

**DALTON STATE COLLEGE
RESPONSES TO QUESTIONNAIRE PREPARED BY THE
USG GRADUATION TASK FORCE**

USG Question #1

What types of major studies of retention and graduation have you done in the last five years? What are the results/lessons learned from studies/changes in retention efforts that you have conducted? Please share the results with the task force.

Dalton State College Response

Because of DSC's commitment to help current students stay in school and complete their programs of study, the administration has undertaken a number of initiatives in recent years to address retention and graduation issues. One such major study was carried out in the spring of 2002. Suggestions and ideas from students on what it takes for them to remain in school was deemed to be most valuable, and so DSC carried out a directed focus group following a stratified random survey to gather student retention data. Students were polled regarding important issues as well as college experiences and expectations for retention. The Vice President for Academic Affairs chose an initial sample size of 800 students from a total Spring 2002 enrollment of 3,625 students. The Office of Institutional Research and Planning randomly selected 34 classes from the on-line class registration/advisement system representing 828 enrolled students. The classes were randomly selected from the technical division as well as from two-year and four-year degree classes for a sample of students by major, classification and degree program. Only classes taught by full-time DSC faculty were selected for inclusion. To explain the methodology and importance of the study, a meeting with the 34-selected faculty, focus group leaders, the President, and the Vice President for Academic Affairs was held to explain the retention study and process. Faculty were given copies of the three-question survey and were asked to devote the beginning of their subsequent class time to discuss retention issues and gather the student survey feedback and general comments.

The three questions were: (1) "Thinking about your friends who have had to drop out from DSC, what were their reasons or issues that made it impossible for them to remain in school," (2) "What could DSC do to make it easier for you to stay in school (and complete your program of study)? Please be specific," and (3) "What issues might cause you to drop out of school?" The surveys yielded 550 useable surveys from a sample of 828 students on record for a 67% response rate. Faculty were also given a letter listing the two selected focus group times and asked to select one student to represent the class and bring the discussion summary information to the collective focus group sessions. Faculty were asked to e-mail the name of their chosen student to the focus group team. This student was sent a follow-up e-mail reminder.

Three issues emerged from the survey as the most important factors in retention. The issues have a cause-and-effect relationship and were: (1) "conflicting schedules and responsibilities," (2) "academic problems," and (3) "financial problems." For the first question regarding the factors leading to their friends dropping out of DSC, 509, or 48%

of the 1,069 to this question responses cited conflicting schedules and responsibilities. The conflicts included long and changeable working hours, a distribution of class times incompatible with their schedules, no campus child care, family responsibilities, or simply lack of time. The second-most prevalent cause, mentioned in 21% of the responses, was poor academic performance. As with class scheduling, the students felt several components of instruction were unnecessarily at odds with their lives, i.e. course attendance policies, the amount and relevance of assignments, teaching styles, grading policies, or inadequate, impersonal advising which resulted in a heavy class load. The third most important factor, mentioned by 16% of the students, was money, a problem often caused by losing their HOPE scholarships or other non-loan financial aid because of poor academic performance. Students had limited information on other types of financial aid available and the loss of HOPE funding was perceived as an insurmountable obstacle.

When asked what issues might cause the student himself/herself to drop out of DSC, the students identified the same key problems. Of the 926 responses to this question, 43% mentioned conflicting schedules and responsibilities, including jobs, the distribution of class times, lack of childcare, family demands, and limited time as current problems. Money was the second-most significant issue, mentioned in 23% of the responses, and, again, the same set of academic issues was identified in 16% of the responses. When asked what DSC could do to make it easier for students to stay in school, 30% of the 684 responses to this question identified reducing their schedule and responsibility conflicts, i.e. changing the distribution and frequency of classes, as the factor which would make the most difference. Addressing the same academic issues discussed above was also an important factor, mentioned in 22% of the responses. The third most-frequently mentioned improvement at 11% was making financial aid more accessible.

Through an examination of the College's present environment and student recommendations on retention issues, certain institutional problems and their related weaknesses were identified. Based on student responses, it became evident that, to improve student retention, DSC must address instructional methods for the College's nontraditional student body, especially in light of the rapid growth and diversification of the service region, as well as the College's enrollment growth and new baccalaureate mission. Thus, DSC must efficiently meet the needs of a nontraditional student body enrolled on a main campus and four off-campus sites, commuting from the service area and beyond, in need of classes over a wide span of the day, night, and weekends. Students surveyed identified conflicting schedules and responsibilities as a factor on DSC's low retention rate. In addition, DSC students, even those on the main campus, have very little co-curricular involvement -- a significant factor in student retention. Since projections indicate the student body will continue to be largely nontraditional, there is little reason to believe that traditional co-curricular involvement will increase. The College must, therefore, identify innovative instructional delivery methods that incorporate an alternative means for students to experience the benefits traditionally provided by co-curricular participation—teacher/student and student/student interaction, mentoring relationships, and a sense of involvement.

USG Question #2

What is your perception of the reasons that your graduation rates are not higher? Are there empirical data to support your perception?

Dalton State College Response

The faculty and administration believe that most DSC students enroll at the College for a variety of reasons and objectives that might not necessarily lead to graduation. Students may take a course or two here to meet a particular objective and then leave, others aren't sure what they want to do, and still others transfer to another institution without leaving any paper trail. For some empirical data, DSC usually asks students upon graduation whether or not their objective for attending DSC has been fully accomplished. Students' response over the past few years is presented in the Table below.

STUDENT ACHIEVEMENT INDICATORS					
1998-2003					
	1998/99	1999/00	2000/01	2001/02	2002/03
% of graduates who reported that their objective for attending Dalton State College was fully accomplished.	86%	79%	77%	74%	73%

USG Question #3

What interventions/support do you provide to students that you consider are effective in increasing retention rates?

Dalton State College Response

Below is a summary of some recent and ongoing interventions/supports provided:

- COLLEGE 1101, a new course was implemented fall, 2002 for first-time freshmen. The half-semester course began in fall, 2002 with 25 sections. Faculty received training and a course orientation prior to being certified to teach the course.
- The Academic and Career Enhancement (ACE) Center sends a letter and bookmark to students who withdraw during a previous semester. The letter reinforces the student support services available and offers assistance in their return to DSC. A return postcard noting their intention is included and students receive a follow-up phone call. Students who indicate they would return during a specific future semester are re-contacted and offered assistance in the college re-entry process.
- During summer, 2001, students who had withdrawn were contacted by telephone and asked to participate in a separate focus group to discuss how Dalton State College could better meet their needs. The students were selected using a stratified randomized sample from the five programs with the highest withdrawal rate. If they agreed to participate, a follow-up postcard was sent as a reminder. Pizza and door prizes were used as an incentive to attend. A “Teacher in Industry” intern planned, implemented, and evaluated the session. The report, shared with the Retention Task Force, identified many of the same concerns as were revealed in the previous fall telephone interviews providing a trend analysis and benchmarks for future review.
- The Office of Computer and Information Systems has written a computer program to provide information on students who have withdrawn including: (a) was the student enrolled full-time or part-time when he/she withdrew? (b) did he/she receive financial aid? (c) did he/she receive veterans’ benefits?, and (d) was he/she enrolled in Developmental Studies/Learning Support courses; and if so, which one(s)? Maintaining this database of current statistics will provide accurate longitudinal data. Effective methods of measurement are thus in place to determine what “type” of student is withdrawing most frequently and to assess the effectiveness of various retention activities.
- A new, small group freshman orientation process featuring mentors and follow-up services has been implemented.
- The Admissions Office and Financial Aid Office merged on July 1, 2000, creating an Office of Enrollment Services to serve as a “one stop shop” for students. As well, a new campus building provided space to create a comprehensive learning support center—reading lab, writing lab, math lab, foreign language lab, open computer labs, and general tutorial lab, in one location
- Uneven quality in academic advising by division/department has been identified and is receiving attention. For example, with the receipt of a Title III grant, DSC has established a new Academic Advising Center with a full-time director.
- Preparation is underway to develop on-line courses as a way to retain students with class scheduling and conflict issues as well as to address work and childcare responsibilities.

USG Question #4

Name at least one similar institution to yours from outside USG that has significantly better retention and graduation rates than your institution — similar refers to characteristics of undergraduate students, e.g. selectivity of institution; similar percentages of residential, full-time students; similar location [urban, rural, suburban]; small/large numbers of transfer students; and similar mix of traditional/non-traditional undergraduate students.

Dalton State College Response

Eastern Oregon State College (now Eastern Oregon University). This is one of the institutions selected for DSC by the Board of Regents as a comparator institution.

USG Question #5

Name at least one institution similar to yours from within USG that you consider to be a comparator for retention and graduation rates.

Dalton State College Response

Macon State College.

USG Question #6

Have you developed “early warning signs” to identify students who may be or who prove to be at risk? If so, describe them and any interventions you make that are effective.

Dalton State College Response

The Academic & Career Enhancement (ACE) Center in the Division of Enrollment Services asks faculty to identify students having problems in class (with grades, attendance, etc.) and to refer these students to the Center for follow-up with appropriate help. This initiative began in summer, 2002. Faculty checks class rolls during the fourth week of 16-week semester and identify students who are: (1) not attending class, (2) low grades, (3) not completing assignments, (4) insufficient preparation for class, (5) lack of class participation, and (6) other academic difficulty. Faculty notify the Enrollment Services Office by e-mail or in writing. The ACE Center follows up with each student.

USG Question #7

Nationally, on average, of the students that leave the college of initial enrollment, almost half leave during the second year and beyond. With the exception of UGA and Ga. Tech, most institutions have significantly lower retention rates beyond the first year than their national counterparts. What factors play a role in departure of those students who have successfully weathered the trials of the first-year college experience at your institution?

Dalton State College Response

From student interviews and written comments, the most often heard reasons for leaving are: personal/family problems or change in family status; economic reasons relating to change in work status or work schedule; occasionally sitting out to decide what to do; change of major; difficulty of courses; and changing to a technical program in a different school because program not offered by DSC. Putting this in some context, it needs pointing out that many DSC students are first-generation students and have no support system; thus some do not try, do not do assignments, cut class, and get too far behind.

USG Question #8

Do you interview or survey non-returning students? If so, do you find the survey useful? What are the major reasons students leave?

Dalton State College Response

DSC interviews non-returning students. For example, in a *2003 Non-Returning Student Summary Report*, 200 students identified as non-returning students (Fall 2002 – Fall 2003) were contacted and asked the following questions:

1. Our records indicate that you did not return to DSC this fall. Could you please tell us why you didn't come back?
2. What are you doing now? (Did you transfer to another school? If so, where?)
3. Do you plan to return to DSC in a future term?
4. What could we have done (or what should DSC do) in order for you to return to DSC this fall?
5. When you applied to college, was DSC your first choice? Second choice?

Because of non-working or unlisted numbers and students moving out of Dalton only a total of 61 (30%) of students or their available relatives were contacted to answer questions. Below is a summary of responses:

What are your reasons for not returning to Dalton State College?

Couldn't pay the tuition	3	4.9%
Didn't like college	3	4.9%
Family obligations	1	1.6 %
Transferred to Walker Tech	1	1.6%
Had a baby	1	1.6%
Joined the military	3	4.9%
Received a ball scholarship	2	3.3%
Lost HOPE Grant	1	1.6%
Money problems	3	4.9%
Moved	5	8.2%
Still in high school (took MOA program through high school)	4	6.6%
Taking a break	4	6.6%
Transferred to Coosa Valley (for a degree in Web-site design)	1	1.6%
Transferred to Kennesaw State (just to be out on his own)	1	1.6%
Transferred to Miller Mont Tech	1	1.6%
Transferred to Northwestern (easier)	1	1.6%
Transferred to Northwestern (closer to home)	1	1.6%
Transferred to Northwestern (Phlebotomy easier to get through then at DSC)	1	1.6%
Transferred to Northwestern (due to sickness in the family)	1	1.6%
Transferred to UGA	1	1.6%

What are your reasons for not returning to Dalton State College?

Transferred to Georgia Southern (just to be out on his own)	1	1.6%
Trying to get a job w/ Georgia State Patrol	1	1.6%
Unsure of what she wanted to major in	1	1.6%
Wanted a BS in Occupational Therapy	1	1.6%
Had to go to work	13	21.3%
Could not offer a reply	4	6.6%

What are you doing now?

Attending school (at another college)	12	19.7%
Moved	1	1.6%
Looking for work	1	1.6%
Military	1	1.6%
Staying at home with children	1	1.6%
Still in high school (took MOA program through school)	4	6.6%
Working	25	41.0%
Didn't want to say (none of our business)	16	26.2%

Do plan to return to Dalton State College in a future term?

Yes, plans to return either Winter, Spring or Fall 2004	22	36.1%
No	14	23%
Probably	3	4.9%
Not sure	13	21.3%
Maybe in the future	8	13.1%
Only if DSC offered Massage Therapy Program	1	1.6%

What could have been done in order for you to have returned this fall?

Better class time scheduled	1	1.6%
More financial aid	4	6.6%
Offer culinary course	1	1.6%
Offer a degree in Massage Therapy	1	1.6%
Offer more 4 year degrees	1	1.6%
Offer a Web site design program	1	1.6%
Nothing	22	36.1%
Did not have an answer	30	49.2%

When you applied to colleges, was Dalton State College your first choice? Second choice?

First choice	27	44.3%
Second choice	8	13.1%
Couldn't recall	26	42.6%

USG Question #9

Academic issues and problems (how many and why students do not succeed academically). Does Learning Support (LS) go far enough? If the goal of LS is to prepare students for success in English, math, and limited other Core courses, what then? Is that enough? Is under-preparation for college significant enough (and different enough from other states) that students cannot overcome it? Do you have proactive programs and intervention strategies for working with probation students and those who return after a first dismissal? If so, describe them.

Dalton State College Response

The purpose of Learning Support (LS) at DSC is to provide students with the necessary foundation skills needed to learn. Learning Support at the College assists students with ALL credit coursework. For example, LS Reading allows students to understand what others have written, and LS English allows students to write in a manner that others may understand. Without vital language skills, the College believes students cannot learn successfully. At the same time, the learning support math courses provide the mathematical background to prepare students for college algebra. The concepts in college algebra are vital for all science courses and some social science courses. There are precious few courses that students may take if placed in all three learning support areas. All provide exposure to content material and logic skills essential for success in college.

How could we go further? Some students have difficulty with academic work; other students don't seem really serious about college work, and as such it is a challenge to help them - even with all the learning support provided. All the same, DSC strives to make the necessary LS material and support available to help them.

Should we have "remedial" science, history, or foreign language instruction? That is probably not the way to go. The introductory courses and beyond begin with the basics, and so students must be encouraged to take advantage of LS opportunities. We live with the reality that higher education will be held increasingly accountable for student success. Admitting only serious students who have the ability to success is unlikely to happen; indeed all students should be given the opportunity to obtain a college education. The under-preparation of students coming to DSC is significant, BUT the lack of preparation can be overcome if a student has drive and determination.

There are currently no programs for probation students at DSC. The College may have to start gathering data on how students who are on probation fare.

USG Question #10

Many students transfer — how prepared are they? How successful are they after they transfer?

Dalton State College Response

From the recently-released 2000-2001 University System Transfer Student Report, a report which has not been published over the last several years because of mechanical problems associated with conversion to the Banner student records system, shows again Dalton students performing well after transferring to other institutions. The report indicates that 200 students from DSC, who transferred to other University System of Georgia institutions, earned an average GPA (grade point average) of 2.86 during their last term at DSC before transferring to another school. But one year after transferring, those students earned an average GPA of 3.08 at their next USG institution, indicating that DSC students are well prepared for academic success and that they earn higher grades when they arrive at the next institution. As before, DSC emerged as a leader among the 15 two-year and state colleges within the University System (see Table below).

KEY STUDENT ACHIEVEMENT INDICATORS					
1998/99-2002/03					
	1998/99	1999/00	2000/01	2001/02	2002/03
DSC Students' average GPA after one year of transfer to System universities	3.07	3.01	N/A	3.08	N/A
Rank among 2-year and state colleges within the University System	1 st	1 st	-	1 st	-

USG Question #11

Advisement: What is the quality, effectiveness, and student perception of advising on your campus? How do you know? Is timing of declaration of major a factor in retention?

Dalton State College Response

DSC consistently surveys students for the quality, effectiveness, and student perception of advising on campus. One such example is the latest 2003 graduating student survey results report produced below (<http://www.daltonstate.edu/irp/surveys.htm>). The College has not carried out a study to determine whether timing of declaration of major is a factor in retention.

Section IV - Quality of Instruction and Advising

How would you rate the quality of each of the following aspects of the College?

	<i>Does Not Apply</i>	<i>Poor</i>	<i>Fair</i>	<i>Good</i>	<i>Excellent</i>	<i>No Response</i>
a. Quality of instruction by faculty	0 0.0%	2 1.1%	9 5.0%	82 45.6%	82 45.6%	5 2.8%
b. Academic advising	0 0.0%	6 3.3%	29 16.1%	80 44.4%	60 33.3%	5 2.8%
c. Clarity of program requirements	0 0.0%	3 1.7%	17 9.4%	88 48.9%	66 36.7%	6 3.3%
d. Availability of faculty advisor	0 0.0%	5 2.8%	24 13.3%	76 42.2%	69 38.3%	6 3.3%
e. Career advising	2 1.1%	7 3.9%	32 17.8%	77 42.8%	55 30.6%	7 3.9%
f. Quality of instruction in laboratories	5 2.8%	0 0.0%	15 8.3%	81 45.0%	70 38.9%	9 5.0%
g. Accessibility of faculty	0 0.0%	2 1.1%	15 8.3%	84 46.7%	73 40.6%	6 3.3%
h. Availability of needed courses	0 0.0%	10 5.6%	33 18.3%	73 40.6%	57 31.7%	7 3.9%
i. Quality of non-instructional services (such as computer services, library, etc.)	0 0.0%	0 0.0%	6 3.3%	72 40.0%	96 53.3%	6 3.3%
j. Testing/grading system	0 0.0%	2 1.1%	15 8.3%	96 53.3%	61 33.9%	6 3.3%
k. Class size	0 0.0%	0 0.0%	14 7.8%	81 45.0%	78 43.3%	7 3.9%
l. Classroom and teaching facilities	0 0.0%	2 1.1%	16 8.9%	82 45.6%	73 40.6%	7 3.9%

To what extent do you agree or disagree with the following statements about your major program?

	<i>Strongly Disagree</i>	<i>Disagree</i>	<i>Agree</i>	<i>Strongly Agree</i>	<i>No Response</i>
a. Faculty were genuinely interested in the progress of students in the program	0 0.0%	2 1.1%	90 50.0%	81 45.0%	7 3.9%
b. The program was academically demanding	0 0.0%	5 2.8%	68 37.8%	100 55.6%	7 3.9%
c. The division or department was characterized by mutual respect between students and professors	1 0.6%	4 2.2%	86 47.8%	82 45.6%	7 3.9%
d. Faculty was knowledgeable and well-prepared for their courses	0 0.0%	4 2.2%	81 45.0%	88 48.9%	7 3.9%
e. The courses that I needed or required were available	1 0.6%	14 7.8%	89 49.4%	70 38.9%	6 3.3%
f. The academic ability of other students in my program was high	2 1.1%	8 4.4%	96 53.3%	67 37.2%	7 3.9%
g. Registration procedures were efficient	2 1.1%	6 3.3%	89 49.4%	77 42.8%	6 3.3%
h. There were sufficient opportunities to interact with faculty	0 0.0%	8 4.4%	87 48.3%	78 43.3%	7 3.9%
i. Grading practices were fair and appropriate	0 0.0%	5 2.8%	91 50.6%	78 43.3%	6 3.3%
j. I received helpful feedback from faculty on my academic progress	0 0.0%	8 4.4%	98 54.4%	62 34.4%	12 6.7%
k. I was satisfied with the instruction I received	0 0.0%	5 2.8%	93 51.7%	70 38.9%	12 6.7%
l. Instructional equipment was up-to-date and available	1 0.6%	1 0.6%	91 50.6%	75 41.7%	12 6.7%
m. Classroom facilities were adequate and comfortable	1 0.6%	8 4.4%	90 50.0%	69 38.3%	12 6.7%
n. If I were starting over, I would take my major in this department or division again	1 0.6%	7 3.9%	76 42.2%	84 46.7%	12 6.7%
o. The atmosphere at Dalton State College and in my department or division encourages intellectual development	1 0.6%	1 0.6%	90 50.0%	77 42.8%	11 6.1%
p. Dalton State College has an image as a strong academic institution	0 0.0%	4 2.2%	85 47.2%	79 43.9%	12 6.7%
q. The College administration is committed to providing the best education possible for all students	0 0.0%	3 1.7%	81 45.0%	83 46.1%	13 7.2%

*To what extent do you agree or disagree with the following statements about your major advisor?
My major advisor...*

	<i>Does Not Apply</i>	<i>Strongly Disagree</i>	<i>Disagree</i>	<i>Agree</i>	<i>Strongly Agree</i>	<i>No Response</i>
a. knew my name and showed an interest personally	1 0.6%	5 2.8%	13 7.2%	69 38.3%	80 44.4%	12 6.7%
b. was available during pre-registration and registration to advise me	5 2.8%	2 1.1%	6 3.3%	74 41.1%	81 45.0%	12 6.7%
c. gave me feedback on my academic progress	3 1.7%	5 2.8%	15 8.3%	75 41.7%	69 38.3%	13 7.2%
d. provided me with accurate information about what I needed to know about the requirements for my program	5 2.8%	5 2.8%	12 3.3%	71 39.4%	74 41.1%	13 7.2%
e. was on time for appointments with me	5 2.8%	2 1.1%	6 3.3%	78 43.3%	77 42.8%	12 6.7%
	<i>Does Not Apply</i>	<i>Strongly Disagree</i>	<i>Disagree</i>	<i>Agree</i>	<i>Strongly Agree</i>	<i>No Response</i>
f. was accessible when I needed help	4 2.2%	3 1.7%	11 6.1%	66 36.7%	83 46.1%	13 7.2%
g. reviewed my academic record prior to giving advice	5 2.8%	3 1.7%	9 5.0%	75 41.7%	75 41.7%	13 2.7%
h. gave me information about careers and further educational opportunities in my major	5 2.8%	6 3.3%	19 10.6%	66 36.7%	71 39.4%	13 7.2%
i. referred me to appropriate resources on campus	6 3.3%	5 2.8%	10 5.6%	88 48.9%	61 33.9%	10 5.6%
j. is someone I would recommend to other students on campus	3 1.7%	7 3.9%	10 5.6%	69 38.3%	80 44.4%	11 6.1%

USG Question #12

Financial issues: Are students able to fund a degree? What are the patterns for your students on HOPE scholarship? If they lose their scholarships, do they drop out? Are they taking fewer hours to protect their scholarships?

Dalton State College Response

Yes, students are able to fund a degree at DSC. Indeed, the cost at DSC is such that all students can afford it, with or without financial aid. Students do not lose their scholarships when they drop out. They usually change their major to a certificate and gain eligibility for the HOPE Grant. Evidence from the Financial Aid office does not indicate that students are taking fewer hours to protect their scholarships. If that is the case, students do not tell the Financial Aid office. DSC's growing EFT enrollment may suggest that is the case.

DALTON STATE COLLEGE TEN-YEAR QUICK STATISTICAL OVERVIEW 1994/95 – 2003/04										
<i>Students</i>	<i>1994-95</i>	<i>1995-96</i>	<i>1996-97</i>	<i>1997-98</i>	<i>1998-99</i>	<i>1999-00</i>	<i>2000-01</i>	<i>2001-02</i>	<i>2002-03</i>	<i>2003-04</i>
Equivalent Full-Time	2,346	2,377	2,335	2,431	2,108	2,138	2,157	2,552	2,906	2,991

The following data on financial aid at DSC provide information on patterns for students on HOPE

STUDENT FINANCIAL AID FY2000 - FY2003								
	2000		2001		2002		2003	
	<i>No. of</i>		<i>No. of</i>		<i>No. of</i>		<i>No. of</i>	
<i>Programs</i>	<i>Students</i>	<i>Amount</i>	<i>Students</i>	<i>Amount</i>	<i>Students</i>	<i>Amount</i>	<i>Students</i>	<i>Amount</i>
HOPE	2,356	\$2,281,355	2,749	\$2,431,658	3,001	\$2,939,495	3,517	\$3,410,649

USG Question #13

Do you have a “freshman experience” program? If so, do you evaluate its effectiveness in improving student retention and graduation? If yes, please describe.

Dalton State College Response

DSC’s freshman experience consists of a required study skills course called COLLEGE 1101. It is a one credit hour course and topics include time management, note taking, learning strategies, memory, text book reading, test taking, campus resources, critical thinking, and goal setting. We are currently in the second year of this program; initial retention numbers do not show significant improvement. Faculty received training and a course orientation prior to being certified to teach the course.

USG Question #14

Do you regularly assess campus climate? If so, please describe.

Dalton State College Response

DSC regularly assesses campus climate through a wide range of surveys administered by the Institutional Research office. Examples include surveys of students, faculty, staff, alumni, and employers of graduates to measure degrees of satisfaction with College programs, goals, and service. A list of the surveys (found at: <http://www.daltonstate.edu/irp/surveys.htm>) together with the frequency of administration, follows:

- ✓ Alumni Survey (Biennial),
- ✓ BS Graduate Survey and Exit Interviews (Annual);
- ✓ BS Graduate Follow-Up Survey and Exit Interviews (Annual);
- ✓ Student Job Placement Rates Survey (Annual);
- ✓ Continuing Student Survey (Coordinated with the Board of Regents);
- ✓ Employer Satisfaction Survey of Graduates from Technical, Nursing, and Business Divisions (Annual);
- ✓ Faculty Survey (Biennial);
- ✓ Graduating Student Survey (Annual);
- ✓ New Student Statistical Survey Summary (Annual);
- ✓ Staff Survey (Biennial); and
- ✓ Student Evaluation of Faculty in Academic Divisions (Annual);