



## **Focused Report**

2.7.3	3.4.4	3.13.1
3.2.1	3.4.8	3.13.2
3.2.3	3.4.11	3.13.3
3.2.13	3.5.1	3.13.4a
3.3.1.1	3.7.1	3.13.4b
3.3.1.2	3.7.2	3.13.5a
3.3.1.3	3.9.2	4.1
3.3.1.4	3.10.1	4.6

**Submitted to the Commission on Colleges,  
Southern Association of Colleges and Schools  
September 15, 2012**

### 2.7.3

#### **General Education**

*In each undergraduate degree program, the institution requires the successful completion of a general education component at the collegiate level that (1) is a substantial component of each undergraduate degree, (2) ensures breadth of knowledge, and (3) is based on a coherent rationale. For degree completion in associate programs, the component constitutes a minimum of 15 semester hours or the equivalent; for baccalaureate programs, a minimum of 30 semester hours or the equivalent. These credit hours are to be drawn from and include at least one course from each of the following areas: humanities/fine arts, social/behavioral sciences, and natural science/mathematics. The courses do not narrowly focus on those skills, techniques, and procedures specific to a particular occupation or profession. If an institution uses a unit other than semester credit hours, it provides an explanation for the equivalency. The institution also provides a justification if it allows for fewer than the required number of semester credit hours or its equivalent unit of general education courses. (General Education)*

#### **Non-Compliance**

As a member of the University System of Georgia, the institution offers core curriculum courses that train students in “self-knowledge, self-reflection, critical awareness, and lifelong learning”, with courses focusing on “oral and written communication, quantitative reasoning and mathematics, studies in culture and society, scientific reasoning, and aesthetic appreciation” along with “an understanding of technology, information literacy, diversity, and global awareness”. In short all institutional programs of study have a focus on critical thinking, written and verbal communication, quantitative reasoning and mathematics, computer literacy, and global perspectives. For baccalaureate programs, the common core curriculum is composed of 42 semester hours of 1000- and 2000-level work, which when combined with 18 hours of major-related courses account for 60 hours, or approximately half of the approximately 120 hours required for a bachelor’s degree. For the Associate of Applied Science degrees and the Associate of Science in Nursing degree, 21 semester hours are required for general education. These hours are drawn from humanities/fine arts, social/behavioral sciences, and natural science/mathematics.

More specifically, students are required to complete at least six hours that address learning outcomes in writing in English; at least three hours that address learning outcomes in quantitative reasoning; at least three hours that address general education outcomes of the institution’s choosing; at least seven hours that address learning outcomes in the natural sciences, mathematics, and technology; at least six hours that address learning outcomes in the social sciences; and at least six hours that address learning outcomes in humanities, fine arts, and ethics.

The institution publishes these requirements in the *2011-2012 Catalog*. **The institution does not indicate which specific courses constitute the various areas, including the area of humanities/fine arts.**

## **Dalton State’s Response**

Dalton State indicates which courses constitute the various areas of the general education curriculum, including the area of humanities/fine arts, in the listing of degree requirements for each of its programs in the [2012-2013 College Catalog](#) as well as in the *Catalog’s General Education section*. For example, the degree requirements published for the B.A. in English degree contains a listing of all general education courses, including those belonging to the area of humanities/fine arts [1]. However, the College added a listing of these courses to the Core Curriculum page for the *2012-2013 Catalog*. New student learning outcomes in critical thinking, U.S. perspectives, and global perspectives were also added to the approved general education outcomes [2]. A listing of these courses is included in the [2012-2013 College Catalog](#).

### **Documentation**

[1] List of Specific Courses That Constitute Various General Education Courses in New Catalog

[2] Approved General Learning Outcomes Areas A-E, Critical Thinking, US Perspectives, and Global Perspectives

### 3.2.1

#### **Governance and Administration: CEO evaluation/selection**

The governing board of the institution is responsible for the selection and the periodic evaluation of the chief executive officer. **(CEO evaluation/selection)**

#### **Non-Compliance**

Board of Regents Policy, Section 2.1 defines the role of the Board in the selection, evaluation, and retention of the president of Dalton College. Section 2.2 describes the Presidential search process, including the use of committees and external recruitment firms. Unranked candidates are presented to the Special Regents Search Committee and in consultation with the Chancellor, a recommendation is sent to the full Board of Regents who then selects the President. For example, November 30, 2007 BOR minutes reflect the appointment of Dr. John Schwenn as president of Dalton State College.

Board of Regents Policy, Section 2.3 provides for annual reviews of the institution's presidents by the Chancellor with evaluations to be considered as part of annual appointment renewal. At its April meeting each year, the BOR elects presidents for a one year term. **While the College indicated that the most recent evaluation of the president by the Board took place in 2011, no documentation of this evaluation was presented.**

#### **Dalton State's Response**

The president of Dalton State College was evaluated by Rob Watts, Executive Vice Chancellor for Administration for the University System of Georgia, in May 2011. The president received a letter of approval signifying his review's completion and the renewal of his contract for another year. The College's SACS Liaison will present this letter to the committee when they visit in September.

### 3.2.3

#### **Governance and Administration: Board conflict of interest**

*The governing board has a policy addressing conflict of interest for its members. (Board conflict of interest)*

#### **Non-Compliance**

The committee's review of state legal code confirms that there is formal prohibition and essential restrictions against conflict of interest for its Board members. These legal requirements are further defined in sections II and V of the Board of Regents Policy manual. Section 45-10-26 , State of Georgia Code, requires public officials to complete a State Business Disclosure Form prior to January 31 of each year. Additionally Board members are required to participate in Ethics Training. **However, no evidence was presented showing actual implementation of these policies.**

#### **Dalton State College's Response**

A letter from the Office of Internal Audit and Compliance of the Board of Regents of the University System of Georgia [1] demonstrates that Board members are required to participate in Ethics Training:

Each member of the Board of Regents participated in required ethics training for fiscal year 2012 and is current with the requirements as specified in [Board Policy 8.2.20](#) [2].

Evidence of implementation of this training includes the Ethics Policy Training slideshow which delivers training for Board Members [3] along with signed statements from each Regent confirming that he or she has received the training [4]. At the time of the most recent ethics training, several Regents were either not in attendance that day or had not yet been appointed to the Board. However, John Fuchko, III, Chief Audit Officer and Associate Vice Chancellor of the BOR, personally delivered follow-up training to each of those Regents [5].

#### **Documentation**

[1] Regents Ethics Training - Dalton State

[2] USG Ethics Policy

[3] Ethics Policy Training Slideshow for Board Members

[4] Ethics Training and Policy Acknowledgement Form Signed by Each Regent

[5] Email from John Fuchko III Re Personally Delivering Follow-up BOR Ethics Training

### 3.2.13

#### **Governance and Administration: Institution-related foundations**

*For any entity organized separately from the institution and formed primarily for the purpose of supporting the institution or its programs: (1) the legal authority and operating control of the institution is clearly defined with respect to that entity; (2) the relationship of that entity to the institution and the extent of any liability arising out of that relationship is clearly described in a formal, written manner; and (3) the institution demonstrates that (a) the chief executive officer controls any fund-raising activities of that entity or (b) the fund-raising activities of that entity are defined in a formal, written manner which assures that those activities further the mission of the institution. (Institution-related entities)*

#### **Non-Compliance**

Dalton State College operates only one institution-related entity, the Dalton State College Foundation. Dalton State controls the operation of this foundation and it furthers the mission of the institution. **However not enough documentation was provided to determine the legal authority, the relationship and possible liability, and the control of fundraising.**

#### **Dalton State's Response**

The Dalton State College Foundation Charter, Foundation Bylaws, and a Memorandum of Understanding between Dalton State College and the Dalton State College Foundation, Inc., all confirm the authority and power of the Foundation.

Section 4.1 (“Authority and Power”) of the Foundation Bylaws explicitly outlines the legal authority and operating control of the institution, stating that “All powers, duties, and functions of the Foundation . . . shall be exercised, performed, or controlled by the Board for the benefit of Dalton State College” [1]. The Memorandum of Understanding also details the legal authority and operating control of the Foundation [2]. Item Nine of the Foundation Charter explains that “the entire management and control of said corporation shall be vested in a Board to be known as the Board of Trustees of the Dalton [State] College Foundation, Inc. . . .” [3]. Finally, the Foundation’s legal authority is granted by the Secretary of State of the State of Georgia’s *Certificate of Existence* and other legal documents [4].

The extent of any liability arising out of the relationship between Dalton State College and its Foundation is clearly and formally described in the Memorandum of Understanding between the two organizations [5].

The chief executive officer—the president of Dalton State College—controls any fund-raising activities of the College, as shown in his job description [6]. For example, the president’s control of fund-raising activities is demonstrated by his leadership during the DSC Foundation Capital Task Force’s fund-raising drive in 2005 [7] [8]. Section Six of the Foundation Charter

clearly states that the Foundation shall “acquire and administer funds which, after all payment of necessary expenses, shall be devoted to such objects and purposes,” while Section Eight states that “the corporation [shall] have the power and authority to accept gifts and contributions of any kind and nature from individuals, corporations, or other organizations or associations, whether made by will or otherwise, or in any form of property; provided that the objects specified by the testator or donor are within the objects and purposes of the corporation” [9].

Reporting to the College president is the director of Institutional Advancement (as shown by the College’s [Organizational Chart](#)), who, as ruled in the College’s *Statutes* [10] and in adherence to Board policy, is the administrative officer of the College responsible for coordinating the activities of the Dalton State College Foundation, Inc. The director reports directly to the president, and some examples of the director’s duties follow [10]:

- Serve as the administrator of the Dalton State College Foundation under the supervision of the president.
- Serve as treasurer of the Foundation, keeping the financial records and managing deposits and disbursements.
- Organize and carry out the fund-raising activities of the Foundation in cooperation with the Executive Committee.
- Maintain and expand the current and potential donor database in order to continuously enlarge the number of individuals and companies donating to the Foundation.
- Make personal contact with current and potential donors.

### **Documentation**

[1] DSCF Bylaws

[2] Memorandum of Understanding Between Foundation and DSC

[3] DJC Foundation Charter 1967

[4] Foundation's Organizational Documents

[5] Memorandum of Understanding Between Foundation and DSC

[6] The DSC President’s Job Description

[7] DSC Foundation Capital Task Force, Meeting Agenda, August 9th, 2005

[8] DSC Foundation Capital Task Force, Notice of Meeting, July 22nd, 2005

[9] DJC Foundation Charter 1967

[10] Dalton State College Statutes, Article IV, B

### 3.3.1.1

#### **Institutional Effectiveness: Educational Programs**

The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of improvement based on analysis of the results in each of the following areas (Institutional Effectiveness):

3.3.1.1 educational programs, to include student learning outcomes

#### **Non-Compliance**

The strategic plan serves as the starting point of unit level assessment which is documented in annual reports. The annual report template includes accomplishments, achievements, progress towards the strategic plan goals, assessment and results, and the identification of issues which will be the focus of activity in the upcoming year. **The institution has specialized accreditation for programs in its school of business, education, nursing, social work, technology and has made improvements based on their accreditation experiences. However, these improvements were not tied to student learning outcome results and no program level student learning outcomes were evidenced in these reports.**

#### **Dalton State College's Response**

The Off-Site Committee notes the use of the College's strategic plan as the starting point for educational programs and student learning assessment. However, the Committee pointed out several deficiencies the College's assessment of the effectiveness of its educational programs and of student learning. Dalton State acknowledges this to be the case, with for example, improvements not tied to student learning outcome results, absence of program-level student learning outcomes in many program assessment reports, inconsistencies in sample reports, minimal use of results or outcomes assessment data to improve student learning, measures of effectiveness not connected to data from learning outcomes, and use of vague measures to assess program and learning outcomes.

In response to these findings, the College informed and shared the Off-Site committee's report on CS 3.3.1.1 with deans, directors, and department chairs. As shown by the June 4, 2012, minutes of the Academic Leadership Team [1], the Committee's report was a discussion item on the agenda of the vice president for academic affairs and deans and directors of all academic departments. All are now agreed that assessment is a major institutional concern which must be addressed. Following campus discussions, senior administrators made a decision to develop a campus-wide Assessment Improvement Plan. This plan includes the following:

- complete revamping of current assessment of educational programs and student learning outcomes;
- evaluation/review of all program and student learning outcomes with the aim of revising and writing assessable outcomes;
- improved and clearly defined expected outcomes in measurable terms for each educational program and for all course student learning outcomes (except the general education outcomes approved by the University System of Georgia’s Council on General Education);
- selection of valid and effective measures for assessing the effectiveness of educational programs and student learning outcomes, including general education; and
- cultivation of a common language for assessment and the development of consistency in assessment reports throughout the college.

To further strengthen the plan, with the cooperation of the Office of Institutional Research and Planning, the vice president for academic affairs has scheduled a mandatory workshop on assessment for academic and faculty leaders for the fall semester on September 7, 2012. After the workshop and training sessions during the fall semester, faculty should be able to

- write effective program and student learning outcomes that specify the knowledge, skills, values, and attitudes students are expected to attain in courses or in a program;
- write valid direct and indirect measures and meaningful achievement targets;
- use multiple assessments instead of relying on grades alone to provide evidence of improvement of educational programs or student learning outcomes; and
- write effective assessment plans/reports that will provide evidence linking improvements to specific outcomes or show how results are used for improvement, including how outcomes are related to or aligned with the department/institution mission.

To facilitate the implementation of this academic assessment improvement plan, the College has purchased a site license to begin using the [WEAVEonline Assessment Management System](#) starting fall 2012. This web-based assessment management system, developed originally at Virginia Commonwealth University in response to an upcoming SACS visit, works for both academic and administrative units and will be made available across the institution. As a tool to document and formalize the assessment process, WEAVEonline helps manage accreditation, assessment, planning, and quality improvement processes for colleges and universities. Dalton State will now join more than 200 institutions that have adopted WEAVEonline for assessment, planning, and accreditation systems. Indeed, the use of WEAVEonline will help Dalton State improve the management of planning and assessment processes by keeping all plans together in a web-based system that is searchable and retrievable and by facilitating the development and tracking of actions taken in response to unmet objectives/outcomes. With respect to academic assessment, faculty members using the WEAVEonline Assessment Management System will be able to develop/identify outcomes, including program/student learning outcomes for each academic program/course, assess these outcomes, and report on results. The system encourages

annual review of program mission, objectives, student outcomes, and student learning outcomes and related data – making for a more rigorous and effective review of educational programs and of student learning. It also requires that action plans to address unmet performance targets be developed and tracked. In addition, the assessment management system will provide for a standardized and consistent format for reporting assessment activities, which will address the offsite concern regarding the inconsistency of assessment reports. Dalton State's acquisition of the WEAVEonline Assessment Management System demonstrates the College's commitment to improve the quality of its academic assessment programs to show compliance with SACS-COC comprehensive standard 3.3.1.

The first evidence of new assessment reports using the WEAVEonline will be presented in the annual reports of deans during the 2012-2013 reporting cycle. Faculty will do their first reporting using WEAVE starting with the Spring 2013 semester. And with the cooperation of academic deans, chairs, and the Office of the Vice President for Academic Affairs, the Office of Institutional Research and Planning will coordinate and ensure that all academic units are completing their WEAVEonline entries in an appropriate and timely manner, including setting outcomes, assessing outcomes, and evaluating the improvements resulting from action plans. This process will ascertain that a full, annual, and continuous cycle of assessment activities within the academic departments will be achieved. Here, the institutional benefit of using WEAVEonline is having a central repository of related quality control documents in one location, enhancing the use of multiple documents in quality enhancement and decision-making environments. It will also allow for departments to learn from one another – helping to create a strong culture of assessment and continuous improvement activities across campus.

In addition, Dalton State feels obliged to respond to the specific recommendations of the Off-Site committee.

### ***Improvements as a Result of Accreditation Tied to Student Learning Outcome Results***

#### **School of Business**

Following the Association to Advance Collegiate Schools of Business accreditation visit in 2009, the School of Business implemented the following improvements:

1. The program added a minor in sustainable business and a minor in business for non-business majors. Business faculty developed several new courses, including a diversity course and a course in accounting information systems.

The addition of these minors in 2010 constituted a curriculum change (though not tied to Assurance of Learning assessment measures). The School decided to develop these minors after comparing its programs with those offered by business school peers, reviewing the literature on emerging areas of business, and meetings between the School dean and the Executive Advisory Committee. Dr. Jim Coleman recommended sustainable business because it dovetailed with the

School's other business degrees and fit the needs of the local carpet industry. The non-business minor allowed interested students to receive business knowledge without having to meet the stringent core requirements of upper division courses. Similarly, the School of Business added a course in diversity and a course in accounting information systems because newly hired faculty recognized deficiencies in the business curriculum.

2. The School hired a business communication faculty member to focus specifically on written and oral communications and added courses in ethics and business communications to its core.

Accreditation Assurance of Learning scores on ethics indicated business students needed improvement [2] in this area. Longitudinal measures revealed students did not receive adequate coverage of ethics embedded in their business courses. As a result, the School implemented a curriculum change, developed a course in business ethics, and added it to the required business core in fall 2009.

Similarly, student scores in written [3] and oral communication [4] were low, indicating need for improvement in these areas. Prior to Fall 2009, business students took a business communication course taught by School of Liberal Arts faculty in the Department of Humanities. School of Business faculty determined that this course did not fully meet its needs and developed its own business communications course to be taught by business faculty.

3. The dean appointed a committee to develop a plan for improvements in recruitment, retention, and graduation in the School of Business.

This implemented recommendation was a part of a general improvement plan for the School of Business as a result of low retention and graduation rates and not directly tied to student learning outcomes.

4. The school hired a full-time academic advisor who also serves as an internship coordinator.

Similarly, this hire was also not the result of assessment of student learning, but a part of the College's retention and graduation initiatives.

### School of Education

As the November 2010 National Council for Accreditation of Teacher Education (NCATE) Accreditation Report and the Georgia Professional Standards Commission's most recent (February 20-24, 2010) On-site Review by the Board of Examiners Report show, the School of Education did not receive any recommendations for areas of improvement [5]. The school satisfactorily met all standards and was rated as "acceptable" in all areas of the Standards for Accreditation, and thus, there was no need to tie any improvements to student learning outcome results as a result of accreditation.

## School of Nursing

The Board of Commissioners granted the Dalton State College associate nursing program continuing accreditation based on the [Self-Study Report and Site Visitors' Report](#) from the site visit that took place October 26-28, 2010. The following areas were identified as needing development:

### *Standard 2: Faculty and Staff*

Majority of part-time faculty credentialed with minimum of a master's degree with a major in nursing; remaining part-time faculty hold a minimum of a baccalaureate degree with a major in nursing.

Area of Development/Improvements: Continue efforts to recruit qualified part-time faculty holding master's degrees. We have hired a part-time faculty beginning Fall 2012 to work in the BSN program; she has a Ph.D. and is retired from the nursing program at the University of West Georgia. No part-time faculty will be hired with less than a master's in nursing. The two part-time faculty holding bachelor's degrees have worked in the program for several years, and their experience, knowledge, and expertise are valued. One is in process of completing a master's from Chamberlain College of Nursing in an educator/executive track. She is slated to finish the program by the end of the Summer Semester 2012. The other part-time clinical instructor has been strongly encouraged to begin work on a master's in nursing. Because this was an area of development cited by NLNAC, failure to begin work on this degree may affect her continued employment.

This improvement area was not related to the evaluation of student learning outcomes, but it was needed to strengthen the qualifications of part-time faculty who teach in the School of Nursing.

### *Standard 6: Outcomes*

Area of Development: Continue to review and refine the systematic evaluation plan to ensure ongoing assessment and evaluation of student learning outcomes, program outcomes, and NLNAC Standards.

Improvements: This is an ongoing process that can be seen throughout Nursing Faculty Minutes, the Program Outcomes Evaluation Chart, Course Notebooks, Graduate Questionnaire Notebooks, Employer Survey Notebooks, and Annual Reports to the Georgia Board of Nursing, NLNAC, and President. Changes in process, procedure, policy, and curriculum have occurred as a result of this continuous and systematic process of evaluation.

Most significantly, recent program results with respect to first-time pass rates on the NCLEX-RN exam prompted this area of improvement. For example, first-time pass rates on the NLCEX-RN for 2010 were below the national and state average (DSC-78%, State-90%, National 87%). Tied to the

related student learning outcome, “Utilize critical thinking/nursing process/clinical judgment and evidence-based nursing practice in providing safe and cost effective care at the level of a beginning nurse generalist,” NCLEX-RN results will be monitored for improvement scores. In the meantime, an in-depth assessment of those failing the NCLEX-RN was conducted looking at the attributes of previous nursing failure, NCLEX-RN passing probability based on the NLN Comprehensive Nursing Achievement RN test, GPA upon graduation, plan assigned upon program entry, and grade obtained in the last clinical nursing course before graduation. No discernible attribute, based on the aforementioned attributes, could be found that contributed to the failure of these graduates when these same attributes were compared to those of graduates who passed. Faculty reviewed tests for appropriate level of test questions for each course, and tests were reviewed by the team before tests were given to avoid ambiguous questions and the need to accept two answers or disregard questions. The College determined that the format of the test changed, and so the dean of Nursing is building more opportunities for practical tests into the program to better familiarize students with the test format.

Area of Development: Continue to work on strategies to improve the return rate for graduate and employer satisfaction surveys.

Improvements: Twenty-one out of 55 (a 38% response rate) graduates responded to the 2010 Graduate Questionnaire. The response rate was up from 21% (12 responses) last year. Respondents to the online survey were placed in a drawing to win a \$25 Red Lobster gift certificate. Also Facebook, through faculty links, was employed for the first time to encourage graduates via personal contact to respond to the survey. For the School of Nursing Graduates Survey (a survey of students graduating at the end of the semester), the link to the survey was provided during an online testing period scheduled for one of the nursing courses. Students were asked to complete the survey after completion of the test. Those completing the survey were entered into a drawing for two restaurant gift certificates. Fifty out of 65 (77% response rate) completed the survey compared to 14 (25% response rate) the previous year. Twenty employers (36% response rate) responded to the Employer Satisfaction Survey. This response is similar to previous years of 20 and 26 respondents. Faculty have personally contacted graduates’ direct managers on hospital units to get the surveys completed. There is still a high rate of turnover by the graduates from their places of initial hire, increasing the difficulty of tracking where they work.

This area of development/improvement does not directly tie to student learning outcome results. It is, however, a way to improve the rates of return of the graduate and employer satisfaction surveys. The results of these surveys provide information regarding areas of the program that are doing well and areas that need improvement.

Area of Development: The licensure exam pass rates will be at or above the national mean. Revise expected levels of achievement for licensure exam pass rates to be congruent with the NLNAC Criterion.

Improvements: The program outcome is as stated: 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. This has long been the outcome for the School of Nursing. The Board of Regents of the University System of Georgia has set a system benchmark of 90% on NCLEX-RN for all system nursing programs.

As in the previous area of development described above, this improvement is a result of nursing students failing to meet acceptable benchmarks with respect to first-time pass rates on recent NCLEX-RN licensure exams. The measures described in the previous area are instructive as ways to improve pass rates and meet program goals' benchmarks.

Area of Development: Refine the expected level of achievement for graduate satisfaction to ensure that it is measureable.

Improvements: The program outcome has been changed as follows: Eighty percent (80%) of employers of Dalton State College nursing graduates will express satisfaction with the performance of the graduates after six months of employment in the areas of critical thinking, communication, and therapeutic nursing interventions. This outcome was revised and approved by the faculty as documented at the December 7, 2010, faculty meeting.

This improvement was initiated as a result of a National League for Nursing Accrediting Commission (NLNAC) recommendation that the nursing department revise the wording from the "Majority of employers" to the more specific "Eighty percent (80%) of employers" and is not the result of assessment of student learning outcomes.

### School of Social Work

The last accreditation review yielded no recommendations for improvement as indicated by October 17, 2011, letter by the Council on Social Work Education that "the Commission on Accreditation (COA) voted to reaffirm the baccalaureate program's accreditation for eight years, ending October 2019" [6]. Subsequently, there were no improvement areas that were the result of student learning outcomes as a result of accreditation.

### School of Technology

#### *Certified Nursing Assistant (CNA) Program*

As the January 25, 2011, Georgia Department of Community Health letter of "State-Approval/Re-Approval for Nurse Aide Training program" shows, the Dalton State CNA program was reviewed and approved for two years effective January 24, 2011, with no cited problems or recommendations for improvement. Hence, there were no improvement areas that were a result of student learning outcomes [7] as a result of accreditation.

### *Licensed Practical Nursing (LPN) Program*

The accrediting site visit in February 2011 yielded only one recommendation to “increase computer usage in labs and classroom, online courses 400-3-10 (1) (a).” This recommendation has been addressed by scheduling set days for computer usage in the LPN Skills Lab and sharing computer space in the lab located in TECH 136.

According to the director of the LPN program [8], this recommendation was issued as a suggestion and not as a recommendation associated with the accreditation report. It is thus not a result of an assessment of student learning outcomes.

### *Medical Assisting Program*

The Dalton State College Medical Assisting Program has instituted the following changes as a result of the last accreditation review in 2009 by the Medical Assisting Education Review Board and Commission on Accreditation of Allied Health Education Programs. The following curriculum changes were made to both the certificate in Medical Assisting and the AAS degree in Medical Office Administration:

- The Medical Terminology program was expanded to include an additional course in medical terminology. The curriculum now includes ALHT 1110 (Allied Health Terminology I) and ALHT 1111 (Allied Health Terminology II). Adding an additional course in medical terminology has allowed for more content to be taught in this area.
- The course Medical Transcription I was changed from a required course to an elective course and was replaced with an additional course in medical assisting. The curriculum now includes MOAS 1110 and MOAS 1111, allowing for additional training in medical assisting procedures. [9]

According to the program director [9], both of the recommendations above were made to expand learning for the students and are not directly tied to student learning outcomes. In fact, these suggestions were made by the program director rather than the accreditors.

### *Medical Lab Technology and Phlebotomy Programs*

In 2008 and 2009, the Medical Laboratory Technology [10] and Phlebotomy [11] programs both received maximum years of re-accreditation (MLT program 7 years and Phlebotomy 4 years, both programs receiving the longest award time frame permissible). Upon the accreditation reviews, neither program had any recommendation or improvements from the National Accrediting Agency for Clinical Laboratory, and thus no need to show any ties to student learning outcomes results as a result of accreditation.

### *Radiologic Technology Program*

As the October 23, 2009, accreditation letter from The Joint Review Committee on Education in Radiologic Technology (JRCERT) attests (12), the Dalton State College radiologic program achieved the “maximum award of accreditation from the JRCERT),” and therefore there were no improvement areas tied to student learning outcomes results as a result of the accreditation visit.

### *Respiratory Therapy Program*

Following a recommendation during the recent accreditation review in 2009 that the program collaborate with the medical director’s office to solicit additional physician input in a didactic or clinical setting, the program’s clinical coordinator developed a clinical rotation where students spend a week under the tutelage of the medical director.

According to correspondence from the program director [13], this recommendation was a suggestion by the site-visitors and not linked to any learning outcomes. In fact, the program earned ratings of 100% in all areas examined by site visitors.

### ***Program Level Student Learning Outcomes***

#### School of Business

As part of its Assurance of Learning, the School of Business has [developed program goals/outcomes with program-level student learning outcomes](#). These program and student learning outcomes will undergo a review with possible revisions to include choosing valid and effective measures as a part of the College’s academic assessment improvement plan in fall 2012.

#### School of Education

Following the observation that the Early Childhood Education assessment report included program operational outcomes but no program student learning outcomes, the School of Education attempted to address the non-compliance with a report [14] that includes both Program Outcomes and Program-Specific Student Learning Outcomes. This is a first attempt as the report will be reviewed and improved as part of the College’s overall improvement plan in the area of academic program assessment. By the end of the fall 2012 semester, following the assessment workshop for faculty and academic deans/chairs, the School of Education will implement improved and revised assessment procedures for operational program outcomes and for program-specific student learning outcomes. Evidence of these changes will be provided in the dean’s annual report for 2012-2013.

## School of Nursing

The following is a description of program outcomes and program-specific student learning outcomes for the nursing program at Dalton State.

### Program Outcomes

1. 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%.
2. Graduation rates of students who complete the program within a three year time period upon entrance into the first nursing class shall be at least 70%.
3. The graduates of the Associate's 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.
4. After six months of employment, a majority of graduates will express satisfaction with their educational preparation at Dalton State College.
5. Eighty percent (80%) of employers of Dalton State College nursing graduates will express satisfaction with the performance of the graduates after six months of employment in the areas of critical thinking, communication, and therapeutic nursing interventions.
6. Within three months of passing the NCLEX-RN, 75% of Dalton State College graduates will be employed as staff nurses in hospitals and similar agencies.
7. After six months of employment, 80% of graduates will have participated in professional growth activities. Professional growth activities are defined as
  - o the regular reading of nursing literature
  - o attendance at workshops/seminars/in services
  - o participation in a professional organization
  - o continuation of formal education
8. Each faculty member will attend at least five continuing education programs per year.
9. The physical facilities, supplies, and instructional materials will adequately support instruction.
10. The learning resources including library and instructional materials are comprehensive, current, and available.
11. 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.

### Program-Level Student Learning Outcomes

Upon entry into practice, the graduate will

1. utilize critical thinking/nursing process/clinical judgment and evidence-based nursing practice in providing safe and cost effective care at the level of a beginning nurse generalist.

2. develop, implement, evaluate, and document individual teaching plans used to guide and evaluate care.
3. analyze nutritional status to promote optimum nutrition and implement diet therapy.
4. prepare, administer, evaluate, and document drug therapy.
5. form, implement, evaluate, and document a specific, interdisciplinary plan of rehabilitation.
6. possess knowledge of common, well-defined health needs with predictable outcomes while prioritizing and performing therapeutic interventions using current nursing care standards.
7. establish and maintain a caring relationship and effective communication when collaborating with patients, families, significant others, and health team members.
8. identify cultural diversity and personalize care to reflect this diversity throughout the life cycle.
9. assume responsibility and accountability for the management and continuity of patient care and delegate aspects of nursing care to other health care workers commensurate with their educational preparation and experience utilizing the five rights of delegation.
10. appraise growth and development levels and utilize critical thinking/nursing process/clinical judgment to assist the patient in meeting the expected developmental tasks.
11. practice within the ethical and legal framework of nursing, maintaining confidentiality of information regarding clients while serving as a patient advocate.
12. demonstrate competence with current technologies and assume responsibility for professional growth in an ever changing health care environment.

Through course work, tests, individual assignments for coursework, clinical performances, and evaluations, the nursing department is able to show that students have attained these outcomes.

### School of Social Work

The 12 Dalton State College School of Social Work Program Operational Outcomes followed by their Program-Level Student Learning Outcomes [15] (aka “Behaviors”) are shown in 2009-2010 Social Work Self-Study, Vol. 1, as follows:

1. Identify as a professional social worker and conduct oneself accordingly
  - Advocate for client access to the services of social work;
  - Practice personal reflection and self-correction to assure continual professional development;
  - Attend to professional roles and boundaries;
  - Demonstrate professional demeanor in behavior, appearance, and communication;
  - Engage in career-long learning; and
  - Use supervision and consultation.
2. Apply social work ethical principles to guide professional judgment
  - Recognize and manage personal values in a way that allows professional values to guide practice;
  - Make ethical decisions by applying standards of the NASW Code of Ethics and, as applicable, IFSW/IASSW Ethics Principles;
  - Tolerate ambiguity in resolving ethical conflicts; and
  - Apply strategies of ethical reasoning to arrive at principled decisions.

3. Apply critical thinking to inform and communicate professional judgments
  - Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge and practice wisdom;
  - Analyze models of assessment, prevention, intervention, and evaluation; and
  - Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues.
4. Engage diversity and difference in practice
  - Recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power;
  - Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups;
  - Recognize and communicate the understanding of the importance of difference in shaping life experiences; and
  - View themselves as learners and engage those with whom they work as informants.
5. Advance human rights and social and economic justice
  - Understand the forms and mechanisms of oppression and discrimination;
  - Advocate for human rights and social and economic justice; and
  - Engage in practices that advance social and economic justice.
6. Engage in research informed practice and practice-informed research
  - Use practice experience to inform scientific inquiry; and
  - Use research evidence to inform practice.
7. Apply knowledge of human behavior and the social environment
  - Use conceptual frameworks to guide the processes of assessment, intervention, and evaluation; and
  - Critique and apply knowledge to understand person and environment.
8. Engage in policy practice to advance social and economic well-being and to deliver effective social work services
  - Analyze, formulate, and advocate for policies that advance social well-being; and
  - Collaborate with colleagues and clients for effective policy action.
9. Respond to contexts that shape practice
  - Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services;
  - Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.
10. Engage, assess, intervene, and evaluate individuals, families, groups, organizations, and communities
  - Engagement
    - Substantively and affectively prepare for action with individuals, families, groups and organizations;
    - Use empathy and other interpersonal skills; and

- Develop a mutually agreed-on focus of work and desired outcomes.

Assessment

- Collect, organize, and interpret client data;
- Assess client strengths and limitations;
- Develop mutually agreed-on interventions, goals, and objectives; and
- Select appropriate intervention strategies.

Intervention

- Initiate actions to achieve organizational goals;
- Implement prevention interventions that enhance client capacities;
- Help clients resolve problems;
- Negotiate, mediate, and advocate for clients; and
- Facilitate transitions and endings.

Evaluation

- Critically analyze, monitor, and evaluate interventions.

11. Use cultural competency skills to practice with diverse groups

- Use cultural competence skills to practice with diversity groups in Northwest Georgia.

12. Use Spanish-language skills to practice with Spanish-speaking clients

- Use Spanish-speaking skills to engage and sustain accurate and culturally sensitive communication with Latino clients.

School of Technology

*Licensed Practical Nursing*

The program and program-level student learning outcomes are reported in the [Licensed Practical Nursing Student Handbook](#).

Program Outcomes

1. The graduates of the Practical Nursing program who take the NCLEX-PN examination within one year of graduation will pass on the first try at a pass rate at or above the national average.
2. Within three months of passing the NCLEX-PN, 75% of Dalton State College graduates will be employed as staff nurses in hospitals and similar agencies.
3. 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%.

### Program-Level Student Learning Outcomes

The graduate of the Practical Nursing Program at Dalton State College will demonstrate

1. Caring as a core value of nursing practice.
2. Self-directed learning methods for life-long learning.
3. Critical thinking skills appropriate to the novice practical nurse.
4. Integration of the components of the nursing process in carrying out the roles of the nurse: provider of care, manager of care, and member of the profession of nursing.
5. Competence in the performance of nursing skills as provider of care, communicator, teacher, researcher, manager of care, and member of the profession appropriate to the level of the novice practical nurse.
6. Collaboration with other health team members.
7. A basic understanding of health care in the context of the community, the nation, and the world.
8. Understanding and respect for the holistic nature of persons with consideration of individual responses to wellness and illness.

### *Medical Assisting*

The program and program-level student learning outcomes are reported in the [Medical Assisting Student Handbook](#).

### Program Outcomes

1. The graduates of the Medical Assisting program who take the AAMA certification examination within one year of graduation will pass on the first try at a pass rate at or above the national average.
2. Within 6 months of obtaining AAMA certification, 70% of Dalton State College graduates will be employed as staff nurses in physician offices and similar agencies.
3. In any given semester, the attrition rate of students failing to progress in the program due to academic failure will not be greater than 15%.

### Program-Level Student Learning Outcomes

1. Caring as a core value of their practice.
2. Self-directed learning methods for life-long learning.

3. Critical thinking skills appropriate to the newly trained medical assistant.
4. Competence in the performance of skills as provider of care, communicator, teacher, and member of the profession appropriate to the level of the newly trained medical assistant.
5. Collaboration with other health team members.
6. A basic understanding of health care in the context of the community, the nation, and the world.
7. Understanding and respect for the holistic nature of persons with consideration of individual responses to wellness and illness.

### *Medical Laboratory Technology*

The program and program-level student learning outcomes are reported in the [Medical Laboratory Technician \(MLT\) Student Handbook](#).

### Program Outcomes

1. Provide current curriculum, instructional materials, and equipment (in accordance with available funding) which teach knowledge, skills, and attitudes appropriate to industry needs.
2. Provide educational facilities which foster learning and provide safe, healthy environments available and accessible to all students who can benefit from the program.
3. Provide academic instruction which supports effective learning within the program and which enhances professional performance on the job.
4. Provide employability skills which foster work attitudes and work habits that will enable graduates of the program to perform as good employees.
5. Nurture the desire for learning so that graduates will pursue their own continuing education as a lifelong endeavor.
6. Provide an educational atmosphere which promotes a positive self-image and a sense of personal well-being.
7. Provide education that fosters development of good safety habits.
8. Provide admission, educational, and placement services without regard to race, color, national origin, religion, sex, age, or handicapping condition.
9. Provide information to the public regarding the program that will facilitate recruitment and enrollment of students.

10. Promote good public relations via contacts and regular communications with business, industry, and the public sector.
11. Promote faculty and student rapport and communications to enhance student success in the program.

#### Program-Level Student Learning Outcomes

1. The student should be more fulfilled in his or her personal and community life.
2. The student should receive personal fulfillment in his or her ability to perform laboratory work.
3. The student should have a professional attitude toward the laboratory work and be able to perform at a graduate level in specimen analysis and laboratory processes.
4. The student should be able to perform satisfactorily in any laboratory situation.
5. The student should be able to accurately judge the variability of laboratory tests.
6. The student should be able to establish professional patient contact.
7. The student will practice entry-level medical laboratory technician analysis on the job as expected by employers with a minimum of orientation to the duties of the job.

#### *Phlebotomy*

The program and program-level student learning outcomes are reported in the [Phlebotomy Program Student Handbook](#).

#### Program Outcomes

1. Provide current curriculum, instructional materials, and equipment (in accordance with available funding) which teach knowledge, skills, and attitudes appropriate to industry needs.
2. Provide educational facilities which foster learning and provide safe, healthy environments available and accessible to all students who can benefit from the program.
3. Provide academic instruction which supports effective learning within the program and which enhances professional performance on the job.
4. Provide employability skills which foster work attitudes and work habits that will enable graduates of the program to perform as good employees.
5. Nurture the desire for learning so that graduates will pursue their own continuing education as a lifelong endeavor.
6. Provide an educational atmosphere which promotes a positive self-image and a sense of personal well-being.
7. Provide education that fosters development of good safety habits.
8. Provide admission, educational, and placement services without regard to race, color, national origin, religion, sex, age, or handicapping condition.
9. Provide information to the public regarding the program that will facilitate recruitment and enrollment of students.

10. Promote good public relations via contacts and regular communications with business, industry, and the public sector.
11. Promote faculty and student rapport and communications to enhance student success in the program.

#### Program-Level Student Learning Outcomes

1. The student should be more fulfilled in his or her personal and community life.
2. The student should receive personal fulfillment in his or her ability to perform phlebotomy skills.
3. The student should have a professional attitude toward the laboratory work.
4. The student should be able to perform satisfactorily in any laboratory situation.
5. The student should be able to accurately judge the variability of laboratory tests.
6. The student should be able to establish professional patient contact.

#### *Radiologic Technology*

The program and program-level student learning outcomes are reported in the [Radiologic Technology Program Handbook](#).

#### Program Outcomes

1. The program will provide quality educational opportunities for students enrolled in the Radiologic Technology program.
2. The program will facilitate student development of problem-solving and critical thinking skills in the theory and practice of Radiologic Technology.
3. The program will prepare program graduates to be highly qualified entry-level Radiologic Technologists.
4. The program will provide radiology employers in the Dalton State College service region with highly qualified entry-level Radiologic Technologists.

#### Program-Level Student Learning Outcomes

1. Apply knowledge of the principles of radiation biology and protection for the patient, radiographers, and others.
2. Apply knowledge of human anatomy, physiology, radiographic procedures, radiographic technique, instrumentation, equipment, and pathology to accurately demonstrate anatomical structures on a radiograph.
3. Demonstrate at all times ethical conduct and values, positive professional behavior, positive communication, and empathy towards their patient's needs.
4. Exercise good judgment, common sense, and critical thinking skills in the pursuit of quality radiographs and solving problems.
5. Exercise confidentiality of patient records and information.

6. Provide patient care essential to radiologic procedures.
7. Recognize emergency patient conditions and initiate lifesaving first aid.
8. Introduce advanced or specialized imaging procedures for those desiring advanced educational opportunities.
9. Recognize the need to obtain further education in the pursuit of life-long learning.

The assessment criteria, program benchmarks, assessment methods, outcome results, analysis of data, time frame of assessment, action taken, and responsible party for these outcomes are delineated in the Program Continual Quality Improvement Plan/Report.

### *Respiratory Therapy*

The program and program-level student learning outcomes are reported in the [Respiratory Therapy Student Handbook](#).

### Program Outcomes

Upon the completion of the respiratory care program, the graduate will be a competent advanced-level respiratory therapist.

### Program-Level Student Learning Outcomes

1. Upon completion of the program, the student will demonstrate the ability to comprehend, apply, and evaluate clinical information relevant to his or her role as an advanced respiratory therapist.
2. Upon completion of the program, the student will demonstrate the technical proficiency in all skills necessary to fulfill the role as an advanced-level respiratory therapist.
3. Upon completion of the program, the student will demonstrate professional behavior consistent with the employer's expectations for the advanced-level respiratory therapist.

## **Non-Compliance**

A review of sample reports demonstrated many inconsistencies as evidenced by the following sections: Bachelor's Degree Programs

Documentation titled "Program Outcomes Assessment" provided a sample of program level student learning outcomes. **However, the BBA degree has the same outcomes regardless of major. The Social Work and the Early Childhood Education reports included program operational outcomes but no program student learning outcomes. The Mathematics, Biology, Chemistry, and Criminal Justice reports did have outcomes but they were measured by GPA and survey data. There was no use of results for improvement. Measures of effectiveness listed in the narrative are not connected to any data from learning outcomes.**

## Dalton State College’s Response

### B.B.A. Degree

The B.B.A. degrees have the same overall program goals because the School of Business decided that the degree majors in the BBA degree program should share the same core business skills, abilities, and content [16]. So, regardless of the subprogram concentration (e.g., marketing, management information systems, accounting, management), students must share and understand a core body of knowledge. All business students regardless of which program they are in take the same business core. Indeed, before students take upper-division courses in their concentration area, they must demonstrate skill in 10 core business courses ([as per the catalog](#)). The B.B.A. degrees share all the business core classes, including the same program-level goals.

Because the B.B.A. degrees share this common core, the School of Business chose the ETS major field in business test to assess students’ knowledge of the traditional learning disciplines in business: accounting, economics, management, quantitative business analysis, information systems, finance, markets, legal issues, and international issues.

### B.S.W. Social Work

The 12 Dalton State College School of Social Work Program Operational Outcomes followed by their Student Learning Outcomes [15] (aka “Behaviors”) are shown in 2009-2010 Social Work Self-Study, Vol. 1, as follows:

1. Identify as a professional social worker and conduct oneself accordingly
  - Advocate for client access to the services of social work;
  - Practice personal reflection and self-correction to assure continual professional development;
  - Attend to professional roles and boundaries;
  - Demonstrate professional demeanor in behavior, appearance, and communication;
  - Engage in career-long learning; and
  - Use supervision and consultation.
2. Apply social work ethical principles to guide professional judgment
  - Recognize and manage personal values in a way that allows professional values to guide practice;
  - Make ethical decisions by applying standards of the NASW Code of Ethics and, as applicable, IFSW/IASSW Ethics Principles;
  - Tolerate ambiguity in resolving ethical conflicts; and
  - Apply strategies of ethical reasoning to arrive at principled decisions.
3. Apply critical thinking to inform and communicate professional judgments
  - Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge and practice wisdom;
  - Analyze models of assessment, prevention, intervention, and evaluation; and
  - Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues.

4. Engage diversity and difference in practice
  - Recognize the extent to which a culture’s structures and values may oppress, marginalize, alienate, or create or enhance privilege and power;
  - Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups;
  - Recognize and communicate the understanding of the importance of difference in shaping life experiences; and
  - View themselves as learners and engage those with whom they work as informants.
5. Advance human rights and social and economic justice
  - Understand the forms and mechanisms of oppression and discrimination;
  - Advocate for human rights and social and economic justice; and
  - Engage in practices that advance social and economic justice.
6. Engage in research informed practice and practice-informed research
  - Use practice experience to inform scientific inquiry; and
  - Use research evidence to inform practice.
7. Apply knowledge of human behavior and the social environment
  - Use conceptual frameworks to guide the processes of assessment, intervention, and evaluation; and
  - Critique and apply knowledge to understand person and environment.
8. Engage in policy practice to advance social and economic well-being and to deliver effective social work services
  - Analyze, formulate, and advocate for policies that advance social well-being; and
  - Collaborate with colleagues and clients for effective policy action.
9. Respond to contexts that shape practice
  - Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services;
  - Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.
10. Engage, assess, intervene, and evaluate individuals, families, groups, organizations, and communities
  - Engagement
    - Substantively and affectively prepare for action with individuals, families, groups and organizations;
    - Use empathy and other interpersonal skills; and
    - Develop a mutually agreed-on focus of work and desired outcomes.
  - Assessment
    - Collect, organize, and interpret client data;
    - Assess client strengths and limitations;
    - Develop mutually agreed-on interventions, goals, and objectives; and
    - Select appropriate intervention strategies.

#### Intervention

- Initiate actions to achieve organizational goals;
- Implement prevention interventions that enhance client capacities;
- Help clients resolve problems;
- Negotiate, mediate, and advocate for clients; and
- Facilitate transitions and endings.

#### Evaluation

- Critically analyze, monitor, and evaluate interventions.
11. Use cultural competency skills to practice with diverse groups
    - Use cultural competence skills to practice with diversity groups in Northwest Georgia.
  12. Use Spanish-language skills to practice with Spanish-speaking clients
    - Use Spanish-speaking skills to engage and sustain accurate and culturally sensitive communication with Latino clients.

Through the Annual Course Reviews at the School of Social Work (SSW), the following provides further information about the Social Work program-level student outcomes and how they are linked to learning outcomes.

During the course of each academic year, all four full-time faculty meet to review every one of the 25 social work courses offered in the program. Part-time faculty members review only the courses they teach. Content and course objectives are examined for relevancy to the SSW mission and are guided by its 12 core competencies. Texts, course titles, activities, and assignments are reviewed. Course rigor and goodness of fit with other BSW courses are also closely examined. Faculty members discuss modifications, reach a consensus, and implement changes. Decisions are documented in minutes of the BSW Curriculum Committee. Wide ranges of curriculum alterations have resulted from the School's annual course reviews.

#### B.S. Early Childhood Education

Following the recommendation that the Early Childhood Education assessment report included program operational outcomes but no program student learning outcomes, the School of Education attempted to address the non-compliance with a report [13] that includes both program outcomes and program-specific student learning outcomes. This is a first attempt as the report will be reviewed and improved as part of the College's overall improvement plan in response to the institution's weaknesses in the area of academic program assessment. By the end of the fall 2012 semester, following the assessment workshop for faculty and academic deans/chairs, the School of Education will implement improved and revised assessment procedures for operational program outcomes and for program-specific student learning outcomes. Evidence of these changes will be provided in the dean's annual report for 2012-2013.

### B.S. Mathematics

The BS in Mathematics program was cited as having outcomes but measured by GPA and survey data with no use of results for improvement or measures of effectiveness not connected to any data from learning outcomes will be addressed in the new institutional plan to further implement and improve the academic assessment process. The College agrees that further improvements are needed in this area, and as part of the September 2012 workshop for faculty, one of the outcomes of the improvement program will be writing assessable program/student learning outcomes and choosing valid, effective measures. Evidence of this including will be provided in the dean's annual report for 2012-2013.

### B.S. Biology

The BS in Biology program was cited as having outcomes but measured by GPA and survey data with no use of results for improvement or measures of effectiveness not connected to any data from learning outcomes will be addressed in the new institutional plan to further implement and improve the academic assessment process. The College agrees that further improvements are needed in this area, and as part of the September 2012 workshop for faculty, one of the outcomes of the improvement program will be writing assessable program/student learning outcomes and choosing valid, effective measures.

### B.S. Chemistry

The BS in Chemistry program was cited as having outcomes but measured by GPA and survey data with no use of results for improvement or measures of effectiveness not connected to any data from learning outcomes will be addressed in the new institutional plan to further implement and improve the academic assessment process. The College agrees that further improvements are needed in this area, and as part of the September 2012 workshop for faculty, one of the outcomes of the improvement program will be writing assessable program/student learning outcomes and choosing valid, effective measures.

### B.S. Criminal Justice

As shown in the 2010-2011 outcomes assessment report for the B.S. in Criminal Justice [17], the program does have outcomes, but GPA was not used as an assessment measure. While a senior exit survey was used as a part of the assessment measures, the report also included student performance in a required senior course (CRJU 4700) and student achievement in courses that shared program-level student learning outcomes. In addition, deficiencies were noted in the outcomes assessment report. For example, for one program-level student learning outcome, the School of Liberal Arts *2010-2011 Annual Report* noted the following: "While the benchmark was met, it is unclear how much research students engaged in and how the research was assessed in an online discussion. Furthermore, the quality of the research (types, quantity, and reliability of sources) cannot be determined. The department chair will work with criminal justice faculty to address this outcome" [18]. As a result of this concern, the new Criminal Justice faculty

member worked with the dean and the department chair and developed a capstone course which includes a documented research paper, and the course will be required of all criminal justice majors effective with the Fall 2012 *Catalog*. Still, the overall assessment plan may not be sufficient. Therefore, as part of the improvement plan for academic program assessment effective fall 2012, multiple direct and indirect assessment measures to address the process and results of assessment will be implemented with a report by the dean in her annual report in 2013. As well, correspondence from the dean of the School of Liberal Arts [19] added that “In the fall [2012], two full-time tenure-track criminal justice faculty members will be joining the department. The criminal justice faculty will then evaluate program competencies to better define oral communication activities and benchmarks. In addition, effective with the 2012-2013 *Catalog*, the new capstone course (CRJU 4800) will replace CRJU 4700 as the assessment measure as CRJU 4800 will require students to make a formal presentation of their research.”

## Non-Compliance

Associates Degree programs for transfer

**The Associate of Arts degrees have two outcomes that are assessed and the rest of the outcomes list course grade as the measurement. The Associate of Science used successful course completion as the only assessment measure for all its outcomes. Both programs did not list any use of outcomes assessment data to improve student learning.**

## Dalton State College’s Response

### The Associate of Arts

The College accepts the recommendation that the Associate of Arts Transfer degree program’s assessment process needs improvement and agrees that the use of CAAP, NSSE, surveys, and course activities (essays, tests) as the means of assessment may be insufficient. Moreover, the College agrees that the use of outcomes assessment data to improve student learning was minimal. The School of Liberal Arts *2010-2011 Annual Report* did note the following use of assessment to improve student learning in the English 1101 written communication outcomes: “Benchmark met. For a gateway course that traditionally prevents students from making academic progress, these success rates are very good. However, this coming year, the chair of the Department of Humanities has formed a learning community to explore course redesign options to improve success rates,” [20] and the chair led an active learning community to do this during the 2011-2012 academic year [21]. However, as previously mentioned, the institution will embark on a new improvement plan to strengthen program and student learning outcomes assessment. The Associate of Arts program will be part of this assessment review with the aim of developing stronger program and student learning outcomes that are clearly defined in measurable terms. Additional assessment measures will be developed that move away from using grades on essays, tests, and speeches as the primary assessment measure. And the campus-wide adoption of the WEAVEOnline Assessment Management System will ensure that faculty

are able to successfully target specific student learning outcomes more clearly, breakdown scores on individual tests and activities to aid analysis, and link the use of assessment results and data to improve specific program outcomes and student learning. This will also provide for a standardized and consistent format for the College's assessment reports – addressing the offsite concern about the inconsistency of overall assessment reporting at the College. Evidence of this improved outcomes assessment report for the Associate of Arts transfer degree will be provided by the dean of Liberal Arts in her annual report for 2012-2013.

### The Associate of Science

The College accepts the recommendation that the Associate of Science transfer degree program's assessment process is inadequate and agrees that the use of course completion as the only assessment measure for all its outcomes is insufficient. The institution will embark on a new improvement plan to address its weaknesses in program and student learning outcomes assessment effective fall 2012. The Associate of Science program will be part of this assessment review with the aim of improving program/student learning outcomes (with the exception of those approved by the University System of Georgia's Council on General Education) that are clearly defined in measurable terms for each outcome. New multiple assessment measures will be developed that move away from using course completion as the sole criterion for measurement. With the use of the WEAVEOnline Assessment Management System, program assessment will target specific student learning outcomes more clearly, breakdown scores on individual tests and activities to aid analysis, and link the use of assessment results and data to improve specific program outcomes and student learning. Evidence of this improved outcomes assessment report for the Associate of Science transfer degree will be provided by the dean of Science, Technology, and Mathematics in his annual report for 2012-2013.

## **Non-Compliance**

Associate's Degree program in nursing

**The Nursing school provided a 20 page report filled with operational program outcomes but no program level student learning outcomes. For example, they did not identify learning outcomes that are assessed by the NCLEX. They do appear to be using their operational outcomes results to make improvements.**

## **Dalton State College's Response**

As previously mentioned, the School of Nursing has identified program-level student learning outcomes which include the following:

1. utilize critical thinking/nursing process/clinical judgment and evidence-based nursing practice in providing safe and cost effective care at the level of a beginning nurse generalist.

2. develop, implement, evaluate, and document individual teaching plans used to guide and evaluate care.
3. analyze nutritional status to promote optimum nutrition and implement diet therapy.
4. prepare, administer, evaluate, and document drug therapy.
5. form, implement, evaluate, and document a specific, interdisciplinary plan of rehabilitation.
6. possess knowledge of common, well-defined health needs with predictable outcomes while prioritizing and performing therapeutic interventions using current nursing care standards.
7. establish and maintain a caring relationship and effective communication when collaborating with patients, families, significant others, and health team members.
8. identify cultural diversity and personalize care to reflect this diversity throughout the life cycle.
9. assume responsibility and accountability for the management and continuity of patient care and delegate aspects of nursing care to other health care workers commensurate with their educational preparation and experience utilizing the five rights of delegation.
10. appraise growth and development levels and utilize critical thinking/nursing process/clinical judgment to assist the patient in meeting the expected developmental tasks.
11. practice within the ethical and legal framework of nursing maintaining confidentiality of information regarding clients while serving as a patient advocate.
12. demonstrate competence with current technologies and assume responsibility for professional growth in an ever changing health care environment.

The School of Nursing's 20-page assessment report did in fact show only the program outcomes without the above program-level student level outcomes. This omission was pointed out to the dean, and as part of the campus-wide assessment improvement plan, the nursing assessment report will be revised to include both program outcomes and program-level student learning outcomes with all the pertinent assessment results and improvement strategies. In addition, for learning outcomes that are assessed by the NCLEX, the dean identified the following: "Utilize critical thinking/nursing process/clinical judgment and evidence-based nursing practice in providing safe and cost effective care at the level of a beginning nurse generalist."

An improved and revised assessment report of this NCLEX learning outcome as well as both program outcomes and program-level student learning outcomes will be presented by the dean in her annual report for 2012-2013.

## **Non-Compliance**

Career Associates Degree programs and certificates

**All the samples provided for both career associates degrees and career certificates included student learning outcomes. However, all were assessed by the same vague measures (e.g., "student course assessments" and "faculty course outcome assessments") with no explanation as to what these are. A review of the evidence provided shows survey data, "qualitative program assessment" (which is not explained) and certification exams. An example of acceptable assessment would be to focus on outcomes one and two and measure**

**these through the subscores of the certification exams (e.g. the MRI exam has subscores for patient care, imaging procedures, data acquisition and processing, and physical principles of image formation). By identifying a unique direct measure of each outcome, the unit can identify where students do well and areas that need improvement in student learning. Although some improvements are listed in the reports they are not connected to a particular outcome.**

## **Dalton State College's Response**

The College acknowledges and agrees that the assessment reports provided for the career associate's degrees and career certificate programs were deficient. With the deactivation of many of these programs effective fall 2012, an opportunity is provided to examine and completely revamp the assessment processes for the remaining career associate's and certificate programs. The suggestions provided in the recommendation report will be included in the assessment improvement plan. The School of Technology, where these programs resided, was dissolved with the College's reorganization effective July 1, 2012. The career degree and certificate programs have been moved where appropriate to the School of Business, the School of Liberal Arts, and the new schools of Health Professions and Science, Technology, and Mathematics. The deans of these schools will be responsible for reviewing and revising all program outcomes and program-level student learning outcomes and developing appropriate assessment measures. New and improved assessment reports for these programs to include improvements in student learning outcomes will be presented in deans' annual reports effective 2013.

### **Concluding Remarks**

As some of the above responses show, there are still areas that need improvement with respect to the assessment of educational programs and student learning outcomes. Indeed, the Off-Site Committee's report makes this clear, and the College acknowledges this to be the case. For example, the College needs to improve program and specific student learning outcomes to ensure they are measurable. The improvement plan previously discussed in the beginning section to include implementing the WEAVEonline Assessment Management System will address these deficiencies to demonstrate compliance with SACS-COC comprehensive standard 3.3.1.

### **Documentation**

- [1] Academic Leadership Team Meeting Minutes for June 4th, 2012
- [2] Business AOL Annual Overview 2008-2009 - Low Scores on Ethics
- [3] Business AOL Annual Overview 2007-2008 - Low Written Communication Scores
- [4] Business AOL Annual Overview 2009-2010 - Low Oral Communication Scores
- [5] NCATE Action Letter and Board of Examiners Report
- [6] BSW Accreditation Report Letter
- [7] Certified Nursing Assistant Accreditation Letter

- [8] LPN Program Director Correspondence re: Accreditation Report
- [9] Medical Assisting Program Director Correspondence re: Note on Accreditation Report
- [10] Medical Laboratory Technician Award of Continuing Accreditation – 2008
- [11] Phlebotomy Program Continuing Approval Award – 2009
- [12] Radiologic Technology Program 8 Year Accredited Letter
- [13] Respiratory Therapy Program Director Correspondence re: Note on Accreditation Report
- [14] School of Education - Program Outcomes, including student learning outcomes - (Draft)
- [15] School of Social Work - Self Study Document, Vol. 1 (2009-10)
- [16] Business AOL Faculty Guide Fall 2011 - Common Courses for all Majors
- [17] B.S. Criminal Justice Assessment
- [18] B.S. Criminal Justice Assessment - Noted Deficiencies
- [19] Correspondence from the Dean of Liberal Arts re: Criminal Justice assessment
- [20] Assessment Note on ENGL 1101
- [21] Chair's Annual Report Documenting English1101 Course Redesign

### 3.3.1.2

#### **Administrative support services**

*The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of improvement based on analysis of the results in each of the following areas: administrative support services . . .*

#### **Non-Compliance**

The strategic plan serves as the starting point of unit level assessment which is documented in annual reports. The annual report template includes accomplishments, achievements, progress towards the strategic plan goals, assessment and results, and the identification of issues which will be the focus of activity in the upcoming year. **The institution included six different kinds of reports and notes that the Productivity Report and Major Unit Accomplishment Reports are measures of assessment but it does not identify which outcomes are being assessed in these reports. Rather, they consist of lists of accomplishments and data which do not appear to be related to any particular outcome.**

A review of reports provided indicates that administrative units are listing administrative tasks and activities as outcomes (e.g. “fill job openings”, “relocate the college website”, and “implement new online payment system”). While these activities can be strategies to achieve an outcome or goal, they are not outcomes themselves. **These units should consider identifying what these activities are intended to achieve and use that purpose as an outcome or goal.** For example filling a job opening in the finance office could help achieve an outcome of clean audits. The assessment then takes place when the audit is received and if the outcome is not achieved by hiring staff, then the use of results could be to provide additional training for the staff or to create new policies.

**The institution lists annual reports and periodic unit outcomes assessment reports as “assessment measures”. While these reports might contain information about assessment, they are not in themselves assessment measures. This combined with some of the assessments listed in the various reports indicates that there is some confusion at the institution as to what constitutes an assessment measure.** For example the sample Report on Institutional Effectiveness Practices from Institutional Research lists items such as appointing the IR Director as SACS Liaison as “assessments”.

**The fact that all outcomes seem to be met indicates that the IE system in administrative offices is not functioning in a way designed to use outcomes assessment data to make improvements. This is further evidenced by the samples included as documentation. Overall the samples show “evidence of improvement” which appears to be lists of unit accomplishments or improvements not related to outcome data.**

**The institution has not demonstrated that it identifies outcomes, assesses the extent to which it achieves these outcomes and uses the results of assessment to identify improvements in administrative units.**

## **Dalton State College's Response**

While Dalton State College has for many years used its strategic plan and annual reporting process as mechanisms to manage and assess its administrative services, the Off-Site Committee's report has pointed out that what the College considered to be expected outcomes for administrative support services are nothing more than "lists of accomplishments" and "administrative tasks," with the result that data do not appear to relate to any particular outcome. Moreover, productivity and major unit accomplishment reports are not in themselves measures of assessment. The committee agrees there appears to be some confusion at the college as to what constitutes an assessment measure. And the fact that all outcomes seem to be met indicates that the IE system in administrative offices is not functioning in a way designed to use outcomes assessment data to make improvements.

To address this situation, the director of the Office of Institutional Research and Planning held an initial meeting with the directors of administrative support services and shared the Off-Site Committee's report. As shown in the minutes [1] of the meeting, the director advised the team that the institution had decided to develop a campus-wide Assessment Improvement Plan and to bring in a consultant to assist administrative unit heads with the effective assessment of administrative support services. This plan will include a complete review and revision of all administrative support services' unit outcomes, with the goal of the workshop to ensure that administrative directors and unit heads are able to (a) write or formulate effective administrative objectives as expected *outcomes* and not as lists of accomplishments or tasks, (b) identify appropriate and realistic measures/means of assessment that include both direct and indirect measures, and (c) know what components should be included in a completed administrative outcomes unit assessment plan so that the College's reports are consistent. With [this workshop, which took place on July 19, 2012](#), and with the adoption of the WEAVEonline Assessment Management System, the College charged all administrative support units to use the tool to set outcomes, establish appropriate measures, assess outcomes, evaluate improvements resulting from action plans – beginning with the 2012-2013 strategic plan and annual reporting cycle. The workshop was instrumental to begin the process, as the presenter led administrative unit heads on practice related to the assessment of mission, goals, outcomes/objectives, measures, targets, findings, action plans and documenting progress, and post-assessment [2]. Since the College has adopted the WEAVEonline Assessment Management System, the presenter provided a demonstration of the assessment tool for tracking outcomes assessment and monitoring progress on issues critical to administrators (e.g., the strategic plan). To facilitate the process, the Institutional Research office will produce a guide/handbook that will outline responsibilities for unit administrators, provide instructions for using the assessment management system, and list associated tasks and deadlines.

**Documentation**

[1] Fiscal Affairs Directors Meeting Minutes, June 14 2012

[2] Training Agenda

### 3.3.1.3

#### **Institutional Effectiveness: Academic and Student Support Services**

*The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of improvement based on analysis of the results in each of the following areas: academic and student support services . . .*

#### **Non-Compliance**

The strategic plan serves as the starting point of unit level assessment which is documented in annual reports. The annual report template includes accomplishments, achievements, progress towards the strategic plan goals, assessment and results, and the identification of issues which will be the focus of activity in the upcoming year. **The institution included six different kinds of reports and notes that the Productivity Report and Major Unit Accomplishment Reports are measures of assessment but it does not identify which outcomes are being assessed in these reports. Rather, they consist of lists of accomplishments and data which do not appear to be related to any particular outcome.**

The sample reports provide evidence that the institution is identifying outcomes in the area of academic and student support services and that they are assessing the extent to which these outcomes are achieved. **The fact that most outcomes seem to be met indicates that the IE system in administrative offices is not functioning in a way designed to use outcomes assessment data to make improvements. This is further evidenced by the samples included as documentation. Overall the samples show “evidence of improvement” which appears to be lists of unit accomplishments or improvements not related to outcome data. For example, the testing center identified one outcome as not met, yet no improvements were suggested to address it. Overall assessment and use of the results was inconsistent. Some documentation showed that outcomes were written but not the results of those desired outcomes nor how they would impact future services/events.** However, the library did respond to deficiencies in resources and services as indicated in surveys by purchasing needed materials in both book and electronic formats; new audio visual materials compatible with instructional equipment; and providing additional study spaces.

The institution has not demonstrated that it uses the results of assessment to identify improvements in academic and student support services.

#### **Dalton State College’s Response**

Dalton State College has for many years used its strategic plan and annual reporting process as a way to manage and assess its academic and student support services. With the use of annual report templates that include accomplishments, achievements, progress towards the strategic plan goals, assessment and results, and the identification of issues which will be the focus of activity

in the upcoming year, the College believed it demonstrated and provided evidence for the assessment of academic and student support services. However, the Off-Site Committee noted the assessment reports produced from this process were nothing more than “lists of accomplishments and data which do not appear to be related to any particular outcome.” Moreover, “the fact that most outcomes seem to be met indicates that the IE system in administrative offices is not functioning in a way designed to use outcomes assessment data to make improvements.” And the “overall assessment and use of the results was inconsistent.”

Dalton State acknowledges this to be the case and admits it has not provided the evidence that will show that it has fully engaged in the institutional effectiveness process with respect to academic and student support services. To address this institutional weakness, the director of the Office of Institutional Research and Planning held an initial meeting with directors of academic and student support services units and shared the Off-Site Committee’s report. As shown in the minutes [1] of the meeting, the director of institutional research advised the team that the institution had decided to develop a campus-wide Assessment Improvement Plan and to bring in a consultant to assist unit heads with the effective assessment of academic and student support services. This plan will include a complete review and revision of all administrative support services’ unit outcomes, with the goal of the workshop to ensure that administrative directors and unit heads are able to (a) write or formulate effective administrative objectives as expected **outcomes** and not as lists of accomplishments or tasks, (b) identify appropriate and realistic measures/means of assessment that include both direct and indirect measures, and (c) know what components should be included in a completed administrative outcomes unit assessment plan so that the College’s reports are consistent.

With the adoption of the WEAVEonline Assessment Management System, a workshop was held on July 19, 2012, to train directors of academic and student services units on how to set outcomes, establish appropriate measures, assess outcomes, and evaluate improvements resulting from action plans. The College charged all administrative support units to begin implementing this improvement plan effective with the 2012-2013 annual reporting cycle. The workshop was instrumental to begin the process, as the presenter led administrative unit heads on practice related to the assessment of mission, goals, outcomes/objectives, measures, targets, findings, action plans and documenting progress, and post-assessment [2]. The workshop also provided a demonstration of the WEAVEonline assessment tool for tracking outcomes assessment and monitoring progress on issues critical to administrators (e.g., the strategic plan). The Office of Institutional Research will produce a guide/handbook for administrative unit heads that will outline responsibilities, provide instructions for using the assessment management system, and list associated tasks and deadlines.

### **Documentation**

[1] Enrollment Services Minutes from June 21 2012 Meeting

[2] Training Agenda

### 3.3.1.4

#### **Institutional Effectiveness: Community/Public Service within its Mission**

*The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of improvement based on analysis of the results in each of the following areas: community/public service within its mission, if appropriate.*

#### **Non-Compliance**

The institution offers many public and community service programs. The sample reports provide evidence that the institution is identifying outcomes in the area of Community and Public Services and that they are assessing the extent to which these outcomes are achieved. **The fact that most outcomes seem to be met indicates that the IE system in administrative offices is not functioning in a way designed to use outcomes assessment data to make improvements. For example, only one outcome was identified as not met, yet no improvements were suggested to address it. Most reports are missing an “evidence of improvement” section. The few improvements listed do not in any way relate to outcome data. Rather these appear to be lists of unit accomplishments.**

**The institution has not demonstrated that it uses the results of assessment to identify improvements in administrative units.**

#### **Dalton State College’s Response**

A critical review of the community/public service assessment showed the sample reports failed to articulate how the College’s community/public service outcomes relate to its mission. The listings of accomplishments as outcomes coupled with missing “evidence of improvement” sections in the assessment reports also show a failure to define expected outcomes in measurable terms and to use assessment results to improve community/public service. For example, the four broad areas identified as encompassing the College’s community/public service were written more as goals than as outcomes. In response, the College will restructure the way it assesses its community/public service programs.

First, the College will treat the four broad areas as goals, and each goal will have clearly defined outcomes with valid and effective measures that will tie into the institution’s mission. The College will establish an achievement target for each measure against which it will assess the extent to which the outcome has been achieved. Especially when targets are not met, the College will develop an action plan to try to improve the results in the next cycle.

Second, because of the decentralized nature of campus community/public service activities, the Office of Institutional Research and Planning will coordinate, track, and report all community

and public service programs and activities. This process will be facilitated by the implementation in fall 2012 of the WEAVEonline Assessment Management System that will ensure that assessment reports include information on assessment activities for community/public service, improvement targets, and improvements tied to outcome data. The first documented full cycle of institutional effectiveness processes related to community/public service will be presented in the 2012-2013 annual reporting period.

### 3.4.4

#### **Educational Programs: All: Acceptance of academic credit**

*The institution publishes policies that include criteria for evaluating, awarding, and accepting credit for transfer, experiential learning, credit by examination, advanced placement, and professional certificates that is consistent with its mission and ensures that course work and learning outcomes are at the collegiate level and comparable to the institution's own degree programs. The institution assumes responsibility for the academic quality of any course work or credit recorded on the institution's transcript. (See Commission policy "Collaborative Academic Arrangements.") (Acceptance of academic credit) (Note: Although not listed as a reference in the Principles of Accreditation, see also the Commission policy "The Quality and Integrity of Undergraduate Degrees."*

#### **Non-Compliance**

The institution publishes sections in the hard copy of the 2011-2012 Catalog relating to transfer students, credit by examination, advanced placement, and career certificates. **However, in this publication there seemed to be no clear and consistent discussion of criteria for evaluating, awarding, and accepting academic credit in these various situations. While there was a rather detailed discussion in this publication of credit-by-examination policies for example, there appeared to be no information related to the evaluating, awarding, and accepting of such credit for the many certificate programs it offers.**

#### **Dalton State College's Response**

The following information on criteria for evaluating, awarding, and accepting academic credit, experiential learning, credit by examination, and advanced placement currently found on the College's website in several locations has been consolidated and is included in the [2012-13 College Catalog](#).

The following is a brief description of the general guidelines used to evaluate transfer credits. This list does not guarantee the student any certain result and is meant only as an explanation of the procedures. Dalton State College has established these policies in compliance with the standards established by the University System of Georgia. In order for credit to be evaluated, it must be sent on an official transcript (mailed directly from the school) and contain final grades of all courses completed.

1. In general, credits coming from an appropriately accredited institution will be accepted (i.e., SACS, NASC, NEASC, NCAC, MSAC) and transferred in on the level in which they were taken. For example, if courses were applied toward a 4-year degree at another appropriately accredited school, they will be accepted as such. However, if A.A.S.

courses were taken at a 4-year accredited institution, they will transfer-in on an equal level (not applying towards a 4-year degree).

2. Certificate courses from regionally accredited Georgia technical colleges will be accepted as technical level classes except for University System of Georgia approved General Education courses from COC Accredited Technical College System of Georgia schools which will transfer into the University System of Georgia Core Curriculum.

3. If there are more than 45 semester credit hours transferring in, the minimum GPA is 2.0. "Ds" will transfer in provided that the GPA does not fall below a 2.0. Students seeking to transfer 30 or fewer semester hours must have a GPA of at least 1.8, and those with 15 or fewer semester hours must have a GPA of at least 1.6.

4. Freshman English Composition I (ENGL 1101) and Freshman English Composition II (ENGL 1102) require a minimum of a "C" or better in order to transfer.

5. The transfer GPA does not affect the student's cumulative GPA at Dalton State.

6. Courses will transfer in with the same number of hours as received at the previous institution. If this causes a deficiency in an area, it is the student's responsibility to ensure that it is satisfied through additional coursework. No course will be equated to a class on a higher level (eg., 2000 - > 3000) without the approval of the department chair unless an equivalency is obviously determined and is not more than one level higher.

7. In order to receive credit for remedial and developmental classes, the student must have successfully passed the COMPASS entrance exam or freshman English Composition for English or College Algebra for math. However, if a student satisfied a deficiency in another University System of Georgia institution, it will be honored.

8. In order to receive credit for a lab science course, the student must have successfully completed BOTH the lab and the class. No partial credit will be awarded.

9. Courses that do not have a Dalton State College equivalency will be assigned an elective "8888" wild-card code that places that class in its prospective domain. They include Humanities, Natural Science, Social Science, Business and Technology, Nursing, Technical, and Physical Education. If students wish to apply these towards their degree, they may appeal the courses through their advisors and the vice president for academic affairs.

10. All course work is transferred in under the semester system.

11. If a student wishes to modify the results of the transfer evaluation, additional consideration will be given if the student provides a copy of the catalog course description as well as a written request stating which particular Dalton State class it equates with. The evaluator will respond to the request in writing.

12. If a student takes U.S. History in the University System of Georgia, it will satisfy the Georgia and U.S. History requirements for graduation. However, if they take the course out-of-state, it will satisfy only the U.S. History requirement. Deficiencies for the Georgia requirements are noted on the Transfer Equivalency Worksheet as "Required – System." Passing the Georgia History Exemption Test may supplement this. Contact the Social Sciences chair at (706) 272-2672 for more information.

13. If a student takes Political Science 1101 – American Government in the University System of Georgia, both U.S. and GA Constitution requirements are met. If taken outside of the state, passing an exemption examination can satisfy the GA Constitution requirement. Contact the Social Sciences chair at (706) 272-2672 for more information.

14. Military credit and experience are accepted provisionally provided that the content, nature, and appropriateness apply to courses offered at Dalton State College. Official documentation and course descriptions (when possible) must be provided. A student having served in the military may be exempt from the Physical Education requirements by submitting a copy of his/her DD214 form.

15. Students who wish to receive credit from international schools abroad must submit their transcript to one of six approved international credentials evaluation services. This may take 2-6 weeks and costs between \$100 - \$150 US dollars. Contact the Office of Enrollment Services for more information.

16. As a member of the Adult Learning Consortium, Dalton State College agrees to accept assessed and transcribed courses from other consortium members.

### **Transfer Equivalency**

Link to transfer equivalency database:

[https://vader.daltonstate.edu:2001/pls/prod80/dsc\\_trans\\_equiv.find\\_state](https://vader.daltonstate.edu:2001/pls/prod80/dsc_trans_equiv.find_state)

Students who transfer credit from other institutions will have their equivalencies available for viewing within approximately two to three weeks after being accepted to the College. Students may view their transfer credit via MyDaltonState by checking their Academic Transcript. All transfer courses have a T in front of the transfer grade they received. Transfer credit is not calculated in a student's GPA at Dalton State. No quality points or transfer GPA shows on the transcript. Any courses followed by a carat (^) are courses that did not transfer as useable credit. Example grade: TC^.

Computer courses more than five years old will not be considered valid indicators of computer literacy and will not transfer in as useable credit. Those grades will have a carat attached (see above).

Effective December 2011, a new way of coding transfer credit was implemented. Courses that do not have exact equivalents at Dalton State are coded with the prefix for the course and the number 1, 2, 3, or 4 ELE. This is to indicate if the course is a 1000-level elective, a 2000-level elective, 3000, or 4000. Prefixes will match Dalton State's prefixes whenever possible.

Examples: PSYC 1ELE = 1000 Psychology elective; CHEM 3ELE = 3000 Chemistry elective.

If you have questions or need clarification, please contact Sarita Gale at [sgale@daltonstate.edu](mailto:sgale@daltonstate.edu) or 706-272-4490.

### **Transfers Students Within the USG**

Students in the USG must declare one home institution at a time. Students who transfer from one institution to another automatically change their home institution.

Students must meet the USG-specified minimum number of hours in each Area A-E.

Students successfully completing a course in one institution's Areas A-E will receive full credit in Areas A-E for the course upon transfer to another USG institution as long as the following conditions are met:

- The course is within the Area hours limitations of either the sending institution or the receiving institution, and
- The student does not change from a non-science major to a science major.

Students successfully completing a course in one institution's Area F will receive full credit for the course upon transferring to another USG institution as long as the student retains the same major.

Students who transfer after having completed the US Perspectives/Global Perspectives/Critical Thinking (US/GL/CT) requirements of the sending institution may not be required to complete the US/GL/CT requirements of the receiving institution. Students who transfer after having completed Areas A-E but without having completed the US/GL/CT requirements must complete the US/GL/CT requirements at the receiving institution.

Receiving institutions may require transfer students to complete the requirements as specified for native students. However, the total number of hours required of transfer students for degree must not exceed the number of hours required of native students for the same major.

Students who wish to take Area A-F courses (including distance learning courses) from a USG institution other than the home institution, either concurrently or intermittently, may receive transient permission to take and receive credit for Areas A-F courses satisfying home institution Area A-F requirements.

Provided that native and transfer students are treated equally, institutions may impose additional reasonable expectations, such as a grade of "C" in Area A-F courses.

Students transferring outside the University System should consult the catalog of the institution to which they intend to transfer. Course substitutions require written approval of the vice president for academic affairs.

### **Credit-by-Examination**

Students who have competencies or skills equivalent to those required for the completion of courses offered by Dalton State College may receive “Credit-by-Examination.” In skill and vocational areas, such levels of proficiency often result from work experiences or previous training. In academic areas, competencies may result from independent study, rigorous high school preparation, or exceptional intellectual ability.

The College awards credit through

1. Institutional examinations,
2. The College Board Achievement Test and Advanced Placement Program (AP),
3. The College Level Examination Program (CLEP), and
4. The International Baccalaureate (IB) Diploma.

The following policies govern credit-by-examination:

1. Credit is awarded only to students admitted to the College and is officially recorded only for those who enroll for credit courses.
2. Credit-by-examination is awarded only for courses offered by the College.
3. Credit is not awarded if a comparable course has been completed at the College. Conversely, previously awarded credit-by-examination is forfeited by completing a comparable course at the College.
4. Credit-by-examination is an award of semester credit hours but carries no letter grade or quality points.
5. A student may take the proficiency examination for a course only once.
6. A student may not take a proficiency examination if:
  1. the student has previously enrolled in the course, or
  2. the student is currently enrolled in the course.
7. Each school is responsible for determining the achievement level of students taking institutional examinations and for recommending the award of credit in writing to the vice president for academic affairs.
8. Official scores earned on the SAT II, the Advanced Placement Program, the International Baccalaureate Diploma, and the CLEP examinations must be submitted to the vice president for academic affairs for evaluation. Dalton State College uses the minimum scores established by the University of Georgia for the awarding of credit. A current list of those scores is available at <http://www.daltonstate.edu/registrar/credit-by-exam-cut-scores.html>
9. Students receiving transfer credit for HIST 2111 or HIST 2112 and/or POLS 1101 and who have NOT graduated from a Georgia high school must pass an institutional examination on Georgia History and/or the Georgia Constitution to satisfy the State of Georgia legislative requirements, unless transfer credit is awarded for these courses taken at a University System of Georgia institution. Transferring students who may

have successfully completed college-level course work dedicated to Georgia History or the Georgia Constitution are exempt from these examinations.

### **Prior Learning Assessment**

If prospective students have other learning experiences that may fit courses not served by departmental examination or by national standardized examination, they may be advised to consider prior learning assessment by portfolio. Students will then be advised to sign up for the PLA Documentation course (PLAD 2000). This course will teach students the skills needed in order to develop appropriate documentation for the courses for which they hope to earn PLA credit. The PLA Documentation course is a two-credit hour course offered online and is taught by a PLA counselor. During this course, they work on documenting their learning, and by the end of the semester, they should have a portfolio ready to submit to an assessor. Due to the amount of work involved in portfolio development, the courses covered by CLEP, departmental examination, and courses for which the student has already registered are not eligible.

Students use the portfolio development process to document how their prior experience has resulted in college-level learning. This process results in a portfolio that demonstrates specific skills, knowledge, values, attitudes, achievements, experiences, competencies, training, and certifications that align with specific course objectives. The portfolio developed in the documentation course should not only describe the relevant experience but should also identify how reflection upon these experiences resulted in significant learning.

Students must also offer insights on how reflective analysis has led to the realization of college-level learning that has been acquired through selected non-traditional experience. This experience may include a variety of work, training, reading and research, civil and military service, or life learning.

Once students complete and submit the PLA portfolio, assessors will evaluate it to determine if the portfolio provides evidence of achieving the course objectives for a specific course. If the portfolio does so, credit can be awarded when assessors determine that the prior learning is acceptable for credit.

### **Registering for the PLA Documentation Course**

Students register for the PLAD 2000 after consulting with the Office of Academic Affairs. If you would like more information on PLA contact:

Dr. Andy Meyer

Office: Academic Affairs, Westcott Bldg

Phone: 706-272-2491

Email: ameyer@daltonstate.edu

For more information on PLA, visit <http://www.daltonstate.edu/adultlearner/pdf/prior-learning-assessment-handbook.pdf>

In addition to the information provided in the *Catalog*, Dalton State has also created a *Prior Learning Assessment Handbook* which explains in detail the process of demonstrating past learning experiences in exchange for appropriate credit [1]. Students have online access to this [Handbook](#) and other Noncredit-to-Credit information via the College's [Adult Learner Website](#).

**Documentation**

[1] PLA Handbook

### 3.4.8

#### **Educational Programs: All: Noncredit to credit**

The institution awards academic credit for course work taken on a noncredit basis only when there is documentation that the noncredit course work is equivalent to a designated credit experience. (**Noncredit to credit**)

#### **Non-Compliance**

The institution awards academic credit for two types of noncredit coursework: credit by examination and experiential learning. In the case of credit by examination, scores from CLEP, SATII, ACT, and the Advanced Placement Program go directly to the Vice President for Academic Affairs for determination of credit based upon scores established by the faculty. The institution's rules of credit by examination are based upon procedures established by the University System of Georgia and are stated in the institution's *2011-2012 Catalog*. In the case of experiential learning, students have the opportunity to use portfolios and departmental challenge exams to earn credit for learning achieved prior to entry to the institution. Although the institution offers each student an opportunity to submit a portfolio identifying areas of relevant learning from past experiences and demonstrating that learning through appropriate documentation, **the institution does not offer a detailed explanation of the process in 2011-2012 Catalog.**

#### **Dalton State College's Response**

Dalton State College began awarding credit for experiential learning during the 2011-2012 academic year. The following information on Prior Learning Assessment has been included in the [2012-2013 Catalog](#).

##### **Prior Learning Assessment**

If prospective students have other learning experiences that may fit courses not served by departmental examination or by national standardized examination, they may be advised to consider prior learning assessment by portfolio. Students will then be advised to sign up for the PLA Documentation course (PLAD 2000). This course will teach students the skills needed in order to develop appropriate documentation for the courses for which they hope to earn PLA credit. The PLA Documentation course is a two-credit hour course offered online and is taught by a PLA counselor. During this course, they work on documenting their learning, and by the end of the semester, they should have a portfolio ready to submit to an assessor. Due to the amount of work involved in portfolio development, the courses covered by CLEP, departmental examination, and courses for which the student has already registered are not eligible.

Students use the portfolio development process to document how their prior experience has resulted in college-level learning. This process results in a portfolio that demonstrates specific skills, knowledge, values, attitudes, achievements, experiences, competencies, training, and certifications that align with specific course objectives. The portfolio developed in the documentation course should not only describe the relevant experience but should also identify how reflection upon these experiences resulted in significant learning.

Students must also offer insights on how reflective analysis has led to the realization of college-level learning that has been acquired through selected non-traditional experience. This experience may include a variety of work, training, reading and research, civil and military service, or life learning.

Once students complete and submit the PLA portfolio, assessors will evaluate it to determine if the portfolio provides evidence of achieving the course objectives for a specific course. If the portfolio does so, credit can be awarded when assessors determine that the prior learning is acceptable for credit.

### **Registering for the PLA Documentation Course**

Students register for the PLAD 2000 after consulting with the Office of Academic Affairs. If you would like more information on PLA contact:

Dr. Andy Meyer

Office: Academic Affairs, Westcott Bldg

Phone: 706-272-2491

Email: ameyer@daltonstate.edu

For more information on PLA, visit <http://www.daltonstate.edu/adultlearner/pdf/prior-learning-assessment-handbook.pdf>

In addition to the information provided in the *Catalog*, Dalton State has also created a *Prior Learning Assessment Handbook* which explains in detail the process of demonstrating past learning experiences in exchange for appropriate credit [1]. Students have online access to this [Handbook](#) and other Noncredit-to-Credit information via the College's [Adult Learner Website](#).

### **Documentation**

[1] PLA Handbook

### 3.4.11

#### **Educational Programs: All: Academic program coordination**

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

#### **Non-Compliance**

The narrative in the compliance report, the college catalog, and table 3.4.11-1 were examined. **The issue of whether each program is coordinated by persons academically qualified in the field is raised. There are multiple examples from the listings in the table where the degree held by the designated coordinator does not match with the program coordinated. Some specific examples in the Department of Natural Sciences include the Program Coordinator for the A.S. in Dental Hygiene holds an M.S. in Biology and a Ph.D. in Zoology; the Program Coordinator for the A.S. in medical technology holds a Ph. D. in geology; the Program Coordinator for the A.S. in Nursing holds a Ph.D. in Mathematics; and, the Program Coordinator for the A.S. in Respiratory Therapy holds a Ph.D. in Mathematics. Further justification needs to be provided as to why any individual is qualified to coordinate an academic program different from their degree field.**

#### **Dalton State College's Response**

Since the off-site Compliance Report was submitted, the College has undergone a reorganization of its academic schools and departments to be effective Fall 2012. Some of the college's programs were deactivated, while others were consolidated under new schools. In light of this, new program coordinators have been appointed with the appropriate academic qualifications in their field. All programs are coordinated by fully qualified faculty, as shown in the table below.

**Table 3.4.11-1:** Dalton State College  
Program Coordinators Table

<b>School of Business</b>		
<i>Program of Study</i>	<i>Designated Program Coordinator</i>	<i>Qualifications</i>
B.B.A. Accounting	Ms. Jamie Connors [1]	<p>M.B.A., University of Central Florida, Business Administration</p> <p>B.S. U.S. Merchant Marine Academy, Marine Transportation</p> <p>Ms. Connors holds 18 credit hours in graduate-level accounting courses:</p> <p><u>University of Central Florida</u></p> <ul style="list-style-type: none"> <li>• ACG 5005 – Financial Accounting – Concepts</li> <li>• ACG 6425 – Managerial Accounting Analysis</li> <li>• FIN 6406 – Financial Analysis &amp; Management</li> </ul> <p><u>Brenau University</u></p> <ul style="list-style-type: none"> <li>• AC 739 – Auditing</li> <li>• AC 724 – Taxation</li> </ul> <p><u>University of Tennessee at Chattanooga</u></p> <ul style="list-style-type: none"> <li>• ACC Foundations in Accounting</li> </ul> <p>The FIN 6406 class is being counted as an accounting course because the class focuses on the analysis of</p>

		Income Statements, Balance Sheets, and other financial reports which are produced by accountants. This course builds on the knowledge gained in a financial accounting course and teaches the students to better interpret and analyze information found in a variety of reports. This course discusses the incentives behind managers' accounting and disclosure choices and the impact of the information contained in accounting and financial reports.
B.B.A. Management	Dr. Harold Jones [2]	Ph.D. University of Alabama, Human Resource Management  CFP (Certified Financial Planner), Investment, College for Financial Planning
B.B.A. Management Information Systems	Dr. Bruce Hungerford [3]	Ph.D. University of South Florida, Information Systems
B.B.A. Marketing	Dr. Jonathan Littlefield [4]	Ph.D. Virginia Polytechnic Institute and State University, Marketing
B.A.S. Technology Management	Dr. Mike D'Itri [5]	Ph.D. Michigan State University, Operations Management M.B.A. Michigan State University, Management Science

A.S. Business Administration	Dr. Mike D'Itri [5]	Ph.D. Michigan State University, Operations Management  M.B.A. Michigan State University, Management Science
A.A.S Supervision	Richard Hennier [6]	M.B.A. Rockhurst College, Business Administration
CERT Supervision	Richard Hennier [6]	M.B.A. Rockhurst College, Business Administration
MINI Supervision	Richard Hennier [6]	M.B.A. Rockhurst College, Business Administration
CERT Office/Business Technology	Ann Taylor [7]	Ed.S. State University of West Georgia, Business Education  M.Ed. State University of West Georgia, Business Education
<b>School of Education</b>		
B.S. Early Childhood Education	Dr. Calvin Meyer [8]	Ed.D. University of South Carolina, Curriculum and Instruction
A.S. Early Childhood Education	Dr. Calvin Meyer [8]	Ed.D. University of South Carolina, Curriculum and Instruction

<b>School of Health Professions</b>		
<i>Program of Study</i>	<i>Designated Program Coordinator</i>	<i>Qualifications</i>
RN-B.S.N. (Nursing)	Dr. Cordia Starling [9]	Ed.D. University of Alabama, Higher Education Administration  M.S.N. Georgia State University, Nursing
A.S.N. Nursing	Dr. Cordia Starling [9]	Ed.D. University of Alabama, Higher Education Administration  M.S.N. Georgia State University, Nursing
B.S.W. Social Work	Dr. Spencer Zeiger [10]	Ph.D. University of Washington, Social Work  M.S.W. University of Washington, Social Work
A.A.S Medical Assisting	Ms. Debbie Gilbert [11]	Ed.S. State University of West Georgia, Higher Education  M.B.A. Brenau College, Business Administration  B.S. Medical College of Georgia, Medical Record Administration
A.A.S. Medical Laboratory Technology	Ms. Tyra Stalling [12]	B.S. Medical College of Georgia, Medical Technology  A.A.S. Dalton State College, Laboratory Technology

A.A.S. Radiologic Technology	Ms. Susan West [13]	<p>M.Ed. University of Georgia, Health Occupation Education</p> <p>B.S. Medical College of Georgia, Radiologic Technology</p>
A.A.S. Respiratory Therapy	Mr. Max Pierce [14]	<p>Ed.S. University of West Georgia, Education</p> <p>M.Ed. University of Tennessee, Education</p> <p>B.S. University of Tennessee at Chattanooga, Elementary Education</p> <p>A.S. Chattanooga State Technical College, Respiratory Care</p>
A.S. Pre-Dental Hygiene	Ms. Susan West [13]	<p>M.Ed. University of Georgia, Health Occupations Education</p> <p>B.S. Medical College of Georgia, Radiologic Technology</p> <p>Through her many years of teaching, she has advised a variety of allied health major students. Furthermore, there are no dental hygiene courses in the Pre-Dental Hygiene curriculum. This program provides foundational coursework for students who transfer to a dental hygiene program.</p>

A.S. Medical Technology	Ms. Susan West [13]	<p>M.Ed. University of Georgia, Health Occupations Education</p> <p>Through her many years of teaching, she has advised a variety of allied health major students.</p>
Certificate: Licensed Practical Nursing	Ms. Dana Trowell [15]	<p>B.S.N. University of West Georgia, Nursing</p> <p>A.S.N. Dalton State College, Nursing</p>
Certificate: Medical Assisting	Ms. Debbie Gilbert [11]	<p>Ed.S. State University of West Georgia, Higher Education</p> <p>M.B.A. Brenau College, Business Administration</p> <p>B.S. Medical College of Georgia, Medical Record Administration</p> <p>A.S. Roane State Community College, Medical Records Technology</p>
Mini-Certificate: Certified Nursing Assistant (CNA)	Ms. Susan West [13]	<p>M.Ed. University of Georgia, Health Occupation Education</p> <p>Through her many years of teaching, she has advised a variety of allied health major students.</p>

Mini-Certificate: Phlebotomy	Ms. Tyra Stalling [12]	B.S. Medical College of Georgia, Medical Technology  A.A.S. Dalton State College, Laboratory Technology
<b>School of Liberal Arts Department of Humanities</b>		
<i>Program of Study</i>	<i>Designated Program Coordinator</i>	<i>Qualifications</i>
B.A. English	Dr. Barbara Murray [16]	Ph.D. University of Tennessee-Knoxville, English
A.A. Communication Studies	Dr. Kristin Barton [17]	Ph.D. Florida State University, Mass Communication (Media Effects)
A.A. General Studies	Dr. Barbara Murray [16]	Ph.D. University of Tennessee-Knoxville, English
A.A.S. Digital Design	Ms. Rebecca Lowery [18]	A.A.S. Dalton State College, Drafting and Design
Certificate: Digital Design	Ms. Rebecca Lowery [18]	A.A.S. Dalton State College, Drafting and Design
<b>School of Liberal Arts Department of Social Sciences</b>		
<i>Program of Study</i>	<i>Designated Program Coordinator</i>	<i>Qualifications</i>
B.S. Criminal Justice	Dr. James Wright [19]	Ph.D. University of Tennessee-Knoxville, Sociology/Criminal Justice
B.A. History	Dr. Judy Cornett [20]	Ph.D. University of Kentucky, History
A.A. Political Science	Mr. Matthew Higgs [21]	M.P.A. West Virginia University, Masters of Public Administration

		B.A. West Virginia Wesleyan College, Political Science
A.A. Psychology	Dr. Michael Hoff [22]	Ph.D. Emory University, Psychology  M.A. Emory University, Psychology
<b>School of Science, Technology &amp; Mathematics Department of Natural Sciences</b>		
<i>Program of Study</i>	<i>Designated Program Coordinator</i>	<i>Qualifications</i>
B.S. Biology	Dr. Kerry Dunbar [23]	Ph.D. Michigan State University, Botany and Plant Pathology  M.S. Purdue University, Biology
B.S. Chemistry	Dr. Tricia Scott [24]	Ph.D. West Virginia University, Chemistry
A.S. General Studies	Dr. Randall Griffus [25]	Ph.D. Auburn University, Mathematics  M.S. Auburn University, Mathematics
A.S. Health and Physical Education	Ms. Cheryl Grayson [26]	M.A. University of Alabama, Health, Physical Education and Recreation
A.S. Physics/Pre-Engineering	Dr. Emma Cooley [27]	Ph.D. University of Tennessee, Knoxville, Mechanical Engineering  M.S. University of Tennessee at Chattanooga, Mechanical Engineering

<b>School of Science, Technology &amp; Mathematics Department of Mathematics &amp; Technology</b>		
B.S. Mathematics	Dr. Tom Gonzalez [28]	Ph.D. Auburn University, Mathematics  M.S. Auburn University, Mathematics
A.S. Computer Science	Ms. Kay Wagner [29]	M.S. Kennesaw State University, Information Systems
A.A.S. Computer Networking and Service Technology	Ms. Carol Gavagan [30]	M.S. Southeastern University, Computer Science  B.S. University of Tennessee, Computer Science, Information Systems
A.A.S. Computer Operations	Ms. Carol Gavagan [30]	M.S. Southeastern University, Computer Science  B.S. University of Tennessee, Computer Science, Information Systems
A.A.S. Industrial Electrical and Electronic Technology	Mr. Kelson Smith [31]	B.S. Pennsylvania State University, Electrical Engineering
A.A.S. Integrated Technological Studies	Ms. Carol Gavagan [30]	M.S. Southeastern University, Computer Science  B.S. University of Tennessee, Computer Science, Information Systems

Certificate: Computer Networking and Service Technology	Ms. Carol Gavagan [30]	M.S. Southeastern University, Computer Science  B.S. University of Tennessee, Computer Science, Information Systems
Certificate: Computer Operations	Ms. Carol Gavagan [30]	M.S. Southeastern University, Computer Science  B.S. University of Tennessee, Computer Science, Information Systems
Certificate: Industrial Electrical and Electronic Technology	Mr. Kelson Smith [31]	B.S. Pennsylvania State University, Electrical Engineering
Mini-Certificate: A+ Certification	Ms. Carol Gavagan [30]	M.S. Southeastern University, Computer Science  B.S. University of Tennessee, Computer Science, Information Systems
Mini-Certificate: Cisco Professional	Ms. Carol Gavagan [30]	M.S. Southeastern University, Computer Science  B.S. University of Tennessee, Computer Science, Information Systems
Mini-Certificate: Cisco Specialist	Ms. Carol Gavagan [30]	M.S. Southeastern University, Computer Science

		B.S. University of Tennessee, Computer Science, Information Systems
Mini-Certificate: Industrial Electrical Technology	Mr. Kelson Smith [31]	B.S. Pennsylvania State University, Electrical Engineering
Mini-Certificate: iSeries 400 Application Development	Ms. Carol Gavagan [30]	M.S. Southeastern University, Computer Science  B.S. University of Tennessee, Computer Science, Information Systems

Four programs were cited for non-compliance with respect to inappropriate academic qualifications for program coordinators. Although three of these programs (A.S. Dental Hygiene, A.S. Nursing, and A.S. Respiratory Therapy) have been deactivated, there may still be students who will continue these programs to completion. Therefore, new and qualified program coordinators have been appointed to replace the previously cited coordinators, as shown by the table below.

**Table 3.4.11-2:** Replacement Program Coordinators

<b>Previously Non-compliant Program Coordinators and Their Replacements</b>				
<i>Program of Study</i>	<i>Previous Program Coordinator</i>	<i>Previous Program Coordinator's Qualifications</i>	<i>Replacement Program Coordinator</i>	<i>Replacement Coordinator Qualifications</i>
A.S. Dental Hygiene	Dr. Celeste Humphrey	Ph.D. University of Georgia, Zoology M.S. Georgia Institute of Technology, Biology	Ms. Susan West [13]	M.Ed. University of Georgia, Health Occupations Education  Through her many years of teaching, she has advised a variety of allied health major students.

				<p>Furthermore, there are no dental hygiene courses in the A.S. Dental Hygiene curriculum. This program provides foundational coursework for students who transfer to a dental hygiene program.</p>
A.S. Medical Technology	Dr. Jean Johnson	Ph.D. University of Michigan, Geology	Ms. Susan West [13]	<p>M.Ed. University of Georgia, Health Occupations Education</p> <p>Through her many years of teaching, she has advised a variety of allied health major students.</p>
A.S. Nursing	Dr. Geoff Poor	Ph.D. Auburn University, Mathematics	Dr. Cordia Starling [9]	<p>Ed.D. University of Alabama, Higher Education Administration</p> <p>M.S.N. Georgia State University, Nursing</p>
A.S. Respiratory Therapy	Dr. Randall Griffus	Ph.D. Auburn University, Mathematics	Ms. Susan West [13]	<p>M.Ed. University of Georgia, Health Occupations Education</p> <p>Through her many years of teaching, she has advised a variety of allied health major students.</p>

**Documentation**

- [1] Jamie Connors's Transcript
- [2] Harold Jones's Vita
- [3] Bruce Hungerford's Transcript
- [4] Jonathan Littlefield's Vita
- [5] Mike D'Itri's Vita
- [6] Richard Hennier's Vita
- [7] Ann Taylor's Vita
- [8] Calvin Meyer's Vita
- [9] Cordia Starling's Vita
- [10] Spencer Zeiger's Vita
- [11] Debbie Gilbert's Vita
- [12] Tyra Stalling's Vita
- [13] Susan West's Vita
- [14] Max Pierce's Vita
- [15] Dana Trowell's Vita
- [16] Barbara Murray's Vita
- [17] Kris Barton's Vita
- [18] Rebecca Lowery's Vita
- [19] James Wright's Vita
- [20] Judy Cornett's Vita
- [21] Matthew Hipps's Vita
- [22] Michael Hoff's Vita
- [23] Kerry Dunbar's Vita
- [24] Tricia Scott's Vita
- [25] Randall Griffus's Vita
- [26] Cheryl Grayson's Vita
- [27] Emma Cooley's Vita
- [28] Thomas Gonzalez's Vita
- [29] Kay Wagner's Vita
- [30] Carol Gavagan's Vita
- [31] Kelson Smith's Vita

### 3.5.1

#### **Educational Programs: Undergraduate: General education competencies**

*The institution identifies college-level general education competencies and the extent to which students have attained them. (General education competencies)*

#### **Non-Compliance**

College-level general education competencies have been identified and approved as shown in the institution's Academic Council Minutes and as directed by the system-wide Academic Affairs Handbook. The Council on General Education approved the current outcomes on April 15, 2011. The major areas include: Communications, Problem Solving and Analysis, and Critical Thinking and Integrated Learning. A variety of more specific student learning outcomes are associated with specific courses which help fulfill the institution's Core Curriculum requirement, which also involves the new system-wide critical thinking, global perspectives, and U.S. perspectives learning outcomes. The institution has established a system by which to assess the extent to which students have attained these general education competencies by gathering three basic kinds of information: (1) requiring the Collegiate Assessment of Academic Proficiency (CAAP) as a mandatory exit exam for all graduates; (2) using the National Survey of Student Engagement (NSSE) and a locally-developed exit survey to gather affective responses; and (3) developing a variety of different course assessments conducted in general education courses by faculty teaching these courses. The nationally recognized CAAP and NSSE do allow for some broad comparisons with national norms so that the institution can set benchmarks of the national average as the criteria for successfully meeting their stated standards. **However, every standard cannot adequately be assessed by these two instruments alone. For instance, a review of the General Education Competencies chart indicates that several of the communication competencies, the computer literacy competencies, the understanding of major forces and events, influences and ideas that have shaped history and society, as well as the articulation of perspectives and values of diverse cultural groups - among others - are not directly assessed by these instruments. Instead, the source of information is often cited as Individual Course Student Learning Outcomes Results.** A few examples are included in the institution's documentation. **However, many of these reports (such as the ones for CHEM 1211, GEOL 1122, or different reports for COMM 1110 and ENGL 1101, etc.) indicate that the assessments conducted are the actual assignments in the class graded by the same instructor who taught the assignment, so, to some extent, the instructor is rating himself/herself. Often, one of the benchmarks is simply the percentage of students passing the class. What is the actual benchmark for student learning, and how does passing or not passing help target it? Also, the only assessment result given in some cases is simply a number - the number of students who met the goal. There is no further breakdown of scores, nothing more detailed than just a simple percentage. This is not usually enough**

**analysis to help determine where strengths or weaknesses reside or to justify substantive change. Likewise, it does not appear that all assessments have yet been initiated for all learning outcomes. It is difficult to determine how the existing measures really benchmark a particular learning outcome or whether these measures actually demonstrate competence. Without clearer and more developed justifications of what constitutes actual competence, as well as more robust assessments of the targeted courses, it cannot be determined whether the institution does, or does not, adequately assess the extent to which students have actually attained all of the stated competencies.**

## **Dalton State College's Response**

Dalton State assesses general education competencies and the extent to which students have attained them. However, review of some of the assessment reports suggests that the College can do a more effective job detailing actual competence and providing more robust assessments of the targeted courses. To address these concerns, the deans and department chairs in the School of Liberal Arts and the School of Natural Sciences and Mathematics have begun working with individual faculty members to improve the assessment of student learning outcomes and the use of assessment results in general education. The attached example [1] from Sociology 1101 for Spring Semester 2012 shows a faculty member's efforts to target specific student learning issues more clearly, to breakdown scores on individual tests and activities [2] to aid analysis, and to link the use of assessment results back to specific course student learning outcomes. This is an attempt to address the off-site committee's observation that faculty used test scores to assess competencies without explaining how the test specifically addressed a student learning outcome.

Moreover, the deans attended a SACS assessment workshop in June, and the director of institutional research and planning and the dean of the School of Liberal Arts participated in a webinar on assessment as well. In addition, the off-site committee's statements of non-compliance with respect to assessment of educational programs and student learning outcomes prompted a discussion on assessment during the Academic Leadership Team meeting in June 2012 [3]. It was made clear that Dalton State College needs to improve its assessment of program and student learning outcomes, as the off-site committee found the College's current assessment reports unsatisfactory. Therefore, a decision was made that during Fall Semester 2012, the vice president for academic affairs would hold a faculty development workshop that will focus on assessment of student learning, general education outcomes, phrasing of student learning outcomes, and program-specific student learning outcomes. This workshop will also address the concern that assessments have not been initiated for all learning outcomes. The workshop will be conducted by [WEAVEOnline](#), a company that provides consulting services for the purposes of developing outcomes and measures for faculty and administrators to further implement and improve their assessment process. At the end of these workshops, the faculty will

- write effective program and student learning outcomes that specify the knowledge, skills, values, and attitudes students are expected to attain in courses or in a program;
- write valid direct and indirect measures and meaningful achievement targets;
- use multiple assessments instead of relying on grades alone to provide evidence of improvement of educational programs or student learning outcomes; and
- write effective assessment plans/reports that will provide evidence linking improvements to specific outcomes or show how results are used for improvement, including how outcomes are related to or aligned with the department/institution mission.

As part of the College's Improvement Plan to address the limitations of its assessment system, this new assessment program will be effective Fall 2012. Faculty will report results of these assessments to their chairs and deans by the semester's end, and the revised student learning outcomes and assessment methods will be reported in Spring Semester 2013 using the [WEAVEonline Assessment Management System](#), which will provide a standardized and consistent format for the College's assessment reports. This assessment program will become the standard routine of assessment henceforth.

Finally, the College will explore and implement alternative means of assessing General Education outcome competencies aside from NSSE and CAAP.

### **Documentation**

[1] Assessment of Sociology 1101, Section 2, Spring 2012, Attempted Improvement Assessment of SLOs

[2] Sociology 1101 - Assessment Tests and Activities

[3] Academic Leadership Team Meeting Minutes for June 4th, 2012

### 3.7.1

#### **Faculty: Faculty competence**

The institution employs competent faculty members qualified to accomplish the mission and goals of the institution. When determining acceptable qualifications of its faculty, an institution gives primary consideration to the highest earned degree in the discipline. The institution also considers competence, effectiveness, and capacity, including, as appropriate, undergraduate and graduate degrees, related work experiences in the field, professional licensure and certifications, honors and awards, continuous documented excellence in teaching, or other demonstrated competencies and achievements that contribute to effective teaching and student learning outcomes. For all cases, the institution is responsible for justifying and documenting the qualifications of its faculty. (See Commission guidelines “Faculty Credentials.”) (Faculty competence)

#### **Non-Compliance**

The institution provides comprehensive and specific information about the qualifications of its faculty by clearly stating minimum qualifications in the *Faculty Handbook* and in the state-wide system’s *BOR Policy Manual*, as well as by creating a Faculty Roster form listing all faculty and the specific classes each taught during Spring 2011, Fall 2011, and Spring 2012. It also provides full transcripts of all college coursework and degrees earned by each faculty member. A review of this documentation indicates that the institution is, in fact, systematically reviewing faculty qualifications and adhering to basic standards. For example, in general, any faculty members teaching courses that will transfer to, or that are part of, any baccalaureate degree must have a doctorate or master’s degree in the teaching discipline or else a master’s degree with a concentration in the teaching discipline and a minimum of 18 graduate hours in the teaching discipline. Likewise, faculty members teaching associate’s degree courses not designed for transfer to the baccalaureate degree must have a bachelor’s degree in the teaching discipline or else an associate’s degree and demonstrated competence in the teaching discipline. For the vast majority of the faculty members listed, this is true. **However, there are a relatively few cases where this is difficult to determine. These cases fall into two basic categories: (1) faculty members who are listed as teaching courses which do not appear to match their current qualifications and insufficient or no alternative qualifications are provided, and (2) faculty members who have fewer than 18 credit hours of graduate coursework in the teaching discipline itself. No justification for these exceptions was provided by the College.** It may be that such information does exist and can easily be made available, but because such information is not currently available, it cannot be determined that the institution is, or is not, 100% compliant with this standard.

## Dalton State College’s Response

Dalton State employs competent faculty members who are qualified to accomplish the mission and goals of the institution. The Report of the Reaffirmation Committee indicated that for a few faculty members, it was difficult to determine whether this was true since alternative justifications were not provided or transcripts were missing from the materials submitted. The table below lists the faculty in question, the courses in question, and explanations of their credentials; in addition, links to the College’s Alternate Justification Forms and other supporting documents are provided.

**Table 3.7.1-1:** Qualified Faculty Members

Name of Faculty Member	Course(s) in Question	Inadequate Academic Qualifications	Insufficient Justification of Other Qualifications	Off-site Committee Comments	Dalton State’s Response
Bennie M. Laughter	BUSA 3070 Business Ethics	XX		The J.D. alone does not specify training in Philosophy and Ethics. What graduate credits support Business Ethics training?	As shown in Bennie Laughter’s Alternative Justification [1], in the course of meeting his continual legal educational requirements he has had approximately 30 hours of training related to ethical issues in business and an additional 30 hours of training in professionalism.  The faculty member also currently serves as one of three members of the City of Dalton’s Ethics Board.
Sharon S. Beavers	EDUC 4251, 4263 & 4901		XX	Degrees listed emphasize Social Science Education, and certificates do also (history, political science, economics, etc.). Why teaching math	Dr. Beavers [2][3] brings 25 years of teaching mathematics at Southeast Whitfield High School and Phoenix High School to Dalton State. She also taught Adult Education GED math classes. She became certified to teach Middle Grades Mathematics grades 4-8 and T-7 via the Georgia

				<p>and science education? What graduate credits support this?</p>	<p>Assessments for the Certification of Educators (GACE) by the Georgia Professional Standards Commission.</p> <p><u>West Georgia College:</u></p> <ul style="list-style-type: none"> <li>• EDU – 20 quarter hours</li> <li>• EEF – 5 quarter hours</li> </ul> <p><u>University of Georgia</u></p> <ul style="list-style-type: none"> <li>• ESOC – 39 hours</li> <li>• EDFD – 3 hours</li> <li>• ELAN – 9 hours</li> </ul> <p>Course listings are provided in Dr. Beavers’s transcript.</p>
Larry W. Cooper	EDUC 4262		XX	<p>Degrees in History and Geography, not science. Why Teaching Content &amp; Process: Science?</p>	<p>Dr. Cooper retired from his full-time position in 2011; he no longer teaches “Science Methods.” He has been replaced by Mr. Joshua Pfiester [4], who has an undergraduate degree in Ecology and Natural Resources from Rutgers State University.</p> <p><u>Boise State University</u> ED-CIF – 24 hours</p> <p><u>Farleigh Dickinson University</u> EDUC – 11 hours (degree ELESC-Science) Science Content Courses – 15 hours</p> <p>Course listings are provided in Dr. Cooper’s transcript.</p>

<p>Herbert Lynn Murphy</p>	<p>EDUC 4951, 4952, 4954, 4955 &amp; 4956</p>		<p>XX</p>	<p>Unclear – degrees appear to be in Elementary Education and Instructional Supervision. Why such diversity of internship supervision in <i>Secondary Ed.</i>, (Math, Biology, Chemistry, English, History, etc.)? This range appears unusually broad and is supported by what credits?</p>	<p>Dr. Lynn Murphy’s [5] role with Dalton State has been primarily to teach EDU 3272, 3273, and EDUC 3274, Classroom Management and Seminar.</p> <p>These principles and content cross both the elementary and secondary context. Dr. Murphy has the following graduate credit hours:</p> <p><u>University of Georgia</u> ECS – 90 quarter hours <u>West Georgia College</u> EDU – 40 quarter hours ELE – 25 quarter hours</p> <p>Course listings are provided in Dr. Murphy’s transcript.</p>
<p>M. Nicholas Carty</p>	<p>COM M 1110 Speech</p>		<p>XX</p>	<p>Does Master’s degree in Media Studies include speech classes? What graduate credits support this?</p>	<p>Mr. Carty has a master’s degree in a communication’s field (media studies) from the New School for Social Research [6]. Mr. Carty also has an additional 18 graduate hours in speech communication and theater arts from Arkansas State University and the University of Arkansas, Fayetteville.</p> <p>His graduate work applicable to teach Fundamentals of Speech includes the following communication courses:</p>

				<p>COMM 5153: Sem. Com. Education, 3 credit hours (University of Arkansas)</p> <p>COMM 5303: Class Rhetoric, 3 credit hours (University of Arkansas)</p> <p>SCOM 5203: Seminar: Discussion, 3 credit hours (Arkansas State University)</p> <p>SCOM 6213: Techniques of Criticism, 3 credit hours (Arkansas State University)</p> <p>SCOM 6223: Problems in Speech Communication, 3 credit hours (Arkansas State University)</p> <p>MED 8844: Corporate Communication, 3 credit hours (New School for Social Research)</p> <p>MEDIA 5020: Telecommunications, 3 credit hours (New School for Social Research)</p> <p>Mr. Carty was <a href="#">approved</a> by the president of SACS during the Substantive Change review for the Gilmer Center in 2011. Additional information is attached in Mr. Carty’s Alternative Justification [7].</p>
--	--	--	--	--

<p>Kimberly Correll</p>	<p>COM M 1110 Speech</p>		<p>XX</p>	<p>Master’s degree is in Acting. What graduate credits support credentials in Speech (listed in COMM)?</p>	<p>Ms. Correll has an M.F.A. in Drama from the University of North Carolina at Greensboro and a B.A. in Drama from Jacksonville State University [8]. At the University of North Carolina, she completed 57 graduate credit hours with communication prefixes (COM).</p> <p>Her related course work applicable to the teaching of Fundamentals of Speech includes the following graduate classes:</p> <p>COM 592. Period Acting I (3 credit hours)</p> <p>COM 599. Acting Dir for Camera (3 credit hours)</p> <p>COM 680. Graduate Practicum Theatre (3 credit hours)</p> <p>COM 681. Period Acting II (3 credit hours)</p> <p>COM 589. Summer Reprtry Practice (5 credit hours)</p> <p>COM 590. Acting V (3 credit hours)</p> <p>COM 681. Contemporary Acting II (3 credit hours)</p>
-------------------------	--------------------------	--	-----------	--	--

					<p>COM 690. Stage Dialects (3 credit hours)</p> <p>COM 695. Master Production in Theatre (3 credit hours)</p> <p>Ms. Correll has real-world work experience in a variety of public speaking-related positions and that require expertise in public speaking.</p> <ul style="list-style-type: none"> <li>• Video Producer, Ringgold Telephone Company/ferroMedia, 2005-present Duties include writing, directing, producing, and acting in a variety of TV shows, commercials, and documentaries.</li> <li>• Cooking Show TV Host “Tasty Traditions” Airs nationally on Dish Network (www.tastytraditions.tv), 2009 – present</li> <li>• Host of "How Does Your Garden Grow" NexTV, Channel 2, Ringgold, GA.</li> <li>• Creative Dramatic Programs, K-12, Birmingham, 1992-1994.</li> <li>• Private acting coaching experience.</li> </ul>
--	--	--	--	--	---

					More information can be found in her Alternative Justification [9].
Jackie L. Daniels	COMM 1110 Speech		XX	<p>Master's degree is in Theatre (Directing). What graduate credits support credentials in Speech (listed in COMM)?</p>	<p>Ms. Daniels has an M.F.A. in Theatre from the University of Mississippi and a B.A. in Theater from the University of Mississippi [10]. At the University of Mississippi, she completed more than 18 graduate hours with speech prefixes (SP) with 18 graduate hours listed in the University of Mississippi's "General Speech" graduate program. Her completed course work that the University of Mississippi Catalog designates as part of it General Speech program includes the following:</p> <p>SP 513. Advanced Oral Interpretation (3 credit hours)</p> <p>SP 548. Speech for the Classroom Teacher (3 credit hours)</p> <p>SP 595. Advanced Voice and Diction (3 credit hours)</p> <p>SP 603. Directed Study (3 credit hours)</p> <p>SP 604. Directed Study (3 credit hours)</p> <p>SP 697. Thesis (3 credit hours)</p>

					<p>Her related course work includes the following graduate classes:</p> <p>SP 509. Theater Workshop (3 credit hours)</p> <p>SP 610. Theater Workshop (3 credit hours)</p> <p>SP 501. Advanced Acting (3 credit hours)</p> <p>SP 505. Direction (3 credit hours)</p> <p>SP 587. Motion Picture Techniques (3 credit hours)</p> <p>THEA 697. Thesis (3 credit hours)</p> <p>THEA 566. Advanced Oral Interpretation-Actor (3 credit hours)</p> <p>THEA 697. Thesis (3 credit hours)</p> <p>More information can be found in her Alternative Justification [11].</p>
Rebecca R. Starring	ENGL 1101 & 1102		XX	Advanced degrees in Education; show graduate credits in English that lead to Composition instruction.	Rebecca Starring has 18 graduate hours in English courses, as shown in her transcript [12]. Moreover, coursework in literature has been the traditional standard for preparation to teach freshman English courses.

					<p>Fort Hays State University</p> <p>TECS 706 – Special Topics: Edgar Allan Poe</p> <p>TECS 706 – Special Topics: E.E. Cummings</p> <p>TECS 706 – Special Topics: Shakespeare</p> <p>TECS 706 – Special Topics: Mark Twain</p> <p>TECS 706 – Special Topics: John Steinbeck</p> <p>TECS 706 – Special Topics: Nathaniel Hawthorne</p>
Rhonda L. Swaney	COMM 1110 Speech		XX	<p>Master’s degree is in Speech – Language Pathology, but class listed as COMM. What graduate credits relate to presentation &amp; argumentation, etc.?</p>	<p>Rhonda Swaney is no longer teaching COMM 1110. She has been replaced by Dr. Clint Kinkead, who holds a master’s degree in Speech Communication and Theatre Arts from Arkansas State University [13].</p> <p>He also holds an Ed.D. in Higher Education Administration from the University of Alabama.</p>
Andrew Jackson Waskey	PHIL 1101, 1102, 2010 & 2020		XX	<p>Please identify 18 hours of graduate credit in Philosophy.</p>	<p>The two courses cited, PHIL 1101 and PHIL 1102, are now called PHIL 2010 and PHIL 2020.</p> <p>Dr. Jack Waskey completed a minor in philosophy (16 graduate quarter hours) at the</p>

				<p>University of Southern Mississippi as a part of his doctoral program [14].</p> <p>Graduate Philosophy Courses Taken at the University of Southern Mississippi:</p> <p>PHI G448. Pre-Socratics, 4 quarter hours</p> <p>PHI G405. German Idealism, 4 quarter hours</p> <p>PHI G420. Introduction to PHI Science, 4 quarter hours</p> <p>PHI G430. Advanced Ethics, 4 quarter hours</p> <p>In addition, Dr. Waskey earned a Master of Divinity from the Austin Presbyterian Theological Seminary and completed course work toward the Master of Divinity from Columbia Theological Seminary. At the Columbia Theological Seminary, he completed 9 graduate semester hours in ethics, a recognized branch of philosophy. As a part of his Master of Divinity program at Austin Presbyterian Theological Seminary, Dr. Waskey took an additional 24 credit hours (the equivalent of 12 graduate semester hours according to the Austin</p>
--	--	--	--	--

					<p>Presbyterian Catalog), with strong philosophic content:</p> <p>HD671. Ethics and Politics, 3 semester hours (Columbia Theological Seminary)</p> <p>HD697. Independent Study in Ethics, 3 semester hours (Columbia Theological Seminary)</p> <p>HD671. Ethics and Church Life, 3 semester hours (Columbia Theological Seminary)</p> <p>C6f/TH. 247. Augustine: The Man and His Thought, 6 hrs. (Austin Presbyterian Theological Seminary)</p> <p>C6f/TH. 207. Theology and Ethics in Action, 6 hrs. (Austin Presbyterian Theological Seminary)</p> <p>DSP-TH. Life and Ethics of Reinhold Niebhur, 6 hrs. (Austin Presbyterian Theological Seminary)</p> <p>C6f/TH. 224. Introduction to Christian Ethics, 6 hrs. (Austin Presbyterian Theological Seminary)</p> <p>In total, Dr. Waskey has 16 quarter hours of graduate philosophy courses and the equivalent of 21 graduate</p>
--	--	--	--	--	--

					semester hours of course work in a related discipline. More information is contained in Dr. Waskey's Alternative Justifications [15][16].
Jodi R. Williams	ENGL 1101	XX		No graduate degree, and no graduate credits listed in English.	Ms. Williams's graduate transcripts [17] show that she has a Master of Arts in Professional Writing from Kennesaw State University (2005). Ms. Williams has 36 hours of graduate writing courses that qualify her to teach freshman composition. Transcripts attached.
Kirsten J. Andrews	BIOL 1100		??	Unclear – only Bachelor's degree needed due to "career course"?	BIOL 1100 is designed for certificate-level programs and will not transfer to baccalaureate or associate degree programs. Therefore, in compliance with <a href="#">SACS Faculty Credentials guidelines</a> , a bachelor's degree in the teaching discipline is sufficient to teach this course.
Paul C. Fonstad	MATH 3703 & 3803		XX	How does a Master's degree in Math prepare for pedagogical instruction for P-8 teachers? What graduate credits match?	Math 3703 and Math 3803 are mathematics courses which are designed to enhance the students' understanding of algebra and geometry.  Mr. Fonstad is no longer teaching at Dalton State College. His replacement is Bob Clay, who holds a Ph.D. in mathematics and is fully

					qualified to teach these courses as shown by his transcript [18].
Ray R. King	BIOL 1108K		??	Unclear – no graduate hours in Biology needed?	<p>Mr. King [19] has a M. S. degree in Environmental Science which is an interdisciplinary academic field that integrates physical and biological sciences. The graduate courses he took while earning the degree include:</p> <p>BIO 506G Organic Evolution 3.33</p> <p>BIOL 5525G Organismic Biology 3</p> <p>BIOL 5535G Conservation Biology 3</p> <p>ENVS 6207 Ecological Methods 4</p> <p>ENVS 6105 Environmental Issues 3</p> <p>ENVS 7555 Stream Biology 3</p> <p>Since the topics in BIOL 1108K include Evolution, Ecology, and Animal Systems, Mr. King is well prepared to teach Principles of Biology II.</p>
Kathryn S. Pridemore	MATH 4713		XX	How do advanced degrees in	Math 4713 is a mathematics course which is designed to enhance the students’

				<p>Math prepare for pedagogical instruction for P-8 teachers? What graduate credits match?</p>	<p>understanding of probability and statistics. The methods used are designed by the instructor to develop the student-teachers' intuition in statistics. While the activities and methods used in the class may be adaptable to the P-8 classroom, they are chosen by the instructor to increase the understanding of the teacher candidates.</p> <p>Ms. Pridemore [20] has more than 18 graduate credit hours in mathematics which match MATH 4713:</p> <p><u>Northern Arizona University</u>          STA 0570 – Stat Methods I          STA 0571 – State Methods II</p> <p><u>University of Central Florida</u>          MAP 5407 – Applied Math I          MAP 5117 – Math Modeling          MAS 5145 – Advanced Linear Algebra          MAA 6238 – Measure and Probability          MAP 6111 – Math Statistics          STA 5103 – Advanced Statistics</p> <p>Ms. Pridemore also has experience working with secondary mathematics teachers. She provided standards-based instruction training for the Murray County School System. In preparation for this training,</p>
--	--	--	--	--	---

					she attended 5 workshops through the North Georgia Regional Educational Service Agency.
Transcripts are provided for many faculty members but not for some others. At least 28-30 are not provided.				If transcripts could be reviewed, then the credentials might be more obviously in compliance. As is, this is sometimes difficult to determine.	Faculty transcripts were only provided for faculty who were teaching during the three semesters that were used to compile the faculty roster for the Compliance Certification Report. The 28-30 faculty members cited were no longer teaching at the College when the report was submitted.

### **Documentation**

- [1] Alternative Justification - Ben Laughter.pdf
- [2] Vita for Sharon Beavers.pdf
- [3] Transcript for Sharon Beavers.pdf
- [4] Transcript for Josh Pfiester.pdf
- [5] Transcript for Lynn Murphy.pdf
- [6] Transcript for Nick Carty.pdf
- [7] Alternative Justification Form Nick Carty.pdf
- [8] Transcript for Kim Correll.pdf
- [9] Alternative Justification Form Kim Correll.pdf
- [10] Transcript for Jackie Daniels.pdf
- [11] Alternative Justification Form Jackie Daniels.pdf
- [12] Transcript for Rebecca Starring.pdf
- [13] Transcript for Clint Kinkead.pdf
- [14] Transcript for Jack Waskey.pdf
- [15] Alternative Justification Form Jack Waskey PHIL 2020 (formerly PHIL 1102).pdf
- [16] Alternative Justification Form Jack Waskey PHIL 2010 (formerly PHIL 1101).pdf
- [17] Transcript for Jodi Williams.pdf
- [18] Transcript for Bob Clay.pdf
- [19] Transcript for Ray King.pdf
- [20] Transcript for Kathryn Pridemore.pdf

### 3.7.2

#### **Faculty: Faculty evaluation**

*The institution regularly evaluates the effectiveness of each faculty member in accord with published criteria, regardless of contractual or tenured status. (Faculty evaluation)*

#### **Non-Compliance**

The compliance report, the college's *Faculty Evaluation Process Manual of Procedure*, and an example of a departmental handbook for faculty evaluation, demonstrate that the college has policies in place to evaluate the effectiveness of each full-time faculty member in accord with published criteria. **However, no examples of completed evaluations are provided and are necessary to show implementation of the described policies. Additionally, what is not clear and needs to be made so is whether part-time instructors are evaluated.** Section 2.3.2 of the Manual of Procedure states that they are, **however, no statement or evidence are offered in the compliance report.** The standard notes evaluation of all faculty members must take place regardless of contractual status.

#### **Dalton State College's Response**

Full-time faculty members are evaluated each spring as stipulated in the [Faculty Evaluation Process Manual of Procedure](#). Examples of completed faculty evaluations of full-time faculty members from the Department of Social Sciences and the Department of Humanities are attached [1] [2], and copies of all faculty evaluations are available for review in the offices of the deans and/or department chairs.

As stated in Section 2.3.2 of the *Dalton State Policy and Procedures Manual*, part-time faculty members are evaluated using the same student evaluation instruments and procedures as are used with the full-time faculty. At the end of each semester, deans and/or department chairs review the results of the student evaluations of faculty—including the students' comments on faculty effectiveness—share the results with the faculty, and discuss problems if issues are discovered. Moreover, the College requires successful evaluations for continued employment. An example of a completed student evaluation form for a part-time faculty is included [3], and copies of all evaluations are available for review in the offices of the deans and/or department chairs.

Because many deans and department chairs have heavy evaluation loads, part-time faculty evaluation has focused primarily on review of the student evaluations of instruction/course [3]. Deans and department chairs also review grade distributions (especially DWF rates), quality and effectiveness of course materials (part-time faculty are required to submit the course syllabus at the beginning of the semester and course materials at the end), availability to students outside of class periods, and standard professional responsibilities (e.g., being punctual, checking class rolls, keeping records of student attendance, and submitting midterm grades) and address issues

as they arise. For example, the attached email [4] shows correspondence between a department chair and a part-time faculty member concerning syllabi, office hours, and assessment.

As shown by the Academic Leadership Team June meeting minutes [5], a more formal process of part-time faculty evaluation was initiated during summer 2012 and consists of deans, chairs, or their designees completing a minimum of four or more of the following activities and providing feedback to faculty members at least once a year [6]:

- Review of student evaluations of instructor/course.
- Direct in-class observation of instruction.
- Review of course syllabus.
- Review of grade distributions and DWF rates.
- Review of instructional materials.
- Assessment of professional responsibilities.

Part-time faculty members for the nursing program are utilized only in the clinical setting. They are not involved in the classroom or lab setting. Thus, the dean of the School of Health Professions evaluates these faculty on the basis of student course evaluations, which include a section with questions pertaining to clinical instruction; course coordinator feedback; and behaviors associated with applicable standard faculty responsibilities (attends clinical as scheduled; informs chair or dean of absences; receives satisfactory clinical teaching evaluations; completes projects and paperwork as assigned; and behaves in a professional manner). The dean conducts informal evaluations at the end of each semester, examining student evaluations and feedback from the course coordinators, and she conducts formal evaluations in the fall [7].

Part-time faculty members in the radiologic technology program in the School of Health Professions whose responsibilities are limited to supervising the clinical education of students in the medical setting (clinical instructors and preceptors) are evaluated by the students at the end of each semester using the Evaluation of DSC Clinical Instructor (CI) or Preceptor form [8]. The director of the educational program compiles the data and provides feedback to the clinical instructors/preceptors using the following procedures. Feedback is given to the clinical instructors at the annual CI Workshop for the program and includes an annual report for each clinical instructor with a cumulative review of three semesters of student evaluations.

Part-time faculty members in the School of Education whose responsibilities are limited to supervising teacher education students in the school setting (clinical supervisors) are evaluated by the students at the end of each semester using the Candidate's Evaluation of DSC Supervisor form. The director of field experiences of the School of Education provides feedback to the clinical supervisors at the School of Education supervisor meetings at the beginning of each term/semester [9] [10].

While the College has previously evaluated part-time faculty through the use of student evaluations, the revised procedures for evaluating part-time instructional faculty will be fully

implemented during Fall Semester 2012 and are described in the *Dalton State Policy and Procedures Manual* [11].

**Documentation**

- [1] Example of Completed Full-Time Faculty Evaluation - Department of Social Sciences
- [2] Example of Completed Full-Time Faculty Evaluation - Department of Humanities
- [3] Example of Completed Student Evaluation of Part-Time Faculty - Department of Humanities
- [4] Example of Correspondence Between Department Chair and Part-Time Faculty Member
- [5] Academic Leadership Team Meeting Minutes for June 4th, 2012
- [6] Part-time Teaching Faculty Evaluation (Completed Example)
- [7] Example of Completed Student Evaluation of Nursing Part-Time Faculty Member
- [8] Example of Rad Tech Program Part-time Faculty Evaluation
- [9] Example of Completed Candidate's Evaluation of Supervisor Form – School of Education
- [10] Example of Completed Candidate's Evaluation of Supervisor Form – School of Education
- [11] Evaluation of Part-time Faculty (To Be Added to Section 2.3.1 of the Policy and Procedures Manual)

### 3.9.2

#### **Student Affairs and Services: Student records**

The institution protects the security, confidentiality, and integrity of its student records and maintains security measures to protect and back up data. (Student records).

#### **Non-Compliance**

The college provided a copy of the confidentiality form signed by student workers in the Department of Humanities. Faculty and staff training is available on-line. **The content of the training is not available nor is there any documentation indicating the faculty and staff have indeed completed the training.** In regard to documenting security, the school is in the process of going paperless, scanning all student records into FORTIS, after which, documents are scanned, and disposed of by a contracted records disposal company. Existing hard copies of student records are maintained by the Registrar's office in order to maintain integrity of records. **There is no mention of password protection for part-time or full-time employees.** College computer servers are backed up every evening and copies are taken off campus to a vault once a week.

#### **Dalton State College's Response**

Faculty and staff are required to complete annual training [1] regarding the protection of security, confidentiality, and integrity of student records. Faculty and staff's online training is documented via a scoresheet [2] kept on file by Human Resources. These scoresheets are available for review at any time. The number in the information security assessment column indicates the score earned on the assessment. A number in the agreement column means an individual has completed the agreement. Some faculty and staff may not need to take this training based on the length of employment or job responsibilities. Other faculty and staff are new and have not yet taken the 2012 training, but these individuals are not permitted access to student records until they have taken the training.

In order to gain access to the student information system, Banner, or the digital imaging system, Fortis, employees must complete a [Banner access request form](#) and a [Fortis user request form](#).

Dalton State College requires individuals to have passwords on all accounts that are used to access data or services which are not public. Non-public data/services include but are not limited to email, Novell servers, Unix servers, Banner, PeopleSoft, Oracle databases, desktop authentication, and networking hardware. Passwords are not required on accounts provided for services offered to the public.

All employees, including part-time and full-time employees, of Dalton State College must complete a [user account request form](#) before gaining access to any password protected systems.

The following statement is included on the request form.

I hereby state that I am a member of the Dalton State College faculty or staff, and that I will follow all the Dalton State College policies and procedures governing the use of Dalton State and University System computer resources and facilities. Please refer to the DSC Computer and Network Usage Policy. I agree that my use of any email account provided by Dalton State College shall be in accordance with all applicable laws, regulations, and policies, including but not limited to the Georgia Computer Systems Protection Act, O.C.G.A. Sections 16-9-90 et seq.

I understand that I will be assigned a username and password for my use only and that I will not cause them to be known or used by another person or persons. I recognize that access to any university resource is a privilege granted to me by Dalton State, and I understand that I am solely responsible for the security of the assigned username and password. I will notify OCIS at 272-2611 in the event that this security may have been compromised. I also understand that periodic audits of my activities on any such resource may be made by an administrator.

The full Dalton State College password policy can be found [in PDF form](#) on the Dalton State Website.

**Documentation**

[1] IT Security Training

[2] Information Security Assessment Record

### 3.10.1

#### **Financial Resources: Financial stability**

*The institution's recent financial history demonstrates financial stability. (Financial stability)*

#### **Non-Compliance**

**Dalton State College did not take in enough revenue to cover its expenses in FY 2011. It reported an income loss before other revenues, expense, gains, or losses of \$2,913,228. The College's Net Income Ratio is a negative, -6.67%, is not considered to be within the 2 to 4 percent target level and does not represent an adequate financial performance for the year ended June 30, 2011.**

#### **Dalton State Response:**

Dalton State College is a financially stable institution. To say that Dalton State did not take in enough revenue to cover its expenses in FY11 of \$2,913,328 is incorrect. Exhibit B [1] of the state audit report shows this number. However, this a GAAP (General Accepted Accounting Principle) based financial statement. Since it is GAAP-based, the statement contains a deduction for scholarship allowances of \$6,985,065 and a depreciation expense of \$1,994,166. Both of these amounts are calculations that are done during the year-end close process. A review of the last three years of financial statements ([FY 2011](#), [FY 2010](#), and [FY 2009](#)) shows that the scholarship allowance increased over \$4 million due to the increase in Pell grants and that depreciation increased over \$300,000. Each of the three past years net assets increased every year as well. Furthermore, Schedule 2 [2], Summary Budget Comparison and Surplus Analysis Report (Statutory Basis), states an excess of funds available over expenditures of \$265,891.55. This excess is based on actual amounts.

The income ratio the Office of Fiscal Affairs calculated was 4.4% (\$1,256,817, the increase in net assets, divided by \$28,675,407, the beginning net assets) [1]. This percentage is in the range it should be. *The financial statement needs to be taken as a whole and not in parts.* If the College had an actual income loss, this loss would have been an audit finding by the Georgia Department of Audits and Accounts. In the management comments, no audit findings were given for FY11, FY10 and FY09 [3].

#### **Non-Compliance**

**Additionally, the institution's long-term debt increased from \$238,095 to \$7,502,065 with long-term debt being made up primarily of Lease Obligations. (\$7,397,937 was lease obligations while \$674,214 was for compensated absences). However, the audited financials for this school do not detail the capital leases but only mention that "Dalton State College is obligated under various operating leases for the use of real property (land, buildings, and**

office facilities) and equipment, and also is obligated under capital leases and installment purchase agreements for the acquisition of real property and equipment.” Their capital leases run through the year 2040. Review of the institution’s website revealed that they opened campus housing in Fall 2009 – with this linked to their foundation. The institution does not specifically address the above long term debt in their narrative.

### **Dalton State Response:**

The long term debt is associated with the parking deck. In the State of Georgia, Dalton State College cannot incur debt on its own. The bonds to build the parking deck were sold by the Georgia Higher Education Facility Authority (GHEFA), a state entity. The College in turn signs an annual lease agreement with the USG Real Estate Foundation, LLC, in which the principal and interest payments are paid each year. The notes to the financial statements for FY09 [4] more fully detail these obligations, both long and short term. The first item in note 9 is an operating lease that states an annual lease of \$37,108. This is no longer in effect as Dalton State no longer leases the facility. As note 9 states, the operating leases are for the Wood Valley housing complex and Gilmer County Center which have been approved by the Board of Regents. Dalton State is given an annual standardized template that it completes every fiscal year by the Board of Regents that is the same for all 35 institutions. The Board of Regents and the State Auditors may make changes in the templates from year to year. Accordingly, Dalton State follows the prescribed format.

### **Non-Compliance**

**The College’s financial reserve does not appear adequate, neither does it net assets. The viability ratio of the institution also seems low as a result of outstanding financial obligations.**

### **Dalton State Response:**

Dalton State calculates the debt burden ratio as 1.16% [5]. This is well under the 7% that the Board of Regents uses as a gauge. For the Parking Deck in FY11, there is a dedicated reserve of over \$1.1 million [6] (two years of coverage). Dalton State plans to increase this reserve to a minimum of three years of coverage.

### **Non-Compliance**

**Dalton State College’s enrollment increased over 35% in a three year span and then dropped almost 9% in 2011. Nevertheless, a net 25% increase in student population and annual increases in tuition and fees, annual tuition revenue net of scholarship allowance increased by 40%, or \$3 million, from FY 2006-FY 2010. Auxiliaries increase by 59%, from FY 2006 to FY 2010. This increase was due in part to the addition of resident housing and fees for the parking deck.**

**From a high of \$14 million in FY 2008, state appropriations decreased to the recent low of about \$11 million in FY 2010. Statewide budget cutback associated with the state's economic downturn led to a 21% drop in state appropriations from FY 2008 to FY 2010. The institution should address the current economic climate and the impact of the inevitable changes in legislative and state leadership over time.**

### **Dalton State Response:**

Dalton State fully realizes and understands the implications of both decreased state appropriations and declining enrollment, which reduces tuition revenue. By state law, University System institutions cannot run a deficit, and Dalton State never has. Also, the College (by state law) may carry forward only a maximum of 3% of tuition annually. (This law will sunset in FY13.) For Dalton State, this would have been over \$300,000. Due to enrollment decline and budget reductions in FY11, Dalton State was able to carry forward only a small amount. The College cannot build large reserves except for bond funded projects and some auxiliary operations. Therefore, the College must stay within its means each year. Attached [7] are FY12 and FY13 Budget Narratives that the budget was based on and which were sent to the Board of Regents. Also attached is the FY13 state allocation letter. The College has planned and budgeted for a 5% decline in enrollment for FY13.

### **Non-Compliance**

**The audit report also shows that the institution has future lease obligation commitments of \$15,725,840 as far out as 2040, with \$7,502,065 of this representing principle outstanding. The college will have a lease payment for the parking deck that was added to the long-term debt. Revenue generated from student fees for the parking deck will be used to pay for the long-term lease.**

### **Dalton State Response:**

The parking deck will have obligations until 2040 as dictated by the GHEFA covenants. The student fee to support general parking and the parking deck will increase \$20 (\$65 to \$85) for Fiscal Year 2013. The parking deck was approved by the Board of Regents, and bonds were sold by the state to finance the project.

### **Non-Compliance**

**Financially, the College does not seem to be keeping up with its expenses. Overall operating size as measured by total expenses is not acceptable in relation to the amount of retained expendable resources. An institution with this profile does not have a cushion against adverse financial events. Additionally, at 4.38%, Dalton State College is slightly above the expected positive range.**

## Dalton State Response:

Dalton State College is a financially stable institution. To say that Dalton State did not take in enough revenue to cover its expenses in FY11 of \$2,913,328 is incorrect. Exhibit B [1] of the state audit report shows this number. However, this a GAAP (General Accepted Accounting Principle) based financial statement. Since it is GAAP-based, the statement contains a deduction for scholarship allowances of a \$6,985,065 and a depreciation expense of \$1,994,166. Both of these numbers are calculations that are done during the year-end close process. A review of the last three years of financial statements ([FY 2011](#), [FY 2010](#), and [FY 2009](#)) shows that the scholarship allowance increased over \$4 million due to the increase in Pell grants and that depreciation increased over \$300,000. Each of the three past years' net assets increased every year as well. Furthermore, Schedule 2 [2], Summary Budget Comparison and Surplus Analysis Report (Statutory Basis), states an excess of funds available over expenditures of \$265,891.55. This is based on actual amounts.

The income ratio the Office of Fiscal Affairs calculated was 4.4% (\$1,256,817, the increase in net assets, divided by \$28,675,407, the beginning net assets) [1]. This percentage is in the range it should be. *The financial statement needs to be taken as a whole and not in parts.* If the College had an actual income loss, this would have been an audit finding by the Georgia Department of Audits and Accounts. In the management comments, no audit findings were given for FY11, FY10 and FY09 [3].

## Non-Compliance

**Unlike investments, plant facilities are carried at historical value less accumulated depreciation. If plants were stated at market value, the value of many institutions' facilities would increase considerably. The effect of not stating real estate at market value is to (a) understate the wealth of the institution, and (b) overstate the return on net assets.**

## Dalton State Response:

Dalton State follows the templates and accounting methodologies as prescribed by the State Auditors and Board of Regents. Dalton State is not given the latitude to determine on which basis the plant facilities will be carried. Thus, the plant facilities are carried at historical value less accumulated depreciation.

## Non-Compliance

**This institution may have been depending on continued large enrollment growth when its enrollment decreased by almost 9% in 2010. It should not continue to be dependent on large increases in enrollment.**

## **Dalton State Response:**

Dalton State fully realizes and understands the implications of both decreased state appropriations and declining enrollment, which reduces tuition revenue. Dalton State submitted an Enterprise Risk Management Report [7] to Board of Regents. This was a report required of all System Schools. The number one risk for Dalton State College is "Declining enrollment and retention of students." The College is working on a mitigation plan and will be reporting to the Board of Regents accordingly. By state law, University System institutions cannot run a deficit, and Dalton State never has. Also, the College (by state law) may carry forward only a maximum of 3% of tuition annually. (This law will sunset in FY13.) For Dalton State, this would have been over \$300,000. Due to enrollment decline and budget reductions in FY11, Dalton State was able to carry forward only a small amount. The College cannot build large reserves except for bond funded projects and some auxiliary operations. Therefore, the College must stay within its means each year. Attached [8] are FY12 and FY13 Budget Narratives that the budget was based on and which were sent to the Board of Regents. Also attached is the FY13 state allocation letter. The College has planned and budgeted for a 5% decline in enrollment for FY13.

### **Documentation**

- [1] State Audit Report - Exhibit B
- [2] Summary Budget Comparison and Surplus Analysis Report (Statutory Basis)
- [3] Schedule of Findings, Agreed-Upon Procedures, Financial Audit Report (FY09, FY10, FY12)
- [4] Financial Statements (FY09)
- [5] Statement of Revenues, Expenses, and Changes in Assets (FY10)
- [6] Fund Reserves for Auxiliaries
- [7] Enterprise Risk Management Report
- [8] FY2012 and FY2013 Budget Narrative

### 3.13.1 “Accrediting Decisions of Other Agencies”

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

**Documentation:** The institution should (1) list federally recognized agencies that currently accredit the institution or any of its programs, (2) provide the date of the most recent review by each agency and indicate if negative action was taken by the agency and the reason for such action, (3) provide copies of statements used to describe itself for each of the accrediting bodies, (4) indicate any agency that has terminated accreditation, the date, and the reason for termination, and (5) indicate the date and reason for the institution voluntarily withdrawing accreditation with any of the agencies .

### Non-Compliance

Dalton State College does list federally recognized agencies that currently accredit the institution and its programs. **However there was no documentation providing the date of the most recent review by each agency, any negative action taken, or copies of statements used by the College to describe itself for each of the accrediting bodies. No discussion or documentation was included on possible termination of accreditation or voluntary withdrawing of accreditation.**

### Dalton State College’s Response

Dalton State has been accredited by a number of federally recognized national and regional accrediting bodies, listed below:

- Southern Association of Colleges and Schools (most recent review: 2004)
- Joint Review Committee on Education in Radiologic Technology (2009)
- National Council for Accreditation of Teacher Education (2010)
- National League for Nursing Accrediting Commission (2011)
- Council on Social Work Education (2011)
- Association to Advance Collegiate Schools of Business (2010)
- Georgia Board of Nursing (2009)
- National Accrediting Agency for Clinical Laboratory Sciences (2008 and 2009)
- Commission on Accreditation of Allied Health Education Programs (2012)
- Georgia Board of Examiners of Licensed Practical Nursing (2011)
- Georgia Medical Care Foundation (2008)

These federally recognized national accrediting bodies' most recent letters of review are posted on the College's [Institutional Documents and Resources Webpage](#) and include the [Southern Association of Colleges and Schools](#) (Dalton State College), [Joint Review Committee on Education in Radiologic Technology](#) (Radiologic Technology program), the [National Council for Accreditation of Teacher Education](#) (Early Childhood Education program), and the [National League for Nursing Accrediting Commission](#) (Nursing program). Other accrediting bodies include the [Council on Social Work Education](#) (Social Work program), the [Association to Advance Collegiate Schools of Business](#) (Business Administration program), the [Georgia Board of Nursing](#) (Nursing program), the National Accrediting Agency for Clinical Laboratory Sciences ([Medical Laboratory](#) and [Phlebotomy](#)), the Commission on Accreditation of Allied Health Education Programs (Medical Assisting Program) [1] [2], the [Georgia Board of Examiners of Licensed Practical Nursing](#) (Licensed Practical Nursing program), and the [Georgia Medical Care Foundation](#) (Certified Nursing Assistant Program). In each of these accreditations, the applications for accreditation use the same Mission Statement for Dalton State College as well as the same descriptions of governance, applicable programs, degrees, diplomas, certificates, personnel, finances, and constituencies. Moreover, if there should be a change in its status with one accrediting body, the College will keep each of the other accrediting bodies informed.

Except for the usual recommendations for program improvement, there have been no negative actions taken as a result of any of the College's program accreditation processes and no terminations of accreditation or voluntary withdrawing of accreditation.

### **Documentation**

[1] Commission on Accreditation of Allied Health Education Programs – AAS Medical Assisting

[2] Commission on Accreditation of Allied Health Education Programs – CERT Medical Assisting

### 3.13.2 “Collaborative Academic Arrangements: Policy and Procedures”

*Applicable Policy Statement. Member institutions are responsible for notifying and providing SACSCOC with signed final copies of agreements governing their collaborative academic arrangements (as defined in this policy). These arrangements must address the requirements set forth in the collaborative academic arrangements policy and procedures. For all such arrangements, SACSCOC-accredited institutions assume responsibility for (1) the integrity of the collaborative academic arrangements, (2) the quality of credits recorded on their transcripts, and (3) compliance with accreditation requirements.*

*Documentation: The institution should provide evidence that it has reported to the Commission all collaborative academic arrangements (as defined in this policy) that included signed final copies of the agreements. In addition, the institution should integrate into the Compliance Certification a discussion and determination of compliance with all standards applicable to the provisions of the agreements.*

#### **Non-Compliance**

**The compliance report does not address this standard.**

#### **Dalton State College’s Response:**

Dalton State College has two collaborative academic arrangements: one with the Adult Learning Consortium (ALC) and one with eCore, the University System of Georgia’s online course delivery program.

One of Dalton State’s Strategic Goals is to increase access to higher quality education, which led the College to join the Adult Learning Consortium. The College has notified [1] SACS of its participation in the Adult Learning Consortium, along with the final agreement governing the arrangement [2]. Dalton State is an active member of the ALC, as documented by ALC meeting minutes [3]. At the June 8, 2012, ALC meeting [3], the co-director of the consortium led a group discussion regarding the status of implementing the eight ALC agreements on each member’s campus; the co-director documented each campus’s status in the ALC Agreements Status Chart [4], which demonstrates that Dalton State is in full compliance with all standards applicable to the provisions of the ALC agreement.

The College has also notified [5] SACS of its participation in eCore, as well as provided the final agreement governing the arrangement [6]. Dalton State is an active member of eCore, as shown by eCore meeting minutes [7] and the [eCore Affiliate Webpage](#). Dalton State is in compliance with all standards applicable to the provisions of the eCore agreement, as evidenced by a recent letter from the eCore administrator [8].

**Documentation**

- [1] Dalton State Letter of Notification to SACS Concerning ALC Involvement
- [2] ALC Final Agreement
- [3] ALC Meeting Minutes (June 8 2012)
- [4] ALC Agreements Status Chart
- [5] Dalton State Letter of Notification to SACS Concerning eCore Involvement
- [6] eCore Final Agreement
- [7] eCore Meeting Minutes (April 2012)
- [8] eCore Administrator Letter of Intent and Commitment

### 3.13.3 “Complaint Procedures Against the Commission or Its Accredited Institutions”

*Applicable Policy Statement. Each institution is required to have in place student complaint policies and procedures that are reasonable, fairly administered, and well-publicized. (See FR 4.5). The Commission also requires, in accord with federal regulations, that each institution maintains a record of complaints received by the institution. This record is made available to the Commission upon request. This record will be reviewed and evaluated by the Commission as part of the institution’s decennial evaluation.*

*Documentation: When addressing this policy statement, the institution should provide information to the Commission describing how the institution maintains its record and also include the following: (1) individuals/offices responsible for the maintenance of the record(s), (2) elements of a complaint review that are included in the record, and (3) where the record(s) is located (centralized or decentralized). The record itself will be reviewed during the on-site evaluation of the institution.*

#### Non-Compliance

**The school report discusses several of the areas for complaints/grievances but there is no documentation.** Student complaints will be addressed in 4.5. Public complaints can be filed using a hotline. **There is no mention of addressing complaints against SACSCOC.**

#### Dalton State College’s Response

Dalton State College now publishes complaint policies and procedures for filing a complaint against SACSCOC as shown on the College’s publicly accessible [Accreditation Webpage](#).

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

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

Where a student cannot resolve the complaint informally, the formal grievance procedure may be used. Within 15 business days of the incident being grieved, the student must file

a formal grievance in the Office of the Vice President for Enrollment and Student Services (VPESS) with the following information:

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

If the grievance is against the VPESS, the student shall file the grievance in the Office of the President.

The VPESS, or her designee, will investigate the matter and supply a written response to the student within 15 business days. If the aggrieved incident is closely related to an incident being processed through student conduct, the student conduct proceedings will take precedence, and the grievance will not be processed until after the discipline hearing. The VPESS, or her designee, shall be granted an additional 15 business days to investigate the grievance upon notice to the grieving student.

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

1. The president may review the information provided by the student and administration and make the final decision; or
2. The president may appoint a cross-functional committee comprised of three members of the faculty to make the final decision.

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

Whichever process is chosen by the president, the decision of the grievance appeal is final.

Retaliation against a student for filing a grievance is strictly prohibited.

Some student complaints have additional formal mechanisms for redress. The processes for these complaints are outlined in the corresponding sections of the *Dalton State College Catalog*. For example, all [appeals by students for grade or symbol changes](#) must be made by midterm of the following semester. In this case, the sequence of appeal is first the student's instructor, then the department chair or dean, and finally the vice president for academic affairs.

Very few formal student complaints are filed at the College. Three of the most recent examples, however, are provided to demonstrate that Dalton State follows appropriate and reasonable complaint procedures. Hard copies of all formal student complaints are maintained in the Office of Enrollment and Student Services.

### **Example Case #1 [1][2]**

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

In order not to expose the group to the continued negativity of this student and to prevent the student from possibly having a bad experience in the study abroad cultural immersion, the dean negotiated an in-country immersion in La Grange, Georgia, to be supervised by a professional social worker who directs a nonprofit agency which serves the Spanish-speaking immigrant population there. The student agreed to spend 10-12 days living in La Grange in a Spanish-speaking neighborhood, living with a host Spanish-speaking family and working alongside the

staff of the agency as they provided social services in Spanish. Thus, the student was relieved of the anxiety of foreign travel while also meeting the requirements of the bilingual, bicultural DSC social work program. This included documenting at least 150 hours of direct service in a Spanish-speaking environment and completing all the assignments of both of the required courses which other students complete during the cultural immersion in Mexico in the same time period. This arrangement was deemed acceptable to the student, and the matter was resolved with no further appeals.

### **Example Case #2 [3]**

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

### **Example Case #3**

The third and last example is the College’s most formal and comprehensive complaint case. In 2004, a student wrote a complaint letter to the Department of Education’s Office for Civil Rights alleging that Dalton State had discriminated against him on the basis of national origin and disability. He argued that the College failed to provide him with the appropriate academic adjustments for his disability, leading to his loss of a 2.00 GPA and the eventual loss of his financial aid. He also alleged that the College failed to provide him with a notice of its Section 504 policy and grievance procedures, as well as failed to provide him with ESL services. The Office for Civil Rights (OCR) informed Dalton State College’s president of the student’s complaints and required that the College undertake the actions documented in the OCR’s Resolution and Monitoring Agreement [4] to address all issues. As requested, the College provided the OCR with an official response to the complaint, including a timeline of events, a point-by-point defense against the student’s accusations, and copies of all documentation relevant to the case. The College also provided a follow-up Monitoring Report [5] outlining the College’s actions in response to the complaint. In order to correctly handle the student’s complaints, Dalton State College implemented its own academic, disability support, and financial aid grievance procedures along with federal procedures specific to the situation. The College also addressed some of the weaknesses in its disability services and added to the *College*

Catalog [a section concerning Section 504 policy](#) to prevent further incidents. As required by the OCR, the student's financial aid was reinstated, and he reenrolled the following semester. Some of the documentation for this case has been included below [6]; the full, detailed report of the case is available for viewing in the Office of Enrollment and Student Services.

Records of public hotline complaints and responses are kept in the Office of the Vice President for Fiscal Affairs.

The attached policy for filing complaints against SACSCOC follows the attached SACSCOC policy on Complaint Procedures Against the Commission which can be found at <http://www.sacscoc.org/pdf/081705/complaintpolicy.pdf>.

### **Documentation**

- [1] Student Complaints - Case 1A
- [2] Student Complaints - Case 1B
- [3] Student Complaints - Case 2
- [4] Student Complaints - Case 3A
- [5] Student Complaints - Case 3B
- [6] Student Complaints - Case 3C

### 3.13.4a “Reaffirmation of Accreditation and Subsequent Reports”

*Applicable Policy Statement. An institution includes a review of its distance learning programs in the Compliance Certification.*

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

#### **Non-Compliance**

**The compliance report does not address this standard.**

#### **Dalton State College’s Response**

Dalton State College has incorporated an assessment of its compliance with standards applicable to distance and correspondence education programs and courses.

Distance courses are included as part of the College’s assessment program.

Firstly, outcomes for distance learning students include studies of enrollment patterns, hybrid/online course completion rates, and comparison of course outcomes with traditional courses. The College has begun to track and report this information with the production of an [Annual Distance Learning Profile](#). Secondly, course-specific student learning outcomes are identified and assessed by faculty teaching designated online and hybrid courses. The guiding principle is that students taking online/hybrid courses should receive the same quality of instruction as students taking fully traditional courses – hence the need for both assessment of online/hybrid and traditional courses.

As an example of the College’s distance education data analysis, a table from the 2011 Annual Distance Learning Profile is included below. As is shown, the headcount of hybrid courses dwarfs the headcount of online courses, suggesting a higher demand for hybrid courses than for online ones. Also of note, the completion rate for distance learning courses exceeds the completion rate for traditional courses, suggesting that distance education courses are meeting quality standards.

**Table 3.13.4-1:** 2010-2011 Distance Education Data [1]

<b>2010-2011 Distance Education Data</b>	Summer	Fall	Spring
<b>Total Online Sections:</b>	6	11	14
<b>Non-Duplicated Online Headcount:</b>	100	293	322
<b>Total Hybrid Sections:</b>	13	39	64
<b>Total Hybrid Students:</b>	170	844	1446
<b>Non-Duplicated Hybrid Headcount:</b>	166	684	1217
<b>Number of Students Taking Only DL Courses</b>	229		
<b>Completion Rate for Distance Learning Courses</b>	80.23%		
<b>Completion Rate for Traditional Courses</b>	77.3%		

The following are some examples of hybrid/online student learning outcomes course assessment:

- MUSC 1100 (Hybrid): Music Appreciation, Spring 2011 [2]
- COMM 1110-32 (Hybrid): - Fundamentals of Speech, Spring 2011 [3]
- HUMN 1201-080 (Online) - Expressions of Culture, Spring 2011 [4]

To maintain continuous improvement for distance learning course assessment, the Distance Education Committee and the instructional technologist developed a student evaluation [5] system for strictly online students. Questions asked include (6) student self-evaluation questions, (7) instructor evaluation questions, and (5) short-answer, overall course questions.

The College has begun assessing student learning outcomes for hybrid and online courses as a separate subset of its student learning outcomes assessment program and has begun tracking [DWF rates](#) for face-to-face, hybrid, and online courses so that departments and faculty can strengthen delivery systems as necessary.

For the faculty who have taught online and hybrid courses, the following examples of the use of assessment results for improvement were noted:

- *“This semester I’ve been able to add more live performances to [Music] class, as well as to the campus environment, which I think makes all of this more real for the students. When they attend concerts they actually see and hear the terminology in use.”*
- *“Since this is the first hybrid speech class I have taught, these assessments are encouraging overall. I think if there is one area where they suggest improvements could be made might be in retention and/or keeping in better contact with students. Several students completed the first major speech in the class (the informative speech) but did not complete the second (the persuasive speech). This might suggest that given the limited in-class time with students that it might be beneficial to be more proactive in sending reminder e-mails and regular ‘check-up’ e-mails.”*
- *“Ideally, I’d love to have students present their presentations using a platform like Wimba. I’m working this summer to learn Wimba well enough to allow students who choose to use it to do a live presentation. I’d like to require this, but I also worry about scheduling conflicts. One of the reasons for online classes is to allow those students whose schedules otherwise would not let them attend college further their education, and I don’t want to get in the way of that. I’m thinking that perhaps archives of live presentations would allow the best of both worlds, but that requires me to master another learning curve with a service like YouTubeU. So, for the fall, I think I will focus on learning enough video recording and editing to make some recorded lectures available for students and allow the option of using Wimba for any who would like to do so, either for presentations or for conferences by appointment.”*

### **Distance Learning at Off-Campus Instructional Sites**

The same assessment methods used for students who take distance learning courses on the main campus are used for online and/or hybrid courses taught at the Gilmer County Center.

#### **Documentation**

- [1] 2011 Distance Education Profile
- [2] MUSC 1100 (Hybrid) – Music Appreciation, Spring 2011
- [3] COMM 1110-32 (Hybrid) – Fundamentals of Speech, Spring 2011
- [4] HUMN 1201-080 (Online) – Expressions of Culture, Spring 2011
- [5] Online Student Evaluation Survey

### **3.13.4b “Reaffirmation of Accreditation and Subsequent Reports”**

*Applicable Policy Statement. If an institution is part of a system or corporate structure, a description of the system operation (or corporate structure) is submitted as part of the Compliance Certification for the decennial review. The description should be designed to help members of the peer review committees understand the mission, governance, and operating procedures of the system and the individual institution’s role within that system.*

*Documentation: The institution should provide a description of the system operation and structure or the corporate structure if this applies.*

## **Non-Compliance**

**Dalton State University did not document its compliance with this standard.**

### **Dalton State College’s Response**

Dalton State College has one governing board, the Board of Regents of the University System of Georgia (USG). The Georgia state legislature created the USG Board of Regents in 1931 as part of a reorganization of Georgia’s state government. Dalton State College is one of 35 colleges and universities in the USG, which is governed by a Board of Regents (BOR) comprised of 18 members, one to represent each of the 13 congressional districts in the state and 5 appointed at large [1]. Regents are appointed by the governor and confirmed by the Georgia Senate to serve seven-year terms. The chair and vice-chair are elected annually at the June meeting. The Chancellor of the University System is elected by the Board and serves as its chief executive officer and as the system’s chief administrator [2].

Table 2.2-1 includes a listing of the Board’s current members, chair, vice-chair, number of appointees, and terms of trustees, and shows that no members have any contractual, employment, or personal or familial financial interest in the institution. More detailed information on each member is available on the BOR Website under the section entitled Members of the Board [3].

**Table 3.13.4-1: Governing Board**

<b>Name, District and Address of Board Member</b>	<b>Employment</b>	<b>Contractual, Employment, or Personal or Familial Financial Interest in the Institution</b>	<b>Terms</b>	<b>Group or Person that appointed or approved the appointment of the Board Member and date of appointment</b>
Benjamin “Ben” J. Tarbutton, III  District: Twelfth <i>Chair</i>  Sandersville Railroad 206 North Smith St. Sandersville, GA 31082	Assistant Vice President, Sandersville Railroad Company	None	01/06/06 – 01/01/13	Appointed by the Governor of Georgia  Date of appointment: 2006
William “Dink” H. NeSmith, Jr.  District: Tenth <i>Vice Chair</i>  P.O. Box 792 Athens, GA 30603	President, Community Newspapers, Inc.	None	03/13/08 – 01/01/15	Appointed by the Governor of Georgia  Date of appointment: 2008
Kenneth R. Bernard, Jr.  District: Thirteenth  Sherrod & Bernard P.O. Box 1154 Douglasville, GA 30133	Attorney, Sherrod & Bernard and Douglas County	None	01/01/07 – 01/01/14	Appointed by the Governor of Georgia  Date of appointment: 2007

Neil L. Pruitt, Jr. District: Fifth  UHS- Pruitt Corp. 1626 Jergens Court Norcross, GA 30093	Chairman and Chief Executive officer of UHS- Pruitt Corporation	None	04/19/11 – 01/01/17	Appointed by the Governor of Georgia  Date of appointment: 2011
Larry R. Ellis District: State-at-Large  3835 Presidential Parkway, Suite 118 Atlanta, GA 30340	Chief Executive Officer, Ellis Services & Solutions Enterprises (ESSE), LLC	None	08/01/09 – 01/01/16	Appointed by the Governor of Georgia  Date of appointment: 2009
Rutledge A. (Rusty) Griffin, Jr.  District: First  3821 Skipper Bridge Road Valdosta, GA 31605	Retired Businessman	None	01/01/11 – 01/01/18	Appointed by the Governor of Georgia  Date of appointment: 2011
Robert “Bob” F. Hatcher District: State-at-Large  201 Second St., Ste. 950 Macon, GA 31201	President and CEO, MidCountry Financial Corporation	None	01/06/06 – 01/01/13	Appointed by the Governor of Georgia  Date of appointment: 2006
C. Thomas Hopkins, Jr., MD  District: Third  717 South 8 <sup>th</sup> St. Griffin, GA 30224	Orthopedic Surgeon	None	04/16/10 – 01/01/17	Appointed by the Governor of Georgia:  Date of appointment: 2010

W. Mansfield Jennings, Jr. District: Eighth 250 Broad St. Hawkinsville, GA 31036	Retired CEO	None	01/06/06 – 01/01/13	Appointed by the Governor of Georgia  Date of appointment: 2003
James R. Jolly District: Ninth 347 Ivey Gate Ridge #2 Dalton, GA 30720	Retired Businessman	None	01/01/08 – 01/01/15	Appointed by the Governor of Georgia  Date of appointment: 2003
Donald M. Leebern, Jr. District: State-at-Large P.O. Box 308 McDonough, GA 30253-0308	Chairman, Georgia Crown, Alabama Crown, and Tennessee Crown Distributing Companies	None	01/01/12 – 01/01/19	Appointed by the Governor of Georgia  Date of appointment: 2005
Doreen Stiles Poitevint District: Second 2001 Twin Lakes Dr. Bainbridge, GA 39819	Partner, Stiles Apartments and A.B. Stiles Enterprises	None	01/01/11 – 01/01/18	Appointed by the Governor of Georgia  Date of appointment: 2004
Willis J. Potts, Jr. District: Eleventh 2614 Horseleg Creek Rd., SW Rome, GA 30165	Retired Businessman	None	03/07/06 – 01/01/13	Appointed by the Governor of Georgia  Date of appointment: 2006

Wanda Yancey Rodwell District: Fourth 5628 Silver Ridge Dr. Stone Mountain, GA 30087	Director of Communication, The Coca-Cola Company	None	01/1/05 – 01/01/12	Appointed by the Governor of Georgia  Date of appointment: 2005
Kessel Stelling, Jr. District: Sixth 1111 Bay Avenue Columbus, GA 31902	President and CEO, Synovus Financial Corporation	None	01/01/08 – 01/01/15	Appointed by the Governor of Georgia  Date of appointment: 2008
Richard L. Tucker District: Sixth One Sugarloaf Centre 1960 Satellite Blvd, Suite 3500 Duluth, GA 30097	President and Managing Partner, Arlington Capital LLC	None	01/28/05 – 01/01/12	Appointed by the Governor of Georgia  Date of appointment: 2005
Larry Walker District: State-at-Large P.O. Box 1234 Perry, GA 31069	Attorney, Walker, Hulbert, Gray & Byrd, LLP	None	08/01/09 – 01/01/16	Appointed by the Governor of Georgia  Date of appointment: 2009
Philip A. Wilheit, Sr. District: State-at-Large P.O. Box 111 Gainesville, GA 30503	President, Wilheit Packaging	None	01/18/11 - 01/01/13	Appointed by the Governor of Georgia  Date of appointment: 2011

Since the Compliance Report was submitted, [one new Board of Regents member has been appointed](#). He is shown below.

**Table 3.13.4-2: Governing Board New Member**

Name, District and Address of Board Member	Employment	Contractual, Employment, or Personal or Familial Financial Interest in the Institution	Terms	Group or Person that appointed or approved the appointment of the Board Member and date of appointment
C. Dean Alford, P.E District: Fourth 1506 Klondike Road Suite 105 Conyers, GA 30094	President, CEO, Allied Energy Services	None	01/01/12 – 01/01/19	Appointed by the Governor of Georgia Date of appointment: 2012

A complete description of the Board of Regents, its organization, powers, duties, functions, by-laws, publications, and administration, is available at the Board of Regents of the University System of Georgia Website [1].

As an institution of the University System of Georgia, Dalton State College abides by all state policies generated by the Board of Regents.

**Active Policy-Making Board**

The BOR holds a minimum of eight meetings per year. In addition, the chair may call special meetings for specific purposes. For each meeting, the Board’s secretary prepares minutes and posts them on the BOR Website. In addition to meeting as a Committee of the Whole, the Board has a formal committee structure with both standing and special committees. Committees meet each month in which a regular Board meeting is held unless the committee chair determines a meeting is not needed. Business transacted at all special meetings is confined to objects stated in the call [4].

The BOR regularly revises policy as it determines necessary. Between October 2009 and September 2010, for example, the BOR made 20 policy revisions. Board minutes show examples of these revisions, such as out-of-state tuition waivers, the Core Curriculum, and freshman requirements [5][6][7]. The full listing of these revisions to policy may be found in the Revisions section of the *BOR Policy Manual* [8]. The Regents' Bylaws, committee structures,

and required actions by the Committee of the Whole ensure broad-based participation of the Board's membership in the business of the University System.

Currently, the Board has seven standing committees [9]:

- Executive and Compensation
- Strategic Planning Committee
- Academic Affairs
- Finance and Business Operations
- Organization and Law
- Internal Audit, Risk, and Compliance
- Real Estate and Facilities

As an example, on September 15, 2010, the Real Estate and Facilities Committee approved and authorized the appointment of a program management firm to build a new academic building at Dalton State College [10].

The Board also appoints special committees as needed. In 2010, for example, the Board appointed two Presidential Search Committees (one for Gordon College and one for Macon State College), a Strategic Planning Committee, a Personnel and Benefits Committee, and a Residency Verification Committee, among others. Current committee members are listed in the section titled Committees on the BOR Website [11]. Evidence of the extent of the BOR's active involvement in making policy for the USG can be found in the *BOR Policy Manual*, which contains policies for 10 broad areas [12]:

- Officers of the Board
- Institutional Government
- Academic Affairs
- Student Affairs
- Public Service
- Research
- Finance and Business
- Personnel
- Facilities
- Information, Records, and Publications

The policies created by the Board of Regents are adopted and followed by Dalton State College. For example, The *Board of Regents' Policy Manual* Section 3.10 ("Academic Textbooks") [13] states that all USG institutions should ensure increased communications between students, faculty, and bookstores; offer the best value to students in acquiring textbooks; and ensure

academic integrity regarding textbook sales. To fulfill this broad policy, Dalton State created its own Academic Textbook Policy [14] which incorporates all three of the BOR textbook policies, with some customization to fit the College's particular needs. The Board of Regents created the over-arching policy, and Dalton State implemented it locally.

### **Responsibility for Ensuring Adequate Financial Resources**

The Board of Regents has the responsibility for ensuring that Dalton State College and the other 34 state institutions of higher education in the USG have adequate financial resources to support their programs. This responsibility is stated in the BOR Bylaws in Section VII, Budgets of Institutions:

The Board shall make the allocation of funds to the several institutions at the April meeting or the next regular meeting following the approval of the Appropriations Act or as soon thereafter as may be practicable in each year and shall approve the budgets of the institutions and of the office of the Board of Regents at the regular June meeting in each year or as soon thereafter as may be practicable. The Board of Regents shall be the only medium through which formal requests shall be made for appropriations from the General Assembly and the Governor of the State of Georgia. [15]

Board minutes show discussion and approval of budgets and the work of the appropriate committees, such as the Committee on Finance and Business Operations, that oversee financial issues [16][17].

### **Freedom of Board from Minority Control or Outside Interests**

The BOR Bylaws, Section V, Paragraph 2 [18], clearly state that no individual Board member has the authority to commit the Board to a particular action. Further, Section III, Paragraph 4, requires that a majority of the members of the Board be present to constitute a quorum for the transaction of business [19]. An additional safeguard against minority control or control from outside interests is provided in the requirement that all meetings of the Board must be open to the public and to the media, except during executive session. All these features involving the Board's composition and operation serve to protect the University System and its member institutions from undue influence of special interest groups or the possibility of control by a minority of the members. This Bylaw guards against minority influence, whether political, familial, religious, or otherwise.

## **Freedom of Board from Conflicts of Interests**

The state of Georgia declares it illegal for any member of the BOR to engage in actions which could be considered as conflicts of interest such as employment, financial, or contractual interests in the USG or its member institutions. The relevant legal code (O.C.G.A. 45-10-24) is summarized as follows:

Except as provided in subsection (b) of this Code section, it shall be unlawful for any part-time public official who has state-wide powers, for himself or on behalf of any business, or for any business in which such public official or member of his family has a substantial interest to transact any business with any agency. [20]

## **The [USG Mission Statement](#)**

The mission of the University System of Georgia is to contribute to the educational, cultural, economic, and social advancement of Georgia by providing excellent undergraduate general education and first-rate programs leading to associate, baccalaureate, masters, professional, and doctorate degrees; by pursuing leading-edge basic and applied research, scholarly inquiry, and creative endeavors; and by bringing these intellectual resources, and those of the public libraries, to bear on the economic development of the State and the continuing education of its citizens.

Each institution in the University System of Georgia will be characterized by:

- A supportive campus climate, leadership and development opportunities, and necessary services and facilities to meet the needs of students, faculty, and staff;
- Cultural, ethnic, racial, and gender diversity in the faculty, staff, and student body, supported by practices and programs that embody the ideals of an open, democratic, and global society;
- Technology to advance educational purposes, including instructional technology, student support services, and distance education; and
- A commitment to sharing physical, human, information, and other resources in collaboration with other System institutions, the public libraries, state agencies, local schools, and technical colleges to expand and enhance programs and services available to the citizens of Georgia.

## **Dalton State College's Mission Statement**

As a unit of the University System of Georgia's state college sector, Dalton State aligns its mission with the guiding principles that comprise the USG Mission (shown above) and,

particularly, [the core mission for State Colleges](#). Supporting the USG’s goals of “providing excellent undergraduate general education and first-rate programs leading to associate, baccalaureate . . . degrees” and providing economic development and continuing education of the State and its citizens, Dalton State provides (as shown below) “targeted bachelor’s degrees, a full range of associate’s degrees and career certificate programs, and a wide variety of public service activities.”

Dalton State’s current [statement of purpose and mission statement](#) read as follows:

Dalton State College is dedicated to providing broad access to quality higher education for the population of Northwest Georgia, thereby enhancing the region’s economic vitality and quality of life. As an institution of the University System of Georgia, Dalton State College offers targeted bachelor’s degrees, a full range of associate’s degrees and career certificate programs, and a wide variety of public service activities. The College’s work is strengthened by partnerships between the College and Northwest Georgia businesses and industries, governments, and schools.

The mission of Dalton State College consists of the following core commitments:

1. selection, support, and development of a talented, caring faculty and staff dedicated to scholarship and creating an open, cooperative, technologically enhanced learning environment;
2. excellence in a learning environment dedicated to serving a diverse student body, promoting high levels of student achievement, and providing a range of educational and student life opportunities and appropriate academic support services;
3. public service through economic development and cultural activities that address the needs and improve the quality of life of the region; and
4. continuous improvement in all aspects of its operations through the use of inclusive, participatory planning and meaningful assessment.

In fulfilling its mission, Dalton State College seeks to prepare and inspire its students to be active members within their professions and communities. As Dalton State College looks to the future and its place in a competitive, global society, it seeks to build upon its strengths as one of the most academically respected, student-oriented, and community-centered institutions of its kind.

### **Documentation**

[1] [Board of Regents’ Website](#)

[2] BOR Bylaws, Section IV, [Officers and Their Duties](#)

[3] [Members of Board of Regents](#)

[4] BOR Bylaws, Section III, [Meetings of the Board](#)

- [5] [BOR Minutes, June 8<sup>th</sup>-9<sup>th</sup>, 2010](#)
- [6] [BOR Minutes, October 13<sup>th</sup>-14<sup>th</sup>, 2009](#)
- [7] [BOR Minutes, August 10<sup>th</sup>-11<sup>th</sup>, 2010](#)
- [8] [Revisions to Policies](#)
- [9] BOR Bylaws, Section V, Paragraph 3
- [10] [BOR Minutes, September 15<sup>th</sup>, 2010](#)
- [11] [Committees of the Board of Regents](#)
- [12] [BOR Policy Manual](#)
- [13] [Board of Regents Policy Manual, Section 3.10](#)
- [14] Dalton State College's Textbook Policy
- [15] BOR Bylaws, Section VII, [Budgets of Institutions](#)
- [16] [BOR Minutes, May 11<sup>th</sup>-12<sup>th</sup>, 2010](#)
- [17] [BOR Minutes, June 8<sup>th</sup>-9<sup>th</sup>, 2010](#)
- [18] BOR Bylaws, Section V, Paragraph 2
- [19] BOR Bylaws, Section III, Paragraph 4
- [20] O.C.G.A. § 45-10-24

### **3.13.5a “Separate Accreditation for Units of a Member Institution”**

*Applicable Policy Statement. All branch campuses related to the parent campus through corporate or administrative control (1) include the name of the parent campus and make it clear that its accreditation is dependent on the continued accreditation of the parent campus and (2) are evaluated during reviews for institutions seeking candidacy, initial membership, or reaffirmation of accreditation. All other extended units under the accreditation of the parent campus are also evaluated during such reviews.*

*Documentation: For institutions with branch campuses: (1) The name of each branch campus must include the name of the parent campus—the SACSCOC accredited entity. The institution should provide evidence of this for each of its branch campuses. (2) The institution should incorporate the review of its branch campuses, as well as other extended units under the parent campus, into its comprehensive self-assessment and its determination of compliance with the standards, and indicate the procedure for doing so.*

#### **Non-Compliance**

**The institution did not address this in their compliance report.**

#### **Dalton State College’s Response**

Dalton State does not operate any branch campuses as defined by SACS, since while the Gilmer County instructional site offers courses in educational programs leading to a degree, diploma, certificate, or other recognized educational credential, it does not possess its own faculty and administrative or supervisory organization or possess its own budgetary and hiring authority. The Gilmer County Center is therefore not independent of the main campus. [SACS approved Dalton State’s prospectus](#) for the opening of the Gilmer County Center in 2011.

## 4.1

### Student achievement

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

### Non-Compliance

The institution evaluates success with respect to student achievement. Measurements of course completion include grade distribution in individual courses, degrees and certificates awarded, distance education completion rates, and completion rates of learning support courses. The institution also evaluates results on external measures such as the CAAP test and ETS Major Field Test in Business.

Licensure exams are another measure of student success. Graduates in the School of Education take the GACE exam for teacher licensure and recent results show that the institution's pass rate is 18 points higher than the state average. NCLEX-RN pass rates are in line with the state average. Scores on the Radiologic Technology exam place the institution in the top 5% of programs in the country. Scores on the Respiratory Therapy and the Medical Laboratory Technology exams are at a 100% pass rate far above the national rates in the 70's. Additionally the scores on the NCLEX-LPN are at a 100% pass rate.

The institution further evaluates success with Graduating Senior, Alumni, and Employer surveys, enrollment data, job placement rates, exit interviews, transfer reports and retention and graduation rates.

**However, the institution did not provide criteria and thresholds for achievement for each criterion. For example, although NCLEX – LPN is at a 100% pass rate, the institution did not indicate what level of achievement was considered successful (i.e. is 70% pass ok, 90% or is 100% required for the institution to consider “success”?) Likewise there is no indication of what level of achievement was considered the success threshold for retention and graduation rates, job placement, and course completion.**

## Dalton State College's Response

In order to address the off-site committee's concerns regarding benchmarks for student achievement, the following tables list the College's criteria and thresholds for student achievement.

### Exit Exam Pass Rate Benchmarks/Targets

**Table 4.1-1:** Exit Exam Benchmarks

School/Department/Program	Examination	Established Benchmark
Business	ETS Major Field Test in Business	Seventy percent of students will score in the 75 <sup>th</sup> percentile or higher on the ETS [1].
Education	Georgia Assessments for the Certification of Educators (GACE)	Eighty percent (80%) or more of the candidates will receive a passing score on the Georgia State Licensure Exam (GACE Content) in their appropriate fields within one year of program completion [2].
2-Year RN	NCLEX - RN	Students will pass on the first try at or above the national average [3].
Radiologic Technology	American Registry of Radiologic Technologists (AART) Examination	Eighty percent of students will pass [4].
Respiratory Therapy	Certified Respiratory Therapists (CRT) Examination	Eighty percent of students will pass [5].
Medical Laboratory Technology	American Medical Technologists (AMT) Examination	Eighty percent of students will pass [6].
LPN	NCLEX-LPN	Students will pass on the first try at or above the national average [7].
General Education	CAAP	Students will perform equal to or above the national average [8].

**Retention and Graduation Rate Benchmarks/Targets**

As shown in Dalton State's [2011 Retention, Progression and Graduation Annual Report](#), Dalton State set benchmarks/targets for its retention and graduation rates which are detailed in the table below:

**Table 4.1-2:** USG Retention and Graduation Rate Targets

<b>DALTON STATE COLLEGE</b>						
<b>USG Retention and Graduation Rate Targets (Revised December 2011)</b>						
<b>First-Time, Full-Time Degree-Seeking Freshmen</b>						
<b>Retention Rate Targets</b>						
<b>Cohort and Rate</b>	<b>Fall Cohort</b>					
	<b>*2010</b>	<b>2011</b>	<b>2012</b>	<b>2013</b>	<b>2014</b>	<b>2015</b>
<b>Institution-Specific</b>	59.1	60.6	62.1	63.6	65.1	66.6
<b>System-Wide</b>	61.3	63.0	64.7	66.4	68.1	69.8
*Actual retention rate.						
<b>Six-Year Bachelor's Graduation Rate Targets</b>						
<b>Cohort and Rate</b>	<b>Fall Cohort</b>					
	<b>*2005</b>	<b>2006</b>	<b>2007</b>	<b>2008</b>	<b>2009</b>	<b>2010</b>
<b>Institution-Specific</b>	16.4	17.5	18.5	19.5	20.5	21.5
<b>System-Wide</b>	23.6	24.6	25.6	26.6	27.6	28.6
*Actual graduation rate.						
<b>Three-Year Associate Graduation Rate Targets</b>						
<b>Cohort and Rate</b>	<b>Fall Cohort</b>					
	<b>*2008</b>	<b>2009</b>	<b>2010</b>	<b>2011</b>	<b>2012</b>	<b>2013</b>
<b>Institution-Specific Graduation Rates</b>	8.0	9.0	10.0	11.0	12.0	13.0
<b>System-Wide</b>	8.2	10.0	11.0	12.0	13.0	14.0

**Job Placement Rate Benchmarks/Targets****Table 4.1-3: Job Placement Rate Targets**

<b>School/Department/Program</b>	<b>Established Benchmark for Job Placement Rates</b>
<b>School of Business</b>	
Accounting	Seventy-five percent (75%) or more of graduates will be employed within six months [9].
Management	Seventy-five percent (75%) or more of graduates will be employed within six months [9].
Management Information Systems	Seventy-five percent (75%) or more of graduates will be employed within six months [9].
Marketing	Seventy percent (70%) or more of graduates will be employed within six months [9].
Operations Management	Eighty percent (80%) or more of graduates will be employed within six months [9].
Technology Management	Eighty percent (80%) or more of graduates will be employed within six months [9].
<b>School of Education</b>	Seventy percent (70%) or more of the candidates completing the programs and receiving state certification will be employed in their profession within 12 months of program completion [2].
<b>School of Liberal Arts</b>	
Criminal Justice	In their responses on the Criminal Justice Program Exit Survey, at least 70% of the students will report that they have found a position related to their degree or that they have gained acceptance into a graduate or professional program [10].
English	In their responses on the English Program Exit Survey, at least 70% of the students will report that they have found a position related to their degree or that they have gained acceptance into a graduate or professional program [10].

History	In their responses on the History Program Exit Survey, at least 70% of the students will report that they have found a position related to their degree or that they have gained acceptance into a graduate or professional program [10].
<b>School of Nursing</b>	
2-Year RN Program	Within three months of passing the NCLEX-RN, 75% of Dalton State College graduates will be employed as staff nurses in hospitals and similar agencies [3].
<b>School of Natural Sciences and Mathematics</b>	
Biology	Eighty percent (80%) of graduates will be employed or enrolled in graduate or professional schools within twelve months of graduation [11].
Chemistry	Eighty percent (80%) of graduates will be employed or enrolled in graduate or professional schools within twelve months of graduation [11].
Mathematics	Eighty percent (80%) of graduates will be employed or enrolled in graduate or professional schools within twelve months of graduation [11].
<b>School of Social Work</b>	
Social Work	Ninety percent (90%) or more of graduates will be either employed as a professional social worker and/or enrolled in a Master of Social Work (MSW) program within three years after receiving their BSW degree [12].
<b>School of Technology</b>	
Licensed Practical Nursing	Within three months of passing the NCLEX-PN, 75% OF Dalton State College graduates will be employed as staff nurses in hospitals and similar agencies [7].
Medical Lab. Tech.	Within twelve months of graduation, 85% of students will be employed [6].
Radiologic Tech.	Within six months of graduation, 75% of students will be employed [4].
Respiratory Tech.	Within twelve months of graduation, 70% of students will be employed [5].

### **Course Completion Benchmarks/Targets**

As noted in the College's [Grade Distribution by Course Report](#), Dalton State's course completion benchmarks for courses with 10 or more students are that fewer than 25% of students will withdraw, fewer than 25% students will receive a grade of D, F, I, or U, and fewer than 33% students will receive grades of D, F, I, U, W, WF, or WU.

### **Documentation**

- [1] School of Business AOL Faculty Guide Fall 2011
- [2] School of Education Program Outcomes
- [3] School of Nursing Handbook, 2011
- [4] Radiologic Technology Handbook
- [5] Respiratory Therapy Student Handbook 2012
- [6] MLTS Handbook Spring 2012
- [7] LPN Handbook 2011-2012
- [8] 2010-2011 Liberal Arts Annual Report (Use of Assessment Results, General Education)
- [9] School of Business Faculty Minutes, March 15, 2012 - Job Placement Benchmarks
- [10] Liberal Arts (Criminal Justice, English, History) Benchmarks
- [11] School of Natural Sciences and Mathematics Job Placement Benchmarks
- [12] 2011 Social Work Program Outcomes

## 4.6

### Recruitment materials

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

### Non-Compliance

While the college's webpage does provide information regarding student life, housing, and academic programs, **this information is not linked on the Admissions website and does not serve as recruitment 'materials.'** There is no outline of the PowerPoint presentation made to groups or examples of the brochures that are mentioned. The report indicates there is a Marketing Committee but no minutes are provided, simply a policy stating who serves on the committee. The report also mentions advertisements; no examples were provided.

### Dalton State College's Response

Dalton State has now provided links from the [Admissions Website](#) to information on [student life](#), [housing](#), and the College's [academic programs](#).

The College uses a PowerPoint presentation [1] to provide information to prospective students regarding the College's various programs, student life opportunities, campus recreation, housing, academic resources, financial aid, and admission procedures.

The Marketing Committee is the group primarily responsible for "coordinating the overall image and visibility efforts of the College, particularly with respect to student recruitment." The committee discusses marketing and advertising issues every semester [2] [3] [4] to recommend changes in marketing and recruitment plans as new opportunities and needs arise.

The Department of Marketing and Communications assists with advertisements [5] [6] [7] aimed at student recruitment.

#### **Documentation**

- [1] Admissions Info Session PowerPoint
- [2] Marketing Committee Meeting Minutes (1-25-12)
- [3] Marketing Committee Meeting Minutes (6-22-11)
- [4] Marketing Committee Meeting Minutes (7-7-11)
- [5] Fall 2011 Advertisement
- [6] Spring 2012 Advertisement
- [7] Summer 2012 Advertisement