



**STRATEGIC PLAN
2000-2003**

September 15, 2000

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Dalton State College is like a great warship. Many hands labor at their assigned tasks in concert with each other, in the knowledge that their efforts are intertwined in such a way that the vessel comes alive as if it had a soul of its own. Every part is equally important and all must attend to their duty stations if the ship is to fulfill its mission. The plan described in the following pages charts the course for that mission.

INTRODUCTION

The 2000-2003 Dalton State College Strategic Plan is the work of many people, representing the best thinking within the college community. This effort began in 1999 with in-depth research into the strengths, weaknesses, and future prospects of this institution, and evolved into the creation of planning priorities, goals, and implementation plans for every functional area on campus. During this process, many individuals have lent energy, creativity, and expertise to the common enterprise, thus producing a genuinely collaborative sense of direction.

The locus for this effort, the Dalton State College Strategic Planning Committee, has proven to be a dedicated group with a strong sense of institutional commitment. Because of this, the Strategic Plan has emerged as the product of consensus. It is because of the combination of consensus and commitment that this plan, like its predecessors, will be successfully implemented. The Committee's members deserve to be thanked individually:

- ✓ James Adams, *Associate Professor of Biology*
- ✓ John Black, *Vice President for Academic Affairs*
- ✓ Charley Bowen, *Vice President for Student Affairs*
- ✓ Nicki Braden, *Student Government Association*
- ✓ James Brown, *Dalton State College Foundation*
- ✓ Garrett Burgner, *Director of Student Activities*
- ✓ Amanda Burt, *Director of Institutional Advancement*
- ✓ Henry Codjoe, *Director of Institutional Research and Planning*
- ✓ Judy Cornett, *Assistant Professor of History*
- ✓ Don Davis, *Assistant Professor of Sociology*
- ✓ James Dean, *Student Government Association*
- ✓ Kevin Doheny, *Assistant Professor of Mathematics*
- ✓ Dick Edwards, *Chair, Division of Business and Technology*
- ✓ Debbie Gilbert, *Assistant Professor of Secretarial Science*
- ✓ Tommy Godbee, *Vice President for Fiscal Affairs*
- ✓ Sylvia Graves, *Director of Student Financial Aid*
- ✓ Kent Harrelson, *Assistant Professor of English*
- ✓ David Hay, *Vice President for Admissions and Records*
- ✓ Jim Head, *Chair, Division of Natural Sciences and Mathematics*
- ✓ John Hebestreet, *Assistant Professor of Speech*
- ✓ Mike Hoff, *Professor of Psychology*
- ✓ John Hutcheson, *Chair, Division of Social Sciences*
- ✓ Carolyn Jensen, *Acting Chair, Division of Technical Education*
- ✓ Linda LaChapelle, *Assistant Professor of Secretarial Science*
- ✓ Greg Malone, *Director of the Office of Computing and Information Services*
- ✓ Harriett Mayo, *Library Director*
- ✓ Barbara Murray, *Assistant Professor of English*
- ✓ Lee Ann Nimmons, *Assistant Professor of Mathematics*
- ✓ Melvyn Ottinger, *Chair, Department of Health, Physical Education, and Recreation*
- ✓ Vince Postell, *Associate Professor of Mathematics and Coordinator of Developmental Studies*

- ✓ Norm Presse, *Associate Professor of Psychology*
- ✓ Laura Rose, *Assistant Professor of Accounting*
- ✓ Della Sampson, *Assistant Professor of Economics*
- ✓ David Sargent, *Director of the Center for Continuing Education*
- ✓ Doris Shoemaker, *Associate Professor of Medical Technology*
- ✓ Kelson Smith, *Instructor in Electronics Technology*
- ✓ Trudy Swilling, *Chair, Division of Nursing*
- ✓ Jane Taylor, *Director of Public Relations*
- ✓ Carol Treible, *Director of the Academic and Career Enhancement Center*
- ✓ Gail Ward, *Assistant Professor of Nursing*
- ✓ Bob Weathersby, *Chair, Division of the Humanities*

James A. Burran
Committee Chair

THE PLANNING ENVIRONMENT

*It follows then as certain as that night succeeds the day,
that without a decisive Naval force we can do nothing
definitive. And with it, every thing honourable and
glorious.*

George Washington, 1781

CURRENT INSTITUTIONAL PROFILE

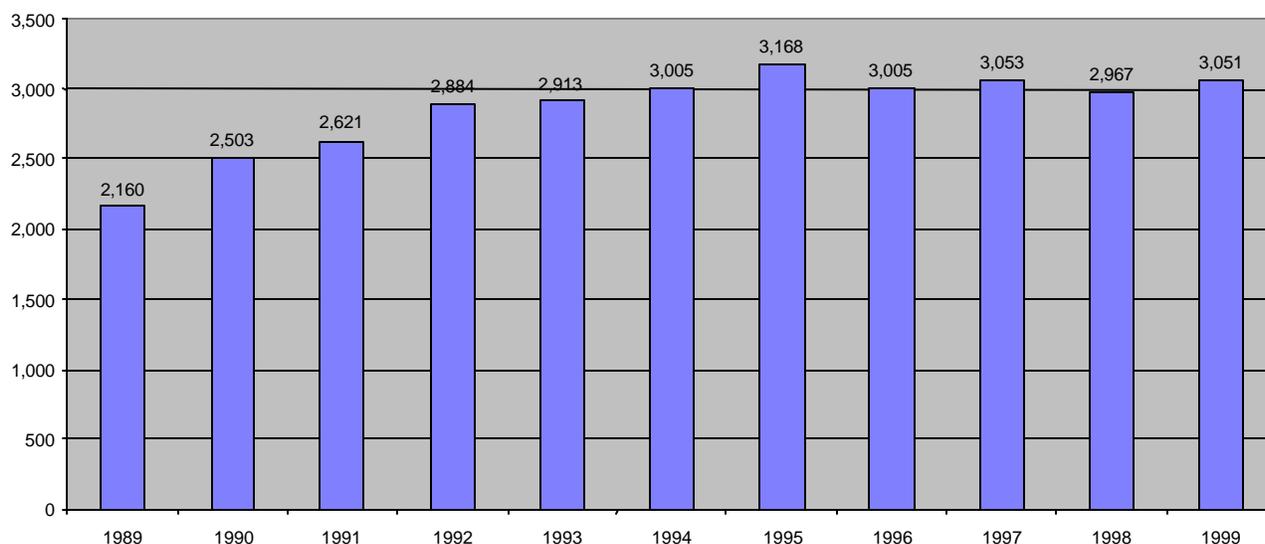
Dalton State College was chartered as Dalton Junior College by the Board of Regents of the University System of Georgia in July 1963, becoming the 24th System institution. In May 1965, the voters of Whitfield County passed a bond issue by a margin of 26 to 1 authorizing the \$1.8 million necessary to begin the College's physical facilities. Situated on a 141-acre campus overlooking Interstate 75, the first four buildings were completed in time for the institution to open its doors in the fall of 1967. An inaugural class of 524 students enrolled that quarter, and enrollment inexorably grew to just over 3,000 by the mid-1990s. In the meantime, the physical plant expanded to accommodate the larger number of students, faculty, and staff. Today, the College occupies 326,000 square feet of space in nine major buildings, with another 28,000 square foot addition to Roberts Library scheduled to get underway in late 2000.

Other changes have occurred over the years. Among the most significant was the addition of a technical division to the College's program array in the mid-1970s. One of four University System institutions with comprehensive technical and pre-baccalaureate programs, the College was thus well positioned to address a broader array of future needs. In 1998, recognizing unmet needs within the Northwest Georgia region, the University System authorized Dalton to begin offering selected bachelor's degrees in the field of business. Upper-level coursework appeared in the fall of 1999.

As can be noted from the following table, enrollment at Dalton State College has grown over the past ten years to just over 3,000, with a peak headcount of 3,168 in the fall of 1995. The 1999 enrollment was 3,051.

Figure 1
DALTON STATE COLLEGE

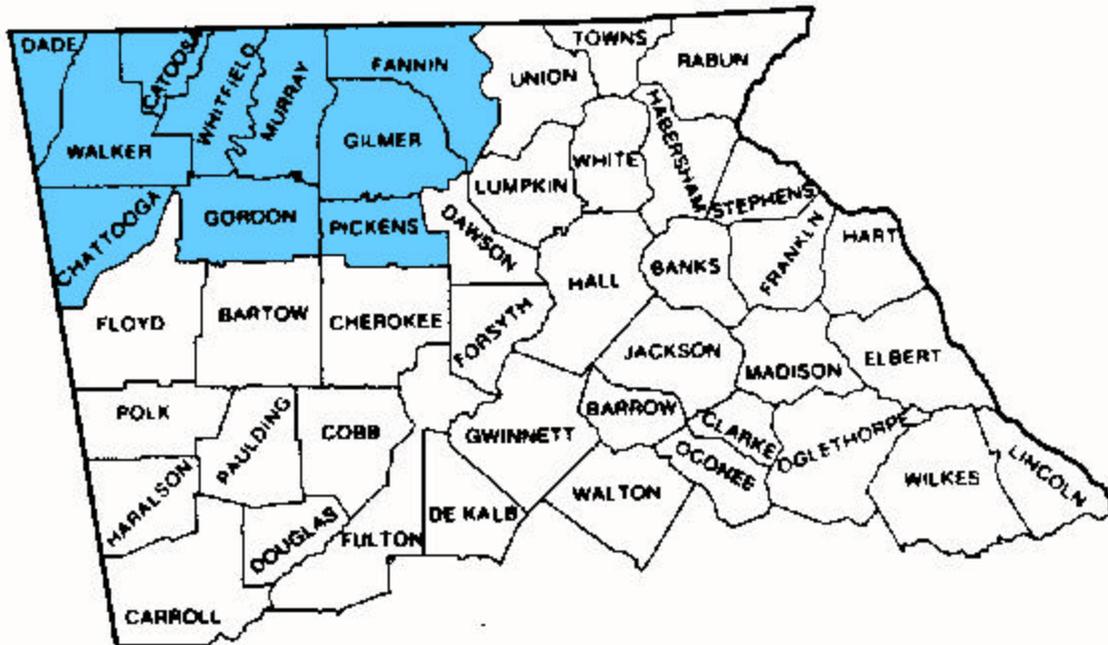
FALL CREDIT ENROLLMENT, 1989-1999



The long-term outlook as recently quantified by the University System's "Enrollment Forecasts" study, shows that the College can anticipate modest and sustained growth over the next five to seven years. Some of the demographics supporting this trend are identified in a later section of this plan.

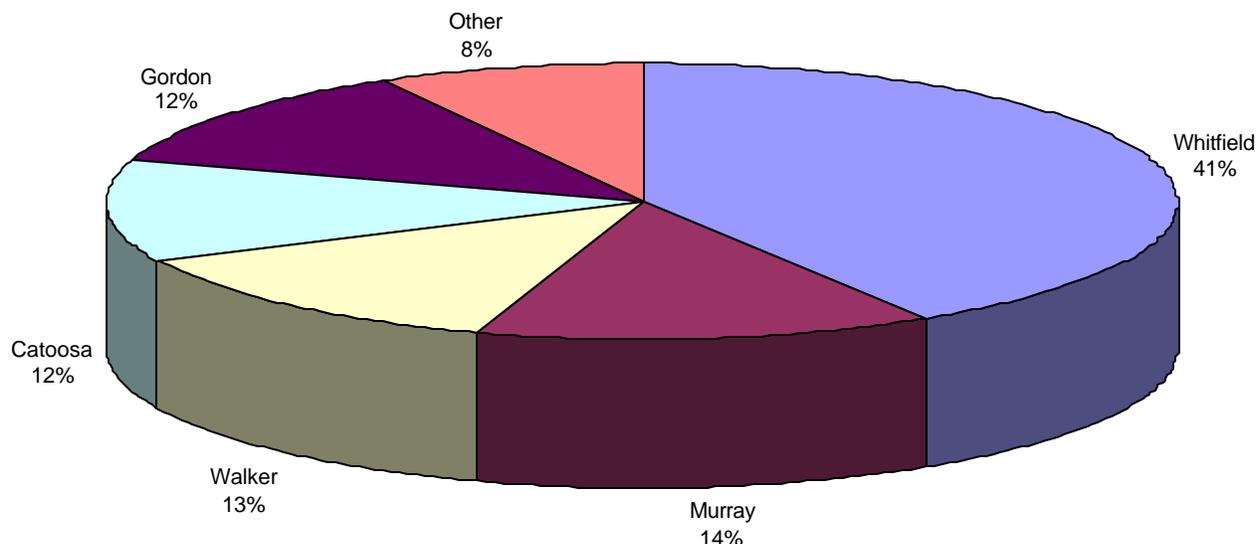
Dalton State College is a regional institution, serving a ten county area in the Northwestern corner of Georgia. This service area is depicted in Figure 2.

Figure 2
THE NORTHWEST GEORGIA REGION



Though the service area encompasses ten counties, geographic and transportation features have effectively limited the majority of the College's enrollment impact to five of those counties. Figure 3 shows the county of origin breakdown.

Figure 3
DALTON STATE COLLEGE
STUDENT COUNTY OF ORIGIN, FALL 1999
ENROLLMENT



In an effort to provide access to the more geographically remote parts of the region, Dalton State College has developed extended campus sites in neighboring counties, offering a limited rotation of coursework in the evening. These sites include Appalachian Technical Institute in Pickens County and Coosa Valley Technical Institute in Gordon County. With each of these schools the College has in place a Cooperative Associate in Applied Science arrangement, providing general education coursework as part of the Associate of Applied Science degree. The College also offers coursework at its Catoosa Center in Fort Oglethorpe, serving place-bound residents of Dade, Walker, and Catoosa counties.

In addition, Dalton State College is host to several bachelor's and master's degree programs offered by the State University of West Georgia, thus providing access at that level. These Dalton-based degrees include the bachelor's degree in early childhood education and nursing. A master's degree in education is also available. Through these means, the College has attempted to bring a variety of resources to the people of Northwest Georgia.

Dalton State College's impact on the communities it serves has been significant. During its 32 years of operation, some 45,011 students have enrolled, while over 7,575 have graduated. Thousands of others have transferred to universities without completing degree requirements at Dalton.

The current student profile includes a high percentage of individuals who are first-generation college students. Approximately 65 percent of the student body is of traditional age, while the other 35 percent are typically in their 30s. The average age is 27. About 61 percent of the enrollment is female, while 94 percent of the students are white. The minority population has doubled in three years thanks to the Dalton area's growing Latino population. Though the College is located only thirty miles from the Tennessee border and not much further distant to the Alabama line, the plentiful neighboring colleges in those states help keep Dalton's student population almost exclusively comprised of Georgia residents.

Other salient features of Dalton State College include the high achievement rates of its students, as measured by transfer grade point averages, Regents' Test scores, and specialized certification examinations, the size of its library collection, and the breadth of its curriculum offerings. In addition, during the 1993 SACS reaffirmation of accreditation process, the College was commended for the quality of its faculty and for the quality of its buildings and grounds.

Finally, it should be noted that Dalton State College's expenditures per equivalent full-time student are among the lowest in the University System of Georgia, and that the combined tuition and mandatory fees per quarter for its students are also among the lowest in the System. Dalton State College has thus made a clear commitment to providing a solid education in a cost-effective manner, while providing access and opportunity to the citizens of its service area.

HISTORY OF PLANNING AT DALTON STATE COLLEGE

Planning, in one form or another, has been an ongoing part of Dalton State College's operations since 1963. From the beginning, as a small staff under the leadership of President Arthur Gignilliat, Sr. worked in rented office space in downtown Dalton, the College has been the focus of strong planning efforts and community vision. After the first four buildings had been completed and the inaugural class admitted in the fall of 1967, the orderly growth of the student body, faculty, staff, facilities, and programs of study were subjected to careful scrutiny along the way. Foremost in the minds of early leaders was that quality occupied the top priority. Since planning in those days typically sprang from the minds of the president and the senior administration in an intuitive fashion, the College proved fortunate in having people of high caliber in those positions whose interests lay in the welfare of the institution.

In the early 1980s, long-range planning burst onto the higher education scene. Adapted from corporate planning practices and heavily influenced by work like George Keller's *Academic Strategy*, formal planning processes soon became a mandate of both the Southern Association of Colleges and Schools and the University System of Georgia. It was within this environment that Dalton State College produced its first comprehensive planning document.

This effort, completed in 1983 under the leadership of President Derrell Roberts and entitled simply "The Long Range Plan," was designed to serve as a roadmap for the institution's growth and development for the remainder of the decade. The product of careful research and thoughtful analysis, the plan contained a number of important goals which guided the College's expansion. Some of these goals remain current today, and a comparison of that plan with the present work reveals some striking similarities.

Shortly thereafter, the "institutional effectiveness" craze enveloped the higher education community, quickly and thoroughly seducing regional accreditation organizations and governing bodies. The result of public pressure for accountability in education, assessment processes by the late 1980s were becoming a way of life in colleges and universities across the land. Dalton State College responded to these new developments in 1993 with the creation of a new planning document entitled *Planning Assessment, and Research at Dalton State College*. This effort marked the first attempt to treat strategic planning and assessment as interrelated components rather than as separate processes. While weaknesses in the comprehensiveness of this planning attempt were evident, it nonetheless represented a good foundation. This planning document underwent two subsequent revisions, the last appearing in March 1995.

By this time it was apparent that a renewed approach was needed, one which would incorporate the depth and breadth of the 1983 long-range plan and the assessment process initiated in the 1993 document. Accordingly, in the summer of 1995 a fresh effort was organized which began with three research studies: an Environmental Scan of the College's service area, an Academic Needs Assessment of the region's current and emerging pressure points, and an Image Study documenting the College's perceived strengths and weaknesses. These efforts were completed during the 1995-96 year, utilizing off-campus consulting services as well as three faculty-staff committees involving a total of 29 people.

In May 1996, a new Strategic Planning Committee, numbering 31 individuals, took the research documents in hand and began crafting a planning document to guide Dalton State College into the 21st century. Beginning with a set of planning assumptions and then developing planning priorities, the Committee undertook a deliberate, step-by-step approach to its work. Incorporating assessment processes into the planning effort, the Committee was careful to include administrative effectiveness techniques as well as general education and major area outcomes assessment as the primary method for documenting the success of the plan's component parts.

The Committee's work thus continued throughout the 1996-97 academic year. The resulting *1997-2000 Strategic Plan* included three basic parts: a College-wide plan, the companion divisional/departmental implementation plans, and a master facilities plan. Together, these planning documents provided a roadmap upon which all units of the College could focus. Annual implementation plans and follow-up progress reports generated by the various divisions and departments helped close the loop and document results.

With the 1997-2000 planning model serving as a template, the foundation for a fresh 2000-2003 Strategic Plan began in the fall of 1999. A 42-member committee, expanded to include representation from each of the other standing committees on campus, began by taking stock of accomplishments to date from the 1997-2000 document. Then, it developed planning assumptions based on a new Environmental Analysis prepared by the College's Office of Institutional Research and Planning. Thus forearmed, the group devoted the remainder of the academic year to developing strategic initiatives and goals for the next three years. The committee then submitted the plan for approval by the faculty in session; approval came in May 2000.

Meanwhile, the Strategic Planning Committee undertook two additional steps as part of the overall process. One was the development of an Institutional Effectiveness Subcommittee to create and implement key performance indicators for the College. The other was the creation of an Academic Program Review Subcommittee, whose purpose was to create a design and a mechanism for the periodic review of the various programs of study. Each of the new initiatives responds to University System of Georgia efforts to enhance accountability through a new benchmarking process. They are described more completely in Section 4 of this document.

The Strategic Plan for 2000-2003 is but the latest iteration in a long line of DSC planning efforts, each building from the experiences of the one before. The present work includes the following interrelated parts: a description of the planning environment, the institutional strategic plan, the institutional effectiveness program, and a physical master plan. The annual divisional/departmental implementation plans and the corresponding annual progress reports will be maintained in electronic form.

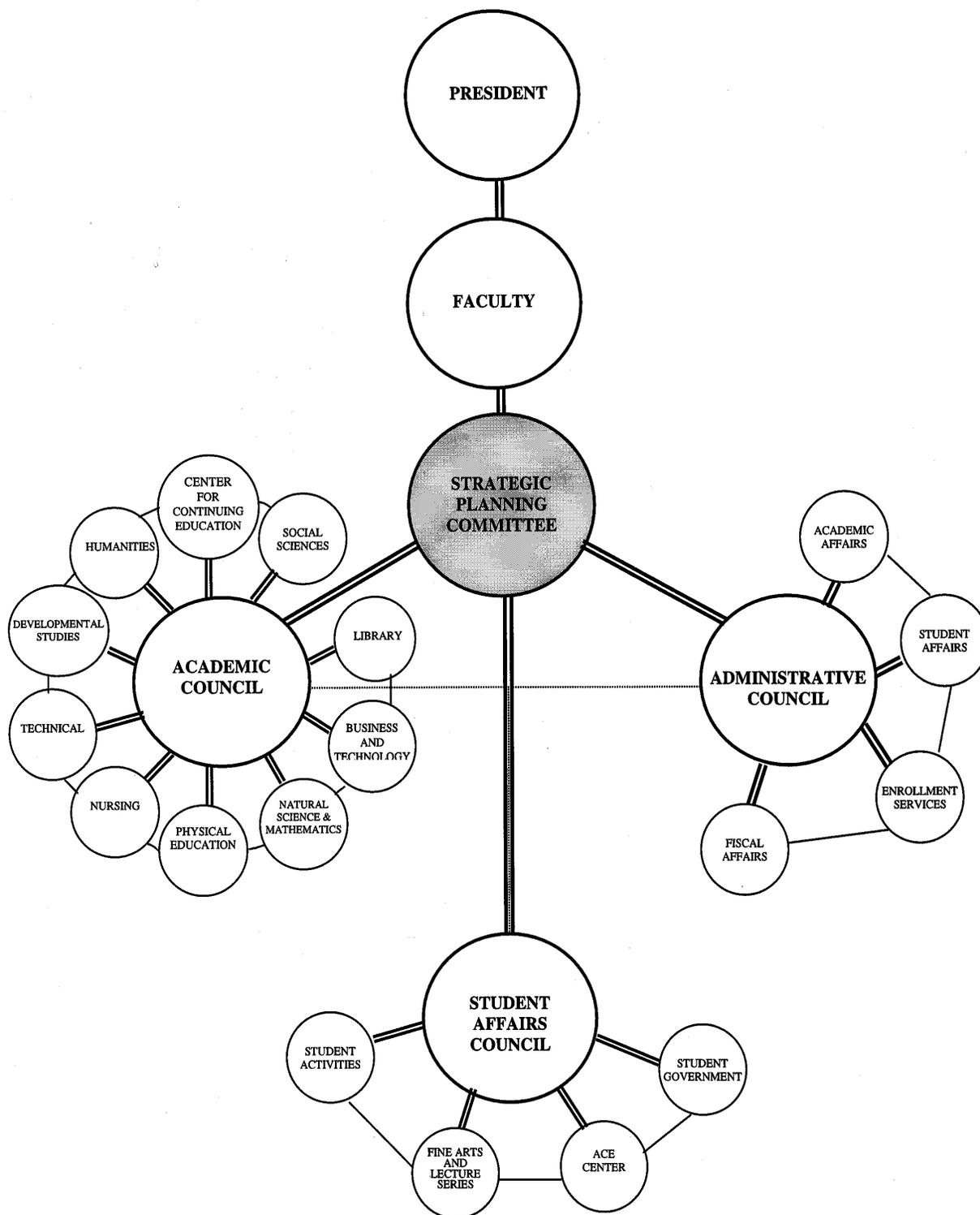
STRUCTURE OF THE PLANNING PROCESS

The planning process at Dalton State College may be characterized as a participatory enterprise, which embeds strategic planning and institutional effectiveness into a single system of operation. Central to this process is a Strategic Planning Committee, comprised of representation from every major functional area on campus as well as community and student membership, and involving individuals from the faculty, administration, and staff. The Committee is thus a microcosm of the larger College community. Clear and well-defined lines of communication exist between the Strategic Planning Committee and the two principal administrative groups on campus, the Administrative Council and the Academic Council. The major elements of the planning process flow through the faculty in session to the president. Figure 4 (page 11) shows the relationship of the Strategic Planning Committee to the other major elements of the decision-making process.

The planning process functions on a three-year cycle. Thus this plan covers the period from 2000 to 2003. Within that three-year window are annual implementation cycles, which document progress made on the three-year planning priorities and goals, and which provide for corrections and modifications along the way. The loop is closed with annual reports, required of all College personnel and of all major functional areas, which document this progress.

The development cycle represents the life of the 2000-2003 plan, and includes the 1999-2000 research and construction phase as well as the 2000-2003 implementation phase. Included within the development cycle are implementation benchmarks that are replicated in greater detail in the annual review cycle. The annual cycle shows, among other things, the relationship between annual implementation plans and outcomes assessment as well as the formal linkage between planning and budgeting. Also included are annual progress reviews and reports which document this progress.

Figure 4
STRATEGIC PLANNING COMMITTEE DECISION-MAKING PROCESS



LINKAGE BETWEEN PLANNING AND BUDGETING

At Dalton State College, overall responsibility for linking planning and budgeting resides with the President through the Strategic Planning Committee. Comprised of members from all major units of the College, the Strategic Planning Committee includes administrators, faculty, staff, students, and community members. Strategic planning operates on a three-year cycle; during each year of that cycle, implementation plans are prepared by division/department chairs to carry out the strategic initiatives and goals set forth in the three-year plan. It is within the annual implementation plans that the linkage between planning and budgeting is made.

To implement the planning-budgeting linkage, each budget cycle requires the Administrative Council to place the College's resources in position to achieve the annual Strategic Planning Committee implementation plans. The Administrative Council is comprised of the president, who also serves as chair of the Strategic Planning Committee, and the four vice-presidents. The alignment of resources is accomplished twice in each budget cycle: in the original budget, and in midyear budget reallocations. In both instances, new and reallocated resources are tied back to the appropriate strategic planning goals.

Embedded in this process are appropriate budget management practices that ensure flexibility to accommodate unforeseen expenditures. The entire budget is geared toward the college's planning goals and outcomes, and the mechanism through which this is accomplished involves both new allocations and reallocations to the budget cost centers. The cost centers, or functional areas, are expected to concentrate upon their goals and objectives and document the results. These results help determine the next year's budget decisions, so that the entire process is performance-based. At the same time, sufficient flexibility is retained in the overall institutional budget to deal with unfunded mandates, contingencies, and emergencies. The college's infrastructure is linked to the planning-budgeting effort through a master facilities plan and annual priority rankings of capital outlay needs as well as major repair and renovation projects. The president at least three times per year reviews budget management documentation.

This approach to linking the planning and budgeting processes has enabled the institution to accomplish the linkage in a concrete, formal, and documentable fashion. Because the goals and activities spring directly from the *Strategic Plan*, and because the planning process is broadly participatory given the structure of the Strategic Planning Committee, it may be reasonably concluded that the linkage between planning and budgeting is a college-wide endeavor.

LINKAGE BETWEEN SYSTEM PLANNING INITIATIVES AND COLLEGE GOALS

Throughout the development of the Dalton State College Strategic Plan, University System of Georgia planning initiatives have served as focal points. These planning elements, known as “policy directions,” have over the past six years defined System-wide priorities which are expected to be implemented at the institutional level. Because the College functions within this larger milieu, it is of obvious importance that the policy directions be embedded in the planning priorities and goals which comprise the heart of this Strategic Plan.

A brief summary of the System’s planning initiatives which can be identified in the Dalton plan follow.

- Technology Initiatives
 - GALILEO
 - Connecting Students and Services
 - Connecting Teachers and Technology
- Student Centered Collaboration in Public Post-Secondary Education (GPECC)
- Faculty and Staff Development
- Internationalizing Education
- Pre-School to College (P-16)
- Retention and Graduation
- Master Facilities Planning
- Admissions Standards
- Academic Program Reviews
- Partnerships with Business

In addition, the College’s plan incorporates the major components of the System document entitled “Developing a Comprehensive Plan for Student Enrollment, Academic Program Array, and Facilities.” The basic elements include enrollment projections, budgetary impact, facilities planning, the deployment of academic program array across the state, maximum institutional capacity, and such quality indicators as faculty preparation, student performance, and program effectiveness.

A major thrust of the System’s comprehensive planning is to provide information for the 34 institutions “to make decisions about their future growth” and to help them determine “institutional strategic planning and budgeting.” The DSC Strategic Plan also includes the broad directions of a University System benchmarking project which is still under development as of this writing. Key performance indicators form the basic thrust of this new project, using selected comparator institutions from across the nation as the benchmarks. While the comparator schools have not yet been identified, Dalton State College has anticipated initial requirements by establishing a set of key performance indicators which are described in Section 4 of this document.

ANALYSIS OF THE DALTON STATE COLLEGE ENVIRONMENT

Assessment of the External Environment

1. Demographics

Northwest Georgia Population

- The College's service area population will continue to grow. Whitfield County census projections for 1998 show an increase from 1990 of about 10,000. Dalton is the 30th fastest growing city in Georgia, adding about 1,000 people since 1990
- Between 1998 and 2012 the population of the Northwest region where the College draws most of its students will grow from 269,402 to 342,353 B a 27 percent increase.

Table 1
DALTON STATE COLLEGE PRIMARY SERVICE AREAS
POPULATION PROJECTIONS, 1998-2012

	1998	2000	2002	2004	2006	2008	2010	2012	% Change
Total Population	269,402	282,155	291,494	301,518	311,406	321,392	331,571	342,354	27
Age 18-24	24,244	25,517	27,554	28,914	30,387	31,383	32,156	32,403	34
Age 25-34	38,511	37,287	35,859	35,969	36,005	36,833	38,898	41,809	9
Age 35 and Over	137,416	145,096	153124	160608	167812	175,471	180,214	185,776	35

Source: North Georgia Regional Development Center, September 1999

Georgia Population

- Population growth in the South will outpace the national growth rate well into the next century. About 1 million people each year are expected to live in the southern regions of the nation -about 92,000 more people annually in Georgia.
- The population of Georgia will continue to grow at a rate greater than that of the US. This growth will not be the same for all segments of the population. Currently, Georgia's population stands at 7.6 million. It will grow to 8.8 million by the year 2010.
- Two groups that are expected to grow significantly are people age 65 and older and high school graduates. Those 65 and older will represent 15 percent of the US population in 2015, compared with 13 percent in 1999. Georgia's increase amounts to 440,000 senior citizens.
- Georgia also will continue to have a larger minority population than the US.

Table 2
GEORGIA RESIDENT POPULATION

Georgia (1998 Population Estimates)	7,642,000 (National Rank = 10)
% Increase since 1990	15.6
Population projection: 2000	7,875,000
Population projection: 2005	8,413,000
Population projection: 2010	8,824,000

Source: Census Bureau; Chronicle of Higher Education, 1999-2000 Almanac, August 27, 1999

College-Age Population

- The 18-24 year-old segment of the College's service area population will grow by 34 percent between 1998 (24,244) and 2012 (32,403).

Adult/Non-Traditional Student Population

- The fastest growing market for higher education is adult students, many of them women and are attending college on a part-time basis. Baby boomers, those between 40-55 years of age, will be the fastest growing segment of the population to the year 2005. According to the U.S. Department of Education, the number of college students age 35 and older, a mere 823,000 in 1970, is predicted to grow to 3.4 million by the turn of the century. If that holds true, older students will outstrip all other age categories B even the traditionally dominant category of 18- and 19-year-old students. As further evidence, the American Association of Community Colleges now says the average age of students at the nation's 1,250 two-year institutions has risen to 29.
- The average age of Dalton State College students has risen to 27. There will be a 35 percent increase in the population of adults 35 and older in the Dalton State College service area between 1998 (137,416) and 2012 (185,776).
- Changes in the economy, in the nature of jobs, and in emerging technologies are forcing adults to continue their education throughout their lives. Their demand for continuing education will further add to the burgeoning market for lifelong learning. Baby-boomers in their early to middle adult years will need or want to acquire new knowledge and skills so they can advance beyond or keep up to date in their current job. Other adult learners will seek personal enrichment, training for a new job, or a diploma or degree. Senior citizens also will participate to a significant degree. Most adult learners will be women. Technology-based instruction is expected to expand greatly the convenience and availability of college courses to working adults.

- These adult students will be technologically sophisticated consumers who will expect services that are user-friendly, accessible, and convenient as Automatic Teller Machines (ATMs). Until recently, they have not significantly influenced the traditional delivery of services. The growing market of lifelong learners may demand services and education that are:
 - ✓ available at the time and place of students' choosing
 - ✓ logically bundled and hassle-free
 - ✓ one-stop or no-stop
 - ✓ cost-effective
 - ✓ high-tech but personal
 - ✓ integrated, seamless, and collaborative
 - ✓ consistent and dependable.

High School Population

- More high school graduates are expected. Between 1999 and 2009, secondary school enrollment will increase nationally by 9 percent and the number of high school graduates will increase by 16 percent. Secondary school enrollment will rise from 14.9 million in 1999 to 16.2 million in 2009, an increase of 1.3 million high school students. The so-called "baby boom echo" will affect southern states. Regionwide, there are expected to be about 101,000 more graduates from public high schools in 2008 than there were in 1999.
- Regionally, the West and South will continue to lead the nation in enrollment increase in elementary and secondary education. Between 1989 and 2009, the West will see enrollment increase over 35 percent, while the South will see almost a 20 percent increase during the same time period.
- Public school enrolment will continue to grow faster in Georgia than in most states, according to new projections from the US Department of Education. The number of students enrolled in early fall in public schools grew 16.4 percent in Georgia between 1991 and 1997, compared with the national average of 10.2 percent. The number of students enrolled in early fall in public schools will grow 2.6 percent between 2003 and 2009, compared with a projected national decrease of 0.1 percent. Georgia is expected to gain about 12,600 annual graduates of public high schools between 1998-99 to 2007-08. Because of these trends, colleges and universities should expect unprecedented numbers of traditional-aged college students.

Black Student Population

- The number of Black students increased faster than the number of students overall. Nationwide, total enrollment grew 12 percent and the number of Black students grew 40 percent.
- In the South, total enrollment grew 24 percent and there were 53 percent more Black students. Enrollment of black students in Georgia has nearly doubled to 21.8 percent since 1987. The Board of Regents of the University System of Georgia has urged Georgia's colleges and universities to find new ways to recruit Black students to because "this state cannot afford either socially or economically not to."
- Colleges will draw from a larger pool of minority high school graduates. The last two decades have seen major shifts in the racial and ethnic composition of U.S. high school graduates. Between 1976 and 1996, the white non-Latino proportion of the high school graduating class declined about 20 percent, while the proportion of all other racial and ethnic categories grew. The trend is projected to continue into the next decade.

Hispanic Population

- Dalton and surrounding area continues to experience a high influx of non-English speaking citizens, primarily Asian and Hispanic.
- Sometime over the next 10 years, the Hispanic population in Georgia is expected to double to about 1 million people. Since 1990, the state's Hispanic population has nearly doubled, reaching 207,000 in 1997, according to the Census Bureau. Researchers and immigration officials agree that it could be as high as 750,000 with illegal immigrants thrown in.
- According to the Center for the Applied Research in Anthropology at Georgia State University, there are now about 475,000 Hispanics in Georgia and 240,000 in the Atlanta area. Georgia ranks 17th in total Hispanic population, and by 2010, there will be about 1 million Hispanics in Georgia.
- According to a 1998 Southern Economic Survey, the three states posting the highest percentage gains of Latino population in the South are: Arkansas (106 percent), North Carolina (75 percent) and Georgia (72 percent). From 1990 to 1996, the Latin population in the Southeast rose 27.1 percent, slightly ahead of the U.S. figure of 26.5 percent.
- The Hispanic population of Georgia consists of more young people than other minority groups. The average age for the Hispanic population is 26.4 years compared to an average age for the entire population of 36.9 years. Towards the year 2015, the average age for the Hispanic population will only grow 1.7 years while the average age of the entire population will grow 4.9 years.

- Towards the year 2010, Hispanics will be the largest minority group in Georgia. In fact, figures released by the Census bureau on September 15, 1999 confirm this trend. According to the bureau, the numbers of Hispanics increased 112.3 percent in the 16-county metro Atlanta area from July 1990 to July 1998 and were up 100.2 percent overall in Georgia.

Hispanic Student Population

- In Georgia, 2.5 percent of the students in state school districts are Hispanic, but only 1.4 percent of all high school graduates are Hispanic. According to the Georgia Department of Education, while the number of Hispanic students in K-12 classes was up 15 percent from 1997 to 1998, the high school completion rate for Hispanics over the same time period was 50 percent, 18 points lower than the state average.
- Already, 59 school systems report more than 100 Hispanic students; 10 have more than a thousand. Significant numbers of Hispanic students are in Atlanta, Dalton and Gainesville and the counties of Atkinson, Clayton, Cobb, DeKalb, Echols, Fulton, Gwinnett, Hall, Muscogee, Toombs and Whitfield. A total of 21 systems are 5 percent or more Hispanic.

Table 3
RACE/ETHNIC REPORT
DALTON PUBLIC SCHOOLS, 1998-1999

	<i>Hispanic</i>	<i>Black Non Hispanic</i>	<i>White Non Hispanic</i>
6/03/99	42.4%	10.1%	44.0%
9/22/98	41.6%	10.6%	44.6%

Source: Georgia Project

Table 4
RACE/ETHNIC REPORT
WHITFIELD COUNTY SCHOOLS, 1998-1999

	<i>Hispanic</i>	<i>Black Non Hispanic</i>	<i>White Non Hispanic</i>
3/04/99	11.2%	2.0%	85.0%
8/28/98	10.6%	1.7%	85.8%

Source: Georgia Project

Racial/Ethnic Diversity

- The regional population also will become more ethnically diverse. Over the past two decades, the population mix of the South has changed dramatically. Whites have declined from 76 percent to 68 percent. African-Americans have increased from 18 percent to 19 percent, and Hispanics have jumped from 5 percent to 11 percent.
- According to figures released by the Census Bureau on September 15, 1999 the number of Hispanics and Asians in metro Atlanta and the state has grown dramatically. Hispanics led the way. Their numbers increased 112.3 percent in the 16-county metro Atlanta area from July 1990 to July 1998 and were up 100.2 percent overall in Georgia. The number of Asians increased 96.6 percent in the metro Atlanta area and 91.6 percent in Georgia.
- By 2015, 20 percent of the southern region's population will be Black and 13 percent Hispanic. In Georgia, the Black population is expected to be a larger percentage of the total by 2015, while the Hispanic population is not expected to account for greater percentages of the total population.

2. Economy

Economic Characteristics of the Northwest Georgia Region

- The manufacturing sector continues to be the mainstay of economic life in Northwest Georgia. In 1997, manufacturing accounted for more almost 40 percent of the region's employment, followed by retail trade and health and educational services at 15 percent and 12 percent respectively. Projections show that this trend will continue. In 1997, business establishments were highest for manufacturing, construction, services and wholesale/retail trade.

Table 5
EMPLOYED PERSONS BY INDUSTRY
DALTON STATE COLLEGE SERVICE AREA

<i>Industry</i>	<i>1997 Estimates</i>	<i>2002 Estimates</i>	<i>2007 Estimates</i>
Agriculture	3,075	3,327	3,533
Mining	445	455	470
Construction	11,141	12,627	13,946
Manufacturing Durable	49,483	49,634	48,626
Manufacturing Non-Durable	14,186	14,822	15,281
Transportation and Related	6,526	7,320	8,058
Communications	3,338	3,301	3,188
Wholesale Trade	6,961	7,631	8,191
Retail Trade	24,474	27,755	30,730
Finance, Insurance, Real Estate	6,552	7,440	8,247
Business Services	6,047	7,524	9,003
Personal Services	4,156	4,758	5,296
Entertainment Services	1,098	1,303	1,512
Health Services	10,126	12,549	15,000
Educational Services	10,274	12,043	13,692
Other Services	6,174	7,621	9,064
Public Administration	4,364	5,024	5,638
Totals	168,420	185,134	199,475

Source: Estimates and Projections, Wessex Inc., 1997

Table 6
EMPLOYED PERSONS BY OCCUPATION
DALTON STATE COLLEGE SERVICE AREA

<i>Occupation</i>	<i>1997 Estimates</i>	<i>2002 Estimates</i>	<i>2007 Estimates</i>
Employed Persons (Total)	168,420	185,134	199,472
Executives and Managerial	13,844	15,223	16,417
Professional	14,287	16,614	18,799
Technical	4,325	4,927	5,464
Sales	16,772	18,378	19,738
Clerical	24,286	26,385	28,173
Private Household Occupations	493	575	660
Protective Services	2,253	2,753	3,245
Other Services	14,319	17,203	19,945
Primary Agriculture Forestry Mining	3,052	3,546	4,007
Production Workers	23,303	25,072	26,499
Operators	30,599	31,544	31,920
Materials Handlers	12,180	13,454	14,546
Laborers	8,707	9,460	10,059
Totals	336,840	370,268	398,944

Source: Estimates and Projections, Wessex Inc., 1997

Carpet and Rug Industry

- The dominant force within the region is the carpet industry. Indeed, the Northwest Georgia region is home to the largest concentration of carpet and rug manufacturing in the United State. During the 1997 calendar year, Georgia's carpet industry produced \$15.7 billion at retail, accounting for 74 percent of national carpet production and 45 percent of the world's carpet production. The Dalton area serves as corporate headquarters for Shaw Industries, Beaulieu of America, Mohawk, Collins & Aikman, J&J Industries, and the Dixie Group. These firms produce more than 74 percent of all carpet and rugs manufactured in the United States, employing over 40,000 people with an annual payroll in excess of one billion dollars. Nationwide, the carpet industry employees about 87,000 people with an annual payroll of \$2.1 billion.

- Over the last five years or so, the carpet industry has grown increasingly reliant upon technology. There have been reports that “the era when the carpet and rug industry could depend upon a wealth of low skilled workers to produce low cost textile products” is ending. The carpet industry has become high-tech and is discovering how computer technology can improve sales and reduce operational expenses. The CEOs of the carpet companies are promoting their industry as being one of high technology and advanced equipment. Textile products, particularly carpets and rugs, are now being produced, shipped and sold in a high tech world. This trend is expected to continue.

Unemployment Rate in the Northwest Georgia Region

- Whitfield County’s unemployment rate hit a new low of 3.6 percent in August 1997. Dalton’s unemployment at the same time was 4.9 percent. Unemployment is expected to remain low in the years ahead in the College service area, hovering around an average of 5.4 percent between now and the year 2007.

Table 7
UNEMPLOYMENT RATE BY COUNTY
DALTON STATE COLLEGE SERVICE AREA

<i>County</i>	<i>1997 Projections</i>	<i>2002 Projections</i>	<i>2007 Projections</i>
Whitfield	4.2%	4.2%	4.3%
Pickens	4.9%	4.9%	5.0%
Dade	6.4%	6.5%	6.5%
Walker	5.5%	5.5%	5.6%
Fanin	5.9%	6.0%	6.1%
Catoosa	5.7%	5.8%	5.9%
Murray	3.7%	3.7%	3.8%
Gilmer	5.0%	5.1%	5.2%
Gordon	5.5%	5.5%	5.5%
Chattooga	6.6%	6.6%	6.7%
DSC Service Area Average	5.3%	5.4%	5.5%

Source: Estimates and Projections, Wessex Inc., 1997

- Whitfield County is still the economic hub of Northwest Georgia. According to the University of Georgia's Selig Center, the county is the richest in Northwest Georgia. Whitfield's estimated median household income for 1993, \$31,381, was 100.7 percent of the state's median income. It was 100.6 in 1990. Per capita income also is the highest now and projected in the College's service area.

Table 8
PER CAPITA INCOME BY COUNTY

<i>County</i>	<i>1997 Projections</i>	<i>2002 Projections</i>	<i>2007 Projections</i>
Whitfield	\$16,223	\$19,187	\$22,394
Pickens	\$14,089	\$16,731	\$19,586
Dade	\$11,123	\$13,026	\$15,095
Walker	\$12,697	\$14,880	\$17,251
Fanin	\$11,485	\$13,582	\$15,851
Catoosa	\$13,384	\$15,699	\$18,214
Murray	\$12,705	\$14,909	\$17,302
Gilmer	\$11,644	\$13,718	\$15,965
Gordon	\$14,312	\$16,985	\$19,874
Chattooga	\$10,970	\$12,803	\$14,797
DSC Service Area Average	\$12,863	\$15,152	17,633

Source: Estimates and Projections, Wessex Inc., 1997

The Georgia Economy

- Though it will slow substantially, Georgia's economic growth should continue through 2001 because of new jobs created by a booming high-tech industry and new shopping centers. Georgia's economy is expected to grow 4 percent in 1999, compared with 5 percent in 1998. Growth of the economy will slow to 2.5 percent in 2000, and 3 percent in 2001. This forecast predicts 106,900 new jobs will be created in Georgia in 1999, slowing to 74,600 new jobs in 2001. That could increase the state's unemployment rate from 3.9 percent to 4.3 percent in 2001.
- Between 1988 and 1998, more than half (9.4 million) of the new jobs in America were created in the South. During that time, 925,000 new jobs were created in Georgia. The *Economist* called the South "the locomotive driving the American economy" in the 1990s. Table 9 presents the forecast for new jobs in the state.

Table 9
NEW JOBS IN GEORGIA

<i>Year</i>	<i>Number of Jobs</i>
1999	106,900
2000	85,000
2001	74,600

Source: Georgia State University, Economic Forecasting Center, August 1999.

- In the year 2005, total employment in Georgia is expected to reach more than 4.2 million jobs, with over 72,000 new jobs added each year. Georgia's economy will grow faster than the nation as a whole, with expected job growth of 2.2 percent per year over the next decade, as compared to 1.7 percent for the United States.
- State unemployment levels have steadily dropped as the population has grown, reaching 3.5 percent in May 1999, a 28-year low. The unemployment rate in Georgia in May 1996 was 4.2 percent. The nation's unemployment rate fell back to 4.2 percent in May 1999, its lowest level in 29 years. A good and robust economy with low unemployment means people working and not contemplating schooling when jobs are plenty.
- In the job market, excepting service occupations, the jobs growing at the greatest rate are in fields that demand the highest levels of education and skills. Over 40 percent of new jobs will require workers to have skills in the highest categories of language, mathematics and reasoning. Furthermore, a majority of all new jobs will demand some education after high school. The trends away from agriculture and manufacturing and toward services, management, sales and professional work will continue.
- According to the Georgia Department of Labor, the following occupations are expected to be in high demand and have substantial openings between now and the year 2005:
 - ✓ Business and clerical
 - ✓ Math, science and engineering
 - ✓ Health service
 - ✓ Community service
 - ✓ Education
 - ✓ Arts/recreation
 - ✓ Sales
 - ✓ Protective service
 - ✓ Commercial service
 - ✓ Construction
 - ✓ Transportation
 - ✓ Agriculture/forestry
 - ✓ Mechanics/crafts
 - ✓ Manufacturing production.

Changes in Content and Types of Jobs

- Many workplace skills are becoming obsolete. New technologies are introducing new occupations and changing existing ones. This changing labor market is demanding new skills from workers.
- The world of work will be characterized by a continued shift from an industrial to an information and service workforce with technology playing a major role in almost all segments of the workforce.
- Economic growth in the state, nation and the world depends increasingly on a sophisticated telecommunications infrastructure. The emergence of the Internet, e-mail, and the WorldWide Web have changed the way businesses operate and consumers shop. The pace of technological change will require that people be well trained even for entry-level jobs and that they be retrained continuously.
- Information processing (collecting, analyzing, synthesizing, structuring, storing, or retrieval data, text, or graphics), as a basis of knowledge, will become more important in more and more jobs. Knowledge is becoming *the* resource rather than *a* resource. Thus, the dominant force driving change in education in the coming years will be further development of a knowledge-based economy.
- The economic success of a country or a region will depend on the quality of its intellectual capital. So-called knowledge workers will be in high demand. The demand upon colleges, especially two-year community colleges to provide these technology worker skills is here today and will continue to increase. Currently, there are 350,000 unfilled technology jobs, according to the Information Technology Association of America. In addition, a significant number of non-technical positions require some information technology ability. The demand for IT training will continue. The U.S. Department of Commerce estimates 95,000 new technology jobs will be created each year during the next decade.

Skilled Technology Workers

- There are concerns from economists and business leaders that U.S. companies have a critical shortage of skilled technology workers. It is estimated that 346,000 computer programmer and systems analyst jobs are vacant in U.S. companies with more than 100 employees. The shortage has spread to many non-technology firms, including banks, hospitals and retailers that depend on programmers to design and operate large systems. The Information Technology Association of America says the shortage is a fundamental threat to the economic growth of the United States.

- The fastest-growing jobs for job seekers with bachelor's degrees are in computer and healthcare professions. They dominate the 10 occupations projected to show the most growth between 1996 and 2006. Database administrators, computer support specialists and computer scientists will grow by 118 percent; systems analysts, 103 percent; physical therapists, 71 percent; and occupational therapists, 66 percent.

Education Skills in Demand

- As the structure of the US economy has shifted, so have its skill requirements. Tomorrow's workers will need skills and attitudes different from those of yesterday's industrial workers.
- The demand for specific vocational skills is giving way to a growing need for general cognitive skills - mathematical and verbal reasoning ability as well as a new set of general problem-solving and interpersonal skills, as well the ability to think abstractly and analytically and to make judgments based on those skills. Most employers associate these skills with educational attainment, especially college-level attainment. As a result, more and more employers are using a college degree as the standard by which to screen job applicants.

Globalization

- The economic system of the United States will be more intricately linked to the economic systems of the rest of the world. American markets will rely on global sales for a much larger share of their success, and communication between countries will grow in speed and quantity.

Education and Income

- More than ever before, American employers are making college degrees a prerequisite for new jobs. "Where did you go to college?" has replaced "Did you go to college?" as the question facing applicants, because many employers assume that applicants already have a college diploma.
- It's been shown time and time again that "education pays." The latest comparison of college graduates and high school graduates' annual earnings dramatically confirm the economic value of a college degree. Males of all races with at least a bachelor's degree will earn \$700,000 more over their lifetime than males with just a high-school diploma; for women this figure is \$404,400. A two-year college graduate can expect to earn \$127,144 more than a high school graduate over a lifetime.
- Over a lifetime then, two- and four-year and advanced degrees put more money in graduates' pockets. Every dollar students invest in higher education generates a return of \$5.84 from an associate degree, \$5.43 from a bachelor's degree, and \$5.20 from an advanced degree. For every dollar the state invests in associate's degree, it can expect \$1.38 in higher payments of taxes, 96 cents for a bachelor's degree and \$1.05 for advanced degrees. The returns were measures in 1998 dollars.

- Data released by the Census Bureau in December 1998 also showed the earnings gap between people who have college degrees and those with only a high school education is continuing to grow, with those who hold bachelor's degrees now earning 76 percent more than their counterparts with less education. In 1997, college graduates on average made \$40,478 compared with \$22,895 earned by the average high school graduate. In 1975, the earnings premium that college graduates enjoyed over workers with only a high school education was 57 percent. The link between education attainment and earnings potential has never been clearer.
- In the global information economy, education and training beyond high school will become necessary conditions for jobs and careers that permit Americans a middle-class standard of living
- Corporate America is also sending word to America's job seekers that college education is increasingly required for employment. More than two-thirds of the jobs being created in the fastest growing sectors of the US economy – office jobs (including legal, sales and marketing, accounting, managerial and editorial positions), healthcare jobs, and teaching positions – now require at least some college. Meanwhile, the number of jobs, such as farm, factory, or behind-the-counter service jobs, that do not require a college education is falling. Factory employment declined from 33 percent in 1959 to 19 percent in 1997. Low-wage service jobs, which comprise about 20 percent of all U.S. jobs, have held steady since the 1950s and are not expected to become more plentiful over time.
- There is thus a growing belief that college is necessary for success. This can be seen in the growing number of students enrolling in college. The number of students enrolled in four-year institutions of higher education is at an all-time high – 14.8 million registered for fall 1999, up from the record of 14.6 million in fall 1998. In fact, the nation's colleges and universities are setting new national enrollment record. In 1999, 14.9 million American will be studying in the nation's higher education system. College and university enrollment will jump 10 percent in the next 10 years and an increasing majority of college students will be full-time students. Enrollment is projected to increase by 1.5 million between 1999 and 2009 and comes at a time when many college and universities are already at full capacity and becoming more selective in their admissions processes. Continuing a 20-year trend, the majority of these students will be women

Table 10
VALUE OF EDUCATION
LIFETIME EARNINGS

<i>Level of Education</i>	<i>Lifetime Earnings</i>
High school dropout	\$608,810
High school graduate	\$820,870
Bachelor's degree	\$1,420,850
Master's degree	\$1,618,970
Doctorate degree	\$2,142,440
Professional degree	\$3,012,530

Source: U.S. Census Bureau (Reproduced in The Atlanta Journal Constitution, September 14, 1997)

- The importance of degrees will increase as job openings requiring at least a bachelor's degree grow faster than any type of jobs and somewhat paradoxically, as the job market for college graduates becomes increasingly competitive.

Spanish Speakers and Business/Employment Opportunities

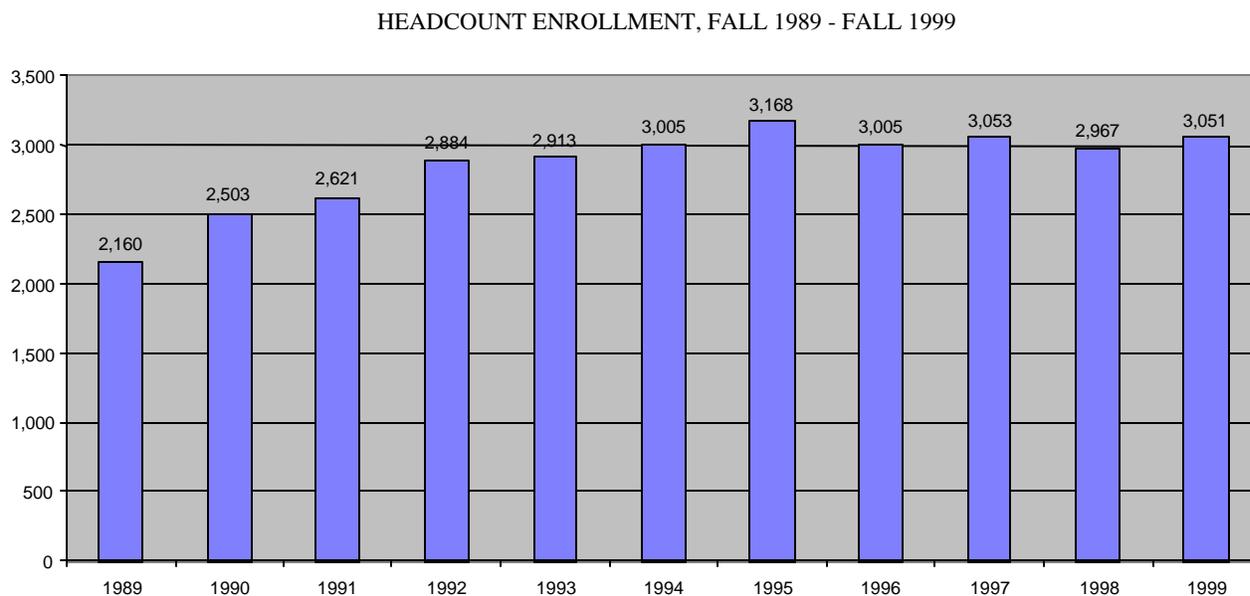
- In Georgia and across the Southeast, there is a demand for Spanish-speaking workers in hospitals, high-tech firms, courtrooms, construction sites, and police departments. At the same time, U.S. firms are heading to Latin America for lucrative business ventures in the billions of dollars. According to the Trends Research Institute in New York, "In the 21st century, the new power base on the planet will be the North American-South American alliance.
- A recent survey of top personnel officers of the Southeast's largest employers said their companies expect to do more business in the next five years in Latin America, and they're looking to hire Spanish-speaking workers. The Society of Human Resources Management of Greater Atlanta survey found that nearly 70 percent are recruiting multilingual workers, primarily Spanish-speaking. The survey also showed "how quickly the Southeastern economy is changing from an American-based economy to an economy that relies on many cultures and many countries."

3. Education

Dalton State College Enrollments

Enrollment at Dalton State College has increased by one-third over the last ten years, with 3,051 students in the fall of 1999.

Figure 5
DALTON STATE COLLEGE



Institutional Enrollment Demand At Dalton State College

- As part of its enrollment management plan, the Board of Regents of the University System of Georgia set enrollment targets for all its institutions. Table 11 shows the targets for Dalton State College.

Table 11
INSTITUTIONAL ENROLLMENT TARGETS AND TARGET RANGES
DALTON STATE COLLEGE
FALL 1998 - FALL 2002

	1998	1999	2000	2001	2002	<i>Growth Rate</i> 1998-2002
Target -2%	3,004	3,063	3,136	3,210	3,283	-
Target	3,065	3,125	3,200	3,275	3,350	9%
Target +2%	3,126	3,188	3,264	3,341	3,417	-

Source: Board of Regents University System of Georgia Comprehensive Plan, 1996-97

Enrollment Forecast at Dalton State College

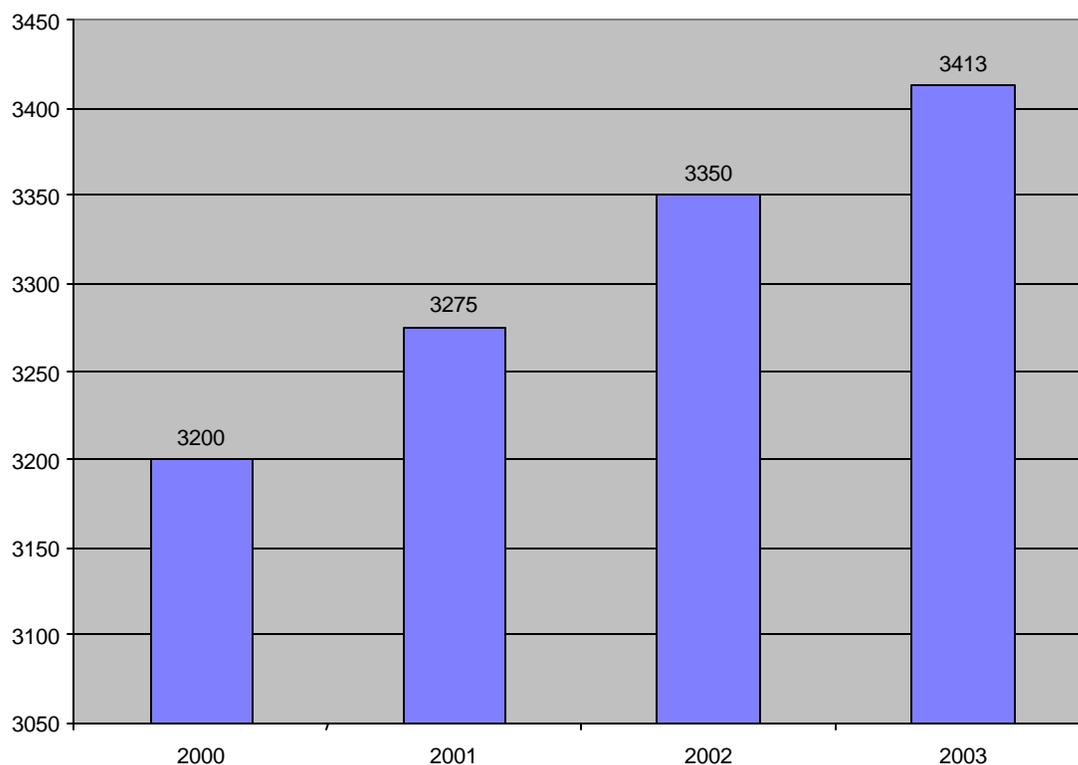
- Enrollment at the College is projected to be more than 3,400 students by the 2003 (Figure 7). Projections over the next ten years beyond 2003 show the College enrolling more than 4,000 students by 2012 (Figure 8).

Enrollment Pressures

- As the baby boom echo hits its college years, new students will enroll in greater numbers in the coming years at the state's and nation's colleges and universities. Enrollment demand for the University System of Georgia will increase by up to 30,000 students by 2002 (to about 234,000 students) and will increase up to 62,000 by 2010 (to about 268,000 students).
- Between 1989 and 1996, the southern region of the country accounted for 55 percent of the nation's total increase in college enrollment. This is impressive for a region with about one-third of the nation's colleges and one-third of its total college enrollment. These figures mean an additional 1.5 million college students nationwide from 1986 to 1996 with about 849,000 of them in the South. The growth was split evenly between two-year and four-year colleges. In the United States, 48 percent of the growth was in two-year colleges. In the South, 45 percent of the growth was in two-year colleges. Women and minorities were significant parts of the growth. Women accounted for 79 percent of the nation's increased enrollment.

- Another interesting trend in enrollments is the use of two-year colleges as “the new graduate school.” In many two-year colleges, fully one-fourth of all incoming students already have a Bachelors degree. They are coming through the open door to upgrade skills of for specific technical degrees. These returning students tend to be older, savvy consumers who are highly motivated.

Figure 6
DALTON STATE COLLEGE
PROJECTED ENROLLMENT, FALL 2000-2003

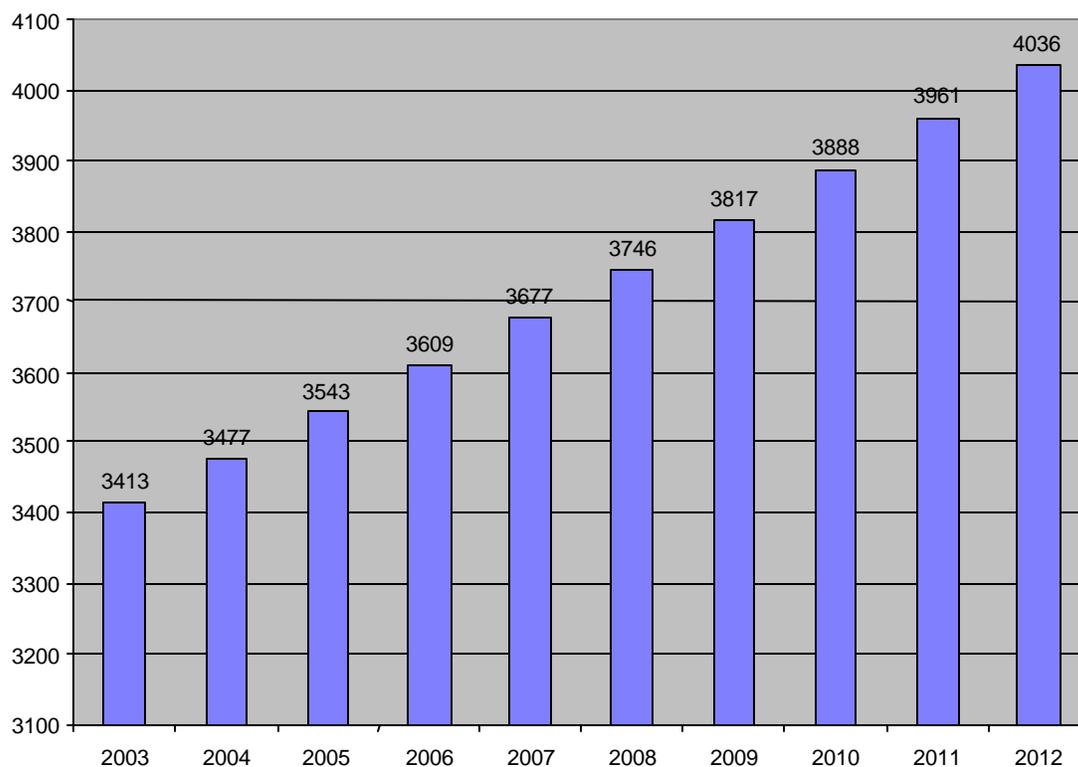


Part-Time/Non-Traditional Students

- The population of traditional college-aged students has declined in recent years, and currently the fastest growing segment of the American population is the age 35 and older. During the decade from 1983 to 1993, students over thirty-five years of age increased by 83 percent. Eighty-five percent of students nationwide are non-traditional. Consequently, many colleges and universities have moved aggressively into the market for part-time students, most of whom are working adults.
- The average age of Dalton State College students now stand at 27 years.

- Non-traditional students rely on two-year and four-year institutions for retraining or a second chance. They want their colleges nearby and open during the hours most useful to them – preferably, around the clock. Increasingly, these students are bringing to higher education exactly the same consumer expectations they have for every other commercial enterprise with which they deal.
- The growth in the number of part-time and non-traditional students is making campuses become less and less of a community for faculty and their students. Because a majority of undergraduates are now working and increasing proportions are attending college part-time, faculty are spending less time with students and thus do not know their students as well.

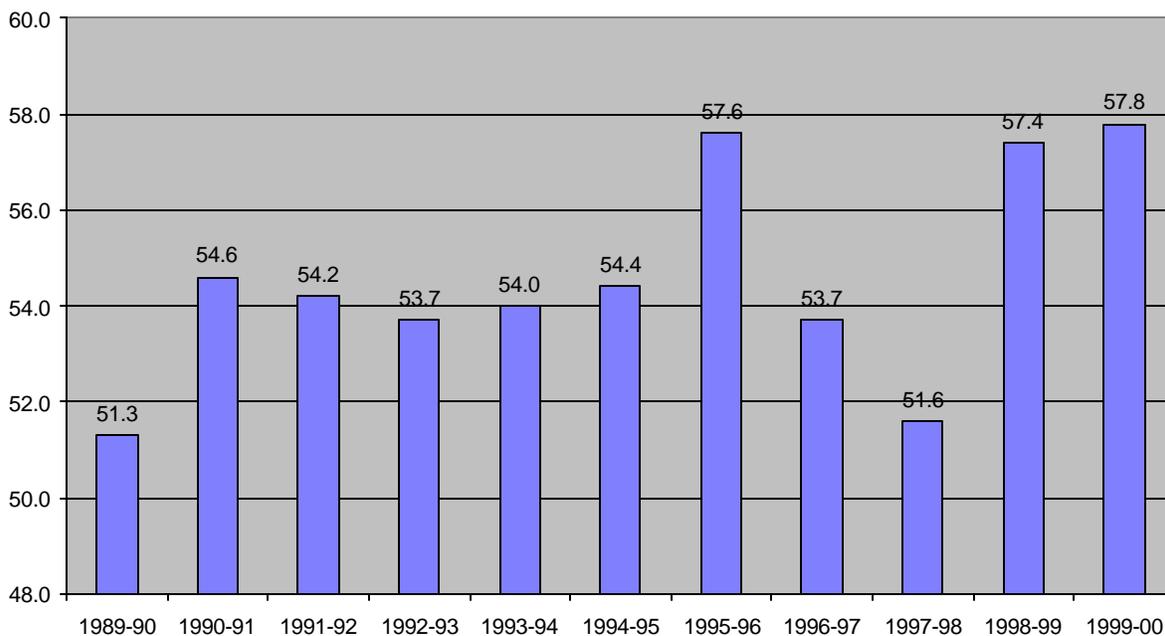
Figure 7
DALTON STATE COLLEGE
ENROLLMENT FORECASTS, 2003-2012



Part-Time Students at Dalton State College

- The need for DSC students to maintain full-time and part-time jobs has led to a growing number of part-time students at the college. Fifty-seven percent of students for the fall 1999 semester were part-time, up from 51 percent in fall 1989. This trend is expected to continue as more students are expected to hold part-time and full-time jobs while attending college.

Figure 8
DALTON STATE COLLEGE
PERCENT OF PART-TIME STUDENTS, FALL 1989-FALL 1999



New Georgia Admission Standards

- Georgia is leading many other states in raising the admissions bar at public universities and closing the door to many students who need remedial help. Under a policy that the Board of Regents of the University System of Georgia approved in 1996, public colleges must reduce the number of freshman remedial students by 5 percent annually. In 2001, four-year institutions will no longer be allowed to admit them straight from high school; instead, those students would first have to go to community colleges or private institutions.
- Over the same period, public institutions are requiring higher SAT scores and grade-point averages for admission. The class of 2001 will be the first group of students in Georgia to be admitted to college based on their Freshman Index, which combines a student's grade point average and SAT or ACT scores. Students scoring below a certain number will be diverted to two-year schools. Students with SAT scores of 430 in verbal and 400 in math and 3.34 GPA will be eligible for a four-year research university such as the University of Georgia. To get into a school like Dalton State College, students must score at least a 330 in verbal and a 310 in math and have a 2.38 GPA.
- In Georgia, a task force has recommended to the state Board of Regents to change its admissions rules to let in students who meet academic requirements but are illegal residents. The task force's recommendations are to address the impact of Georgia's growing Hispanic population on state colleges and universities. The question of illegality is said to be the most important issue facing Hispanic students in the state. Areas such as Dalton and Gainesville with large numbers of Hispanic students in the school systems are looking for alternative ways to serve students and to serve the communities and schools. The task force's request also includes changing college entrance exams to ensure that Hispanic students are not at a disadvantage. In August 1999, it was reported that the Board of Regents accepted the recommendations of the Hispanic Task Force.

State Expectations for Higher Education

- Higher education is being given more importance and value by the state and public. The state and Board of Regents view higher education in Georgia as a critical source of education and workforce training and development for Georgians. There is pressure from the state and public for USG institutions to play a greater role in developing the state's workforce for the future. Workforce training and development should be tailored to the higher education needs of the state and, where appropriate, to national, regional and local economies, based on the mission of the institution.
- There is a growing realization in the legislature that postsecondary education has become the nation's worker training and retraining system. Keeping the state's and the nation's workforce well educated is critical to filling the economy's jobs. This is critical if America is to compete with its overseas competitors. Indeed, the new economy requires more education, and states that do not push enough of their students through college are going to lose jobs, skilled workers and tax revenue to locations that do. A study by the University of Georgia indicates that the 1996 University System graduates alone will earn \$12.5 billion

more in their lifetimes as a result of having a degree. Currently 19% of Georgians hold a baccalaureate degree – this places Georgia 26th in the nation.

Admissions/Enrollment Management

- To curb enrollment declines, a number of institutions are employing sophisticated marketing techniques that combines market research, financial aid, and campus visit strategies. High-Tech marketing firms using predictive modeling programs are being used to shape recruiting pattern scientifically by identifying prospective students who were most likely to enroll. Colleges are also finding that a campus visit significantly improves the chances of enrolling an individual student. The trend in using corporate-style marketing is expected to grow as colleges compete for students in an ever-tighter market and to counter attacks from politicians who say their budgets are bloated.
- Universities like Indiana, has recently closed its university news office and opened an Office of Communications and Marketing, headed by a marketing expert. The university conducted a marketing campaign in 1997 to increase its applicant pool, after applications were flat or declining for four years straight. Focus groups made up of potential students, business leaders and politicians discussed Indiana's image and competitiveness, and then the university bought television, radio and newspaper ads. The result: in the spring of 1998, applications were up 9 percent, while the number of Indiana high school graduates rose only 2 percent.
- There is an increase in the number of colleges and universities creating Internet sites to attract college-bound students and coming up with plans for their own online recruiting. Online open houses that offer live chats with students, professors, or presidents are also growing in popularity as part of recruitment strategies. Web-based applications for admissions are also increasing.
- Applying to college on line may be the wave of the future, according to findings from "The Survey of College Marketing Programs" conducted by Primary Research Group in New York in April 1999. About 40 percent of the colleges who took part in the survey enable applicants to apply directly at the college's Web site. And of the 60 percent that don't, 51 percent plan to have on line applications within the next year. The survey report also show that 39 percent of colleges produce videos to send to prospective students, 43 percent have a marketing director on staff, and 71 percent conduct direct-mail campaigns where the mean cost was \$24,344 in 1997-98.
- Several public-university systems are using new budget and tuition policies to force campuses to compete more aggressively in the market for students. For example, starting July 1, 1999, the Oregon University System plans to use a new budget model that will allow each of its eight institutions to retain its own tuition revenue, rather than hand it over for system officials to pool for redistribution. Other measures being used include indexing the amount of tuition and tax dollars received to enrollment, and taking enrollment figures into account and offering financial rewards for increases, as part of new performance-based formulas.

Freshman-Year Experience

- To pay attention to the plight of freshmen adjusting to the rigors of college life, some colleges and universities are introducing comprehensive, semester-long courses designed to nurture a sense of community among students and to help them develop academic survival skills. The University of South Carolina's "University 101" freshman year survival course has spawned dozens of similar courses at other campuses and has led to the establishment of the National Resource Center for the Study of The Freshman Year Experience and Students in Transition, which is based at the University of South Carolina. At USC, more than 43,000 students have taken University 101 since the course began in 1972.

Remediation

- Traditional undergraduates are changing in ways that will affect the faculty who teach them. They are not as well prepared to enter college as their predecessors. Faculty complaints are growing about student unpreparedness to do college work. A 1996 national study of the American professoriate's views on academic life found that of the 34,000 faculty surveyed, 61 percent said student were a major source of stress, up from 50 percent in 1989. Only 24 percent said their students were well prepared academically compared to 27 percent in 1989.
- As a result, there is a growing need for remediation. According to a national survey of student affairs officers conducted in 1997, within the last decade nearly three-fourths (73 percent) of all colleges and universities experienced an increase in the proportion of students requiring remedial or developmental education at two-year (81 percent) and four-year (64 percent) colleges. Nearly one-third (32 percent) of all undergraduates report having taken a basic skills or remedial course in reading, writing, or math. In 1995, more than three-fourths of all colleges and universities offered remedial reading, writing, or math courses. Between 1990 and 1995, 39 percent of institutions reported that enrollment in these areas had increased while only 14 percent reported a decrease.

Tuition

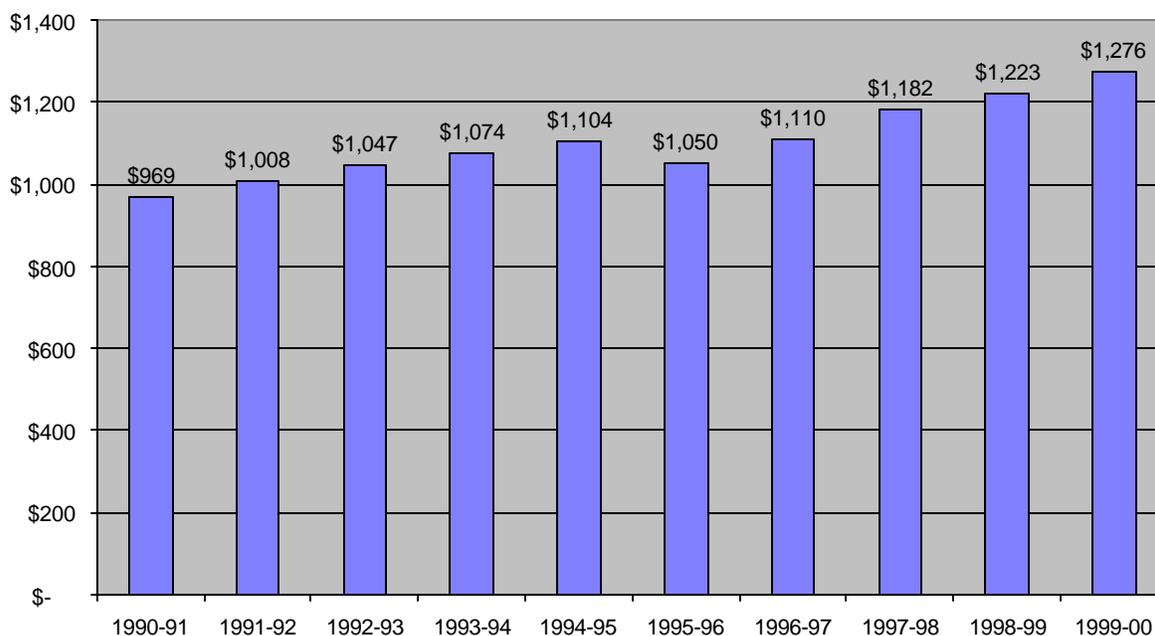
- There is growing concern among legislators, parents, and students about the amount of tuition that higher education is charging students, and this concern is causing college administrators to find new ways of keeping costs in line to reduce the need for tuition increases, and/or to find other sources for funding.
- The cost of a college education across the nation rose by 4 percent in 1998, two and a half times the current rate of inflation, 1.6 percent. Data by the College Board show that in 1998, students were paying an average of \$14,505 at four-year private institutions, up 5 percent, while those at four-year public institutions were paying an average of \$3,243, a 4 percent increase. At two-year private institutions, prices rose 4 percent, to \$7,333 and 4 percent at two-year public institutions, to \$1,633 on average.

- Tuition – both in dollars and in relation to household income – is becoming an increasingly large expense for students and their families. Over the last four years, tuition and mandatory fees for in-state undergraduate students at public four-year institutions increased 13 percent in the Southern region when adjusted for inflation, compared with 15 percent nationally. The median cost of tuition and fees at a four-year college or university in the South in 1997-98 was \$2,210 – 6.9 percent of median household income. The median cost of tuition and fees at two-year colleges was \$1,100 – 3.4 percent of median household income.
- It is no wonder that an observed and growing trend is the increasing number of undergraduates who are working while enrolled in college, to avoid acquiring student loan debt or to lessen the amount that they must borrow. Eight out of 10 students work while pursuing an undergraduate degree. This is one of the many reasons a debate is ongoing about lowering the interest rate on student loans. Lowering the cost of student loans is just one method of helping students to balance work and borrowing.

Tuition at Dalton State College

- The tuition students pay at Dalton State College has risen modestly over the years. In 1989-90, tuition and fees per academic year was \$933 for in-state students. By 1998-99, students were paying \$1,223, an increase of 31 percent. In 1997-98, the state average tuition for two-year public institutions was \$1,153 (\$1,182 for DSC) and \$2,356 for four-year public institutions.

Figure 9
DALTON STATE COLLEGE
TUITION/FEES PER ACADEMIC YEAR, 1990/91-1999/00



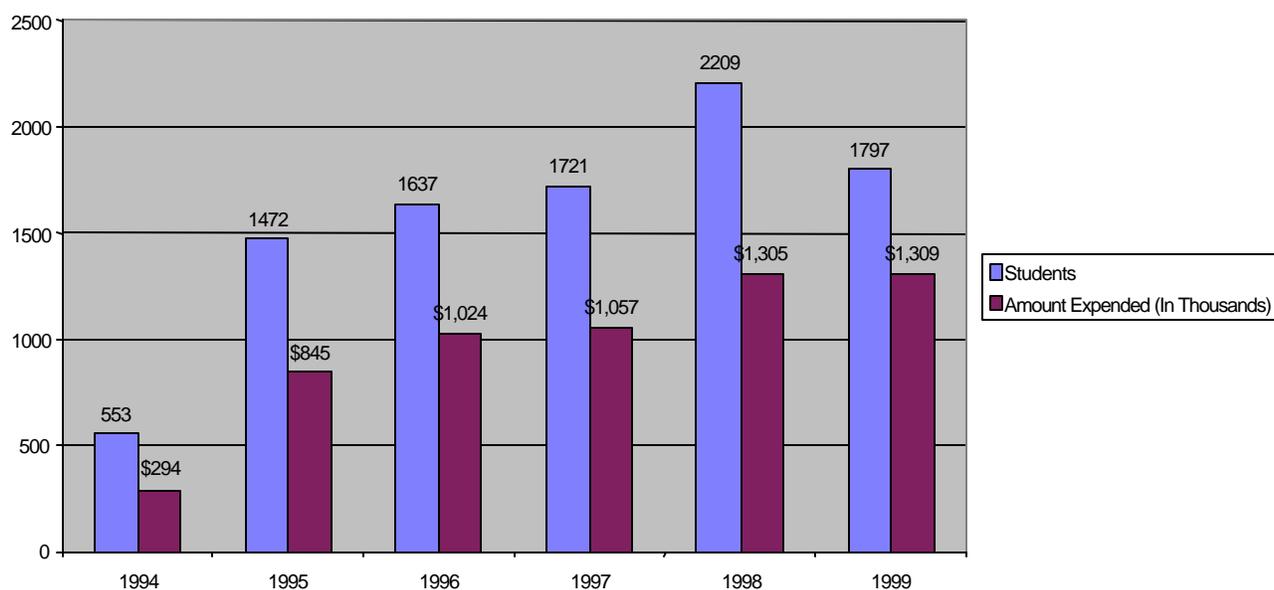
Student Aid

- Current undergraduates are costing their institutions more than their predecessors did. Student aid is growing dramatically on many campuses, as the fastest-growing populations in the country have the lowest incomes and can least afford to attend college. The cost of student services is also rising substantially. More students now come to college more damaged psychologically than in the past, owing to family, sexual, drug, eating, and other disorders. More than three out of five colleges and universities (61 percent) report expanded use of psychological counseling services. The resources to support these activities are coming out of revenues that in the past would have been used to fund academic programs and faculty positions. For the past decade, administrative budget lines have been growing much more quickly than faculty lines.
- A growing number of states are taking an interest in the financial needs of part-time college students, a population that has been ignored by state scholarship and student-aid programs. Proposals across the nation to provide more help to part-time students appear to be gaining political support.

HOPE Scholarship

- The HOPE scholarship has become an increasingly important resource for Dalton State College students. Starting with the class of 2000, HOPE will be awarded to pre-baccalaureate students who have a 3.0 GPA in their core academic classes not including electives like physical education, art and music. The HOPE program for technical students, meanwhile, has become more liberal.

Figure 10
DALTON STATE COLLEGE
THE HOPE SCHOLARSHIP, 1994-1999



International Students

- The number of foreign students attending US colleges and universities is on the rise after four years of stagnation. A study by the Institute for International Education, *Open Doors, 1997-98*, reports an increase of 5.1 percent for the 1997-98 school year, with a total of 481,280 foreign students now studying in the United States. The institute found that foreign enrollment in two-year colleges had jumped 20 percent in the last five years, far outpacing growth in other types of institutions of higher education. Foreign students realize they can use those first two years to learn the English language and get acclimatized to living in the United States, and then they can transfer to a four-year institution.
- As foreign students search for educational opportunities in the United States that match their interests and their budgets, they are turning, in growing numbers, to two-year institutions. Some of those students want intensive, English-language instruction, while others need short-term training in a specialized field. For many more, two-year colleges are the gateway to educational advancement that leads to a four-year institution or a university degree. Two-year colleges enroll twice as many foreign students as they did a decade ago, today accounting for 15 percent of all foreign enrollments in the United States. International students come primarily from Japan, followed by China and South Korea.

Continuing Education

- Long neglected in academe, continuing education centers are increasingly being used by colleges and universities to meet the increasing demand for part-time post-baccalaureate programs. Adult students now account for nearly half of all college enrollments, and many institutions are profiting from the trend. There is a concern that if institutions don't do this, private proprietary programs will come in to fill the need. Institutions now aggressively advertise part-time programs for adult students. They put more emphasis on workforce development, work in tandem with businesses in the community to provide customized training and industry-specific classes, as well as develop noncredit courses in conjunction with companies.

Accountability

- The demand for accountability continues to grow. Under the umbrella of accountability and efficiency, governments are increasingly interested in cutting perceived waste and in balancing budgets. Public colleges and universities are now required to assess and report publicly their performance on a set of indicators as questions of productivity and efficiency are being raised. Because the quality of education will be so much more directly related to the quality of the economy, the public is going to pay a lot more attention to some tangible proof of results and will demand measurable outcomes.
- Accountability for student achievement will continue to be a priority for policy-makers in the Southern region. The advent of "high-stakes" accountability programs throughout the South in the last 10 years proves that elected officials and the public want to see results in student achievement and school improvement.

- The Southern Association for Colleges and Schools continues to give its reaccreditation process a strong institutional effectiveness orientation that stresses the achievement of intended outcomes. The Board of Regents of the University of Georgia has also adopted a policy on outcomes assessment.

Emphasis on Education Outcomes

- As a result of the growing trend toward educational accountability, the focus is moving from teaching (what faculty do in their classrooms) to learning (what students get out of their classes). The emphasis is moving from courses and credits (process) to what students achieve as a result of a college education. In short, as states demand greater accountability from higher education, the burden will increasingly rest on the shoulders of faculty. We should expect growing government regulation of higher education, and to include such matters as faculty workloads and tenure.

Performance Funding

- States continue to determine colleges' and universities' overall funding needs using more traditional means, such as formulas or incremental budgeting, but there is now a growing trend to move toward performance funding. Direct performance funding ties specific sums of money to institutions' achievements on specific indicators. Tennessee has incorporated an element of performance funding for two decades, but the concept only recently has spread to other states, where policies have focused on accountability. In the state of Virginia for example, the state and colleges will now set goals specific to each institution based on past performance, and the schools will be measured against how they improve.
- There is indication that more states will turn to performance-based funding. Data must now be collected to document student outcomes (e.g., retention, graduation) with future funding tied to a college's performance on these key indices. Indeed, a growing number of college presidents agreed in a survey that their funding would be tied to some type of performance indicators in the next three-to-five years. These states had some kind of direct performance funding in 1997-98: Colorado, Connecticut, Illinois, Indiana, Missouri, Ohio, South Dakota and Washington.

Table 12
DIRECT PERFORMANCE FUNDING IN THE SREB STATES

<i>State</i>	<i>In Use</i>	<i>Use Suspended</i>	<i>Under Study</i>
Alabama			X
Arkansas		X	
Florida	X		
Georgia			X
Kentucky		X	
Louisiana			X
Maryland			X
Mississippi			X
South Carolina	X		
Tennessee	X		
Texas	X		
Virginia			X
West Virginia			X

Source: Southern Regional Education Board, Funding Public Higher Education in the 1990s: What's Happened and Where Are We Going?, August 1999

Table 13
MOST WIDELY USED TYPES OF INDICATORS
IN PERFORMANCE FUNDING IN THE UNITED STATES

<i>Indicators</i>	<i>Four-Year Colleges and Universities</i>	<i>Two-Year Colleges</i>
Retention/Graduation Rates	10 states	8 states
Two- to four-year college transfers	6 states	6 states
Faculty Workload	5 states	4 states
Credits at Completion/Time-To-Degree	4 states	4 states
Licensure test scores	4 states	4 states
Workforce training and development	4 states	4 states
Transfer-student graduation rates	4 states	4 states
Job placement	None	8 states

Source: Southern Regional Education Board, Funding Public Higher Education in the 1990s: What's Happened and Where Are We Going?, August 1999

Faculty and Staff

- Faculty are demanding a greater say in the scope of campus administrative operations and are seeking ways to gain a significant voice in decision making.
- The salaries of faculty, staff, and administration have risen in national trends and contributed to the rising cost of higher education. As educational demands shift, institutions of higher education are challenged to find resources to fund these changes.
- Relatively new laws ending mandatory retirement are likely to have a major effect on faculty. They raise large questions about the future of tenure. In the past, colleges and universities could offer faculty permanent appointments, with an understood termination date. Permanent now means lifetime, and people are living longer than in the past. Tenure now means, for all intents and purposes, a thirty-year appointment. In the future, it could mean fifty years. It will also mean that it will be more difficult for institutions to remain vital by continually bringing new blood into the academy, because they will already have on board a relatively young, highly tenured faculty, who will probably remain on staff for extended periods of time. This will present a major issue for college and university boards of trustees.
- The issue of affirmative action will be another pressure on tenure for those campuses and higher education systems that continue to embrace it. The proportion of faculty of color still remains woefully low in American higher education and is even lower among tenured faculty. Increases in the length of tenure will only make this inequity worse.
- About 73 percent of faculty nation-wide are full-time, and the proportion of part-time faculty has been growing in recent years, a result largely of economics. Four part-time faculty are considerably cheaper than one full-time staffer. They are also more flexible. The labor pool for part-time faculty is growing and will expand even more quickly in the future.
- Regardless of whether they are employed by two-year or four-year institutions, more professors are working part time than ever before. In 1970, only 22 percent of the professoriate worked part time. By 1995, that proportion had nearly doubled, to 41 percent. From 1991 to 1995, the number of people who work full time in higher education dropped by 1 percent, while the number of part-timers rose 18 percent. At two-year institutions, 49 percent of the employees worked part time, while at four-year institutions 28 percent did.

Curriculum Pressures

- Higher education has increasingly being popularized in the widely held view that college graduates cannot write well or think critically. These criticisms have led to perception of diminished quality among college graduates or that graduates are increasingly unable to jump directly into the workplace.

- Colleges are being asked to adapt to what is taking place in a world where global competition holds the key to success. If colleges and university graduates are not able to converse in the languages and cultures of a global economy or marketplace, or if they lack the skills to function effectively in it, the U.S. economy and society will find other sources of talent.
- The internationalization of the curriculum continues to grow. The growing ease of international communications, travel and trade together with global interdependence in the economy, the environment and human rights have necessitated curricula programs that are international in scope. Familiarity with a foreign language and a basic understanding of other cultures are increasingly becoming required job skills for college graduates. Internationalization of collegiate programs and curricula will have an important factor in improving undergraduate education in the University System of Georgia
- Sixty-nine percent of American voters support courses and campus activities that teach students about cultural diversity. The poll, conducted in 1998 and sponsored by the Ford Foundation, found that many Americans “believe diversity is tremendously beneficial to students.” Diversity education was defined as “formal coursework and campus activities aimed at teaching the differences among people in terms of culture and background.”
- Research studies have suggested that the old model of knowledge transmission is not as effective in the modern classroom as are learning facilitation models in which students interact with the knowledge with which they are presented. Today the emphasis is changing to the production of ideas and information, aided by rapidly changing technology. Indeed, the use of computers across campuses is multiplying faster than known before.

4. Social

Educational Attainment

- Like many other parts of the state, Northwest Georgia is characterized by lower educational attainment rates. High school and college graduation rates are below state and national averages. On the whole, Georgia ranks 48th among the states in participation in higher education. Related to this is the high dropout rate from high schools in the state. As many as half of all high school students in the college's target area high schools drop out of school before they graduate.
- While high school dropout rates remain high throughout the college's service area, the number of students projected to graduate from high school over the next ten years or so will grow.
- It has been observed that with the area's economy having been driven by manufacturing, thus providing a relatively steady supply of unskilled jobs, the Northwest region has, until recently, never been dependent upon formal education for its livelihood. Now, with the arrival of technology in textile manufacturing, that picture is beginning to change rather dramatically.

Table 14
EDUCATIONAL ATTAINMENT RATES
PERSONS 25 YEARS AND OVER, 1990 CENSUS

<i>County</i>	<i>Less Than 9th Grade</i>	<i>NOT Completing High School</i>	<i>High School Graduate</i>	<i>Bachelor's Degree or Higher</i>
Catoosa	14.3%	36.2%	34.1%	8.1%
Gordon	18.8%	41.6%	33.1%	9.2%
Murray	23.5%	47.9%	31.2%	5.5%
Walker	19.4%	41.7%	33.3%	8.4%
Whitfield	19.6%	40.2%	28.2%	12.0%
Georgia	12.0%	29.1%	29.6%	19.3%
USA	N/A	24.8%	30.0%	20.3%

Source: The Georgia County Guide, 1998; Statistical Abstract of the United State, 1997

Table 15
DROPOUT RATES IN SELECTED HIGH SCHOOLS
DALTON STATE COLLEGE SERVICE AREA

<i>High School</i>	<i>1994-95</i>	<i>1995-96</i>	<i>1996-1997</i>
Lakeview-Ft. Oglethorpe Comp H.S.	35%	36%	37%
Ringgold H.S.	37%	36%	35%
Gordon Central H.S.	43%	49%	N/A
Murray County H.S.	N/A	47%	47%
Gordon Lee H.S.	45%	43%	47%
LaFayette H.S.	45%	43%	47%
Ridgeland H.S.	45%	43%	47%
Dalton H.S.	30%	34%	35%
Northwest H.S.	40%	42%	39%
Southeast H.S.	42%	45%	43%
Georgia	10%	N/A	N/A
US	9%	N/A	N/A

Source: High School Self Reports, 1997; 1995-96 Georgia Public Education Report Card

- These conditions do not lend themselves to postsecondary enrollment. Postsecondary enrollment rates in the region are distressing. In 1995, only 1 in 3 high school graduates in the college's area enrolled in postsecondary education; by 1996 only 1 in 4 were enrolling.

Table 16
POSTSECONDARY ENROLLMENT (PSE) RATES
DALTON STATE COLLEGE COUNTY AREA SCHOOLS

<i>County School</i>	<i>1993-94 PSE Enrollment</i>	<i>1994-95 PSE Enrollment</i>	<i>1995-96 PSE Enrollment</i>	<i>1996-97 PSE Enrollment</i>
Catoosa	28%	32%	24%	N/A
Gordon	27%	34%	20%	34%
Murray	30%	33%	31%	N/A
Walker	37%	27%	18%	N/A
Whitfield	31%	34%	29%	N/A
Average	31%	32%	24%	-

Source: 1995-96 Georgia Public Education Report Card; County School Boards Self-Report, 1997

Educational Attainment Rate of Hispanic Population

- Dramatic demographic shifts involving Hispanic populations is leading to discussions about the low educational rate of the Latino population. According to the Department of Education, nearly a third of young Hispanic adults were high school dropouts in 1995, a rate that has held steady for more than 20 years. By contrast, the dropout rate for African Americans ages 16 to 24 has fallen and is approaching the rate for whites.
- The lack of educational attainment of the Latino population is further indicated by the following figures. Nearly 12 percent of the nation's Latinos do not complete fifth grade, 43 percent did not finish high school in 1992, and fewer than 10 percent have completed a bachelor's or higher degree. Less than 20 percent of Hispanic children enter school with any pre-kindergarten experience, and National Assessment of Educational Progress data indicate that the educational achievement of Latino students begins to fall behind that of White students in elementary school and continues throughout high school. By their senior year in high school, 73 percent of Latinos have been enrolled in academic tracks that make their college entrance impossible. The low educational attainment of Latinos continues to limit occupational opportunities due to the rapidly changing marketplace and expanding technologies that call for a more highly skilled and educated workforce.
- In 1996, Latinos in Georgia graduated at a 57.5 percent rate, compared with 82.3 for Whites and 75.3 for Blacks. College enrollment was 35 percent for Latinos, 44 percent for Whites, 35.9 percent for Blacks. For Latinos, not much has changed over the past 20 years.
- Currently, about 47,500 of Georgia's adult Hispanics have less than a fifth grade education. It is projected that of the nearly 10,000 Hispanic children who enrolled in kindergarten in 1998, about 2,200 will graduate from high school and about 300 will earn a bachelor's degree. The state's overall high school graduation rate is 68 percent, but only 50.4 percent for Hispanics. In 1999, 3,658 Hispanic students were enrolled in the University System of Georgia – a paltry 1.9 percent of total enrollment
- Connected to the rapid growth of the Hispanic population are limited economic opportunities, with 27 percent of Latino families in 1991 earning incomes below the poverty line as compared to less than 10 percent of non-Latino families, and with 39 percent of Latino children living in poverty.

Poverty

- Even though there are pockets of wealth in area, the Dalton and surrounding counties are marked by extreme poverty. As many as 45 percent of students in the College's target county schools are impoverished enough to qualify for free or reduced cost lunch High poverty rates.

Table 17
NUMBER AND PERCENTAGE OF TARGET SCHOOL STUDENTS
QUALIFYING FOR FREE OR REDUCED COST SCHOOL LUNCH

<i>School District</i>	<i>Number of Qualified Students</i>	<i>Percent of Qualified Students</i>
Catoosa County Schools	2,548	30%
Dalton City Schools	1,844	42%
Gordon County Schools	1,798	33%
Murray County Schools	3,111	45%
Whitfield County Schools	3,344	32%
Walker County Schools	3,658	42%
Total and Average	16,303	37%

Source: 1995-1996 Georgia Public Education Report Card; Murray County School System, 1997

Trends in Family Structures

- Families of the twenty-first century will encounter many stresses and will increasingly turn to the community and the educational system for support.
- Fewer families will consist of breadwinner husband, homemaker wife, and two children.
- There will be more multi-families. The legal definitions of “family” will change and have an impact on schools and colleges.
- Both partners in most units (married and unmarried) will work.
- The number of single-parent families continues to grow in size and importance.
- The number of people below the poverty line is not improving.

5. Technology

- Technology has radically transformed the field of higher education so much so that the University System of Georgia strongly believes in the need to accelerate the use of technology throughout the system by encouraging and empowering all of its elements to do so. The University System is committed and prepared to use technology as a central element of teaching, learning, student services, public service, research, and institutional management.
- The continuous improvements in technology mean that technology-based education delivery will become the way of the future. Rapidly developing technology offers virtually unlimited possibilities for higher education. The teaching-learning process is being transformed, as are such academic support services as libraries.
- While the predominant mode of distance delivery remains two-way interactive video, Internet-based courses are on the rise. Many students find that taking courses online offers great convenience and flexibility. Institutions find that putting courses online requires a much smaller capital investment in equipment and airtime than two-way video. Some institutions have been surprised to learn that the audience for online courses consists not only of working adults but also of their own campus-based students.
- The use of e-mail and the World Wide Web is also changing the way colleges deliver and offer courses. E-mail is now used in almost a third of college courses according to a 1997 report by the Campus Computing Project. The rise is most pronounced at universities, both public and private. About 60 percent of courses at private universities and 48 percent of courses at public universities take advantage of e-mail. The use of the World Wide Web is also becoming more common in course work. More than 14 percent of courses at all institutions put class materials, such as syllabi, on Web pages, and more than 24 percent use other Web resources, such as online encyclopedias and Web sites. User support, however, continues to be the No. 1 problem facing campus-computing administrators. The report also says the proportion of campuses requiring students to exhibit competence in using computers has risen to two out of every five. Indeed, the requirements for students to demonstrate competence with computers are becoming common across campuses.
- Electronic delivery systems will bring new providers to the marketplace from the private sector in direct competition with college and universities. Traditional institutions are by no means the only players in the new global market for postsecondary education. Corporate universities run by such giants as Disney and Motorola, as well as universities that specialize in distance education and in meeting the needs of traditional students (e.g., The University of Phoenix) are growing and thriving. Internationally based providers include the United Kingdom's Open University, with more than 100,000 graduates since 1969, and Athabasca University in Canada, with a student population of 12,500. In the United States, fully accredited degree-granting institutions include the University of Phoenix, Walden University, and the National Technological University

- The “digital revolution” may well be the most profound force ever to affect college and universities. It is changing fundamentally how institutions conduct business and how workers communicate. Ultimately, it will change how faculty teach and students learn. A report from Educom’s National Learning Infrastructure Initiative, *The Public Policy Implications of a Global Learning Infrastructure*, sets out several possibilities for the “digital future” of higher education. Among the changes it predicts are the following:
 - ✓ ‘Unbundling’ of the instructional process.’ Technology enables the separation of instruction from assessment, teaching from degree granting, and content development from content delivery. For example, the new Western Governors University will assess and credential students who may have received their instruction elsewhere.
 - ✓ Expansion of learning opportunities. Distance-learning technologies such as the Internet, cable, and satellite-based systems enable learners to access education whenever and wherever they wish
 - ✓ Lowering of entry barriers to the higher education marketplace. New commercial and nonprofit educational providers can create learning materials that students may chose based on quality, convenience, and price rather than geography.

Distance Education

- In the past two years, American higher education’s interest in distance education has exploded. According to a 1997 report by the National Center for Education Statistics (NCES), about 75 percent of all higher education institutions planned to offer at least some courses by distance education in the near future. Among institutions that were offering distance-education courses at the time of the survey (fall 1995), the top two goals mentioned were increasing student access by making courses available at convenient locations, and increasing the institution’s access to new student audiences. The greatest barriers keeping institutions from starting or expanding distance-education offerings were (1) program development costs, (2) equipment failures and/or the cost of maintaining equipment, and (3) a limited technological infrastructure to support distance education
- Despite the barriers, almost every post-secondary institution in the nation is getting into the distance-learning business. Several of the nation’s most prestigious schools (Cornell, Duke, Stanford, Rice, and Columbia universities, for example) are developing niche-oriented programs that focus on specialized degrees and professional schools. The University System of Georgia is preparing to go live in the 2000-2001 year with six eCore courses, part of a collaborative online delivery program known as GLOBE (Georgia Learning Online for Business and Education).

- By some estimates, 100 new college courses go online each month. The U.S. Department of Education reports that some 26,000 online courses now teach roughly 750,000 students everything from general equivalency diploma classes to law school. According to the department, in fall 1998, distance education courses were offered at 90 percent of institutions with enrollments of more than 10,000 students, and at 85 percent of institutions with enrollments of 3,000 to 10,000 students.
- Distance learning reached a momentous milestone early in 1999 when a college with no campus gained approval of the mainstream higher education community. With little fanfare and barely a notice by most, the North Central Association of Colleges and Schools granted accreditation to Jones International University, a for-profit venture based in Denver. It became the first entirely virtual school to achieve such a status. True to predictions made by proponents during distance learning's beginnings, the college's students are scattered to the four corners and can take classes during any of the 24 hours in a day with no concerns about course schedules, instructors' office hours and distance to campus. Indeed, supporters tout distance learning as one of the best ways to throw open the doors of access to the nation's poor, minority and rural students, who often face insurmountable barriers when it comes to trying to obtain a college degree.

ENVIRONMENTAL ANALYSIS: IMPLICATIONS FOR DALTON STATE COLLEGE

Academic Preparation

- The college may need to join forces with local schools, teachers, social service agencies, parents and students to try to get middle- and high-school students prepared for college. The low participation of students in postsecondary education means some form of intervention may be needed to get students interested in postsecondary education. This is crucial in light of the new admission standards that will raise the bar for admissions to Georgia's colleges and universities. The college will have a lot to lose unless it gets involved more with area public schools to help prepare students academically for college.
- There may be the need to develop tech-prep programs that closely coordinate services and curricula with local high schools, especially in academic preparatory programs. The College's PREP and tutorial programs may have to be increased.

Academic Support

- The real need in student support services may not be social, but academic and career related. DSC may need to greatly expand its network of academic advising, counseling and referral services and make maximum use of technology to do so.

Accountability

- With the strong calls for accountability and a continuing desire to analyze retention and success rates comes the need for sophisticated data collection and analysis systems. Obtaining, documenting and maintaining quality information systems for accountability purposes will become increasingly important as accrediting agencies are increasingly demanding that institutional effectiveness data systems be implemented before granting accreditation or reaccreditation. Legislatures and accrediting agencies will continue to seek greater accountability from colleges, and DSC must be prepared to meet and satisfy this requirement.

Admissions/Enrollments

- Assuming the economy remains strong and unemployment stays low, enrollment will likely not grow dramatically. However, the College can be responsive by targeting programs for working adults and students through evening/weekend and online courses. Notwithstanding a flattening/modest growth of enrollment growth, demand will likely exceed the supply of spaces in some popular programs.

- The college may have to be more aggressive in recruiting students given competition from area technical colleges as well institutions offering courses and programs online. It may need to employ some of the marketing strategies being used by many colleges today to increase its enrollment pool. Continued growth in student enrollment is important for the College's financial health. Declining enrollments could mean less funding to the College and affect its ability to offer quality programs.
- To attract more students and increase enrollment, the College may need to communicate the belief that college is necessary for success and promote the advantages of higher education through campus visits, radio and TV ads, publications and local school visits.
- The College may need to plan and put some infrastructures in place to recruit and accommodate foreign students. Foreign students remain an untapped market for the College, especially now that it has ESL and baccalaureate programming on campus. Foreign students can boost overall enrollment.

Changing Technologies

- The College should expect demand from students for technologically based instruction. New technology can offer students significant learning opportunities, but only if their professors know how to use it effectively. It follows that Dalton State College must develop a strong administrative support base that will provide faculty incentives and training for using state-of-the-art instructional and information technologies
- Funding will be needed to maintain technological currency (e.g., equipment, staff). The College will be hard pressed to keep its faculty and staff up to speed because of students' demand for more sophisticated options, employers demanding graduates highly trained in new technology, and faculty's interest in applying new teaching and learning tools.
- The College will need to have a comprehensive, technology master plan to reap technology's many benefits. Indeed, a 1998 survey of colleges found that most lack information technology (IT) planning, although technology has become a pervasive part of the campus environment and college experience.

Continuing Education

- As a result of the changing job market, most workers will experience significant job changes four or five times during their working lives. There will be continued demand for career training and specialized post-secondary programs. This may create opportunities for employee reeducation and retraining through continuing education programs. More courses may have to be offered and scheduled to better meet the busy lives of participants. This will provide DSC's Continuing Education Center an opportunity to develop specific learning packages customized to employers' needs and deliver these packages to employees anywhere, anytime.

Curriculum/Education Programs

- Emphasis on part-time study opportunities and new educational technologies will increase the need for revisions to the college curriculum and programs. The college may have to adjust its program mix as a result of new demands and a decline in demand for some programs. There will be a need to offer extensive continuing education and/or technical programs.
- Hispanic students with limited English language skills will require transitional programming as well as programs and services which are responsive to their culture and needs. The need for academic upgrading and related programs such as ESL and special literacy programs will increase.
- Foreign language and cross-cultural and multicultural education may need to be incorporated into the curriculum at Dalton State College. As the United States becomes more ethnically diverse and our economy increasingly international, there may be pressure to make some aspects of the DSC curricula more global and cross-cultural. The college may use its study abroad programs to achieve some of these educational goals.
- Technological literacy and computer skills will be necessary for all Dalton State College graduates since high technology will be part of almost all jobs.
- The degree to which the College can expand its bachelor's degree programs into areas of high demand may be the most significant factor influencing enrollment growth.

Demographic Shifts

- DSC may draw more students from non-traditional sources, and retraining and older students will receive increasing attention. An increasingly mature student body may mean change in student assistance and support (for example, day care). There may be high demand in some programs, e.g., upgrading, skill retraining, ESL, technology based programs.
- Part-time students are often more interested in career-oriented programs than their younger, full-time counterparts. DSC may need to tailor program demands to attract and meet the needs of part-time students. As well, the College's facilities and services such as libraries and student advising may be overtaxed given that it takes several part-time students to equal one full-time student.
- The number of Hispanic high school graduates will increase markedly in the Dalton Public Schools, but to a lesser degree in other area school systems.
- The post-secondary participation rate in Northwest Georgia will not increase without an aggressive, long-term effort involving PREP-type programs and active support from business and community leadership.

Distance Education

- Electronic delivery systems will bring new providers to the marketplace from the private sector in direct competition with college and universities. Colleges that can reach their target audiences in new and innovative ways, incorporating the use of new technologies, will be most successful in increasing their market share of adult and continuing education students. DSC may have to get into the distance education business or risk losing students to other providers of distance education.
- In this effort, the college may have to provide instructional technology tools, applications, and design support to ensure that every faculty member receives support and training services in the development of instructional materials for distance education. There may be some budgetary implications to this effort.
- The college may thus need to take into account the fiscal implications of electronic distance learning, and some faculty skepticism and resistance to innovation and fear of change. Some faculty members may detect administration enthusiasm for cost cutting at the expense of traditional educational roles.

Fiscal

- The College may have to respond to state fiscal restraint by securing alternative revenue sources such as donations and grants. Continuing state fiscal constraints may lead to requests for tuition fee hikes or cut expenditures elsewhere to make up for shortfall.
- Resource reallocation, rather than new funds may have to be relied upon to maintain and improve education quality on campus.
- Tuition and other fees may need to play a larger role.
- The need to contain the cost pressures of faculty and staff salaries and rapid technological change will present a growing fiscal management challenge to the College.

Hispanic Students

- The College may need to develop some targeting and recruiting efforts, including direct advertising to the Hispanic community to get Latino students and their parents interested in college. The need to serve the area's Hispanics is urgent. There may need to be more emphasis on ESL for non-English speakers and perhaps special admission requirements for students with poor English language skills. As an added attraction, the college may consider offering English-language courses about Hispanic culture and language.
- The College's Center for Continuing Education may have a role to play as it takes on a greater role at workforce development and bilingual and international business programs that will serve the community.

Student Financial Aid

- The increasing burden on students to take student loans instead of student grants to finance their education would mean that the college will have to increase its scholarship funds to help students, especially to poorer students.

THE INSTITUTIONAL STRATEGIC PLAN

We have met the enemy and they are ours: two ships, two brigs, one schooner and one sloop.

Oliver Hazard Perry, 1813

MISSION AND CORE PURPOSES

Dalton State College serves Northwest Georgia by offering associate, certificate, and targeted baccalaureate programs of study and a wide variety of public service and continuing education activities. Located at the center of the greatest concentration of carpet production in the world, the College is a comprehensive institution, one of only two in the University System authorized to offer a full range of technical programs in addition to the traditional pre-baccalaureate curricula and targeted baccalaureate offerings which meet workforce development needs of the Northwest Georgia area. Through direct and technological collaboration with neighboring technical institutes and other colleges and universities on the one hand, and outreach and cooperation with local preschool, primary, and secondary systems on the other, Dalton State College acts as an educational broker to meet the needs of business and industry and to provide opportunities for all persons within its service area to live self-fulfilling and productive lives.

Dalton State College shares with the other state colleges of the University System of Georgia the following core characteristics or purposes:

- a commitment to excellence and responsiveness within a scope of influence defined by the needs of the local area and by particularly outstanding programs and distinctive characteristics that have a magnet effect throughout the region or state;
- a commitment to a teaching/learning environment, both inside and outside the classroom, that sustains instructional excellence, functions to provide University System access for a diverse student body, and promotes high levels of student learning;
- a high quality general education program that supports a variety of well-chosen associate programs and prepares students for transfer to baccalaureate programs, learning support programs designed to insure access and opportunity for a diverse student body, and a limited number of certificate and other career programs to complement neighboring technical institute programs;
- a limited number of baccalaureate programs designed to meet the economic development needs of the local area;
- a commitment to public service, continuing education, technical assistance, and economic development activities that address the needs, improve the quality of life, and raise the economic level within the college's scope of influence;
- a commitment to scholarship and creative work to enhance instructional effectiveness and to encourage faculty scholarly pursuits; and a responsibility to address local needs through applied scholarship, especially in areas directly related to targeted baccalaureate degree programs;

- a supportive campus climate, necessary services, and leadership and development opportunities, all to educate the whole person and 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;
- collaborative relationships with other System institutions, State agencies, local schools, technical institutes, and business and industry, sharing physical, human, information, and other resources to expand and enhance programs and services available to the citizens of Georgia.

In all that it does, Dalton State College strives for the highest possible standards of quality and excellence and systematically assesses and evaluates its effectiveness. Especially in its combination of associate level studies in the liberal arts and targeted baccalaureate degrees with a large complement of career programs in health-related, business, and technical fields; in the quality of its preparation of students for work or further study; and in its role as a broad-based information resource for the people of Northwest Georgia, the College seeks to build upon its strengths and to justify recognition as one of the most academically respected, student-oriented, and community-centered institutions of its kind.

STRATEGIC PLANNING COMMITTEE

The Strategic Planning Committee at Dalton State College exists to foster the implementation and refinement of strategic planning and assessment processes throughout the institution. The general objectives of these efforts are (1) to effect a broad-based program to assist in establishing future directions for the college which are responsive to the needs of the service area, and (2) to effect a program of continuous improvement which will document the College's progress in meeting its goals and objectives. Since planning and assessment are interwoven, complementary functions, the Strategic Planning Committee oversees the development of both efforts and their various manifestations.

The Strategic Planning Committee is comprised of the Administrative Council, the Academic Council, the Student Affairs Council (except for the student senators normally appointed to the Student Affairs Council), one faculty representative from each of the College's standing committees, and two representatives from the Dalton State College Foundation. The Director of Institutional Research and Planning serves as an ex officio member of the committee.

The responsibilities of the Strategic Planning Committee are as follows:

1. *Committee of the Whole*

- Strategic Plan Development

2. *Institutional Effectiveness Subcommittee*

- Implementation of Assessment Measures
- Evaluation of Assessment Efforts

3. *Budgeting and Planning Subcommittee*

- Prioritization of New Budget Requests supported by Strategic Plan
- Prioritization of Internal Reallocations as requested

4. *Academic Program Review Subcommittee*

- Implementation of Program Review Cycle
- Evaluation of Review Process

5. *Institutional Research Subcommittee*

- Liaison to Director of Institutional Research and Planning
- Evaluation of Institutional Research and Planning Function

STRATEGIC PLANNING COMMITTEE MEMBERS

As of fall 2000, the members of the Strategic Planning Committee are:

1. Dr. James Adams, *Associate Professor of Biology*
2. Ms. Elizabeth Bagley, *Director of the Derrell C. Roberts Library*
3. Mr. Terry Bailey, *Acting Director of the Office of Computing and Information Services*
4. Dr. John Black, *Vice President for Academic Affairs*
5. Dr. Charley Bowen, *Vice President for Student Affairs*
6. Mr. James Brown, *Dalton State College Foundation*
7. Mr. Garrett Burgner, *Director of Student Activities*
8. Dr. James Burran, *President and Committee Chair*
9. Ms. Amanda Burt, *Director of Institutional Advancement*
10. Dr. Henry Codjoe, *Director of Institutional Research and Planning*
11. Dr. Judy Cornett, *Assistant Professor of History*
12. Dr. Don Davis, *Assistant Professor of Sociology*
13. Dr. Kevin Doheny, *Assistant Professor of Mathematics*
14. Dr. Dick Edwards, *Chair, Division of Business and Technology*
15. Ms. Debbie Gilbert, *Assistant Professor of Secretarial Science*
16. Mr. Tommy Godbee, *Vice President for Fiscal Affairs*
17. Ms. Sylvia Graves, *Director of Student Financial Aid*
18. Ms. Cheryl Grayson, *Chair, Department of Health, Physical Education, and Recreation*
19. Dr. Kent Harrelson, *Assistant Professor of English*
20. Dr. Jim Head, *Chair, Division of Natural Sciences and Mathematics*
21. Mr. John Hebestreet, *Assistant Professor of Speech*
22. Dr. Mike Hoff, *Professor of Psychology*
23. Dr. John Hutcheson, *Chair, Division of Social Sciences*
24. Ms. Jodi Johnson, *Vice President for Enrollment Services*
25. Ms. Linda LaChapelle, *Assistant Professor of Secretarial Science*
26. Dr. Barbara Murray, *Assistant Professor of English*
27. Dr. Lee Ann Nimmons, *Assistant Professor of Mathematics*
28. Dr. Vince Postell, *Associate Professor of Mathematics and Coordinator of Developmental Studies*
29. Dr. Norm Presse, *Associate Professor of Psychology*
30. Ms. Laura Rose, *Assistant Professor of Accounting*
31. Ms. Della Sampson, *Assistant Professor of Economics*
32. Dr. David Sargent, *Director of the Center for Continuing Education*
33. Ms. Doris Shoemaker, *Associate Professor of Medical Technology*
34. Mr. Kelson Smith, *Instructor in Electronics Technology*
35. Ms. Trudy Swilling, *Chair, Division of Nursing*
36. Ms. Jane Taylor, *Director of Public Relations*
37. Dr. Tom Sommer, *Chair, Division of Technical Education*
38. Ms. Carol Treible, *Director of the Academic and Career Enhancement Center*
39. Mr. Ryan Vaughn, *Student Government Association*
40. Ms. Gail Ward, *Assistant Professor of Nursing*
41. Dr. Bob Weathersby, *Chair, Division of the Humanities*

STRATEGIC PLANNING SUBCOMMITTEES AND MEMBERS

The various subcommittees of the Strategic Planning Committee for the 2000-2003 planning period are as follows:

1. *Institutional Effectiveness*

- ✓ Ms. Laura Rose (Chair)
- ✓ Dr. John Hutcheson
- ✓ Dr. Carolyn Jensen
- ✓ Dr. Vince Postell
- ✓ Dr. Lee Ann Nimmons
- ✓ Mr. Kelson Smith
- ✓ Dr. Norm Presse

2. *Budgeting and Planning*

- ✓ Dr. James Burran (Chair)
- ✓ Ms. Jodi Johnson
- ✓ Dr. John Black
- ✓ Dr. Charley Bowen
- ✓ Mr. Tommy Godbee
- ✓ Dr. Henry Codjoe

3. *Academic Program Review*

- ✓ Ms. Gail Ward (Chair)
- ✓ Dr. Kent Harrelson
- ✓ Dr. David Sargent
- ✓ Ms. Trudy Swilling
- ✓ Ms. Doris Shoemaker
- ✓ Dr. Kevin Doheny
- ✓ Dr. Judy Cornett

4. *Institutional Research*

- ✓ Dr. Dick Edwards (Chair)
- ✓ Mr. Greg Malone
- ✓ Ms. Gail Ward
- ✓ Ms. Laura Rose
- ✓ Dr. John Black – ex officio
- ✓ Dr. Henry Codjoe – ex officio

PLANNING UNITS

The College's planning units are comprised of the following divisions and departments. The division and department heads direct the planning activities for their units.

1. Academic & Career Enhancement Center (Director)
2. Academic Affairs (Vice President)
3. Adult Literacy (Director)
4. Business & Technology (Chair)
5. Computing & Information Services (Director)
6. Continuing Education (Director)
7. Derrell C. Roberts Library (Director)
8. Developmental Studies (Coordinator)
9. Enrollment Services (Vice President)
10. Financial Aid & Veterans Services (Director)
11. Fiscal Affairs (Vice President)
12. Health, Physical Education & Recreation (Chair)
13. Humanities (Chair)
14. Institutional Advancement (Director)
15. Institutional Research & Planning (Director)
16. Natural Sciences & Mathematics (Chair)
17. Nursing (Chair)
18. President
19. Public Relations (Director)
20. Social Science (Chair)
21. Student Activities (Director)
22. Student Affairs (Vice President)
23. Technical Education (Chair)

PLANNING ASSUMPTIONS

The following planning assumptions were adopted by the Strategic Planning Committee and approved by the faculty to guide the College's 2000-2003 Strategic Plan. These assumptions were influenced in part by the College's Environmental Analysis Report.

1. The quantity and quality of technology will become increasingly important to the successful operation of the College and its programs.
2. The College's service area will continue to be economically dependent upon the carpet and related industries.
3. Northwest Georgia's population will continue to grow, although the growth will be uneven:
 - Geographically, the growth will occur along the I-75 corridor, along the northern fringes of metro Atlanta, and along the southern fringes of Chattanooga.
 - Demographically, much of the growth will occur among the population over 35 years of age, and within the Hispanic population.
 - The service area will produce increasing numbers of high school graduates.
4. The technical institutes/colleges in Walker, Gordon, and Pickens counties will increasingly compete for students and duplication of programs will be evident.
5. The College will become a more visible resource for the service area.
6. The high school dropout rate in Northwest Georgia will continue to be higher than the state average, and the need for adult literacy programming will continue.
7. The number of academically underprepared students enrolling at Dalton State College will continue to grow as a percentage of the student body. This will have an impact on College resources and its ability to retain students.
8. The College's student population will continue to grow older and will increasingly enroll on a part-time basis.
9. The College's service area will continue to demonstrate a greater need for baccalaureate-level programming in certain areas and will fuel Dalton State College's growth. The College's growth will be largely dependent upon the extent to which the baccalaureate programs are expanded.
10. The College will become a receiving institution for students from area technical institutes/two-year colleges.

11. The College will need to continue to find ways to serve area business and industry through its credit and non-credit programs.
12. Funding for the Technical Division from the State Department of Technical and Adult Education (DTAE) will not increase.
13. The College will need to more aggressively pursue federal and other external funding sources.
14. The degree to which the College can adequately demonstrate effective planning, budgeting, and assessment linkages will have a direct bearing on future funding growth.
15. Collaboration with K-12, DTAE, and System institutions will become increasingly important.
16. The College, and the University System, will continue to be sensitive to political pressures.
17. The student population at Dalton State College will continue to become more “consumer-oriented.”
18. There will be a greater need to provide co-curricular and extra-curricular programs for the College’s students.
19. Attracting and retaining well-qualified faculty and staff will continue to be of critical importance.
20. The College will need to pursue additional facilities to accommodate anticipated growth, in concert with the master facilities plan of 1998.
21. The College will continue to provide quality accommodations and services to those identified in the Americans with Disabilities Act.
22. The College’s off-campus offerings, evening program, and online course delivery will become increasingly important. The College will face competition from public and private proprietors for delivery of online courses.
23. The College will need to monitor the impact on enrollment of the University System of Georgia’s new admission standards.
24. A strong local economy, dependent on the carpet industry, will likely affect enrollment growth; the College will need to be aggressive in attracting students.
25. The College Foundation and the Alumni Association will take on increasingly important roles.
26. The College will continue to be influenced by University System policy initiatives.

CORE PURPOSES, STRATEGIC INITIATIVES, AND GOALS

At the end of its deliberations in the spring of 2000, the Strategic Planning Committee and the College community adopted 39 strategic initiatives and 102 goals for implementation during the 2000-2003 planning period. The strategic initiatives and goals are organized around the College's 10 core purposes. What follows is a summary and description of the core purposes, strategic initiatives, and goals. The core purposes are in the bold print, followed by the strategic initiatives which are assigned three digit code numbers in increments of ten beginning at 010, and the goals assigned by four digit code numbers and also in increments of ten beginning at 0010.

1. A Commitment to Excellence and Responsiveness Within a Scope of Influence Defined by the Needs of the Local Area and by Particularly Outstanding Programs and Distinctive Characteristics that Have a Magnet Effect throughout the Region or State.

010 The College will broaden the scope and implementation of its programs and services to Northwest Georgia.

0010 Conduct targeted surveys of agencies, organizations, community groups (e.g., Hispanic population), and business organizations to determine the need and scope of programs that should be added to the College's offerings.

0020 Broaden and expand the English as a Second Language program to attract and to prepare non-English native speakers for success in DSC college programs.

020 The College will increase its public visibility as a "broker of educational services," pulling together resources to meet the needs of the service area.

0030 Expand advertising and publication materials of the College and its programs through television, radio, video, billboards, movies, Internet, and Web media to reach all service areas as a means of increasing student enrollment.

0040 Develop a revised marketing plan for the College based on the 1999 Stamats Consultants' report as a means of increasing student enrollment in College programs.

030 The College will increase support from alumni through development of an active alumni association.

0050 Increase percent of alumni who are active donors to support faculty and student scholarship and program activities.

- 0060 Expand the alumni database significantly each year to assist with fundraising activities and other College special events that will advance the College's image and position in the community.
- 0070 Establish a regular alumni newsletter to communicate College events in order to increase knowledge of and interest in Dalton State College.

2. A Commitment to a Teaching/Learning Environment, Both Inside and Outside the Classroom, that Sustains Instructional Excellence, Functions to Provide University System Access for a Diverse Student Body, and Promotes High Levels of Student Learning.

- 040 *The College will continue to place a high priority on recruiting faculty who are the most qualified in their academic fields.*
- 0080 Create additional endowed chair positions to attract and to retain outstanding faculty to support the expansion and quality of the College's academic programs.
- 0090 Conduct more aggressive faculty recruitment and searches through the use of a more rigorous screening process to develop and to sustain a faculty of the highest quality and excellence in teaching.
- 050 *The College will facilitate its faculty, staff, and students in gaining international experience.*
- 0100 Establish a faculty-exchange program with a foreign institution to provide international experience for faculty as well as further the University System's goal of internationalizing the curriculum.
- 0110 Increase the number of faculty in the Study Abroad program by offering more financial resources to enable them to gain international experience and to enhance faculty development in international teaching and research.
- 0120 Publicize and enhance visibility of Study Abroad programs to increase student participation.
- 0130 Enlarge the amount of scholarships and stipends for student travel overseas in order to broaden the educational experiences of DSC students.
- 0140 Increase the enrollment of international students to broaden and to promote cultural diversity and enrichment in the College's student body.

- 060 *The College will place more emphasis on internationalizing the curriculum.*
- 0150 Expand the number of courses with an international focus in the baccalaureate programs to strengthen students' international perspective and to make them more competitive in the job market.
- 070 *The College will provide additional co-curricular activities.*
- 0160 Provide more flexible programs to meet the needs of non-traditional students as a means of continued growth in student enrollment.
- 0170 Establish a co-operative education program to provide workplace experience for students in order to increase the job placement rates of DSC graduates.
- 0180 Enhance the current student transcript procedure by developing a separate transcript system that will document students' co-curricular activities (e.g., volunteering) as part of their overall education experience at DSC.
- 080 *The College will identify and implement ways to strengthen ties between student affairs and academic affairs so that the two areas become more mutually supportive.*
- 0190 Investigate the creation of a daycare program in conjunction with an education program such as Early Childhood Education and/or Child Development to support potential student childcare needs and to increase participation in higher education.
- 0200 Coordinate the process of academic advising between student affairs and academic affairs to achieve an integrated and improved advising process for students.
- 090 *The College will initiate efforts to augment its academic resources by seeking external sources of funding.*
- 0210 Employ a grant writer to assist the College in obtaining funds to further its educational goals.
- 100 *The College will develop additional methods to enhance student retention.*
- 0220 Improve the College's retention rate by conducting a student needs assessment survey that will identify essential support services to help with admission and retention.
- 0230 Develop an early academic warning system to identify at-risk students so that they can be provided with intervention academic support services.

- 0240 Establish guidelines and procedures for the development of a college-wide learning community concept as a means of improving student retention rates.

3. A High Quality General Education Program that Supports a Variety of Well-Chosen Associate Programs and Prepares Students for Transfer to Baccalaureate Programs, Learning Support Programs Designed to Insure Access and Opportunity for a Diverse Student Body, and a Limited Number of Certificate and Other Career Programs to Complement Neighboring Technical Institute Programs.

110 The College will maintain its commitment to high academic standards and provide excellent academic programs, services, and facilities for its students.

- 0250 Implement the University System's new admission standards to comply with System requirements for admitting new students who are adequately prepared to succeed in college.

- 0260 Increase visibility of academic support facilities to better inform students about available resources on campus.

- 0270 Improve student satisfaction levels regarding administrative support services.

- 0280 Investigate the possibility of establishing additional off-campus sites to attract students from all the ten-county College service area.

- 0290 Increase the amount of private foundation scholarships to attract and retain academically talented students.

- 0300 Improve graduation rates and/or student goal attainment rates to meet College benchmark and University System standards.

- 0310 Develop college-wide criteria for evaluating and rewarding faculty and staff who assist in the college recruitment process.

120 The College will enhance the quality of its baccalaureate, pre-baccalaureate, technical, and developmental programs, as well as programs for area industries, adding new offerings when the need is clearly demonstrated.

- 0320 Investigate additional programs of study in associate degree and certificate programs to meet the needs of the service area.

- 0330 Investigate the possibility of establishing a Technical Writing degree program at DSC.

4. A Limited Number of Baccalaureate Programs Designed to Meet the Economic Development Needs of the Local Area.

130 The College will continue to complement its responsiveness to regional needs by adding selected bachelor's degree programs in high priority fields.

0340 Propose two new baccalaureate degree programs for review at all times by the University System to meet the changing needs of the Northwest Georgia region.

5. A Commitment to Public Service, Continuing Education, Technical Assistance, and Economic Development Activities that Address the Needs, Improve the Quality of Life, and Raise the Economic Level within the College's Scope of Influence.

140 The College will enhance its role as a "catalyst of the community" by pursuing community-based outreach activities.

0350 Secure funding for a facility to house the Center for Continuing Education and other possible community-based outreach programs to serve the non-credit education needs of the community.

0360 Recognize and reward faculty and staff involved in community-based outreach activities.

0370 Develop college-wide guidelines for evaluating and rewarding faculty and staff who participate in public service and community outreach activities.

150 The College will broaden and promote its adult literacy program.

0380 Recruit adult literacy and GED graduates into DSC programs.

0390 Increase participation of students in adult literacy programs.

0400 Improve the completion rates of adult literacy students.

160 The College will increase its emphasis on providing innovative service programs for area business and industry, including the growing globalization of the business community.

0410 Increase the number of continuing education classes taught in Spanish.

0420 Expand the foreign language offerings in languages (other than French and Spanish) offered through Continuing Education.

- 0430 Increase utilization of Work Keys to enhance student competencies in the Tech Prep and Business programs.
- 0440 Establish a business service outreach program to provide a direct linkage between the College's programs and area businesses as a means of preparing DSC students for the workplace.

6. A Commitment to Scholarship and Creative Work to Enhance Instructional Effectiveness and to Encourage Faculty Scholarly Pursuits; and a Responsibility to Address Local Needs through Applied Scholarship, Especially in Areas Directly Related to Targeted Baccalaureate Degree Programs.

170 The College will monitor and strengthen its institutional effectiveness/educational outcomes assessment program and make improvements based upon the results of that effort to assure excellence in the advisement/teaching/learning environment so that students are prepared for the next step.

- 0450 Implement COMPASS and coordinate with CAAP tests to assess student attainment of learning outcomes in Math, Reading, and Writing.
- 0460 Improve student scores on CAAP tests to surpass the state and/or national average.
- 0470 Implement a timely review of programs of study to monitor progress and to improve programs in response to findings and recommendations of the reviews.
- 0480 Implement an institution-wide Institutional Effectiveness Plan by which the College measures improvement and holds itself accountable to its major stakeholders.
- 0490 Improve graduates' job placement rates in the Divisions of Nursing, Technical, and Business & Technology as a measure of institutional effectiveness.
- 0500 Develop benchmarks for the College's Key Performance Indicators to establish accountability measures to assess the various phases and steps in the College's strategic plan as well as measure overall institutional effectiveness.

180 The College will encourage faculty and staff to participate in creative work for the purpose of enhancing campus quality of life.

- 0510 Enhance faculty and staff recognition.

190 *The College will expand professional development activities for the faculty and staff.*

0520 Increase the number of faculty and staff who take advantage of the tuition reimbursement program to obtain terminal and advanced degrees.

0530 Increase the amount of funds available to support faculty and staff professional development.

7. A Supportive Campus Climate, Necessary Services, and Leadership and Development Opportunities, all to Educate the Whole Person and Meet the Needs of Students, Faculty, and Staff.

200 *The College will improve its administrative and organizational efficiency to achieve institutional goals and priorities.*

0540 Improve administrative efficiency through precise targets and benchmarks for measuring and improving organizational procedures (e.g., drop/add, purchase requisition, refunds, financial aid).

0550 Reorganize the admissions, registrar and financial aid offices into an office of Enrollment Services to create an improved and comprehensive service center for students.

210 *The College will continue to refine the comprehensive planning, budgeting, and accountability processes to support strategic initiatives.*

0560 Develop more direct linkages between planning and budgeting in order to achieve the goal of incorporating strategic planning into the daily operations of every level of the College.

0570 Conduct longitudinal studies to establish accountability measures and benchmarks for performance in such areas as student retention and graduation rates, and student, alumni and employer satisfaction rates.

220 *The College will successfully complete its decennial SACS reaffirmation of accreditation.*

0580 Develop a SACS self-study plan of action to comply with reaccreditation criteria and requirements in order to continue the College's status as an accredited institution of higher learning.

- 230 *The College will continue to place significant emphasis upon the quality and accessibility of its library resources.*
- 0590 Complete library expansion and remodeling to enhance the teaching and scholarly missions of the College.
 - 0600 Evaluate library holdings on a regular basis to guide ongoing and future growth.
 - 0610 Strengthen all collections and add resources to support new academic programs.
- 240 *The College will review and refine its learning support programs, including assistive technology.*
- 0620 Conduct a survey of students to determine the effectiveness of learning support programs and to use results to improve academic support services on campus.
 - 0630 Upgrade institutional capacity to deal with various student disabilities to comply with ADA requirements and to improve handicapped access for students.
- 250 *The College will enhance the quality of student development services for all students.*
- 0640 Investigate exemplary practices regarding student services and adopt the most applicable for the College.
- 260 *The College will expand extracurricular opportunities for all students.*
- 0650 Increase percentage of student participation in extracurricular activities.
 - 0660 Measure impact of extracurricular activities on student success.
- 270 *The College will maintain and continue to enhance the appearance, utility, safety, and accessibility of campus physical facilities.*
- 0670 Upgrade the Catoosa Center's physical environment (e.g., parking, lighting, signage) to make it a safer environment for student learning.
 - 0680 Renovate Memorial Hall to make it more functional and attractive for College and community events.
 - 0690 Provide additional space for student organizations to improve quality of campus life.

- 0700 Review, update, and monitor progress of master facilities plan to guide the growth and improvements of the College's facilities.
- 0710 Conduct periodic campus safety reviews to ensure compliance with ADA requirements and to assess and improve student satisfaction concerning student safety.

8. 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.

- 280 *The College will enhance its efforts to recruit and retain a diverse faculty, staff, and student body.*
- 0720 Increase minority staff, faculty, and student population to promote cultural diversity and enrichment in the College community.
- 0730 Advance the skills and knowledge base of the faculty in teaching a diverse student population.
- 290 *The College will serve as a catalyst for cultural awareness and advance ways to bring the minority populations of the service area into the life of the institution to a greater degree.*
- 0740 Expand cultural activities that enrich and value diversity in the College and community.

9. Technology to Advance Educational Purposes, including Instructional Technology, Student Support Services, and Distance Education.

- 300 *The College will involve itself to the maximum degree possible in the implementation of University System initiatives designed to connect students, faculty, and staff with technology.*
- 0750 Publish on the College's Web site information regarding technology classes, statewide seminars, and links to outside sources to equip faculty and staff with the technological knowledge and skills they need to be more effective in their job performance.
- 0760 Develop a technology master plan in concert with the University System to guide and to support the technological needs of the College.

- 310 *The College will develop a plan to offer a distance education program through online courses that target specific academic programs and student demand.*
- 0770 Provide faculty seminars and workshops to equip them with the technology skills for developing and providing online learning to students.
- 320 *The College will enhance remote telecommunication services for students, faculty and staff.*
- 0780 Provide secure remote access that will allow faculty and staff to work off-campus via access to the College's computing systems.
 - 0790 Establish Web-based registration for students to enable them to register off-campus for classes in a timely and efficient manner.
- 330 *The College will improve its computing systems and support to achieve maximum productivity and responsiveness.*
- 0800 Employ a full-time Webmaster to centralize and to standardize the College's Web-based operations in an efficient and timely manner.
 - 0810 Evaluate and prioritize Web site applications for College programs and activities.
 - 0820 Connect Internet services to the Catoosa Center to centralize all College computer operations.
 - 0830 Develop Web page for each faculty which will contain syllabi, expanded course description, instructor and course information to provide resource and quick access of information to students.
 - 0840 Investigate implementation of an interactive technology system for faculty use to support instruction and enhance student learning.
 - 0850 Strengthen the library's bibliographic instruction program to increase faculty knowledge and use of electronic resources.
- 340 *The College will take measures to ensure that all students acquire computer skills as part of their education at DSC.*
- 0860 Expand student access to campus computing to promote widespread use and acquisition of computer technology skills by DSC students.
 - 0870 Integrate technology skills across the curriculum to equip students with the technology skills they will require when they leave DSC.

0880 Publish grades and other student academic information through secure a Web site to encourage computer literacy campus-wide.

0890 Strengthen the library's bibliographic instruction program to increase student knowledge and use of electronic resources.

350 *The College will increase its technological offerings to keep pace with the demands.*

0900 Develop innovative e-commerce courses to provide customized training and industry-specific courses for the community.

10. Collaborative Relationships with Other System Institutions, State Agencies, Local Schools, Technical Institutes, and Business and Industry, Sharing Physical, Human, Information, and Other Resources to Expand and Enhance Programs And Services Available to the Citizens of Georgia.

360 *The College will enhance collaborative relationships with other units of the University System in meeting the needs of the service area.*

0910 Develop online distance learning four-year degree programs in conjunction with other colleges to target specific academic programs and to market opportunities in the College's service area.

0920 Establish regional partnerships to secure funding sources and to pool financial resources to fund distance learning programs.

0930 Investigate the possibility of offering a joint Executive MBA program with the UGA College of Business.

0940 Investigate the possibility of offering a joint textile engineering program with Georgia Tech.

370 *The College will develop additional mechanisms by which to collaborate with service area businesses and local, state, federal, and private agencies.*

0950 Develop additional credit courses to meet the growing economic and human resource needs of local business and industry.

380 *The College will re-evaluate its role in relation to area two-year institutions.*

0960 Conduct a needs assessment survey of area two-year institutions to determine desirable four-year degree programs that will attract graduates of these institutions to attend DSC.

- 390 *The College will develop and enhance ways to provide meaningful interaction with area public schools.*
- 0970 Prepare a plan to support the Tech Prep concept to improve coordination and communication between DSC and secondary school faculty concerning student preparation for post secondary education.
 - 0980 Provide opportunities for secondary school faculty and administration to exchange ideas and information with DSC faculty and staff to prepare students for higher education in the College's service area.
 - 0990 Enhance efforts to provide appropriate programming for public school (K-12) students to better inform and to better expose them to collegiate experiences and opportunities.
 - 1000 Increase secondary student participation in joint enrollment programs with DSC (e.g., post-secondary options) as a potential source of student recruitment and enrollment.
 - 1010 Develop better communication and collaboration with area public school systems, including informing students about the new academic admission requirements.
 - 1020 Promote the use of DSC as a meeting site for regional high school activities to expose and familiarize prospective students to the College.

DIVISIONAL/DEPARTMENTAL IMPLEMENTATION PLAN GOALS

*Damn the torpedoes! Four bells! Captain Drayton, go
ahead – Jouett, full speed.*

David Glasgow Farragut, 1864

2000-2001 IMPLEMENTATION PLAN GOALS

The College community adopted 68 goals (with their associated strategic initiatives) for implementation during the first year (2000-2001) of the three-year planning period. Responsibilities for the first year implementation plan goals have been assigned to the respective divisions and departments (planning units). These are summarized below. Some goals overlap between and among units. Using the College's *Plan Builder* software, division and department heads will develop unit objectives and outcome measures and assessment strategies (OMAS) for their goals. The OMAS will describe an expected outcome and the assessment strategy and data source for measurement and reporting.

At the end of the planning period, division and department heads will also use *Plan Builder* to document their progress reports. The Evaluation Review window in *Plan Builder* allows units to write an evaluation review for each OMAS. The loop is closed with the Focus for Continuous Improvement window in the planning software which enables units to analyze the knowledge, experience, and results gained in a current planning period and transfer these results to the next planning period to promote continuous improvement. Some important attributes built into *Plan Builder* to assist with "closing the loop" are: Impact on Unit Performance, Impact on Unit Goal Attainment, and Benefits to the Organization.

ACADEMIC AND CAREER ENHANCEMENT (ACE) CENTER

1. Conduct a survey of students to determine the effectiveness of learning support programs and to use results to improve academic support services on campus. (*With Institutional Research and Planning*)
2. Upgrade institutional capacity to deal with various student disabilities to comply with ADA requirements and to improve handicapped access for students.
3. Conduct periodic campus safety reviews to ensure compliance with ADA requirements and to assess and improve student satisfaction concerning student safety. (*With Vice President for Fiscal Affairs*)

ACADEMIC AFFAIRS

1. Conduct more aggressive faculty recruitment and searches through the use of a more rigorous screening process to develop and to sustain a faculty of the highest quality and excellence in teaching. (With Division Chairs)
2. Establish a faculty-exchange program with a foreign institution to provide international experience for faculty as well as further the University System's goal of internationalizing the curriculum.

ACADEMIC AFFAIRS (Cont'd)

3. Increase the number of faculty in the Study Abroad program by offering more financial resources to enable them to gain international experience and to enhance faculty development in international teaching and research.
4. Coordinate the process of academic advising between student affairs and academic affairs to achieve an integrated and improved advising process for students.
5. Develop an early academic warning system to identify at-risk students so that they can be provided with intervention academic support services.
6. Establish guidelines and procedures for the development of a college-wide learning community concept as a means of improving student retention rates.
7. Increase visibility of academic support facilities to better inform students about available resources on campus. (*With Vice President for Student Affairs*)
8. Investigate the possibility of establishing additional off-campus sites to attract students from all the ten-county College service area.
9. Investigate additional programs of study in associate degree and certificate programs to meet the needs of the service area.
10. Improve student scores on CAAP tests to surpass the state and/or national average.
11. Implement a timely review of programs of study to monitor progress and to improve programs in response to findings and recommendations of the reviews.
12. Increase minority staff, faculty, and student population to promote cultural diversity and enrichment in the College community.
13. Advance the skills and knowledge base of the faculty in teaching a diverse student population.
14. Investigate the possibility of offering a joint Executive MBA program with the UGA College of Business.
15. Investigate the possibility of offering a joint textile engineering program with Georgia Tech.
16. Conduct a needs assessment survey of area two-year institutions to determine desirable four-year degree programs that will attract graduates of these institutions to attend DSC. (*With Institutional Research and Planning*)

ACADEMIC AFFAIRS (Cont'd)

17. Provide opportunities for secondary school faculty and administration to exchange ideas and information with DSC faculty and staff to prepare students for higher education in the College's service area. *(With other Division Chairs)*

BUSINESS AND TECHNOLOGY DIVISION

1. Conduct more aggressive faculty recruitment and searches through the use of a more rigorous screening process to develop and to sustain a faculty of the highest quality and excellence in teaching. *(With other Division Chairs)*
2. Expand the number of courses with an international focus in the baccalaureate programs to strengthen students' international perspective and to make them more competitive in the job market.
3. Improve the College's retention rate by conducting a student needs assessment survey that will identify essential support services to help with admission and retention. *(With other Division Chairs, & Institutional Research and Planning)*
4. Improve graduation rates and/or student goal attainment rates to meet College benchmark and University System standards. *(With other Division Chairs)*
5. Investigate the possibility of establishing a Technical Writing degree program at DSC.
6. Establish a business service outreach program to provide a direct linkage between the College's programs and area businesses as a means of preparing DSC students for the workplace.
7. Improve graduates' job placement rates in the Divisions of Nursing, Technical, and Business as a measure of institutional effectiveness.
8. Increase the number of faculty and staff who take advantage of the tuition reimbursement program to obtain terminal and advanced degrees. *(With other Division Chairs)*
9. Develop Web page for each faculty which will contain syllabi, expanded course description, instructor and course information to provide resource and quick access of information to students. *(With other Division Chairs, and Faculty)*
10. Investigate implementation of an interactive technology system for faculty use to support instruction and enhance student learning. *(With other Division Chairs, & Office of Computer and Information Services)*
11. Integrate technology skills across the curriculum to equip students with the technology skills they will require when they leave DSC. *(With other Division Chairs)*

BUSINESS AND TECHNOLOGY DIVISION (Cont'd)

12. Develop innovative e-commerce courses to provide customized training and industry-specific courses for the community. *(With Center for Continuing Education, and Division of Technical Education)*
13. Develop online distance learning four-year degree programs in conjunction with other colleges to target specific academic programs and to market opportunities in the College's service area.
14. Develop additional credit courses to meet the growing economic and human resource needs of local business and industry.
15. Provide opportunities for secondary school faculty and administration to exchange ideas and information with DSC faculty and staff to prepare students for higher education in the College's service area. *(With other Division Chairs, & Vice President for Academic Affairs)*

CENTER FOR CONTINUING EDUCATION

1. Increase the number of continuing education classes taught in Spanish.
2. Expand the foreign language offerings in languages (other than French and Spanish) offered through Continuing Education.
3. Increase utilization of Work Keys to enhance student competencies in the Tech Prep and Business programs. *(With Technical Education Division)*
4. Expand cultural activities that enrich and value diversity in the College and community. *(With Student Activities)*
5. Develop innovative e-commerce courses to provide customized training and industry-specific courses for the community. *(With Division of Business and Technology, and Division of Technical Education)*

COMPUTING AND INFORMATION SERVICES (OCIS)

1. Develop a technology master plan in concert with the University System to guide and to support the technological needs of the College.
2. Provide faculty seminars and workshops to equip them with the technology skills for developing and providing online learning to students.

COMPUTING AND INFORMATION SERVICES (OCIS) (Cont'd)

3. Provide secure remote access that will allow faculty and staff to work off-campus via access to the College's computing systems.
4. Connect Internet services to the Catoosa Center to centralize all College computer operations.
5. Investigate implementation of an interactive technology system for faculty use to support instruction and enhance student learning. *(With Division Chairs)*
6. Expand student access to campus computing to promote widespread use and acquisition of computer technology skills by DSC students.

DERRELL C. ROBERTS LIBRARY

1. Complete library expansion and remodeling to enhance the teaching and scholarly missions of the College. *(With Vice President for Fiscal Affairs)*
2. Evaluate library holdings on a regular basis to guide ongoing and future growth.
3. Strengthen all collections and add resources to support new academic programs.
4. Strengthen the library's bibliographic instruction program to increase faculty knowledge and use of electronic resources.
5. Strengthen the library's bibliographic instruction program to increase student knowledge and use of electronic resources.

DEVELOPMENTAL STUDIES

1. Implement COMPASS and coordinate with CAAP tests to assess student attainment of learning outcomes in Math, Reading, and Writing. *(With Institutional Research and Planning)*

ENROLLMENT SERVICES

1. Increase the enrollment of international students to broaden and to promote cultural diversity and enrichment in the College's student body.
2. Implement the University System's new admission standards to comply with System requirements for admitting new students who are adequately prepared to succeed in college.

ENROLLMENT SERVICES (Cont'd)

3. Develop college-wide criteria for evaluating and rewarding faculty and staff who assist in the college recruitment process.
4. Recruit adult literacy and GED graduates into DSC programs.
5. Establish Web-based registration for students to enable them to register off-campus for classes in a timely and efficient manner.
6. Publish grades and other student academic information through a secure Web site to encourage computer literacy campus-wide.
7. Enhance efforts to provide appropriate programming for public school (K-12) students to better inform and to better expose them to collegiate experiences and opportunities.
8. Increase secondary student participation in joint enrollment programs with DSC (e.g., post-secondary options) as a potential source of student recruitment and enrollment.
9. Develop better communication and collaboration with area public school systems, including informing students about the new academic admission requirements.
10. Promote the use of DSC as a meeting site for regional high school activities to expose and familiarize prospective students to the College.

FISCAL AFFAIRS

1. Develop more direct linkages between planning and budgeting in order to achieve the goal of incorporating strategic planning into the daily operations of every level of the College.
2. Complete library expansion and remodeling to enhance the teaching and scholarly missions of the College. *(With Library Director)*
3. Upgrade the Catoosa Center's physical environment (e.g., parking, lighting, signage) to make it a safer environment for student learning.
4. Renovate Memorial Hall to make it more functional and attractive for College and community events.
5. Provide additional space for student organizations to improve quality of campus life. *(With Student Government Association)*
6. Review, update, and monitor progress of master facilities plan to guide the growth and improvements of the College's facilities.

FISCAL AFFAIRS (Cont'd)

7. Conduct periodic campus safety reviews to ensure compliance with ADA requirements and to assess and improve student satisfaction concerning student safety. *(With ACE Center)*

HEALTH, PHYSICAL EDUCATION, AND RECREATION DEPARTMENT

1. Conduct more aggressive faculty recruitment and searches through the use of a more rigorous screening process to develop and to sustain a faculty of the highest quality and excellence in teaching. *(With other Division Chairs, & Vice President for Academic Affairs)*
2. Improve the College's retention rate by conducting a student needs assessment survey that will identify essential support services to help with admission and retention. *(With other Division Chairs, & Institutional Research and Planning)*
3. Improve graduation rates and/or student goal attainment rates to meet College benchmark and University System standards. *(With other Division Chairs)*
4. Increase the number of faculty and staff who take advantage of the tuition reimbursement program to obtain terminal and advanced degrees. *(With other Division Chairs)*
5. Develop Web page for each faculty which will contain syllabi, expanded course description, instructor and course information to provide resource and quick access of information to students. *(With other Division Chairs)*
6. Investigate implementation of an interactive technology system for faculty use to support instruction and enhance student learning. *(With other Division Chairs, & Office of Computer and Information Services)*
7. Integrate technology skills across the curriculum to equip students with the technology skills they will require when they leave DSC. *(With other Division Chairs)*
8. Provide opportunities for secondary school faculty and administration to exchange ideas and information with DSC faculty and staff to prepare students for higher education in the College's service area. *(With other Division Chairs, & Vice President for Academic Affairs)*

HUMANITIES DIVISION

1. Broaden and expand the English as a Second Language program to attract and to prepare non-English native speakers for success in DSC college programs.
2. Conduct more aggressive faculty recruitment and searches through the use of a more rigorous screening process to develop and to sustain a faculty of the highest quality and excellence in teaching. *(With other Division Chairs, & Vice President for Academic Affairs)*
3. Publicize and enhance visibility of Study Abroad programs to increase student participation.
4. Improve the College's retention rate by conducting a student needs assessment survey that will identify essential support services to help with admission and retention. *(With other Division Chairs, & Institutional Research and Planning)*
5. Improve graduation rates and/or student goal attainment rates to meet College benchmark and University System standards. *(With other Division Chairs)*
6. Increase the number of faculty and staff who take advantage of the tuition reimbursement program to obtain terminal and advanced degrees. *(With other Division Chairs)*
7. Develop Web page for each faculty which will contain syllabi, expanded course description, instructor and course information to provide resource and quick access of information to students. *(With other Division Chairs, and Faculty)*
8. Investigate implementation of an interactive technology system for faculty use to support instruction and enhance student learning. *(With other Division Chairs, & Office of Computer and Information Services)*
9. Integrate technology skills across the curriculum to equip students with the technology skills they will require when they leave DSC. *(With other Division Chairs)*
10. Provide opportunities for secondary school faculty and administration to exchange ideas and information with DSC faculty and staff to prepare students for higher education in the College's service area. *(With other Division Chairs, & Vice President for Academic Affairs)*

INSTITUTIONAL ADVANCEMENT

1. Increase percent of alumni who are active donors to support faculty and student scholarship and program activities.
2. Expand the alumni database significantly each year to assist with fundraising activities and other College special events that will advance the College's image and position in the community.
3. Establish a regular alumni newsletter to communicate College events in order to increase knowledge of and interest in Dalton State College.
4. Increase the amount of private foundation scholarships to attract and retain academically talented students.

INSTITUTIONAL RESEARCH AND PLANNING

1. Conduct targeted surveys of agencies, organizations, community groups (e.g., Hispanic population), and business organizations to determine the need and scope of programs that should be added to the College's offerings.
2. Improve the College's retention rate by conducting a student needs assessment survey that will identify essential support services to help with admission and retention. (*With Division Chairs*)
3. Implement COMPASS and coordinate with CAAP tests to assess student attainment of learning outcomes in Math, Reading, and Writing. (*With Developmental Studies*)
4. Implement an institution-wide Institutional Effectiveness Plan by which the College measures improvement and holds itself accountable to its major stakeholders.
5. Develop benchmarks for the College's Key Performance Indicators to establish accountability measures to assess the various phases and steps in the College's strategic plan as well as measure overall institutional effectiveness.
6. Conduct longitudinal studies to establish accountability measures and benchmarks for performance in such areas as student retention and graduation rates, and student, alumni and employer satisfaction rates.
7. Conduct a survey of students to determine the effectiveness of learning support programs and to use results to improve academic support services on campus. (*With ACE Center*)
8. Measure impact of extracurricular activities on student success. (*With Student Activities*)

INSTITUTIONAL RESEARCH AND PLANNING (Cont'd)

9. Conduct a needs assessment survey of area two-year institutions to determine desirable four-year degree programs that will attract graduates of these institutions to attend DSC. *(With Vice President for Academic Affairs)*

NATURAL SCIENCES AND MATHEMATICS DIVISION

1. Conduct more aggressive faculty recruitment and searches through the use of a more rigorous screening process to develop and to sustain a faculty of the highest quality and excellence in teaching. *(With other Division Chairs, & Vice President for Academic Affairs)*
2. Improve the College's retention rate by conducting a student needs assessment survey that will identify essential support services to help with admission and retention. *(With other Division Chairs, & Institutional Research & Planning)*
3. Improve graduation rates and/or student goal attainment rates to meet College benchmark and University System standards. *(With other Division Chairs)*
4. Increase the number of faculty and staff who take advantage of the tuition reimbursement program to obtain terminal and advanced degrees. *(With other Division Chairs)*
5. Develop Web page for each faculty which will contain syllabi, expanded course description, instructor and course information to provide resource and quick access of information to students. *(With other Division Chairs, and Faculty)*
6. Investigate implementation of an interactive technology system for faculty use to support instruction and enhance student learning. *(With other Division Chairs, & Office of Computer and Information Services)*
7. Integrate technology skills across the curriculum to equip students with the technology skills they will require when they leave DSC. *(With other Division Chairs)*
8. Provide opportunities for secondary school faculty and administration to exchange ideas and information with DSC faculty and staff to prepare students for higher education in the College's service area. *(With other Division Chairs, & Vice President for Academic Affairs)*

NURSING DIVISION

1. Conduct more aggressive faculty recruitment and searches through the use of a more rigorous screening process to develop and to sustain a faculty of the highest quality and excellence in teaching. *(With other Division Chairs, & Vice President for Academic Affairs)*
2. Improve the College's retention rate by conducting a student needs assessment survey that will identify essential support services to help with admission and retention. *(With other Division Chairs, & Institutional Research and Planning)*
3. Improve graduation rates and/or student goal attainment rates to meet College benchmark and University System standards. *(With other Division Chairs)*
4. Improve graduates' job placement rates in the Divisions of Nursing, Technical, and Business and Technology as a measure of institutional effectiveness.
5. Increase the number of faculty and staff who take advantage of the tuition reimbursement program to obtain terminal and advanced degrees. *(With other Division Chairs)*
6. Develop Web page for each faculty which will contain syllabi, expanded course description, instructor and course information to provide resource and quick access of information to students. *(With other Division Chairs, and Faculty)*
7. Investigate implementation of an interactive technology system for faculty use to support instruction and enhance student learning. *(With other Division Chairs, & Office of Computer and Information Services)*
8. Integrate technology skills across the curriculum to equip students with the technology skills they will require when they leave DSC. *(With other Division Chairs)*
9. Provide opportunities for secondary school faculty and administration to exchange ideas and information with DSC faculty and staff to prepare students for higher education in the College's service area. *(With other Division Chairs, & Vice President for Academic Affairs)*

PRESIDENT

1. Create additional endowed chair positions to attract and to retain outstanding faculty to support the expansion and quality of the College's academic programs.
2. Enlarge the amount of scholarships and stipends for student travel overseas in order to broaden the educational experiences of DSC students.
3. Employ a grant writer to assist the College in obtaining funds to further its educational goals.
4. Improve student satisfaction levels regarding administrative support services.
5. Propose two new baccalaureate degree programs for review at all times by the University System to meet the changing needs of the Northwest Georgia region.
6. Secure funding for a facility to house the Center for Continuing Education and other possible community-based outreach programs to serve the non-credit education needs of the community.
7. Recognize and reward faculty and staff involved in community-based outreach activities.
8. Develop college-wide guidelines for evaluating and rewarding faculty and staff who participate in public service and community outreach activities.
9. Implement an institution-wide Institutional Effectiveness Plan by which the College measures improvement and holds itself accountable to its major stakeholders.
10. Enhance faculty and staff recognition.
11. Increase the amount of funds available to support faculty and staff professional development.
12. Improve administrative efficiency through precise targets and benchmarks for measuring and improving organizational procedures (e.g., drop/add, purchase requisition, refunds, financial aid).
13. Reorganize the admissions, registrar and financial aid offices into an office of Enrollment Services to create an improved and comprehensive service center for students.
14. Develop a SACS self-study plan of action to comply with reaccreditation criteria and requirements in order to continue the College's status as an accredited institution of higher learning.

PRESIDENT (Cont'd)

15. Employ a full-time Webmaster to centralize and to standardize the College's Web-based operations in an efficient and timely manner.
16. Evaluate and prioritize Web site applications for College programs and activities.
17. Establish regional partnerships to secure funding sources and to pool financial resources to fund distance learning programs.

PUBLIC RELATIONS

1. Expand advertising and publication materials of the College and its programs through television, radio, video, billboards, movies, Internet, and Web media to reach all service areas as a means of increasing student enrollment.
2. Develop a revised marketing plan for the College based on the 1999 Stamats Consultants' report as a means of increasing student enrollment in College programs.

SOCIAL SCIENCES DIVISION

1. Conduct more aggressive faculty recruitment and searches through the use of a more rigorous screening process to develop and to sustain a faculty of the highest quality and excellence in teaching. *(With other Division Chairs, & Vice President for Academic Affairs)*
2. Improve the College's retention rate by conducting a student needs assessment survey that will identify essential support services to help with admission and retention. *(With other Division Chairs, & Institutional Research and Planning)*
3. Improve graduation rates and/or student goal attainment rates to meet College benchmark and University System standards. *(With other Division Chairs)*
4. Increase the number of faculty and staff who take advantage of the tuition reimbursement program to obtain terminal and advanced degrees. *(With other Division Chairs)*
5. Develop Web page for each faculty which will contain syllabi, expanded course description, instructor and course information to provide resource and quick access of information to students. *(With other Division Chairs, and Faculty)*
6. Investigate implementation of an interactive technology system for faculty use to support instruction and enhance student learning. *(With other Division Chairs, & Office of Computer and Information Services)*

SOCIAL SCIENCES DIVISION (Cont'd)

7. Integrate technology skills across the curriculum to equip students with the technology skills they will require when they leave DSC. *(With other Division Chairs)*
8. Provide opportunities for secondary school faculty and administration to exchange ideas and information with DSC faculty and staff to prepare students for higher education in the College's service area. *(With other Division Chairs, & Vice President for Academic Affairs)*

STUDENT ACTIVITIES

1. Increase percentage of student participation in extracurricular activities.
2. Measure impact of extracurricular activities on student success. *(With Institutional Research and Planning)*
3. Expand cultural activities that enrich and value diversity in the College and community. *(With Center for Continuing Education)*

STUDENT AFFAIRS

1. Provide more flexible programs to meet the needs of non-traditional students as a means of continued growth in student enrollment.
2. Establish a co-operative education program to provide workplace experience for students in order to increase the job placement rates of DSC graduates.
3. Enhance the current student transcript procedure by developing a separate transcript system that will document students' co-curricular activities (e.g., volunteering) as part of their overall education experience at DSC.
4. Investigate the creation of a daycare program in conjunction with an education program such as Early Childhood Education and/or Child Development to support potential student childcare needs and to increase participation in higher education.
5. Increase visibility of academic support facilities to better inform students about available resources on campus. *(With Vice President for Academic Affairs)*
6. Investigate exemplary practices regarding student services and adopt the most applicable for the College.

STUDENT GOVERNMENT ASSOCIATION

1. Provide additional space for student organizations to improve quality of campus life. *(With Vice President for Fiscal Affairs)*

TECHNICAL EDUCATION DIVISION

1. Conduct more aggressive faculty recruitment and searches through the use of a more rigorous screening process to develop and to sustain a faculty of the highest quality and excellence in teaching. *(With other Division Chairs, & Vice President for Academic Affairs)*
2. Improve the College's retention rate by conducting a student needs assessment survey that will identify essential support services to help with admission and retention. *(With other Division Chairs, & Institutional Research and Planning)*
3. Improve graduation rates and/or student goal attainment rates to meet College benchmark and University System standards. *(With other Division Chairs)*
4. Increase participation of students in adult literacy programs.
5. Improve the completion rates of adult literacy students.
6. Increase utilization of Work Keys to enhance student competencies in the Tech Prep and Business programs. *(With Center for Continuing Education)*
7. Improve graduates' job placement rates in the Divisions of Nursing, Technical, and Business as a measure of institutional effectiveness.
8. Increase the number of faculty and staff who take advantage of the tuition reimbursement program to obtain terminal and advanced degrees. *(With other Division Chairs)*
9. Develop Web page for each faculty which will contain syllabi, expanded course description, instructor and course information to provide resource and quick access of information to students. *(With other Division Chairs, and Faculty)*
10. Investigate implementation of an interactive technology system for faculty use to support instruction and enhance student learning. *(With other Division Chairs, & Office of Computer and Information Services)*
11. Integrate technology skills across the curriculum to equip students with the technology skills they will require when they leave DSC. *(With other Division Chairs)*

TECHNICAL EDUCATION DIVISION (Cont'd)

12. Develop innovative e-commerce courses to provide customized training and industry-specific courses for the community. (*With Center for Continuing Education, and Division of Business and Technology*)
13. Prepare a plan to support the Tech Prep concept to improve coordination and communication between DSC and secondary school faculty concerning student preparation for post secondary education.
14. Provide opportunities for secondary school faculty and administration to exchange ideas and information with DSC faculty and staff to prepare students for higher education in the College's service area. (*With other Division Chairs, & Vice President for Academic Affairs*)

WEBMASTER

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

THE INSTITUTIONAL EFFECTIVENESS PROGRAM

You may fire when ready, Gridley.

George Dewey, 1898

INSTITUTIONAL EFFECTIVENESS AT DALTON STATE COLLEGE

The program of institutional effectiveness at Dalton State College employs a multi-faceted system that involves the entire campus community. Since assessment processes are a critical component of the institutional strategic planning effort, it is difficult to discuss one without discussing the other. At DSC, planning and assessment are regarded as interrelated parts of a single, comprehensive function. This section will describe the major components of the institutional effectiveness program and the methods by which information is collected and utilized in the decision-making process.

1. The strategic planning goals contained in the *Dalton State College Strategic Plan, 2000-2003* serve as institutional effectiveness instruments because those responsible for their implementation are required to develop annual action plans which include expected results, actual results, and the uses of those results in improving the college's programs and services. These action plans are developed in the summer for the upcoming year and are loaded into the college's "Plan Builder" software as annual implementation plans. At the end of the academic year, the outcomes are loaded into "Plan Builder" as annual progress reports and these reports are reviewed by the Strategic Planning Committee. When various goals have been achieved, new ones are selected annually from the *Strategic Plan* and corresponding action plans are designed. In this manner it is possible for all of the goals to be identified for implementation sometime during the three-year planning cycle. The planning goals for 2000-2003 can be found in Section 3 of this report.
2. The identification and tracking of institutional key performance indicators (KPIs) form another method of assessment. The utilization of KPIs is new to DSC for the 2000-2003 planning cycle, and corresponds with the University System of Georgia's comprehensive benchmarking project. Many of the College's 39 KPIs involve assessment elements that have been tracked for several years. For the others, new collection development methods have been implemented. A listing of the KPIs follows.

DALTON STATE COLLEGE KEY PERFORMANCE INDICATORS

	KPI	DEFINITION	CURRENT MEASURE
1.	Average ACT/SAT Scores and HSGPA Incoming Freshmen	Average scholastic indicator (SAT, ACT, HSGPA) of incoming freshmen.	Mean composite score of entering freshmen as reported by the Board of Regents.
2.	Recruitment Yield	Percentage of qualified undergraduate applicants offered admission who enroll.	The proportion of freshman applicants accepted for admission and enroll in the fall semester.
3.	Undergraduate EFT Enrollment	Number of total credit hours attempted divided by 12.	The number of all students enrolled full-time and part-time converted into an equivalent number of full-time students.
4.	Student Diversity	Percentage of all enrolled students who are minorities and/or international students.	The proportion of total students who are of minority populations and/or from outside the United States.
5.	Credit Hours Generated	Total student credit hours per semester.	The number of total credit hours earned by full-time and part-time students.
6.	Retention Rate	Percentage of fall semester first-time, full-time entering students who are re-enrolled or transferred in the following fall semester.	The proportion of new first-time, full-time degree-seeking students retained or returned to school the second year.
7.	Graduation Rates: -Bachelors -Associate -Technical Division Programs	Percentage of full-time baccalaureate students who graduate in six years (Bachelor's). Percentage of full-time associate degree students who graduate in four years (Associate). Percentage of full-time technical division students who graduate in four years (Technical Division Programs).	The proportion of an identified baccalaureate degree student cohort officially enrolled in a baccalaureate degree program that actually completes a degree and graduate in six years (Bachelor's). The proportion of an identified associate degree student cohort officially enrolled in a transfer degree program that actually completes a degree and graduate in four years (Associate). The proportion of an identified technical division student cohort officially enrolled in a technical division certificate or degree program that actually complete a technical division certificate or degree program and graduate in four years (Technical Division Programs).

	KPI	DEFINITION	CURRENT MEASURE
8.	Student-Faculty Ratio	Number of EFT students divided by number of EFT faculty.	Overall ratio of fall semester full-time students to full-time teaching faculty.
9.	Degrees and Certificates Awarded	Total number of degrees and certificates conferred.	The number of students enrolled in a degree or certificate program that actually completes and receive a degree or certificate, as reported annually.
10.	Regents Testing Program (RTP) Pass Rate on First Try	Percentage of first-time test takers who pass reading and writing competency tests.	The proportion of first-time student test takers who take and pass Regents Testing Program.
11.	Licensure Exam and Certification Pass Rate (RN, LPN, MLT, RT)	Percentage of graduates who attempt and pass licensing and/or certification exams.	The proportion of graduates in various career programs who attempt and pass licensure and/or certification exams for the first time.
12.	Demonstration of General Education Functional Skills	Percentage of graduates who demonstrate competencies in critical thinking, math, science, reading, writing, and computation.	Results of campus-wide freshmen and sophomore competency tests (CAAP, RTP, CPE, COMPASS, Class examinations).
13.	Two-Year College Transfer GPA Rate	Grade point average of all two-year transfer students in the University System.	Average grade point earned by DSC students after transfer to a state college or university.
14.	Performance After Transfer	Academic performance of DSC students who transferred to another University System institution.	The proportion of regular college-level courses at the transfer or receiving institution completed with a grade of "C" or better by students who previously attended compared to a parallel proportion obtained for students who began their studies as first-time freshmen at the transfer institution.
15.	Student Satisfaction	Composite scores from annual new student, continuing student, and graduating student surveys about level of general satisfaction with campus educational programs and services.	The proportion of a sample of new, continuing and graduating students who indicate satisfaction levels with campus educational programs and services.

	KPI	DEFINITION	CURRENT MEASURE
16.	Student Goal Attainment Rates (Graduating and Continuing Students)	Percentage of graduating students who report that their objective for attending DSC has been fully accomplished. Percentage of continuing students who report that their objective for attending DSC will be accomplished at the end of the last reported semester.	The proportion of graduating students who on leaving Dalton State College report that their original goal in attending has been met. The proportion of continuing students who report that their objective for attending DSC will be accomplished at the end of the last reported semester.
17.	HOPE Scholarship Recipients	Percentage of students on HOPE Scholarship.	The proportion of total students receiving financial assistance through HOPE.
18.	Job Placement Rates of Graduates	Percentage of graduates employed within one year after graduation.	The proportion of an identified entering cohort achieving a 'marketable employable skill' who obtain employment in a field directly related to this skill within one year of graduation.
19.	Employer Satisfaction	Composite score from annual employer survey about level of satisfaction with the skills, knowledge and behavior demonstrated by DSC graduates.	The proportion of a sample of regional employers in a given field indicating that their employees who received training at DSC exhibit skills and job performance rates equivalent or superior to all employees.
20.	Alumni Satisfaction	Composite score from periodic alumni survey about level of general satisfaction with campus academic programs and services.	The proportion of a sample of alumni who respond to a survey regarding DSC educational programs and student services.
21.	Faculty and Staff Satisfaction	Composite score from annual faculty and staff surveys on factors influencing job performance and satisfaction	The proportion of faculty and staff who indicate satisfaction levels with campus policies programs and procedures.
22.	Faculty Credentials	Percentage of faculty who have attained the terminal degrees in their respective fields.	The proportion of full-time faculty who have earned a Bachelor's, Master's, or doctoral degree

	KPI	DEFINITION	CURRENT MEASURE
23.	Faculty Diversity	Percentage of full-time faculty who are minority and women	The proportion of total full-time faculty who are of minority populations and women.
24.	External Recognition of Achievements of Faculty and Staff	Number of faculty and staff who receive awards, distinctions, and recognitions by external bodies	The number of faculty and staff who receive awards, distinctions, and recognitions by external bodies.
25.	Library Holdings and Expenditures	Total volume of library holdings and percent of total expenditures devoted to library acquisitions.	Volumes held at end of fiscal year per IPEDS Annual academic libraries survey of books, serial backfiles, and other materials.
26.	Value of Foundation Support and Endowment	Fiscal year market value of endowment and foundation support.	Amount accumulated at market value at the end of fiscal year.
27.	Expenditure Structure	How and where college disperses funds to purchase goods and services to support current operations.	The proportion of DSC expenditures accounted for by instruction, academic support, institutional support, student services, physical support, scholarship and fellowships.
28.	Tuition/Fee Levels and Total Revenues	Total revenue earned from student tuition and fees.	Tuition and fee charges per academic year as prescribed by the Board of Regents.
29.	Per Student Expenditures	Total operating expenditures per equivalent full-time student	Fiscal year total expenditures divided by total full-time equivalent students.
30.	Plant Operation and Maintenance	Expenditures on buildings and grounds as a percent of current operating expenditures.	Funding allocated to physical infrastructure improvements each year.
31.	Continuing Education Program Enrollments	Enrollment in DSC Continuing Education courses.	The number of participants enrolled in continuing education programs and courses.
32.	Continuing Education Program Satisfaction Rates	Satisfaction of participants enrolled in DSC Continuing Education programs and courses.	Percentage of participants expressing various levels of satisfaction regarding continuing education programs and courses.

	KPI	DEFINITION	CURRENT MEASURE
33.	GED Adult Literacy Pass Rate	Percentage of adult literacy students who pass GED program	The proportion of registered students in adult literacy program that pass GED on first try.
34.	Rate of Students in Associate of Applied Science Programs with Learning Support Requirements.	Percentage of entering freshmen in Associate of Applied Science program who have Learning Support requirements.	The proportion of entering freshmen as reported to the Board of Regents enrolled in Associate of Applied Science that have Learning Support requirements
35.	Rate of Students in Transfer Degree Programs with Learning Support Requirements	Percentage of entering freshmen in Transfer Degree program who have Learning Support requirements.	The proportion of entering freshmen as reported to Board of Regents enrolled in transfer Degree programs that have Learning Support requirements.
36.	Rate of Students in Certificate Programs with Learning Support Requirements	Percentage of entering freshmen in Certificate programs who have Learning Support requirements	The proportion of entering freshmen as reported to Board of Regents enrolled in Certificate programs that have Learning Support requirements.
37.	Rate of Students with CPC Requirements	Percentage of entering freshmen with CPC requirements.	The proportion of entering freshmen as reported to Board of Regents that have CPC requirements.
38.	Rate of Students with Disabilities	Percentage of students enrolled and served with documented disabilities.	The proportion of students enrolled and served with documented disabilities.
39.	Rate of Students with Learning Disabilities.	Percentage of students enrolled and served with documented learning disabilities.	The proportion of students enrolled and served with documented learning disabilities.

3. As part of the methodology contained in the KPIs, the college employs a comprehensive system of stakeholder surveys which are administered on a regular basis. The information garnered from those instruments is utilized by the Administrative Council, Academic Council, Student Affairs Council, and Strategic Planning Committee to make decisions concerning the improvement of the college's programs and services. A list of the surveys, together with the frequency of administration follows:
 - Alumni Survey (Biennial)
 - BS Graduate Survey and Exit Interview (Annual)
 - Continuing Student (when desired)
 - Continuing Education Participant Survey (Annual)
 - Employer Survey of graduates from Technical, Nursing, and Business Divisions (Annual)
 - Faculty Survey (Biennial)
 - Graduating Student Survey (Annual)
 - New Student Statistical Summary (Annual)
 - New Student Survey (Biennial)
 - Staff Survey (Every Three Years)
 - Student Survey of Faculty in Academic Divisions (Annual)

Copies of the survey instruments are included in the *Dalton State College Handbook of Assessment and Institutional Effectiveness*.

4. Another major component of the program of institutional effectiveness at DSC, academic program review provides for a rolling schedule which completes the cycle every five years. This initiative is new for the 2000-2001 year. Like the benchmarking project, program review is a requirement of the University System of Georgia and the local initiative works in concert with the statewide effort. The key components of the DSC academic program review cycle are shown on page 103.

**PROGRAM REVIEW EVALUATION SYSTEMS (PRESS)
FIFTEEN-YEAR SCHEDULE, 2001-2015**

<i>KEY DATE</i>	<i>SACS</i>	<i>GROUP 1</i>	<i>GROUP 2</i>	<i>GROUP 3</i>
9/2000	Substantive Change Visit			
3/1/2001	Self Study	PRESS Year 1		
3/1/2002	Self Study	PRESS Year 2		
3/1/2003	Self Study		PRESS Year 1	
3/1/2004			PRESS Year 2	
3/1/2005				PRESS Year 1
3/1/2006				PRESS Year 2
3/1/2007		PRESS Year 1		
3/1/2008		PRESS Year 2		
3/1/2009			PRESS Year 1	
3/1/2010			PRESS Year 2	
3/1/2011	Self Study			PRESS Year 1
3/1/2012	Self Study			PRESS Year 2
3/1/2013	SACS Visit			
3/1/2014		PRESS Year 1		
3/1/2015		PRESS Year 2		

<i>PRESS Groups</i>	<i>Academic</i>	<i>Non-Academic</i>
Group 1	General Education Library Institutional Research	Admissions Financial Aid ACE Center
Group 2	Nursing Technical Transfer	Continuing Education Business Office OCIS Student Records
Group 3	Business	Public Safety Student Activities Bookstore

5. Though they have been modified several times over the past ten years, DSC's general education outcomes have now been cast in language that enables them to be more closely measured. The intended learning outcomes from general education incorporate direct references to the humanities, natural science and mathematics, and the social sciences. A corresponding set of assessment criteria provides both qualitative and quantitative measurement tools. Appropriate general education outcomes are incorporated into each course syllabus within those disciplines, and outcomes information is recorded on an annual basis by the faculty and compiled by the division chairs for faculty review and action. In addition, DSC measures general education knowledge in a more holistic sense through benchmarking its incoming students as well as its graduates. DSC's general education outcomes and assessment criteria are presented on pages 110-115.
6. The program of major area outcomes at Dalton State College includes those academic divisions that produce graduates whose next steps primarily involve entering the workforce, as opposed to those who typically transfer to another institution for further study. Thus major area outcomes center around the Division of Business and Technology, the Division of Nursing, and the Division of Technical Education. Major area outcomes have been developed for each program of study within these divisions. The faculty responsible for these programs are also responsible for establishing the outcomes, the assessment criteria, and the utilization of results to foster improvements in the programs. The listings of these elements can be found in DSC's *Handbook of Assessment and Institutional Effectiveness*.
7. During the 1999-2000 academic year, the College introduced CAAP, an external, nationally normed assessment tool as part of its general education assessment programs. The Collegiate Assessment of Academic Proficiency (CAAP) assesses foundational academic skills in the areas of writing, reading, mathematics, science reasoning and critical thinking. Working with ACT's Post Secondary Services Branch, the Institutional Research office coordinated and administered tests to freshmen for the first time in the summer of 1999. In addition to documenting levels of proficiency and providing evidence of acceptable levels of student academic skills in the general education core areas, CAAP is helpful to the College in determining how its students as a group compare with students at the same levels attending similar colleges across the nation. The College had initially planned to use the CAAP as both a pretest and posttest assessment tool. However, during the 2000-2001 academic year the College began using ACT's COMPASS test as an academic assessment and diagnostic tool. All new students admitted to the College will take the COMPASS test. Because of the compatibility of the COMPASS and CAAP tests, the College administration decided to use the COMPASS as a pretest and the CAAP as a posttest. The first CAAP posttest will be administered in the spring of 2001. Together, both the COMPASS and CAAP will be given to freshmen and graduates so that before/after benchmarks can be established. This entering freshmen/graduate cycle will be repeated annually. This action directly supports Core Purpose II of the College's mission statement and completes a major step in the implementation of comprehensive institutional effectiveness measures.

8. The Institutional Research and Planning office continues to coordinate activities to improve assessment processes concerning general education and major area outcomes, as well as expanded institutional effectiveness indicators. A comprehensive *Dalton State College Handbook of Assessment and Institutional Effectiveness* is in production to assist with coordinating and documenting all assessment activities on campus. Data to assess institutional effectiveness is routinely compiled and used to evaluate academic programs.
9. A faculty Institutional Effectiveness Committee assists the Institutional Research and Planning office with the implementation and evaluation of the College's institutional effectiveness efforts. An example of this effort is the establishment of benchmarks for the College's key performance indicators.
10. Using the College's and the USG's key performance indicators, an annual *Dalton State College Institutional Effectiveness Report Card* will be produced starting 2001 to gauge how well the College is doing with respect to its institutional effectiveness as well as identifying potential strengths and weaknesses relative to its national peers.
11. The College is participating in the University System of Georgia's Benchmarking and Management Review Study that will identify appropriate national peer and aspirational comparator institutions and measure the College's performance with that of these comparator institutions against appropriate strategic indicators. The USG's identified strategic performance indicators closely matched the College's key performance indicators; these two sets of standards will serve as a baseline for subsequent studies by the USG and the College.

GENERAL EDUCATION GOALS AND OUTCOMES

1. COMMUNICATION

The ability to acquire, organize, and transmit information from diverse sources, for different purposes and audiences, using multiple forms such as writing, reading, speaking, listening, graphics and electronic media, including computers.

A graduate of Dalton State College...

- determines forms of communication appropriate to particular audiences and purposes.
- gathers data for basic research from various sources, including the computer and other forms of electronic media, such as the Internet.
- organizes and communicates knowledge and ideas in a logical and purposeful way.
- recognizes and uses accepted patterns of grammar, punctuation, and sentence structure in speech and writing.
- exhibits expertise to research, organize, and present an oral report or speech
- articulates understandings of course materials acquired through listening, reading, graphics, experiments, computations, and electronic media.

2. CRITICAL THINKING AND PROBLEM SOLVING

The ability to analyze and solve problems using multiple models and systematic methods of inquiry in various contexts.

A graduate of Dalton State College...

- utilizes appropriate models and concepts such as the "scientific method" to solve problems.
- distinguishes between observations, inferences, and relationships in works under investigation.
- comprehends and communicates data presented graphically and/or mathematically.
- performs basic mathematical operations.
- shows knowledge and ability to use the computer and other forms of electronic media, such as the Internet

3. INTEGRATED LEARNING

The ability to synthesize and evaluate historical and contemporary works and issues, forces and events, influences and ideas using multiple disciplinary frameworks.

A graduate of Dalton State College...

- comprehends major forces and events, influences and ideas that shaped history and society.
- recognizes, appreciates, and analyzes perspectives and values of diverse cultural groups and their historical experiences in the United States
- articulates and analyzes issues from different perspectives and opened to other viewpoints than own.
- analyzes social institutions and human behavior using appropriate disciplinary frameworks.
- uses scientific knowledge and practical experience to assess personal well being and to plan and maintain wellness.
- demonstrates knowledge and skills necessary for active citizenship.
- makes informed judgments in interpreting works of art and other aesthetic experiences.

**GENERAL EDUCATION PROGRAM
ACADEMIC OUTCOMES ASSESSMENT PLAN
ACADEMIC YEAR 2000-2001**

Mission Statement

Dalton State College serves Northwest Georgia by offering associate, certificate, and targeted baccalaureate programs of study and a wide variety of public service and continuing education activities.

Goal Statement

Dalton State College shares with the other state colleges of the University System of Georgia in providing a high quality general education program that supports a variety of well-chosen programs and prepares students for transfer to baccalaureate programs.

Intended Student Learning Outcomes

1. Students will determine forms of communication appropriate to particular audiences and purposes.
2. Students will gather data for basic research from various sources, including the computer and other forms of electronic media, such as the Internet.
3. Students will organize and communicate knowledge and ideas in a logical and purposeful way.
4. Students will articulate understandings of course materials acquired through listening, reading, graphics, experiments, computations, and electronic media.
5. Students will utilize appropriate models and concepts such as the "scientific method" to solve problems.
6. Students will perform basic mathematical operations.
7. Students will articulate and analyze issues from different perspectives and opened to other viewpoints than own.
8. Students will analyze social institutions and human behavior using appropriate disciplinary frameworks.
9. Students will use scientific knowledge and practical experience to assess personal well being and to plan and maintain wellness.

Means of Assessment and Criteria for Success

- 1a) 70% of students in COMM 1110 will successfully present a prepared speech.
- 1b) 70% of students in COMM 1110 will successfully present an impromptu speech.
- 1c) In an annual survey, 80% of graduates will agree or strongly agree with the statement that, "As a result of my education at Dalton State College I learned to speak well and give oral presentations."
- 1d) In an Employer Satisfaction survey, 75% of employers will rate Dalton State College graduates above average in speaking/listening skills
- 1e) In an annual survey, 80% of graduates will agree or strongly agree with the statement that, "As a result of my education at Dalton State College I learned to determine the form of communication appropriate to a particular audience and purpose."

- 2a) 70% of students in ENGL 1102 will complete an acceptable basic research project.
- 2b) 80% of students in ENGL 1102 will successfully complete a library tour and exercise.
- 2c) In an annual survey, 80% of graduates will agree or strongly agree with the statement that, "As a result of my education at Dalton State College I learned to gather data for research purposes from various sources."

- 3a) 70% of students who write the ENGL 1101 end-of-term essay will pass.
- 3b) 80% of students who write the essay portion of the Regents' Test (RTP) for the first time will pass.
- 3c) In an annual survey, 80% of graduates will agree or strongly agree with the statement that, "As a result of my education at Dalton State College I learned to write well."
- 3d) In an Employer Satisfaction survey, 75% of employers will rate Dalton State College graduates above average in writing skills
- 3e) Graduates completing the Collegiate Assessment of Academic Proficiency (CAAP) post-test will score on average at the 50th percentile of the national norm for critical thinking.
- 3f) In an annual survey, 80% of graduates will agree or strongly agree with the statement that, "As a result of my education at Dalton State College I learned to think critically."
- 3g) In an annual survey, 80% of graduates will agree or strongly agree with the statement that, "As a result of my education at Dalton State College I learned to organize ideas in a logical way."

- 4a) 70% of students completing HIST 1111, 1112, 2111, 2112; SOCI 1101, 1160; ANTH 1102; PSYC 1101; PHIL 1101, 1102; POLS 1101, 2201, 2301, 2401; and GEOG 1101, 1111 will score 70% or higher on their final grades.
- 4b) 70% of students completing all course requirements in a math course will earn a passing grade.
- 4c) 70% of students completing CHEMISTRY 1121 or 1212 will successfully complete the course with a grade of 70% or better.
- 4d) 65% of students that pass each biology course will demonstrate their understanding of biological terms and processes by earning a grade of 60% on a final exam.
- 4e) 80% of students completing PHYSICS 1127 or 1128 will pass the course with a grade of C or better.

- 4f) Graduates completing the Collegiate Assessment of Academic Proficiency (CAAP) post-test will score on average at the 50th percentile of the national norm for scientific reasoning.
- 5a) 80% of students completing a Chemistry course will successfully perform laboratory exercises and data analysis and achieve a 70% or better evaluation on the reports.
- 5b) Each question in a Biology course relating to the scientific method on a final exam will be correctly answered by 80% of the students that pass the course.
- 5c) 80% of students completing PHYSICS 1127 or 1128 will pass the course with a grade of C or better.
- 5d) Graduates completing the Collegiate Assessment of Academic Proficiency (CAAP) post-test will score on average at the 50th percentile of the national norm for critical thinking.
- 5e) In an annual survey, 80% of graduates will agree or strongly agree with the statement that, "As a result of my education at Dalton State College I learned to apply my knowledge of science to solve problems."
- 6a) 80% of students completing PHYSICS 1127 or 1128 will pass the course with a grade of C or better.
- 6b) Graduates' Mathematics scores on the CAAP exit assessment test will show improvement over their scores on the COMPASS entrance assessment test, with appropriate correlation.
- 6c) Graduates will score near the national average on the nationally normed CAPP test in Mathematics.
- 6d.) In an annual survey, 80% of graduates will agree or strongly agree with the statement that, "As a result of my education at Dalton State College I learned to perform basic mathematical operations."
- 6e.) In an Employer Satisfaction survey, 75% of employers will rate Dalton State College graduates above average in mathematical/computational skills.
- 7a) 70% of students passing a course in political science will be able to compare and contrast political parties in relevant political systems in an exam.
- 7b) 70% of students passing courses in political science with a grade of 70% or better will be able to identify the ideological and philosophical character of specific political parties.
- 7c) 70% of students completing ANTHROPOLOGY 1102 will score 60% or higher on an exam question relating to analyzing issues from different perspectives.
- 7d) Rising juniors completing the CAAP exit test will score on average at the 50th percentile of the national norm for critical thinking.
- 7e) In an annual survey, 80% of graduates will agree or strongly agree with the statement that, "As a result of my education at Dalton State College I learned to analyze issues from different perspectives and to be open to other viewpoints other than my own."
- 7f) In an annual survey, 80% of graduates will agree or strongly agree with the statement that, "As a result of my education at Dalton State College I learned to think critically."
- 7g) In an Employer Satisfaction survey, 75% of employers will rate Dalton State College graduates above average in critical thinking skills.

- 8a) 70% of students completing any history course will score 70% or higher on their exam questions which analyze social institutions such as government and human behavior (i.e., man's response to individual and collective historical challenges).
- 8b) 70% of students completing SOCIOLOGY 1101 will score 60% or higher on exam questions related to social institutions.
- 8c) 70% of students in PSYC 1101 will score 70% or higher on exam questions related to the various theoretical perspectives in psychology.
- 8d) 70% of students completing any geography course will score 70% or higher on exam questions which analyze social institutions such as social, cultural or political institutions of various countries, and human behavior such as man's response to social or physical challenges in their environment."
- 8e) In an annual survey, 70% of graduates will agree or strongly agree with the statement that, "As a result of my education at Dalton State College I learned to analyze the behavior of individuals as well as social groups and institutions."
- 9a) 80% of students completing courses in physical education will pass a skills test on personal fitness and well-being with a grade of C or better.
- 9b) 80% of students completing courses in physical education will pass a written exam on personal fitness and well-being with a grade of C or better.
- 9c) In annual survey, 80% of graduates will agree or strongly agree with the statement that, "As a result of my education at Dalton State College I learned to use scientific knowledge and practical experience to assess personal well being and to maintain wellness."

Implementation

- 1a) Analysis of results reported by Communications instructors to Division Chair.
- 1b) Analysis of results reported by Communications instructors to Division Chair.
- 1c) Annual survey of graduates conducted by the Office of Institutional Research. The office will summarize and disseminate results to Division chairs and faculty.
- 1d) Annual survey of employers conducted by the Office of Institutional Research. The office will summarize and disseminate results to Division chairs and faculty.
- 1e) Annual survey of graduates conducted by the Office of Institutional Research. The office will summarize and disseminate results to Division chairs and faculty.
- 2a) Analysis of results reported by English instructors to Division Chair.
- 2b) Analysis of results reported by English instructors to Division Chair.
- 2c) Annual survey of graduates conducted by the Office of Institutional Research. The office will summarize and disseminate results to Division chairs and faculty.
- 3a) Analysis of end-of-term pass rates by English instructors.
- 3b) Analysis of Regents' Test pass rates by Humanities Division chair.
- 3c) Annual survey of graduates conducted by the Office of Institutional Research. The office will summarize and disseminate results to Division chairs and faculty.
- 3d) Annual survey of employers conducted by the Office of Institutional Research. The office will summarize and disseminate results to Division chairs and faculty.

- 3e) Test results coordinated by the Director of Institutional Research who will summarize and disseminate test scores to division faculty.
- 3f) Annual survey of graduates conducted by the Office of Institutional Research. The office will summarize and disseminate results to Division chairs and faculty.
- 3g) Annual survey of employers conducted by the Office of Institutional Research. The office will summarize and disseminate results to Division chairs and faculty.

- 4a) Analysis of grade reports from Division instructors.
- 4b) Analysis of exam and grade reports by Math instructors and reported to Division Chair.
- 4c) Analysis of exam and grade reports by Chemistry instructor and reported to Division Chair.
- 4d) Analysis of exam and grade reports by Biology instructors and reported to Division Chair.
- 4e) Analysis of grade reports by Physics instructor and reported to Division Chair.
- 4f) Test results coordinated by the Director of Institutional Research who will summarize and disseminate results to division faculty.

- 5a) Analysis of lab reports and grades by Chemistry instructor and reported to Division Chair.
- 5b) Analysis of exam and grade reports by Biology instructors and reported to Division Chair.
- 5c) Analysis of grade reports by Physics instructor and reported to Division Chair.
- 5d) Test results coordinated by the Director of Institutional Research who will summarize and disseminate results to division faculty.
- 5e) Annual survey of graduates conducted by the Office of Institutional Research. The office will summarize and disseminate results to Division chairs and faculty.

- 6a) Analysis of grade reports by Physics instructor and reported to Division Chair.
- 6b) Test results coordinated by the Director of Institutional Research who will summarize and disseminate results to division faculty.
- 6c) Test results coordinated by the Director of Institutional Research who will summarize and disseminate results to division faculty.
- 6d) Annual survey of graduates conducted by the Office of Institutional Research. The office will summarize and disseminate results to Division chairs and faculty.
- 6e) Annual survey of employers conducted by the Office of Institutional Research. The office will summarize and disseminate results to Division chairs and faculty.

- 7a) Analysis of exam and grade reports by Political Science instructors and reported to Division Chair.
- 7b) Analysis of exam reports by Political Science instructors and reported to Division Chair.
- 7c) Analysis of exam reports by Anthropology instructor and reported to Division Chair.
- 7d) Test results coordinated by the Director of Institutional Research who will summarize and disseminate results to division faculty.
- 7e) Annual survey of graduates conducted by the Office of Institutional Research. The office will summarize and disseminate results to Division chairs and faculty.

- 7f.) Annual survey of graduates conducted by the Office of Institutional Research. The office will summarize and disseminate results to Division chairs and faculty.
- 7g) Annual survey of employers conducted by the Office of Institutional Research. The office will summarize and disseminate results to Division chairs and faculty.

- 8a) Analysis of exam and grade reports from History instructors and reported to Division Chair.
- 8b) Analysis of exam and grade reports from Sociology instructors and reported to Division Chair.
- 8c) Analysis of exam and grade reports from Psychology instructors and reported to Division Chair.
- 8d) Analysis of exam and grade reports from Geography instructors and reported to Division Chair.
- 8e) Annual survey of graduates conducted by the Office of Institutional Research. The office will summarize and disseminate results to Division chairs and faculty.

- 9a) Analysis of personal fitness skills test by physical education instructors.
- 9b) Analysis of exam results by physical education instructors.
- 9c) Annual survey of graduates conducted by the Office of Institutional Research. The office will summarize and disseminate results to Division chairs and faculty.

**TRANSFER PROGRAM
ACADEMIC OUTCOMES ASSESSMENT PLAN**

Mission Statement

Dalton State College serves Northwest Georgia by offering associate, certificate, and targeted baccalaureate programs of study and a wide variety of public service and continuing education activities.

Goal Statement

Dalton State College shares with the other state colleges of the University System of Georgia in providing a high quality general education program that supports a variety of well-chosen programs and prepares students for transfer to baccalaureate programs.

Program Intended Educational Outcomes

1. Dalton State College students transferring to four-year institutions within the University System of Georgia will find courses taken at the College fully accepted as prerequisites for junior and senior level courses.
2. The academic performance of Dalton State College students who transferred to four-year colleges within the University System will be similar or higher than those of students who initially enrolled at those institutions.
3. Dalton State College students will be well prepared academically to pursue their education at four-year institutions.

Means of Program Assessment and Criteria for Success

- 1) At the end of the academic year, the chairs of the Divisions of Humanities, Natural Sciences & Math, and Social Sciences will contact their counterparts at the two or three four-year institutions to which most Dalton State College students transfer and *all* of courses designed to support the transfer of students will be found to be fully accepted as prerequisites by the faculty at the four-year institutions contacted.
- 2a) Dalton State College students completing a two-year associate degree and transferring to a four-year institution within the University System will have a transfer GPA of 3.0 or higher.
- 2b) After one-year of study, the GPA of Dalton State College students who transferred to four-year colleges within the University System will be similar or higher than those of students who initially enrolled at those institutions.
- 3) In an alumni survey, 60% the respondents will indicate that Dalton State College prepared them “extremely well” or “more than adequately” for continuing their education at other institutions.

Implementation

- 1) Communication between division chairs and transferring institutions.
- 2a) Analysis of University System of Georgia Student Transfer data sent to System institutions.
- 2b) Analysis of University System of Georgia Student Transfer data sent to System institutions.
- 3) Biennial survey analysis of alumni by the Institutional Research office.

**DEVELOPMENTAL STUDIES PROGRAM
ACADEMIC OUTCOMES ASSESSMENT PLAN**

Mission Statement

Dalton State College serves Northwest Georgia by offering associate, certificate, and targeted baccalaureate programs of study and a wide variety of public service and continuing education activities.

Goal Statement

The Developmental Studies program was established to provide courses in reading, English, and mathematics to students entering college who were deficient in one or more of these areas of study. The courses are designed to bring students to college level proficiency in the respective area.

Program Intended Educational Outcomes

1. Dalton State College students with CPC deficiencies in English or mathematics that successfully complete their Developmental Studies courses will have satisfied their CPC deficiencies in English and mathematics.
2. Dalton State College students who successfully complete the Developmental Studies courses will be as successful in credit courses as those students that did not need to take Developmental Studies courses.

Means of Program Assessment and Criteria for Success

- 1) One hundred percent of students successfully completing the required areas of Developmental Studies will have satisfied the CPC requirements in English and mathematics.
- 2) Banner will be used to compare the percentage of classes successfully completed by students who have taken Developmental Studies courses and compared to the percentage of classes successfully completed by those students who did not need Developmental Studies courses.

Implementation

- 1) Analysis of Banner data.
- 2) Analysis of Banner data.

**DIVISION OF BUSINESS & TECHNOLOGY
MAJOR EDUCATIONAL AREA OUTCOMES AND
MEANS OF ASSESSMENT/CRITERIA FOR SUCCESS**

INDUSTRIAL OPERATIONS MANAGEMENT (Bachelor of Science)

1. Graduates of the Bachelor of Science degree program in Industrial Operations Management will be readily employed within their specific fields of training, voluntarily working outside their field or related field, or will be seeking additional education.
 - a) 90% of these graduates will be employed infield or voluntarily employed in another or related field, or seeking graduate training within six months after graduation as measured by an annual Alumni Survey of graduates.

2. Graduates of the Industrial Operations Management program will possess the academic skills and competencies necessary to be gainfully employed and productive.
 - a) Graduates' test scores will show improvement or 'value-added' in a pre- and post ETS Major Field Test in Business. (Graduates' test scores will also be compared to a national norm.)

 - b) In a Graduates' Survey, respondents will be satisfied with the skills and competencies demonstrated by rating graduates above average or higher than 3.0 on a 5.0 scale in each of the following areas:
 - ✓ Quantitative techniques and methodologies
 - ✓ Computer technology
 - ✓ Topics in integrated materials management
 - ✓ Quality control techniques
 - ✓ Statistical analysis
 - ✓ Quality assurance programs
 - ✓ Knowledge of hardware and operating systems
 - ✓ Database theory and management
 - ✓ Systems analysis and design methodology
 - ✓ Write/maintain computer programs in one or more sequential languages

(If any skills area should receive a score below 3.0, the IOM program and related courses of study will be reviewed further.)

 - c) 85% of the graduates will agree or strongly agree with the statement in a Graduate Survey that, "As a result of the education I received toward my degree in Industrial Operations Management, I feel I possess the necessary academic skills and competencies to be gainfully employed and be productive."

 - d) In an annual survey, 80% of Industrial Operations Management graduates will agree or strongly agree with the statement that, "As a result of my education at Dalton State College, I learned to think critically."

- e) In an annual survey, 80% of Industrial Operations Management graduates will agree or strongly agree with the statement that, “As a result of my education at Dalton State College, I learned to analyze and interpret statistical data.”
 - f) In an annual survey, 80% of Industrial Operations Management graduates will agree or strongly agree with the statement that, “As a result of my education at Dalton State College, I learned to perform basic mathematical operations.”
 - g) In an annual survey, 80% of Industrial Operations Management graduates will agree or strongly agree with the statement that, “As a result of my education at Dalton State College, I learned to use and become familiar with computers and other forms of electronic media, such as the Internet.”
3. Graduates of the Industrial Operations Management program will be satisfied with the quality of the degree program.
- a) 85% of these graduates will rate the quality of the IOM degree program as either “Very Satisfied” or “Satisfied” as measured by a Graduate Exit Interview/Survey and an annual Alumni Survey of graduates.
 - b) 80% of the graduates will indicate in the affirmative that they would recommend the Bachelor of Science degree to someone who would want to major in Industrial Operations Management as measured by a Graduate Exit Interview/Survey and an annual Alumni Survey of graduates.
4. Employers will be satisfied with the quality of Industrial Operations Management graduates.
- a) 80% of employers will rate their level of satisfaction with the work and performance of graduates as “Very Satisfied” or “Satisfied” according to an annual Employer Survey.
 - b) In an Employer Survey, 80% of employers will indicate in the affirmative that, based on their experiences employing graduates in their companies, they would continue to employ future graduates of Dalton State College’s Industrial Operations Management program.
 - c) Employers will be satisfied with the skills and competencies demonstrated by graduates of the Industrial Operations Management by rating them above average or higher than 3.0 on a 5.0 scale in each of the following performance skills/competencies:
 - ✓ Quantitative techniques and methodologies
 - ✓ Computer technology
 - ✓ Topics in integrated materials management
 - ✓ Quality control techniques
 - ✓ Statistical analysis
 - ✓ Quality assurance programs
 - ✓ Knowledge of hardware and operating systems
 - ✓ Database theory and management

- ✓ Systems analysis and design methodology
- ✓ Write/maintain computer programs in one or more sequential languages

(If any skills area should receive a score below 3.0, the IOM program and related courses of study will be reviewed further.)

Students awarded a Bachelor of Science degree in Industrial Operations Management will meet or exceed expectations for entry-level positions in management/technical professions. More specifically, achieving the learning outcomes require that the students be able to:

Quality Control and Assurance

1. understand basic methods of probability theory and statistics;
2. demonstrate proficiency with statistical techniques used in quality control programs including, regression analysis, sampling theory, statistical process control charts, applied design of experiments, and reliability analysis;
3. recognize the need for and, with secondary research techniques, find and apply appropriate quality control techniques to address the identified need;
4. understand the use of continuous improvement as a framework for applying quality control techniques;
5. understand role of quality assurance and how such programs would be implemented and operate, and know how quality control techniques, such as Total Quality Management, relate to quality assurance programs;

Integrated Materials Management

6. show proficiency with key quantitative techniques;
7. use quantitative methodologies implemented with computer technology to solve materials management problems;
8. demonstrate knowledge of contemporary topics in integrated materials management;

Information Technology

9. demonstrate familiarity with common hardware and operating systems;
10. understand relational database theory (Entity Relationship Modeling) and be able to use one or more modern database tools;
11. understand the systems analysis and design methodology; and
12. write and maintain computer programs in one or more sequential languages.

MANAGEMENT INFORMATION SYSTEMS (Bachelor of Science)

1. Graduates of the Bachelor of Science degree program in Management Information Systems (MIS) will be readily employed in a MIS or related field, voluntarily working outside their field, or will be seeking additional education.
 - a) 80% of graduates will be employed or voluntarily employed out of field or seeking graduate training within six months after graduation as measured by an Alumni Survey of graduates conducted annually.

2. Graduates of the MIS degree program will possess the necessary academic skills and competencies necessary to be gainfully employed and productive.
 - a) Graduates' test scores will show improvement or 'value-added' in pre- and post ETS Major Field Test in Business. (Graduates' test scores will also be compared to a national norm.)

 - b) In a Graduates' survey, respondents will be satisfied with the skills and competencies demonstrated by MIS graduates by rating them above average or higher than 3.0 on a 5.0 scale in each of the following performance skills/competencies:
 - ✓ Personal productivity software (e.g., word processing, spreadsheet, presentation, and database management applications)
 - ✓ Computer technology
 - ✓ Special topics in Management Information Systems
 - ✓ Computer programming, logic and design.
 - ✓ Systems analysis and design methodology
 - ✓ Data communications hardware and protocols
 - ✓ Computer hardware and operating systems
 - ✓ Management of information resources
 - ✓ Database management systems
 - ✓ Issues concerning the development and support of Web-based MIS applications

(If any skills area should receive a score below 3.0, the MIS program and related courses of study will be reviewed further.)

 - c) 80% of graduates will agree or strongly agree with the statement in a Graduate Survey that, "As a result of the education I received toward my degree in Management Information Systems, I feel I possess the necessary academic skills and competencies to be gainfully employed and be productive."

 - d) In an annual survey, 80% of the MIS graduates will agree or strongly agree with the statement that, "As a result of my education at Dalton State College, I learned to think critically."

- e) In an annual survey, 80% of the MIS graduates will agree or strongly agree with the statement that, “As a result of my education at Dalton State College, I learned to analyze and interpret statistical data.”
 - f) In an annual survey, 80% of the MIS graduates will agree or strongly agree with the statement that, “As a result of my education at Dalton State College, I learned to perform basic mathematical operations.”
 - g) In an annual survey, 80% of the MIS graduates will agree or strongly agree with the statement that, “As a result of my education at Dalton State College, I learned to utilize computers and personal productivity application software to increase my effectiveness on the job.”
3. Graduates will be satisfied with the quality of the Management Information Systems degree program.
- a) 80% of graduates will rate their satisfaction of the MIS degree program as either “Very Satisfied” or “Satisfied” according to a Graduate Exit Interview/Survey and an Alumni Survey of new graduates conducted annually.
 - b) 80% of graduates will indicate in the affirmative that they would recommend the Bachelor of Science degree to someone who would want to major in Management Information Systems according to a Graduate Exit Interview/Survey and an Alumni Survey of new graduates conducted annually.
4. Employers will be satisfied with the quality of MIS graduates.
- a) In an annual Employer Survey, 70% of employers will rate their level of satisfaction with the work and performance of MIS graduates as “Very Satisfied” or “Satisfied.”
 - b) In an annual Employer Survey, 70% of employers will indicate in the affirmative that, based on their experiences employing MIS graduates in their companies, they would continue to employ future MIS graduates.
 - c) Employers will be satisfied with the skills and competencies demonstrated by MIS graduates by rating them above average or higher than 3.0 on a 5.0 scale in each of the following performance skills/competencies:
 - ✓ Personal productivity software (e.g., word processing, spreadsheet, presentation, and database management applications)
 - ✓ Computer technology
 - ✓ Special topics in Management Information Systems
 - ✓ Computer programming, logic and design
 - ✓ Systems analysis and design methodology
 - ✓ Data communications hardware and protocols
 - ✓ Computer hardware and operating systems

- ✓ Management of information resources
- ✓ Database management systems
- ✓ Issues concerning the development and support of Web-based MIS applications

Students awarded a Bachelor of Science degree in Management Information Systems will have gained competencies in all the basic areas of MIS, including historical and contemporary MIS topics and issues, personal productivity software applications, data communications, computer business application programming, systems design and analysis, web-based MIS applications, information resource management, and database management systems. More specifically, achieving the learning outcomes require that the students be able to:

1. know the major current topics and issues in MIS;
2. understand the pros and cons of major MIS topics and issues;
3. use all forms of personal productivity software applications, including word processing, spreadsheet, database management, and presentation;
4. use on-line Help topics and other resources to expand skill base;
5. understand and use an extensive MIS vocabulary;
6. recognize the advantages and disadvantages of data communications;
7. know the major networking topologies and their advantages and disadvantages;
8. apply the three basic logic structures in their preparation of MIS applications software;
9. understand the basic concepts of object-oriented programming;
10. write simple and complex computer programs in several computer languages;
11. demonstrate proficiency in the design and analysis of typical business applications;
12. demonstrate knowledge of contemporary topics in information resource management;
13. understand the design and implementation issues of web-based applications;
14. prepare simple and complex SQL queries for typical business application databases; and
15. design and 'normalize' a typical business application database.

TECHNOLOGY MANAGEMENT (Bachelor of Applied Science)

1. Graduates of the Bachelor of Applied Science degree program in Technology Management will be readily employed within their specific fields of training, voluntarily working outside their field or related field, or will be seeking additional education.
 - a) 90% of Technology Management graduates will be employed or voluntarily employed in another or related field, or seeking graduate training within six months after graduation as measured by an annual Alumni Survey of graduates.

2. Graduates of the Technology Management program will possess the academic skills and competencies necessary to be gainfully employed and productive.
 - a) Graduates' test scores will show improvement or 'value-added' in a pre- and post ETS Major Field Test in Business. (Graduates' test scores will also be compared to a national norm.)

 - b) In a Graduates' Survey, respondents will be satisfied with the skills and competencies demonstrated by rating graduates above average or higher than 3.0 on a 5.0 scale in each of the areas:
 - ✓ Financial analysis and planning
 - ✓ Capital budgeting
 - ✓ Marketing concepts and research techniques
 - ✓ Management theories
 - ✓ Human resource management
 - ✓ Statistical techniques and analysis
 - ✓ Systems analysis and design methodology
 - ✓ Database tools
 - ✓ Hardware and software systems

(If any skills area should receive a score below 3.0, the Technology Management degree program and related courses of study will be reviewed further.)

 - c) 80% of the graduates will agree or strongly agree with the statement in a Graduate Survey that, "As a result of the education I received toward my degree in Technology Management, I feel I possess the necessary academic skills and competencies to be gainfully employed and productive.

 - d) In an annual survey, 80% of Technology Management graduates will agree or strongly agree with the statement that, "As a result of my education at Dalton State College, I learned to think critically."

 - e) In an annual survey, 80% of Technology Management graduates will agree or strongly agree with the statement that, "As a result of my education at Dalton State College, I learned to analyze and interpret statistical data."

- f) In an annual survey, 80% of Technology Management graduates will agree or strongly agree with the statement that, “As a result of my education at Dalton State College, I learned to perform basic mathematical operations.”
- g) In an annual survey, 80% of Technology Management graduates will agree or strongly agree with the statement that, “As a result of my education at Dalton State College, I learned to use and become familiar with computers and other forms of electronic media, such as the Internet.”
3. Graduates of the Technology Management program will be satisfied with the quality of the degree program.
- a) 80% of these graduates will rate the quality of the Technology Management degree program as either “Very Satisfied” or “Satisfied” as measured by a Graduate Exit Interview/Survey and an annual Alumni Survey of graduates.
- b) 80% of the graduates will indicate in the affirmative that they would recommend the Bachelor of Applied Science degree to someone who would want to major in Technology Management as measured by a Graduate Exit Interview/Survey and an annual Alumni Survey of graduates.
4. Employers will be satisfied with the quality of Technology Management graduates.
- a) 80% of employers will rate their level of satisfaction with the work and performance of graduates as very satisfied or satisfied according to an annual Employer Survey.
- b) In an Employer Survey, 80% of employers will indicate in the affirmative that, based on their experiences employing graduates in their companies, they would continue to employ future graduates of Dalton State College’s Technology Management program.
- c) Employers will be satisfied with the skills and competencies demonstrated by graduates of the Technology Management by rating them above average or higher than 3.0 on a 5.0 scale in each of the following areas:
- ✓ Financial analysis and planning
 - ✓ Capital budgeting
 - ✓ Marketing concepts and research techniques
 - ✓ Management theories
 - ✓ Human resource management
 - ✓ Statistical techniques and analysis
 - ✓ Systems analysis and design methodology
 - ✓ Database tools
 - ✓ Hardware and software systems
- (If any skills area should receive a score below 3.0, the individual program area and related courses of study will be reviewed further.)

Students awarded a Bachelor of Applied Science degree in Technology Management will meet or exceed expectations for entry-level positions in management/technical professions. More specifically, achieving the learning outcomes require that the students be able to:

Financial Management

1. demonstrate knowledge in the area of financial analysis and planning;
2. explain the use of the present value concept in analyzing financial related questions;
3. understand and apply the concepts of cost of capital and capital budgeting ;
4. show proficiency in the uses of stocks and bonds in the capital markets;

Marketing

5. demonstrate knowledge of key marketing concepts;
6. understand the use of technology in the marketing of products and services;
7. show proficiency in market research techniques;

Management

8. demonstrate the knowledge and proper application of the theories of management;
9. know state and federal laws that relate to human resources management;
10. understand the application of the concepts of leadership, teams, team building, organization behavior and organizational communications;

Statistical Analysis

11. understand basic concepts of probability theory and statistics;
12. demonstrate the knowledge of the uses of statistical techniques in business situations such as quality control and market research;

Information Technology

13. demonstrate knowledge of common hardware and software systems; and
14. show competency in one or more database tools.

**DIVISION OF NURSING
MAJOR AREA OUTCOMES AND
MEANS OF ASSESSMENT/CRITERIA FOR SUCCESS**

1. Graduates of the Nursing (RN) Associate Degree program will demonstrate competency to practice as safe, effective registered nurses.
 - a) The graduates of the Associate Degree Nursing program who take the NCLEX-RN licensure examination within one year of graduation will pass on the first try at a pass rate at or above the national average.
2. Graduates will be satisfied with the quality of the RN program.
 - a) After one year of employment, 80% of graduates will express satisfaction with their educational preparation at Dalton State College as measured by an annual Alumni Survey.
3. Employers will be satisfied with the quality of RN graduates.
 - a) 80% of employers of Dalton State College nursing graduates will express satisfaction in an annual Employer Survey with the performance of the graduates after one year of employment in the areas of critical thinking, communication, and therapeutic nursing interventions.
4. Graduates of the Nursing (RN) Associate Degree program will be successfully employed in the healthcare field.
 - a) Within three months of passing the NCLEX-RN licensure examination, 75% of Dalton State College graduates will be employed in hospitals and similar agencies as measured by an annual Alumni Survey.
5. Students in the RN program will successfully matriculate.
 - a) In any given semester, the attrition rate of students failing to progress in the Associate Degree Nursing program due to academic failure in nursing will not be greater than 15%.
6. Graduates will continue to participate in professional growth activities to keep current with nursing trends/issues and professional development.
 - a) After one year of employment, 80% of graduates will indicate in an Alumni Survey that they have participated in professional growth activities as defined as (1) the regular reading of nursing literature, (2) attendance at workshops/seminars/in-services, (3) participation in a professional organization, and (4) continuation of formal education.

The goal of Dalton State College Division of Nursing is to prepare students for employment as safe, effective registered nurses. Upon entry into practice, the graduate will:

1. utilize the critical thinking/nursing process at each level of Maslow's hierarchy.
2. perform safely in all aspects of nursing care seeking assistance when indicated and following policies and procedures of the employing institution
3. develop, implement and evaluate individual teaching plans.
4. analyze nutritional status to promote optimum nutrition and implement diet therapy.
5. prepare, administer and evaluate drug therapy.
6. form, implement and evaluate a specific, interdisciplinary plan of rehabilitation.
7. possess knowledge of common, well-defined health needs with predictable outcomes; and intervene therapeutically according to current nursing care standards serving as a patient advocate.
8. establish and maintain effective communication with patients, families, significant others, and health team members.
9. identify cultural diversity and personalize care to reflect this diversity throughout the life cycle.
10. 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.
11. assume responsibility for professional growth in the practice of nursing.
12. appraise growth and development levels and utilize the critical thinking/nursing process to assist the patient in meeting the expected developmental tasks.
13. applying principles of the biological, physical, and social sciences in performing independent and dependent nursing functions.
14. practice in a cost effective manner.
15. practice within the ethical and legal framework of nursing maintaining confidentiality of information regarding clients.
16. promote participation of the patient, family, significant others, and members of the health care team in the plan of care.

17. develop technological skills which are adaptable to an ever changing health care environment.
18. demonstrate critical thinking/nursing process skills in all decision-making activities.

**DIVISION OF TECHNICAL EDUCATION
MAJOR AREA OUTCOMES AND
MEANS OF ASSESSMENT/CRITERIA FOR SUCCESS**

AUTOMOTIVE TECHNOLOGY (Certificate)

1. Graduates of the Automotive Technology certificate program will be successfully employed in the automotive field.
 - a) 80% of the Automotive Technology graduates will be employed after graduation as measured by a Graduate Follow-Up Survey.
 - b) The Automotive Technology program will meet or exceed the Department of Technical & Adult Education's mandated graduate job placement benchmark as measured by its annual Performance Accountability System Report.
2. Graduates of the Automotive Technology certificate program will demonstrate competency to work in the field for which they have been trained.
 - a) 100% of the Automotive Technology graduates will pass the course competencies for all courses in the curriculum as measured by the course-level examination process.
3. Graduates will be satisfied with the quality of the Automotive Technology certificate program.
 - a) 75% of graduates will rate the quality of the Automotive Technology program as either "Very Satisfied" or "Satisfied" as measured by a Graduate Follow-Up Survey.
 - b) 75% of graduates will indicate in a graduate follow up survey that the Automotive Technology program has prepared them well for their jobs.
4. Employers will be satisfied with the quality of Automotive Technology certificate graduates.
 - a) 80% of employers will indicate satisfaction with Automotive Technology graduates in personal and technical skill areas as measured by an annual Employer Follow-Up Survey.
 - b) 75% of employers will indicate in the affirmative that, based on their experiences employing Automotive Technology graduates, they would continue to employ future graduates of Dalton State College's Automotive Technology program.

Students awarded the Automotive Technology will be successfully employed in the Automotive field. More specifically, achieving the learning outcomes require that graduates be able to:

1. function as safe competent employees in the automotive field;
2. demonstrate knowledge, skills and attributes appropriate to automotive technicians needs and economic constraints;
3. apply skills learned in the classroom and laboratory settings to demonstrate effective performance on the job;
4. apply Automotive technology processes in meeting needs of the Automotive consumers;
5. demonstrate a positive self-image and sense of personal well being in the workplace; and
6. perform as productive and efficient employees with the skills appropriate to the Automotive technology field.

COMPUTER NETWORKING TECHNOLOGY (Associate Degree)

1. Graduates of the Computer Networking Technology degree programs will be successfully employed in the computer field.
 - a) 75% of Computer Networking Technology degree program graduates will be employed within six months after graduation as measured by a Graduate Follow-up Survey.
 - b) Computer Networking Technology degree programs will meet or exceed the Department of Technical & Adult Education's mandated graduate job placement benchmark as measured by its annual Performance Accountability System Report.
2. Graduates of the Computer Networking Technology degree program will demonstrate competency to work in the field for which they have been trained.
 - a) 75% of Computer Networking Technology program graduates who take an appropriate certification exam will pass the examination on the first attempt as measured by certification examination results reported on a Graduate Follow-up Survey.
3. Graduates will be satisfied with the quality of the Computer Networking Technology degree programs.
 - a) 80% of graduates will state that they are "Very Satisfied" or "Satisfied" with the quality of the programs as measured by a Graduate Follow-up Survey.
 - b) 75% of graduates will indicate in the alumni survey that the programs have prepared them well for their jobs
4. Employers will be satisfied with the quality of Computer Networking Technology degree program graduates.
 - a) 75% of employers will indicate satisfaction with program graduates in personal and technical skill areas as measured by an annual Employer Follow-up Survey.
 - b) 80% of employers will indicate on the Employer Follow-up Survey that, based on their experiences employing program graduates, they would continue to employ future graduates of Dalton State College's Computer Networking Technology degree program.

Students awarded the Computer Networking Technology degree programs will be successfully employed in the Computer Networking Technology field. They will be able to demonstrate proficiency in:

1. installing network infrastructure;
2. troubleshooting networking infrastructure;
3. installing, managing and operating network operating system;
4. managing inter- and intra- network connectivity equipment; and
5. designing and managing world-wide web sites and pages.

COMPUTER OPERATIONS (Associate Degree)

1. Graduates of the Computer Operations degree programs will be successfully employed in the computer field.
 - a) 75% of Computer Operations degree program graduates will be employed within six months after graduation as measured by a Graduate Follow-up Survey.
 - b) Computer Operations degree program will meet or exceed the Department of Technical & Adult Education's mandated graduate job placement benchmark as measured by its annual Performance Accountability System Report.
2. Graduates will be satisfied with the quality of the Computer Operations degree program.
 - a) 80% of graduates will state that they are "Very Satisfied" or "Satisfied" with the quality of the program as measured by a Graduate Follow-up Survey.
 - b) 75% of graduates will indicate in the alumni survey that the Computer Operations program has prepared them well for their jobs.
3. Employers will be satisfied with the quality of Computer Operations degree program graduates.
 - a) 75% of employers will indicate satisfaction with program graduates in personal and technical skill areas as measured by an annual Employer Follow-up Survey.
 - b) 80% of employers will indicate on the Employer Follow-up Survey that, based on their experiences employing program graduates, they would continue to employ future graduates of Dalton State College's Computer Operations degree program.

Students awarded the Computer Operations degree programs will be successfully employed in the Computer Operations field. They will be able to demonstrate proficiency in:

1. troubleshooting Level 1 user problems in an AS/400 help desk environment;
2. operating an IBM AS/400 using console and command language (CL);
3. operating common AS/400 peripherals;
4. performing entry-level management of a Unix server; and
5. performing entry-level management of a major network operating system.

COMPUTER SERVICE TECHNOLOGY (Associate Degree)

1. Graduates of the Computer Service Technology Associate of Applied Science program will be successfully employed in the general electronics field.
 - a) 85% of Computer Service Technology Associate of Applied Science graduates will be employed within six months after graduation as measured by a graduate follow up survey.
 - b) The Computer Service Technology Associate of Applied Science program will meet or exceed the Department of Technical & Adult Education's mandated graduate job placement benchmark as measured by its annual Performance Accountability System Report.
2. Graduates of the Computer Service Technology Associate of Applied Science program will demonstrate competency to work in the field for which they have been trained.
 - a) 85% of Computer Service Technology Associate of Applied Science graduates will show success in achievement of learning outcomes in their major courses by attaining a grade of C or better.
3. Graduates will be satisfied with the quality of the Computer Service Technology Associate of Applied Science program.
 - a) 85% of graduates will rate the quality of Computer Service Technology Associate of Applied Science program as either "Very Satisfied" or "Satisfied" as measured by a Graduate Follow-up Survey.
 - b) 75% of graduates will indicate in the alumni survey that the Computer Service Technology Associate of Applied Science program has prepared them well for their jobs.
4. Employers will be satisfied with the quality of Computer Service Technology Associate of Applied Science graduates.
 - a) 85% of employers will indicate satisfaction with Computer Service Technology Certificate graduates in personal and technical skill areas as measured by an annual Computer Service Technician Employer Follow-up Survey.
 - b) 85% of employers will indicate in the affirmative that, based on their experiences employing Computer Service Technology Associate of Applied Science graduates, they would continue to employ future graduates of Dalton State College's Computer Service Technology program.

Students awarded the Computer Service Technology Associate of Applied Science will be successfully employed in the electronics field. More specifically, achieving the learning outcomes require that graduates be able to:

1. interpret and convey computer hardware and software concepts using written reports, number systems, alphanumeric code, block and schematic diagrams in printed and electronic forms;
2. give clear written and oral explanations and instructions for computer service work;
3. use a computer to find information to apply to computer installation and service;
4. analyze and troubleshoot simple electronic circuits involving DC and AC supplies, resistors, capacitors, semiconductor devices, and integrated circuits;
5. maintain, upgrade, analyze, and troubleshoot microcomputer systems;
6. assist with the installation and maintenance of computer networks;
7. provide technical support for computer users with respect to installation and operation of computers;
8. construct, using correct soldering techniques, electronic circuits on simple printed circuit boards; and
9. perform the duties of a computer service technician in a safe, efficient, and reliable manner.

DRAFTING AND DESIGN TECHNOLOGY (Associate Degree)

1. Graduates of the Drafting and Design (AAS) program will be successfully employed in the Drafting/CAD field.
 - a) 75% of Drafting and Design (AAS) graduates will be employed after graduation as measured by the Student Follow-up Survey.
 - b) The Drafting and Design (AAS) program will meet or exceed the Department of Technical & Adult Education's mandated graduate job placement benchmark as measured by its annual Performance Accountability System Report.
2. Graduates of the Drafting and Design (AAS) program will demonstrate competency to work in the field for which they have been trained within the state of Georgia.
 - a) 75% will demonstrate competency to work in the field for which they have been trained within the state of Georgia by successfully passing end of term examinations.
3. Graduates will be satisfied with the quality of the Drafting and Design (AAS) program.
 - a) 75% of graduates will rate the quality of the Drafting and Design (AAS) program as either "Very Satisfied" or "Satisfied" as measured by a Graduate Follow-up Survey.
 - b) 75% of graduates will indicate in the alumni survey that the Drafting and Design (AAS) program has prepared them well for their jobs.
4. Employers will be satisfied with the quality of Drafting and Design (AAS) graduates.
 - a) 75% of employers will indicate satisfaction with Drafting and Design (AAS) graduates in personal and technical skill areas as measured by an annual Drafting and Design (AAS) Employer Follow-up Survey.
 - b) 75% of employers will indicate in the affirmative that, based on their experiences employing Drafting and Design (AAS) graduates, they would continue to employ future graduates of Dalton State College's Drafting and Design (AAS) program.

Students awarded the Drafting and Design Technology (AAS) will be successfully employed in the drafting/CAD field. They will be able to demonstrate competencies with regards to:

- ✓ Computer Terminology
- ✓ Data Storage
- ✓ File Management
- ✓ Hardware and Software Care and Operation
- ✓ Introductory Word Processing, Database, and Spreadsheet Applications
- ✓ Basic Mathematical/Algebraic Concepts
- ✓ Axonometric Drawings
- ✓ Oblique Drawings
- ✓ Pictorial Sketching
- ✓ Utilization of Technical Reference Sources
- ✓ Types of Threads
- ✓ Fasteners
- ✓ Welding Symbols/Terminology
- ✓ CAD Commands
- ✓ Basic Entities
- ✓ Basic CAD Applications
- ✓ Establishment of True Length
- ✓ Intersection of Surfaces
- ✓ Detail Drawings
- ✓ Orthographic Assembly Drawings
- ✓ Pictorial Assembly Drawings
- ✓ Utilization of Technical Reference Source
- ✓ In-Depth Detail Drawings
- ✓ In-Depth Orthographic Assembly Drawings
- ✓ In-Depth Pictorial Assembly Drawings
- ✓ Utilization of Technical Reference Source

ELECTRONIC TECHNOLOGY (Associate Degree)

1. Graduates of the Electronic Technology Associate of Applied Science program will be successfully employed in the general electronics field.
 - a) 85% of Electronic Technology Associate of Applied Science graduates will be employed within six months after graduation as measured by a graduate follow up survey.
 - b) The Electronic Technology Associate of Applied Science program will meet or exceed the Department of Technical & Adult Education's mandated graduate job placement benchmark as measured by its annual Performance Accountability System Report.
2. Graduates of the Electronic Technology Associate of Applied Science program will demonstrate competency to work in the field for which they have been trained.
 - a) 85% of Electronic Technology Associate of Applied Science graduates will show success in achievement of learning outcomes in their major courses by attaining a grade of C or better.
3. Graduates will be satisfied with the quality of the Electronic Technology Associate of Applied Science program.
 - a) 85% of graduates will rate the quality of Electronic Technology Associate of Applied Science program as either "Very Satisfied" or "Satisfied" as measured by a Graduate Follow-up Survey.
 - b) 75% of graduates will indicate in the alumni survey that the Electronic Technology Associate of Applied Science program has prepared them well for their jobs.
4. Employers will be satisfied with the quality of Electronic Technology Associate of Applied Science graduates.
 - a) 85% of employers will indicate satisfaction with Electronic Technology Certificate graduates in personal and technical skill areas as measured by an annual Electronic Technician Employer Follow-up Survey.
 - b) 85% of employers will indicate in the affirmative that, based on their experiences employing Electronic Technology Associate of Applied Science graduates, they would continue to employ future graduates of Dalton State College's Electronic Technology program.

Students awarded the Electronic Technology Associate of Applied Science will be successfully employed in the electronics field. More specifically, achieving the learning outcomes require that graduates be able to:

1. interpret and convey electronic ideas using written reports, graphics, mathematical calculations, and electronic schematic diagrams in printed and electronic forms;
2. give clear written and oral explanations and instructions for electronics work;
3. use a computer to find information to apply to electronics installation and problem solving;
4. analyze and troubleshoot electronic circuits involving DC and AC supplies, resistors, capacitors, inductors, motors, controls, semiconductor devices, integrated circuits, programmable logic controllers, and microprocessors;
5. construct, using correct soldering techniques, electronic circuits on simple printed circuit boards; and
6. perform the duties of a general electronic technician in a safe, efficient, and reliable manner.

INDUSTRIAL ELECTRICAL TECHNOLOGY (Associate Degree)

1. Graduates of the Industrial Electrical Technology Associate of Applied Science program will be successfully employed in the industrial electrical field.
 - a) 85% of Industrial Electrical Technology Associate of Applied Science graduates will be employed within six months after graduation as measured by a Graduate Follow-Up Survey.
 - b) The Industrial Electrical Technology Associate of Applied Science program will meet or exceed the Department of Technical & Adult Education's mandated graduate job placement benchmark as measured by its annual Performance Accountability System Report.
2. Graduates of the Industrial Electrical Technology Associate of Applied Science program will demonstrate competency to work in the field for which they have been trained.
 - a) 85% of Industrial Electrical Technology Associate of Applied Science graduates will show success in achievement of learning outcomes in their major courses by attaining a grade of C or better.
3. Graduates will be satisfied with the quality of the Industrial Electrical Technology Associate of Applied Science program.
 - a) 85% of graduates will rate the quality of Industrial Electrical Technology Associate of Applied Science program as either "Very Satisfied" or "Satisfied" as measured by a Graduate Follow-up Survey.
 - b) 75% of graduates will indicate in the alumni survey that the Industrial Electrical Technology Associate of Applied Science program has prepared them well for their jobs.
4. Employers will be satisfied with the quality of Industrial Electrical Technology Associate of Applied Science graduates.
 - a) 85% of employers will indicate satisfaction with Industrial Electrical Technology Associate of Applied Science graduates in personal and technical skill areas as measured by an annual Industrial Electrical Technician Employer Follow-up Survey.
 - b) 85% of employers will indicate in the affirmative that, based on their experiences employing Industrial Electrical Technology Associate of Applied Science graduates, they would continue to employ future graduates of Dalton State College's Industrial Electrical Technology Associate of Applied Science Technology program.

Students awarded the Industrial Electrical Technology Associate of Applied Science will be successfully employed in the electronics field. More specifically, achieving the learning outcomes require that graduates be able to:

1. interpret and convey electrical and electronic ideas using written reports, graphics, mathematical calculations, and electronic schematic diagrams in printed and electronic forms;
2. give clear written and oral explanations and instructions for industrial electrical work;
3. use a computer to find information to apply to industrial electrical installation and problem solving;
4. analyze and troubleshoot electronic circuits involving DC and AC supplies, resistors, capacitors, inductors, motors, controls, semiconductor devices, integrated circuits, programmable logic controllers, and microprocessors;
5. construct, using correct soldering techniques, electronic circuits on simple printed circuit boards; and
6. perform the duties of a general industrial electrical technician in a safe, efficient, and reliable manner.

INDUSTRIAL PLANT MAINTENANCE (Certificate)

1. Graduates of the Industrial Plant Maintenance program will be successfully employed in the Industrial Plant Maintenance field.
 - a) 75% of graduates will be employed in the Industrial Plant Maintenance field within one year after graduation, according to a Graduate Follow-Up Survey.
 - b) The Industrial Plant Maintenance program will meet or exceed the Department of Technical & Adult Education's mandated graduate job placement benchmark as measured by its annual Performance Accountability System Report.
2. Graduates will be satisfied with the quality of the Industrial Plant Maintenance program.
 - a) 75% of graduates will rate the quality of the Industrial Plant Maintenance program as either "Very Satisfied" or "Satisfied" as measured by a Graduate Follow-up Survey.
 - b) 75% of graduates will indicate in the alumni survey that the Industrial Plant Maintenance program has prepared them well for their jobs.
3. Employers will be satisfied with the quality of Certificate Industrial Plant Maintenance graduates.
 - a) 75% of employers will indicate satisfaction with Industrial Plant Maintenance graduates in personal and technical skill areas as measured by an annual Employer Follow-up Survey.
 - b) 75% of employers will indicate in the affirmative that, based on their experiences employing Industrial Plant Maintenance graduates, they would continue to employ future graduates of Dalton State College's Industrial Plant Maintenance program.

Students awarded the Certificate in Industrial Plant Maintenance Program will be successfully employed in the Industrial Plant Maintenance Field. More specifically, achieving the learning outcomes require that graduates be able to:

1. perform basic welding operations using S.M.A.W., G.M.A.W., and G.T.A.W. welding operations;
2. perform basic lathe operations used in maintenance applications;
3. perform basic milling machine operations used in maintenance applications;
4. operate power equipment used in maintenance shops;
5. perform basic electrical circuits analysis; and
6. perform A.C. circuit analysis.

INDUSTRIAL TECHNOLOGY (Associate Degree)

1. Graduates of the Industrial Technology AAS program will be successfully employed in the industrial technology field.
 - a) 80 % of the Industrial Technology graduates will be employed after graduation as measured by a Graduate Follow-up Survey.
 - b) The Industrial Technology program will meet or exceed the Department of Technical & Adult Education's mandated graduate job placement benchmark as measured by its annual Performance Accountability System Report.
2. Graduates of the Industrial Technology AAS program will demonstrate competency to work in the field for which they have been trained.
 - a) 100% of the Industrial Technology graduates will pass the course competencies for all courses in the curriculum as measured by the course-level examination process.
3. Graduates will be satisfied with the quality of the Industrial Technology AAS program.
 - a) 75% of graduates will rate the quality of the Industrial Technology program as either "Very Satisfied" or "Satisfied" as measured by the graduate follow up survey.
 - b) 75% of graduates will indicate in a graduate follow up survey that the Industrial Technology program has prepared them well for their jobs.
4. Employers will be satisfied with the quality of Industrial Technology AAS graduates.
 - a) 80% of employers will indicate satisfaction with Industrial Technology graduates in personal and technical skill areas as measured by an annual Employer Follow-Up Survey.
 - b) 75 % of employers will indicate in the affirmative that, based on their experiences employing Industrial Technology graduates, they would continue to employ future graduates of Dalton State College's Industrial Technology program.

Students awarded the Industrial Technology degree will be successfully employed in the manufacturing field. More specifically, achieving the learning outcomes require that graduates be able to:

1. function as safe competent employees in the industrial technology field;
2. demonstrate knowledge, skills and attributes appropriate to Industrial Technology needs and economic constraints;
3. apply skills learned in the classroom and laboratory settings to demonstrate effective performance on the job;
4. apply Industrial Technology processes in meeting needs of the consumers;
5. demonstrate a positive self-image and sense of personal well being in the workplace; and
6. perform as productive and efficient employees with the skills appropriate to the Industrial Technology field.

LICENSED PRACTICAL NURSING (Certificate)

1. Graduates of the Licensed Practical Nursing (LPN) Certificate program will be successfully employed in the healthcare field.
 - a) 80% of LPN graduates will be employed within six months after graduation as measured by the LPN annual Alumni Questionnaire.
 - b) After one year of graduation, 90% of graduates will be employed in the healthcare field according to the LPN annual Alumni Questionnaire.
 - c) The LPN program will meet or exceed the Department of Technical & Adult Education's mandated graduate job placement benchmark as measured by its annual Performance Accountability System Report.
2. Graduates of the Licensed Practical Nursing (LPN) Certificate program will demonstrate competency to practice nursing within the state of Georgia.
 - a) 85% of LPN graduates will pass the NCLEX-PN licensure examination on the first attempt as measured by an analysis of NCLEX-PN "Pass-Fail" examination results.
3. Students in the LPN program will be academically prepared to take the NCLEX-PN license examination.
 - a) 90% of students will pass the Educational Resource NCLEX-PN Practice Examination as measured by the Educational Resources LPN Assessment Diagnostic Report.
4. Students in the LPN program will successfully complete a clinical skills checklist that demonstrates proficiency in the practical application of nursing skills.
 - a) 80% of students will be able to show how to develop a Nursing Care Plan by achieving a pass rate of 75% or higher as evaluated by faculty.
5. Graduates will be satisfied with the quality of the LPN program.
 - a) 75% of graduates will rate the quality of the LPN program as either "Very Satisfied" or "Satisfied" as measured by the LPN annual Alumni Questionnaire.
 - b) 75% of graduates will indicate in the alumni survey that the LPN program has prepared them well for their jobs.

6. Employers will be satisfied with the quality of LPN graduates.
 - a) 80% of employers will indicate satisfaction with LPN graduates in personal and technical skill areas as measured by an annual LPN Employer Satisfaction Survey.
 - b) 80% of employers will indicate in the affirmative that, based on their experiences employing LPN graduates, they would continue to employ future graduates of Dalton State College's LPN Certificate program.

Students awarded the Certificate in Licensed Practical Nursing will be successfully employed in the healthcare field. More specifically, achieving the learning outcomes require that graduates be able to:

1. obtain Licensure by the State Board of Examiners for LPNs;
2. function within the definition and framework of their role specified by the Nurse Practice Act;
3. function as safe competent practitioners in the practical nursing field;
4. demonstrate knowledge, skills and attributes appropriate to healthcare needs and economic constraints;
5. apply skills learned in the classroom and clinical settings to demonstrate effective performance on the job;
6. apply the nursing process in meeting needs of the healthcare consumers and adhere to the legal and ethical guidelines of the nursing profession;
7. demonstrate a positive self-image and sense of personal well being in the workplace;
8. Perform as productive and efficient employees with appropriate leadership and management skills;
9. function as accountable responsible members of a healthcare team concerned with basic therapeutic, rehabilitative, and preventative care for people of all ages and cultural diversities in various stages of dependencies; and
10. optimize and maintain personal health.

MACHINE SHOP (Certificate)

1. Graduates of the Machine Shop program will be successfully employed in the Machine Shop field.
 - a) 75% of graduates will be employed in the Machine Shop field within one year after graduation, according to a graduate follow-up questionnaire.
 - b) The Machine Shop program will meet or exceed the Department of Technical & Adult Education's mandated graduate job placement benchmark as measured by its annual Performance Accountability System Report.
2. Graduates will be satisfied with the quality of the Machine Shop program.
 - a) 75% of graduates will rate the quality of the Machine Shop program as either "Very Satisfied" or "Satisfied" as measured by a Graduate Follow-up Survey.
 - b) 75% of graduates will indicate in the alumni survey that the Machine Shop program has prepared them well for their jobs.
3. Employers will be satisfied with the quality of Certificate Machine Shop graduates.
 - a) 75% of employers will indicate satisfaction with Machine Shop graduates in personal and technical skill areas as measured by an annual Machine Shop Employer Follow-up Survey.
 - b) 75% of employers will indicate in the affirmative that, based on their experiences employing Machine Shop graduates, they would continue to employ future graduates of Dalton State College's Machine Shop program.

Students awarded the Certificate in Machine Shop will be successfully employed in the Machine Shop field. They will demonstrate the following competencies:

1. Read sophisticated measuring devices as well as conventional measuring devices.
2. Set-Up and operate a lathe using the following operations:
 - a. Turning shafts to size
 - b. Boring
 - c. Tapering
 - d. Threading
 - e. Dial-Indicating shafts
 - f. Turning Radius
3. Set-up and operate vertical milling machines using the following operations:
 - a. Inserting cutting tools.
 - b. Squaring work pieces.
 - c. Boring
 - d. Cutting key ways.
 - e. Counterboring
 - f. Countersinking
 - g. Tapping holes.
4. Operate power tools in the shop area:
 - a. Band Saws
 - b. Cut-off saws
 - c. Drill presses
 - d. Metal shears

MANAGEMENT (Associate Degree)

1. Graduates of the Management AAS program will be successfully employed in the business field.
 - a) 70% of Management AAS graduates will be employed within six months after graduation as measured by a Graduate Follow-up Survey.
 - b) The Management AAS program will meet or exceed the Department of Technical & Adult Education's mandated graduate job placement benchmark as measured by its annual Performance Accountability System Report.
2. Graduates will be satisfied with the quality of the Management AAS program.
 - a) 70% of Management AAS graduates will rate the quality of the program as either "Very Satisfied" or "Satisfied" as measured by a Graduate Follow-up survey.
 - b) 70% of Management AAS graduates will indicate in a Graduate Follow-up Survey that the Marketing AAS program has prepared them well for their jobs.
3. Employers will indicate satisfaction with program graduates in personal and technical skill areas as measured by an annual Management AAS Employer Follow-up Survey.
 - a) 70% of the employers of Management AAS graduates will indicate in an Employer Follow-up Survey that the Marketing AAS program has prepared the graduates well for their jobs.
 - b) In an Employer Follow-up Survey, seventy percent 70% of the employers of Management AAS graduates will indicate in the affirmative that, based on their experiences employing program graduates they would continue to employ future graduates of Dalton State College's Management AAS program.

Students awarded the Management AAS will be successfully employed in a business field. More specifically, the Management AAS degree program will produce graduates who are prepared for employment as managers and supervisors. Program graduates will be competent in the general areas of humanities or fine arts, social or behavioral sciences, and natural sciences or mathematics. In addition, graduates are to be competent in the occupational areas of management principles; accounting for marketing; personnel administration; employee relations, counseling, disciplinary action, training, and performance evaluation; and leadership and decision making.

MANUFACTURING TECHNOLOGY (Associate Degree)

1. Graduates of the Manufacturing Technology AAS program will be successfully employed in the manufacturing field.
 - a) 80% of the Manufacturing Technology graduates will be employed within six months after graduation as measured by a Graduate Follow-Up Survey.
 - b) The Manufacturing Technology program will meet or exceed the Department of Technical & Adult Education's mandated graduate job placement benchmark as measured by its annual Performance Accountability System Report.
2. Graduates of the Manufacturing Technology AAS program will demonstrate competency to work in the field for which they have been trained.
 - a) 100% of the Manufacturing Technology graduates will pass the course competencies for all courses in the curriculum as measured by the course-level examination process.
3. Graduates will be satisfied with the quality of the Manufacturing Technology AAS program.
 - a) 75% of graduates will rate the quality of the Manufacturing Technology program as either "Very Satisfied" or "Satisfied" as measured by a Graduate Follow-Up Survey.
 - b) 75% of graduates will indicate in the graduate follow up survey that the Manufacturing Technology program has prepared them well for their jobs.
4. Employers will be satisfied with the quality of Manufacturing Technology AAS graduates.
 - a) 80% of employers will indicate satisfaction with Manufacturing Technology graduates in personal and technical skill areas as measured by an annual Employer Follow-Up Survey.
 - b) 75% of employers will indicate in the affirmative that, based on their experiences employing Manufacturing Technology graduates, they would continue to employ future graduates of Dalton State College's Manufacturing Technology program.

Students awarded the Manufacturing Technology AAS degree will be successfully employed in the manufacturing field. More specifically, achieving the learning outcomes require that graduates be able to:

1. function as safe competent employees in the manufacturing field;
2. demonstrate knowledge, skills and attributes appropriate to manufacturing technology needs and economic constraints;
3. apply skills learned in the classroom and laboratory settings to demonstrate effective performance on the job;
4. apply manufacturing technology processes in meeting needs of the manufacturing consumers;
5. demonstrate a positive self-image and sense of personal well being in the workplace; and
6. perform as productive and efficient employees with the skills appropriate to the manufacturing technology field.

MARKETING (Associate Degree)

1. Graduates of the Marketing AAS program will be successfully employed in the business field.
 - a) 70% of Marketing AAS graduates will be employed within six months after graduation as measured by a Graduate Follow-up Survey.
 - b) The Marketing AAS program will meet or exceed the Department of Technical & Adult Education's mandated graduate job placement benchmark as measured by its annual Performance Accountability System Report.
2. Graduates will be satisfied with the quality of the Marketing AAS program.
 - a) 70% of Marketing AAS graduates will rate the quality of the program as either "Very Satisfied" or "Satisfied" as measured by a Graduate Follow-up survey.
 - b) 70% of Marketing AAS graduates will indicate in a Graduate Follow-up Survey that the Marketing AAS program has prepared them well for their jobs.
3. Employers will indicate satisfaction with program graduates in personal and technical skill areas as measured by an annual Employer Follow-up Survey.
 - a) 70% of the employers of Marketing AAS graduates will indicate in an Employer Follow-up Survey that the Marketing AAS program has prepared the graduate well for their jobs.
 - b) In an Employer Follow-up Survey, 70% of the employers of Marketing AAS graduates will indicate in the affirmative that, based on their experiences employing program graduates they would continue to employ future graduates of Dalton State College's Marketing AAS program.

Students awarded the Marketing AAS degree will be successfully employed in Marketing or Management. More specifically, achieving the learning outcomes require that graduates be competent in the general areas of communications, mathematics, and interpersonal relations. Additionally, graduates are to be competent in one of four occupational specializations:

1. Graduates specializing in marketing administration are to be competent in marketing, management, business law, economics, selling, buying, advertising, visual merchandising, and entrepreneurship.
2. Graduates specializing in banking and finance are to be competent in marketing, management, business law, economics, selling, accounting, banking, financial business machines, and financial management.
3. Graduates specializing in entrepreneurship are to be competent in marketing, management, business law, economics, selling, accounting, advertising, financial management, merchandising management, and small business management.
4. Graduates specializing in retail management are to be competent in marketing, management, business law, economics, selling, accounting for marketing, buying, advertising, visual merchandising, and retail operation management.

MEDICAL LABORATORY TECHNOLOGY (Associate Degree)

1. Graduates of the Medical Laboratory Technician Program will be employed within a clinical laboratory healthcare facility or voluntarily working in other settings related to their field, or continuing their education.
 - a) 90% of these graduates will be employed infield, voluntarily working in a related field, or continuing their education within one year after graduation as measured by the MLT Alumni Survey of graduates.
 - b) The Medical Laboratory Technician Program will meet or exceed the Department of Technical & Adult Education's mandated graduate job placement benchmark as measured by its annual Performance Accountability System Report.
2. Responding graduates of the Medical Laboratory Technician Program will have the academic and technical skills and competencies to perform clinical laboratory determinations/tests.
 - a) 80% of responding graduates seeking certification will pass a National or State Certification exam in Medical Laboratory Science as compared to a national norm.
 - b) In a graduates survey, 80% of respondents will rate their preparation in MLS (technical and academic skills) above average or higher on a scale of 0 - 10.
 - c) 80% of the MLT graduates will agree or strongly agree with the survey that "As a result of my education with a degree in Medical Laboratory Science I have the knowledge and skills to be gainfully employed as a Medical Laboratory Technician." (This survey has a rating of 0 - 10 (highest), contains 10 questions and asks input from the graduate for any suggestions for improvements in the program.)
3. Employers of the Medical Laboratory Technician program will be satisfied with the quality of MLT graduates.
 - a) 80% of the responding employers will rate their level of satisfaction with the work/performance of MLT graduates as "average" or "above average" (higher than a 3.0 on a 5.0 scale) on the three course area performance (competency): Technical Skills; Work Ethics; and Adequate Education/Training.
 - b) 75% of the responding employers will indicate on the survey they would continue to employ future graduates of Dalton State College's Medical Laboratory Technician Program.

Students awarded the Associate degree in Medical Laboratory Technology Program will be successfully employed in the healthcare field. More specifically, achieving the learning outcomes require that graduates be able to:

1. collect and process biological specimens for analysis;
2. perform analytical tests on body fluids, cells and products;
3. recognize factors that affect procedures and results, and taking appropriate actions within predetermined limits when corrections are indicated;
4. monitor quality control within predetermined limits;
5. perform preventive and corrective maintenance of equipment and instruments or referring to appropriate source for repairs;
6. demonstrate professional conduct and interpersonal communication skills with patients, laboratory personnel, other health care professionals, and with the public;
8. recognize the responsibilities of other laboratory and health care personnel and interacting with them with respect for their jobs and patient care;
9. apply basic scientific principles in learning new techniques and procedures; and
10. relate laboratory findings to common disease processes; and
11. recognize and act upon individual needs for continuing education as a function of growth and maintenance of professional competence.

Upon graduation and initial employment, the medical laboratory technician should be able to demonstrate entry level competencies in the above areas of professional practice.

MEDICAL OFFICE ADMINISTRATION (Associate Degree)

1. Graduates of the Medical Office Administration/AAS Degree program will be successfully employed in the medical field.
 - a) 75% of Medical Office Administration graduates will be employed after graduation as measured by the Medical Office Administration annual Alumni Questionnaire.
 - b) After one year of graduation, 75% of graduates will be employed in the medical field according to the Medical Office Administration annual Alumni Questionnaire.
 - c) The Medical Office Administration program will meet or exceed the Department of Technical & Adult Education's mandated graduate job placement benchmark as measured by its annual Performance Accountability System Report.
2. Graduates of the Medical Office Administration/AAS Degree will demonstrate competency to work in the field for which they have been trained.
 - a) 75% of Medical Office Administration graduates will pass the licensure examination on the first attempt as measured by an analysis of licensure examination "Pass-Fail" examination results.
3. Students in the Medical Office Administration/AAS Degree program will be academically prepared to take the National Certification Examination upon program completion.
 - a) 75% of students who take the National Certification examination will pass the exam as measured by the American Association of Medical Assistants.
4. Students in the Medical Office Administration/AAS Degree will successfully complete a medical/clinical/clerical skills checklist that demonstrates proficiency in the practical application of medical/clerical skills.
 - a) 75% of students will be able to show how to develop a plan of care by achieving a pass rate of 85% or higher as evaluated by faculty.

5. Graduates will be satisfied with the quality of the medical program.
 - a) 75% of graduates will rate the quality of the Medical Office Administration program as either “Very Satisfied” or “Satisfied” as measured by a Graduate Follow-up Survey.
 - b) 75% of graduates will indicate in an alumni survey that the Medical Office Administration program has prepared them well for their jobs.
6. Employers will be satisfied with the quality of Medical Office Administration/AAS Degree graduates.
 - a) 75% of employers will indicate satisfaction with Medical Assisting graduates in personal and technical skill areas as measured by an annual Medical Office Administration Employer Follow-up Survey.
 - b) 75 of employers will indicate in the affirmative that, based on their experiences employing Medical Office Administration graduates, they would continue to employ future graduates of Dalton State College’s Medical Office Administration program.

Students awarded the Medical Office Administration Associate of Applied Science in Business degree will be successfully employed in the medical field. More specifically, achieving the learning outcomes require that graduates be able to demonstrate competency with regard to:

- ✓ Medical Terms Describing the Human Body
- ✓ Structure and Function of the Human Body
- ✓ Terminology Related to the Human Anatomy
- ✓ Reading Medical Orders and Reports
- ✓ Equipment Care
- ✓ Keyboarding Skills
- ✓ Formatting Correspondence
- ✓ Proofreading
- ✓ Office Protocol
- ✓ Time Management
- ✓ Telephone Techniques
- ✓ Office Equipment
- ✓ Mail Services
- ✓ References
- ✓ Filing
- ✓ Correspondence
- ✓ Travel and Meeting Arrangements
- ✓ Medical Law
- ✓ Physician-Patient-Assistant Relationship
- ✓ Medical Office in Litigation
- ✓ Ethics
- ✓ Pharmacology
- ✓ Calculation of Dosages

- ✓ Sources and Forms of Drugs
- ✓ Drug Classification
- ✓ Drug Effects on the Body Systems
- ✓ Accounting Procedures
- ✓ Insurance Preparation and Coding
- ✓ Introduction to the Computer
- ✓ Medical Transcription
- ✓ Infection Control and Related OSHA Guidelines
- ✓ Prepare Patients/Assist Physician with Examinations and Diagnostic Procedures
- ✓ Vital Signs/Mensuration
- ✓ Minor Office Surgical Procedures
- ✓ Electrocardiograms
- ✓ Collection/Examination of Specimens and CLIA Regulations
- ✓ Venipuncture
- ✓ Urinalysis
- ✓ Administration of medications
- ✓ First Aid and CPR
- ✓ Physical Therapy Procedures
- ✓ Principles of Radiology and Safety
- ✓ Introduction to Disease
- ✓ Diseases of Body Systems
- ✓ Obstetrics
- ✓ Female Reproductive System
- ✓ Male Reproductive System
- ✓ Intrauterine Development
- ✓ Prenatal Care
- ✓ Labor and Delivery
- ✓ Child Development: Newborn through Adolescence

MEDICAL TRANSCRIPTION (Associate Degree)

1. Graduates of the Medical Transcription Certificate program will be successfully employed in the medical field.
 - a) 70% of Medical Transcription graduates will be employed within six months after graduation as measured by the Medical Transcription Survey.
 - b) After one year of graduation, 75% of graduates will be employed in the medical field according to the Medical Transcription Survey.
 - c) The Medical Transcription program will meet or exceed the Department of Technical & Adult Education's mandated graduate job placement benchmark as measured by its annual Performance Accountability System Report.
2. Graduates of the Medical Transcription Certificate program will demonstrate competency to work in the field for which they have been trained.
 - a) 70% will demonstrate on exit examinations that they have the competencies required to work in the field for which they have been trained.
3. Graduates will be satisfied with the quality of the Medical Transcription program.
 - a) 80% of graduates will rate the quality of the Medical Transcription program as either "Very Satisfied" or "Satisfied" as measured by a Graduate Follow-up Survey.
 - b) 80% of graduates will indicate in the alumni survey that the Medical Transcription program has prepared them well for their jobs.
4. Employers will be satisfied with the quality of Medical Transcription Certificate graduates.
 - a) 70% of employers will indicate satisfaction with Medical Transcription graduates in personal and technical skill areas as measured by an annual Medical Transcription Employer Follow-up Survey.
 - b) 80% of employers will indicate in the affirmative that, based on their experiences employing Medical Transcription graduates, they would continue to employ future graduates of Dalton State College's Medical Transcription program

Students awarded the Medical Transcription ASS Degree will be successfully employed in the medical field. More specifically, achieving the learning outcomes require that graduates be able to:

1. transcribe medical documents (history and physicals, discharge summaries, x-ray reports, consultations, pathology reports, and autopsy reports) with accuracy;
2. be familiar with all forms of medical terminology;
3. demonstrate ability to work in a health care setting;
4. demonstrate professional working relationships with peers; and
5. maintain a high degree of confidentiality of the medical records.

MICROCOMPUTER APPLICATIONS (Associate Degree)

1. Graduates of the Microcomputer Applications degree programs will be successfully employed in the computer field.
 - a) 75% of Microcomputer Applications degree program graduates will be employed within six months after graduation as measured by a Graduate Follow-up Survey.
 - b) Microcomputer Applications degree program will meet or exceed the Department of Technical & Adult Education's mandated graduate job placement benchmark as measured by its annual Performance Accountability System Report.
2. Graduates will be satisfied with the quality of the Microcomputer Applications degree program.
 - a) 80% of graduates will state that they are "Very Satisfied" or "Satisfied" with the quality of the program as measured by a Graduate Follow-up Survey.
 - b) 75% of graduates will indicate in the alumni survey that the Microcomputer Applications program has prepared them well for their jobs.
3. Employers will be satisfied with the quality of Microcomputer Applications degree program graduates.
 - a) 75% of employers will indicate satisfaction with program graduates in personal and technical skill areas as measured by an annual Employer Follow-up Survey.
 - b) 80% of employers will indicate on the Employer Follow-up Survey that, based on their experiences employing program graduates, they would continue to employ future graduates of Dalton State College's Microcomputer Applications degree program.

Students awarded the Microcomputer Applications degree programs will be successfully employed in the Microcomputer Applications field. They will be able to demonstrate proficiency in:

1. installing and setting up microcomputers;
2. diagnosing and correcting problems with microcomputers;
3. developing solutions using applications software; and
4. performing entry-level management of a major network operating system.

OFFICE ADMINISTRATION (Associate Degree)

1. Graduates of the Office Administration Associate of Applied Science program will be successfully employed in the Office Administration field.
 - a) 75% of Office Administration Associate of Applied Science graduates will be employed within six months after graduation as measured by a Graduate follow-up Survey.
 - b) The Office Administration Associate of Applied Science program will meet or exceed the Department of Technical & Adult Education's mandated graduate job placement benchmark as measured by its annual Performance Accountability System Report.
2. Graduates will be satisfied with the quality of the Office Administration degree program.
 - a) 75% of graduates will rate the quality of the Office Administration Associate of Applied Science program as either "Very Satisfied" or "Satisfied" as measured by the Graduate Follow-up Survey.
 - b) 75% of graduates will indicate in the alumni survey that the Office Administration Associate of Applied Science program has prepared them well for their jobs.
3. Employers will be satisfied with the quality of Office Administration Associate of Applied Science graduates.
 - a) 75% of employers will indicate satisfaction with Office Administration Associate of Applied Science graduates in personal and technical skill areas as measured by an annual Office Administration Associate of Applied Science Employer Follow-up Survey.
 - b) 75% of employers will indicate in the affirmative that, based on their experiences employing Office Administration Associate of Applied Science graduates, they would continue to employ future graduates of Dalton State College's Office Administration Associate of Applied Science program.

Students awarded the Office Administration Associate of Applied Science degree will be successfully employed in the Office Administration field. More specifically, achieving the learning outcomes require that graduates be able to:

1. utilize both verbal, non-verbal, and written communication procedures to effectively convey a message, including the use of e-mail, computer, and voice mail;
2. organize, prepare, and/or compile materials necessary to complete formal reports, letters, memoranda, and other office correspondence;
3. perform necessary office functions through the use of word processing software;
4. utilize the Internet as a means of gathering data;
5. perform basic mathematical operations using both pen-and-pencil and ten-key calculator methods to solve business mathematical problems;
6. demonstrate competency in working as an effective team member;
7. transfer skills learned in proper telephone technique to the business office setting;
8. analyze basic accounting transactions, record, and post to journals and ledgers;
9. apply skills learned in business ethics and office etiquette to the formal office situation;
10. develop an effective employment package;
11. demonstrate understanding of interviewing skills necessary for acquiring a job;
12. understand the use of various office equipment, such as copiers, telephone equipment, voice mail, telecommunication equipment, mailing machines, transcribers, and facsimile machines; and
13. gain awareness of organization skills, such as time management, prioritizing, and scheduling.

PRE-SCHOOL CHILDHOOD CARE AND EDUCATION (Certificate)

1. Graduates of the Pre-School Childhood Care and Education Certificate program will be successfully employed in the childcare field.
 - a) 70% of the Pre-school Childhood Care and Education Certificate graduates will be employed within six months after graduation as measured by an Employer Survey.
 - b) After one year of graduation, 80% of graduates will be employed in the pre-school childhood care and education field according to a Graduate Follow-up Survey.
 - c) The Pre-school Childhood Care and Education program will meet or exceed the Department of Technical & Adult Education's mandated graduate job placement benchmark as measured by its annual Performance Accountability System Report.

2. Graduates of the Pre-School Childhood Care and Education Certificate program will demonstrate competency to work in the field for which they have been trained.
 - a) 75% will demonstrate competency by successful completion of exit exams in their courses.

3. Students in the Pre-School Childhood Care and Education program will be technically prepared to continue toward an Associate of Applied Science Degree in Early Childhood.
 - a) 50% of students will continue into the Associate of Applied Science Degree in early childhood.
 - b) Students in the Pre-School Childhood Care and Education Certificate program will successfully complete an appropriate skills checklist that demonstrates proficiency in the practical application of childcare skills.
 - c) 80% of students will be able to work with appropriate minimal supervision by senior personnel as ranked by an Employer Survey.

4. Graduates will be satisfied with the quality of the program.
 - a) 80% of graduates will rate the quality of the Pre-School Childhood Care and Education Certificate program as either "Very Satisfied" or "Satisfied" as measured by an annual Alumni Questionnaire.
 - b) 70% of graduates will indicate in the alumni survey that the Pre-School Childhood Care and Education Certificate program has prepared them well for their jobs.

5. Employers will be satisfied with the quality of Pre-School Childhood Care and Education graduates.
 - a) 75% of employers will indicate satisfaction with Pre-school Childhood Care and Education Certificate graduates in personal and technical skill areas as measured by an annual Employer Satisfaction Survey.
 - b) 80 % of employers will indicate in the affirmative that, based on their experiences employing Pre-School Childhood Care and Education Certificate graduates, they would continue to employ future graduates of Dalton State College's Pre-School Childhood Care and Education Certificate program.

Students awarded the Pre-School Childhood Care and Education Certificate will be successfully employed in the healthcare field. More specifically, achieving the learning outcomes require that graduates be able to:

1. communicate in terms appropriate to industry needs;
2. function within the definition and framework of the role specified by the early childhood profession;
3. function as safe competent practitioners in the early childhood field;
4. demonstrate knowledge, skills and attributes appropriate to early childhood needs and economic constraints;
5. apply work skills learned in the classroom and clinical settings to demonstrate effective performance on the job;
6. adhere to the legal and ethical guidelines of the early childhood profession;
7. demonstrate a positive self-image and sense of personal well being in the workplace;
8. Perform as productive and efficient employees with leadership and management skills appropriate to the profession;
9. function as responsible members of an early childhood team;
10. demonstrate continued competency in the six CDA competency areas (1) the What, (scope, growth, need), (2) the Who (the characteristics and needs of children, families, and teachers), the Why (The rationale supporting ECE and a teacher's classroom goals, objectives, and evaluations) the Where (physical environment), and the How of Early Childhood Education (scheduling and curriculum planning, guidance of social behavior); and
11. teach and practice appropriate safety regulations.

RADIOLOGIC TECHNOLOGY (Associate Degree)

1. Graduates of the Radiologic Technology Degree program will be successfully employed in the Radiologic Technology field.
 - a) 90% of the Radiologic Technology Degree graduates will be employed within six months after graduation as measured by the employer survey.
 - b) After one year of graduation, 90% of graduates will be employed in the Radiologic Technology field according to a Graduate Follow-up Survey.
 - c) The Radiologic Technology Degree program will meet or exceed the Department of Technical & Adult Education's mandated graduate job placement benchmark as measured by its annual Performance Accountability System Report.
2. Graduates of the Radiologic Technology Degree program will demonstrate competency to work in the field for which they have been trained within the state of Georgia.
 - a) 100% will demonstrate competency to work in the field for which they have been trained within the state of Georgia by successful completion of exit exams in their courses.
3. Students in the Radiologic Technology Degree program will successfully complete an appropriate skills checklist that demonstrates proficiency in the practical application of Radiologic Technology.
 - a) 90% of students will be able to work with appropriate minimal supervision by senior personnel as ranked by employer survey.
4. Graduates will be satisfied with the quality of the program.
 - a) 90% of graduates will rate the quality of the Radiologic Technology Degree program as either "Very Satisfied" or "Satisfied" as measured by the annual Alumni Questionnaire.
 - b) 90% of graduates will indicate in the alumni survey that the Radiologic Technology Degree program has prepared them well for their jobs.
5. Employers will be satisfied with the quality of Radiologic Technology Degree graduates.
 - a) 90% of employers will indicate satisfaction with Radiologic Technology Degree graduates in personal and technical skill areas as measured by an annual Employer Satisfaction Survey.
 - b) 90% of employers will indicate in the affirmative that, based on their experiences employing Radiologic Technology Degree graduates, they would continue to employ future graduates of Dalton State College's Radiologic Technology Degree program.

Students awarded the Radiologic Technology Degree will be successfully employed in the healthcare field. More specifically, achieving the learning outcomes require that graduates be able to:

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 life saving first aid;
8. introduction to advanced or specialized imaging professions for those desiring advanced educational opportunities; and
9. recognize the need to obtain further education in the pursuit of life-long learning.

WELDING (Certificate)

1. Graduates of the Welding program will be successfully employed in the Welding field.
 - a) 75% of graduates will be employed in the Welding field within one year after graduation, according to a Graduate Follow-Up Survey.
 - b) The Welding program will meet or exceed the Department of Technical & Adult Education's mandated graduate job placement benchmark as measured by its annual Performance Accountability System Report.
2. Graduates will be satisfied with the quality of the Welding program.
 - a) 75% of graduates will rate the quality of the Welding program as either "Very Satisfied" or "Satisfied" as measured by the Graduate Follow-up Survey.
 - b) 75% of graduates will indicate in the alumni survey that the Welding program has prepared them well for their jobs.
3. Employers will be satisfied with the quality of Certificate Welding graduates.
 - a) 75% of employers will indicate satisfaction with Welding graduates in personal and technical skill areas as measured by an annual Follow-up Survey.
 - b) 75% of employers will indicate in the affirmative that, based on their experiences employing Welding graduates, they would continue to employ future graduates of Dalton State College's Welding program.

Students awarded the Certificate in Welding will be successfully employed in the Welding field. More specifically, achieving the learning outcomes require that graduates be able to:

1. successfully set-up and operate an oxy-acetylene cutting torch;
2. set-up and adjust an electric arc welding machine;
3. choose correct welding electrodes for different types of metals;
4. weld with the SMAW welding process in the flat, horizontal, vertical, and overhead positions using different types of welding electrodes on different types of metals;
5. weld with the G.M.A.W. welding process in all positions on different types of metals and welding wire;
6. weld with the G.T.A.W. welding process in all positions on different types of metals and welding wire;

7. successfully set-up and operate a Plasma-Arc cutting machine successfully pass an American Welding Society Certification Test.

**ADMINISTRATIVE & EDUCATIONAL
SUPPORT SERVICES
PERFORMANCE ASSESSMENT
(INTENDED ADMINISTRATIVE OBJECTIVES)**

**DALTON STATE COLLEGE
ACADEMIC & CAREER ENHANCEMENT (ACE) CENTER
PERFORMANCE ASSESSMENT PLAN**

Institutional Mission Statement

Dalton State College shares with the other state colleges of the University System of Georgia in providing a supportive campus climate, necessary services, and leadership and development opportunities, all to educate the whole person and meet the needs of students, faculty, and staff.

Unit Goal Statement

The ACE Center offers services and resources to help students in making decisions about educational, career, social, personal, and other life-planning issues.

Intended Administrative Objectives

1. Students, faculty, and employers will be aware of resources and services provided by the ACE Center.
2. Students, faculty, and employers will be aware of the co-operative education program.
3. The number of referrals for services by faculty will increase.
4. More students will receive the services of the ACE Center.
5. The number of individuals who use technological resources or services will increase.
6. The number of students who participate in the co-operative education program will increase.
7. The number of students who participate in job readiness/preparation activities will increase.
8. Students will be satisfied with the services they receive from the ACE Center.
9. Students who use disability support services of the ACE Center will be satisfied.
10. Students will be satisfied with new student orientation.
11. Students will be satisfied with career services.
12. Students will be satisfied with the overall services and resources they receive from the ACE Center.

**DALTON STATE COLLEGE
BOOKSTORE
PERFORMANCE ASSESSMENT PLAN**

Institutional Mission Statement

Dalton State College shares with the other state colleges of the University System of Georgia in providing a supportive campus climate, necessary services, and leadership and development opportunities, all to educate the whole person and meet the needs of the students, faculty, and staff.

Unit Goal Statement

The Bookstore will provide textbooks, supplies and other services as needed by students, faculty and staff.

Intended Administrative Objectives

1. Students, faculty and staff will be aware of products and services provided by the Bookstore.
2. Faculty, staff, and alumni will be aware of online services.
3. The number of alumni customers will increase.
4. Students will purchase books and supplies online.
5. The number of satisfied customers will increase.
6. Book shortages during rush will decrease.
7. Students will be satisfied with services provided by the Bookstore.
8. Alumni will be satisfied with services provided by the Bookstore.
9. Faculty and staff will be satisfied with services provided by the Bookstore.

**DALTON STATE COLLEGE
CENTER FOR CONTINUING EDUCATION
PERFORMANCE ASSESSMENT PLAN**

Institutional Mission Statement

Dalton State College shares with the other state colleges of the University System of Georgia a commitment to public service, continuing education, technical assistance, and economic development activities that address the needs, improve the quality of life, and raise the economic level within the college's scope of influence.

Unit Goal Statement

The mission of the Center for Continuing Education is to encourage lifelong learning by providing programs and services designed to foster intellectual, professional, cultural and recreational development for all persons in the community.

Intended Administrative Objectives

1. The number of programs and services will increase.
2. Faculty and staff will be aware of Continuing Education's programs and services.
3. The community will be aware of Continuing Education's programs and services.
4. Participants will be satisfied with programs and services provided by Continuing Education.
5. The College will be satisfied with the programs and services provided by Continuing Education.
6. The number of participants in Continuing Education programs will increase.
7. The number of collaborative programs will increase.
8. The community will be satisfied with the Continuing Education programs and services.
9. The number of certification review and licensing programs will be expanded.

DALTON STATE COLLEGE
ENROLLMENT SERVICES
(Incorporating Admissions, Registrar & Financial Aid)
PERFORMANCE ASSESSMENT PLAN

Institutional Mission Statement

Dalton State College serves Northwest Georgia by offering associate, certificate, and targeted baccalaureate programs of study...The College shares with the other state colleges of the University System of Georgia in providing a supportive campus climate, necessary services...to meet the needs of students...; cultural, ethnic, racial, and gender diversity in the...student body...; technology to advance educational purposes, including...student support services...; collaborative relationships with other System institutions, State agencies, local schools, technical institutes, and business and industry...to expand and enhance programs and services available to the citizens of Georgia.

Unit Goal Statement

Enrollment Services is responsible for student recruitment; monitoring and implementing admission requirements, registration of all credit students and the production and maintenance of all reports and documents related to this function, maintenance of all student academic records, awarding and disbursing federal, state, and private funds and maintenance of all reports and documents related to this function, and enforcing USG and institutional policies. Enrollment Services is committed to serving the educational needs of the citizens of Northwest Georgia by working with students enrolled in technical, associate and targeted baccalaureate programs of study. The division strives to deliver an excellent product and remain responsive to both our students' and the community's needs through evaluation processes.

Intended Administrative Objectives

Admissions

1. The College will meet enrolment targets set by the University System for Dalton State College.
2. More emphasis will be placed on recruiting prospective students with direct mailings.
3. The number of students enrolling in bachelor's degree programs will increase.
4. The number of students enrolled in the Post Secondary Options program will increase.
5. The number of Latino students enrolling at Dalton State College will increase.
6. Student satisfaction with the admission process will improve.

Registrar

7. The number of students who utilize Banner Web for registration and other student records functions will increase.
8. Faculty will be trained to utilize Banner Web for grade submission.
9. Transfer students will have their transcripts evaluated for credit by the end of their first term of enrollment.
10. Students will be able to track online their academic progress towards a degree.
11. Student satisfaction with the records process will improve.
12. A more effective system of records storage will be developed.
13. Classroom utilization will improve.

Financial Aid & Veterans' Services

14. Student satisfaction with the financial aid process will improve.
15. Processing time for student loans will decrease.
16. Student satisfaction with veteran's services will improve.

Enrollment Services

17. Students will be satisfied with the services provided by Enrollment Services.
18. Faculty and staff will be satisfied with the services provided by Enrollment Services.
19. The records and financial aid needs of students enrolled at sites other than the main campus will be met.

**DALTON STATE COLLEGE
EVENING AND EXTENDED CAMPUS
PERFORMANCE ASSESSMENT PLAN**

Institutional Mission Statement

Dalton State College serves Northwest Georgia by offering associate, certificate, and targeted baccalaureate programs of study and a wide variety of public service and continuing education activities. The College shares with the other state colleges of the University System of Georgia in providing a supportive campus climate, necessary services and leadership and development opportunities, all to educate the whole person and meet the needs of the students, faculty, and staff.

Unit Goal Statement

The Evening and Extended Campus Program supports the mission of Dalton State College by providing administrative and academic support to faculty and evening students, and to students who live in the outlying communities of the college's service area.

Intended Administrative Objectives

1. Evening and extended campus students will be aware of the administrative support service provided by the Evening and Extended Campus program office.
2. Student enrollment in the extended campus programs will increase.
3. Extended campus students will be satisfied with site registration and book sales (held at Appalachian Technical College, Catoosa Center and Coosa Valley Technical College-Gordon County).
4. Students enrolled in the Evening and Extended Campus students will be satisfied with the administrative support operations provided by this office.
5. Evening student population administrative support needs will increase as College enrollment grows.

**DALTON STATE COLLEGE
FISCAL AFFAIRS/COMPTROLLER'S OFFICE
PERFORMANCE ASSESSMENT PLAN**

Institutional Mission Statement

Dalton State College shares with the other state colleges of the University System of Georgia a commitment to excellence and responsiveness within a scope of influence defined by the needs of the local area...; a supportive campus climate, necessary services...to meet the needs of students, faculty, and staff; collaborative relationships...with State agencies..., sharing physical, human, information, and other resources to expand and enhance programs and services available to the citizens of Georgia.

Unit Goal Statement

The Division of Fiscal Affairs administers and maintains financial accountability allowing the institution to proceed appropriately with the College's approved statement of purpose and mission. Coordination of the financial operations through Plant Operations, Auxiliary Enterprises, Purchasing, Public Safety, and Budgeting provide direction and leadership for implementation and execution of the College's goals and mission.

Intended Administrative Objectives

1. The College's financial statements and supplementary information will be prepared for successful review and approval by the Department of Audits and Accounts of the State of Georgia.
2. The division will monitor and assist in day-to-day business operations by maintaining internal controls to monitor the business and financial functions of the College.
3. The division will evaluate current operating budget, projected revenues, and new funding requests, and budgetary allocations for all operations.
4. The PeopleSoft Financial system will be successfully implemented campus-wide to maintain disciplined management of College's financial resources.
5. College space will be evaluated to determine efficient and well-managed usage.
6. The College's Physical Master Plan will be kept up-to-date.
7. Students will be satisfied with the Business office.
8. Faculty and staff will be satisfied with the services provided by the Fiscal Affairs division.

**DALTON STATE COLLEGE
FOOD SERVICE
PERFORMANCE ASSESSMENT PLAN**

Institutional Mission Statement

Dalton State College shares with the other state colleges of the University System of Georgia in providing a supportive campus climate, necessary services...to meet the needs of students, faculty, and staff.

Unit Goal Statement

The goal of the Food Services department of Dalton State College is to provide students, staff, and faculty with a quality on-campus food service.

Intended Administrative Objectives

1. Students will be satisfied with DSC Food Services.
2. Faculty and staff will be satisfied with DSC Food Services.
3. Food Services will maintain administrative accountability in business operations as required by VP for Fiscal Affairs
4. An adequate level and storage of inventory will be monitored and maintained.

**DALTON STATE COLLEGE
INSTITUTIONAL ADVANCEMENT
(The Dalton State College Foundation, Inc. &
Dalton State College Alumni Association)
PERFORMANCE ASSESSMENT PLAN**

Institutional Mission Statement

Dalton State College shares with the other state colleges of the University System of Georgia a commitment to public service, ...and economic development activities...within the College's scope of influence; a supportive campus climate, necessary services, and leadership and development opportunities, all to educate the whole person and meet the needs of students, faculty, and staff; ...collaborative relationships with...business and industry, sharing physical, human, information, and other resources to expand and enhance programs and services available to the citizens of Georgia.

Unit Goal Statement

The Dalton State College Foundation, Inc., is dedicated to excellence in education for the Dalton State College community through the utilization of private giving in order to make available opportunities which complement the College's mission. To that end, the Foundation is committed to providing ongoing resources in the following areas: student scholarships, faculty enrichment, instructional equipment, endowed faculty chairs, campus expansion, community events, and other needs as may be warranted. As a partner with Dalton State College, the Foundation seeks to build upon the College's strengths and enable it to justify recognition as one of the academically respected, student-oriented, and community-centered institutions of its kind. The purpose of the Dalton State College Alumni Association is to promote the cause of higher education, to promote, aid, and encourage growth and progress of the College, and to enhance the general welfare of DSC through formation, implementation, and management of development programs. In so doing, the Association will foster mutually beneficial relationships between and in cooperative enterprise with the community, faculty, students, and alumni of Dalton State College.

Intended Administrative Objectives

1. The Brown Fellowship, Major Gifts, and Annual Fund solicitations will continue to grow.
2. Strategies for identifying and bringing new donors, both large and small, into the Dalton State College Foundation will be developed and implemented.
3. The Foundation scholarship program on campus will grow.
4. Return on investment will be maximized within the terms of the Investment Policy as established by the Dalton State College Foundation Investment Committee.
5. Alumni Association activities, newsletters, and contacts will be expanded.

6. A greater visibility throughout the College and its broader network of institutional contacts will be developed and cultivated.
7. The Institutional Advancement office will represent Dalton State College, the DSC Foundation, and the DSC Alumni Association through targeted community activities.
8. The College community (faculty, staff, students and alumni) will be satisfied with the services provided by the Institutional Advancement office.

**DALTON STATE COLLEGE
INSTITUTIONAL RESEARCH & PLANNING
PERFORMANCE ASSESSMENT PLAN**

Institutional Mission Statement

Dalton State College shares with the other state colleges of the University System of Georgia a commitment to excellence and responsiveness within a scope of influence...; scholarship and creative work to enhance instructional effectiveness...; collaborative relationships with other System institutions, ... sharing ...information, and other resources to expand and enhance programs and services... In all that it does, Dalton State College strives for the highest possible standards of quality and excellence and systematically assesses and evaluates its effectiveness. Especially in its combination of associate level studies in the liberal arts and targeted baccalaureate degrees with a large complement of career programs in health-related, business, and technical fields; in the quality of its preparation of students for work or further study; and its role as a broad-based information resource for the people of Northwest Georgia.

Unit Goal Statement

The Office of Institutional Research & Planning is responsible for providing College-wide leadership and direction in the areas of strategic planning, institutional research, assessment and effectiveness. The Office provides the support for institutional planning and policy decision making by conducting research, providing analysis, and dissemination of data on students, academic programs, faculty and staff, finance, facilities, and other reports on an *ad hoc* basis.

Intended Administrative Objectives

1. The Office of Institutional Research & Planning (OIRP) office will coordinate College-wide strategic planning process and monitor and assess implementation plan results.
2. The OIRP shall produce and regularly update a College-wide *Handbook of Institutional Effectiveness* to coordinate and document all assessment activities on campus as well as comply with reaccreditation criteria and requirements.
3. The office will produce an Annual Accountability Report Card to gauge how well Dalton State College is doing with respect to its Key Performance Indicators as well as identifying potential strengths and weaknesses relative to its national peers.
4. The number of users of OIRP services, including requests for data and assistance will increase.
5. The OIRP will respond to requests for data and other forms of assistance in an efficient and timely manner.
6. Users will be satisfied with the quality of information received from OIRP.

7. Users will be satisfied with the *level* of services provided by OIRP.
8. The College community will be aware of the documents produced and maintained by OIRP and use them more often to respond to their requests for data.
9. A majority of users of OIRP documents will find them “always useful” or “often useful.”
10. A majority of users will respond positively (“Strongly Agree” or “Agree) to statements about the functions and effectiveness of the Institutional Research office.
11. Faculty and staff shall respond positively (“Strongly Agree” or “Agree) to statements about the College’s planning and institutional effectiveness functions.
12. Faculty and staff will be generally satisfied with the Institutional Research office.
13. The OIRP will act on comments and suggestions from users to improve its services.

**DALTON STATE COLLEGE
DERRELL C. ROBERTS LIBRARY
PERFORMANCE ASSESSMENT PLAN**

Institutional Mission Statement

Dalton State College shares with the other state colleges of the University System of Georgia in providing a supportive campus climate, necessary services, and leadership and development opportunities, all to educate the whole person and to meet the needs of students, faculty, and staff.

Unit Goal Statement

The Derrell C. Roberts Library acquires, organizes, and makes accessible collections of print and non-print resources in support of the programs of the College. The library promotes the use of these resources by employing a qualified staff competent to provide bibliographic instruction and to assist users in the areas of reference, circulation, and media services.

Intended Administrative Objectives

1. Faculty and students will be aware of resources and services provided by Roberts Library on campus.
2. Faculty and students will be aware of virtual library resources available to them off-campus if they have Internet access.
3. Librarians will cooperate with targeted faculty to present at least two orientation classes each year with a pre-test and a post-test to assess student learning.
4. Faculty will be satisfied with the library orientations given to their classes.
5. Extended campus faculty will distribute database passwords to students in classes at extended sites, to encourage access to virtual library resources.
6. Extended campus students will be aware of services available to them from Roberts Library.
7. The number of faculty suggestions for acquisitions will increase.
8. A benchmark number of volumes will be added to the holdings annually.
9. The number of library instruction sessions with a hands-on exercise component will increase.
10. Students will be satisfied with the services they use and receive from Roberts Library.

11. Roberts Library's annual statistics will compare favorably or at least in balance with those of peer System college libraries of similar size.
12. The Roberts Library will strive to exceed its own statistics of the previous year.

DALTON STATE COLLEGE
OFFICE OF COMPUTING & INFORMATION SERVICES (OCIS)
PERFORMANCE ASSESSMENT PLAN

Institutional Mission Statement

Dalton State College shares with the other state colleges of the University System of Georgia in providing a supportive campus climate, necessary services...to...meet the needs of students, faculty, and staff; technology to advance educational purposes, including instructional technology, student support services, and distance education; collaborative relationships with other System institutions, State agencies, ...sharing physical, human, information, and other resources to expand and enhance programs and services available to the citizens of Georgia.

Unit Goal Statement

The Office of Computing and Information Services (OCIS) is responsible for the management and support of computing, networking, and information technology services at Dalton State College. The services provided by OCIS include management and support of academic and administrative computing, of local and wide area networking, of microcomputer hardware and software applications, of computer labs, of Internet access, and of faculty/staff training. The primary goal of OCIS is to provide quality service and access to information technology tools for the students, faculty, and staff of Dalton State College. OCIS also provides assistance to executive management in the establishment of policies and procedures governing the access, use, and control of academic and administrative technology training.

Intended Administrative Objectives

1. Faculty, staff, and students will be aware of resources and services provided by OCIS.
2. Students will be satisfied with the services OCIS provides.
3. Faculty will be satisfied with the services OCIS provides.
4. Staff will be satisfied with the services OCIS provides.
5. OCIS will respond to all requests for service in four hours or less.
6. The number of faculty and staff who participate in technology training will increase.
7. The number of faculty who use technological resources or services for classroom instruction will increase.
8. The majority of the DSC community will be satisfied with the time it takes for OCIS to complete requested services.

9. OCIS will do follow-ups on service requests to ensure the request has been completed satisfactorily.

**DALTON STATE COLLEGE
PLANT OPERATIONS & MAINTENANCE
PERFORMANCE ASSESSMENT PLAN**

Institutional Mission Statement

Dalton State College shares with the other state colleges of the University System of Georgia in providing a supportive campus climate, necessary services...[and] physical resources...to meet the needs of students, faculty, and staff.

Unit Goal Statement

Maintain an environment conducive and supportive of teaching, learning, and outreach by maintenance and care of existing facilities and infrastructure and through new construction and renovation of existing facilities.

Intended Administrative Objectives

1. A Maintenance Plan for the upkeep of the College's physical facilities will be kept up-to-date.
2. There will be timely maintenance and care of existing physical facilities and infrastructure.
3. On-site surveys of classrooms and other physical facilities will be continually conducted to identify areas in need of improvement, repair, and maintenance.
4. Plant Operations & Maintenance will respond to campus requests for maintenance services and assistance in a timely and efficient manner.
5. Students will be satisfied with campus physical facilities.
6. Students will be satisfied with campus custodial services.
7. Faculty and staff will be satisfied with campus physical facilities.
8. Faculty and staff will be satisfied with campus custodial services.
9. Plant Operations will ensure DSC consistently receives a quality product in new construction and renovation.

**DALTON STATE COLLEGE
OFFICE OF THE PRESIDENT
PERFORMANCE ASSESSMENT PLAN**

Institutional Mission Statement

A commitment to excellence and responsiveness within a scope of influence defined by the needs of the local area and by particularly outstanding programs and distinctive characteristics that have a magnet effect throughout the region or state.

Unit Goal Statement

The Office of the President provides leadership for the overall operation of the College, ensuring that the institution proceeds within its approved statement of purpose.

Intended Administrative Objectives

1. State funding for the third Eminent Scholar faculty position will be authorized during the FY 2003 or 2004 budget cycle.
2. A fourth Eminent Scholar faculty position will be created with a \$500,000 private match during calendar 2002.
3. Student satisfaction levels regarding administrative support services will increase by 5 percent over 2000-01
4. Faculty satisfaction levels regarding administrative support services will increase by 5 percent over 1999-2000.
5. One new baccalaureate program will be approved for DSC by the University System of Georgia during the 2001-2002 year.
6. Another new baccalaureate program for DSC will be under active consideration by the University System by the end of the 2001-02 academic year.
7. Planning and design funding for the College's new Economic Development Center will be authorized during the FY 2003 budget cycle.

**DALTON STATE COLLEGE
PUBLIC RELATIONS
PERFORMANCE ASSESSMENT PLAN**

Institutional Mission Statement

Dalton State College shares information and other resources to expand and enhance programs and services available for the people of Northwest Georgia. ... And in its role as a broad-based information resource, the College seeks to build upon its strengths and to justify recognition as one of the most academically respected, student-oriented, and community-centered institutions of its kind.

Unit Goal Statement

The Office of Public Relations is responsible for the overall visibility of the College within its service area – the eleven counties of Northwest Georgia. Services provided by the Office are designed to support the College’s image within this extended community and to publicize the significant role that the College can, and does, play in the educational, economic, and recreational lives of the area’s citizens. The Public Relations office thus informs the public about the College’s academic programs and offerings, about community events which occur on the DSC campus, and about other newsworthy events that take place at Dalton State College.

Intended Administrative Objectives

1. The Public Relations Office will continue to increase the number of press releases sent to the area media by a rate of 5-10% per year.
2. The Public Relations Office will begin using additional vehicles, such as Chamber of Commerce newsletters, industry newsletters, etc., to publicize program offerings and events that occur on the DSC campus.
3. The Public Relations Office will begin to communicate more regularly via electronic communication, such as the implementation of the E-QUILL as the primary medium for communicating with faculty and staff.
4. Information dissemination via the Web will fall increasingly under the domain of the Public Relations department.
5. Dalton State College will increase its visibility via other media outlets including television and radio.
6. The Office will provide more segmentation of the market by producing individual program brochures.

7. The Office will use results from student surveys to analyze the effectiveness of the current marketing campaign, which includes new tactics such as outdoor advertising (billboards) and on-site high school marketing (i.e. magazine cover project).
8. Students, faculty and staff will be aware of the services and resources provided by the Public Relations Office.
9. The number of requests for services provided by the Public Relations Office will increase.
10. Faculty and staff will be satisfied with the services provided by the Public Relations Office.

**DALTON STATE COLLEGE
PUBLIC SAFETY/SECURITY
PERFORMANCE ASSESSMENT PLAN**

Institutional Mission Statement

Dalton State College shares with the other state colleges of the University System of Georgia in providing a supportive campus climate, necessary services...to meet the needs of students, faculty, and staff.

Unit Goal Statement

The department of Public Safety and Security provides students, staff, and faculty with a healthful, safe, and secure, learning and working environment as well as resources for regulatory requirements concerning safety and security issues.

Intended Administrative Objectives

1. The DSC Comprehensive Safety Plan will be kept up-to-date.
2. Training and/or assistance in support of the College's Environmental Health and Safety issues will be provided to faculty and staff.
3. Faculty and staff will be satisfied with campus security and safety.
4. Students will be satisfied with campus security and safety.
5. Faculty and staff will be satisfied with campus parking services.
6. Students will be satisfied with campus parking services.

**DALTON STATE COLLEGE
PROCUREMENT & PURCHASING
PERFORMANCE ASSESSMENT PLAN**

Institutional Mission Statement

Dalton State College shares with the other state colleges of the University System of Georgia in providing a supportive campus climate, necessary services...to meet the needs of the students, faculty, and staff.

Unit Goal Statement

The Purchasing Department oversees the procurement of all materials, supplies, equipment, and services required by all departments and units of Dalton State College; responsible for overseeing the Inventory, Surplus Property, Central Stores, Central Receiving, and supervision of the Purchasing Card Program.

Intended Administrative Objectives

1. All purchase contracts for supplies, equipment and services will be established and implemented campus-wide.
2. Purchase orders and purchases will be properly authorized and result in proper quality of goods and services.
3. Purchase of goods will be delivered to the designated location on time and in the right quantity and at the best possible cost.
4. The Vice President for Fiscal Affairs will be satisfied with the overall supervision provided by the Purchasing Department for maintenance and operation of the Central Receiving Department.
5. The Vice President for Fiscal Affairs will be satisfied with the overall supervision provided by the Purchasing Department for maintaining and operating the Central Stores supply area.
6. The Purchasing Card Program, including a training component, will be implemented for campus-wide use in 2001 and 2002.
7. The necessary adjustments required for the successful implementation of the new University System of Georgia Board of Regents Peoplesoft Purchasing and Financial Program will be made by the Purchasing Department.
8. Procedures will be established to make the purchasing process on campus more user friendly.

9. Faculty and staff will be satisfied with the services provided by the Purchasing department.

**DALTON STATE COLLEGE
STUDENT ACTIVITIES
PERFORMANCE ASSESSMENT PLAN**

Institutional Mission Statement

Dalton State College shares with the other state colleges of the University System of Georgia in providing a supportive campus climate, necessary services, and leadership and development opportunities, all to educate the whole person and meet the needs of students, faculty, and staff.

Unit Goal Statement

The Student Activities Office strives to enhance student life by providing extracurricular activities and entertainment to include, intramurals, clubs, concerts, multi-cultural lectures, field trips, and community service opportunities.

Intended Administrative Objectives

1. Students, faculty, and staff will be aware of all activities provided by the Student Activities Office.
2. More students will receive the services of the Student Activities Office.
3. The number of students participating in the student activity program will increase.
4. The number of students participating in the intramural program will increase.
5. The number of students participating in clubs will increase.
6. The number of students participating in community service activities will increase.
7. Students will be satisfied with the Student Center and its activities.
8. Students will be satisfied with the intramural program.
9. Students will be satisfied with all student clubs.
10. Students will be satisfied with all the community service opportunities.
11. Students will be satisfied with the Student Government Association.

**DALTON STATE COLLEGE
VICE PRESIDENT FOR ACADEMIC AFFAIRS
PERFORMANCE ASSESSMENT PLAN**

Institutional Mission Statement

Dalton State College shares with the other state colleges of the University System of Georgia the following core characteristics or purposes: a commitment to excellence and responsiveness within a scope of influence; a commitment to a teaching/learning environment, both inside and outside the classroom; a high quality general education program; a number of baccalaureate programs designed to meet the economic development needs of the local area; a commitment to public service, continuing education, technical assistance, and economic development activities; a commitment to scholarship and creative work to enhance instructional effectiveness and to encourage faculty scholarly pursuits; a supportive campus climate, necessary services, and leadership and development opportunities; a commitment to 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; a commitment to technology to advance educational purposes, including instructional technology, student support services, and distance education; and a collaborative relationship with other System institutions, State agencies, local schools, technical institutes, and business and industry.

Unit Goal Statement

The Office of the Vice President for Academic Affairs provides oversight of all academic programs, credit and noncredit, and supervises the chairs of the instructional divisions and departments as well as the directors of the Library, the Center for Continuing Education, and the Evening and Extended Campus Programs. The Office of the Vice President for Academic Affairs works with the President, the Vice President for Enrollment Services, the Vice President for Student Affairs, and the Vice President for Fiscal Affairs to coordinate administrative functions and campus-wide decision making.

Intended Administrative Objectives

1. The President will be satisfied with the Academic Affairs office.
2. The Academic Program Review cycle will be implemented.
3. Baccalaureate programs will be added as appropriate to meet the needs of Northwest Georgia.
4. The results of the Institutional Effectiveness Program (Report Card) related to academic programs of study will be positive.
5. The College community will be satisfied with DSC's undergraduate program.

6. Faculty will be satisfied with Academic Affairs office.
7. Faculty will be satisfied with academic/instructional support services on campus.
8. Students and alumni will be satisfied with Academic Affairs office.

**DALTON STATE COLLEGE
OFFICE OF VICE PRESIDENT FOR STUDENT AFFAIRS
PERFORMANCE ASSESSMENT PLAN**

Institutional Mission Statement

Dalton State College shares with the other state colleges of the University System of Georgia in providing a supportive campus climate, necessary services, and leadership and development opportunities, all to educate the whole person and meet the needs of students, faculty, and staff.

Unit Goal Statement

The Vice President for Student Affairs is primarily responsible for what happens to students within the College jurisdiction beyond their academic classes. These responsibilities include testing, academic, career, and personal counseling. Also, the Vice President for Student Affairs oversees activities for all students to foster their social and cultural development including the conduct of clubs, organizations, student government, recreational activities, student publications, and other student welfare activities, and is responsible for evaluation of student conduct.

Intended Administrative Objectives

1. Provide leadership for the Retention Committee.
 - a) Projects identified by the Retention Committee during FY01 will be completed by May, 2002.
 - b) Two or three new projects to be directed by the Retention Committee will be identified by October, 2001.
 - c) Progress on these projects will be monitored.
 - d) Effective means to assess success of projects will be developed by December, 2001.

2. Develop strategies to enable the ACE Center to have a greater impact on retention of students.
 - a) Focus groups to explore means to enhance delivery and impact of services will be formed by December, 2001.
 - b) Orientation process will continue to be refined.
 - (i) Feedback from students will be collected.
 - (ii) Feedback from faculty will be collected.
 - c) Reasons for students' withdrawal from classes will be investigated more thoroughly, and intervention techniques will be developed by December, 2001.

- d) A testing specialist will be hired, and the administration of COMPASS and other assessment measures will be coordinated by September, 2001.
 - e) Cooperative education opportunities will continue to be developed and marketed, and goals and progress will be monitored.
3. Investigate means to improve student activity programs and services.
- a) A student focus group and a faculty/staff focus group will be formed to explore student activity programs and services by December, 2001.
 - b) Operation and influences of Office of Community-Service Learning will continue to be expanded.
4. Avenues for expanding student activities with emphasis on student involvement which should promote student retention will be explored.
- a) Evening programming and activities will be increased.
 - b) Opportunities to involve “nontraditional” students more frequently will be explored.
 - c) A fully staffed, fully functioning Student Government Association will be formed by October, 2001.
5. Awareness of, and support for, student services across campus will increase.
- a) Publicity of Student Affairs programs and activities through posters, fliers, memos, e-mail, and word-of-mouth will be increased.
 - b) Faculty will be encouraged to become more involved with student clubs, organizations and activities.
6. Promote Dalton State College in the community and state.
- a) DSC will be promoted in community service activities whenever possible.
 - b) DSC will be promoted throughout state while serving in various state organizations and participating in state and regional meetings.