



# **Strategic Plan 2000-2003**

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Third Annual Progress Report  
2002-2003

Prepared by  
The Office of Institutional Research and Planning  
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# ***Dalton State College Strategic Plan, 2000-2003***

## ***Third Annual Progress Report 2002-2003***

September 2003

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This Annual Progress Report of Dalton State College's Strategic Plan is available on the Institutional Research web page:

<http://www.daltonstate.edu/irp/stratplan.htm>

## Preface

With the 2002-2003 year, the College entered the third and final stage of its *2000-2003 Strategic Plan*. For this round, a total of 79 goals were adopted for implementation. Nine new goals were included in this batch to address a myriad of impending issues, such as exploring internship or Co-op programs for baccalaureate students, working to attain AACSB candidacy status for the Division of Business Administration, implementing the Regents' Engineering Transfer Program with Georgia Tech, and investigating the feasibility of offering a baccalaureate Teacher Preparation degree program to augment existing baccalaureate degree programs at DSC. To achieve the goals for the 2002-2003 year, 101 objectives or action plans were adopted. At the end of the planning period, 79 or 78 percent of the adopted action plans have been fully or partially completed. The uncompleted and partially completed action plans and associated goals that still are significant for the College will be integrated into the new 2003-2006 strategic planning cycle.

The following is a summary of the major institutional strategic planning goals attained during the third cycle of the *2000-2003 Strategic Plan*.

- A number of courses and programs were developed to expand the number of courses with an international focus and strengthen students' global perspectives in the baccalaureate programs.
- A number of certificate programs were also developed and implemented in the Technical Division to meet the growing economic and human resource needs of the College's service area.
- The institution continues to make marked progress in integrating technology skills across the curriculum to equip students with the technology skills they will require when they leave DSC. All students are now required to take computer courses or to pass an exemption test demonstrating computer competence.
- Progress was also made in developing online distance learning four-year degree programs to target specific academic programs.
- The College implemented the first junior year offerings in the Bachelor's of Social Work program. The baccalaureate program added eight new courses, all in the upper division, further developed its contact network with local service agencies, and continued to prepare an application for accreditation by the Council on Social Work.
- With ETACT funds, the DSC Library added volumes in all areas to strengthen collections and add needed resource to support new academic programs.

- Faculty have fully made the transition to develop web pages for their courses that contain syllabi, expanded course description, instructor and other course information for students. Indeed, students have commented on the accessibility of information on faculty web pages and are using them frequently.
1. The College ran its third, successful Steps to College Program, an intensive five-week ESL summer-school program for local bilingual secondary students. From June 9 to July 3, 2003, 230 Hispanic middle and high school students prepared for academic success on the DSC campus. Among 71 ESOL middle school students, test scores in math, science, writing and social studies increased by an average of 25 percent. The 27 high school students with perfect attendance obtained ½ unit of graduation credit.
- The DSC Comprehensive Physical Master Plan was updated to reflect pressing and changing needs of the College's physical capacity to accommodate growing program and student enrollment.
  - The Office of Enrollment and Student Services completed its first full year as a combined operation, the result of an administrative restructuring effective July 1, 2002. The transition proceeded so smoothly that neither students nor faculty could tell that a new arrangement was in place. Communication, coordination, and the effectiveness of the overall operation improved markedly with this restructuring.
  - Enrollment in programs at industrial and business sites continued to increase. The number of participants in Continuing Education activities increased by about 15 percent – doubling the number of participant hours by 94 percent.
  - The Early Academic Warning System was fully implemented with the full participation of faculty to call attention to the College's academic support facilities for at risk students.
  - Significant progress was made in automating the HOPE transfer evaluation process and resulted in confidence in the accuracy of data in Banner and timely transfer evaluations.
1. Significant progress was achieved in expanding student access through campus computing with the successful enhancement of the Banner web to allow students to view their grades and test results online.

The College produced its first-ever Annual Report for the Dalton State College Foundation. The report contained much-requested financial information pertaining to the Foundation, profiles on students who benefited from Foundation Scholarships, updates on Foundation activities, and a comprehensive donor list by categories.

**Annual Reports by Divisions,  
Departments, and Units**

## Unit Social Sciences Division

### *Goal 0090*

Conduct more aggressive faculty recruitment and searches through the use of a more rigorous screening process to develop and to sustain a faculty of the highest quality and excellence in teaching.

### *Objective 010*

The Vice President of Academic Affairs will advertise in discipline-specific media to achieve targeted dissemination of the availability of faculty positions.

Benefit More qualified people will become aware of faculty openings at the College.

### *OMAS 01*

When requested by the Division Chairs, the Vice President of Academic Affairs will advertise in discipline-specific media. Division Chair files will show a 10% increase in applications.

Condition Provided that there is a reasonable time to advertise before the position must be filled.

### *Evaluation*

2000-2001

A vacancy for the new position of Director of Studies in Social Work was advertised in media targeted toward social work professionals.

2001-2002

The position has been filled.

2002-2003

A position was advertised and filled, then filled again when its occupant unexpectedly departed.

Impact on Unit Performance: Exemplary

2000-2001

A satisfactory candidate was identified and hired.

2001-2002

The Director began work.

2002-2003

Satisfactory candidates were identified and hired.

Impact on Agency Goal Attainment: Exemplary

2000-2001:

The Director is ideally qualified to build the new social work program.

2001-2002:

The initial steps toward building an accredited BSW program were completed.

2002-2003:

The integrity of the BSW Program was sustained.

Effect to be integrated into next planning cycle: Major

2000-2001:

Similar strategies will be used to hire additional faculty in social work and other fields.

2001-2002:

Another candidate was identified and hired for an additional position in social work.

2002-2003:

Similar strategies will be used to hire additional faculty in social work and other fields.

Benefits to agency: Major

2000-2001:

The Division's faculty will be strengthened.

2001-2002:

The Division's faculty continues to be strengthened.

2002-2003:

The Division's faculty continues to be strengthened.

*OMAS 02* All Division Chairs will contact three comparable institutions through phone calls, emails, and letters.

*Evaluation*

2000-2001:

Vacancy notices were sent to all regional institutions having similar programs.

2001-2002:

The vacancy has been filled.

2002-2003:

Vacancy notices were sent to all regional institutions having similar programs.

Impact on Unit Performance: Exemplary

2000-2001:

Vacancy notices were sent to all regional institutions having similar programs.

2001-2002:

No vacancies were noted.

2002-2003:

Vacancy notices were sent to all regional institutions having similar programs.

Impact on Agency Goal Attainment: Exemplary

2000-2001:

The successful candidate came from an institution with a similar program.

2001-2002:

Vacancy notices were sent to regional and non-regional institutions having similar programs.

2002-2003:

Vacancy notices were sent to regional and non-regional institutions having similar programs.

Effect to be integrated into next planning cycle: Major

2000-2001:

Similar strategies will be used in future searches.

2001-2002:

Similar strategies will be used in future searches.

2002-2003:

Similar strategies will be used in future searches.

Benefits to agency: Major

2000-2001:

An ideal candidate was identified and employed.

2001-2002:

The successful candidate's work has been satisfactory.

2002-2003:

The successful candidate's work has been satisfactory.

*Goal 0300*

Improve graduation rates and/or student goal attainment rates to meet College benchmark and University System standards.

*Objective 010*

Division Chairs will recommend to Institutional Research to ascertain appropriate benchmarks for graduation rates and/or student goal attainment rates.

Benefit: College will meet institutional and USG standards.

*OMAS 01*

A set of USG benchmarks from the IRP office will be compiled and distributed to the Division Chairs via hard copy reports.

Condition: Availability of system data.

*Evaluation*

2000-2001:

Received college and USG benchmarks.

2001-2002:

No specific data is available yet on social science graduates.

2002-2003:

No specific data is available yet on social science graduates.

Impact on Unit Performance: Adequate

2000-2001:

Division meets all benchmarks for 2000-2001.

2001-2002:

We have never calculated graduation rates over a specified period of time, just attrition rates. This will now be a required criterion.

2002-2003:

Divisional data unavailable.

Impact on Agency Goal Attainment: Adequate

2000-2001:

Division meets all benchmarks for 2000-2001.

2001-2002:

We will need to be more deliberate in calculating, evaluating, and possibly improving graduation rates by looking at the risk factors that can cause students to drop out.

2002-2003:

We will need to be more deliberate in calculating, evaluating, and possibly improving graduation rates by looking at the risk factors that can cause students to drop out.

Effect to be integrated into next planning cycle: Major

2000-2001:

Current performance levels will be sustained.

2001-2002:

We may want to broaden our scope to include all courses and reasons for the failure to graduate. Strategies may need to be developed to improve retention rates.

2002-2003:

Social Science faculty helped design COLL 1101.

Benefits to agency: Major

2000-2001:

Opportunities to exceed benchmarks will be identified.

2001-2002:

Look at retaining all students capable of succeeding in college.

2002-2003:

Students will acquire stronger academic skills.

*Goal 0520*

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

*Objective 010*

Division Chairs will survey the faculty to determine the needs and desires for use of the tuition reimbursement program.

Benefit: More faculty can afford to gain advanced/terminal degrees.

*OMAS 01*

100% of interested faculty will receive tuition reimbursement as indicated by the results of the faculty survey.

Condition: Continuation of system policy and interest of faculty.

*Evaluation*

2000-2001:

Tuition reimbursement programs was publicized to division faculty.

2001-2002:

Tuition reimbursement programs was publicized to division faculty.

2002-2003:

Tuition reimbursement programs was publicized to division faculty.

Impact on Unit Performance: Adequate

2000-2001:

One faculty member used program to support post-doctoral course work.

2001-2002:

One faculty member used program to support post-doctoral course work.

2002-2003:

No faculty members chose to participate.

Impact on Agency Goal Attainment: Adequate

2000-2001:

Participating faculty member will enhance knowledge base.

2001-2002:

Participating faculty members will enhance knowledge base.

2002-2003: N/A

Effect to be integrated into next planning cycle: Major

2000-2001:

Faculty will again be reminded of program availability.

2001-2002:

Faculty will again be reminded of program availability.

2002-2003:

Faculty will again be reminded of program availability.

Benefits to agency: Major

2000-2001:

Enhanced knowledge and skills for division faculty.

2001-2002:

Enhanced knowledge and skills for division faculty.

2002-2003:

Enhanced knowledge and skills for division faculty.

*Goal 0830*

Develop Web page for each faculty which will contain syllabi, expanded course description, instructor and course information to provide resource and quick access of information to students.

*Objective 010*

By the end of May 2002, each faculty member will develop and maintain a web page that will contain syllabi, expanded course description, instructor and course information to provide resource and quick access of information to students.

Benefit: Better informed students.

*OMAS 01*

100% of faculty members will indicate in their annual reports to their division chairpersons their progress in the development of a web page.

Condition: All faculty members must be trained to develop their own web page.

*Evaluation*

2001-2002:

18 of 19 division faculty had developed a web page.

2002-2003:

100% of faculty had developed a web page.

Impact on Unit Performance: Adequate

2001-2002:

Students have easier access to information from faculty.

2002-2003:

Students have easier access to information from faculty.

Impact on Agency Goal Attainment: Adequate

2001-2002:

Students have easier access to information from faculty.

2002-2003:

Students have easier access to information from faculty.

Effect to be integrated into next planning cycle: Major

2001-2002:

Remaining division member will be told to develop web page.

2002-2003:

All faculty members will have web pages.

Benefits to agency:

2001-2002:

Students will have easier access to information from all faculty.

2002-2003:

Students will have easier access to information from all faculty.

*OMAS 02*

Faculty members will report in their annual reports to their division chairperson their frequency of web page upgrade.

Condition: All faculty members must be trained to develop their own web page.

*Evaluation*

2001-2002:

53% of division faculty reported on web page upgrades.

2002-2003:

65% of Division Faculty reported on web page upgrade.

Impact on Unit Performance: Adequate

2001-2002:

Slightly over half of division faculty web pages are being very current.

2002-2003:

Three-quarters of division faculty web pages are current.

Impact on Agency Goal Attainment: Adequate

2001-2002:

Progress is being made toward regular upgrades by all faculty.

2002-2003:

Progress is being made toward regular upgrades by all faculty.

Effect to be integrated into next planning cycle: Major

2001-2002:

More explicit instructions will be given to faculty.

2002-2003:

More explicit instructions will be given to faculty.

Benefits to agency: Major

2001-2002:

All faculty web pages will be regularly upgraded.

2002-2003:

All faculty web pages will be regularly upgraded.

*Goal 0840*

Review instructional products (hardware and software) to support instruction and enhance student learning.

*Objective 010*

Each division will review at least three interactive technology systems to support instruction and enhance student learning.

Benefit: Student learning will be enhanced. Current instruction will be facilitated.

*OMAS 01*

At least one new interactive technology system will be presented to the divisional faculty for consideration by May 2002.

Condition: Cost. Hardware availability.

*Evaluation*

2001-2002:

No appropriate technology system was identified.

2002-2003:

No appropriate technology system was identified.

Impact on Unit Performance:

2001-2002: N/A

2002-2003: N/A

Impact on Agency Goal Attainment:

2001-2002: N/A

2002-2003: N/A

Effect to be integrated into next planning cycle:

2001-2002: N/A

2002-2003: N/A

Benefits to agency:

2001-2002: N/A

2002-2003: N/A

*Goal 0870*

Integrate technology skills across the curriculum to equip students with technology skills they will need when they leave DSC.

*Objective 010*

All students who graduate from DSC will be able to demonstrate basic computer competency.

Benefit: Graduates from DSC will have technology skills they need.

*OMAS 01*

100% of graduating students after 2003 will have taken at least one of the identified computer competency courses or have passed an exemption test demonstrating computer competence.

*Evaluation*

2002-2003:

Impact on Unit Performance: 2002-2003:

Impact on Agency Goal Attainment: 2002-2003:

Effect to be integrated into next planning cycle:2002-2003:

Benefits to agency: 2002-2003:

*OMAS 02*

75% of 2002 graduates of DSC will indicate on a graduate survey that they have acquired basic computer skills.

*Evaluation*

2001-2002:

87.5% of Social Science graduates responding to a survey in Spring 2002 agreed or strongly agreed that they had learned basic computer skills.

2002-2003:

Data not gathered.

Impact on Unit Performance:

2001-2002:

Goal was exceeded.

2002-2003: N/A

Impact on Agency Goal Attainment:

2001-2002:

Goal was exceeded.

2002-2003: N/A

Effect to be integrated into next planning cycle:

2001-2002:

Existing policies will be continued.

2002-2003: N/A

Benefits to agency:

2001-2002:

Goal will be met or exceeded.

2002-2003: N/A

OMAS 03

60% of alumni of DSC who graduated 1998-2001 will indicate on an alumni survey that they have acquired basic computer skills.

*Evaluation*

2001-2002:

Data not available at this time and not appropriate since more recent data indicate exemplary achievement.

2002-2003:

85.2% of 2003 graduates agreed or strongly agreed that they had learned to use and become familiar with computers and other forms of electronic media.

Impact on Unit Performance: Exemplary

2001-2002: N/A

2002-2003:

Students are more adept at information technology.

Impact on Agency Goal Attainment: Exemplary

2001-2002: N/A

2002-2003:

Students have a wider range of learning opportunities.

Effect to be integrated into next planning cycle: Major

2001-2002: N/A

2002-2003:

Continuing computer literacy requirement and infusion of information technology into existing courses.

Benefits to agency: Major

2001-2002: N/A

2002-2003:

More effective instruction.

*Goal 0980*

Provide opportunities for middle and secondary school faculty and administration to exchange ideas and information with DSC faculty and staff to prepare students for higher education in the College's service area.

*Objective 010*

Each division will provide at least one opportunity for middle and secondary school faculty and administration to exchange ideas and information with DSC faculty and staff to prepare students for higher education in the College's service area.

*OMAS 01*

The number of traditional students from area high schools will increase by 5% over the previous year.

Condition: Support of area systems for faculty to participate in collaborative efforts.

*Evaluation*

2001-2002:

Ten division faculty members participated in educational activities that brought together DSC faculty and middle and secondary school faculty.

2002-2003: N/A

Impact on Unit Performance: Exemplary

2001-2002:

Traditional student enrollment in Fall 2002 was significantly higher than in Fall 2001.

2002-2003: N/A

Impact on Agency Goal Attainment: Exemplary

2001-2002:

Enrollment growth will stimulate institutional growth.

2002-2003: N/A

Effect to be integrated into next planning cycle: Major

2001-2002:

DSC faculty will be encouraged to seek and participate in appropriate opportunities for interaction.

2002-2003: N/A

Benefits to agency: Major 2001-2002:

Higher enrollments.

2002-2003: N/A

## Unit Humanities Division

### *Goal 0020*

Broaden and expand the English as a Second Language program to attract and to prepare non-English native speakers for success in DSC college programs.

### *Objective 010*

2001-2002

The Division of Humanities will revise the ESL course offerings that will prepare students for English 1101. This revision will drop English 0800 (Beginning ESL) and English 0830 (Intermediate ESL) . These courses will be replaced with English 0930, (Low Intermediate ESL), and English 0950, (High Intermediate ESL). English 0860 will be renumbered to better fit the first two courses. These changes will broaden and expand the English as a Second Language program.

2002-2003

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### *OMAS 01*

2001-2002

The revision of the ESL courses will show a 10% increase in the number of ESL students enrolled in these courses, and 10% of the students will pass the College Preparatory Exam English (CPE) after completing English 0950--High Intermediate ESL.

Benefit: The adoption of the adapted curriculum will have a positive effect on the quality and the quantity of ESL students advancing into the academic programs of Dalton State College.

2002-2003

The revision of the ESL courses will show a 10% increase in the number of ESL students enrolled in these courses, and 10% of the students will pass the College Preparatory Exam English (CPE) after completing English 0950--High Intermediate ESL.

Benefit: The adoption of the adapted curriculum will have a positive effect on the quality and the quantity of ESL students advancing into the academic programs of Dalton State College.

### *Evaluation*

2001-2002

The Humanities Division voted in October, 2001, to drop Beginning ESL and Intermediate ESL, and the Division added the Low Intermediate ESL and High Intermediate ESL courses. The course changes have not produced any results, since they will become effective in Fall Semester, 2002.

2002-2003

Beginning ESL enrolled 17 students in fall 2001. In fall 2002, the replacement course, Low Intermediate ESL experienced an enrollment increase of 41% with 24 students. Intermediate ESL had 25 students in fall 2001. In fall 2002, the, replacement course, High Intermediate ESL, experienced an enrollment increase of 32% with 33 students. With 15 Additional students, the two revised ESL courses yielded a net increase of 36%.

Impact on Unit Performance: Exemplary 2001-2002

Nearly all ESL students have acquired at least basic English prior to entering Dalton State College. The vast majority have taken English courses in middle school and high school. Low Intermediate ESL classes should be more successful than Beginning ESL classes. Also, students completing Low Intermediate ESL, High Intermediate ESL, and Advanced ESL will be better prepared to succeed in English Composition I.

2002-2003

Most students needed two semesters to progress from one ESL course to the next under the old curriculum. With the new curriculum, however, students became more likely to advance from one ESL course to the next. Most (14 of 24) students who enrolled in Low Intermediate ESL in fall 2002, took High Intermediate ESL in spring 2003. Almost (12 of 16) of the degree-seeking students in High Intermediate ESL in spring 2003. Advanced ESL benefitted with its highest success rate in spring 2003 as half (8 of 16) of qualifying students passed the exit essay and the course.

Impact on Agency Goal Attainment: Adequate

2001-2002

By matching proficiency level to the student population, the program will be better able to prepare ESL students for success in college programs.

2002-2003

By matching proficiency level to student attainment, by increasing the level of content instruction in each course, and by narrowing the gap between class levels, the program is much better able to prepare ESL students for success in college programs.

Effect to be integrated into next planning cycle: Major 2001-2002

If the adapted course sequence yields the anticipated results, the unit may investigate further curricular innovations in subsequent years.

2002-2003

Since the adapted course sequence has yielded the anticipated results, the unit must investigate further curricular innovations in subsequent years. Curricular innovation may occur by adding ESL Reading courses.

Benefits to agency: Major

2001-2002

The adoption of the adapted curriculum will have a positive effect on the quality and the quantity of ESL students advancing into the academic programs of Dalton State College.

2002-2003

The adoption of the adapted curriculum has a positive effect on the quality and the quantity ESL students advancing into the academic programs of Dalton State College.

*Objective 020*

2000-2001

An ESL summer-school program will be developed for at-risk bilingual secondary students to help them pass the Georgia High School Examinations and to advance to college.

2001-2002

An ESL summer-school program will be developed for at-risk bilingual secondary students to help them pass the Georgia High School Examinations and to advance to college.

2002-2003

A summer-school program will be developed for at-risk bilingual secondary students to help them pass the Georgia High School Exams and to advance to college.

*OMAS 01*

2000-2001

Under the supervision of the Vice-President of Academic Affairs and under a grant that will be offered by the Board of Regents, the ESL program will provide Steps-to-College, an intensive five-week ESL summer-school program for local bilingual secondary students.

2001-2002

Under the supervision of the Vice-President of Academic Affairs and under a grant that will be offered by the Board of Regents, the ESL program will provide Steps-to-College, an intensive five-week ESL summer-school program for local bilingual secondary students.

2002-2003

Under the supervision of the Vice President of Academic Affairs and under grants by the Goizueta Foundation and the Board of Regents, the ESL program will provide Steps to College, an intensive month-long summer school program and a year-round support program for local bilingual secondary students.

*Evaluation*

2000-2001

Sixty (60) bilingual secondary students enrolled in the Steps-to-College program in June, 2001. Dr. Monte Salyer oversaw the budget; acquired keys, snacks, and supplies; supervised five teaching assistants; and provided counsel to Ms. Judi Pontonio, who coordinated the curriculum. Ms. Pontonio supervised five instructors; the transportation program; and the forty-five (45) students who completed the program. Dr. Salyer produced and distributed to students and staff a Steps to College View Book, including class activity photographs, college ESL class information, and admissions materials. He also produced an ESL brochure in both Spanish and English language versions. Students and instructors consistently expressed markedly positive attitudes toward Dalton State College. Ms. Pontonio reported that the twenty-odd bilingual Steps-to-College students she instructed studied well and planned to advance to college.

2001-2002

From June 10 to July 3, 2002, eighty Hispanic sixth through ninth graders attended the second session of Steps-to-College. Fifty students were from Dalton, twenty-four from Whitfield County, and six from Murray County. The program began with motivating and informative speeches by "several Dalton State College Hispanic students". Pupils researched daily on the Internet, performed experiments, constructed model rockets in a science lab, enjoyed snacks and games in the student center, and learned in classrooms with Internet-projected instruction. They benefitted from the tours of the admissions office, orientations to the college library, and introductions to college majors. The summer program ended with the viewing and discussion of Stand and Deliver, a movie on the struggles and achievements of Hispanic high school students. Forty-one students were recognized for exemplary attendance, and seventy completing the program received certificates. Students, instructors, and friends received complimentary copies of the Steps-to-College View Book, which includes photographic and documentary data on the program, College admissions materials, and other DSC promotional materials.

2002-2003

From June 9 to July 3, 2003, 230 Hispanic middle and high school students prepared for academic success. Among 71 ESOL middle school students, test scores in math, science, writing and social studies increased by an average of 25%. Math, science, writing, and social studies test scores for 84 academic middle school students increased by an average of 28%. Average gains for 75 high school students were 14% on the Georgia High School Graduation Test and 12% on the ACT exam. The 27 high school students with perfect attendance obtained 1/2 unit of graduation credit. All twelve (12) seniors plan to attend college.

Impact on Unit Performance: Exemplary

2000-2001

The students in Steps-to-College are in the first, second, and third years of high school, so they are not yet ready to enter the College. However, they may well be serving as youthful advocates of the College in the bilingual community.

2001-2002

Survey results indicate that the Steps-to-College program has effected several positive outcomes among the eighty students themselves. The Summer, 2002, program has created a high interest in attending college for most (77%) of the participants. Nearly all (99%) students now see themselves as fairly knowledgeable of the college. The great majority (95%) view the program as very important. Most (84%) see themselves as much better prepared for academic success than before, and almost all (95%) identify the best component of the program as its learning activities. These Hispanic students not only anticipate attending the College but also advocate it among their Hispanic peers.

2002-2003

Emerging data indicates the success of both the year-round academic support program and the summer school. First, all 18 LEP (limited-English proficient) students who participated regularly in Steps-funded test preparation sessions at Dalton High School (DHS) in fall 2002 passed the Writing component of the Georgia High School Graduation Test that October. All 15 LEP juniors who participated regularly in test preparation sessions at Dalton High School in spring 2003 passed at least 2 of the remaining 4 test components. Eight (8) participating students passed all five (5) test components in 2002-2003. Twelve (12) sophomores from DHS who participated in Steps to College in fall 2003. Ten (10) of thirteen (13) freshmen who participated in the summer 2001 program of Steps to College are upcoming seniors at Dalton High School. Twenty-five (25) of twenty-seven (27) rising ninth graders from Dalton Middle school who participated in the summer 2001 program are now students at Dalton High School. Finally, three (3) of these freshmen have been inducted into the National Honors Society.

Impact on Agency Goal Attainment: Exemplary

2000-2001

Steps-to-College has changed the attitudes and goals of at least a number of local bilingual secondary students. In addition, several local middle school and high school ESOL instructors have acquired first-hand information regarding the College. These instructors also may serve as advocates of the College in the bilingual educational community.

2001-2002

Among the teaching staff, Ms. Daphne Jackson and Ms. Maria Martinez were ESOL instructors from Dalton Middle School. Instructors from Dalton High School included math instructor Robert Lively; science instructor Annie Chatfield; and social studies instructor and head football coach Chad Jordan. Mr. Bart Jenkins of North Whitfield Middle school also assisted. These instructors, as well as the seven other public school teachers who assisted in the curricular development and the student population of the program, express positive opinions about the college and now serve as Dalton State College advocates within the Dalton City, Whitfield County, and Murray County public school systems.

2002-2003

As indicated in the data above, Steps to College is providing a major impact in preparing local secondary students to pass the Georgia High School Graduation Test, without which students cannot pursue college degree programs. Steps to College is influencing increasing numbers of bilingual high students to attend college. The program has also made allies of 24 local secondary teachers, who are most influential in directing bilingual students. Among these Steps-participating educators are the ESOL program coordinators at Dalton City, Northwest Whitfield, Southeast Whitfield, and Murray County high schools. The success of the program received commendation by the 2003 SACS committee.

Effect to be integrated into next planning cycle: Major

2000-2001

A committee comprised of the President, two Vice-Presidents, a program coordinator, and two instructors is seeking to obtain a grant from a private foundation to fund not only Steps-to-College but also several other programs and services related to the college ESL program. Should funding be obtained, an improved version of Steps-to-College will be planned for Summer, 2002.

2001-2002

The program will continue on a monthly basis during the 2002-2003 school year. College students are expected to tutor program students each day before the regular school session starts. The academic year program is planned to bring a large number (160) of Hispanic secondary students from Dalton, Whitfield County, and Murray Counties to the College for afternoon and weekend activities. Anticipated fall activities include science experiments, Internet research in social studies and writing, math projects, and career exploration.

2002-2003

With additional funding from a private foundation, this year Steps to College expanded from 75 to 225 students. With additional funding from School-to-Work, it added career Exploration classes and career site visits for more than 200 students. All phases of the Steps program will be refined and extended in the next annual cycle. In particular, a tracking review of each participating student is being organized for the school year. After school test tutoring and visits to the campus are to be provided. Further sources of funding are being explored, as the program coordinator has written and sent in a grant proposal to the Carter Award Foundation.

Benefits to agency: Major

2000-2001

If Steps-to-College obtains adequate and sustained funding, the program soon may grow to yield substantial numbers of better-prepared bilingual students entering the College. Practically each of the students who successfully completed the program expressed the desire to enroll in the College at the earliest opportunity.

2001-2002

Having received funding for two years from the Board of Regents of the University System of Georgia, a substantial private source of funding has been secured for the next three years. The target Hispanic student cohort for Summer, 2003, has increased to 160. Consequently, Dalton State College should benefit from a better prepared, a more motivated, and an increased Hispanic student population.

2002-2003

Thanks in large measure to the progressive and dynamic ESL and Steps to college programs, in fall 2002 the College attained the status of having the largest percentage (5%) of Hispanic students of any unit within the University System of Georgia.

*Goal 0090*

Conduct more aggressive faculty recruitment and searches through the use of a more rigorous screening process to develop and to sustain a faculty of the highest quality and excellence in teaching.

*Objective 010*

2001-2002

The Vice-President of Academic Affairs will advertise in discipline-specific media to achieve targeted dissemination of the availability of faculty positions.

Benefit: More qualified people will become aware of faculty openings at the College.

*OMAS 01*

2001-2002

When requested by the Division Chairs, the Vice President of Academic Affairs will advertise in discipline-specific media. Division Chair files will show a 10% increase in applications.

Condition: Provided that there is a reasonable time to advertise before the position must be filled.

*Evaluation*

2001-2002

An English position was advertised in February, 2001. As requested by the Division Chair, the Vice-President of Academic Affairs advertised in discipline-specific media. The avenues of advertisement and the number of applications from those advertisements were as follows: Chronicle of Higher Education--10 applicants; MLA (Modern Language Association) Job List --5 applicants; Dalton State College Web Site--3 applicants; usual Dalton State College mail-out targets--0; University System of Georgia Applicant Clearing House--0; and there were 10 applicants who did not indicate their sources. Division Chair files show a 18% increase in applications from the new advertisement places--the MLA (Modern Language Association) Job List and the DSC Web Site (which cannot be considered discipline-specific).

Impact on Unit Performance: Exemplary

2001-2002

The premise was that a wider range of advertising in discipline-specific media will bring more applications from more qualified applicants than the more general avenues of advertisement. There was an 18% increase in applications from the new advertisement places.

Impact on Agency Goal Attainment: Exemplary

2001-2002

Twenty-eight people applied for the advertised job of Assistant Professor of English. The increase in applications (5 applications or 18%) from discipline-specific media is quite positive for a first effort.

Effect to be integrated into next planning cycle: Major

2001-2002

Given our encouraging response, we will advertise future positions in discipline-specific media given reasonable time to advertise before the position must be filled.

Benefits to agency: Major

2001-2002

Discovering and using discipline-specific media should have a positive effect on the quality and quantity of the applicant pool.

*OMAS 02*

2001-2002

All Division Chairs will contact three comparable institutions through phone calls, emails, and letters.

*Evaluation*

2001-2002

The Humanities Division chair surveyed all thirty-four Humanities chairs at all Georgia Board of Regents schools to ask about the avenues they employed when they had a job opening. Eight chairs responded by September 17, 2001, or 18%. The Humanities Chair has named the places where some advertise, following those places up in parentheses with a number indicating how many schools use that avenue.

1. Georgia Applicant Clearinghouse System (8);
2. Follow-up personal flyers to each person in the Clearinghouse who has registered in a Humanities area (6);

3. The Chronicle of Higher Education (8);

4. The MLA Job List (5);

5. 300 flyers to Academic Affairs officers at selected schools (1) 400 such flyers (1)

All Academic Affairs officers in the System (1)

6. Job [trak.com](http://trak.com) (1); [facultyjobs.com](http://facultyjobs.com) (1); [ujobbank.com](http://ujobbank.com) (1); [pff@aacu.nw.dc.us](mailto:pff@aacu.nw.dc.us) (1); our own college website (3); one local Chamber of Commerce has a jobs listing area on its webpage (1); our own Human Resources website (1); division personnel are asked to advertise on the web through committees, chat rooms, list serves, or mailing lists (1); job descriptions are sent to minority faculty for their help (1); the local NAACP (1); 7. Publications--Women in Higher Education (1); Black Issues in Higher Education (2); Hispanic Outlook in Higher Education (2); Community College Times (2); Community College Week (1); 8. Flyers to all historically black colleges and universities or to graduate programs that have significant minority enrollments (1);

9. If we are hiring in a specific field, we send out information to Ph.D. programs that have specializations in that area (1).

Much if not most of the official advertising is handled by the Vice-President of Academic Affairs' Office.

Impact on Unit Performance: Exemplary

2001-2002

1. All eight respondents, including the Division of Humanities at Dalton State College, use the Georgia Applicant Clearinghouse System and the Chronicle of Higher Education.

2. Six schools, including Dalton State College, follow-up personal flyers to each person in the Clearinghouse who had registered in a Humanities area. 3. The five respondents who also used the MLA Job List represented the next highest group. 4. Two schools at most used the other areas.

Impact on Agency Goal Attainment: Exemplary

2001-2002

The goal for this OMAS was attained. The Division chair was required to contact three comparable institutions. He got results from three comparable institutions and four other four-year colleges and universities.

Effect to be integrated into next planning cycle: Minor

2001-2002

The study will have no major effects except to confirm that we are doing an excellent job of advertising our job vacancies. We advertise in the top-four-listed avenues and several others as well.

Benefits to agency: Major

2001-2002

We can be secure in the knowledge that we are in the mainstream of where we advertise our vacancies. We do even more job advertising than many larger schools.

*Goal 0120*

Publicize and enhance visibility of Study Abroad programs to increase student participation.

*Objective 010*

2000-2001

The Study Abroad programs will be publicized to inform the college community about the programs.

2001-2002

*OMAS 01*

2000-2001

Make at least 20 classroom presentations about study abroad opportunities to publicize Study Abroad programs on campus and in the community through having at least three articles about Study Abroad published in local papers; post flyers on hall bulletin boards; keep records of the classroom visits made; and keep records of how many students actually study abroad in each academic year.

*Evaluation*

2000-2001

Faculty members made 26 classroom presentations about Study Abroad opportunities, often using videos made of the programs in England and France to publicize Study Abroad programs on campus (Dr. Beth Biron--15 presentations; Dr. Frank Beesley--4 presentations; Dr. Rebecca Butler--2; Dr. Jack Waskey--5). In the community, there were two articles about Study Abroad published in the Dalton Daily Citizen-News, and a student-written article in the DSC student newspaper (The Roadrunner) explained the Study Abroad program. Flyers were posted on bulletin boards across campus, and large laminated posters with photographs from the countries to be visited were displayed in the Liberal Arts Building. While 21 students went to the office of the International Coordinator to pick up application forms for the various programs, only four actually applied. All four were accepted into the programs for which they applied.

Impact on Unit Performance: Exemplary

2000-2001

Since these objectives are established to include all Divisions of the College, the Unit shall be considered as the entire campus community or agency.

Impact on Agency Goal Attainment: Exemplary

2000-2001

Twenty-one students were interested enough in the programs to come by to pick up applications and discuss the programs with the International Coordinator. Over 100 flyers were picked up in classes and on display tables. The publicity goal was clearly met.

Effect to be integrated into next planning cycle: Major

2000-2001

The same efforts to publicize the programs will be made next year, but there will be more effort to involve other faculty members in promoting the programs.

Benefits to agency: Major

2000-2001

Both students and community members are becoming more aware of the Study Abroad programs offered. Not only have there been calls and comments about the program from community members, but, in response to one of the newspaper articles, one citizen sent a large check to the Dalton State College Foundation to be used to help fund the cost for Study Abroad students.

*Objective 020*

2000-2001

Faculty members will be made aware of the opportunities for students to study abroad.

*OMAS 01*

2000-2001

Make informative announcements at two faculty meetings to increase awareness of faculty members of the opportunities for students to study abroad. Distribute flyers and information to faculty members through campus mail; check minutes of faculty meetings to make sure announcements about Study Abroad programs were made, and document the numbers of flyers and memoranda that were distributed to faculty members through campus mail.

*Evaluation*

2000-2001

Informative announcements were made at two faculty meetings to increase awareness of faculty members of the opportunities for students to study abroad. Ten flyers and two brochures were distributed to faculty members who expressed interest in promoting the programs. Ten flyers were left in each classroom in which specific presentations were made. Flyers were not distributed to all faculty members because there were only a limited number available; instead, several e-mail messages were sent to the entire faculty urging them to talk to students about Study Abroad opportunities. Ms. Carol Treible made a presentation about Study Abroad opportunities at several freshman orientation sessions. Other information was sent to faculty members through campus mail. Minutes of the faculty meetings were checked to make sure announcements about Study Abroad programs were made. The numbers of flyers and memoranda were documented and distributed to faculty members through the campus mail.

Impact on Unit Performance: Adequate

2000-2001

Since these objectives are established to include all Divisions of the College, the Unit shall be considered as the entire campus community or agency.

Impact on Agency Goal Attainment: Exemplary

2000-2001

All faculty members have heard about the Study Abroad programs. Some (not all) actively encouraged students to apply for the program. Information from student questionnaires administered in previous years have shown that discussions with individual faculty members who encouraged students to apply were the most effective recruiting strategies.

Effect to be integrated into next planning cycle: Major

2000-2001

The International Coordinator will continue to encourage faculty members to talk to their students about studying abroad and will ask them to allow brief presentations in their classes.

Benefits to agency: Major

2000-2001

Faculty members were made aware of the opportunities for students in the Study Abroad programs in order to increase student participation.

*Objective 030*

2000-2001

Faculty members will be recruited to volunteer to teach in the Study Abroad programs so that they will have strong motivation to recruit students.

### *OMAS 01*

Schedule two seminar-type meetings to explain to faculty members the structure of study abroad programs and to encourage them to apply to participate. Engage faculty members in personal conversations to encourage them to participate in existing study abroad programs or to propose new international projects. Document the names of faculty members attending informational/motivational seminars.

#### *Evaluation*

2000-2001

The International Coordinator invited all faculty members to attend a seminar-type meeting on applying to teach in Study Abroad programs. Four faculty members attended that meeting; two others were unable to attend, but they asked for information and scheduled appointments to discuss the application process. The International Coordinator worked with faculty members interested in applying to teach in England, France, and Italy. She also sent e-mail messages encouraging other faculty members to apply and to keep interested professors apprised of pertinent deadlines. Faculty members were engaged in personal conversations to encourage them to participate in existing Study Abroad programs or to propose new international projects. Only one faculty member, Dr. Baogang Guo, actually turned in an application. He has applied to teach political science courses in France in 2002. Names of faculty members who attended the informational/motivational seminar were documented for future contact. The Coordinator sent e-mail messages to faculty members about various other international projects available to them. New international projects include: Dr. Tom Mullen, having participated in a faculty program in Cuba, scheduled a presentation on his analysis of the political situation in Cuba. Dr. Kent Harrelson applied for and received a Fulbright grant to teach in England.

Impact on Unit Performance: Exemplary

2000-2001

Since these objectives are established to include all Divisions of the College, the Unit shall be considered as the entire campus community or agency.

Impact on Agency Goal Attainment: Exemplary

2000-2001

Interest was stimulated in faculty members who had never taught abroad before.

Effect to be integrated into next planning cycle: Major

2000-2001

It is hoped that interested faculty will apply next year.

Benefits to agency: Major

2000-2001

More faculty members than previously became aware of opportunities to teach abroad. Others were encouraged to apply for a variety of international programs.

### *OMAS 02*

At least two faculty members will teach in the Study Abroad program each year. Records of faculty who teach in the Study Abroad programs will be kept.

#### *Evaluation*

2000-2001

Two faculty members were scheduled to participate in Study Abroad programs in Summer, 2001. Dr. Jack Waskey was to teach philosophy in a program in Greece, and Dr. Beth Biron was to direct the European Council's program in France. Dr. Biron will indeed direct the program in France, but Dr. Waskey's courses were cancelled for lack of enrollment.

Impact on Unit Performance: Exemplary

2000-2001

Since these objectives are established to include all Divisions of the College, the Unit shall be considered as the entire campus community or agency.

Impact on Agency Goal Attainment: Exemplary

2000-2001

Having a director for the program in France keeps Dalton State College in a leadership role in System-wide programs. It also means that students wishing to participate in the programs have direct access to a knowledgeable participant.

Effect to be integrated into next planning cycle: Major

2000-2001

Dr. Biron will continue to direct the program in France in Summer, 2002. Other faculty members will be encouraged to apply to teach abroad.

Benefits to agency: Major

2000-2001

Dalton State College maintains a vital role in international education across the state of Georgia.

*Objective 040*

2000-2001

Senior Administration will support faculty participation in collaborative Study Abroad programs and University System organizations related to Study Abroad.

*OMAS 01*

2000-2001

Establish a campus committee on International Education, giving the chairperson released time for planning and travel money to attend state-wide meetings related to study abroad. Annual reports and personnel records will be checked to verify that travel expenses and released time were provided for a campus representative to participate in Study Abroad promotion and planning.

*Evaluation*

2000-2001

A campus committee was established on International Education which meets regularly. The membership includes the College President, the Vice-President for Academic Affairs, the Vice-President for Fiscal Affairs, the chair of Humanities, the chair of Social Sciences, and one faculty member. The committee chairperson is given released time for planning and travel money to attend state-wide meetings related to Study Abroad and other international projects. Annual reports and personnel records were checked to verify that travel expenses and released time were provided for a campus representative to participate in study abroad promotion and planning.

Impact on Unit Performance: Exemplary

2000-2001

Since these objectives are established to include all Divisions of the College, the Unit shall be considered as the entire campus community or agency.

Impact on Agency Goal Attainment: Exemplary

2000-2001

Having a designated committee and committee chair to handle and promote international projects gives those projects emphasis on campus.

Effect to be integrated into next planning cycle: Major

2000-2001

The committee will continue to monitor existing projects and consider new ones.

Benefits to agency: Major

2000-2001

Dalton State College will steadily increase its efforts at "internationalization" of the campus community.

*Objective 050*

2000-2001

Students wishing to study abroad will be offered local scholarships to supplement scholarships offered by the Board of Regents.

*OMAS 01*

2000-2001

10% of students will receive scholarships for the Study Abroad program through the Dalton State College Foundation and the campus Financial Aid Office.

Condition: The Dalton State College Foundation and the campus Financial Aid office will set up additional scholarships for Study Abroad. This service will be verified through Foundation minutes and records that funds allocated for Study Abroad scholarships were increased, and Financial Aid Office records will show many students received scholarships for Study Abroad.

*Evaluation*

2000-2001

100% of students who applied to Study Abroad programs received scholarships through the Dalton State College Foundation and the campus Financial Aid Office.

Condition: The Dalton State College Foundation and the campus Financial Aid Office set up additional scholarships for Study Abroad. Dalton State College Foundation minutes and records verify that funds allocated for Study Abroad scholarships were increased; records in the Financial Aid Office document that three students received scholarships for Study Abroad programs. All four students accepted as participants in the Study Abroad programs for Summer, 2001, have received scholarships. Three students received \$1000 each from a combination of funds from the Board of Regents (\$750) and the Dalton State College Foundation (\$2250). The fourth student was chosen to receive a private scholarship donated by a Foundation member for the entire cost of participating in the program in France (\$3660).

Impact on Unit Performance: Exemplary

2000-2001

Since these objectives are established to include all Divisions of the College, the Unit shall be considered as the entire campus community or agency.

Impact on Agency Goal Attainment: Adequate

2000-2001

As more students receive scholarships, more students who fear they cannot afford to study abroad will be encouraged to apply.

Effect to be integrated into next planning cycle: Major

2000-2001

Dalton State College will continue to provide (and perhaps increase) the amount of funds used to supplement Regents' Scholarships.

Benefits to agency: Major

2000-2001

As more students receive scholarships, more students will be empowered to study abroad.

Objective: 060 2000-2001

Enrollments in the number of students who study abroad will be increased each year.

*OMAS 01*

2000-2001

At least 1 % of students at Dalton State College will participate in a Study Abroad program during their enrollment at the College. Keep records of how many Dalton State College students participate in Study Abroad programs each year.

*Evaluation*

2000-2001

Fewer than 1 % of the students at Dalton State College participated in a Study Abroad program during their enrollment at the College. The International Coordinator kept records of how many Dalton State College students participated in Study Abroad programs each year. With only four students participating in Study Abroad programs in 2001, Dalton State College fails to meet the goal of 1 % of students who enrolled and participated in such a program.

Impact on Unit Performance: Adequate

2000-2001

Since these adjectives are established to include all Divisions of the College, the Unit shall be considered as the entire campus community or agency.

Impact on Agency Goal Attainment: Adequate

2000-2001

While the enthusiasm of returning students can generate interest in other students who hear about the programs, much needs to be done to find out ways to increase the number of students studying abroad.

Effect to be integrated into next planning cycle: Major

2000-2001

Returning students will be asked to help recruit other students for next year's Study Abroad programs, and recruiting efforts will continue.

Benefits to agency: Minor

2000-2001

It is hoped that Dalton State College can increase the percentage of its students to study abroad.

*Goal 0300*

Improve graduation rates and/or student goal attainment rates to meet College benchmark and University System standards.

*Objective 010*

2000-2001

Division Chairs will recommend that the Institutional Research office ascertain appropriate benchmarks for graduation rates and/or student goal attainment rates.

Benefit: College will meet institutional and USG (University System of Georgia) standards.

*OMAS 01*

2000-2001

A set of USG benchmarks from the Institutional Research and Planning Office will be compiled and distributed to the Division Chairs via hard-copy reports.

Condition: Availability of system data.

*Evaluation*

2002-2003

The benchmarks were not yet made available, so this goal will be deferred until the data is available.

Impact on Unit Performance:

Impact on Agency Goal Attainment:

Effect to be integrated into next planning cycle:

Benefits to agency:

*Goal 0520*

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

*Objective 010*

2000-2001

Division Chairs will survey the faculty to determine the needs and desires for use of the tuition reimbursement program.

Condition: Interest of faculty.

Benefit: More faculty can afford to gain advanced/terminal degrees.

*OMAS 01*

2000-2001

At least five members of the faculty will indicate their desire to use the tuition reimbursement program as indicated in the results of a survey.

*Evaluation*

2000-2001

One faculty member indicated his desire for use of the tuition reimbursement program as indicated in the results survey.

Impact on Unit Performance: Adequate

2000-2001

The Humanities Division was not greatly impacted because many division members already have an appropriate terminal degree or are at a point where pursuing more classes is not feasible.

Impact on Agency Goal Attainment: Exemplary

2000-2001

The goal was thoroughly discussed during a division meeting during Fall Semester, 2000. Division members had ample opportunity to receive information.

Effect to be integrated into next planning cycle: Major

2000-2001

During the next planning cycle, information about the tuition remission program will be presented again at a division meeting, and the chair will continue to encourage participation in the program.

Benefits to agency: Major

2000-2001

One member of the division currently utilizes the tuition remission plan; a second member will probably begin utilizing the plan in Summer, 2001.

*Goal 0830*

Develop Web page for each faculty which will contain syllabi, expanded course descriptions, instructor, and course information to provide a resource and deliver quick access of information to students.

*Objective 010*

Each faculty member will develop a Web Page that will contain syllabi, expanded course descriptions, instructor, and course information.

Benefit: This material will provide resource and quick access of information to students.

*OMAS 01*

2000-2001

All faculty members will develop a Web Page that will contain information about the courses taught. Faculty members will indicate in their annual reports to the Division Chair their progress in the development of the Web Pages.

*Evaluation*

2000-2001

Most faculty members developed a Web presence that contained information about the courses taught. Faculty members indicated in their annual reports to the Division Chair about the development of the Web Pages.

Impact on Unit Performance: Adequate

2000-2001

Most faculty members have developed a Web Page that contain syllabi, expanded course descriptions, instructor, and course information.

Impact on Agency Goal Attainment: Adequate

2000-2001

Students, faculty, and the community can now gain access to course materials.

Effect to be integrated into next planning cycle: Minor

2000-2001

As more faculty utilize their Web Pages in the classroom, more resources will become available.

Benefits to agency: Minor

2000-2001

The ultimate goal will be more student learning that can be applied after graduation.

*Goal 0840*

Review instructional products (hardware and software) to support instruction and enhance student learning.

*Objective 010*

2001-2002

The Humanities Division faculty will discuss the feasibility of creating a new interactive Division homepage where they will assemble Internet teaching resources in one convenient location.

Benefits: All Humanities faculty and students will have immediate access to current Humanities teaching resources in one easily accessible location.

2002-2003

The Humanities Division faculty discussed in a Division meeting the feasibility of creating a new interactive Division homepage where they would assemble Internet teaching resources in one convenient location.

Benefits: All Humanities faculty and students will have immediate access to current Humanities teaching resources in one easily accessible location.

*OMAS 01*

2001-2002

The Humanities Division faculty will be asked for input about items to be placed on the homepage and will establish protocols: for adding information according to any Dalton State College Web site guidelines, for making changes to and updating existing information on the site, and for maintaining the site; for creating and maintaining the site.

Condition: The Humanities faculty must agree to this homepage and must have a volunteer to guide this process.

The Humanities Division faculty will provide input about items to be placed on the homepage, for example links to:

1. Individual Humanities faculty homepages;
  2. Humanities faculty e-mail addresses, office hour information, and teaching schedules;
  3. the Writing Lab homepage;
  4. downloadable and publishable forms for advising students (withdrawals, graduation checksheets, etc.);
  5. the annual literary journals of works written by students published by the Division for students--The Exemplar, Small Town Rain;
  6. a Humanities announcement/event posting bulletin board;
  7. Humanities-related recommended resource sites and links;
- solicit Humanities faculty input also about organization of such an interactive site to make it user-friendly and practical (for example, one such suggestion might be to organize the site according to the specific fields in the Humanities to keep related materials and resources together--Literary Studies, Communication Studies, Reading, etc.), establish a protocol for adding information according to any Dalton State College Web site guidelines, for making changes to and updating existing information on the site, and for maintaining the site; create and maintain site.

2002-2003

With the condition that they must agree to this homepage and that a volunteer must come forward to guide the process, the Humanities Division faculty were asked for input about items to be placed on the homepage and for suggestions about establishing protocols: for adding information according to any Dalton State College Web site guidelines, for making changes to and updating existing information on the site, for maintaining the site, for creating, and for maintaining the site.

The Humanities Division faculty were asked for input about items to be placed on the new homepage, for example, links to: 1. Individual Humanities faculty homepages; 2. Humanities faculty e-mail addresses, office hour information, and teaching schedules;

3. The Writing Lab homepage;

4. Downloadable and publishable forms for advising students (withdrawals, graduation checksheets, etc);

5. The annual literary journal of works written by students published by the Division for students-The Exemplar; 6. A Humanities announcement/event-posting bulletin board; 7. Humanities-related recommended resource sites and links;

The Humanities Division faculty was also solicited for input about organization of such an interactive site to make it user-friendly and practical (for example, one suggestion was to organize the site according to the specific fields in the Humanities to keep related materials and resources together-Literary Studies, Communication Studies, Reading, etc.), to establish a protocol for adding information according to any Dalton State College Web site guidelines, for making changes to and updating existing information on the site, and for creating and maintaining the site.

#### *Evaluation*

2001-2002

An Interactive Technology Committee was formed (Beth Biron, Nancy Mason, Barbara Murray--chair, Sara Myers, Mary Nielsen), and it originated the idea of a new interactive homepage to replace the current non-interactive one. This idea was brought to the Humanities faculty's attention during the March 22, 2002, Division meeting. It was discussed by the Interactive Technology Committee during a Spring, 2002, meeting. Faculty members were asked for their ideas and input; the Interactive Technology Committee investigated appropriate protocols for such a Web site and offered a design that included suggestions from the faculty.

2002-2003

The Humanities Division Technology Committee (Beth Biron, Nancy Mason, Barbara Murray-chair, Sara Myers, Mary Nielsen), introduced to the Humanities Division faculty its idea of a new interactive homepage to replace the current non-interactive one during its 22 March 2002 Division meeting. Preliminary discussion ensued. The committee asked the faculty to consider ideas and input about this proposal to be discussed and voted upon at a future Fall, 2002, Division meeting.

During the November 8, 2002, Division meeting, the Humanities faculty discussed at length their ideas about this proposal. They decided that though such a project would enhance teaching and student learning-even beyond the bounds of the campus because of the homepage's placement on the Web-, undertaking such an ambitious, time-consuming project at this time would be impracticable for several reasons: 1. The project would take significant time of all Division faculty members in each Humanities area to help design, create, and contribute in an on-going way to such a new interactive homepage;

2. To be completely effective as an up-to-date tool, the project would require a volunteer Division Webmaster with the technological expertise and significant time to devote to coordinating, launching, and maintaining such a new homepage; no volunteer was forthcoming;

3. Given the work-intensive and time-consuming nature of this project along with increasing responsibilities and time restrictions of all Humanities Division members within the College community-not the least of which are:

--mandated increased class sizes every term because of increasing enrollments and Humanities instructor shortages,

--staffing of the various satellite campuses that requires extra travel time, --significantly increased paperwork demands,

--the thinness to which the Humanities teaching faculty are spread because of release time for several of its members with other responsibilities that benefit the College community, --and the loss of several instructors for various reasons the proposed project would require more release time for another Humanities Division member. Such release time is an impossibility at this time.

Presented with these major objections to the project as proposed, however, the Division decided that it could take another approach to meet this goal. The suggestion was made and accepted by the Division that it could update the existing homepage, making it more interactive and enhancing of student learning in the following ways:

1. \*Division faculty members agreed to update annually their individual homepages. Some of these homepages had not been updated since their creation two years prior because of unfamiliarity with the new College-mandated Web-authoring software. (Pursuant to this goal of helping faculty update homepages, the Humanities Interactive Technology Committee arranged with OCIS (Office of Computer and Information Services) several well-attended interactive workshops in order to familiarize Humanities faculty on the College's mandated Web-authoring software, FrontPage XP.) Additionally, the faculty agreed to add course syllabi and perhaps other course-related resource links and/or sites to enhance student learning to their individual homepages. (to be done by individual Humanities faculty members)

2. Division faculty members suggested and agreed that the following items be added by the DSC Webmaster (Sara Myers) and OCIS to the already-existing Humanities homepage:

-updated e-mail addresses and links to e-mail on the phone directory page for the Humanities Division;

\*-an updated Division faculty photo and credentials directory with links to faculty homepages; (photos to be added and required DSC Web site format to be provided by OCIS)

-an updated Division of Humanities Statement of Purpose; -an updated page on Programs of Study in the Humanities;

\*-individual Humanities faculty teaching and office-hour schedules for the current semester; (schedule to be provided by Humanities Division Secretary Donna Hendrix and Webmaster Sara Myers will upload the new schedule every term) -add to a page of links of Resources for Study in the Humanities that will be contributed to on an on-going basis by all Division faculty members;

\* \_ and a link to the DSC creative writing journal Small Town Rain (with permission of the editor, Dallas Messer-oral permission to link to Small Town Rain site obtained Fall, 2002, link to be made by Sara Myers).

\*These entries are not yet complete.

Impact on Unit Performance: Adequate

2001-2002

Since this homepage will be accessible to people within the Dalton State College community and also nationally and internationally, the unit could be considered much larger than just the Humanities Division and its students.

2002-2003

Since this updated Division homepage (along with updated faculty homepages) is now accessible to people within the Dalton State College community and also nationally and internationally, the unit is considered much larger than just the Humanities Division and its students.

Impact on Agency Goal Attainment: Adequate

2001-2002

With many of our Humanities Division teaching materials readily accessible via the Internet and interactive, the goal of creating an interactive system to enhance teaching and student learning will be met.

2002-2003

With most of our Humanities Division faculty homepages and teaching materials readily accessible via the Internet and interactive, the goal of creating an interactive system to enhance teaching and student learning has been met. Students, faculty, and the community can now gain access to course materials and other Humanities-related resources.

Effect to be integrated into next planning cycle: Major

2001-2002

Since this project is only in its initial launching stages, efforts will be continued into the next year, when the site should be up. Then efforts will be ongoing to keep the site updated, added to as new ideas become available, and maintained as an ongoing project of the Division.

2002-2003

Since most of the agreed-upon additions to the Division homepage have been made and many of the Division faculty homepages have been updated, efforts will be ongoing to keep the site(s) updated, added to as new ideas become available, and maintained as an ongoing project of the Humanities Division. As more faculty use their homepages in the classroom, more teaching and learning resources will become available.

Benefits to agency: Major

2001-2002

Creating, adding to, updating, and maintaining such an interactive homepage that concentrates a large portion of teaching and learning resources from the Humanities Division should have a very positive effect on the quality of teaching and student learning.

2002-2003

The ultimate goals are that, with greater and more access to course and other Humanities-related resources, more learning can occur after graduation and within the community.

*Goal 0870*

Integrate technology skills across the curriculum to equip students with technology skills they will need when they leave DSC.

*Objective 010*

2001-2002

The Division of Humanities will offer several courses that will equip students with the technology skills they will require when they leave Dalton State College.

*OMAS 01*

2001-2002

Appropriate Humanities courses will be revised so that students will be equipped with the necessary technological skills.

*Evaluation*

2001-2002

Several sections of Communications 1110 (Fundamentals of Speech) and English 1101 (English Composition I) were revised to help students satisfy the computer literacy requirement. Humanities 2212 (Electronic Culture) also satisfies the computer literacy requirement. The computer sections of Communications 1110 and English 1101 normally fill up. The sections of Humanities 2212 make but are not filled to capacity.

Impact on Unit Performance: Adequate

2001-2002

One-third of the Communications 1110 courses are computer sections during fall and spring semesters. One or two English 1101 sections are offered fall and spring semesters. One or two sections of Humanities 2212 are offered spring semester.

Impact on Agency Goal Attainment: Adequate

2001-2002

Many Humanities courses make assignments that require the use of the computer and the internet. Communications 1110 (Fundamentals of Speech); English 1101 (English Composition I), and Humanities 2212 (Electronic Culture) are the only courses that allow students to satisfy the computer literacy requirement.

Effect to be integrated into next planning cycle: Minor

2001-2002

These courses will continue to be offered. Not a great deal of expansion in the number of computer sections is anticipated since offering such courses requires a class to be scheduled in a computer-equipped classroom, and such classrooms are in great demand from the Business and other divisions.

Benefits to agency: Major

2001-2002

These courses have a positive effect on the quantity of courses offered by the College which allow a student to satisfy the computer literacy requirement.

*Goal 0980*

Provide opportunities for middle and secondary school faculty and administration to exchange ideas and information with DSC faculty and staff to prepare students for higher education in the College's service area.

*Objective 010*

2000-2001

The Dalton State College Division of Humanities will host a conference for secondary language arts faculty members to discuss ideas and teaching practices and to exchange information on how to better offer a "seamless transition" for our students. All service-area high school and middle school teachers will be invited. Seminars will be offered by both high school and college instructors in all humanities areas.

*OMAS 01*

2000-2001

A conference for secondary language arts faculty members will be hosted by the division to discuss ideas and teaching practices and to exchange information on how to better offer a "seamless transition" for our students. Letters to thank panel participants and evaluation reports will prove the conference was hosted.

*Evaluation*

2000-2001

A conference for secondary language arts faculty members (the "Connections Conference") was hosted October 27, 2000, by the division to discuss ideas and teaching practices and to exchange information on how to better offer a "seamless transition" for our students. Letters to thank panel participants and evaluation reports proved the conference was hosted.

Impact on Unit Performance: Exemplary

2000-2001

Because of their great involvement, the Humanities Division was significantly impacted. There were 67 people in attendance with 13 of the Division's full-time faculty members and one part-time faculty member leading seminars. An evaluative instrument was administered, and most respondents ranked the conference 4 or 5, the highest rankings available. Moreover, the written summary of comments on the conference's content was very positive. In fact, such comments as "More time in sessions needed" and "Only one hour for lunch would be better" suggest conference participants actually wanted more instructional/interactive time in the subjects being addressed in the sessions. 18 of 20 Humanities Division members attended the conference (90%).

Impact on Agency Goal Attainment: Exemplary

2000-2001

The goal was thoroughly discussed at several division meetings Fall Semester, 2000. In addition, all Humanities faculty members received brochures with information regarding the conference.

Effect to be integrated into next planning cycle: Major

2000-2001

The results obtained from the evaluative instrument will be used to plan even more successful conferences in the future. The bonds that were formed between secondary and post-secondary teachers will be used in the planning stages for the next conference.

Benefits to agency: Major  
2000-2001

The conference provided opportunities for secondary school faculty and administration to exchange ideas and information with Dalton State College faculty and staff to prepare students for higher education in the College's service area. As a result of the conference, it is hoped that students will be better prepared for English courses when they enter Dalton State College.

## Unit Public Relations

### *Goal 0030*

Maintain current levels of advertising and publication materials of the College and its programs through television, radio, video, billboards, movies, Internet, print, and Web media to reach all service areas as a means of increasing student enrollment.

### *Objective 010*

Advertising will be planned by the Marketing Committee to increase exposure of the College and its programs. Benefit: More community awareness of the College's activities.

### *OMAS 01*

A written plan detailing advertising strategies will be developed by the Marketing Committee. Meeting agendas and minutes will record the procedure for developing the plan.

### *Evaluation*

#### 2001-2002:

A written plan detailing advertising strategies was developed by the Marketing Committee.

The Marketing Plan included approximate costs for producing and distributing print ads, radio and television spots, billboard advertising, an EBSCO magazine advertising project, the Connections, the Nursing Division brochure and miscellaneous small publications.

A written plan detailing advertising strategies will be developed by the Marketing Committee. Meeting agendas and minutes will record the procedure for developing the plan.

#### 2002-2003

The existing written plan containing advertising strategies was updated by the Marketing Committee for year 2002-2003.

The Marketing Plan included costs for producing and distributing print ads, radio and television spots, billboard advertising, the Connections, revised brochures and many small publications.

The plan will be revised and updated for the upcoming year.

### Impact on Unit Performance: Exemplary

#### 2001-2002:

The amount of advertising produced this cycle closely resembled the amount that was produced in 2000-2001. Several of the previous year's new advertising avenues that had been implemented, including billboard advertising, were expanded. In addition, the Public Relations Office continued to work with a television vendor to edit and improve our quality television and radio spots. All advertising goals were met by the Public Relations department in a timely manner.

#### 2002-2003:

The level of advertising during this cycle remained essentially the same as in year 2001-2002. There were some adjustments made, including more advertising dollars spent on print and television, and fewer dollars spent on billboard and radio.

### Impact on Agency Goal Attainment: Exemplary

#### 2001-2002:

The advertising planned by the Marketing Committee and produced by the Public Relations department greatly increased the visibility of Dalton State College to potential students in the Northwest Georgia region.

One measure of the impact of increased visibility may be realized by the increase in enrollment for fall semester 2001, an increase which is more than 10% higher than the previous fall semester.

#### 2002-2003:

Visibility for Dalton State College remained higher than in past years due to the sustained level of advertising during the year 2002-2003. One quantitative indicator of the increased exposure of the programs and opportunities provided by DSC to area students and residents was the increase in its student population. Incoming students increased by 13% over the previous year, which had experienced a 10% increase.

Effect to be integrated into next planning cycle: Major

2001-2002:

The same level of advertising will be incorporated into the next planning cycle, but because of budgetary considerations, the amount of money spent on advertising is not likely to increase during the next year.

2002-2003:

The amount of dollars spent on advertising during the 2003-2004 year is likely to be greatly reduced due to the severe budget cuts that are in place for all University System of Georgia institutions. This will have a challenging and perhaps negative impact on our ability to advertise as we have over the past three years.

Benefits to agency: Major

2001-2002:

Dalton State College will continue to benefit from the increase in advertising as greater numbers of people will be made aware of DSC's expanding programs and mission.

2002-2003:

The emphasis on increasing the visibility of DSC will continue to benefit the College and its many programs and offerings. However, in the foreseeable future, efforts will have to be made to "do more with less" in terms of advertising dollars.

*Goal 0040*

Develop a revised marketing plan for the College based on the 1999 Stamats Consultants' report as a means of increasing student enrollment in College programs.

*Objective 010*

Marketing Plan will be developed that will reflect the Stamats recommendations regarding publications and marketing materials. Condition: Subject to budget appropriations.

*OMAS 01*

A written plan will be developed by the Marketing Committee that will implement the recommendations proposed by Stamats. Meeting agendas and minutes will record the progress.

*Evaluation*

2001-2002:

The Marketing Plan continued to incorporate the recommendations made by Stamats regarding publications and marketing materials. However, a few changes were made. The tag line was changed from "A Leader in Academic Quality" to "Georgia's Newest 4-Year College." This change was made to enhance our marketing efforts as a four-year college.

We completed the following:

1) Business division brochures 2) Social work brochures 3) New outdoor advertising

In addition, we closely maintained the level of advertising that was accomplished during the previous year.

2002-2003:

The Public Relations Office continued to rely on the STAMATS document to plan and execute the marketing efforts of the College. No significant changes were made in terms of tag lines, methods of promotion, or dollars spent.

The level of advertising for this fiscal year approximated the year 2001-2002 in terms of dollars spent. Some adjustments were made to the advertising schedule, with more advertising dollars being spent on print and television and a slight reduction on radio and billboard ads.

The Marketing Plan will be updated during the upcoming year to reflect a downturn in budget allocations for the College's advertising efforts.

Impact on Unit Performance: Adequate

2001-2002:

Several goals were undertaken this year, and the majority of those were met. The Public Relations Office incorporated six of the Stamats recommendations into the overall Marketing plan. Our greatest success was in restructuring the tag line to be "A Leader in Academic Quality," a slogan that was used in billboard, print, radio and television advertising, as well as in "-house" publications.

2002-2003:

The Public Relations Office continued to meet most of its goals this year. Very few modifications were made to the message and DSC continued to promote itself as "A Leader in Academic Quality" and "Georgia's Newest 4-Year College."

Impact on Agency Goal Attainment: Adequate

2001-2002:

The College is known for having a solid reputation as an academic leader in the region. The new tag line is one way that we can keep that concept in front of the public. Also, our attempts to target our markets with publications that are more specialized has also been a plus for the institution.

2002-2003:

The College to use the two slogans to reinforce the ideas of quality and of four-year degree programs. These are important messages for this institution in order to increase the numbers of highly-qualified students to view DSC as a viable choice and in order to increase the numbers of students who pursue bachelor's degrees from this institution.

Effect to be integrated into next planning cycle: Major

2001-2002:

The Public Relations Office will continue to work on divisional brochures this fall and will be monitoring the effectiveness of the Departmental Fact Sheets.

2002-2003:

The Public Relations Office will emphasize targeted marketing techniques over the next planning cycle and will try to do "more with less" in terms of low-cost methods of reaching prospective students.

Benefits to agency:

2001-2002:

As DSC expands its mission to add more programs, including bachelor's degree offerings, targeted marketing will become more necessary to the success of the organization.

2002-2003:

Target marketing will play an increasing important role in the recruitment activities of the College.

## Unit Computing & Information Services

### *Goal 0750*

Publish on the College's Web site information regarding technology classes, statewide seminars, and links to outside sources to equip faculty and staff with the technological knowledge and skills they need to be more effective in their job performance.

### *Objective 010*

Useful technology web sites will be identified to equip faculty and staff with the technological knowledge they need to be more effective in their job performance.

### *OMAS 01*

At least 20 web site links will be identified and posted to assist faculty and staff with the technological knowledge they need to be more effective in their job performance. Assessment Strategy: Links will be posted on the OCIS website.

### *Evaluation*

2000-2001:

Twenty-seven web site links were identified and posted to assist faculty and staff with the technological knowledge they need to be more effective in their job performance.

Impact on Unit Performance: Adequate Minimal impact on the department.

Impact on Agency Goal Attainment: Exemplary

The Goal was attained by publishing on the College's Web site information regarding technology classes, statewide seminars, and links to outside sources to equip faculty and staff with the technological knowledge and skills they need to be more effective in their job performance.

Effect to be integrated into next planning cycle: Minor

Beneficial web sites will continue to be identified and made available to the faculty and staff.

Benefits to agency: Minor

Faculty and Staff are better informed of technology classes, statewide seminars, and links to outside sources via the web.

### *Goal 0760*

Develop a technology master plan in concert with the University System to guide and to support the technological needs of the College.

### *Objective 010*

The University System of Georgia's Technology Master Plan will be obtained and reviewed to determine the scope and direction of DSC's Technology Master Plan.

### *OMAS 01*

The University System of Georgia's Technology Master Plan will be obtained and reviewed to determine the scope and direction of DSC's Technology Master Plan.

### *Evaluation*

The University System of Georgia's Technology Master Plan was obtained and reviewed. However, there was consensus at the University System level and among the ACIT membership that the USG Technology Master Plan and the accompanying Campus Planning Templates were not adequate planning instruments for the USG and its individual institutions.

Impact on Unit Performance: Inadequate

The USG Technology Master Plan and the accompanying Campus Planning Templates are not adequate planning instruments for the USG and its individual institutions.

Impact on Agency Goal Attainment: Inadequate

The USG Technology Master Plan and the accompanying Campus Planning Templates are not adequate planning instruments for the USG and its individual institutions.

Effect to be integrated into next planning cycle: None

Benefits to agency: None

*Objective 020*

DSC's Draft Technology Master Plan will be compared with the University System of Georgia's Technology Master Plan to ensure that DSC's plan is consistent with the University System's plan.

*OMAS 01*

The Technology Master Plan for DSC will be drafted and evaluated to ensure that DSC's plan is consistent with the University System of Georgia's plan.

*Evaluation*

The University System of Georgia's Technology Master Plan was obtained and reviewed. However, there was consensus at the University System level and among the ACIT membership that the USG Technology Master Plan and the accompanying Campus Planning Templates were not adequate planning instruments for the USG and its individual institutions.

Dalton State College's Technology Master Plan will be a by product of the DSC Strategic Planning process.

Impact on Unit Performance: Inadequate

Dalton State College's Technology Master Plan will be a by product of the DSC Strategic Planning process.

Impact on Agency Goal Attainment: Inadequate

Dalton State College's Technology Master Plan will be a by product of the DSC Strategic Planning process.

Effect to be integrated into next planning cycle: None

Dalton State College's Technology Master Plan will be a by product of the DSC Strategic Planning process.

Benefits to agency: None

*Goal 0770*

Provide faculty seminars and workshops to equip them with the technology skills for developing and providing online learning to students.

*Objective 010*

Feedback from the faculty will be solicited to determine which seminars and workshops are beneficial.

*OMAS 01*

All faculty and staff will receive notices from OCIS regarding what seminars and workshops should be offered via email.

*Evaluation*

All faculty and staff received notices from OCIS regarding what seminars and workshops should be offered via email. These notices asked for suggestions regarding what classes should be offered and suggested times. These notices also solicited assistance from faculty and staff for leading training sessions. Based on the response, OCIS produced a semester training calendar for faculty and staff to use to select appropriate training sessions.

Impact on Unit Performance: Adequate

Faculty/Staff training is part of what OCIS is. Soliciting input on which seminars and workshops to offer is a routine function and poses no undue burden on the department.

Impact on Agency Goal Attainment: Exemplary Necessary in order that the appropriate seminars and workshops are offered.

Effect to be integrated into next planning cycle: Major

This will be an ongoing need and will be integrated into the next planning cycle.

Benefits to agency: Major The needs of the faculty and staff are being met.

*Objective 020*

Workshops and seminars will be scheduled in sufficient numbers to ensure adequate participation.

*OMAS 01*

About 60 workshops and seminars will be offered for faculty and staff on a wide variety of subjects and varying dates via a training calendar which is published by OCIS and posted on the web.

### *Evaluation*

Eighty workshops and seminars were offered for faculty and staff on a wide variety of subjects. About 60 workshops and seminars will be offered for faculty and staff on a wide variety of subjects and varying dates via a training calendar which is published by OCIS and posted on the web.

Impact on Unit Performance: Adequate

This training is a routine function of OCIS. The number of training workshops offered no undue burden on the department.

Impact on Agency Goal Attainment: Adequate

By providing an adequate number of classes offered on a variety of dates, faculty and staff are able to attend the training classes.

Effect to be integrated into next planning cycle: Major

The number of training classes offered was good. We will be offering the same number next year.

Benefits to agency: Major

By making sure that an adequate number of training sessions are offered, more faculty and staff are able to participate.

### *Goal 0780*

Provide secure remote access that will allow faculty and staff to work off-campus via access to the College's computing systems.

#### *Objective 010*

The appropriate network protocols, network operating systems, and security measures will be investigated and employed that will allow faculty and staff to work off-campus via access to the College's computing systems.

#### *OMAS 01*

The appropriate network protocols, network operating systems, and security measures will be investigated to determine the applications and processes that can be employed to allow faculty and staff to work remotely via access to the College's computing systems.

### *Evaluation*

Impact on Unit Performance:

Impact on Agency Goal Attainment:

Effect to be integrated into next planning cycle:

Benefits to agency:

#### *OMAS 02*

The applications and processes that will allow faculty and staff to work off-campus via access to the College's computing systems will be identified and implemented.

### *Evaluation*

Impact on Unit Performance:

Impact on Agency Goal Attainment:

Effect to be integrated into next planning cycle:

Benefits to agency:

### *Goal 0820*

Connect Internet services to the Catoosa Center to centralize all College computer operations.

#### *Objective 010*

Internet services will be connected to the Catoosa Center to centralize all College computer operations.

#### *OMAS 01*

Internet connectivity at the Catoosa Center will be provided as part of the College's centralized computer system by contracting this service to a local service provider. A record of the contract for service provided is maintained by OCIS and Fiscal Affairs.

### *Evaluation*

Internet connectivity at the Catoosa Center was provided as part of the College's centralized computer system by contracting this service with NexLec.

Impact on Unit Performance: Adequate Impact was minimal because the service was outsourced.

Impact on Agency Goal Attainment: Adequate

Extending the College's computing operations to the Catoosa Center was achieved by providing this connection.

Effect to be integrated into next planning cycle: Major

This project was completed during this planning cycle and will not be forwarded to the next planning cycle.

Benefits to agency: Major

Allowed the college to extend its outreach into this area and insure that the level of service provided to these off-campus students is on par with those offered on the main campus.

### *Goal 0840*

Review instructional products (hardware and software) to support instruction and enhance student learning.

#### *Objective 010*

Training in WebCT will be offered to all faculty to support instruction and enhance student learning.

#### *OMAS 01*

Five WebCT workshops will be offered to faculty to support instruction and enhance student learning.

Assessment Strategy: Class participation records will be kept by OCIS.

### *Evaluation*

Eight WebCT workshops were offered to faculty to support instruction and enhance student learning.

Based on class participation and attendance in Fall 2000, OCIS determined that, beginning Spring 2001, overview classes of the WebCT product would be offered and creation of the actual online course would be individualized with the instructor.

Impact on Unit Performance: Adequate

WebCT training is part of who OCIS is. This is part of our regular training schedule. This poses no undue burden to the department.

Impact on Agency Goal Attainment: Exemplary

Allowed faculty to use WebCT to support their instruction and enhance the student learning experience.

Effect to be integrated into next planning cycle: Minor This will be an ongoing need and will be continued next year.

Benefits to agency: Minor

Faculty are able to enhance classroom instruction by providing online support for their classes.

### *Goal 0860*

Expand student access to campus computing to promote widespread use and acquisition of computer technology skills by DSC students.

#### *Objective 010*

Banner Web for Students will be deployed to increase the use of technology in performing administrative tasks.

#### *OMAS 01*

Ten students will participate in an experimental online registration and fee payment. Assessment Strategy:

The vice president for Enrollment Services recruited students to participate in the experiment.

### *Evaluation*

Five of the ten students participated in an experimental online registration and fee payment. Even though only half of the students participated, the objective of the experiment, which was to test the online registration and fee payment process, was successful. Beginning Fall 2001, students who meet certain criteria (e.g. satisfied CPC requirements, attained a set amount of credit hours) as established by enrollment services.

Impact on Unit Performance: Adequate

Required much preparation and development time in order to ensure that the software would function as needed.

Impact on Agency Goal Attainment: Exemplary

Testing the system by these 10 students demonstrated what possible problems could be encountered and that the system would be ready when the rest of the student body is given access to Banner Web.

Effect to be integrated into next planning cycle: Major

OCIS will need to evaluate the amount of student training sessions to offer. We will also need to look at how well the system performs when the student body as a whole begins using the system.

Benefits to agency: Major

Provides better customer service to the students by allowing them to have control over their information. Reduces administrative paperwork.

### *Goal 1030*

Implement PeopleSoft financial software system in compliance with new system-wide accounting procedures.

#### *Objective 010*

OCIS personnel will be identified to participate in the successful implementation of PeopleSoft. Benefit: OCIS expertise will be necessary for a successful implementation.

#### *OMAS 01*

One OCIS staff member will be identified as the main support person for the implementation of PeopleSoft. Assessment Strategy: OCIS director will assign proper personnel.

#### *Evaluation*

One OCIS staff member was assigned as the main support person for the implementation of PeopleSoft. The next phase of OCIS support for this project will be identified in the next planning cycle.

Impact on Unit Performance: Adequate

The week long training sessions that the support person was required to attend did at times place a burden on the department. Overall the impact to the department has not been prohibitive.

Impact on Agency Goal Attainment: Exemplary

Having a technical support person on board during this implementation has insured its success.

Effect to be integrated into next planning cycle: Minor Level of technical support required will continue to be evaluated.

Benefits to agency: Major Insures a successful implementation of the Peoplesoft system.

#### *Objective 020*

OCIS personnel will install the PeopleSoft software on the designated file server and desktops. Benefit: Proper server and desktop setup will ensure successful implementation of the PeopleSoft project.

#### *OMAS 01*

A successful installation of the Peoplesoft software will be loaded on the campus server as well as user desktops. Assessment Strategy: The business office personnel verified the server and desktop installations were successful.

### *Evaluation*

A successful installation of the Peoplesoft software was loaded on the campus server as well as user desktops.

Impact on Unit Performance: Adequate

Software installation has not placed an undue burden on the department.

Impact on Agency Goal Attainment: Exemplary

A successful installation of the software was necessary for a successful implementation of the system.

Effect to be integrated into next planning cycle: Major The software installation will continue to be upgraded and enhanced.

Benefits to agency: Major Allows the College to utilize the Peoplesoft system.

### *Objective 030*

2001 - 2002:

OCIS will apply any necessary upgrades to the Peoplesoft software. OMAS: 01 OCIS will apply any necessary upgrades to the Peoplesoft software.

### *Evaluation*

OCIS applied all necessary upgrades to the Peoplesoft software.

Impact on Unit Performance: Adequate Software installation has not placed an undue burden on the department.

Impact on Agency Goal Attainment: Exemplary

A successful installation of the software was necessary for a successful implementation of the system.

Effect to be integrated into next planning cycle: Minor

The Peoplesoft system will continue to be supported and maintained by OCIS.

Benefits to agency: Major Allows DSC to use the Peoplesoft system.

### *Goal 7000*

OCIS will respond to requests for service in four hours or less

### *Objective 010*

The response time for service requests will not exceed four hours.

Condition: Personnel availability and emergency situations which may take priority.

Benefit: Better customer service.

### *OMAS 01*

Thirty percent of faculty and staff will indicate that OCIS responded to their requests for assistance in one hour or less as measured by an OCIS Satisfaction Survey.

### *Evaluation*

2000-2001:

Thirty-three percent of faculty and staff indicated that OCIS responded to their requests for assistance in one hour or less as measured by an OCIS Satisfaction Survey.

Impact on Unit Performance: Adequate

OCIS is more aware of the time to respond to requests. This does not impose any undue burden on the department.

Impact on Agency Goal Attainment: Adequate

Thirty-three percent of faculty and staff indicated that OCIS responded to their requests for assistance in one hour or less as measured by an OCIS Satisfaction Survey.

Effect to be integrated into next planning cycle: Minor

OCIS will continue to evaluate its response time to service requests.

Benefits to agency: Major

Improved customer service relations and reduced downtime from the reported problems.

### *Goal 7030*

Users will be satisfied with OCIS services.

*Objective 010*

The Dalton State College community will be satisfied with OCIS services. Benefit: Better customer service.

*OMAS 01*

Seventy-five percent of faculty and staff will be satisfied with services provided by OCIS as measured by an OCIS Satisfaction Survey.

*Evaluation*

2000-2001:

Eighty percent of faculty and staff indicated that they were very satisfied or satisfied with services provided by OCIS as measured by an OCIS Satisfaction Survey.

Impact on Unit Performance: Exemplary

Improved moral and efficiency within the department. Improved OCIS's relationship to the campus community.

Impact on Agency Goal Attainment: Exemplary

Eighty percent of faculty and staff indicated that they were very satisfied or satisfied with services provided by OCIS as measured by an OCIS Satisfaction Survey.

Effect to be integrated into next planning cycle: Major

How satisfied the campus is with the service that OCIS provides will continue to be evaluated.

Benefits to agency: Major Dalton State College community receives better technical support.

*Goal 7060*

OCIS will implement a web-based help desk system to aid faculty and staff in requesting services from OCIS.

*Objective 010*

OCIS Personnel will be assigned to the installation and setup of the web-based helpdesk.

*OMAS 01*

One OCIS staff member will be identified to install and setup the new web-based helpdesk. Assessment Strategy: OCIS Director will assign proper personnel.

*Evaluation*

Micah Breedlove was assigned to set up and configure the helpdesk software.

Impact on Unit Performance: Exemplary

Installation of the software is necessary in order to utilize the system.

Impact on Agency Goal Attainment: Exemplary

Installation of the software is necessary in order to utilize the system.

Effect to be integrated into next planning cycle: None

Maintenance of the system will be ongoing but not strategic in nature.

Benefits to agency: Major

Installation of the software is necessary in order to utilize the system.

*Objective 020*

OCIS will provide training for the use of the helpdesk.

*OMAS 01*

At least 15 helpdesk training classes will be offered during Spring 2002 semester. These classes will be advertised via OCIS's training calendar that is posted on the web.

### *Evaluation*

OCIS has decided to utilize the helpdesk system internally. After the system has been used for at least one year, OCIS will reevaluate the benefits of making it available to the faculty and staff.

If after reevaluation it is determined that the campus would benefit from making this system available, adequate training will be scheduled and provided.

Impact on Unit Performance: Inadequate

Training for faculty and staff will not be necessary until it has been determined that the system should be made available to the faculty and staff.

Impact on Agency Goal Attainment: Inadequate

Training for faculty and staff will not be necessary until it has been determined that the system should be made available to the faculty and staff.

Effect to be integrated into next planning cycle: Minor

OCIS will reevaluate the possible benefits of making the helpdesk available to the faculty and staff.

If after reevaluation it is determined that the campus would benefit from making this system available, adequate training will be scheduled and provided.

Benefits to agency: None

### *Goal 7070*

OCIS will implement a web-based help desk system to inform faculty and staff on the status of their service requests.

#### *Objective 010*

OCIS Personnel will be assigned to the installation and setup of the web-based helpdesk.

#### *OMAS 01*

One OCIS staff member will be identified to install and setup the new web-based helpdesk. Assessment

Strategy: OCIS Director will assign proper personnel.

### *Evaluation*

Micah Breedlove has been assigned to install and configure the helpdesk software.

Impact on Unit Performance: Exemplary Installation of the software is necessary in order to utilize the system.

Impact on Agency Goal Attainment: Exemplary Installation of the software is necessary in order to utilize the system.

Effect to be integrated into next planning cycle: None Maintenance of the system will be ongoing but not strategic in nature.

Benefits to agency: Major Installation of the software is necessary in order to utilize the system

#### *Objective 020*

OCIS will provide training for the use of the helpdesk.

#### *OMAS 01*

At least 15 helpdesk training classes will be offered during Spring 2002 semester. These classes will be advertised via OCIS's training calendar that is posted on the web.

### *Evaluation*

OCIS has decided to utilize the helpdesk system internally. After the system has been used for at least one year, OCIS will reevaluate the benefits of making it available to the faculty and staff.

If after reevaluation it is determined that the campus would benefit from making this system available, adequate training will be scheduled and provided.

Impact on Unit Performance: Inadequate

Training for faculty and staff will not be necessary until it has been determined that the system should be made available to the faculty and staff.

Impact on Agency Goal Attainment: Inadequate

Training for faculty and staff will not be necessary until it has been determined that the system should be made available to the faculty and staff.

Effect to be integrated into next planning cycle: Minor

OCIS will reevaluate the possible benefits of making the helpdesk available to the faculty and staff. If after reevaluation it is determined that the campus would benefit from making this system available, adequate training will be scheduled and provided.

Benefits to agency:

*Objective 030*

OCIS will provide a hyperlink to the new helpdesk from the OCIS website to assist faculty and staff in tracking the progress of their service requests.

*OMAS 01*

A hyperlink from the OCIS web site will be added to assist faculty and staff in tracking the progress of their service requests. Assessment Strategy: Faculty will report on the OCIS Satisfaction Survey that accessing the helpdesk was easy.

*Evaluation*

OCIS has decided to utilize the helpdesk system internally. After the system has been used for at least one year, OCIS will reevaluate the benefits of making it available to the faculty and staff.

If after reevaluation it is determined that the campus would benefit from making this system available, a hyperlink to the helpdesk will be added from the OCIS website.

Impact on Unit Performance: Inadequate

If after reevaluation it is determined that the campus would benefit from making this system available, a hyperlink to the helpdesk will be added from the OCIS website.

Impact on Agency Goal Attainment: Inadequate

If after reevaluation it is determined that the campus would benefit from making this system available, a hyperlink to the helpdesk will be added from the OCIS website.

Effect to be integrated into next planning cycle: Minor

If after reevaluation it is determined that the campus would benefit from making this system available, a hyperlink to the helpdesk will be added from the OCIS website.

Benefits to agency: Minor

*Goal 7080*

OCIS will implement a web-based help desk system to provide a means to measure its performance and productivity.

*Objective 010*

OCIS personnel will be dedicated to the setup and configuration of the new helpdesk.

*OMAS 01*

One OCIS staff member will be identified to install and setup the new web-based helpdesk. Assessment Strategy: OCIS Director will assign proper personnel.

*Evaluation:*

Micah Breedlove was assigned to install and configure the helpdesk software.

Impact on Unit Performance: Exemplary Installation of the software is necessary in order to utilize the system.

Impact on Agency Goal Attainment: Exemplary Installation of the software is necessary in order to utilize the system.

Effect to be integrated into next planning cycle: None Maintenance of the system will be ongoing but not strategic in nature.

Benefits to agency: Major Installation of the software is necessary in order to utilize the system.

*Objective 020*

OCIS will provide training to the College Community on the use of the new helpdesk.

*OMAS 01*

At least 15 helpdesk training classes will be offered during Spring 2002 semester. These classes will be advertised via OCIS's training calendar that is posted on the web.

### *Evaluation*

OCIS has decided to utilize the helpdesk system internally. After the system has been used for at least one year, OCIS will reevaluate the benefits of making it available to the faculty and staff.

If after reevaluation it is determined that the campus would benefit from making this system available, adequate training will be scheduled and provided.

Impact on Unit Performance: Inadequate

Training for faculty and staff will not be necessary until it has been determined that the system should be made available to the faculty and staff.

Impact on Agency Goal Attainment: Inadequate

Training for faculty and staff will not be necessary until it has been determined that the system should be made available to the faculty and staff.

Effect to be integrated into next planning cycle: Minor

OCIS will reevaluate the possible benefits of making the helpdesk available to the faculty and staff.

If after reevaluation it is determined that the campus would benefit from making this system available, adequate training will be scheduled and provided.

Benefits to agency:

#### *Objective 030*

OCIS will extract data from the helpdesk database to assess its productivity and performance.

#### *OMAS 01*

OCIS will accurately report the number and type of service calls received, the average length of time taken to respond, and the time taken to resolve the request for service from the data gathered by the helpdesk.

### *Evaluation*

The helpdesk system implementation has been postponed until Spring 2004. OCIS will extract data from the helpdesk database to assess its productivity and performance once sufficient data has been collected.

Impact on Unit Performance: Exemplary

Extracting and assessing the helpdesk data will provide the primary means for OCIS to assess its productivity.

Impact on Agency Goal Attainment: Exemplary

Extracting and analyzing the helpdesk data will provide the primary means for OCIS to assess its productivity.

Effect to be integrated into next planning cycle: Major The need to extract and analyze this data will be ongoing.

Benefits to agency: Major OCIS will be a better department.

### *Goal 7100*

Dalton State College's network and computer systems will be made secure to insure the integrity of these systems and the college's information resources.

#### *Objective 010*

Dalton State College's email virus filtering processes will be evaluated and enhanced

#### *OMAS 01*

DSC's current email virus filtering process will be reviewed and compared to commercially available systems to determine if the current system is adequate as is, if enhancements are necessary, or if a commercially available solution is the best course of action.

### *Evaluation*

DSC's current email virus filtering process was reviewed and compared to commercially available systems. It was determined that the current system is adequate and implementing a commercially available solution was not necessary.

Impact on Unit Performance: Adequate

The current system is adequate and no further changes are necessary at this time.

Impact on Agency Goal Attainment: Adequate The current system is adequate and no further changes are necessary at this time.

Effect to be integrated into next planning cycle: None

The current system will continue to be reviewed. However, this will be more operational (not strategic) in nature.

Benefits to agency: Minor

### *Objective 020*

Intrusion detection methodologies will be investigated.

### *OMAS 01*

Intrusion detection methodologies will be evaluated in light of cost vs. benefit and risk. Assessment strategy: A proposal will be produced which will either identify a cost-effective solution or will state that the risks are not great enough to warrant the expenditure.

### *Evaluation*

When funding became available to completely overhaul the college's network infrastructure, it was decided to delay the intrusion detection investigation until it could be determined what capabilities would be provided with the new infrastructure.

Impact on Unit Performance: Adequate

Will reassess the need for intrusion detection after the network infrastructure has been replaced.

Impact on Agency Goal Attainment: Inadequate

Will reassess the need for intrusion detection after the network infrastructure has been replaced.

Effect to be integrated into next planning cycle: Major

Will reassess the need for intrusion detection after the network infrastructure has been replaced.

Benefits to agency: Major

Information resources are critical to the College's success. Securing these resources is vital.

### *Objective 030*

Desktop management and control software will be implemented in the student computer labs.

### *OMAS:01*

The policies that govern permissible and prohibited activities on the student computer lab PC's will be identified.

### *Evaluation*

The policies that govern permissible and prohibited activities on the student computer lab PC's have been identified: "Computer and Network Usage Policy", "DSC Security Policy", "Regents Guide to Understanding Copyright and Education Fair use Policy".

Impact on Unit Performance: Adequate

These policies will dictate how the PC's in these labs are set up and configured. The PC's will be configured to enforce these policies whenever possible.

Impact on Agency Goal Attainment: Exemplary

These policies will dictate how the PC's in these labs are set up and configured. The PC's will be configured to enforce these policies whenever possible.

Effect to be integrated into next planning cycle: None

OCIS will continue to assess the needs for desktop management and control campus wide and implement any necessary desktop configurations and install any necessary software. However, this will be operational in nature

Benefits to agency: Major

PC's are less problematic which keeps end users happy and requires less technical support. The College is also less liable for copyright infringements.

### *Goal 7110*

Dalton State College's faculty will be empowered to deliver online curriculum.

*Objective 010*

Training classes in classroom and individualized settings for using online course technology will be provided.

*OMAS 01*

Faculty having immediate online course technology training needs will be identified. Training will be provided for these faculty.

*Evaluation*

Faculty having immediate online course technology training needs were identified. Training was provided for these faculty.

Impact on Unit Performance: Adequate

Faculty having immediate online course technology training needs were identified. Training was provided for these faculty.

Impact on Agency Goal Attainment: Exemplary

Training is vital to empowering the faculty to create and deliver online curriculum.

Effect to be integrated into next planning cycle: Minor

Will continue to assess how well the faculty are being empowered to deliver online curriculum.

Benefits to agency: Major

Dalton State College's ability to create and deliver online curriculum will expand the number of students the College is able to serve.

*Objective 020*

Content design assistance in creating and delivering online courses will be provided.

*OMAS 01*

Online course content design assistance will be provided by OCIS personnel.

*Evaluation*

Online course content design assistance was provided by OCIS personnel.

Impact on Unit Performance: Adequate

Online course content design assistance was provided (and will continue to be provided) by OCIS personnel.

Impact on Agency Goal Attainment: Exemplary

Content design is vital to empowering the faculty to create and deliver online curriculum.

Effect to be integrated into next planning cycle: Minor

Will continue to assess how well the faculty are being empowered to deliver online curriculum.

Benefits to agency: Major

Dalton State College's ability to create and deliver online curriculum will expand the number of students the College is able to serve.

*Objective 030*

online course development support will be expanded and enhanced.

*OMAS 01*

Student workers will be selected and groomed to assist OCIS personnel and faculty in online course development.

*Evaluation*

Student workers were selected and groomed to assist OCIS personnel and faculty in online course development.

Impact on Unit Performance: Exemplary

Having additional persons able to provide technical support and assistance in online curriculum development means that more faculty can be served at one time. The limited number of OCIS personnel devoted to this project are less likely to become overwhelmed.

Impact on Agency Goal Attainment: Exemplary

Having an adequate number of support personnel dedicated to this project is critical for its success.

Effect to be integrated into next planning cycle: Minor

Will continue to assess how well the faculty are being empowered to deliver online curriculum.

Benefits to agency: Major

Dalton State College's ability to create and deliver online curriculum will expand the number of students the College is able to serve.

*Goal 7120*

Dalton State College's online student services will be expanded and improved.

*Objective 010*

A student services committee will be established to regularly review and prioritize enhancements to online student services.

*OMAS 01*

A student services committee will be established to regularly review and prioritize enhancements to online student services.

*Evaluation*

After the departure of our programmer, it was decided that the Vice President for Enrollment and Student Services would meet with OCIS personnel on an as-needed basis to review and prioritize enhancements to online student services.

Impact on Unit Performance: Adequate

Even though OCIS is short in the programming area, having the Vice President of Enrollment and Student Services meet with OCIS personnel will insure that the highest priority projects are being undertaken and that the necessary enhancements to online student services are being made.

Impact on Agency Goal Attainment: Adequate

Even though OCIS is short in the programming area, having the Vice President of Enrollment and Student Services meet with OCIS personnel will insure that the highest priority projects are being undertaken and that the necessary enhancements to online student services are being made.

Effect to be integrated into next planning cycle: None

Will continue to assess. However this will be more operational in nature (not strategic).

Benefits to agency: Major

The enhancement of online student services will allow more students to be served by less people without sacrificing quality of service.

## **Unit: Health, Physical Education & Recreation**

### *Goal 0090*

Conduct more aggressive faculty recruitment and searches through the use of a more rigorous screening process to develop and to sustain a faculty of the highest quality and excellence in teaching.

### *Objective 010*

The Vice President of Academic Affairs will advertise in discipline-specific media to achieve targeted dissemination of the availability of faculty positions.

Benefit: More qualified people will become aware of faculty openings at the College.

### *OMAS 01*

When requested by the Division Chairs, the Vice President of Academic Affairs will advertise in discipline-specific media. Division Chair files will show a 10% increase in applications.

Condition: Provided that there is a reasonable time to advertise before the position must be filled.

### *Evaluation*

2000 - 2001:

No position advertised during 2000-2001.

2001 - 2002:

Advertisements for part-time faculty were placed in local area newspapers. Three part-time faculty positions were filled.

2002 - 2003:

No position advertised during 2002-2003.

Impact on Unit Performance: Exemplary

2000 - 2001: Not Applicable.

2001 - 2002:

Three part-time faculty positions were filled.

2002 - 2003: Not applicable.

Impact on Agency Goal Attainment: Exemplary

2000 - 2001: Not Applicable.

2001 - 2002:

The selected applicants were ideally qualified and only interested in teaching on a part-time basis.

2002 - 2003: Not applicable.

Effect to be integrated into next planning cycle: Major

2000 - 2001:

When positions are advertised the plan will be implemented.

2001 - 2002:

When other positions are available the same strategy will be utilized.

2002 - 2003:

When positions are advertised the plan will be implemented.

Benefits to agency: Major

2000 - 2001:

Qualified people will be aware of faculty openings and willingly apply.

2001 - 2002:

The department's faculty will be strengthened and the number and variety of course offerings increased.

2002 - 2003:

Qualified people will be aware of faculty openings and willingly apply.

### *OMAS 02*

All Division Chairs will contact three comparable institutions through phone calls, emails, and letters.

*Evaluation*

2000 - 2001:

No position advertised during 2000-2001.

2001 -2002

Two colleagues from University Systems of Georgia institutions were contacted.

2002 - 2003:

No position advertised during 2002 - 2003.

Impact on Unit Performance: Adequate

2000 - 2001: None.

2001 - 2002:

Information and the benefits of hiring part-time faculty to teach special interest classes were discussed.

2002 - 2003: None

Impact on Agency Goal Attainment: Adequate

2000 - 2001: None.

2001 - 2002:

Three part-time positions were filled. Two positions at 2 off-campus DSC sites. One position involves a special interest class and is conducted at the Creative Arts Guild.

2002-2003: None

Effect to be integrated into next planning cycle: Major

2000 - 2001:

When needed, procedure described in OMAS 01 will be implemented.

2001 - 2002:

When needed, procedure described in OMAS 01 will be implemented.

2002 - 2003:

When needed, procedure described in OMAS 01 will be implemented.

Benefits to agency: Major

2000 - 2001:

Probably will get a greater response using more personal means than through national "blanket" advertising.

2001 - 2002:

The department's faculty will be strengthened and the number and variety of course offerings increased.

2002 - 2003:

The department's faculty will be strengthened.

*Goal 0300*

Improve graduation rates and/or student goal attainment rates to meet College benchmark and University System standards.

*Objective 010*

Division Chairs will recommend to Institutional Research to ascertain appropriate benchmarks for graduation rates and/or student goal attainment rates.

Benefit: College will meet institutional and USG standards.

*OMAS 01*

A set of USG benchmarks from the IRP office will be compiled and distributed to the Division Chairs via hard copy reports.

Condition: Availability of system data.

*Evaluation*

2000 - 2001:

Received college and USG benchmarks on April 12, 2001

2001 - 2002:

In item #50 in the General Education Survey, 87% of graduates agree or strongly agree that as a result of my education at DSC, I learned to use scientific knowledge and practical experience to assess personal well-being and to maintain wellness.

2002 - 2003:

In item #50 in the General Education Survey, 82% of graduates agree or strongly agree that as a result of my education at DSC, I learned to use scientific knowledge and practical experience to assess personal well-being and to maintain wellness.

Impact on Unit Performance: Exemplary

2000 - 2001:

Yet to be determined. Received too late.

2001 - 2002:

Survey results indicate that they have learned to use scientific knowledge and practical experience to assess personal well-being and to maintain wellness.

2002 - 2003:

Survey results indicate students have used scientific knowledge and practical experience to assess personal well-being and to maintain wellness.

Impact on Agency Goal Attainment: Exemplary

2000 - 2001:

Yet to be determined.

2001 - 2002:

Survey results indicated that they have learned to use scientific knowledge and practical experience to assess personal well-being and to maintain wellness.

2002 - 2003:

Survey results indicate students have used scientific knowledge and practical experience to assess personal well-being and to maintain wellness.

Effect to be integrated into next planning cycle: Major

2000 - 2001:

Faculty will review at faculty meeting to make action plans.

2001 - 2002:

Health, Physical Education and Recreation faculty discussed results during Fall Semester 2002 department meeting to determine what changes, if any, may be beneficial.

2002 - 2003:

Health, Physical Education and Recreation faculty discussed results to determine what changes may be needed. Also, what may have caused the percentages to have dropped slightly.

Benefits to agency: Major

2000 - 2001:

Allows us to look college-wide at possible causes of low graduation rate and attrition and to take measures to improve retention.

2001 - 2002:

Allows us to look college-wide at possible causes of low graduation rate and attrition and to take measures to improve retention.

2002 - 2003:

Allows us to look college-wide at possible causes of low graduation rate and attrition and to take measures to improve retention.

*Goal 0520*

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

*Objective 010*

Division Chairs will survey the faculty to determine the needs and desires for use of the tuition reimbursement program. Interest of faculty.

Benefit: More faculty can afford to gain advanced/terminal degrees.

*OMAS 01*

100% of interested faculty will receive tuition reimbursement as indicated by the results of faculty survey.

Condition: Continuation of system policy.

*Evaluation*

2000 - 2001:

Tuition reimbursement program discussed with all faculty members. No one interested in taking advantage of it.

2001 - 2002:

No faculty members were interested.

2002 - 2003:

No one was interested.

Impact on Unit Performance: Adequate

2000 - 2001: None.

2001 - 2002: None.

2002 - 2003: None.

Impact on Agency Goal Attainment: Adequate

2000 - 2001: Not applicable.

2001 - 2002: Not applicable.

2002 - 2003: Not applicable.

Effect to be integrated into next planning cycle: Major

2000 - 2001:

Remind faculty again in Fall of availability.

2001 - 2002:

Remind faculty again in Fall of availability.

2002 - 2003:

Remind faculty again in Fall of availability.

Benefits to agency:

2000 - 2001: Not applicable.

2001 - 2002: Not applicable.

2002 - 2003: Not applicable.

*Goal 0830*

Develop Web page for each faculty which will contain syllabi, expanded course description, instructor and course information to provide resource and quick access of information to students.

Major

*Objective 010*

By the end of May 2002, each faculty member will develop and maintain a web page that will contain syllabi, expanded course description, instructor and course information to provide resource and quick access of information to students.

chairpersons their progress in the development of a web page.

*Evaluation*

2001 - 2002:

100% of faculty members have webpages development in progress.

2002 - 2003:

100% of full-time faculty have webpages complete.

Impact on Unit Performance: Adequate 2001 - 2002:

Students unable to access information about PHED faculty, course descriptions, and course requirements.

2002 - 2003:

Students are able to access faculty information and course syllabi.

Impact on Agency Goal Attainment: Adequate 2001 - 2002:

Students unable to access information about PHED faculty, course descriptions, and course requirements.

2003 - 2003:

Students are able to access faculty information and course syllabi.

Effect to be integrated into next planning cycle: Major

2001 - 2002:

100% of faculty will complete Webpage.

2002 - 2003:

100% of full-time faculty web pages are complete.

Benefits to agency: Major

2001 - 2002: Not applicable.

2002 - 2003:

Students are more informed regarding Health, Physical Education and Recreation department information.

*OMAS 02*

Faculty members will report in their annual reports to their division chairpersons their frequency of web page upgrade.

*Evaluation*

2001 - 2002:

Webpage development is in progress.

2002 - 2003:

Webpage upgrade is in progress. Webpage monitor has been assigned.

Impact on Unit Performance:

2001 - 2002: Not applicable.

2002 - 2003:

Current information will be available.

Impact on Agency Goal Attainment:

2001 - 2002: Not applicable.

2002 - 2003: Not applicable.

Effect to be integrated into next planning cycle: Major

2001 - 2002:

100% of faculty will develop a web page with current information.

2002 - 2003:

100% of faculty have webpage updated and checked by web monitor.

Benefits to agency:

2001 - 2002: Not applicable.

2002 - 2003:

Dalton State College website will be current.

*Goal 0840*

Review instructional products (hardware and software) to support instruction and enhance student learning.

*Objective 010*

Each division will review at least three interactive technology systems to support instruction and enhance student learning.

*OMAS 01*

At least one new interactive technology system will be presented to the division faculty for consideration by May 2002.

*Evaluation*

2001 - 2002:

Several interactive instructional videos were previewed by faculty.

2002 - 2003:

No reviews were made. Existing videos are appropriate for courses using them.

Impact on Unit Performance: Exemplary

2001 - 2002:

The Physical Education Department purchased 3 videos to enhance student learning.

2002 - 2003: None.

Impact on Agency Goal Attainment: Exemplary

2001 - 2002:

All of the instructional videos integrate health & wellness concepts which students can utilize throughout a lifetime.

2002 - 2003: None

Effect to be integrated into next planning cycle:

2001 - 2002:

Will continue to preview new technologies as need arises.

2002 - 2003:

Will review at least 3 instructional videos for the Physical Education Department courses.

Benefits to agency:

2001 - 2002:

Provides an additional teaching method to improve student's retention of health and wellness concepts.

2002 - 2003:

Provides an additional teaching method to improve student's retention of health and wellness concepts.

*Goal 0870*

Integrate technology skills across the curriculum to equip students with technology skills they will need when they leave DSC.

*Objective 010*

All students who graduate from Dalton State College will be able to demonstrate basic computer competency.

*OMAS 01*

100% of graduating students after 2003 will have taken at least one of the identified computer competency courses or have passed an exemption test demonstrating computer competence.

*Evaluation*

2001 - 2002:

Students enrolled in PHED 1030 were assigned a health related topic to be researched on three different websites.

2002 - 2003:

Students enrolled in PHED 1030 were assigned a health related topic to be researched on three different websites.

Impact on Unit Performance:

2001 - 2002:

Will fulfill the goal of integrating technology in the Health, Physical Education and Recreation classroom.

2002 - 2003:

Students enrolled in PHED 1030 were assigned a health related topic to be researched on three different websites.

Impact on Agency Goal Attainment:

2001 - 2002:

Will fulfill the goal of integrating technology across the Dalton State College curriculum.

2002 - 2003:

Will fulfill the goal of integrating technology across the Dalton State College curriculum.

Effect to be integrated into next planning cycle:

2001 - 2002:

Will continue to require the internet assignment in PHED 1030.

2002 - 2003:

Will continue to require the internet assignment in PHED 1030. PHED 1100 also will require internet assignment.

Benefits to agency:

2001 - 2002:

Helps fulfill the objective of demonstrating basic computer competency.

2002 - 2003:

Helps fulfill the objective of demonstrating basic computer competency.

*OMAS 02*

75% of 2002 graduates of Dalton State College will indicate on a graduate survey that they have acquired basic computer skills.

*Evaluation*

2001 - 2002:

Data for Health, Physical Education and Recreation graduates not available. Only one student majoring in Physical Education this year.

2002 - 2003:

Data for Health, Physical Education and Recreation graduates not available. Only one student majoring in Physical Education this year.

Impact on Unit Performance:

2001 - 2002: Not applicable.

2002 - 2003: Not applicable.

Impact on Agency Goal Attainment:

2001 - 2002: Not applicable.

2002 - 2003: Not applicable.

Effect to be integrated into next planning cycle:

2001 - 2002: Not applicable.

2002 - 2003: Not applicable.

Benefits to agency:

2001 - 2002: Not applicable.

2002 - 2003: Not applicable.

*OMAS 03*

60% of alumni of Dalton State College who graduated 1998-2001 will indicate on an alumni survey that they have acquired basic computer skills.

*Evaluation*

2001 - 2002:

Data for Health, Physical Education and Recreation graduates not available at this time.

2002 - 2003:

Data for Health, Physical Education and Recreation graduates not available at this time.

Impact on Unit Performance:

2001 - 2002: Not applicable.

2002 - 2003: Not applicable.

Impact on Agency Goal Attainment:

2001 - 2002: Not applicable.

2002 - 2003: Not applicable.

Effect to be integrated into next planning cycle:

2001 - 2002: Not applicable.

2002 - 2003: Not applicable.

Benefits to agency:

2001 - 2002: Not applicable.

2002 - 2003: Not applicable.

*Goal 0980*

Provide opportunities for middle and secondary school faculty and administration to exchange ideas and information with DSC faculty and staff to prepare students for higher education in the College's service area.

*Objective 010*

Each division will provide at least one opportunity for middle and secondary school faculty and administration to exchange ideas and information with Dalton State College faculty and staff to prepare students for higher education in the College's service area.

Benefit: Increased interest in post secondary education for traditional students. Better prepared students for the rigors of post secondary college courses.

*OMAS 01*

The number of traditional students from area high schools will increase by 5% over the previous year.

*Evaluation*

2001 - 2002:

The number of traditional students from area high schools increased by 8.4% over the previous year.

2002 - 2003:

Statistics were not available at this time.

Impact on Unit Performance:

2001 - 2002:

The goal was met. Recruitment efforts will be continued.

2002 - 2003:

Recruitment efforts will be continued.

Impact on Agency Goal Attainment:

2001 - 2002:

Continue to interest new high school graduates.

2002 - 2003:

Continue to interest new high school graduates.

Effect to be integrated into next planning cycle:

2001 - 2002:

Meet with enrollment services to develop strategies to increase numbers of traditional students.

2002 - 2003:

Meet with enrollment services to develop strategies to increase numbers of traditional students.

Benefits to agency: 2001 - 2002:

Having this data makes the institution aware of the need to continue strategies for recruitment.

2002 - 2003:

Having this data makes the institution aware of the need to continue strategies for recruitment.

## **Unit: Technical Education Division**

### *Goal 090*

Conduct more aggressive faculty recruitment and searches through the use of a more rigorous screening process to develop and to sustain a faculty of the highest quality and excellence in teaching.

### *Objective 010*

Faculty will be recruited for new, expanding and existing programs. Condition: contingent on adequate funding Benefits: enrollment increase 2002-2003: Faculty will be recruited for new, expanding and existing programs. Condition: contingent on adequate funding

### *OMAS 01*

Faculty will be hired to teach in new, expanding and existing programs. Assessment: Review technical division faculty roster for new hires.

### *Evaluation*

2000-2001: Seven new faculty were hired to teach in new, expanding and existing programs. Assessment: Review technical division faculty roster for new hires. Condition: There may be difficulty in hiring certified computer networking faculty. A computer networking faculty position is unfilled. We continue our search.

2001-2002: Four new faculty were hired to teach in new, expanding and existing programs. Assessment: Review technical division faculty roster for new hires. Condition: There may be difficulty in hiring EMT/Paramedic faculty. A EMT/Paramedic faculty position is unfilled. We continue our search.

2002-2003: There were no new, expanding program positions due to budget constraints in FY2003.

Replacement instructors were found for two LPN positions, one EMT/Paramedic Technology position, and one Computer Networking and Service Technology position.

### Impact on Unit Performance: Inadequate

2000-2001: The Technical Education Division has gained several quality part-time faculty who deliver quality instruction both on campus and at business and industry sites. Also, quality replacement full-time faculty have been hired and one new full-time computer networking faculty has been hired.

2001-2002: The Technical Education Division has gained several quality part-time faculty who deliver quality instruction both on campus and at business and industry sites. Two new full-time replacement and one new program faculty were hired. The Division continues to need more full-time faculty positions for new and expanding and existing programs.

2002-2003: The Technical Education Division has continued to add part-time faculty who deliver quality instruction both on campus and at business and industry sites. Four full-time replacements were hired during the year; two for LPN, one for Computer Networking and Service Technology, and one for EMT/Paramedic Technology. The Division continues to need more full-time faculty positions for new and expanding and existing programs.

### Impact on Agency Goal Attainment: Adequate

2000-2001: Technical Education Division student enrollments have increased by more than 15%. 2001-

2002: Technical Education Division student enrollments have increased by approximately 20%. A significant portion of this increase is due to the use of part-time faculty.

2002-2003: Enrollment increased 12.7% in FY2003. Increase in full-time positions was 0%. The Division met its instructional demand by using part-time instructors whose numbers exceeded the permanent full-time instructional staff. During FY2003, part-time instructors were 58% (38/65) of the instructional staff.

### Effect to be integrated into next planning cycle:

2000-2001: The division will continue to recruit quality part-time and will seek ways to fund full-time faculty to support two new programs in Surgical Technology and Industrial Maintenance Mechanic Technology. 2001-2002: The division will continue to seek ways to fund full-time faculty to support two new, expanding and existing programs.

2002-2003: The division will continue to seek ways to fund full-time faculty to support two new, expanding and

Benefits to agency: Major

2000-2001: The Technical Education Division continues to be a valuable part of the DSC team and a significant contributor to the mission of the college. 2001-2002: The Technical Education Division continues to be a valuable part of the DSC team and a significant contributor to the mission of the college. 2002-2003: The Technical Education Division continues to be a valuable part of the DSC team and a significant contributor to the mission of the college. Enrollment increased 12.7% on an annual basis. Looking at spring semester 2003 as it compared to spring 2002, the Division grew 14.4% and represented 83.5% of the growth of the campus.

*Goal 300*

Improve graduation rates and/or student goal attainment rates to meet College benchmark and University System standards.

*Objective 010*

2000-2001:

Advisors will review program completion plans with all advisees. Condition: Most students work 2001-2002:

Advisors will continue to review program completion plans with all advisees.

2002-2003:

Advisors will continue to review program completion plans with all advisees.

OMAS 01

The Division Performance Accountability Coordinator will monitor graduate rates.

*Evaluation*

2001-2002: The number of awards earned by graduates doubled from FY2001 to 2002. 2002-2003: The number of awards earned by graduates increased from 255 to 328, or 28.6% from FY2002 to 2003.

Impact on Unit Performance: Exemplary

2000-2001: study.

2001-2002: FY2002.

2002-2003: significant

Instructors began development of programs of The number of graduate awards doubled in

Increase in awards conferred by 28.6% has a impact on unit performance.

Impact on Agency Goal Attainment: Exemplary

Instructors began development of programs of The number of graduate awards doubled in The impact on organization goal attainment is

Effect to be integrated into next planning cycle:

2000-2001: Instructors began development of programs of study.

2001-2002: Continued emphasis on programs of study to reinforce student progress.

2002-2003: Emphasis on students' completing their programs of study will be an integral part of the next planning cycle.

Benefits to agency: Major

2000-2001: Stronger position to encourage student completion.

2001-2002: The College will increase its output. 2002-2003: Increase in awards conferred by 28.6% will benefit the organization in terms of its standing and attractiveness.

*Goal320*

Investigate additional programs of study in associate degree and certificate programs to meet the needs of the service area.

*Objective 010*

2001-2002:

The Division will interact with business and industry to develop new programs.

2002-2003:

The Division will interact with business and industry to develop new programs.

*OMAS 01*

2001-2002:

Two new programs will be developed. Needs assessments will indicate demand for the new programs.

Condition: Wage/staff/facility constraints

2002-2003:

Two new programs will be developed. Needs assessments will indicate demand for the new programs.

Condition: Wage/staff/facility constraints.

*Evaluation*

2001-2002:

Fourteen new programs were developed. Needs assessments indicated demand for the new programs.

Condition:

Paraprofessional Education AAS was developed and submitted to the University System of Georgia Board of Regents and to the Professional Standards Commission for approval.

Impact on Unit Performance: Exemplary

2001-2002: Impact on unit performance has been exemplary, as student demand is evidenced by increased enrollment.

2002-2003: Impact on unit performance has been exemplary, as student demand is evidenced by increased enrollment.

Impact on Agency Goal Attainment: Exemplary

2001-2002: Impact on organization goal attainment has been exemplary, as student demand is evidenced by increased enrollment.

2002-2003: Impact on organization goal attainment has been exemplary, as student demand is evidenced by increased enrollment.

Effect to be integrated into next planning cycle: Major

2001-2002: Staffing will be an integral part of the next planning cycle to accommodate additional instructional obligations.

2002-2003: Staffing will be an integral part of the next planning cycle to accommodate additional instructional obligations.

Benefits to agency: Major

2001-2002: The Division is interacting with business and industry to develop new programs that meet the service area needs.

2002-2003: The Division is interacting with business and industry to develop new programs that meet the service area needs..

*Objective 020*

2002-2003: Provide more flexible scheduling to support retention and program completion.

*OMAS 01*

2002-2003: The Instructional Coordinator will meet with faculty to explore ways to provide more flexible scheduling to support retention and program completion.

*Evaluation*

The Instructional Coordinator worked with faculty to implement a new interactive method of scheduling where the faculty can directly enter their own schedule edits.

This change was made in an effort to facilitate a more accurate, streamlined, and timely scheduling process. It is in its pilot phase at present, and will continue next year.

Impact on Unit Performance: Adequate

Increased scheduling accuracy means smoother student advising and registration. The transition from the old method to the new online interactive method is currently a work in process, as some faculty are still transitioning to the new method.

Impact on Agency Goal Attainment: Adequate

Increased scheduling accuracy will positively impact the organization.

Effect to be integrated into next planning cycle: The new method of scheduling will continue to be implemented.

Benefits to agency: Major

Increased scheduling accuracy will positively impact the organization.

*Goal 390*

Increase participation of students in adult literacy programs.

*Objective 010*

2000-2001:

Marketing strategies will be developed and implemented in Whitfield and Murray counties in a timely and consistent manner. Conditions: Funds are available for marketing.

*OMAS 01*

2000-2001:

Two marketing strategies in Whitfield and Murray counties will be implemented. Assessment will include an informal review of marketing strategies and an increase in adult literacy student from both Whitfield and Murray counties. Condition: Adequate space is available for increase in adult literacy students.

*Evaluation*

2000-2001:

Two marketing strategies have been implemented and adult literacy student participation has increased. Marketing strategies included a weekly newspaper ad in Whitfield and Murray counties newspapers for a five week period. A radio ad in Whitfield County was developed and broadcast for a week. The newspaper and radio ads were in English and Spanish. The adult literacy staff of Whitfield and Murray counties developed and reviewed the marketing strategies. The Annual Adult Literacy Report for 2002 demonstrated a 1% increase in enrollment from FY 2001.

Impact on Unit Performance: Exemplary

2000-2001: The Adult Literacy Program of DSC is an exemplary program which continues to get better each year. Increases in student participation will be calculated in June and we anticipate that we will surpass our goals.

Impact on Agency Goal Attainment: Adequate

2000-2001: An effective adult literacy program creates good will in the community which has a positive impact on the college.

Effect to be integrated into next planning cycle: 2000-2001: The Adult Literacy program will undergo some changes next year due to changes in GED testing. Plans will have to be made to increase our instructional efforts.

Benefits to agency: Major

2000-2001: The Adult Literacy Program continues to provide a very positive image for the college within the Murray and Whitfield county areas.

*Goal 400*

Improve the completion rates of adult literacy students.

*Objective 010*

2001-2002:

Adult Literacy student completion rates will be improved by offering ten-week adult basic education and English as a Second Language study modules.

*OMAS 01*

2001-2002:

Completion rates will be measured by quarterly post-testing of enrolled students. Completion rates will increase by 3%.

*Evaluation*

2001-2002: 40% of students enrolled completed a level.

Impact on Unit Performance: Adequate

2001-2002: Adult Literacy performance has been satisfactory for unit performance.

Impact on Agency Goal Attainment: Adequate

2001-2002: Adult Literacy performance has been satisfactory for organizational goal attainment.

Effect to be integrated into next planning cycle: Major

2001-2002: Adult Literacy will continue to offer ten-week adult basic education and English as a Second Language study modules.

Benefits to agency: Major

2001-2002: The benefit to the 'organization will be increased completion rates, increased retention rate, and consistency of classroom instruction.

*Goal 490*

Improve graduates' job placement rates in the Divisions of Nursing, Technical, and Business & Technology as a measure of institutional effectiveness.

*Objective 010*

2000-2001:

Graduate placement will increase in program

areas where placement is below 100%. Condition: Employment market must be viable. 2001-2002:

Graduate placement will increase in program areas where placement is below 100%. Condition:

Employment market must be viable.

2002-2003:

The Institutional Effectiveness Coordinator will work with faculty/staff to improve data collection and reporting, and with the ACE Center to provide student assistance with job placement.

*OMAS 01*

2000-2001: 100% placement of graduates in field or a related field. Assessment strategy: Job placement reports for DTAE i.e., Annual reports by program.

2001-2002: 100% placement of graduates in field or a related field. Assessment strategy: Job placement reports for DTAE i.e., Annual report by program.

2002-2003: 100% placement of graduates in field or a related field. Assessment strategy: Job placement reports for DTAE i.e., Annual report by program.

*Evaluation*

2000-2001:

90 of 114 graduates available for employment in FY2001

(79%) were employed in field or related field.

Assessment strategy: Job placement reports for DTAE i.e. Annual report. These reports did not adequately report placement of program graduates. We will attempt to develop a more adequate strategy for determining graduate job placement.

2001-2002:

90.2% of graduates were employed in field, related field, unrelated field, military, or continued their education elsewhere during FY2002.

2002-2003:

100% of graduates were employed in field, related field, unrelated field, or entered the military during FY2003.

Impact on Unit Performance: Exemplary

2000-2001: Positive graduate placement rates contribute to the overall effectiveness of the division.

2001-2002: Positive graduate placement rates contribute to the overall effectiveness of the division.

2002-2003: Diligent attention on the part of OCIS, Student Services, and faculty/staff to strengthen placement performance and data collection resulted in the desired outcome, a 100% placement rate.

Impact on Agency Goal Attainment: Exemplary

2000-2001: A major goal for the Technical Education Division is to place graduates in their chosen career field.

2001-2002: A major goal for the Technical Education Division is to place graduates in their chosen career field.

2002-2003: The desired goal of 100% placement was attained, resulting in an exemplary impact on organization goal attainment.

Effect to be integrated into next planning cycle:

2000-2001: This must be a continuous process to achieve of graduates a 100% placement.

2001-2002: This must be a continuous process to achieve of graduates a 100% placement.

2002-2003: This must be a continuous process to achieve of graduates a 100% placement. Future efforts should on placement in field or related field

Benefits to agency: Major

2000-2001: Positive placement of graduates in the community contributes greatly to the effectiveness of the college and to the college's image in the community.

2001-2002: Positive placement of graduates in the community contributes greatly to the effectiveness of the college and to the college's image in the community.

2002-2003: Positive placement of graduates in the community contributes greatly to the effectiveness of the college and to the college's image in the community.

#### *Goal 520*

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

#### *Objective 010*

2000-2001:

Faculty are encouraged to further their education and or seek professional certifications in the field.

Condition: Appropriate graduate programs are available for technical education faculty.

2001-2002:

Faculty are encouraged to further their education and or seek professional certifications in the field.

Condition: Appropriate graduate programs are available for technical education faculty.

2002-2003:

Faculty are encouraged to further their education and or seek professional certifications in the field.

Condition: Appropriate graduate programs are available for technical education faculty.

#### *OMAS 01*

2000-2001:

Increase faculty participation in appropriate graduate programs or professional certification programs to obtain degree or acquire certification. Review graduate programs and or professional certification programs with participating faculty. Appropriate programs must be available.

2001-2002:

Increase faculty participation in appropriate graduate programs or professional certification programs to obtain degree or acquire certification. Review graduate programs and or professional certification programs with participating faculty. Appropriate programs must be available.

2002-2003:

Increase faculty participation in appropriate graduate programs or professional certification programs to obtain degree or acquire certification. Review graduate programs and or professional certification programs with participating faculty. Appropriate programs must be available.

2002-2003:

Increase faculty participation in appropriate graduate programs or professional certification programs to obtain degree or acquire certification. Review graduate programs and or professional certification programs with participating faculty. Appropriate programs must be available.

### *Evaluation*

2000-2001:

All technical faculty have acquired and maintain certifications as required by their respective instructional programs.

2001-2002:

All technical faculty have acquired and maintain certifications as required by their respective instructional programs. Two faculty have completed additional certifications, and one faculty member has completed SACS required graduate coursework to teach at the associate degree level.

2002-2003:

During FY2003 Richard Smith acquired an A.A. in General Studies and an A.A.S. in Vocational Education. Becky McAfee continues to be ABD. David Cochran acquired his Cisco Certified Networking Professional certification. David Cancellari acquired the JAVA certification.

#### Impact on Unit Performance: Adequate

2000-2001: One faculty member is working on a doctorate and two faculty are completing additional certifications. 2001-2002: One faculty member is working on a doctorate and two faculty are completing additional certifications. 2002-2003: Appropriate credentialing has a high impact on unit performance in terms of customer attractiveness and compliance with SACS requirements.

#### Impact on Agency Goal Attainment: Adequate

2000-2001: All faculty requiring certifications will achieve and maintain their appropriate levels of certifications.

2001-2002: All faculty requiring certifications will achieve and maintain their appropriate levels of certifications.

2002-2003: Appropriate faculty credentialing impacts highly on customer attractiveness, particularly in industry certification in computer related fields.

#### Effect to be integrated into next planning cycle:

2000-2001:

Existing and new faculty will be encouraged and supported while acquiring certifications and advanced academic degrees.

2001-2002:

Existing and new faculty will be encouraged and supported while acquiring certifications and advanced academic degrees.

2002-2003:

Existing and new faculty will be encouraged and supported while acquiring certifications and advanced academic degrees.

#### Benefits to agency: Major

2000-2001:

Qualified faculty greatly increase the quality of instructional programs. 2001-2002: Qualified faculty greatly increase the quality of instructional programs, as evidenced by 100% pass rate on licensure tests for graduates.

2002-2003:

Faculty certification and advanced academic degree attainment has significant benefit to the organization.

#### *Objective 010*

2001-2002:

Division Chairs will survey the faculty to determine the needs and desires for use of the tuition reimbursement program.

Benefit: More faculty can afford to gain advanced/terminal degrees.

*OMAS 01*

2001-2002:

100% of interested faculty will receive tuition reimbursement as indicated by the results of a division faculty survey.

Condition: Continuation of system policy and interest of faculty.

*Evaluation*

2000-2001: 100% of faculty interested in reimbursement have requested and received for graduate coursework and/or additional 2001-2002: 100% of faculty interested in reimbursement have requested and received for graduate coursework and/or additional

Impact on Unit Performance: Adequate 2000-2001: Additional certification of faculty have expanded curricular offerings. 2001-2002: Additional certification of faculty have tuition reimbursements certifications. tuition reimbursements certifications.

expanded curricular offerings.

Impact on Agency Goal Attainment: Adequate

2000-2001: Expanding curricular offerings have impacted the enrollment increases.

2001-2002: Expanding curricular offerings have impacted the enrollment increases.

Effect to be integrated into next planning cycle:

2000-2001: Additional certifications will be sought and received by appropriate faculty.

2001-2002: Additional certifications will be sought and received by appropriate faculty.

Benefits to agency: Minor

2000-2001: Expanding curricular offerings through additional certifications acquired by faculty greatly enhances the mission of the agency. 2001-2002: Expanding curricular offerings through additional certifications acquired by faculty greatly enhances the mission of the agency.

*Goal 830*

Develop Web page for each faculty which will contain syllabi, expanded course description, instructor and course information to provide resource and quick access of information to students.

*Objective 010*

2000-2001:

WEB pages will be developed for all programs offered by the technical division. Conditions: Faculty teaching loads must be favorable for development. 2001-2002:

Faculty will participate in web-site development workshops designed to help them establish their own websites. 2002-2003:

Faculty will participate in web-site development activities designed to help them establish their own websites.

*OMAS 01*

2000-2001:

100% of the faculty members will indicate in their annual reports to their division chairperson their progress in the development of a web page. 2001-2002:

25% of faculty will attend web-site development workshops.

2002-2003:

25% of faculty will participate in web-site development activities.

### *Evaluation*

2000-2001:

30% of faculty have a web link with information pertinent to their office hours, program curriculum and course syllabi. Faculty was notified at the August 2001 faculty meeting that this project would continue to be a high priority goal for FY 2002. Faculty will attend FrontPage workshops in the fall of 2001 to prepare them for their web-page development.

2001-2002:

Web development were scheduled; 25% of faculty/staff participated.

2002-2003:

Participation in web-site development activities slowed in deference to the SACS visit.

#### Impact on Unit Performance: Inadequat

2000-2001: Full participation in faculty web-page development is needed for exemplary unit performance. In this way students and faculty will realize more accessibility and thus enhance a more communicative experience.

2001-2002:

Full participation in faculty web-page development is needed for exemplary unit performance. In this way students and faculty will realize more accessibility and thus enhance a more communicative experience.

2002-2003: Web-site development activities were delayed and will resume in 2003-2004.

#### Impact on Agency Goal Attainment: Inadequat

2000-2001: As a recruiting tool, the presence of faculty web pages will better acquaint prospective students to resources at Dalton State College. As a classroom tool, presence of faculty web pages will enhance communication between instructor and student. 2001-2002: As a recruiting tool, the presence of faculty web pages will better acquaint prospective students to resources at Dalton State College. As a classroom tool, presence of faculty web pages will enhance communication between instructor and student. 2002-2003: When fully implemented, as a recruiting tool, the presence of faculty web pages will better acquaint prospective students to resources at Dalton State College. As a classroom tool, presence of faculty web pages will enhance communication between instructor and student.

#### Effect to be integrated into next planning cycle:

2000-2001: At the August 2001 opening it was emphasized that this was a high for the upcoming academic year.

2001-2002: Faculty have been apprised priority website development carries.

2002-2003: Website development activities the 2003-2004 year. faculty meeting, priority project of the high will resume in

#### Benefits to agency: Major

2000-2001: Development of Technical Division faculty web pages will add value to the campus as a whole.

2001-2002: Development of Technical Division faculty web pages will add value to the campus as a whole.

2002-2003: Development of Technical Division faculty web pages will add value to the campus as a whole.

### *Goal 840*

Review instructional products (hardware and software) to support instruction and enhance student learning.

#### *Objective 010*

2001-2002:

Each division will review at least three interactive technology systems to support instruction and enhance student learning.

Benefit: Student learning will be enhanced. Current instruction will be facilitated.

*OMAS 01*

2001-2002:

At least one new interactive technology system will be presented to the divisional faculty for consideration by May 2002.

Condition: Cost; hardware availability.

*Evaluation*

2001-2002:

At least one new interactive technology system was presented to the divisional faculty for consideration by May 2002.

Impact on Unit Performance: Adequate

2001-2002:

The division reviewed and purchased interactive technology software to support instruction and enhance student learning in Electrical and Electronic Technology.

Impact on Agency Goal Attainment: Adequate

2001-2002:

The division reviewed and purchased interactive technology software to support instruction and enhance student learning in Electrical and Electronic Technology.

Effect to be integrated into next planning cycle: Minor

2001-2002:

The division will continue to explore integrating interactive technology software to support instruction and enhance student learning.

Benefits to agency: Minor

2001-2002:

The division will continue to explore integrating interactive technology software to support instruction and enhance student learning with the intent to add value to the organization.

*Goal 870*

Integrate technology skills across the curriculum to equip students with technology skills they will need when they leave DSC.

*Objective 010*

2001-2002:

All students who graduate from DSC will be able to demonstrate basic computer competency.

Benefit: Graduates from DSC will have technology skills they need.

*OMAS 01*

2001-2002:

100% of graduating students after 2003 will have taken at least one of the identified computer competency courses or have passed an exemption test demonstrating computer competence.

*Evaluation*

2001-2002:

100% of graduating students after 2003 will have taken at least one of the identified computer competency courses or have passed an exemption test demonstrating computer competence. Computer competency courses are in place for all programs such that graduates after 2003 will have these competencies.

Impact on Unit Performance: Exemplary

2001-2002:

All students who graduate from DSC will be able to demonstrate basic computer competency due to their completion of required computer competency courses.

Benefit: Graduates from DSC will have technology skills they need.

Impact on Agency Goal Attainment: Exemplary

2001-2002:

All students who graduate from DSC will be able to demonstrate basic computer competency due to their completion of required computer competency courses.

Benefit: Graduates from DSC will have technology skills they need.

Effect to be integrated into next planning cycle: Major

2001-2002: Curricular development will continue to incorporate the required computer competency courses.

Benefits to agency: Major

2001-2002:

All students who graduate from DSC will be able to demonstrate basic computer competency due to their completion of required computer competency courses. This benefits the organization as a producer of qualified graduates who add value to the community and the workplace.

Benefit: Graduates from DSC will have technology skills they need.

*OMAS 02*

2001-2002:

75% of 2002 graduates of DSC will indicate on a graduate survey that they have acquired basic computer skills.

*Evaluation*

2001-2002:

80.6% of 2002 graduates of DSC indicated on a graduate survey that they have acquired basic computer skills.

(2001-2002)

Impact on Unit Performance: Exemplary

2001-2002:

The Division has integrated technology skills across the curriculum to equip students with technology skills they will need when they leave DSC.

Impact on Agency Goal Attainment: Exemplary

2001-2002:

The Division has integrated technology skills across the curriculum to equip students with technology skills they will need when they leave DSC.

Effect to be integrated into next planning cycle:

2001-2002: The Division will continue to integrate technology skills across the curriculum to equip students with technology skills they will need when they leave DSC.

Benefits to agency:

2001-2002:

The Division will continue to integrate technology skills across the curriculum to equip students with technology skills they will need when they leave DSC. This will add value to the organization as a producer of desirable, employable graduates who contribute to their community.

*OMAS 03*

2001-2002:

60% of alumni of DSC who graduated 1998 - 2001 will indicate on an alumni survey that they have acquired basic computer skills.

*Evaluation*

2001-2002:

Data from alumni of DSC who graduated 1998 - 2001 has been available.

Impact on Unit Performance: Adequate

2001-2002: As the requirements of computer based competencies changes at a rapid rate, data from 1998 becomes less relevant to unit performance as it prepares graduates for the jobs of tomorrow.

Impact on Agency Goal Attainment: Adequate

2001-2002: As the requirements of computer based competencies changes at a rapid rate, data from 1998 becomes less relevant to unit performance as it prepares graduates for the jobs of tomorrow. Effect to be

integrated into next planning cycle: Minor

2001-2002: As the requirements of computer based competencies changes at a rapid rate, data from 1998 becomes less relevant to unit performance as it prepares graduates for the jobs of tomorrow.

Benefits to agency: Minor

2001-2002: As the requirements of computer based competencies changes at a rapid rate, data from 1998 becomes less relevant to unit performance as it prepares graduates for the jobs of tomorrow.

*Goal 900*

Develop innovative e-commerce courses to provide customized training and industry-specific courses for the community.

*Objective 010*

2001-2002:

Online e-commerce courses will be developed and offered to the public to enhance accessibility and enrollment. Condition: Cost to implement.

*OMAS 01*

2001-2002:

A 5% increase in the number of e-commerce online courses will be developed. Needs assessments indicate demand for new courses.

*Evaluation*

2001-2002:

A 5% increase in the number of e-commerce online courses has not been developed. Needs assessments have not indicated a strong demand for these type courses.

Impact on Unit Performance: Inadequate

2001-2002:

Online e-commerce courses have not been developed and offered to the public to enhance accessibility and enrollment. Condition: Cost to implement. Demand has not been strong to offer these type courses.

Impact on Agency Goal Attainment: Inadequate

2001-2002:

Online e-commerce courses have not been developed and offered to the public to enhance accessibility and enrollment. Condition: Cost to implement. Demand has not been strong to offer these type courses.

Effect to be integrated into next planning cycle: Minor

2001-2002:

The effect to the next planning cycle is minor. Demand has not been strong to offer these type courses.

Benefits to agency: Minor

2001-2002:

The effect to the next planning cycle is minor. Demand has not been strong to offer these type courses.

*Goal 950*

Develop additional credit courses to meet the growing economic and human resource needs of local business and industry.

*Objective 010*

2000-2001:

Credit courses have been added in a new program(Surgical Technology) to support a significant need in the area. Conditions: 1.

*OMAS 01*

2000-2001: Credit courses will be monitored for appropriateness to program needs and adjusted to meet program and employment needs.

2001-2002:

Credit courses will be monitored for appropriateness to program needs and adjusted to meet program and employment needs.

2002-2003:

Credit courses will be monitored for appropriateness to program needs and adjusted to meet program and employment needs.

*Evaluation*

2000-2001:

The new Surgical Technology program was developed; all its courses represent new course offerings to the division.

2001-2002:

At least sixty-eight (68) credit courses were added or revised to meet the changing program and employment needs. Significant revisions were made in the curricula of Computer Networking and Service Technology AAS and certificates; Industrial Electrical and Electronic Technology AAS and certificate; Management mini-certificate; Manufacturing Technology AAS and certificate.

2002-2003: During the FY2002-2003 refinements were made to the curricula for Emergency Medical Technology mini-certificate, Radiologic Technology certificate and A.A.S., Computer Networking and Service Technology certificate and A.A.S., and Industrial Electrical and Electronic Technology certificate and A.A.S. Three new mini-certificates were introduced: Manufacturing - Transportation, Manufacturing - General, and Basic

Students will apply for Funds will be available qualified instructor. 2001-2002:

Curriculum an ongoing maintain courses. 2002-2003: continue to Division to the new program. 2. to support a development will continue to function of the Division to workforce relevant programs and be

Curriculum development will be an ongoing function of the maintain workforce relevant Machinist. Additionally, the A.A.S. in Paraprofessional Education was developed and is pending Board of Regents approval. All of these changes were made to maintain workforce relevant programs and courses.

Impact on Unit Performance: Exemplary

2000-2001: The introduction of the Surgical Technology program makes an exemplary impact on unit performance.

2001-2002: Substantial changes in the Division curricula is having a significant impact on unit performance.

2002-2003: Changes made to existing curricula and introduction of new curricula have had an exemplary impact on unit performance.

Impact on Agency Goal Attainment :

2000-2001: Development of additional credit courses has had an exemplary impact on organization goal attainment.

2001-2002: Development of additional credit courses has had an exemplary impact on organization goal attainment.

2002-2003: Development of additional credit courses has had an exemplary impact on organization goal attainment.

Effect to be integrated into next planning cycle:

2000-2001: Continued emphasis will be placed on curricular development.

2001-2002: Continued emphasis will be placed on curricular development.

2002-2003: Continued emphasis will be placed on curricular development.

Benefits to agency: Major

2000-2001: Credit courses developed to meet the growing economic and human resource needs of local business and industry will be of major benefit to the organization.

2001-2002: Credit courses developed to meet the growing economic and human resource needs of local business and industry will be of major benefit to the organization.

2002-2003: During the past year of economic downturn, maintaining strategically appropriate courses and program curricula has been a major benefit to the organization.

*Goal 970*

Prepare a plan to support the Tech Prep concept to improve coordination and communication between DSC and secondary school faculty concerning student preparation for post secondary education.

*Objective 010*

2000-2001:

Technical Education Division and secondary education faculty will collaborate and develop Tech Prep agreements that promote the seamless transition of secondary students into technical programs at DSC.

Conditions: Time must be made available for post-secondary and secondary faculty to develop Tech Prep agreements.

2001-2002:

New DOE and DTAE alignments must be compared and validated as aligning with the appropriate DSC courses.

Georgia Department of Education has made fairly significant modifications to their curriculum, particularly in the Career/ Technology areas. As DOE and DTAE have realigned courses for Dual Enrollment purposes, the impact on Curriculum Articulation is unknown as of September 1, 2002. Impact uncertainty has been compounded by a complete turnover in State Tech Prep staff during the summer of 2002.

2002-2003:

The Tech Prep Coordinator will work regularly with each high school and improve communications and collaboration.

*OMAS 01*

2000-2001:

One Tech Prep articulated agreement will be developed before June 30, 2001. Assessment strategy: Signed agreements will be activated. Conditions: The GBOE and the GDTAE will agree to local Tech Prep agreements.

2001-2002:

Resolution surrounding Curriculum Articulation and Dual Enrollment changes and questions is anticipated at a September Tech Prep Coordinator's Conference. Direction from DOE and DTAE will dictate future action for DSC Tech Prep Curriculum Articulation Team and Tech Prep Coordinator.

2002-2003:

During the upcoming year the Tech Prep Coordinator will improve communication and collaboration through website development, coordinating professional development opportunities, and supporting committee initiatives. The appropriate teams will revalidate/develop new articulation and dual enrollment agreements and develop Pathways Career Guidance Booklet.

### *Evaluation*

2000-2001: Tech Prep agreements were developed during the first week of June 2001 by more than 24 area high school and Dalton State College Technical Division faculty. Articulation agreements with Dalton City, Whitfield County and Murray County secondary schools were updated and new course articulation was developed. It is expected that these agreements will be officially adopted during fall, 2001.

2001-2002:

Direction from DOE and DTAE will dictate future evaluation for this goal. It is anticipated that a major focus areas will be comparison and validation of alignments with DSC courses. New areas of alignment will continue to be explored.

2002-2003: During the year the Tech Prep Coordinator improved communication and collaboration through website development, coordinating professional development opportunities, and supporting committee initiatives. The appropriate teams worked to revalidate/develop new articulation and dual enrollment agreements and in develop Pathways Career Guidance Booklet.

Impact on Unit Performance: Adequate

2000-2001: Interaction between postsecondary and secondary faculty continues have positive impacts on the performance of the Technical Education Division.

2001-2002: Interaction between DSC's Technical Education Division and area high schools and educators has been the strongest in recent years, resulting in many direct and indirect positive impacts.

2002-2003: Relationships and initiatives between secondary and post-secondary education remain strong.

Impact on Agency Goal Attainment: Adequate

2000-2001: Enrollments of secondary tech prep students before and after graduation from high school has increased.

2001-2002:

Enrollment of secondary tech prep students before and after graduation from high school continues to increase. Following recent Tech Prep guidelines clarification from federal officials to state officials (as reported May 15, 2002), impacts of Tech Prep is expected to be greater than originally anticipated. New guidelines expand the definition of a secondary Tech Prep student and a Tech Prep completer.

2002-2003: Collaboration between secondary and post-secondary education was improved. High school collaboration was strengthened.

Effect to be integrated into next planning cycle: 2000-2001: The development and updating of tech prep agreements with secondary systems should be a continuous process.

2001-2002:

Dual Enrollment opportunities are being expanded. Curriculum Articulation alignment and validation with DSC courses remain a priority particularly to revalidate alignment following curriculum changes from DOE. Tech Prep tracking will be strengthened on the secondary and postsecondary levels incorporating broadened federal guidelines.

2002-2003: The Tech Prep program supported the concept of improving coordination and communication between DSC and secondary school faculty concerning student preparation for post secondary education

Benefits to agency: Major

2000-2001:

Increase enrollments of tech prep students entering DSC will be positive for the institution.

2001-2002:

Direction from the state Tech Prep staff, DOE and DTAE will dictate direction on upcoming planning cycle, but it is anticipated that some challenging objective will become a little easier to accomplish.

Benefits should include increased enrollment of tech prep students entering DSC both before and after high school graduation, strengthened Tech Prep program at DSC, and

(with broadened federal guidelines) improved past performance indicators if information can be retrieved retroactively.

2002-2003:

These activities will strengthen high school collaboration and eventually increase enrollment.

### *Goal 980*

Provide opportunities for middle and secondary school faculty and administration to exchange ideas and information with DSC faculty and staff to prepare students for higher education in the College's service area.

#### *Objective 010*

2000-2001:

Each division will provide at least one opportunity for middle and secondary school faculty and administration to exchange ideas and information with DSC faculty and staff to prepare students for higher education in the College's service area.

2001-2002:

Opportunities have been, and will continue to be, provided for area middle school and high school educators to exchange ideas with DSC faculty and staff regarding multiple areas of student success.

Opportunities are made possible through several Tech Prep and School-to-Work initiatives.

2002-2003: Conduct Summer Educator Academies, counselor workshops, and tours as appropriate.

#### *OMAS 01*

2000-2001:

The number of traditional students from area high schools will increase by 5% over the previous year.

Condition: Support of area systems for faculty to participate in collaborative efforts.

2001-2002:

Opportunities have been, and will continue to be, provided for area middle school and high school educators to exchange ideas with DSC faculty and staff regarding multiple areas of student success.

Opportunities are made possible through several Tech Prep and School-to-Work initiatives.

2002-2003: Conduct workshops and tours.

#### *Evaluation*

2000-2001: Although there was collaboration between area high schools and the Technical Division (one example is workshop held in June 2000), data on traditional students as a cohort is not available at this time at the divisional level. However, the college as a whole had an increase of 8.4%.

2001-2002:

Ongoing outreach, specific events, and one-on-one collaborative efforts continue to expand support for DSC Technical Education Division and increased student

enrollment. Some examples of events and outreach include: Tech Prep Site Team meetings, Team Workshops, Career Guidance activities and Counselor Communications, Pathways projects (links between secondary courses, postsecondary courses and careers), Career Expo, specific Professional Development opportunities including curriculum integration and contextual learning workshops, National Tech Prep Conference, Georgia Tech Prep Conference, DSC Tech Prep Summer Academy, Curriculum Articulation and Alignment, parental involvement meetings, Teachers In Industry internships, Business In Education programs, special programs integrated into local middle school curriculum that encourage postsecondary education such as Junior Achievement and "Big Bucks," and career exploration opportunities that illustrated expanded opportunities following postsecondary education.

2002-2003: A Regional Career Expo, Counselors Workshop, Summer Educator Academy, and similar activities were conducted. Appropriate software and materials were distributed to high schools for student and educator use. High School site teams and business partners were active in various career exploration activities.

Impact on Unit Performance: Adequate

2000-2001:

Although increased enrollment is always a goal, much of the enrollment in the Technical Division comes the non-traditional arena.

2001-2002:

As Tech Prep tracking methods are strengthened and new federal guidelines (as of May 15, 2002) are incorporated into secondary and postsecondary tracking, the true impacts of Tech Prep on traditional and non-traditional students hopefully will become much easier to realize and be truly reflective of positive impacts on enrollment.

2002-2003: Strengthened high school collaboration, relationships were developed and strengthened between secondary and postsecondary faculty and staff.

Impact on Agency Goal Attainment: Adequate

2000-2001:

Opportunities for middle and secondary school faculty and administration to exchange ideas and information with DSC faculty and staff to prepare students for higher education in the College's service area was provided in FY2001 and will continue in FY2002.

2001-2002:

As Tech Prep tracking methods are strengthened and new federal guidelines (as of May 15, 2002) are incorporated into secondary and postsecondary tracking, the true impacts of Tech Prep on agency goals.

2002-2003: Strengthened high school collaboration, relationships were developed and enhanced between secondary and post-secondary faculty and staff.

Effect to be integrated into next planning cycle:

2000-2001: Continued efforts at collaboration between area high schools and DSC Technical Division faculty and staff will be made throughout the coming year.

2001-2002:

Continued collaborative efforts between area middle schools, high schools and DSC Technical Education Division will remain a priority during the coming year.

2002-2003: Continued collaborative efforts between area middle schools, high schools and DSC Technical Education Division will remain a priority during the coming year.

Benefits to agency: Major

2000-2001: Benefits to the organization will be the potential for increased enrollment and community goodwill.

2001-2002:

Benefits to the organization will be the potential for increased enrollment and strengthened community good will.

2002-2003:

Benefits to the organization will be the potential for increased enrollment and strengthened community good will.

*Goal 7000*

Improve required state and federal student data collection in adult literacy programs.

*Objective 010*

2001-2002:

Software management information system will be researched and implemented in Whitfield and Murray counties in a timely and consistent manner. Conditions: Funds available for management information system.

*OMAS 01*

2001-2002: A software management information system will be purchased and implemented in Whitfield and Murray counties to ensure accurate student data collection and reporting. Assessment will include review of management information systems used in State of Georgia adult literacy programs and an accurate Adult Literacy Annual Report FY2002.

*Evaluation*

2001-2002: Software has been purchased and implemented. Staff has received training.

Impact on Unit Performance: Exemplary

2001-2002: The impact on unit performance is exemplary because unit receives funding based in part on data management performance.

Impact on Agency Goal Attainment: Exemplary

2001-2002: The impact on organization goal attainment is exemplary because the implementation of this software and data management system enables Adult Literacy to improve its required state and federal student data collection in adult literacy programs.

Effect to be integrated into next planning cycle: Major

2001-2002: The Office of Adult Literacy will continue to use the new data management system.

Benefits to agency: Major

2001-2002:

Accurate data collection will improve the program accountability.

*Objective 020*

2002-2003:

The Adult Literacy Director and Literacy Pro Software Systems will provide staff development training to improve data collection and reporting.

*OMAS 01*

100% of staff involved with data collection will attend staff development. Assessment: Staff development plan, including sign-in sheets, agenda.

*Evaluation*

2002-2003:

100% of staff involved with data collection attended local and state staff development.

Impact on Unit Performance: Exemplary

2002-2003: The adult literacy program received increased funding for FY2003.

Impact on Agency Goal Attainment: Exemplary

2002-2003:

A data collection software system was implemented.

Effect to be integrated into next planning cycle: Minor

2002-2003:

This must be a continuous process to achieve high quality data collection.

Benefits to agency: Minor

2002-2003:

Accurate data collection contributes to the effectiveness of the college and to the college's image in the community.

*Goal 7010*

Facilitate the recruitment, funding, hiring, and retention of the best possible part-time faculty to sustain the instructional load driven by increasing enrollments.

*Objective 010*

2003-2004: The Division of Technical Education will meet this goal during the 2003-2004 school year as well as maintain the goal for the foreseeable future.

Conditions: Adequate funding will be available.

*OMAS 01*

2003-2004: To facilitate the recruitment of the best possible part-time faculty, the Division will advertise in the Daily Citizen-News, the Chattanooga Times Free Press, and other newspapers as deemed necessary. Since more newspapers are sold on Wednesday, Saturday, and Sunday, those are the days when we will advertise. The position will also be advertised on Dalton State College's webpage. The College webpage (from the homepage at [www.daltonstate.edu](http://www.daltonstate.edu) go to "Resources and Services," then to "Campus Employment," then click on "Faculty") will post the ad twenty-four hours a day, seven days a week. When the College alumni organization has an organized publication, advertising for part-time help could also use that outlet to recruit.

*Evaluation*

Impact on Unit Performance:

Impact on Agency Goal Attainment:

Effect to be integrated into next planning cycle:

Benefits to agency:

*OMAS 02*

2003-2004: To facilitate the retention of the best possible part-time faculty, the chair will discuss completely the projected course or courses to be, taught and the Division's expectations for the course. This interview will include giving the prospective professor a course syllabus, a text, and any particular handouts or advice the chair believes to be advisable. In addition to being available to the part-time faculty to answer questions throughout the term, the chair will also introduce the part-timer to an experienced full-time teacher who will also answer questions and act as a mentor. Retention can also be facilitated by providing office space when possible. Part-timers should also be introduced to the Division secretary to facilitate any communications, necessary typing, and Xeroxing. Phone privileges and a mailbox should be provided as well. Since students' feedback is crucial to knowing which faculty are the best, part-time faculty should be given a copy of the student evaluation instrument and directed to the four-week period in which the instrument should be given to students. Near the end of the term, the chair should ask the part-time teacher if he or she could suggest other ways to make service at the College easier or more enjoyable.

*Evaluation*

Impact on Unit Performance:

Impact on Agency Goal Attainment:

Effect to be integrated into next planning cycle:

Benefits to agency:

## **Unit: Academic Affairs**

### *Goal 0090*

Conduct more aggressive faculty recruitment and searches through the use of a more rigorous screening process to develop and to sustain a faculty of the highest quality and excellence in teaching.

### *Objective 010*

Part time faculty must provide three current letters of reference so that their application meets the same standards as full time faculty.

### *OMAS 01*

50% of new part time faculty will provide three current letters of reference before the end of their first term of teaching. Assessment strategy: faculty personnel files in Academic Affairs Office

### *Evaluation*

2000-2001:

50% of new part time faculty provided three current letters of reference before the end of their first term of teaching.

Impact on Unit Performance: Adequate

2000-2001:

Conduct more aggressive faculty recruitment and searches through the use of a more rigorous screening process to develop and to sustain a faculty of the highest quality and excellence in teaching.

Part time faculty must provide three current letters of reference so that their application meets the same standards as full time faculty.

Impact on Agency Goal Attainment: Adequate

2000-2001:

Conduct more aggressive faculty recruitment and searches through the use of a more rigorous screening process to develop and to sustain a faculty of the highest quality and excellence in teaching.

Part time faculty must provide three current letters of reference so that their application meets the same standards as full time faculty.

Effect to be integrated into next planning cycle: Minor

2000-2001:

Conduct more aggressive faculty recruitment and searches through the use of a more rigorous screening process to develop and to sustain a faculty of the highest quality and excellence in teaching.

Part time faculty must provide three current letters of reference so that their application meets the same standards as full time faculty.

50% of new part time faculty provided three current letters of reference before the end of their first term of teaching.

This criteria will continue to be used by this institution for the next year.

Benefits to agency: Major

2000-2001:

Conduct more aggressive faculty recruitment and searches through the use of a more rigorous screening process to develop and to sustain a faculty of the highest quality and excellence in teaching.

Part time faculty must provide three current letters of reference so that their application meets the same standards as full time faculty.

Part time faculty now undergo the same rigorous selection process as full time faculty members, thus raising the professionalism of the part time faculty to the level of full time faculty.

### *Objective 020*

Applicants seeking full time faculty positions will conduct a teaching demonstration as part of the selection process so that faculty selection committees can better insure that new faculty hires meet the college's standard of excellence.

### *OMAS 01*

100% of new full time faculty hires will conduct teaching demonstrations. Assessment strategy: Selection Committees will evaluate teaching demonstrations.

#### *Evaluation*

100% of new full time faculty hired conducted teaching demonstrations.

#### Impact on Unit Performance: Adequate

Applicants seeking full time faculty positions will conduct a teaching demonstration as part of the selection process so that faculty selection committees can better insure that new faculty hires meet the college's standard of excellence.

#### Impact on Agency Goal Attainment: Adequate

Applicants seeking full time faculty positions will conduct a teaching demonstration as part of the selection process so that faculty selection committees can better insure that new faculty hires meet the college's standard of excellence.

#### Effect to be Integrated into next planning cycle: Minor

Applicants seeking full time faculty positions will conduct a teaching demonstration as part of the selection process so that faculty selection committees can better insure that new faculty hires meet the college's standard of excellence.

Process will continue to be used by all divisions as part of the criteria for hiring full time faculty.

#### Benefits to agency: Major

Applicants seeking full time faculty positions will conduct a teaching demonstration as part of the selection process so that faculty selection committees can better insure that new faculty hires meet the college's standard of excellence.

During the selection process, search committees will have a better understanding of the capabilities of all applicants for teaching positions, and will be able to make better informed hiring decisions. Through a more rigorous selection process, the professionalism of full time faculty will be more evident.

### *Objective 030*

Dalton State College will advertise selected new faculty positions in discipline specific national journals in addition to normal advertisements in order to deliver more effective instruction in all college majors.

### *OMAS 01*

25% of all new faculty hiring announcements will be published in discipline specific national journals to provide a broader base of job applicants. Assessment Strategy: Purchase requisitions in appropriate college divisions records.

#### *Evaluation*

25% of all new faculty hiring announcements were published in discipline specific national journals to provide a broader base of job applicants.

#### Impact on Unit Performance: Adequate

#### Impact on Agency Goal Attainment: Adequate

#### Effect to be integrated into next planning cycle: Minor

The college will continue to utilize this method while seeking qualified applicants for vacant full time teaching positions.

#### Benefits to agency: Major

This announcement procedure will ensure that more applicants for the college's full time teaching positions come from a nationwide applicant pool rather than a regional pool of prospective candidates. This will insure that the college will continue to hire the best available personnel, and raise the overall professionalism of the college's faculty.

### *Goal 0200*

Coordinate the process of academic advising between student affairs and academic affairs to achieve an integrated and improved advising process for students.

*Objective 010*

Dalton State College will establish an Ad Hoc Committee on Advisement in order to provide a more effective advising process of students.

*OMAS 01*

The Ad Hoc Committee meets periodically to discuss measures the college can institute to improve the advisement process. Faculty and students will make better use of advisement time available. Assessment Strategy: Published recommendations distributed to faculty.

*Evaluation*

2000-2001:

The Ad Hoc Committee met periodically to discuss measures the college can institute to improve the advisement process. Faculty and students made better use of advisement time available.

2001-2002:

The New Student Orientation Program is continually revised each year to meet needs of college. Emphasis for the past year's program was student retention. The Program includes using student orientation leaders from ACE Center along with the Faculty and Staff Mentors.

Ad Hoc Advising Committee meets each term to discuss the advising process. The emphasis of the AY 2001-2002 was to identify the commonly occurring advisement errors. These errors were published in "Advisement Pointers" and issued to all academic advisors.

The New Student Orientation program will be evaluated and appropriate changes made for AY 2002-2003.

Ad Hoc Advising Committee will continue to meet each term or as needed. The Committee is considering establishing regular semester divisional workshops for all advisors.

2002-2003:

The New Student Orientation Program is led by the Academic and Career Enhancement Center (ACE) and is revised each year to meet needs of the college. The program uses student orientation leaders from the ACE Center along with faculty and staff mentors. Students are provided information on academic support opportunities, using the college catalog, and pre-planning class schedules before meeting a faculty advisor.

Ad Hoc Advising Committee normally meets each term to discuss the advising process. The emphasis of the AY 2002-2003 was to identify the commonly occurring advisement errors and notify advisors via "Advisement Pointers". Divisional workshops were conducted in November 2002, prior to advance registration. Special emphasis was placed on enforcing the "45 hour RTP" rule.

Impact on Unit Performance: Adequate

2001-2002:

Advisement process needs improvement.

2002-2003:

The Advisement process needs improvement.

Impact on Agency Goal Attainment: Adequate

2001-2002:

An improved advisement process and a continuing updated and revised mentoring program offers the college a major payoff in the area of retention.

2002-2003:

An improved advisement process and a continuing updated and revised mentoring program offers the college a major payoff in the area of retention.

Effect to be Integrated into next planning cycle: Major

2001-2002:

Ad Hoc Committee meetings will concentrate on developing a system which eliminates advisement errors to the widest extent possible. The Ad Hoc Advising Committee will continue to meet each term or as needed. The Committee is considering establishing regular semester divisional workshops for all advisors.

2002-2003:

Ad Hoc Committee meetings will concentrate on developing a system which eliminates advisement errors to the widest extent possible. The Ad Hoc Advising Committee will continue to meet each term or as needed. Regularly scheduled semester divisional workshops for all advisors may be a future consideration for the college.

The New Student Orientation program will again be evaluated by the ACE Center and the Vice President for Academic Affairs, and appropriate changes made for AY 2003-2004.

Benefits to agency: Major

2001-2002:

Elimination of advising errors will vastly improve the college's retention rate.

2002-2003:

Elimination of advising errors will vastly improve the college's retention rate.

*Goal 0230*

Develop an early academic warning system to identify at-risk students so that they can be provided with intervention academic support services.

*Objective 010*

At-risk students need to be identified as early as possible that they appear to be in academic difficulty. These students need access to the college's academic support system.

*OMAS 01*

The college will implement the Early Academic Warning System.

*Evaluation*

2002-2003:

The Early Academic Warning System was developed specifically to call attention to the college's academic support facilities for at risk students.

The New Student Orientation Program specifically calls attention to academic support facilities.

Usage of the Math, Reading, and Writing Labs has demonstrated that these facilities provide a useful service to enrolled students. The decision to move the Math Lab to Sequoya Hall in summer semester 2002 allowed mathematics faculty to supervise the lab directly, and gave students working in the lab quick access to math faculty.

Impact on Unit Performance: Adequate

Impact on Agency Goal Attainment: Adequate

Effect to be integrated into next planning cycle: Major

2002-2003:

The warning system will be utilized for the near term until its results can be analyzed.

Benefits to agency: Major

2002-2003:

A successful Early Academic Warning System could greatly improve the college's retention rate.

At risk students must take advantage of the college's academic support system (math and writing labs, language labs, peer tutoring, and Faculty office hours) in order for the Early Academic Warning System to have a measurable success rate.

*Goal 0240*

Establish guidelines and procedures for the development of a college-wide learning community concept as a means of improving student retention rates.

*Objective 010*

The COLL 1101 program was established for AY 2002-2003. This program needs to be tied to the Learning Support Program.

*OMAS 01*

A pilot program will be started and evaluated in AY 2003-2004 to determine the feasibility of the learning community concept.

*Evaluation*

2002-2003:

Plans were developed which suggested that students who need learning support courses also will need the COLL 1101 course. Learning support students are considered at-risk students, and retention rates of these students can be aided by enrolling in COLL 1101, where their study skills, testing skills, and time management skills can be improved.

Impact on Unit Performance: Adequate

Impact on Agency Goal Attainment: Adequate

Effect to be integrated into next planning cycle: Major

2002-2003:

During 2003-2004, a pilot program, under the direction of the COLL 1101 coordinator, will link the COLL 1101 course with learning support courses. Students who need any or all learning support classes will register in COLL 1101 courses which include other students also enrolled in learning support courses.

Benefits to agency:

*Goal 0260*

Increase visibility of academic support facilities to better inform students about available resources on campus.

*Objective 010*

The college has an extensive academic support structure in place. The objective will be to alert all students, but especially at-risk students, of the variety of support services available.

*OMAS 01*

All newly admitted students will attend a New Student Orientation Program session.

*Evaluation*

2002-2003:

The Early Academic Warning System was developed specifically to call attention to the college's academic support facilities for at risk students.

The New Student Orientation Program specifically calls attention to academic support facilities.

Usage of the Math, Reading, and Writing Labs has demonstrated that these facilities provide a useful service to enrolled students. The decision to move the Math Lab to Sequoya Hall in summer semester 2002 allowed mathematics faculty to supervise the lab directly, and gave students working in the lab quick access to math faculty.

Impact on Unit Performance: Adequate

Impact on Agency Goal Attainment: Adequate

Effect to be integrated into next planning cycle: Major

2002-2003:

The Academic Affairs Office, in conjunction with the Enrollment Services Office, will continue the effort to alert all students to the college's academic support system. The college will continue to fully support the Math, Reading, and Writing Labs.

Benefits to agency: Major

2002-2003:

Continued use of academic support labs by at-risk students enhances the college's retention rate.

### *Goal 0280*

Investigate the possibility of establishing additional off campus sites to attract students from all the ten-county College service area.

#### *Objective 010*

The college will visit service area high schools, businesses and governments in its service area to establish any unmet needs and investigate the feasibility of expansion of the extended campus program.

#### *OMAS 01*

Academic Affairs and Enrollment Services will study the feasibility of offering classes at Southeast Whitfield and Dalton High School during Academic Year 2002-2003.

#### *Evaluation*

2002-2003:

PSO classes were offered in Mathematics (Calculus) at Southeast Whitfield High School during the Fall 2002 semester. Site offerings at Coosa Valley Technical College were cancelled at the end of AY 2002-2003 due to budgetary constraints, declining enrollment, scheduling conflicts and space availability. Site offerings at Appalachian Technical College were cancelled at the end of AY 2002-2003 due to budgetary constraints, declining enrollment, scheduling conflicts and space availability.

Through the college's Technical and Continuing Education Divisions, the college offered business courses at local industry sites that lead to Management and Marketing Mini-Certificates.

Impact on Unit Performance: Adequate

Impact on Agency Goal Attainment: Adequate

Effect to be integrated into next planning cycle: Major

2002-2003:

College will continue to seek additional off-campus sites within the college's service area, but the college's resources limits massive expansion of such programs. While enrollment of individual PSO students from surrounding high schools into courses offered on main campus remains a focus of the college's recruitment effort, budgetary restraints prevent expansion of on-site PSO offerings. No PSO on-site offerings are planned for AY 2003-2004. Because of the travel distance to main campus, the college hopes to offer classes at Pickens County High School in AY 2003-2004 to current DSC students who wish to complete their previously started Cooperative Degree programs. Through the college's Technical and Continuing Education Divisions, the college will continue to offer business courses at local industry sites that lead to Management and Marketing Mini-Certificates.

Benefits to agency: Major

2002-2003:

Off-campus offerings, credit and non-credit, general education and technical education, represent a means to meet the academic needs of many potential students in the college's service area. While resources are limited, off campus offerings remain a high visibility effort by the college for the immediate future.

### *Goal 0320*

Investigate additional programs of study in associate degree and certificate programs to meet the needs of the service area.

#### *Objective 010*

Dalton State College will meet with focus advisory groups from business, industry, and educational groups to identify additional programs of study for the college in order to better meet service area needs.

#### *OMAS 01*

Meetings with these focus advisory groups will add additional degree and certificate programs of study to the college's offerings, as well as discontinue unneeded programs. Assessment Strategy: Draft reports from meetings.

### *Evaluation*

2000-2001:

Meetings with these focus advisory groups will add additional degree and certificate programs of study to the college's offerings, as well as discontinue unneeded programs. Assessment Strategy: Draft reports from meetings.

2001-2002:

Dalton State College received approval from the Board of Regents to offer the B.B.A. in Management and the B.S.W. in Social Work. New A.A.S. degrees approved during academic year 2001-2202 include Computer Networking and Service Technology, Industrial Electrical and Electronic Technology, and Manufacturing Technology.

The college also received approval to offer a certificate programs in Computer Networking and Service Technology, Industrial Electrical and Electronic Technology, Law Enforcement, and Manufacturing Technology. The college received approval to offer mini-certificates in A Plus Certification, Basic Machinist, Industrial Safety Specialist, Information Technology Plus Specialist, Multi-cultural Healthcare Management Specialist, Multi-cultural Manufacturing Specialist, Multi-cultural Office Specialist, Retail Business Management, Small Business Management, and Small Business Record Keeping.

The Bachelor of Education in Middle Grades Education was considered, and remains an active interest of Dalton State College, in possible collaboration with the State University of West Georgia.

2002-2003:

In Academic Year 2002-2003, the college offered new certificate programs in Computer Networking and Service Technology, Industrial Electrical and Electronic Technology, Law Enforcement, and Manufacturing Technology. The college also offered new mini-certificates in A Plus Certification, Basic Machinist, Industrial Safety Specialist, Information Technology Plus Specialist, Multi-cultural Health Care Management Specialist, Multi-cultural Manufacturing Specialist, Multi-cultural Office Specialist, Retail Business Management, Small Business Management, and Small Business Record Keeping.

Addition of a Bachelor of Education in Middle Grades Education program remained an active interest of Dalton State College. The College also sought Board of Regents approval to add an A.A.S. program in Paraprofessional Education.

Academic Council approval for new certificates for to be offered in 2003-2004 was granted for Manufacturing Technology-General Manufacturing, Manufacturing Technology-Transportation. An advanced certificate in CISCO Professional was also added. New mini-certificates were created in iSeries 400 Application Development and Emergency Medical Technology.

Impact on Unit Performance: Exemplary

Impact on Agency Goal Attainment: Exemplary

Effect to be integrated into next planning cycle: Major

2001-2002:

New programs of study will be heavily advertised for recruitment of new students. New program offerings will continue to be researched and submitted for approval consideration from the Board of Regents. The Bachelor of Education in Middle Grades Education remains an active interest of Dalton State College as a future baccalaureate program.

2002-2003:

New programs of study will be heavily advertised for recruitment of new students. New program offerings will continue to be researched and submitted for approval consideration from the Board of Regents. The Bachelor of Education in Middle Grades Education remains an active interest of Dalton State College as a future baccalaureate program.

Benefits to agency: Major

2001-2002:

Four year programs of study offers immediate growth potential for the college while meeting much of the needs of the college's service area for a local baccalaureate program.

Updated and revised technical programs of study represent an opportunity for the college to meet the ever increasing local and state demand for a well-trained technologically proficient work force.

2002-2003:

Four year programs of study offers immediate growth potential for the college while meeting much of the needs of the college's service area for a local baccalaureate program.

Updated and revised technical programs of study represent an opportunity for the college to meet the ever increasing local and state demand for a well-trained technologically proficient work force.

*Goal 0470*

Implement a timely review of programs of study to monitor progress and to improve programs in response to findings and recommendations of the reviews.

*Objective 010*

Dalton State College has established the Academic Program Review Committee (APR) to create a comprehensive program review plan for all degree programs not reviewed by PAR or by national accrediting/licensure agencies.

*OMAS 01*

33% of all academic programs will be reviewed annually by APR, or by PAR, or by discipline required national accrediting/licensure agencies. Implementation will begin Fall, 2001

*Evaluation*

Beginning Fall 2001, the Bachelor of Science in Operations Management program will be reviewed by APR.

Impact on Unit Performance:

Impact on Agency Goal Attainment:

Effect to be integrated into next planning cycle:

Benefits to agency:

*Goal 0720*

Increase minority staff, faculty, and student population to promote cultural diversity and enrichment in the College community.

*Objective 010*

The college must continue to advertise faculty and staff positions in a variety of published sources, including those that attract minority readers and possible applicants.

*OMAS 01*

The college will interview minority applicants for faculty and staff openings.

*Evaluation*

2002-2003:

The college advertises its open faculty and staff positions in Hispanic Outlook. One minority part-time faculty member joined the faculty on a full time basis in 2002-2003.

Impact on Unit Performance: Adequate

Impact on Agency Goal Attainment: Adequate

Effect to be integrated into next planning cycle: Major

2002-2003:

The college will continue to search for diversity in its hiring of full and part time faculty and staff.

Benefits to agency:

*Goal 0730*

Advance the skills and knowledge base of the faculty in teaching a diverse student population.

*Objective 010*

Workshops with selected faculty will be conducted to assess classroom teaching and learning to deliver more effective instruction.

*OMAS 01*

25% of faculty will participate in workshops. Assessment Strategy: Academic Affairs Office

*Evaluation*

2001-2002:

The Academic Affairs Office supports and encourages, primarily through division chairs, the utilization of institutional faculty development funds to advance their skills and discipline knowledge base through attendance at professional conferences, seminars and workshops.

Hispanic Initiative funding supports an outreach program called "Steps to College" in which some college faculty and staff interacted with the emerging Hispanic community in the college's service area.

2002-2003:

The Academic Affairs Office supports and encourages, primarily through division chairs, the utilization of institutional faculty development funds to advance their skills and discipline knowledge base through attendance at professional conferences, seminars and workshops.

Hispanic Initiative funding supports an outreach program called "Steps to College" in which some college faculty and staff interacted with the emerging Hispanic community in the college's service area.

Impact on Unit Performance: Adequate

Impact on Agency Goal Attainment: Exemplary

Effect to be Integrated into next planning cycle: Major

2001-2002:

Faculty professional development remains an important mission of the college. Funding will be required to support this effort, regardless of budgetary concerns. Faculty interaction with the college's constituent groups through community service remains a high visibility effort.

2002-2003:

Faculty professional development remains an important mission of the college. Funding will be required to support this effort, regardless of budgetary concerns. Faculty interaction with the college's constituent groups through community service remains a high visibility effort.

Benefits to agency: Major

2001-2002:

Continued faculty professional development and community service enhance the college's connection with its service area, and supports the college's recruitment and retention programs.

2002-2003:

Continued faculty professional development and community service enhance the college's connection with its service area, and supports the college's recruitment and retention programs.

*Goal 0980*

Provide opportunities for middle and secondary school faculty and administration to exchange ideas and information with DSC faculty and staff to prepare students for higher education in the College's service area.

*Objective 010*

Dalton State College will establish partnerships with service area secondary schools to allow exchange of ideas and information between the respective faculties.

*OMAS 01*

Two partnerships will be established by Dalton State College each academic year with service area secondary schools which consist of open discussions between faculty members teaching in similar disciplines to find common grounds of interest. Assessment Strategy: Comments and Suggestions solicited from participants and maintained kept in DSC Academic Affairs Office.

### *Evaluation*

2001-2002:

The Vice President for Academic Affairs serves on the School Council of Dalton Middle School. Through this position, Dalton Middle School students, faculty, and parents interact with the college to emphasize the importance of post secondary education. In addition, DMS students have visited the DSC campus. The Hispanic Initiative provided stipends for ten middle school instructors to become "points of contact" for DSC to identify Hispanic students considering post secondary education. These identified students attended Steps To College, a summer outreach program. This program allows students to improve their English skills while working on content in math, science, language arts, and the social studies to prepare them for the High School graduation examination.

The PREP Program continues to provide a summer experience for middle and secondary school students regardless of race to emphasize the importance of secondary education both to the individual student as well as the State of Georgia. In conjunction with the bi-annual "Saturday of Stars," the Academic Affairs Office presents a parents program which details the importance of post secondary education. Attendance of parents has steadily increased since the introduction of the program.

2002-2003:

The Vice President for Academic Affairs served on the School Council of Dalton Middle School. Through this position, Dalton Middle School students, faculty, and parents interact with the college to emphasize the importance of post secondary education. In addition, DMS students have visited the DSC campus. The Hispanic Initiative provided stipends for ten middle school instructors to become "points of contact" for DSC to identify Hispanic students considering post secondary education. Identified students visited Dalton State College under the Steps To College outreach program, during the Summer of 2003. This program allows middle school and high school students to improve their English skills while working on content in math, science, language arts, and the social studies to prepare them for the high school graduation examination. The program also includes visits by family members to the college.

The PREP Program continues to provide a summer experience for middle and secondary school students regardless of race to emphasize the importance of secondary education both to the individual student as well as the State of Georgia. In conjunction with the bi-annual "Saturday of Stars," the Academic Affairs Office presents a parents program which details the importance of post secondary education. Attendance of parents has steadily increased since the introduction of the program.

In May 2003, in a separate outreach program, the Director of the Evening and Extended Campus Programs joined with Mr. Ryan Richards, Social Studies teacher at North Whitfield Middle School, to offer a presentation to 180 seventh grade students entitled, "The Doolittle Raiders."

Impact on Unit Performance: Adequate

Impact on Agency Goal Attainment: Exemplary

Effect to be integrated into next planning cycle: Major

2001-2002:

Programs which connect the college with area middle schools and high schools remain an important mission of the college. Programs such as the Hispanic Initiative and PREP will continue to be high-visibility post-secondary programs supported by the college's resources.

2002-2003:

Programs which connect the college with area middle schools and high schools remain an important mission of the college. Programs such as the Hispanic Initiative and PREP will continue to be high-visibility post-secondary programs supported by the college's resources. The Saturday of Stars program will be held in October 2003, and has initiated a week day visit by the students from Eastbrook Middle School for the same month.

Benefits to agency: Major

2001-2002:

Future student recruitment is built around programs similar to these. Renewed efforts and similar new projects will remain part of the college's mission.

2002-2003:

Future student recruitment is built around programs similar to these. Renewed efforts and similar new projects will remain part of the college's mission.

## Unit Derrell C. Roberts Library

### *Goal 0600*

Evaluate library holdings on a regular basis to guide ongoing and future growth.

### *Objective 010*

In 2002-03, librarians will monitor the need to weed and update Nursing holdings to achieve and maintain currency in materials.

### *OMAS 01*

Publication dates of books and videos will fall within a five-year window. The Roberts Library Weeding Policy will guide librarians in removal of older materials. Older materials dealing with historical treatment of a subject may be retained. Nursing faculty will suggest new additions to circulating, reference, and media materials.

### *Evaluation*

Building upon earlier pruning, four librarians weeded materials in accord with the Nursing Division's policy specifications. To maintain currency, 259 volumes were withdrawn; 209 new books and Reference works, and 67 new media items were added.

### Impact on Unit Performance: Exemplary

Nursing holdings are stronger and more used after pruning; 807 nursing books circulated this year, an increase of 45% above the 285 items borrowed from the Rs last year.

Impact on Agency Goal Attainment: Exemplary Currency and support for all health programs were greatly enhanced.

### Effect to be integrated into next planning cycle: Minor

The Library will continue to collaborate with Nursing and Allied Health faculty for curricular resources.

### Benefits to agency: Major

Collection development suggestions from faculty subject specialists enrich the Library's holdings.

### *Objective 020*

In 2002-03, librarians will link new purchases (aside from faculty requests) to the areas with highest circulation within the Library of Congress classification system.

### *OMAS 01*

Monitor changes in areas of highest circulation compared to 2001-02.

### *Evaluation*

While the highest circulating areas of American History, Literature, and Nursing held strong, there were several areas of new interest and high usage. These can be tied in most but not all cases to new degree programs. Psychology, Economics, Commerce, the Family, Public Welfare, Law, and Education Theory and Practice were subject areas with high circulation--approximately 250 items charged from each of those classifications--so concurrently, they were areas of concentrated collection development.

### Impact on Unit Performance: Exemplary

As planned, new purchases reflected areas of the collections being used the most.

### Impact on Agency Goal Attainment: Adequate

Roberts Library supports the educational programs of the College, as indicated by students locating and checking out library resources for new degree programs and courses.

### Effect to be integrated into next planning cycle: Minor

Roberts Library staff will continue to tie acquisitions to the curriculum and to high areas of circulation.

### Benefits to agency: Major

The Library's collections are current and relevant to courses being taught at DSC.

*Objective 030*

Update in the areas of Education, Science, and Technology.

*OMAS 01*

Add 150 new titles (50 each) in these 3 areas of the collection.

*Evaluation*

We planned to add 150 new titles (50 each) in these 3 areas of the collection in 2002-03. Sixty titles were added in Education. There are 709 titles in the L classification published between 1999 and 2003. However, for support of expected four-year Education programs, that number must increase, especially in the LBs, theory and practice of Education.

The goal of adding 50 titles in Q (Science) was exceeded; 120 titles were purchased. Similarly, 106 titles for the Ts (Technology) were added.

Impact on Unit Performance: Adequate Roberts Library is improving areas of the collection that need updating.

Impact on Agency Goal Attainment: Adequate The Library has made a start at currency in these areas.

Effect to be integrated into next planning cycle: Major Especially in Education, more collection development is needed.

Benefits to agency: Major

If the College plans a four-year Education degree, significant library resources need to be directed at this classification area.

*Goal 0610*

Strengthen all collections and add resources to support new academic programs.

Objective: 010 The Library will continue to add new resources for the new 4-year program in Social Work.

*OMAS 01*

At least \$1,000 to provide new BSW resources will be allocated for books, e-resources, media, and other requests from faculty teaching in the program.

*Evaluation*

In 2002-03, the Library planned to allocate at least \$1,000 to provide new BSW resources (books, e-resources, media, and other requests from faculty teaching in the program). To recap, 233 circulating volumes were added; 2 Reference titles were purchased; 6 media titles were bought; and an online database license was renewed. The approximate expenditure in support of the BSW was \$4,708.

Impact on Unit Performance: Adequate

With 2002-2003 ETACT funds, the Library added 233 circulating books, 2 reference works, 1 journal subscription, and 6 videotapes.

Impact on Agency Goal Attainment: Adequate

The Library is supporting new BSW students and faculty. The Social Works Abstracts database is gaining usage since its debut in August 2001; 4 searches were run the first month it was licensed; 449 were run in FY03.

Effect to be integrated into next planning cycle: Minor

Faculty and librarians will continue cooperative development of BSW resources.

Benefits to agency: Minor

Funds allocated to library acquisitions in Social Work directly support the curriculum.

*Objective 030*

The Library will continue to add resources to support the new Surgical Technology curriculum.

*OMAS 01*

At least \$1,000 will be allocated in support of Surg Tech courses.

*Evaluation*

At least \$1,000 was to be allocated in support of Surg Tech courses. In 2002-03, \$2,661.31 was expended for support of that program.

Impact on Unit Performance: Adequate New purchases are fulfilling faculty requests.

Impact on Agency Goal Attainment: Adequate The Library is supporting the classroom curriculum.

Effect to be integrated into next planning cycle: Minor Faculty requests will continue to be filled.

Benefits to agency: Major Students have adequate resources for an evolving program.

*Goal 0740*

Expand cultural activities that enrich and value diversity in the College and community.

*Objective 010*

The DSC Library will sponsor a "get acquainted" sharing session with staff from the regional public library.

*OMAS 01*

Explore ways to encourage moral support, as the public library has historically been under-funded.

*Evaluation*

Invitations to our Rededication in August 2002 and to a meeting on the Chattanooga Library Association at DSC in November 2002 were largely ignored by public library staff. DSC Library staff will continue to be open to collaboration.

Impact on Unit Performance: Adequate

Although their reaction is a disappointment, DSC's Roberts Library remains an active community resource for public patrons. Perhaps the public library's non-collaborative posture will change in the future.

Impact on Agency Goal Attainment: Adequate

This goal to expand cultural activities that enrich and value diversity in the College and community was reworked by Roberts Library mid-year. A Latino Heritage display was created for one month in the Lobby and two local Hispanic newspapers were made available to library users.

Effect to be integrated into next planning cycle: Minor Continue to be open to community partnerships.

Benefits to agency: Minor Outreach has a positive impact on our users.

*Objective 020*

Spanish language will be added to part of the Library's web pages to increase bilingual text.

*OMAS 01*

Work with a bilingual faculty or staff member on campus to translate the existing "Spanish Resources" web page on the Library web site.

*Evaluation*

Impact on Unit Performance: Inadequate A preliminary draft was provided by a non-native Spanish speaker.

Impact on Agency Goal Attainment: Inadequate A less literal translation is needed and will be supplied in October 2003 by a native speaker working in Enrollment Services.

Effect to be integrated into next planning cycle: Minor The improved translation will be transferred to the Library web page by OCIS.

Benefits to agency: Major Latino outreach is crucial for DSC.

*Goal 0850*

Strengthen the library's bibliographic instruction program to increase faculty knowledge and use of electronic resources.

*Objective 010*

In 2002-03, librarians will publicize and conduct ,2 hands-on faculty workshops on electronic resources.

*OMAS 01*

Attendees will answer correctly 95% of the questions on a post-quiz. Data will also show increased usage of e-resources compared with 2000-01 rates.

*Evaluation*

The Library offered one hands-on faculty workshop with a goal of at least 8 participants. Twelve participated in the fall. All answered at least 95% of the questions correctly on a post-quiz. A second workshop in the spring was cancelled for lack of registrants. Librarians offered instruction in division meetings or in individual faculty offices, but most faculty seem more comfortable consulting by phone or e-mail or at the Reference Desk.

As noted in the Annual Report, usage rates for databases licensed by DSC went up 33.0%.

Impact on Unit Performance: Exemplary

Because of orientations for students attended by faculty and frequent e-mail updates from the Library, faculty are more familiar with virtual resources. Faculty are themselves using and assigning student use of the Library's e-resources.

Impact on Agency Goal Attainment: Exemplary

Faculty comfort levels with online resources increased thus contributing to overall computer literacy.

Effect to be integrated into next planning cycle: Minor

Librarians will continue to promote and train faculty in the effective use of e-resources.

Benefits to agency: Major

The whole University System of Georgia is heavily invested in online library resources, so an informed faculty has a direct trickle-down effect to students.

*Goal 0890*

Strengthen the library's bibliographic instruction program to increase student knowledge and use of electronic resources.

*Objective 010*

In 2002-03, librarians will begin using a "One Minute Essay" following hands-on orientation sessions. Students will address what they knew about library research coming into the class, what they learned in that session, and what they still feel they need to know more about in order to complete their assignment.

*OMAS 01*

Students in at least four English classes will successfully complete a hands-on exercise after a library orientation session. Faculty and/or librarians will review the "One Minute Essays" and e-mail any student who appears confused.

### *Evaluation*

The new assessment tool is more helpful to librarians and to students than the former survey tool. Data documents increased student knowledge and more effective use of virtual library resources on campus and from their homes.

#### Impact on Unit Performance: Exemplary

Statistics show a continued interest from students in passwords to licensed e-resources for home use. FY03 usage of DSC's (non-GALILEO) licensed databases increased 33% over FY02.

#### Impact on Agency Goal Attainment: Exemplary

The Library can claim partial credit in the 2003 Graduating Student Survey statistic (Survey Results, p. 11) that 90.5% of respondents agreed or strongly agreed that their DSC education resulted in their learning to gather data for research purposes from various sources including the computer and the Internet.

#### Effect to be integrated into next planning cycle: Major

The Library will continue to demonstrate and teach online searching skills. Student learning will be impacted more directly now that wireless laptops and hands-on training spaces are available.

#### Benefits to agency: Major

Students and faculty effectively using virtual library resources on campus or remotely will increase their computer literacy and enhance information retrieval.

#### *Objective 020*

The Library will offer 2 "Non-Traditional Tuesday" research clinics for newer non-traditional age students, taught with the assistance of current, more experienced non-traditional students.

#### *OMAS 01*

Library student workers of non-traditional age will be recruited to assist with this goal.

### *Evaluation*

Plans were dropped when the older work study students on the Library staff had quit to focus on classes and because of reduction in their work hours due to DSC budget cuts. That constituency falls within other Library orientations and having e-mail addresses of participants allows targeted follow-up with non-traditional students who may be less comfortable with technology.

#### Impact on Unit Performance: Adequate

In regular orientations and tours, all students are encouraged to request one-on-one help from librarians at the Reference Desk.

#### Impact on Agency Goal Attainment: Adequate

Student satisfaction levels with library services remain high.

#### Effect to be integrated into next planning cycle: None

Individualized service at the instructional desk will continue to assist students in their research and information gathering.

#### Benefits to agency: Major

Students will be able to critically assess a variety of sources.

#### *Objective 030*

Two librarians will work with the COLL 1101 coordinator to design a scavenger hunt to be used in spring 2003 COLL 1101 classes.

#### *OMAS 01*

More hands-on library experience will be built into the COLL 1101 course.

### *Evaluation*

For Spring 2003 COLL 1101 classes, the same online tutorial was used instead. For Fall 2003 classes, a new scavenger hunt/exploration exercise and answer key has been designed for COLL 1101 students and instructors.

Impact on Unit Performance: Exemplary

Students are required to walk around inside the entire building in order to answer questions in a 30-40 minute time frame.

Impact on Agency Goal Attainment: Exemplary

Students are made aware of the 9 study rooms, periodicals, microfilm, and other non-computerized library resources.

Effect to be integrated into next planning cycle: Minor

Monitor COLL 1101 instructors' and coordinator's reaction to the new component of the course for FY04, as opposed to the online tutorial used in FY03.

Benefits to agency:

Early in their time at DSC, students will gain greater comfort in using the Roberts Library.

### *Goal 7000*

Faculty and students will have 24/7 access to library e-resources.

### *Objective 020*

In 2002-03, the Library will update its records of journal holdings in the GIL online library catalog. This project will more accurately reflect periodical holdings in paper and microform.

### *OMAS 01*

Report progress on updating of the GOLD records.

### *Evaluation*

Lydia Knight and Lee Ann Cline inventoried all journal holdings. The GOLD database on GALILEO was updated online so citation-only databases correctly tie in with DSC Library holdings. All data has been migrated to the Library's GIL online catalog.

Impact on Unit Performance: Exemplary

Citation databases on GALILEO are more useful to researchers when articles are not found in full-text online.

Impact on Agency Goal Attainment: Exemplary

The GOLD database should be updated at the local holdings level at least once a year. The major update gives DSC a solid baseline from which to move forward with minor updates in the future.

Effect to be integrated into next planning cycle: None

The staff will routinely adjust holdings data online as subscriptions change.

Benefits to agency: Major

The sharing of accurate journal holdings data benefits not only DSC students, faculty, and staff, but all researchers in the University System of Georgia who may request an article from our interlibrary loan office.

### *Objective 030*

The Library will monitor usage of locally licensed e-resources to verify cost benefit.

### *OMAS 01*

Monthly statistics will be examined at regular intervals to document value.

### *Evaluation*

As noted in the Annual Report, database usage climbed significantly, so the Library is getting its money's worth. One Business database (Emerald) that was not being used enough to justify its cost was not renewed, with the agreement of Business Administration faculty.

Impact on Unit Performance: Exemplary

DSC students, faculty, and staff have access to exemplary virtual library resources 24/7.

Impact on Agency Goal Attainment: Adequate

DSC's non-GALILEO funded databases enrich resources and are heavily used.

Effect to be integrated into next planning cycle: Minor

Monthly usage statistics are routinely tracked on a spreadsheet.

Benefits to agency: Major

A broad range of virtual library resources are a boon to working students and those enrolled at a distance.

### *Goal 7010*

Student learning will be assessed following library orientation sessions.

#### *Objective 010*

Librarians will cooperate with targeted faculty (Humanities) to present at least 2 orientation classes each year with a pre-test and a post-test to assess student learning of library skills.

#### *OMAS 01*

For 2002-03, assessment will move away from pre- and post-tests to begin using the "One Minute Essay."

### *Evaluation*

Students' responses in the "One Minute Essay" following hands-on searching in databases were more useful in documenting what works well in instruction and what is less clear. Having students' e-mail addresses allows the librarian instructor to follow up with any students who still need assistance with concepts.

Impact on Unit Performance: Adequate

One Minute Essays are more popular with students than surveys used in the past. They also reveal more to faculty and to librarian instructors about how well the student grasped (or did not grasp) concepts from the session.

Impact on Agency Goal Attainment: Adequate

Student learning is being assessed more satisfactorily and will continue to be in this area.

Effect to be integrated into next planning cycle: Major

Library skills instruction is more effective with hands-on training.

Benefits to agency: Major

Students can demonstrate information literacy.

### *Goal 7020*

Faculty will be satisfied with library orientation sessions and library services overall.

#### *Objective 010*

In 2002-03, survey results will reflect that at least 92% of faculty are satisfied with the library orientation sessions given to their classes.

#### *OMAS 01*

In 2002-03, post-orientation surveys will show that at least 90% of faculty surveyed indicated that they were satisfied with the orientation classes, thought their students learned something new, and that the instructor's explanations were always clear.

### *Evaluation*

Post-orientation surveys showed that 95% of faculty surveyed indicated that they were satisfied with the orientation classes, thought their students learned something new, and that the instructor's explanations were always clear.

Impact on Unit Performance: Adequate

Faculty are more familiar with what librarians teach their students about library resources.

Impact on Agency Goal Attainment: Adequate

Faculty information retrieval skills can keep pace with students' as technology rapidly changes research.

Effect to be integrated into next planning cycle: Major

The Library will continue to monitor faculty feedback from orientations of their class groups and to assess their familiarity with electronic resources.

Benefits to agency: Major

Faculty will be familiar with all types of library resources and contribute to students' information literacy by incorporating library resources into class assignments.

## Unit Natural Sciences & Math Division

### *Goal 0090*

Conduct more aggressive faculty recruitment and searches through the use of a more rigorous screening process to develop and to sustain a faculty of the highest quality and excellence in teaching.

### *Objective 010*

The Vice President of Academic Affairs will advertise in discipline-specific media to achieve targeted dissemination of the availability of faculty positions.

### *OMAS 01*

When requested by the Division Chairs, the Vice President of Academic Affairs will advertise in discipline-specific media. Division Chair files will show a 10% increase in applications.

Condition: Provided that there is a reasonable time to advertise before the position must be filled.

### *Evaluation*

2000 - 2001:

There were 18 applications for the Assistant Professor of Mathematics position filled during Summer 2001. The application deadline was set for June which seemed to hinder the search because of its lateness. The information to determine if this was an increase was not readily available to this Division Chair.

2001 - 2002:

There were 12 applications for the Assistant Professor of Mathematics position filled during Summer 2002. The application deadline was set for April 15 which seemed to hinder the search because of its lateness. This was not an increase in applications. Three candidates were brought to campus for interviews. The Assistant Professor in Math position was filled.

2002 - 2003:

There were no new tenure track/full-time positions to be filled. There was one new faculty member as a result of the 2001-2002 search.

Impact on Unit Performance: Adequate

2000 - 2001:

Due to the lateness of the application deadline and other factors, few individuals met all the potential candidates. This seemingly affected the cohesiveness of the unit in this.

2001 - 2002:

Due to the lateness of the application deadline and other factors, there were few applicants.

2002 - 2003:

There was no searches for full-time faculty during the 2002-2003 academic year.

Impact on Agency Goal Attainment: Adequate

2000 - 2001:

The 18 candidates were screened rigorously and the candidate offered the position is well qualified.

2001 - 2002:

The 12 candidates were screened rigorously and the candidate offered the position is well qualified.

2002 - 2003:

There were no new tenure track/full-time positions to be filled.

Effect to be integrated into next planning cycle: Minor

2000 - 2001:

Earlier advertisement of a vacant position and an earlier deadline for application submission will be incorporated into the next planning cycle.

2001 - 2002:

Earlier advertisement of a vacant position and an earlier deadline for application submission, if at all possible, will be incorporated into the next planning cycle.

2002 - 2003:

No positions were advertised this year. One position is anticipated for next year (2003-2004) due to retirement. Early advertising and applications deadline will strengthen, in number and qualification, the applicant pool.

Benefits to agency: Minor

2000 - 2001:

A more aggressive faculty recruitment and more rigorous screening procedure will enable the College to sustain the high quality of faculty it now has.

2001 - 2002:

A more aggressive faculty recruitment and more rigorous screening procedure will enable the College to sustain the high quality of faculty it now has.

2002-2003:

Since there was no search and no new position filled, there should be no change. The Division has benefitted from the addition of the new faculty from the 2001-2002 search.

*OMAS 02*

All Division Chairs will contact three comparable institutions through phone calls, emails, and letters

*Evaluation*

2000 - 2001:

Vacancy notices were sent to all regional institutions having similar programs and to the Chronicle of Higher Education.

2001 - 2002:

Vacancy notices were sent to all regional institutions having similar programs and to the Chronicle of Higher Education. Fewer applications were achieved for this vacancy than the previous year.

An ideal candidate was identified and employed.

2002-2003:

There was no vacancies.

Impact on Unit Performance: Adequate

2000 - 2001:

Vacancy notices were sent to all regional institutions having similar programs.

2001 - 2002:

Vacancy notices were sent to all regional institutions having similar programs and to the Chronicle of Higher Education. Several of the applicants were from this region.

2002 - 2003:

There were no vacancies.

Impact on Agency Goal Attainment: Adequate

2000 - 2001:

The successful candidate came from an institution with a similar program.

2001 - 2002:

The successful candidate is new to teaching and from this region.

2002 - 2003:

There were no vacancies.

Effect to be integrated into next planning cycle: Minor

2000 - 2001:

Similar strategies will be used in future searches.

2001 - 2002:

Similar strategies will be used in future searches, including an earlier application deadline.

2002 - 2003:

Similar strategies will be used in future searches.

Benefits to agency: Major

2000 - 2001:

An ideal candidate was identified and employed.

2001 - 2002:

A candidate new to teaching with previous work in mathematics was employed.

2002 - 2003:

Aggressive faculty recruitment will enable the College to maintain the high quality of faculty it has now.

### *Goal 0300*

Improve graduation rates and/or student goal attainment rates to meet College benchmark and University System standards.

### *Objective 010*

Division Chairs will recommend to Institutional Research to ascertain appropriate benchmarks for graduation rates and/or student goal attainment rates.

Benefit: College will meet institutional and USG standards.

### *OMAS 01*

A set of USG benchmarks from the IRP office will be compiled and distributed to the Division Chairs via hard copy reports.

Condition: Availability of system data.

### *Evaluation*

2000 - 2001:

Information not available at this time.

2001 - 2002:

In item 64 in the General Education Survey, 97% of graduates agree or strongly agree that, "As a result of my education at DSC, I learned to apply my knowledge of science to solve problems".

In Item 66 in the General Education Survey, 93% of graduates agree or strongly agree that, "As a result of my education at DSC, I learned to conduct scientific research and experiments".

In item 70 in the General Education Survey, 94% of graduates agree or strongly agree that, "As a result of my education at DSC, I learned to perform basic mathematical operations".

2002 - 2003:

In item "f" of section III in the General Education Survey, 81.8% of the graduates agree or strongly agree that, "As a result of my education at Dalton State College, I learned to apply my knowledge of science to solve problems."

In item "g" of section III in the General Education Survey, 76.7% of the graduates agree or strongly agree that, "As a result of my education at Dalton State College, I learned to explain the basic principles which govern natural sciences and scientific experiments."

In item "h" of section III in the General Education Survey, 67.8% of the graduates agree or strongly agree that, "As a result of my education at Dalton State College, I learned to conduct scientific research and experiment."

In item "I" of section III in the General Education Survey, 86.1% of the graduates agree or strongly agree that, "As a result of my education at Dalton State College, I learned to perform basic mathematical operations".

In item "r" of section III in the General Education Survey, 82.7% of the graduates agree or strongly agree that, "As a result of my education at Dalton State College, I learned to use scientific knowledge and practical experience to assess personal well-being and to maintain wellness."

Impact on Unit Performance: Exemplary

2000 - 2001:

Yet to be determined. Received too late.

2001 - 2002:

Survey results indicate that graduates feel that they have learned scientific and mathematical skills.

2002 - 2003:

Survey results indicate that graduates feel that they have learned scientific and mathematical skills.

Impact on Agency Goal Attainment: Exemplary

2000 - 2001:

Yet to be determined.

2001 - 2002:

Survey results indicate that graduates feel that they have learned scientific and mathematical skills.

2002 - 2003:

Survey results indicate that graduates feel that they have learned scientific and mathematical skills.

Effect to be integrated into next planning cycle: None

2000 - 2001:

Natural Sciences & Math faculty will at Fall Semester 2001 division meetings to make action plans.

2001 - 2002:

Natural Sciences & Math faculty met at Fall Semester 2002 division meetings to review results of survey and determine what changes, if any, may be beneficial.

2002 - 2003:

Faculty in Natural Sciences and Mathematics will review the survey results to determine what changes, if any, may be beneficial.

Benefits to agency: None

2000 - 2001:

Allows us to look college-wide at possible causes of low graduation rate and attrition and to take measures to improve retention.

2001 - 2002:

Allows us to look college-wide at possible causes of low graduation rate and attrition and to take measures to improve retention.

2002 - 2003:

Allows us to look college-wide at possible causes of low graduation rate and attrition and to take measures to improve retention.

#### *Goal 0520*

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

#### *Objective 010*

Division Chairs will survey the faculty to determine the needs and desires for use of the tuition reimbursement program. Interest of faculty.

Benefit: More faculty can afford to gain advanced/terminal degrees.

#### *OMAS 01*

100% of interested faculty will receive tuition reimbursement as indicated by the results of faculty survey.

Condition: Continuation of system policy.

#### *Evaluation*

2000 - 2001:

One faculty member in the Division has taken advantage of tuition reimbursement. No other faculty member expressed an interest.

2001 - 2002:

One faculty member in the Division has taken advantage of tuition reimbursement. No other faculty member expressed an interest.

2002 - 2003:

One member of the Division took one course.

Impact on Unit Performance: Exemplary

2000 - 2001:

Currently, there has been very little measurable impact on the unit. When coursework is completed the impact will be realized.

2001 - 2002:

One faculty member has completed the coursework to meet SACS requirements to teach Computer Science.

2002 - 2003:

One member of the Division took one course to complete required courses within discipline to teach Computer Science.

Impact on Agency Goal Attainment: Exemplary

2000 - 2001:

Faculty can take advantage of this opportunity if they want to do so.

2001 - 2002:

One faculty member is working toward completion of discipline requirements to teach Computer Science.

2002 - 2003:

Division now has one faculty member with coursework to meet SACS requirements to teach Computer Science.

Effect to be integrated into next planning cycle: Minor

2000 - 2001:

The faculty member taking these courses will complete the necessary coursework for qualification to teach computer science courses.

2001 - 2002:

The faculty member did complete the coursework to meet SACS requirements to teach Computer Science.

2002 - 2003:

One faculty member completed coursework to teach Computer Science.

Benefits to agency: Minor

2000 - 2001:

Once the coursework is complete, this faculty member will have the qualifications to teach computer science. This addresses a noncompliance concern in the SACS Self-Study.

2001 - 2002:

This faculty member will meet SACS requirements to teach Computer Science. This addresses a noncompliance concern in the SACS Self-Study.

2002 - 2003:

One faculty member completed coursework to teach Computer Science.

*Goal 0830*

Develop Web page for each faculty which will contain syllabi, expanded course description, instructor and course information to provide resource and quick access of information to students.

*Objective 010*

By the end of May 2002, each faculty member will develop and maintain a web page that will contain syllabi, expanded course description, instructor and course information to provide resource and quick access of information to students.

Benefit: Better informed students.

*OMAS 01*

100% of the faculty members will indicate in their annual reports to their division chairpersons their progress in the development of a web page.

Condition: All faculty members must be trained to develop their own web page.

*Evaluation*

2001 - 2002:

Nineteen faculty members reported the status of their web page. Fourteen have web pages at some stage of development. Ten of these faculty members are actively updating their web pages.

2002 - 2003:

Of 21 faculty, 17 have Webpages readily accessible from the Division Webpage and/or from the College faculty list. All 17 of these faculty maintain their webpages with current up-dates at least each semester. The other 4 faculty have Webpages that are either in preparation or have not been linked to the College and Division Webpages. Two of these 4 faculty are involved with WebCT so they do have Webpages but these Webpages are not accessible from the Division or College Webpage.

Impact on Unit Performance: Exemplary

2001 - 2002:

Faculty members indicated in their annual reports to their division chairpersons their progress in the development of a web page.

2002 - 2003:

Faculty members have indicated in their annual reports that their Webpages are current. Students have commented on the accessibility of information on these Webpages and are using them frequently. Many faculty have message "boards" built in to their Webpages and use this to communicate with students.

Impact on Agency Goal Attainment: Exemplary

2001 - 2002:

Faculty members are developing individual web pages.

2002 - 2003:

Faculty have developed and are using and maintaining Webpages.

Effect to be integrated into next planning cycle: Major

2001 - 2002:

Faculty members will continue to develop and update individual web pages and will indicated in their annual reports to their division chairpersons their progress in the development of a web page.

2002 - 2003:

Faculty members will continue to update and expand their Webpages. A new division picture will be added to the Divisional Webpage to update it.

Benefits to agency: Minor

2001 - 2002:

Web pages will be developed for all faculty members. Students will have access to faculty and course information.

2002 - 2003:

Students have access to course information as they need it.

*OMAS 02*

Faculty members will report in their annual reports to their division chairpersons their frequency of web page upgrade.

*Evaluation*

2002 - 2003:

All faculty report that their Webpages are updated with current course information. Some updates occur continuously throughout the semester. Other updates occur as each new course is taught.

Impact on Unit Performance: Exemplary

2001 - 2002:

Faculty members reported in their annual reports to their division chairs the development of and their frequency of web page upgrade. Eight of the faculty within the division report that they are actively updating their web pages.

2002 - 2003:

All faculty report Webpage development and upgrades.

Impact on Agency Goal Attainment: Exemplary

2001 - 2002:

Faculty members reported the status of web page development and upgrade.

2002 - 2003:

All faculty report Webpage development and upgrades.

Effect to be integrated into next planning cycle: Major

2001 - 2002:

Faculty members continue to work on individual web pages and report activity in their annual reports to their division chairs.

2002 - 2003:

Faculty members will continue to upgrade and improve their Webpages. Changes to Webpages will be reported to division chair.

Benefits to agency: Major

2001 - 2002:

Individual faculty member web pages will provide information to students.

2002 - 2003:

Current course information and faculty information is available to students.

*Goal 0840*

Review instructional products (hardware and software) to support instruction and enhance student learning.

*Objective 010*

Each division will review at least three interactive technology systems to support instruction and enhance student learning.

Benefit: Student learning will be enhanced. Current instruction will be facilitated.

*OMAS 01*

At least one new interactive technology system will be presented to the division faculty for consideration by May 2002.

Condition: Cost. Hardware availability.

*Goal 0870*

Integrate technology skills across the curriculum to equip students with technology skills they will need when they leave DSC.

*Objective 010*

All students who graduate from Dalton State College will be able to demonstrate basic computer competency.

Benefit: Graduates from Dalton State College will have technology skills they need.

*OMAS 01*

100% of graduating students after 2003, will have taken at least one of the identified computer competency courses or have passed an exemption test demonstrating computer competence.

*Evaluation*

2001 - 2002:

According to the 2002 Graduating Student Survey Summary Report, 85.2% of students agreed or strongly agreed with the statement "As a result of my education at DSC I learned to use and become familiar with computers and other forms of electronic media. The USG benchmark for 2001-2002 is 97.0%. Therefore, we have not met the annual accountability and institutional effectiveness.

2002 - 2003:

In the 2003 Graduating Students Survey, in item "m" of section III - General Education Curriculum at Dalton State College, 87.2% of the graduating students agree or strongly agree that, "As a result of my education at Dalton State College, I learned to use and become familiar with computers and other forms of electronic media, such as the Internet".

Impact on Unit Performance: Adequate

2001 - 2002:

Students are required to take computer competency courses or to pass an exemption test demonstrating computer competence. Many non-computer science courses are requiring the use of computers.

2002 - 2003:

Students are required to take computer competency courses or to pass an exemption test demonstrating computer competence. Many non-computer science courses are requiring the use of computers.

Impact on Agency Goal Attainment: Exemplary

2001 - 2002:

Dalton State College does not meet the set USG benchmark.

2002 - 2003:

Students are required to take computer competency courses or to pass an exemption test demonstrating computer competence. Many non-computer science courses are requiring the use of computers.

Effect to be integrated into next planning cycle: Major

2001 - 2002:

Planning courses to be offered, addressing the use of computers in various courses, and the availability of computers will be discussed.

2002 - 2003:

Faculty will discuss and plan courses, both new and current, to be offered, while addressing the use of computers in these courses.

Benefits to agency: Major

2001 - 2002:

Dalton State College must improve the graduates computer literacy to meet USG benchmarks.

2002 - 2003:

Dalton State College must improve the graduates computer literacy to meet USG benchmarks.

*OMAS 02*

75% of 2002 graduates of Dalton State College will indicate on a graduate survey that they have acquired basic computer skills.

*Evaluation*

2001 - 2002:

In a graduating student survey, 85.2% of students either agreed or strongly agreed that "As a result of my education at DSC, I learned to use & become familiar with computers and other forms of electronic media, such as the Internet".

2002 - 2003:

In a graduating student survey, 87.2% of students either agreed or strongly agreed that "As a result of my education at Dalton State College, I learned to use and become familiar with computers and other forms of electronic media such as the Internet".

Impact on Unit Performance: Exemplary

2001 - 2002:

85.2% of students responded in a graduating seniors survey that they learned to use and become familiar with computers and other electronic media. This is 10.2% higher than the 75% goal set.

2002 - 2003:

87.2% of students responded in a graduating seniors survey that they learned to use and become familiar with computers and other media. This is 17.2% higher than the 75% goal set and 2% higher than 2001-2002.

Impact on Agency Goal Attainment: Exemplary

2001 - 2002:

Dalton State College exceeded the goal set.

2002 - 2003:

Dalton State College exceeded the goal set.

Effect to be integrated into next planning cycle: Major

2001 - 2002:

Continue requiring computer science courses and incorporating computer technology into courses.

2002 - 2003:

Most of Dalton State College graduating students meet the computer literacy requirements.

Benefits to agency: Major

2001 - 2002:

Dalton State College students transfer to other institutions or enter the workforce familiar with computers and other forms of electronic media.

2002 - 2003:

Dalton State College students graduate with some exposure to computers and other forms of electronic media.

*OMAS 03*

60% of alumni of Dalton State College who graduated 1998-2001 will indicate on an alumni survey that they have acquired basic computer skills.

### *Evaluation*

2001 - 2002:

In the 2001 Alumni Survey Results Summary Report, 84.4% alumnae agreed or strongly agreed that at "Dalton State College, I learned to use and become familiar with computers and other forms of electronic media." The USG benchmark for this for 2001-2002 is 97.0%. Therefore, we have not met the annual accountability and institutional effectiveness.

2002 - 2003:

In the 2003 Alumni Survey Summary Report, only 1 response from an alumna/us who graduated 1998-2001. This does not provide much information for evaluation.

Impact on Unit Performance: Exemplary

2001 - 2002:

More than 60% (84.4%) of the alumni of Dalton State College who completed the Alumni Survey in 2001 indicated that they acquired basic computer skills while at Dalton State College.

2002 - 2003:

In the 2003 Alumni Survey Summary Report, only 1 response from an alumna/us who graduated 1998-2001. This does not provide much information for evaluation.

Impact on Agency Goal Attainment: Exemplary

2001 - 2002:

More than 60% (84.4%) of the alumni of Dalton State College who completed the Alumni Survey in 2001 indicated that they acquired basic computer skills while at Dalton State College.

2002 - 2003:

In the 2003 Alumni Survey Summary Report, only 1 response from an alumna/us who graduated 1998-2001. This does not provide much information for evaluation.

Effect to be integrated into next planning cycle: Major

2001 - 2002:

Continue incorporating computer technology into coursework and requiring computer competency-type courses.

2002 - 2003:

Continue incorporating computer technology into coursework and requiring computer competency-type courses.

Benefits to agency: Major

2001 - 2002:

Alumni have indicated that they acquired basic computer skills through their education at Dalton State College.

2002 - 2003:

Alumni have indicated that they acquired basic computer skills through their education at Dalton State College.

### *Goal 0980*

Provide opportunities for middle and secondary school faculty and administration to exchange ideas and information with DSC faculty and staff to prepare students for higher education in the College's service area.

### *Objective 010*

Each division will provide at least one opportunity for middle and secondary school faculty and administration to exchange ideas and information with Dalton State College faculty and staff to prepare students for higher education in the College's service area.

Impact on Unit Performance: Exemplary

2001 - 2002:

More than 60% (84.4%) of the alumni of Dalton State College who completed the Alumni Survey in 2001 indicated that they acquired basic computer skills while at Dalton State College.

2002 - 2003:

In the 2003 Alumni Survey Summary Report, only 1 response from an alumna/us who graduated 1998-2001. This does not provide much information for evaluation.

Impact on Agency Goal Attainment: Exemplary

2001 - 2002:

More than 60% (84.4%) of the alumni of Dalton State College who completed the Alumni Survey in 2001 indicated that they acquired basic computer skills while at Dalton State College.

2002 - 2003:

In the 2003 Alumni Survey Summary Report, only 1 response from an alumna/us who graduated 1998-2001. This does not provide much information for evaluation.

Effect to be integrated into next planning cycle: Major

2001 - 2002:

Continue incorporating computer technology into coursework and requiring computer competency-type courses.

2002 - 2003:

Continue incorporating computer technology into coursework and requiring computer competency-type courses.

Benefits to agency: Major

2001 - 2002:

Alumni have indicated that they acquired basic computer skills through their education at Dalton State College.

2002 - 2003:

Alumni have indicated that they acquired basic computer skills through their education at Dalton State College.

*Goal 0980*

Provide opportunities for middle and secondary school faculty and administration to exchange ideas and information with DSC faculty and staff to prepare students for higher education in the College's service area.

*Objective 010*

Each division will provide at least one opportunity for middle and secondary school faculty and administration to exchange ideas and information with Dalton State College faculty and staff to prepare students for higher education in the College's service area.

Benefit: Increased interest in post secondary education for traditional students. Better prepared students for the rigors of post secondary college courses.

*OMAS 01*

The number of traditional students from area high schools will increase by 5% over the previous year.

Condition: Support of area systems for faculty to participate in collaborative efforts.

*Evaluation*

2001 - 2002:

The number of traditional students from area high schools has increased 8.4% (over 2000-2001 numbers).

2002 - 2003:

Information not available. Due to increase in overall student numbers, it is assumed that this goal was met.

Impact on Unit Performance: Exemplary

2001 - 2002:

This goal was met. Recruitment effort will continue.

2002 - 2003:

Information not available. Due to increase in overall student numbers, it is assumed that this goal was met.

Impact on Agency Goal Attainment: Exemplary

2001 - 2002:

Increase in student enrollment.

2002 - 2003:

Information not available. Due to increase in overall student numbers, it is assumed that this goal was met.

Effect to be integrated into next planning cycle: Major

2001 - 2002:

Accommodate an increase in student enrollment.

2002 - 2003:

Information not available. Due to increase in overall student numbers, it is assumed that this goal was met.

Benefits to agency: Major

2001 - 2002:

Increase in student enrollment.

2002 - 2003:

Information not available. Due to increase in overall student numbers, it is assumed that this goal was met.

*Goal 1120*

Implement the Regents' Engineering Transfer Program with the Georgia Institute of Technology.

*Objective 010*

The Natural Sciences Division will develop a Program of Study for incoming students

*OMAS 01*

Admit 5 students into the program and offer 2 RETP specific courses.

*Evaluation*

2002 - 2003:

Five (5) students have not been admitted to the program but more than 30 have expressed serious interest in the program. Most of these students either do not meet all the requirements for admission to the program or are borderline with respect to admission requirements. A high school counselor luncheon and a parent/student reception were held this year to introduce the RETP to prospective students.

Five (5) new RETP specific courses were approved and will be offered during the 03-04 academic year. These courses include the following: ENGR 105 - Introduction to Engineering, ENGR 1108 - Engineering Graphics, MATH 2404 - Differential Equations, MATH 2602 - Linear & Discrete Mathematics, and MATH 2770 - Statistics and Applications.

Impact on Unit Performance: Exemplary

2002 - 2003:

New program is available to students. New courses available to RETP students and any other student interested with prerequisite courses.

The Regents Engineering Transfer Program is a new program which gives DSC students a direct route to Georgia Tech. As more students become aware of this opportunity, hopefully the student enrollment in the program and in the RETP specific courses will increase.

The addition of two (2) Engineering courses and three (3) "upper-level" Math courses increases the depth and breadth of coursework available to all DSC students.

Impact on Agency Goal Attainment: Exemplary

2002 - 2003:

The RETP provides a new gateway for students in the DSC service area to engineering programs, specifically at Georgia Tech.

Effect to be integrated into next planning cycle: Major

2002 - 2003:

Counselors, relevant students, and parents in the DSC-service area will continue to be sent information about the RETP. On campus, an RETP advisory group of faculty will be formed, as will student RETP/Engineering Club.

Benefits to agency: Major 2002 - 2003:

The RETP is a new program providing coursework introducing students to engineering.

*Goal 7000*

The Natural Sciences and Mathematics Division offers mathematics, science and computer science courses to serve the needs of students in the various Divisions of the College. The Division is committed to offering high quality general education programs that support the mission of the College.

*Objective 010*

Students will articulate understandings of course materials acquired through listening, reading, graphics, experiments, computations, and electronic media.

*OMAS 01*

70% of students completing all course requirements in a math course will earn a passing grade.

*Evaluation*

2000 - 2001:

When evaluating the data collected for the Developmental Mathematics courses the general description and purpose of courses should be taken into account.

During Fall 2000, there were 7 sections of Math 0096, in only one section did 70% or more of the students pass the course requirements. In Math 0098 of the same semester, in 6 of the 7 classes 70% or more of the students passed the course requirements. In Math 0099, in 3 of the 6 sections taught 70% or more of the students passed the course requirements. Included in the total number of each of these classes were student earning A, B, C, D, F, or IP in the class.

During Spring 2001, in 3 of 6 Math 0096 sections 70% or more of the students passed the course requirements. In Math 0098, in 6 of the 7 sections, 70% or more of the students passed the course requirements.

During Fall 2000, for Math 1111, in 14 of the 19 sections 70% or more of the students passed the course requirements. In Math 1113, in 2 of the 3 sections 70% or more of the students passed the course requirements. In all classes of 2181, 2200, 2201, 2253, 2255, and 4502 (a total of 8 classes) 70% or more of the students passed the course requirements. In the 1 section of Math 2255 taught 69.2% of the students passed the course requirements.

During Spring 2000, for Math 1111, in 9 of the 12 sections 70% or more of the students passed the course requirements. For Math 1113, 1 of the sections met the evaluation requirements; in the second section, 69.2% of the students passed the course requirements. In all of the Math 1104,

2181, 2200, 2201, 2253, 2254, and 2256 classes (a total of 13 classes) 70% or more of the students passed the course requirements.

2001 - 2002:

When evaluating the data collected for the Developmental Mathematics courses the general description and purpose of courses should be taken into account.

During Fall 2001, there were 8 sections of Math 0096, in four sections 70% or more of the students pass the course requirements. In one Math 0096 class, between 60-70% of the students passed the course requirements. In Math 0098 of the same semester, in 6 of the 7 classes 70% or more of the students passed the course requirements. Included in the total number of each of these classes were student earning A, B, C, D, F, or IP in the class.

During Spring 2002, in 3 of 5 Math 0096 sections 70% or more of the students passed the course requirements. In one Math 0096 class, between 60-70% of the students passed the course requirements. In Math 0098, in 3 of the 9 sections, 70% or more of the students passed the course requirements.

During Fall 2001, for Math 1111, in 15 of the 19 sections 70% or more of the students passed the course requirements. In the Math 1111 sections, between 60-70% of students passed the course requirements. In Math 1113, in 2 of the 3 sections 70% or more of the students passed the course requirements. In all classes of 2181, 2200, 2201, 2253, 2255, and 4502 (a total of 9 classes) 70% or more of the students passed the course requirements.

During Spring 2002, for Math 1111, in 6 of the 11 sections 70% or more of the students passed the course requirements. In 4 of the Math 1111 sections, between 60-70% of students passed the cause requirements. For Math 1113, 2 of the sections met the evaluation requirements; in the third section, 69.3% of the students passed the course requirements. In all of the Math 1104, 2181, 2200, 2201, 2253, 2254, and 2256 classes (a total of 11 classes) 70% or more of the students passed the course requirements. In 1 of the 2 Math 1102 sections 70% or more of the students passed the course requirements. In the other Math 1102 section 68% of the students passed the course requirements.

2002 - 2003:

During Fall 2002 semester, there were 26 different courses taught in Mathematics, with a total of 91 different classes.

Fall 2002, there were 7 sections of Math 0096; in three of the sections 70% or more of the students passed the course requirements. Given all 7 sections of Math 0096 combined, 69.6% of the students completing the course earned an S (which is passing the course). In Math 0098 of the same semester, in only 1 of the 9 classes 70% or more of the students passed the course requirements. 60.5% of all students completing Math 0098 during Fall 02 earned an S.

During Fall 2002, for Math 1111, in 15 of the 19 classes, 70% or more of the students completing the course passed the course requirements. For all students completing Math 1111, 79.6% passed the course. In Math 1113, in each of the 3 sections, 70% or more of the students completing the classes passed the course. In all, 83.3% of the students passed the course. In all classes of Math 2181, 2200, 2201, 2253, 2255, and 4502 ( a total of 10 classes) 70% or more of the students completing the course passed.

During Spring semester 2003, 27 different courses taught in Mathematics, with a total of 83 different classes. During Spring semester 03, there were 6 sections of Math 0096; in 4 of the sections 70% or more of the students completing the course passed. With all 6 sections of Math 0096 combined, 74.1 % of the students completing the course earned an S. In Math 0098 of Spring 03, there were 10 sections. In 2 of these sections more than 70% of the students passed the course. With all 10 sections considered, 58.6% of the students completing the course earned an S.

During Spring 2003, for Math 1111, in 11 of the 15 sections offered, 70% or more of the students passed the course requirements. For all students completing Math 1111, 76% passed the course. There were 3 Math 1113 classes. In 2 of these courses, more than 70% of the students passed. In all, 85.1 % of the students completing Math 1113 passed the course. In all classes of

Math 2181, 2201, 2253, 2254, and 2256 (9 classes total) 70% or more of the students completing the course passed.

During Summer semester 2003, 9 different courses were taught in Math, including a total of 21 different classes. During Summer 03, there were 2 sections of Math 0096; in 1 of these sections 70% or more of the students completing the course passed. 64.2% of students completing Math 0096 earned an S. In Math 0098, there were 5 classes. In 1 of these sections more than 70% of the students completing the course passed. 58.3% of all the students completing Math 0098 earned an S. During Summer 03, in 4 of the 5 Math 1111 classes, 70% or more of the students passed the course requirements. 85.4% of all students taking Math 1111 passed. 88.9% of the students completing the only Math 1113 class passed. In all classes of Math 2181, 2200, 2201, and 2254 (4 classes total), 70% or more of the students completing the course passed.

Impact on Unit Performance: Exemplary

2000 - 2001:

In most courses, this objective is being met. The Developmental Study Math classes should really be considered apart from the other Math courses. It is obvious, though, that the students in the Math 0098 do better than students in the "earlier" courses.

2001 - 2002:

In most courses, this objective is being met. The Developmental Study Math classes should really be considered apart from the other Math courses.

2002 - 2003:

In most courses the objectives was met. Learning Support Mathematics courses (formerly Developmental Studies) should be considered separately.

Impact on Agency Goal Attainment: Exemplary

2000 - 2001:

Students completing the Math Courses are learning the material as determined by passing grades in the courses.

2001 - 2002:

Students completing the Math Courses are learning the material as determined by passing grades in the courses.

2002 - 2003:

Students completing the Math courses are learning the material as determined by percent passing the courses.

Effect to be integrated into next planning cycle: Major

2000 - 2001:

Faculty will continue to improve teaching techniques, analyze texts and support materials to continue enhancing student learning.

2001 - 2002:

Faculty will continue to improve teaching techniques, analyze texts and support materials to continue enhancing student learning.

2002 - 2003:

Faculty will continue to improve teaching techniques, analyze tests and support materials to enhance student learning. Most faculty have increased homework assignments and are grading more work. This will continue as feasible given the number of students in most of the Math classes.

Benefits to agency: Major

2000 - 2001:

The ability of students to work mathematical problems in subsequent class and in work force situations will reflect positively on the College.

2001 - 2002:

The ability of students to work mathematical problems in subsequent class and in work force situations will reflect positively on the College.

2002 - 2003:

The ability of students to work mathematical problems in subsequent Math classes in other courses, and in the work force situations will reflect positively on the College.

*OMAS 02*

70% of students completing Chemistry 1121 or 1212 will successfully complete the course with a grade of 70% or better. Evaluation:

2000 - 2001:

During Fall 2000, in all 3 of the Chemistry 1211 sections, 70% of the students completed the course with a grade of 70% or higher. During Spring 2001, 70% of the students completed the only Chemistry 1211 section taught with a grade of 70% or higher. In the both of the two Chemistry 1212 sections 70% of the students completed the course with a grade of 70% or higher.

2001 - 2002:

During Fall 2001, in all 3 of the Chemistry 1211 sections, more than 70% of the students completed the course with a grade of 70% or higher. During Spring 2002, more than 70% of the students completed the only Chemistry 1211 section taught with a grade of 70% or higher. In the two Chemistry 1212 section more than 70% of the students completed the course with a grade of 70% or higher.

2002 - 2003:

During Fall 2002, in all 3 of the Chemistry 1211 sections, more than 70% of the students completing the course made a 70% or higher. Eighty percent of all students completing Chemistry 1211 earned 70% or higher for the term.

During Spring 2003, 84.2% of all students completing Chemistry 1211 (1 class) earned 70% or higher for the term. One hundred percent of the students completing the 2 Chemistry 1212 classes earned 70% or higher for the term.

During Summer 2003, 94.7% of the students completing the only Chemistry 1212 earned 70% or higher for the term.

Impact on Unit Performance: Exemplary

2000 - 2001:

100% of the chemistry classes met the objective.

2001 - 2002:

100% of the chemistry classes met the objective.

2002 - 2003:

One hundred percent of the Chemistry classes met the objective.

Impact on Agency Goal Attainment: Exemplary

2000 - 2001:

The results of this evaluation suggests that the chemistry students are indeed learning the material and are prepared for subsequent coursework.

2001 - 2002:

The results of this evaluation suggests that the chemistry students are indeed learning the material and are prepared for subsequent coursework.

2002 - 2003:

The results of this evaluation suggest that the chemistry students are learning the material and are prepared for subsequent coursework.

Effect to be integrated into next planning cycle: Major

2000 - 2001:

The next planning cycle includes a continuation of this evaluation.

2001 - 2002:

The next planning cycle includes a continuation of this evaluation.

2002 - 2003:

The next planning cycle will include a continuation of this assessment.

Benefits to agency: Major

2000 - 2001:

Students are prepared for coursework at the other institutions to which they transfer and for work in various areas that utilize the information learned in these classes. This reflects well on the College.

2001 - 2002:

Students are prepared for coursework at the other institutions to which they transfer and for work in various areas that utilize the information learned in these classes. This reflects well on the College.

2002 - 2003:

Students are prepared for coursework at other institutions to which they transfer and for work in various areas that utilize the information learned in these classes. This reflects well on the college.

*OMAS 03*

65% of students that pass each biology course will demonstrate their understanding of biological terms and processes by earning a grade of 60% on a final exam.

*Evaluation*

2000 - 2001:

During Fall 2000, of the 15 sections of Biology 1107 taught, 11 sections are reported because 2 of these classes are double sections. Of these 11 Biology 1107 sections, all of them met the requirement the 65% of students that pass the course earn a grade of 60% or better on the final exam. In all of the Biology 1108, 1105, 2212, and 2213 sections 65% of students that passed the course earned a grade of 60% or better on the final exam. In Biology 2215, 60% of the students that passed the course earned a grade of 60% or better on the final exam.

During Spring 2001, 7 sections of the Biology 1107 are reported as 5 because 2 classes were double sections. In 4 of the 5 sections 65% of students that passed the course earned a grade of 60% or better on the final exam. The section of Biology 1107 that did not meet the requirement was a double section and should therefore be considered as 2 of 7 not meeting the requirement rather than 1 of 5. In Biology 1105, 2212, and 2213, 65% of students that passed the course earned a grade of 60% or better on the final exam.

2001 - 2002:

During Fall 2001, of the 12 sections of Biology 1107 taught, 10 sections are reported because 2 of these classes are double sections. Of these 10 Biology 1107 sections, 6 of them met the requirement the 65% of students that pass the course earn a grade of 60% or better on the final exam. In all of the Biology 1108, 1105, 2212, 2213, and 2215 sections 65% of students that passed the course earned a grade of 60% or better on the final exam.

During Spring 2002, in 6 of the 7 sections 65% of students that passed the course earned a grade of 60% or better on the final exam. In Biology 1105, 2212, and 2213, 65% of students that passed the course earned a grade of 60% or better on the final exam.

2002 - 2003:

During Fall 2002, 11 sections of Biology 1107 were taught. All but one of these sections met the requirement that 65% of students that pass the course earn a grade of 60% or better on the final. 80.2% of students passing Biology 1107 earned better than 60% or better on the final. In all of the Biology 1108, 2212, and 2213, 65% of students that passed the course earned a grade of 60% or better on the final.

During Spring 2003, eight sections of Biology 1107 were taught. All but one of these sections met the requirement that 65% of students that pass the course earn a grade of 60% or better on the final. In all the Biology 1108, 2212, and 2213, 65% of students that passed the course earned a grade of 60% or better on the final.

During Summer 2003, in all the Biology 1107, 1108, 2212, and 2213 classes, 65% of students who passed the course earned a grade of 60% or better on the final.

Impact on Unit Performance: Exemplary

2000 - 2001:

In most of the Biology classes taught the objective was met.

2001 - 2002:

In most of the Biology classes taught the objective was met.

2002 - 2003:

In most of the Biology classes taught, the objective was met.

Impact on Agency Goal Attainment: Exemplary

2000 - 2001:

The results of this evaluation suggests that the biology students are indeed learning the material and are prepared for subsequent coursework.

2001 - 2002:

The results of this evaluation suggests that the biology students are indeed learning the material and are prepared for subsequent coursework.

2002 - 2003:

The results of this evaluation suggests that the biology students are indeed learning the material and are prepared for subsequent coursework.

Effect to be integrated into next planning cycle: Major

2000 - 2001:

The next planning cycle includes a continuation of this evaluation.

2001 - 2002:

The next planning cycle includes a continuation of this evaluation.

2002 - 2003:

The next planning cycle includes a continuation of this evaluation.

Benefits to agency: Major

2000 - 2001:

Students are prepared for coursework at the other institutions to which they transfer and for work in various areas that utilize the information learned in these classes. This reflects well on the College.

2001 - 2002:

Students are prepared for coursework at the other institutions to which they transfer and for work in various areas that utilize the information learned in these classes. This reflects well on the College.

2002 - 2003:

Students are prepared for coursework at the other institutions to which they transfer and for work in various areas that utilize the information learned in these classes. This reflects well on the College.

*OMAS 04*

80% of students completing Physics 1127 or 1128 will pass the course, with a grade of C or better.

*Evaluation*

2000 - 2001:

During Fall 2000, 72.7% of students completing Physics 1111 passed the course with a C or better. This did not meet the stated objective. 100% of students completing Physics 2211 passed the course with a C or better. This exceeds the stated objective.

During Spring 2001, all of the students in Physics 1112 passed the course with a C or better. 80% of the students completing Physics 2212 passed the course with a C or better which met the stated objective.

2001 - 2002:

During Fall 2001, more than 80% of the students completing Physics 1111 passed the course with a C or better. More than 80% of students completing Physics 2211 passed the course with a C or better.

During Spring 2002, more than 80% of the students in Physics 1112 passed the course with a C or better. More than 80% of the students completing Physics 2212 passed the course with a C or better which met the stated objective.

2002 - 2003:

During Fall 2002, 76.5% of students completing Physics 1111 passed the course with a C or better. 71.4% of students completing Physics 2211 passed the course with a C or better. Neither of these courses met the stated objective.

During Spring 2003, 90% of students completing Physics 1112 and 100% of students completing Physics 2212 passed the course with a C or better. Both of these courses met the stated objective.

During Summer 2003, 100% of students completing Physics 1111 and Physics 1112 passed the course with a C or better. Both of these courses met the stated objective.

Impact on Unit Performance: Adequate

2000 - 2001:

For Fall semester the goal was not met. For Spring semester the goal was met. The students that continued to Physics 1112 from Physics 1111 were able to improve their grades. There were 22 students in Physics 1111 and 9 in Physics 1112. The objective was met in Physics 2211 & 2212.

2001 - 2002:

100% of the Physics classes met the objective.

2002 - 2003:

During Fall 2002, neither of the Physics courses met the objective. During Spring and Summer 2003, all Physics courses met the objective.

Impact on Agency Goal Attainment: Adequate

2000 - 2001:

The results fall short of the goal for the Physics 1111 course, but not the 1112 course. The students are indeed learning the material and are prepared for subsequent coursework. This may have affected the number of students that continued in Physics 1112 slightly.

2001 - 2002:

100% of the Physics classes met the objective.

2002 - 2003:

Most of the Physics courses met the objective. While the Fall 2002 courses did not meet their objectives, as prerequisites to the courses offered Spring 2003 they must have prepared students. Spring 2003 Physics courses did meet their objectives.

Effect to be integrated into next planning cycle: Major

2000 - 2001:

The next planning cycle includes a continuation of this evaluation and an attempt to determine the effect that grades of B or higher influence students continuing in the Physics sequence. It may be that the students plan to take only one Physics course.

2001 - 2002:

The next planning cycle includes a continuation of this evaluation.

2002 - 2003:

The next planning cycle will include an assessment of Physics courses.

Benefits to agency: Major

2000 - 2001:

Students are prepared for coursework at the other institutions to which they transfer and for work in various areas that utilize the information learned in these classes when they are more successful. This reflects well on the College.

2001 - 2002:

Students are prepared for coursework at the other institutions to which they transfer and for work in various areas that utilize the information learned in these classes when they are more successful. This reflects well on the College.

2002 - 2003:

Students were prepared for subsequent coursework.

*OMAS 05*

Graduates completing the Collegiate Assessment of Academic Proficiency (CAAP) post-test will score on average at the 50th percentile of the national norm for scientific reasoning.

*Evaluation*

2000 - 2001:

According to the Dalton State College CAAP mean scores by subject for graduates in Spring 2001, the score for Science reasoning was 61.5; the national score was 61.0.

2001 - 2002:

According to the Dalton State College CAAP mean scores by subject for graduates in Spring 2002, the score for Science reasoning was 61.0; the national score was 61.4.

2002 - 2003:

Information not available at this time.

Impact on Unit Performance: Adequate

2000 - 2001:

The mean scores on CAAP for Dalton State College graduates was comparable to the National Mean Score.

2001 - 2002:

The mean scores on CAAP for Dalton State College graduates was comparable to the National Mean Score.

2002 - 2003:

Information not available at this time.

Impact on Agency Goal Attainment: Adequate

2000 - 2001:

The goal of scoring greater than 50% of National norm for scientific reasoning was met.

2001 - 2002:

The goal of scoring greater than 50% of National norm for scientific reasoning was met.

2002 - 2003:

Information not available at this time.

Effect to be integrated into next planning cycle: Major

2000 - 2001:

For the next planning cycle, the department will continue quality teaching in order to at least maintain this goal, and attempt to improve scores.

2001 - 2002:

For the next planning cycle, the department will continue quality teaching in order to at least maintain this goal, and attempt to improve scores.

2002 - 2003:

For the next planning cycle, the department will continue quality teaching in order to at least maintain this goal, and attempt to improve scores.

Benefits to agency: Major

2000 - 2001:

By at least meeting and potentially exceeding the National Norm Scores the results of CAAP scores reflect positively on the College.

2001 - 2002:

By at least meeting and potentially exceeding the National Norm Scores the results of CAAP scores reflect positively on the College.

2002 - 2003:

By at least meeting and potentially exceeding the National Norm Scores the results of CAAP scores reflect positively on the College.

Objective: 020

Students will utilize appropriate models and concepts such as the "scientific method" to solve problems.

*OMAS 01*

80% of students completing a chemistry course will successfully perform laboratory exercises and data analysis and achieve a 70% or better evaluation on the reports.

*Evaluation*

2000 - 2001:

During Fall 2000, in all of the Chemistry 1211 sections and the Chemistry 2211 class more than 80% of the students completing each course performed laboratory exercises and data analysis and achieved better than 70% on the reports.

During Spring 2001, in the Chemistry 1211, 2212, and both of the Chemistry 1212 sections, more than 80% of the students completing each course performed laboratory exercises and data analysis and achieved better than 70% on the reports.

2001 - 2002:

During Fall 2001, in all of the Chemistry 1211 sections and the Chemistry 2211 class more than 80% of the students completing each course performed laboratory exercises and data analysis and achieved better than 70% on the reports.

During Spring 2002, in the Chemistry 1211, 2212, and both of the Chemistry 1212 sections, more than 80% of the students completing each course performed laboratory exercises and data analysis and achieved better than 70% on the reports.

2002 - 2003:

During Fall 2002, in all of the Chemistry 1211 sections and the Chemistry 2211 class more than 80% of the students completing each course performed laboratory exercises and data analysis and achieved better than 70% on the reports.

During Spring 2003, in the Chemistry 1211, 2212, and both of the Chemistry 1212 sections, more than 80% of the students completing each course performed laboratory exercises and data analysis and achieved better than 70% on the reports.

Impact on Unit Performance: Exemplary

2000 - 2001:

More than 80% of students completing chemistry classes achieved a grade of C or higher on laboratory exercises and data analysis.

2001 - 2002:

More than 80% of students completing chemistry classes achieved a grade of C or higher on laboratory exercises and data analysis.

2002 - 2003:

More than 80% of students completing chemistry classes achieved a grade of C or higher on laboratory exercises and data analysis.

Impact on Agency Goal Attainment: Exemplary

2000 - 2001:

The evaluation results indicate that chemistry students are able to perform laboratory exercises and analyze data.

2001 - 2002:

The evaluation results indicate that chemistry students are able to perform laboratory exercises and analyze data.

2002 - 2003:

The evaluation results indicate that chemistry students are able to perform laboratory exercises and analyze data.

Effect to be integrated into next planning cycle: Major

2000 - 2001:

The next planning cycle includes a continuation of this evaluation process.

2001 - 2002:

The next planning cycle includes a continuation of this evaluation process.

2002 - 2003:

The next planning cycle includes a continuation of this evaluation process.

Benefits to agency: Major

2000 - 2001:

Students are prepared for the coursework at other institutions to which they transfer and for work in various areas that utilize information learned in these classes. This reflects well on the College.

2001 - 2002:

Students are prepared for the coursework at other institutions to which they transfer and for work in various areas that utilize information learned in these classes. This reflects well on the College.

2002 - 2003:

Students are prepared for the coursework at other institutions to which they transfer and for work in various areas that utilize information learned in these classes. This reflects well on the College.

*OMAS 02*

Each question in a biology course relating to the scientific method on a final exam will be correctly answered by 80% of the students that pass the course.

*Evaluation*

2000 - 2001:

In all of the Biology 1107 classes three multiple choice questions (common to all sections) are on the final. The results are collected and reported for all the Biology 1107 sections. These results represent the answers given by students with a passing grade for the course.

For Fall 2000, 85.6% of the students answered the first question correctly; 70.7% answered the second question correctly; and 99.6% answered the third question correctly.

For Spring 2001, 78.1 % of the students answered the first question correctly; 82.8% answered the second question correctly; and 98.8% answered the third question correctly.

2001 - 2002:

For Fall 2001, in all of the Biology 1107 classes three multiple choice questions (common to all sections) are on the final. The results are collected and reported for all the Biology 1107 sections. These results represent the answers given by students with a passing grade for the course.

The first question was answered correctly by 90.3% of the students answered the first question correctly; 75.5% answered the second question correctly; and 100% answered the third question correctly.

For Spring 2002, a new set of scientific method questions were developed. An experiment was described. The questions related to the experimental design and analysis of the results. The questions were given to all Biology 1107 and 1108 classes. Results are reported for students passing these courses. In Biology 1107, students answered the seven questions, 1-7, correctly as reported, respectively, (1) 87.5%, (2) 45%, (3) 54.4%, (4) 95.6%, (5) 58.8%, (6) 86.3%, and (7) 56.9%. In Biology 1108, the seven questions were answered correctly by students in the following percentages: (1) 87.6%, (2) 53.1%, (3) 40.7%, (4) 96.5%, (5) 73.5%, (6) 88.5%, and (7) 43.4%.

2002 - 2003:

For Fall 2002, a set of questions very similar to those of Spring 2002 were used. An experiment was described and 7 questions were asked relating to the experimental design and analysis of the results. The same questions were given to both Biology 1107 and 1108. In Biology 1107, students answered the seven questions, 1-7, correctly as reported respectively (1) 85.4%, (2) 46.2%, (3) 53.1%, (4) 94.6%, (5) 74.6%, (6) 88.5%, and (7) 46.9%. In Biology 1108, the seven questions were answered correctly by students in the following percentages: (1) 80%, (2) 44%, (3) 40%, (4) 84%, (5) 81%, (6) 88%, and (7) 44%.

For Spring 2003, the set of questions for Biology 1107 was reviewed and revised. A new set of questions was used for Biology 1108. Both sets of 6 questions referred to the experimental design and analysis of results of a given experiment. The experiment described for Biology 1107 was different from Biology 1108. In Biology 1107, students answered the 6 questions, 1-6, correctly as reported respectively (1) 82.4%, (2) 58%, (3) 46.2%, (4) 58.8%, (5) 74.8%, and (6) 92.4%. In Biology 1108, the 6 questions were answered correctly by students in the following percentages: (1) 91.3%, (2) 79.6%, (3) 37.9%, (4) 97.1%, (5) 92.2%, and (6) 89.2%. For Summer 2003, the same questions were asked as during Spring 2003. For Biology 1107, the students answered the 6 questions, 1-6, correctly as reported respectively, (1) 6.2%, (2) 83.1%, (3) 44.6%, (4) 78.5%, (5) 76.9%, and (6) 96.9%. In Biology 1108, the 6 questions (different from Biology 1107 questions) were answered correctly by students in the following percentages: (1) 88.5%, (2) 94.2%, (3) 61.5%, (4) 57.7%, (5) 94.2% and (6) 90.4%.

Impact on Unit Performance: Adequate

2000 - 2001:

With one exception each term this goal was met.

2001 - 2002:

In both Biology 1107 and 1108, questions 1, 4, and 6, were answered correctly by more than 80% of the students. The results can be considered in two ways. The students need more help in analysis of data. Suggestions have also been made that some of the questions need to be reworded.

2002 - 2003:

During Fall 2002, in Biology 1107, questions 1, 4, and 6, and in Biology 1108, questions 1, 4, 5 and 6, were answered correctly by more than 80% of the students.

During Spring and Summer 2003 the same set of questions was used in Biology 1107. During Spring, questions 1 and 6 and, during Summer 2003, questions 1, 2, and 6 were answered correctly by more than 80% of the students. In Biology 1108, the same set of questions was used during Spring and Summer 2003. During Spring, questions 1, 4, 5 and 6 and, during Summer, questions 1, 2, 5, and 6, were answered correctly by more than 80% of the students.

Impact on Agency Goal Attainment: Exemplary

2000 - 2001:

Students are learning a very important part of science that is, scientific method.

2001 - 2002:

Students are learning to read and analyze experimental design and data.

2002 - 2003:

Students are learning to read and analyze experimental design and data.

Effect to be integrated into next planning cycle: Major

2000 - 2001:

The questions asked for this purpose are not necessarily the best way to approach measuring a working knowledge of scientific method. A new series of questions for evaluation will be implemented for the next planning cycle.

2001 - 2002:

The new set of questions were used. Improvements in wording will be considered.

2002 - 2003:

The scientific method questions asked of all Biology 1107 and 1108 (now different for each course) will continue to be evaluated.

Benefits to agency: Major

2000 - 2001:

Students will have a working knowledge of scientific method, which reflects will on the College.

2001 - 2002:

Students will have a working knowledge of scientific method, which reflects will on the College.

2002 - 2003:

Students will be able to read and evaluate experimental design and data.

*OMAS 03*

80% of students completing Physics 1127 or 1128 will pass the course with a grade of C or better.

*Evaluation*

2000 - 2001:

During Fall 2000, 72.7% of the students completing Physics 1111 passed the course with a grade of C or better. 100% of the students completing Physics 2211 passed the course with a grade of C or better. This exceeded the stated objective.

During Spring 2001, 100 of the students completing Physics 1112 passed the course with a grade of C or better. 80% of the students completing Physics 2212 passed the course with a grade of C or better which met the stated objective.

2001 - 2002:

During Fall 2001, more than 80% of the students completing Physics 1111 passed the course with a C or better. More than 80% of the students completing Physics 2211 passed the course with a C or better.

During Spring 2002, more than 80% of the students in Physics 1112 passed the course with a C or better. More than 80% of the students completing Physics 2212 passed the course with a C or better which met the stated objective.

2002 - 2003:

During Fall 2002, 76.5% of students completing Physics 1111 passed the course with a C or better. 71.4% of students completing Physics 2211 passed the course with a C or better. Neither of these courses met the stated objective.

During Spring 2003, 90% of students completing Physics 1112 and 100% of students completing Physics 2212 passed the course with a C or better. Both of these courses met the stated objective.

During Summer 2003, 100% of students completing Physics 1111 and Physics 1112 passed the course with a C or better. Both of these courses met the stated objective.

Impact on Unit Performance: Adequate

2000 - 2001:

For Fall semester the goal was not met. For Spring semester the goal was met. The students that continued to Physics 1112 from Physics 1111 were able to improve their grades. There were 22 students in Physics and 9 in Physics 1112. The objective was met in Physics 2211 & 2212.

2001 - 2002:

100% of the Physics classes met the objective.

2002 - 2003:

During Fall 2002, neither of the Physics courses met the objective. During Spring and Summer 2003, all Physics courses met the objective.

Impact on Agency Goal Attainment: Adequate

2000 - 2001:

The results fall short of the goal for the Physics 1111 course, but not the 1112 course. The students are indeed learning the material and are prepared for subsequent coursework. This may have affected the number of students that continued in Physics 1112 slightly.

2001 - 2002:

100% of the Physics classes met the objective.

2002 - 2003:

Most of the Physics courses met the objective. While the Fall 2002 courses did not meet their objectives, as prerequisites to the courses offered Spring 2003 they must have prepared students. Spring 2003 Physics courses did meet their objectives.

Effect to be integrated into next planning cycle: Major

2000 - 2001:

The next planning cycle includes a continuation of this evaluation and an attempt to determine the effect that grades of B or higher influence students continuing in the Physics sequence. It may be that the students plan to take only one Physics course.

2001 - 2002:

The next planning cycle includes a continuation of this evaluation.

2002 - 2003:

The next planning cycle will include an assessment of Physics courses.

Benefits to agency: Major

2000 - 2001:

Students are prepared for coursework at the other institutions to which they transfer and for work in various areas that utilize the information learned in these classes when they are more successful. This reflects well on the College.

2001 - 2002:

Students are prepared for coursework at the other institutions to which they transfer and for work in various areas that utilize the information learned in these classes when they are more successful. This reflects well on the College.

2002 - 2003:

Students were prepared for subsequent coursework.

*OMAS 04*

Students' test scores will show improvement\* in correlated COMPASS (entrance assessment) to CAAP (exit assessment) in science reasoning.

*Evaluation*

2000 - 2001:

CAAP mean scores reported for Dalton State College in 1999 for scientific reasoning, critical thinking, and mathematics, respectively, were 57.8, 60.4, and 54.2. These scores reported for the same areas, respectively, in 2001 were 61.5, 63.3, and 57.3.

2001 - 2002:

CAAP mean scores reported for Dalton State College in 1999 for scientific reasoning, critical thinking, and mathematics, respectively, were 57.8, 60.4, and 54.2. These scores reported for the same areas, respectively, in 2001 were 61.5, 63.3, and 57.3. These scores reported for the same areas, respectfully, in 2002 were 61.0, 63.8, and 58.6.

2002 - 2003:

Information not available at this time.

Impact on Unit Performance: Adequate

2000 - 2001:

The objective was met.

2001 - 2002:

The objective was met.

2002 - 2003:

Information not available.

Impact on Agency Goal Attainment: Adequate

2000 - 2001:

The mean CAAP scores for Dalton State College improved in 2000, the areas for scientific reasoning, critical thinking, and mathematics, as compared to 1999. This demonstrates a positive learning experience.

2001 - 2002:

The mean CAAP scores for Dalton State College improved in 2002, the areas for scientific reasoning, critical thinking, and mathematics, as, compared to 1999 and, with the exception of science reasoning, in 2002. The scientific reasoning was an improvement compared to 1999 and well within a standard deviation difference. This demonstrates a positive learning experience.

2002 - 2003:

Information not available.

Effect to be integrated into next planning cycle: Major

2000 - 2001:

Programs designed to increase learning were continued.

2001 - 2002:

Programs designed to increase learning were continued.

2002 - 2003:

Information not available.

Benefits to agency: Major

2000 - 2001:

Improved scores reflect well on the College.

2001 - 2002:

Improved scores reflect well on the College.

2002 - 2003:

Information not available.

*OMAS 05*

In an annual survey, 80% of graduates will agree or strongly agree with the statement that, "As a result of my education at Dalton State College I learned to apply my knowledge of science to solve problems."

*Evaluation*

2000 - 2001:

In the annual survey, 100% of graduates agreed with the statement "As a result of my education of Dalton State College I learned to apply my knowledge of science to solve problems".

2001 - 2002:

In the annual survey, 88.8% of graduates agreed with the statement "As a result of my education of Dalton State College I learned to apply my knowledge of science to solve problems".

2002 - 2003:

In the annual survey, 81 % of graduates completing the survey either agreed or strongly agreed with the statement "As a result of my education at Dalton State College I learned to apply my knowledge of science to solve problems".

Impact on Unit Performance: Exemplary

2000 - 2001:

This objective was met.

2001 - 2002:

This objective was met.

2002 - 2003:

This objective was met.

Impact on Agency Goal Attainment: Exemplary

2000 - 2001:

Graduates were satisfied with their perceived ability to use scientific knowledge.

2001 - 2002:

Graduates were satisfied with their perceived ability to use scientific knowledge.

2002 - 2003:

Graduates were satisfied with their perceived ability to use scientific knowledge.

Effect to be integrated into next planning cycle: Major

2000 - 2001:

The next planning cycle includes a continuation of this evaluation.

2001 - 2002:

The next planning cycle includes a continuation of this evaluation.

2002 - 2003:

The next planning cycle includes a continuation of this evaluation.

Benefits to agency: Major

2000 - 2001:

The ability of students to utilize what they have learned reflects well on the college.

2001 - 2002:

The ability of students to utilize what they have learned reflects well on the college.

2002 - 2003:

The ability of students to utilize what they have learned reflects well on the college.

Objective: 030 Students will perform basic mathematical operations.

*OMAS 01*

80% of students completing Physics 1127 or 1128 will pass the course with a grade of C or better.

*Evaluation*

2000 - 2001:

During Fall 2000, 72.7% of the students completing Physics 1111 passed the course with a grade of C or better. 100% of the students completing Physics 2211 passed the course with a grade of C or better. This exceeded the stated objective.

During Spring 2001, 100 of the students completing Physics 1112 passed the course with a grade of C or better. 80% of the students completing Physics 2212 passed the course with a grade of C or better which met the stated objective.

2001 - 2002:

During Fall 2001, more than 80% of the students completing Physics 1111 passed the course with a grade of C or better. More than 80% of the students completing Physics 2211 passed the course with a grade of C or better.

During Spring 2002, more than 80% of the students completing Physics 1112 passed the course with a grade of C or better. More than 80% of the students completing Physics 2212 passed the course with a grade of C or better which met the stated objective.

2002 - 2003:

During Fall 2002, 76.5% of students completing Physics 1111 passed the course with a C or better. 71.4% of students completing Physics 2211 passed the course with a C or better. Neither of these courses met the stated objective.

During Spring 2003, 90% of students completing Physics 1112 and 100% of students completing Physics 2212 passed the course which a C or better. Both of these courses met the state objectives.

During Summer 2003, 100% of students completing Physics 1111 and Physics 1112 passed the course with a C or better. Both of these courses met the stated objective.

Impact on Unit Performance: Adequate

2000 - 2001:

During Fall semester the goal was not met. For Spring semester the goal was met. The students that continued to Physics 1112 from Physics 1111 were able to improve their grades. There were 22 students in Physics 1111 and 9 in Physics 1112. The objective was met in Physics 2211 & 2212.

2001 - 2002:

100% of the Physics classes met the objective.

2002 - 2003:

During Fall 2002, neither of the Physics courses met the objective. During Spring and Summer 2003, all Physics courses met the objective.

Impact on Agency Goal Attainment: Adequate

2000 - 2001;

The results fall short of the goal for the Physics 1111 course, but not the 1112 course. The students are indeed learning the material and are prepared for subsequent coursework. This may have affected the number of students that continued in Physics 1112 slightly.

2001 - 2002:

100% of the Physics classes met the objective.

2002 - 2003:

Most of the Physics courses met the objective. While the Fall 2002 courses did not meet their objectives, as prerequisites to the courses offered Spring 2003 they must have prepared students. Spring 2003 Physics courses did meet their objectives.

Effect to be integrated into next planning cycle: Major

2000 - 2001;

The next planning cycle includes a continuation of this evaluation and an attempt to determine the effect that grades of B or higher influence students continuing in the Physics sequence. It may be that the students plan to take only one Physics course.

2001 - 2002:

The next planning cycle includes a continuation of this evaluation.

2002 - 2003:

The next planning cycle will include an assessment of Physics courses.

Benefits to agency: Major

2000 - 2001:

Students are prepared for coursework at the other institutions to which they transfer and for work in various areas that utilize the information learned in these classes when they are more successful. This reflects well on the College.

2001 - 2002:

Students are prepared for coursework at the other institutions to which they transfer and for work in various areas that utilize the information learned in these classes when they are more successful. This reflects well on the College.

2002 - 2003:

Students were prepared for subsequent coursework.

*OMAS 02*

Graduates' Mathematics scores on the CAAP exit assessment test will show improvement over their scores on the COMPASS entrance assessment test, with appropriate correlation.

Evaluation

2000 - 2001:

In Mathematics, the mean CAAP scores by subject for 1999 freshmen vs. 2001 graduates was 54.2 vs. 57.3.

2001 - 2002:

In Mathematics, the mean CAAP scores by subject for 1999 freshmen vs. 2002 graduates was 54.2 vs. 58.6.

Impact on Unit Performance: Adequate

2000 - 2001:

The mean CAAP scores in Mathematics increased 3.1 points.

2001 - 2002:

The mean CAAP scores in Mathematics increased 4.4 points.

2002 - 2003:

Information not available at this time.

Impact on Agency Goal Attainment: Adequate

2000 - 2001:

These scores indicate a positive learning experience for Dalton State College graduates.

2001 - 2002:

These scores indicate a positive learning experience for Dalton State College graduates.

2002 - 2003:

Information not available at this time.

Effect to be integrated into next planning cycle: Major

2000 - 2001:

This evaluation process will continue into the next planning cycle.

2001 - 2002:

This evaluation process will continue into the next planning cycle.

2002 - 2003:

Information not available at this time.

Benefits to agency: Major

2000 - 2001:

Improved CAAP scores for Dalton State College reflect well on the College.

2001 - 2002:

Improved CAAP scores for Dalton State College reflect well on the College.

2002 - 2003:

Information not available at this time.

*OMAS 03*

Graduates will score near the national average on the nationally normed CAPP test in Mathematics.

*Evaluation*

2000 - 2001:

In Mathematics, the mean CAAP scores for Spring 2001 graduates was 57.3. The national average was 58.4.

2001 - 2002:

In Mathematics, the mean CAAP scores for Spring 2002 graduates was 58.6. The national average was 58.5.

Impact on Unit Performance: Adequate

2000 - 2001:

This objective was not met.

2001 - 2002:

This objective was met. 2000-2001 objective was met within the determined standard deviation.

2002 - 2003:

In most of the Biology classes taught, the objective was met.

Impact on Agency Goal Attainment: Adequate

2000 - 2001:

National Score was 1.1 points higher than the mathematics score for Dalton State College.

2001 - 2002:

National Score was 0.1 points lower than the mathematics score for Dalton State College.

2002 - 2003:

National Score was 0.1 points lower than the mathematics score for Dalton State College.

Effect to be integrated into next planning cycle: Major

2000 - 2001:

Re-evaluation of measurement of department objectives will be incorporated into next years planning cycle. 2001 - 2002:

Re-evaluation of measurement of department objectives will be incorporated into next years planning cycle.

2002 - 2003:

Re-evaluation of measurement of department objectives will be incorporated into next years planning cycle.

Benefits to agency: Major

2000 - 2001:

Improved scores on CAAP will reflect well on the College.

2001 - 2002:

Improved scores on CAAP will reflect well on the College.

2002 - 2003:

Improved scores on CAAP will reflect well on the College.

*OMAS 04*

In an annual survey, 80% of graduates will agree or strongly agree with the statement that, "As a result of my education at Dalton State College I learned to perform basic mathematical operations."

*Evaluation*

2000 - 2001:

100% of the graduates agree with the statement "As a result of my education at Dalton State College I learned to perform basic mathematical operations."

2001 - 2002:

88.8% of the graduates agree with the statement "As a result of my education at Dalton State College I learned to perform basic mathematical operations."

2002 - 2003:

86.1% of the graduates agree with the statement "As a result of my education at Dalton State College I learned to perform basic mathematical operations".

Impact on Unit Performance: Exemplary

2000 - 2001:

This objective was met.

2001 - 2002:

This objective was met.

2002 - 2003:

This objective was met.

Impact on Agency Goal Attainment: Exemplary

2000 - 2001:

Students expressed a satisfaction with the mathematical knowledge learned at Dalton State College.

2001 - 2002:

Students expressed a satisfaction with the mathematical knowledge learned at Dalton State College.

2002 - 2003:

This objective was met.

Effect to be integrated into next planning cycle: Major

2000 - 2001:

This evaluation process will continue.

2001 - 2002:

This evaluation process will continue.

2002 - 2003:

This evaluation process will continue.

Benefits to agency: Major

2000 - 2001:

100% satisfaction reflects well on the College.

2001 - 2002:

88.8% satisfaction reflects well on the College.

2002 - 2003:

88.8% satisfaction reflects well on the College.

*OMAS 05*

In an Employer Satisfaction survey, 75% of employers will rate Dalton State College graduates above average in mathematical/computational skills.

*Evaluation*

2000 - 2001:

In an Employer Satisfaction survey, 85.7% of the employers rate Dalton State College graduates above average (good or excellent) in mathematical/computational skills.

2001 - 2002:

In an Employer Satisfaction survey, 84.2% of the employers rate Dalton State College graduates above average (good or excellent) in mathematical/computational skills.

2002 - 2003:

Information not available at this time.

Impact on Unit Performance: Exemplary

2000 - 2001:

The performance evaluation of students mathematical/computation skills exceeded the objective.

2001 - 2002:

The performance evaluation of students mathematical/computation skills exceeded the objective.

2002 - 2003:

Information not available.

Impact on Agency Goal Attainment: Exemplary

2000 - 2001:

Employers indicate that they are very satisfied with Dalton State College students performance as it relates to mathematical/computational skills.

2001 - 2002:

Employers indicate that they are very satisfied with Dalton State College students performance as it relates to mathematical/computational skills.

2002 - 2003:

Information not available.

Effect to be integrated into next planning cycle: Major

2000 - 2001:

This evaluation process will continue into the next planning cycle.

2001 - 2002:

This evaluation process will continue into the next planning cycle.

2002 - 2003:

Information not available.

Benefits to agency: Major

2000 - 2001:

Positive employer satisfaction has a beneficial impact on Dalton State College.

2001 - 2002:

Positive employer satisfaction has a beneficial impact on Dalton State College.

2002 - 2003:

Information not available.

## Unit Center for Continuing Education

### *Goal 20*

Advertise certification testing and other services available through the center for Continuing Education, Center for Applied Business Studies, and the Division of Technical Education

Objective:

Continuing Education will advertise certification and other services available.

*OMAS*

Continuing Education will develop three new avenues to advertise certification testing (VUE Testing Center) and other services such as Computer Training, Supervisory skills development, Licensing, Contract Training, On-Line courses, Personal Growth, facilities and Elderhostel.

Internal Goals:

### *Goal 1*

Develop new programs through the Center for Continuing Education.

Objective:

The Center for Continuing Education will develop new programs to offer to the public.

*OMAS:*

The Center for Continuing Education will develop and offer ten new programs.

### *Goal 2*

The College will continue to develop programs to better serve the Latino Community.

Objective:

Continuing Education will develop programs in order better serve the Latino Community.

*OMAS*

The Center for Continuing Education will develop at least three programs in order to better serve the Latino Community.

area agencies and organizations, to its course offerings. This collaborative effort will serve as an outreach to the sponsoring agency's members and to the general public.

*OMAS 01*

2001-2002:

At least four collaborative programs will be offered through continuing education. Through these collaborative efforts Continuing Education will be better able to reach targeted audiences.

*Evaluation*

2001-2002:

Collaborative programing resulted in 75 courses being offered through continuing education.

Continuing Education worked with four agencies in developing these courses.

Impact on Unit Performance: Exemplary

Collaborative programing resulted in 75 courses being offered in the fields of personal enrichment, Social Work, and in promoting personal wellness.

Impact on Agency Goal Attainment: Exemplary

Continuing Education was able to partner with various agencies as the agencies were able to provide expertise in programs which had not been offered prior to the partnership arrangements.

DSC assisted in the marketing and logistics for these courses.

Effect to be integrated into next planning cycle:

Continuing Education will continue with the current partnerships and explore methods to expand future partnership arrangements.

Benefits to agency: Major

Through these partnerships Continuing Education was able to enhance the variety of programming offered that would otherwise not been available through CE to the community we serve. These courses also contributed to the College's Continuing Education Units which are used in formula funding.

*Goal 7050*

Expand the program offerings on weekends.

*Objective 010*

2002-2003

Continuing Education Saturday class offerings will be expanded in order to deliver a greater variety of programs and schedule alternatives to the Dalton State College community.

*OMAS 01*

At least five programs will be offered on the weekends in order to better serve the Dalton State College community.

*Evaluation*

2002-2003

Ten programs were offered on the weekends in order to better serve the Dalton State College community. Among those offered were Child Care for the Professional, First Aid and CPR, Pilates, Powerpoint and National Electric Code Test Preparation.

Impact on Unit Performance: Exemplary

The goal of adding five weekend programs was greatly exceeded.

Impact on Agency Goal Attainment: Exemplary

Continuing Education was able to increase its student potential and revenue through weekend offerings. It also allowed members of the DSC community to attend programs who are unable to attend weekday courses.

Effect to be integrated into next planning cycle: Minor

Continuing Education will continue to offer the current schedule of programs and add new ones when feasible.

Benefits to agency: Minor

Offering weekend courses increases the visibility and projects an image meeting the needs of clients previously not served.

*Goal 7060*

Increase the number of new Continuing Education programs offered.

*Objective 010*

2002-2003

Continuing Education will add new programs to its course offerings in order to enhance the variety of classes and better serve the DSC community.

*OMAS 01*

Ten programs will be scheduled that have not been offered in the past three years.

*Evaluation*

2002-2003

Thirty-nine new programs were offered in 2002-2003 that were not scheduled in 2001-2002.

Impact on Unit Performance: Exemplary

Continuing Education greatly exceeded the goal of adding ten programs to the CE course listing in 2002-2003.

Impact on Agency Goal Attainment: Exemplary

Continuing Education has been able to meet this goal through adding many new courses which better enabled the college to meet the needs of the community.

Effect to be integrated into next planning cycle: Minor

Continuing Education will continue to add new programs to its schedule that have not been offered in the previous year.

Benefits to agency: Major

Through increasing the number of new programs offered Continuing Education has been better able to meet the needs of the DSC Community it serves.

*Goal 7070*

Increase the number and variety of safety related programs offered.

*Objective 010*

2002-2003:

Safety related programs (credit or non credit) will be developed and marketed to clients not currently engaged in DSC on-going safety programs.

*OMAS 01*

In order to better serve the needs of industry which DSC serves a total of five new programs or new clients for existing programs will be offered.

*Evaluation*

2002-2003

Continuing Education offered twelve non-credit safety related courses in order to better serve the needs of industry which DSC.

Continuing Education coordinated the development of a mini-certificate in Safety which was approved and implemented during the past year.

Impact on Unit Performance: Exemplary

Continuing Education met the growing demand for safety related programs by adding 12 non-credit programs with enrollment exceeding 400.

This demand was communicated to Technical Division Administrators who in turn developed a new mini-certificate in safety. CE marketed the program and was able to coordinate with an individual company to conduct on-site classes which will lead its employees in obtaining a mini-certificate.

Impact on Agency Goal Attainment: Exemplary

Continuing Education was able to continue to meet the increasing demand for safety related programs by the industry DSC serves through offering non-credit public programs, contract training and assisting with the development of a credit mini-certificate.

Effect to be integrated into next planning cycle: Minor

Continuing Education will continue to monitor the need for safety related programs.

Benefits to agency: Major

The cooperation between Continuing Education (non-credit) and the credit side of the college was evident to quickly respond to the needs of the industry partner served.

## **Unit: Fiscal Affairs**

### *Goal 0560*

Develop more direct linkages between planning and budgeting in order to achieve the goal of incorporating strategic planning into the daily operations of every level of the College.

### *Objective 010*

VP - Fiscal Affairs works with President to coordinate division and department needs as related to the 2000-2003 Strategic Plan.

2001-2002:

VP - Fiscal Affairs works with President to coordinate division and department needs as related to the 2000-2003 Strategic Plan.

2002-2003:

VP - Fiscal Affairs works with President to coordinate division and department needs as related to the 2000-2003 Strategic Plan.

### *OMAS 01*

Information about the direct linkage between planning and budgeting will be clearer in the 2000-2003 Strategic Plan. There will be a new section on Linkage between planning and budgeting in the Strategic Plan.

### *Evaluation*

2000-2001:

Information about the direct linkage between planning and budgeting was made clearer and incorporated in the 2000-2003 Strategic Plan (see page 9). The FY '02 original budget included communication from divisions and departments for budget preparation (see FY '02 original budget working papers). This linkage will continue in subsequent college strategic plans and budget preparation.

2001-2002:

Information about the direct linkage between planning and budgeting was made clearer and incorporated in the 2000-2003 Strategic Plan (see page 9). The FY '02 original budget included communication from divisions and departments for budget preparation (see FY'02 original budget working papers). This linkage will continue in subsequent college strategic plans and budget preparation. The FY '03 original budget included communication from divisions and departments for budget preparation (see FY '03 original budget working papers)

2002-2003:

Information about the direct linkage between planning and budgeting was made clearer and incorporated in the 2000-2003 Strategic Plan (see page 9). The FY '02 original budget included communication from divisions and departments for budget preparation (see FY '02 original budget working papers). This linkage will continue in subsequent college strategic plans and budget preparation. The FY '03 original budget included communication from divisions and departments for budget preparation (see FY '03 original budget working papers) Completed SACS easily for this goal.

Impact on Unit Performance: Exemplary

2000-2001: Goal was achieved. 2001-2002: Goal was achieved. 2002-2003: Goal was achieved.

Impact on Agency Goal Attainment: Exemplary

2000-2001: Strategic planning has been incorporated into the daily operations of every level of the college.

2001-2002: Strategic planning has been incorporated into the daily operations of every level of the college.

2002-2003: Strategic planning has been incorporated into the daily operations of every level of the college.

Effect to be integrated into next planning cycle: Major

2000-2001: This is an ongoing process from fiscal year to fiscal year. 2001-2002: This is an ongoing process from fiscal year to fiscal year. 2002-2003: This is an ongoing process from fiscal year to fiscal year.

Benefits to agency: Major

2000-2001: This completes the budget cycle/strategic planning process from top management to departments/divisions.

2001-2002: This completes the budget cycle/strategic planning process from top management to departments/divisions.

2002-2003: This completes the budget cycle/strategic planning process from top management to departments/divisions.

OMAS: 02 All divisions and departments budgetary needs will be provided in the Strategic Plan. Condition: Subject to available funding.

*Evaluation*

2000-2001:

All divisions and departments budgetary requests were reviewed with the President through the Strategic Planning process and implemented where funding was appropriated for FY '02 for their respective plan goals.

2001-2002:

All divisions and departments budgetary requests were reviewed with the President through the Strategic Planning process and implemented where funding was appropriated for FY '03 for their respective plan goals.

2002-2003:

All divisions and departments budgetary requests were reviewed with the President through the Strategic Planning process and implemented where funding for their respective plan goals was appropriated for FY '03.

Impact on Unit Performance: Exemplary

2000-2001: Establishes communication to divisions and departments of budgetary funding. 2001-

2002: Establishes communication to divisions and departments of budgetary funding. 2002-2003:

Establishes communication to divisions and departments of budgetary funding.

Impact on Agency Goal Attainment: Exemplary

2000-2001: All divisions and departments budgetary needs are provided. 2001-2002: All divisions and departments budgetary needs are provided. 2002-2003: All divisions and departments budgetary needs are provided.

Effect to be integrated into next planning cycle: Major

2000-2001: This is an ongoing process from fiscal year to fiscal year. 2001-2002: This is an ongoing process from fiscal year to fiscal year. 2002-2003: This is an ongoing process from fiscal year to fiscal year.

Benefits to agency: Major

2000-2001: Each division and departments needs are met according to their respective plan goals.

2001-2002: Each division and departments needs are met according to their respective plan goals.

2002-2003: Each division and departments needs are met according to their respective plan goals.

*Goal 0590*

Complete library expansion and remodeling to enhance the teaching and scholarly missions of the College.

*Objective 010*

VP - Fiscal Affairs will oversee the construction and renovation in conjunction with architect, GSFIC, and Library Director to complete Library expansion and remodeling.

2001-2002:

VP - Fiscal Affairs will oversee the construction and renovation in conjunction with architect, GSFIC, and Library Director to complete Library expansion and remodeling.

*OMAS 01*

An expanded and renovated Library will begin construction by February 2001. Architects will submit a progress report to VP - Fiscal Affairs.

*Evaluation*

2000-2001:

An expanded and renovated Library began construction in December 2000. Architects will continue to submit a progress report to VP - Fiscal Affairs until the project is completed during spring semester 2002. The construction for the new addition is ahead of schedule and once completed (early calendar year 2002) renovation of existing Library will begin.

2001-2002:

Library project was completed Spring Semester 2002.

Impact on Unit Performance: Exemplary

2000-2001: The Library project is ahead of schedule and will be completed by Spring Semester 2002.

2001-2002: The goal was achieved

Impact on Agency Goal Attainment: Exemplary

2000-2001: This project will provide additional resources to students, faculty, and staff. 2001-2002: The completion of this project did provide additional resources to students, faculty, and staff.

Effect to be integrated into next planning cycle: Major

2000-2001: VP - Fiscal Affairs will continue to monitor progress on the Library addition. Upon completion, renovation of existing Library will commence.

2001-2002: VP- Fiscal Affairs will continue to monitor and expand resources as necessary.

Benefits to agency: Major

2000-2001: The completion of the Library project will enhance the teaching and scholarly missions of the college.

2001-2002: The completion of the Library during Spring 2002 enhanced the teaching and scholarly missions of the college.

*Goal 0670*

Upgrade the Catoosa Center's physical environment (e.g., parking, lighting, signage) to make it a safer environment for student learning.

*Objective 010*

VP - Fiscal Affairs will coordinate with Director of Evening and Extended Campus to erect signage and interior lighting at the Catoosa Center.

2001-2002:

VP - Fiscal Affairs will coordinate with Director of Evening and Extended Campus to erect signage and interior lighting at the Catoosa Center.

*OMAS 01*

A new signage and interior lighting at the Catoosa Center will be constructed before June 30, 2001. Director of Plant Operations will provide a report to VP - Fiscal Affairs on project completion.

*Evaluation*

2000-2001:

The new signage and interior lighting at the Catoosa Center was not completed before June 30, 2001. Signage will be installed during September 2001. Additional parking was provided during FY '01. The college will continue to monitor and address the leased Catoosa Center building lighting. Director of Plant Operations will continue to provide a report to VP - Fiscal Affairs on project completion.

2001-2002:

Signage was installed in FY '02. The college will continue to monitor and address the leased Catoosa Center building lighting. Director of Plant Operations will continue to provide a report to VP - Fiscal Affairs on project completion.

2002-2003:

The college will continue to monitor and address the leased Catoosa Center building lighting. Director of Plant Operations will continue to provide a report to VP - Fiscal Affairs on project completion.

Impact on Unit Performance: Exemplary

2000-2001: A new signage will be installed during September 2001. 2001-2002: A new signage was installed during September 2001. 2002-2003: The goal was achieved.

Impact on Agency Goal Attainment: Exemplary

2000-2001: Upon completion, the new signage will provide an attractive upgrade to Catoosa Center's physical environment.

2001-2002: The new signage provided an attractive upgrade to Catoosa Center's physical environment.

2002-2003: Continued improvement will provide a more attractive environment for students.

Effect to be integrated into next planning cycle: Major

2000-2001: The college will continue to monitor and address off campus environment and safety issues.

2001-2002: The college will continue to monitor and address off campus environment and safety issues.

2002-2003: The college will continue to monitor and address off campus environment and safety issues.

Benefits to agency: Major

2000-2001: Upgrading physical environments of off campus facilities provide students a safer learning experience.

2001-2002: Upgrading physical environments of off campus facilities provide students a safer learning experience.

2002-2003: Upgrading physical environments of off campus facilities provide students a safer learning experience.

*Goal 0680*

Renovate Memorial Hall to make it more functional and attractive for College and community events.

*Objective 010*

VP - Fiscal Affairs will select architect and begin renovation of Memorial Hall to make it more functional and attractive.

*OMAS 01*

A renovated Memorial Hall will be completed by Fall 2001. Architect provides progress reports to VP - Fiscal Affairs during renovation.

### *Evaluation*

A renovated Memorial Hall was completed August 2001 within the budget.

Impact on Unit Performance: Exemplary

Major undertaking for the division.

Impact on Agency Goal Attainment: Exemplary

The goal was attained.

Effect to be integrated into next planning cycle: Major

The project completed within budget. No additional major plans for further renovations.

Benefits to agency: Major

The college acquired a more functional and attractive auditorium for college and community events.

### *Goal 0700*

Update Master Facilities Plan to guide the growth and improvements of the College's facilities.

#### *Objective 010*

VP - Fiscal Affairs will update and include Library expansion as part of the Physical Master Facilities Plan.

2001-2002:

VP - Fiscal Affairs will update and include Library expansion as part of the Physical Master Facilities Plan.

#### *OMAS 01*

An updated Physical Master Facilities Plan will include information about Library expansion and be reported as part of the 2000-2003 Strategic Plan.

#### *Evaluation*

2000-2001:

The original Master Facilities Plan included information about the Library expansion and was reported as part of the 2000-2003 Strategic Plan. Efforts with the System Office during September 2001 to update the current Physical Master Facilities Plan are underway and a contract will be issued as related to the 2000-2003 Strategic Plan. The updated Physical Facilities Master Plan will include information on the Library expansion and renovation completion and other projects. It is expected that the updated Physical Master Facilities Plan will be completed by June 2002.

2001-2002:

The updated Physical Master Facilities Plan was started in FY 02 and completed in September 2002.

2002-2003:

Completion of the Physical Master Facilities Plan in FY 03 and administrative review during FY 04 will ensure it is periodically updated. SACS criteria accomplished without any issues.

Impact on Unit Performance: Exemplary

2000-2001: Discussions related to the update of the Physical Master Facilities Plan are underway.

2001-2002: The goal was achieved 2002-2003: The goal was achieved

Impact on Agency Goal Attainment: Exemplary

2000-2001: This will enhance the campus both internally and externally.

2001-2002: Completion of the Physical Master Facilities Plan enhanced the campus both internally and externally.

2002-2003: Continued review of the Physical Master Facilities Plan will enhance the campus both internally and externally.

Effect to be integrated into next planning cycle: Major

2000-2001: A contract will be issued during FY 2002 as related to the 2000-2003 Strategic Plan.

2001-2002: An architect was hired as related to the 2000-2003 Strategic Plan.

2002-2003: The Physical Master Facilities Plan will continue to be reviewed and enhanced.

Benefits to agency: Major

2000-2001: This will allow us to accommodate enrollment and program growth. 2001-2002: This will allow us to accommodate enrollment and program growth. 2002-2003: This will allow us to accommodate enrollment and program growth.

*Objective 020*

2000-2001:

VP - Fiscal Affairs will assist with the completion of the new Physical Plant Storage facility to increase storage area for the college.

*OMAS 01*

A new Physical Plant Storage facility will be completed before December 2000 as part of our Physical Master Facilities Plan.

*Evaluation*

2000-2001:

A new Physical Plant Storage facility was completed July 2000.

Impact on Unit Performance: Exemplary

2000-2001: Storage needs were met with construction of new storage facility.

Impact on Agency Goal Attainment: Exemplary

This goal was achieved with minor expense.

Effect to be integrated into next planning cycle: Major

The new Physical Plant Storage facility is completed.

Benefits to agency:Major

This facility increased storage area for the campus.

*Goal 0710*

Conduct periodic campus safety reviews to ensure compliance with ADA requirements and to assess and improve student satisfaction concerning student safety.

*Objective 010*

VP - Fiscal Affairs will work with the Ace Center, Public Safety, and Plant Operations to construct additional handicapped parking on campus. 2001-2002:

VP - Fiscal Affairs will work with the Ace Center, Public Safety, and Plant Operations to construct additional handicapped parking on campus.

*OMAS 01*

Additional handicapped parking will be constructed on campus. Director of Plant Operations will report project completion to VP- Fiscal Affairs.

*Evaluation*

Additional handicapped parking was constructed in front of the new Liberal Arts and Technical buildings.

Impact on Unit Performance: Adequate

2000-2001: There will still be some pressure to provide more parking spaces, especially in light of growing student enrollment and to accommodate more students with disabilities. 2001-2002:

There is still some pressure to provide more parking spaces, especially in light of growing student enrollment and to accommodate more students with disabilities.

2002-2003: There is still some pressure to provide more parking spaces, especially in light of growing student enrollment and to accommodate more students with disabilities.

Impact on Agency Goal Attainment: Adequate

2000-2001: The provision of adequate parking space to comply with ADA requirements will contribute to the attainment of this goal.

2001-2002: The provision of adequate parking space to comply with ADA requirements will contribute to the attainment of this goal.

2002-2003: The provision of adequate parking space to comply with ADA requirements will contribute to the attainment of this goal.

Effect to be integrated into next planning cycle: None

2000-2001: This goal is complete.

2001-2002: Continue to monitor parking to provide adequate spaces ensuring ADA compliance.

2002-2003: Continue to monitor parking to provide adequate spaces ensuring ADA compliance.

Benefits to agency: Major

2000-2001: Additional handicap parking improves student safety and campus environment and ensures ADA compliance.

2001-2002: Additional handicap parking improves student safety and campus environment and ensures ADA compliance.

2002-2003: Additional handicap parking improves student safety and campus environment and ensures ADA compliance.

Objective: 020

VP - Fiscal Affairs will approve the purchase of furniture for specialized instruction for students with special needs.

2001-2002:

VP - Fiscal Affairs will approve the purchase of furniture for specialized instruction for students with special needs.

*OMAS 01*

Special furniture and equipment for special needs students will be purchased. Invoices on purchases will be on record.

*Evaluation*

Special furniture and equipment for special needs students was purchased for Memorial, Sequoya, Library, Student Center, Westcott, and Technical buildings. Invoices on purchases are on record at the Purchasing Department.

2002-2003:

DSC will continue to monitor its facilities to accommodate the needs of special students.

Accomplished SACS criteria without any issues.

Impact on Unit Performance: Exemplary

2000-2001: Minimal. 2001-2002: Minimal. 2002-2003: Minimal.

Impact on Agency Goal Attainment: Exemplary

2000-2001: The goal was achieved with minimal costs with the purchase of special furniture and equipment for special needs students.

2001-2002: The goal was achieved with minimal costs with the purchase of special furniture and equipment for special needs students.

2002-2003: DSC will facilitate the needs of special students.

Effect to be integrated into next planning cycle: Major

2000-2001: This will be ongoing as required. 2002-2003: This will be ongoing as required.

Benefits to agency: Major

2000-2001: Compliance with ADA requirements and provision of special furniture to accommodate disabled students on campus.

2001-2002: Compliance with ADA requirements and provision of special furniture to accommodate disabled students on campus.

2002-2003: Compliance with ADA requirements and provision of special furniture to accommodate disabled students on campus.

OMAS: 01

Peoplesoft Financials will be implemented with a live date of December 3, 2001 to comply with requirements from GASB and the University System Office.

*Evaluation*

2001-2002:

The Fiscal Affairs office converted to Peoplesoft Financials in December 2001.

Impact on Unit Performance: Exemplary

2001-2002: The goal was achieved

Impact on Agency Goal Attainment: Adequate

2001-2002: Peoplesoft Financials does not promote efficiency in business operations.

Effect to be integrated into next planning cycle: Major

2001-2002: To provide more flexibility in reporting by using query tool to write reports for departments on campus.

Benefits to agency: Major

2001-2002: Few benefits attained by converting to Peoplesoft; however, we are able to comply with GAAP, GASB, and other reporting requirements that were unable to be produced in CUFA.

*Goal 7000*

Faculty, Staff, and Students will be satisfied with the operations of the Business Office.

*Objective 010*

2000-2001: Students will be satisfied with the Business Office.

*OMAS 01*

90% of students will be satisfied or very satisfied with the Business Office as indicated by the Graduating Student Survey.

*Evaluation*

88% of students were satisfied with the Business Office

Impact on Unit Performance: Adequate

2000-2001: The survey identified room for improvement

Impact on Agency Goal Attainment: Adequate

2000-2001: 88% of students are satisfied with the Business Office.

Effect to be integrated into next planning cycle: Major

2000-2001: The Business Office will focus on improvement to attain goal of 90% satisfaction among students.

Benefits to agency: Major

2000-2001: The Business Office will continue its respective goal to enhancing the overall mission of the college.

*Objective 020*

2001-2002: Staff will be satisfied with the services provided by the Fiscal Affairs division.

*OMAS 01*

2001-2002: 90% of staff will be satisfied or very satisfied with the Business Office as indicated by the 2001-2002 Staff survey.

*Evaluation*

91 % of staff were satisfied or very satisfied with the Business Office as shown in the 2001-2002 Staff Survey.

Impact on Unit Performance: Exemplary

2001-2002:

The goal was achieved

Impact on Agency Goal Attainment: Exemplary

2001-2002:

DSC Staff is satisfied with Business Office operations.

Effect to be integrated into next planning cycle: Major

2001-2002:

The Business Office will continue to improve its operations.

Benefits to agency: Major

2001-2002:

The Business Office has achieved its goal.

Objective: 030 2002-2003: Faculty will be satisfied with the services provided by the Fiscal Affairs division.

OMAS 01

2002-2003: 90% of faculty will be satisfied or very satisfied with the Business Office as indicated by the 2001-2002 Staff survey.

*Evaluation*

92% of faculty were satisfied or very satisfied with the Business Office as shown in the 2001-2002 Staff Survey.

Impact on Unit Performance: Exemplary

2002-2003:

The Goal was achieved.

Impact on Agency Goal Attainment: Exemplary

2002-2003:

DSC Faculty is satisfied with the Business Office operations.

Effect to be integrated into next planning cycle: Major

2002-2003:

The Business Office will continue to improve its operations.

Benefits to agency: Major

2002-2003:

The Business Office has achieved its goal.

### *Goal 7010*

Faculty, Staff, and Students will be satisfied with the services provided by the Bookstore.

*Objective 010*

2000-2001: Students will be satisfied with the services provided by the Bookstore.

OMAS 01

2000-2001: 90% of students will be satisfied or very satisfied with the Bookstore as indicated by the Graduating Students Survey.

*Evaluation*

86% of students were satisfied with services provided by the Bookstore.

Impact on Unit Performance: Adequate

2000-2001: The survey identified room for improvement.

Impact on Agency Goal Attainment: Adequate

2000-2001: 86% of students were satisfied with the Bookstore.

Effect to be integrated into next planning cycle: Major

2000-2001: The Bookstore will focus on improvement to attain the goal of 90% satisfaction.

Benefits to agency: Major

2000-2001: The Bookstore will continue its respective goal to enhancing the overall mission of the college.

*Objective 020*

2001-2002: Staff will be satisfied with services provided by the Bookstore.

*OMAS 01*

90% of staff will be satisfied or very satisfied with the Bookstore as indicated by the 2001-2002 Staff survey. Evaluation:

93% of staff were satisfied or very satisfied with the Bookstore as shown in the 2001-2002 Staff Survey.

Impact on Unit Performance: Exemplary

2001-2002: The goal was achieved.

Impact on Agency Goal Attainment: Exemplary

2001-2002: Staff is satisfied with Bookstore goods & services.

Effect to be integrated into next planning cycle: Major

2001-2002: Bookstore will continue to improve.

Benefits to agency: Major

2001-2002: Bookstore is a contributing factor in the success of the College's mission.

*Objective 030*

2002-2003: Faculty will be satisfied with services provided by the Bookstore.

*OMAS 01*

2002-2003: 90% of faculty will be satisfied or very satisfied with the Bookstore as indicated by the 2001-2002 Staff survey.

*Evaluation*

91 % of faculty were satisfied or very satisfied with the Bookstore as shown in the 2001-2002 Staff Survey.

Impact on Unit Performance: Exemplary

2002-2003:

The goal was achieved.

Impact on Agency Goal Attainment: Exemplary

2002-2003:

DSC Faculty is satisfied with the Bookstore.

Effect to be integrated into next planning cycle: Major

2002-2003:

The Bookstore will continue to improve its operations.

Benefits to agency: Major

2002-2003:

The Bookstore has achieved its goal.

*Goal 7020*

Faculty, Staff, and Students will be satisfied with DSC Food Services.

*Objective 010*

2000-2001: Students will be satisfied with DSC Food Services.

*OMAS 01*

80% of students will be satisfied or very satisfied with Food Services as indicated by the Graduating Students Survey.

*Evaluation*

78% of students were satisfied with DSC Food Services.

Impact on Unit Performance: Adequate

2000-2001: 78% of students were satisfied with DSC Food Services.

Impact on Agency Goal Attainment: Adequate

2000-2001: The survey identified room for improvement.

Effect to be integrated into next planning cycle: Major

2000-2001: Food Services will focus on improvement to attain 80% satisfaction.

Benefits to agency: Major

2000-2001: Food Services will continue its respective goal to enhancing the overall mission of the college.

*Objective 020*

2001-2002: Staff will be satisfied with DSC Food Services.

*OMAS 01*

80% of staff will be satisfied or very satisfied with Food Services as indicated by the 2001-2002 Staff survey.

*Evaluation*

77% of staff were satisfied or very satisfied with the Food Services as shown in the 2001-2002 Staff Survey.

Impact on Unit Performance: Adequate

2001-2002: The survey identified areas for improvement.

Impact on Agency Goal Attainment: Adequate

2001-2002: 77% of Staff is satisfied with Food Services.

Effect to be integrated into next planning cycle: Major

2001-2002: Food Services will focus on improvement to attain 80% satisfaction.

Benefits to agency: Major

2001-2002: Food Services will improve its respective goal to enhance the overall mission of the college.

*Objective 030*

2002-2003: Faculty will be satisfied with DSC Food Services.

*OMAS 01*

2002-2003: 80% of faculty will be satisfied or very satisfied with Food Services as indicated by the 2001-2002 Staff survey.

*Evaluation*

81 % of faculty were satisfied or very satisfied with DSC Food Services as shown in the 2001-2002 Staff Survey.

Impact on Unit Performance: Exemplary

2002-2003:

The goal was achieved.

Impact on Agency Goal Attainment: Exemplary

2002-2003:

DSC Faculty is satisfied with DSC Food Services

Effect to be integrated into next planning cycle: Major

2002-2003:

DSC Food Services will continue to improve its operations.

Benefits to agency: Major

2002-2003:

DSC Food Services has achieved its goal.

*Goal 7030*

A Maintenance Plan for the upkeep of the College's physical facilities will be kept up-to-date.

*Objective 010*

DSC's Maintenance Plan will be revised and updated annually.

*OMAS 01*

A revised and updated Maintenance Plan will be produced for the college and presented to the Vice President for Fiscal Affairs.

#### Evaluation

A plan was presented and approved by the Vice President for Fiscal Affairs.

Impact on Unit Performance: Exemplary

2000-2001: The new policy has been implemented.

Impact on Agency Goal Attainment: Exemplary

2000-2001: Plant Operations will monitor this maintenance plant.

Effect to be integrated into next planning cycle: Major

2000-2001: This is an ongoing process from year to year.

Benefits to agency: Major

2000-2001: Maintaining this will ensure the college's physical facilities will be kept up to date.

#### *Goal 7040*

The Purchasing Card Program, including a training component, will be implemented for campus-wide use in 2001 and 2002.

#### *Objective 010*

The Purchasing Card Program, including a training component, will be implemented for campus-wide use in 2001 and 2002.

#### *OMAS 01*

A Purchasing Card Program will be implemented campus-wide and results reported to the Vice President for Fiscal Affairs.

#### *Evaluation*

The Purchasing Card was fully implemented during FY 2002.

Impact on Unit Performance: Exemplary

2001-2002: The goal was achieved.

Impact on Agency Goal Attainment: Exemplary

2001-2002: All areas on campus are using the P-Card for general purchases.

Effect to be integrated into next planning cycle: Major

2001-2002: The Purchasing Department will continue to monitor the Purchasing Card operations to ensure good business practices and proper purchases.

Benefits to agency: Major

2001-2002: The Purchasing Card program has decreased the number of requisitions in the Purchasing Department; however, purchasing card transactions have increased tremendously.

#### *Goal 7050*

The DSC Comprehensive Safety Plan will be kept up-to-date.

#### *Objective 020*

Staff will be satisfied with Campus security and safety.

#### *OMAS 01*

90% of staff will be satisfied or very satisfied with campus security as indicated by the 2001-2002 Staff survey.

#### *Evaluation*

98% of staff were satisfied or very satisfied with Public Safety as shown in the 2001-2002 Staff Survey.

Impact on Unit Performance: Exemplary

2001-2002: The goal was achieved.

Impact on Agency Goal Attainment: Exemplary

2001-2002: Staff feels the Public Safety department provides a safe environment.

Effect to be integrated into next planning cycle: Major

2001-2002: Public Safety will continue to monitor and improve campus safety and security.

Benefits to agency: Major

2001-2002: Public Safety provides a safe and secure working environment for staff, faculty and students.

*Objective 030*

Faculty will be satisfied with Campus security and safety.

*OMAS 01*

2002-2003: 90% of faculty will be satisfied or very satisfied with campus security as indicated by the 2001-2002 Staff survey.

*Evaluation*

91 % of staff were satisfied or very satisfied with Public Safety as shown in the 2001-2002 Staff Survey.

Impact on Unit Performance: Exemplary

2002-2003:

The goal was achieved.

Impact on Agency Goal Attainment: Exemplary

2002-2003:

DSC Staff is satisfied with Campus security and safety.

Effect to be integrated into next planning cycle: Major

2002-2003:

Public Safety will continue to improve in its performance.

Benefits to agency: Major

2002-2003:

Public Safety has achieved its goal.

*Goal 7060*

Procedures will be established to make the purchasing process on campus more efficient and user friendly.

*Objective 010*

Staff will be pleased with the Purchasing Department procedures.

*OMAS 01*

90% of staff will be satisfied or very satisfied with the Purchasing Department indicated by the 2001-2002 Staff survey.

*Evaluation*

87% of faculty were satisfied or very satisfied with the Purchasing Department as shown in the 2001-2002 Staff Survey.

Impact on Unit Performance: Exemplary

2001-2002: The survey provided areas of improvement.

Impact on Agency Goal Attainment: Exemplary

2001-2002: The purchasing department improves buying efficiency on campus.

Effect to be integrated into next planning cycle: Major

2001-2002: The purchasing department will improve to attain goal of 90% satisfaction.

Benefits to agency: Major

2001-2002: The purchasing department will improve satisfaction among staff concerning purchasing issues.

*Objective 020*

Faculty will be pleased with the Purchasing Department procedures.

*OMAS 01*

90% of faculty will be satisfied or very satisfied with the Purchasing Department indicated by the 2001-2002 Staff survey.

*Evaluation*

Impact on Unit Performance:

Impact on Agency Goal Attainment:

Effect to be integrated into next planning cycle:

Benefits to agency:

*Goal 7070*

Plant Operations & Maintenance will maintain an environment conducive and supportive of teaching, learning, and outreach by maintenance and care of existing facilities and infrastructure and through new construction and renovation of existing facilities.

*Objective 010*

Staff will be satisfied with the campus physical facilities.

*OMAS 01*

90% of staff will be satisfied or very satisfied with physical facilities as indicated by the 2001-2002 Staff survey.

*Evaluation*

94% of staff were satisfied or very satisfied with Plant Operations as shown in the 2001-2002 Staff Survey.

Impact on Unit Performance: Exemplary

2001-2002: The goal was achieved.

Impact on Agency Goal Attainment: Exemplary

2001-2002: Plant Operations & Maintenance maintained satisfactory physical facilities.

Effect to be integrated into next planning cycle: Major

2001-2002: Plant Operations & Maintenance will continue to maintain facilities conducive to teaching & learning.

Benefits to agency: Major

2001-2002: Plant Operations & Maintenance is a strong contribution to the college's overall mission.

*Objective 020*

Faculty will be satisfied with campus physical facilities

*OMAS 01*

2002-2003: 90% of faculty will be satisfied or very satisfied with physical facilities as indicated by the 2001-2002 Staff survey.

*Evaluation*

Impact on Unit Performance:

Impact on Agency Goal Attainment:

Effect to be integrated into next planning cycle:

Benefits to agency:

Goal: 7100

2003-2004: An adequate level and storage of inventory will be monitored and maintained.

*Objective 010*

An adequate level and storage of inventory will be maintained to provide a standard of efficiency.

*OMAS 01*

An efficient level of inventory will be assessed periodically by the Director of Food Services

*Evaluation*

Impact on Unit Performance:

Impact on Agency Goal Attainment:

Effect to be integrated into next planning cycle:

Benefits to agency:

*Goal 7120*

2003-2004: The College's Physical Master Plan will be kept up-to-date.

*Objective 010*

The College's Physical Master Plan will be kept up-to-date.

*OMAS 01*

The College's Physical Master Plan will be reviewed by VP for Fiscal Affairs and the Director of Plant Operations to ensure the plan is periodically and adequately updated.

*Evaluation*

Impact on Unit Performance:

Impact on Agency Goal Attainment:

Effect to be integrated into next planning cycle:

Benefits to agency:

*Goal 7130*

2003-2004: Students will be satisfied with campus custodial services.

*Objective 010*

Students will be satisfied with campus custodial services.

*OMAS 01*

90% of Students will be pleased with custodial services.

*Evaluation:*

Impact on Unit Performance:

Impact on Agency Goal Attainment:

Effect to be integrated into next planning cycle:

Benefits to agency:

## **Unit: Institutional Research & Planning**

### *Goal 0220*

Improve the College's retention rate by conducting a student needs assessment survey that will identify essential support services to help with admission and retention.

### *Objective 010*

2001-2002:

A survey of new and continuing students will be administered to determine factors that can assist with College student retention efforts.

### *OMAS 01*

2001-2002:

A Summary report of the survey will be prepared to aid with strategies concerning improving student retention.

Assessment Strategy: Survey instrument and summarized report.

### *Evaluation*

2001-2002:

As part of a College-wide effort initiated by the Vice President of Academic Affairs, the Office of Institutional Research & Planning conducted a survey of new and continuing students in March, 2002 to canvass student opinions and suggestions on what it takes for them to stay in school. From an initial sample of 800 students from a total Spring 2002 enrollment of 3,625 students, the office randomly selected 34 classes representing 828 enrolled students. The survey had a response rate of 67%. In addition, the office participated in a follow-up focus group meeting with selected students to confirm and further define the issues and suggestions that emerged from the student survey responses. Thirty of the 34 students invited, 88%, participated. A report was prepared that summarized all student responses to the three questions on the survey. A summary of the report was provided to College decision-makers for attention and action.

### Impact on Unit Performance: Adequate

Student retention is a key issue for the College and the University System. The office's work in surveying students on the issue had a significant impact on the unit's activities. Lots of time was expended in recording, tabulating, and summarizing all student responses.

### Impact on Agency Goal Attainment: Exemplary

The office's work contributed to finding strategies to address and improve student retention and graduation rates.

### Effect to be integrated into next planning cycle: Major

Improving the College's retention rate will be a long-term goal and will require the services of the Institutional Research office. The office will continue to gather and analyze student data on retention as well as conduct studies on why students do not persist - especially in light of new University System requirements that all System schools come up with and meet approved retention targets over the next several years. Thus, the office will continue to be involved in assessment activities and will be shown in its planning activities.

### Benefits to agency: Major

Survey responses provided the initial information on ways or strategies that will need to be implemented to improve the College's retention and graduation rates. Indeed, the information has provided the background for a Title III College proposal to address retention issues on campus.

*Goal 0450*

Implement COMPASS and coordinate with CAAP tests to assess student attainment of learning outcomes in Math, Reading, and Writing.

*Objective 010*

2000-2001:

Students' COMPASS aggregate test results in Math, Reading, and Writing (for the 2000-2001 academic year) will be compiled and link with CAAP tests in Math and Reading to provide documentation that will allow DSC to analyze the gains in achievement for students who tested with COMPASS on entry and with CAAP upon completion. Benefit: Provide assessment documentation for General Education learning outcomes.

Note: The College began administering the COMPASS tests for the first time with the Fall 2000 freshmen/new students. The tests were administered by Enrollment Services and Developmental Studies divisions. Test results will be provided to the Institutional Research office for assessment documentation and analysis.

*OMAS 01*

2000-2001:

A report summarizing aggregate COMPASS test scores for Math and Reading will be completed using an EXCEL-produced database developed by Developmental Studies.

*Evaluation*

2000-2001:

A report summarizing aggregate COMPASS test scores for Math and Reading was completed using an EXCEL-produced database developed by Developmental Studies. The results will be disseminated to the College community, including posting on the Institutional Research office website on Institutional Effectiveness. Further analysis linking the COMPASS test scores with graduates CAAP test scores will be undertaken and reported in the Annual Report Card in subsequent years.

Impact on Unit Performance: Exemplary

Although the primary responsibility for administering the COMPASS tests rested with Admissions and Developmental Studies, the Institutional Research office still maintains responsibility in gathering the test scores and reporting as the College's institutional effectiveness efforts, especially in light of its linkage with the CAAP tests, which has been administered by the Institutional Research office. (Responsibility for administering the CAAP tests will be handed over to a new Testing Coordinator hired by the College to administer all tests on campus. Still, the Institutional Research office will receive test scores and report to the College community.)

The monitoring and reporting of institutional effectiveness-related testing has and will continue to a major part of the activities of the unit - having a greater impact on the office's activities.

Students' COMPASS aggregate test results in Math, Reading, and Writing (for the 2000-2001 academic year) will be compiled and link with CAAP tests in Math and Reading to provide documentation that will allow DSC to analyze the gains in achievement for students who tested with COMPASS on entry and with CAAP upon completion. Benefit: Provide assessment documentation for General Education learning outcomes.

Note: The College began administering the COMPASS tests for the first time with the Fall 2000 freshmen/new students. The tests were administered by Enrollment Services and Developmental Studies divisions. Test results will be provided to the Institutional Research office for assessment documentation and analysis.

Impact on Agency Goal Attainment: Exemplary

Coordinating COMPASS test scores with CAAP tests to assess student attainment of learning outcomes in Math, Reading, and Writing is a major College goal and the successful implementation of this activity will continue to have a greater impact on organization goal attainment.

Effect to be integrated into next planning cycle: Major

Information gathered from the COMPASS and CAAP test scores will continue to be used in reporting on the College's Key Performance Indicators via the annual Accountability Report Card. Issues, problems and gaps regarding student achievement will be reported and channeled to the appropriate units for goal development and plan implementation.

Benefits to agency: Major

Students' COMPASS aggregate test results in Math, Reading, and Writing - compiled and linked with CAAP tests in Math and Reading will provide documentation that will allow DSC to analyze the gains in achievement for students who tested with COMPASS on entry and with CAAP upon completion. This will provide assessment documentation for General Education learning outcomes, a key component of the College's institutional research efforts.

Note: The College began administering the COMPASS tests for the first time with the Fall 2000 freshmen/new students. The tests were administered by Enrollment Services and Developmental Studies divisions. Test results will be provided to the Institutional Research office for assessment documentation and analysis.

*Objective 020*

2001-2002:

The ACT Testing agency will be contacted to begin preliminary discussions on how the agency can assist the College with linking the COMPASS test scores (pre) and the CAAP test scores (post) to determine gains or lack thereof in percentage points between COMPASS and CAAP in Math and Reading.

*OMAS 01*

2001-2002:

A report of the linkage between COMPASS and CAAP test scores will be prepared and a plan for reporting results will be established.

Assessment Strategy: Correspondence/Notes between DSC and ACT.

*Evaluation*

2001-2002:

Based on telephone conversation with ACT, it was determined that it will be a while before a cohort of actual students who took the COMPASS (pre) and the CAAP (post) will be exactly matched to establish a reliable and valid linkage between COMPASS and CAAP test scores. Let us keep in mind that the COMPASS and CAAP tests are relatively new initiatives and will be awhile before the same students who took the COMPASS and CAPP can be matched for a successful linkage of test results. Fortunately ACT has in its database all DSC students who have taken both tests.

Impact on Unit Performance: Inadequate

No information to report as goal and objective has not been fully accomplished.

Impact on Agency Goal Attainment: Inadequate

No information to report as goal and objective has not been fully accomplished.

Effect to be integrated into next planning cycle: Major

The office will continue its contact with ACT and decide the exact time that the linkage report can be produced.

Benefits to agency: None

No information to report as goal and objective has not been fully accomplished.

### *Goal 0480*

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

#### *Objective 010*

2000-2001:

A general education outcomes assessment plan, including outcome assessment plans for individual courses in the Divisions of Humanities, Social Sciences, and Math & Natural Sciences as well as major area outcomes assessment plans for programs in the Divisions of Business, Nursing, and Technical will be developed and documented in the College's 2000-2003 Strategic Plan and in a DSC Institutional Effectiveness Handbook as part of a multi-faceted institutional effectiveness program at DSC.

Benefit: Data to assess institutional effectiveness is routinely compiled and used to evaluate academic programs.

#### *OMAS 01*

2000-2001:

All College divisions will produce Assessment Record Books detailing their learning outcomes assessment plans for the 2000-2001 academic year using assessment forms produced by the Institutional Research office.

#### *Evaluation*

2000-2001:

The Nursing, Humanities and Social Sciences divisions have produced Assessment Record Books detailing their learning outcomes assessment plans. The divisions of Technical, Physical Education, Business & Technology, and Natural Sciences & Math continue to work on their outcomes assessment plan and will be ready during the 2001-2002 academic year.

In May, 2001, the Vice President for Academic Affairs sent out a memo to all division chairs following a meeting with the President and the Director of Institutional Research. The memo communicated decisions taken to make faculty's assessment planning more efficient and less cumbersome. Key among them were a modified and simplified "Academic Outcomes Assessment Plan and Summary Report" to become the standard reporting format for all faculty to use, and classroom course assessment reporting activities shall be on a January - December calendar year and be formally reported every three years.

The Institutional Research office is completing a Handbook of Institutional Effectiveness that will include all assessment activities, including all course learning outcomes.

#### Impact on Unit Performance: Exemplary

Implementing an institution-wide Institutional Effectiveness Plan by which the College measures improvement and holds itself accountable to its major stakeholders is a major undertaking by the Institutional Research office. The sheer magnitude of the project became apparent during the course of implementation. There was so much data to gather and analyze - not forgetting coordination with all units, departments and divisions of the College. This will be an activity that will continue in the foreseeable future - having a greater and positive impact on the activities of the Institutional Research office.

#### Impact on Agency Goal Attainment: Exemplary

The impact on organization goal attainment is major. A general education outcomes assessment plan is a key College goal and essential part of DSC's Institutional Effectiveness.

#### Effect to be integrated into next planning cycle: Major

There is still work to be done to provide a comprehensive general education outcomes assessment plan for the College. The unit will continue to work with Divisions to develop comprehensive assessment plans and be documented in a DSC Institutional Effectiveness Handbook.

Benefits to agency: Major

An ongoing and successful implementation of an institution-wide Institutional Effectiveness Plan will provide means by which the College can measure the progress of its planning and assessment activities and hold itself accountable to its major stakeholders.

*Objective 020*

2000-2001:

A DSC "Handbook of Assessment and Institutional Effectiveness" will be prepared to assist with coordinating and documenting all assessment activities on campus.

Benefit: The Handbook will provide a "one-stop" documentation and accessibility for all the College's assessment activities.

*OMAS 01*

2000-2001:

A new handbook of assessment and institutional effectiveness will be completed for campus-wide adoption and use for assessment activities. The usefulness of document will be evaluated on a survey.

*Evaluation*

2000-2001:

A new handbook of assessment and institutional effectiveness was started during the 2000-2001 year and because of the comprehensiveness of the document, the project will be completed for campus-wide adoption and use for assessment activities during the 2001-2002 planning year. The usefulness of document will be later evaluated on a survey of IRP functions and activities.

Impact on Unit Performance: Exemplary

Again, this is a major undertaking and its impact on unit performance is greater.

Impact on Agency Goal Attainment: Exemplary

The impact on College goal attainment is also major, as implementing an institution-wide Institutional Effectiveness Plan by which the College measures improvement and holds itself accountable is and will continue to be a significant goal.

Effect to be integrated into next planning cycle: Major

The new handbook of assessment and institutional effectiveness which was started during the 2000-2001 year and because of its comprehensiveness could not be completed, will be carried forward and completed for campus-wide adoption and use for assessment activities during the 2001-2002 planning year.

Benefits to agency: Major

The Handbook will provide a "one-stop" documentation and accessibility for all the College's assessment activities.

*Objective 030*

2001-2002:

Student learning outcomes for all courses in the academic divisions will be compiled and completed and included in the DSC Handbook of Institutional Effectiveness.

*OMAS 01*

2001-2002:

A report of all learning course outcomes will be completed for the Institutional Effectiveness Handbook.

Assessment Strategy: Report of learning course outcomes.

### *Evaluation*

2001-2002:

Working with all the academic division chairs, a report of all learning course and program outcomes was completed to be included in the College's Institutional Effectiveness Handbook. The College now has a complete listing of all student learning outcomes for every course and program on campus. Division chairs were instructed to be sure that all new courses and programs that come on board must have approved learning outcomes. As well, all learning outcomes must be part of student syllabi with immediate effect. An Assessment Notebook Checklist for Faculty was prepared to assist faculty prepare their annual Assessment Outcomes Plan Summary Report. A faculty committee with representation from each division has been established to review each faculty notebook for compliance with College's institutional effectiveness program.

#### Impact on Unit Performance: Adequate

This project has been and continues to be a major undertaking by the office. It has involved working across the campus with all academic faculty to institute a program of student learning outcomes. It had sometimes being difficult experience - getting the cooperation and understanding of all to get the project going. The President and Vice President of Academic Affairs had to intervene on many occasions to stress the importance of the project and to get the support the office needs to carry out the project.

#### Impact on Agency Goal Attainment: Exemplary

The work done by the office has significantly contributed to an implementation of a college-wide institutional effectiveness program.

#### Effect to be integrated Into next planning cycle: Major

The institutional effectiveness program at DSC will be a permanent feature of college activities and various aspects of the program will continue to be integrated in the planning and assessment activities of the office.

#### Benefits to agency: Major

The implementation of an institution-wide institutional effectiveness plan will enable the College measure the progress of its planning and assessment activities, improve its educational and educational support programs and services, meet SACS accreditation and legislative accountability requirements, and hold itself accountable to its major stakeholders.

### *Objective 040*

2001-2002:

Administrative objectives (outcomes) will be completed for all educational support (administrative) departments and be included in the DSC Institutional Effectiveness Handbook as well as the section on the 2000-2003 Strategic Plan with respect to institutional effectiveness.

### *OMAS 01*

2001-2002:

A report of all administrative unit assessment plans, including administrative objectives (outcomes) will be completed for the Institutional Effectiveness Handbook and the 2000-2003 Strategic Plan.

Assessment Strategy: Report of all administrative unit objectives or outcomes.

### *Evaluation*

2001-2002:

Working with all administrative unit heads, a report of all administrative unit assessment plans, including administrative objectives (outcomes) was completed for the Institutional Effectiveness Handbook and included as part of the 2000-2003 Strategic Plan. The Office assisted units to prepare their Planning & Assessment Record Books to comply with College's institutional effectiveness program as it relates to administrative and educational support services. An Assessment Record Book Checklist for Administrative Staff was prepared to assist with this process. A review and enforcement of the process will be carried out by a faculty and administrative community.

Impact on Unit Performance: Adequate

This project has been and continues to be a major undertaking by the office. It has involved working across the campus with all administrative staff to institute a program that will demonstrate the planning and evaluation of administrative and educational support services.

Impact on Agency Goal Attainment: Exemplary

The work done by the office has significantly contributed to an implementation of a college-wide institutional effectiveness program with respect to administrative and educational support services.

Effect to be integrated into next planning cycle: Major

The institutional effectiveness program at DSC will be a permanent feature of college activities and various aspects of the program will continue to be integrated in the planning and assessment activities of the office.

Benefits to agency: Major

The implementation of an institution-wide institutional effectiveness plan, which includes the planning and evaluation of administrative and educational support services will meet SACS accreditation requirements as well as improve its administrative support services.

### *Objective 050*

2002-2003:

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

### *OMAS 01*

A comprehensive handbook of institutional effectiveness shall be produced by spring, 2003.

Assessment Strategy: A Handbook of Institutional Effectiveness (document).

### *Evaluation*

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

Impact on Unit Performance: Exemplary

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

Impact on Agency Goal Attainment: Exemplary

Contributed significantly to achieving the college's goal of instituting an effective institutional effectiveness program.

Effect to be Integrated Into next planning cycle: Minor

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

Benefits to agency: Major

Significant. DSC is in full compliance with having an effective institutional effectiveness program.

*Goal 0500*

Develop benchmarks for the College's Key Performance Indicators to establish accountability measures to assess the various phases and steps in the College's strategic plan as well as measure overall institutional effectiveness.

*Objective 010*

2000-2001:

Quantitative and qualitative performance measures will be developed with the assistance of the Institutional Effectiveness Committee to evaluate the College's institutional effectiveness program, i.e., provide documentation of whether DSC meeting is meeting its accountability goals.

Benefit: The College is participating in the University System's benchmarking and management review study that will identify appropriate national peer and aspirational comparator institutions and measure DSC's performance with that of these peer institutions against appropriate strategic performance indicators. The USG's identified strategic indicators closely matches DSC's key performance indicators; these two sets of standards will serve as baseline for subsequent studies by the USG and the College.

*OMAS 01*

2000-2001:

About 40 quantitative and qualitative performance measures (benchmarks) will be completed and recommended for approval by the President and Strategic Planning Committee. Minutes of the Institutional Effectiveness Committee will record proceedings.

*Evaluation*

2000-2001:

More than 200 quantitative and qualitative performance measures (benchmarks) were developed, completed and recommended for approval by the President and Strategic Planning Committee. At a meeting on March 13, 2001, the Director of Institutional Research and members of the Institutional Effectiveness Sub-Committee of the Strategic Planning Committee developed benchmarks for each of the 247 key performance indicators for the 2000-2003 planning period. Each key performance indicator was reviewed and a benchmark was determined. The benchmarks were then presented and approved at a meeting of the Strategic Planning Committee on April 25, 2001. Meeting minutes of the Strategic Planning Committee and the Institutional Effectiveness Sub-Committee recorded proceedings of this activity.

Impact on Unit Performance: Exemplary

DSC's accountability and institutional effectiveness project is a major responsibility of the Institutional Research unit. It is a project with a continuing major impact on the unit. Indeed, the development of the KPIs and the subsequent development of benchmarks for the 247 key performance indicators with the assistance of the Institutional Effectiveness Committee was a major project involving many on campus. Its impact on the unit's performance will continue to be greater as these key performance indicators are used to present an Annual Accountability Report Card for the College.

Impact on Agency Goal Attainment: Exemplary

Developing benchmarks for the College's Key Performance Indicators to establish accountability measures was a major College goal; thus the development of benchmarks for these key performance indicators was a major goal attainment.

Effect to be integrated Into next planning cycle: Major

Now that benchmarks have been developed for the College's Key Performance Indicators, the coming planning cycles for the Institutional Research office will document the production of the annual DSC Accountability Report Card. This will continue to be a key planning objective.

Benefits to agency: Major

The College's Key Performance Indicators enables the institution to establish accountability measures to assess the various phases and steps in the College's strategic plan as well as measure overall institutional effectiveness. As well, with DSC participating in the University System's benchmarking and management review study that will identify appropriate national peer and aspirational comparator institutions, the key performance indicators will permit the College to measure its performance with that of these peer institutions against appropriate strategic performance indicators. Indeed, the University System's identified strategic indicators closely matches the College's key performance indicators; these two sets of standards will thus serve as baseline for subsequent studies by the USG and the College.

*Objective 020*

2000-2001:

An annual "Institutional Effectiveness Report Card" will be produced starting 2001-2002 academic year to gauge how well the College is doing with respect to its institutional effectiveness as well as identifying potential strengths and weaknesses relative to its national peers. Benefit: The Report Card will become the College's key document on assessment and institutional effectiveness.

*OMAS 01*

2000-2001:

A new accountability report on the College's institutional effectiveness program will start production and be completed during the 2001-2002 academic year. Condition: Other activities might preclude the development of the Report Card during the 2000-2001 planning year, and moved to the 2001-2002 planning period.

*Evaluation*

2000-2001:

Other projects precluded the development of the Annual Report Card during the 2000-2001 planning year. However, benchmarks were developed for the key performance indicators and will be used as the basis for producing the DSC Annual Accountability Report Card during the 2001-2002 planning period.

Impact on Unit Performance: Inadequate

Impact was minor as project was began but not completed during the 2000-2001 planning cycle.

Impact on Agency Goal Attainment: Inadequate

Again, impact was minor as project not completed.

Effect to be integrated into next planning cycle: Major

Because other projects precluded the development of the Annual Report Card during the 2000-2001 planning year, the project is being carried forward and will lead to the first production of the DSC Annual Accountability Report Card during the 2001-2002 planning period. The Report Card will be produced every year.

Benefits to agency: Major

The College can continue to assess the various phases and steps in the College's strategic plan as well as measure overall institutional effectiveness. It will also use the results to make improvements where necessary. As well, the College will have the means to be accountable to its various stakeholders.

*Objective 030*

2001-2002:

The first annual Accountability Report Card for DSC will be produced and published using the College's Key Performance Indicators as the accountability measures.

*OMAS 01*

2001-2002:

A comprehensive Accountability Report Card will be prepared for the College and its stakeholders. This will be the first of annual accountability reports on the College's key performance indicators.

Assessment Strategy: 2000-2001 DSC Accountability Report Card.

*Evaluation*

2001-2002:

The first annual (2000-2001) comprehensive Accountability Report Card was prepared for the College and its stakeholders. Information for 189 key performance indicators was provided covering assessment in both educational and administrative support services.

Impact on Unit Performance: Adequate

The compilation and gathering of information for 189 key performance indicators for the first time was a daunting task for the unit.

Impact on Agency Goal Attainment: Exemplary

The publication and dissemination of the Accountability Report Card fulfills a major goal requirement of the College's institutional effectiveness program.

Effect to be integrated into next planning cycle: Major

The production of the Accountability Report Card for DSC will be an annual project and will therefore constitute a major, ongoing project.

Benefits to agency: Major

For the first time the College has a comprehensive key performance indicators program that will measure and assess the various phases and steps in its strategic plan and institutional effectiveness.

*Goal 0520*

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

*Objective 010*

2002-2003:

The Director of the Institutional Research office will apply to take a three-credit graduate course in Sociology to augment his graduate credits to 18 credit hours to qualify as a Sociology instructor.

Benefit: The director has been teaching a one-credit hour course in

Sociology for the past three years. To satisfy as an adjunct professor teaching Sociology, 18 credit hours are required. Currently, he has six graduate credit hours in Sociology. The director believes that teaching in the classroom lends credibility to his duties in institutional effectiveness as it requires faculty to assess classroom activities and hence "practicing what he preaches."

*OMAS 01*

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

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

*Evaluation*

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

Impact on Unit Performance: None at this time.

Impact on Agency Goal Attainment: None.

Effect to be Integrated into next planning cycle: None.

Benefits to agency: None at this time.

*Goal 0570*

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

*Objective 010*

2000-2001:

A database report writer software (Crystal Reports) will be installed (with appropriate data elements developed by OCIS) on PC as a first step in conducting longitudinal studies for accountability.

*OMAS 01*

2000-2001:

An efficient database management program will be in effect to assist with longitudinal accountability projects. A datawarehousing project initiated and completed by OCIS.

*Evaluation*

2000-2001:

A datawarehousing project using Crystal Reports was initiated and completed by OCIS and presented to the Director of Institutional Research for implementation. However, other pressing projects precluded the director from going further with implementation. This is an important project for the IRP office and will be an ongoing activity for the next couple of years.

Impact on Unit Performance: Inadequate Minor. No major activity took place because of other pressing projects.

Impact on Agency Goal Attainment: Inadequate Minor. Goal was not completed.

Effect to be integrated Into next planning cycle: Major

OCIS installed the Crystal Reports software with the appropriate data elements. However, other projects precluded the director from going further with implementation. This is an important project for the IRP office and will be an ongoing activity for the next couple of years. There are still major data warehousing activities to be identified and developed for critical projects like Academic Program Review and Key Performance Indicators.

Benefits to agency: Major

Project will assist in establishing accountability measures and benchmarks for performance in such areas as student retention and graduation rates, and student, alumni and employer satisfaction rates. A data warehousing plan using Crystal Reports will provide many benefits to the College in pursuit of this goal and objective.

*Objective 020*

2001-2002:

All critical data elements will be identified for the DSC datawarehousing project using Crystal Reports.

Condition: OCIS support will be required for this project.

*OMAS 01*

2001-2002:

A detailed compilation of data needed for DSC accountability measures will be prepared for the datawarehouse. Assessment Strategy: Datawarehousing list for Crystal Reports.

*Evaluation*

2001-2002:

A detailed compilation of data needed for DSC accountability measures has been prepared and was use for the first time as to prepare a comprehensive Fact & Figures book in 2001. Working with programmers in the Office of Computing & Information Services, additional data has been identified and will form the DSC datawarehouse project. The additional information will be used to expand the 2002 Fact Book. The plan at the moment is to identify all the data elements required and begin datawarehousing project with Crystal Reports or Oracle Reports.

Impact on Unit Performance: Adequate

The identification and compilation of data for the DSC datawarehousing project was another in a string of major and enduring tasks for the office.

Impact on Agency Goal Attainment:

Information gathered and analyzed will assist with studies on student retention and graduation rates and other ad hoc reports needed for policy and decision making.

Effect to be integrated into next planning cycle: Major

The part of the project that calls for datawarehousing the data elements using Crystal Reports or Oracle Reports has not yet begun. This will be an ongoing project in the next few planning cycle years as it will involve the services and assistance of the office of computing services.

Benefits to agency: Major Informed policy and decision-making.

*Objective 030*

2002-2003:

The Director will take training in Oracle Reports to use BANNER and "mine"/manipulate data needed for analysis and reporting. Condition: The training in Oracle Reports will require the assistance of staff from OCIS. Successful completion will be conditioned on the availability of OCIS staff.

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

*OMAS 01*

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

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

*Evaluation*

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

Impact on Unit Performance: None.

Impact on Agency Goal Attainment: None.

Effect to be integrated into next planning cycle: None.

Benefits to agency: None.

*Goal 0620*

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

*Objective 010*

2002-2003:

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

*OMAS 01*

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

Assessment Strategy: Survey questionnaire and results report.

*Evaluation*

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

Impact on Unit Performance: None.

Impact on Agency Goal Attainment: None.

Effect to be integrated into next planning cycle: None.

Benefits to agency: None.

*Goal 0660*

Measure impact of extracurricular activities on student success.

*Objective 010*

2002-2003:

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

*OMAS 01*

A report on the relationship between extracurricular activities and academic success will be prepared and presented to senior administrators for review and follow-up.

Assessment Strategy: List of students identified as actively engaged in extracurricular activities and summary report of findings.

*Evaluation*

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

Impact on Unit Performance: None.

Impact on Agency Goal Attainment: None.

Effect to be integrated into next planning cycle: None.

Benefits to agency: None.

*Goal 0960*

Conduct a needs assessment survey of area two-year institutions to determine desirable four-year degree programs that will attract graduates of these institutions to attend DSC.

*Objective 010*

2001-2002:

A survey will be developed and administered to students and administrators of local two-year schools to determine areas that DSC may consider as potential four-year degree programs.

Condition: The assistance of the Vice President for Academic Affairs will be required with the contact of administrators.

*OMAS 01*

2001-2002:

A survey report of administrators and students will be prepared and used as a basis for decision-making.

Assessment Strategy: Survey instrument and summary report.

*Evaluation*

2001-2002:

This objective did not materialize and therefore has no evaluation information to report. The office had relied on the Academic Vice President's office to provide information and access to local two-year school administrators for the survey administration to be carried out. This did not happen.

Impact on Unit Performance: Inadequate No activity or information to report due to inaction of goal and objective.

Impact on Agency Goal Attainment: Inadequate

No activity or information to report due to inaction of goal and objective.

Effect to be integrated into next planning cycle: None

No activity or information to report due to inaction of goal and objective.

Benefits to agency: None

No activity or information to report due to inaction of goal and objective.

*Goal 7000*

Assist the campus SACS Self-Study Steering Committees to plan and coordinate activities and reports to begin the College's accreditation reaffirmation in 2003.

*Objective 010*

2000-2001:

SACS committee memberships, in consultation with the Self-Study Director, will be proposed and recommended to the President to oversee the self study process, which will begin on February 1-2 with a "kickoff" visit from DSC's SACS liaison staff member.

*OMAS 01*

2000-2001:

A fully functioning steering committees of faculty and staff will be in place by early January 2001 to oversee self-study process. Meetings and surveys inviting faculty and staff participation.

*Evaluation*

2000-2001:

On November 22, 2000 the President sent an e-mail message to the College community announcing the formation of a steering committee and those occupying positions for the upcoming SACS self-study. This group of faculty and staff will oversee the self-study process, and began with a "kick-off" visit from DSC's SACS liaison, Dr. Don Crump, on February 1-2, 2001.

The Director of Institutional Research was appointed as the main resource person for the steering committees with his responsibilities outlined in the DSC Self-Study Manual. The director will also be responsible for maintaining a website for DSC's Self-Study activities.

Impact on Unit Performance: Exemplary

Significant. The Self-Study project is a critical aspect of the College's reaffirmation process. The Institutional Research office has a major role to play with respect to data gathering and analysis, not to mention maintaining a DSC Self-Study Web site.

Impact on Agency Goal Attainment: Exemplary

Although this is a "local" goal, it contributes to an overall College goal of successfully meeting its reaccreditation and reaffirmation obligations.

Effect to be integrated into next planning cycle: Major

As a key resource person for the SACS Steering Committees as well as the responsibility for maintaining a website for DSC's Self-Study activities, the Institutional Research office will continue to play a major role in the College's reaffirmation process in the next planning cycle.

Benefits to agency: Major

Accreditation by SACS is essential to the continued operation of the College. Colleges that are not accredited are not eligible to receive most federal and state funds. Furthermore, it is difficult, if not impossible, to transfer credits received at a non-accredited institution.

*Objective 020*

2000-2001:

A Self-Study preparation and information guide/resource regarding the Criteria for accreditation will be prepared for steering committees to assist with the self-study process.

*OMAS 01*

2000-2001:

A report to guide the self-study process will be produced to assist steering committees with planning and developing activities and documents. Minutes of steering committee meetings will record proceedings.

*Evaluation*

2000-2001:

Under the supervision of the Self-Study director, a report to guide the self-study process was produced to assist steering committees with planning and developing activities and documents. These were contained in the DSC Self-Study Manual 2003. The Director of Institutional Research continues to serve as a key resource person for the Self-Study project and works and coordinates activities with the Self-Study director.

Impact on Unit Performance: Exemplary

Significant. The Self-Study project is a critical aspect of the College's reaffirmation process. The Institutional Research office has a major role to play with respect to data gathering and analysis, not to mention maintaining a DSC Self-Study Web site.

Impact on Agency Goal Attainment: Exemplary

Although this is a "local" goal, it contributes to an overall College goal of successfully meeting its reaccreditation and reaffirmation obligations.

Effect to be integrated into next planning cycle: Major

As a key resource person for the SACS Steering Committees as well as the responsibility for maintaining a website for DSC's Self-Study activities, the Institutional Research office will continue to play a major role in the College's reaffirmation process in the next planning cycle.

Benefits to agency: Major

Accreditation by SACS is essential to the continued operation of the College. Colleges that are not accredited are not eligible to receive most federal and state funds. Furthermore, it is difficult, if not impossible, to transfer credits received at a non-accredited institution.

*Objective 030*

2001-2002:

A DSC Self-Study Web site will be developed and maintained by the Office of Institutional Research office to document and apprise the College community of the progress and activities of the DSC Self-Study process.

*OMAS 01*

2001-2002:

A fully operational and maintained Web site of DSC's Self-Study process will be created on the Institutional Research Web site.

Assessment Strategy: IRP Website ([www.daltonstate.edu/irp](http://www.daltonstate.edu/irp)) on 2003 Self-Study.

*Evaluation*

2001-2002:

Work was began on the website and some information has been posted on the Web site. However, there is still much to do and all the necessary pieces of information for the IRP Website ([www.daltonstate.edu/irp](http://www.daltonstate.edu/irp)) on 2003 Self-Study will be posted in time for the SACS Visit in 2003. Thereafter the website will be incorporated and maintained as part of the office's website on institutional effectiveness.

Impact on Unit Performance: Adequate

This task is local and it is designed to make information produced by the office accessible to the college community and external stakeholders.

Impact on Agency Goal Attainment: Adequate

Although a local goal, the work on the website will partially fulfill its institutional effectiveness program.

Effect to be integrated into next planning cycle: Minor

There is still more to do to complete the web site in time for the 2002 SACS visit.

Benefits to agency: Major

As an immediate benefit, the College information and data will be accessible and convenient for the 2003 Self-Study Visiting Team.

### *Goal 7010*

A majority of users will respond positively ("Strongly Agree" or "Agree") to statements about the functions and effectiveness of the Institutional Research office.

#### *Objective 010*

2001-2002:

A majority of users will respond positively ("Strongly Agree" or "Agree") to statements about the functions and effectiveness of the Institutional Research office.

#### *OMAS 01*

2001-2002:

80% of users (faculty and staff) of IRP services will positively agree or strongly agree regarding Institutional Research functions.

Assessment Strategy: Faculty and Staff surveys.

#### *Evaluation*

2001-2002:

In a survey of faculty and staff conducted in March, 2002:

1. 80% of faculty "strongly agreed" or "agreed" with the statement that, "The Office of Institutional Research at DSC is effective in collecting, analyzing, and disseminating information and data."
2. 96% of faculty said they were "very satisfied" or "satisfied" with the services of the Institutional Research office.
3. 89% of staff "strongly agreed" or "agreed" with the statement that, "The Office of Institutional Research at DSC is effective in collecting, analyzing, and disseminating information and data."
4. 94% of staff said they were "very satisfied" or "satisfied" with the services of the Institutional Research office.

One hundred percent of Strategic Planning Committee members who responded to a survey conducted in the Spring of 2002 on the Evaluation of the Strategic Plan and Planning Process answered in the affirmative that "The Office of Institutional Research & Planning is effective and efficient in providing the necessary support to the strategic planning committee.

Impact on Unit Performance: Adequate

Another local goal to help the office be more efficient and effective.

Impact on Agency Goal Attainment: Adequate

Improvements resulting from survey responses will contribute to attaining various college goals.

Effect to be integrated into next planning cycle: Minor

Surveying faculty and staff on the performance of the office will be ongoing, although periodically.

Benefits to agency: Major

An efficient and effective institutional research office will provide the necessary services to fulfill College mission and purpose.

### *Goal 7020*

The Office of Institutional Research & Planning will act on comments and suggestions from users to improve its services and operations.

#### *Objective 010*

2001-2002:

The Office of Institutional Research & Planning will act on comments and suggestions from users to improve its services and operations.

## *OMAS 01*

2001-2002:

All suggestions for improving the effectiveness of the IRP office will be acted upon.

Assessment Strategy: Comments on Faculty and Staff surveys.

Condition: Some suggestions may be beyond the authority of the Director of Institutional Research. Decision will have to be made by the President.

### *Evaluation*

2001-2002:

In the May, 2001 User Satisfaction Survey of the Office of Institutional Research & Planning, four primary areas for improvement were suggested by the faculty and staff who responded to the survey. The first asked for the need of a full-time secretary or administrative assistant for the office. The second suggested the need to find a way to streamline the College's assessment procedures with respect to student learning outcomes. The third recommended that the administration inform the College community how all the data generated by the office is used to make policy decisions or to make improvements in programs and services. And fourth, the office needs to provide enough information about the clubs and organizations on campus.

The suggested comment on hiring staff for the office is beyond the authority of the office's director. Budget decisions for the office are made by the President and are influenced by budget considerations. The director has impressed on the President the need for an assistant, but it is up to the President to make the decision. The second recommendation has been acted upon. To strengthen and streamline its ability to assess overall effectiveness in defining expected educational results or student learning outcome, the College has begun using an Academic Outcomes Assessment Plan Summary Report recommended by the office that establishes mission-related goals, intended student learning outcomes, means of assessment and criteria for success, assessment results, assessment strategies/implementation, use of assessment results, and description of strengths and weaknesses. This replaces an earlier template that asked faculty to complete several forms - with the same information appearing on different forms. The third recommendation has to be acted upon from the President and senior administrators. However, the director makes it a point to remind unit heads who use survey information provided by the office to indicate how they use results of the surveys to make decisions. For example, in an email to the College community on October 12, 2000, the director, in disseminating results of the 2000 Graduating Students Survey, asked to "let me know if you use the results of this survey to make any decision. I need to keep a record of how the College community uses the survey results and other reports produced by the Institutional Research office." And finally, in responding to the suggestion to provide information about clubs and organizations on campus, the office, in an expanded Fact & Figures (2001) document, began providing information on the "Top 10 Student Organizations With the Largest Participation." This will continue in subsequent editions of the Fact Book. As well, graduates are regularly asked in a survey "how involved were you in campus programs, activities, and organizations?" Results are of survey are disseminated to campus community and posted on the office's web site.

### Impact on Unit Performance:

A local goal to help the office be more efficient and effective.

### Impact on Agency Goal Attainment:

Improvements resulting from survey responses will contribute to attaining various college goals.

### Effect to be integrated into next planning cycle:

Surveying faculty and staff on the performance of the office will be ongoing, although periodically.

### Benefits to agency:

An efficient and effective institutional research office will provide the necessary services to fulfill College mission and purpose.

*Goal 7030*

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

*Objective 010*

2002-2003:

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

*OMAS 01*

A handbook of institutional effectiveness will be produced.

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

*Evaluation*

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

Impact on Unit Performance:

See note on Goal 0480 (2002-2003).

Impact on Agency Goal Attainment:

See note on Goal 0480 (2002-2003).

Effect to be integrated into next planning cycle:

See note on Goal 0480 (2002-2003).

Benefits to agency:

See note on Goal 0480 (2002-2003).

## Unit: President

### *Goal 0080*

Create additional endowed chair positions to attract and to retain outstanding faculty to support the expansion and quality of the College's academic programs.

### *Objective 010*

2000-2001:

The College will receive funding for the second endowed chair position in the FY 2002 budget cycle, with the position, designated for MIS, to be filled effective fall 2002.

### *OMAS 01*

2000-2001:

The College's FY 2002 budget allocation from the Board of Regents will reflect the addition of \$500,000 for the second endowed chair position. The position vacancy announcement will be posted during fall 2001.

### *Evaluation*

2000-2001:

Funding for DSC's second endowed chair was included in the University System's FY 2002 budget allocation, and the funds were received in July 2001.

### Impact on Unit Performance:

2000-2001: N/A

### Impact on Agency Goal Attainment: Adequate

2000-2001: Major.

### Effect to be integrated into next planning cycle: Major

2000-2001:

With the 2nd Endowed Chair funded for FY 2002, the next planning cycle can begin concentrating on securing funding for the 3rd chair.

### Benefits to agency: Major

2000-2001:

The 2nd Endowed Chair is targeted for Management Information Systems (MIS). The position will be advertised and filled during the 2001-02 year to become effective fall semester 2002. This position will bring leadership to the MIS program and will heighten the visibility of the program, thus encouraging additional enrollment. The total number of MIS faculty will increase to three. The institution will be increasingly perceived as a 4-year school.

### *Objective 020*

2000-2001:

The president will work with Foundation officials to secure the private matching portion for a fourth endowed chair during the 2001 calendar year.

### *OMAS 01*

2000-2001:

The Foundation Executive Committee will have developed a list of potential donors by June 30, 2001.

*Evaluation*

2000-2001:

A list of potential donors has been developed in connection with the 4th endowed chair. The leading prospect has been approached and is considering the matter. The current state of the economy has proven to be an inhibiting factor for the short term, but long term the possibilities appear promising.

Impact on Unit Performance:

2000-2001: N/A

Impact on Agency Goal Attainment: Adequate

2000-2001: Minor.

Effect to be integrated into next planning cycle: Major

2000-2001:

A donor will be secured during the 2002 calendar year and the match will be submitted to the University System for subsequent funding.

Benefits to agency:None

2000-2001:

None at this point.

*Objective 030*

2001-2002:

The College will receive funding for its third endowed chair position in the FY03 budget cycle, with the position, to be designated either for Management or Marketing, to be filled effective fall 2003.

*OMAS 01*

2001-2002:

The College's FY03 budget allocation from the Board of Regents will reflect the addition of \$500,000 for its third position. The position vacancy announcement will be posted during fall 2002.

*Evaluation*

This objective was not achieved. The University System's budget request for FY 03 contained DSC's third endowed chair among others listed for funding, but the Governor's request to the General Assembly deleted it. A renewed attempt will be made in the FY 04 budget cycle.

Impact on Unit Performance: Inadequate

None

Impact on Agency Goal Attainment: Inadequate

None

Effect to be integrated into next planning cycle: Major

Funding for the third endowed chair will be an objective for the 2002-2003 planning cycle.

Benefits to agency: None

None

*Objective 040*

2001-2002:

The College Foundation will receive a private match for its fourth endowed chair. It is anticipated that this chair position will be designated for a discipline area outside the Division of Business and Technology.

*OMAS 01*

2001-2002:

College Foundation officials will have added a minimum of \$250,000 to its coffers for the endowed chair position by June 30, 2002.

*Evaluation*

This objective has not been achieved. The economic downturn from 2001 and 2002 has created a sluggish fund-raising campaign. The primary prospect for the fourth endowed chair wants to hold off on any commitments until investment income improves.

Impact on Unit Performance: Inadequate

None

Impact on Agency Goal Attainment: Inadequate

None

Effect to be integrated into next planning cycle: Major

This objective will be carried over to the 2002-2003 planning cycle.

Benefits to agency: None

None

*Goal 0130*

Enlarge the amount of scholarships and stipends for student travel overseas in order to broaden the educational experiences of DSC students.

*Objective 010*

External funding will be sought for student study abroad scholarships and travel stipends to complement current DSC Foundation and Regents' funding.

*OMAS 01*

The number of students participating in study abroad opportunities will increase by 25 percent over 2001-02 levels.

*Evaluation*

2002-2003:

Unsuccessful. Because of institutional budget reductions and Foundation investment losses, it was not possible to fulfill this objective. A renewed effort will be made by means of identifying a prospective donor who will establish an endowment for this purpose.

Impact on Unit Performance:

2002-2003: None.

Impact on Agency Goal Attainment:

2002-2003: None.

Effect to be integrated into next planning cycle:

2002-2003:

A donor or donors will be solicited for the purpose of establishing an endowment for study abroad scholarships and travel stipends.

Benefits to agency:

2002-2003: None.

*Goal 0210*

Employ a grant writer to assist the College in obtaining funds to further its educational goals.

*Objective 010*

The College will employ grant writers on a part-time consulting basis to prepare external funding requests from both governmental grant-writing agencies and from private foundations.

*OMAS 01*

The College will submit a minimum of three significant proposals for external funding. At least one will be successfully funded.

*Evaluation*

2002-2003:

Successful. Though the College current cannot afford to employ a grant writer on an ongoing basis. A consultant was employed to write a Title III grant proposal during 2002-2003. The proposal was ultimately funded.

Impact on Unit Performance:

2002-2003: Significant.

Impact on Agency Goal Attainment:

2002-2003: Significant.

Effect to be integrated into next planning cycle:

2002-2003:

The College will expand its grant writing capabilities through the use of consultants. In addition, the Director of Institutional Advancement will assume responsibility for grant preparation especially directed toward private foundations.

Benefits to agency:

2002-2003:

Significant infusion of new dollars is accruing at a time when state allocations are declining.

*Goal 0270*

Improve student satisfaction levels regarding administrative support services.

*Objective 010*

2000-2001:

A variety of new, web-based enrollment services functions will become operational during FY 2001 and will be followed in FY 2002 be additional functions, all designed to improve responsiveness and user-friendliness.

*OMAS 01*

2000-2001:

The VP for Enrollment Services will document new function implementation as of June 30, 2001 together with plans for follow-up implementation during 2001-02.

*Evaluation*

2000-2001:

During the 2000-2001 year, Enrollment Services and Fiscal Affairs developed several new web-based functions designed to maximize student convenience and eliminate or reduce lines. Examples include but are not limited to: extended payment deadlines for advance registration, application for admission/readmission, change of address, change of major, and a pilot web-based registration process.

Impact on Unit Performance:

2000-2001: N/A

Impact on Agency Goal Attainment: Adequate

2000-2001: Adequate.

Effect to be integrated into next planning cycle: Major

2000-2001:

The pilot web-based registration process will be rolled out to the majority of DSC students during 2001-02, while other new processes, such as grade reporting, will also be implemented.

Benefits to agency: Minor

2000-2001:

The improvements made during 2000-01 have established a foundation for more significant activity in 2001-02. Student satisfaction levels have not yet been impacted.

*OMAS 02*

2000-2001:

Students participating in new web-based functions will respond favorably to the changes by means of an opinion survey conducted by the IRP Director.

*Evaluation*

2000-2001

Early indications are that students using web-based registration have responded enthusiastically.

Impact on Unit Performance:

2000-2001: N/A

Impact on Agency Goal Attainment: Adequate

2000-2001: Adequate.

Effect to be integrated into next planning cycle: Major

2000-2001:

The pilot effects of 2000-01 will become widely operational during 2000-02 and new functionality will be added. This will be reflected in the 2000-02 Enrollment Services implementation plan.

Benefits to agency: Major

2000-2001:

Early acceptance of web-based registration and other online processes and procedures will generate significant benefit during 2001-02. These development represent the leading edge of a transformation in student enrollment and other support services that will revolutionize the manner in which business is conducted.

*Objective 020*

2001-2002:

A new generation of web-based, interactive administrative processes and procedures will be in place by the end of the 2001-02 academic year. These processes will focus on enrollment services, registration processes, and financial aid processes.

*OMAS 01*

2001-2002:

Fifty percent of the student body will be utilizing remote-site self-registration applications by summer semester 2002.

*Evaluation*

While less than 50 percent of the student body was actually utilizing web-based self registration processes by summer 2002, the number has increased steadily since the launch of this new initiative. The current number is estimated at 25 percent and climbing. The 50 percent benchmark will be achieved during calendar 2003.

Impact on Unit Performance: Adequate

Impact on Agency Goal Attainment: Adequate

Academic advisors report that their significant advising time commitments have begun to shift away from currently enrolled students toward first-time entering students.

Effect to be integrated into next planning cycle: Major

This initiative will be pursued each year until the utilization rate reaches 65 percent. A new online degree audit process will be introduced in 2002-2003.

Benefits to agency: Major

*OMAS 02*

2001-2002:

The number of online administrative support processes for students and faculty will increase 25% over 2000-01 levels by the end of the 2001-02 academic year.

*Evaluation*

The number of online administrative support processes has increased 15 percent over 2000-01 levels. Examples include projected course schedules two semesters in advance, and new financial aid processes.

Impact on Unit Performance: Adequate

Impact on Agency Goal Attainment: Adequate

Satisfaction rates among students with respect to admission, student records, and financial aid have increased markedly.

These efforts will be continued as the DSC web site becomes a more important point of interaction for students and faculty alike.

Effect to be integrated into next planning cycle: Major

Benefits to agency: Major

Increasing satisfaction levels among students, faculty and staff will reap benefits in retention

*Goal 0340*

Propose two new baccalaureate' degree programs for review at all times by the University System to meet the changing needs of the Northwest Georgia region.

*Objective 010*

2000-2001:

Two new baccalaureate program proposals have been submitted for consideration. Two others are in preparation.

*OMAS 01*

2000-2001:

At least one new program will be approved by the Board of Regents by June 30, 2001.

*Evaluation*

2000-2001:

Two new bachelor's degrees were approved by the Board of Regents during the 2000-2001 year.

Impact on Unit Performance: Adequate

2000-2001: Adequate.

Impact on Agency Goal Attainment: Adequate

2000-2001: Major.

Effect to be integrated into next planning cycle: Major

2000-2001:

With 5 bachelor's degrees in hand, building enrollment for fall 2002 will be critical, especially among the original 3 programs. New program proposals for additional degrees will need to be developed during 2001-02.

Benefits to agency: Major

2000-2001:

The College will now be able to meet regional needs on two new fronts: Social Work and Marketing Systems. The addition of the new programs enables the College to take another step forward in realizing a key strategic goal.

*OMAS 02*

2000-2001:

At least two new program proposals will be under consideration by the Board of Regents as of fall 2001.

*Evaluation*

2000-2001:

This objective has been partially met. One new program proposal was in the hands of the Board of Regents as of Fall 2001, while a second is being developed.

Impact on Unit Performance:

2000-2001: N/A

Impact on Agency Goal Attainment: Adequate

2000-2001: Adequate.

Effect to be integrated into next planning cycle: Major

2000-2001:

It is expected that one new baccalaureate program will be approved during 2001-02. Accordingly, new program proposals will be developed to follow in at least two areas of study.

Benefits to agency: None

2000-2001:

None at this point.

*Objective 020*

2001-2002:

One new baccalaureate has been submitted for consideration by the Board of Regents as of July 1, 2001. Two additional bachelor's degree needs assessment activities are underway, and it is expected that, at least, one of them will be developed into a new degree proposal and submitted to the Regents.

*OMAS 01*

2001-2002:

One new bachelor's degree program will be approved by the Regents for DSC by the end of the 2001-02 academic year.

*Evaluation*

This objective has been achieved. A new BBA in Management was approved by the Board of Regents in November 2001. A position paper on a new bachelor's degree in teacher education has been submitted to the Chancellor for consideration and positive discussions have ensued.

Impact on Unit Performance: Adequate

Impact on Agency Goal Attainment: Adequate

The number of students majoring in business has increased modestly, almost all of it showing up as BBA majors.

Effect to be integrated into next planning cycle: Major

The teacher education piece will be carried over to the 2002-2003 planning cycle.

Benefits to agency: Major

The growth of bachelor's degree enrollments is critical to the future of the institution.

*Goal 0350*

Secure funding for a facility to house the Center for Continuing Education and other possible community-based outreach programs to serve the non-credit education needs of the community.

*Objective 010*

2000-2001:

Complete a preliminary design concept that can be used as part of a presentation to potential naming donors.

*OMAS 01*

2000-2001:

Design concept drawings and a color rendering will be in hand by December 31, 2000.

*Evaluation*

2000-2001:

The preliminary concept design was completed in early 2001. A color rendering that can be "personalized" for prospective donor presentations through digitized photography was also developed.

Impact on Unit Performance: Adequate

2000-2001: Adequate.

Impact on Agency Goal Attainment: Adequate

2000-2001: Minor.

Effect to be integrated into next planning cycle: Major

2000-2001:

Strategies will need to be developed to enable this project to appear on the University System's capital construction priority list. The strategy will in all likelihood require a commitment of private funding in the \$1 million range.

Benefits to agency: None

2000-2001:

None at this point.

*Objective 020*

2000-2001:

Secure a naming donor for the new facility during the 2001 calendar year.

*OMAS 01*

2000-2001:

The Foundation Executive Committee will have developed a list of potential donors by June 30, 2001.

*Evaluation*

2000-2001:

This objective has not been met. A list of potential naming donors has been developed, but the opportunity for discussion with the leading prospect has not materialized.

Impact on Unit Performance: Adequate

2000-2001: Minimal.

Impact on Agency Goal Attainment: Adequate

2000-2001: Minimal.

Effect to be integrated into next planning cycle: Major

2000-2001:

A naming donor, or alternatively a group of smaller donors, must provide a commitment totaling \$1 million by June 1, 2002.

Benefits to agency: None

2000-2001:

None at this point.

Objective: 030 2001-2002:

Secure a naming donor for the new facility.

*OMAS 01*

2001-2002:

A major commitment of private funds, either by a single individual or group of individuals, will be in hand by June 30, 2002.

*Evaluation*

This objective has been met. Two leading Dalton business figures have pledged to secure \$1 million in private donations for construction of the Continuing Education facility. On the strength of this, the Governor included \$100,000 in pre-design money for this project in the FY 03 Regents' budget.

Impact on Unit Performance: Adequate

Impact on Agency Goal Attainment: Adequate

The building project has now taken a major step closer to reality.

Effect to be integrated into next planning cycle: Major

Construction funding from the state will be part of the 2002-2003 planning cycle.

Benefits to agency: Major

Design of the new facility, incorporating existing and anticipated programming, will lay the foundation for an even greater degree of responsiveness to the business and service sectors of the regional economy.

*OMAS 02*

2001-2002:

The Chancellor's office will have committed to place the new facility on the FY04 capital construction list.

*Evaluation*

This objective has been achieved. The new Continuing Education facility has been placed on the Minor Capital Request List as part of the Board of Regents' FY 04 budget request to the Governor.

Impact on Unit Performance: Adequate

Impact on Agency Goal Attainment: Adequate

Effect to be integrated into next planning cycle: Major

The reality of construction funding during the 2003 session of the General Assembly will be the final step, assuming the Governor recommends it.

Benefits to agency:Major

*Goal 0360*

Recognize and reward faculty and staff involved in community-based outreach activities.

*Objective 010*

The faculty and staff annual evaluation mechanisms will include opportunities to chronicle involvement in community-based outreach activities.

*OMAS 01*

Each year a list of community-based involvement activities will be compiled and disseminated campus-wide as well as to the DSC Foundation and the University System Office.

*Evaluation*

2002-2003:

Partially successful. The newly implemented faculty evaluations mechanism provides the opportunity for reporting involvement in community-based outreach activities. However, the classified staff evaluation mechanism does not.

Impact on Unit Performance:

2002-2003: Marginal.

Impact on Agency Goal Attainment:

2002-2003: Marginal.

Effect to be integrated into next planning cycle:

2002-2003:

During 2003-04, a request will be sent to all full-time personnel asking that they chronicle their current community-based outreach involvement. A composite list will then be circulated so that the campus community can get a sense of the breadth of involvement. At some point during the next three years, when the staff evaluation system is revised, this element will be incorporated.

Benefits to agency:

2002-2003: Marginal.

*Goal 0370*

Develop college-wide guidelines for evaluating and rewarding faculty and staff who participate in public service and community outreach activities.

*Objective 010*

This goal is to be operationally combined with goal 0360.

*OMAS 01*

This goal is to be operationally combined with goal 0360.

*Evaluation*

2002-2003: See goal 0360.

Impact on Unit Performance:

2002-2003:

See Goal 0360.

Impact on Agency Goal Attainment:

2002-2003:

See Goal 0360.

Effect to be integrated into next planning cycle:

2002-2003:

See Goal 0360.

Benefits to agency:

2002-2003:

See Goal 0360.

*Goal 0480*

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

*Objective 010*

2000-2001:

The structure of the effectiveness plan will be approved by the Strategic Planning Committee and implementation will begin during 2000-01.

*OMAS 01*

2000-2001:

The Director of IRP will be able to document implementation of the Institutional Effectiveness Plan in his FY 2001 annual report.

*Evaluation*

2000-2001:

During 2000-2001, the revised Institutional Effectiveness Plan as designed by the Strategic Planning Committee was implemented across campus. It consists of course by course assessment, student entry and exit assessment, administrative program assessment, academic program assessment, and establishment and tracking of Key Performance Indicators for an annual report card.

Impact on Unit Performance: Adequate

2000-2001: Adequate.

Impact on Agency Goal Attainment: Adequate

2000-2001: Major.

Effect to be integrated into next planning cycle: Major

2000-2001:

Now that the revised system has been designed and implemented, tracking data over time is being produced which in turn provides areas where improvement strategies can be targeted. These improvement strategies are being disseminated and results measured.

Benefits to agency: Major

2000-2001:

The comprehensive Institutional Effectiveness Plan is producing documentation in which improvements can be tracked.

*Goal 0510*

Enhance faculty and staff recognition.

*Objective 010* Determine more precisely the nature of enhanced faculty and staff recognition so that an action plan can be developed.

*OMAS 01*

A college-wide ad hoc committee will be established to review the possible avenues for enhancing faculty and staff recognition, and a list of recommendations will be submitted for consideration.

*Evaluation*

Impact on Unit Performance:

2002-2003: None.

Impact on Agency Goal Attainment:

2002-2003: None.

Effect to be integrated into next planning cycle:

2002-2003:

This objective will be taken in hand during the 2003-04 academic year. Recommended options will be forthcoming by the end of spring semester 2004.

Benefits to agency:

2002-2003: None.

*Goal 0530*

Increase the amount of funds available to support faculty and staff professional development.

*Objective 010*

The college will pursue external funding opportunities for enhancing faculty and staff professional development.

*OMAS 01*

Professional development funding will be increased beyond funding set aside in the college's regular budget.

*Evaluation*

2002-2003:

Unsuccessful. this objective has not been met except for certain grant funding, such as the Business Division's Title VI Grant, that has provided professional development opportunities in selected cases. There have been no generally applicable funds added to the College's coffers.

Impact on Unit Performance:

2002-2003: None.

Impact on Agency Goal Attainment:

2002-2003: None.

Effect to be integrated into next planning cycle:

2002-2003:

Grant opportunities, together with solicitation by the DSC Foundation, will continue over the next three years to be a focal point of activity.

Benefits to agency:

2002-2003: None.

*Goal 0540*

Improve administrative efficiency through precise targets and benchmarks for measuring and improving organizational procedures (e.g., drop/add, purchase requisition, refunds, financial aid).

*Objective 010*

2000-2001:

Identifying areas of concern will take place during the fall 2000 faculty retreat and through analysis of the graduating student survey. The vice presidents will formulate action plans for improvement.

*OMAS 01*

2000-2001:

Action plans for improving efficiency among the highest priority administrative procedure areas will have been prepared by June 30, 2001 and will be presented at the fall 2001 faculty retreat.

*Evaluation*

2000-2001:

This objective has been addressed only minimally. Some improvements have been achieved in certain administrative process areas, particularly within the areas of enrollment services and registration, assessment documentation requirements and annual reporting requirements, but progress is uneven.

Impact on Unit Performance: Adequate

2000-2001: Minimal.

Impact on Agency Goal Attainment: Adequate

2000-2001: Minimal.

Effect to be integrated into next planning cycle: Major

2000-2001:

A continuing effort to capitalize on the progress achieved during 2000-01 will be evident during 2001-02. Particular areas of activity will be enrollment services and registration functions, class schedule developments, web-based activities, and the faculty evaluation and promotion and tenure process.

Benefits to agency: Minor

2000-2001:

Not enough progress has yet been realized to claim major achievements in improving administrative efficiency.

*Goal 0550*

Reorganize the admissions, registrar and financial aid offices into an office of Enrollment Services to create an improved and comprehensive service center for students.

*Objective 010*

2000-2001:

Organizational restructuring will be approved by the Board of Regents and implemented during 2000-01.

*OMAS 01*

2000-2001:

The VP for Enrollment Services will have developed an action plan for internal operations improvement by June 30, 2001.

*Evaluation*

2000-2001:

This objective has been addressed in significant ways and a number of benefits have already resulted.

Impact on Unit Performance:

2000-2001: None.

Impact on Agency Goal Attainment:

2000-2001: Major.

Effect to be integrated into next planning cycle: Major

2000-2001:

It is expected that additional centralized functions and services will follow those already developed. These include relocating all of the front-line staff to Westcott and all of the back room staff to the Student Center. Additional effects will include rolling out student-initiated web based registration and easier access to transfer credit data. Faster and more effective financial aid processing will also be a priority.

Benefits to agency: Major

2000-2001:

During 2000-01, much of the "one-stop" implementation was achieved, including the development of a limited financial aid presence in the Admissions office. Better counseling services for incoming students was also effected.

*Objective 020*

2000-2001:

Physical combination of offices will take place during 2001-02, with planning completed during 2000-01.

*OMAS 01*

2000-2001:

The VP for Enrollment Services will have developed an action plan and timeline for physical combination of offices by June 30, 2001.

*Evaluation*

2000-2001:

While an action plan for physical combination of the Admissions, Records, and Financial Aid offices has been developed, a timeline for execution of this plan has been rendered impossible since the physical combination of offices is dependent upon securing funding for the new Continuing Education building.

Impact on Unit Performance:

2000-2001: None.

Impact on Agency Goal Attainment:

2000-2001: None.

Effect to be integrated into next planning cycle: Minor

2000-2001:

Dependent upon funding for the Continuing Education Building.

Benefits to agency: None

2000-2001: None.

*Goal 0580*

Develop a SACS self-study plan of action to comply with reaccreditation criteria and requirements in order to continue the College's status as an accredited institution of higher learning.

*Objective 010*

2000-2001:

A self-study steering committee will design the plan of action during 2000-01 for implementation during 2001-2002.

*OMAS 01*

2000-2001:

Documentation regarding the self-study schedule, criteria committee membership, the budget, and critical benchmark dates will have been circulated to the faculty and staff by February 1, 2001.

*Evaluation*

2000-2001:

All processes, committee assignments, schedules, budgetary requirements, and program of work assignments have been completed. The self-study was well underway by the end of the 2000-01 year.

Impact on Unit Performance: Adequate

2000-2001: Major.

Impact on Agency Goal Attainment: Adequate

2000-2001: Major.

Effect to be integrated into next planning cycle: Major

2000-2001:

The self-study will be substantially complete by the end of the 2001-02 year.

Benefits to agency: Major

2000-2001:

The self-study process has been well-orchestrated and has proceeded smoothly. The committees are diligent in their efforts and a good result is anticipated.

*Objective 020*

2001-2002:

Oversee the completion of the first draft of the SACS self-study.

*OMAS 01*

2001-2002:

The drafts of all committee reports will be in the hands of the self-study director by the end of the 2001-02 academic year.

*Evaluation*

This objective has been achieved. Drafts of all Self-Study committee reports were in the hands of the Self-Study Director by June 2002.

Impact on Unit Performance: Adequate

Impact on Agency Goal Attainment: Adequate

Effect to be integrated into next planning cycle: Major

The completed Self-Study goes to the printer in December in preparation for the reaffirmation visit in March 2003.

Benefits to agency: Major

If all goes as anticipated, DSC will be reaffirmed by SACS for another ten years.

*OMAS 02*

2001-2002:

An outline of the content of the self-study addendum will have been developed by June 30, 2002.

*Evaluation*

This OMAS has been achieved. An outline of the content of the Self-Study Addendum was completed by June 30, 2002.

Impact on Unit Performance: Adequate

Impact on Agency Goal Attainment: Adequate

Effect to be integrated into next planning cycle: Major

The completed Self-Study, including the Addendum, goes to the printer in December in preparation for the reaffirmation visit in March 2003.

Benefits to agency: Major

If all goes as anticipated, DSC will be reaffirmed by SACS for another ten years.

*Goal 0800*

Employ a full-time Webmaster to centralize and to standardize the College's Web-based operations in an efficient and timely manner.

*Objective 010*

This goal will not be pursued during the 2002-2003 year because of budget reductions imposed at the state level.

*OMAS 01*

This goal will not be pursued during the 2002-2003 year because of budget reductions imposed at the state level.

*Evaluation*

2002-2003:

This objective was not pursued during 2002-2003 because of budget reductions imposed at the state level.

Impact on Unit Performance:

2002-2003: None.

Impact on Agency Goal Attainment:

2002-2003: None.

Effect to be integrated into next planning cycle:

2002-2003:

With the College's new Title III grant having a web-based activity as part of the funding, it is anticipated that progress can be achieved during the 2004-05 academic year.

Benefits to agency:

2002-2003: None.

*Goal 0810*

Evaluate and prioritize Web site applications for College programs and activities.

*Objective 010*

This goal has been assigned to Public Relations and Enrollment Services for implementation.

*OMAS 01*

This goal has been assigned to Public Relations and Enrollment Services for implementation.

*Evaluation*

2002-2003:

See Public Relations Office evaluation of this objective.

Impact on Unit Performance:

Impact on Agency Goal Attainment:

Effect to be integrated into next planning cycle:

Benefits to agency:

*Goal 1130*

Establish a regional partnership to secure funding and pool resources among Northwest Georgia institutions.

*Objective 010*

The College will enhance its activity levels within the emerging partnership among DSC, Kennesaw, Floyd, Berry, Shorter, and Reinhardt.

*OMAS 01*

The College will be able to document a minimum of two successful efforts to secure funding and/or pool resources in collaborative efforts.

*Evaluation*

2002-2003:

Moderately successful. The major initiative coming out of this emerging partnership during the 2002-03 academic year was a student leadership program, which saw students from DSC and the other participating institutions engage in a year-long leadership development program rotating among all six colleges and universities. Other efforts, such as study abroad collaboration and regional history and culture faculty-based initiatives, failed to produce meaningful results.

Impact on Unit Performance:

2002-2003: Moderate.

Impact on Agency Goal Attainment:

2002-2003: Moderate.

Effect to be integrated into next planning cycle:

2002-2003:

The inter-institutional collaborative will continue for the foreseeable future. The implementation of additional initiatives at this point is unclear.

Benefits to agency:

2002-2003: Minor.

## **Unit: Academic and Career Enhancement Center**

### *Goal 0620*

Conduct a survey of students to determine the effectiveness of academic support programs and use results to improve support services on campus. (With Institutional Research and Planning) (New Goal for 2002)

#### *Objective 010*

Coordinate a meeting with the Academic Support Services Coordinator, the Math and Writing Lab Supervisors and the Director of Institutional Planning to develop a survey to evaluate effectiveness of each of the academic support program.

#### *Objective 020*

Conduct the survey at the end of the Academic Success Class for new students during spring semester 2003 and do a random sampling of other 2000-4000 level courses.

#### *Objective 030*

Based upon the results of the survey, review the data and make modifications if deemed appropriate.

#### *OMAS 01, 02, 03*

Establish a committee of staff involved with Academic Support Services and the Director of Institutional Planning to develop and administer a survey to evaluate the effectiveness of each of the academic support programs. Based upon the results, make modifications if deemed appropriate.

#### *Evaluation*

The Ad Hoc Committee will meet to develop a survey and randomly administer it to students who utilize Academic Support Services.

#### Impact on Unit Performance: Inadequate

The Committee was established, but a meeting was not held during the 2002-2003 planning cycle. The meeting will be held during the 2003-2004 academic year.

Unit: Academic and Career Enhancement Center

#### Impact on Agency Goal Attainment: Inadequate

The individual areas: Peers Assisting with Tutoring Program and the Writing and Math Labs do evaluations for each area. Also, students have an opportunity to evaluate Academic Support Services on the Graduate Survey. Information from these evaluation instruments will be a part of the final analysis.

#### Effect to be integrated into next planning cycle: Major

The goal needs to be continued in the 2003-2004 planning cycle.

#### Benefits to agency: Major

By reviewing the Academic Support Program Services, this should help impact the Retention and Graduation rate at Dalton State College.

### *Goal 0710*

Conduct periodic campus safety reviews to ensure compliance with ADA requirements to assess and improve student satisfaction concerning student safety. (With Vice President for Fiscal Affairs) (Goal carried over from 2001-2002)

#### *Objective 010*

Continue to do an annual review to ensure compliance with ADA requirements. This will be done with the Director of Plant Operations and the Vice President for Fiscal Affairs.

#### *Objective 020*

Since this will be the third consecutive year that the survey has been administered, there should be evidence if any trends exist and are voiced consistently by students with disabilities. Issues will be addressed with the concerned department for action if deemed necessary to comply with ADA.

*OMAS 01, 02*

Conduct a campus safety review to ensure compliance with ADA.

*Evaluation*

Continue to conduct periodic campus safety with the Physical Plant Director to review Dalton State College's compliance with ADA guidelines.

Impact on Unit Performance: Adequate

The Director of Physical Plant and the Disability Support Services staff met and then toured the Dalton State College campus to determine if any physical facilities needed to be modified in order to meet ADA guidelines. None were noted. An informal survey was done of students registered with Dalton State College and no concerns were expressed.

Impact on Agency Goal Attainment: Major

The goal has been met, and it will be continued each year to be sure that Dalton State College continues to meet ADA guidelines.

The campus safety review keeps Dalton State College abreast of the needs of students registered with Disability Support Services.

*Goal 1070*

Conduct an evaluation of the Co-op program to determine its effectiveness in providing work-related experiences for Dalton State College students.

*Objective 010*

The Cooperative Education Advisory Committee will do a three-year evaluation and compile data to determine the effectiveness in providing workrelated experiences for Dalton State College students. The results will be reported during Spring 2003.

*OMAS 01*

Determine effectiveness of providing work-related experiences for Dalton State College students enrolled in the Cooperative Education program.

Benefits to agency: Major

*Evaluation*

The Cooperative Education Advisory Committee will complete a three-year evaluation of the effectiveness of the program.

Impact on Unit Performance: Adequate

The Cooperative Education Advisory Committee met and reviewed the effectiveness of the program based upon feedback from employers, students, faculty, and staff.

Impact on Agency Goal Attainment: Adequate

A major concern was whether or not the grade point requirement should be adjusted. The Advisory Committee decided not to change the requirement. Overall feedback from those involved determined that the Co-op did provide an effective work-related experience for students.

Effect to be integrated into next planning cycle: Minor

The Cooperative Education Advisory Committee plans to review during the 2003-2004 planning cycle the role of Internships in the Bachelor's Degree programs.

Benefits to agency: Major

The Cooperative Education Program has been a positive experience for participating students and has built positive bridges with the Dalton area business community.

*Objective 020*

The Cooperative Education Advisory Committee will develop a survey and hold a focus group as part of the evaluation process. The participants will be a representative group of faculty, businesses that have had co-op students, former and present co-op students, and the Cooperative Education and Career Services Coordinator.

*OMAS 02*

The Cooperative Education Advisory Committee will develop a plan for evaluating the program.

### *Evaluation*

A plan will be developed to conduct a third year evaluation of the Cooperative Education Program.

#### Impact on Unit Performance: Adequate

The Cooperative Education Coordinator met with the Advisory Committee, students, and employers to gather data to assist in the assessment of the effectiveness of the program.

#### Impact on Agency Goal Attainment: Adequate

The data was collected and summarized. The data showed that the overall results from former and present students, and employers was very positive. The recommendation of those surveyed felt the program should be continued.

#### Effect to be integrated into next planning cycle: Minor

Continue each semester to have evaluations completed by students and employers. The information received each semester assists in the ongoing evaluation of the program.

#### Benefits to agency: Major

Assists the Cooperative Education and Career Services Coordinator and the Cooperative Education Advising Committee with current feedback about the program so that modifications can be made if deemed appropriate.

### *Goal 1080*

Collaborate with four-year degree program chairs in exploring Internships or Co-op programs for baccalaureate students.

#### *Objective 010*

Expand the present Cooperative Education Advisory Committee to include Social Work and additional Business and Technology faculty from the baccalaureate programs.

#### *OMAS 01*

Expand the Cooperative Education Advisory Committee to include faculty from other baccalaureate programs.

### *Evaluation*

Invite additional faculty to join the Cooperative Education Advisory Committee from Social Work and Business baccalaureate programs.

#### Input on Unit Performance: Adequate

The expanded Advisory Committee met and reviewed the present program and discussed criteria for future Internship opportunities.

#### Impact on Agency Goal Attainment: Adequate

The Advisory Committee formed a Sub Committee to develop guidelines for Internship programs. These guidelines will be presented fall semester, 2003. It was decided not to change the existing Cooperative Education program.

#### Effects to be integrated into next planning cycle: Major

The Sub Committee will report back recommendations for Internship guidelines. These guidelines will be reviewed by the Advisory Committee and adopted if approved.

#### Benefits to agency: Major

Another optional learning experience for students to gain workrelated experiences while attending Dalton State College.

#### *Objective 020*

The Cooperative Education and Career Services Coordinator will develop a needs assessment of the faculty in baccalaureate programs as a means of exploring new Internship or Co-op opportunities.

#### *OMAS 02*

The Cooperative Education and Career Services Coordinator meets with faculty in baccalaureate programs as a means of exploring new Internships or Co-op opportunities.

*Evaluation*

The Cooperative Education and Career Services met with the faculty members in the Business Division to discuss new internship and Co-op opportunities.

Impact on Unit Performance: Adequate

The meeting was productive in exploring new opportunities. A collaborative venture was made in visiting local business contacts to discuss Internship opportunities. The collaborative procedure will assist in structuring a process for future contacts.

Impact on Agency Goal Attainment: Adequate

The collaborative procedure utilized for the first internship experience provided a framework for future assignments.

Effect to be integrated into next planning cycle: Major

The Advisory Committee and Co-op Coordinator will continue to refine the guidelines for future implementation.

Benefits to agency: Major

Provide an academic/work-related experience for students in Social Work and Business baccalaureate programs.

## Unit: Student Activities

### *Goal 0160*

Provide more flexible programs to meet the needs of non traditional students as a means of continued growth in student enrollment. (With Enrollment Services)

#### *Objective*

Provide more programs to meet the needs of non-traditional students as a means of continued growth in student enrollment. OMAS:

#### *Evaluation*

Impact on Unit Performance:

Impact on Agency Goal Attainment:

Effect to be integrated into next planning cycle:

Benefits to agency:

### *Goal 0520*

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

#### *Objective*

At least one member of the Student Activities Staff will take advantage of the tuition remission/reimbursement program.

OMAS

#### *Evaluation*

Impact on Unit Performance:

Impact on Agency Goal Attainment:

Effect to be integrated into next planning cycle:

Benefits to agency:

### *Goal 0640*

Investigate exemplary practices regarding student services and adopt the most applicable for the College. (With ACE Center/Enrollment & Student Services)

#### *Objective*

OMAS

#### *Evaluation*

Impact on Unit Performance:

Impact on Agency Goal Attainment:

Effect to be integrated into next planning cycle:

Benefits to agency:

### *Goal 0660*

Measure impact of extracurricular activities on student success. (With Institutional Research and Planning)

#### *Objective*

Work with Institutional Research and Planning office in gathering information on student success and retention in combination with extracurricular activities.

OMAS

*Evaluation*

Impact on Unit Performance:

Impact on Agency Goal Attainment:

Effect to be integrated into next planning cycle:

Benefits to agency:

*Goal 1150*

Develop policies governing the use of tobacco on campus. (With Presidents' Council)

Objective

Develop new policies concerning smoking and the use of smokeless tobacco on campus.

*OMAS*

*Evaluation:*

Impact on Unit Performance:

Impact on Agency Goal Attainment:

Effect to be integrated into next planning cycle:

Benefits to agency:

## **Unit: Enrollment & Student Services**

### *OMAS 01*

The Enrollment Services staff will develop a listing of additional services they believe we should provide to students via the web.

Person Responsible:

Evaluation: The Enrollment Services staff will develop a listing of additional services they believe we should provide to students via the web.

The staff identified several key services that would benefit students by being on the web. We were able to put additional forms such as the graduation application online. They are several services such as major and address change options that we are working with OCIS to complete.

Achievement: Partial

### *Goal 7060*

Improve the schedule adjustment process. Coordinator:

#### *Objective 010*

The Enrollment Services Office will work in conjunction with the Academic Affairs Office to streamline the schedule adjustment process.

Person Responsible:

#### *OMAS 01*

Enrollment Services and Academic Affairs Office staff will develop a recommendation on how best to streamline the schedule adjustment process and then produce a new schedule adjustment form.

Person Responsible:

#### *Evaluation*

Enrollment Services and Academic Affairs Office staff will develop a recommendation on how best to streamline the schedule adjustment process and then produce a new schedule adjustment form. The Enrollment Services and Academic Affairs Offices developed a new policy that allows students to complete a schedule adjustment in one stop. The Enrollment Services Office then developed a new form to use in conjunction with the process. The new procedure was implemented in the Fall of 2002.

Achievement: Full

### *Goal 7070*

Develop written procedures for all enrollment services office functions. Coordinator:

#### *Objective 010*

Each member of the Enrollment Services staff will be asked to develop written documentation for the processes for which they are responsible.

Person Responsible:

#### *OMAS 01*

Enrollment Services staff will need to develop a listing of office processes and then begin to document each one as needed.

Person Responsible:

#### *Evaluation*

The staff identified key procedures in the office and written documentation was developed for procedures such as admissions committee proceedings, international student admission and registration, letter generation, and application processing.

Achievement: Partial

*Goal 7080*

Have the academic catalog printed and on the web no later than July 1. Coordinator:

*Objective 010*

A catalog production schedule which the college will adhere to will be developed and distributed to department and division heads.

Person Responsible:

*OMAS 01*

The Vice President for Enrollment and Student Services will be responsible for developing the catalog production schedule and assuring adherence to the schedule.

Person Responsible:

*Evaluation*

The 2003-2004 Dalton State College academic catalog arrived on campus in mid June of 2003.

Achievement: Full

Impact on Unit Performance: Exemplary

Improved awareness of services Enrollment Services provides to off campus students.

Impact on Agency Goal Attainment: Inadequate None - Unit Goal

Effect to be integrated into next planning cycle: Major

Continue to offer the same services and increase offerings such as web training off campus.

Benefits to agency: None None - Unit Goal

*Goal 7040*

Implement CAPP

*Objective 010*

Registrar personnel will build CAPP catalogs during the 2002-2003 school year.

*OMAS 01*

Staff will participate in SCT training that will enable them to build the CAPP course catalog. They will then work with division chairs to ensure the catalogs are built correctly.

*Evaluation*

Staff will participate in SCT training that will enable them to build the CAPP course catalog. They will then work with division chairs to ensure the catalogs are built correctly.

Two staff members participated in the SCT training and built the catalogs in the Fall of 2002.

Impact on Unit Performance: Exemplary

The Enrollment Services Office is now able to process student graduation applications in a more timely and accurate manner.

Impact on Agency Goal Attainment: Adequate

Aids in overall student satisfaction.

Effect to be integrated into next planning cycle: Minor

The 2003-2004 catalog will need to be built in CAPP.

Benefits to agency: Major

Aids in overall student satisfaction.

*Objective 020*

Registrar personnel will use CAPP for graduation checkouts for the 2002-2003 school year.

*OMAS 01*

Registrar staff will test the validity of the CAPP program by using reports generated from the system to perform graduation checkouts starting with Fall 2002 graduates.

*Evaluation*

Staff were able to use CAPP for graduation checkouts during the 2002-2003 school year.

Impact on Unit Performance: Exemplary

Graduation checkout process has been streamlined and is more accurate.

Impact on Agency Goal Attainment: Exemplary

Aids in overall student satisfaction.

Effect to be integrated into next planning cycle: Minor

Will continue to use in the graduation checkout process.

Benefits to agency: Major

Aids in overall student satisfaction.

Objective: 030

Faculty will be trained to use CAPP.

*OMAS 01*

Registrar personnel will provide training by division during the 2002-2003 academic year.

Initially, training will be provided to division chairs and they will be asked to help test the system.

*Evaluation*

Due to a change in Registrar personnel we were only able to provide limited faculty training on CAPP during the 2002-2003 year. We were able to train the Business Administration Division chair and enlist his help in testing the program.

Impact on Unit Performance: Inadequate

Impact on Agency Goal Attainment: Inadequate

Effect to be integrated into next planning cycle: Major

New personnel have been trained and will begin rolling out CAPP to the faculty during the 2003-2004 school year.

Benefits to agency: None

*Goal 7050*

Offer more web based services for students.

*Objective 010*

The Enrollment Services Office will determine what additional services can be offered to students via the Dalton State College website.

*OMAS 01*

The Enrollment Services staff will develop a listing of additional services they believe we should provide to students via the web.

*Evaluation*

The Enrollment Services staff will develop a listing of additional services they believe we should provide to students via the web.

The staff identified several key services that would benefit students by being on the web. We were able to put additional forms such as the graduation application online. They are several services such as major and address change options that we are working with OCIS to complete.

Impact on Unit Performance: Exemplary

Enables students to access processes and forms from anywhere they have internet access at any time.

Impact on Agency Goal Attainment: Exemplary

Increases overall student satisfaction.

Effect to be integrated into next planning cycle: Major

We need to continue to add additional processes for students' convenience.

Benefits to agency: Major

Cuts down on some of the lines and waiting time in the Enrollment Services area.

*Goal 7060*

Improve the schedule adjustment process.

*Objective 010*

The Enrollment Services Office will work in conjunction with the Academic Affairs Office to streamline the schedule adjustment process.

*OMAS 01*

Enrollment Services and Academic Affairs Office staff will develop a recommendation on how best to streamline the schedule adjustment process and then produce a new schedule adjustment form.

*Evaluation*

Enrollment Services and Academic Affairs Office staff will develop a recommendation on how best to streamline the schedule adjustment process and then produce a new schedule adjustment form.

The Enrollment Services and Academic Affairs Offices developed a new policy that allows students to complete a schedule adjustment in one stop. The Enrollment Services Office then developed a new form to use in conjunction with the process. The new procedure was implemented in the Fall of 2002.

Impact on Unit Performance: Exemplary

Has reduced the number of schedule adjustment errors and student complaints due to incomplete and unprocessed forms.

Impact on Agency Goal Attainment: Exemplary

Increases overall student satisfaction.

Effect to be integrated into next planning cycle: None

Benefits to agency: Major

Increases overall student satisfaction.

*Goal 7070*

Develop written procedures for all enrollment services office functions.

*Objective 010*

Each member of the Enrollment Services staff will be asked to develop written documentation for the processes for which they are responsible.

*OMAS 01*

Enrollment Services staff will need to develop a listing of office processes and then begin to document each one as needed.

*Evaluation*

The staff identified key procedures in the office and written documentation was developed for procedures such as admissions committee proceedings, international student admission and registration, letter generation, and application processing.

Impact on Unit Performance: Exemplary

The documentation process has enabled us to cross train more of the staff and provides written documentation of essential office policies and processes.

Impact on Agency Goal Attainment: Adequate

Improved the Enrollment Services work product.

Effect to be integrated into next planning cycle: Major

We need to continue to document processes as the need arises.

Benefits to agency: Major

Provides us with more employees who are able to perform in multiple positions.

*Goal 7080*

Have the academic catalog printed and on the web no later than July 1.

*Objective 010*

A catalog production schedule which the college will adhere to will be developed and distributed to department and division heads.

*OMAS 01*

The Vice President for Enrollment and Student Services will be responsible for developing the catalog production schedule and assuring adherence to the schedule.

*Evaluation*

The 2003-2004 Dalton State College academic catalog arrived on campus in mid June of 2003.

Impact on Unit Performance: Exemplary

Enabled us to provide our incoming students with accurate and timely information with regard to their program of study and the academic policies of the college.

Impact on Agency Goal Attainment: Exemplary

Improved overall student satisfaction.

Effect to be integrated into next planning cycle: Major

We will need to continue to meet the July 1 deadline as well as improve our final work product.

Benefits to agency: Major

Improved overall student satisfaction.

## **Unit: Business Administration Division**

### *Goal 0090*

Conduct more aggressive faculty recruitment and searches through the use of a more rigorous screening process to develop and to sustain a faculty of the highest quality and excellence in teaching

### *Objective 010*

The Vice President of Academic Affairs will advertise in discipline specific media to achieve targeted dissemination of the availability of faculty positions. More qualified people will become aware of faculty openings at the college.

Benefit: More qualified people will become aware of faculty openings at the College.

### *OMAS 01*

When requested by Division Chairs, the VPAA will advertise in discipline specific media Division Chair files and will show a 10 percent increase in applications.

Condition: Provided that there is sufficient time to advertise before the position must be filled.

### *Evaluation*

2002-2003

During the year there were two searches conducted. The first was for the Endowed Chair in Marketing Systems. Five candidates were brought to campus for visits. No offers were extended. A search was conducted for a temporary instructor in Marketing Systems and was filled by Ms. Carolyn Rice.

Impact on Unit Performance: Inadequate

2002-2003

Although the search for an instructor was successful, an appropriate candidate was not found for the Endowed Chair in Marketing Systems.

Impact on Agency Goal Attainment: Inadequate

2002-2003

As noted the search for an instructor was successful; however, and appropriate candidate was not found for the Endowed Chair in Marketing Systems.

Effect to be integrated into next planning cycle: Major

2002-2003

Additional strategies will be implemented to hire new faculty. There is a need to continually refine the recruiting process and to be aware of the customary ways faculty in various disciplines search for openings. The recruiting process should begin as early as possible.

Benefits to agency:

2002-2003

The Division will be strengthened with additional academically qualified members.

### *OMAS 02*

All Division Chairs will contact 3 comparable institutions through phone calls, emails, and letters.

*Evaluation*

2002-2003

For the Endowed Chair in Marketing Systems, notices were sent to regional and non-regional institutions having similar programs. For the temporary instructor position, notices were sent to local and regional newspapers.

Impact on Unit Performance: Inadequate

2002-2003

The Endowed Chair position was not filled.

Impact on Agency Goal Attainment: Inadequate

2002-2003

The Endowed Chair position was not filled.

Effect to be integrated into next planning cycle: Major

2002-2003

As noted above additional strategies will be employed.

Benefits to agency: Major

2002-2003

There is still a need for an additional marketing faculty member.

*Goal 0150*

Expand the number of courses with an international focus in the baccalaureate programs to strengthen students' international perspective and to make them more competitive in the job market.

*Objective 010*

Courses with international focus will be considered in the context and timetable necessary to achieve AACSB accreditation.

*OMAS 01*

At least one Business and Technology class with an international focus will be added to the curriculum and be available as a required or elective course depending on student major.

Assessment Strategy:

At least one course adequate to meet AACSB requirements will be added to the curriculum and is reflected in the 2003-2004 catalog.

*Evaluation*

2002-2003

A course in International Business adequate to meet AACSB requirements was added to the curriculum and is reflected in the 2003-2004 catalog.

Impact on Unit Performance: Exemplary

2002-2003

Broader perspective for the division is a priority and the development of these courses has achieved that goal.

Impact on Agency Goal Attainment: Exemplary

2002-2003

Achieved completely.

Effect to be integrated into next planning cycle: Major

2002-2003

Along with MARK 4351 and ECON 3107, the new BUSA 4351 provides sufficient international content in the BA curriculum.

Benefits to agency: Major

2002-2003

Globalization is an important priority to the division, college, and the economy of NW GA.

*Goal 0490*

Improve graduates' job placement rates as a measure of institutional effectiveness.

*Objective 010*

Prospective graduates will be required to participate in professional development activities (resume written, "dress for success", and related workshops sponsored by the College) to improve graduates prospects for professional placements.

*Condition*

Availability of such activities through the ACE Center.

*OMAS 01*

Most (75%) of graduating seniors will participate in one or more placement workshops.

*Assessment Strategy:*

Attendance records at the seminars, career fairs, etc. Condition:

Availability of opportunities through the ACE center.

*Evaluation*

2002-2003

Exact numbers of graduating students who participated in placement workshops is not available; however, the numbers have reportedly increased from last year.

Impact on Unit Performance: Inadequate

2002-2003

Although a majority of our students were placed in professional positions, there remains a continuing need for students' participation in career preparation activities.

Impact on Agency Goal Attainment: Inadequate

2002-2003

The process of career development is continuing to evolve.

Effect to be integrated into next planning cycle: Major

2002-2003

These activities and our coordination with the ACE Center will continue to play a significant role.

Benefits to agency: Major

2002-2003

Career placement is critical for students, for the Division and for the College.

*Goal 0520*

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

*Objective 010*

Division Chairs will survey the faculty to determine the needs and desires for use the tuition reimbursement program. More faculty can afford to gain advanced/terminal degrees.

*OMAS 01*

All faculty and staff who are interested will receive tuition reimbursement.

*Evaluation*

2002-2003

Faculty and Staff were made aware of program

Impact on Unit Performance: Adequate

2002-2003

At this time one staff member participated in the program.

Impact on Agency Goal Attainment: Adequate

2003-2003

There seems some interest at this time.

Effect to be integrated into next planning cycle: Major  
2002-2003

Faculty and staff will be reminded of the program availability.

Benefits to agency:

2002-2003

Although the tangible benefits of the program are limited, the existence of the policy is an important statement of the University System's support for continued professional development.

*Goal 0840*

Review instructional products (hardware and software) to support instruction and enhance student learning.

*Objective 010*

Each division will review at least three interactive technology systems to support instruction and enhance student learning.

Benefit: Student learning will be enhanced. Current instruction will be facilitated.

*OMAS 01*

At least one new interactive technology system will be presented to the divisional faculty.

*Evaluation*

2002-2003

Faculty participated in online presentations and some used interactive technology in the classrooms.

Impact on Unit Performance: Adequate 2002-2003

The above efforts provided for interactive classroom learning.

Impact on Agency Goal Attainment: Adequate 2002-2003

These efforts are very important for the online initiative.

Effect to be integrated into next planning cycle: Major 2002-2003

These activities will continue to be a significant part of the Division efforts.

Benefits to agency: Major 2002-2003

On-line delivery is a step in the important development of the college.

*Goal 0870*

Integrate technology skills across the curriculum to equip students with the technology skills they will require when they leave DSC.

*Objective 010*

All students who graduate from DSC will be able to demonstrate basic computer competency.

*OMAS 01*

75% of 2002 Business Administration graduates of DSC will indicate on a graduate survey that they have acquired basic computer skills.

*Evaluation*

2002-2003

More than 85% of 2003 graduates of DSC indicated on a graduate survey that they have acquired basic computer skills.

Impact on Unit Performance: 2002-2003

Courses that assured computer literacy were embedded in the curriculum, assuring that all future graduates will be competent with computer technology.

Impact of Agency Goal Attainment Adequate 2002-2003

Procedures employed by the Business Administration Division illustrate how a curriculum can be adapted to assure that the students will receive the necessary training.

Effect to be integrated into next planning cycle: Major 2002-2003

Although these efforts will continue, the primary objective has been accomplished.

Benefits to agency: Major 2002-2003

Computer literacy is increasingly assumed and does not provide a significant competitive advantage.

*Goal 0900*

Develop innovative e-commerce courses to provide customized training and industry-specific courses for the community.

*Objective 010*

Courses will be developed to address the topic of e-commerce.

*OMAS 01*

The Division will develop one course focused totally on E-commerce.

*Evaluation*

2002-2003

MARK 4380 E-commerce was developed and will be taught Fall 2003.

Impact on Unit Performance: Adequate 2002-2003

The course is a very timely and well-received course.

Impact on Agency Goal Attainment: Adequate 2002-2003

This course meets the needs of students and businesses.

Effect to be integrated into next planning cycle: Minor 2002-2003

This course adds a significant component to the Marketing System degree.

Benefits to agency: Major 2002-2003

This course will be a cutting edge course that keeps students current in the buying and selling of products on-line.

*Goal 0910*

Develop online distance learning four-year degree programs to target specific academic programs and to market opportunities in the College's service area.

*Objective010*

Develop online courses to meet the needs of students and industry.

*OMAS 01*

The Division will develop and offer online courses to students in our service area.

*Evaluation*

2002-2003

An online version of BUSA 3100, Technology Management was designed and will be offered in Fall 2004. BUSA 3300 will be developed in Fall 2003.

Impact on Unit Performance: Adequate 2002-2003

This course is the first of several online courses.

Impact on Agency Goal Attainment: Adequate 2002-2003

This course and other online courses allow delivery to students who may not be able to attend traditional classes.

Effect to be integrated into next planning cycle: Major 2002-2003

This is an extremely important part of the Divisions plans.

Benefits to agency: Major 2002-2003

The online courses are a key to continued growth for the Division and the College.

*Goal 0950*

Develop additional credit courses to meet the growing economic and human resource needs of local business and industry.

*Objective 010*

Credit courses will be developed to support the BS degree in Marketing Systems and BBA in Management.

*OMAS 01*

All courses necessary to support the BS degree in Marketing Systems and the BBA degree in Management will be developed.

*Evaluation*

2002-2003

All courses necessary to support the BS degree in Marketing Systems and the BBA degree in Management are being offered.

Impact on Unit Performance: Adequate 2002-2003

These courses have been well received and provide students with skills that are of use to businesses in general and local business in particular. In addition, the level of academic rigor is consistent with the standards of Dalton State College.

Impact on Agency Goal Attainment: Adequate 2002-2003

These courses have spoken directly to the goal of developing courses that meets the needs of local economy.

Effect to be integrated into next planning cycle: Major 2002-2003

These courses support the two fastest growing degrees in the BA division.

Benefits to agency: Major 2002-2003

The courses have played an important role in developing curriculum that meets the needs of local industry.

*Goal 0980*

Provide opportunities for secondary school faculty and administration to exchange ideas and information with DSC faculty and staff to prepare students for higher education in the College's service area.

*Objective010*

Each division will provide at least one opportunity for middle and secondary school faculty and administration to exchange ideas and information with DSC faculty and staff to prepare students for higher education in the College's service area.

Benefit: Increased interest in post secondary education for traditional students Better prepared students for the rigors of higher education

*OMAS 01*

The number of traditional students from area high schools will increase by 5% over the previous year.

*Evaluation*

2002-2003

It is not known whether or not there has been an increase in the number of traditional students from area high schools. It is clear that enrollments of nontraditional students are up, but service to non-traditional students is the overwhelming majority of our clientele.

Impact on Unit Performance: Adequate 2002-2003

Although there has been solid growth in the enrollment levels, there is little indication we are successful at attracting more traditional students.

Impact on Agency Goal Attainment: Adequate 2002-2003

Traditional students are key to continued growth of the Division and College.

Effect to be integrated into next planning cycle: Major 2002-2003

This is a very important priority for the Division in the next planning cycle. In order to get as many division members as possible involved in making contacts with local schools, there needs to be support materials developed to make it easier for members to make presentations.

Benefits to agency: Major 2002-2003

Traditional students are key to continued growth of the Division and College.

*Goal \* 1090*

Attain AACSB candidacy status for eventual accreditation to enhance the credibility of division programs.

*Objective 010*

The Division will complete necessary works to supply for AACSB candidacy.

*OMAS 01*

Report will be completed.

*Evaluation*

2002-2003

A new application must be approved by AACSB based on the new standards. The candidacy report will be rewritten based on new standards put in effect April 2003.

Impact on Unit Performance: Inadequate 2002-2003

The Division is moving toward candidacy status based on the new standards.

Impact on Agency Goal Attainment: Inadequate 2002-2003

Faculty and staff are engaged in numerous activities to aid in the process.

Although the Division is deficient in some areas, processes are in place to correct weak areas.

Effect to be integrated into next planning cycle: Major 2002-2003

AACSB accreditation is key for the continual development of the Division and activities which aid that process will continued to be stressed to faculty.

Benefits to agency: Major 2002-2003

AACSB accreditation is key for the continual development of the Division.

## Unit: Technical Education Division

### *Goal 7000*

Improve required state and federal student data collection in adult literacy programs.

#### *Objective*

2001-2002

Software management information system will be researched and implemented in Whitfield and Murray counties in a timely and consistent manner. Conditions: Funds available for management information system.

#### *Objective*

2002-2003

The Adult Literacy Director and Literacy Pro Software Systems will provide staff development training to improve data collection and reporting.

#### *OMAS*

2001-2002

Survey and visit other adult literacy programs that are similar in size about data management systems currently in place.

2002-2003

100% of staff involved with data collection will attend staff development. Assessment: Staff development plan, including sign-in sheets, agenda.

#### *Evaluation*

2001-2002

Surveyed 36 adult literacy programs about data management systems used and visited one site to actually view the software program.

Purchased the Literacy Pro Software System.

2002-2003

100% of staff involved with data collection attended local and state staff development.

Impact on Unit Performance: Major

2001-2002

Accurate data collection contributes to adult literacy funding. 2002-2003

The adult literacy program received increased funding for FY 2003.

Impact on Agency Goal Attainment: Adequate

2001-2002

A major goal for the Adult Literacy Program is to implement a data collection software system.

2002-2003

A data collection software system was implemented.

Effect to be integrated into next planning cycle: Minor

2001-2002

This must be a continuous process to achieve high quality data collection. 2002-2003

This must be a continuous process to achieve high quality data collection.

Benefits to agency: Adequate

2001-2002

Accurate data collection contributes to the effectiveness of the college and to the college's image in the community. 2002-2003

Accurate data collection contributes to the effectiveness of the college and to the college's image in the community

## Unit: Nursing Division

### *Goal 0090*

Conduct more aggressive faculty recruitment and searches through the use of a more rigorous screening process to develop and to sustain a faculty of the highest quality and excellence in teaching.

### *Objective 010*

The Vice President of Academic Affairs will advertise in discipline-specific media to achieve targeted dissemination of the availability of faculty positions.

Benefit: More qualified people will become aware of faculty openings at the College.

### *OMAS 01*

When requested by the Division Chairs, the Vice President of Academic Affairs will advertise in discipline-specific media. Division Chair files will show a 10% increase in applications.

Condition: Provided that there is a reasonable time to advertise before the position must be filled.

### *Evaluation*

2000-2001:

No positions advertised during 2000-2001.

2001-2002:

Advertisement for faculty was placed in two area newspapers and in the University System Clearinghouse. Flyers were mailed to all schools in the University System. Eight (8) completed applications were received.

2002-2003:

Advertisement for faculty was placed in two area newspapers, University System Clearinghouse where flyers were mailed to all schools in the University System of Georgia and the Chronicle.

Three completed applications were received.

Impact on Unit Performance: Exemplary

2000-2001: N/A

2001-2002:

Two very qualified applicants accepted full-time tenure track positions.

2002-2003:

One very qualified applicant was selected and accepted the open full-time tenure track position.

Impact on Agency Goal Attainment: Exemplary

2000-2001: N/A

2001-2002:

Enrollment figures can remain at 70 per fall. As the nursing shortage continues and as complexity of patient care increases, it is vital that a qualified faculty with expertise in various areas of nursing be hired.

2002-2003:

Enrollment figures can remain between 70 and 80. The continued nursing shortage mandates that schools prepare more students eligible for licensure as RNs. With qualified, caring faculty, Dalton State College can meet that demand without diluting the quality of instruction.

Effect to be integrated into next planning cycle: Major

2000-2001:

When positions are advertised the plan will be implemented.

2001-2002:

When other positions are available the same strategy will be utilized since it was successful.

2002-2003:

This strategy is working and will continue to be used as faculty vacancies occur.

Benefits to agency: Major

2000-2001:

Qualified people will be aware of faculty openings and willingly apply.

2001-2002:

Qualified experts in the area of nursing will aid in graduating graduates with the ability to be competent registered nurses.

2002-2003:

With the hiring of good, competent faculty the reputation of the school and its graduates continues to be very positive. Graduates are sought out for employment with increasingly aggressive strategies by agencies as the quality stays high.

*OMAS: 02*

All Division Chairs will contact three comparable institutions through phone calls, emails, and letters.

*Evaluation*

2000-2001:

Informal conversations at Regents Subcommittee meeting revealed that advertising locally and through the clearinghouse seemed to be more productive than national advertisements.

2001-2002:

Informal conversations at Regents Subcommittee meetings revealed that advertising locally and through the clearinghouse seemed to be more productive than national advertisements.

2002-2003:

Informal conversations at Regents Subcommittee meetings revealed that advertising locally and through the clearinghouse seemed to be more productive than national advertisements.

Impact on Unit Performance: Adequate

2000-2001:

None at this point.

2001-2002:

As described in OMAS 02 this strategy worked.

2002-2003:

As described in OMAS 02 this strategy worked.

Impact on Agency Goal Attainment: Adequate

2000-2001: N/A

2001-2002:

The two positions were filled.

2002-2003:

The one vacant position was filled.

Effect to be integrated into next planning cycle: None

2000-2001:

When needed, procedure described in OMAS 01 will be implemented.

2001-2002:

When needed, procedure described in OMAS 01 will again be implemented.

2002-2003:

When needed, procedure described in OMAS 01 will again be implemented.

Benefits to agency: None

2000-2001:

Verified my guess that local advertisement is best for our field of study.

2001-2002:

Same as OMAS 01 benefits.

2002-2003:

Same as OMAS 01 benefits.

*Goal 0300*

Improve graduation rates and/or student goal attainment rates to meet College benchmark and University System standards.

*Objective 010*

Division Chairs will recommend to Institutional Research to ascertain appropriate benchmarks for graduation rates and/or student goal attainment rates.

Benefit: College will meet institutional and USG standards.

*OMAS 01*

A set of USG benchmarks from the IRP office will be compiled and distributed to the Division Chairs via hard copy reports.

Condition: Availability of system data.

*Evaluation*

2000-2001:

Received College and USG benchmarks on April 12, 2001.

2001-2002:

No specific data available on nursing program graduation rate. DSC's nursing division developed an outcome to calculate graduation rate.

Impact on Unit Performance: Adequate

2000-2001:

Yet to be determined. Received too late.

2001-2002:

NLNAC's 2002 criteria require graduation rate calculation. DSC's was 72%. We have never calculated graduation rates over a specified period of time, just attrition rates. This will now be a required criterion.

Impact on Agency Goal Attainment: Adequate

2000-2001:

Yet to be determined.

2001-2002:

We will now be more deliberate in calculating, evaluating, and possibly improving graduation rates by looking at risk factors causing students to drop out.

2002-2003

Effect to be integrated into next planning cycle: Major

2000-2001:

Nursing faculty will review at first faculty meeting of 2001 to make action plans.

2001-2002:

We have had an attrition outcome for each nursing class for several years. We will broaden our scope to include all courses and reasons for failure to graduate. If necessary, we will develop strategies for improvement.

Benefits to agency: Major

2000-2001:

Allows us to look college-wide at possible causes of low graduation rate and attrition and to take measures to improve retention.

2001-2002:

Investment of time, money, and energy goes into each student enrolled. Nothing but good can come from retaining all students capable of succeeding in college.

*Goal 0520*

Increase the number of faculty and staff who take advantage of the tuition reimbursement program to obtain terminal and advanced degrees.

*Objective 010*

Division Chairs will survey the faculty to determine the needs and desires for use of the tuition reimbursement program.

Benefit: More faculty can afford to gain advanced/terminal degrees or enhance job-related professional development.

*OMAS 01*

100% of interested faculty will receive tuition reimbursement as indicated by the results of faculty survey.

Condition: Continuation of system policy and interest of faculty.

*Evaluation*

2000-2001:

Tuition reimbursement program discussed with all faculty members. No one was interested in taking advantage of it.

2001-2002:

Tuition reimbursement program discussed with all faculty members. No one was interested in taking advantage of it.

2002-2003:

Tuition reimbursement program discussed with all faculty members. No one was interested in taking advantage of it.

Impact on Unit Performance: Adequate

2000-2001: None.

2001-2002: None.

2002-2003: None.

Impact on Agency Goal Attainment: Adequate

2000-2001: N/A

2001-2002: N/A

2002-2003: N/A

Effect to be integrated into next planning cycle: None

2000-2001:

Remind faculty again in fall of availability.

2001-2002:

Remind faculty again in the fall of availability.

2002-2003:

Remind faculty again in the fall of availability.

Benefits to agency: None

2000-2001: N/A

2001-2002: N/A

2002-2003: N/A

*Goal 0830*

Develop Web page for each faculty which will contain syllabi, expanded course description, instructor and course information to provide resource and quick access of information to students.

*Objective 010*

By the end of May 2002, each faculty member will develop and maintain a web page that will contain syllabi, expanded course description, instructor and course information to provide resource and quick access of information to students.

Benefit: Better informed students.

*OMAS 01*

100% of faculty members will indicate in their annual reports to their division chairpersons their progress in the development of a web page.

Condition: All faculty members must be trained to develop their own web page.

*Evaluation*

2001-2002:

Web pages are complete on all returning faculty. Web pages on new faculty will be complete by November 2002.

Impact on Unit Performance:

2001-2002:

Allows more availability of our program and assists students easy access to information about faculty and courses.

Impact on Agency Goal Attainment:

2001-2002:

The college is committed to improving the use of technology and likewise the nursing division is keeping in step with the times.

Effect to be integrated into next planning cycle:

2001-2002:

Continue to tweak the individual web pages and the divisional one as well.

Benefits to agency:

2001-2002:

Provide accurate, up-to-date information in a quick and easy way.

*OMAS 02*

Faculty members will report in their annual reports to their division chairpersons their frequency of web page upgrade.

Condition: All faculty members must be trained to develop their own web page.

*Evaluation*

2001-2002:

Annual reports did not reflect progress but we all discussed the progress at the division faculty meetings.

Impact on Unit Performance:

2001-2002:

All were trained to assist OCIS with web page construction and revision. Will require assistance from OCIS on a continuing basis.

Impact on Agency Goal Attainment:

2001-2002:

The college is committed to improving the use of technology and likewise the nursing division is keeping in step with the times.

Effect to be integrated into next planning cycle:

2001-2002:

Continue to tweak the individual web pages and the divisional one as well.

Benefits to agency:

2001-2002:

Provide accurate, up-to-date information in a quick and easy way.

*Goal 0840*

Review instructional products (hardware and software) to support instruction and enhance student learning.

*Objective 010*

Each division will review at least three interactive technology systems to support instruction and enhance student learning.

Benefit: Student learning will be enhanced. Current instruction will be facilitated.

*OMAS 01*

At least one new interactive technology system will be presented to the divisional faculty for consideration by May 2002.

Condition: Cost. Hardware availability.

*Evaluation*

2001-2002:

Several interactive CDs were given to individual faculty for preview rather than at a general faculty meeting.

2002-2003:

Several interactive CDs were given to individual faculty for preview rather than at a general faculty meeting.

Impact on Unit Performance: Exemplary

2001-2002:

The nursing division purchased and made available many interactive CDs to enhance student learning.

2002-2003:

Due to the budget constraints, no money was available to purchase CDs this year.

Impact on Agency Goal Attainment: Exemplary

2001-2002:

Many of these CDs integrate simulations and critical thinking skills necessary for nurses and not readily available at times in the clinical area.

2002-2003:

No major impact this year due to budget constraints.

Effect to be integrated into next planning cycle: Major

2001-2002:

Will continue to evaluate new technologies as they are available. All faculty currently use powerpoint with the classroom projector. All classrooms used by nursing are equipped with this hardware. All computer labs on campus have the nursing programs accessible.

2002-2003:

Continue to preview and request as money becomes available again.

Benefits to agency: Major

2001-2002:

Variety of teaching-learning methods to allow teachers and students of varying teaching and learning styles to maximize in every way their skills.

2002-2003:

Staying current with interactive materials facilities up-to-date learning for students.

*Goal 0870*

Integrate technology skills across the curriculum to equip students with technology skills they will need when they leave DSC.

*Objective 010*

All students who graduate from DSC will be able to demonstrate basic computer competency.

Benefit: Graduates from DSC will have technology skills they need.

*OMAS 02*

75% of 2002 graduates of DSC will indicate on a graduate survey that they have acquired basic computer skills.

*Evaluation*

2001-2002:

94.1 % of 2002 nursing graduates indicate they agree or strongly agree they can use and are familiar with computers and other forms of electronic media.

Impact on Unit Performance: Exemplary

2001-2002:

Vital computer skills have been achieved.

Impact on Agency Goal Attainment: Exemplary

2001-2002:

6% of the students who took a course with all the identified computer competencies and made an "A" did not feel they had achieved the goal.

Effect to be integrated into next planning cycle: Major

2001-2002:

Will continue Nursing 2203 and will remind students the definition of computer competency.

Benefits to agency: Major

2001-2002:

Better prepared graduates for the workplace and continued good NCLEX-RN pass rate.

*OMAS 01*

100% of graduating students after 2003 will have taken at least one of the identified computer competency courses or have passed an exemption test demonstrating computer competence.

*Evaluation*

2001-2002:

100% of two year RN graduates took and passed with an "A" the course 2203 which includes all the components required to declare computer competence as defined by Dalton State College.

Impact on Unit Performance: Exemplary

2001-2002:

Required the re-structuring of Nursing 2203 to include all elements of the computer competence requirement.

Impact on Agency Goal Attainment: Exemplary

2001-2002:

Meets SACS requirement and more importantly prepares the graduates at a minimal competency level to use computers in the work place and in their daily lives.

Effect to be integrated into next planning cycle: Major

2001-2002:

Will continue the course as designed and approved by Academic Council. Evaluations were very positive.

Benefits to agency: Major

2001-2002:

Better prepared graduate for the workplace and continued high NCLEX-RN pass rate.

*OMAS 03*

60% of alumni of DSC who graduated 1998-2001 will indicate on an alumni survey that they have acquired basic computer skills.

*Evaluation*

2001-2002:

Data not available at this time and not appropriate since more recent data indicate exemplary achievement.

Impact on Unit Performance:

2001-2002:

See OMAS #02.

Impact on Agency Goal Attainment:

2001-2002: N/A

Effect to be integrated into next planning cycle:

2001-2002: N/A

Benefits to agency:

2001-2002: N/A

*Goal 0980*

Provide opportunities for middle and secondary school faculty and administration to exchange ideas and information with DSC faculty and staff to prepare students for higher education in the College's service area.

*Objective 010*

Each division will provide at least one opportunity for middle and secondary school faculty and administration to exchange ideas and information with DSC faculty and staff to prepare students for higher education in the College's service area.

Benefit: Increased interest in post secondary education for traditional students. Better prepared students for the rigors of post secondary college courses.

*OMAS 01*

The number of traditional students from area high schools will increase by 5% over the previous year.

Condition: Support of area systems for faculty to participate in collaborative efforts.

*Evaluation*

2001-2002:

The number of traditional students from area high schools increased by 8.4% over the previous year.

2002-2003:

The number of traditional students from area high schools continues to increase.

Impact on Unit Performance: Exemplary

2001-2002:

This goal was met. Recruitment efforts will be continued.

2002-2003:

This goal was met. Recruitment efforts will be continued.

Impact on Agency Goal Attainment: Exemplary

2001-2002:

Continue to interest new high school graduates.

2002-2003:

Continue to recruit high school students. Our campus lab assistant attended career day events at one middle school - Ringgold Middle School. He also attended career day events at the following high schools - Dalton, Chattooga, Ridgeland, Dade County and Calhoun. He also participated in the campus High School Senior Days as well as speaking to other groups visiting on campus as well as disseminating information by phone to potential students.

Effect to be integrated into next planning cycle: Major

2001-2002:

Meet with enrollment services to develop strategies to increase numbers of traditional students.

2002-2003:

Meet with enrollment services to develop strategies to increase numbers of traditional students.

Benefits to agency: Major

2001-2002:

Having this data makes the institution aware of the need to continue strategies for recruitment.

2002-2003:

Having this data makes the institution aware of the need to continue strategies for recruitment.

*Goal 7000*

Dalton State College Division of Nursing will prepare students for employment as safe, effective registered nurses.

*Objective 010*

Graduates of the Nursing Associate Degree program will demonstrate competency to practice as safe, effective Registered Nurses.

*OMAS 01*

The graduates of the Associate Degree Nursing program who take the NCLEX-RN examination within one year of graduation will pass on the first try at a pass rate at or above the national average.

*Evaluation*

2000-2001:

The graduates of the Associate Degree Nursing program who took the NCLEX-RN examination within one year of graduation had a pass rate of 88.89%. The national pass rate was 83.84% and the state average was 82.61 %.

2001-2002:

The graduates of the Associate Degree Nursing program who took the NCLEX-RN examination within one year of graduation had a pass rate of 87% at this time. Two students have not yet taken the NCLEX-RN examination. The national pass rate was 85.53% and the state average was 86.74%.

2002-2003:

The graduates of the Associate Degree Nursing program who took the NCLEX-RN examination within one year of graduation had a pass rate of 87.10% at this time. One student has not yet taken the NCLEX-RN examination. The national pass rate was 86.8% and the state average was 85.8%.

Impact on Unit Performance: Exemplary

2000-2001:

Since the scores were 5% above the national average and 6% above the state average, we believe that results indicate that the program is effective and indicates maintenance of the program without major changes.

2001-2002:

Since the scores were slightly above the national average and at the state average, we believe that the results indicate that the program is effective and indicates maintenance of the program without major changes. Students will continue to be encouraged to take a NCLEX-RN preparation course.

2002-2003:

Since the scores were above the national and state average, we believe the results indicate that the program is effective and indicates maintenance of the program without major changes.

Impact on Agency Goal Attainment: Exemplary

2000-2001:

Since the organizational goal is to prepare persons for the work force, the attainment of this goal is of great importance.

2001-2002:

Preparation for the work force remains essential, the attainment of this goal remains a priority.

2002-2003:

Since the organizational goal is to prepare persons for the work force, the attainment of this goal is of great importance. The faculty have secured two new clinical settings to broaden the student's experiences.

Effect to be integrated into next planning cycle: Major

2000-2001:

The next planning cycle includes the continuation of a quality program with little changes except in areas as indicated on evaluation/surveys from students, agency personnel, employers, alumni surveys, advisory councils, and informal dialogue with health team workers and consumers.

2001-2002:

The next planning cycle includes the continuation of a quality program with little changes except in areas as indicated on evaluation/surveys from students, agency personnel, employers, alumni surveys, advisory councils, and informal dialogue with health team workers.

2002-2003:

The next planning cycle includes the continuation of a quality program. Results on evaluations/surveys from students, agency personnel, employers, alumni surveys, advisory councils and informal dialogue with health team workers and consumers continue to be a source of program evaluation.

Benefits to agency: Major

2000-2001:

The positive publicity of scoring well above the national and state average encourages qualified students to choose Dalton State College as their college of choice to become an RN.

2001-2002:

The continued scoring at or above the national and state average encourages qualified students to choose Dalton State College as their college of choice to become a RN. Currently four faculty members are graduates of the nursing program from Dalton State College.

2002-2003:

The positive NCLEX-RN scores above the national and state average increases the enrollment of qualified students to choose Dalton State College as their college of choice to become an RN.

*OMAS 02*

After one year of employment, 80% of graduates will express satisfaction with their educational preparation at Dalton State College as measured by an annual Alumni Survey.

*Evaluation*

2000-2001:

After one year of employment, the majority of 1999 graduates expressed satisfaction with their educational preparation at Dalton State College. Once again only a small number, 15, of graduates responded to the survey. 100% responded that their career preparation was excellent or good. 40% responded that their preparation was excellent, while 60% ranked their preparation as good. There were no poor responses.

2001-2002:

After one year of employment, the majority of the 2000 graduates expressed satisfaction with their educational preparation at Dalton State College. Once again, only a small number, 14, of the graduates responded to the survey. 86% responded that their career preparation was excellent or good. 29% responded that their preparation was excellent, while 57% ranked their preparation as good. There were no poor responses, however, two gave a rating of fair which is down from last year's survey.

2002-2003:

After on year of employment, the majority of 2001 graduates expressed satisfaction with their educational preparation at Dalton State College. Once again, only a small number, 16, of the graduates responded to the survey. 94% responded that their career preparation was excellent or good. 38% responded that their preparation was excellent, while 56% ranked their preparation as good. This 94% is up considerably from last 86%, however there was one very dissatisfied student that rated their career preparation as poor. There were no fair responses.

Impact on Unit Performance: Exemplary

2000-2001:

The impact is that positive feedback from alumni improves nursing faculty satisfaction. It is rewarding to know alumni rank their program of study in a positive way.

2001-2002:

The impact is that positive feedback from alumni improves nursing faculty satisfaction. It is rewarding to know alumni rank their program of study in a positive way.

2002-2003:

The impact is that positive feedback from alumni improves nursing faculty satisfaction. It is rewarding to know alumni rank their program of study in a positive way.

Impact on Agency Goal Attainment: Exemplary

2000-2001:

Positive responses from graduates indicate satisfaction that they were prepared to work in the workplace.

2001-2002:

Positive responses from graduates indicate satisfaction that they were prepared to work in the workplace.

2002-2003:

Positive responses from graduates indicate satisfaction that they were prepared to work in the workplace.

Effect to be integrated into next planning cycle: Major

2000-2001:

The respondents rated gerontological, medical, obstetrical, and psychiatric nursing preparation as excellent or good by the highest percentage of graduates (91%, 100%, 94%, 94%). This is the second successive year that medical preparation received a rating of 100%. Surgical nursing scored lower at 74% responding excellent or good. This score is up 10% since the previous year. Pediatrics scored the lowest with only 66% ranking this area as excellent or good. This score is up 18% since the previous year. All respondents stated that they would select this program if they had to do it again. We will again look at the surgical and pediatric rotations. It appears the strategies employed last year were better, but still needing improvements.

2001-2002:

The respondents rated gerontological, medical and obstetrical nursing preparation as excellent or good by the highest percentages (100%, 93%, 92%). Surgical, pediatric, and psychiatric nursing all received an 85% response as excellent or good. The surgical nursing score is up 11 % from the previous year, and the pediatric score rose dramatically from 66% to 85%. The psychiatric nursing score, however, dropped from 94% of the previous year to 85% in this year's survey. All respondents stated that they would select this program if they had to do it again. It appears the strategies employed last year in the surgical and pediatric rotations had a positive impact. Although 85% of the students rated the psychiatric rotation as excellent or good, because of the drop from the previous year, we will look closely at ways to enhance this rotation.

2002-2003:

The respondents rated their gerontological, medical, and obstetrical nursing preparation as excellent or good by an outstanding 100%. Surgical nursing preparation was rated as good or excellent by 81 % of the respondents and 19% rated this area as fair. The Pediatric score fell from 85% to 69%, and the psychiatric nursing score continued to fall from 85% to 81.5%. All respondents stated that they would select this program if they had to do it again.

Benefits to agency: Major

2000-2001:

Positive graduates are great role models for currently enrolled students. Satisfied graduates portray a positive attitude toward the college in general and in nursing specifically.

2001-2002:

Positive graduates are excellent role models for currently enrolled students. Satisfied graduates portray a positive attitude toward the nursing program and the college as a whole.

2002-2003:

Positive graduates are excellent role models for currently enrolled students.. Satisfied graduates portray a positive attitude toward the nursing program and the college as a whole.

*OMAS 03*

Eighty percent (80%) of employers of Dalton State College nursing graduates will express satisfaction in an annual Employer Survey with the performance of the graduates after one year of employment in the areas of critical thinking, communication, and therapeutic nursing interventions.

*Evaluation*

2000-2001:

Eighteen employers of Dalton State College nursing graduates responded to a survey ranking the 1999 graduates in several areas such as critical thinking, communication and therapeutic nursing interventions. The rankings were 90% or above in performance in the categories of "always" or "most of the time".

2001-2002:

Twenty-four employers of Dalton State College nursing graduates responded to a survey ranking the 2000 graduates in several areas such as critical thinking, communication and therapeutic nursing interventions. The rankings were 90% or above in performance in the categories of "always", "most of the time", or "some of the time".

2002-2003:

Twenty-five employer surveys of Dalton State College nursing graduates were received. The employers responded to our survey ranking the 2001 graduates in several areas such as critical thinking, communication and therapeutic nursing interventions. The rankings were 90% or above in performance in the categories of "always", "most of the time", or "some of the time".

Impact on Unit Performance: Exemplary

2000-2001:

It is rewarding to see that employers are satisfied with the performance of our graduates. It gives the faculty intangible incentive to continue doing a good job.

2001-2002:

Employer satisfaction with the performance of our students is gratifying. It challenges the faculty to continue to maintain above average job performance.

2002-2003:

Employer satisfaction with our graduates is essential to our nursing program. Faculty constantly research new methods to stimulate student critical thinking skills.

Impact on Agency Goal Attainment: Exemplary

2000-2001:

The goal of preparing citizens for the work force is clearly met. The impact is to continue to market our graduates and advertise so we can have more to graduate.

2001-2002:

The goal of preparing citizens for the work force is clearly met. The impact is to continue to market our graduates and advertise for qualified students to meet the current nursing shortage in our geographic area.

2002-2003:

The goal of preparing citizens for the work force is clearly met. The impact is to continue to market our graduates and advertise for qualified students to meet the current nursing shortage in our geographic area.

Effect to be integrated into next planning cycle: Major

2000-2001:

The number of surveys returned was still lower than desired. This year the faculty decided to hand deliver the surveys with a self-addressed envelope. This did not improve return. New strategies will need to be developed.

2001-2002:

The number of surveys returned was an improvement over the previous year. The faculty hand delivered the surveys with self addressed envelopes. Employers had to be contacted after the delivery to be reminded to return completed forms. Some graduates were no longer employed by the original employer and surveys could not be completed for these individuals.

2002-2003:

The percentage of returns was 63% this year. Surveys were hand delivered by faculty again this year. At the pinning ceremony for 2002, graduates were asked to submit the name of their prospective employers. This list will be maintained yearly to obtain a higher percentage of returns in the future. Consideration is being given to putting the surveys on the web for a better return, as suggested by the advisory committee.

Benefits to agency: Major

2000-2001:

The benefit to the organization is that the survey which was formatted a new way last year still seemed quite effective in evaluating important components of the program from faculty perspective as well as from the Georgia Board of Nursing and NLNAC.

2001-2002:

The benefit to the organization is that the survey is effective in evaluating important components of the program from faculty perspective as well as from the Georgia Board of Nursing and NLNAC. The survey allows faculty to evaluate any areas of common deficiencies as well as strengths.

2002-2003:

The benefit to the organization is that the survey is effective in evaluation important components of the program from faculty perspective as well as from the Georgia Board of Nursing and NLNAC. Surveys addressed the need for focusing on graduate self evaluation and teamwork. This will be addressed in Nursing 2203.

*OMAS 04*

Within three months of passing NCLEX-RN, seventy-five percent of Dalton State College graduates will be employed in hospitals and similar agencies.

*Evaluation*

2000-2001:

Of the fifteen 1999 graduates who responded to the graduate questionnaire, 88% are employed full-time and 12% are employed part-time.

2001-2002:

Of the fourteen 2000 graduates that responded to the graduate questionnaire, 86% are employed full-time and 14% are employed part-time.

2002-2003:

Of the sixteen 2001 graduates that responded, 100% are employed full-time.

Impact on Unit Performance: Exemplary

2000-2001:

The impact is that positive feedback from alumni improves nursing faculty job satisfaction. It is nice to know alumni rank their program of study in a positive way.

2001-2002:

Positive feedback from alumni improves nursing faculty job satisfaction. It is rewarding to know the program of study has enabled alumni to attain their personal goal of employment in their chosen field.

2002-2003:

Positive feedback from alumni improves nursing faculty job satisfaction. It is rewarding to know the program of study has enabled alumni to attain their personal goal of employment in their chosen field.

Impact on Agency Goal Attainment: Exemplary

2000-2001:

Positive responses from graduates indicate satisfaction that they were prepared to work in the workplace and that they all got jobs. 87% of the graduates are employed in the hospital setting. The second largest employer was physician's office/clinic. Of the graduates employed by hospitals, 34% are working general duty, 7% operating room, 34% emergency room, and the remaining 19% are in other areas. Those 34% who are working general duty floors are mostly on med-surg units. Most are staff nurses. One graduate is an employee health nurse as well as patient educator and one is a general surgery coordinator. The majority are employed on the day shift and make between \$13.01 - \$16.00 dollars per hour with benefits. Forty percent of the graduates received \$16.01 - 19.00 dollars per hour with benefits. Only one graduate reported a salary between \$19.01 - \$21.00 per hour, but this figure did not include benefits.

2001-2002:

Positive responses from graduates indicate satisfaction with their workplace preparation and with attainment of jobs in the field. 78% of the graduates are employed in the hospital setting, with the second largest percentage, 22%, being employed in the physician's office/clinic. Of the graduates employed by hospitals, 46% are working general duty, 9% are working in the emergency department and 9% are working in "other" areas. The 46% who are working general duty floors are split evenly on med-surg units and pediatrics, with 36% being in specialty units. The majority are employed on the day shift and earn between \$16.01-\$19.00 per hour with benefits, and 33% earn \$13.01-\$16.00 with benefits. Two graduates reported a salary between \$19.01-\$21.00 per hour, and this year's figure did include benefits. The two graduates who are employed part-time stated their reason as being family obligations.

2002-2003:

Positive responses from graduates indicate satisfaction with their workplace preparation and with attainment of jobs in the field. 75% of the graduates are employed in the hospital setting. 12.5% were employed in public health/home health and 12.5% were employed in physician's office/clinic settings. Of the graduates employed by hospitals, 56% are working on general duty, 32% are in specialty care units, and the remaining 12% are in the emergency room. Those 56% who are working general duty floors are mostly located on med-surg units with 10% employed in OB areas and 10% in the pediatric area. Most are staff nurses. The majority are employed on the day shift and earn between \$16.01 - \$19.00 per hour with benefits while 12% receive \$13.01 - \$16.00 with benefits. Twelve percent of the graduates reported a salary between \$19.01 - \$21.00 per hour and only one graduate reported not receiving benefits. This year, 32% of the graduates made above \$21.00 an hour and all received benefits.

Effect to be integrated into next planning cycle: Major

2000-2001:

The clinical facilities will remain predominately in hospitals and mid-management skills will continue to be employed.

2001-2002:

The clinical facilities will remain predominately in hospitals and mid-management skills will continue to be employed.

2002-2003:

The clinical facilities will remain predominately in hospitals and mid-management skills will continue to be employed.

Benefits to agency: Major

2000-2001:

Any career program where the job market is open and graduates can get jobs is desirable for students to pursue as a career. Enrollment has increased for Fall 2000 as a result of an open job market.

2001-2002:

A career which offers an open job market and easily obtainable jobs is a desirable choice for students pursuing a career. Enrollment has increased for Fall 2001 as a result of the open job market.

2002-2003:

A career which offers an open job market and easily obtainable jobs is a desirable choice for students pursuing a career. Enrollment has increased steadily for Fall 2002 as a direct result of the open job market.

*OMAS 05*

In any given semester, the attrition rate of students failing to progress in the program due to academic failure in "nursing will not be greater than 15%.

*Evaluation*

2000-2001:

The attrition rate of students failing to progress in the program due to academic failure in Nursing was 6% in Nursing 1101, 5% in Nursing 1102, 11% in Nursing 1103, 4% in Nursing 1104, and 5% in Nursing 2201 for Fall Semester 2000. For Spring Semester 2001, the attrition rate of students failing to progress in the program due to academic failure in Nursing was 8% in Nursing 1105, 0% in Nursing 1106, 0% in Nursing 2202 and 0% in Nursing 2203.

2001-2002:

The attrition rate of students failing to progress in the program due to academic failure in Nursing was 0% in Nursing 1101, 0% in Nursing 1102, 4% in Nursing 1103, 0% in Nursing 1104, and 0% in Nursing 2201 for Fall Semester 2001. The attrition rate of students failing to progress in the program due to academic failure in Nursing was 2% in Nursing 1105, 0% in Nursing 1106, 6% in Nursing 2202, and 0% in Nursing 2203 for Spring Semester 2002.

2002-2003:

For Fall Semester 2002, the attrition rate of students failing to progress in the program due to academic failure was 0% in Nursing 1101, 1 % in Nursing 1102, 5% in Nursing 1103, 0% in Nursing 1104, and 0% in Nursing 2201. The attrition rate of students failing to progress in the program due to academic failure was 10% in Nursing 1105, 0% in Nursing 1106, 2% in Nursing 2202, and 0% in Nursing 2203 for Spring Semester 2003.

Impact on Unit Performance: Exemplary

2000-2001:

The values obtained in an objective way substantiate for the faculty's belief that a quality education is being received by all students and that the admission criteria and other standards are neither too difficult nor too easy.

2001-2002:

The attrition rate is well within the set goal and indicates the level of instruction and grading are at the appropriate level.

2002-2003:

Indicates that the admission criteria, grading scale, and level of instruction are appropriate since the percentages are well within the goal.

Impact on Agency Goal Attainment: Exemplary

2000-2001:

The goal of preparing graduates for the work force is an important goal. In all areas, but especially in the health care field, the words "safe and effective" have special significance. With 11 % failing to continue in Nursing 1103, we will look at this benchmark. As a side note, most of the students who have academic failures in any semester return and graduate at a later date.

2001-2002:

The highest attrition rate in any given semester was 6%. This is an improvement for Nursing 1103 from last year.

2002-2003:

The goal continues to be important. Staying within the acceptable range for "safe and effective practitioners" continues to be the plan.

Effect to be integrated into next planning cycle: Major

2000-2001:

The division will continue to maintain the curriculum as is. Changes are indicated on evaluation/surveys from students, agency personnel, employers, alumni surveys, advisory councils, and informal dialogue with health care workers and consumers will be made.

2001-2002:

The division will continue to maintain the curriculum as is. Changes as indicated on evaluation/surveys from students, agency personnel, employers, alumni surveys, advisory councils, and informal dialogue with health care workers and consumers will be made.

2002-2003:

Maintenance of the curriculum without change will be continued. All evaluations will be considered if changes are suggested.

Benefits to agency: Major

2000-2001:

From the purely financial view the more students who finish, the more effective the education is per student. The faculty is fully committed to help any student in any way possible without jeopardizing standards to succeed. These attrition figures demonstrate that commitment.

2001-2002:

From the purely financial view the more students who finish, the more effective the education is per student. The faculty is fully committed to help any student in any way possible without jeopardizing standards to succeed. These attrition figures demonstrate that commitment.

2002-2003:

Retention of qualified students continues to be a high priority in the division. The more students who are successful, the more the college benefits financially and the more the area health care facilities benefit.

*OMAS 06*

6A:

After one year of employment, 80% of graduates will have participated in professional growth activities as defined as: 1. the regular reading of nursing literature 2. attendance at workshops/seminars/in-services 3. participation in a professional organization 4. continuation of formal education

6B:

Graduation rates of students who complete the program within a two year time period upon entrance into the first nursing class shall be at least 70%.

Evaluation:

6A. 2000-2001:

After one year of employment, most respondents participated in more than one type of professional growth activity.

1. Regular reading - 67%
2. Workshops - 94%
3. Organizations - 7%
4. Formal education - 13%

6A. 2001-2002:

After one year of employment, most respondents participated in more than one type of professional growth activity.

1. the regular reading of nursing literature - 71
2. attendance at workshops/seminars/in-services - 78%
3. participation in a professional organization - 1
4. continuation of formal education - 29%

6A. 2002-2003:

After one year of employment, a majority of graduates will have participated in professional growth activities. Professional growth activities are defined as: 1. the regular reading of nursing literature - 8 out of 16 (50%) 2. attendance at workshops/seminars/in-services - 15 out of 16 (94%) 3. participation in a professional organization - 1 out of 16 (6%) 4. continuation of formal education - 7 out of 16 (44%)

6B. 2001-2002:

An assigned faculty committee and the Division Chair looks at the graduating class and compares those who were accepted into the class (beginning nursing sequence) two years ago with those who graduated. The number graduating is divided by the number accepted into the class for a graduation rate. Readmits (those accepted into another class who dropped out or failed) a course and are back into the nursing sequence) are not considered into the calculation.

6B. 2002-2003:

An assigned faculty committee and the Division Chair looks at the graduating class and compares those who were accepted into the class (beginning nursing sequence) two years ago with those who graduated. The number graduating is divided by the number accepted into the class for a graduation rate. Readmits (those accepted into another class who dropped out or failed) a course and are back into the nursing sequence) are not considered into the calculation.

Impact on Unit Performance: Exemplary

6A. 2000-2001:

The figures in the objective indicate that no changes need to be made and that an attitude is conveyed that learning is a life long endeavor.

6A. 2001-2002:

The figures indicate that an attitude is being conveyed that learning is a life-long endeavor. More than twice as many graduates of this class as opposed to the year before are pursuing a continuation of their formal education.

6A. 2002-2003:

The figures indicate that an attitude is being conveyed that learning is a life-long endeavor. More than twice as many graduates of this class as opposed to the year before are pursuing a continuation of their formal education.

6B. 2001-2002:

Graduation rates give an idea of student academic achievement and the success of students in accomplishing the mission, goals, and objectives of the nursing program through its curriculum.

6B. 2002-2003:

Graduation rates give an idea of student academic achievement and the success of students in accomplishing the mission, goals, and objectives of the nursing program through its curriculum.

Impact on Agency Goal Attainment: Exemplary

6A. 2000-2001:

One of the college's purposes is to instill a commitment to life long learning. The fact that over ninety percent of those responding to this survey are participating indicates this purpose is being fulfilled.

6A. 2001-2002:

A purpose of the college is to instill a commitment to life-long learning. The fact that a majority of those responding to the survey are participating in professional growth activities indicates that this purpose is being fulfilled.

6A. 2002-2003:

A purpose of the college is to instill a commitment to life-long learning. The fact that a majority of those responding to the survey are participating in professional growth activities indicates that this purpose is being fulfilled. Seven of the respondents are working on their B.S. degree. This is almost double the number who are continuing their education this year as compared to last year.

66. 2001-2002:

Graduation rates give an idea of student academic achievement in a given program and how student success in that given program aids in accomplishing the mission, goals, and objectives of the college. Program graduation rates also feed into the overall college graduation rate and aid the college in meeting USG accountability indicators (graduation rates).

6B. 2002-2003:

Graduation rates give an idea of student academic achievement in a given program and how student success in that given program aids in accomplishing the mission, goals, and objectives of the college. Program graduation rates also feed into the overall college graduation rate and aid the college in meeting USG accountability indicators (graduation rates).

Effect to be integrated into next planning cycle: Major

6A. 2000-2001:

A continuation of use of the library in assignments, referral in class time to recent happenings in health care will be emphasized.

6A. 2001-2002:

A continuation of use of the library in assignments and referral in class to recent happenings in health care will continue to be emphasized. The emphasis will encourage next year's graduates to continue their commitment to learning.

6A. 2002-2003:

A continuation of use of the library in assignments and referral in class to recent happenings in health care will continue to be emphasized. The emphasis will encourage next year's graduates to continue their commitment to learning.

6B. 2001-2002:

Forty-four students entered Fall 2000. Thirty-two or 72% of those students graduated in 2002. Twelve of the entering freshmen did not graduate. Eight of the twelve did not graduate in 2002 due to academic reasons. When the graduation rate is re-adjusted to consider academic reasons only, 82% of the class graduation rate is re-adjusted to consider academic reasons only, 82% of the class graduated. Of the remaining four who did not graduate in two years, all withdrew from the nursing sequence for personal reasons. Three of the twelve re-entered the nursing sequence and are slated to graduate in 2003. Since the outcome was met, the Division will continue to review graduation rates annually and adjust the curriculum and program as necessary.

6B. 2002-2003:

Sixty-one students entered Fall 2001. Forty-nine or 80% of those students graduated Spring semester 2003. Twelve of the entering freshmen did not graduate. Four of the twelve nursing courses while two of the twelve failed general curricular courses and could not progress in nursing. The remaining six withdrew for personal reasons (health, change of major, left the area). When the graduation rate is re-adjusted to consider academic reasons only for not graduating in Spring of 2003, there is an 89% graduation rate. If failure of nursing courses is considered only, 92% graduated Spring of 2003. Four of the twelve who did not graduate with their original class have re-entered the nursing sequence and are slated to graduate Spring of 2004. Since the outcome was met, the Division will continue to review graduation rates annually and adjust the curriculum and program as necessary.

Benefits to agency: Major

6A. 2000-2001:

These individuals are not only nurses, but citizens. The more widely read and the further they pursue an education the more useful and productive they will be to society and the nursing profession.

6A. 2001-2002:

Along with being nurses, these alumni are also citizens. The more widely read and the more educated they become, the more productive they will be to society and the nursing profession. Knowledgeable, involved citizens and nurses are excellent advertising for the nursing program and the college as a whole.

6A. 2002-2003:

Along with being nurses, these alumni are also citizens. The more widely read and the more educated they become, the more productive they will be to society and the nursing profession. Knowledgeable, involved citizens and nurses are excellent advertising for the nursing program and the college as a whole.

6B. 2001-2002:

High graduation rates indicate that students from varying academic and social backgrounds can be successful even in rigorous, challenging programs such as nursing. This allows more Dalton State College nursing graduates to be available for employment in local health care facilities throughout the college's service area helping to ease the present nursing shortage and meet the purpose of the college.

6B. 2002-2003:

High graduation rates indicate that students from varying academic and social backgrounds can be successful even in rigorous, challenging programs such as nursing. This allows more Dalton State College nursing graduates to be available for employment in local health care facilities throughout the college's service area helping to ease the present nursing shortage and meet the purpose of the college.

*OMAS 07*

Each faculty member will attend at least five continuing education program per year.

*Evaluation*

2000-2001:

One hundred percent (100%) of the faculty submitted an annual report and a faculty qualification form which indicated that participation was from 7 to 40+ in the number of programs attended.

2001-2002:

One hundred percent (100%) of the faculty submitted an annual report and a faculty qualification form which indicated that participation was from 5 to 35+ in the number of programs attended.

2002-2003:

One hundred percent (100%) of the faculty submitted an annual report and a faculty qualification form. Participation in professional development activities ranged from 8 to 30+.

Impact on Unit Performance: Exemplary

2000-2001:

Faculty who keep current in professional activities and expand their discipline-specific knowledge base are student's greatest resources.

2001-2002:

Faculty who keep current in professional activities and expand their discipline-specific knowledge base are student's greatest resources.

2002-2003:

In nursing and health related fields it is imperative that up-to-date material is taught and students are given resources to keep up-to-date. Attendance at continuing education activities is an excellent way of staying abreast.

Impact on Agency Goal Attainment: Exemplary

2000-2001:

The goal is to provide students with quality resources. The best way to provide resources is to know what, when and where resources are to be found in order to direct students to them. Continuing education programs assist in helping faculty "stay current".

2001-2002:

The goal is to provide students with quality resources. The best way to provide resources is to know what, when and where resources are to be found in order to direct students to them. Continuing education programs assist in helping faculty "stay current".

2002-2003:

Quality resources are one of the faculty's greatest assets. Well chosen continuing education programs are invaluable in providing the faculty with material "hot off the press".

Effect to be integrated into next planning cycle: Major

2000-2001:

The division chair will request that the same amount of money be placed in the budget for professional development.

2001-2002:

The division chair will encourage all faculty to attend as many activities as possible. The division chair will request that the same amount of money be placed in the budget for professional development.

2002-2003:

It is imperative that the budget continues to provide money for attendance at workshops, etc. Faculty need to be selective, but need to attend as many activities as they can without jeopardizing teaching.

Benefits to agency: Major

2000-2001:

One of the three areas on which faculty are assessed is professional development activities. Not only do these activities make us better teachers, but better citizens and community resources. The more effective we are in the community, the better the reputation the college has.

2001-2002:

One of the three areas on which faculty are assessed is professional development activities. Not only do these activities make us better teachers, but better citizens and community resources. The more effective we are in the community, the better the reputation the college has.

2002-2003:

Participation in professional activities is one of the three areas on the faculty evaluation form. Participation is not only beneficial from a knowledge standpoint, but as a role model for all professionals. The more prepared the teacher is, the more prepared the graduate is, the happier the consumer is, and the better reputation the college has. It is a win, win situation.

*OMAS 08*

The physical facilities, supplies, and instructional materials will adequately support instruction.

*Evaluation:*

2000-2001:

At the end of each semester 100% of the faculty completed a survey indicating that 100% of the time supplies and instructional materials were available and 100% of the time the physical facilities supported instruction.

2001-2002:

At the end of each semester 100% of the faculty completed a survey indicating that 100% of the time supplies and instructional materials were available and 100% of the time the physical supported instruction. In addition, each course is evaluated by the students at the end of every semester. The responses were 100% "yes" on the course evaluation statement "The supplies in campus lab were adequate" and 100% "yes" to "The physical facilities were conducive to learning" for all courses taught Spring 2001 and Fall 2001. In the faculty evaluations of facilities, supplies, and instructional materials for all nursing courses taught Spring and Fall 2001. 100% reported "yes" to having necessary supplies and equipment to support instruction, comfortable classroom setting, adequate campus lab availability and utilizing software in courses. New Pentium 111-850's have been added to upgrade all lab computers for a total of 15 computers. Internet and server access has been established on all the computers so that students have all programs (including nursing) available in campus lab. Spring 2002, 100% of the faculty completed a survey (Facilities, Supplies and Instructional Materials Evaluation) which indicated that 100% of the time supplies and instructional materials were available and the physical facilities supported instruction. For the same semester, students in each course responded 100% "yes" to supplies in campus lab being adequate and physical facilities being conducive to learning with one exception on course evaluations. Students in Nursing 1106, Spring 2002 responded 98% "yes" to supplies in campus lab being adequate. Over the summer, new instructor stations (computers) were installed in all classrooms used by nursing including the campus lab. No new software or major lab equipment was purchased.

2002-2003:

At the end of Fall semester 2002, faculty representing each nursing course taught that semester completed a survey (Facilities, Supplies, and Instructional Materials Evaluation) which indicated that 100% of the faculty had the supplies, instructional materials, and equipment to support their courses as well as had comfortable classroom settings. For the same semester, student evaluations for the courses taught ranged from 90%-100% "yes" that supplies in campus lab were adequate and 86%-100% "yes" that physical facilities were conducive to learning. Due to budget restraints, no major purchases were made in equipment or computer hardware or software. Upgrades in the computers to Windows XP did cause problems with some of the existing OB software. Several of the programs were not XP compatible and were no longer useable in the computers throughout campus. In the nursing lab, two of the older computers were not upgraded so that all programs are still available on these computers. Other computers in the lab have a combination of some, but not all of the OB programs. Reed Krause, campus lab assistant, has designated which computers have which programs for student use. As budget restraints loosen, additional replacement software will be sought.

Impact on Unit Performance: Exemplary

2000-2001:

Having needed resources readily available makes student learning more effective and allows faculty to teach, not hunt supplies or improvise.

2001-2002:

Having needed resources readily available makes student learning more effective and allows faculty to teach, not hunt supplies or improvise.

2002-2003:

Having needed resources readily available makes student learning more effective and allows faculty to teach, not hunt supplies or improvise.

Impact on Agency Goal Attainment: Exemplary

2000-2001:

Budgets are designed to provide for supplies and facilities as well as instructional materials. Objective data from students and faculty verify that the budgeting process is effective.

2001-2002:

Budgets are designed to provide for supplies and facilities as well as instructional materials. Objective data from students and faculty verify that the budgeting process is effective.

2002-2003:

Budgets are designed to provide for supplies and facilities as well as instructional materials. Objective data from students and faculty verify that the budgeting process is effective. Also during times of budgetary restraint, these data help to prioritize the needs of the Division related to student learning.

Effect to be integrated into next planning cycle: Major

2000-2001:

A request will be made to the VPAA to maintain the budget at or above its current level in order to provide needed materials.

2001-2002:

A request will be made to the VPAA to maintain the budget at or above its current level in order to provide needed materials.

2002-2003:

A request will be made to the Vice President of Academic Affairs to maintain the budget at or above its current level in order to provide needed materials especially in light of the software replacement needs of the division.

Benefits to agency: Major

2000-2001:

Resources available enable students to learn better and to feel better about their education. Good graduates generally make good employees and provide a positive influence in the community.

2001-2002:

Resources available enable students to learn better and to feel better about their education. Good graduates generally make good employees and provide a positive influence in the community.

2002-2003:

Resources available enable students to learn better and to feel better about their education. Good graduates generally make good employees and provide a positive influence in the community.

*OMAS 09*

The learning resources including library and instructional materials are comprehensive, current and available.

*Evaluation*

2000-2001:

Resources available enable students to learn better and to feel better about their education. Good graduates generally make good employees and provide a positive influence in the community.

2001-2002:

Resources available enable students to learn better and to feel better about their education. Good graduates generally make good employees and provide a positive influence in the community.

2002-2003:

The most current resources available enable students to learn better and to feel more confident about their education. Good graduates generally make good employees to provide a positive influence in the community.

Impact on Unit Performance: Exemplary

2000-2001:

The commitment of the faculty in assuring the library is comprehensive and current is evident and shows much concern for students and the college.

2001-2002:

The faculty continues to assure that the library holdings are comprehensive and carry up-to-date literature for the students at the college.

2002-2003:

The faculty's commitment to assure the library holdings reflect to the students and community the need to maintain both comprehensive and current literature.

Impact on Agency Goal Attainment: Exemplary

2000-2001:

One of the college's core purposes is a commitment to provide a supportive campus with necessary services. The library holdings are a service that must be good.

2001-2002:

The comprehensive and current library holdings are a service that indicate commitment to one of the college's purposes of providing a supportive campus.

2002-2003:

The comprehensive and current library holdings continue to provide a service that supports the campus.

Effect to be integrated into next planning cycle: Major

2000-2001:

The faculty will continue to follow the collection and weeding policy.

2001-2002:

The faculty will continue to follow the collection and weeding policy.

2002-2003:

The faculty will continue to follow the collection and weeding policy.

Benefits to agency: Major

2000-2001:

The provision of a well-rounded professionally selected collection of resources for students, faculty and the community enhances learning.

2001-2002:

Providing a well-rounded professionally selected collection of resources for students, faculty and community continue to enhance learning.

2002-2003:

Providing a well-rounded professionally selected collection of resources for students, faculty and community continue to enhance learning.

### *OMAS 10*

There will be a systematic evaluation of the unit in nursing, program of learning and the graduate which will be used for development, maintenance and revision of the program, and/or program outcomes.

#### *Evaluation*

2000-2001:

The evaluation plan timetable was followed and the results documented precisely as stated on the plan. The specifics can be found in the nursing division minutes.

2001-2002:

The evaluation timetable was followed and the results documented precisely as stated on the plan. Each faculty member worked to maintain the timetable and reports were presented as stated in the nursing division minutes.

2002-2003:

There will be a systematic evaluation of the unit in nursing, program of learning and the graduate which will be used for development, maintenance and revision of the program, and/or program outcomes.

#### Impact on Unit Performance: Exemplary

2000-2001:

A thorough evaluation process including the results and the use of the results is imperative for accountability and for a quality program continuation.

2001-2002:

The evaluation results and their use remains imperative for accountability and for the program to remain above the state and national average for NCLEX-RN pass rates.

2002-2003:

The evaluation process and the use of the results remains imperative for the accountability of the program and for the nursing program to remain above the national and state average for NCLEX-RN pass rates.

#### Impact on Agency Goal Attainment: Exemplary

2000-2001:

A comprehensive evaluation plan as indicated in OMAS 1-6 reflects the attainment of the college's overall mission and core purposes.

2001-2002:

A comprehensive evaluation plan as indicated in WAS 1-6 continues to reflect the attainment of the college's overall mission and core purposes. The division of nursing strives to maintain above average goal attainment.

2002-2003:

A comprehensive evaluation plan as indicated in OMAS 1-6B reflects the attainment of the college's overall mission and core purposes. The division of nursing continues to strive to maintain above average goal attainment.

#### Effect to be integrated into next planning cycle: Major

2000-2001:

Some of the benchmarks for the 2000-2001 year allow for more accurate measurement. These changes will occur earlier in the academic year so needed changes can be made in a more timely manner.

2001-2002:

Benchmarks for the 2001-2002 year allowed for more accurate measurement. These changes were implemented as proposed and changes were made early in the academic year.

2002-2003:

The benchmarks implemented allowed for more accurate measurement since the proposed changes were made early in the academic year.

Benefits to agency: Major

2000-2001:

The overall evaluation plan meets the Georgia Board of Nursing and the NLNAC standards as well as meets the institutional effectiveness criteria for ensuring accountability in all areas of the program.

2001-2002:

The overall evaluation plan meets the Georgia Board of Nursing and the NLNAC standards as well as meets the institutional criteria. The evaluation process ensures accountability in all aspects to the nursing program.

2002-2003:

The overall evaluation plan meets the Georgia Board of Nursing and the NLNAC standards as well as meets the institutional effectiveness criteria for ensuring accountability in all areas of the program.