



THE FIFTH-YEAR INTERIM REPORT

Name of Institution:

Dalton State College

Address of the Institution:

650 College Drive, Dalton, GA 30720

Name, title, contact numbers of person(s) preparing the report:

Henry M. Codjoe, Ph.D.

Director of Institutional Research and Planning

706-272-4406

Part I: Signatures Attesting to Integrity
(Applicable to all institutions)

Directions: Please include Part I with Parts II, III, and V on the same electronic device or with the same print document. It should not be combined with Part IV.

By signing below, we attest that **Dalton State College** has conducted an honest assessment of compliance and has provided complete and accurate disclosure of timely information regarding compliance with the identified Core Requirements, Comprehensive Standards, and Federal Requirements of the Commission on Colleges.

Date of Submission: **September 14, 2018**

Accreditation Liaison

Name of Accreditation Liaison

Henry M. Codjoe, Ph.D.
Director, Institutional Research and Planning



Signature

Chief Executive Officer

Name of Chief Executive Officer

Margaret Venable, Ph.D.



Signature

**Part II: The "Institutional Summary
Form Prepared for Commission Reviews"**
(Applicable to all institutions)

Directions: Please include Part II with Parts I, III, and V on the same electronic device or with the same print document. It should not be combined with Part IV.

GENERAL INFORMATION

Name of Institution:

Dalton State College

Name, Title, Phone number, and email address of Accreditation Liaison:

Henry M. Codjoe
Director of Institutional Research and Planning
706-272-4406
hcodjoe@daltonstate.edu

IMPORTANT:

Accreditation Activity (check one):

- Submitted at the time of Reaffirmation Orientation
- Submitted with Compliance Certification for Reaffirmation
- Submitted with Materials for an On-Site Reaffirmation Review
- Submitted with Compliance Certification for Fifth-Year Interim Report
- Submitted with Compliance Certification for Initial Candidacy/Accreditation Review
- Submitted with Merger/Consolidations/Acquisitions
- Submitted with Application for Level Change

Submission date of this completed document: September 14, 2018

EDUCATIONAL PROGRAMS

1. Level of offerings (Check all that apply)

- Diploma or certificate program(s) requiring less than one year beyond Grade 12
- Diploma or certificate program(s) of at least two but fewer than four years of work beyond Grade 12
- Associate degree program(s) requiring a minimum of 60 semester hours or the equivalent designed for transfer to a baccalaureate institution
- Associate degree program(s) requiring a minimum of 60 semester hours or the equivalent not designed for transfer
- Four or five-year baccalaureate degree program(s) requiring a minimum of 120 semester hours or the equivalent
- Professional degree program(s)
- Master's degree program(s)
- Work beyond the master's level but not at the doctoral level (such as Specialist in Education)
- Doctoral degree program(s)
- Other (Specify) _____

2. Types of Undergraduate Programs (Check all that apply)

- Occupational certificate or diploma program(s)
- Occupational degree program(s)
- Two-year programs designed for transfer to a baccalaureate institution
- Liberal Arts and General
- Teacher Preparatory
- Professional
- Other (Specify): Baccalaureate degree programs

GOVERNANCE CONTROL

Check the appropriate governance control for the institution:

Private (*check one*)

Independent, not-for-profit

Name of corporation OR

Name of religious affiliation and control: _____

Independent, for-profit *

If publicly traded, name of parent company: _____

Public state * (*check one*)

Not part of a state system, institution has own independent board

Part of a state system, system board serves as governing board

Part of a state system, system board is super governing board, local governing board has delegated authority

Part of a state system, institution has own independent board

**If an institution is part of a state system or a corporate structure, a description of the system operation must be submitted as part of the Compliance Certification for the decennial review. See Commission policy “Reaffirmation of Accreditation and Subsequent Reports” for additional direction.”*

INSTITUTIONAL INFORMATION FOR REVIEWERS

Directions:

Please address the following and attach the information to this form.

1. History and Characteristics

Directions:

Please address the following and attach the information to this form.

1. History and Characteristics

Provide a brief history of the institution, a description of its current mission, an indication of its geographic service area, and a description of the composition of the student population. Include a description of any unusual or distinctive features of the institution and a description of the admissions policies (open, selective, etc.). If appropriate, indicate those institutions that are considered peers. Please limit this section to one-half page.

History

Dalton State was chartered as Dalton Junior College by the Board of Regents of the University System of Georgia in July 1963. An inaugural class of 524 students enrolled in 1967, and enrollment grew to 5,164 students in fall 2017. The Southern Association of Colleges and Schools first accredited what is now Dalton State to award the associate's degree in 1969, and the College has been accredited since then. Today, the College occupies 633,901 square feet of space in 17 major buildings; it opened its first residence hall in 2009 and saw the return of athletics in 2012. In 2008, Dalton State received approval from the University System's Board of Regents to offer an Associate of Arts degree in general studies in Ellijay, Georgia. The center officially became Dalton State's new off-campus instructional site in spring 2011 after approval by the Southern Association of Colleges and Schools in January 2011.

Other changes have occurred over the years. In 1987, the Board of Regents deleted "Junior" from the name of the College. In 1998, the University System authorized Dalton to begin offering selected bachelor's degrees in the field of business. In 2011, the College severed its 30+ year connection with the Technical College System of Georgia to concentrate on its bachelor's programs. Today Dalton State offers 22 baccalaureate degrees in a wide variety of business, health, education, science, and liberal arts fields. There are also 11 options for associate degrees, as well as 2 certificate programs. These developments were sanctioned by a SACSCOC authorized substantive change from Level I to Level II, including a Board of Regents' authorized change of mission.

Mission

Dalton State has a clearly defined mission, vision, and values statement. The [current mission statement](#), approved by the Board of Regents in August 2016, is as follows: Dalton State College provides a diverse student population with opportunities to acquire the knowledge and skills necessary to attain affordable baccalaureate degrees, associate degrees, and certificates and to reach their personal and professional goals. Through challenging academics and rich

collegiate experiences, we promote lifelong learning, active leadership, and positive contributions in Northwest Georgia and beyond.

Geographic Service Area

The College serves a 12-county region, with most students coming from five primary counties in Northwest Georgia. Of the roughly 5,164 students enrolled in fall 2017, 4,281 or 83% came from the following counties: Whitfield (44.3%), Catoosa (12.2%), Murray (11.4%), Gordon (8.2%), and Walker (6.9%). Of the remaining 883 students, 1.6% came from out-of-state (mostly Tennessee and surrounding states and international locations).

Composition of Student Body and Description of Any Unusual Distinctive Features

As of fall 2017, 75.07% of the current student body is of traditional age (18-24), with an average age of about 22.1; 59.4% of the enrollment is female, 63.4% attend full-time, and about 63.8% (self-reported) of the students are white. Two hundred and fifty-eight students are from 42 countries—the majority coming from Mexico, India, Pakistan, El Salvador, and Colombia. Dalton State has the largest percentage of Hispanic students in the University System of Georgia at 26.8% and in 2018 became officially recognized as Georgia's first Hispanic-Serving Institution (HSI) by the United States Department of Education.

The College performs a dual mission, building on its two-year college tradition while developing four-year programs in focused areas of regional need. Dalton State continues to serve as a point of access and destination for students entering the University System of Georgia. Students are typically first-generation college students, who enroll intermittently over time and frequently take part-time course loads. The majority of students live off campus, often “stop out,” and infrequently participate in co-curricular activities. Results from the [2017 National Survey of Student Engagement](#) for Dalton State showed only 17% of first-year students spend at least 5 hours a week participating in co-curricular activities, with 76% spending no time participating in co-curricular activities. The establishment of the new residence hall on campus should lead to increased involvement and bring in more students living on campus.

Admissions Policy

Dalton State has a relatively open admission policy, accepting applicants who provide evidence of the potential for success at the College. Students are considered for admission without regard to race, creed, gender, marital status, disability, sexual orientation, age, or national origin.

Peer Institutions (IPEDS) [revised and approved by USG, April 3, 2017]

1. College of Coastal Georgia
2. CUNY Medgar Evers College
3. Dixie State University
4. Georgia Gwinnett College
5. Gordon State College
6. Indiana University - Kokomo
7. Lewis-Clark State College
8. Missouri Southern State University
9. Nevada State College
10. Northwest Florida State College
11. Pennsylvania College of Technology
12. Rogers State University
13. SUNY College of Technology at Canton
14. University of Arkansas - Fort Smith
15. West Virginia University at Parkersburg

2. List of Degrees

List all degrees currently offered (A.S., B.A., B.S., M.A., Ph.D., for examples) and the majors or concentrations within those degrees, as well as all certificates and diplomas. For each credential offered, indicate the number of graduates in the academic year previous to submitting this report. Indicate term dates.

The following table with graduates from the fall 2016 and spring 2017 terms shows the broad spectrum of educational credentials including mini-certificates through baccalaureate degrees with concentrations or certifications available at Dalton State College. In total, Dalton State students may choose from 22 different bachelor's programs offered through the schools of Business, Education, Health Professions, Liberal Arts, and Science, Technology, and Mathematics or from one of the College's 11 associate's degree, and 2 career certificate and programs. There are 6 additional pathways under the A.S. and A.A. degrees. These are not separate degree programs; they are associate's degrees in general studies that offer a limited number of introductory classes in the discipline.

Credential	Major	Concentration or Certification	Graduates (Fall 2016-Spring 2017)
Bachelor of Business Administration			117
Accounting			25
Finance and Applied Economics			9**
Logistics and Supply Chain Management			0***
Management			39
Management Information Systems			22
Marketing			22
Bachelor of Applied Science			13
Scientific Technology		-Information Technology -Chemistry	0**
Technology Management			13****
Bachelor of Arts			49
Communication			3**
English/Secondary Education Certification			17
History/Secondary Education Certification			19
Interdisciplinary Studies			10
Bachelor of Science			137
Biology/Secondary Education Certification			45
Chemistry/Secondary Education Certification			10
Criminal Justice/Criminal Justice eMajor			27
Mathematics/Secondary Education Certification			9
Organizational Leadership			15
Psychology			26*
Respiratory Therapy			5
Bachelor of Science in Education			61
Elementary Education			61
Bachelor of Science in Nursing			48
Nursing (RN-BSN)			48
Bachelor of Social Work			21
Social Work			21

Credential	Major	Concentration or Certification	Graduates (Fall 2016-Spring 2017)
Associate of Arts Degree			48
	General Studies		42
	Theatre (Pathway)		0
	Music		6*
Associate of Science Degree			134
	Criminal Justice		8
	Elementary Education		70
	General Studies		25
	Computer Science (Pathway)		8
	Health and Physical Education (Pathway)		0
	Nursing Transfer (Pathway)		0
	Physics/Pre-Engineering (Pathway)		23
	Respiratory Therapy (Pathway)		0
Associate of Science in Nursing			61
	Two-year Registered Nursing		61
Associate of Applied Science Degree			53
	Computer Networking and Service Technology		6
	Integrated Technology Studies		13
	Medical Laboratory Technology		8
	Radiologic Technology		14
	Respiratory Therapy		12
Certificates and Mini-Certificates			50
	Licensed Practical Nursing (LPN)		34
	Phlebotomy		16

*New as of Fall 2015

**New as of Fall 2016

***New as of Fall 2017

****Degree program Moved to School of Science Technology and Math as of Spring 2018

3. Off-Campus Instructional Locations and Branch Campuses

(Please note: This section has been extensively revised.)

List **all locations** where 50% or more credit hours toward a degree, diploma, or certificate can be obtained primarily through traditional classroom instruction. Report those locations in accord with the Commission's definitions and the directions as specified below.

Off-campus instructional sites—a site located geographically apart from the main campus at which the institution offers **50% or more** of its credit hours for a diploma, certificate, or degree. This includes high schools where courses are offered as part of dual enrollment. For each site, provide the information below. **The list should include only those sites reported and approved by SACSCOC.** Listing unapproved sites below does not constitute reporting them to SACSCOC. In such cases when an institution has initiated an off-campus instructional site as described above without prior approval by SACSCOC, a prospectus for approval should be submitted immediately to SACSCOC.

Off-Site Location:

Dalton State College's main campus is located in Northwest Georgia, 20 miles south of the Tennessee border on I-75 in Dalton, Georgia. Dalton State serves a 12-county region of Georgia with an exceptionally diverse population of more than a half million residents.

In addition, Dalton State operates an off-campus instructional site at the [Gilmer Campus](#) where students can earn all the necessary coursework for an Associate of Arts degree in general studies. The request for authority to initiate the substantive change began with the University System's Board of Regents approval on October 15, 2008, of Dalton State's request to establish the existing Associate of Arts as an external degree in Gilmer County and concluded with [SACS approval on January 7, 2011](#). In February 2018, [the College requested and received approval from SACSCOC to change the name of the Gilmer Center off-campus instructional site to the Gilmer Campus off-campus instructional site](#), effective fall 2017.

Name of Site	Physical Address (street, city, state, country) Do not include PO Boxes.	Date Approved by SACSCOC	Date Implemented by the institution	Educational programs offered (specific degrees, certificates, diplomas) with 50% or more credits hours offered at each site	Is the site currently active? (At any time during the past 5 years, have students been enrolled and courses offered? If not, indicate the date of most recent activity.)
Gilmer Campus	103 Dalton St, Ellijay, GA 30540	January 7, 2011 (Name change approved February 28, 2018)	Opened in spring 2009, but officially implemented in spring 2011 after approval by SACSCOC	Associate of Arts degree in General Studies	Yes, site is currently active. As of fall 2017, 197 students (4.2%) were enrolled at the Gilmer Campus

Institutions with off-campus instructional sites at which the institution offers **25-49%** credit hours for a diploma, certificate, or degree—including high schools where courses are offered as dual enrollment—are required to notify SACSCOC in advance of initiating the site. For each site, provide the information below.

Name of Site (Indicate if site is currently active or inactive. If inactive, date of last course offerings and date of projected reopening)	Physical Address (street, city, state, country) Do not include PO Boxes.	Date Notified SACSCOC by SACSCOC	Date Implemented by the institution	Educational programs offered (specific degrees, certificates, diplomas) with 25-49% credit hours offered at each site	Is the site currently active? (At any time during the past 5 years, have students been enrolled and courses offered? If not, indicate the date of most recent activity.)
n/a	n/a	n/a	n/a	n/a	n/a

Branch campus—an instructional site located geographically apart and independent of the main campus of the institution. A location is independent of the main campus if the location is (1) permanent in nature, (2) offers courses in educational programs leading to a degree, certificate, or other recognized educational credential, (3) has its own faculty and administrative or supervisory organization, and (4) has its own budgetary and hiring authority. **The list should include only those branch campuses reported and approved by SACSCOC.** Listing unapproved branch campuses below does not constitute reporting them to SACSCOC. A prospectus for unapproved branch campuses should be submitted immediately to SACSCOC.

Name of Branch Campus	Physical Address (street, city, state, country) Do not include PO Boxes.	Date Approved by SACSCOC	Date Implemented by the institution	Educational programs (specific degrees, certificates, diplomas) with 50% or more credits hours offered at the branch campus	Is the campus currently active? (At any time during the past 5 years, have students been enrolled and courses offered? If not, indicate the date of most recent activity.)
n/a	n/a	n/a	n/a	n/a	n/a

4. Distance and Correspondence Education

Provide an initial date of approval for your institution to offer distance education. Provide a list of credit-bearing educational programs (degrees, certificates, and diplomas) where 50% or more of the credit hours are delivered through distance education modes. For each educational program, indicate whether the program is delivered using synchronous or asynchronous technology, or both. For each educational program that uses distance education technology to deliver the program at a specific site (e.g., a synchronous program using interactive videoconferencing), indicate the program offered at each location where students receive the transmitted program. Please limit this description to one page, if possible.

Distance and Correspondence Education

Provide a list of credit-bearing educational programs (degrees, certificates, and diplomas) where 50% or more of the credit hours are delivered through distance education modes. For each educational program, indicate whether the program is delivered using synchronous or asynchronous technology, or both. For each educational program that uses distance education technology to deliver the program at a specific site (e.g., a synchronous program using interactive videoconferencing), indicate the program offered at each location where students receive the transmitted program. Please limit this brief description to one page, if possible.

The College has been approved by the University System of Georgia (USG) to provide one online program by itself and two in collaboration with other institutions in the University System. The following paragraphs explain the timeline and details of those programs. In February 2011, SACS approved the College as an affiliate institution to the University System of Georgia's eCore program, beginning summer semester 2011. The eCore program allows USG students the opportunity to complete their first two years of college in an online environment, and almost every associate's transfer and bachelor's degree can potentially be delivered at least 50% online. Except for the occasional proctored exam, eCore courses are taught entirely online and are designed, developed, taught, and supported by faculty and staff from the USG. The eCore program offers courses in English, mathematics, science, technology, foreign language, communication, history, and social sciences using asynchronous technology.

In addition to eCore, Dalton State also participates in the University System of Georgia's eMajor—short for electronic major—program which provides undergraduate online degrees through traditional, public institutions in the University System of Georgia. Developed and maintained by dedicated instructional and web design professionals and committed faculty, each course is consistent in both design and accessibility standards and taught by University System of Georgia instructors. A cornerstone of eMajor is the inclusion of prior learning assessments, shortening time to degree. The first eMajor Dalton State was approved to offer is the Bachelor of Science Degree in Organizational Leadership, with concentrations in Public Service Administration, Office Administration and Technology, and Health Care Administration. The College shares online delivery of the courses with the University of West Georgia, Albany State University, and Fort Valley State University. Dalton State faculty are responsible for the courses in the Health Care Administration concentration.

Most recently, in August 2015, SACSCOC accepted Dalton State's notification to offer the approved Bachelor of Science in Criminal Justice degree through the USG eMajor consortium, effective Fall 2015. The College will share online delivery of the courses with Georgia Southwestern State University. The student's home institution will award a single degree. The College has offered the Bachelor of Science in Criminal Justice degree program since 2009, as an on-campus program. A signed copy of the eMajor Affiliate Letter of Intent and Commitment is provided [1].

Also in 2015 the University System of Georgia approved [2] the delivery of a [Bachelor of Science in Health Information Management](#), which is its first hybrid (online/face-to-face) program taught entirely through the College. Students may complete the first two years in a traditional format or through eCore and then complete the second two years through the online courses. The online and hybrid courses taught by DSC are taught asynchronously. (At the end of the Spring 2018 semester, Academic Affairs decided to suspend the BS in Health Information Management because enrollment has not been robust and there was difficulty identifying a director to manage the program.)

As part of its distance and correspondence education, the institution also has an increasing number of courses whose primary delivery mechanism is electronic, as well as those that are at least 50% electronic (hybrid or blended). These courses are delivered through the University System of Georgia's joint learning management system branded as [GeorgiaView, which utilizes Brightspace](#), a product developed by Desire2Learn (D2L). Faculty are being encouraged to develop their traditional courses into online delivery. The faculty member and his/her department head and/or dean work together to ensure that the online course is equal to the traditional delivery of the course. Assessment of online and hybrid courses is conducted each semester through the [WEAVE platform](#) to ensure achievement of learning outcomes, and as in all courses, faculty are evaluated by students each semester through the [SmartEvals platform](#).

Additionally, the Online Education Committee, under the auspices of the Office of Academic Affairs, has instituted a [peer review process](#) for faculty to develop an online or hybrid version of an approved traditional course. The Office of Academic Affairs, the deans and department heads, and the Online Education Committee work together to ensure course content, contact hours, and expected learning outcomes all follow SACSCOC protocol based on *Distance Education: Definition and Principles –A Policy Statement*.

5. Accreditation

- (1) *List all agencies that currently accredit the institution and any of its programs and indicate the date of the last review by each.*
- (2) *If SACS Commission on Colleges is not your primary accreditor for access to USDOE Title IV funding, identify which accrediting agency serves that purpose.*
- (3) *List any USDOE recognized agency (national and programmatic) that has terminated the institution's accreditation (include the date, reason, and copy of the letter of termination) or list any agency from which the institution has voluntarily withdrawn (include copy of letter to agency from institution).*
- (4) *Describe any sanctions applied or negative actions taken by any USDOE-recognized accrediting agency (national, programmatic, SACSCOC) during the two years previous to the submission of this report. Include a copy of the letter from the USDOE to the institution.*

Dalton State College is accredited by the Commission on Colleges of the Southern Association of College and Schools (1866 Southern Lane, Decatur, Georgia 30033-4097: Telephone number 404-679-4501) to award the associate's and bachelor's degrees. The College was initially accredited in 1969. Accreditation was reaffirmed in 1973, 1984, 1994, 2003, and 2013. This is supplemented by professional program accreditations in the Schools of Business, Education, and Health Professions. Professional accreditations of Dalton State College programs by accrediting agencies are as follows:

C. LAMAR AND ANN WRIGHT SCHOOL OF BUSINESS

Degree Program	National/State Program Review
<i>Bachelor of Business Administration</i> Accounting Finance and Applied Economics Logistics and Supply Chain Management Management Management Information Systems Marketing	Association to Advance Collegiate Schools of Business (AACSB) Initial accreditation January 2010 Maintenance of accreditation Sept. 2014 Reaffirmed 2015

SCHOOL OF EDUCATION

Degree Program	National/State Program Review
<i>Bachelor of Science in Education</i> Elementary Education Elementary Education (ESOL Endorsement)	National Council for Accreditation of Teacher Education (NCATE) (Last awarded in 2010 – met all elements.) Georgia Professional Standards Commission Board of Examiners Report (Last awarded in 2010 for ECE – met all elements.) (Last awarded in 2013 for all five secondary programs/met all elements and received exceeded target in three elements.)

SCHOOL OF HEALTH PROFESSIONS

Degree Program	National/State Program Review
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<i>Bachelor of Science in Nursing</i> RN-B.S.N.	Accreditation Commission for Education in Nursing (ACEN) (Last awarded in 2014.) Georgia Board of Nursing (GBON) (Last awarded in 2008.)
<i>Bachelor of Social Work</i> Social Work	Council of Social Work Education (Last awarded in 2010.)
<i>Associate of Applied Science</i> Radiologic Technology	Joint Review Committee on Education in Radiologic Technology (Last awarded in 2015.)
<i>Associate of Applied Science</i> Respiratory Therapy	The Committee on Accreditation for Respiratory Care (COARC) (Last awarded in 2009.)
<i>Associate of Applied Science</i> Medical Laboratory Technology	National Accrediting Agency for Clinical Laboratory Sciences (NAACLS) (Last awarded in 2014.)
<i>Associate of Science</i> Two-Year Registered Nursing	Accreditation Commission for Education in Nursing (ACEN) (Last awarded in 2010.) Georgia Board of Nursing (GBON) (Last awarded in 2008.)
<i>Certificate</i> Licensed Practical Nursing	Georgia Board of Nursing (Last awarded in 2011.)
<i>Mini-Certificate</i> Phlebotomy	National Accrediting Agency for Clinical Laboratory Sciences (Last awarded in 2013.)

There have been no sanctions applied or negative actions taken by any of these accrediting bodies in the last two years. However, in 2016 the ASN program was placed on conditional approval by the Georgia Board of Nursing. This conditional approval designation was due to the four-year average NCLEX-RN pass rates being less than 80%. In Spring 2018, the conditional approval was removed because the 4-year average pas rate was above 80%.

6. Relationship to the U.S. Department of Education

Indicate any limitations, suspensions, or termination by the U.S. Department of Education in regard to student financial aid or other financial aid programs during the previous three years. Report if on reimbursement or any other exceptional status in regard to federal or state financial aid.

Dalton State College has had no suspensions or termination by the U.S. Department of Education in regard to student financial aid or other financial aid programs during the previous three years.

Documentation

- [1] Notification re SACSCOC Approval of eMajor BS Criminal Justice, August 3, 2015
- [2] Agenda and Minutes, Board of Regents Meeting Approving Bachelor of Science Program in Health Information Management, May 2015

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Part III: The Fifth-Year Compliance Certification

(Applicable to all institutions)

1. The number of full-time faculty members is adequate to support the mission of the institution and to ensure the quality and integrity of each of its academic programs. **(Core Requirement 2.8)**

Compliance Non-Compliance

Narrative:

Dalton State College maintains appropriate numbers of full-time faculty members to support its [mission](#) and to maintain the integrity and quality of the programs offered by the College.

Dalton State has experienced increases in enrollment in recent years, as shown by Table 2.8-1. The College remains committed to providing the same high quality education to its students since its inception in 1967.

Table 2.8-1
2008-2017 Comparison of Full-Time Faculty* Changes
and Student Enrollment (Headcount) Changes

Year	Fall Headcount	Change in Fall Headcount (from previous year)	Number of Full-Time Faculty	Change in Full-Time Faculty (from previous year)
2008	4,957	9.4%	141	9.3%
2009	5,722	15.4%	150	6.4%
2010	5,988	4.6%	162	8.0%
2011	5,485	-8.4%	167	3.1%
2012	5,047	-8.0%	160	-4.2%
2013	5,015	-0.6%	161	0.6%
2014	4,854	-3.2%	166	3.1%
2015	5,044	3.9%	167	0.6%
2016	5,188	2.9%	173	3.6%
2017	5,164	-0.5%	169	-2.3%
Total increase from Fall 2008 - Fall 2017		4.2%		19.9%

Source: Office of Institutional Research [Quick Facts](#)

Increase in enrollment naturally leads to a need for additional faculty members. As shown in Table 2.8-1, the administration of Dalton State has been responsive to this need despite cutbacks in state funding. The increase in full-time faculty was greater than the increase in student enrollment, indicating that Dalton State is proactive and responds to increases in enrollment. The student-to-full-time faculty ratio changed very little from 2008 to 2017, from 35.0 to 31.0. The College deactivated several programs in its former School of Technology when it offered technical programs, and the loss of full-time faculty positions dedicated to those programs caused the overall increase in the numbers of full-time faculty to appear to be slower than it is. In actuality, the College gained additional full-time faculty members in other schools to satisfy the changing nature of its student population, especially when it recently consolidated and reorganized its academic programs into five schools and 14 departments. It is expected that with the addition and expansion of program offerings, the number of full-time faculty will modestly increase.

Generally, the increase in full-time faculty members was seen across all schools and programs, as shown by Table 2.8-2. This information was provided by the deans of each school as of fall 2017. Since faculty members may teach in multiple programs at once, combined program totals may not equal school totals. In addition, some programs (e.g., the bachelor's degrees in English, chemistry, criminal justice, and history) were not established until 2009, so there are no comparison numbers (Fall 2008 vs. Fall 2017) available. Also, the School of Health Professions was not established until 2013 and has no comparable data.

Table 2.8-2
Full-Time Faculty Changes in Each Program
C. Lamar and Ann Wright School of Business Administration
2008-2017

School	Number of Full-Time Faculty (year)		Change in Full-Time Faculty (2008-2017)
	2008 (Fall)	2017 (Fall)	
Business	15	24	9
• Accounting, B.B.A.	4	5	1
• Finance and Applied Economics, B.B.A.	0	2	2
• Logistics and Supply Chain Management, B.B.A.	0	2	2
• Management, B.B.A.	3	4	1
• Management Information Systems, B.B.A.	2	3	1
• Marketing, B.B.A.	3	2	-1

Source: Office of the Dean of the Wright School of Business

Table 2.8-2
Full-Time Faculty Changes in Each Program
School of Education
2008-2017

School	Number of Full-Time Faculty (year)		Change in Full-Time Faculty (2008-2017)
	2008 (Fall)	2017 (Fall)	
Education	13	10*	-3
• Elementary Education, B.S.Ed.	13	10*	+4
• Elementary Education, B.S.Ed. (ESOL Endorsement)	n/a	1	+1
• Elementary Education, B.S.Ed. (Secondary Education)	N/A	4	+4
• Elementary Education, A.S. pathway	N/A	N/A	N/A

Source: *Office of the Dean of Education*

Note: Four faculty members are counted as both members of the Elementary Education faculty and the Secondary Education faculty for the 2017 AY. No faculty members teach in the A.S. degree pathway alone. Thus, the faculty who teach the education courses for this degree are counted in the B.S.Ed. program and the secondary program. The dean is not included here in the numbers above, even though she taught in the program, though not as a full-time faculty member.

Table 2.8-2
Full-Time Faculty Changes in Each Program
School of Health Professions
2008-2017

		Number of Full-Time Faculty (year)		
School		2008 (Fall)	2017 (Fall)	Change in Full-Time Faculty (2008-2017)
Health Professions	n/a	35	+35	
• Health Information Management, B.S.	n/a	2		+2
• Organizational Leadership, B.S.	N/A	0		This program is part of eMajor and is taught with other member institutions. Dalton State hosts the concentration in Healthcare Administration. Two faculty members teach courses (HADM) for this concentration as an overload to their contracted workload.
• RN-BSN, B.S.N.	N/A	N/A		This program is taught by faculty in the Department of Nursing. Faculty in the department may teach across the curriculum in the ASN and RN-BSN programs.
• Respiratory Therapy, B.S.	N/A	1		+1
• Social Work, B.S.W.	4	4		0
• Health and Physical Education, A.S. Pathway	N/A	2		+2
• Nursing, A.S.N.	8	11		+3
• Medical Laboratory Technology, A.A.S.	1	1		0
• Radiologic Technology, A.A.S.	2	2		0
• Respiratory Therapy, A.A.S.	2	2		0
• LPN, Certificate	5	4		-1
• Phlebotomy, Mini-Certificate	0	0		Courses required for the Mini-Certificate are part of the AAS Medical Laboratory Technology program.

Source: Office of the Dean of School of Health Professions

Table 2.8-2
Full-Time Faculty Changes in Each Program
School of Liberal Arts
2008-2017

School	Number of Full-Time Faculty (year)		Change in Full-Time Faculty (2008-2017)
	2008 (Fall)	2017 (Fall)	
Liberal Arts	37*	59*	+22
• Communication, B.A.	n/a	12	+12
• Criminal Justice/Criminal Science eMajor, B.S.	n/a	3	+3
• English (with Secondary Education), B.A.	n/a	21	+21
• History (with Secondary Education), B.A.	n/a	8	+8
• Interdisciplinary Studies, B.A.	n/a	All Liberal Arts faculty teach in this interdisciplinary program.	+59
• Psychology, B.S.	n/a	6	+6

Source: Office of the Dean of School of Liberal Arts

Table 2.8-2
Full-Time Faculty Changes in Each Program
School of Liberal Arts
2008-2017

School	Number of Full-Time Faculty (year)		Change in Full-Time Faculty (2008-2017)
	2008 (Fall)	2017 (Fall)	
Liberal Arts	37*	59*	+22
• Criminal Justice, A.S.	1	3	+2
• General Studies, A.A.	37	59	+22
• Music, A.A.	n/a	1	+1
• Theatre, A.A. Pathway	n/a	2	+2

Source: *Office of the Dean of School of Liberal Arts*

*Deans and department chairs are included as full-time faculty.

Table 2.8-2
Full-Time Faculty Changes in Each Program
School of Science, Technology and Mathematics
2008-2017

School	Number of Full-Time Faculty (year)		Change in Full-Time Faculty (2008-2017)
	2008	2017	
Science, Technology and Mathematics	25*	48*	+23
• Biology (with Secondary Education), B.S.	n/a	17	+17
• Chemistry (with Secondary Education), B.S.	n/a	6	+6
• Mathematics (with Secondary Education), B.S.	n/a	17	+17
• Technology Management, B.A.S.	n/a	n/a	n/a
• Computer Science, A.S. Pathway	1	3	+2
• General Studies, A.S.	n/a	n/a	n/a
• Physics/Pre-Engineering, A.S. Pathway	n/a	2	+2

Source: Office of the Dean of School of Science, Technology and Mathematics

Table 2.8-2
Full-Time Faculty Changes in Each Program
School of Science, Technology, and Mathematics
2008-2017

School	Number of Full-Time Faculty (year)		Change in Full-Time Faculty (2008-2017)
	2008	2017	
Science, Technology and Mathematics	25*	48*	+23
• Computer Networking and Service Technology, A.A.S.	3	2	-1
• Integrated Technology Studies, A.A.S.	1	3	+2

Source: Office of the Dean of School of Science, Technology and Mathematics

*Deans and department chairs are included as full-time faculty.

With the reorganization of academic programs under five schools, the greatest increases in full-time faculty were in the School of Health Professions; School of Science, Technology, and Mathematics; and School of Liberal Arts. These increases were partly due to an increased need for general education courses for the College's growing student body, the addition of baccalaureate programs, and the reorganization of academic programs into five schools which saw the consolidation of programs.

Despite the added pressures a growing student population presents to any college or university, Dalton State has maintained a stable ratio of full-time to part-time faculty members. As of fall 2017, the College employed 169 full-time faculty (69%) and 75 part-time faculty (31%) [1].

As shown by Table 2.8-3, during fall 2017, on average the College's full-time faculty taught 86.8% of the courses taught. The previous four semesters (fall 2015, spring 2016, fall 2016, and spring 2017) also show full-time faculty taught an average of 86.9% of the courses taught. In terms of credit hours courses taught, the breakdown of full-time faculty use by school is shown later in Table 2.8-4. This information was provided in fall 2017 by the College's Office of Computing and Information Services.

Table 2.8-3
Percentage of Credit Hours (Combined Lower and Upper Level)
Taught by Full-time Faculty Within Each School at Dalton State College by Term
Fall 2015 - Fall 2017

School	Fall 2015	Spring 2016	Fall 2016	Spring 2017	Fall 2017
Business	84.91%	87.61%	85.85%	84.18%	82.81%
Education	90.61%	85.78%	87.82%	84.61%	90.90%
Liberal Arts	86.82%	85.56%	84.88%	85.05%	84.14%
Health Professions	85.10%	85.98%	89.10%	89.72%	88.24%
Science, Technology and Mathematics	90.14%	90.17%	87.78%	88.33%	87.85%
Average	87.31%	87.02%	87.08%	86.37%	86.78%

Source: Office of Computing and Information Services

Note: Credit hours do not include those designated as "Undeclared."

As shown below in Table 2.8-4, in fall 2017, the majority of the courses within a major area or program content area were taught by full-time faculty. The percentages ranged from 66% to 100%, with most departments having greater than 80% of their major content courses taught by full-time faculty members. The Schools of Education, Liberal Arts, Health Professions, and Science, Technology, and Mathematics have the highest percentage of credit hours taught by full-time faculty. This information was provided in fall 2017 by the College's Office of Computing and Information Services.

Table 2.8-4
Percentage of Credit Taught by
Full-time Faculty and Part-time Faculty in Each Program
(Fall 2017)

Dalton State College	Number and Percent of Student Undergraduate Credit Hours Taught by Full-time Faculty in Each Major or Program*	Number and Percent of Student Undergraduate Credit Hours Taught by Part-time or Adjuncts in Each Major or Program*	Number and Percent of Student Graduate Credit Hours Taught by Full-time Faculty in Each Degree Program	Number and Percent of Student Graduate Credit Hours Taught by Part-time or Adjuncts in Each Degree Program
C. Lamar and Ann Wright School of Business				Not Applicable
• Accounting, B.B.A.	1,851	83.03%	378	16.96%
• Finance and Applied Economics, B.B.A.	735	82.5%	156	17.50%
• Logistics and Supply Chain Management, B.B.A.	158	78.21%	44	21.78%
• Management, B.B.A.	3,353	77.79%	959	22.24%
• Management Information Systems, B.B.A.	646	84.66%	117	15.33%
• Marketing, B.B.A.	1,047	81.73%	234	18.26%

Source: Office of Computing and Information Services

Table 2.8-4

**Percentage of Credit Taught by
Full-time Faculty and Part-time Faculty in Each Program
(Fall 2017)**

Dalton State College	Number and Percent of Student Undergraduate Credit Hours Taught by Full-time Faculty in Each Major or Program*	Number and Percent of Student Undergraduate Credit Hours Taught by Part-time or Adjuncts in Each Major or Program*	Number and Percent of Student Graduate Credit Hours Taught by Full-time Faculty in Each Degree Program	Number and Percent of Student Graduate Credit Hours Taught by Part-time or Adjuncts in Each Degree Program
School of Education				Not Applicable
• Elementary Education, B.S.Ed.	1,931	92.79%	150	7.21%
• Elementary Education, A.S. pathway	2,959	87.51%	422	12.49%

Source: Office of Computing and Information Services

Table 2.8-4
Percentage of Credit Taught by

**Full-time Faculty and Part-time Faculty in Each Program
(Fall 2017)**

Dalton State College	Number and Percent of Student Undergraduate Credit Hours Taught by Full-time Faculty in Each Major or Program*	Number and Percent of Student Undergraduate Credit Hours Taught by Part-time or Adjuncts in Each Major or Program*	Number and Percent of Student Graduate Credit Hours Taught by Full-time Faculty in Each Degree Program	Number and Percent of Student Graduate Credit Hours Taught by Part-time or Adjuncts in Each Degree Program
School of Health Professions				Not Applicable
• Health Information Management, B.S.	319	88.61%	41	11.39%
• Nursing (RN-BSN), B.S.N.	675	98.54%	10	1.46%
• Organizational Leadership, B.S.	55	94.82%	3	5.18%
• Respiratory Therapy, B.S.	88	100.0%	0	0%
• Social Work, B.S.W.	991	78.58%	270	21.42%
• Health and Physical Education, A.S. Pathway	313	80.25%	77	19.75%
• Nursing, A.S.N.	834	99.04%	8	0.96%
• Medical Laboratory Technology, A.A.S.	257	77.17%	76	22.83%
• Radiologic Technology, A.A.S.	873	90%	97	10%
• Respiratory Therapy, A.A.S.	387	94.62%	22	5.38%
• Licensed Practical Nursing, Certificate	471	77.46%	137	22.54%
• Phlebotomy, Mini-Certificate	53	81.53%	12	18.47%

Source: Office of Computing and Information Services

Table 2.8-4
Percentage of Credit Taught by
Full-time Faculty and Part-time Faculty in Each Program
(Fall 2017)

Dalton State College	Number and Percent of Student Undergraduate Credit Hours Taught by Full-time Faculty in Each Major or Program*	Number and Percent of Student Undergraduate Credit Hours Taught by Part-time or Adjuncts in Each Major or Program*	Number and Percent of Student Graduate Credit Hours Taught by Full-time Faculty in Each Degree Program	Number and Percent of Student Graduate Credit Hours Taught by Part-time or Adjuncts in Each Degree Program
School of Liberal Arts				Not Applicable
• Communication, B.A.	946	90.35%	101	9.65%
• Criminal Justice/Criminal Justice eMajor, B.S.	1,544	83.05%	305	16.95%
• English (with Secondary Education), B.A.	1,297	96.14%	52	3.85%
• History (with Secondary Education), B.A.	1,591	92.60%	127	7.39%
• Interdisciplinary Studies, B.A.	300	98.03%	6	1.97%
• Psychology, B.S.	2,071	89.34%	247	10.66%
• Criminal Justice, A.S.	104	80.62%	25	19.38%
• General Studies, A.A.*	894	86.79%	136	13.20%
• Music, A.A.	149	72.68%	56	27.32%

Source: Office of Computing and Information Services

* Includes Theatre Pathway

Table 2.8-4
Percentage of Credit Taught by
Full-time Faculty and Part-time Faculty in Each Program
(Fall 2017)

Dalton State College	Number and Percent of Student Undergraduate Credit Hours Taught by Full-time Faculty in Each Major or Program*	Number and Percent of Student Undergraduate Credit Hours Taught by Part-time or Adjuncts in Each Major or Program*	Number and Percent of Student Graduate Credit Hours Taught by Full-time Faculty in Each Degree Program	Number and Percent of Student Graduate Credit Hours Taught by Part-time or Adjuncts in Each Degree Program
School of Science, Technology and Mathematics				Not Applicable
• Biology (with Secondary Education), B.S.	5,399	89.58%	628	10.41%
• Chemistry (with Secondary Education), B.S.	1,164	88.18%	156	11.81%
• Mathematics (with Secondary Education), B.S.	796	91.91%	70	8.08%
• Scientific Technology, B.A.S.	246	96.09%	10	3.91%
• Technology Management, B.A.S.	221	66.16%	113	33.84%
• General Studies, A.S.*	4,349	87.32%	631	12.67%
• Computer Networking and Service Technology, A.A.S.	393	87.72%	55	12.38%
• Integrated Technology Studies, A.A.S.	107	86.29%	17	13.71%

Source: Office of Computing and Information Services

* Includes Computer Science and Physics/Pre-Engineering Pathways

Qualifications of Faculty

The College strives to recruit faculty who have earned a Ph.D. or terminal degree in their teaching discipline as shown in these faculty rosters for each of the five academic schools [2] [3] [4] [5] [6]. In fact, one of the core values in the [College's mission statement](#) is "Excellence in

Teaching and Learning,” where the College empowers “faculty . . . to engage in the pursuit of excellence and innovation in instruction, the acquisition of knowledge, and lifelong learning.”

Consistent with teaching faculty appointments policies as stated in the Dalton State *Statutes* [7], and minimum qualifications for appointment to a faculty position in the [Board of Regents Policy Manual](#) [8], at minimum, by institutional policy, all faculty are generally required to hold a master’s degree [9], [10], [11]. There are, however, exceptions with respect to the qualifications of faculty hired to teach in career technical programs and learning support courses. All full-time faculty and part-time faculty are closely screened prior to employment to ensure they meet or exceed SACSCOC accreditation guidelines for the courses they are teaching.

Currently (fall 2017), 59.5% of the full-time faculty members at Dalton State have earned a doctorate degree, as shown in Table 2.8-6 [12]. This percentage is higher than the average for State Colleges in the University System of Georgia, which is 51.2% [13].

Table 2.8-6
2006 – 2017 Comparison of Full-Time Faculty Holding Doctorate Degrees

Year	Number of Full-Time Faculty	Number of Full-time Faculty with a Doctorate Degree	Percentage of Full-time Faculty with a Doctorate Degree
2006	128	67	52.3%
2007	129	74	57.4%
2008	141	84	59.6%
2009	150	92	61.3%
2010	162	100	61.7%
2011	167	100	58.8%
2012	160	93	58.1%
2013	161	73	68.9%
2014	166	104	62.7%
2015	167	102	61.1%
2016	173	103	59.5%
2017	169	106	62.7%

Source: Office of Institutional Research [Quick Facts](#)

*Deans and chairs are included as full-time faculty.

Dalton State College faculty members are well qualified and productive in the areas of teaching, professional development, advising, and service. These achievements are documented in each faculty member’s personal annual report [14], and a number Dalton State faculty members have received honors related to their teaching and professional development, such as the U.S. Professor of the Year Award [15].

Dalton State College continues to ensure the quality and develop the skillset of its faculty members by providing professional development opportunities. The [Committee on Academic Excellence](#) (CAE) in particular exists to “facilitate, support, and enhance the teaching and learning process at Dalton State College. The Committee serves to ultimately improve student success and achievement of learning outcomes by promoting the creation of effective learning environments through the provision of resources and faculty development opportunities.” The

CAE offers many opportunities for faculty to improve/enhance teaching by participating in webinars, workshops, conferences, meetings, and accessing resources [16] and more (e.g., producing a [Journal for Academic Excellence](#) to highlight faculty achievements, awards, and accomplishments [17]).

Faculty and Off-Campus Instructional Site

Since the Gilmer Campus is not operated as a separate branch campus but as an off-campus instructional site, full-time and part-time faculty who regularly teach on the main campus also teach at this off-campus site as part of their normal teaching load at Dalton State. Thus, as required by the Commission on Colleges, all full-time and part-time faculty teaching at the Center meet the same criteria for professional qualifications as those teaching on the main campus. These faculty will, for the most part, be either tenured or tenure-track faculty.

Documentation

- [1] Full-Time and Part-Time Faculty, Quick Facts, Fall 2017
- [2] Faculty Roster - Wright School of Business (Fall 2017 & Spring 2018)
- [3] Faculty Roster - School of Education (Fall 2017 & Spring 2018)
- [4] Faculty Roster - School of Health Professions (Fall 2017 & Spring 2018)
- [5] Faculty Roster - School of Liberal Arts Faculty (Fall 2017 & Spring 2018)
- [6] Faculty Roster - School of Science, Technology & Mathematics (Fall 2017 & Spring 2018)
- [7] DSC Statutes, Article IV (Faculty Teaching Appointments)
- [8] Board of Regents Policy Manual, Section 8.3.1 Faculty Employment
- [9] DSC Policy and Procedures Manual, Section 2.2 (Faculty Credentials)
- [10] DSC Faculty Qualifications and Credentials Policy
- [11] DSC Faculty Evaluation Manual, Tenure and Promotion
- [12] DSC Quick Facts - Faculty (Fall 2017)
- [13] USG Faculty by Highest degree, Fall 2016 (Latest Data Available)
- [14] Sample Faculty Member Annual Report (Dr. Jenny Crisp)
- [15] Dalton State College News Release, Faculty 'Named Professor of the Year' by Carnegie Foundation
- [16] Center for Academic Excellence Newsletter
- [17] Journal for Academic Excellence

2. The institution provides student support programs, services, and activities consistent with its mission that are intended to promote student learning and enhance the development of its students. (**Core Requirement 2.10**)

X Compliance Non-Compliance

Narrative:

[Dalton State's mission](#) contains the following core values: We believe all of our students can succeed and achieve their full potential. We empower faculty, staff, and students to engage in the pursuit of excellence and innovation, the acquisition of knowledge and lifelong learning [1].

In support of these values, Dalton State College provides students with a wide array of academic and student support services, programs, and campus activities. These offerings range from advising, counseling, and career services, learning centers, and orientation to intramural/extramural sports, fitness opportunities, and volunteer fairs. Student support services are the primary responsibility of the College's Division of Student Affairs and Enrollment Management. Within this division are eight departments which together offer comprehensive programs, services, and activities: [Admissions](#), [Registrar](#), [Financial Aid](#), Enrollment Services Communication, [Dean of Students](#), [Health and Wellness](#), [Residential Life](#), and the [Hispanic/Latino Outreach](#).

Overview of the Office of Student Affairs and Enrollment Management

The College's student population has grown in the last 10 years, from 4,957 students in fall 2008 to 5,164 in fall 2017 [2], [3]. In response to the growing demands of a rapidly growing student body, Student Affairs and Enrollment Management has added more than 30 employees to assure that each student receives the personal and professional assistance needed for success, e.g., [4], [5], [6], [7]. Student satisfaction with these services, determined by annual student surveys, is high [8], [9].

Most recently, the department has added several critical new positions, including a [director of Hispanic/Latino outreach](#) and a [dual enrollment](#) coordinator. Both of these positions were funded by the Board of Regents after the college demonstrated need. In order to better serve the College's student population and its growing residential population, the student services area was reorganized under a dean of students and an [executive director of Health and Wellness](#). In this reorganization, counseling services moved under Health and Wellness, and several new positions were created. The department also added a [full-time career services coordinator](#) and a [supplemental instruction/tutoring](#) coordinator. Student Affairs and Enrollment Management opened a [student health center](#) in the spring of 2017. The construction was funded in large part through a private donor, and students approved a new student health center fee to fund operations. Additional completed construction projects include a \$4 million [renovation of the Pope Student Center](#) and construction of a new \$15 million [residence hall](#) with 365 beds. Both projects opened in the fall of 2016.

Enrollment Services

Admissions, Records, and Registration

The [Office of Enrollment Services](#) administers the College's [admission](#) and registration process and manages all student records and transactions. Anyone, including current or potential students, may use the department's services—either in person or online via each department's Website or email. Nearly all services offered can be completed online, [such as applying for admission to the College, registering and paying for classes, viewing grades and academic records, signing up for student orientation, and other services](#). Admissions also employs a Webpage called "[How to Apply](#)" which allows students and prospective students to find out admission requirements, complete an application, check admission status, and [next steps in the admission process](#).

Enrollment Services hosts many recruitment programs and events, including weekly campus visitations, annual Open House events, Onsite Admission, high school visitations, and other recruitment events. Enrollment Services staff from Admissions, Records, and Financial Aid

schedule semester visits to the Gilmer Campus, Dalton State's off-campus site in Ellijay, and to high schools, where they are available to assist students with enrollment issues which include submitting their Dalton State admission and financial aid applications.

New Student Orientation

The Office of Admissions hosts [New Student Orientation](#), a relationship-driven program that focuses on meeting the unique needs of students through personal connections with student orientation leaders. With the help of orientation leaders, New Student Orientation aims to educate transitioning students and their families about the history, traditions, culture, and services of Dalton State College through interactions with various offices, staff, and student leaders. Collaboration with administration, faculty, and staff strengthens the program's ability to communicate processes and procedures on wide-ranging topics.

The New Student Orientation program strives to create experiences that are both fun and educational for all persons involved. At Orientation, students learn about campus offices, register for classes, meet new friends, learn their way around the campus, and have fun. Special sessions target specific student populations to address the various needs of each. These populations include freshman, transfer, non-traditional, dual enrollment, and Gilmer Campus students. Special sessions are also geared to assist parents and family. For example, parents are provided with opportunities to meet with the dean of the school in which their child would be placed. At this meeting, programs of study are explained and a "mock lecture" is provided.

Financial Aid and Veteran Services

The Office of Enrollment Services provides students with [Financial Aid](#) support and [Veteran Services](#). Financial Aid staff are trained and able to provide students with up-to-date information concerning financial aid requirements and deadlines. The department also provides computers dedicated specifically to helping students research and apply for financial aid.

The department provides informational sessions at orientation on the main campus, as well as at the off-campus site, the Gilmer Campus in Ellijay. The Financial Aid staff members hold FAFSA days at the off-campus site during the spring semester, where prospective and current students are scheduled for 30-minute sessions to help answer general financial aid questions and to complete FAFSAs. The Gilmer Campus staff members are trained and available to help with FAFSA completion and questions on a daily basis.

Student Affairs

Dean of Students' Office

The CARE Team

[The Campus Assessment, Response, and Evaluation Team \(CARE\) Team](#) was established to assist in addressing situations where students, faculty, staff, or others are displaying dangerous, disruptive, threatening, or concerning behaviors that potentially impede their own or others' ability to function successfully or safely within the college environment. The CARE Team acts as an assessment team whose duty is to review reports and incidents involving the campus community. This committee investigates referrals, link sat-risk individuals with campus and community resources for support, develops protocols for the protection and safety of the campus community, and educates the campus community on topics relevant to responding to incidents of a critical nature.

Faculty, staff, and students have the responsibility to report immediately any situation, incident, or occurrence that involves a member(s) of the campus community who is exhibiting specific behaviors that result in another member of the campus community being alarmed, distressed and/or disturbed, or has the potential to produce significant anxiety, fear, shock, or grief to other individuals. The CARE Team provides a function separate from crisis management.

Career and Professional Development

[Career and Professional Development](#) serves students and alumni through expanding their knowledge and skills by providing them with comprehensive career-related resources, empowering them to attain short and long term professional goals. All of the services, including resume, cover letter, and personal statement review, job search assistance, and professional development training, are free to current students and alumni.

Two career fairs are hosted each year, as well as a graduate school fair every fall. These events host up to 45 businesses and organizations that are interested in connecting with DSC students. The area also houses DSCareer Connect, the College's online job board system, where employers can post jobs for any interested DSC student and/or alumni. Students may upload resumes and cover letters and view potential job postings. Employers may use this free service to review resumes of potential employees.

Students may also take advantage of two online assessments, Focus 2 Career, a career exploration assessment for students trying to determine the correct major, and the EQI 2.0 assessment, looking at Emotional Intelligence. Both assessments are facilitated by Career and Professional Development, and students may take advantage of a one-on-one appointments with a career professional.

Disability Access & Student Support

- [Disability Access](#) provides informational and logistical support for students with documented disabilities. Disability Access facilitates the [application process](#) for disabled students and coordinates the provision of appropriate [accommodations](#). Disability Access also serves as an advocate for students with disabilities by educating faculty, staff, and students about issues that impact students with disabilities. The College provides adaptive equipment and software to aid learning and physically challenged students as they strive for success at the Gilmer Campus and the main campus.

Disability Access also works closely with the [Testing Center](#) by providing orientation and training on adaptive equipment, ensuring that the Testing Center is in compliance with the [Americans with Disabilities Act](#) (ADA). Someone from Disability Access visits the Gilmer Campus as needed each semester to work with students, faculty, and staff. Gilmer site applications, student follow-up meetings, instructor meetings, and accommodations are handled at the Gilmer site as they would be on the main campus.

- [Peer Tutoring & Supplemental Instruction](#)

The Dean of Students' Office provides [peer tutoring and supplemental instruction](#), helping students develop the academic skills needed for success in the classroom. The Coordinator of Peer Tutoring and Supplemental Instruction (SI) collaborates with academic departments to provide supplemental instruction for courses known to be challenging and individual tutoring for all Dalton State students. While most tutoring takes place on the campus, on-line tutoring is also currently being piloted (Spring 2018). Supplemental instruction leaders work closely with faculty and run study groups based on student needs.

- Testing Center

The main campus [Testing Center](#), along with the Gilmer Campus Testing Center, provides accommodations, make-up tests, and proctoring for all current and future students of Dalton State College. Additionally, the Testing Centers offer other proctoring services to those enrolled in independent study courses through other institutions. Staff members at the Gilmer Campus utilize the same procedures for Disability Support Services testing and make-up testing as at the main campus.

The Testing Center offers students access to numerous tests, such as eCore, CLEP, SAT, ACT, DANTE, GACE, PRAXIS, TEAS, and the ETS Major Field Test in Business. In addition, the centers offer the Institutional SAT Exam at selected high schools (Gordon Lee) as an extended admission service for students wishing to enroll in Dual Enrollment. Accuplacer testing dates are available on the [Testing Center Website](#).

Student Conduct

[Student Conduct](#) is devoted to educating campus constituents about the Code of Conduct, enforcing its policies, and finding educational sanctions to promote better future decision making. [Roadrunner Respect](#), a program promoting choices that respect others, started in fall of 2011 to create conversations with faculty, staff, and students about making proactive choices with consideration toward others.

Student Life

[Student Life](#) empowers students with opportunities for life-long learning through diverse, community-centered programming and active leadership experiences. Student Life is dedicated to both individual and organizational growth and development.

- Community Service and Volunteerism Efforts: Student Life encourages students to become civically engaged within their local and broader community. Voting registration drives on campus encourage students to vote and learn more about their local and state representatives. Student Life also regularly hosts speakers, movies, and discussions on Constitution Day with topics including national debt, freedom of speech, intellectual freedom, and freedom of religion.

Service learning provides many volunteer services while putting classroom knowledge to work and continuing the learning process. One example of this is the College's [alternative breaks](#). These alternative breaks are a time for students to engage in community service, service learning, and reflection. Students from the main campus as well as off-campus instructional sites are encouraged to attend. Students are challenged to bring the knowledge they have learned in the classroom to real world situations. In spring 2015, Dalton State partnered with Living Lands and Waters to clean a portion of the Mississippi River in Memphis, TN. Living Lands and Waters is an award winning environmental preservation and restoration group, whose founder recently won the CNN Hero of the year for his environmental efforts. Dalton State students worked with the Living Lands and Waters staff to remove 10,000+ pounds of trash over four days. During this time, students learned about current environmental concerns and preservation efforts and reflected on individual and societal choices that can impact the earth.

- Campus Programming: A wide variety of campus programming opportunities are planned, organized, and brought to fruition each year through the [Campus Activities Board](#) (CAB). These events are targeted to the entire student body, and they are paid for

through Student Life fees. Some annual programming events include Week of Welcome, Food for Finals, Family Fun Nights, and Spring Fling.

- **Greek Life:** In April 2013, the fraternity of Alpha Kappa Lambda colonized at Dalton State College and became a chartered organization in April 2014. In February 2014, the sorority of [Alpha Omicron Pi](#) colonized at Dalton State College and became a chartered organization in April 2014. Alpha Sigma Tau, a sorority, was installed as a chapter at Dalton State College in April 2016.
- **Leadership Opportunities:** Student Life hosts many engaging leadership workshops and events while also sending students to leadership conferences across the country. These events and groups promote student development and teach leadership skills while simultaneously instilling in students a feeling of responsibility for their communities.

Some of these organizations and events include the Annual Student Leadership Conference, the Lunch and Leads, the LeaderShape Institute, the L³ Leadership Summit, and the Georgia Collegiate Leadership Conference. Depending on the level of participation, students may be recognized for their involvement in these groups at the yearly Leadership Awards Banquet.

- **Registered Student Organizations:** Student Life offers approximately 40 [Registered Student Organizations](#) (RSOs) for any student to join [20]. These organizations range in size, scope, and nature. Typically, the organizations have a common mission centered on politics, academics, service, or social activities. Any students meeting the prerequisite GPA requirements are permitted to join and lead. All presidents of Registered Student Organizations are automatically voting members of the Student Government Association.
- **Student Government Association:** The [Student Government Association](#) (SGA), a body comprised of both student leaders and two faculty representatives, governs student life policy, registered organizations, and the Student Life budget. The SGA typically meets on the last day of each month, and the meetings are open to the entire student body.

Health and Wellness

Student Health Center

The Ken White [Student Health Center](#) is housed in the Health Professions building and provides a variety of services to students. Some of the services provided are screening and management of common illnesses, management of minor injuries and common dermatologic conditions, and screening and counseling for pregnancy, blood pressure, blood glucose, anemia, and toothaches. Students are referred to outside agencies for management. Any injuries requiring sutures or x-rays are also referred to outside agencies. The Ken White Student Health Center sponsors the annual Student Health Fair and a variety of specialty test dates: STI, HIV, flu shots, etc.

[Counseling Services](#) provides free personal, career, and academic counseling for all enrolled Dalton State students, including those at the off-campus sites. A Dalton State College counselor is available by appointment as requested. Personal counseling is delivered via group and individual methodologies. Many instruments used for counseling are web-based and accessible from any location, including off-campus site at Gilmer. Student counseling are done on short-term basis, and students are normally referred out for continued therapy.

Roadrunner Recreation

[Campus Recreation](#), based in the Bandy Gymnasium, promotes healthy lifestyles through diverse and quality recreational opportunities and services. These services include both competitive and non-competitive options in community-based activities, such as sports, and individual and group training classes in the Fitness Center. Campus Recreation also partners with various community organizations and schools including RAK Outfitters, The Recreation Place, Dalton Parks and Recreation Department, and Dalton State Athletics.

Intramurals/Extramurals/Club Sports/Outdoor

Campus Recreation hosts a variety of activities, such as [intramural sports](#) (including flag football, basketball, soccer, dodge ball, tennis, golf, kickball, and volleyball), extramural sports tournaments (flag football, basketball, and softball), club sports (lacrosse, soccer, and tennis), and [outdoor adventure](#) activities (whitewater rafting, skiing, hiking), which introduce students, faculty, and staff members to some of the local and regional amenities of the outdoors.

[The Fitness Center](#) utilizes Bandy Gymnasium's state-of-the-art personal fitness equipment, classrooms, and gym to host personal training, group fitness classes (including strength, cardio, and flexibility classes) and weight training. These activities are available to all Dalton State students, faculty, and staff with the payment of their recreation fee.

To accommodate students with various physical limitations, the Bandy Gymnasium has adjustment features on the Cybex resistance machines that allow students in wheel chairs to slide into or roll up under the exercise machines. The bright yellow knobs on these machines and the cardiovascular equipment also assist the visually impaired. Students in chairs can access the 41 machines by use of cables and adjustment arms, and for those with limited use of lower extremities, the upper-body ergometer allows a cardiovascular workout. Wheel chair accessible elevators, showers, and changing rooms are also available.

Six fitness courses are also available at the off-campus site at the Gilmer Campus for academic credit. Classes at Gilmer are offered at the Gilmer Campus, and courses such as tennis and aerobic walking are conducted in cooperation with the [Gilmer County Recreation Department](#). Non-credit fitness classes such as Zumba and Yoga are also offered at the Gilmer Campus.

Residential Life

The [Office of Residential Life](#) was established during the 2009-2010 academic year and previously operated a 298 bed apartment complex named The Nest. Mashburn Hall at Roadrunner Place is a residence hall that opened in fall 2016. Mashburn Hall houses 365 residents in semi-suites in the largest building on Dalton State's campus. A strong residential program provides Dalton State with the ability to reach out to students across Georgia, the nation, and the globe. Campus living provides many opportunities for growth and development of students. Students are provided with resources and support while living in Mashburn Hall in addition to the expertise of the residential professional staff and assistants. Many residential students are living away from home for the first time, and living on campus allows a gradual transition from living with their parents to living on their own with the help of staff and peers. While living on campus, the goal is for residents to learn responsibility, become contributors to their community, and increase their awareness of those who are different by creating an inclusive community.

Many programs are hosted for students in housing, such as "Sex in the Dark" (a Sex Education Program), "Active Shooter" (an informative program on responding to violent threats on campus), diversity projects and inclusion activities, Fire-side Chat series (an educational series highlighting informative, sometimes controversial issues), Make a Difference Day, athletic

competitions between floors (including dodge ball, volleyball, basketball), and social programs (including movie nights, holiday parties, dances, bowling, and karaoke nights).

Resident Assistants (RAs)

Resident assistants are current students who apply and are selected to support their peers through their transition in college. RAs attend multiple training sessions during the summer to improve their knowledge of housing policies and procedures, as well as to prepare them to work with the residents who will be living on campus. RAs are responsible for students assigned to their designated floor, where they also reside. RAs assist these students by ensuring that Dalton State's policies are enforced, by acting as advisors for general inquiries, by providing support for academic and personal challenges, and by planning programs to enhance students' experiences and complement their formal education at Dalton State.

Academic Advising

During the spring of 2012, the Academic Advising Center that was created under a Title III Grant [10] in 2005 was decentralized. All of the Center's advisors were assigned to specific schools. Advising underwent numerous transitions during this period. In Spring 2018, the College hired a Director of Advising who reports to the provost and vice president for academic affairs and oversees college initiatives with respect to retention and completion. The seven additional advisors are housed within each of the five schools but report to the director.

The professional advisors assigned to each of the schools are responsible for guiding first semester/transfer students at Dalton State College in a manner that differs from school to school. Students in some majors are moved to a faculty advisor after registering for their first semester; students in other majors remain with the professional advisor throughout their time in the program. The caseload for each advisor varies widely among the schools. Advisors meet periodically and receive advising-related updates and training. Advising is assessed annually using the WEAVE Program [11]. With the new Momentum Year initiative of the University System of Georgia, advisors will be addressing distinct issues to support the tenets of the Momentum Year.

The professional advisors serve as a major resource for the Gilmer Campus and provide extensive training for the Gilmer staff. Prior to 2011, two advisors from the main campus registered students at the Gilmer site. In fall 2011, the staff at Gilmer participated in extensive advisor training and subsequently began advising students at this site on their own. Students at the Gilmer Campus receive the same level of intrusive advising and academic planning that students on the main campus receive.

First-Year Experience

The Dalton State First-Year Experience Program has existed in some capacity since Fall 2012. The First-Year Experience Program (FYEP) at Dalton State College provides first-year students with a strong foundation in academic, life, and social skills for continued development as students' progress toward graduation. This program works in collaboration with both academic and faculty-based programs, and the First-Year Experience Program is committed to assisting students in their transition to collegiate life through several interrelated factors. The FYEP reinforces the value of the general education curriculum by exposing students to the concepts of citizenship (collegiate, local, national, and global), by offering students the opportunity to engage in critical thinking, and by promoting holistic growth (personal, academic, and social) through varied opportunities at Dalton State College.

In fall 2017, the First-Year Experience Program (FYEP) was temporarily halted due to financial aid restrictions. In its place, the Committee on Student Transitions (CST) was formed to address

the needs of not only first-year students but second-year students as well. The Committee on Student Transition began shifting the College's focus to an expanded comprehensive plan encompassing the first two years of the student experience, working collaboratively with multiple campus entities in the creation of an immersive, intentional, and coordinated student experience.

In Spring 2017, the Committee on Student Transitions began restructuring of the First-Year Experience courses (FYES 1000 and FYES 1200) and developing programs that would be applicable to all incoming students and that would provide co-curricular experiences to complement the classroom. The revised First-Year Experience course, renamed Perspectives (PRSP), was submitted to the Board of Regents for inclusion in the Core Curriculum (Area B) and was approved in February 2018. Beginning Fall Semester 2018, as part of the first-year experience curriculum, students will enroll in a discipline-based Perspectives course (e.g., Perspectives in the Liberal Arts, Perspectives in Business (Financial Literacy), Perspectives in Education), with each school offering thematic Perspectives seminars that help students make the transition to college by introducing them to college-level critical thinking and inquiry. The seminar courses (PRSP 1010, 1020, 1030, 1040, and 1050) form the cornerstone of the revised First-Year Experience Program, with each course designed to include dynamic lecturing, time for student reflection, active participation, a strong classroom community, group projects, and common intellectual experiences. The Student Transitions Advisory Board will analyze course outcomes and objectives at the end of each academic year, and instructors will receive recommendations from both students and the Advisory Board to help improve student understanding and engagement in future semesters.

Gilmer Campus

To a large extent, the [Gilmer Campus](#) offers its own student services. Advisement is provided by the site coordinator, a trained advisor. Advisors from the C. Lamar and Ann Wright School of Business and the School of Education visit the Gilmer campus to meet with students beginning upper level courses. The Gilmer Campus is also a certified USG Testing Center and provides testing services to Dalton State students, as well as students from other colleges or universities in need of proctoring. The Gilmer Campus offers the Accuplacer placement test, the Institutional SAT, and the Institutional ACT for students entering Dalton State College. These exams are offered multiple times per month.

Specialty services offered on the main campus by Student Support Services are also offered on the Gilmer Campus. Math Lab is held twice weekly, while individual tutoring services are available as requested. Disability Access travels to the Gilmer Campus to meet with students as requested. Counseling and Career Services are provided to Gilmer students once a semester and on an as-needed basis. Furthermore, Health Services are also provided to the Gilmer Campus students in the form of a health clinic with flu shots in the fall and a health day in the spring. Gilmer campus students also have access to wellness activities throughout the year, such as yoga classes, Zumba lessons, and Recreational League softball.

Monthly student activities are also provided to Gilmer Campus students planned jointly through the Dean of Students Office and the center site coordinator. In addition, Enrollment Services holds an orientation session on the Gilmer Campus for students taking classes exclusively in Gilmer. Orientation sessions are offered prior to fall and spring semesters. The Dalton State Bookstore also offers a Book Buy-back day at the Gilmer Campus and offers free shipping to Gilmer students who purchase or rent books from the bookstore. Representatives from the Office of Financial Aid also schedule visits to the Gilmer campus to meet with students and assist them with financial aid applications and documentation.

Moreover, an educational specialist, working through a grant from the University of Tennessee, provides free FAFSA support to Gilmer Campus students. Campus Services also provides a Roadrunner Card kiosk, printing services, and a charging station for student use. In addition, the

Veterans Service representative also meets with the Gilmer Campus veteran students each semester. A student registered at the Gilmer campus receives all the student services provided to main campus students without having to travel to the main campus. Recently, a newly dedicated computer was installed that allows students at the Gilmer Campus to interact with the bursar's office at the man campus.

Concluding Remarks

As has been shown, Dalton State College provides exceptional and quality support services for its students. Survey instruments suggest that students are highly satisfied with the College's services [9], and these services will continue to expand as Dalton State grows, both on the main campus and at its off-campus site.

Documentation

- [1] Dalton State Mission Statement
- [2] Enrollment History, Fall Semester
- [3] Quick Facts, Fall 2017
- [4] Admissions Annual Report, 2016-2017
- [5] Dean of Students Annual Report, FY 2017
- [6] Financial Aid Annual Report, 2016-17
- [7] Office of the Registrar Annual Report, 2016-2017
- [8] Graduating Student Survey Summary Report, 2010
- [9] Graduates Survey, Spring 2014
- [10] 2005 Title III Annual Performance Report, Section 1, A-2
- [11] Academic Advising Assessment

3. The institution has qualified administrative and academic officers with the experience and competence to lead the institution. (**Comprehensive Standard 3.2.8**)

X Compliance Non-Compliance

Narrative:

Following a reorganization of the College in 2007-2008, the eight academic divisions were restructured into five schools. The academic and administrative personnel of Dalton State College are comprised of the president, the provost and vice president for academic affairs, the vice president for student affairs and enrollment management, the vice president and assistant vice president for fiscal affairs, five deans, one associate dean, two assistant deans, one dean of students, 10 department chairs, 22 directors, one executive director, one registrar, one bursar, one specialist, and four coordinators, all of whom are qualified officers with the education, experience, competence, and capacity to lead the institution [1].

Dalton State's administrative and academic officers are highly qualified for their positions, and each holds the educational background, experience, and competence necessary to fulfill his or her responsibilities. The College conducts a thorough review of each officer's credentials and abilities before hiring, including a background check. The College's administrative officers are also evaluated annually by their respective supervisors.

Personnel information for all employees, including administrative and academic officers, is available at the Human Resources Office. The administrative and academic officers are also listed in the College's [Catalog](#) [2].

The following list provides a summary of the qualifications and experience of the College's administrative and academic officers.

Office of the President

Margaret Venable, President [3]

Ph.D., Science Education, Georgia State University, 1996; 28 years of experience in higher education.

Henry Codjoe, Director of Institutional Research and Planning [4]

Ph.D., Educational Policy Studies, University of Alberta, 1997; 21 years of experience in higher education.

David Elrod, Director of Institutional Advancement [5]

B.A., History, Berry College, 1999; 13 years of experience in higher education.

Jon Jaudon, Athletic Director [6]

M.S., Education, University of Florida, 1985; 33 years of experience in Athletics Administration.

Pamela Partain, Director of Marketing and Communications [7]

B.A., English, College of William and Mary, 1980; 11 years of experience in higher education.

Academic Affairs

Patricia Chute, Provost and Vice President for Academic Affairs [8]

Ed.D., Audiology, Columbia University, 1993; 27 years of experience in higher education.

Jenny Crisp, Director of the Quality Enhancement Plan (QEP) [9]

Ph.D., English, University of Georgia, 2015; 21 years of experience in higher education.

Adam Ware, Director of the Bandy Heritage Center [10]
Ph.D., American Religious History, Florida State University, 2014; 11 years of experience in higher education.

Fernando Garcia, Chair of the International Education Committee [11]
DBA, Management, Kennesaw State University, 2016; 12 years of experience in higher education.

Matthew Hipps, Coordinator for the Student Transitions Committee [12]
M.P.A., Public Administration, West Virginia University, 2008; 8 years of experience in higher education.

David Brown, Instructional Technology Specialist [13]
M.A., Instructional Technology, Georgia Southern University, 2015; 14 years of experience in higher education.

Melissa Whitesell, Director of Library Services [14]
M.L.S., Library Science, Indiana University/Purdue University, 2002; 10 years of experience in higher education.

Tracey May, Coordinator for Extended Campus – Gilmer County Center [15]
M.Ed., Higher Education Administration, Georgia Southern University, 2017; 9 years of experience in higher education.

Vince Postell, Director of Learning Support [16]
Ph.D., Mathematics, Georgia Institute of Technology, 1990; 26 years of experience in higher education.

Elizabeth Hutchins, Director of Advising [17]
M.S., Engineering, The University of Texas at Austin, 1993; Academic Advising Graduate Certificate, Kansas State University, 2016; 20 years of experience in higher education.

Marina Smitherman, Coordinator for the Academic Excellence Committee and Chair of Department of Life Sciences [18]
DPhil (Ph.D.), Clinical Medicine, University of Oxford, 2005; 18 years of experience in higher education.

Brian Hibbs, Chair of the High Impact Practices Team (HIPS) [19]
Ph.D., Second Language Acquisition and Teaching, University of Arizona, 2014; 7 years of experience in higher education.

Marilyn Helms, Dean of the C. Lamar and Ann Wright School of Business [20]
D.B.A., Management, University of Memphis, 1987; 30 years of experience in higher education.

Michael D'Itri, Associate Dean of the C. Lamar and Ann Wright School of Business [21]
Ph.D., Operations Management, Michigan State University, 1994; 28 years of experience in higher education.

Academic Affairs

Sharon Hixon, Dean of the School of Education [22]
Ph.D., Theory and Practice of Education, ESOL, University of Tennessee, 2008; 24 years of experience in higher education

Mary Nielsen, Dean of the School of Liberal Arts [23]
Ph.D., Curriculum and Instruction, University of Florida, 1988; 41 years of experience in higher education.

Barbara Tucker, Chair of the Department of Communication [24]
Ed.D., Adult Learning and Organizational Leadership, University of Georgia, 2015; 38 years of experience in higher education.

Kerri Allen, Chair of the Department of English [25]
Ph.D., English, Georgia State University, 2009; 16 years of experience in higher education.

Tammy Byron, Chair of the Department of History [26]
Ph.D., History, University of Arkansas, 2008; 13 years of experience in higher education.

Michael Hoff, Chair of the Department of Social Sciences [27]
Ph.D., Psychology, Emory University, 1982; 39 years of experience in higher education.

Gina Kertulis-Tartar, Dean of the School of Health Professions [28]
Ph.D., Soil and Water Science, University of Florida, 2005; 18 years of experience in higher education.

Susan West, Chair of the Department of Allied Health [29]
Ed.D., Higher Education Leadership, Northcentral University, 2016; 34 years of experience in higher education.

Sylvia Driver, Chair of the Nursing Department [30]
D.N.P., Nursing, South University, 2017; 10 years of experience in higher education.

Robin Cleeland, Chair of the Department of Social Work [31]
Ph.D., Social Work, Florida State University, 2006; 28 years of experience in higher education.

Randall Griffus, Dean of the School of Science, Technology and Mathematics [32]
Ph.D., Mathematics, Auburn University, 1996; 24 years of experience in higher education.

Lee Ann Nimmons, Assistant Dean, School of Science, Technology, and Mathematics [33]
Ph.D., Mathematics Education, Georgia State University, 1997; 26 years of experience in higher education.

Richard Collison, Chair of Department of Physical Sciences [34]
Ph.D., Organic Chemistry, The University of Alabama, Tuscaloosa, 1999; 25 years of experience in higher education.

Richard Hambrock, Chair of the Department of Technology and Mathematics [35]
Ph.D., Mathematics, The Ohio State University, 2007; 11 years of experience in higher education.

Marina Smitherman, Chair of Department of Life Sciences [18]
DPhil (Ph.D.), Clinical Medicine, University of Oxford, 2005; 18 years of experience in higher education.

Student Affairs and Enrollment Management

Jodi Johnson, Vice President for Student Affairs and Enrollment Management [36]
Ed.D., Higher Education Administration, East Tennessee State University, 2011; 27 years of experience in higher education.

Katherine Logan, Director of Admissions [37]

M.S., Higher Education Administration, Georgia Southern University, 2016; 10 years of experience in higher education.

Garrett Burgner, Executive Director of Health and Wellness [38]

M.S., Recreation Administration, Middle Tennessee State University, 2002; 20 years of experience in higher education.

Carol Jones, Director of Financial Aid and Veteran Services [39]

M.P.A., Public Administration, Kennesaw State University, 2001; 22 years of experience in higher education.

Quincy Jenkins, Director of Hispanic/Latino Outreach [40]

M.A., Education (Spanish/Linguistics), Illinois State University, 2009; 8 years of experience in higher education.

Robert Wingfield, Registrar [41]

M.B.A., Business Administration, University of Phoenix, 2010; 12 years of experience in higher education.

Timothy Reilly, Director of Residential Life [42]

M.Ed., Higher Education Administration, University of Alabama, 2010; 11 years of experience in higher education.

Jami Hall, Dean of Students [43]

Ed.D., Educational Leadership, Georgia Southern University, 2016; 15 years of experience in higher education.

Brynn Munro, Director of Student Enrollment Communication [44]

M.Ed., Higher Education Administration, Georgia Southern University, 2017; 7 years of experience in higher education.

Fiscal Affairs

Nick Henry, Vice President for Fiscal Affairs [45]

M.S., Accounting, Southern Polytechnic State University, 2014; 16 years of experience in higher education.

Jamie Petty, Assistant Vice President for Fiscal Affairs [46]

M.S., Accounting, Southern Polytechnic State University, 2014; 16 years of experience in higher education.

Terry Bailey, Director of the Office of Computing & Information Services [47]

M.B.A., Management Information Systems, University of Georgia, 1989; 26 years of experience in higher education.

David Lesicko, Director of Campus Services [48]

M.S., Accounting, Southern Polytechnic State University, 2013; 17 years of experience in higher education.

Fiscal Affairs

Ashley Baugh, Bursar [49]

B.S., Business Administration, Shorter College, 2006; 6 years of experience in higher education.

Lori McCarty, Director of Human Resources [50]

B.B.A., Accounting, Cleveland State University, 1984; 19 years of experience in higher education.

George Brewer, Director of Plant Operations [51]

B.S., Agricultural Education, Clemson University, 1971; 37 years of experience in higher education.

Michael Masters, Director of Public Safety [52]

A.S., Criminal Justice, Georgia Northwestern Technical College, 1975; 15 years of experience in higher education.

Paul Tate, Coordinator of Environmental Health, Occupational Safety and Risk Management [53]

M.S., Emergency Management, Jacksonville State University, 2007; 3 years of experience in higher education.

Documentation

[1] DSC Organizational Chart

[2] 2017-2018 *College Catalog*, List of Administrative Staff

[3] Resume – Margaret Venable

[4] Resume – Henry Codjoe

[5] Resume – David Elrod

[6] Resume – Jon Jaudon

[7] Resume – Pamela Partain

[8] Resume – Patricia Chute

[9] Resume – Jenny Crisp

[10] Resume – Adam Ware

[11] Resume – Fernando Garcia

[12] Resume – Matthew Hipps

[13] Resume – David Brown

[14] Resume – Melissa Whitesell

[15] Resume – Tracey May

[16] Resume – Vince Postell

[17] Resume – Elizabeth Hutchins

[18] Resume – Marina Smitherman

[19] Resume – Brian Hibbs

[20] Resume – Marilyn Helms

[21] Resume – Michael D’Itri

[22] Resume – Sharon Hixon

[23] Resume – Mary Nielsen

[24] Resume – Barbara Tucker

[25] Resume – Kerri Allen

[26] Resume – Tammy Byron

[27] Resume – Michael Hoff

[28] Resume – Gina Kertulia-Tartar

[29] Resume – Susan West

[30] Resume – Sylvia Driver

[31] Resume – Robin Cleeland

[32] Resume – Randall Griffus

[33] Resume – Lee Ann Nimmons

[34] Resume – Richard Collison

[35] Resume – Richard Hambrick

- [36] Resume – Jodi Johnson
- [37] Resume – Katherine Logan
- [38] Resume – Garrett Burgner
- [39] Resume – Carol Jones
- [40] Resume – Quincy Jenkins
- [41] Resume – Robert Wingfield
- [42] Resume – Timothy Reilly
- [43] Resume – Jami Hall
- [44] Resume – Brynn Munro
- [45] Resume – Nicholas Henry
- [46] Resume – Jamie Petty
- [47] Resume – Terry Bailey
- [48] Resume – David Lesicko
- [49] Resume – Ashley Baugh
- [50] Resume – Lori McCarty
- [51] Resume – George Brewer
- [52] Resume – Michael Masters
- [53] Resume – Paul Tate

4. The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of improvement based on analysis of the results in the following area: (**Comprehensive Standard 3.3.1**)

3.3.1.1 educational programs, to include student learning outcomes

Narrative:

Introduction

Consistent with its [mission](#), Dalton State College is committed to “a culture of accountability” where the institution is held accountable through the meaningful assessment of its educational programs and the use of evaluation results for continuous improvement [1]. As part of its institutional effectiveness plan [2], Dalton State identifies and assesses outcomes that incorporate state/national program accreditations, comprehensive program review and assessment, course-specific student learning outcomes, general education outcomes, knowledge and skills evaluations by licensure and certification exams, bachelor’s degrees program outcomes, associate’s degrees and certificate program outcomes, learning support programs, and distance education involving online and hybrid courses. Dalton State also identifies and assesses the extent to which it achieves student learning outcomes for courses offered at its off-campus site at the [Gilmer Campus](#) and [dual enrollment](#) classes. Academic administrators and faculty develop the goals and program-level outcomes for each baccalaureate, associate’s, and certificate degree program as well as student learning outcomes for general education and other courses. Deans document these developments as part of their annual report on institutional effectiveness [3]. These form part of Dalton State’s Institutional Effectiveness Plan and Policy [4] that identify and evaluate outcomes in educational programs, as well as academic and student support services. This method integrates planning and evaluation in a single, comprehensive function that aids decision-making at the institution. This process is coordinated by the [Office of Institutional Research and Planning](#) and collected in a comprehensive [College-wide Website on Institutional Effectiveness](#).

Educational program assessment is completed for baccalaureate degree programs, associate’s degree programs, certificate programs, general education, distance education (online and hybrid courses), and learning support, and course-embedded assessments that use student learning outcomes to assist with education programs assessment. In all these areas, the institution identifies expected outcomes for each course and degree program, assesses the extent to which it achieves these outcomes, and provides evidence of improvement through a new web-based assessment program adopted by the institution and described below, and other means such as [Academic Program Review process](#), deans’ annual reports, and assessment of general education by standardized evaluation of knowledge and skills (e.g., CAAP for general education) and survey of graduates.

Assessment of Educational Programs and Student Learning Outcomes

In response to recommendations concerning weaknesses in its assessment/institutional effectiveness program received from the SACSCOC Off-Site and On-Site Reaffirmation Committees during the College’s reaffirmation in 2012, Dalton State has now fully implemented a new academic assessment plan using [WEAVE](#) [5], a centralized web-based and information repository assessment management system. As reported in the institution’s First Monitoring Report [6] submitted to SACSCOC in April 2014 in response to the recommendations, the WEAVE assessment tool and its generated assessment reports provide the evidence and documentation that the College has successfully undertaken a consistent process of assessment that includes the identification of authentic outcomes, assessment that produces meaningful data, and an analysis of that data leading to documented improvements in its educational programs. Indeed, the success of Dalton State’s new assessment plan was shown in the action taken by the SACSCOC Board of Trustees regarding the College’s Monitoring Report at its June 2014 when “no additional report was requested” [7]. Certainly, the web-based centralized assessment system, adopted and implemented during the 2012-2013 academic year, has provided a more robust method of managing the campus-

wide assessment process and provides the structure for tracking, linking, and documenting the ongoing and campus-wide assessment of educational programs, including student learning outcomes.

The [latest \(2017\) application to the Weave program](#) has at its core the pursuit of continuous improvement with the following element types for all academic programs and courses (student learning outcomes), including administrative departments responsible for academic and student services:

- Description
- Goals (with supporting initiatives, e.g., SACSCOC standards, institutional priorities, strategic initiatives, etc.)
- Outcomes/Objectives (with supporting initiatives)
- Measures (source of evidence, description, methodology)
- Target (set target, findings, analysis of findings and evaluation results, improvement type, improvement description)
- Action Plans for improvement (with action items)
- Improvements achieved from previous year's action plans (closing the loop)
- Project attachments (documentation in support of assessment report)

To meet institutional goals of effectiveness and continuous improvement, a full and completed assessment report combines all the above elements. These reports help identify educational/administrative outcomes, assess the extent to which these outcomes are achieved, and provide evidence of improvement based on analysis of the results concerning administrative, educational programs, and student learning outcomes.

Since its implementation, the WEAVE assessment tool has helped to ensure that every activity on campus directly supports the College's institutional effectiveness efforts. It has engaged faculty, staff, and administrators in a culture of continuous quality improvement and promotes active and deep involvement with state and national accreditation efforts, including program reviews and annual reporting. This demonstrates the College's commitment to improve the quality of its academic and administrative assessment programs to show compliance with SACSCOC comprehensive standard 3.3.1 (Institutional Effectiveness).

The use of WEAVE has also helped Dalton State to improve the management of planning and assessment processes by keeping all plans together in a web-based system that is searchable and retrievable and by facilitating the development and tracking of actions taken in response to unmet objectives/outcomes. With respect to academic assessment, faculty members using WEAVE are able to develop/identify outcomes, including program/student learning outcomes for each academic program/course, assess these outcomes, and report on results. The system encourages annual review of program mission, goals, objectives, measures, and targets concerning program and student learning outcomes – making for a more rigorous and effective review of educational programs and of student learning. Furthermore, it requires that action plans to address unmet performance targets be developed and implemented (closing the loop). In addition, the assessment management system provides for a standardized and consistent format for reporting assessment activities across the campus.

To respond to this standard, the College is providing in this Fifth-Year Interim Report a sample of PDF assessment reports (using example formats from the old and new version of Weave) from all educational programs as documentation to highlight the range of **educational programs** and courses over several years [8], [9], [10], [11], [12], [13], [14], [15], [16], [17], [18], [19], [20], [21], [22], [23], [24], [25], [26], [27] and **academic courses** [28], [29], [30], [31], [32], [33], [34], [35], [36], [37], [38], [39], [40], [41], [42], [43], [44], [45], [46], [47], [48], [49], [50], [51], [52], [53], [54] in its academic schools and departments. These also include assessment reports of

courses offered at the College's **off-campus instructional site at the Gilmer Campus** [55], [56], [57], [58] and via **distance education** (e.g., **hybrid** [59], [60], [61], [62], [63], [64], **online** [65], [66], [67], [68], [69], [70] courses), and **dual enrollment courses** [71], [72].

Concerning the methodology used to provide a sample of reports, deans and department chairs have over the years developed and implemented a semester assessment plan that serves as a sampling guide to assign courses to be assessed each semester, including courses offered at the off-site location and via distance education (e.g., online and/or hybrid courses) [73], [74], [75]. This assignment of courses each semester ensures that representative samples reflecting the full array of educational programs and courses offered at Dalton State are regularly and consistently assessed. It is also a fair way to distribute all courses (face-to-face, hybrid, online, dual enrollment, Gilmer Campus) to be assessed among all full-time as well as some part-time faculty over time – ensuring a consistent process of assessment of educational programs.

State/National Program Accreditations

Another tool Dalton State uses to assess the quality and effectiveness of its educational programs is the achievement of specialized program accreditation by state and national accrediting agencies that often have stringent standards for assessing program outcomes. Usually, the achievement of specialized program accreditation involves an assessment of a wide array of outcome indicators – occurring periodically over a number of years. Programs such as education and nursing must also satisfy and address professional standards at the state level.

Accrediting agencies demand the assessment of student learning outcomes and other institutional effectiveness measures. For example, the accrediting body for business, the [Association to Advance Collegiate Schools of Business](#) (AACSB), in one its most recent revised standard for requires that the school "articulates a clear and distinctive mission, the expected outcomes this mission implies, and strategies outlining how these outcomes will be achieved" (p. 16) [76]

Furthermore, the Educational Policy Assessment standard by the Council on Social Work Education (CSWE) states that "the program presents its plan to assess the attainment of its competencies, . . . specifies procedures, multiple measures, and benchmarks to assess the attainment of each of the program's competencies" (p. 16) [77]. And a standard of the GAPSC Teacher Preparation Standards requires that Educator Preparation Programs (EPPs) have a system for systematically collecting, analyzing, and sharing data with stakeholders in order to develop and implement a plan for continuous improvement.

Consequently, the accreditation of Dalton State programs by nationally accredited and state agencies is a validation of the quality and effectiveness of its educational programs. Recent accreditation review reports for programs at Dalton State can be found on the College's Institutional Research Institutional Effectiveness [Webpage](#) (see Accreditation Review Reports). Currently, Dalton State has the following [accredited programs](#) [78].

C. LAMAR AND ANN WRIGHT SCHOOL OF BUSINESS

Degree Program	National/State Program Review
<i>Bachelor of Business Administration</i> Accounting Finance and Applied Economics Logistics and Supply Chain Management	Association to Advance Collegiate Schools of Business (AACSB) (Last awarded in 2015.) Initial accreditation: January 2010

Management Management Information Systems Marketing	Maintenance of accreditation: Sept. 2014 Reaffirmed: 2015
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SCHOOL OF EDUCATION

Degree Program	National/State Program Review
<i>Bachelor of Science in Education</i> Elementary Education	National Council for Accreditation of Teacher Education (NCATE) (Last awarded in 2010 – met all elements.)

Elementary Education (ESOL Endorsement) Autism Endorsement	Georgia Professional Standards Commission Board of Examiners Report (Last awarded in 2010 for Early Childhood Education – met all elements) (Last awarded in 2013 for all five secondary programs/met all elements and received exceeded target in three elements.) NCATE became the Council for the Accreditation of Educator Preparation (CAEP), and the School of Education is CAEP accredited through June 2018; at this point, the institution has decided that it will not seek CAEP Re-Accreditation. Though the education program will not seek national accreditation, it will have the GaPSC accreditation review for all programs in March 2019. The Autism Endorsement was approved by the GaPSC in Summer 2016. The first courses were offered in Fall 2016.
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SCHOOL OF HEALTH PROFESSIONS

Degree Program	National/State Program Review
<i>Bachelor of Science in Nursing</i> RN-B.S.N.	Accreditation Commission for Education in Nursing (ACEN) (Last awarded in 2014.) Georgia Board of Nursing (GBON)

	(Last awarded in 2008.)
<i>Bachelor of Social Work</i> Social Work	Council of Social Work Education (Last awarded in 2010.)
<i>Associate of Applied Science</i> Radiologic Technology	Joint Review Committee on Education in Radiologic Technology (Last awarded in 2015.)
<i>Associate of Applied Science</i> Respiratory Therapy	The Committee on Accreditation for Respiratory Care (COARC) (Last awarded in 2009.)
<i>Associate of Applied Science</i> Medical Laboratory Technology	National Accrediting Agency for Clinical Laboratory Sciences (NAACLS) (Last awarded in 2014.)
<i>Associate of Science</i> Two-Year Registered Nursing	Accreditation Commission for Education in Nursing (ACEN) (Last awarded in 2010.) Georgia Board of Nursing (GBON) (Last awarded in 2008.)
<i>Certificate</i> Licensed Practical Nursing	Georgia Board of Nursing (Last awarded in 2011.)
<i>Mini-Certificate</i> Phlebotomy	National Accrediting Agency for Clinical Laboratory Sciences (Last awarded in 2013.)

There have been no sanctions applied or negative actions taken by any of these accrediting bodies in the last two years. However, in 2016 the ASN program was placed on conditional approval by the Georgia Board of Nursing. This conditional approval designation was due to the four-year average NCLEX-RN pass rates being less than 80%. In Spring 2018, the conditional approval was removed because the 4-year average pas rate was above 80%.

Reports of Recent Program Accreditation Reviews and/or Recommendations and Suggestions, Including Examples of Evidence of Improvement

C. Lamar and Ann Wright School of Business

In its most recent review, the C. Lamar and Ann Wright School of Business addressed an area recommended by the AACSB to address faculty qualification deficiencies in accounting by hiring three additional faculty, including a current faculty member who is completing her Ph.D. with a major in learning and leadership with a focus on accounting [79].

School of Education

In its most recent review, the School of Education met all standards and exceeded in three areas. No areas of improvement or recommendations were sited. Thus, no program improvements were needed as a result of accreditation [80].

School of Health Professions

Concerning programs in the School of Health Professions, the new RN-BSN program was awarded initial accreditation after a site visit in spring 2013, with the next visit scheduled for 2019. The initial visit from the Accreditation Commission for Education in Nursing (ACEN) was an accreditation visit which assessed all areas of the six standards required for the review. The RN-BSN program was found to be in compliance with all standards with recommendations from the committee for areas to be developed as the program matures [81]. This included upgrades to the faculty to meet the doctoral requirements and to ensure the physical resources are sufficient to meet the needs of the faculty and students related to technological support and learning outcomes. Since the initial site visit, the program has been reviewed by the faculty after the first year of accreditation. Learning outcomes have been met consistently in the upper-level courses. New classrooms and technological upgrades are now in place in the new Health Professions Building. The chair of the department and the program director are both doctorally prepared as required by the accrediting body, ACEN. The current volume of student applications has prompted the addition of a spring cohort which began in 2016 with 25 students and has been approved as a substantive change by the ACEN [information provided by dean of Health Professions].

In April 2016, the ASN program was reviewed by the Georgia Board of Nursing due to NCLEX pass rates of its ASN graduates. As a result of the visit, several suggestions were made in order to improve graduate pass rates. The ASN program was placed on conditional approval by the Georgia Board of Nursing. This conditional approval designation was due to the four-year average NCLEX-RN pass rates being less than 80%. Conditional approval will remain until the four-year average is at 80% or above. The plans for improvement included instituting the Electronic Health Records (EHR) program beginning fall 2016, development of an online process for student portfolios, and the development by the faculty of four new nursing committees (Curriculum Committee, Exam/Test Writing Committee, Grievance Committee, and Faculty Bylaws and Diversity Committee). All of these improvements have been implemented. The ASN program is expecting a site visit from ACEN in September 2018.

The Bachelor of Social Work (BSW) program was re-accredited until June 2019 and did not receive recommendations as a part of reaffirmation process [82]. However, on the basis of the accreditation report as a means of improvement, the program retooled the BSW program to align with new Council of Social Work in Education (CSWE) standards. Furthermore, to gather students' suggestions for program improvement, a Senior Forum was instituted where at the end of the fall and spring semesters, senior social work students are invited to participate in a forum, facilitated by the dean, with social work faculty members to review implicit and explicit curriculum and suggest changes for the future. These exchanges of ideas are student directed and open to both positive and negative comments on the curriculum, on class experiences, and on suggestions for program improvement. The spring forum is normally held after senior grades have been submitted, and students feel safe in expressing their ideas. Seniors are assured that their input is valued and that their suggestions will be carefully considered.

The Respiratory Therapy Program has had no review or recommendation since 2013, other than the Annual Report of Current Status submitted by the program as part of its national accreditation. The Respiratory Therapy Program has met all thresholds on the annual reports since 2013, and no recommendations were made by the Commission on Accreditation for

Respiratory Care (CoARC), its accrediting body – stating in 2015 to award Continuing Accreditation to Dalton State’s AAS degree program [83]. However, the program is currently up for reaccreditation. The self-study was submitted in February 2018. A site visit is expected to follow in fall 2018.

The Associate of Applied Science (A.A.S.) Medical Laboratory Technology program was reaccredited for the maximum 10 years after a site visit in spring 2014. The National Accrediting agency for Clinical Laboratory Sciences (NAACLS) found no areas of concern, finding Dalton State’s program facilities very accommodating and offering a suggestion for documenting “how outcomes measures are analyzed and used in program assessment and continuous quality improvement of the program” [84].

The Associate of Applied Science (A.A.S.) Radiologic Technology program was also reaccredited for the maximum 8 years after a site visit in spring 2015 [85]. The site visit report detailed 4 non-compliance issues and two suggestions which have been addressed. For example, on the non-compliance issue of not having students know how to contact the Joint Review Committee on Education in Radiologic Technology (JRCERT) to report issues of non-compliance of the standards, the program has now placed a copy of the JRCERT Standards along with the contact information and address in classrooms during program orientation. In addition, the JRCERT contact information and address are located on the program Website and in the student handbook. Also, the program Due Process policy has been revised to include a statement describing how a student or students can contact the JRCERT. The revised policy was distributed to both the current sophomore and freshman classes. In addition, regarding the suggestion that additional professional development opportunities for faculty include professional seminars and meetings, faculty now attend the state and national Radiologic Technology annual meetings.

Comprehensive Program Review

In addition to the state and national program accreditations as an instrument to assess the quality and effectiveness educational programs, Dalton State has also established a process to systematically review the institution’s academic programs through a [comprehensive program review process](#) that is consistent with [Board of Regents’ policy on program review](#). The Comprehensive Program Review (CPR) was established in 2000-2001 in the University System to periodically assess the strengths and weaknesses of all degree programs on a set of key quality and productivity indicators. The aim was to use results of the program reviews to improve programs and to consolidate or terminate programs that are weak and not viable. Dalton State complied and now has a system of reviewing its academic programs on a systematic basis. Indeed, Most recently, as shown in its April 2010 Minutes, the Board of Regents has instructed that [“Each USG institution shall conduct comprehensive academic program reviews for career associates, associate’s degrees with a designated major, bachelor’s degrees and graduate degrees.”](#) (3.6.3 Comprehensive Academic Program Review).

Currently, Dalton State’s degree programs are now subject to review every five years. A Comprehensive Program Review, as shown by a template [86], consists of program characteristics, a statement of program goals, including identification of program and student learning outcomes, data on measures of program effectiveness (enrollment, retention, average class size, faculty student ratio, faculty load, degrees conferred, job placement rates, cost, etc.), description of use of results for improvement; review of curriculum, program strengths and weaknesses, and recommendations for follow-up and/or action plans (if needed).

The Office of Institutional Research and Planning assists with providing data to deans for conducting program reviews and maintains a [Comprehensive Program Review Website](#), including completed and approved program reviews as a source for shared information on the CPR process for the campus and stakeholders. Program reviews are completed by deans and

initially reviewed by the [Comprehensive Program Review Committee](#) [87], which sends comments and suggestions for improvement/revisions to deans [88]; thereafter, reviews are finally evaluated and approved by the provost and vice president for academic affairs and published/disseminated.

Following the established [timetable](#), comprehensive program reviews resumed in earnest during 2011 and have continued regularly. Some examples of reviews that have been completed include the following:

- [BAS in Technology Management \(2017\)](#)
- [BBA in Management Information Systems \(2015\)](#)
- [BBA in Marketing \(2015\)](#)
- [BA in English/English Education \(2014\)](#)
- [BS in Criminal Justice \(2014\)](#)
- [BBA in Accounting \(2014\)](#)
- [BA in History/History Education \(2013\)](#)
- [AA in General Studies \(2017\)](#)
- [AA in Communication Studies \(2015\)](#)
- [AAS Respiratory Therapy \(2014\)](#)
- [AAS in Medical Laboratory Technology \(2013\)](#)
- [CERT in Licensed Practical Nursing \(2016\)](#)

General Education Outcomes Assessment

Apart from comprehensive program reviews, Dalton State also has a plan for assessing its general education outcomes – an important component of its educational programs. The College's most recent revision of its general education outcomes and competencies occurred in 2010-2011. These outcomes were approved by the College's Academic Council (now the Academic Programs Committee) [89] and by the Council on General Education of the University System of Georgia, which reviewed the outcomes to ensure that they were college-level, measurable, and furthered the Board of Regents' core curriculum goals and approved these outcomes on April 25, 2011 [90]. These college-level competencies/outcomes make up the general education program at Dalton State College within Areas A-E of the Core Curriculum ([Dalton State College Catalog 2017-2018, Programs of Study: General Education Program – The Common Core](#)), which consists of courses encompassing written communication; quantitative skills; oral communication; humanities and fine arts; natural sciences, mathematics, and technology; and social sciences.

As part of its institutional effectiveness plan [91], Dalton State has a mechanism to evaluate the extent to which students attain these college-level general education competencies. Indeed, appropriate general education outcomes are incorporated into each course syllabus for all [92] general education courses [93], and outcomes information is recorded on a semester basis by faculty teaching those courses in Weave [94] and compiled and reported in an annual General Education Assessment Report in Weave by the deans of Liberal Arts and Science, Technology, and Mathematics [95], the primary schools where students take the majority of general education courses.

Dalton State assesses the extent to which students have attained college-level general education competencies through a variety of instruments including the assessment results from general education courses [93]. Until 2017, when the ACT decided that it would no longer offer the Collegiate Assessment of Academic Proficiency (CAAP), the extent to which students attained general education competencies was also assessed through a mandatory exit exam using the externally developed, nationally normed assessment instrument, CAAP. The CAAP assessed foundational academic skills in the areas of writing, reading, mathematics, science reasoning, and critical thinking. Administered and coordinated by the Office of Institutional Research and Planning

and the Testing Center, usually with an invitation letter and reminder to graduates [96], the CAAP had been in use and reported at Dalton State to assess general education competencies since 1999. Results of attainment were usually reported in the annual reports of the deans of Liberal Arts and Science, Technology, and Mathematics [97] [98].

Dalton State also assesses the extent to which graduates attain general education competencies through a graduating student exit survey [99] administered by the Office of Institutional Research and Planning. Beginning 2015-2016, the graduating students' survey was externally administered by the Higher Education Research Institute (HERI) using its College Senior Survey instrument. Questions concerning general education attainment were added to other existing questions on general education to the HERI survey instrument to continue the tradition of assessing general education competencies through an exit survey [100]. And until the College ceased administering the NSSE in 2014 because of costs and redundancies, certain aspects of general education competencies (critical thinking, written communication) were measured with NSSE scores [101] as shown in this annual report from the School of Liberal Arts [102]. Dalton State began administering the NSSE again when the central office of the University System of Georgia decided to pay for the administration of the survey periodically for all institutions starting in 2017.

All current and past results of the CAAP, NSSE, and graduating students' surveys reports are posted and available at the Institutional Research and Planning Website:

- [CAAP Institutional Summary Reports](#) (see Collegiate Assessment of Academic Proficiency)
- [DSC Graduating Students](#)
- [NSSE](#)

A chart/graph summarizing CAAP mean scores for Dalton State graduates vs. National Averages is also published in the [Fact Book dashboards](#) (see Student Achievement). In addition, faculty assess their general education courses in Weave [94], and reports are available upon request from the faculty teaching these courses, as well as from the offices of the deans of Liberal Arts, Science, Technology, and Mathematics, and the Office of Institutional Research and Planning. The course assessment reports show the extent to which students have attained college-level general education outcomes. On the whole, assessment of general education results show that students of Dalton State College have successfully attained college-level general education competencies. For example, in 2017, Dalton State students scored slightly higher than the national average on CAAP Reading and Critical Thinking scores [See table on Page 105].

And where improvement is needed, results have been used for general education effectiveness. For example, students in ENGL 1102 are expected to use technology and gather data to conduct research from various sources, including electronic media, and demonstrate an understanding of plagiarism by acknowledging and citing informational sources correctly. During the 2016-2017 academic year, students in face-to-face sections of ENGL 1102 surpassed the target, with 93% earning a 70% or better on the measure. Students in the hybrid section, however, did not meet the target (only 66% earned a 70% or better). In analyzing students' poor performance in the hybrid section, the instructor speculated that the organization of the hybrid class did not allow for sufficient class time devoted to documentation. While she posted online modules on citing sources, she surmised that face-to-face time is "crucial for understanding these components" and created an action plan to provide more direct instruction and class and homework practice on MLA formatting in future hybrid classes [103].

In addition, in assessing general education competencies in the humanities, the dean of Liberal Arts and the chair of the Department of English noted that faculty who teach HUMN 1201 and 1202 (Expressions of Culture I and II) were using very different measures to assess students' understanding of individual and cultural differences and perspectives across the globe. To achieve more valid assessment results, the dean, chair, and HUMN 1201 and 1202 faculty

revised the assessment measures in HUMN 1201 and 1202 during Spring Semester 2017 so that all instructors will be required to use the same measures and targets for the common student learning outcomes beginning Fall Semester 2017 [103].

Licensure and Certification Exams Evaluation of Knowledge and Skills

Graduates of some of the College's degree and certificate programs take licensure or certification exams as a means to acquiring the essential credentials for employment. Indeed, Dalton State deems these students successful when they graduate and successfully pass their state and national exams to qualify for professional licensure. It is another measure of the institution's academic program effectiveness. The deans of the schools offering the programs that require licensure and certification exams include these success rates in their annual reports [104]. The Office of Institutional Research and Planning also publishes these success rates in a [Fact Book Dashboards](#) (see *Student Achievement: Professional & Licensure Exams* and also 4.1 – Student Achievement in this document):

- The School of Education's professional teacher education program in Elementary Education uses the [Georgia Assessments for the Certification of Educators \(GACE\)](#) to measure graduates' knowledge and skills in relation to an established standard rather than in relation to the performance of other candidates. In 2015, the School had a 95% pass rate [See Section on Student Achievement (4.1), p. 109].
- The Associate of Science in Nursing program (RN) measures its effectiveness in relation to student achievement by the first-attempt pass rates of its graduates on the National Council for Licensure Examinations-Registered Nurse (NCLEX-RN). Although the pass rate in 2014 was 69%, the 2017 pass rate was 93.44%. The nursing program's current five-year pass average is 79.5% [See Section on Student Achievement (4.1), p. 110].
- The Radiologic Technology program tracks graduate pass rates on the American Registry of Radiologic Technologists (ARRT) examination. For 18 consecutive years, graduates of Dalton State's Radiologic Technology program achieved a 100% pass rate on the national certification exam [97]. For the past two years, the pass rate was 93%. In fact, Dalton State's Radiologic Technology program stands among the top 5% of Radiologic Technology programs in the country, as determined by its graduates' scores on this licensure exam [See Section on Student Achievement (4.1), p. 111].
- The Respiratory Therapy program tracks graduate pass rates on the Certified Respiratory Therapists (CRT) examination. For the tenth year running, Dalton State's Respiratory Therapy graduates have achieved a 100% pass rate [97]. In fact, for six consecutive years Dalton State's Respiratory Therapy program been recognized by its accrediting body (CoARC) as being in the top 8% of AAS Respiratory Therapy programs nationally.
- The Medical Laboratory Technology (MLT) program tracks graduate pass rates on the American Medical Technologists (AMT) examination. For the 11th year running, 100% of graduates passed the licensing certification examination on their first attempt [See Section on Student Achievement (4.1), p. 112].
- The Certificate in Licensed Practical Nursing (LPN) tracks the success of its graduates by the first-attempt pass rate on the National Council for Licensure Examinations-Licensed Practical Nurse (NCLEX-LPN). In 2014, graduates of the program achieved a 95% pass rate on the NCLEX-LPN – with a five-year average pass rate of 93.4% [See Section on Student Achievement (4.1), p. 113].

ETS Major Field Test in Business

As a measure of student success, the C. Lamar and Ann Wright School of Business administers the external [ETS Major Field Test in Business](#) to its graduates every spring and fall in the capstone BUSA 4170 Strategic Management class. The ETS Major Field Test is a comprehensive undergraduate outcomes assessment designed to measure the critical knowledge and understanding achieved by business majors. This test offers comprehensive national comparative data, enabling the C. Lamar and Ann Wright School of Business to evaluate its graduates' performance and compare its programs' effectiveness to programs at similar institutions nationwide. A summary of graduates' scores is presented in the college [Fact Book Dashboard](#) (see *Student Achievement: Professional & Licensure Exams*). In 2017, 72 business students took the ETS, and the College's institutional mean was 155, which was in the 73rd percentile of all participating students [See Section on Student Achievement (4.1), p. 108]. In May 2028, the school purchased additional data from the ETS organization to find out about more refined subject areas and ETS content. The school also acquired a [LibGuide](#) to help students prepare for the ETS exam, as well as reminding sophomores and beyond to retain their class materials and notes to further improve their performance.

Outcomes Assessment at Gilmer County Off-Campus Instructional Site

Dalton State has one off-campus instructional site located in Ellijay, Georgia. The College received [SACSCOC approval](#) to add the provision of the Associate of Arts degree in General Studies at the Gilmer Campus in 2010. Since the Gilmer Campus does not operate as a separate branch campus but as an off-campus instructional site, full-time and part-time faculty who regularly teach on the main campus also teach at the Gilmer Campus as part of their normal teaching load at Dalton State. In fact, full-time and part-time faculty members from the Dalton campus regularly travel to teach at the Gilmer Campus each semester. Thus, regardless of delivery format, all courses taught at the Gilmer Campus are equivalent to those taught on-campus, including the same student learning outcomes and assessment. Each course taught at the Gilmer Campus has the same critical syllabus content and covers the same course content, often taught by the same faculty as those who teach on the main campus in Dalton.

Indeed, since the Associate of Arts degree and courses offered at the Gilmer Campus are equivalent to those offered on the Dalton campus, the procedures for systematic evaluation and assessment of instructional results, including the process for monitoring and evaluating programs, are the same at the off-campus site as on the main campus. Educational content and student learning outcomes for the A.A. degree in General Studies are the same at both locations. Program and course assessments at the off-campus site thus correspond to the appropriate review on the main campus. In sum, the same assessment methods used for the Dalton State College main campus are used at the Gilmer Campus. As such all the narratives and examples provided previously about outcomes identification, assessment and analysis of results, and evidence of improvement apply equally to both the main campus and the Gilmer Campus. Courses taught at the off-site are also assessed using WEAVE as this course taught at the Gilmer Campus shows [58].

Distance Learning Assessment

The same assessment methods used for students who take distance learning courses on the main campus are used for online and/or hybrid courses as well as those courses taught at the off-campus instructional site in Ellijay, the Gilmer Campus. Online, hybrid, and off-campus courses are assessed using WEAVE at the end of each semester as shown by these courses taught online or as hybrids [67] [59].

Conclusion

As the above narrative and supporting documentation show, Dalton State has come a long way with respect to the assessment of educational programs, including student learning outcomes. Indeed, the successful approval (“no additional report was requested”) of Dalton State College’s First Monitoring Report by the SACSCOC Board of Trustees at its June 2014 meeting in response to the SACS Off-Site and On-Site Reaffirmation Committees’ recommendation regarding Comprehensive Standard 3.3.1.1 (educational programs, to include student learning outcomes) showed the institution is on the right track to fulfill this standard [7]. The adoption of the Weave assessment management system also shows that the College is making much progress in instituting a culture of assessment on campus. Faculty now know that they must assess their courses regularly and use the results for improvement. Also, deans and department chairs must include an institutional effectiveness report of educational programs in their annual reports. These are requirements with no exceptions. As well, state and national accrediting boards ensure that certain Dalton State’s educational programs, such as those in Education, Nursing, Social Work, Business, and Radiologic Technology, stay on top of program assessment and produce quality program outcomes for their students. The successful accrediting of Dalton State’s academic programs by [various accrediting boards](#) shows the effectiveness of the College’s educational programs.

Yet, like anything else, there is still room for improvement. Some faculty will continue to need help to improve the assessment and documentation of their courses and to use results for improvement. To this end, for example, the director of institutional research and planning corresponded with the vice president for academic affairs regarding the need for training and helping faculty with their course and programs assessments. In December 2015, the vice president approved each academic school to have at least one Weave assessment coordinator. Working with the director of the Institutional Research Office, coordinators have assumed the following responsibilities:

- ensure that an assessment plan is established for each semester that outlines the courses to be assessed by selected faculty and is representative of programs and courses offered in the school/department, including courses offered at the Gilmer Campus and online/hybrid courses;
- certify that faculty are apprised of their assigned assessment responsibilities for the semester;
- confirm that goals, outcomes/measures, and targets are appropriate for course and program;
- lead the department in the periodic review of goals, outcomes, measures and targets;
- ensure that faculty complete their assessment for assigned courses and assist those who need help to complete their assessment reports;
- at the end of the semester, review all assigned assessment reports to ensure that they comply with the standards described in a checklist provided by the director of institutional research [105]. Reports that do not meet the standards are returned to faculty for correction and improvement;
- re-review reports that were returned or were not completed to ensure compliance and completion;
- identify any exemplary assessment reports for possible inclusion as documentation for institutional reaccreditation reports (e.g., Compliance Certification Report, 5th-Year Interim Report); and
- meet with department chair/dean to sign-off on all completed assignments, ensuring that information is complete and accurately inputted in WEAVE for final submission.

Documentation

[1] Dalton State Mission Statement re Culture of Accountability

[2] DSC Institutional Effectiveness Plan - re Assessment of Educational Programs

- [3] Example of a Dean's Annual Report on Assessment of Educational Programs and Student Learning Outcomes
- [4] DSC Institutional Effectiveness Policy
- [5] Weave Assessment Management System - DSC Home
- [6] Dalton State College - First Monitoring Report (April 15, 2014)
- [7] Reaffirmation of Accreditation - Final Action on Monitoring Report, July 2014
- [8] Bachelor of Arts – History Program Assessment, 2012-2013
- [9] Bachelor of Business Administration – Accounting Program Assessment, 2012-2013
- [10] Bachelor of Science – Criminal Justice Program Assessment, 2012-2013
- [11] Bachelor of Science – Mathematics Program Assessment, 2017-2018
- [12] Bachelor of Science – Early Childhood Education Program Assessment, 2012-2013
- [13] Bachelor of Science – Nursing (RN-BSN) Program Assessment, 2012-2013
- [14] Bachelor of Social Work – Social Work Program Assessment, 2012-2013
- [15] Associate of Arts - Transfer Program Assessment, 2016-2017
- [16] Bachelor of Science - Criminal Justice Program Assessment, 2016-2017
- [17] CERT LPN Program Assessment, 2014-2015
- [18] Bachelor of Science - Nursing Program Assessment, 2016-2017
- [19] Bachelor of Arts - Interdisciplinary Studies Program Assessment, 2016-2017
- [20] Bachelor of Science – Elementary Education Program Assessment, 2016-2017
- [21] Associate of Applied Science - Respiratory Therapy Program Assessment, 2016-2017
- [22] Associate of Arts - General Studies Program Assessment, 2016-2017
- [23] General Education Program Assessment, 2016-2017
- [24] Bachelor of Arts - Communication Program Assessment, 2017-2018
- [25] Bachelor of Science - Psychology Program Assessment, 2017-2018
- [26] Associate of Arts - General Studies Program Assessment, 2017-2018
- [27] General Education Program Assessment, 2017-2018
- [28] HIST 3735 Course Assessment, 2013-2014
- [29] MGIS 4354 Course Assessment, 2013-2014
- [30] SOWK 3102 Course Assessment, 2013-2014
- [31] MGIS 4354 Course Assessment, 2013-2014
- [32] RESP 4140 Course Assessment, Fall 2015
- [33] BIOL 4360 Course Assessment, Fall 2016
- [34] EDUC 4901 Course Assessment, 2015-2016
- [35] NURS 1114 Course Assessment, 2015-2016
- [36] CHEM 3211 Course Assessment, Fall 2016
- [37] CRJU 1100 Course Assessment, Fall 2016
- [38] MATH 2256 Course Assessment, Fall 2016
- [39] NURS 1111 Assessment Report, Fall 2016
- [40] SOWK 3102 Course Assessment, 2016-2017
- [41] BUSA 3055 Course Assessment, 2016-2017
- [42] ENGL 2120 Course Assessment, 2016-2017
- [43] ENGL 3025 Course Assessment, 2016-2017
- [44] EDUC 4953 Course Assessment, Spring 2016
- [45] MUSC 1001 Course Assessment, Spring 2016
- [46] CRJU 1100 Course Assessment, Fall 2017
- [47] HIST 3160 Course Assessment, Spring 2017
- [48] PSYC 4600 Course Assessment, Fall 2017
- [49] CHEM 3311Y Course Assessment, 2017-2018
- [50] EDUC 2120 Course Assessment, 2017-2018
- [51] ENGR 2205Y Course Assessment, 2017-2018
- [52] GEOL 1000 Course Assessment, 2017-2018
- [53] ISCI 2002Y Course Assessment, 2017-2018
- [54] PHYS 1111 Course Assessment, 2017-2018
- [55] COMM 1110 Course Assessment (Gilmer Campus), 2015-2016
- [56] ENGL 1101 Course Assessment (Gilmer Campus), 2015-2016)

- [57] PSYC 1101 Course Assessment (Gilmer Campus), 2016-2017
- [58] HIST 2111 Course Assessment (Gilmer Campus), Fall 2017
- [59] COMM 1110 Course Assessment (Hybrid), 2012-2013
- [60] ENGL 2120 Course Assessment (Hybrid), 2015-2016
- [61] ACCT 4701 Course Assessment (Hybrid), 2016-2017
- [62] BIOL 2213K Course Assessment (Hybrid), 2017-2018
- [63] HIST 3000 Course Assessment (Hybrid), Spring 2017
- [64] ENGL 1102 (Hybrid), 2017-2018
- [65] POLS 1101 Course Assessment (Online), 2013-2014
- [66] HUMN 1300 Course Assessment (Online), 2015-2016
- [67] SOCI 1101 Course Assessment (Online), Fall 2016
- [68] MNGT 3051 Course Assessment (Online), 2016-2017
- [69] NURS 3000 Course Assessment (Online), 2016-2017
- [70] HIST 2112 Course Assessment (Online), Spring 2017
- [71] ENGL 1101 (Dual Enrollment Class), 2017-2018
- [72] ENGL 1102 (Dual Enrollment Class), 2017-2018
- [73] School of Liberal Arts – Weave Course Assessment Assignments, Spring 2013
- [74] Department of Communications Weave Course Assessment Assignments, Fall 2017 and Spring 2018
- [75] School of Education Weave Reporting Faculty Assignments, Spring 2018
- [76] AACSB Eligibility Procedures and Accreditation Standards
- [77] Council on Social Work Education - Educational Policy and Accreditation Standards
- [78] DSC Institutional and Program Accreditation
- [79] AACSB Continuous Improvement Review Two, 2015
- [80] NCATE Action Letter and Board of Examiners Report, 2010
- [81] RN-BSN Site Visitors' Report, 2014
- [82] BSW Accreditation Report Letter, 2011
- [83] Respiratory Therapy Program Accreditation Report, 2015
- [84] Medical Laboratory Technology Program Accreditation Letter, 2015
- [85] Radiologic Technology Reaccreditation Letter, 2015
- [86] Dalton State Revised CPR Template with USG Requirements, 2016
- [87] Program Review Committee Memo re Respiratory Therapy Report
- [88] CPR Committee member's comments regarding revisions to report
- [89] General Education Outcomes (Revised July 30, 2010)
- [90] BOR General Education Outcomes (Approved April 25, 2011)
- [91] DSC Institutional Effectiveness Plan - re General Education Outcomes
- [92] Syllabus Example Showing General Education Outcomes, ENGL 1101 - English Composition I
- [93] General Education Courses (Chart)
- [94] HIST 2111 Weave Course Assessment, Fall 2017 re Gen. Ed. Outcome Assessment
- [95] Example of a dean's annual report showing evidence of General Education Competencies Attained by students in general education courses
- [96] Graduates CAAP Test Invitation Letter and Reminder
- [97] Liberal Arts Annual Report, General Education CAAP Results
- [98] Science, Tech and Mathematics Annual Report, General Education CAAP Results
- [99] Graduating Students Survey Summary Report re General Education Competencies Results
- [100] DSC Additional Questions on General Education Competencies to HERI Senior Survey
- [101] 2011 NSSE Mean Comparisons Results (Seniors) on Gen. Ed. Competencies
- [102] School of Liberal Arts Annual Report, re Use of NSSE scores
- [103] General Education Program Assessment, 2016-2017
- [104] School of Health Professions Annual Report, re Licensure Exam Results
- [105] Academic Assessment Requirements - Weave Checklist

5. The institution publishes admissions policies that are consistent with its mission.
(Comprehensive Standard 3.4.3)

X Compliance Non-Compliance

Narrative:

Dalton State College's admissions policies are consistent with its mission to provide "a diverse student population with opportunities to acquire the knowledge and skills necessary to attain affordable baccalaureate degrees, associate degrees, and certificates and to reach their personal and professional goals. Through challenging academics and rich collegiate

experiences, we promote lifelong learning, active leadership, and positive contributions in Northwest Georgia and beyond” [1]. Correspondingly, the College has few barriers to admission. The College’s admission policies are also aligned with both the Board of Regents’ policy, which is published in the [USG Academic & Student Affairs Handbook](#) (Sections 3.0-3.11 – Student Affairs) [2] and the [Board of Regents’ Policy Manual](#) (Section 4.2 – Undergraduate Admissions) [3], and commonly accepted university standards.

In accordance with the Board of Regents’ policy [4], Dalton State Admissions requires perspective students to submit SAT/ACT test scores and meet a Freshman Index of 1830, as described below:

- FI = (500 x HSGPA) + SAT Verbal/Critical Reading + SAT Math (or)
- FI = (500 x HSGPA) + (ACT Composite x 42) + 88

Students must also achieve a minimum SAT score of 330 Verbal and 310 Mathematics or a minimum ACT score of 14 English and 12 Mathematics. Applicants whose SAT verbal score is below 450 (19 ACT) or whose SAT mathematical score is below 500 (21 ACT) are required to take the ACCUPLACER placement test, and if their placement scores are not high enough, they must satisfy learning support requirements in any areas of deficiency.

Admissions Policy Publications

The College publishes its admissions policies through several mediums. The principal vehicles for such publications are the [Office of Admission Website](#) and the [College Catalog](#), which contains a section entitled [Admission Requirements](#). The Admission Requirements section fully details all of Dalton State’s admissions policies, including

- policies unique to individual admissions categories, such as auditors, beginning freshmen, and dual enrollment students
- Admission Committee appeal procedure
- grievance procedure
- program offerings and admission requirements
- required high school curriculum
- student admission classification

Dalton State’s *College Catalog* is readily accessible on the [Catalog Webpage](#). In order to increase policy accessibility and reduce the College’s reliance on hard-copy materials, Dalton State hosts its own online admissions policy tools and Webpages. For example, the “[Get Started Today – How to Apply](#)” feature on the DSC “[Why Dalton State](#)” on the Admission Website provides standardized answers to commonly asked questions about admission to the College. The tool is available 24 hours a day, 7 days a week from any location.

Conclusion

Dalton State’s admissions policies are in line with the institution’s mission and are clearly published on the College’s Webpage and in the [College Catalog](#).

Documentation

[1] Dalton State College Mission Statement

[2] Academic & Student Affairs Handbook, Section 3 – Student Affairs

[3] Board of Regents Policy Manual, Section 4.2 – Undergraduate Admissions

[4] Board of Regents Policy Manual, Section 4.2.1.1 – Freshman Requirements (Freshman Index)

6. For each major in a degree program, the institution assigns responsibility for program coordination, as well as for curriculum development and review, to persons academically qualified in the field. In those degree programs for which the institution does not identify a major, this requirement applies to a curricular area or concentration. (***Comprehensive Standard 3.4.11***)

Compliance Non-Compliance

Narrative:

Dalton State College offers bachelor's degrees and Associate of Arts/Associate of Science transfer degrees which include courses in general education and degree-specific specialized

courses. The College also offers Associate of Applied Science and career certificate programs that prepare students for entry-level employment in a variety of vocational and technical occupations.

Each school develops programs of study for its individual majors. Dalton State is organized into five schools: Business, Education, Health Professions, Liberal Arts, and Science, Technology, and Mathematics. The curriculum guidelines and course requirements for programs of study are published each academic year in the DSC [College Catalog](#) [1], which can be found on the College's Catalog [Webpage](#).

The dean of each school assigns qualified faculty members to serve as academic program coordinators. The dean then works in concert with each program coordinator to develop and review the curriculum content and requirements for each particular major. Each dean makes the decision of the faculty assignment in accordance with the [Board of Regents' Policy Manual](#), Section 3.2.1.1 (Corps of Instruction) [2] and Section 8.3.1.2 (Minimum Qualifications for Employment) [3]. These Board of Regents' policy requirements are also reflected in the College's [Statutes](#) [4], Article VI, Sections A & D (Faculty & Conditions of Employment).

In line with Dalton State's [Faculty Senate Bylaws](#), the DSC Academic Programs Committee, a college-wide body of faculty, administrators, and students, reviews and approves all curricular specifications, including addition and deletion of courses and majors [5]. The decisions of the Committee are subject to the approval of the general faculty at the fall and spring faculty meetings.

The programs offered in each school, along with the name and credentials of each faculty program coordinator, are listed in the Program Coordinators Chart below. As can be seen in the table below, each program is coordinated by persons academically qualified in the field, usually a doctorate in the discipline for bachelor's degrees and a master's degree for career programs.

Table 3.4.11-1
Dalton State College
Program Coordinators Table
(As of Fall 2017)

C. Lamar and Ann Wright School of Business		
<i>Program of Study</i>	<i>Designated Program Coordinator</i>	<i>Qualifications</i>
Accounting, B.B.A.	Dr. Aisha Meeks [6]	Ph.D., Jackson State University, Accounting M.B.A., Jackson State University, Business Administration B.B.A. Jackson State University, Accounting
Finance and Applied Economics, B.B.A.	Dr. Corey Shank [7]	Ph.D., Jackson State University, Accounting M.B.A., Jackson State University, Business Administration B.B.A. Jackson State University, Accounting
Logistics and Supply Chain Management, B.B.A.	Dr. D.K. Kim [8]	Ph.D., Georgia State University, Managerial Sciences M. S., University of Nebraska, Actuarial Science B. S., Dongguk University, Statistics
Management, B.B.A.	Dr. Fernando Garcia [9]	Ph.D., University of South Carolina, Organizational Behavior M.B.A., Kansas State University, Management B.B.A., Fort Hayes State University, Management and Computer Information Systems

Table 3.4.11-1
Dalton State College
Program Coordinators Table
(As of Fall 2017)

C. Lamar and Ann Wright School of Business		
<i>Program of Study</i>	<i>Designated Program Coordinator</i>	<i>Qualifications</i>
Management Information Systems, B.B.A.	Dr. Lorraine Gardiner [10]	Ph.D., Georgia State University, Managerial Sciences M. S., University of Nebraska, Actuarial Science B. S., Dongguk University, Statistics
Marketing, B.B.A.	Dr. Jon Littlefield [11]	Ph.D., University of South Carolina, Organizational Behavior M.B.A., Kansas State University, Management B.B.A., Fort Hayes State University, Management and Computer Information Systems

Table 3.4.11-1
Dalton State College
Program Coordinators Table
(As of Fall 2017)

School of Education		
<i>Program of Study</i>	<i>Designated Program Coordinator</i>	<i>Qualifications</i>
Elementary Education, B.S.Ed.	Dr. Sharon L. Hixon [12]	Ph.D., University of Tennessee, Theory and Practice of Education, ESOL
Elementary Education (ESOL Endorsement), B.S.Ed.	Dr. Sharon L. Hixon [12]	Ph.D., University of Tennessee, Theory and Practice of Education, ESOL
Elementary Education, A.S. Pathway	Dr. Sharon L. Hixon [12]	Ph.D., University of Tennessee, Theory and Practice of Education, ESOL

Table 3.4.11-1
Dalton State College
Program Coordinators Table
(As of Fall 2017)

School of Health Professions		
<i>Program of Study</i>	<i>Designated Program Coordinator</i>	<i>Qualifications</i>
Nursing, RN-B.S.N.	Dr. Lynda Ridley [13]	D.N.P., University of Tennessee at Chattanooga, Nursing M.S.N., University of Tennessee at Chattanooga, Nursing
Organizational Leadership, B.S.	Dr. Susan West [14]	Ed.D., Northcentral University, Higher Education Leadership M.Ed., University of Georgia, Health Occupation Education B.S., Medical College of Georgia, Radiologic Technology
Respiratory Therapy, B.S.	Ms. Cindy Davis [15]	M.B.A., Kennesaw State University B.S., Medical College of Georgia, Respiratory Therapy
Social Work, B.S.W.	Dr. Robin Cleeland [16]	Ph.D., Florida State University, Social Work M.S.W., University of Georgia, Social Work
Health and Physical Education, A.S. Pathway	Ms. Cheryl Grayson [17]	M.A., University of Alabama, Health, Physical Education and Recreation

Table 3.4.11-1
Dalton State College
Program Coordinators Table
(As of Fall 2017)

School of Health Professions		
<i>Program of Study</i>	<i>Designated Program Coordinator</i>	<i>Qualifications</i>
Nursing, A.S.N.	Dr. Sylvia Driver [18]	D.N.P., South University, Nursing M.S.N., Kennesaw State University, Nursing: Family Nurse Practitioner B.S.N. State University of West Georgia, Nursing A.S.N., Dalton State College. Nursing
Medical Laboratory Technology, A.A.S.	Ms. Tyra Stalling [19]	M.S.H.S., Touro University, Health Sciences Emergency and Disaster Management B.S., Medical College of Georgia, Medical Technology A.A.S., Dalton State College, Laboratory Technology
Radiologic Technology, A.A.S.	Dr. Susan West [14]	Ed.D., Northcentral University Higher Education Leadership M.Ed., University of Georgia, Health Occupation Education B.S., Medical College of Georgia, Radiologic Technology
Respiratory Therapy, A.A.S.	Ms. Cindy Davis [15]	M.B.A., Kennesaw State University B.S., Medical College of Georgia, Respiratory Therapy

Table 3.4.11-1
Dalton State College
Program Coordinators Table
(As of Fall 2017)

School of Health Professions		
<i>Program of Study</i>	<i>Designated Program Coordinator</i>	<i>Qualifications</i>
Licensed Practical Nursing, Certificate	Dr. Sylvia Driver [18]	D.N.P., South University, Nursing M.S.N., Kennesaw State University, Nursing: Family Nurse Practitioner B.S.N., State University of West Georgia, Nursing A.S.N., Dalton State College. Nursing
Phlebotomy, Mini-Certificate	Ms. Tyra Stalling [19]	M.S.H.S., Touro University, Health Sciences Emergency and Disaster Management B.S., Medical College of Georgia, Medical Technology A.A.S., Dalton State College, Laboratory Technology

Table 3.4.11-1
Dalton State College
Program Coordinators Table
(As of Fall 2017)

School of Liberal Arts		
<i>Program of Study</i>	<i>Designated Program Coordinator</i>	<i>Qualifications</i>
Communication Studies, B.A.	Dr. Barbara Tucker [20]	Ed.D., University of Georgia Adult Education M.A., Ohio University, Rhetoric and Public Address
Criminal Justice/Criminal Justice eMajor, B.S.	Dr. James Wright [21]	Ph.D., University of Tennessee-Knoxville, Sociology/Criminal Justice
English (with Secondary Education) B.A.	Dr. Kerri Allen [22]	Ph.D., Georgia State University, English
History (with Secondary Education), B.A.	Dr. Tammy Byron [23]	Ph.D., University of Arkansas, History
Interdisciplinary Studies, B.A.	Dr. Barbara Tucker [20]	Ed.D., University of Georgia, Adult Education M.A., Ohio University, Rhetoric and Public Address
Psychology, B.S.	Dr. Michael Hoff [24]	Ph.D., Emory University, Psychology
Criminal Justice, A.S.	Dr. James Wright [21]	Ph.D., University of Tennessee-Knoxville, Sociology/Criminal Justice
General Studies, A.A.	Dr. Barbara Tucker [20]	Ed.D., University of Georgia Adult Education M.A., Ohio University, Rhetoric and Public Address
Music, A.A.	Dr. Ellie Jenkins [25]	D.M.A., University of Wisconsin-Madison, Horn Performance (with a minor in Music History)
Theatre, A.A. Pathway	Ms. Kim Correll [26]	M.F.A., The University of North Carolina at Greensboro, Acting

Table 3.4.11-1
Dalton State College
Program Coordinators Table
(As of Fall 2017)

School of Science, Technology, and Mathematics*		
<i>Program of Study</i>	<i>Designated Program Coordinator</i>	<i>Qualifications</i>
Biology (with Secondary Education), B.S.	Dr. Kerry Dunbar [27]	Ph.D., Michigan State University, Botany and Plant Pathology M.S., Purdue University, Biology
Chemistry (with Secondary Education), B.S.	Dr. Tricia Scott [28]	Ph.D., West Virginia University, Chemistry
Mathematics (with Secondary Education), B.S.	Dr. Lee Ann Nimmons [29]	Ph.D., Georgia State University, Mathematics Education
Scientific Technology, B.A.S.	Ali Akdeniz [30]	Ph.D., Bowling Green State University, Photochemical Sciences B.S., Hacettepe University, Chemistry
Technology Management, B.A.S.	Todd Phelps [31]	M.S., Kennesaw State University, Information Technology Cisco Certified Network Associate (CCNA) Cisco Certified Network Professional (CCNP) Cisco Certified Design Associate (CCDA) Cisco Certified Design Professional (CCDP) Cisco Certified Network Associate Security (CCNAS) Cisco Certified Network Associate Cisco Certified

		<p>Academy Instructor (CCNA CCAI)</p> <p>Cisco Certified Network Professional Cisco Certified Academy Instructor (CCNP CCAI)</p> <p>Cisco Certified Network Associate Security Cisco</p> <p>Certified Academy Instructor (CCNAS CCAI)</p> <p>Comp TIA A+ Certification</p> <p>Comp TIA Network+ Certification</p> <p>Comp TIA Security+ Certification</p>
Computer Science, A.S. Pathway	Tim Hawkins [32]	<p>M.S., Columbus State University, Computer Science</p> <p>M.S., University of Alabama, Mathematics</p>
General Studies, A.S.	Dr. Randall Griffus [33]	<p>Ph.D., Auburn University, Mathematics</p> <p>M.S., Auburn University, Mathematics</p>
Physics/Pre-Engineering, A.S. Pathway	Dr. Emma Cooley [34]	Ph.D., University of Georgia, Physics and Astronomy
Computer Networking and Service Technology, A.A.S.	Norman DesRosiers [35]	B.P.S., Barry University, Management Information Systems
Integrated Technological Studies, A.A.S.	Lee Ann Nimmons [29]	Ph.D. Georgia State University, Mathematics Education

*The Curriculum Committee in the School of Science, Technology, and Mathematics reviews curriculum proposals and issues and makes recommendations to the unit faculty for ongoing refinement and improvement of the curriculum and program quality. The committee bylaws and meeting minutes can be found on the School's OneDrive.

Documentation

- [1] 2017-2018 Catalog, Programs of Study
- [2] BOR Policy Manual, 3.2.1.1, Corps of Instruction
- [3] BOR Policy Manual, 8.3.1.2, Minimum Qualifications for Employment
- [4] Dalton State Statutes (Faculty and Conditions of Employment)
- [5] Dalton State Faculty Senate *Bylaws*, Academic Programs Committee

Vitae of Program Coordinators

- [6] Aisha Meeks' Vita
- [7] Corey Shank's Vita
- [8] D.K. Kim's Vita
- [9] Fernando Garcia's Vita
- [10] Lorraine Gardiner's Vita
- [11] Jon Littlefield's Vita
- [12] Sharon Hixon's Vita
- [13] Lynda Ridley's Vita
- [14] Susan West's Vita
- [15] Cindy Davis' Vita
- [16] Robin Cleeland's Vita
- [17] Cheryl Grayson's Vita
- [18] Sylvia Driver's Vita
- [19] Tyra Stalling's Vita
- [20] Barbara Tucker's Vita
- [21] James Wright's Vita
- [22] Kerri Allen's Vita
- [23] Tammy Byron's Vita
- [24] Michael Hoff's Vita
- [25] Ellie Jenkin's Vita
- [26] Kim Correll's Vita
- [27] Kerry Dunbar's Vita
- [28] Tricia Scott's Vita
- [29] Lee Ann Nimmon's Vita
- [30] Ali Akdeniz Vita
- [31] Todd Phelps' Vita
- [32] Tim Hawkins' Vita
- [33] Randall Griffus' Vita
- [34] Emma Cooley's Vita
- [35] Norman DesRosiers' Vita

7. The institution operates and maintains physical facilities, both on and off campus, that appropriately serve the needs of the institution's educational programs, support services, and other mission-related activities. (***Comprehensive Standard 3.11.3***)

Compliance Non-Compliance

Narrative:

Dalton State College operates and maintains its physical facilities, on and off campus, appropriately serving the needs of its educational programs, support services, and other mission-related activities. In order to provide the College's target region (northwest Georgia) with access to affordable bachelor's, associate's, and certificate programs and to promote lifelong learning in accordance with its [Mission Statement \[1\]](#), Dalton State operates two locations. These include the main campus with a residential area in Dalton and a leased building (the [Gilmer Campus](#)) in Ellijay, GA. Together, these facilities are adequate for the College's programs, services, and other activities. The facilities are also continually maintained with growth strategically planned.

Main Campus

The main campus is located north of I-75 exit 333 at 650 College Drive in Dalton, GA. As shown on the [Campus Map](#), the main campus consists of nine academic buildings, three administrative buildings, a residential complex, and one parking deck, totaling 609,638 square feet and located on 157 acres (see Table below). All campus buildings are handicap accessible.

Table 3.11.3-1
Dalton State College
Building Square Footage
(As of Fall 2017)

Building Name	Res. Inst. Sq. Ft. Use	Aux. Ent. Sq. Ft. Use	Total % Use	Total Sq. Ft. Use
Bandy Gymnasium	29,411	0	100	29,411
Ellijay Campus	10,156	0	100	10,156
Gignilliat Memorial Hall	30,191	0	100	30,191
James Brown Building	28,000	0	100	28,000
Lorberbaum Liberal Arts	41,132	0	100	41,132
Maintenance	15,005	0	100	15,005
Maintenance Warehouse	2,400	0	100	2,400
Parking Deck	0	60,000	100	60,000
Peeples Hall	59,400	0	100	60,000
Pope Student Center	38,038	5,684	100	43,722
Roberts Library + Addition	52,691	0	100	52,691
Sequoia Hall	48,937	0	100	48,937
Health Professions	62,664	0	100	62,664
Westcott Hall	21,133	0	100	21,133
Mashburn Hall	0	110,700	100	110,700
Ottinger Athletic Center	15,506	7,753	100	15,506
Dalton Freight Depot	2,253	0	100	2,253
<i>Institutional Totals</i>	<i>456,917</i>	<i>176,894</i>		<i>633,901</i>

Sources: Office of Plant Operations and Division of Fiscal Affairs, Dalton State College; Dalton State Physical Facilities Plan, 2018

Peeples Hall, the new 59,400 square foot science building was completed March 2014 and opened for summer school that year. The Technical Building was renovated and converted to house the new School of Health Professions. It was fully occupied in fall 2015. Wood Valley, Dalton State's first residential complex opened in fall 2009 with a 53% occupancy rate [2] and consisted of 120 apartments. At that time, Wood Valley aided the College in supporting its mission of broad access to students who live too far away to commute. In May 2015, construction of a new 360-bed housing complex began and opened in the fall 2016. The new building, [Mashburn Hall](#), replaced the apartments in Wood Valley which have now been demolished. It offers 363 beds exclusively for students enrolling at 12 credits or more at the College. Two hundred of these beds are in a 2-bedroom shared suites, 76 beds are in 4-bedroom single suite configuration, 74 in 2-bedroom single suites, and 13 single suite rooms. In Fiscal Year 2018, the residence hall had 254 residents reside on campus [3]. All campus buildings are handicap accessible.

In addition, the main campus has 2,348 parking spaces, with 50 designated as handicap accessible [4]. Shuttle service is offered between the main campus and the nearby Dalton Convention Center, which serves as an additional student parking lot. An athletic field, a basketball court, tennis courts, hiking trails, and a running/walking track are also available for class, student, and public use. Additionally, support service centers such as the [Math and Science Learning Center](#), the [Writing Lab](#), the [Financial Aid Office](#), the [Testing Center](#), and others are provided adequate space. Other facilities available to students and employees include the Goodroe Memorial Auditorium, the Bandy Gym and Fitness Center, the Bookstore, a coffee shop, and a dining area on the second floor of the Pope Student Center. For a complete building-by-building informational survey, please see the College's Physical Facilities Plan [5].

Gilmer Campus

The [Gilmer Campus](#) is located off of Ellijay's town square at 103 Dalton Street in the former Gilmer County Library building, approximately 40 miles east of the main campus in Ellijay, GA. The building, totaling 10,156 square feet, is owned by Gilmer County and leased to Dalton State [6]. The site utilizes the county parking lot consisting of 239 spaces, and 9 of these spaces are handicap accessible [7]. The Gilmer County Center opened in 2009 and currently accommodates about 200 students [8]. The instructional site serves students who reside in Gilmer, Fannin, Pickens, Union, and Dawson counties. These students would have a minimum drive of one hour if they came to the main Dalton State campus. Each classroom has an instructor's station and ceiling-mounted projector; the computer and biology laboratories are fully furnished with all required instructional equipment. The facility has a full-time on-site coordinator, an administrative assistant, and a part-time custodian.

Regardless of delivery format or equipment availability, all courses taught at the off-campus sites have technology equivalent to that available for the same courses taught on the main campus. Faculty and students have access to the [RoadRunner Portal](#) system which provides them with access to email, Banner, and campus announcements. [GeorgiaVIEW](#), a Brightspace Learning System, is also available with training as needed. Classroom space and classroom equipment at the Gilmer Campus are regularly maintained and are of the same type and quality as those provided at the main campus. Additionally, the administrative and operational functions for the Center are managed in the same manner as the functions at the main campus.

Overall Campus Facilities

All Dalton State classrooms, regardless of location, contain at a minimum an instructor's computer workstation, Internet access, and a ceiling-mounted projector. Every College building, including the Mashburn Hall student housing, provides wireless Internet for students with laptops and other personal computing devices. The College's physical resources (see Table

3.11.3-2 below) are adequate to accommodate Dalton State's roughly 5,000 students [9], but future growth, as noted in the College's Master Plan, calls for additional physical facilities [10]. The adequacy of the current physical resources is demonstrated by high student satisfaction. For example, a recent Graduating Student Survey shows that 88% of student respondents rated the quality of classroom and teaching facilities as "Excellent" or "Good." And 91% of students were satisfied with classroom facilities. Of students responding to the same survey, 92% also rated their level of satisfaction with the general condition of buildings and grounds as "Satisfied" [11].

Table 3.11.3-2
Dalton State College
Physical Resources
As of Fall 2017

Acreage	157
Number of Buildings	13
Number of Buildings Leased (Gilmer Campus/Ellijay Center, Freight Depot, Mashburn Hall, Ottinger Athletic Center)	4
Building Space Square Foot Use	633,901
Classrooms and Lecture Halls	64
Offices	252
Microcomputer Laboratories	29
Technical Laboratories	15
Science and Math Laboratories	6
Parking Spaces	2,428

Source: Office of Plant Operations and Division of Fiscal Affairs, Dalton State College

Maintenance

All of Dalton State's facilities are in good operating condition. The College facilities are clean, well maintained, and continually renovated to meet program needs. Plant Operations is responsible for the operation, maintenance, custodial services, landscape maintenance, vehicle maintenance, and special event setup for all campus facilities. In addition to routine and preventative maintenance schedules, Plant Operations responds to maintenance requests from an Internet work order program, email, and by phone. A log of maintenance requests/work orders and preventative maintenance task is maintained by the Web based SchoolDude work order and PM program [12].

Due to limited staffing, preventative maintenance for the following areas is maintained by contractors selected by bid: chiller maintenance, boiler maintenance, water treatment for HVAC systems, elevators, primary electrical system, pest and termite control, fire alarms, security alarms, fire extinguishers, fume hoods, and cafeteria vent hoods. Housing maintenance is performed by Corvias who operates the housing facility. Rooms are inspected by College staff monthly to check safety equipment and general condition.

Landscape maintenance for the main campus was outsourced to contractors in July 2018. A majority of large landscaping and irrigation projects are performed by contractors. Small improvement projects are done in-house. Gilmer Campus staff performs all landscape maintenance associated with the Gilmer Campus, including building maintenance. Before May 2011, custodial services there were performed by a contractor, but Dalton State now performs

these responsibilities and has hired a part-time custodian. For the main campus of Dalton State, all custodial duties are performed by Plant Operations staff. For detailed information concerning physical facilities maintenance, please see the section of the College's *Physical Facilities Plan* [5] section entitled "Maintenance of Facilities."

Master Planning

The College's physical resources, including campus grounds and buildings, undergo regular review by the Master Planning Committee [13]. The College's Master Planning Committee completed the *2016 Capital Prioritization Plan* during spring semester 2016 [14]. This plan takes into account current needs and future growth projections to guide the College's campus construction and design decisions. Dalton State's campus is thereby able to continue matching its physical resources with student need. A quantitative space utilization analysis during the most recent master planning process discerned the need for additional mid-sized (40-60 seat) classrooms and lab space if the College is to grow to its 8,000-student enrollment target. Additional expansion of Memorial Hall has begun and renovation of Sequoia Hall is projected to start in January 2019 [15]. For more information concerning current or proposed capital projects, please see tables 3 and 4 in the *Physical Facilities Plan* [5].

Documentation

- [1] Dalton State Mission Statement
- [2] Wood Valley Resident Life Housing Information
- [3] Mashburn Hall Resident Life Housing Information, 2018
- [4] Dalton State College Campus Parking, 2018
- [5] Physical Facilities Plan, 2018
- [6] Intergovernmental Rental Agreement - Gilmer County Lease
- [7] Gilmer County Center Floor Plan
- [8] Gilmer Campus Enrollment, Quick Facts, Fall 2017
- [9] Fall 2017 Enrollment, Quick Facts, Fall 2017
- [10] 2025 Master Plan
- [11] Graduating Student Survey Results
- [12] Plant Operations Work Order and Maintenance Log Spreadsheet Example
- [13] Dalton State Master Plan Stakeholder Meeting Notes
- [14] Dalton State Capital Prioritization Study, 2016
- [15] Space Analysis - 2025 Master Plan

8. The institution evaluates success with respect to student achievement consistent with its mission. Criteria may include enrollment data; retention, graduation, course completion, and job placement rates; state licensing examinations; student portfolios; or other means of demonstrating student achievement. (**Federal Requirement 4.1**)

Compliance Non-Compliance

Narrative:

In support of its institutional effectiveness program with respect to the assessment of educational programs, Dalton State evaluates student success on a regular basis. Indeed, the evaluation of student success is a critical element in determining how Dalton State is fulfilling a core value of its mission: “we believe all of our students can succeed and achieve their full potential.” As such, the College has created a detailed and comprehensive system that tracks and monitors student achievement data. The Office of Institutional Research and Planning maintains a Website that regularly and systematically collect and disseminate student achievement data and other measures on a wide variety of dimensions. In addition, data produced by the University System of Georgia Board of Regents are used as part of a comprehensive program of institutional research and assessment. All these data include retention and graduation rates, course completions, grade distribution in individual courses, degrees and certificates awarded, distance education completion rates, completion rates of learning support courses, state licensing examinations as well as other external measures such as the CAAP test for general education assessment and ETS Major Field Test in Business, job placement rates, and transfer reports. The institution further evaluates student success with Graduating Senior, Alumni, and Employer surveys. These measurements of student success are used within a culture of continuous improvement and institutional effectiveness that establishes student learning and program outcomes, assesses results, and uses results for improvement and decision-making at the institution, program, and student support services levels.

Enrollment

Headcount Enrollment

Dalton State initially measures its level of student achievement via enrollment data. The College’s growing reputation for quality education at low cost attracts greater numbers of students each year. As shown in Table 4.1-1, non-duplicated headcount enrollment has risen every year but four for the past 10 years (see Enrollment History), from 4,957 in Fall 2008 to 5,164 in Fall 2017 [2].

Table 4.1-1
Headcount Enrollment, Fall Semester
Fall 2008 – Fall 2017

Year	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017
Enrollment	4,957	5,722	5,988	5,485	5,047	5,015	4,854	5,044	5,188	5,164

Source: Office of Institutional Research and Planning [[Quick Facts/Enrollment History](#)]

New Student Enrollment

The number of new students enrolled has remained relatively stable over the last 10 years.

Table 4.1-2
New Student Enrollment, Fall Semester
Fall 2008 – Fall 2017

Year	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017
New Students	1,475	1,614	1,571	1,336	1,122	1,336	1,214	1,415	1,498	1,429

Source: Office of Institutional Research and Planning [[Quick Facts/Enrollment History](#)]

Beginning Freshmen: Enrollment of First Generation Students, Pell Grant Recipients, and Non-Traditional Students

The numbers of Dalton State's beginning freshmen who are First Generation, receiving Pell Grants, and non-traditional have, however, declined in the past 6 years. This is evidence that the College is attracting more traditional age students.

Table 4.1-3
Beginning Freshmen: Enrollment of First Generation Students, Pell Grant Recipients, and Non-Traditional Students
2010/11 – 2016/17

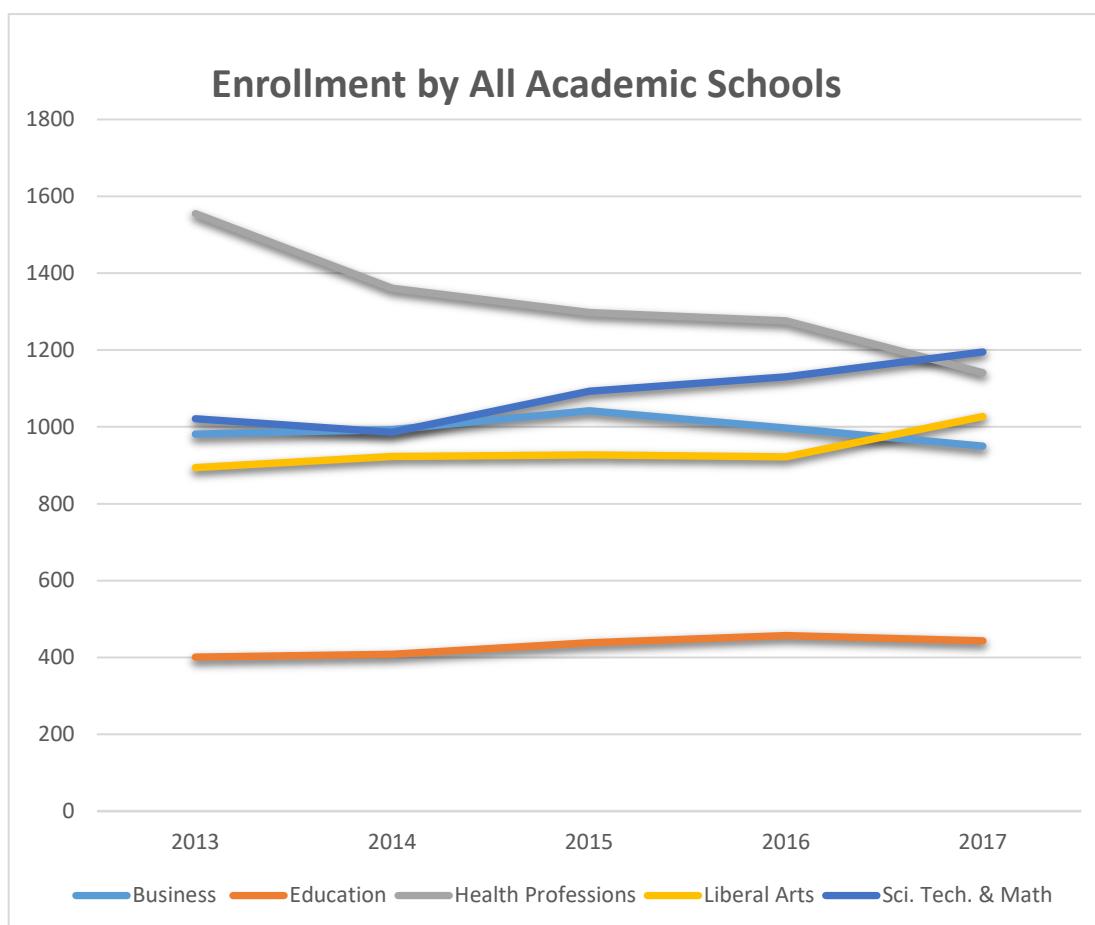
AY	1st Gen	Pell	25+
2010-11	1,367	1,095	304
2011-12	1,039	820	215
2012-13	819	714	120
2013-14	961	725	89
2014-15	878	612	55
2015-16	668	789	20
2016-17	609	434	17

Source: Office of Computing and Information Services Student Information Data

Enrollment by School

A 2012 reorganization of Dalton State's academic schools moved several health-related programs from the former School of Natural Sciences and Mathematics and the former School of Technology and combined them with the former School of Nursing to create the School of Health Professions. In addition, the School of Social Work was reorganized as a department within the School of Health Professions. Generally, the 2012 shifts in enrollment data reflect these transitions as shown in Tables 4.1-4 to 4.1-9 below. Also, the consolidation and merging of programs into new ones mean data for some earlier years are non-existent.

Table 4.1-4
Enrollment by All Academic Schools
Fall 2013 – Fall 2017

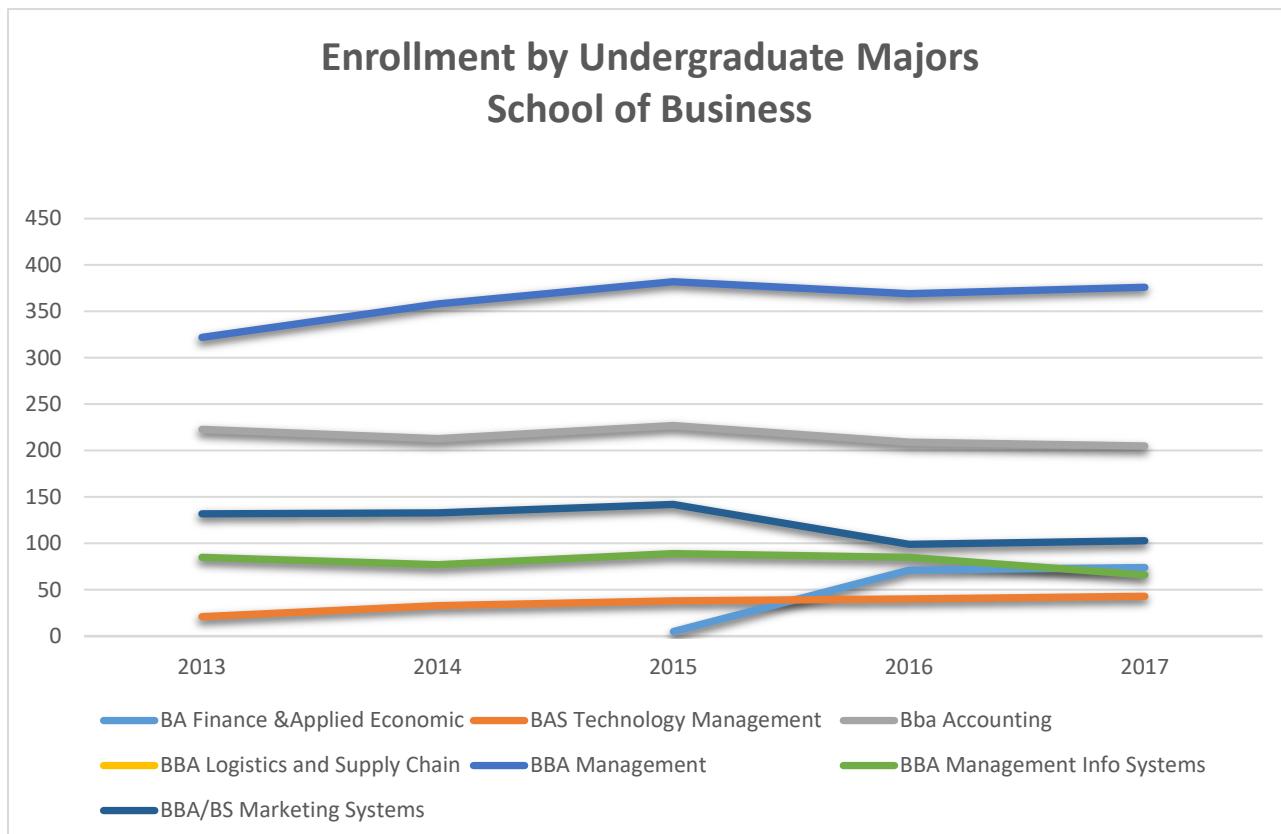


School	2013	2014	2015	2016	2017
Business	981	993	1,042	997	950
Education	401	408	438	457	443
Health Professions	1,555	1,361	1,298	1,276	1,141
Liberal Arts	894	923	927	922	1,027
Sci. Tech. & Math	1,021	986	1,093	1,130	1,195

Source: Office of Computing and Information Services Fall Enrollment Data Files, Dalton State College

On the whole, enrollments have risen in all the academic schools; however, there have been some slight declines in latest year in the C. Lamar and Ann Wright School of Business, School of Education, and School of Health Professions. The reorganization seems to have affected overall enrollments in the School of Health Professions. This may be temporary since programs in the health area are very popular, and as the years go by, enrollments will increase in the school. Also, since some reorganizations are fairly recent (e.g. Health Professions and Science, Technology, and Mathematics), it may take some time to grow student populations in these schools. It is expected that as more baccalaureate degree programs are offered in the schools with the increased number of traditional college-age students, enrollments in the schools will increase.

Table 4.1-5
Enrollment by Undergraduate Majors
C. Lamar and Ann Wright School of Business
Fall 2008 – Fall 2017

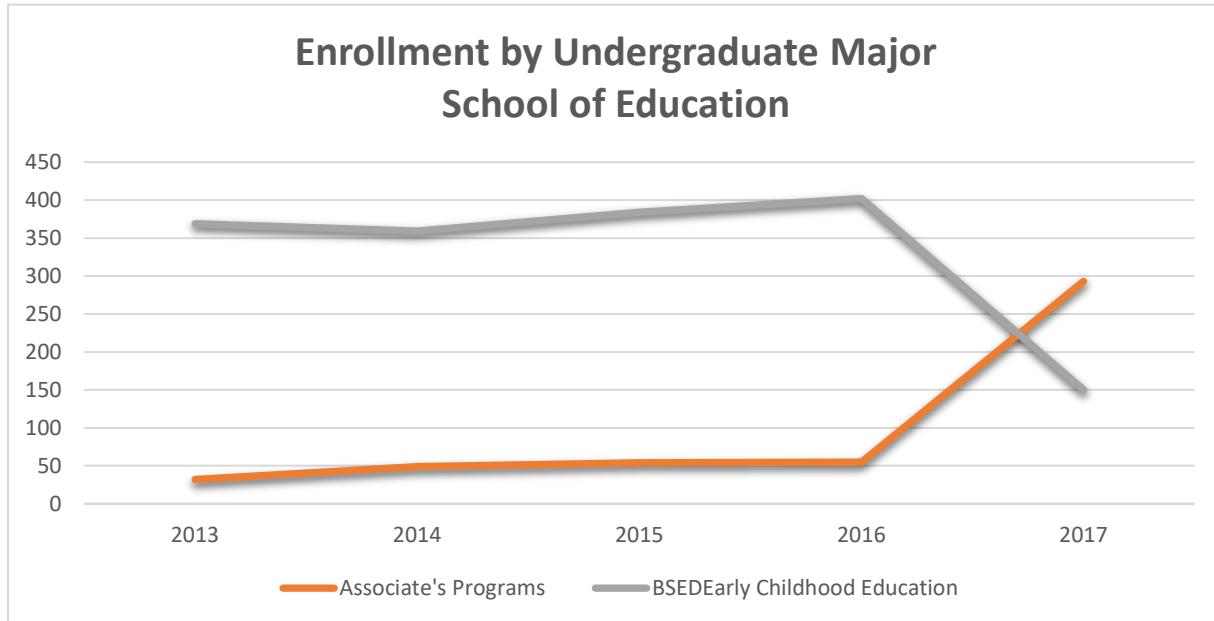


Major	2013	2014	2015	2016	2017
BBA Finance & Applied Economics	0	0	5	71	74
BAS Technology Management	21	33	38	40	43
BBA Accounting	223	213	227	209	203
BBA Logistics and Supply Chain	0	0	0	0	17
BBA Management	322	358	382	369	376
BBA Management Info Systems	85	77	89	85	65
BBA Marketing Systems	132	133	142	99	103

Source: Office of Computing and Information Services Fall Enrollment Data Files, Dalton State College

Student enrollments in programs in the C. Lamar and Ann Wright School of Business have fluctuated over the last five years, with some majors growing and some declining. Most growth in enrollment has occurred in management and technology management (which was moved to the School of Science, Technology, and Mathematics in January 2018). The degree programs in Finance and Applied Economics and Logistics & Supply Chain are fairly new. The Finance and Applied Economics degree keeps growing. In recent years, the BBA program in Industrial Operations Management, two associate's degrees (e.g., Associate of Applied Science in Supervision and Associate of Science in Business), and the certificate programs in the school have been deactivated/suspended – affecting overall student enrollment. The degree in Industrial Operations Management was reformatted into the Logistics and Supply Chain Management degree to reflect industry and current technology.

Table 4.1-6
Enrollment by Undergraduate Major
School of Education
Fall 2013 – Fall 2017

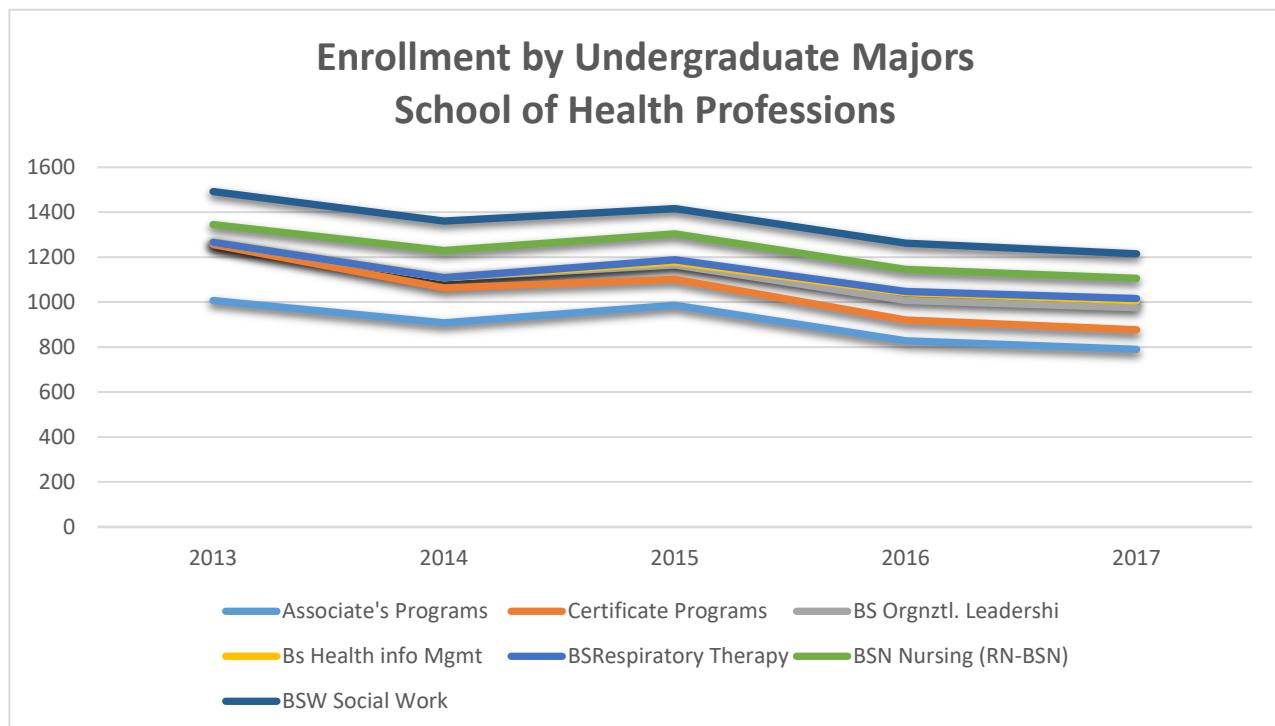


	2013	2014	2015	2016	2017
Elementary Education, B.S.Ed.	369	359	384	402	150
Elementary Education, A.S., pathway	32	49	54	55	293

Source: Office of Computing and Information Services Fall Enrollment Data Files, Dalton State College

Enrollment in the B.S.Ed. in elementary education experienced growth in 2015 and 2016 but declined in 2017. This decline was offset by increased growth in the A.S. pathway in elementary education and is somewhat artificial. Changes in financial aid funding now require colleges that have selective admissions standards to identify an alternative/complementary degree program that students select and can graduate from in the event they do not get admitted into the selective degree program. The A.S. pathway in elementary education was selected as the complementary major for the B.S.Ed., which requires students to pass specific state of Georgia exams and achieve a requisite GPA for admission.

Table 4.1-7
Enrollment by Undergraduate Majors
School of Health Professions, 2005-2015
Fall 2013 – Fall 2017

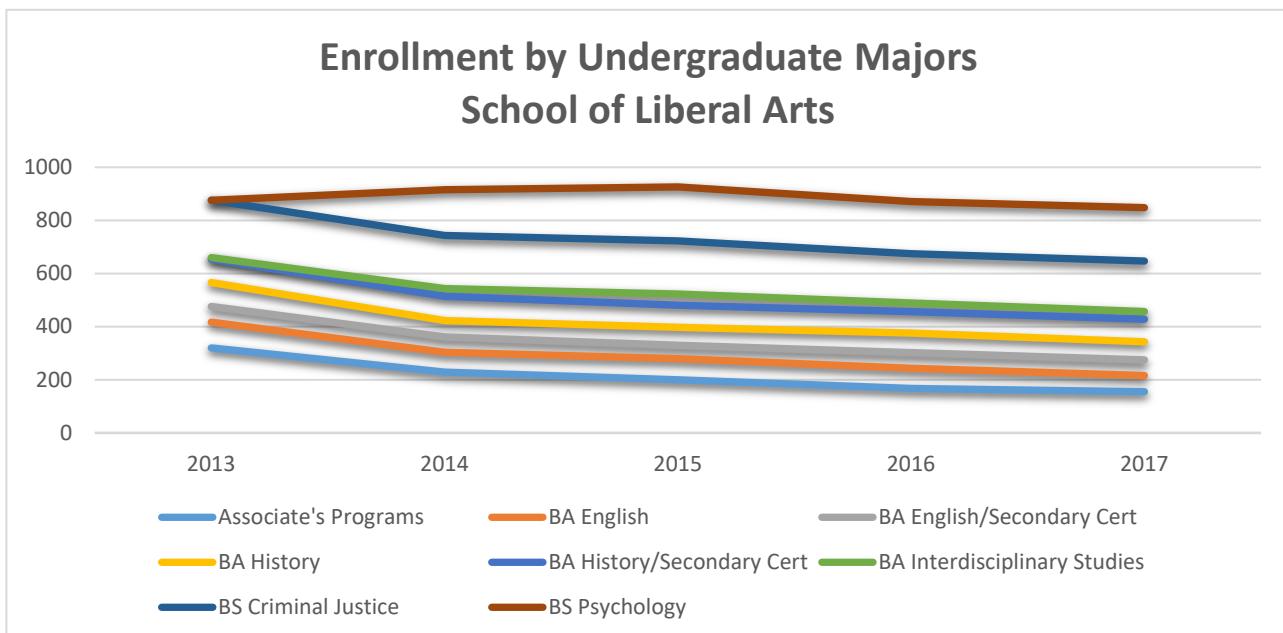


Programs	2013	2014	2015	2016	2017
Associate's Programs	1,007	908	986	828	790
Certificate Programs	249	155	116	93	87
BS Organizational Leadership	10	45	63	86	98
BS Health Information Management	0	0	13	35	31
BS Respiratory Therapy	0	0	11	6	10
BSN Nursing (RN-BSN)	79	122	114	98	90
BSW Social Work	147	130	113	116	109

Source: Office of Computing and Information Services Fall Enrollment Data Files, Dalton State College

Consolidation and moving of programs as well as the addition of new programs to form the new School of Health Professions have shifted enrollment growth in the school. Still, its programs in allied health, including the Associate of Science in Nursing program, are quite popular, fueling growth in these areas. Enrollment in social work has remained quite stable. The bachelor's programs in health information and respiratory therapy are recent additions and will take time to grow. On the whole, given the popularity of health programs, the school should see enrollment growth in the years to come.

Table 4.1-8
Enrollment by Undergraduate Majors
School of Liberal Arts
Fall 2013 – Fall 2017

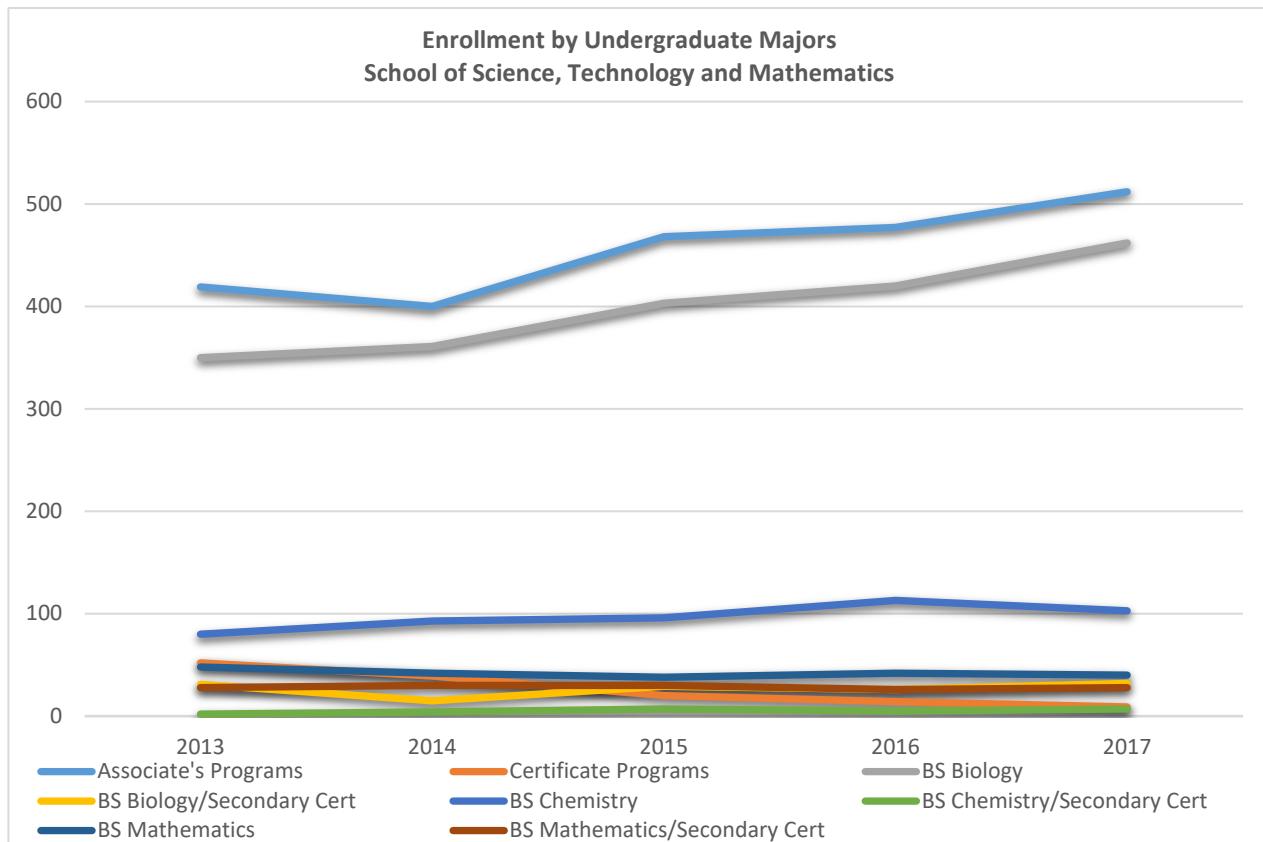


Programs	2013	2014	2015	2016	2017
Associate's Programs	320	229	200	167	155
BA Communication	-	-	-	37	87
BA English/Secondary Cert	156	132	130	135	120
BA History/Secondary Cert	178	153	151	155	153
BA Interdisciplinary Studies	6	29	42	32	29
BS Criminal Justice	216	200	200	186	190
BS Psychology	-	173	203	196	201

Source: Office of Computing and Information Services Fall Enrollment Data Files, Dalton State College

The addition of new bachelor's degree options and the deactivation of several associate's- degree programs explain the decline in enrollment at the associate's level. The fluctuations in English and history can be explained through the activation of the secondary certification option within both programs. The baccalaureate programs in psychology and criminal justice have grown and remained strong, while enrollment in the new bachelor's degree in interdisciplinary studies began to decrease when the new bachelor's degree in communication was approved in 2016.

Table 4.1-9
Enrollment by Undergraduate Majors
School of Science, Technology and Mathematics
Fall 2013 – Fall 2017



Programs	2013	2014	2015	2016	2017
Associate's Programs	419	400	468	477	512
Certificate Programs	52	39	20	14	9
BS Biology/Secondary Cert	381	376	432	446	494
BS Chemistry/Secondary Cert	82	97	103	118	110
BS Mathematics/Secondary Cert	76	72	68	68	68

Source: Office of Computing and Information Services Fall Enrollment Data Files, Dalton State College

Some associate's and certificate programs were also deactivated in the School of Science, Technology, and Mathematics or moved to other schools – explaining the enrollment declines. However, the baccalaureate programs have grown, especially in Biology. Growth in chemistry has been modest, but there was a slight decline in mathematics in the last year. The secondary certification options in math and the sciences have been stable, though low, and provide opportunities for growth.

[University System of Georgia Enrollment Reports](#)

Tracking University System of Georgia (USG) and institutional enrollment is the foundation of planning for the future. In addition, enrollment data can be used to understand how the USG is serving Georgia by providing access to higher education. Reports allow users to track particular student cohorts over time.

Retention and Graduation Rates (Targets and Actual)

Retention Rates

Student achievement is also analyzed by monitoring retention rates, as students who return the second year are more likely to graduate and be successful. Dalton State uses official data provided by the [University System of Georgia](#), which tracks first-time, full-time degree-seeking freshmen for one year. This information is produced below in Table 4.1-10. Beginning with several reports [3], [4] to the Board of Regents and ending with a *2011 Retention, Progression, and Graduation Annual Report* [5], Dalton State set retention rate baseline targets.

Table 4.1-10
One-Year Retention Rates: First-Time Full-Time Freshmen, Degree Seeking (Retention Baseline and Actual Rate, DSC and USG System-Wide Rates)

Cohort	Retention Target	Retention Actual	State College Retention Rate Average	USG System-Wide Retention Target	USG System-Wide Retention Actual
1996	n/a	58.90%	n/a	n/a	61.20%
1997	n/a	54.30%	n/a	n/a	58.90%
1998	n/a	61.70%	n/a	n/a	64.40%
1999	n/a	58.20%	n/a	n/a	61.00%
2000	n/a	59.80%	n/a	n/a	62.90%
2001	n/a	67.50%	n/a	n/a	72.00%
2002	n/a	58.90%	65.20%	n/a	62.86%
2003	n/a	63.61%	n/a	n/a	66.28%
2004	n/a	56.65%	n/a	n/a	60.25%
2005	n/a	63.25%	60.86%	n/a	66.40%
2006	n/a	65.86%	59.47%	n/a	67.37%
2007	n/a	60.23%	58.4%	n/a	62.97%
2008	n/a	64.40%	59.86%	n/a	66.84%
2009	n/a	64.22%	58.09%	n/a	66.12%
2010	n/a	59.08%	56.29%	n/a	61.25%
2011	60.6%	64.18%	71.60%	63.0%	67.32%
2012	62.1%	67.15%	57.36%	64.7%	69.39%
2013	63.6%	68.13%	60.89%	66.4%	71.43%
2014	65.1%	69.3%	59.6%	68.1%	72.4%
2015	66.6%	64.3%	59.1%	69.8%	66.3%
2016	68.1%	69.3%	n/a	71.4%	72.4%
2017	69.6%	65.4%	n/a	73.1%	68.6%

Source: *USG By The Numbers (Retention Rate Report)*. Where available, State College averages are presented. Dalton State College belongs to the 'State College' sector of the University System of Georgia.

Although Dalton State College's retention rate is still low, great strides are being taken to improve it. Indeed, there have been some improvements in some of the recent years. The College's low retention rate prompted the creation of several improvement reports and presentations [4], along with several intervention programs and student services designed to

improve retention and graduation at Dalton State College. The [First-Year Experience program](#), [academic advising program](#), [Tutoring and Supplemental Instruction](#), and [Summer Bridge](#) were all formed in direct response to the College's retention statistics.

Dalton State Retention Rates by Program

Retention in Dalton State bachelor's- and associate's-degree programs is another measure of student achievement. Targets have not been established for these rates; however, the actual retention rates are used as a way to determine how Dalton State is doing in retaining bachelor's- and associate's-degree students. The College has focused on improving student retention by providing intrusive [career](#) and [program/course advising](#) and monitoring students' progress throughout semesters. As Tables 4.1-11 and 4.1-12 below show, recent improvements in retaining bachelor's- and associate's-degree students are promising.

Table 4.1-11
One-Year Retention Rates
First-Time Full-Time Freshmen Bachelor's-Degree Seekers

Academic Year	DSC Retention Rate	State College Retention Rate Average	USG System-Wide Retention Rate
2001-02	72.73%	n/a	72.73%
2002-03	70.00%	n/a	75.00%
2003-04	67.65%	n/a	79.41%
2004-05	37.50%	n/a	39.3%
2005-06	61.82%	n/a	64.55%
2006-07	67.91%	n/a	70.15%
2007-08	61.21%	n/a	64.66%
2008-09	67.86%	n/a	70.92%
2009-10	70.33%	n/a	72.00%
2010-11	64.86%	n/a	66.86%
2011-12	61.98%	n/a	65.50%
2012-13	71.24%	63.76%	73.91%
2013-14	71.17%	66.78%	75.68%
2014-15	74.60%	80.2%	78.00%
2015-16	73.7%	n/a	76.9%
2016-17	68.4%	n/a	72.8%

Source: University System of Georgia Retention Rate Reports – USG by the Numbers. Where available, State College averages are presented. Dalton State College belongs to the 'State College' sector of the University System of Georgia.

Table 4.1-12
One-Year Retention Rates
First-Time Full-Time Freshmen Associate's-Degree Seekers

Academic Year	DSC Retention Rate	State College Retention Rate Average	USG System-Wide Retention Rate
1996-97	59.41%	n/a	62.16%
1997-98	58.15%	n/a	63.73%
1998-99	64.04%	n/a	67.07%
1999-00	61.38%	n/a	64.09%
2000-01	61.75%	n/a	65.21%
2001-02	66.50%	n/a	72.34%
2002-03	62.79%	n/a	67.21%
2003-04	65.91%	n/a	68.40%
2004-05	61.06%	n/a	65.63%
2005-06	64.65%	n/a	68.23%
2006-07	67.10%	n/a	68.61%
2007-08	61.46%	n/a	64.41%
2008-09	64.25%	n/a	66.93%
2009-10	64.66%	n/a	66.81%
2010-11	58.88%	n/a	61.53%
2011-12	68.27%	n/a	71.24%
2012-13	65.47%	55.69%	67.77%
2013-14	66.59%	55.83%	69.85%
2014-15	69.19%	n/a	73.00%
2015-16	67.0%	n/a	70.4%
2016-17	62.1%	n/a	66.4%

Source: University System of Georgia Retention Rate Reports – USG by the Numbers. Where available, State College averages are presented. Dalton State College belongs to the ‘State College’ sector of the University System of Georgia.

[University System of Georgia Graduation Rates Report](#)

Increasing graduation rates is one of the Board of Regents' [strategic goals](#). Factors that affect graduation rates include the student's academic preparation for college, motivation and study habits, finances, work, interaction with faculty, amount of financial aid available, and degree of fit between the student and institution. The graduation rate is the proportion of students who enter as first-time, full-time, degree-seeking students in a given summer or fall who earn a degree within 150 percent of the normal time needed to complete the degree. Bachelor's degree graduation rates are calculated over six years; associate's degree rates are calculated over three years [6].

[Graduation Rates](#)

The graduation rates of students in baccalaureate- and associate's-degree programs are principal indicators by which Dalton State measures student success and achievement. Aggregate “Bachelor's Degree Six-Year Rates” and “Associate's Three-Year Rates” tables are derived from data provided by the [University System](#) (see Graduation Rates), and made available in the *Quick Facts (Retention and Graduation Rates)* [7]. As examples, Tables 4.1-13 and 4.1-14 of the College's Bachelor's and Associate's Degree graduation rates are shown below for convenience.

As can be seen in Tables 4.1-13 and 4.1-14, Dalton State's graduation rates need improvement as they lag behind those of the University System, and it has been quite a challenge to meet its ambitious targets. There are many reasons for this. Part-time students with jobs—who comprise a significant percentage of Dalton State students—may be finding it difficult to fulfill some of their course requirements if courses are offered at times they cannot attend, substantially delaying their graduation. Therefore, the College is examining its course scheduling practices. Many students who are unable to complete bachelor's degrees in their major at Dalton State also transfer to other colleges after completing their core classes, even before they complete an associate's degree.

Table 4.1-13
Six-Year Bachelor's Graduation Rates: First-Time Full-Time Freshmen, Degree Seeking
(Graduation Baseline and Actual Rate, DSC and USG System-Wide Rates)

Fall Cohort Year	DSC Graduation Target	DSC Graduation Actual	State College Graduation Rate Average	USG System-Wide Graduation Target	USG System-Wide Graduation Actual
2005	16.5%	16.4%	18.92%	23.6%	23.6%
2006	17.5%	14.9%	15.85%	24.6%	20.9%
2007	18.5%	20.7%	24.49%	25.6%	18.1%
2008	19.5%	20.4%	23.47%	26.6%	26.5%
2009	20.5%	21.3%	n/a	27.6%	32.3%
2010	21.5%	20.3%	n/a	28.6%	15.0%
2011	22.5%	24.9%	21.0%	29.6%	23.6%

Source: USG By The Numbers (*Graduation Rate Report*). Where available, State College averages are presented. Dalton State College belongs to the 'State College' sector of the University System of Georgia.

Table 4.1-15
Three-Year Associate's Graduation Rates: First-Time Full-Time Freshmen, Degree Seeking (Graduation Baseline and Actual Rate, DSC and USG System-Wide Rates)

Fall Cohort Year	DSC Graduation Target	DSC Graduation Actual	State College Graduation Rate Average	USG System-Wide Graduation Target	USG System-Wide Graduation Actual
1994	n/a	11.90%	n/a	n/a	12.50%
1995	n/a	16.00%	n/a	n/a	16.00%
1996	n/a	16.60%	n/a	n/a	16.80%
1997	n/a	13.30%	n/a	n/a	13.90%
1998	n/a	12.30%	n/a	n/a	12.30%
1999	n/a	12.50%	n/a	n/a	13.80%
2001	n/a	13.50%	n/a	n/a	14.20%
2002	n/a	9.57%	n/a	n/a	11.68%
2003	n/a	14.22%	n/a	n/a	12.36%
2004	n/a	13.94%	14.17%	n/a	14.18%
2005	n/a	14.32%	n/a	n/a	14.32%
2007	n/a	8.16%	10.7%	n/a	8.16%
2008	n/a	8.03%	9.45%	n/a	8.19%
2009	9.0%	6.18%	9.06%	10.0%	6.18%
2010	10.0%	6.46%	8.75%	11.0%	6.61%
2011	11.0%	7.42%	8.46%	12.0%	7.61%
2012	12.0%	6.1%	n/a	13.0%	6.1%
2013	13.0%	6.4%	n/a	14.0%	6.6%
2014	14.0%	7.4%	n/a	15.0%	7.6%

Source: *USG By The Numbers (Graduation Rate Report)*. Where available, State College averages are presented. Dalton State College belongs to the 'State College' sector of the University System of Georgia.

There are efforts underway to improve graduation rates at Dalton State. The College is participating in the [Gateways to Completion \(G2C\) project](#), a strategy initiated and launched by the University System with the John Gardner Institute in 2018. Gateways to Completion is "a course redesign planning and implementation process that helps [institutions] create and subsequently implement an evidence-based plan for improving teaching, learning and success in high-enrollment courses that have historically resulted in high rates of failure and/or unsatisfactory progress – particularly for historically underrepresented/underserved students." In response to the University System and the Gardner Institute as to its current approaches or strategies to improving gateway course success, Dalton State provided these examples:

- Faculty are encouraged to set goals to decrease DFW rates and to implement evidence-based pedagogy and instructional practices to improve student success and course completion.
- Learning support mathematics faculty are charged with strengthening students' skills and improving pass rates to foster success in the subsequent college-level mathematics courses.
- Promoting student success in learning support English was the focus of the College's QEP for reaffirmation of accreditation and was extremely successful in achieving high exit rates and subsequent success in ENGL 1101.
- Many faculty members participated in the College's course-redesign efforts in attempts to reduce DFW rates, efforts that resulted in significant improvements in student success.
- The Colleges 2016-2019 Strategic Plan encourages faculty to "reimagine the freshman- and sophomore-year experience through the innovative transformation of core courses and transitional experiences."
- The High-Impact Practice team provided workshops for faculty, and faculty have been setting goals to incorporate high-impact practices into their gateway courses and to analyze the results of their efforts in their individual annual reports.

- The Department of Technology and Mathematics began offering all three gateway mathematics classes (MATH 1001, 1101, and 1111) to provide alternative mathematics pathways for non-STEM majors.
- Mathematics and English faculty developed co-curricular support classes to provide just-in-time remediation for at-risk mathematics and English students.

Furthermore, to improve its graduation rates, Dalton State has been expanding its [distance learning offerings](#)—online and hybrid courses which are especially effective at addressing the needs of part-time, working students, and [adult learners](#). The College has also steadily increased the number of [baccalaureate degrees](#) it offers, with degree selections based on student and employer demand. For example, the College has increased its baccalaureate offerings from 6 programs in 2003 to 24 in 2018. Also, in her presidential address to open the fall 2015 semester, the president listed improving graduation and retention rates as a top campus priority – with the formation of campus-wide retention, progression, and graduation committee to address issues and recommend strategies to improve retention and graduation rates [8].

Dean's List

The Dean's List, published at the end of each term, is community-wide acknowledgement of high academic performance. Student recipients must have earned a GPA of at least 3.5, carried 12 or more semester credit hours, and received no grade of WF or U during the term. Since its inception, Dalton State has publicized the names of recipients, either in local newspapers, campus newsletters, emails, and, more recently, [Internet postings](#). As a percentage of student enrollment, the Dean's List has grown very steadily; especially strong has been growth in summer and spring terms. Summer progress is nearly twice as large as it was four years ago. At 75% growth, spring is only three percentage points from being twice the size it was in 2011, while fall term has grown by nearly 50%.

Table 4.1-15
Percentage of Enrolled Students on Dean's List

Calendar Year	Fall	Summer	Spring
2011	12.7%	2.5%	12.4%
2012	15.2%	2.7%	13.9%
2013	17.3%	3.6%	16.3%
2014	18.0%	3.2%	18.5%
2015	19.8%	4.5%	21.4%
2016	19.0%	3.0%	20.1%
2017	19.7%	N/A	20.3%

Source: [Office of the Vice President for Academic Affairs](#)

Degrees and Certificates Awarded

The number of degrees and certificates awarded reflects an institution's productivity and student success as well as the institution's mission, purposes, and objectives. Completion data for baccalaureate and associate's degree programs and certificates are reported annually and published by the Office of Institutional Research and Planning in its [Dashboard Fact Book](#) (See "Student Achievement" – Awards and Degrees), which also includes a [Student Achievement:](#)

[Graduation Statistics Fact Finder](#) by major and other student attributes. In the 2016-2017 school year, the College awarded 843 degrees and certificates — a 7.8% increase from the previous year. In 2017-2018, the number of degrees awarded decreased to 810.

Course Completion

Grade Distribution in Individual Courses

Every semester, the Office of Institutional Research and Planning [publishes](#) a table showing Grade Distribution by Course which provides course completion data, identifying courses in which more than 25% of students withdrew or received a grade of D, F, Incomplete, or Unsatisfactory, or where more than 33% of the students (including withdrawals) did not complete the course with a grade of A, B, C, or Satisfactory [9]. This information is used by the provost and vice president for academic affairs and the deans to discuss the success rate of individual courses and to concentrate attention and corrective action on courses with lower success rates [10]. The grade distribution reports and other student achievement data are archived at the [Student Achievement Data webpage](#) on the Institutional Research website.

Course Completion Rates

Schools also show evidence of course completion by producing data on the percentage of students who successfully complete all course requirements. For example, as part of its Annual Report [11], the School of Liberal Arts uses course completion rates as success indicators for its courses [12]. Tables 4.1-17 to 4.1-20 below shows the School's English Composition (ENGL 1101) completion rates:

Table 4.1-16
Percentage of Students Completing ENGL 1101 with a C or Better
Fall Semester 2016, Spring 2017, and Summer 2017, Excluding Withdrawals
(High levels of student achievement)

Course	(A, B, C, D, F Only) Total # of Students	(A, B, C Only) % Passed with C or Better	% Failed (D, F, and/or WF)
Fall 2016	789	686 (87%)	103 (13%)
Spring 2017	343	280 (82%)	63 (18%)
Summer 2017	15	15 (100%)	0 (0%)
Total	1,147	981 (86%)	166 (14%)

Source: *School of Liberal Arts Annual Report, 2016-2017, p. 135* [12]

*Some percentages may not total 100% because of rounding.

Table 4.1-17
Percentage of Students Completing ENGL 1101 with a C or Better
Fall Semester 2016, Spring 2017, and Summer 2017, Including Withdrawals
(High levels of student achievement)

Course	Total # of Students (including Ws)	% Passed with C or Better	% Failed (D, F, and/or WF)	W
Fall 2016	820	686 (84%)	103 (13%)	31 (4%)
Spring 2017	360	280 (78%)	63 (18%)	17 (5%)
Summer 2017	15	15 (100)	0 (0%)	0 (0%)
Total	1,195	981 (82%)	166 (14%)	48 (4%)

Source: *School of Liberal Arts Annual Report, 2016-2017*, p. 135 [12]

*Some percentages may not total 100% because of rounding.

Table 4:1-18
Percentage of Students Completing ENGL 1101 with a C or Better,
Fall, Spring, and Summer Terms (Excluding Withdrawals), 2006 through 2017
(High levels of student achievement)

Course	# of Students	% Passed with C or Better	% Failed (D, F, or WF)
2006-2007	753	590 (78%)	163 (22%)
2007-2008	1,041	829 (80%)	212 (20%)
2008-2009	1,492	1,212 (81%)	280 (19%)
2009-2010	1,693	1,390 (82%)	303 (18%)
2010-2011	1,561	1,229 (79%)	332 (21%)
2011-2012	1,404	1,130 (80%)	274 (20%)
2012-2013	1,228	1,037 (84%)	191 (16%)
2013-2014	1,230	1,040 (85%)	190 (15%)
2014-2015	1,060	876 (83%)	184 (17%)
2015-2016	1,171	993 (85%)	178 (15%)
2016-2017	1,147	981 (86%)	166 (14%)

Source: *School of Liberal Arts Annual Report, 2016-2017*, p. 136 [12]

*Some percentages may not total 100% because of rounding.

Table 4:1-19
**Percentage of Students Completing ENGL 1101 with a C or Better,
Fall, Spring, and Summer Terms (Including Withdrawals), 2006 through 2017**
(High levels of student achievement)

Course	# of Students	% Passed with C or Better	% Failed (D, F, or WF)	W
2006-2007	912	590 (65%)	163 (18%)	159 (17%)
2007-2008	1,238	829 (67%)	213 (17%)	196 (16%)
2008-2009	1,681	1,212 (72%)	280 (17%)	189 (11%)
2009-2010	1,856	1,390 (75%)	304 (16%)	162 (9%)
2010-2011	1,717	1,229 (72%)	332 (19%)	156 (9%)
2011-2012	1,531	1,130 (74%)	274 (18%)	127 (8%)
2012-2013	1,302	1,037 (80%)	191 (15%)	74 (6%)
2013-2014	1,279	1,040 (81%)	190 (15%)	49 (4%)
2014-2015	1,115	876 (79%)	184 (17%)	55 (5%)
2015-2016	1,236	993 (80%)	178 (14%)	65 (5%)
2016-2017	1,195	981 (82%)	166 (14%)	48 (4%)

Source: *School of Liberal Arts Annual Report, 2016-2017, p. 135* [14]

*Some percentages may not total 100% because of rounding.

Conclusion

As these tables show, ENGL 1101, a required general education course, has impressive course completion rates. More than 80% of students pass with a C or better. These success rates reflect the English Department's course redesign efforts and successful QEP.

Learning Support

Evaluation of student achievement in learning support includes analyses of course completion rates, success in subsequent learning support courses, and success in subsequent college-level courses. The College tracks and reports on these outcomes in annual Learning Support Program Assessment plans [13]. More detailed analyses, by outcomes assessment of learning support, are noted in the Annual Reports of the deans of Liberal Arts [14] and Science, Technology, and Mathematics [15]—the primary departments responsible for learning support courses. The schools also use course completion rates of learning support classes as success indicators. For example, a latest report of the School of Science, Technology, and Mathematics records the course completion/success rates of the three math learning support classes (MATH 0990, MATH 0996, and MATH 0098) [16]. As well, the annual reports of the School of Liberal Arts also record the course pass rates of the two English and reading learning support classes (ENGL 0098 and READ 0098) [14]. The University System of Georgia eliminated ENGL 0098 and READ 0098 beginning with the 2017 academic year and replaced them with ENGL 0989 and ENGL 0999, and the School of Liberal Arts will begin tracking the success rates of ENGL 0999 in 2018. (The University System will eliminate ENGL 0989 in Fall 2018).

Table 4.1-20
Percentage of Students Completing All Course Requirements in Math Course and Earning a Passing Grade

Course	Spring 2017		Summer 2017		Fall 2017	
	Expected**	Attained	Expected**	Attained	Expected**	Attained
Math 0997*	50%	33.33%	50%	N.A.	50%	50%
Math 0998*	50%	30%	50%	25%	50%	44.71%
Math 0999*	50%	45.74%	50%	66.67%	50%	57.45%
Math 0989*	67%	66.67%	67%	N.A.	67%	74.6%

Source: Coordinator for Learning Support

* The above learning support courses came into effect in Fall 2015. Also, MATH 0989 will be terminated at the end of Spring 2018.

** Based on results from Spring 2014 through Fall 2016 including predecessor course MATH 0098.

Table 4.1-21
Reading Pass Rates for READ 0098
Fall Semester 2016 and Spring Semester 2017

Semester	Total Number of Students	% Exited	% Did Not Exit*
Fall 2016	172	152 (88%)	20 (12%)
Spring 2017	41	34 (83%)	7 (17%)
Total	213	186 (87%)	27 (13%)

Source: School of Liberal Arts Annual Report, 2016-2017, p. 133 [14]

*Includes withdrawals.

Table 4.1-22
Exit Rates for READ 0098 Over Time

Year	Exit Rate for Reading 0098
2010-2011	67%
2011-2012	69%
2012-2013	77%
2013-2014	92%
2014-2015	84%
2015-2016	76%
2016-2017	87%

Source: School of Liberal Arts Annual Report, 2016-2017, p. 133 [14]

Table 4.1-23
End-of-Term Essay Pass Rates for ENGL 0098
Fall Semester 2016 and Spring Semester 2017
(High levels of student achievement)

Term	Course	Total Number of Students Who Qualified	% Passed Essay	% Failed
Fall 2016	ENGL 0098	162	147 (91%)	15 (9%)
Spring 2017	ENGL 0098	51	44 (86%)	7 (14%)
Total		213	191 (90%)	22 (10%)

Source: *School of Liberal Arts Annual Report, 2016-2017, p. 134 [14]*

Table 4.1-24
End-of-Term Essay Pass Rates for ENGL 0098 and ENGL 0975:
2004/2005 through 2016/2017*

Year	Exit Essay ENGL 0975	Exit Essay ENGL 0098
2004/2005	53%	75%
2005/2006	45%	82%
2006/2007	50%	82%
2007/2008	75%	82%
2008/2009	n/a	74%
2009/2010	n/a	79%
2010/2011	n/a	80%
2011/2012	n/a	80%
2012/2013	n/a	90%
2013/2014	n/a	93%
2014/2015	n/a	91%
2015/2016	n/a	88%
2016/2017	n/a	90%

Source: *School of Liberal Arts Annual Report, 2016-2017, p. 134 [14]*

*Includes only those students who were eligible to write the end-of-term essay.

Conclusion

Overall, these data indicate the College's success with its learning support programs, especially in English. These data help the College strengthen its efforts on improving student success in Learning Support classes, particularly in Mathematics.

Distance Education

The Office of Academic Affairs publishes annual Distance Education Data, including analysis of student course completion and comparison of course outcomes with traditional courses. These data are published in the College's annual Profile of Distance Learning [17] and are available on the Office of Institutional Research and Planning's Website. The latest example of the College's Distance Education data analysis is included below. As shown in Table 4.1-26, the 2016-17 completion rate for Distance Learning courses are similar to the completion rate for traditional courses, suggesting that Distance Learning courses are approximately equal to the education quality experienced in traditional courses.

Table 4.1-25
2016-2017 Distance Education Data

2016-2017 Distance Education Data	Fall 2016	Spring 2017	Summer 2017	Total
				100

Total Online Sections	27	42	34	103
Total Online Students	482	763	609	1,854
Non-duplicated headcount	392	586	421	1,399
Total hybrid sections	52	48	22	122
Total hybrid students	1,187	1,126	239	2,552
Non-duplicated headcount	1,014	918	210	2,142
Number of Students Taking Only DL Courses, 2016-2017	132	161	333	
Completion Rate for DL Courses, 2016-2017	97%	93%	95%	
Completion Rate for Traditional Courses, 2016-2017	97%	94%	97%	

Source: *BANNER Student Information System, Office of Computing & Information Services*

Performance on External Examinations

Dalton State also tracks student achievement by performance on external examinations, including licensing and certification exams, administered for each respective program/school. Target pass rates are set for each area by the program; however, most aim to exceed the national average.

Student Achievement in General Education

As per [University System of Georgia guidelines](#), Dalton State identifies general education competencies in the areas of Communication Outcomes, Humanities/Fine Arts, Social Sciences, and Quantitative Reasoning and Scientific Reasoning (Natural Science, Technology, and Mathematics) [18]. The extent to which graduates attain these competencies as a measure of student achievement is assessed in part through externally developed, validated, and normed instruments for their alignment with the College's general education competencies.

The College adopted the Collegiate Assessment of Academic Proficiency (CAAP) tests to determine student competency in Reading (Arts/Literature, Social Sciences), Mathematics (Basic Algebra, College Algebra), Science Reasoning, and Critical Thinking. Results of these tests are published [online as part of student achievement data](#) (see Collegiate Assessment of Academic Proficiency) and summarized in the College's [Dashboards Fact Book](#) (See "Student Achievement" – CAAP).

As shown in Tables 4.1-27 to 4.1-32, in the general education arena, DSC's students continue to do well on the CAAP graduating students' test. Of the 6 CAAP subtests reported below for 2017, DSC students scored above the National Mean. Specifically, in Reading (62.1 vs 59.4), Mathematics (56.9 vs 56.1), Basic Algebra (14.8 vs 14.2), Science (60.0 vs 59.1), and Critical Thinking (62.1 vs 59.4). These scores provide administration and faculty with important feedback relevant to continual improvement in each student competency.

Table 4.1-26
CAAP Mean Scores
DSC Graduates vs. National Averages (Mathematics)

Established Benchmark: Students will perform equal to or above the national average.

Year	# of Students	DSC	DSC Standard Deviation	National	National Standard Deviation
Mathematics					
1999	211	54.0	3.3	57.9	3.7
2001	23	57.3	3.2	58.4	4.0
2002	40	58.6	3.1	58.5	4.1
2003	44	57.1	3.5	56.2	3.5
2004	51	57.1	2.5	56.2	3.5
2006	53	57.9	2.6	56.1	3.6
2007	48	56.6	3.1	56.1	3.6
2008	43	57.4	2.9	56.2	3.5
2009	41	57.1	3.9	58.5	4.0
2010	43	56.9	2.7	58.5	4.1
2011	40	55.5	3.6	56.1	3.6
2012	14	54.4	2.6	56.1	3.5
2013	34	54.7	3.3	56.1	3.5
2014	39	56.7	2.5	56.0	3.5
2015	46	56.4	3.6	56.0	3.6
2016	42	56.7	3.1	58.7	4.3
2017	34	56.9	3.5	56.1	3.5

Sources: Office of Institutional Research [Student Achievement Data](#); [Dashboards Fact Book](#) (“Student Achievement” – CAAP)

Table 4.1-27
CAAP Mean Scores
DSC Graduates vs. National Averages (Basic Algebra)

Established Benchmark: Students will perform equal to or above the national average.

Year	# of Students	DSC	DSC Standard Deviation	National	National Standard Deviation
Basic Algebra					
2006	53	15.1	1.7	14.2	2.4
2007	48	14.1	2.0	14.2	2.4
2008	43	15.0	1.9	14.2	2.3
2009	41	14.5	2.3	15.6	2.4
2010	43	14.8	1.9	15.6	2.5
2011	40	14.2	2.2	14.2	2.3
2012	14	13.0	1.8	14.2	2.3
2013	34	13.5	2.0	14.2	2.3
2014	39	14.9	1.7	14.2	2.3
2015	46	14.6	2.3	14.1	2.3
2016	42	14.6	1.8	15.6	2.5
2017	34	14.8	2.3	14.2	2.3

Sources: Office of Institutional Research [Student Achievement Data](#); [Dashboards Fact Book](#) ("Student Achievement" – CAAP)

Table 4.1-28
CAAP Mean Scores
DSC Graduates vs. National Averages (College Algebra)

Established Benchmark: Students will perform equal to or above the national average.

Year	# of Students	DSC	DSC Standard Deviation	National	National Standard Deviation
College Algebra					
2007	48	14.0	1.7	14.0	2.1
2008	43	14.7	1.8	14	2.1
2009	41	14.2	2.3	15.4	2.7
2010	43	14.0	1.9	15.4	2.8
2011	40	13.5	2.1	14.0	2.1
2012	14	13.1	1.5	14.0	2.1
2013	34	12.9	1.9	14.0	2.1
2014	39	13.6	1.7	13.9	2.1
2015	46	14.1	2.2	13.9	2.1
2016	42	14.0	2.1	15.7	2.9
2017	34	14.0	2.3	14.1	2.0

Sources: Office of Institutional Research [Student Achievement Data](#); [Dashboards Fact Book](#) (“Student Achievement” – CAAP)

Table 4.1-29
CAAP Mean Scores
DSC Graduates vs. National Averages (Critical Thinking)

Established Benchmark: Students will perform equal to or above the national average.

Year	# of Students	DSC	DSC Standard Deviation	National	National Standard Deviation
Critical Thinking					
1999	205	60.5	5.0	62.3	5.3
2001	21	63.3	4.1	62.4	5.3
2002	28	63.8	5.0	62.4	5.4
2003	45	64.2	4.4	60.5	5.5
2004	51	64.2	4.9	60.5	5.5
2006	48	63.1	4.5	60.7	5.3
2007	48	62.5	5.1	60.9	5.4
2008	43	62.0	5.4	60.9	5.4
2009	40	61.3	4.5	62.3	5.4
2010	42	62.0	4.7	62.0	5.4
2011	41	59.7	5.7	60.7	5.4
2012	15	61.3	6.4	60.6	5.4
2013	32	62.3	4.5	60.6	5.4
2014	39	62.8	4.6	60.8	5.3
2015	42	62.3	4.6	60.6	5.4
2016	39	63.2	5.2	59.7	5.5
2017	34	62.1	6.2	59.4	5.2

Sources: Office of Institutional Research [Student Achievement Data](#); [Dashboards Fact Book](#) (“Student Achievement” – CAAP)

Table 4.1-30
CAAP Mean Scores
DSC Graduates vs. National Averages (Reading)

Established Benchmark: Students will perform equal to or above the national average.

Year	# of Students	DSC	DSC Standard Deviation	National	National Standard Deviation
Reading					
1999	207	59.0	4.6	62.9	5.2
2001	22	62.8	5.8	62.9	5.1
2002	28	63.4	3.8	62.9	5.4
2003	44	63.5	4.5	60.6	5.4
2004	53	62.8	4.5	60.6	5.4
2006	51	63.0	5.4	60.4	5.5
2007	48	62.8	4.7	60.5	5.4
2008	43	62.5	4.9	60.5	5.4
2009	41	61	3.9	62.5	5.1
2010	42	62.7	4.1	62.5	5.2
2011	42	61.6	5.4	60.3	5.5
2012	15	59.7	4.7	60.1	5.4
2013	34	62.2	5.5	60.1	5.4
2014	38	61.7	5.2	60.2	5.6
2015	45	60.5	4.5	60.1	5.5
2016	41	62.6	4.8	61.3	5.6
2017	34	62.1	6.2	59.4	5.2

Sources: Office of Institutional Research [Student Achievement Data](#); [Dashboards Fact Book](#) ("Student Achievement" – CAAP)

Table 4.1-31
CAAP Mean Scores
DSC Graduates vs. National Averages (Science)

Established Benchmark: Students will perform equal to or above the national average.

Year	# of Students	DSC	DSC Standard Deviation	National	National Standard Deviation
Science					
1999	206	57.9	3.7	60.7	4.5
2001	19	61.5	4.1	61.0	4.6
2002	41	61.0	4.1	61.1	4.6
2003	45	60.6	3.9	59.0	4.2
2004	53	60.3	4.1	59.0	4.2
2006	51	59.6	4.0	59.0	4.1
2007	43	60.5	3.8	59.1	4.1
2008	44	60.6	3.7	59.2	4.1
2009	39	59.8	4.2	61.7	4.4
2010	42	60.0	4.1	61.7	4.5
2011	40	58.7	3.6	59.1	4.1
2012	14	60.1	3.7	59.2	4.1
2013	37	59.9	3.5	59.2	4.1
2014	40	60.3	3.1	59.2	4.2
2015	47	59.4	3.7	59.2	4.2
2016	39	60.8	3.9	61.0	4.9
2017	34	60.0	4.7	59.1	4.1

Sources: *Office of Institutional Research Student Achievement Data; Dashboards Fact Book* (“Student Achievement” – CAAP)

Until December 2014, general education competencies were also assessed using the internally developed Graduating Student Survey (i.e., graduates reported how much their Dalton State education had contributed to their acquisition of specific knowledge, skills, and behaviors) [19]. In 2015-2016, the College began using a newly adopted external instrument, the [College Senior Survey](#), administered by the [Higher Education Research Institute \(HERI\)](#), to measure student perceptions of their general education competencies. Additional questions from the College’s previous survey instrument concerning general education attainment were added to existing questions on general education in the HERI survey instrument to continue the tradition of assessing general education competencies through an exit survey of graduating seniors [20]. And as previously noted, annual reports produced by, for example, the School of Liberal Arts [21] are also used to determine the extent to which graduates have attained the student learning outcomes in general education. Finally, faculty teaching general education courses also assess the competencies attained by students using Weave [22], including an assessment of the general education program in Weave by deans with general education responsibilities [23].

ETS Major Field Test in Business

As a measure of student success, C. Lamar and Ann Wright School of Business administers the external [ETS Major Field Test in Business](#) to its graduates. The ETS Major Field Test is a comprehensive undergraduate outcomes assessment designed to measure the critical knowledge and understanding achieved by business majors. This test offers comprehensive national comparative data, enabling the School to evaluate its graduates' performance and compare its programs' effectiveness to programs at similar institutions nationwide. A summary of graduates' scores is presented in the College [Dashboard Fact Book](#) (see "Student Achievement" – Professional and Licensure Exams) and shown below in Table 4.1-33.

Table 4.1-32
ETS Major Field in Business Test Scores
C. Lamar and Ann Wright School of Business Baccalaureate Students

Established Benchmark: Seventy percent of students will score in the 75th percentile on the ETS.

Date	Students Tested	Scale Range for Total Score	Scale Score Mean	Standard Deviation
Nov. 2000	51	120-200	146.3	11.5
Jan. 2002	74	120-200	148.7	10.3
May 2002	24	120-200	149.7	10.4
Fall 2002	26	120-200	148.3	9.1
Fall 2003	49	120-200	155.0	14.9
Spring 2004	45	120-200	159.3	13.7
Spring 2005	25	120-200	161.0	10.7
Spring 2006	39	120-200	162.0	11
Spring 2007	27	120-200	160.4	12.2
Spring 2008	31	120-200	159.0	11
Spring 2009	31	120-200	157.0	16
Spring 2010	61	120-200	158.0	12
Spring 2011	29	120-200	162.0	14
Spring 2012	39	120-200	160.0	12
Spring 2013	43	120-200	157.0	12
Spring 2014	39	120-200	157.0	11
Spring 2015	52	120-200	156.0	11
Spring 2016	65	120-200	155.0	12
Spring 2017	72	120-200	155.0	16

Sources: Annual Report, C. Lamar and Ann Wright School of Business [24]; Office of Institutional Research [Student Achievement Data](#); [Dashboards Fact Book](#) ("Student Achievement" – Professional and Licensure Exams)

During spring 2017, 72 business students took the ETS, and the College's institutional mean was 155, which was in the 80th percentile of all participating institutions.

Licensing Examinations

Graduates of some programs at Dalton State take certification exams. These students are deemed successful when they graduate and successfully pass their state and national exams to qualify for professional licensure. Indeed, the percentage of students passing these exams is an indication of student achievement and academic program effectiveness in preparing students to obtain the necessary credentials for employment. Often, these scores are incorporated into program reviews and annual program assessment reports for academic degree and certificate programs. The College's Licensing Examination pass rates are published each year in the [Dashboard Fact Book](#) (see "Student Achievement" – Professional and Licensure Exams), and at

the Institutional Research office's [Student Achievement webpage](#), pass rates from licensure examinations are provided below.

School of Education

The NCATE-accredited baccalaureate Early Childhood Education program is highly regarded for its quality as evidenced in pass rates of graduates who take the [Georgia Assessments for the Certification of Educators \(GACE\)](#). Candidates who have completed the School of Education's professional teacher education program in early childhood are required to pass the state-required GACE exam for licensure in Georgia. As seen in Table 4.1-34, the school had a 100% pass rate in 2015. Reports from GACE indicate DSC's pass rate is similar to the state of Georgia pass rates. The Georgia Professional Standards Commission (GaPSC) reports pass rates and considers a score as passing if the test is passed within a given amount of attempts and if it is passed within a certain time frame from completion of the program. This has been a new stipulation in recent years. In other words, the Educator Preparation Provider (EPP) can count the test as passed only if the candidate passes it by meeting the criteria mentioned. For certification purposes, the candidate can take the test as many times as needed to pass; however, the EPP will not be able to count the score as passing at this point. In the last three academic years, the GaPSC reported separate pass rates for GACE Test 1 and GACE Test 2. This is the reason for the two percentage scores reported in the last three academic years.

Table 4.1-33
Georgia Assessments for the Certification of Educators (GACE)
Early Childhood Content - Graduates' Post-Test Pass Rates

Year Tested	Passed/Tested	Success Benchmark	DSC Pass Rate	State Pass Rate
2007	63/63	80%	100%	N/A
2008	64/64	80%	100%	N/A
2009-2010	68/68	80%	99%	93
2010-2011	68/71	80%	98%	91
2011-2012	58/59	80%	97%	92
2012-2013	57/59	80%	96%	96
2013-2014	55/58	80%	95%	99
2014-2015	64/66	80%	97%/97%	99/96
2015-2016	49/49	80%	100%/100%	100/100
2016-2017	61/61	80%	100%/100%	100/100

Sources: Annual Report, School of Education [25]; Dalton State [Dashboards Fact Book](#) ("Student Achievement" – Professional and Licensure Exams)

School of Health Professions

RN (2-Year) Nursing (A.S.N.)

The Associate of Science in Nursing program (RN) measures its effectiveness in relation to student achievement by the first-attempt pass rates of its graduates on the National Council for Licensure Examinations-Registered Nurse (NCLEX-RN), administered by the National Council of State Boards of Nursing. The 2014 ASN graduates taking the NCLEX-RN examination within one year of graduation had a 2015 pass rate of 69% as noted Table 4.1-35 below. Because of the recent drop in program pass rates, the faculty from the Department of Nursing and the dean of Health Professions explored ways to return success rates to their previously high levels. Some strategies adopted have included using the flipped classroom model for ASN courses, accepting fewer than 70 students per cohort, decreasing clinical group size to 5-to-7 students per clinical instructor, utilizing Assessment Technologies Institute (ATI) resources, utilizing more simulations in

each course, having nurse preceptors for students in their last semesters, instituting an Electronic Health Records (EHR) program beginning fall 2016, developing an online process for student portfolios, and developing four new Nursing committees (Curriculum Committee, Exam/Test Writing Committee, Grievance Committee, and Faculty Bylaws and Diversity Committee). All of these improvements have been implemented. In 2017, the first-time NCLEX-RN pass rates for Dalton State graduates increased to 93.44%.

Table 4.1-34
RN (2-Year) Nursing Program NCLEX Scores/Pass Rates

Established Benchmark: Students will pass on the first try at or above the national average.

Year of Graduation	DSC Pass Rate	GA State Average	National Average	#DSC Pass/Takers
2003	85%	87%	87%	45/53
2004	88%	88%	84%	42/48
2005	87%	89%	87%	45/51
2006	86%	90%	88%	42/49
2007	82%	88%	85%	45/55
2008	87%	91%	87%	66/76
2009	93%	92%	88%	51/55
2010	78%	90%	87%	42/54
2011	89%	90%	88%	55/61
2012	89%	91%	88%	55/62
2013	97%	92%	90%	59/61
2014	66%	84%	81%	40/61
2015	69%	86%	79.3%	49/71
2016	72.04%	85.4%	84.57%	44/56
2017	93.44%	87.31%	87.11%	57/61

Sources: Annual Report, School of Health Professions [26]; Dalton State Dashboards Fact Book (“Student Achievement” – Professional and Licensure Exams)

Radiologic Technology (A.A.S.)

In 2017, Dalton State graduated 14 Radiologic Technology students who sat for the 200-question national exam the same year. Thirteen out of the 14 students (93%) passed the examination. Dalton State’s Radiologic Technology program tracks graduate pass rates on the American Registry of Radiologic Technologists (ARRT) examination. For 18 years of its 20-year history, Dalton State’s Radiologic Technology program achieved a 100% pass rate on the national certification exam, the ARRT (Table 4.1-36). Solid long-term performance on this professional exam positions Dalton State’s Radiologic Technology program among top performing Radiologic Technology programs in the United States.

Table 4.1-35
Radiologic Technology Program ARRT Registry Examination Pass Rates

Year	Established Benchmark	DSC Pass Rate	Total Pass/Takers	DSC Average Score	National Average	National Pass Rate
1998	80%	100%	5/5	90	84	90%
1999	80%	100%	6/6	89	83	89%
2000	80%	100%	10/10	87	83	91%
2001	80%	100%	7/7	88	84	90%
2002	80%	100%	6/6	89	84	88%
2003	80%	100%	6/6	91	83	89%
2004	80%	100%	13/13	90	84	89%
2005	80%	100%	13/13	91	85	89%
2006	80%	100%	13/13	91	85	89%
2007	80%	100%	15/15	91	85	91%
2008	80%	100%	15/15	87	85	91%
2009	80%	100%	15/15	90	88	88%
2010	80%	100%	17/17	89	88	91%
2011	80%	100%	16/16	84	85	90%
2012	80%	100%	17/17	88	89	91%
2013	80%	100%	16/16	89	84	90%
2014	80%	100%	13/13	86	84	89\$
2015	80%	100%	14/14	85	84	88%
2016	80%	93%	13/14	84	83	87%
2017	80%	93%	13/14	81	84	89%

Sources: Annual Report, School of Health Professions [26]; Dalton State [Dashboards Fact Book](#) (“Student Achievement” – Professional and Licensure Exams)

Respiratory Therapy (A.A.S.)

The Respiratory Therapy program tracks graduate pass rates on the Certified Respiratory Therapists (CRT) examination. For the eighth year running, Dalton State’s Respiratory Therapy graduates have achieved a 100% pass rate—exceptional work when compared with the 64.4% average of the national pass rate for the same period (Table 4.1-37).

Table 4.1-36
Respiratory Therapy Program Certification Examination Pass Rates

Year	Established Benchmark	DSC Pass Rate	Total Pass/Takers	National Pass Rate
2008	80%	100%	5/5	79.5%
2009	80%	100%	8/8	79.6%
2010	80%	100%	8/8	80.1%
2011	80%	100%	9/9	77.8%
2012	80%	100%	9/9	Not calculated
2013	80%	100%	12/12	60%
2014	80%	100%	13/13	80.5%
2015	80%	100%	14/14	73%
2016	80%	100%	14/14	84%
2017	80%	100%	12/12	81.7%

Sources: Annual Report, School of Health Professions [26]; Dalton State [Dashboards Fact Book](#) (“Student Achievement” – Professional and Licensure Exams

Medical Laboratory Technology (A.A.S.)

The Medical Laboratory Technology (MLT) program tracks graduate pass rates on the American Medical Technologists (AMT) examination. For 17 of its 21-year existence, the Medical Laboratory Tech program has scored a 100% pass rate on its licensure exams. Once again in 2017 (Table 4.1-38), 100% of Dalton State's Medical Laboratory Technology graduates passed their licensing certification examination on the first attempt. This compares to a 2017 National Pass Rate of 81.1%. Since its first graduating class was tested 19 years ago, Dalton State's MLT mean licensure exam pass rate is 95.6%. For that same period, the national mean pass rate is 69%.

Table 4.1-37
Medical Laboratory Technology Program Licensure Examination Scores/Pass Rates

Year	Number of Students	Established Benchmark	DSC Pass Rate	National Exam Pass Rate for MLT Programs
1997	9	80%	91%	72%
1998	4	80%	100%	69%
1999	8	80%	50%	76%
2000	7	80%	100%	66%
2001	6	80%	100%	71%
2002	1	80%	100%	n/a
2003	4	80%	100%	70%
2004	0	80%	n/a	n/a
2005	5	80%	80%	75%
2006	6	80%	100%	78%
2007	5	80%	100%	78%
2008	2	80%	100%	81%
2009	5	80%	100%	69%
2010	5	80%	100%	72%
2011	9	80%	100%	72%
2012	4	80%	100%	69%
2013	8	80%	100%	76%
2014	7	80%	100%	66%
2015	8	80%	100%	82.8%
2016	9	80%	100%	81.8%
2017	13	80%	100%	81.1%

Sources: Annual Report, School of Health Professions [26]; Dalton State [Dashboards Fact Book](#) (“Student Achievement” – Professional and Licensure Exams

Licensed Practical Nursing

The certificate program in Licensed Practical Nursing (LPN) tracks the success of its graduates by the first-attempt pass rate on the National Council for Licensure Examinations-Licensed Practical Nurse (NCLEX-LPN). As shown in Table 4.1-39, recently graduated Licensed Practical Nursing students from Dalton State College have achieved a 90% pass rate on the National Council Licensure Exam for Practical Nurses (NCLEX-LPN). Beginning with available 2013 results, graduates of Dalton State's Licensed Practical Nurse program have performed above the national average on their NCLEX exams. It is more than noteworthy that for the past 19 years, Dalton State's LPN graduates have performed very well on the NCLEX-LPN. The mean pass rates from 1997 through 2017 averages 94.4%.

Table 4.1-38
Licensed Practical Nursing Program NCLEX Scores/Pass Rates

*Benchmark:
 Students will pass on the first try at or above the national average.*

Year	Total Pass/Takers	DSC Pass Rate	National Pass Rate
1997	24/ 26	92.3%	n/a
1998	12/ 12	100%	n/a
1999	18/19	94.7%	n/a
2000	7/ 8	88.9%	n/a
2001	8/ 8	100%	n/a
2002	17/ 17	100%	n/a
2003	20/ 21	90.4%	n/a
2004	31/32	97%	n/a
2005	32/ 34	94.1%	n/a
2006	40/ 41	97.6%	n/a
2007	20/21	95%	n/a
2008	32/ 35	91.4%	n/a
2009	31/ 34	91.2%	n/a
2010	31/35	89%	n/a
2011	22/22	100%	n/a
2012	48/51	94%	n/a
2013	42/46	91.3%	84.2%
2014	19/20	95%	83%
2015	19/20	95%	80.6%
2016	28/29	95.55%	83.73%
2017	18/20	90.0%	83.84%

Sources: Annual Report, School of Health Professions [26]; Dalton State [Dashboards Fact Book](#) (“Student Achievement” – Professional and Licensure Exams

Job Placement Rates

As these examples show, Dalton State assesses graduate employment via its Graduate Surveys [27] [28] and Follow-up Surveys [29] [30] [31]. Graduate employment information is also reported on the [Dashboards Fact Book](#) (see “Student Achievement” – Graduates Employed or Furthering Education) as shown in Tables 4.1-40 to 4.1-64 below. The Schools of Business, Education, Health Professions, Liberal Arts, and Science, Technology, and Mathematics have all set established benchmarks for the job placement rates of their graduates. Not all data is available for reporting. There are some years where no data is available. The schools have been working hard to rectify the situation by working to gather their own information about the job placement of their graduates. It has not been easy, but attempts are continually being made as shown in the tables below. Some of the graduate surveys have shown improved job and graduate school placement rates over the last two years.

C. Lamar and Ann Wright School of Business

Table 4.1-39
Percentage of B.B.A Graduates Employed
within 6 Months of Program Completion
All B.B.A Graduates

Benchmark:

Seventy-five percent (75%) or more of B.B.A. graduates will be employed within six months in their respective fields.

Year	Job Placement Rate
2006-2007	94%
2012-2013	80%
2013-2014	86%
2014-2015	75%
2016-2017	86%

Source: C. Lamar and Ann Wright School of Business Annual Report

Table 4.1-40
Percentage of Accounting B.B.A Graduates Employed
within 6 Months of Program Completion
Accounting

Benchmark:

Seventy-five percent (75%) or more of B.B.A. Accounting graduates will be employed within six months upon graduation.

Year	Job Placement Rate
2009-2010	80%
2010-2011	70%
2011-2012	70%
2012-2013	85%
2013-2014	87%
2014-2015	88%
2015-2016	88%
2016-2017	90%

Source: C. Lamar and Ann Wright School of Business Annual Report

C. Lamar and Ann Wright School of Business

Table 4.1-41
Percentage of Finance and Applied Economics B.B.A Graduates Employed
within 6 Months of Program Completion
Finance and Applied Economics

Benchmark:

Seventy-five percent (75%) or more of B.B.A. Finance and Applied Economics graduates will be employed within six months upon graduation.

Year	Job Placement Rate
2016-2017	82%

Source: C. Lamar and Ann Wright School of Business Annual Report

Table 4.1-42
Percentage of Management B.B.A Graduates Employed
within 6 Months of Program Completion
Management

Benchmark:

Seventy-five percent (75%) or more of B.B.A. Management graduates will be employed within six months upon graduation.

Year	Job Placement Rate
2008-2009	97%
2009-2010	81%
2010-2011	81%
2011-2012	78%
2012-2013	73%
2013-2014	73%
2014-2015	74%
2015-2016	74%
2016-2017	88%

Source: C. Lamar and Ann Wright School of Business Annual Report

C. Lamar and Ann Wright School of Business

Table 4.1-43
Percentage of Management Information Systems B.B.A. Graduates Employed
within 6 Months of Program Completion
Management Information Systems

Benchmark:

Seventy-five percent (75%) or more of B.B.A. Management Information Systems graduates will be employed within six months upon graduation.

Year	Job Placement Rate
2008-2009	97%
2009-2010	81%
2010-2011	81%
2011-2012	78%
2012-2013	73%
2013-2014	85%
2014-2015	84%
2015-2016	84%
2016-2017	87%

Source: C. Lamar and Ann Wright School of Business Annual Report

Table 4.1-44
Percentage of Marketing B.B.A Graduates Employed
within 6 Months of Program Completion
Marketing

Benchmark:

Seventy-five percent (75%) or more of B.B.A. Marketing graduates will be employed within six months upon graduation.

Year	Job Placement Rate
2009-2009	78%
2009-2010	75%
2010-2011	75%
2011-2012	75%
2012-2013	92%
2013-2014	92%
2014-2015	89%
2015-2016	89%
2016-2017	90%

Source: C. Lamar and Ann Wright School of Business Annual Report

C. Lamar and Ann Wright School of Business

Table 4.1-45
Percentage of Technology Management B.A.S. Graduates Employed
within 6 Months of Program Completion
Technology Management

Benchmark:

Seventy-five percent (75%) or more of B.A.S. Technology Management graduates will be employed within six months upon graduation.

Year	Job Placement Rate
2009-2010	67%
2016-2017	76.9%

Source: C. Lamar and Ann Wright School of Business Annual Report

**Note we estimate the placement rates for the BAS degree mirror those of MIS and many of these majors were working during their degree program and needed the bachelor's degree to be promoted into a managerial/supervisory position at their same company.*

School of Education

Table 4.1-46
Percentage of School of Education Graduates Employed
within 12 Months of Program Completion

Benchmark:

Seventy percent (70%) or more of the candidates completing the programs and receiving state certification will be employed in their profession within 12 months of program completion.

Graduation Term	Job Placement Rate (Early Childhood Grads)	Job Placement Rate (Secondary Ed Grads)
Spring 2009	71%	n/a
Spring 2010	86%	n/a
Spring 2011	82%	n/a
Fall 2011	70%	n/a
Spring 2012	67%	69%
Fall 2012	61%	n/a
Spring 2013	58%	67%
Fall 2013	52%	n/a
Spring 2014	78%	88%
Fall 2014	57%	n/a
Spring 2015	51%	50%
Fall 2015	78%	n/a
Spring 2016	86%	85%
Fall 2016	92%	n/a
Spring 2017	76%	71%

Sources: School of Education Annual Report; Snapshot Data, School of Education

School of Health Professions

Table 4.1-47
Percentage of Licensed Practical Nursing Graduates Employed
within 12 Months of Program Completion
Licensed Practical Nursing

Benchmark:

Within three months of passing the NCLEX-LPN, 75% of Dalton State College graduates will be employed as staff nurses in hospitals and similar agencies.

Year	Job Placement Rate
2008-2009	97%
2009-2010	97%
2010-2011	82%
2011-2012	100%
2012-2013	92%
2013-2014	92%
2014-2015	91%
2015-2016	89%
2016-2017	89%

Source: School of Health Professions Annual Report

Table 4.1-48
Percentage of Medical Laboratory Technology Graduates Employed
within 12 Months of Program Completion
Medical Laboratory Technology

Benchmark:

Within 12 months of graduation, 85% of students will be employed.

Year	Job Placement Rate
2003-2004	100%
2004-2005	100%
2005-2006	100%
2006-2007	100%
2007-2008	100%
2008-2009	100%
2009-2010	100%
2010-2011	100%
2011-2012	100%
2012-2013	100%
2013-2014	100%
2014-2015	100%
2015-2016	100%
2016-2017	100%

Source: School of Health Professions Annual Report

School of Health Professions

Table 4.1-49
Percentage of B.S. Organizational Leadership Graduates Employed
within 12 Months of Program Completion
Organizational Leadership (B.S.)

Benchmark:
Within 12 months of graduation, 70% of students will be employed.

Year	Job Placement Rate
2015-2016	100%
2016-2017	93.8%

Source: School of Health Professions Annual Report

Table 4.1-50
Percentage of Radiologic Technology Graduates Employed
within 12 Months of Program Completion
Radiologic Technology

Benchmark:
Within six months of graduation, 75% of students will be employed.

Year	Job Placement Rate
2002-2003	100%
2003-2004	100%
2004-2005	100%
2005-2006	100%
2006-2007	95%
2007-2008	90%
2008-2009	80%
2009-2010	76%
2010-2011	77%
2011-2012	85%
2012-2013	92%
2013-2014	100%
2014-2015	100%
2015-2016	100%
2016-2017	93%

Source: School of Health Professions Annual Report

School of Health Professions

Table 4.1-51
Percentage of 2-Year RN Graduates Employed
within 3 Months of Passing the NCLEX-RN
Registered Nursing Program (A.S.N. 2-Year)

Benchmark:

Within three months of passing the NCLEX-RN, 75% of graduates will be employed as staff nurses in hospitals and similar agencies.

Year	Job Placement Rate
2003-2004	99%
2004-2005	100%
2005-2006	100%
2006-2007	95%
2007-2008	75%
2008-2009	95%
2009-2010	90%
2010-2011	92%
2011-2012	92%
2012-2013	100%
2013-2014	100%
2014-2015	100%
2015-2016	100%
2016-2017	100%

Source: School of Health Professions Annual Report

School of Health Professions

Table 4.1-52
Percentage of School of A.A.S. Respiratory Therapy Graduates Employed
within 12 Months of Program Completion
Respiratory Therapy (A.A.S.)

Benchmark:
Within 12 months of graduation, 70% of students will be employed.

Year	Job Placement Rate
2006-2007	100%
2007-2008	100%
2008-2009	90%
2009-2010	100%
2010-2011	100%
2011-2012	92%
2012-2013	92%
2013-2014	92%
2014-2015	100%
2015-2016	100%
2016-2017	100%

Source: School of Health Professions Annual Report

Table 4.1-53
Percentage of B.S. Respiratory Therapy Graduates Employed
within 12 Months of Program Completion
Respiratory Therapy (B.S.)

Benchmark:
Within 12 months of graduation, 70% of students will be employed.

Year	Job Placement Rate
2015-2016	100%
2016-2017	100%

Source: School of Health Professions Annual Report

School of Health Professions

Table 4.1-54

**Percentage Social Work Graduates Employed and/or Enrolled in an MSW Program within
3 Months of Program Completion
Social Work**

Benchmark:

Ninety percent (90%) or more of graduates will be either employed as a professional social worker and/or enrolled in a Master of Social Work (MSW) program within three months after receiving their BSW degree.

Year	Job Placement Rate
2004-2005	80%
2005-2006	100%
2006-2007	87.50%
2007-2008	87.50%
2008-2009	95%
2009-2010	100%
2010-2011	90%
2012-2013	100%
2013-2014	100%
2014-2015	77.4%
2015-2016	100%
2016-2017	100%

Source: School of Health Professions Annual Report

School of Liberal Arts

Table 4.1-55
Percentage of B.A. Communication Graduates Employed or Attending Graduate or Professional School within 12 Months of Program Completion
Communication

Benchmark:

A minimum of 80% of graduates will be employed in a communication-related field or be accepted into graduate school within one year of graduation.

Year	Job Placement/Graduate School Acceptance Rate
2016-2017	66%

Source: School of Liberal Arts Annual Report

Table 4.1-56
Percentage of B.S. Criminal Justice Graduates Employed or Attending Graduate or Professional School within 12 Months of Program Completion
Criminal Justice

Benchmark:

In their responses on the Criminal Justice Program Exit Survey and a follow-up survey four months after graduation, at least 70% of the students will report that they have found a position related to their degree or that they have gained acceptance into a graduate or professional program.

Year	Job Placement/Graduate School Acceptance Rate
2010-2011	60%
2011-2012	58%
2012-2013	60%
2013-2014	56%
2014-2015	70%
2015-2016	70%
2016-2017	74%

Source: School of Liberal Arts Annual Report

School of Liberal Arts

Table 4.1-57
Percentage of B.A. English Graduates Employed or Attending Graduate or Professional School within 12 Months of Program Completion
English

Benchmark:

In their responses on the English Program Exit Survey and a follow-up survey four months after graduation, at least 70% of the students will report that they have found a position related to their degree or that they have gained acceptance into a graduate or professional program.

Year	Job Placement/Graduate School Acceptance Rate
2010-2011	57%
2011-2012	57%
2012-2013	42%
2013-2014	38%
2014-2015	20%
2015-2016	59%
2016-2017	100%

Source: School of Liberal Arts Annual Report

Table 4.1-58
Percentage of B.A. History Graduates Employed or Attending Graduate or Professional School within 12 Months of Program Completion
History

Benchmark:

In their responses on the History Program Exit Survey and a follow-up survey four months after graduation, at least 70% of the students will report that they have found a position related to their degree or that they have gained acceptance into a graduate or professional program.

Year	Job Placement/Graduate School Acceptance Rate
2010-2011	50%
2011-2012	60%
2012-2013	75%
2013-2014	55%
2014-2015	72%
2015-2016	56%
2016-2017	79%

Source: School of Liberal Arts Annual Report

School of Liberal Arts

Table 4.1-59

Percentage of B.A. Interdisciplinary Studies Graduates Employed or Attending Graduate or Professional School within 12 Months of Program Completion

Benchmark:

In their responses on the Interdisciplinary Studies Exit Survey and a follow-up survey four months after graduation, at least 70% of the students will report that they have found a position related to their degree or that they have gained acceptance into a graduate or professional program.

Year	Job Placement/Graduate School Acceptance Rate
2014-2015	57%
2015-2016	75%
2016-2017	70%

Source: School of Liberal Arts Annual Report

Table 4.1-60

**Percentage of B.S. Psychology Graduates Employed or Attending Graduate or Professional School within 12 Months of Program Completion
*Psychology***

Benchmark:

In their responses on the Psychology Program Exit Survey, at least 70% of the students will report that they have found a position related to their degree or that they have gained acceptance into a graduate or professional program

Year	Job Placement/Graduate School Acceptance Rate
2015-2016	67%
2016-2017	76%

Source: School of Liberal Arts Annual Report

School of Science, Technology and Mathematics

Table 4.1-61
Percentage of B.S. Biology Graduates Employed or Attending Graduate or Professional School within 12 Months of Program Completion
Biology

Benchmark: 80%

Year	Job Placement Rate
2014-2015	44%
2015-2016	3.33%*

Source: School of Science, Technology, and Mathematics

*The responses to the graduate surveys conducted in late September and early October 2016 were minimal.

Table 4.1-62
Percentage of B.S. Chemistry Graduates Employed or Attending Graduate or Professional School within 12 Months of Program Completion
Chemistry

Benchmark: 80%

Year	Job Placement Rate
2015-2016	20%

Source: School of Science, Technology, and Mathematics

Surveys

Purple Briefcase – First Destination Survey

In an effort to help academic programs and schools with information about graduate outcomes, the College has been looking for an affordable and customizable survey to do that. Information about graduates has been generally difficult to collect and disseminate. In 2017, the Office of Academic Affairs provided funds to purchase and begin using the [Purple Briefcase – First Destination Survey](#) [32] about graduates' outcomes. The first survey was administered in December 2017 by the [Office of Career and Professional Development](#). The response rate was rather low, but still, the results gave a glimpse of what Dalton State graduates are up to. For example, 26% of graduates have received an employment offer, 28% of graduates are planning to attend graduate school following graduation, and 68% are very satisfied with their next steps of conducting a job search to accept full-time employment or attend graduate/professional school [33]. The Office of Career and Professional Development is working hard to improve response rates in the years to come.

Graduating Student Survey

Prior to the recent adoption of the HERI College Senior Survey, Dalton State surveyed graduating students using an internally developed instrument. The results were compiled by the [Office of Institutional Research and Planning](#) and made available on its [Website](#). As well as finding out about their experiences while a student at Dalton State and providing useful information to improve educational programs and services, the survey also gathered data on whether students felt they had achieved or accomplished their primary objective for attending Dalton State College. For example, in one such graduating students' survey, 80% of graduates reported that their objective for attending Dalton State College was fully accomplished; 90% of graduates rated the quality of education they received at Dalton State as "Excellent" or "Good." And 93% rated their level of satisfaction with the education they received at the College as "Satisfied" or "Very Satisfied" [34]. These questions and others have been added to the new externally administered HERI College Senior Survey, and was administered for the first time in spring 2016 [35]. The results of the new HERI Senior Survey and all previous graduating survey results are posted on the Institutional Research Webpage on [surveys](#). Results from the 2017 Dalton State College HERI College Senior Survey, for instance, showed that about 60% of graduating students were satisfied with their overall college experience, including the quality of education received, and would choose to enroll at the College if they could make their choice over [36].

There were other results of graduating students' surveys from specific schools and academic programs. Graduating Student Surveys in Liberal Arts tend to report high levels of student satisfaction. For example, Criminal Justice Program Exit Surveys were distributed to graduating students in late fall 2016 and late spring 2017, and 25 out of 27 graduates returned them (93%). Of these, 100% reported that the program met (16%) or exceeded (84%) their expectations. On these same surveys, 100% of the graduates rated the quality of instruction by faculty as good (20%) or excellent (80%) [37]. Exit surveys in Interdisciplinary Studies for 2016-2017 show similar results with 100% of the students who returned the surveys reporting that their experience met or exceeded expectations and 100% rating the program's quality of instruction as "good" or "excellent" [38]. English program exit surveys distributed in 2015 and 2016 were also positive with 94% of English majors rating the quality of instruction as good or excellent [39].

The C. Lamar and Ann Wright School of Business surveys seniors in their graduating semester as part of their strategic management class. The latest results (Fall 2017) showed more than 90% of graduates expressed the overall quality of the education they received from the business school as either "Excellent" or "Good" [40].

As students graduate from the School of Education programs, the School has them complete an Educator Preparation Provider (EPP) created survey about their preparation. Their responses are gathered, analyzed, and shared with stakeholders. Results of the survey are posted on the School of Education's Data Snapshots on the following Website link:

<https://www.daltonstate.edu/academics/resources.cms>. The School uses stakeholder feedback to make adjustments to the program as needed. The School of Education graduating seniors continue to respond positively to the various program questions, but for a few semesters, the positive agreement dropped in some areas. For example, in the [Fall 2016 Graduate Completers' Survey](#), 94% responded positively (strongly agree/agree) to the Content and Curriculum survey statements, but 84% responded positively (strongly agree/agree) to the Classroom, Program, and School-wide Assessment survey statements. Thus, adjustments were made to the program, and there has been an increase in positive responses to many of the questions (e.g., 93% responded positively to the Knowledge of Students, Teaching and Learning survey statements).

Follow-Up Surveys of Graduates/Alumni

The Purple Briefcase – First Destination Survey [32], [33] now serves as a follow-up survey of Dalton State graduates and alumni, as it asks questions about employment prospects/outcomes/experiences, further education, satisfaction, etc. This survey complements the campus-administered alumni survey [41] conducted by the alumni relations unit in the Office of Institutional Advancement and the Office of Institutional Research and Planning. In addition, follow-up surveys of graduates or completers for purposes of program accreditation and improvement are administered by the departments of Nursing [42], Social Work [31], and Allied Health [43] in the School of Health Professions, and the School of Education [30], and Professional Education Secondary (PES) [44]. For example, the Department of Nursing concluded in one such survey that based on the alumni surveys, “graduate satisfaction with their educational preparation received from the nursing program indicates that the curriculum is meeting the mission, goals, and objectives of the college and program” [45]. Indeed, the Department of Nursing’s RN Questionnaire [46] is a good example of a follow-up survey. The survey provided much useful data for the College, such as graduates’ satisfaction with their training at Dalton State, their current employment, their current salaries, and the month in which they passed their board exams.

Graduates from the Phlebotomy program all answered “yes” to question of “should faculty feel they have accomplished their goals in training well-qualified Phlebotomists?” [47]. Graduates of the Medical Laboratory Technology program gave each question, on average, a 7 or higher (on a 10-point scale) when asked about the program objective, instructor knowledge, instructor willingness to help, assignments, and preparation [48]. All respondents to the 2018 graduate of the AAS Respiratory Therapy program rated the program as above average or excellent [49].

In the [School of Education](#), some of the first year induction surveys have shown that graduates feel prepared for their first year of teaching. They feel prepared for classroom management, differentiation of instruction, and writing lesson plans (note: Surveys are sent by the GaPSC, and the response rate is low. Surveys are sent only to graduates teaching in Georgia public schools in the areas for which they were prepared.) The Educator Preparation Provider (EPP) will develop a plan to try to get a higher response rate. In addition, the EPP has already begun working on a plan to follow some graduates from each program and interview them about their preparation. This process is taking place in the Spring of 2018 and will continue each year forward.

The C. Lamar and Ann Wright School of Business has developed a survey (in-house) and will implement it in March 2018 to poll Fall 2017 graduates at the three-month mark [50].

All collected data are then used to evaluate program effectiveness and improvement, including surveys of the alumni of these programs [51] [52]. Programs in the Schools of Business and

Health Professions and the Departments of Social Sciences and Communication also use student/alumni/business advisory boards and committees [53], [54], [55] to find out the knowledge and skills that need to be addressed in workforce preparation programs and to gather feedback on the performance of program graduates.

Employer Satisfaction Surveys

The Schools of Business [56], Education [57], and Health Professions (Nursing [58], Allied Health [59], [60], Social Work [61]) and the Department of Social Sciences (Criminal Justice) administer employer surveys to determine the knowledge and skills that need to be addressed in workforce preparation programs and to gather feedback on the performance of program graduates. Results of some of these surveys are available on the Institutional Research and Planning [Website](#).

For example, surveys of employers of Medical Lab Technology graduates in the School of Health Professions have shown employer satisfaction with Dalton State graduates to be consistently ranked as “above average.” Written feedback commonly refers to the high level of preparation of graduates and how quickly they are able to train for their positions [60]. As well, employer feedback from the Respiratory Therapy program shows similar results [61]. Generally, employers rank graduates in the health profession programs as above average, with a few exceptions.

During Summer Term 2015, the Department of Social Sciences within the School of Liberal Arts secured contact information for seven employers of recent Criminal Justice graduates. These graduates found employment as parole officers, legal secretaries, probation officers, and case managers at Highland Rivers Treatment Services and at Hayes State Prison, the Dalton Police Department, and the Department of Community Supervision. Five employers returned completed surveys for a 71% response rate. Of these, 100% agreed “that our criminal justice graduates are well qualified for their respective positions. All respondents (100%) reported that they were satisfied (20%) or very satisfied (80%) with the work and performance of our criminal justice graduates, and all respondents (100%) reported that Dalton State prepared the graduate for the position either more than adequately (60%) or extremely well (40%).” This same survey also offered employer feedback on the knowledge and skills of Criminal Justice graduates:

All respondents (100%) rated Dalton State's criminal justice graduates' understanding of the criminological sciences as good (40%) or excellent (60%). . . . All respondents (100%) rated Dalton State graduates' critical thinking skills as good (40%) or excellent (60%). . . . All respondents (100%) rated criminal justice graduates' understanding of the essential elements of academic and professional writing as average or better, with 80% rating them as good or excellent (40% good and 40% excellent). The one employer who rated the writing skills as average (Georgia State Board of Pardons and Paroles) suggested that the department should have future students "focus more on their writing skills as this is an essential tool in the criminal justice field." . . . All employers (100%) rated graduates' understanding of professional research and scholarship as good (40%) or excellent (60%). . . . All employers (100%) rated graduates' understanding of professional and ethical values in criminal justices as excellent. [62]

The Department of Social Sciences administered Employer Surveys for the criminal justice program again in 2016-2017; however, only one survey was returned. This employer expressed great satisfaction with the program and rated the graduate's understanding as excellent for all program learning outcomes: effective written communication skills, effective oral communication skills, effective critical thinking skills, effective use of research and technology, sound general knowledge of the criminal justice core curriculum, and understanding of professional and ethical values [63].

Furthermore, the [Georgia Professional Standards Commission](#) (GaPSC) surveys the administrators in Georgia that have employed Dalton State education graduates in the School of Education. According to the results of the most recent employer survey, 2017, provided to the dean, overall, the administrators score first year teachers averaging 3.04 points out of 4 possible points across the 31 elements surveyed. They score the graduates highest (3.45/4) in their professionalism (working collaboratively and understanding and upholding ethical standards). Collaboration is one of the four pillars of the School's programs. The administrators scored the graduates lowest in the areas of differentiation for gifted students (2.52/3) and for English Language Learner (ELL) students (2.39/4). While differentiation is difficult for even veteran teachers as evidenced by the scores on the TKES (evaluation instrument for in-service teachers), the School of Education recognizes that these are two areas on which they need to focus their attention.

In conclusion, it needs pointing out that employer surveys have notoriously low response rates, and some programs have struggled to maintain a regular administration of such surveys. However, attempts are being made to put in place a credible system that can regularly gather information about employers of Dalton State graduates as this set of minutes [64] and plan from the C. Lamar and Ann Wright School of Business School shows. The plan is to administer an alumni/graduating students survey in March 2018 and to ask for information about employers, who will then be surveyed after initial data is collected [65]. Still, anecdotal data from employers of business graduates and their confidence in sending job announcements to the school to disseminate via e-mail to current students show high satisfaction levels with business graduates. This is also evident of the number of companies with booths that show up at the school's job fairs, their participation in mock-interviews with juniors, and their participation in practice networking events with students or in panel events on key topics of interest (e.g., Social Media on 1/31/18 with members from the Society for Human Resources Management (SHRM) professionals from local industry).

Exit Interviews (Total Withdrawal/Non-Returning)

Each student who requests to withdraw from all classes must have the withdrawal form signed by Academic Affairs, Financial Aid, and Enrollment Services staff members. If a student is not returning to Dalton State, the student must also meet with a staff member at the Dean of Students office and complete an exit interview before approval is granted. During the interview, students complete an exit survey [66], and staff members and students have an opportunity to discuss the student's challenges and potential options to withdrawal. This information is regularly compiled into a summary [67], which helps Dalton State to shore up any apparent weaknesses and address student needs.

Transfer Reports

A major mission of two-year and state colleges is to prepare students for transfer to a research, regional, or state university. As such, the College tracks the success of transfer students by means of [data supplied by the University System of Georgia](#). The annual transfer report provided by the System is designed to provide feedback to the USG on the mobility of its students and to sending institutions on the success of their students up to one year after transfer. The transfer reports are available on the Institutional Research and Planning [Website](#) (see Undergraduate Student Transfer Reports). The USG has not regularly provided transfer GPA data for the College, but the latest USG transfer report (2016-2017) [68], which contained GPA information, showed that Dalton State's 194 students perform very well after transferring to other institutions. In fact, the College, in past times, was a leader in this regard among the two-year and state colleges within the University System [69].

Related Institutional Links Related to Student Achievement

Below are links to other resources that provide student achievement data about Dalton State students.

[Complete College Georgia](#)

Dalton State's Complete College Georgia plan is focused primarily on efforts to expand and/or enhance programs, services, and interventions that will provide additional support, flexibility, and options to help its students succeed. As noted in its 2016 report, the College has sought to promote high-impact learning practices inside and outside the classroom. In addition to the five goals to which DSC committed to the CCG at the outset (intrusive advising through predictive analytics, increased dual enrollment offerings, transforming remediation through co-curricular courses (specifically in math), offering more online and hybrid courses and programs, and providing alternative instructional delivery methods), the College has also improved its First Year Experience course, sought to increase student engagement in curricular and co-curricular programs, restructured to offer better student and enrollment services, and involved itself in national initiatives such as LEAP and High Impact Practices [70].

[Georgia Higher Learning and Earnings \(GHLE\) dashboard](#)

This dashboard, provided under the auspices of the [Governor's Office of Student Achievement](#), provides earnings information for college graduates one year and five years after graduation. Earnings information can be viewed by degree type, major, college, or any combination of those choices.

In the latest report, [Georgia Higher Learning and Earnings](#), published in January 2017, data showed that after one year of graduation, median earning for Dalton State bachelor's degree students was \$28,330. Five years after graduation, median earning rose to \$37,209 [71].

[Student Achievement Dashboards](#)

<http://Dashboards.daltonstate.edu:8877/Dashboards/html5/?guestuser=guest>

This is the Website in the Office of Institutional Research and Planning at Dalton State that provides data on student achievement and other data such as enrollment and admissions, faculty and staff, finance, library resources, schools/departments/programs, and student financial information. It is officially the institution's *Fact Book*. Also, per SACSCOC instructions, a Webpage of Dalton State Student Achievement data is compiled and reported [here](#).

The following are also essential in gathering and reporting student achievement data and other information for Dalton State and other institutions in the University System of Georgia.

[University System of Georgia Statistics and Reports](#)

- [Completions \(Degree Conferred\)](#)
- [Credit Hours](#)
- [Enrollment](#)
- [Entering Freshmen SAT](#)
- [Information Digest](#)
- [Retention and Graduation Rates](#)

Resources for Peer Comparisons

[Peer Institutions Data](#)
[IPEDS \(Data Feedback Reports\)](#)

[College Results Online](#)

Conclusion

As shown above, Dalton State College possesses many vehicles for evaluating student achievement, including course completion, external examinations, surveys, and other data, such as job placement rates, graduation and retention rates, and exit interviews. The data collected via these methods are used to direct the College's strategic goals, to focus on any areas of weakness, and to meet student needs.

Documentation

- [1] Dalton State Mission Statement re Student Achievement
- [2] Quick Facts, Fall 2017 Enrollment
- [3] Annual Retention and Graduation Rates Improvement Plan, 2005
- [4] DSC Retention and Graduation Report Presentation to USG Graduation Task Force, 2010
- [5] USG Graduation and Retention Rate Targets (Revised), 2011
- [6] USG Graduation Rates Definitions
- [7] Quick Facts Fall 2017, Retention and Graduation Rates
- [8] President's Address, Campus Assembly & Faculty Meeting, Fall 2015
- [9] Example of Grade Distribution Table
- [10] Deans' Meeting Minutes re Grade Distribution Reports
- [11] School of Liberal Arts Annual Report, 2016-2017
- [12] School of Liberal Arts Annual Report, 2016-2017 - Course Completion Rates
- [13] Learning Support Program Assessment - 2010-2011 Annual Report Example
- [14] School of Liberal Arts Annual Report re Learning Support
- [15] Natural Sciences and Mathematics Annual Report re Learning Support
- [16] Learning Support Math Success Rates
- [17] Distance Education Profile Report Example
- [18] General Education Learning Outcomes
- [19] Graduating Students Survey Summary Report, General Education Competencies Results
- [20] DSC Additional Questions on General Education Competencies to HERI Senior Survey
- [21] School of Liberal Arts Annual Report, re General Education Competencies
- [22] HIST 2111 Assessment - General Education Class
- [23] General Education Program Assessment, 2017
- [24] School of Business Annual Report re ETS Test Scores
- [25] School of Education Annual Report re GACE Test Pass Rates
- [26] School of Health Professions Annual Report re Various Licensure Pass Rates
- [27] School of Education Snapshot reports re Graduate Completers' Survey Results
- [28] AAS Respiratory Therapy student survey results
- [29] RN Graduate Follow-Up Survey Results
- [30] School of Education Alumni Satisfaction Results
- [31] School of Social Work - Alumni Surveys
- [32] Purple Briefcase Graduates Survey
- [33] Purple Briefcase Graduates Survey Results Summary
- [34] Graduating Student Survey Summary Report
- [35] HERI College Senior Student Survey, 2016 Results
- [36] HERI College Senior Student Survey, 2017 Results
- [37] Criminal Justice Program Assessment, 2016-2017 re Exit Survey Results
- [38] Interdisciplinary Studies Program Assessment, 2016-2017 re Exit Survey Results
- [39] English BA Program Assessment, 2015-2016
- [40] Business Graduates Survey, Fall 2017 - Satisfaction with Overall Quality (Col. Z)
- [41] Alumni Survey Summary, Spring 2018
- [42] RN Graduate Completers Survey Results, 2013
- [43] AAS Respiratory Therapy student survey results, 2018
- [44] School of Education Snapshot report re PES Completers Survey

- [45] Department of Nursing Alumni Survey Results
- [46] RN Graduate-Alumni Questionnaire
- [47] Phlebotomy Program Graduate survey summary results, 2015-16
- [48] Medical Lab Technology Graduate survey, F16-S17
- [49] AAS Respiratory Therapy student survey results, 2018
- [50] School of Business Alumni Survey Instrument, 2018
- [51] School of Education Program Outcomes
- [52] Dept. of Nursing Alumni Survey Evaluation
- [53] Business Advisory Council Meeting Minutes
- [54] Health Professions Advisory Board Minutes
- [55] Department of Nursing Advising Committee Meeting Minutes
- [56] School of Business Employer Survey Instrument - Management
- [57] School of Education Employer Survey Results
- [58] ASN and RN - BSN employer survey results, 2016 and 2017
- [59] AAS Respiratory Therapy clinical and employer survey results, 2018
- [60] MLT Employer Survey Summary, 2014-15
- [61] School of Social Work - Employer Surveys
- [62] BS Criminal Justice Program Assessment, 2015-16 re Employer survey results
- [63] Criminal Justice Program Assessment, 2016-2017 re Employer Survey Results
- [64] School of Business Faculty Minutes re Alumni and Employer Survey Issues
- [65] Business Graduating Students & Alumni Survey plan
- [66] Dalton State Withdrawal - Exit Survey
- [67] Student Withdrawal-Exit Survey Summary
- [68] USG Transfer Report, 2016-2017
- [69] Annual Report of Institutional Progress, 2003-2004 re Dalton State Transfer Report Results
- [70] Dalton State College CCG Narrative – 2016
- [71] Higher Learning and Earnings Report, Jan. 2017

9. The institution's curriculum is directly related and appropriate to the purpose and goals of the institution and the diplomas, certificates, or degrees awarded. (**Federal Requirement 4.2**)

Compliance Non-Compliance

Narrative:

The Dalton State College curricula, which includes Bachelor of Arts (BA), Bachelor of Applied Science (BAS), Bachelor of Business Administration (BBA), Bachelor of Science (BS), Bachelor of Science in Nursing (BSN), Bachelor of Science in Education (BSEd), Bachelor of Social Work (BSW), Associate of Arts (AA), Associate of Science (AS), Associate of Applied Science (AAS), Associate of Science in Nursing (ASN/RN), certificate programs, and mini-certificates programs, reflect the College's mission and goals. As shown in Table 4.2-1, Dalton State's curricula directly support its mission by providing students with access to high quality degree programs that enhance the region's quality of life.

Table 4.2-1
Dalton State Mission Statement [1] and Degree Programs [2]

Mission Statement	Corresponding Curriculum – Program Type
Dalton State College provides a diverse student population with opportunities to acquire the knowledge and skills necessary to attain affordable baccalaureate degrees, associate degrees, and certificates and to reach their personal and professional goals. Through challenging academics and rich collegiate experiences, we promote lifelong learning, active leadership, and positive contributions in Northwest Georgia and beyond.	Bachelor of Arts (BA) Bachelor of Applied Science (BAS) Bachelor of Business Administration (BBA) Bachelor of Science (BS) Bachelor of Science in Education (BSEd) Bachelor of Science in Nursing (RN-BSN) Bachelor of Social Work (BSW) Associate of Arts (AA) Associate of Science (AS) Associate of Applied Science (AAS) Associate of Science in Nursing (ASN/RN) Certificate Mini-certificate

Each program and its curriculum are designed to meet the needs of the College's target region. The College's programs are approved directly by the University System of Georgia's Board of Regents and are required by the Board of Regents to be consistent with the College's purpose and goals and appropriate for the College's service area. New programs are designed to meet specific institutional strategic goals and fulfill student need. Surveys and other instruments are used to ascertain a program's usefulness to the target region. All new programs must be approved by the Academic Programs Committee and then by the College president as well as the Board of Regents. This guarantees that the curriculum of each new program adheres to the College's strategic goals.

Areas A-E of every associate's- and bachelor's-level program are guaranteed to be appropriate to the College's goals because the course selections for those areas are prescribed, albeit loosely, by the University System of Georgia [3]. Moreover, new course proposals for Areas A-E must be reviewed and approved by the University System's Council on General Education, which requires institutions to show how the new course supports the institution's mission. The Core Curriculum acts to apply state standards to the general education curriculum.

Some degree programs are also accredited by national professional organizations, such as the Accreditation Commission for Education in Nursing (ACEN), the Association to Advance Collegiate Schools of Business (AACSB), the National Council for Accreditation of Teacher

Education/Council for the Accreditation of Educator Preparation (NCATE/CAEP), and the Council on Social Work Education (CSWE). These accreditations ensure that the respective programs abide by national professional standards and therefore that each program's curriculum is appropriate to its degree. Accreditation reports can be found on the College's [Institutional Documents and Resources Webpage](#). The School of Education programs are also accredited by a state professional organization, the Georgia Professional Standards Commission (GaPSC).

Faculty are primarily responsible for the quality of their educational programs through curriculum management and development. Dalton State College faculty members assess their own courses each semester and submit a formal report on classroom assessment activities at the end of each term in [Weave](#), the College's centralized web-based and information repository assessment management system [4] [5]. Based on these assessment results, the faculty implement needed changes. This ensures that the curriculum is aligned with the College's goals and continues to meet program standards.

A new Business Advisory Council is being formed in the C. Lamar and Ann Wright School of Business, and this group will be used to vet the current curriculum. The school always involves the business community in its program developments. For example, when the newest degree programs were implemented (Finance and Applied Economics in 2015 and Logistics and Supply Chain Management in 2017), members of the community were included in developing this degree program. The mission, vision, and values statements for the School also reflect the USG, BOR, and DSC's overall mission, vision, and values as they relate to the external business community, area employers, and stakeholders.

As mandated by Board of Regents' policy [6], at least every five years, the College's academic programs undergo Comprehensive Program Review to ensure that each program's curriculum is relevant and compatible with the institution's goals. Recent program reviews can be found on the College's [Comprehensive Program Review Webpage](#).

Documentation

- [1] Dalton State Mission Statement
- [2] 2017-2018 Catalog, Degree Programs
- [3] *USG Academic & Student Affairs Handbook*, Section 2.4 (Core Curriculum)
- [4] *DSC Institutional Effectiveness Plan*, Assessment of Educational Programs and Student Learning Outcomes
- [5] Course Assessment Example - HIST 2111 (United States History to 1877, Fall 2017)
- [6] *USG Policy Manual*, Section 2.3.6 (Comprehensive Program Review)

10. The institution makes available to students and the public current academic calendars, grading policies, and refund policies. (**Federal Requirement 4.3**)

Compliance Non-Compliance

Narrative:

Dalton State College publishes its current academic calendars, grading policies, and refund policies online. The College's Website is the most comprehensive, up-to-date, and accessible source, but the *College Catalog* also includes this information. The catalogs for each of the past seven years, including the current year, may be found on the [Catalog Webpage](#).

Academic Calendar

The current academic calendar may be found online at the College's [Calendar Webpage](#) and is freely accessible to the public. The page contains all registration dates, orientation dates, graduation dates, drop dates, purge dates, application deadlines, first and last days of class, vacation days, final exam days, dates when grades are due, and refund dates. The Registrar's [Website](#) also contains links to this information.

A more abbreviated calendar can also be found in the *College Catalog* [1]. Class schedules are also provided on the [Class Schedules Webpage](#).

The USG's [Institution Calendars Webpage](#) contains a brief calendar of events for Dalton State and other institutions, and for students taking [eCore](#) classes, USG's [eCore Academic Calendar](#) is hosted online.

Grading Policies

The College's grading policies are derived from the USG Board of Regents' approved grading system, which is described in the *BOR Policy Manual*, Section 3.5 [2]. This section is available online on the [USG Website](#). The [Registrar's Website](#) provides additional information about academic regulations, including [DegreeWorks](#) where students can login and get detail information about grading policies, and a [Calculator FAQs](#) about estimating their cumulative GPA. Dalton State's grading policies are also published in the *Faculty Handbook* [3] and the *College Catalog* [4], and each instructor's grading policies are included in course syllabi.

Refund Policies

The College refunds monies in compliance with the Board of Regents' refund policy, Section 7.3.5 [5], which can be found [online](#) at the USG *Policy Manual* Website. Dalton State's refund policies are published online for easy public viewing at the [Bursar's Office's Refund Webpage](#). The College's financial aid refund policies can be found on the [Financial Aid Withdrawal and Refund Webpage](#) and in the *College Catalog* [6]. Dalton State College complies with the Department of Education regulations regarding the timely disbursement of student refunds.

Documentation

- [1] *2017-2018 College Catalog*, Academic Calendar
- [2] *BOR Policy Manual*, Section 3.5 – Grading System
- [3] *Faculty Handbook*, Grades and Symbols
- [4] *2015-2016 Catalog*, Grades and Symbols
- [5] *BOR Policy Manual*, Section 7.3 – Tuition and Fees (7.3.5 – Refunds)
- [6] *2017-2018 College Catalog*, Tuition and Fees (Refunds)

11. Program length is appropriate for each of the institution's educational programs. (**Federal Requirement 4.4**)

Compliance Non-Compliance

Narrative:

Dalton State College's program lengths comply with the University System of Georgia's criteria as outlined in the [USG Academic & Student Affairs Handbook](#), Sections [2.3.5](#) and [2.3.7](#) ("Degree Requirements" and "External Degrees: Off-Campus and Online Instructional Delivery") [1] and [Section 2.4](#) ("Core Curriculum") [2]. These lengths have been determined to be appropriate by the Board of Regents of the University System of Georgia.

In compliance with these requirements, all baccalaureate programs at Dalton State College require a minimum of 120 semester credit hours. All associate's programs require a minimum of 60 semester credit hours, while all Associate of Applied Science programs require a minimum of 60 semester credit hours and a maximum of 70 semester credit hours. Hybrid and online classes, as well as those offered at off-site locations, used to fulfill graduation requirements are subject to the same rules as face-to-face classes offered on the main campus. All baccalaureate degrees at Dalton State require at least 121-122 semester credit hours, and associate's degrees require at least 61-62 credit hours [3]. These lengths are in line with the standard academic practice that a full-time student may complete an associate's degree in two years and a baccalaureate degree in four years.

Baccalaureate, associate's, or Associate of Applied Science programs that exceed the standard semester credit hour format, such as those in education and the health occupations, do so because their professional associations require additional semester credit hours to provide for student teaching or clinicals. Per the Board of Regents' policy [4], these programs have received special approval from the Executive Vice Chancellor and Chief Academic Officer of the USG to exceed the standard program length.

Dalton State also offers two certificate programs. The certificate in computer networking and service technology requires 37 semester credit hours, complying with the [Board of Regents' certificate guidelines](#), and these programs can be completed in less than two years [5]. A mini-certificate program requires less than 30 semester credit hours and may be completed in less than a year. Dalton State's Certificate in Licensed Practical Nursing requires more than 59 credit hours because of special requirements mandated by the accrediting bodies in this field.

Per the Board of Regents, the length of all programs is reviewed when the program is proposed, whenever changes are made, and on a regular cycle of periodic review. Following the Board of Regents' Comprehensive Program Review process—outlined in the [BOR Policy Manual](#) [6]—all College departments ensure that the length of their programs is appropriate and reviewed at least every seven years. Recent Comprehensive Program Review reports document this on the College's Academic [Comprehensive Program Review Website](#). For some degrees, a review of program length is also included as part of the specialized accreditation process conducted by the professional associations governing those fields.

Program lengths are published as part of the program listing in the annual [Catalog](#) [3]. Table 4.4-1 presents the semester credit hour requirements of all degree and certificate programs offered at Dalton State College.

Table 4.4-1
Dalton State Program Lengths
(As of Fall 2017)

Program Title	Semester Credit Hours
<u>Bachelor's Degree Programs</u>	
Accounting, B.B.A.	122-123
Biology (with Secondary Education), B.S.	121/128
Communication, B.A.	121-122
Chemistry (with Secondary Education), B.S.	121-122/127-128
Criminal Justice/Criminal Justice eMajor, B.S.	121-122
Elementary Education, B.S.Ed. / ESOL Endorsement	124-125 / 127-128
English (with Secondary Education) B.A.	121-122/127-128
Finance and Applied Economics	122-123
Health Information Management, B.S.	121-122
History (with Secondary Education) B.A.	121-122/127-128
Interdisciplinary Studies, B.A.	121-122
Logistics and Supply Chain Management, B.B.A.	122-123
Management, B.B.A.	122-123
Management Information System, B.B.A.	122-123
Marketing, B.B.A.	122-123
Mathematics (with Secondary Education) B.S.	121-122/126
Nursing, RN-B.S.N.	120
Organizational Leadership, B.S.	120-122
Psychology, B.S.	121-122
Respiratory Therapy, B.S.	122-123
Social Work, B.S.W.	121-122
Scientific Technology, B.A.S.	120
Technology Management, B.A.S.	122-123

Table 4.4-1
Dalton State Program Lengths
(As of Fall 2017)

Program Title	Semester Credit Hours
<u>Associate of Arts Degree Program</u>	
General Studies, A.A.	61-62
Music, A.A.	61-62
Theatre, A.A. Pathway	61-62
<u>Associate of Science Degree Program</u>	
Computer Science, A.S. Pathway	61-62
Criminal Justice, A.S.	61-62
Elementary Education, A.S. Pathway	61-62
General Studies, A.S.	61-62
Health and Physical Education, A.S. Pathway	61-62
Physics/Pre-Engineering, A.S. Pathway	61-62
<u>Associate of Applied Science Degree Program</u>	
Computer Networking and Science Technology, A.A.S.	61
Integrated Technology Studies, A.A.S.	60-61
Medical Laboratory Technology, A.A.S.	74
Radiologic Technology, A.A.S.	98
Respiratory Therapy, A.A.S.	84
<u>Associate of Science in Nursing Degree Program</u>	
Nursing (Registered Nursing), A.S.N.	70
<u>Certificate Programs</u>	
Licensed Practical Nursing, Certificate	66
Computer Networking and Service Technology	37
<u>Mini-Certificate Programs</u>	
Phlebotomy, Mini-Certificate	17

Documentation

- [1] USG Academic & Student Affairs Handbook, Sections 2.3.5 and 2.3.7
- [2] USG Academic & Student Affairs Handbook, Section 2.4
- [3] 2017-2018 College Catalog, Degree Programs
- [4] USG Academic & Student Affairs Handbook, Sections 2.3.1 and 2.3.5
- [5] USG Academic Programs, Certificate Guidelines
- [6] USG Academic & Student Affairs Handbook, Section 2.3.6 – Comprehensive Program Review (CPR)

12. The institution has adequate procedures for addressing written student complaints and is responsible for demonstrating that it follows those procedures when resolving student complaints. (**Federal Requirement 4.5**)

Compliance Non-Compliance

Narrative:

Dalton State College has adequate procedures [1] for addressing written student complaints. These procedures, concerning such issues as admission [2] and financial aid appeals [3], disability support services grievances [4], and academic appeals [5], are discussed in detail in the [College Catalog](#). The general student complaint procedures are also listed in the *Catalog* and [online](#), and they are briefly outlined below.

Where possible, student complaints should be resolved on an informal basis without the filing of a formal grievance. A student has 10 business days from the date of the incident being grieved to resolve his/her complaint informally by approaching his/her instructor, department chair, dean, or any other staff or faculty member directly involved in the grieved incident. Where this process does not result in a resolution of the grievance, the student may proceed to the formal grievance procedure.

Where a student cannot resolve the complaint informally, the formal grievance procedure may be used. Within 15 business days of the incident being grieved, the student must file a formal grievance in the Office of the Vice President for Student Affairs and Enrollment Management (VPSAEM) with the following information:

1. Name,
2. Date,
3. Brief description of incident being grieved,
4. Remedy requested,
5. Signed, and
6. Informal remedy attempted by student and outcome.

If the grievance is against the vice president for student affairs and enrollment management, the student shall file the grievance in the Office of the President. The vice president for student affairs and enrollment management, or her designee, will investigate the matter and supply a written response to the student within 15 business days. If the aggrieved incident is closely related to an incident being processed through student conduct, the student conduct proceedings will take precedence and the grievance will not be processed until after the discipline hearing. The vice president for student affairs and enrollment management, or her designee, shall be granted an additional 15 business days to investigate the grievance upon notice to the grieving student.

If a student is unsatisfied with the response from the vice president for student affairs and enrollment management, the student may appeal the decision to the president. A student shall file a written appeal to the president within 5 business days of receiving the response. The appeal will be decided based entirely on documents provided by the student and the administration; therefore, the student must ensure that he/she has provided all relevant documents with his/her appeal. At the president's sole discretion, grievance appeals at the institution may be held in one of the following two ways:

1. The president may review the information provided by the student and administration and make the final decision, or

2. The president may appoint a cross-functional committee comprised of three members of the faculty to make the final decision.

The decision of either the president or the cross-functional committee shall be made within 10 business days of receipt of the appeal by the president. The president shall send notification of the decision to the student in writing within five business days of the final decision.

Whichever process is chosen by the president, the decision of the grievance appeal is final. Retaliation against a student for filing a grievance is strictly prohibited.

Some student complaints have additional formal mechanisms for redress. The processes for these complaints are outlined in the corresponding sections of the *Dalton State College Catalog*. For example, all appeals by students for grade or symbol changes must be initiated in writing no later than two days after the deadline for the posting of final grades for the term [6]. In this case, the sequence of appeal is first the student's instructor, then the department chair (in schools with department chairs), and then the dean. The dean shall convene a meeting of the ad hoc Grade Appeals Committee as soon as possible to resolve the issue within two weeks of receiving the grade appeal letter. The committee's decision is made on the day of the meeting and communicated verbally to the student, followed by a written confirmation of the decision by the provost and vice president of academic affairs or a designee.

Very few formal student complaints are filed at the College. Four of the most recent examples, however, are provided to demonstrate that Dalton State follows appropriate and reasonable complaint procedures. Hard copies of all formal student complaints are maintained in the Office of the Vice President for Student Affairs and Enrollment Management [7].

Example Case #1 [8] [9]

The first case concerned a student in the Department of Social Work who filed a grievance in 2009 about an aspect of the requirements of the social work program. The social work program requires students to take two courses in the summer between the junior and senior year: SOWK 4301 (Latino Family and Culture) and SOWK 3003 (Spanish for the Social Services). Both courses include a 10-day immersion in Mexico during the sixth week to eighth week of classes in the 11-week summer term. Each year some students have been provided an alternative in-country immersion in Dalton, Georgia, due to illness, parenting a small child, or legal status which does not permit travel outside the United States. The head of the Social Work department had worked in student exchanges with Latin America for more than 15 years and had led more than 30 travel abroad groups. The student, who had not traveled a great deal, became very fearful due to the travel warnings by the State Department about travel in the border area and the news coverage of the drug war in Mexico. Even after three group sessions, including a session for family members, she maintained her opposition to an immersion in Mexico. No matter what information was presented, the student remained very anxious and opposed to foreign travel. She first raised her objections with the dean, but because she felt the dean did not provide a satisfactory answer to her concerns, she appealed to the president's office. Because the student did not follow the grievance procedure, the president referred the case back to the dean's office with the proviso that an amicable solution be worked out, in accordance with the College's grievance policies.

In order not to expose the group to the continued negativity of this student and to prevent the student from possibly having a bad experience in the study abroad cultural immersion, the dean negotiated an in-country immersion in La Grange, Georgia, to be directed by a professional social worker who directs a nonprofit agency which serves the Spanish-speaking immigrant population there. The student agreed to spend 10-12 days living in La Grange in a Spanish-speaking neighborhood, living with a host Spanish-speaking family and working alongside the staff of the agency as they provided social services in Spanish. Thus, the student was relieved of the anxiety of foreign travel while also meeting the requirements of the bilingual, bicultural DSC Social Work program. This included documenting at least 150 hours of direct service in a

Spanish-speaking environment and completing all the assignments of both of the required courses which other students complete during the cultural immersion in Mexico in the same time period. This arrangement was deemed acceptable to the student, and the matter was resolved with no further appeals.

Example Case #2 [10]

The second case involved a Criminal Justice student who, on a conference trip (“2011 NIJ Conference: Translating Criminology”) in June with the student-run Criminal Justice Society, was involved in an altercation with her fellow students. She returned to Georgia mid-conference by plane and informed her club advisor of the incident. During the College’s investigation of the incident, the student was noted to have purchased and drunk alcoholic beverages on the conference trip—a violation of the Student Code of Conduct. The student was tried by the College’s Student Conduct Board and found guilty, but she was neither expelled nor suspended. The student attempted to appeal her case to the vice president for enrollment and student services, utilizing the services of a local attorney to prepare a written appeal. The appeal alleged that the student’s trial involved substantive and procedural deficiencies. After deliberation, the vice president addressed in turn each of the points raised, noting that under the Student Code of Conduct each point was invalid. As of August 2011, the situation was resolved to the mutual satisfaction of the College and the student.

Example Case #3

The third example is the College’s most formal and comprehensive complaint case. In 2004, a student wrote a complaint letter to the Department of Education’s Office for Civil Rights alleging that Dalton State had discriminated against him on the basis of national origin and disability. He argued that the College failed to provide him with the appropriate academic adjustments for his disability, leading to his loss of a 2.00 GPA and the eventual loss of his financial aid. He also alleged that the College failed to provide him with a notice of its Section 504 policy and grievance procedures, as well as failed to provide him with ESL services. The Office for Civil Rights (OCR) informed Dalton State College’s president of the student’s complaints and required that the College undertake the actions documented in the OCR’s Resolution and Monitoring Agreement [11] to address all issues. As requested, the College provided the OCR with an official response to the complaint, including a timeline of events, a point-by-point defense against the student’s accusations, and copies of all documentation relevant to the case. The College also provided a follow-up Monitoring Report [12] outlining the College’s actions in response to the complaint. In order to correctly handle the student’s complaints, Dalton State College implemented its own academic, disability support, and financial aid grievance procedures along with federal procedures specific to the situation. The College also addressed some of the weaknesses in its disability services and added to the *College Catalog* a section concerning Section 504 policy to prevent further incidents. As required by the OCR, the student’s financial aid was reinstated, and the student reenrolled the following semester. Some of the documentation for this case has been included below [13]; the full, detailed report of the case is available for viewing in the Office of Student Affairs and Enrollment Management.

Example Case #4 [14]

In the spring of 2014, a student was dismissed from the Medical Laboratory Technology (MLT) program due to unsatisfactory academic performance. (Dismissal letter is included in file.) The student appealed first to the vice president for academic affairs asking for the opportunity to either 1) reenroll in the program or 2) receive a refund of all tuition and fee costs previously incurred. The vice president for academic affairs denied her appeal citing the inability of the student to meet the terms outlined in the MLT student handbook. (Appeal and response are included in the file.) The student then appealed, as was her right, to the president of the college. The president appointed a faculty committee to review the appeal and make a recommendation as to further action. The faculty committee after reviewing all the documentation made a recommendation to the president to uphold the original decision, citing the fact the student failed to meet the academic terms set forth in the MLT student handbook.

The president concurred and notified the student of the end of the appeal process on June 25, 2015. (Appeal and response are included in the file.)

Documentation

- [1] *2017-2018 College Catalog*, Grievance Procedure
- [2] *2017-2018 College Catalog*, Admission Appeal Procedures
- [3] *2017-2018 College Catalog*, Financial Aid Appeals
- [4] *2017-2018 College Catalog*, Disability Access Grievance Policy and Procedure
- [5] *2017-2018 College Catalog*, Academic Appeals
- [6] *2017-2018 College Catalog*, Grade Changes and Appeals
- [7] Vice President Memo re List of Grievances
- [8] Student Complaints - Case 1A
- [9] Student Complaints - Case 1B
- [10] Student Complaints - Case 2
- [11] Student Complaints - Case 3A
- [12] Student Complaints - Case 3B
- [13] Student Complaints - Case 3C
- [14] Student Complaints – Case 4

13. Recruitment materials and presentations accurately represent the institution's practices and policies. (**Federal Requirement 4.6**)

Compliance Non-Compliance

Narrative:

Dalton State College's recruitment materials are primarily found on the [Admissions Website](#) and accurately represent the institution's practices and policies. The College's Website contains Webpages and links providing nearly all information an applicant may need, including a [listing of degrees and majors \(academic programs\)](#), yearly [College Catalogs](#), [housing information](#), [financial aid policies and procedures](#), a [directory of schools and departments](#), [admissions policies](#), [student life information](#), an [online application](#), and a [registration page for orientation](#).

The main College Website content is reviewed and managed solely by the College Webmaster, who maintains the site's accuracy and ease of use and keeps all information current.

Departmental web content (such as the [Dean of Students Office](#)) is managed by selected departmental Web Monitors who update content through the Webmaster and ensure that the materials presented are accurate. The College uses a PowerPoint presentation [1] to provide information to prospective students regarding the College's various programs, student life opportunities, campus recreation, housing, academic resources, financial aid, and admission procedures.

The [College Catalog](#), posted online, provides potential students with a comprehensive listing of informative materials, ranging from descriptions of programs and courses to explanations of nearly all College policies. This information is reviewed by the departments responsible for specific sections of the *Catalog*.

Enrollment Services staff from Admissions, Registrar, and Financial Aid visit public high schools throughout Northwest Georgia to meet with prospective students and parents of prospective students. Recruitment materials, such as brochures [2] and presentations, are also reviewed by the Enrollment Services staff for accuracy before use. Topics discussed include admissions requirements, financial aid, program and course listings, housing, and tuition costs. The recruitment campaign is also supported with promotional digital flyers and posters [3].

Documentation

- [1] Admissions Preview Day Information PowerPoint
- [2] Recruiting Brochure (Viewbook)
- [3] Recruiting Promotional Digital Flyer

14. The institution is in compliance with its program responsibilities under Title IV of the most recent *Higher Education Act* as amended. (**Federal Requirement 4.7**)

Compliance Non-Compliance

Narrative

Dalton State College complies with its program responsibilities under Title IV of the [Higher Education Amendments](#) as amended in 1998. As shown by the Federal Student Aid School Eligibility Channel Program Participation Agreement [1], the [Office of Financial Aid and Veteran Services](#) is approved to participate in federal financial aid programs through September 30, 2020. The next re-certification will begin in June 30, 2020.

Audits and Controls

The College is in compliance with both state and University System regulations with regards to Title IV and audits. Indeed, the policies, procedures, and guidelines administered by the Office of the Vice President for [Fiscal Affairs](#) and the Office of Financial Aid and Veterans Affairs are subject to annual audits to ensure that they satisfy the audit and review standards established by the U.S. Department of Education and the State of Georgia [2]. The most recent financial aid audits by the Georgia Student Finance Commission [3] are included in Section 3.10.3 (“Financial Resources: Financial Aid Audits”), and any follow-up required of the College is included in sources for section 3.10.3 or as new procedures—for example, the HOPE Reconciliation Procedures [4].

Sources that support Dalton State’s statement of compliance include policies and procedures of the Office of Student Financial Aid and Veteran Services. For example, the College’s “Return of Title IV Funds” policy – under the “Withdrawal and Refund Policy”, posted on the [Financial Aid Website](#), complies with the Higher Education Amendments of 1998 and the Higher Education Reconciliation Act of 2005, which set forth regulations governing the treatment of Title IV funds when a student withdraws completely from an institution.

Consumer Information

Dalton State College provides financial aid and consumer information to all its students through the *Catalog* [5] and at this Website:

<https://www.daltonstate.edu/admissions/consumer-information.cms>

Documentation

- [1] Federal Student Aid School Eligibility Channel Program Participation Agreement
- [2] USG DSC Final Financial Procedures Review, 2017
- [3] Georgia Student Finance Commission Compliance Review, 2015
- [4] HOPE Reconciliation Procedures
- [5] 2017-2018 College Catalog, “Financial Aid”

14. The institution audits financial aid programs as required by federal and state regulations.
(Comprehensive Standard 3.10.2)

Compliance Non-Compliance

Narrative:

The Dalton State Office of Financial Aid and Veteran Services participates in regular audits as required by federal and state regulations. The Internal Audit Division of the Georgia Board of Regents conducts annual financial audits which include analysis of financial aid programs. The most recent Financial Procedures Review showed no findings for the College's financial aid programs and other financial procedures [1].

Dalton State also produces an Annual Financial Report (AFR) to the Board of Regents, that includes financial statements for the most recent fiscal year as well as other useful information that shows the institution's accountability and integrity to the public [2]. In fact, in 2015, Dalton State was awarded an "Award of Distinction for Excellence in Financial Reporting" by the Georgia Department of Audits and Accounts for the fiscal year ending June 30, 2014 [3]

The U.S. Department of Education reviews the [Georgia Department of Audits and Accounts](#) (GDAA) state-wide audit report and makes recommendations to each institution found in conflict with federal mandates in order to correct any financial aid deficiencies. As shown by the most recent Audit Review in 2009 [4], Dalton State was found to have no deficiencies.

The College also receives an annual management letter from the Georgia Student Finance Commission (GSFC). The most recent GSFC audit resulted in one monetary finding of \$97.27 [5]. There was a discrepancy in the number of hours accepted for a course that transferred from another college. The discrepancy resulted in an over-award of one hour for the student's Zell Miller Scholarship. There is a procedure in place to prevent these discrepancies, but there was an error in calculation on one particular student.

Dalton State is required to file a FISAP Fiscal Operations report [6] annually to request federal assistance for the College's financial aid programs. The [Georgia Student Finance Commission](#) also directs a State Scholarship and Grant Programs Compliance Review [5] a minimum of once every three years.

As demonstrated in the Program Participation Agreement from the United States Department of Education [7], the College has been approved to participate in Title IV programs until June 30, 2020. The Title IV policies, procedures, and guidelines administered by the Office of the Vice President for Fiscal Affairs and the Office of Financial Aid and Veterans Affairs are subject to annual audits to ensure that they satisfy the audit and review standards established by the U.S. Department of Education and the State of Georgia. The 1990 Title IV Program Review [7] demonstrates the process of the Title IV Federal audits, showing the College in full compliance.

Documentation

- [1] USG DSC Final Financial Procedures Review, 2017
- [2] Dalton State Annual Financial Report, FY 2017
- [3] Award of Distinction for Excellence in Financial Reporting
- [4] U.S. Department of Education Audit Review of the State of Georgia, FY 2009
- [5] State Scholarship and Grant Programs Compliance Review, 2015
- [6] Fiscal Operations Report (FISAP), 2013-16
- [7] Title IV U.S. Department of Education Program Participation Agreement

15. An institution that offers distance or correspondence education documents each of the following: (**Federal Requirement 4.8**)

4.8.1 demonstrates that the student who registers in a distance or correspondence education course or program is the same student who participates in and completes the course or program and receives the credit by verifying the identity of a student who participates in class or coursework by using, at the option of the institution, methods such as (a) a secure login and pass code, (b) proctored examinations, or (c) new or other technologies and practices that are effective in verifying student identification.

Compliance Non-Compliance

Narrative:

Dalton State College delivers online courses either through the [Desire2Learn's Brightspace](#) (powered by GeorgiaVIEW) learning management system or via the [University System of Georgia's eCore](#) or eMajor programs [1]. All of these delivery methods provide students with unique passwords and login information. Students taking eCore or eMajor classes are also required to take at least one proctored exam a semester. The College's [Testing Center](#) administers the exams and requires students to show a photo for identification. The [Office of Computing and Information Services](#) also has a password policy [2] to ensure security and password confidentiality, a policy that applies to all students whether they are taking online, hybrid, or face-to-face classes. Students who register for online classes are provided login and password protected information for online access.

Documentation (4.8.1)

[1] SACSCOC Acknowledgment of DSC eMajor Program

[2] Office of Computing and Information Services Password Policy

4.8.2 has a written procedure for protecting the privacy of students enrolled in distance and correspondence education courses or programs.

Compliance Non-Compliance

Narrative:

Dalton State College has a written procedure for protecting the privacy of students enrolled in distance education. Published in the College's *Policy and Procedures Manual* [3], the procedure states that "Faculty offering either online or hybrid courses must use the University System of Georgia's chosen learning management system (currently GeorgiaVIEW). This learning management system is subject to the same security policies and procedures as a student's Banner account."

The learning management system follows the [Office of Computing and Information Services password authentication policy](#) to ensure security and password confidentiality [2].

Faculty are responsible for maintaining the security and confidentiality of student records and grades in the learning management system. They are also required to keep secure student grade records outside of the learning management system after the semester is over. If faculty intend to have exams proctored by the Testing Center for additional fees or to use other means of verifying student identity, they need to notify their department chair or dean prior to adding the course to the schedule. This information will be included in the Banner course descriptions.

At least one week prior to the end of the registration period for a semester, the faculty member should remind enrolled students by email that the course is being offered in an online or hybrid format. Course requirements and expectations for online learning should be clearly stated for the student's benefit.

Faculty teaching online or hybrid courses will follow best practices in course design. All hybrid and online courses will include the "Standard Components for Online and Hybrid Courses" as approved by the Academic Council in November 2011. In Summer of 2015, this policy was updated to a Rubric for Online and Hybrid Courses.

The "Standard Components for Online and Hybrid Courses" document is included in the Distance Education Policy, which can be found in the *Policy and Procedures Manual* [3]. The "[Family Educational Rights and Privacy Act of 1974 Notice to Students](#)," which can be found in the *College Catalog* [4], describes to students general student privacy protections.

Documentation (4.8.2)

[3] *Policy and Procedures Manual*, Distance Education Policies

[4] 2017-2018 Catalog, Family Educational Rights and Privacy Act Notice to Students

4.8.3 has a written procedure distributed at the time of registration or enrollment that notifies students of any projected additional student charges associated with verification of student identity.

Compliance Non-Compliance

Narrative:

Dalton State College has a written procedure distributed at the time of registration or enrollment that notifies students of any projected additional student charges associated with verification of student identity. Some courses generate course-specific fees related to verification of student identity, but these fees are always listed on the confirmation of registration form.

Policies concerning student charges related to verification of student identity are also published in the College's *Policy and Procedures Manual* [5]. For example, one procedure states that if faculty intend to have exams proctored by the Testing Center for additional fees or to use other means of verifying student identity, they need to notify their department chair or dean prior to adding the course to the schedule. This information will be included in the Banner course descriptions.

Documentation (4.8.3)

[5] Policy and Procedures Manual, Service Charges re Distance Education

Documentation

- [1] SACSCOC Acknowledgment of DSC eMajor Program
- [2] Office of Computing and Information Services Password Policy
- [3] Policy and Procedures Manual, Distance Education Policies
- [4] 2017-2018 Catalog, Family Educational Rights and Privacy Act Notice to Students
- [5] Policy and Procedures Manual, Service Charges re Distance Education

16. The institution has policies and procedures for determining the credit hours awarded for courses and programs that conform to commonly accepted practices in higher education and to Commission policy. (**Federal Requirement 4.9**)

Compliance Non-Compliance

Narrative:

Dalton State College has policies [1] and procedures for determining the credit hours awarded for courses and programs conform to commonly accepted practice in higher education and Commission policy. Prior to the 2015-2016 academic year, the College followed the commonly accepted practice of awarding one credit hour per 750 minutes of faculty instruction over the course of a 15-week semester [2]. A review of the [class schedules](#) will show adherence to this commonly accepted practice.

The [federal definition of a credit hour](#) effective July 1, 2011, defines a credit hour as not less than one hour of classroom or direct faculty instruction and a minimum of two hours out of class student work each week during a 15-week semester. Effective fall 2012, the College followed and published the following policy in the academic information and regulations section of the [2017-2018 College Catalog](#): "The basic unit of credit at Dalton State College is the semester hour. This unit normally represents one hour of classroom or direct faculty instruction and a minimum of two hours out-of-class student work each week over the course of a 15-week semester. The number of semester hours of credit awarded for a course is specified in the course description [3]."

Documentation

- [1] *Policy and Procedures Manual*, Credit Hours
- [2] JM Shedd - *The History of the Student Credit Hour*
- [3] 2017-2018 Catalog, Basic Unit of Credit

17. The institution complies with the policies of the Commission on Colleges.
(Comprehensive Standard 3.13)

(Note: Institutions are responsible for reviewing the following Commission policies and providing evidence of compliance **with those that are applicable.** Policies can be accessed at <http://www.sacscoc.org/policies.asp>.).

3.13 A. Accrediting Decisions of Other Agencies

Applicable Policy Statement. Any institution seeking or holding accreditation from more than one U.S. Department of Education recognized accrediting body must describe itself in identical terms to each recognized accrediting body with regard to purpose, governance, programs, degrees, diplomas, certificates, personnel, finances, and constituencies, and must keep each institutional accrediting body apprised of any change in its status with one or another accrediting body.

Documentation: The institution should (1) list federally recognized agencies that currently accredit the institution, (2) provide the date of the most recent review by each agency and indicate if negative action was taken by the agency and the reason for such action, (3) provide copies of statements used to describe itself for each of the accrediting bodies, (4) indicate any agency that has terminated accreditation, the date, and the reason for termination, and (5) indicate the date and reason for the institution voluntarily withdrawing accreditation with any of the agencies. (Or you can reference Part II, Item 5, Accreditation [1], for your response and also include your response to Item (3) above.) [3], [4], [5], [6], [7], [8], [9], [10], [11], [12], [13].

Compliance Non-Compliance Not applicable

Narrative: Dalton State has been accredited by a number of national and regional accrediting bodies [2]. The national bodies recognized by the Department of Education include the Southern Association of Colleges and Schools, Joint Review Committee on Education in Radiologic Technology [3], the National Council for Accreditation of Teacher Education (now CAEP) through June 2018 [4], the Georgia Professional Standards Commission [5] the Accreditation Commission for Education in Nursing [6], and the Georgia Board of Nursing [7]. Other accrediting bodies include the Council on Social Work Education [8], the Association to Advance Collegiate Schools of Business [9], the National Accrediting Agency for Clinical Laboratory Sciences – Medical Laboratory Technician Program [10], the Commission on Accreditation for Respiratory Care [11], and others [12], [13]. In each of these accreditations, the applications for accreditation use the same Mission Statement for Dalton State College as well as the same descriptions of governance, applicable programs, degrees, diplomas, certificates, personnel, finances, and constituencies. Moreover, if there should be a change in its status with one accrediting body, the College will keep each of the other accrediting bodies informed. A complete listing of program accreditations and reports from the accrediting bodies may be found at [Dalton State's Institutional Effectiveness Webpage under "Accreditation Review Reports](#) (see Accreditation Review Reports)."

3.13 B. Complaint Procedures against the Commission or its Accredited Institutions

Applicable Policy Statement. In addition to FR 4.5 regarding complaints, the Commission also requires, in accord with federal regulations, that each institution maintains a record of complaints received by the institution. This record is made available to the Commission upon request.

Documentation: Normally, this record will be reviewed and evaluated by the Commission as part of the institution's decennial evaluation; however, during the fifth-year interim review, when addressing this policy statement, the institution should provide information to the Commission describing how the institution maintains its record and (1) individuals/offices responsible for the maintenance of the record(s), (2) elements of a complaint review that are included in the record [14], [15] and (3) where the record(s) is located (centralized or decentralized) [16].

Compliance Non-Compliance Not applicable

Narrative: Dalton State has a published policy on student grievances that is reasonable, fairly administered, and well-publicized. This policy is fully explained in Section 4.5, "Student Complaints," and in the [College Catalog under "Student Complaint Procedure"](#) [14]. The College also maintains a record of complaints received by the institution. This record is available for viewing in the Office of Student Affairs and Enrollment Management [16]. And concerning public complaints, the College adheres to the [University System of Georgia Ethics Policy](#) [17] which encourages the public to use a [Hotline](#) "if you are aware of fraudulent activity related to the University System of Georgia or simply want to suggest an improvement to ongoing operations." The public can anonymously report [online](#) or call 1-877-516-3466. This link is publicized on the College's [Hotline Webpage](#).

3.13 C. Reaffirmation of Accreditation and Subsequent Reports

Applicable Policy Statement. An institution includes a review of its distance learning programs in the Compliance Certification and in its Fifth-Year Compliance Certification.

Documentation: In order to be compliance with this policy, the institution must have incorporated an assessment of its compliance with standards that apply to its distance and correspondence education programs and courses.

Compliance Non-Compliance Not applicable

Narrative: Dalton State College delivers online courses either through the [Brightspace \(Desire2Learn\)](#) learning management system or via the [University System of Georgia's eCore](#) and [eMajor](#) programs. All of these delivery methods provide students with unique passwords and login information. Students taking [eCore classes](#) and eMajor classes are also required to take at least one proctored exam a semester. The College's [Testing Center](#) administers the exams and requires students to show a photo for identification. The Office of Computing and Information Services also has a password policy [18] to ensure security and password confidentiality, a policy that applies to all students whether they are taking online, hybrid, or face-to-face classes. Indeed, students who register for online classes are provided login and password protected information for online access.

The "[Family Educational Rights and Privacy Act of 1974 Notice to Students](#)," which can be found in the [College Catalog](#), describes student privacy protections [19]. There are no additional student charges related to student privacy associated with distance education.

Documentation

- [1] Part II, Item 5 - Accrediting Decisions of Other Agencies at Dalton State
- [2] Institutional and Program Accreditation at Dalton State
- [3] Radiologic Technology Reaccreditation Letter, 2015
- [4] NCATE Board of Examiners Report, 2010
- [5] Georgia Professional Standards Commission - Board of Examiners Report, 2010
- [6] NLNAC Accreditation Notification, 2011
- [7] Georgia Board of Nursing, Approval of Nursing Program Extension, 2009
- [8] Council on Social Work Education, 2007
- [9] AACSB Accreditation Committee Letter to School of Business, Jan. 2015
- [10] Medical Laboratory Technician Accreditation, August 2015
- [11] Respiratory Therapy Accreditation, 2016
- [12] LPN Program Accreditation, 2011
- [13] Phlebotomy Accreditation and Certificate of Approval, 2009
- [14] 2017-2018 Catalog, Student Complaint Procedure
- [15] 2017-2018 Catalog, Grievance Procedure
- [16] VP Statement re Student Complaint Grievance Procedures and Records Maintenance
- [17] Board of Regents Policy Manual, Ethics Policy
- [18] Office of Computing and Information Services Password Policy
- [19] 2017-2018 Catalog, Family Educational Rights and Privacy Act Notice to Students

Part V: The Impact Report of the Quality Enhancement Plan

Directions: Please include Part V with Parts I, II, and III on the same electronic device or with the same print document. It should not be combined with Part IV. Entitle it “QEP Impact Report.”

Definition: The QEP Impact Report, submitted five years prior to the institution’s next decennial review, is a report demonstrating the extent to which the QEP has affected outcomes related to student learning. It is part of the institution’s Fifth-Year Interim Report.

Audience: The QEP Impact Report is reviewed by the Committee on Fifth-Year Interim Reports.

Elements: With each copy of the QEP Impact Report, include a copy of the Executive Summary of your institution’s QEP submitted to the Commission following your institution’s recent reaffirmation.

The Report itself should address the following elements:

1. a succinct list of the initial goals and intended outcomes of the Quality Enhancement Plan;
2. a discussion of changes made to the QEP and the reasons for making those changes;
3. a description of the QEP’s impact on student learning and/or the environment supporting student learning, as appropriate to the design of the QEP. This description should include the achievement of identified goals and outcomes, and any unanticipated outcomes of the QEP; and
4. a reflection on what the institution has learned as a result of the QEP experience.

The report should not exceed ten pages, excluding the Executive Summary but including the narrative, all appendices, and/or any other supporting documentation (whether in printed or electronic format).

Introduction

In Fall 2012, SACSCOC approved Dalton State College's first Quality Enhancement Plan, *Improving the Academic Performance of High-risk Students through Learning Support English: Getting on the "Write" Path*. The overall goal of the Plan, as presented in the original document, is "to improve underprepared students' writing abilities and also use the critical thinking and active engagement inherent in the writing task to help students develop skills that will increase their likelihood of success in all their learning tasks, including writing."

In our five years, we maintained the interventions laid out in the original plan with some changes to software, textbooks, and exit policies. Because of changes at the system level, the student population also expanded to include students less prepared for college-level work, but student success continued at levels unprecedented in Dalton State's pre-QEP developmental program. That continued success contributes to the ongoing institutionalization of the QEP initiatives.

Goals and Outcomes of the Quality Enhancement Plan

The goals of *Improving the Academic Performance of High-risk Students through Learning Support English: Getting on the "Write" Path* are centered in Dalton State's commitment to college opportunities and access for all. We believe a college education is critically important, not just to promote economic development and individual advancement, but also to help individuals interact with society in a thoughtful, considered fashion. Therefore, the goals of the QEP reflect the problem-solving and decision-making abilities our graduates will need as well as the writing ability that will serve them well, whatever their walks of life.

I believe the writing portion of the Compass test would be more accurate if the student actually had to WRITE, instead of correct someone else's writing.

-Student, Year 1

The two goals of the QEP are as follows:

1. Students will exit English 0098 ready for college-level writing.
2. Students will become stronger self-directed learners.

In order to achieve these goals, we set four student learning outcomes:

1. Students will be able to identify and to write complete, grammatically correct, appropriately punctuated sentences.
2. Students will be able to write paragraphs with at least one appropriate, concrete example.
3. Students will be able to write essays with clear theses, introductory paragraphs, body paragraphs, and conclusions.
4. Students will exhibit the characteristics of self-directed learners.

Changes Made to the QEP

Year 1

In Year 1, we discovered that while additional staffing in the Writing Lab was very helpful in serving all of our students, we had very low usage at night, with only 0.41% of students visiting after 7 pm. So, we began closing the Lab at 7:00 pm and moved those tutor hours to the much busier afternoon.

Year 2

In Year 2, at the direction of the Board of Regents of the University System of Georgia (USG), of which Dalton State College is a part, we discontinued use of the COMPASS exam as an exit requirement for all Learning Support courses. Dalton State had been using scores on the

COMPASS as one measure of student success on SLO 1, "Students will be able to identify and to write complete, grammatically correct, appropriately punctuated sentences." However, the first measure of that outcome, our blind-graded exit essay, addresses the real goals of the course far better. The COMPASS exam is primarily an editing test, and our course is designed to prepare students to write for themselves on the college level, not to edit the work of other writers. Therefore, we have removed this measure and will continue to use the more effective measure of our exit essay coupled with a diagnostic essay graded with the same rubric at the beginning of the term.

Also during Year 2, we implemented an early exit option for students who are doing so well in the course that it seems they needed only a quick review. Students who had achieved scores of 75% or higher in their essay averages were given the chance to write the exit essay during the eighth week of the course. If they passed based on the exit essay rubric and the same grading structure as on the exit essay—that is, blind graded by three members of the faculty "Action TEAM," who taught all of the QEP classes—then they were allowed to move on to other courses. This was a particular advantage to students in terms of time and progression because we scheduled the early exit essay and grading to allow them to register for a class in our half-session ("C" session) courses in the place of English 0098 for the second half of the semester. The early exit also allowed faculty to focus on the remaining students; as a result, success rates in the course rose from 79% in Fall 2012 to 85% in Fall 2013, and the Fall 2013 cohort succeeded in English 1101 at a higher rate than the Fall 2012 cohort, as well. Because of these successes, we made the early exit essay a permanent feature of the course.



One thing I like about the textbook is that it seems very helpful. I personally feel like textbooks help me more. I know it's online, but if you teach a point in the textbook online, you can quickly take notes from it.

-Student, Year 3

Year 3



Year 3 did not involve changes as substantive as the changes from Year 2. However, we did change the software solution that we use for automated writing evaluation by an artificial intelligence engine, moving from a bookstore purchase model that not all of our students actually purchased to a free online automated writing evaluation service. During Year 3, this software was purchased by Turnitin.com, but we were allowed to continue using it as a pilot project in Years 3 and 4; in Year 5, the College purchased a site license from Turnitin.com to keep the software free for students.

Year 4

In Year 4, there were changes in the student body as the College changed its admission criteria, for the first time accepting students in need of remediation in all three areas, reading, writing, and mathematics. However, changes to the QEP were quite limited. With support from a grant from the University System of Georgia, two team members wrote an open-access textbook for the course to further reduce student costs, and two sections of English 0098 successfully piloted the use of that textbook in Fall 2015. All sections used the open textbook in Spring 2016, and the QEP Action TEAM members have made plans to use the open access textbook in upcoming semesters.

A notable effect of the change in college-wide admissions standards was that the number of students enrolled in QEP classes increased significantly. The additional numbers required more sections of the course, but the enrollment in each was capped at 18 as our plan required. In Fall 2015, the total number of sections offered was 10, reflecting an increase from the 4 sections offered in Fall 2014.

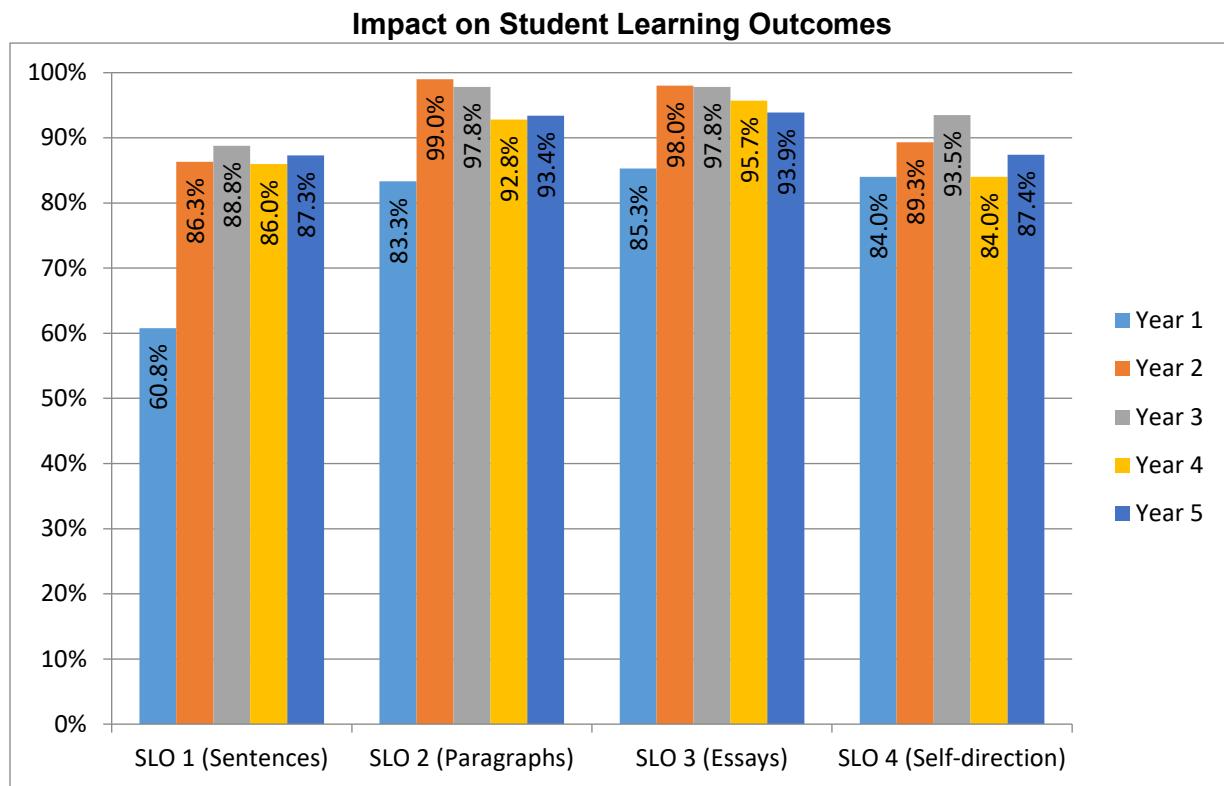
Year 5

In Year 5, changes in the student body and minor changes to the program from Year 4 were continued, but no new program-level changes were made. All sections of English 0098 used the open-access textbook written by two faculty team members for the course during Year 5, which guaranteed all students first-day access to course materials.

Because the change in college-wide admissions standards meant more students were admitted, the number of students enrolled in QEP classes continued at the higher level seen in Year 4. The additional numbers required more sections of the course, each was capped at 18. In Fall 2016, the total number of sections offered was 10.

Impact of the QEP on Student Learning

The overall impact of the QEP changes on student learning during the five years was positive and pronounced. In every outcome, students succeeded at levels greater than the goals we set in the Plan, and after Year 1, this held true for every student learning outcome. Furthermore, students who completed the program went on to success in the college-level writing courses at rates greater than the overall success rate in those courses.



The vertical axis above indicates percentage of students successful on each measure. Outcomes 1 through 3 are measured by an end-of-term essay, which is graded by all members of the QEP Action TEAM. These English faculty members holistically assess the exit essays in a blind grading session (i.e., no faculty member knows the authors of the papers he or she is assessing). A common end-of-term essay rubric (below) serves as a measure for a diagnostic pre-test as well as for the exit essay itself, the post-test. The benchmarks and criteria on the rubric are judged on a pass/fail basis.

EXIT ESSAY RUBRIC		
REQUIRED BENCHMARKS		
CRITERIA		
Two or fewer Type I errors	Pass	Fail
Essay is sufficiently long (departmental minimum is 300 words).		
Essay addresses prompt.		
Essay has a clear thesis and develops and supports it.		
Essay has an introduction and conclusion and is organized into clear paragraphs.		
Essay uses sufficient concrete examples to support the ideas.		
Type II and Type III errors do not interfere with the writer's meaning.		
Essay contains language that is clear and idiomatically used.		

Outcome 1:

For Outcome 1, student success was measured by an absolute-bar benchmark and a criterion on the end-of-term essay rubric. Benchmark 1 states, “Two or fewer Type 1 errors” (Type 1 errors are sentence-formation mistakes: comma splices, run-on sentences, sentence fragments, and errors in subject-verb agreement). Criterion 4, as revised in Year 2, states that the “Type 2 and Type 3 errors do not interfere with the writer’s meaning.”

Year	Success rate	Discussion
1	60.8%	The baseline success rate from Fall 2012 (fall semester of Year 1) was 55%. Because that rate was low, we began adjustments immediately. Students succeeded in far greater numbers (78%) on Benchmark 1 than they did on Criterion 4 (55%). Benchmark 1 is a measure of students' ability to construct true sentences, as opposed to fragments, comma splices, or run-on sentences, and to have those sentences be free of the basic sentence-construction error of faulty subject-verb agreement. Criterion 4, while significant, measures students on a broad spectrum of less-serious errors in grammar and construction. The criterion language of "few" errors seemed imprecise, especially for a group-graded post-test. In addition, some faculty members were assessing differently at the end of the semester than they had on the pretest. Through discussion in meetings of the Action TEAM, a more consistent faculty response was achieved in Spring 2013, with an overall success rate of 64%.
2	86.3%	Over the summer between Years 1 and 2, the Action TEAM met to discuss Criterion 4 further. TEAM members still felt that “few” was a vague term. Also, since much of the thrust of English 1101 is dealing with just these sorts of errors, the criterion held students enrolled in English 0098 to a higher standard than those admitted to English 1101 without a remediation requirement. The TEAM revised the rubric to read that “Type 2 and Type 3 errors do not interfere with the writer’s meaning” in Criterion 4.
3	88.8%	In Fall 2014, the overall student success rate on this measure was 88.5%, with that 88.5% representing the success rate on both Criterion 4 and Benchmark 1. The Spring 2015 success rate was 89.3% on this measure, with students succeeding at that level on both Benchmark 1 and Criterion 4
4	86.0%	In Fall 2015, the overall student success rate on this measure was 89.1%, with that 89.1% representing the success rate on both Criterion 4 and Benchmark 1. The Spring 2016 success rate was 78.3% on this measure, with students succeeding at that level on Criterion 4. On Benchmark 1, the student success rate was 85.0%.
5	87.3%	In Fall 2016, the overall student success rate on this measure was 88.9%, which represents the success rate on Benchmark 1, slightly lower than the 90.7% success rate on Criterion 4. Spring 2017 saw an overall success rate of 82.4% on this measure, with students succeeding at that level on Benchmark 1. On Criterion 4, the student success rate was 84.3%.

Outcome 2:

The end-of-term essay criterion for Outcome 2 is that an "Essay uses sufficient concrete examples to support the ideas." The baseline success rate from Fall 2012 was 82%.

Year	Success rate	Discussion
1	83.3%	Only 82% of students succeeded on this measure in the fall, and so the Action TEAM met and agreed that, for a test of pure writing ability, there was no reason that students could not make up examples if they knew of none to draw on from their own lives. The faculty agreed to tell students that made-up examples are allowed in this context, though they will be inappropriate on some essay tests in other classes.
2	99.0%	Because of the dramatic increase in student success, faculty have agreed to continue to remind students that our test is solely designed to measure writing ability, and thus, for our purposes, it is acceptable to make up examples.
3	97.8%	Students in Fall 2014 succeeded at a rate of 98.4%, and success in Spring 2015 was 96.4%. The students' automated writing evaluation service, RevisionAssistant, also emphasizes examples and support as one of the four domains it measures, so the idea of examples and their importance is reinforced from several quarters.
4	92.8%	Students in Fall 2015 succeeded at a rate of 92.5%, and success in Spring 2015 was 93.3%.
5	93.4%	Students in Fall 2016 succeeded at a rate of 95.1% , and success in Spring 2017 was 88.2%. The Action TEAM has continued to teach supporting examples explicitly, to encourage students to add such examples in their early drafts, and to point out explicitly that, in a test of writing ability, unlike a written test in a content area, made-up examples are acceptable.

Outcome 3:

This outcome deals with students' ability to organize an essay. This outcome is measured by two items on the essay exit rubric. Criterion 1 reads, "Essay has a clear thesis and develops and supports it." Criterion 2 reads, "Essay has an introduction and conclusion and is organized into clear paragraphs."

Year	Success rate	Discussion
1	85.3%	The Action TEAM began sharing resources for teaching essay structure to help the 15% of students who did not meet this measure in early spring 2013. The student success rate on this measure in Spring 2013 was 90.9%, an improvement over the previous term. Different students respond to concepts explained in different ways, so the practice of making teaching materials from other instructors available to students who have trouble may have helped those students.
2	98.0%	The student success rate on this measure in Fall 2013 was 99.0%, and in Spring 2014 the rate was 96.4%.
3	97.8%	The student success rate on this measure in Fall 2014 was 98.3%, and in Spring 2015 the rate was 96.4%.
4	95.7%	The student success rate on this measure in Fall 2015 was 97.3%, and in Spring 2015 the rate was 91.7%.
5	93.9%	The student success rate on this measure in Fall 2016 was 95.0%, and in Spring 2017 the rate was 90.2%.

Outcome 4:

For Outcome 4 as a whole, the baseline success rate from Fall 2012 was 84%. The criterion for this outcome, "Students will exhibit the characteristics of self-directed learners," is measured in several ways, employing student usage data from the following self-direction development strategies:

- Students will use an automated writing evaluation service to work with drafts of their own writing.
- Students will use the Writing Lab for targeted help.
- Students will enroll in and meet Outcome 4 of the First-year Experience Seminar.
- Students will adopt four or more of the following learning strategies:
 - Attend class regularly
 - Complete all major assignments
 - Participate in classwork and/or discussions
 - Complete journal, blog, or wiki entries
 - Use Writers Resource, My Writing Lab, or other software in the Writing Lab
 - Present to the class on a grammatical or composition topic
 - Complete self-evaluations and Writing Lab plans based on those evaluations and assess the effectiveness of the Writing Lab plans

What helped me in this course is the writing lab, going over the material I need to focus on most...

-Student, Year 5

Year	Success rate	Discussion
1	84.0%	The limiting factor in this outcome was Writing Lab visits; the Action TEAM decided to begin sharing the data on the correlation between Lab visits and student success. As self-directed learners, students should have access to data supporting course requirements.
2	89.3%	The student success rate on this measure in Fall 2013 was 96.0, and in Spring 2014 the rate was 69.6%. Although results improved, an issue with use of automated writing evaluation occurred particularly in the spring semester. Because the software was available as an add-on to a textbook, students were required to purchase a new textbook in order to also purchase the bundled access card. In the spring, students expect to find used textbooks available, and students repeating the course from the previous semester expect to be able to reuse the textbook they have already purchased. Therefore, a number of students did not purchase the new textbook.
3	93.5%	The student success rate on this measure in Fall 2014 was 100%, and in Spring 2015 the rate was 95.7%. Faculty members' emphasis on strategies that result in student success and on the actual data from students who have succeeded in the QEP program in terms past seems to convince most students that they, too, can be successful and that the success strategies we recommend are worth doing. A change to a free automated writing evaluation software package also eased some financial constraints on students.
4	84.0%	The student success rate on this measure in Fall 2015 was 96.9%, and in Spring 2016 the rate was 88.2%.
5	87.4%	The student success rate in Fall 2016 was 84.4%, and in Spring 2017 the rate was 86.0%.

Unanticipated outcomes

The Open Educational Resource (OER) movement in higher education gained widespread popularity and momentum during the term of this QEP. The transformative impact of having an open-access textbook was easy to see: Students did not need to buy the textbook, so they had no excuses for not using it. They were able to see the book both in class, since all sections are taught in computer labs, and outside of class, and they took advantage of having easy access to the book. Students liked being able to have practice exercises that were easily accessible, along with explanations that were crafted specifically for them.

An event that we believe increased student buy-in for using an open online textbook was a student contest we held to name the textbook, which the team had forgotten to do prior to full implementation. Students suggested names through an online poll and then voted for their favorites; the faculty team and the dean of the School of Liberal Arts donated gift cards as prizes for ten runners-up and the final winner. Students chose *The Roadrunner's Guide to English* in honor of Dalton State's Roadrunner mascot.

Reflection on What the Institution Has Learned as a Result of the QEP Experience

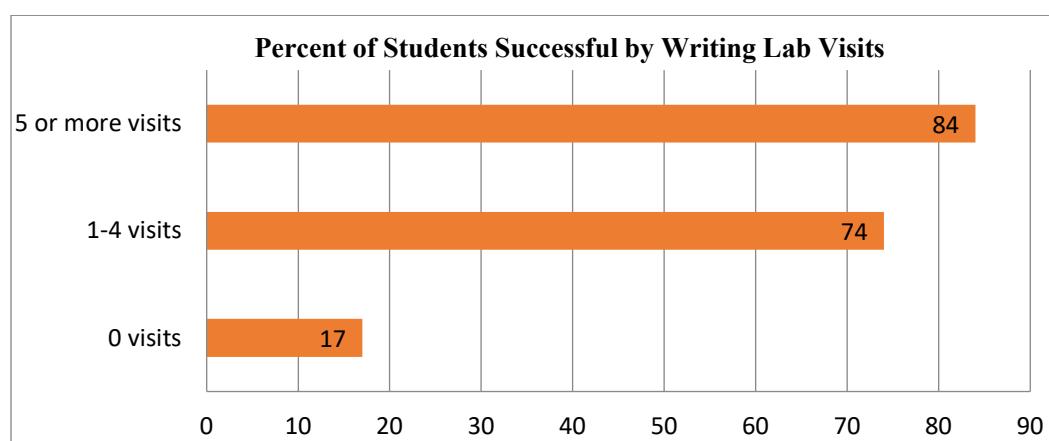
As a result of the QEP and its interventions to help students achieve success, we have learned that the strategies we have implemented as a part of our QEP allow us to help a wider range of students than we had realized.

While the benefit of smaller classes is not news to anyone who teaches, particularly in a labor-intensive field like writing, class size matters. Students do better in smaller classes with more individual attention, and this is particularly true when in-depth feedback must be given on every piece of writing. The QEP dropped the LS English class sizes from 28 to 20 in the first two years and further dropped them to 18 for the final three years. Not only were students more successful in the smaller classes, but also they noticed and commented on the difference.

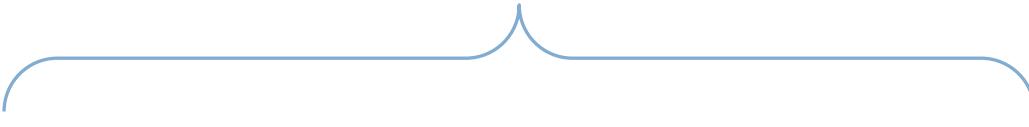
In addition, student success is correlated with use of the Writing Lab. Students who visit the lab more frequently are more likely to pass the course, and this correlation holds even when students are required to visit the Writing Lab. Records prior to this QEP suggested that students who visit the Writing Lab several times are more likely to succeed, but at that time, visiting the Writing Lab was voluntary, so it was difficult to determine whether lab use itself or the students' dedication to study that prompted them to visit the Lab was the deciding factor in their success. Having a resource like the Writing Lab staffed by faculty tutors has contributed to our students' success in building a firm foundation for college-level English.

My learning needs were met greatly because of the help of my English teacher. If I ever had a question, there was always help and my class was so small that we all had a chance to learn and receive the information needed.

-Student, Year 4



Finally, having an early exit option encourages all students to try harder early in the course. The early exit also allows for faster progression toward a degree; students who early exit can take a C-session class that meets for the second half of the semester. Students who do not manage to exit early can be discouraged, but generally reminders that they will get increased individual attention and that it does not matter when during the term they “make it” help to reduce that discouragement. Those who remain in the course really seem to band together, and those who do exit early continue to encourage their friends in the First-year Experience course. Also, faculty are left with much smaller classes after the early exit, and the Action TEAM members have taken advantage of this to individualize the course with the support of the Writing Lab, having each student work on only his or her own needs during the final weeks. This tailoring of the course to individual needs enables more students to remediate points of weakness and to exit the course more prepared for college-level writing.



The book made my job as instructor much easier. Since it was designed specifically for our students, there were no chapters that were extraneous and no shortage of the exercises my students needed to improve their writing performance...the results showed in the number of students who passed my class [9 of 11]. I have to believe that having the textbook boosted their performance. Usually, spring term is a time when many students do not pass because they are repeating the course, or they are just weaker students. Having so many pass was just amazing!

-Faculty TEAM member, Year 4

