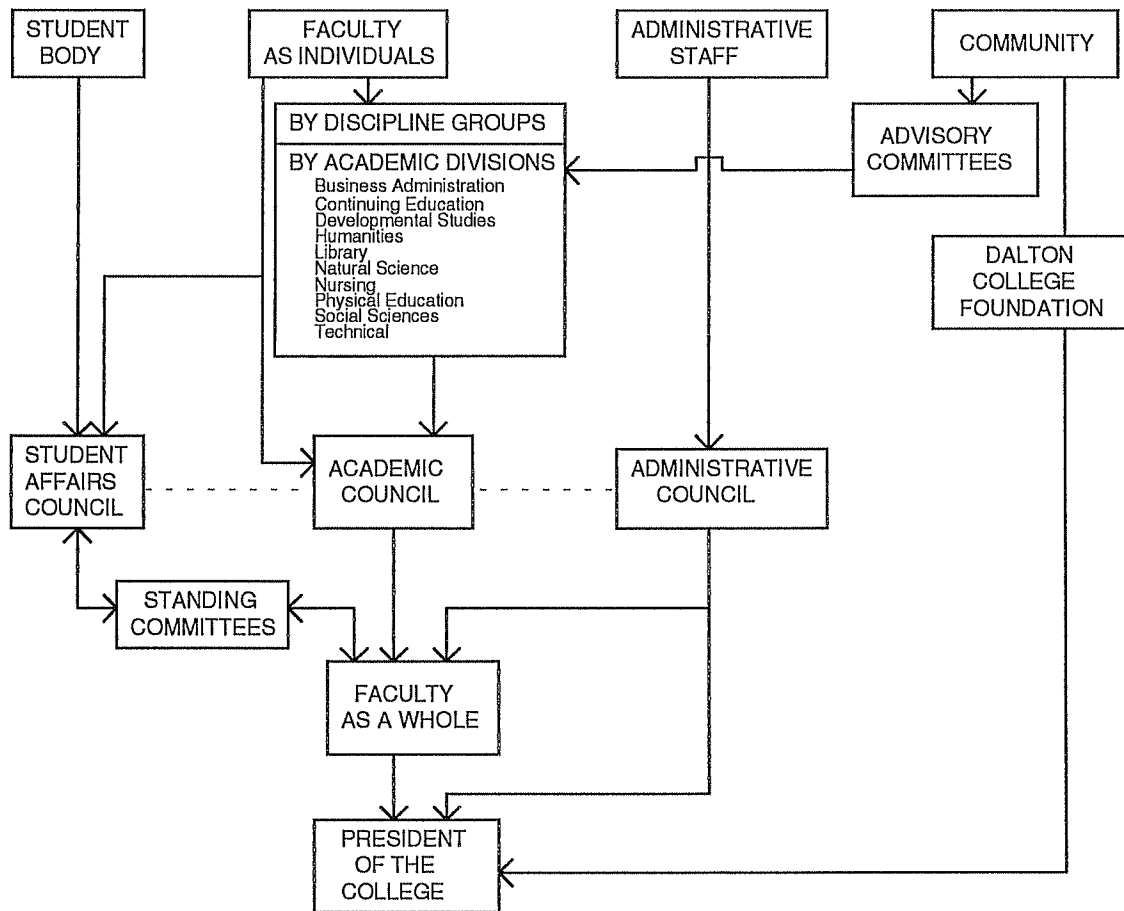
OUTCOME Though the average Grade Point Average (GPA) earned by DCS101 students during the year following participation in the course did not differ significantly from those who did not take it, there were other benefits. Students who took DCS101 were shown to have:

- Attempted 10% more hours of study per quarter
- Completed an average of eleven more hours
- Earned five more quality points
- Will be 15% more likely to still be enrolled after one year, and
- Will increase their chances of completing 90 hours of study by 50%

PLANNING/ASSESSMENT MODELS DALTON COLLEGE



STRUCTURE OF THE PLANNING PROCESS DALTON COLLEGE



PLANNING RESPONSIBILITIES OF THE COLLEGIATE OFFICERS

PRESIDENT As chief executive officer of the college, the President is ultimately responsible for approval of all plans, planning activities, institutional goals & objectives

ACADEMIC DEAN As chief academic officer, the Academic Dean is responsible for:

- Identifying the needs of the
 - Academic Divisions/departments
 - Center for Continuing Education
 - Library Resource Center
 - Developing budgets for these units and academic support services
 - Developing & periodically reviewing goals & objectives within these areas

DEAN OF STUDENT AFFAIRS As chief student affairs officer, the Dean of Students is responsible for:

- Identifying needs for the following service areas:
 - Counseling and Career Development
 - Job Placement
 - Student activities (not including athletics)
 - Student Financial Aid
 - Veterans Services
 - Alumni Relations
- Preparing budgetary requests for these programs
- Developing & periodically reviewing goals & objectives within these areas

COMPTROLLER As chief business officer of the College, the Comptroller is responsible for:

- Assisting the President in the preparation of the institutional budget
- Identifying needs for the following areas:
 - Business Office
 - Purchasing and Procurement
 - Plant Operations and Maintenance
 - Institutional Security
 - Auxiliary Services
 - Bookstore
 - Food Service
- Preparing budgetary requests for these areas
- Developing & periodically reviewing goals & objectives within these areas

REGISTRAR & DIRECTOR OF ADMISSIONS As the officer responsible for all phases of admitting and registering students and maintaining official records of student achievement, the Registrar and Director of Admissions is responsible for:

- Identifying needs for the following activities:
 - External communications with secondary schools & other constituents
 - Internal communications with faculty and staff
 - Recording, tabulating, and reporting of student data
 - Marketing activities
 - Registration and advisement procedures
 - Assigning instructional space and facilities
 - Preparing budgetary requests for these activities
- Developing & periodically reviewing goals & objectives within these areas

CONSTITUENCY AND PLANNING RESPONSIBILITIES OF THE COUNCILS INVOLVED IN THE PLANNING PROCESS

THE ACADEMIC COUNCIL Academic Dean (Chairperson)
the Chairpersons of the Academic Divisions:
 Business Administration/Social Science
 Developmental Studies
 Humanities
 Learning Resource Center
 Natural Science/Mathematics
 Nursing
 Physical Education
 Technical
The Director of Continuing Education
The Librarian
(2) Elected Members of the General Faculty
(2) Students appointed by the President of the Student Body

In affairs related to the planning process at Dalton College, the Academic Council is charged with:

- Continuous evaluation of the educational mission in light of current and projected characteristics and educational/training needs of the service area
- Recommend and prioritize long-range and strategic educational goals and objectives
- Evaluate the goals and objectives of the academic divisions for congruity with the mission and goals of the institution
- Project educational resources necessary to accomplish goals
- Initiate recommendations for the improvement of educational programs and services

**THE ADMINISTRATIVE
COUNCIL** President (Chairperson)
Academic Dean
Comptroller
Dean of Student Affairs
Registrar and Director of Admissions

In affairs related to the planning process at Dalton College, the Administrative Council is charged with:

- Advising the President on institutional policy, mission, and goals
- Assisting in the coordination and implementation of institutional long-range and strategic planning

**THE STUDENT AFFAIRS
COUNCIL** Dean of Student Affairs (Chairperson)
President of the Student Body (Vice-Chairperson)
Vice-President of the Student Body
Director of Student Affairs (Secretary)
(9) Student Senators
Academic Dean
Associate Comptroller
Athletic Director
Chairperson of the Fine Arts/Lecture Committee
(2) Faculty Members nominated by the Faculty
 Committee on Committees and elected by
 the Faculty at Large

In affairs related to the planning process at Dalton College, the Student Affairs Council is charged with:

- Considering matters of interest and concern presented by individual members of the student body and by student organizations
- Establishing the budget for student activities
- Establishing policies relative to student activities

PLANNING RESPONSIBILITIES OF THE ACADEMIC DIVISION/DEPARTMENT CHAIRPERSONS

Within the assigned area of instruction, and in consultation with the faculty assigned to that area each Division/department Chairperson is responsible for:

- Developing divisional policies and procedures
- Developing curricula
- Scheduling course offerings
- Identifying faculty and other resource needs
- Developing & periodically reviewing goals & objectives within this area

PLANNING RESPONSIBILITIES OF THE LIBRARIAN

As administrator of the Library Resource Center, the Librarian is responsible for planning:

- Services to meet the needs of the Student Body, Faculty, and community
- Selection of materials
- Schedule of operations
- Staffing needs
- Developing & periodically reviewing goals & objectives within this area

**CONSTITUENCY AND PLANNING RESPONSIBILITIES OF THE
STANDING COMMITTEES INVOLVED IN THE PLANNING PROCESS**

Faculty, staff, and students of Dalton College participate in the planning process through participation in the councils and committees to which they are appointed or elected

FINE ARTS/LECTURE Faculty Member appointed as Chairperson by Dean of Student Affairs
(5) Faculty Members appointed by Dean of Student Affairs
(2) Students appointed by President of Student Body
(2) Students appointed by Chairperson of Committee

In affairs related to the planning process at Dalton College, the Fine Arts Lecture Committee is charged with:

- Planning cultural events to enhance student life on campus

STUDENT LIFE Vice-President of the Student Body (Chairperson)
(5) Students appointed by President of the Student Body
(5) Students elected from the Student Body at Large
ex-officio Director of Student Activities (Faculty Advisor)

In affairs related to the planning process at Dalton College, the Student Life Committee is charged with:

- Planning entertainment events to enhance student life on campus

ATHLETIC Faculty Member appointed Chairperson by Chair of Student Affairs
(4) Faculty Members appointed by Chairperson of Student Affairs
(2) Students appointed by President of Student Body

In affairs related to the planning process at Dalton College, the Athletic Committee is charged with:

- Assisting the Chairperson of the Department of Health, Physical Education, and Recreation in the planning of athletic activities to be held on campus

FINANCIAL AID Director of Student Financial Aid & Veterans' Services (Chairperson)
Associate Comptroller
(2) Faculty Members elected from Faculty at Large
(2) Students appointed by President of Student Body

In affairs related to the planning process at Dalton College, the Financial Aid Committee is charged with:

- Formulating policies within the provisions that accompany the grants for the College's administration of funds provided for student assistance
- Advising the Director of Student Financial Aid & Veterans' Services regarding the provision of financial aid to further the educational goals of both student and college

LIBRARY Librarian (Chairperson)
Faculty Member from each Division/Department elected by Faculty at Large
(2) Students appointed by President of Student Body

In affairs related to the planning process at Dalton College; the Library Committee is charged with:

- Advising the Librarian on matters pertaining to the planning for the use of the library by faculty, students, and the community

ADMISSIONS Registrar and Director of Admissions (Chairperson)
Academic Dean
Dean of Student Affairs
(5) Faculty Members elected from Faculty at Large

In affairs related to the planning process at Dalton College, the Admissions Committee is charged with:

- Making-recommendations to the faculty concerning admissions policies

COMMITTEES (CONTINUED)

COMMITTEE ON COMMITTEES (5) Faculty Members elected from Faculty at Large

In affairs related to the planning process at Dalton College, the Committee on Committees is charged with:

- Recommending the establishment or discontinuance of standing committees

MEDICAL LABORATORY CREDENTIALS Director of Medical Laboratory Technology Program (Chairperson)
Academic Dean
Chairperson of Technical Division
Medical Director of the Medical Laboratory Technology Program
Educational Coordinator of the Medical Laboratory Technology Program
Bench Teacher from each affiliate hospital

In affairs related to the planning process at Dalton College, the Medical Laboratory Credentials Committee is charged with:

- Advising the Director in all matters regarding planning for the MLT Program

CALENDAR Registrar and Director of Admissions (Chairperson)
(3) Faculty Members elected from Faculty at Large

In affairs related to the planning process at Dalton College, the Calendar Committee is charged with:

- Assisting the Registrar with the development of the academic calendar

FACULTY EVALUATION PROCESS Faculty Member from each Academic Division elected by Faculty at Large

In affairs related to the planning process at Dalton College, the Faculty Evaluation Committee is charged with:

- Formulating suggested revisions of the faculty evaluation process to the Academic Council

ROLE OF THE FACULTY IN THE PLANNING PROCESS

FACULTY AS A WHOLE

In regard to any plan or planning activity that extends beyond Divisional/Departmental boundaries, the official Corps of Instruction, has the right and obligation of:

- Review
- Modification
- Recommendation for reconsideration by the submitting body
- Rejection
- Recommendation for approval by the President

FACULTY and STAFF as INDIVIDUALS, MEMBERS of DISCIPLINE GROUPS or DIVISIONS/DEPARTMENTS

In any of these roles, faculty and staff members are expected to assist in the development of goals and objectives related to their specific area of employment and expertise

**TIMETABLE FOR DEVELOPMENT, REVISION & MAINTENANCE OF
GOALS, OBJECTIVES, AND EXPECTED OUTCOMES**

Prior to June, 1994	<p>All Academic Divisions Business Administration Continuing Education Developmental Studies Humanities Learning Resource Center Natural Science/Mathematics Nursing Physical Education Social Science Technical and the Institutional Departments Comptroller's Office & Related Operations Institutional Research, Planning & Development Instructional Services Registrar's Office/Admissions Student Services will have developed GOALS/OBJECTIVES/OUTCOMES STATEMENTS</p>
Prior to Aug. 1, 1994	Coord/IRPA will prepare reports on DIVISIONAL/DEPARTMENTAL GOALS/OBJECTIVES/OUTCOMES for consideration by...
August 15, 1994	...The Academic Council
Prior to Sept. 1, 1994	...The Administrative Council
Prior to Sept. 1, 1994	...The Student Affairs Council
September, 1994	The Faculty as a Whole will receive reports from the three councils and make recommendations to the President of the College based on these reports
Jan-May, 1995	Based on Trial Assessment Results, Discipline Groups and Divisions will revise Goals & Objectives
Thereafter, Each September	The Faculty as a Whole will review INSTITUTIONAL PURPOSE & GOAL STATEMENTS
Each Fall	Divisions & Departments will review GOALS, OBJECTIVES, OUTCOMES
Each Winter	Discipline Groups will review GOALS, OBJECTIVES, OUTCOMES
Each Spring	Individual Faculty Members will review GOALS, OBJECTIVES, OUTCOMES
Each Summer	The Academic, Administrative, and Student Affairs Councils will review the entire range of GOALS, OBJECTIVES, OUTCOMES
During the 1997-1998 Academic Year	The President of the College will appoint a committee to make a formal review of the Statement of Purpose and Goals of Dalton College

INSTITUTIONAL PURPOSE AND GOALS

In keeping with its commitment to continual review of its purpose and in light of the newly adopted mission initiative for the University System as a whole, the following document was approved by a vote of the general faculty on March, 13, 1995.

DALTON COLLEGE MISSION STATEMENT

The faculty and administration of Dalton College view the campus as embracing the entire area whose people it serves. For all persons on this extended campus, the mission of the College is to provide opportunities for self-fulfilling and productive living by enabling them to prepare for advanced studies at other institutions, to equip themselves for careers of gainful employment, to develop their individual, professional, and vocational competencies, and to enrich their physical and cultural lives.

Dalton College shares with the other associate-level colleges of the University System of Georgia the following core characteristics or purposes;

a commitment to excellence and responsiveness within a scope of influence defined by the needs of the local area and by particularly outstanding programs and distinctive characteristics that have a magnet effect throughout the region;

a commitment to a teaching/learning environment, both inside and outside the classroom, that sustains instructional excellence, functions to provide University System access for a diverse student body, and promotes high levels of student learning;

a high quality general education program that supports a variety of well-chosen associate programs and prepares students for transfer to baccalaureate programs, learning support programs designed to insure access and opportunity for a diverse student body, and certificate and associate career programs that prepare students to enter the work force;

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 educational level within the college's scope of influence;

scholarship and creative work for the specific purposes of supporting instructional effectiveness and enhancing institutionally relevant faculty qualifications;

a supportive campus climate, necessary services, and leadership and development opportunities, all to educate the whole person and meet the needs of students, faculty, and staff;

cultural, ethnic, racial, and gender diversity in the faculty, staff, and student body, supported by practices and programs that embody the ideals of an open democratic, and global society;

technology to advance educational purposes, including instructional technology, student support services, and distance education;

collaborative relationships with other System institutions, State agencies, local schools, technical institutes, and business and industry, sharing physical, human, information, and other resources to expand and enhance program and services available to the citizens of Georgia.

Dalton College systematically assesses and evaluates its effectiveness in accomplishing the foregoing goals and applies the results of such evaluation for the improvement of the College's programs and services.

A prior recommendation of the Self-study Committee on Purpose was that "a procedure be created and implemented for regular review of the Statement of Purpose at intervals of no more than five years, and advises that such study and review take place in close coordination with those responsible for monitoring institutional effectiveness."

In addition, on November 10, 1993, the SACS Visiting Committee recommended that "...the College engage in continuous study, analysis, and appraisal of its purposes,..."

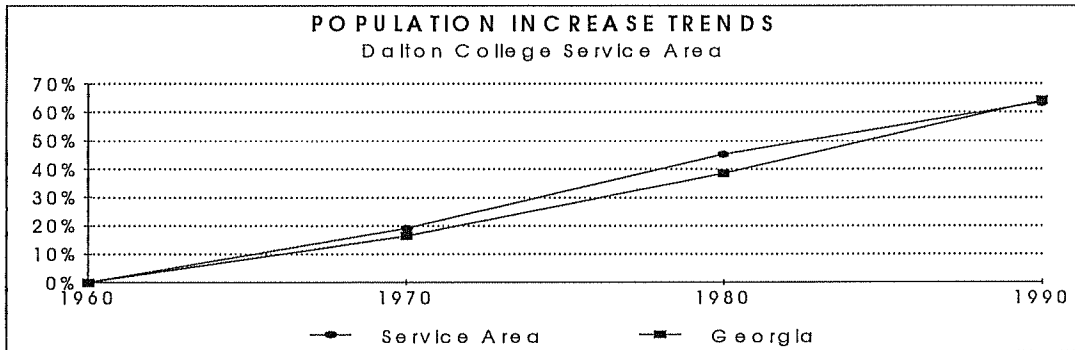
Therefore, the Institutional Plan will specify that:

1. Each Summer, the Academic, Administrative, and Student Affairs Councils will schedule a review of the Institution's Stated Purpose and Goals.
2. At the first General Faculty meeting of each Fall Quarter, proposals for change emanating from these Councils will be presented for discussion.
3. Suggestions for change that have received Faculty approval will be recommended to the President of the College for consideration.
4. During the 1998-1999 academic year, a committee will be appointed by the President of the College to make a formal review of the Statement of Purpose and Goals of Dalton College

PLANNING ASSUMPTIONS REGARDING THE SERVICE AREA

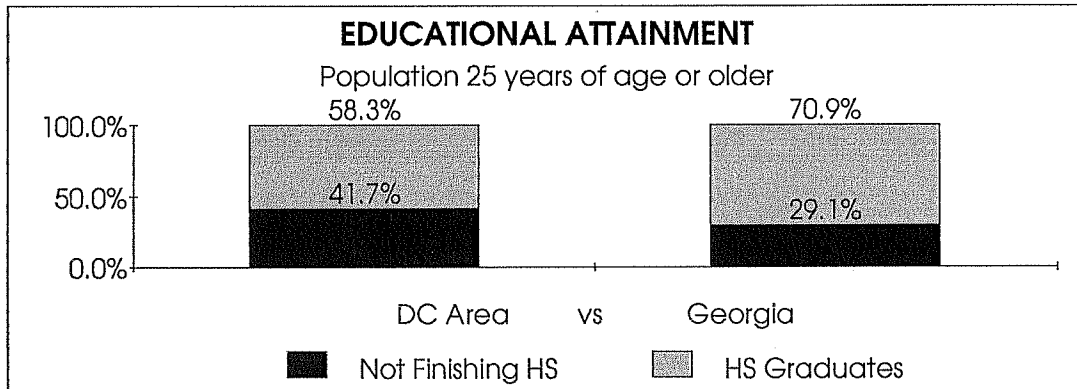
GEOGRAPHIC BOUNDARIES. The principal service area of Dalton College will continue to be the nine counties of:

CATOOSA	DADE	FANNIN
GILMER	GORDON	MURRAY
PICKENS	WALKER	WHITFIELD



AREA POPULATION. Over the past thirty years, the nine county service area has experienced growth in population closely paralleling that of the State as a whole. Even though the rate of increase is slowing somewhat in relation to the state average, it is anticipated that the population of the service area will continue to grow at an average rate of 1% per year and this growth will provide an increased demand for programs at all levels.

ECONOMIC ENVIRONMENT. The carpet industry will remain the dominant in the service area, however changes in that industry's technology, coupled with increasing diversification, will create an increasing need for postsecondary education. This will be manifest not only through individual matriculation, but in industrial demand for specialized instruction.



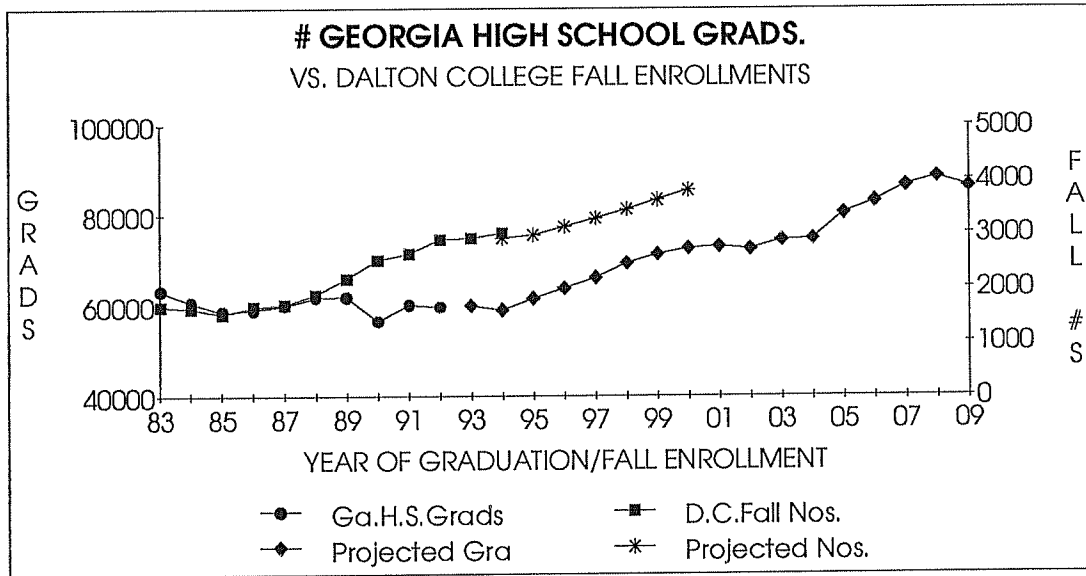
EDUCATIONAL LEVEL OF THE SERVICE AREA POPULATION The educational level of the nine county service area will continue to be lower than the state average. Illiteracy and school dropout rates will continue to reflect a population in need of developmental education.

RACIAL CHARACTERISTICS OF THE SERVICE AREA		
1990 CENSUS PERCENTAGES		
White	Black	Other
96.37%	2.49%	1.14%

MINORITY POPULATION Minority populations in the service area will continue to remain well below the state average for many years to come. However, there are indications that the Hispanic population of the area is rising at higher rate than any other population group and will continue to do so. Minority groups will make up a rather small portion of the student body.

COMMUNITY DEMANDS and NEEDS The local communities will continue to demand local, affordable, reachable baccalaureate level programs in health areas, education, business and management, general studies, and computer technology while the nature of the population and area will continue the need for community support in terms of off campus programs, industry training, literacy programs, alternative learning experiences, professional development, and linkages with other educational systems.

PLANNING ASSUMPTIONS REGARDING ENROLLMENTS

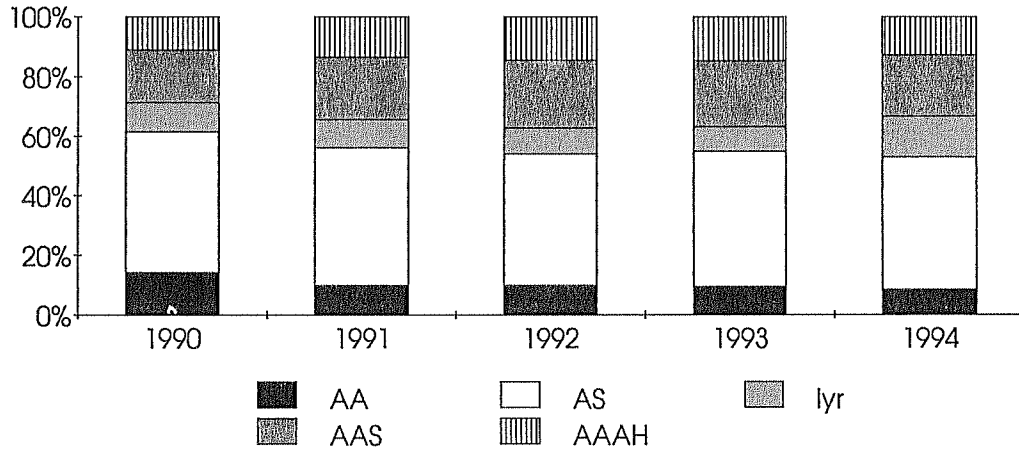


OVERALL ENROLLMENT Dalton College will continue to experience significant growth over the foreseeable future. Historically, periods of economic recession have produced unexpected increases in enrollment. On the other hand, reductions in tuition and specialized offerings made by competitive institutions might distract potential enrollees. Coupled with the advent of the HOPE GRANT PROGRAM, it is anticipated that such occurrences will produce only short-term fluctuations in what should be an otherwise steady increase.

[The information regarding Georgia high school graduates was derived from High School Graduates, Projections by State, 1992-2009, a joint publication of Western Interstate Commission for Higher Education, Teachers Insurance and Annuity Division, and The College Board; 1993. Projections for earlier years made by this publication and now verifiable have proved to be reasonably accurate. The figures do not include non-public school graduates.

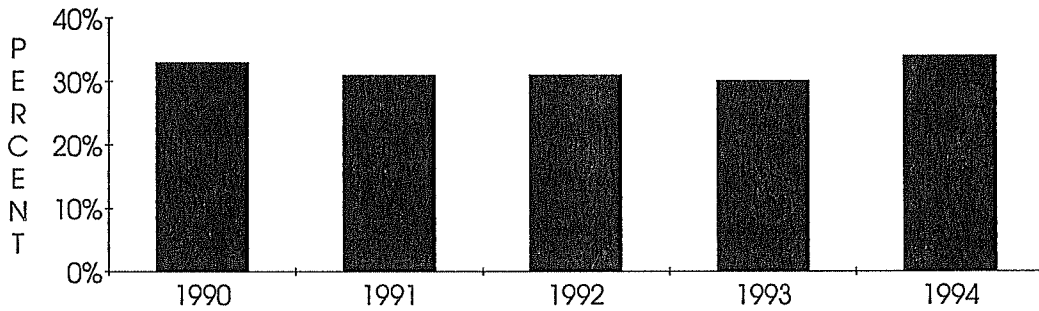
The information regarding Fall quarter headcount enrollment at Dalton College from 1982 through 1993 was derived from University System enrollment reports. 1994 through 1998 projections are based on the Projected Headcount Enrollment Report furnished to the Board of Regents, January, 1994.]

DEGREE ASPIRATIONS



•There will continue to be a decline in the percentage of the student body seeking AA & AS degrees

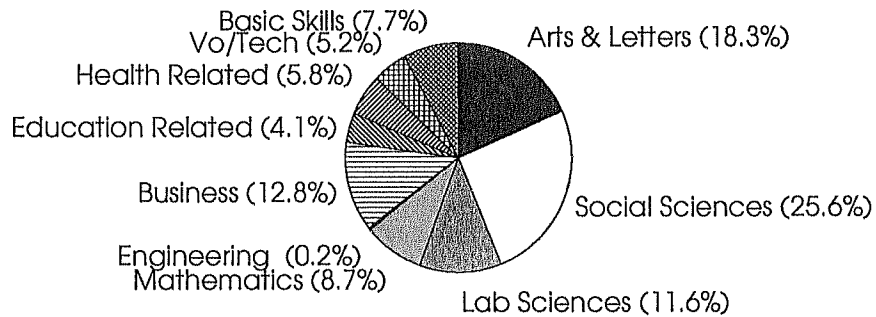
EVENING ENROLLMENT



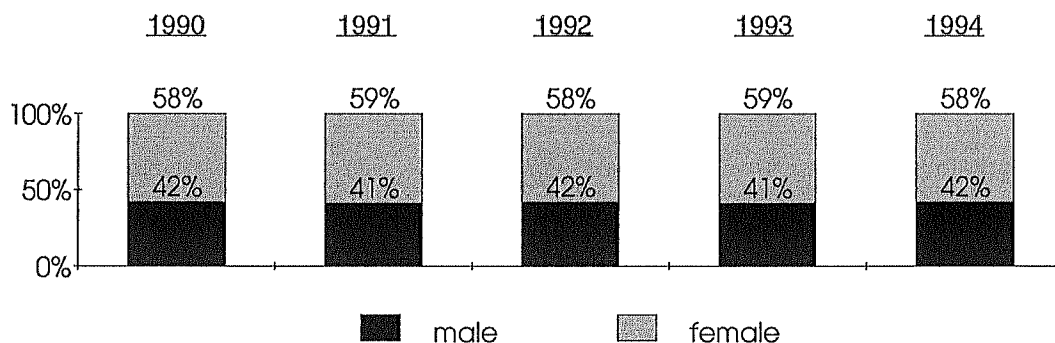
•Evening enrollment will continue to make up about 1/3 of the total student body

FY1994 CREDIT HOUR GENERATION

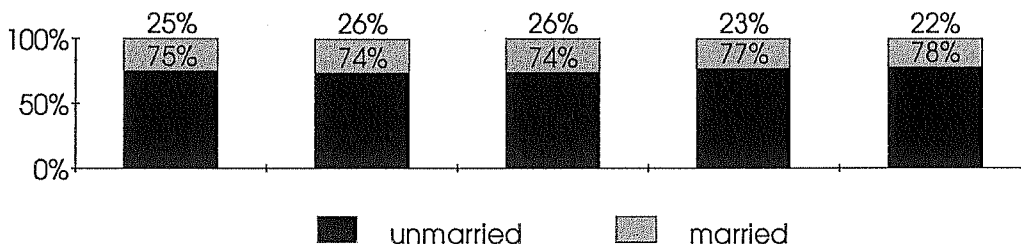
BY PROGRAM CATEGORY



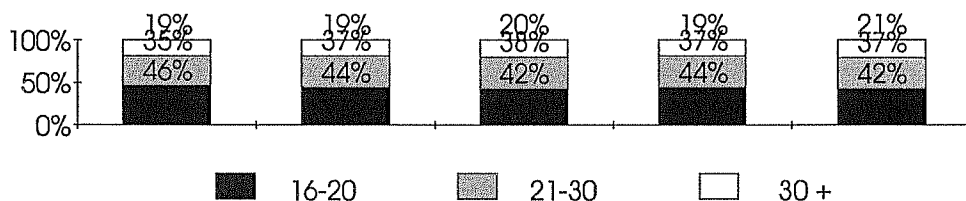
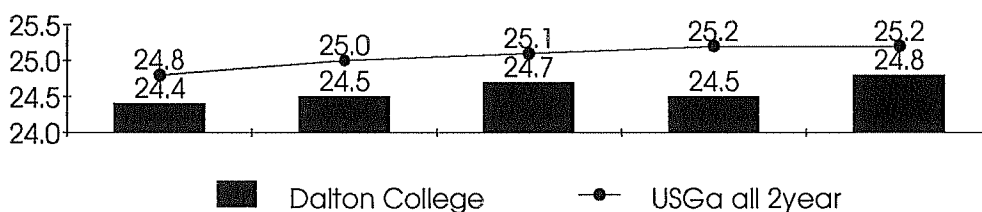
STUDENT BODY DEMOGRAPHICS



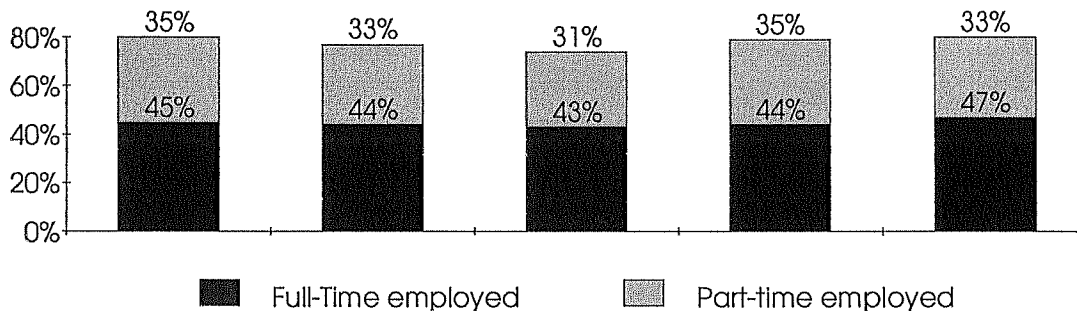
• A constant ratio of 41-42% male; 58%-59% female will be maintained for the foreseeable future



• The percentage of unmarried students will continue to rise slightly to about 80%



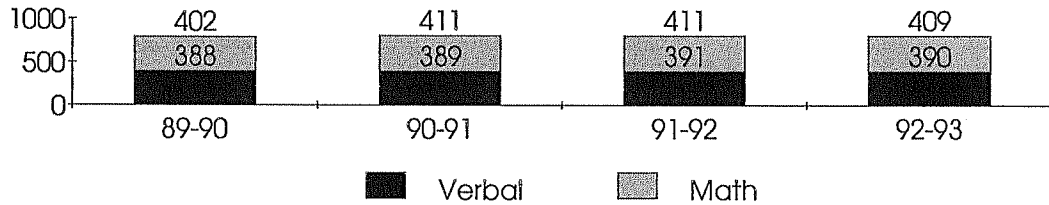
• The average age will continue to rise slightly but will also continue to lag behind the system two-year schools as a whole and the over 30 category will increase and the 16-20 decrease



• About 80% of the student body will be employed while attending college with an increasing percentage (almost half) working full-time

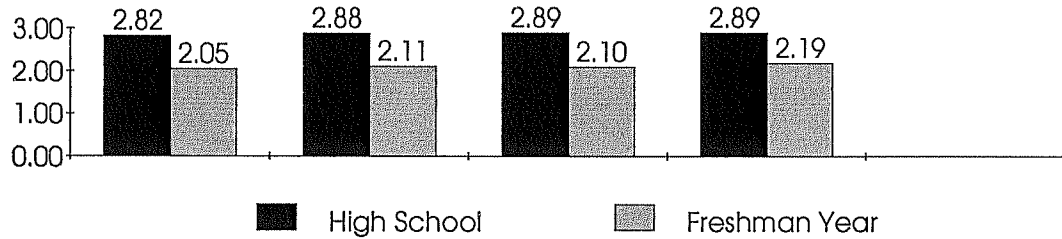
ACADEMIC PREPARATION

AVERAGE SAT SCORES



Average SAT scores of entering freshmen will remain constant at the 800 level

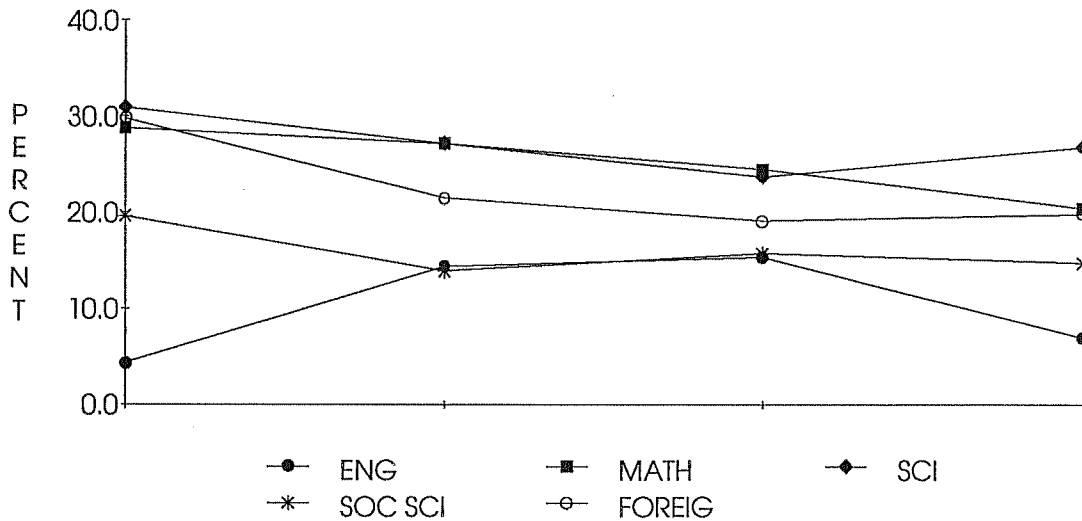
MEAN GRADE POINT AVERAGES



The mean GPA earned by entering students in high school has been very constant for the past three years, but the GPA earned by these same students during their first year of college has risen significantly during the last year

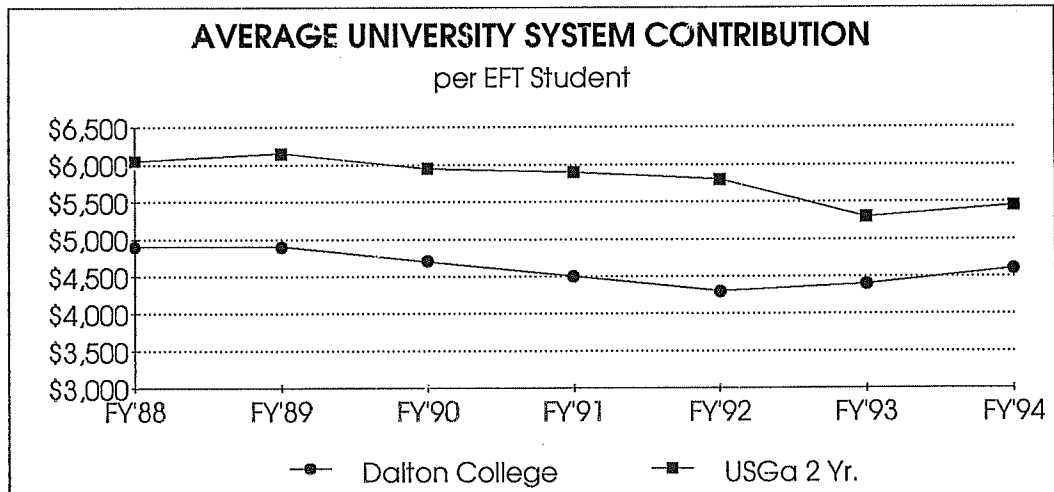
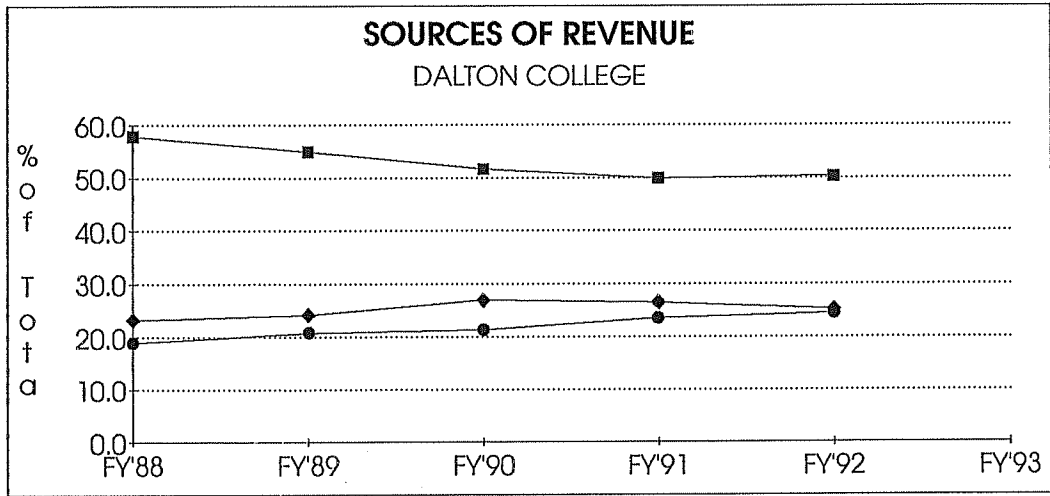
CPE DEFICIENCIES

Entering Degree Seeking Students



The highest rate of CPE Deficiency has been recorded in the Science area with English deficiency being the lowest. There have been significant decreases in Math and English deficiencies over the past four years

FINANCIAL SUPPORT



• A lessening percentage of total revenue will be represented by Tuition and Fees and even though Dalton College will continue to lag behind the average University System contribution per EFT Student, that amount is increasing and the gap is closing