



OFFICE OF INSTITUTIONAL RESEARCH & PLANNING

**ANNUAL REPORT
2004-2005**

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

Number of Completed Projects, Assignments and Tasks	13
Number of Major Ongoing Projects	7
Number of Major New Projects	5
Number of Consulting Service/Advice Provided to College Community	15
Number of Written ad-hoc Reports or Studies	24
Number of Surveys/Questionnaires Administered and/or Responded	30
Number of Students Served by Surveys	2,767
Number of Faculty and Staff Served by Surveys	139
Number of External Data Requests and Reports Prepared for University System and External Agencies	17
Number of Internal Data Requests Provided or Answered to	18
Number of Full-Time Staff	2
Number of Part-Time Staff	0
Number of Professional Development Activities by Staff	0
Number of Community Activities	6
Percentage of Staff Serving on Committees	100%
Total Operating Expenditures (FY 2005)	\$96,541.98
Operating Supplies & Expenses (FY 2005)	\$7,962.77
Equipment Expenditures (FY 2005)	\$-0-

Section B: Summary of Major Accomplishments

1. Produced a revised DSC Institutional Effectiveness (IE) Plan with a streamlined Key Performance Indicators (KPIs) as per the recommendations of an external evaluation team that reviewed the college's institutional effectiveness program.
2. Chaired a search committee that hired a new director of plant operations after the retirement of Mr. Mike Borja.
3. As per the President's request, produced four potential academic program proposals (Nursing, Accounting, Finance, and Criminal Justice) for consideration by senior administrators toward expanding the College's baccalaureate program offerings.
4. Supervised and administered on behalf of the University System, DSC's National Survey of Student Engagement (NSSE) survey.
5. With the assistance of Dr. Aref Hervani, an assistant professor of economics, produced a report, *The Economic Impact of Dalton State College on the Local Economy of North West Georgia* for senior administrators as a basis for Foundation fundraising and community efforts.
6. Participated as part of the DSC team that worked with Sasaki Associates to produce a revised Master Plan for the institution's long-term facilities planning.
7. Designed and administered the first Student Withdrawal/Exit Survey for withdrawing DSC students.
8. Served as one of DSC's representative on the USG Education Curriculum Committee charged to redesign and develop an outline and core content (Culture/Diversity/Special Needs) for Area F.
9. Assisted the Public Relations office to conduct a survey and focus group with some DSC students about the efficacy of the new and improved DSC website.
10. Assisted with DSC Title III grant accountability requirements by administering the second year of ACT's Academic Advising Survey to 500 randomly selected students.
11. Continued to provide and complete internal/external information requests, as well as coordinate the IPEDS Completions reports for Dalton State College.
12. The Director served on the following committees during the 2004-2005 planning period:
 - Academic Council
 - Administrative Council
 - Advising, Retention, and Completion (ARC) Committee
 - Social Work Professional Advisory Board
 - Strategic Planning
 - Partners In Profession Education (PIPE) Advisory Committee
 - MindPower Focus Group re: College Marketability
 - Director of Plant Operations Search Committee.
16. Continued to represent the College at the Administrative Council of Institutional Researchers of the University System of Georgia.
17. Continued to serve as faculty advisor for the College's International Students' Association (ISA).
18. Continued to instruct a one-credit hour Sociology course (SOC1 1000: Race and Ethnicity in American Society).

COMMUNITY & SCHOLARLY ACTIVITIES

- Invited to serve on the RossWoods/Hamilton Adult Day Services Board of Directors.
- Served on the Dalton High School Career/Technology Advisory Board
- Guest lectured on African cultures and society in the World Studies Social class at Gladden Middle School in Chatsworth.
- Guest lectured on Canadian politics in Dr. Baogang Guo's political science classes at DSC.
- Contributed a refereed essay, "Africa(ns) in the Canadian Educational System: An Analysis of Positionality and Knowledge Construction" in the volume, *The African Diaspora in Canada: Negotiating Identity and Belonging*, published by The University of Calgary Press (2005).
- Published with Dr. Marilyn Helms an article, "A Retention Assessment Process: Utilizing Total Quality Management Principles and Focus Groups" in the journal, *Planning for Higher Education* (Volume 33, Number 3, March-May 2005).
- Acknowledged member of a panel of scholars with expertise in race relations that "offered detailed and invaluable critiques" to the revised 4th edition volume (2006), *The Meaning of Difference – American Constructions of Race, Sex and Gender, Social Class, and Sexual Orientation*, edited by Karen E. Rosenblum and Toni-Michelle Travis and published by McGraw-Hill.
- Submitted two refereed articles for consideration in the *Canadian Journal of Education* and *Intercultural Education*.

Section C: Annual Progress in Strategic Planning

Goal 10

Implement revised/modified institutional effectiveness program.

Objective/Action Plan

Produce as per external evaluators and senior administrator's recommendations, DSC's revised institutional effectiveness program with key performance indicators to be implemented by the College community.

Success Indicator

A revised DSC Institutional Effectiveness Plan document will be produced with streamlined key performance indicators to guide academic divisions and administrative departments' planning and institutional effectiveness efforts. The 2004-2005 annual reports of the divisions and departments will implement the revised changes to the IE plan.

Evaluation Review

Findings: In January 2005, a revised DSC Institutional Effectiveness Plan and Key Performance Indicators was produced and disseminated to academic division chairs, vice presidents and directors of administrative departments.

Recommendations: To reduce the amount of work required by faculty and administrative offices, the revised IE plan provide flexibility and guidelines in assessing educational programs (individual courses and "terminal" programs) and administrative and educational support services.

Conclusion: The review process helped the College determine whether the size and scope of the IE program is appropriate for the size and complexity of the institution. It addressed the overarching issue of the amount and usefulness of IE data collected and recommended ways on which certain aspects of the IE program can be pared down. Faculty and administrative personnel workload on assessment is considerably reduced.

Level of Achievement

√ Exemplary
Adequate
Minimal

√ Review Completed

Continuous Improvement Summary

Unit Performance: This goal and its results helped the institutional research office address campus concerns about the amount of work required by divisions, faculty, and staff to carry out their institutional effectiveness activities. It provided campus-wide opportunity for all stakeholders to review their planning and institutional effectiveness activities and provide feedback on how the program can be streamlined and made more meaningful for their respective units. For the institutional research office, the goal afforded the opportunity to review the data

collection and reporting requirements contained within the IE program and look for ways to reduce the amount of data collected and a consequent refocus on those measures most directly supporting college-wide goals.

Goal Attainment: The revised report contributed to completing the college goal of implementing the revised/modified institutional effectiveness program at DSC.

Effect for Next Period: There is no further effect of this goal in the Year Three planning cycle.

Benefits to Organization: An improved institutional effectiveness program for DSC.

Level of Impact on Selected Review Area

√ Exemplary

Adequate

Minimal

√ Summary Completed

Section D: Annual Progress in Assessing Institutional Effectiveness

1. **Did your unit adopt any new or significantly revised outcome measures in administrative and support functions?**

Yes – Please list:

- The Office of Institutional Research & Planning (OIRP) office will coordinate College-wide strategic planning efforts for the new 2006-2010 planning cycle.
- The OIRP will produce a set of research reports for administrative use, which will be defined by senior administrative officers, as a mechanism for decision-making purposes.
- The OIRP will conduct research and studies and prepare reports to help improve DSC's retention and graduation rates, including USG's Retention and Graduation Improvement Plan.

2. **Did your unit implement any new methods for assessing administrative support functions or services?**

No.

3. **What specific changes did your unit make to administrative or support functions and processes as a result of assessment evidence?**

As a result of an external assessment of the functions of the institutional effectiveness program, a primary duty of the institutional research office, a revised institutional effectiveness plan and program was implemented campus-wide.

4. **List evidence of specific improvements to your unit's administrative and support services functions, which resulted from assessment-based changes.**

None.

5. **If available, please provide information on any major findings from self-studies and peer reviews performed for institutional accreditation as related to your unit.**

Although there were no major findings from self-studies and peer reviews related to institutional accreditation, faculty and staff at DSC had the opportunity to assess the effectiveness of OIRP in two major surveys: the 2004-2005 Staff Survey and the 2004-2005 Faculty Survey. Both surveys had sections on "Planning and Institutional Effectiveness" and "General Satisfaction with College Services." The results of the survey for the OIRP are produced in the following Tables. The results also assess three of the Administrative Outcome Measures in the OIRP's Performance Plan. The three are:

1. A majority of users will respond positively (“Strongly Agree” or “Agree”) to statements about the functions and effectiveness of the Institutional Research office.
2. Faculty and staff shall respond positively (“Strongly Agree” or “Agree”) to statements about the College’s planning and institutional effectiveness functions.
3. Faculty and staff will be generally satisfied with the Institutional Research office.

Table 1
Faculty Survey on “Planning and Institutional Effectiveness”

	<i>Strongly Agree</i>	<i>Agree</i>	<i>Don’t Know/ No Opinion</i>	<i>Disagree</i>	<i>Strongly Disagree</i>
DSC engages in effective planning for its educational programs.	29 41.4%	30 42.9%	6 8.6%	4 5.7%	1 1.4%
DSC engages in effective planning for its administrative and educational support programs.	24 34.3%	29 41.4%	10 14.3%	7 10.0%	0 0.0%
DSC engages in effective evaluation for its educational programs.	21 30.0%	38 54.3%	5 7.1%	5 7.1%	1 1.4%
DSC engages in effective evaluation for its administrative and educational support programs.	16 22.9%	32 45.7%	14 20.0%	7 10.0%	1 1.4%
DSC evaluates student achievement through the use of key performance indicators such as state licensing exams, regents’ testing program, and job placement rates.	33 47.1%	33 47.1%	4 5.7%	0 0.0%	0 0.0%
The Office of Institutional Research at DSC is effective in collecting, analyzing, and disseminating information and data.	26 37.1%	33 47.1%	7 10.0%	3 4.3%	1 1.4%

Table 2
Faculty Survey on “General Satisfaction with College Services”

	<i>Very Dissatisfied</i>	<i>Dissatisfied</i>	<i>Satisfied</i>	<i>Very Satisfied</i>	<i>No Response</i>
Institutional research	2 2.9%	1 1.4%	45 64.3%	18 25.7%	4 5.7%

Table 3
Staff Survey on “Planning and Institutional Effectiveness”

	<i>Strongly Agree</i>	<i>Agree</i>	<i>Don’t Know/ No opinion</i>	<i>Disagree</i>	<i>Strongly Disagree</i>	<i>No Response</i>
9. DSC engages in effective planning for its educational programs.	13 18.8%	39 56.5%	10 14.5%	5 7.2%	0 0.0%	2 2.9%
10. DSC engages in effective planning for its administrative and educational support programs.	12 17.4%	36 52.2%	15 21.7%	4 5.8%	0 0.0%	2 2.9%
11. DSC engages in effective evaluation for its educational programs.	13 18.8%	27 39.1%	22 31.9%	4 5.8%	0 0.0%	3 4.3%
12. DSC engages in effective evaluation for its administrative and educational support programs.	12 17.4%	32 46.4%	20 29.0%	3 4.3%	0 0.0%	2 2.9%
13. DSC evaluates student achievement through the use of key performance indicators such as state licensing exams, regents’ testing program, and job placement rates.	19 27.5%	35 50.7%	12 17.4%	1 1.4%	0 0.0%	2 2.9%
14. The Office of Institutional Research at DSC is effective in collecting, analyzing, and disseminating information and data.	29 42.0%	27 39.1%	11 15.9%	0 0.0%	0 0.0%	2 2.9%
15. The preparation of the DSC annual budget is preceded by adequate educational planning.	14 20.3%	26 37.7%	23 33.3%	4 5.8%	0 0.0%	2 2.9%

Table 2
Staff Survey on “General Satisfaction with College Services”

	<i>Very Dissatisfied</i>	<i>Dissatisfied</i>	<i>Satisfied</i>	<i>Very Satisfied</i>	<i>Don’t know/ No opinion</i>	<i>No Response</i>
Institutional research	0 0.0%	0 0.0%	45 65.2%	18 26.1%	0 0.0%	6 8.7%

Results Outcome:

In response to the three outcome measures, the results of the two surveys show that, on the whole, there is generally a high satisfaction level with the functions and service of the OIRP.

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

The OIRP continues to be productive and contribute to the general decision making processes of the institution with its reports, data dissemination, and other ad-hoc projects. As reported last year, the addition of an administrative assistant to the office was welcoming and it has freed the director from “maintenance” and “housekeeping” duties and projects and to focus on more substantive research studies to assist the College meet some of its critical goals such as retaining and graduating students. On this note, with the increased attention to the System’s focus on improving retention and graduation rates as well as identifying peer institutions for comparative purposes, the role of the OIRP will become even more important as the College seeks ways to improve its retention and graduation rates. Over the coming year, the OIRP will be preparing reports and analysis to help in that regard. This will be a challenge, but a welcoming one. And now that the implementation of the new IE plan is in effect, some increased attention will also be paid to provide relevant data for decision making by creating a set of research reports for administrative use. Other upcoming plans for the 2005-2006 year as approved by the President include:

1. Take the lead in incorporating the news SACS principles into DSC’s planning and assessment programs.
2. Assist with reinvigorating the academic program review process.
3. Assist with the development of the College’s new strategic plan, to become effective in the fall of 2006.
4. Begin ‘laying the foundation’ for DSC’s Quality Enhancement Plan report on retention.

APPENDIX

Dalton State College
Institutional Research Survey List & Count
July 1, 2004 - June 30, 2005

ACT Academic Advising Survey	443
Business Graduates Survey	22
Education Undergraduate Survey	31
Faculty Survey	70
Graduating Student Survey	234
NSSE Survey	1717
Nursing Graduates Survey	47
Social Work Graduate Survey	10
Staff Survey	69
Technical Education Graduates Survey	55
Website Survey	150
Withdrawal/Exit Student Survey	58
Workforce Needs Survey	76
<u>Total</u>	<u>2982</u>

Project and Activity Log/Calendar