

SELF-STUDY REPORT

Dalton College

1992-1993

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SECTION I

**PRINCIPLES AND PHILOSOPHY
OF ACCREDITATION**

SECTION I - STEERING COMMITTEE

Faculty and Staff Members

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Registrar/Director of Admissions

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Associate Professor Emerita of Mathematics

Beth Biron, Ph.D., Editor
Associate Professor of Romance Languages and English

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Assistant Professor of Secretarial Science

Dennis Cook, Ph.D.
Associate Professor of Sociology

Hubert Kinser, Ph.D.
Assistant Professor of Mathematics and Developmental Studies

Doris Shoemaker, Ed.S.
Associate Professor of Medical Technology
Director of the Medical Laboratory Technology Program

SECTION I

PRINCIPLES AND PHILOSOPHY OF ACCREDITATION

Brief History

In July, 1963, the Board of Regents of the University System of Georgia authorized the establishment of a junior college in Dalton, and in May, 1965, the people of Whitfield County approved by a ratio of 26 to 1 a bond issue of \$1.8 million for its development. Construction began in September, 1966, and by September, 1967, Dalton Junior College opened its doors to students from Northwest Georgia. There were five buildings and 19 full-time faculty members serving 524 students in Fall Quarter 1967.

In 1987, the Board of Regents changed the name of the College by deleting "Junior." By fall, 1992, the Dalton College campus included four enlarged facilities, three new buildings, and 83 full-time faculty members serving 2,884 students. Growth in enrollment, facilities, and program offerings has challenged the college community throughout its history and continues to do so.

Although Dalton College has always offered varied degrees and certificates, the original curriculum was oriented primarily toward core transfer courses in the arts and sciences. As community needs were assessed, more career programs were developed, and in 1973, a Division of Vocational-Technical Education, funded in cooperation with the State Department of Education, was approved by the Board of Regents. That division began offering courses in January, 1974. In 1985, responsibility for post-secondary technical education in Georgia was transferred from the Department of Education to the Board of Technical and Adult Education. Since then the division, renamed the Division of Technical Education in October, 1992, has worked in cooperation with that board.

In response to community need, programs of study are added, revised, or deleted. Continuing Education Programs have also consistently been a significant, responsive component of the total contribution of Dalton College to its service area.

Student Profile

In Fall Quarter 1992, the student body was as varied and challenging as the program offerings. Only 46% were enrolled full-time, 43% worked full time, and another 31% worked part time. The average age was 24.5 years, with 58% being over the age of 21. Fifty-eight percent were female, 74% single, and 3% from minority populations. Forty-three percent resided in Whitfield County, 12-14% were from each of the other four counties in the primary service area, and 6% lived outside the area.

Day classes were offered on campus, and night classes were taught both on campus and at five off-campus sites. About one-third of the students were enrolled in night classes, and just under 3% at extended campus sites. Fifty-four percent were working toward transfer-oriented degrees, 32% toward career-oriented degrees, and 9% toward certificates. The remaining 5% were pursuing personal

Self-Study Process

From the outset, members of the Dalton College community have viewed the Self-Study process as an opportunity to involve the entire community in analyzing, evaluating, and improving the institution. Personnel have been selected and policies established in a collegial and cooperative atmosphere.

In early January, 1992, the President appointed a director for the study. The Director and the President then named co-chairpersons of the Steering Committee. The Co-chairpersons and Director jointly invited other faculty members to become members of the Steering Committee. One of those was also asked to be editor of the Self-Study document. After accepting their various assignments, those persons were officially appointed by the President.

After studying the SACS Criteria, the Steering Committee developed and recommended to the President the following committee organization as appropriate to this campus:

- Purpose - Criteria Section II
- Institutional Effectiveness - Criteria Section III
- Undergraduate Programs - Criteria Section IV.1
- Continuing Education - Criteria Section IV.3
- Faculty - Criteria Section IV.4

Academic Support - Criteria Sections V.1-4
Student Development - Criteria Section V.5
Administrative Services - Criteria Sections VI.1 and 3
Physical Resources - Criteria Section VI.4
Steering Committee - Criteria Section I and Section VI.2

Because of the central function of the Institutional Effectiveness Committee in the overall process, a chairperson for that group was also recommended. The recommendations were accepted by the President and the Director.

Dr. Gerald Lord, SACS consultant, met with the Steering Committee, President's staff, and faculty members on January 31, 1992. His overview of the procedures, challenges, and rewards of the self-study experience initiated the college-wide activities. In January, 1993, Dr. Ronald Sheehy was appointed by the Commission on Colleges to work with Dalton College during the remainder of the self-study process.

College staff and faculty members were invited by the Steering Committee to express a preference for committee assignment. Those preferences were first used to select a chairperson for each committee and then, in cooperation with those chairpersons, to determine campus representation on committees. Each committee is broadly representative of the campus and includes one member whose primary responsibility is to edit the committee report.

Community representatives were invited to join each committee, and student members were added where appropriate. Campus resource persons were identified, and one member of the Steering Committee was named as liaison to each committee.

Because the Institutional Purpose Statement is a reference point for all components of the study, the Steering Committee asked the Purpose Committee to begin work immediately. That committee studied the existing statement; surveyed faculty, staff, and community; and developed a revised Purpose Statement which was adopted by the faculty on June 8, 1992, and approved by the Board of Regents on September 8, 1992.

Meanwhile, the Steering Committee, in cooperation with the Director, developed guidelines and procedures for completing the study. Those included generating a time frame, formulating goals for the Self-Study, developing a basic charge to the committees, and structuring the organization for committee interaction. The Director then incorporated those documents along with other pertinent information into a Supplemental Self-Study Handbook. The Handbook was sent to Dr. Lord, and was widely distributed across campus.

Self-Study Goals

1. To clarify the institutional purpose and set long term goals.
2. To conduct a comprehensive self-study which is open, objective, and participatory. The study is to address all components of Dalton College and must include planning, assessment, and evaluation.
3. To identify strengths and weaknesses of Dalton College in order to improve academic and overall institutional effectiveness.
4. To incorporate all areas of the College in institutional planning and assessment processes for ongoing growth and improvement.
5. To promote better communication between faculty, staff, administration and students in order to develop a stronger community on campus.
6. To prepare for the SACS Visiting Team for Reaffirmation of Accreditation.

The remainder of the 1991-92 Academic Year was spent in committee work. Tasks accomplished by working committees include studying "must" and "should" statements in the assigned Criteria sections, identifying needed data, beginning data collection, and preparing questions for surveys to be administered. The Steering Committee continued to meet regularly with committee chairpersons; coordinated the preparation of survey instruments for Faculty, Staff, Students, and Alumni; administered the surveys; compiled survey results; and planned a Fall retreat, devoted to facilitating the self-study process.

The two-day faculty and staff retreat in September, 1992, focused on the Self-Study and related issues with Dr. Bryan Brooks, president of Davidson County Community College, as consultant. Committees discussed both the strengths and weaknesses of the College and identified specific issues

for consideration in the Self-Study. Sharing the results of those discussions and survey responses provided all participants with a broader perspective on the College and on the self-study process. Those activities, together with the presentation of a new comprehensive planning process for the institution, provided direction for the coming academic year.

During Fall and Winter Quarters, each committee completed a first draft of its report which was reviewed with the Steering Committee and revised where needed. Second drafts were then prepared and were reviewed by the Steering Committee, Director, and faculty members for accuracy and completeness.

During Spring Quarter 1993, final drafts of each section's narrative were prepared in response to those reviews and were combined into the first draft of the Self-Study document. At that point, campus-wide review sessions were held to solicit reactions from faculty and staff members and to enhance their awareness of the Self-Study findings. Appropriate changes and amplifications were incorporated into the final draft.

A plan of action was developed for each recommendation, suggestion, or proposal for improvement identified in the report. The status of that work is included in the addendum prepared during Fall Quarter 1993.

1.1 Institutional Commitment and Responsibilities in the Accreditation Process

The faculty and staff of Dalton College have actively conducted a comprehensive self-study of all parts of the institution and present this report of their findings. All existing and projected activities have been reported, and every effort is being made to comply with the Criteria in the areas where problems have been identified. An institutional follow-up plan will be prepared prior to the peer- review

Dalton College shares the commitment to truth and its dissemination with the Commission on Colleges and agrees to provide the Commission access to all parts of its operation, including reports of other accrediting, licensing, and auditing agencies.

Compliance with Conditions of Eligibility is documented in Section 1.4 of this report.

1.2 Application of Criteria

There has been no substantive change in status since the last reaffirmation of accreditation. No change of status is requested at this time.

1.3 Separately Accredited Units

Dalton College has no separately accredited units.

1.4 Conditions of Eligibility

1. Dalton College is committed to and intends to comply fully with the criteria and policies of the College Delegate Assembly of the Southern Association of Colleges and Schools. It is understood that the Commission on Colleges may make known the nature of any action, positive or negative, regarding the status of Dalton College when appropriate. The College further agrees to provide any and all information required by the Commission to carry out its evaluation and accrediting function. The President has confirmed those agreements in writing to the Commission.
2. The Board of Regents of the University System of Georgia has authorized Dalton College to award Associate of Arts (A.A.) and Associate of Science (A.S.) Degrees for students seeking transfer to a four-year institution. Associate of Science (A.S.) in Nursing, Associate of Applied Science (A.A.S.) Degrees, and Certificates may be awarded to career-oriented students.
3. The governing board for Dalton College is the Board of Regents of the University System of Georgia. The members, one from each of 11 congressional districts and five from the state at large, are appointed by the governor and confirmed by the state senate for staggered terms of seven years. The Policy Manual of the Board of Regents defines the parameters for all institutional policy. Members of the Board are listed in the Dalton College Catalog, and no member has contractual, employment, personal, or familial financial interest in the institution.
4. Dr. Derrell C. Roberts was appointed President of the College by the Board of Regents in August, 1970. He succeeded Dr. Arthur C. Gignilliat, who was the founding president.

5. Dalton College has been in continuous operation since September, 1967. Degrees and certificates have been conferred each June since 1969.
6. The 1992-93 Catalog included Associate of Arts or Associate of Science Degrees in 40 areas of concentration, the Associate of Science in Nursing Degree, and four categories of Associate of Applied Science Degrees in 21 areas of concentration, each of which requires the equivalent of at least two academic years. In addition, 14 Certificate and two Mini-Certificate programs are offered.
7. Dalton College has a clearly defined statement of purpose which is published in the Catalog.
8. Dalton College adopted a "Strategic Plan" in June, 1991, and a model for the planning process in December, 1992. Those programs for planning and assessment are being implemented and evaluated at present.
9. Admission policies compatible with the institution's stated purpose are published in the Catalog.
10. Every transfer Associate Degree program includes 60 quarter credit hours of general education courses as prescribed by University System Core Curriculum guidelines. Those guidelines require 20 quarter credit hours from each of the Humanities and Fine Arts, Mathematics and Natural Sciences, and Social Sciences areas of study. Every Career Associate Degree program requires at least 30 quarter credit hours of general education courses, including at least five quarter credit hours from each of the above areas. Required courses for each degree are delineated in the Catalog.
11. Chairpersons of each division have responsibility for overseeing and coordinating degree programs offered by the various divisions.
12. Dalton College provides access to adequate learning resources for support of the courses, programs, and degrees offered.

13. The financial base of Dalton College is adequate, and annual audits are conducted in accordance with Regents' policies and state and federal laws. The audited financial statement for the year prior to the committee visit will be available.

1.5 Initial Membership

Not Applicable

1.6 Classification of Institutions

Dalton College is seeking reaffirmation of accreditation as a Level I institution.

1.7 Representation of Status

The accreditation status of Dalton College as stated in the Catalog and all other publications conforms to the prescribed language.

SECTION II

INSTITUTIONAL PURPOSE

PURPOSE COMMITTEE

Faculty and Staff Members Persons

John Hutcheson, Ph.D., Chairperson and Editor
Associate Professor of History

Bruce Bowman, B.S.
Instructor in Industrial Electricity

Judith Gift, B.S.N.
Instructor in Nursing

Larry Little, Ed.S.
Associate Professor of Vocational Education
Chairperson of the Technical Division

Robert Narke, M.A.
Instructor in Speech

Robert Weathersby, Ph.D.
Professor of English
Chairperson of the Division of Humanities

Community Resource

Dr. Steve Paynter
Physician (Alumnus)

Ms. Jennie Smith
Graduate Student (Alumna)

Ms. Lillian Miller
Judicial

Campus Resource Person

Dr. Derrell Roberts
President

Steering Committee Liaison

Dennis Cook, Ph.D.
Associate Professor of Sociology

SECTION II INSTITUTIONAL PURPOSE

Each of the three institutional self-studies conducted by Dalton College over the course of its history occasioned an examination and revision of the College's Statement of Purpose. The first purpose statement was adopted in 1968, a year after the College began operations, and a review of its evolution since then shows that in 1972, 1982, and 1992, the purpose of the institution and its official expression were thoroughly scrutinized and evaluated in accordance with prevailing SACS standards and criteria. Comparing successive versions of the Statement of Purpose reveals how the College has progressively broadened its mission and expanded the means of fulfilling it.

As Dalton Junior College, the institution adopted in October, 1968, the following text as its first statement of purpose:

Dalton Junior College was founded to provide general education enabling students to transfer to senior colleges, to prepare for employment, and to engage in studies which will enrichen [*sic*] their lives. The institution exists as a community college to furnish those services which may aid in community development.

Preparation for the 1972 Self-Study revealed that this statement had never received the official approval of the Board of Regents, and subsequent consideration prompted the conclusion that the statement "should more consciously reflect the philosophy of the college and the flexible nature of its educational program" (*Self-Study*, Dalton Junior College, 1972, p. 6). After study and evaluation by members of the faculty and student body, the following was approved by the faculty members in May, 1972, and by the Board of Regents shortly thereafter:

The philosophy of Dalton Junior College is such that the administration and faculty view the campus as embracing the entire area whose people it serves. The purpose is therefore to provide every person on this extended campus an opportunity to engage in general educational experiences designed to enable the student to transfer to senior institutions for further education, to enrich his cultural and physical life, to equip him for a career of gainful employment, and to prepare him for living a self-fulfilling and productive life.

With two modifications, this text constituted the Statement of Purpose for twenty years. The first was made in 1975, when minor editorial changes removed gender identification. The second alteration occurred in response to a recommendation made by the State Department of Education after

an accreditation visit to the Division of Vocational-Technical Education in 1980. Noting that "vocational-technical education appears to be absorbed in the context of general education philosophy and purpose," the visit report recommended that the College's Statement of Purpose "should be clarified to include training for upgrading workers currently employed in existing and/or changing jobs," and it suggested that "consideration... be given to expanding the philosophy and purpose to more clearly identify the vocational technical program outcomes" (Institutional Self-Study, Dalton Junior College, 1981-83, "Standard I: Purpose," pp. 1-2). Accordingly, the Self-Study prepared in 1981-83 recommended that the Statement of Purpose be amended with appropriate language (Institutional Self-Study, Dalton Junior College, 1981-83, "Standard I: Purpose," p. 4).

Acting on that recommendation in September, 1982, the faculty members adopted the following Statement of Purpose, subsequently approved by the Board of Regents, which remained in effect until 1992:

The Philosophy of Dalton Junior College is such that the faculty view the campus as embracing the entire area whose people it serves. The purpose is therefore to provide all persons on this extended campus an opportunity to engage in general educational experiences designed to enable students to transfer to senior institutions for further education, to enrich their cultural and physical lives, to equip them for careers of gainful employment and increase their individual, professional, and vocational competence, and to prepare them for living self-fulfilling and productive lives.

In 1987 the Board of Regents deleted "Junior" from the name of the College, and all printings of the Statement of Purpose since then have reflected that change.

The Statement of Purpose is published in the Dalton College Catalog and the Extended Campus Credit Courses Catalog. It also appeared in the Student Handbook until that publication was incorporated into the Catalog in 1991. It is not included, however, in The Quarterly, a publication emanating from the Division of Continuing Education and the Registrar's Office, which includes schedules for all credit and non-credit course offerings and is the most widely disseminated printed source of information about the College. Nor is it currently included in the Faculty Handbook, the Statutes, or the orientation materials provided to extended campus and part-time faculty members. The Committee on Purpose therefore recommends that the mission portion of the current Statement of Purpose be published in The Quarterly, the Faculty Handbook, the Statutes, the Handbook for Part-time Faculty, and the Extended Campus Faculty Handbook. *The Committee also proposes that the mission portion of the Statement of Purpose be included where appropriate in advertising and publicity materials generated by the College.*

The 1972 Self-Study recommended that "a definite process of periodic reevaluation of the stated purpose and its relation to the instructional programs be developed" and that "a more effective procedure for determining community needs in relation to the stated purpose be formulated" (Self-Study, Dalton Junior College, 1972, p. 9). The 1981-83 Self-Study recommended that the Statement of Purpose "be reviewed at least every five years by a specifically appointed committee to determine its relevance to the changing educational mission of the College" (Institutional Self-Study, Dalton Junior College, 1981-83, "Standard I: Purpose," p. 4), but the SACS team which visited the College in 1983 made no recommendations or suggestions relating to institutional purpose. In the "Fifth-Year Report" submitted to SACS by the College in 1989, the section on institutional purpose and goals stated that "a committee of faculty and administrative representatives is currently meeting to review the purpose and goals and recommend changes if needed" ("Fifth-Year Report," Dalton College, 1989, p. 1). When the "Dalton College Strategic Plan" was prepared in 1991, however, its discussion of institutional purpose simply reproduced the Statement of Purpose found in the 1989-91 Catalog ("Dalton College Strategic Plan," June, 1991, pp. 11-12). In short, the Committee on Purpose formed in 1992 for the present Self-Study found no evidence that the Statement of Purpose has been substantively reviewed or modified since 1982. In view of the statement in the SACS Criteria that "an institution should study periodically its statement of purpose, taking into account internal changes as well as the changing responsibilities of the institution to its constituencies," the Committee on Purpose recommends the creation and implementation of a procedure for regular study and review of the Statement of Purpose at intervals of no more than five years, and advises that such study and review take place in close coordination with those responsible for monitoring institutional effectiveness.

In April, 1992, the Committee on Purpose carefully examined the section of the 1991-1992 Catalog printed on pp. 8-9 under the heading "Statement of Purpose." The Committee concluded that the section was a confused mixture of philosophic premises, policy statements about admissions practices and program offerings, and legal disclaimers that neither defined "the fundamental criteria for evaluating institutional effectiveness" nor provided "the framework for the subsequent formulation of more specific goals, including expected educational results" (SACS Resource Manual on Institutional Effectiveness, p. 8). Although the existing Statement of Purpose was determined to be an accurate reflection of the purpose of the College and most of the means for its accomplishment, the wording seemed cumbersome and restrictive, and the fivefold list of "programs" for its implementation needed to be restated as measurable goals and expanded to address certain SACS concerns more directly.

In the hope of producing a Statement of Purpose that would be comprehensive, yet clearer and more concise than the existing one, the Committee drafted a proposal which was submitted to all College faculty, administration, and staff members, and to a group of community leaders composed of active trustees of the Dalton College Foundation and members of a committee studying the prospect of making the College a four-year institution. An accompanying questionnaire asked recipients whether the proposed Statement of Purpose was appropriate to collegiate education and the specific education role of Dalton College, whether it satisfactorily addressed all components of the College's program, and whether the Committee's proposed Statement was clearer, more complete, and more concise than the version printed in the 1991-1992 Catalog. The questionnaire also provided space for suggested additions, deletions, and revisions to the proposed Statement.

Of the 130 questionnaires distributed, 83 were returned, for a response rate of 63.8%. Of the respondents, 98% agreed or strongly agreed that the proposed statement was appropriate to collegiate education, 96% agreed or strongly agreed that it was appropriate to the specific educational role of Dalton College, and 97% agreed or strongly agreed that it satisfactorily addressed all components of the College's program. Ninety-five percent of respondents deemed the proposed Statement to be clearer than the existing version, 96% thought it to be more complete, and 93% considered it to be more concise. Slightly more than a quarter of the returned questionnaires suggested additions, deletions, or revisions to the proposed Statement, and those were compiled and carefully considered by the Committee in the light of SACS criteria and the guidance found in the SACS Resource Manual on Institutional Effectiveness. The Committee accepted several suggestions, and a revised version of the proposed Statement of Purpose was circulated to all members of the College faculty, administration, and staff, with a request that it be reviewed in preparation for a vote on its adoption to be taken in a general faculty meeting.

On June 8, 1992, the proposed Statement, as revised, was adopted by the faculty members as the official Statement of Purpose of Dalton College. With the recommendation of the President of the College, it was submitted to the Board of Regents and was approved by that body on September 8, 1992, to take effect immediately. Since that date, therefore, the institutional Statement of Purpose reads as follows:

The faculty and administration of Dalton College view the campus as embracing the entire area whose people it serves. For all persons on this extended campus, the mission of the College is to provide opportunities for self-fulfilling and productive living by enabling them to prepare for advanced studies at other institutions, to equip themselves for careers of gainful employment, to develop their individual, professional, and vocational competencies, and to enrich their physical and cultural lives.

To fulfill those general purposes, the College has established seven goals:

1. To provide academic curricula in the liberal arts tradition for students who intend to transfer to other institutions.
2. To provide vocational, technical, and professional curricula for students who wish to enter the work force upon completion of their associate degree or certificate programs.
3. To provide developmental and compensatory courses for institutional credit which will enable students to overcome academic deficiencies and to adjust to the college learning environment.
4. To provide academic and administrative services adequate to support the educational purposes of the College.
5. To provide counseling and other student services for those desiring assistance in making academic, personal, or career decisions.
6. To provide programs and services designed to foster intellectual, professional, career, cultural, and recreational development for all interested persons in the community.
7. To assess and evaluate systematically the College's effectiveness in accomplishing the foregoing goals and to apply the results of such evaluation for the improvement of the College's programs and services.

Admissions policies, activities, services, and facilities of Dalton College do not exclude any person on the basis of race, color, age, sex, religion, national origin, or handicap. Dalton College is an Affirmative Action Program institution.

Subsequent sections of this Self-Study report will demonstrate that the planning and evaluation processes, educational programs, educational support services, financial and physical resources, and administrative processes of Dalton College are fully adequate to fulfill the mission and goals constituting this Statement of Purpose.

**INSTITUTIONAL PURPOSE COMMITTEE
RECOMMENDATIONS, SUGGESTIONS, AND PROPOSALS**

The Committee on Purpose recommends that

- R-1 the mission portion of the current Statement of Purpose be published in The Quarterly, the Faculty Handbook, the Statutes, the Handbook for Part-Time Faculty, and the Extended Campus Faculty Handbook (p. 17).

- R-2 the creation and implementation of a procedure for regular study and review of the Statement of Purpose at intervals of no more than five years, and advises that such study and review take place in close coordination with those responsible for monitoring institutional effectiveness (p. 17).

The Committee on Purpose *proposes* that

- P-1 the mission portion of the Statement of Purpose be included where appropriate in advertising and publicity materials generated by the College (p. 17).

SECTION III

INSTITUTIONAL EFFECTIVENESS

INSTITUTIONAL EFFECTIVENESS COMMITTEE

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SECTION III

INSTITUTIONAL EFFECTIVENESS

The Dalton College Statement of Purpose clearly reflects the institution's character as a community college with a multidimensional mission. The College provides the first two years of general education for a variety of transfer degree programs, and it also offers career programs to prepare students for immediate employment. As an enrichment resource for its entire service area, the College offers both cultural programs and public service activities. Additionally, it serves as a catalyst for many levels of educational opportunities from its involvement in an adult literacy program to its cooperation with West Georgia College to offer baccalaureate and master's degree programs.

General planning activities are directed toward the ultimate realization of the institution's stated purposes even as progress toward short-term goals is often undertaken on a year-by-year basis. Evaluation of the College's effectiveness in fulfilling its various missions occurs in a variety of ways and includes the analysis of data from a number of sources. Results of such on-going evaluations then provide direction for subsequent planning activities.

3.1 Planning and Evaluation

Providing the first two years of undergraduate education with a high quality of instruction has always been the College's primary goal. Its success in that endeavor is evident from numerous sources of evaluation both internal and external. Evaluating the effectiveness of the College's programs is both an individual and a corporate endeavor. Assessment of student progress is the most basic way that the College evaluates its effectiveness.

The process begins as each faculty member grades student work in accordance with the established syllabus for each course. It continues as members of divisions meet to establish or to review the goals and expected outcomes for all courses offered. Those evaluations are then validated by data from external sources.

System data sources include the following:

1. A summary of The Board of Regents' statistics reflecting how Dalton College students and students from other two-year colleges progress at senior institutions is prepared by the Academic Dean and distributed to all faculty members. Dalton College students had the highest GPA's among students who transferred from two-year to four-year institutions in 1990-91. In 1991-1992, the Dalton College students were tied for highest GPA's. Beginning in 1991, a more detailed report on student performance in individual subjects became available through the Student Transfer Feedback Project.
2. Annual Developmental Studies Reports assess the effectiveness of that program. Students in reading, English and mathematics consistently exit Developmental Studies at rates well above the System average.
3. Quarterly Regents' Testing Program (RTP) results offer an institutional assessment of the English 101 (Composition) course. As a continuing measure of the school's excellence, Dalton College can boast of a better than 80% average passing score for first time test takers in both the essay and reading portions of the RTP for the last three quarters, Summer 1992, Fall 1992, and Winter 1993. The rankings of the students' scores were impressive. Among students in the fifteen two-year colleges taking the test in Summer 1992, Dalton College students ranked eighth; in Fall 1992, they ranked fourth; and in Winter 1993, they ranked second. Of all thirty-four schools in the System, Dalton College students ranked twenty-second in Summer 1992, twelfth in Fall 1992, and seventh in Winter 1993.

For some programs, licensing or certification examination results are an additional part of evaluating student progress and program effectiveness. Examples of test results used by the College include the following:

National Council Licensure Examination of Registered Nurses - Ninety-six percent of all nursing graduates have passed the NCLEX-RN on their first attempt.

Medical Laboratory Technicians Certification Examination by the American Society of Clinical Pathologists - Ninety-three percent of the Medical Laboratory Science graduates from 1983 to 1989 have become board certified.

Reviewing the program offerings of the College is another means of evaluation. Whether an evaluation review is formal or informal, each one is expected to address the same components as those required in the application for beginning new programs (Academic Affairs Handbook, Section 2.03.02).

Relevance
Demand
Admission and Placement
Curriculum
Instruction
Support Services
Resource Allocations and Utilization
Satisfaction and Quality of Graduates and Other Students

Attention to all of those aspects provides a way to ensure uniform quality in all courses and programs.

Several outside agencies evaluate the College's programs for accreditation. Currently, three programs have been accredited by outside agencies: the Associate of Science Degree in Nursing, the Associate of Applied Science Degree in Medical Laboratory Technology, and the Certificate in Automotive Technology. The Associate of Science in Nursing was last approved in 1993 by the Georgia Board of Nurses and was reaccredited by the National League of Nurses in 1986. The Associate of Applied Science in Medical Laboratory Technology was reaccredited in 1991 by the National Accrediting Agency for Clinical Laboratory Sciences (NAACLS) and the Automotive Technology program received Master Certification in 1993 from the National Institute for Automotive Service Excellence.

Another important element of assessing program effectiveness is the student evaluation of faculty members which is required at least once a year. That evaluation is discussed in more depth in Section 4.4.10, Criteria and Procedure for Evaluation.

Additional measures of institutional effectiveness are based on information from a variety of University System, Department of Technical and Adult Education

(DTAE), and institutional sources. Some of those include the following:

Selected data from the University System Information Digest.

Periodic faculty and division studies of productivity and of grade distributions.

Annual Student Retention Reports which include a major focus on minority retention and the effectiveness of the Minority Advisement Program (MAP).

Selected data from the Quarterly Enrollment Report. The entire report is an assessment resource for admissions and retention, for enrollment patterns, and for student characteristics.

Summary data from DTAE Management Information System reports containing information on technical students and faculty members, such as placement and evaluation of program

All programs offered by the Division of Technical Education are responsible not only to the Board of Regents but also to the Board of Technical and Adult Education. The policies of the latter board are administered by DTAE. Those policies include using a prescribed Institutional Effectiveness System (IES) which is a comprehensive process that assesses, evaluates, and plans for accountability and budgeting of technical programs. Programs are also evaluated every three years through on-site Institutional Effectiveness Review (IER) by a visiting team. The Division was last reviewed in May, 1993.

The College's intent to equip its students for gainful employment obviously begins with careful academic preparation in all subject areas. More specifically, however, the career programs prepare students for immediate employment. Job placement for graduates of those programs is documented, and indicates the high success rate in most programs. For example, in the Medical Laboratory program, 100% of those graduates who want to work are employed. In the Office Administration program, 77% of the 1991-92 graduates are employed in the field or are continuing their education. At present the College does not track the long-term employment records of its students.

The College's success in enriching the lives of those in the community it serves must of necessity be evaluated in less tangible ways than those that document academic progress or employment records. Planning for such enrichment activities is varied, also, and while there are general goals for service activities, the College's programs often are formulated in response to the changing needs of the community. Data compiled by the Division of Continuing Education clearly show that the College is perceived as a valuable resource in its service area since each year there is an increase in the number of businesses, civic organizations, and individuals who participate in the College's programs and indicate that they benefit from its services (Section 4.3: Continuing Education). The College's involvement with the Adult Literacy Program in the community has been recognized by the Georgia Economic Developers Association as making a significant contribution to education at all levels in the North Georgia area. Furthermore, individual faculty members of the College regularly contribute their time, their resources, and their expertise to various community programs and projects (Section 4.4.9). The contributions of

faculty members in service to both the College and the community are documented each year in the annual reports which division chairpersons submit to the Academic Dean. Those service activities are considered an important factor in the evaluation of individuals for promotions and salary incre:

In summary, the College has had largely informal procedures for internal evaluation. Divisions meet regularly to plan and evaluate course offerings; faculty members are regularly evaluated by students; division chairpersons meet with the Academic Dean at least twice a quarter to evaluate progress and offer solutions to potential problems. The Academic Council meets quarterly to update program and course offerings, and to review academic policies. The results of those assessments are continually measured by more formal, external processes.

Evaluation procedures are, of course, inextricably linked to planning processes. Ideally, the planning process should provide a framework for evaluation of the College's total program and its services. Striving toward that ideal, Dalton College has now organized its planning and evaluation activities into a formal system, "The Dalton College Planning Process."

The College is committed to providing adequate planning and evaluation to ensure the effectiveness of its educational program. The President's 1991-1992 Annual Report to the Board of Regents states this operational definition of planning for Dalton College:

At Dalton College, planning is a process through which individual, divisional, and institutional needs are identified and defined and strategies for meeting these needs are developed.

The Dalton College Planning Process is viewed as dynamic and continuous. The process includes identification and monitoring of all factors and dimensions which can be controlled, and development of contingencies to deal with potential changes and/or unknowns. It is designed to allow flexibility of both thought and action.

The ultimate outcome of the planning process is to position the institution to minimize the negative impact of change and maximize the positive impact of change.

In addition, Board of Regents policies require the development of specific planning and evaluation procedures. The President also states in his report that any planning must accomplish to the following:

1. Reflect institutional purpose statement.

2. Satisfy Board of Regents Policy 209, which describes planning and assessment.
3. Satisfy mandates of accrediting agencies:
 - Southern Association of Colleges and Schools, Commission on Colleges
 - National League of Nurses
 - National Accrediting Agency for Clinical Laboratory Sciences
4. Meet mandates of Board of Technical and Adult Education.
5. Comply with State and Federal legal mandates.

The College has had a variety of planning activities in place for many years. Those range from the planning of individual courses by faculty members to divisional and institutional planning activities. In the survey of faculty members, 98.1% responded that divisional planning was done to meet upcoming needs, and 73.1% responded that divisional meetings were held to evaluate the educational process. Eighty-nine percent indicated that those planning procedures were helpful in accomplishing effective planning. Similarly, 71.7% of the staff responded that planning took place, with 75.0% of those indicating that the planning was effective.

Plans so developed have often resulted in the creation of new courses, in the reorganization of programs of study, in the reassignment of personnel, in the addition of new faculty and staff positions, and in the setting of additional short-term goals. For example, in response to a need in the area for employees in service fields to be able to communicate with an increasing Hispanic population, the Division of Technical Education cooperated with the Division of Humanities to design Spanish 100, a course specifically for students in medical support fields. A new mathematics course, Math 105, was developed to serve students in liberal arts programs more appropriately than do the more scientifically-oriented Math 100 and 101 courses. For students who have failed the Regents' Test, the Division of Humanities offers refresher seminars, Reading 90 and English 90. Students are required to attend those seminars before attempting the test again. Responding to a request from the Division of Technical Education, the Division of Humanities designed a special English course, English 104, to meet the specific needs of students in technical courses.

In the 1980's, the Board of Regents issued a directive urging all units of the University System to give the entire curriculum a broader international focus where possible. In response to that directive, the Dalton College Division of Business Administration and Social Sciences established a course in

international relations (Political Science 201) which has led to student participation in model United Nations conferences at other colleges. Also, the President appointed an ad hoc Committee on International Education which then designed a Studies Abroad program offering core curriculum courses to be taught on-site in Europe. Yearly evaluations and reassessment of that program have resulted in refinement of the program format, adjustments in costs and fees, and change of program location

After evaluating business related programs listed in the Catalog, faculty members and the Chairperson of the Division of Business Administration and Social Sciences recommended to the Academic Council that the two-year programs in accounting and in banking and finance be eliminated. Those recommendations were adopted, and students in those programs were redirected into a related program without loss of credit earned. Planning for each program offered by the Division of Technical Education includes discussions with an Advisory Committee. Faculty members meet with members of those advisory committees at least twice a year and receive advice on decisions such as program design, course content, sequence of course offerings, and scheduling of mini-certificate programs.

Evaluation of the accessibility of Student Services resulted in some reorganization of the Student Services area. Office hours were expanded and rearranged; some personnel duties were reorganized or reassigned; additional personnel were hired to assist with counseling and financial aid. Student surveys are regularly conducted to assess the effectiveness of those changes (Section 5).

As specific needs become apparent, the College sets new goals and begins work toward meeting them. After surveying the faculty members on the effectiveness of the registration procedures, the Registrar undertook extensive reorganization of that process during Fall Quarter 1990. A follow-up survey indicated that the faculty members were quite pleased with the results, even though there were suggestions for further refinement of the system. Since parking space is not yet at an optimum level on campus, a major goal now is to find ways to increase parking capacity without sacrificing the attractiveness of the campus. Another objective being considered is the establishment of academic classes in English as a Second Language to serve the growing number of international residents and students in the College's service area.

In 1990 the President appointed a committee chaired by the former Director of Research, Planning, and Development to formalize those activities into a planning document. The President's action was a response to the College's 1989 five-year interim report to SACS describing the institution's planning and evaluation process and outlining goals for its implementation. "The Dalton College

Strategic Plan" was submitted to the Board of Regents in July 1991. Although a committee was formed to develop that plan, the chairperson of the committee did a great deal of the work and wrote the document with only minimal input from the committee members. After the document was completed, no formal follow-up occurred. The SACS Institutional Effectiveness Committee reviewed each goal and objective of that plan and attempted to categorize them with respect to the Criteria for Accreditation guidelines. Pertinent goals and objectives were assigned to the appropriate self-study committees for review. The committees' responses are included in their individual reports.

As the 1991 "Strategic Plan" was examined in preparation for reaccreditation, some problems became evident. The planning and assessment structure described had been only partially implemented. Since the target date for realizing most of the stated objectives was 1992 or 1993, the plan is now out of date. In addition, the College has grown in both size and complexity. A 70% increase in enrollment over the past five years with a corollary increase in faculty size has made the earlier plan inadequate.

As a result, another model was needed to assure proper assessment, planning, implementation, and evaluation. The administration, with limited participation from faculty and staff members, then developed the "Dalton College Planning Process" and the "Dalton College Planning Model" which the President included in his 1991-92 report to the Board of Regents. The Institutional Effectiveness Committee studied those documents with regard to the Criteria For Accreditation and suggested that a few changes be made before the documents were presented to the faculty members for approval. The amended documents were approved by the faculty members at its December 7, 1992, meeting. Under this new plan, the Administrative Council and the Academic Council are directly responsible for coordinating campus-wide assessment, planning, implementation, and evaluation.

DALTON COLLEGE PLANNING MODEL

The planning process at Dalton College, as outlined in Figure 3.1-1, starts with the Dalton College Statement of Purpose. The planning model, as illustrated in Figure 3.1-2, includes participation of administrators, faculty members, staff members, and students. As shown in Figure 3.1-3, it encompasses a continuous cycle of assessment, planning, implementation, and evaluation.

DALTON COLLEGE PLANNING PROCESS

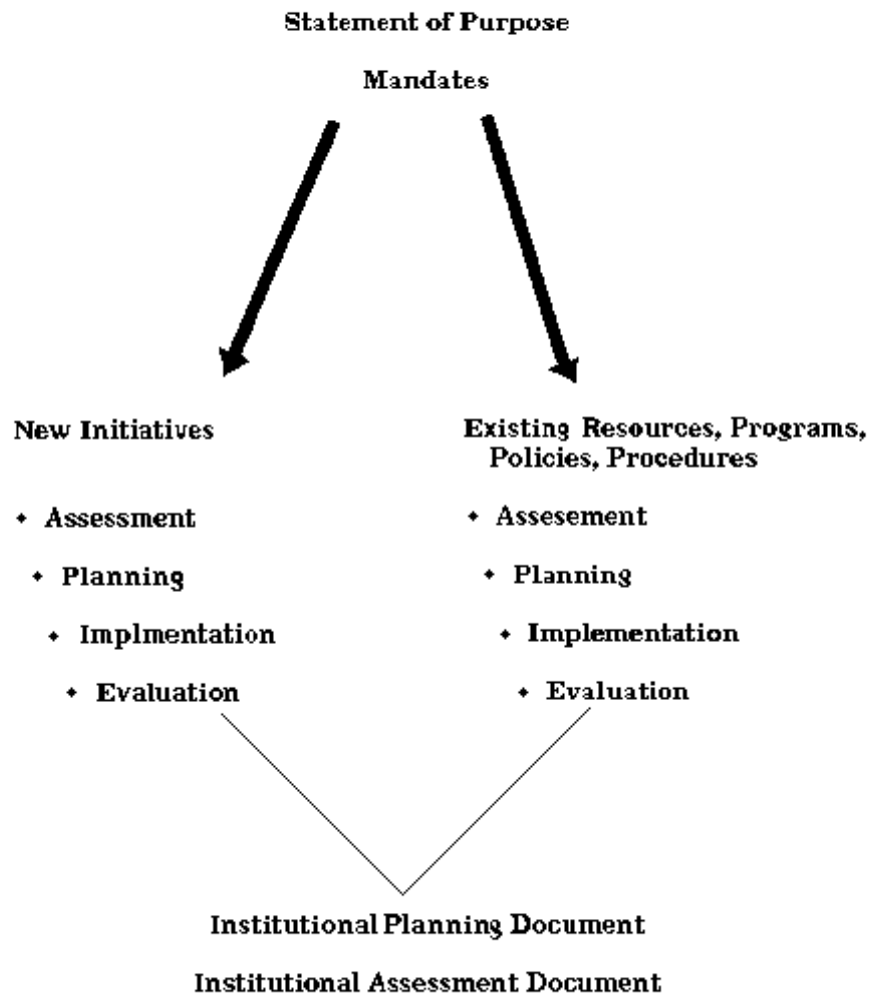


FIGURE 3.1-1
Outline of the Dalton College Planning Process

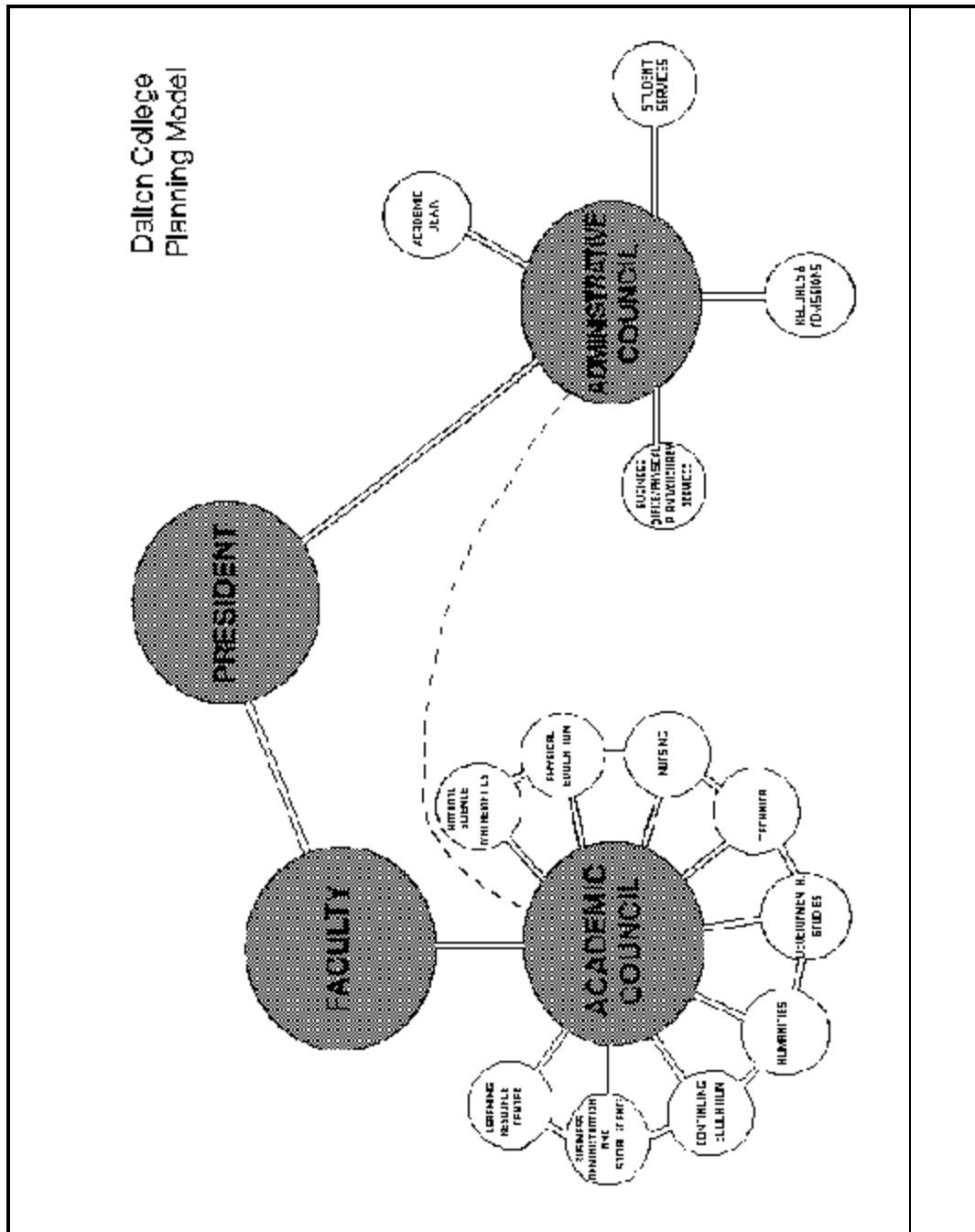


FIGURE 3.1-2
Interactive Relationships between
planning units in the Dalton College Planning Model

DALTON COLLEGE PLANNING MODEL

FIGURE 3.1

Four Steps in the Planning Cycle

1. Needs Assessment*
2. Planning
3. Implementation
4. Evaluation*

*After the initial implementation of the planning process, the results produced by each of these steps will be combined to initiate the planning process for each subsequent cycle. The combination of these data constitute the "feedback loop."

Initial Cycle of the Planning Process

Needs Assessment 6 Planning 6 Implementation 6 Evaluation

Subsequent Cycles

Evaluation from Previous Cycle + Needs Assessment 6 Planning 6 Implementation 6 Evaluation

A symbolic representation of the planning process is:

$$C_1 = NA_1 \ 6 \ P_1 \ 6 \ I_1 \ 6 \ E_1$$

$$C_2 = E_1 + NA_2 \ 6 \ P_2 \ 6 \ I_2 \ 6 \ E_2$$

$$C_n = E_{n-1} + NA_n \ 6 \ P_n \ 6 \ I_n \ 6 \ E_n$$

The intent is to show that planning is cyclical and process-oriented and has continuity.

Underlying assumptions on which the process and model were based are that planning should be both mandatory and participatory if it is to be of value. Furthermore, regular, formal planning sessions should be held to examine all aspects of the institution. Changes that are recommended after such evaluation should then be worked into the planning process as well as into the plan itself.

The components of the model are as follows:

Assessment: process or method by which resources necessary to accomplish a goal or objective are identified, defined, and prioritized.

Planning: description of goals and objectives; description of the resources required to satisfy the identified needs; time frame necessary to meet these needs; the institutional/environmental impact and/or adjustments necessary to accommodate the satisfaction of these needs.

Implementation - process of putting the plan into action.

Evaluation: processes or methods utilized to determine that the goal/objective was satisfied and the impact of the solution on the institution; correlation of the need to the institutional mission statement; analytical reflection.

Assessment and evaluation: provides the data necessary to formulate a new plan, assures continuity in the planning process, satisfies SACS demand for continuous evaluation and the inclusion of "feedback" data in the planning process.

The focus of involvement/implementation includes the following people:

Individual - concentrates on course(s) and/or job function(s) assigned.

Members of divisions - concentrate on the role and scope of the divisional assignment.

Chairpersons of divisions - responsible for administering the planning process at the divisional level and initiating the flow of information to the Academic Council.

Members of Councils - concentrate on planning with an institution-wide focus.

Academic Dean - administers the academic planning process on an institution-wide basis and maintains the flow of information to the President.

President - administers the administrative planning process and is ultimately and singularly responsible to the Board of Regents for administering all institutional functions and processes in accordance with Board of Regents policy.

Board of Regents - establishes policy, sets out institutional requirements, and receives, evaluates, and endorses institutional plans.

The roles of individual faculty members, academic divisions, Academic Council, Administrative Council, and non-academic divisions were defined. They include but are not limited to the following:

The individual faculty members have the following roles in the planning:

- Establish instructional goals, objectives, and outcomes for courses.
- Design instructional methods, formats, strategies, and materials.
- Develop evaluation strategies and instruments.
- Develop and propose curricula modifications.
- Engage in self-directed and external evaluation.
- Establish professional, instructional, and personal development priorities and activities.
- Identify and pursue internal and external sources of funding for instructional, curricula, and personal professional development.
- Propose changes in local policies or procedures through the division.
- Propose changes in System academic policies or procedures through Academic Advisory Committees.

Academic divisions' roles include the following:

- Share/evaluate/establish instructional goals, objectives and outcomes consistent with the purpose of the College.
- Share/evaluate/endorse instructional methods, formats, strategies, and materials.

- Share/evaluate/support evaluation strategies and instruments.
- Establish and support professional and instructional development activities.
- Develop and propose through Academic Council curricula modifications and improvement.
- Identify support levels for curricula and instructional enhancement.
- Identify and pursue sources of internal and external funding for divisional enhancement.
- Propose changes in local policies or procedures through Academic Council as needed and appropriate.
- Increase effectiveness, realize goals, or comply with external mandates.
- Propose/support changes in System academic policies or procedures.
- Collect/maintain data to assess performance, progress, effectiveness of division and to project future needs.

The roles of the Academic Council include the following:

- Continuously evaluate purpose statement of the College in light of current and projected characteristics and educational/training needs of the service area.
- Recommend in rank order long-range and strategic goals and objectives for the College.
- Evaluate goals and objectives of the divisions for congruity with purpose and goals of the College.
- Recommend priorities among long-range and strategic goals for the College.
- Project resources needed to accomplish these goals.
- Identify and recommend sources of external funding to support/establish goals.
- Receive, evaluate, and report actions taken on recommendations and proposals from the divisions to the divisions and the general faculty.

- Initiate recommendations for the improvement of the College and its services to its constituencies.
- Recommend and implement measures to assess the progress of the College in realizing its goals.
- Ensure the maintenance of adequate valid data on the effectiveness of the College vis-a-vis its purpose and established goals.

The Administrative Council has the following responsibilities:

- Advise the president on institutional policy, purpose, and goals.
- Assist in the coordination and implementation of institutional programs, services, and activities, including the following:
 - Fiscal, physical, and human resources
 - Student services
 - Recruitment, admissions, and records
 - Institutional development and research
 - Instructional support services and resources
 - Institutional long-range and strategic planning and assessment
 - Other concerns referred to the council by the president

The non-academic divisions have the following roles:

- Establish goals consistent with the mission of the College for the improvement of internal operations and services to their constituencies.
- Develop strategies for assessing the effectiveness of internal operations and services.
- Maintain and utilize adequate, valid data for reporting, planning, and assessment purposes.
- Project resources required to achieve goals.

- Identify and pursue external sources of funding to support improvements.
- Continuously review adequacy of resource deployment.
- Propose modifications in college policies and procedures through the Academic Council, as needed and appropriate, to increase effectiveness, achieve goals, or comply with external constituencies.
- Maintain and distribute minutes of its deliberations to appropriate internal and external constituencies.
- Distribute to appropriate internal and external constituencies reports on short and long term plans, periodic assessment results, and summary of activities and achievements.

The documents approved by the faculty members in Fall Quarter 1992 formalize all the planning mechanisms that have heretofore existed on campus and incorporate them into a formal planning process. Each division is in the process of establishing goals, objectives, and outcomes for its area. Those will be in place by the end of the 1992-1993 academic year. During Fall Quarter 1992, the Academic Dean held an orientation session for the Academic Council to acquaint the members with the "Dalton College Planning Process."

Revised statutes have been approved by the Board of Regents to include the Administrative Council in the organizational and planning structure of the College as the plan required. That body has already become active in its role.

The plan concludes with the following outcomes from individual faculty members, divisions, and the institution as a whole:

Individual faculty members will generate the following:

1. A comprehensive syllabus for each course taught
2. Sample course evaluation instruments
3. A statement of desired student outcomes for each course taught and faculty member's overall instructional goals
4. Faculty member's and division chairperson's analysis of student evaluations

5. Faculty member's Annual Report
6. Faculty member's and division chairperson's Summary: Annual Faculty Evaluation

Each Division will develop and maintain the following:

1. Divisional needs-assessment document
2. Planning document
3. Minutes of divisional meetings
4. Divisional class schedule
5. Summary: Annual Faculty Evaluation
6. Division chairperson's Annual Report

The Institution as a whole will develop and regularly re-assess the following:

1. Short-term action or strategic plan, long-range plan (planning document)
2. List of institutional needs (assessment document)

Now that the planning process has been formalized and approved, it is important that additional staff support and leadership be directed toward implementing it. The new model for the institutional planning process provides a formal structure to replace the informal procedures which have been used previously, and all members of the College organization should understand how parts of the planning effort combine to enhance the effectiveness of the entire institution. The committee therefore *proposes that workshops for the college community be held as soon as possible to clarify how the planning process works, how each person is involved, and why the planning process is necessary.*

Because the adopted model does not provide a clear means for students and community members to be involved in the planning process, the committee *proposes that the Dalton College Planning Model be revised as soon as possible to reflect more clearly the participation of students and to include involvement by community members.*

In order for the data collected during the Self-Study process and during the 1992-1993 implementation of the planning process to be used effectively, the committee recommends that the institution generate an interim assessment document based on those data. The committee also recommends that the institution use those data to generate an interim short-range plan.

In order to enhance the continuity of planning and assessment activities at Dalton College, the committee recommends that the position of Director of Institutional Research, Planning, and Development be filled. The committee *proposes that this position include responsibility for the coordination of institutional effectiveness programs.* The committee also recommends that a mechanism be established for the regular review of the "Dalton College Planning Process."

A clearly defined and smoothly operating planning process is essential as the College works towards its long-range goals. However, no comprehensive long-range plan has been developed since 1983. In order to achieve the outcomes adopted in the new planning process, the committee recommends that a new long-range plan be developed. The committee further recommends that a process be developed for regular evaluation and up-dating of the long-range plan.

Dalton College has much potential for future growth. Although the College is presently seeking reaffirmation of accreditation as a two-year institution, a proposal made to the Board of Regents in February, 1993, recommends that Dalton College be upgraded to begin offering certain four-year degrees (Dalton College Self-Study 1993, Section 6.2). That proposal comes as the culmination of the work of the Dalton College Progress Committee organized in 1987 by the Urban Area Planning Commission, a planning arm of the Dalton City Council.

The community movement to request four-year status for the College indicates the value of the College's contribution to its service area; it also responds to community needs for expanded educational opportunities. Because it is not appropriate under Board of Regents policy for faculty members and administrators to spearhead any movement for expansion, the primary impetus for the project has come

from citizens in the service area. Although both administrators and faculty members have been consulted in the planning process, none of them have been actively involved in it. However, as soon as the Board of Regents makes a decision on the four-year proposal, the "Dalton College Planning Model" will be an invaluable means for the College staff to formulate and implement the necessary planning

3.2 Institutional Research

Institutional research involves collecting, recording, maintaining, and analyzing data and information used in the planning and evaluation of the College as an institution of higher education, as an effective community college, and as an academic unit of the University System of Georgia. The College is accountable to the students, the faculty, the administration and staff, the local community, the Board of Regents, the Board of Technical and Adult Education, the University System, and the people of the State of Georgia who provide the major share of its funding through their taxes. Institutional research is essential to the planning and evaluation of the College's success in accomplishing its multiple goals and objectives.

Planning and evaluation at the College are two important phases of a dynamic process that operates daily, quarterly, and annually to ensure that the institution is meeting its obligations and responsibilities to its constituents. To assess the degree to which the institution is meeting those responsibilities, data are gathered from all levels in the institution. Those data files are maintained not only for documentation purposes, but also for use by all who participate in the operation of the institution.

As a unit of the University System of Georgia, Dalton College both provides data to and accesses data from the following System-wide data bases:

- The Faculty Information System (FIS)
- The Student Information Reporting System (SIRS)
- The Curriculum Inventory Report (CIR)
- The Room Utilization Report (RUR)
- The Facilities Inventory Report (FIR)

The Academic Dean, as chief academic officer of the College, continually updates institutional data for the FIS. Personnel from the Registrar's Office provide current data each quarter to the four other System data bases.

From those data bases, many institutional and system-wide reports are generated from the office of the Vice-Chancellor for Research and Planning including the Quarterly Enrollment Report, Normative Data, Retention and Graduation Reports, the Undergraduate Student Transfer Report, and

many others. Those reports are then used to evaluate the institution and to measure its compliance with applicable laws and regulations.

The Academic Dean analyzes System reports and organizes the data for use by the Institution. The Dean also maintains and analyzes a curriculum inventory, a facilities inventory, and faculty dossiers. From those data resources, several reports are generated for the planning and evaluation of the institution's physical and human resources, including reports of Class Distribution, Grade Distribution, Enrollment Data, and Retention Rates. Some reports are distributed to all faculty members. Those reports and others are compiled in the Resource Data Manual for Academic Planning, Assessment, and Management available in the offices of administrators and division chairpersons.

An institutional student data base is maintained by the Registrar. Those data contain a wide variety of information which may be combined in many different forms to provide appropriate reports for project planning, grant proposals, departmental information needs, and many other research related requests. Regularly produced reports include quarterly enrollment analyses, student profiles, class schedules, class rosters, and student grade reports.

The collection and maintenance of information systems must be cost effective to be of maximum benefit to the institution. Therefore, College personnel must continually evaluate what data is vital to ensure proper planning and evaluation of programs and must decide each year how much of the budget can feasibly be allocated to research activities. At present the institutional research effort concentrates on predicting and accommodating changes in enrollment and on tracking the academic progress of students who transfer to other University System institutions. The ultimate success of the College's students, as well as the extent of the institution's influence in the achievement of their personal goals and objectives, is beyond the scope of the College's institutional research capability at this time. The committee suggests that adequate resources be allocated to do more extensive follow-up studies of former students.

The overall responsibility for institutional research rests with the President. The President prepares an annual report detailing the state of the institution and explaining the challenges and problems dealt with during the previous academic year. Those reports address a number of topics relative to the planning and evaluation of the institution's role in the University System. Faculty and staff members have access to those annual reports.

Faculty members are evaluated annually by students and administrators. Records of those evaluations are maintained by Academic Dean and by division chairpersons. Faculty members have access only to their own evaluations, although those documents are also available to appropriate administrators.

The commitment of Dalton College to measuring and reporting its planning and evaluation functions indicates the importance that the institution places on accountability to the population it serves. Institutional research at Dalton College is, to a great extent, needs-driven. Informational reports are prepared only if needed in the operation and management of the institution. Reports may also be prepared upon request from authorized outside parties. The institutional research function is continuously evaluated by periodic reviews of the data and information maintained. If faculty members and administrators need information that is not regularly collected, methods exist for supplying such data. If a report is not needed in the planning, evaluation, and documentation function, the report is discontinued. Adequate resources are allocated for maintaining data files and issuing information reports based upon those files.

SECTION III. INSTITUTIONAL EFFECTIVENESS RECOMMENDATIONS, SUGGESTIONS, AND PROPOSALS

The Institutional Effectiveness Committee recommends that

- R-3 the institution generate an interim assessment document based on data collected during the Self-Study process and the 1992-1993 implementation of the planning process (p. 43).
- R-4 the institution generate an interim short-range plan based on data collected during the Self-Study process and the 1992-1993 implementation of the planning process (p. 43).
- R-5 the position of Director of Institutional Research, Planning, and Development be filled (p. 43).
- R-6 a mechanism be established for the regular review of the "Dalton College Planning Process (p. 43)."
- R-7 a new long-range plan be developed (p. 44).
- R-8 a process be developed for regular evaluation and up-dating of the long-range plan (p. 44)

The Institutional Effectiveness Committee suggests that

- S-1 adequate resources be allocated to do more extensive follow-up studies of former students (p. 46).

The Institutional Effectiveness Committee *proposes* that

- P-2 workshops for the college community be held as soon as possible to clarify how the planning process works, how each person is involved, and why the planning process is necessary (
- P-3 the Dalton College Planning Model be revised as soon as possible to reflect more clearly the participation of students and to include involvement by community members (p. 43).
- P-4 the position of Director of Institutional Research, Planning, and Development include responsibility for the coordination of institutional effectiveness programs (p. 43).

SECTION IV

EDUCATIONAL PROGRAM

UNDERGRADUATE PROGRAMS COMMITTEE

Faculty and Staff Members Persons

Sally Addis, M.S., Chairperson Mr. Ed Lewandowski
Assistant Professor of Physical Education Banking

Lee Ann Nimmons, M.Ed., Deputy Chairperson Mr. Jim Jolly
Instructor in Developmental Mathematics Business

Joel Siegel, Ph.D., Editor Mr. Art Taylor
Assistant Professor of English Banking

Carol Burton Mr. Robert DeGioia
Continuing Education Program Project Manager Alumnus

Bates Canon, M.Ed.
Director of Counseling

Carey Craig, M.A. **Campus Resource Persons**
Part-time Instructor in Developmental English
Part-time Director of Alumni Affairs Dr. Wayne Bell
Academic Dean

Janet Crum, M.L.S.
Assistant Librarian Division Chairpersons

Tobias Dirks, Ph.D.
Associate Professor of Biology

Deborah Gilbert, Ed.S.
Instructor in Secretarial Science

George Jones, Ph.D.
Professor of History

Steering Committee Liaison

Beth Biron, Ph.D.
Associate Professor of Romance
Languages and English

Neal McKenzie, Ph.D.
Professor of Economics
Chairperson of Division of Business Admin.
and Social Science

Institutional Effectiveness Liaison

Thomas Mullen, Ph.D. Jane Parks, M.A.
Assistant Professor of Political Science Instructor in Developmental
English

Sandra Roy, Ph.D.
Assistant Professor of English

Richard Smith
Assistant Professor of Welding

Mary Taylor, M.S.N.
Instructor in Nursing

SECTION IV: EDUCATIONAL PROGRAM

Dalton College was created in order to provide a high quality college experience for persons who reside in the northwest area of the state of Georgia. Throughout its twenty-six year history, as it has grown and matured in all phases of operation, Dalton College has continued to focus on that primary goal. The Statement of Purpose, revised and approved in September, 1992, sets forth the overall mission of the College and further establishes seven goals for the specific accomplishment of that mission. The first four goals relate directly to educational excellence, and the remaining three provide support for the quality and enrichment of the educational environment (Dalton College Self Study 1993, Section

A two-year unit of the University System of Georgia, Dalton College offers degree and certificate programs approved by the Board of Regents and adheres to all requirements and regulations which establish and ensure excellence in admissions, standards, curricular development, awarding of credit, implementation of academic evaluation and assessment.

The Core Curriculum of the University System of Georgia offers a comprehensive academic program that ensures comparable educational experience in all units of the System. Admission requirements for students in various programs at Dalton College enhance their potential for success in academic areas while remedial and developmental courses provide avenues toward achievement for underprepared students. Completion requirements, course development, and uniform academic standards assure that students receive an educational experience comparable to that offered in all other units of the System. The transfer grade point averages and the documented success of Dalton College students who advance to other institutions clearly indicate the excellent quality of the experience available at Dalton College. Excellence in performance on licensing examinations and certification evaluations shows the quality of career and technical programs. Enrollment statistics chart the continuing support that the College receives from its service area, and the financial resources are a major strength of the institution (Dalton College Self-Study 1993, Section 6.3.1).

Embracing the premise that an educational experience is only as good as the educators responsible for providing it, Dalton College seeks to attract, hire, and retain faculty members with potential for outstanding teaching and creative growth both professionally and personally (D.C. Self-Study 1993, Section 4.4).

Support for the educational programs includes an outstanding library with a variety of services and programs (D.C. Self-Study 1993, Section 5.2), numerous laboratory facilities, and computer resources which rank in the top third of those in the University System. Laboratories and laboratory equipment are highly rated by both faculty members and students (D.C. Self-Study 1993, Section 5.3). The Dalton College main campus with its convenient arrangement of buildings and its beautiful grounds enhances the educational experience and provides a pleasing environment for college activities (D.C. Self-Study 1993, Section 6.4).

Courses included in the programs of study are presented in traditional format and currently do not include technology-based delivery systems. Any future plans for use of such systems would involve careful study before their inclusion in the curriculum.

The Dalton College Catalog is the primary vehicle for presenting vital information to prospective students and current enrollees. It provides clearly stated, accurate information to guide students through all processes from admission to graduation (Dalton College Self-Study 1993, Sections 4.1.1, 4.1.2, 4.1.3). Every effort is made to ensure that the catalog is accurate, informative, and attractive.

4.1 Undergraduate Programs

4.1.1 Undergraduate Admissions

The admission policies of Dalton College directly reflect the institution's aim to provide all persons on its extended campus an opportunity to engage in general educational experiences designed to

enable students to transfer to senior institutions for further education; to enrich their cultural and physical lives; to equip them for careers of gainful employment and increase their individual, professional, and vocational competencies; and to prepare them for living self-fulfilling and productive lives. The Board of Regents' Policy Manual (Section 402) governs the Dalton College admission policies which are clearly stated in the 1992-1993 Catalog (pp. 12-27). The Director of Admissions is responsible for overseeing the Admissions Office and the admissions process. *Because the procedures for implementing Board admission policies are now evaluated only informally prior to each catalog revision, the committee proposes that a structure be developed for regularly evaluating admission policies and procedures.*

The Catalog serves as the College's main recruiting instrument. The Quarterly, as well as the Division of Technical Education brochures, is used as recruiting material for high school visits, plant site visitations, the North Georgia Fair, and other contacts in the service area. Those recruiting publications reflect the institution accurately.

Because Dalton College offers a variety of programs, admission requirements vary according to the type of program that a student selects. Table 4.1.1-1 summarizes those admission requirements.

	Application For	Admission	High School Transcript/GED	College Transcript(s)	Certificate of Immunization	High School Counselor Recommendation	Transfer Permission	TOEFL Scores	SAT/ACT Score	Verification of Age	Application for Admission	Career Planning Program	College Placement Examination
Two-Year Transfer	x	x	x	x	x				x				
Two-Year Career Programs	x	x	x	x	x								x
**One Year Career Programs	x	x	x	x	x								x
Admission from other college	x	x	x	x	x				y				
*First time admission five years or more after high school	x	x	x	x	x								
Returning DC Student	x			x							x		
Auditions (non-credit)	x	x	x	x	x								
Joint enrollment w/high school	x	x	x	x	x	x			x				
Parsons over age 62	x	x	x	x	x					x			
International Students	x	x	x	x	x			x					
Transient Students	x	x			x		x						

College Placement Tests may be required of students not meeting minimum requirements.

The Career Planning Program Test (CPE) is required for students seeking a one-year Certificate.

All students are encouraged to apply to the Financial Aid Office directly for information and application procedures required for financial assistance.

*Nursing students must have SAT/ACT; all others will take appropriate placement exam.

**Transcript required; high school graduation is not required.

Admission Requirements for Degree and Certificate Programs
TABLE 4.1.1-1

All programs require students to submit the basic application documents. In addition, special admission and placement requirements are mandated by Board Policy (Section 402.0101) for each type of degree program. Applicants for two-year transfer degree programs at Dalton College are further screened by two special admission and placement requirements. Those applicants whose verbal SAT scores are 360 (18 ACT) or below, or whose mathematical SAT scores are 360 (16 ACT) or below, are required to take the University System College Placement Examination (CPE) for placement purposes. That test assesses three academic areas (English, mathematics, reading) in which the student might expect difficulty in college. Students scoring below the institutional cut-off levels on the CPE will be admitted as Developmental Studies students and are required to complete appropriate Developmental courses. Those applicants who graduated from high school in Spring 1988, or later, and who did not complete the high school College Preparatory Curriculum requirements of the University System of Georgia, may be admitted as provisional students. Procedures for that type of admission are found in the University System Academic Affairs Handbook (Sections 3.01.06 and 3.01.07) which is available in the office of the Academic Dean.

Most applicants for two-year career programs must take the College Placement Examination (CPE) for placement purposes. For students whose scores do not meet or exceed Dalton College's minimum cut-off scores for Developmental Studies, the application of the Developmental Studies requirements depends upon the student's choice of general education courses. Those who choose courses applicable to transfer credit programs must satisfy appropriate Developmental Studies requirements. Those who choose courses applicable only to career degree programs must satisfy appropriate Remedial Education requirements. However, all applicants for the Associate of Science in Nursing must submit SAT or ACT scores, and some applicants for other career degrees also choose to submit those scores. Those applicants are screened for CPE testing and Developmental Studies placement by the same criteria as transfer degree applicants.

Board Policy (Section 402.06) grants the institution authority to set criteria for admission to certificate programs. At Dalton College, all applicants to those programs must take the Career Planning Program Test (CPP) for placement purposes, and applicants who cannot document high school graduation or the equivalent must earn a combined score of 23 on the reading skills and numerical skills portions of the CPP to be admitted to a certificate program. Applicants to a mini-certificate program are required to be interviewed by the faculty member responsible for that program.

The College's policies for the admission of transfer students are clearly stated in the Catalog (1992-93, pp. 16-22). All transfer students must have official transcripts sent directly to the College from the institution(s) which originally granted credit. Students transferring to Dalton College are evaluated by the same standards of academic progress as those applied to native students and must complete at least 30 quarter credit hours of coursework in residence (excluding credit-by-examination and institutional credit) to be eligible for graduation. Transfer credit is evaluated as soon as possible after receipt of a transcript, and copies of the evaluation are distributed to the student's file, to the student, and to the academic advisor. Whenever a student notifies the Registrar's Office of a change of program of study, transfer credit is re-evaluated. Transfer students are not permitted to register until at least a preliminary evaluation of credit has been completed.

The Core Curriculum Handbook of the University System is used to evaluate transfer credit for students transferring from other units of the System. The American Association of Collegiate Registrars and Admissions Officers' publication, Transfer Credit Practices of Designated Educational Institutions, is used as a guide in evaluating transfer credit for students from outside the University System of Georgia. The College does not accept transfer credit from domestic institutions that are not accredited by a post-secondary regional accrediting agency.

There are several other types of special admission such as joint enrollment, non-degree, and transient. Requirements for each of those are clearly stated both in the Policy Manual (Section 402) and in the Catalog.

In addition to awarding credit for coursework, the College awards credit through (1) institutional examinations, (2) the College Board Achievement Test and Advanced Placement Program, and (3) the College Level Examination Program (CLEP). The policies governing credit-by-examination are clearly stated in the Catalog (1992-93, pp. 86 & 87). However, cut-off scores for the College Board Achievement Test and Advanced Placement Test are not given; therefore, the committee recommends that those be included in future editions of the Catalog. Credit toward a declared major for educational experiences in the armed services is evaluated according to the Guide to the Evaluation of Educational Experiences in the Armed Services. If a veteran changes his/her declared program of study, credit is automatically re-evaluated. One institutional credit hour is awarded for Physical Education (PED) 100 upon presentation of evidence of current certification in Adult CPR and Standard First Aid. Five quarter credit hours are awarded for Law Enforcement (LEN) 100 upon certification of completion of the minimum requirements of the Georgia Peace Officers Standards and Training Act.

A cooperative degree offered by Dalton College for the graduates of Pickens Technical Institute and Walker Technical Institute was established in compliance with a joint agreement between the Board of Regents of the University System of Georgia and the State Board of Technical and Adult Education. The A.A.S. degree offered on a cooperative basis with the State Board of Technical and Adult Education institutes is awarded in Business, in Health, in Services, and in Technology. Programs include 30 quarter credit hours of general education at Dalton College and 60 quarter credit hours of technical courses which are accepted in transfer as "block credit" from the COEI-accredited Department of Technical and Adult Education (DTAE) institutions with which the College has joint programs (Catalog, p 107).

The Board of Regents has also approved Dalton College to award the degree of Associate of Applied Science in Health through cooperative programs with two local health education institutions. One is a degree with concentration in Emergency Services Management offered in cooperation with the Dalton Vocational School of Health Occupations, a COEI accredited institution. Forty-five quarter credit hours of "block credit" are awarded graduates of the Basic Emergency Medical Technician and the Paramedic programs at the Dalton Vocational School of Health Occupations who validate their competencies by achieving the State of Georgia licensure as Paramedics (Catalog p. 118). The other provides a degree with concentration in Radiologic Technology in cooperation with the Radiography program at Hamilton Medical Center School of Radiography. That program is approved by the Committee on Allied Health Education and Accreditation (CAHEA) of the American Medical Association. Sixty quarter credit hours of "block credit" are awarded students who complete the Radiography program at Hamilton Medical Center and who validate their competencies through current national licensure as Radiologic Technologists (Catalog, p. 163).

Policies regarding academic dismissal, suspension, and readmission are clearly defined in the 1992-1993 Catalog (pp. 79-80). Procedures for establishing those policies are described in the Statutes, which specifies that the faculty members are responsible for making regulations governing admission, readmissions, and academic status, including dismissal and suspension; and that the Academic Council must approve all academic regulations (Articles V.C and VI.A). Additionally, those statutes are consistent with the Policy Manual (Section 203.0305).

At Dalton College, students who fail to meet established minimum cumulative grade point averages, and first-quarter students who receive some combination of all F's or WF's, are issued an official warning by the Academic Dean. A student on warning status is directed to confer with his/her faculty advisor. In addition, a student on warning must achieve a prescribed minimum cumulative grade

point average after taking an additional 15 quarter credit hours (Catalog p. 79) or be placed on academic probation. As the number of quarter credit hours that a student attempts increases, so does the minimum cumulative grade point average required for satisfactory academic progress. Courses carrying institutional credit only, such as developmental and remedial studies, Dalton College Studies, the Regents' Testing Program 095, and Physical Education activity courses, are not included in determining cumulative grade point averages.

Once placed on academic probation, a student is required to confer with his/her faculty advisor, and is not permitted to hold office in the Student Government Association or to be a member of any official college committee. Furthermore, after attempting fifteen additional quarter credit hours, any student on academic probation who fails to meet the required minimum cumulative grade point average is placed on academic suspension.

Students may appeal academic suspension by submitting a written request to the Academic Dean. A review of those requests is conducted by a Readmissions Committee composed of a member of the Admissions Committee, the student's faculty advisor, and another faculty member selected by the student. Suspended students may be readmitted to the College only on the recommendation of the Readmissions Committee and the approval of the Academic Dean, and only on the conditions stipulated for readmission.

Any student who fails to meet the conditions set by the Readmissions Committee will then be suspended for one quarter. Any student who fails a second time to meet specified conditions will be placed on indefinite suspension. Such a student can be readmitted after a minimum of three-quarter's suspension only by appealing to the College Admissions Committee through the Registrar's Office.

The readmission of Dalton College students who have been placed on academic suspension is consistent with the academic policies of the College (Catalog p. 80). Students readmitted to the College are considered officially on academic probation and must still meet the College's minimum cumulative grade point average.

The Admissions Office personnel follow guidelines set forth in the Catalog (pp. 12-27) for the admission of all students. In addition, the office maintains application files for all students, and the material contained in those files reflects the consistency of information requested from individuals during the application process. Each file contains such documents as the appropriate application form,

immunization form, high school transcript(s) or General Educational Development (GED) Certificate, entrance examination scores appropriate to the student's declared program of study, status as an international student, letters of acceptance, and all other pertinent information. Periodically, state auditors conduct random file checks to see if all information is correct and up-to-date. The last audit at Dalton College was conducted during Fall Quarter 1991, and no significant problems were evid

Dalton College uses several strategies to assist students in selecting programs of study consistent with their needs and interests. Each applicant for admission to the College states a degree objective and program of study on the application form. Counselors in both the Admissions Office and the Counseling and Career Development Center are available to assist anyone having difficulty in deciding on a program of study. Counselors and faculty members who come in contact with any student expressing an interest in a particular program of study may refer the student to the appropriate campus representative for that program. A referral list, contained in the Academic Advisement Notebook, is distributed by the Academic Dean for that purpose. Representatives of the Admissions Office and the Counseling and Career Development Center conduct non-credit workshops to familiarize potential students with the various educational opportunities available at the College. During those workshops, potential students are encouraged to examine their career goals prior to selecting a program of study. Section 5.5.3 includes a more complete discussion of Orientation, Advisement, and Counseling Programs.

Representatives of the Admissions Office take steps to ensure that students who are selected for admission to the College are capable of doing the level of work required in the programs they choose. As outlined by the Policy Manual (Section 402.0101), the College uses entrance examination scores on the Scholastic Aptitude Test (SAT), the American College Testing (ACT) Program, and/or the College Placement Examination (CPE) to guide students to appropriate levels of instruction and degree objectives. Anyone scoring below the cut-off for a selected program of study may chose another program consistent with his/her interests and abilities, or may enroll in Developmental Studies or remedial courses to improve his/her academic readiness. Applicants to certificate programs are required to take the Career Planning Program (CPP) to determine their Ability to Benefit (ATB). Use of the CPP in determining ATB is consistent with recent federal guidelines and the policy set forth in Board of Regents Memorandum dated January 22, 1991, regarding Ability to Benefit Testing. Once enrolled, students are provided numerous services to assist them in their academic pursuits. Those include a mathematics laboratory, the Dalton College Studies 101 student success course, a peer-tutoring program, the Counseling and Career Development Center, and academic advisement.

Dalton College publicizes both the general criteria for admission and special admission criteria for individual programs through the Catalog. Guidelines for admission are currently available in the Catalog (pp. 12-27). In addition, general admission information is published four times a year in The Quarterly.

4.1.2 Undergraduate Completion Requirements

The curricular offerings at Dalton College qualify it as a comprehensive two-year college. The programs of study and credentials offered fall into three basic categories: (1) two-year transfer programs, designated as A.A. and A.S. degrees; (2) two-year career programs, including both A.A.S. degree and the A.S. in Nursing degree; and (3) career programs of one year or less, designated as certificate and mini-certificate programs. All degree and certificate programs are approved by the Board of Regents while the mini-certificate is a local designation.

Admission requirements to particular programs of study are clearly stated in the 1992-93 Catalog (pp. 12-27). Graduation requirements for all programs of study are succinctly stated on pages 80 through 82 of the Catalog. Requirements for all transfer programs (A.A. or A.S.) are in compliance with the University System of Georgia Core Curriculum mandates described in the Policy Manual, (Section 303.01) and the Academic Affairs Handbook (Section 2.04). All transfer programs have a Core Curriculum consisting of four different areas that must be completed before earning a degree. The four areas include (I) Humanities and Fine Arts (20 quarter credit hours), (II) Mathematics and the Natural Sciences (20 quarter credit hours), (III) Social Science (20 quarter credit hours) and (IV) Transfer Program Requirements (30 quarter credit hours), for a total of 90 academic quarter credit hours required to earn a degree.

A.A.S., A.S. in Nursing, and Certificate programs have different guidelines and requirements from transfer programs (Policy Manual, Section 303.0802). Authority to offer programs must be requested by the institution, must be approved by the Board of Regents, and must meet definite guidelines. Programs of study are developed by the divisions, submitted to the Academic Council by division chairpersons in co-operation with the Academic Dean, approved by the Academic Council, ratified or rejected by the full faculty, and subject to final approval by the Board of Regents. Any student who enters under a career or certificate program and later changes to a transfer program must be re-evaluated

and must meet all admission requirements contained in the new program of study as described in Section 4.1.1.

The Catalog (pp. 92-173) lists each individual program offered and specifies by name and course number all required courses and possible elective courses needed to obtain a degree in that program. All undergraduate degree programs offered at Dalton College require a minimum of 30 quarter credit hours in the area of specialization. In addition, every degree program offered requires at least one course each (and usually more) in the areas of Humanities, Mathematics and the Natural Sciences, and Social Sciences for a minimum of 30 quarter credit hours in general education courses.

A number of procedures in specific courses develop competence in reading, writing, oral communication, and fundamental mathematical skills. All degree programs require the basic English, mathematics, and speech courses. Certificate programs require 10 quarter credit hours in communications and 5 quarter credit hours in applied mathematics.

In transfer programs, individuals deemed deficient in English, reading, and/or mathematics on the basis of CPE scores must enroll in remedial (non-academic, institutional credit only) courses at the appropriate level in order to prepare themselves for successful completion of the required credit courses. Students in transfer programs must pass the Regents Testing Program (RTP), a two-part examination in English composition and reading comprehension, after passing English 101 or before completing 75 quarter credit hours towards a degree. Student in certificate and two-year career programs, except the Associate of Science in Nursing, are exempt from that requirement. Both English 101 and 102 emphasize writing skills and grammar usage, and English 102 requires a research paper. Courses in other divisions also use discussion questions for testing in an effort to augment student writing skills. To encourage language skills, most classes require textbooks and have regular reading assignments, and some require parallel reading assignments or other ancillary activities.

Some English composition, mathematics, and business administration courses use computers. At least one mathematics course (usually more) is required in every degree program. Computer Science 101, which may be used as a mathematics elective, is available to allow students to learn elementary computer skills and programming. Secretarial Science 140 and 240 are both designed to be introduction to computer literacy. All students enrolled in transfer and career business programs are required to take a micro-computer application course.

In the recent survey of Dalton College students, 66.1% of those responding considered themselves computer literate while 33.9% did not. Over 50% had courses in their major fields that required computer usage; 49.2% did not. Forty-eight and eight tenths percent (48.8%) used computers provided by the library; 47.6% did not, and 3.7% did not know the library had computers. Thirty-seven and six tenths percent (37.6%) used computers in Sequoya Hall; 24.7% in the Technical Building; 47.8% in the Library; and 14.0% in the Career Center. Statistics indicate that computers are being used in many locations on campus by a large number of students. However, today's workplace requires some degree of computer knowledge for employees in most positions. Therefore, it is suggested that all students be encouraged by faculty members to develop computer competency.

Several courses facilitate verbal communications. Speech 108 is required in every transfer program in either Area I or Area IV and in the general education component of A.A.S. programs and for the A.S. in Nursing. In some courses, instructors encourage oral communication by initiating class discussions, while others use a more Socratic approach.

All transfer programs at Dalton College require at least 6 courses (30 quarter credit hours) in the area of major concentration (Area IV of the Core Curriculum). Those include required as well as elective courses. A.A.S. programs and Certificate programs require that the majority of courses be taken in the major field. The requisite number of quarter credit hours ranges from 47 to 70, depending on the program chosen.

Courses offered at Dalton College are listed in the current catalog. In all programs of study, a number of courses above the elementary levels have prerequisites. Certain business, English, foreign language, science, mathematics, and social and behavioral science courses, and almost all Division of Technical Education courses, carry a prerequisite. Those prerequisites, along with course descriptions and quarter credit hours, are listed in the 1992-1993 Catalog (pp. 176-217). Newly approved courses are listed in The Quarterly, when offered, and are fully described in the next edition of the catalog. In the academic areas of the Core Curriculum, provision is made in all degree programs for at least one and usually more than one, elective course to be taken outside the specific area of specialization.

In order to complete any degree program offered by Dalton College, at least 30 quarter credit hours (one-third of all course work hours) must be taken in residence, exclusive of any credit-by-examination and institutional credits.

4.1.3 Undergraduate Curriculum

The curricular offerings of Dalton College are clearly and accurately published in the Catalog (pp. 176-217). Currently offered courses are also listed in The Quarterly.

The Catalog describes degree and certificate curricular programs and courses (pp. 86-173). Course descriptions are reviewed and updated periodically by division/department chairpersons and faculty members. Descriptions of courses no longer offered are deleted; necessary modifications are made to current course descriptions; and new course descriptions are added with each catalog revision.

The College offers degree and certificate programs in response to its purpose. Day and evening offerings make the programs accessible to most residents of the service area. Off-campus courses enhance the accessibility of Dalton College courses for individuals who live in outlying areas.

The Core Curriculum of the University System of Georgia is a comprehensive academic program which provides for a smooth transfer of freshman and sophomore credits among the thirty-four two-year colleges, senior colleges, and universities in the University System. All 100 and 200 level courses completed in the Core Curriculum at any unit of the System usually transfer to all other units.

The College provides faculty members and students with comprehensive instructional support services which are described in Sections 5.1, 5.2, and 5.3 of this report. Those services include the Library Resource Center (LRC), individualized instruction, peer tutorials, a mathematics laboratory, a reading laboratory, a language laboratory, and a student success course (DCS 101). The Counseling and Career Center provides an opportunity for students to enhance their study skills. In addition, curricula are appropriate to the ability and preparation of students admitted to each program. Curriculum design is undertaken with a view toward providing the information, concepts, and verbal and analytical skills and competencies needed for students to succeed in employment and/or subsequent educational endeavors. Entering students who are not prepared to perform at the level necessary to succeed in the College's programs are identified through examination. For those students who are academically disadvantaged, a series of developmental studies courses is available in English, mathematics, and reading through the Developmental Studies Program.

The College has a clearly defined process by which the curriculum is established, reviewed, and evaluated. The Board of Regents gives Dalton College the responsibility for all academic programs and related changes, which are accomplished through a process involving the entire faculty. In addition, before each reprint of the Catalog the Registrar's Office requires each division/department to review its course descriptions and program offerings; any proposed curricular changes go to the Academic Council and ultimately to the faculty members for approval. New programs or courses, and program or course changes developed by a division/department, are submitted to the Academic Council for approval. The Academic Council is a statutory body of the faculty but is responsible to the President of the College. After extensive review of all submitted proposals, the Academic Council makes formal recommendations to the general faculty who then vote on those recommendations. The President forwards the minutes of the faculty meetings to the Chancellor, chief executive officer of the University System, for app

The Academic Council consists of the Academic Dean, the Dean of Students, the Registrar, the Comptroller, the Head Librarian, division/department chairpersons, two elected faculty members, and two students appointed by the President of the Student Body with the approval of the Student Affairs Council.

The curriculum is administered through six divisions and one department, each headed by a divisional/departmental chairperson who reports to the Academic Dean. The Academic Dean has primary responsibility for implementing and monitoring the general curriculum policy and academic programs. However, he works in cooperation with the division/departmental chairpersons and faculty members. The assignment of responsibilities is described in the Statutes (Article III and Article IV).

At least one full-time faculty member with appropriate credentials has the primary teaching assignment in each curricular area. In each academic division/department, the Academic Dean considers the chairperson qualified; in the professional, occupational and technical areas, at least one full-time faculty member with teaching responsibilities has appropriate credentials, which are kept on file in the Academic Dean's office.

The Board of Regents is responsible for approving the number and types of degrees, including co-operative degrees, awarded by the institution, and for approving the nature of departments and divisions through which the curriculum is administered. The Academic Council approves all programs of study recommended for degrees or certificates and any new courses added to those published in the current catalog. Planning for curricular changes is initiated and developed by the faculty members on a

divisional level. Those changes are identified and implemented by the appropriate faculty and staff members in the context of the overall planning process of the College.

The curricula of all Associate of Arts and Associate of Science transfer programs fulfill the Core Curriculum requirement of the University System of Georgia. A student who completes one of those programs can expect to receive full transfer of credit toward a Bachelor's Degree in the same field of study at any senior college or university in the University System of Georgia. Credits earned in the A.A. and A.S. programs also usually transfer to private and out-of-state public colleges and universities throughout the United States.

Dalton College has no "inverted" program. The only "two-plus-two" program is the Bachelor of Science in Nursing administered by West Georgia College through a cooperative relationship. Dalton College is an external campus for West Georgia in nursing and in certain programs in education and business.

4.1.4 Undergraduate Instruction

In its efforts to serve a diverse student population effectively, Dalton College evaluates instruction in an on-going process. In order to support faculty members' efforts to improve instruction, information is gathered and documented from the following sources: faculty member's annual report to the division/department chairperson, student evaluations of faculty members, observations of faculty members by the academic supervisor and/or other college administrators, and optional peer evaluations (Faculty Handbook, Section VII.B). More information on faculty members' evaluations is documented in Section 4.4.10.

In a recent faculty survey conducted for the Self-Study, 61.5% of those responding to the survey revealed that they had improved their teaching/instruction as a result of the faculty evaluation process, and a majority also agreed that the evaluation process is used for the overall improvement of instruction.

Consistent with the goal to improve instruction, Dalton College personnel make every effort to ensure that both students and colleagues have a clear understanding of the goals and requirements for each course, the nature of the course content, and the methods of evaluation to be employed. That

information is communicated primarily through two documents: a catalog description of all credit courses offered at Dalton College and individual course syllabi.

A description of all credit courses offered at Dalton College is given in the current Catalog (pp. 176 - 217). To ensure that students have pertinent information on specific courses, College policy requires that a written course syllabus be distributed to each student at the beginning of each course. The syllabus must contain the following information: (1) title of course, (2) text(s) and/or other required materials, (3) objectives of the course, (4) number and value of graded assignments, such as tests, themes, oral or written reports, etc., and other considerations used in determining the course grade. (5) policy on attendance, and if applicable, penalties for excessive absences, (6) policy on late or make-up work and, if applicable, penalties imposed, (7) other policies governing the course and/or course grade, such as cheating or plagiarism, appropriate uniform, tools, supplies, and conduct, and (8) any other additional information for clarity (Handbook, Section VII.A). Responses from a student survey confirmed that such syllabi are indeed provided since more than 95% of those responding reported receiving them.

College policy also requires that the current course syllabi of each instructor be filed with the division/department chairperson and the Academic Dean. Inspection of those files revealed that some syllabi are missing while others are incomplete. Therefore, the committee recommends that a process be developed to ensure that course files, which include current course syllabi for each instructor of each course, are maintained.

Through its evaluation of instruction, Dalton College makes every effort to ensure that its methods of instruction are both appropriate and meaningful to the courses being taught and to its students. A variety of instructional methods are employed by Dalton College faculty members in order to fulfill course goals. According to the Faculty Survey, those methods include class discussion, oral and written assignments, assignment of outside reading, use of audiovisual aids, field trips, group projects/presentations, and laboratory and computer assignments. Students' responses to a survey confirmed the use of those various methods of instruction. The methods used are dependent upon each particular discipline and on the individual instructor. Courses in the natural sciences and health-care related areas use laboratory experiences to supplement lectures. Courses in English, mathematics, and business use computers either directly in class or with supplements or tutorials. In other courses, instruction may be supplemented or enhanced by field trips or clinical experiences. Newly available computer networking in the Division of Technical Education provides new opportunities for innovative instruction, helping to fulfill course goals and providing newly attainable and up-to-date information.

In order to ensure that students are in classes that are appropriate to their goals and capabilities, placement examinations may be administered prior to enrollment. Faculty advisors use the information from those examinations when guiding students to the appropriate courses (Catalog pp. 12-16, 23).

Although formal means of experimentation with instruction are limited at Dalton College, the faculty members are encouraged to experiment informally with different methods of instruction in order to maximize the learning experience for students. More than 98% of faculty members surveyed reported using a variety of instructional methods and other modifications to improve the quality of a course and enhance the learning process. Those efforts to improve instruction are monitored through student evaluations of faculty members and also through evaluations of faculty members by division/department chairpersons. Any changes or improvements made in instruction are evaluated as part of the faculty member's annual report. One example of experimentation to improve instruction can also be seen in a new tutorial service being implemented by the coordinator of Dalton College Studies courses and the Dalton College chapter of Phi Theta Kappa.

As instruction is evaluated, so are the students. Members of the College faculty employ a variety of techniques for evaluating student performance. Responses from a survey of faculty members and students indicate that those methods include subjective and objective examinations, standardized tests, grading of group or individual projects, comprehensive examinations, laboratory assignments, oral presentations/examinations, and class participation. As with instructional methods, the appropriate use of each type of evaluation is dependent upon the area of instruction in question.

The variety of evaluation methods used by the faculty members reflects concern for quality and is used to discern levels of student performance and progress. As previously noted, students are first evaluated prior to their enrollment so as to be placed in the appropriate courses, thus minimizing the potential for the lowering of class standards. Furthermore, as a form of on-going evaluation, the overall academic standing of each student is evaluated quarterly (Catalog p. 79). Although varied in implementation, evaluation methods reflect a sincere concern for quality.

Dalton College also studies the effectiveness of its instruction through means such as surveys of former students, Regents' Test results, student performance on national board examinations, and follow-up on the progress of transfer students. Since 1986, Dalton College students taking the Regents'

Test have consistently attained a significantly higher pass rate than that of other two-year colleges within the University System (Table 4.1.4-1). Also, since 1983, an average of 96% of Dalton College graduates taking the National Council Licensure Examination (NCLEX-RN) for nursing have passed on the first attempt.

TABLE 4.1.4-1
Regents Testing Program Pass Rates
Dalton College: University System Two-Year Colleges

Quarter/Year	First Time Examinees Essay		First Time Examinees Reading	
	Dalton College	2-year Colleges	Dalton College	2-year Colleges
Fall 1986	83.33	78.57	87.96	80.59
Winter 1987	81.12	76.57	89.51	82.37
Spring 1987	80.53	77.80	83.19	81.27
Fall 1987	77.78	77.46	84.44	82.85
Winter 1988	85.90	79.22	85.90	81.02
Spring 1988	86.67	82.16	87.22	83.46
Fall 1988	77.78	78.02	83.95	83.23
Winter 1989	81.67	80.32	86.45	84.18
Spring 1989	84.25	83.89	85.62	83.89
Fall 1989	80.00	79.14	83.16	78.88
Winter 1990	87.85	81.65	88.66	83.80
Spring 1990	83.44	80.36	82.21	80.04
Fall 1990	72.92	77.44	83.33	82.89
Winter 1991	80.38	77.92	83.77	83.75
Spring 1991	80.81	78.36	87.37	84.26
Fall 1991	72.38	78.36	80.95	82.63
Winter 1992	88.20	78.76	86.02	84.16
Spring 1992	82.94	76.89	84.12	83.82
Fall 1992	85.29	78.86	82.35	82.59
Winter 1993	82.91	76.40	88.60	84.59

Source: Academic Dean

Another measure of the effectiveness of instruction can be seen in the performance of students who transfer from Dalton College to senior institutions in the University System of Georgia. Evidence can be found in the Transfer Report and Transfer Summary from the Office of the Vice-Chancellor for Research and Planning, which annually reports the academic performance of students who transfer from two-year to four-year institutions within the University System. Since 1986, students from Dalton College have consistently out-performed their counterparts from the majority of other two-year institutions in the System by earning higher grade point averages at receiving institutions. In 1991-92, Dalton College transfer students to other units of the University System had the highest average GPA of students from any two-year unit. As entering freshmen, those same students had ranked only sixth in average SAT scores among students in the two-year units of the System. A recent alumni survey also indicated that more than 82% of those responding to a question concerning transfer preparation were satisfied or very satisfied with their academic preparation for transfer to another college. More than 90% also reported being satisfied or very satisfied with their occupational preparation.

Beginning in 1986, the University System of Georgia laid the foundation for accountability on goal-based evaluation and assessment. The System Strategic Planning Committee (1988-1989) instigated the development and adoption of Board Policy related to assessment (Section 209). At the institutional level, Dalton College views goal-based assessment as a vehicle of coordination and cohesiveness. Beginning with the individual faculty members and the courses they present, the Faculty Handbook (Section VII.A) provides guidance in the preparation of syllabi circulated to students. Those offer clear objectives and goals on which content, skills, and evaluative activities will focus. On the divisional level, clear statements of purpose and carefully maintained course files can enhance and support the overall mission of the College. Recently, division chairpersons and a number of other faculty members attended a system-sponsored workshop entitled "Assessing Degree Program Effectiveness 1992." Currently, plans and procedures are being developed and implemented to ensure that goal-based assessment is used as a tool for fostering excellence and accountability in a vital and challenging educational setting (Dalton College Self-Study 1993, Section III). The following divisions already have goal-based assessment in place: Nursing, Technical Education, Natural Sciences and Mathematics. The remaining divisions are progressing towards that outcome with July, 1993, set as the date for having completed the project.

Academic courses generally follow a pattern of five class periods per week for ten weeks, with a minimum of five hundred minutes of instruction for each hour of credit awarded. In an effort to

accommodate students with diverse schedules, Dalton College offers a number of courses in non-traditional formats. Night students and off-campus students attend classes for either one or two nights per week for extended hours; afternoon courses meet fewer days per week for extended amounts of time, and some summer courses are offered in compressed time periods. All credit courses at Dalton College fulfill the time requirements of the University System (Policy Manual, Section 302.01) or the Department of Technical and Adult Education (DTAE).

To ensure that all courses taught in a non-traditional format provide opportunity for reflection and analysis, course content and requirements remain identical to those in traditional format courses. Students are advised to consider work loads, family obligations, and opportunities for study time when registering for classes. Such guidance assists students in making wise choices and provides them with the best opportunity for adequate reflection and analysis of the subject matter in all courses, regardless of format.

According to a survey of the faculty members of Dalton College, 50.9% have taught non-traditional format courses. Of those, 77.8% chose to offer a course in a concentrated or abbreviated time frame. In the opinion of 60.0% of all faculty members responding, non-traditional format courses offer equal or greater opportunity for reflection than do traditional format courses. Students responding to a similar question expressed agreement. Sixty-eight percent indicated that there is equal or greater opportunity for reflection and analysis of subject matter in non-traditional format courses.

When queried concerning levels of competencies and knowledge provided by non-traditional format courses, 84.2% of faculty members responding said that students acquired equal or greater levels of knowledge. Of students responding to the same questions, 69.4% indicated that equal or greater levels of knowledge could be attained in non-traditional format courses. When faculty members were asked to offer comments or suggestions, one theme predominated: Those formats are neither better nor worse in providing high quality educational opportunities. A student who has ample time for out-of-class study and who is highly motivated will do well in a course, regardless of the format.

The Studies Abroad program at Dalton College has offered concentrated, but enriched courses in a non-traditional format. The first programs in England and France included instruction in core curriculum courses – world literature, world history, and fine arts – supplemented with tours of historical sites, visits to areas described by selected authors, attendance at concerts, and visits to art museums. Primary instruction was provided by an associate professor from the Dalton College Division of

Humanities with occasional assistance from European guest lecturers. Care was taken to ensure that all classes taught abroad covered the same amounts of material and included the same number of contact hours as those mandated for on-campus classes.

Many components contribute to the learning environment of an institution. Those include quality of the faculty, class size, library holdings, academic preparation of students, and campus enrichment programs. To foster scholarly and creative achievement, Dalton College hires faculty members of outstanding academic qualification. Faculty members are encouraged and supported in the pursuit of advanced studies (Section 4.4.7). Low student-faculty ratio and small class size create an enhanced learning environment in which students have close contact with their instructors. The library of Dalton College consistently ranks at or near the top of two-year college libraries in the University System in all categories (books, government documents, microforms and periodicals) and provides computer information retrieval systems for students doing research.

An annual Awards Day honors students who have distinguished themselves in various academic areas. Awards are also presented to students exhibiting leadership qualities and to those who have performed a special service to the College and community. The Fine Arts and Lectures Committee brings outstanding programs to Dalton College, providing enriching experiences outside the classroom. Eighty-seven percent of students responding to a survey question rated the learning and creative environment of Dalton College as either good or excellent. Faculty members responses were similar, with 75.5% rating the College as good or excellent. Continued efforts to maintain and improve the scholarly and creative atmosphere of the College are included in long-range planning proposals.

Dalton College offers a number of health-related programs which have clinical components, including nursing, medical laboratory science, medical office assisting, phlebotomy, and health unit coordinator. Formal contractual agreements are completed and signed with all outside agencies participating in the clinical experiences. Those contracts, which are prescribed by the Board of Regents and approved by the State Attorney General, set forth the terms of the agreement and the responsibilities of all parties involved. They are binding for the period prescribed in the contract. The contracts specify that the College will retain ultimate responsibility for the education of its students. Programs with clinical experience are designed to prepare students for specialized professions and occupations.

Certain programs prepare students to enter professions where competencies in current practices are required. The nursing program at Dalton College is accredited by the National League of Nursing and is approved by the Georgia Board of Nursing. General guidelines provided by the board must be met for licensing of the program. The medical laboratory science program is approved by the Committee on Allied Health Education and Accreditation of the American Medical Association in collaboration with the National Accrediting Agency of Clinical Laboratory Science. The latter agency is sponsored by the American Society of Clinical Pathologists and the American Society for Medical Technology. Those groups assure that curricula are relevant to current practices. Additionally, the Medical Laboratory Science program performed a self-study in 1990 and has been granted reaccreditation. Close contact with clinical experiences enables students to develop skills that will transfer from the classroom to the workplace.

The automotive technician training program of Dalton College holds the master certification (awarded by the National Institute for Automotive Service Excellence) in all eight areas of preparation. That outstanding certification is enhanced by its having been awarded on the Institute's first review of the program in 1993. The award is based on strict industry standards and thus attests to the high quality of education offered to students in that field. Other vocational and technical programs are under constant review by instructors who attend seminars and training programs designed to increase the relevancy of their programs.

The excellent preparation of Dalton College students and the relevancy of the curricular content in specialized fields are also exhibited by students' performance on state board examinations in nursing and medical laboratory science. Ninety-six percent of all the College's nursing graduates have passed the NCLEX-RN on their first attempt. Ninety-three percent of the Medical Laboratory Science graduates from 1983 to 1989 have become board-certified. One hundred percent of the Medical Laboratory Science graduates from the past three years are currently employed in their field, many at the hospitals where they received their clinical experience.

The Division of Technical Education of Dalton College provides an annual report to the DTAE on institutional effectiveness. In all instances, Dalton College maintains a concentrated effort to provide students with the highest quality of training in their specialized fields.

4.2 Graduate Programs

Not applicable.

UNDERGRADUATE PROGRAMS COMMITTEE RECOMMENDATIONS, SUGGESTIONS, AND PROPOSALS

The Undergraduate Programs Committee recommends that

R-9 cut-off scores for the College Board Achievement Test and Advanced Placement Test be included in the future editions of the Catalog (p. 59).

R-10 a process be developed to ensure that course files, which include current course syllabi for each instructor of each course, are maintained (p. 70).

The Undergraduate Programs Committee suggests that

S-2 all students be encouraged by faculty members to develop computer competency (p. 65).

The Undergraduate Programs Committee *proposes* that

P-5 a structure be developed for regularly evaluating admission policies and procedures because the procedures for implementing Board admission policies are now evaluated only informally prior to each catalog revision (p. 55).

CONTINUING EDUCATION COMMITTEE

Faculty and Staff Members Persons

Deborah Melton, M.Ed., Chairperson
Instructor in Mathematics

Donald Bowen, Ph.D., Deputy Chairperson
Assistant Professor of Marketing & Management

Wesley Davis, Ph.D., Editor
Assistant Professor of English

Kent Earley, M.B.A.
Part-time Instructor in Allied Health
Technology
JTPA Coordinator

Celeste Humphrey, Ph.D.
Assistant Professor of Biology & Mathematics

Karen Martin
Media Utilization Specialist

Lynda Morrison, Ph.D. (resigned)
Associate Professor of History

Juanette Nelson, M.S.A.
Instructor in Nursing

Joan Rankin
Secretary - Comptroller

Donald Ritchie
Director of Grounds Maintenance

Della Sampson, M.B.A.
Instructor in Economics

Institutional Effectiveness Liaison

Sarita Gail
Continuing Education Office Manager

Community Resource

Mr. Lamar Norton
Utilities

Mr. Vance Sanders
Business

Mr. Rex Garner
Attorney

Mr. Frank Stevens
Business

Campus Resource Persons

Dr. Wayne Bell
Academic Dean

Ms. Linda Blackman
Public Relations

Ms. Barbara Calhoun
Director of Continuing Education

Ms. Sarita Gail
Continuing Education Conference
Facilitator for Off-Campus
Programs/Office Mgr.

Steering Committee Liaison

Dr. Hubert Kinser
Assistant Professor of Mathematics
and Developmental Studies

4.3 Continuing Education, Outreach and Service Programs

I. Introduction

The Division of Continuing Education at Dalton College provides one of the largest programs of all two-year colleges in Georgia. With an average of 125 public programs per quarter, the Division serves a wide range of ages and interests. Because it has followed a program of continuous evaluation and improvement since its beginning in 1967, the Division of Continuing Education is now stronger than at any other time in the history of the College. That strength in the Division can be attributed to its excellent administrative organization, competent faculty members, and adequate facilities for the programs offered.

The Division of Continuing Education is an integral part of Dalton College. The policies of the Division are usually made with the advice and consent of the Academic Council. The Director of the Division of Continuing Education is a standing member of the Council and reports to the Academic Dean (Chart 4.3-1). Later sections of this report show that the Division possesses the necessary resources and services to support its programs.

Areas of concentration for programs are the following: (1) Business and Management, (2) Vocational, (3) Personal Growth and Leisure Time, (4) Contract Training, (5) Elderhostel, (6) Adult Literacy, (7) General Education Development (GED) Examination, and (8) the Job Training Partnership Act (JTPA) Grant. In addition to those areas, the Division of Continuing Education strives to collaborate with the community to deliver educational services. Examples of that effort include relationships with several Chambers of Commerce and with Dalton High School (the Division enjoys the use of that facility). A specific example of a service to the community is a program to improve family systems offered in conjunction with the Georgia Highlands Center for Mental Health along with the Dalton City and Whitfield County School Systems.

According to the complete Mission Statement of the Division of Continuing Education, "The Division of Continuing Education at Dalton College is committed to serving the multi-educational and multi-cultural needs of the Northwest Georgia area. As a part of the University System of Georgia, Dalton College through this Division emphasizes and provides the opportunity for life-long learning." That policy is consistent with the Statement of Purpose of Dalton College which says, in part, that the

mission of the College is "to fulfill these general purposes... to provide programs and services designed to foster intellectual, professional, career, cultural and recreational development for all interested persons in the community."

Because there are no full-time faculty members in the Division of Continuing Education, salaries, promotion, job security, or any other benefits are unrelated to the policies governing the faculty of Dalton College. There is neither guaranteed salary nor job security for instructors. Also, the Division offers no classes for credit toward a degree or credit certificate at Dalton College.

The Division of Continuing Education enhances the relationship between Dalton College and the communities served. In addition, 86% of those responding to the Faculty, Staff, and Alumni surveys, who knew of the Division rated it as excellent or good. The Division of Continuing Education is an asset to the College and the community.

II. Continuing Education - Faculty and Staff

The professional staff of the Division of Continuing Education consists of fourteen members. Those positions include the director, one program coordinator, four conference facilitators, one program project manager, one marketing coordinator, one publications coordinator, one financial coordinator, one Adult Literacy Coordinator, one GED Chief Examiner, one JTPA Coordinator, and one Tutor Coordinator/Adult Literacy Secretary. Complete job descriptions are on file in the Division of Continuing Education offices.

instructors come from area public school systems, some have advanced degrees, although the degree is not necessarily a requirement. After positive verification of references on character and competency in the indicated subject area, instructors are hired on a trial basis. The students and Division staff members also evaluate the course and instructor before the course is offered again with the same instructor. Credentials of the Division of Continuing Education faculty members are currently on file, with the faculty members' applications, in the Division office.

The varied talents and interests of regular college faculty members are identified and used to advantage in the Division of Continuing Education. Periodic surveys give faculty members an opportunity to indicate which courses they would like to offer through that Division (Fall 1992 Continuing Education Survey). Furthermore, a Faculty Survey administered by the SACS Steering Committee showed that approximately half of the faculty members responding have taught at least one class for Continuing Education. All but one faculty member rated the Division of Continuing Education services as excellent or good. In order for Dalton College faculty members to teach Division of Continuing Education classes, their division chairpersons must approve the additional course load.

III. Courses

The courses offered by the Division of Continuing Education vary from recreational to professional. They reach people of various ages, several cultures, and many educational levels. Continuing Education offers no courses for college credit toward a degree or a credit certificate

Conducting classes seven days per week, the Division offers courses each quarter in business and management, vocational training, personal growth and leisure time, and contract training. In addition, an Elderhostel program has been offered each quarter since 1992. Section IV of this report discusses Adult Literacy, the General Education Development (GED) Examination, and Job Training Partnership Act (JTPA) Grant.

Division of Continuing Education courses, offered in Whitfield, Murray, Gordon, Catoosa and Walker Counties, draw participants from 21 counties in Georgia. The Elderhostel Program attracts students from across the United States and Canada.

In the areas of business, management, and vocational training, it is possible for a student to earn Continuing Education Units (CEUs): "One Continuing Education Unit is ten (10) contact hours of

participation in an organized Continuing Education experience under responsible sponsorship, capable direction, and qualified instruction" (The Continuing Education Unit: Criteria and Guidelines). Examples of such courses would be "Time Management" or "Office Procedures." Continuing Education records refer to those courses as Category I courses. Students who participate in at least 80% of the activity receive CEU's and certificates. The certificate awarded by Continuing Education is not the same as the credit certificate offered by the Division of Technical Education of Dalton College. The Division of Continuing Education maintains permanent CEU records, which are housed in the Office of the Registrar at Dalton College. The Division satisfies the requirements specified by The Continuing Education Unit: Criteria and Guidelines. As a result of discussion related to this Self-Study, CEU's offered for a course are now noted in The Quarterly.

Continuing Education courses in personal growth, leisure time, and public service are Category II courses. According to the Director, it is the policy of continuing education divisions across the state to offer "institutional CEU's" to participants in those courses. That policy is not related to the individual CEU's described in The Continuing Education Unit: Criteria and Guidelines. Although instructors take attendance at each class meeting, there is no minimum attendance requirement, nor are permanent records generated. The Quarterly demonstrates Continuing Education's wide range of course offerings and CEU opportunities.

The Conference Facilitator tailors contract training courses specifically to meet the needs of a company at its request, with classes conducted at the company's location or at Dalton College. The Division provides the instructor, the necessary materials and equipment, and snacks or meals upon request. An example of a contract training course is "Communication in Business: Technical Report Writing." Taught by a Dalton College instructor, that nine-week course benefited engineers in management at Shaw Industries. Evaluations indicate that such courses provide a valuable service to the business community as employers attempt to upgrade the skills of their employees.

Since 1992, the Division of Continuing Education has participated in the international Elderhostel program, described in The Quarterly as "an educational adventure offering inexpensive short-term academic courses for older adults (60 and above) looking for new experiences, opportunities and challenges." The Division's Elderhostel consists of week-long programs each quarter at such places as Georgia's Amicalola Falls State Park or the Dalton College campus. That well-attended program has generated much excitement and good will among senior citizens.

The staff members of the Division of Continuing Education identify the need for a course in the following ways: requests for contract training from business and industry, suggestions from schools and other non-profit organizations, requests of interested parties, suggestions from potential instructors, and information obtained from student evaluation forms. The instructor makes primary decisions about content. However, the Director states that the Continuing Education staff members are integrally involved with the instructors in planning various activities.

A description of all Continuing Education courses offered is submitted to the Board of Regents. The President and the Academic Dean of the College must also approve those courses. Students in the Division of Continuing Education must formally register for all courses. The Division must also maintain planning files and course files. The tuition for each course depends on the cost of supplies and on the instructor's fee. During the final class meeting of each course, all participants complete Student Evaluation Forms.

IV. Adult Literacy, GED, and JTPA

The Adult Literacy, General Education Development (GED), and Job Training Partnership Act (JTPA) programs assist people of different ages, economic backgrounds, and educational needs to re-enter the educational system, thus allowing them to attain personal goals and vocational objectives.

The Division of Continuing Education's Adult Literacy and GED Program at Dalton College is a unit of Georgia's Department of Technical and Adult Education (DTAE), which funds that literacy program to serve Whitfield and Murray Counties. The program's purpose is to help students achieve their educational goals, which may be to learn to read and write, to improve their skills in a particular area, or to prepare for the GED Examination. Each student takes tests upon entering the program to determine his or her strengths and weaknesses. The evaluators then write an individual plan of study for each student based on his or her needs, allowing each person to work at his or her own pace. There is no charge to the students for those services. Computer-aided instruction is available for basic reading, English, math, GED Examination preparation, and English as a second language. Adult Literacy currently has three learning centers, one satellite downlink location, and 22 Literacy-in-the-Workplace sites in the service area.

Currently, 35 volunteer Adult Literacy tutors work with individuals or small groups of students. Tutors receive special training, which consists of three hours of instruction on the teaching materials and

techniques. Upon completing the training, the tutor and the student(s) arrange the time, location, and frequency of tutorial sessions.

The Division of Continuing Education currently schedules Adult Literacy classes at 22 industrial sites, preparing students for the GED Examination. Also, the Division coordinates all local GED testing at Dalton College. Once a work site is chosen, the Division personnel do a complete assessment to determine the needs of the population, subsequently establishing classes at the site. In addition to being convenient for employees, the classes add the encouragement of being able to work along with fellow employees in a familiar environment. As a rule, the firms pay for the teacher, materials, and the \$25.00 GED testing fee for each employee.

In 1991-92, approximately 325 high school dropouts earned their GED certificates after participating in the Dalton College program. Also, Dalton received recognition by the Georgia Department of Technical and Adult Education (DTAE) as being a "Literate Community." The number of students earning the GED certificate and the number of Adult Literacy class sites were significant factors which prompted that recognition. Those facts indicate the quality and scope of the contribution that Adult Literacy, through the Division of Continuing Education, is making to the community.

In addition, the federal Job Training Partnership Act (JTPA) of 1982 authorized the Georgia Job Training Partnership Act, defined as a joint effort among business, government and other community leaders to increase job opportunities in Georgia. Included are the following programs: Title IIA, which addresses the employment needs of disadvantaged youth and adults; and Title III, which provides retraining for laid-off workers and the long-term unemployed.

To qualify for JTPA funds, participants must be income-eligible and must enroll in a credit certificate program in the Division of Technical Education. Those programs are popular because of the extensive training participants receive and the above-average wage they could earn at the end of training. Served by the Division of Continuing Education, those students enrolled in JTPA at Dalton College receive funds for full tuition and books. Eligible individuals also receive transportation and child care allowances, in addition to counseling, guidance, referrals and job placement on an as needed basis. Upon completing the training, students must be willing to take permanent jobs.

Dalton College, through the Division of Continuing Education, serves approximately 125 students each year in the JTPA program. Through the JTPA program, Dalton College has trained and placed approximately 1300 students in careers they would not have been able to enter originally, thereby contributing to the labor force and the tax base in the service area.

As a public service, Dalton College administers Adult Literacy, GED and JTPA through the Division of Continuing Education, attempting to have total outreach to the community and industry from the College. The purpose of those programs is to achieve maximum effectiveness and to avoid duplication. Figures

4.3-1 and 4.3-2 illustrate the flow of funds for each of those programs. In addition, copies of the contracts/agreements for administering Adult Literacy, GED and JTPA are in the respective program coordinators' offices.

**FIGURE 4.3-1
Adult Literacy and GED Funding**

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+)))))))))) ,
*State Funds /), +))))) , +))))))))) , +))))))))) , +))))))))) ,
.)))))))))) - /1DTAE/) 1Dalton College/) 1Continuing Education/) 1Adult Literacy*
+)))))))))) , *.))))) - .))))) - .))))) - * Program *
*Federal Funds/- * Coordinator *
.)))))))))) - .))))) -

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Source: Office of the Adult Literacy Coordinator

**FIGURE 4.3-2
Job Training Partnership Act (JTPA) Funding**

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+))))))) , +)))))) , +)))))) , +)))))) , +)))))) , +)))))) ,
*Federal* *Department* *North Georgia* *Dalton* *Continuing* *JTPA Program*
* Funds /) 1 of Labor /) 1 Regional /) 1College/) 1Education /) 1 Coordinator*
.))))))) - .))))) - * Development * .))))) - .))))) - .))))) -
* Center *
.))))))) -

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Source: JTPA Coordinator

V. Students

Continuing Education students, from six months to 85 years old, receive services at both Dalton College and Dalton High School, as well as at facilities in all five counties of the College's primary service area. Since potential Continuing Education students have varied cultural, educational and career backgrounds, the Division offers a wide choice of courses and programs to serve the needs of a multi-cultural community.

Although Continuing Education's enrollment varies from quarter to quarter, the following data reflect a fairly stable student population over the past three years:

TABLE 4.3-1
Students Of Continuing Education
 Number of Participants

Program	1989-90	1990-91	1991-92
Category I (contract courses included)	3,899	2,803	3,070
Category II (contract courses included)	1,644	1,562	1,558
Elderhostel	N/A	N/A	247
Adult Literacy GED*	N/A	1,433 190 passed	998 325 passed
Outside Groups	7,595	7,134	4,563
TOTALS	13,138	12,932	10,436

Category I, Participants receive CEU's

Category II, Participants do not receive CEU's

*Adult Literacy includes GED, tutors, and English as a Second Language.

Source: Continuing Education Annual Reports

The community benefits from using the Division of Continuing Education's conference center. Staff members assist outside groups by helping with seminars and training sessions on the groups' own business agendas. Some examples are meetings of Queen Carpets, the Georgia State Department of Education, and the American Association of Textile Colorists and Chemists. In addition, Dalton College's Elderhostel program served 400 people in 1991-92. Furthermore, a Student Survey administered by the Self-Study Steering Committee showed that 19.4% of the academically enrolled students responding have participated in one or more Division of Continuing Education course:

The Division of Continuing Education offers English language training to the Spanish-speaking members of the area and to other citizens for whom English is not the native language. There is an increasing need for teaching English as a second language in the community. The Division of Continuing Education is responding by providing the following classes in Spanish as a Second Language for hospital employees, law enforcement personnel, Head Start teachers, business people, child-care personnel; and classes in English as a Second Language (ESL) through the Adult Literacy Act and private contract training at area businesses. For example, the Baptist Mission offers ESL classes through the Adult Literacy Program. Continuing Education has also offered classes in English as a Second Language and United States citizenship through the State Legalization Impact Association Assistance Grant (SLIAG). *It is proposed that the Division of Continuing Education continue to improve and*

expand its offerings to meet the needs of the Spanish-speaking members and the other non-native speakers of the community.

VI. Evaluation

The Division of Continuing Education personnel continuously evaluate instructors, course content, course effectiveness, and the quality of the overall program. The Director and the staff of Continuing Education work as a cohesive unit to ensure that the Division continues to offer programs of value to the community.

Division courses and instructors are regularly evaluated by three sources: student evaluation of the instructor and the course content, instructor self-evaluation, and Division staff evaluation of instructors and course effectiveness. All students fill out a standardized evaluation form during the final class period. The instructor returns those evaluations to the Continuing Education office where a summary is prepared. The Division mails a copy of the summary to the instructor and maintains a copy indefinitely on file in Continuing Education. From those results, the Division staff decide whether to re-employ the instructor and to continue offering the course. If necessary, the Director and the appropriate staff member meet with the instructor to discuss any inadequacies. Since Winter Quarter 1993, each instructor has evaluated his/her own classes with the following criteria: class participation, attendance, and the relationship of course content to student needs.

Although the Director and the staff of the Division of Continuing Education meet frequently to discuss the effectiveness of the overall program, they do not define that process in writing in the Policies and Procedures Manual of the Division. The Division procedures informally follow the Dalton College Planning Model of "Assessment, Planning, Implementation, and Evaluation." *Therefore, it is proposed that the model and the specific evaluation methods used by the Division be written into the Policies and Procedures Manual of Continuing Education.*

VII. Relationship with Dalton College/Physical Resources

Even though the Division of Continuing Education is essentially self-supporting, it is a division of and is supported by Dalton College as indicated in the Catalog and on the organizational chart of the College (Chart 6.1-1). Dalton College's President and Academic Dean approve courses offered by the

Division of Continuing Education. Courses that begin as Continuing Education courses are constantly reviewed and evaluated, and some may develop into credit courses.

Westcott Hall houses the Division of Continuing Education, along with other administrative offices. The Division facility consists of five conference rooms, several offices, and a reception area with a small kitchen. The Division also uses other buildings/rooms on campus (such as computer labs) when they are not scheduled for use by credit courses. In addition, it offers courses at off-campus sites.

It is important to note that parking for Continuing Education students is a problem at times because there are a limited number of visitor and faculty parking spaces near the buildings where the classes are held. Presently, Continuing Education participants use the faculty, staff, student, and visitor parking spaces since most Continuing Education courses meet at night. However, due to the growing number of students for both Continuing Education and credit courses, the parking problem will continue. *Therefore, it is proposed that the student parking problem be addressed.*

The Library Resource Center (LRC) provides assistance for all Continuing Education courses by responding efficiently to each instructor. Instructors receive a library card for use in the LRC. The Library supports the Division of Continuing Education as services are needed and requested. When there are requests from instructors teaching off-campus, the LRC personnel sometimes transport equipment and software to the location, but usually the instructor does that task. When the equipment is too massive to be transported by car, the maintenance department of the College has on occasion supplied an appropriate vehicle.

VIII. Community Needs

The Dalton College Division of Continuing Education offers non-credit programs, both on campus and at off-campus sites in the service area, and hosts conferences, institutes, short courses, and workshops. The Division's staff members are involved on various committees in the community, making frequent visits to review and update programs with the various Chambers of Commerce, local businesses, and other agencies in order to be sensitive to the specific needs in the service area.

The Division staff also respond to requests for contract training from business and industry, private agencies, and schools. Many programs are co-sponsored with other community efforts to provide the basis for community service through cooperative agreements.

The Plant Site Visitation Program, developed at the request of local citizens and business leaders in 1992, serves as a cooperative effort between Dalton College and the industrial community. Initiated to benefit the service area's work force, those visits inform people of the full range of educational opportunities at Dalton College. The information shared in the plant site visits not only benefits the employers and employees but also answers many of their questions about the educational needs of their families and friends. The Division of Continuing Education staff and the Registrar jointly coordinate that effort with the Plant Site Coordinator.

Since April, 1992, the Plant Site Visitation Program has been presented at 27 companies with 47 separate plant visits. About 70 Dalton College staff members, faculty members, and community volunteers have participated in plant visits, contacting 1,018 individuals (Table IV). In addition, approximately 600 plant employees have expressed an interest in Dalton College. As a result, 82 students have enrolled in Continuing Education, and 11 have enrolled in credit programs, as of January, 1993.

**TABLE 4.3-2
Plant Site Visitation Program**

NAME OF COMPANY	NUMBER OF VISITS	NUMBER OF CONTACTS
Aladdin Mills	1	46
Antigua Mills	2	20
Brown Printing	1	20
Candlewick Yarns	2	60
Collins & Aikman	4	150
Con Agra	1	40
Crown Crafts	2	30
CT Film	4	20
Dalton Utilities	1	5
Frigidaire	2	50
Gregory Printing	1	5
J & J Industries	1	25
Lee Apparel	2	25
Lee Graphics	1	15
National Sample	1	12
Nationwide Sample	1	3
Outboard Marine Corp.	1	20
Queen Carpet	2	50
Rogers Printing	1	50
Southern Binders	1	20
Southern Ring Binders	1	30
Springs Industries	2	150
Star Paper Tube	2	10
Sunrise Carpet	4	44
Textile Rubber	1	12
Tufting Sample	1	6
World Carpets	4	100
TOTAL VISITS	47	1,018
TOTAL COMPANIES VISITED: 27		

Source: Office of Plant Site Coordinator

Future Visits

Shaw Crown Crafts Roper Synthetic
QueenCarriage Mannington Cumberland

Source: Office of Plant Site Coordinator

The Plant Site Visitation Program has been well received as indicated by Table 4.3-3, summarizing the visitors' evaluations, and Table 4.3-4 summarizing evaluations received from sites visited.

TABLE 4.3-3
Visiting Team Member Evaluations

Scale of 1-5

Excellent Good Average Fair Poor
5 4 3 2 1

	Number of Respondents	Response Average
Consultant Preparation	42	4.69
Response of Workers	42	4.51
Overall Rating of Program	42	4.30

Source: Office of Plant Site Coordinator

TABLE 4.3-4
Evaluations From the Sites Visited

Scale of 1-5

Excellent Good Average Fair Poor
5 4 3 2 1

	Number of Respondents	Response Average
Handouts/Materials	12	4.50
Visiting Team Cooperation	12	5.00
Visiting Team Knowledge of Dalton College and 2 Available Resources	2	4.75
Response of Workers	12	4.00
Overall Rating of Program	12	4.50

Source: Office of the Plant Site Coordinator

As noted earlier, the staff members of the Division of Continuing Education provide use of their facility to such outside groups as various state, county and local agencies, local business and industry, non-profit organizations and, on occasion, the Georgia State Legislature.

Also, since January, 1992, the Division of Continuing Education has sponsored seven Elderhostel programs. The Division allocates a minimum of 22 hours of educational programming for each meeting; attendance averages 46-50 people.

Moreover, to achieve increased support from business and industry, Continuing Education personnel interact with the members of the Chambers of Commerce in the service area. Currently, the Director of the Division of Continuing Education serves on the Dalton College Marketing Committee at the Dalton-Whitfield County Chamber of Commerce.

The Division of Continuing Education personnel work very closely with area industries to provide training support for needed skills. Recently, a Continuing Education Advisory Committee has been organized to serve as a communications link between the Division of Continuing Education and its respective communities in addressing their needs. That committee is composed of a cross section of 13 community leaders, with at least one from each county in the service area for Northwest Georgia. The committee is presently drawing up a statement of purpose and goals.

IX. Financial Resources

Currently, the Division of Continuing Education generates approximately 90% of its total budget through registration fees and the fees for contract training. The remaining portion comes from the Board of Regents, the University of Georgia (UGA), and the Department of Technical and Adult Education (DTAE). The funding from the Board of Regents pays about 50% of the salary for the Director of the Division of Continuing Education, while UGA pays the remaining amount. UGA pays part of the salary because of the liaison functions and other tasks done by the Director (Figure 4.3-3).

**FIGURE 4.3-3
Sources of Funding for Continuing Education**

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* DTAE /))))))
.)))))))))))))- *
+)))))))))))))
*Board of Regents/))))))1
.)))))))))))))- *
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*University of Georgia/))1 +))))))))))))) +)))))))))))))
.)))))))))))))- /))1Dalton College/))1Continuing Education*
+))))))))))))) * .)))))))))))))- .)))))))))))))
*Contract Training Fees/1
.)))))))))))))- *
+)))))))))))))
*Registration Fees/))))))-
.)))))))))))))

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Source: Director of the Division of Continuing Education

Furthermore, the overall philosophy is that the Division of Continuing Education essentially supports itself. Most classes have to support themselves. In the event that a course is borderline—not enough registered to pay the salary/honorarium or marketing costs—instructors will sometimes renegotiate the salary/honorarium. Money made on the classes is used to support personnel salaries and programs. The instructor's fee is determined by the hour or is a negotiated stipend.

There are three levels of fees paid to course instructors: (1) Since occupational course funding comes from the Georgia Department of Technical and Adult Education, the hourly scale payment for instructors in those courses is based on degrees earned and years of experience. (2) In leisure time and personal growth courses, degrees are not essential, and an instructor is normally paid by the hour. (3) For conferences, a negotiated stipend is paid based on consultant costs.

The Comptroller, the Academic Dean and the Director of the Division of Continuing Education prepare the budget proposal for the fiscal year. The budget has always been adequate to accommodate the Division of Continuing Education in meeting the needs of its service area. A copy of the current budget may be found in the Comptroller's Office.

X. Public Relations and Advertising

Most Division of Continuing Education personnel are available for radio, television and newspaper interviews. The Division sends news releases to numerous newspapers. In 1991, the Division of Continuing Education hosted a meeting for five area newspaper editors to learn how best to work with them in submitting articles. During Winter Quarter 1992, the staff invited representatives of the Dalton Daily Citizen News, The Dalton Advertiser, Channel 6, and WBLJ radio on campus to explore ways to improve their working relationship. Thus, the Division of Continuing Education maintains a high profile in public relations for promoting Dalton College.

The Quarterly, jointly produced by the Division of Continuing Education and the Registrar's Office, is the primary instrument for publicizing the total college program. The Quarterly is sent to 37,500 households in Whitfield County. An additional 2,000 copies go outside of Whitfield County by request. Of the students responding to the Student Survey, 40% reported they learned of Continuing Education offerings through The Quarterly and 11% through the newspaper, radio or television

The Dalton College Marketing Committee at the Dalton-Whitfield County Chamber of Commerce is made up of area business executives, marketing experts, and the Dalton College personnel involved in marketing. They are currently critiquing all Dalton College publications to maximize the marketing effort of the College.

The Dalton College Marketing Committee at the Chamber of Commerce makes plant site visitations possible to area businesses. The Director of Continuing Education conducts training classes for businesses in the area and is also asked to be the guest speaker for various organizations throughout the year. Promoting a team effort for all divisions at the College, the Division of Continuing Education helps to market the College. The Division, in cooperation with the Registrar's Office, reaches a large audience by setting up public relation booths at the local mall and at the North Georgia Fair every fall.

The Division staff have organized a Continuing Education Advisory Committee, from representatives of Dalton businesses, in an effort to inform more people about the educational opportunities and the program activities at Dalton College. The staff members of the Division talk with youth groups about Continuing Education classes as they visit the campus during tours organized through the Registrar's Office. Personnel make business calls throughout the two-county area served. In sum, the Director and staff members of the Division of Continuing Education have constantly shown an interest in and have made a concerted effort to promote the entire scope of the Dalton College experience.

CONTINUING EDUCATION COMMITTEE RECOMMENDATIONS, SUGGESTIONS, AND PROPOSALS

The Continuing Education Committee *proposes* that

- P-6 Continuing Education continue to improve and expand its offerings to meet the needs of the Spanish-speaking members and the other non-native speakers of the community (p. 91).

- P-7 the Dalton College Planning Model of "Assessment, Planning, Implementation, and Evaluation" and the specific evaluation methods used by the Division of Continuing Education be written into the policies manual of Continuing Education (p. 91).

- P-8 the student parking problem be addressed (p. 92).

FACULTY COMMITTEE

Faculty and Staff Members Persons

Arvine Phelps, M.Ed, Chairperson
Associate Professor of Mathematics

Cordia Starling, M.S.N., Deputy Chairperson
Assistant Professor of Nursing

Linda LaChapelle, M.Ed., Editor
Instructor in Secretarial Science

Joseph Baxter, Ed.S.
Assistant Professor of Business Computer
Programming

Wayne Bosche, M.S.
Instructor in Mathematics

Beth Burdick
Secretary to President

Thomas Deaton, Ph.D.
Professor of Social Science

John Hebestreet, M.S.
Instructor in Speech

Dee Langford, Ed.D.
Assistant Professor of Psychology

Nancy Penceo, Ph.D.
Assistant Professor of Biology

Martha Poteet
Secretary to Faculty

James Stevenson, Ph.D.
Associate Professor of History

Community Resource

Ms. Mary Bonds
Banking (Alumna)

Ms. Norma Gordon
Education

Mr. Randall Maret
Pharmacist

Campus Resource Persons

Ms. Gayla Ashworth
Comptroller's Office

Dr. Wayne Bell
Academic Dean

Mr. Tommy Godbee
Comptroller

Ms. Deby West
Secretary to Academic Dean

Steering Committee Liaison

Dr. Hubert Kinser
Assistant Professor of Mathematics
and Developmental Studies

Institutional Effectiveness Liaison

Dr. James Head
Associate Professor of Mathematics
and Developmental Studies

4.4 Faculty

Because the primary function of Dalton College is teaching, the faculty is the single most important factor in the success of the institution. The Dalton College faculty is a cosmopolitan group with a wide range of interests, abilities, and backgrounds. Faculty members have attended over 100 different colleges and universities, from San Diego State in the west to Columbia University in the east, from Marquette University in the north to Florida State University in the south. Although Dalton College has faculty members of foreign origin, all faculty members have earned their highest degrees from regionally accredited institutions in the United States.

During the Fall Retreat, 1992, one of the activities was to explore the strengths of Dalton College. In describing those strengths, the phrase "high quality" was frequently used to describe the College, the staff, the programs, and the faculty. One of the factors in maintaining a high quality institution is the work of competent and dedicated faculty members. To ensure the success of the institution, Dalton College administrators strive to select and retain faculty members who are committed to the programs and purpose of the College.

4.4.1 Selection of Faculty

The process for selecting faculty members at all institutions in the University System of Georgia is set by the Board of Regents and is outlined under "Minimum Qualifications for Employment", Section 803.01 in the Policy Manual. The specific procedures for the employment of division chairpersons, department heads, and administrative positions are outlined in that section of the Board's policy manual and entail an orderly process for recruitment and appointment of various specific positions. However, no specific procedures for the recruitment and appointment of general faculty members are outlined in the Board's manual. The Board of Regents allows each unit of the System to devise its own procedures for the recruitment and appointment of general faculty members as long as those procedures are in line with the minimum requirements. The Statutes and the Faculty Handbook, revised June 5, 1989, do not include a process for the recruitment and appointment of faculty members. The handbook simply refers to the Board of Regents' policies for minimum qualifications for employment.

The only documents detailing specific processes and procedures for recruitment and appointment of faculty members are the Affirmative Action Plan (August, 1983, pp. 6-9), and Affirmative Action

Program (1989, pp. 53-57). Copies of those documents are available in the offices of the Comptroller, Academic Dean, and Affirmative Action Officer as well as in the Dalton College Library Resource Center (LRC). A detailed description of the recruitment, selection, and appointment of faculty members to Dalton College is outlined in those affirmative action plans. Also included are examples of flyers, recruitment lists, and application forms used in the process.

The recruitment and selection process is carried out by the Academic Dean in conjunction with a division chairperson who informs the Dean of the need for increases, reductions, or reassignments of faculty members for the division. After a careful analysis of the qualities, qualifications, and required duties, as well as consideration of the budget and matters of rank, printed announcements of positions are widely disseminated. Those announcements are mailed to all units of the University System of Georgia, to national organizations associated with female and minority groups, and to colleges and universities throughout the South. To ensure a diverse and well-qualified pool of applicants, announcements are also mailed to a substantial number of midwestern colleges and universities with significant enrollments of black graduate students as well as to vocational-technical institutions and agencies when positions are open in the Division of Technical Education. Where appropriate, advertisements are also purchased in local and area newspapers, trade publications, and professional journals. Inquiries are also made through personal contacts with institutions or individuals who have knowledge of possible candidates. In addition, all faculty, staff, and administrative positions are listed in the University System Applicant Clearinghouse which assures nationwide recruitment. The applicant pool is evaluated after the closing date for application. When possible, the evaluators include faculty members in the appropriate division as well as the chairperson of the division and the Academic Dean. A candidate's proficiency in oral and written communications is determined from the written application, biographical sketches, academic documents, and personal interviews. After the top candidates are identified, they are invited to the campus for an interview which involves meeting with faculty members, the division chairperson, the Academic Dean, and the President. A recommendation is made from the division chairperson to the Academic Dean regarding employment of the preferred candidate, including final details of salary and rank. That information is then forwarded to the President. If the recommendation is approved by the President, a position proposal is offered to the candidate. If the candidate accepts, a summary of biographical and academic data and details of the proposed position are forwarded to the Chancellor for evaluation and, subject to his approval, are submitted to the Board of Regents for ratification.

Because faculty members at Dalton College are not aware of the full recruitment process or of the role that the affirmative action plans have on the recruitment and appointment process, the committee proposes that an outline of the process be included in the Faculty Handbook.

4.4.2 Academic and Professional Preparation

The faculty members of Dalton College have outstanding credentials. Of the 83 full-time faculty members employed during Fall Quarter 1992, 39 have doctorates, five have completed all but the dissertation for doctorates, six have specialist's degrees indicating at least one year of study beyond the master's, 24 have master's degrees, five have bachelor's degrees, and four have certificates or special training and work-related experience. Of the 19 part-time faculty members employed during Fall Quarter 1992, three have specialist's degrees, seven have master's degrees and nine have bachelor's degrees. Dalton College is committed to searching for and hiring faculty members who have credentials that not only meet the minimum requirements but, in most cases, exceed those requirements.

Dalton College is a two-year community college and as such offers two types of degree programs and a certificate program for its students. One type of degree, the Associate of Arts or the Associate of Science, is intended to transfer to senior institutions, whereas the second type of degree, the Associate of Applied Science, is not intended as a transfer degree, although students may transfer some of their degree credits to senior institutions. Certificates are designed to be completed in one year and do not commonly consist of courses which are transferable to senior institutions. Faculty members are selected to teach in particular disciplines. They may teach in areas in which only certificates are offered or in one or both of the two types of degree programs. In some cases a faculty member could teach in both certificate and degree programs. Those faculty members who teach in both degree and certificate areas have formal academic credentials to meet the higher standard.

4.4.2.1 Associate

Faculty members teaching credit courses leading toward the associate degrees designed for transfer to senior institutions in either humanities/fine arts, social sciences, or natural sciences/mathematics are required to have completed at least 18 graduate semester hours and hold at

least a master's degree or hold the minimum of a master's degree with a major in the teaching discipline. An investigation of faculty records maintained in the Office of the Academic Dean revealed that all but one full-time faculty member, an associate professor of Political Science, met or exceeded the stated minimum academic requirements. In that case, the documentation indicated that the individual not only has a doctoral degree in another field, but also has substantial additional professional experience in the field of political science. That faculty member retired in August, 1993. A summary of faculty credentials is contained in the Data Resource Manual prepared by the Academic Dean. Other faculty members teaching courses in professional areas which are part of associate transfer degrees were also found to have at least the minimum requirements and, in most cases, to have exceeded those requirements.

Each faculty member teaching credit courses in the Associate of Applied Science program possesses at least a bachelor's degree. It was determined that 75% of those faculty members hold the master's degree or above. In addition, 15% hold a doctor of philosophy degree. The data showed that the faculty members teaching courses in degree programs are well qualified. In addition, many also have appropriate work experience. Of those teaching in both certificate and degree areas, 72.7% have work-related experience. Of those teaching only in certificate areas, 100 percent have relevant work experience. Of the three faculty members teaching only in the certificate area, one has an associate of science degree with additional course work, another has a certificate with additional course credit, and the third has college-level course credit. While considerable variation exists in the sources of competency for each faculty member, it is evident from the examination of faculty records that each faculty member exhibits special competence in his field.

Each faculty member teaching basic computational or communication skills in non-degree occupational programs was found to have at least a bachelor's degree. Faculty records indicated that each faculty member currently teaching in remedial (hereafter referred to as developmental) programs has at least a bachelor's degree. Several of the faculty members have doctoral degrees. Those faculty members have experience teaching in a related discipline and have taught in developmental education for at least one year. Part-time faculty members in developmental education are typically drawn from teachers in the public education community who have had either classroom experience or graduate training in developmental education of elementary through high school age individuals.

4.4.2.2 Baccalaureate

Not applicable

4.4.2.3 Graduate

Not applicable

4.4.2.4 Off-Campus Sites

According to the Policy Manual (Section 303.03C), institutions may offer off-campus classes only when the course content is of a quality equivalent to that given on campus. Dalton College strives to provide a high quality of instruction in all of its classes. To ensure that the level of instruction for off-campus classes is equivalent to that in on-campus classes, the off-campus classes are staffed by full-time faculty members who teach one off-campus class and two classes on campus in a quarter. Most part-time faculty members teach on campus. However, the Division of Humanities uses one part-time faculty member with emeritus status to teach off-campus classes. The other exception is in the law enforcement program where the off-campus and the on-campus career courses are taught by part-time faculty members who are certified by the Peace Officers Standards of Training (POST).

4.4.3 Part-Time Faculty

Part-time faculty members can enhance the educational program of a college because of their special expertise, flexibility, and cost effectiveness. However, because they have no voice in the committee and council structure of the college, the excess use of part-time faculty could undermine the long-term academic quality of the college. According to the Community, Technical, and Junior College Statistical Yearbook, compiled by the American Association of Community Colleges for Fall 1991, the faculty in two-year colleges and technical schools consisted of approximately 65% part-time personnel. In two-year colleges in the University System of Georgia which compare to Dalton College in enrollment and size of service area, part-time faculty members comprised 39% of the total faculty. At Dalton College, only about 24% of the instructional faculty members were employed part-time.

Dalton College employs part-time faculty members on the basis of institutional need. During Fall Quarter 1992, enrollment reached an all-time high of 2884. Eighty-three full-time faculty members taught the majority of classes offered that quarter with 19 additional faculty members hired on a part-time basis; that represents a 5% reduction in the use of part-time faculty from 1991 to 1992. The Academic Dean reviews data on the hiring of part-time faculty to ensure that no more than 10% of the total quarter credit hours offered in a quarter are taught by part-time faculty members. Credentials of part-time faculty members must meet the same standards as those of full-time faculty members, as mandated by the Board of Regents (Policy Manual, Section 802), with official transcripts filed in the office of the Academic Dean. Table 4.4.3-1 indicates the breakdown for part-time instructors teaching during the Fall Quarter of 1992.

TABLE 4.4.3-1
Part-Time Faculty
Fall Quarter 1992

Number of Part-Time Faculty	Number of Courses Taught	Number of Students	Quarter Credit Hours	Percent of Quarter Credit Hours	Number holding Masters Degree or Higher
19	26	577	2885	9.25	10

Source: Resource Data Manual for Academic Planning, Assessment, and Management

All appointments of part-time faculty members are made by the President with approval of the Board of Regents. The following documents must be completed by all faculty members prior to appointment: (1) Biographical Data Sheet, (2) Board of Regents Security Questionnaire/Loyalty Oath, and (3) State of Georgia Worker's Compensation Questionnaire. As part of the orientation process for new part-time faculty, each member receives a copy of the Handbook for Part-Time Faculty. Additional orientation is provided by division chairpersons for their individual members. For example, in the Division of Humanities, each new part-time faculty member receives a detailed handout explaining important dates and other pertinent information about course requirements and Division policies.

Part-time faculty members are assigned office space if it is available. That assignment is handled by division chairpersons for part-time faculty members working in their divisions. A part-time faculty member who teaches more than one course is often assigned to share office space with a full-time

faculty member. Faculty members are encouraged to include their office numbers and office hours on the course syllabus given to each student taking their classes. Division chairpersons are responsible for ensuring that students have reasonable access to part-time faculty members. For example, in the Division of Natural Science and Mathematics, part-time faculty members can use the mathematics laboratory as a place to talk with students.

To ensure prompt evaluation of new part-time faculty members, division chairpersons have those new persons evaluated during the first quarter in which they teach at Dalton College. Thereafter, a faculty member who continues to teach at the College, is evaluated on a yearly basis. Division chairpersons are responsible for initiating the scheduling of that evaluation and for sharing a summary of responses with the faculty member. The same evaluation form is used for both part-time and full-time faculty members. That evaluation procedure is explained in the Handbook for Part-Time Faculty (p. 10).

4.4.4 Graduate Teaching Assistants

Not applicable.

4.4.5 Faculty Compensation

The University System of Georgia is committed to attracting and retaining professionally certified and academically competent faculty members. To that end, all colleges and universities in the University System attempt to provide adequate salaries and benefits to their faculty members. Since Dalton College is a unit of the University System, its budgetary considerations are contingent upon the annual appropriations set forth by the Georgia State General Assembly. Accordingly, Dalton College strives to maintain a level of faculty salaries and benefits adequate to attract and to retain competent faculty members.

Dalton College, as Tables 4.4.5-1 and 4.4.5-2 indicate, provides faculty members with salaries that are comparable to the faculty salaries at similar institutions within the University System. According to the Board of Regents' Annual Report on average annual faculty salaries for 1988-1989, Dalton College not only ranked 8 out of 15 in the category of two-year System institutions, but, also, between 1987 and 1989, the average faculty salary increase at Dalton College was 0.7% higher than the

average salary increase of all two-year institutions. (It is notable that the high and low average salaries differed by only \$670.) Unfortunately, since the Board of Regents no longer publishes the Annual Report, such salary information is no longer readily available to member institutions.

**Table 4.4.5-1
Average Salaries For Academic Year 1988-1989**

INSTITUTION	PROFESSOR	ASSOCIATE PROFESSOR	ASSISTANT PROFESSOR	INSTRUCTOR	AVERAGE SALARY
Abraham Baldwin	35,561	31,894	28,124	22,377	30,270
Atlanta Metropolitan	34,500	31,172	28,239	26,200	30,217
Bainbridge	32,634	32,264	27,262	21,233	30,225
Brunswick	36,568	29,657	28,534	22,942	29,623
Dalton	35,840	33,020	27,812	22,500	30,221
Darton	33,339	30,223	28,759	26,500	30,181
Dekalb	39,817	34,509	28,561	22,944	30,213
East Georgia	34,204	30,919	29,905	27,817	30,147
Floyd	39,830	28,796	27,935	21,963	30,266
Gainesville	40,752	30,212	27,834	26,777	30,222
Gordon	43,672	31,583	25,427	21,492	30,162
Macon	37,855	32,971	28,293	25,011	30,223
Middle Georgia	35,356	31,211	27,810	22,566	30,293
South Georgia	40,333	36,427	30,099	24,249	30,150
Waycross	35,950	33,198	28,336	24,880	30,234

Source: Board of Regents Annual Report of 1988-89.

**Table 4.4.5-2
Average Budgeted Salaries for System Institutions**

Institution Type	Budgeted Average Salaries 1988-89	Percent Increase 87-88 to 88-89
Universities	41,744	4.5
Senior Colleges	34,229	4.1
Two-Year Colleges	30,198	3.3
Dalton College (actual)	30,221	4.0

Source: Board of Regents Annual Report of 1988-89.

Faculty positions assigned to the Division of Technical Education are funded jointly by the Board of Regents and the Department of Technical and Adult Education (DTAE). All other faculty positions are funded solely by the Board of Regents. The most recent five-year trend in Dalton College faculty salaries that are funded solely by the Board of Regents can be seen in Table 4.4.5-3, and Table 4.4.5-4 shows the trend in faculty salaries that are funded by DTAE and/or the Board of Regents for the same time period.

**Table 4.4.5-3
Average Salaries for Dalton College
Funded by the Board of Regents**

Rank	1988	1989	1990	1991	1992
Professor	35,289	35,840	37,538	38,226	38,799
Associate Professor	31,103	33,020	34,378	35,340	36,219
Assistant Professor	26,492	27,812	30,114	31,008	31,908
Instructor	(none)	22,500	24,900	27,928	26,128
Average	29,061	30,221	31,431	32,694	33,177

Source: Dalton College Comptroller/Business Services office.

Table 4.4.5-4
Average Salaries for Dalton College Funded
by the Department of Technical and Adult Education
and/or the Board of Regents

Rank	1988	1989	1990	1991	1992
Professor	35,289	35,840	37,538	38,226	38,799
Associate Professor	31,047	32,979	34,329	35,295	36,145
Assistant Professor	26,278	28,160	30,118	31,153	31,521
Instructor	21,818	24,044	24,886	26,731	25,833
Average	27,784	29,301	30,600	31,829	32,300

Source: Office of the Academic Dean

To establish faculty compensation, Dalton College requires an annual review of all faculty salaries based upon a set of criteria used to evaluate a faculty member's performance and to determine pay increments (Dalton College Self-Study 1993, Section 4.4.10). Those criteria must accord with the policies established by the Board of Regents (for academic faculty) and the Department of Technical and Adult Education (for technical faculty). All annual salary compensation for faculty members is dependent upon the total money that the Board of Regents and DTAE make available to Dalton College for such salaries. The Board of Regents mandates an average salary for two-year colleges with a tolerance of one-half of one percent. The DTAE requires faculty members to be paid according to existing salary schedules.

Under the Board's direction, the College usually designates part of the money for faculty salaries as an annual, across-the-board, "cost of living" adjustment. The remainder of the money allocated for salary increases is designated as merit pay. The criteria used for determining such "merit" pay raises are found in the "Faculty Member's Annual Report" and in "Summary: Annual Faculty Evaluation" (Faculty Handbook, Appendix). Those criteria and the procedures for an annual evaluation of the faculty are explained in the response to Section 4.4.10 of the Criteria for Accreditation.

In addition to the procedures just described, there are annual evaluations of faculty salaries by the Academic Dean and the Affirmative Action Officer, and the President. Once the division chairpersons have made their recommendations, the Dean determines whether there are significant inequities in

salaries of equally qualified individuals and, if so, whether those inequities are justified. Also, as the Affirmative Action Officer, the Academic Dean is required to complete the Higher Education Staff Information (EEO-6) annual report analyzing faculty salaries by rank, tenure, race, and sex. The EEO-6 is a joint reporting requirement of the Equal Employment Opportunity Commission (EEOC), the Office of Civil Rights (OCR), the National Center for Educational Statistics (Department of Education) and the Office of Federal Contract Compliance Programs (OFCCP), Department of Labor. Salary information is also forwarded to the U.S. Department of Commerce and the U.S. Department of Education through the Integrated Postsecondary Educational Data System (IPEDS). That annual report, titled "Salaries, Tenure, and Fringe Benefits of Full-Time Instructional Faculty Survey," reviews the salary fringe benefit data according to tenure and sex. When the Dean has completed the review of the chairpersons' recommendations, that information and related comments are forwarded to the President for review. Only when those reviews have been completed and the budget is approved by the Board of Regents are contracts proffered to faculty members.

To provide employees with a retirement program, Dalton College, as part of the University System of Georgia, offers new faculty members the option either to participate in the Teachers Retirement System of Georgia (eligible employees contribute 6% of their gross salaries per month and the College contributes 11.8% per month) or to be in an Optional Retirement Plan (eligible employees contribute 6% of their gross salaries per month and the College contributes 4% per month). Currently, employees may choose one of the two optional, private retirement plans. One is offered by Teacher's Insurance and Annuity Association (TIAA), and the other, by Variable Annuity Life (VALIC). Information on those plans is available from the Comptroller/Business Services office. *The Faculty Committee proposes that the Dalton College Statutes (Article V, Section K.13) be amended to show that those options are available to newly hired faculty members.*

In addition to Dalton College's retirement programs, the College provides health and life insurance programs that include a group health insurance plan for all faculty members who work at least one-half time, and a basic life insurance program for all eligible employees. As of 1992, the College paid 79.6% of each faculty member's annual health insurance premiums, and each faculty member paid the remaining 20.4% of those premiums. Similarly, as required by the University System, the College offers a free \$25,000 basic life insurance term policy to all eligible employees. Eligible employees can elect to obtain additional life insurance coverage equal to one, two, or three times their base salaries by paying an additional premium. Finally, as of 1992, all eligible employees may choose a \$10,000 term life insurance policy to cover their eligible dependents.

Other benefits include workman's compensation (100% paid by Dalton College), unemployment insurance (100% paid by Dalton College), liability insurance (100% paid by Dalton College), and FICA (7.65% of salary paid by employee and Dalton College). Employees may purchase additional liability insurance and additional disability coverage from independent vendors if they desire to do so.

Table 4.4.5-5 summarizes benefits and cost-sharing available at Dalton College.

**Table 4.4.5-5
Fringe Benefits**

FRINGE BENEFIT	DALTON COLLEGE PAYS	FACULTY MEMBER PAYS
Teacher's Retirement System of Georgia or TIAA/VALIC	11.81% 4% (of salary)	6% 6% (of salary)
Health Insurance	\$147.30 - single \$358.70 - family	\$37.80 \$92.10
Life Insurance (\$25,000 basic term)	100%	0%
Workman's Comp.	100%	0%
\$25,000 Liability Insurance	100%	0%
Unemployment Insurance	100%	0%
FICA	7.65% (of salary)	7.65% (of salary)

Source: Dalton College Comptroller/Business Services office.

4.4.6 Academic Freedom and Professional Security

The College recognizes that academic freedom is crucial to the integrity of an educational institution. Institutional statements, policies, and procedures relating to both academic freedom and job security are covered under Article V, Section K. 1a, of the Statutes. Those statutes clearly state that faculty members are entitled to academic freedom; they also set forth the guiding principles and boundaries of faculty members' freedom to teach, to investigate, and to participate as responsible citizens of their communities.

In regard to job security and employment status, contracts, letters of employment, or similar documents are sent to faculty members annually. The content of those documents is mandated in Section 803.13 of the Policy Manual, which clearly defines the terms and conditions of employment.

For matters relating to tenure, the Statutes (Article V, Section B.5) refers faculty members to the Policy Manual, where policies and procedures are stated in Section 803.09. The statement there is described as "the minimum standard" for the system, each institution being allowed the freedom to adopt "additional standards and requirements . . . for its own improvement." Dalton College has no such additional statement. When asked whether the tenure policies were clearly stated, 78% of faculty members responding to the SACS Faculty Survey said "yes," and 20% said "no."

The procedure for granting tenure begins with the Executive Vice-Chancellor's request for recommendations for promotion and tenure from the President of Dalton College. The Academic Dean in turn requests recommendations from division chairpersons. When faculty members were asked if they were satisfied with the current procedures for awarding tenure, 44.2% said "yes," 44.2% said "somewhat," and 11.6% said "no." It should be noted that there were 20 comments or suggestions for clarifying and/or improving tenure procedures.

Newly-appointed faculty members are notified in writing whether their positions are tenure track or non-tenure track, and faculty members who receive tenure are notified as well. Table 4.4.6-1 taken from the October, 1992, Federal EEO-6 Reports filed with the Federal Government by Dalton College shows the tenure status of the faculty by rank. In accordance with Regents' policy, tenure can be awarded only to faculty members at the rank of assistant professor or higher.

Table 4.4.6-1
Faculty Distribution by Rank and Tenure

	PROFESSOR	ASSOCIATE PROFESSOR	ASSISTANT PROFESSOR	INSTRUCTOR	TOTAL
Tenured	5	15	16	0	36
Tenure Track	0	1	17	18	36

Non-Tenure Track	0	1	3	7	11
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Source: Federal EEO-6 Report, October, 1992

Table 4.4.6-2 shows the status of the faculty by rank as reported on Federal EEO Report:

Table 4.4.6-2
Faculty Distribution by Rank

	PROFESSOR	ASSOCIATE PROFESSOR	ASSISTANT PROFESSOR	INSTRUCTOR	LECTURER	TOTAL
Oct. 1981	0	10	28	19	0	57
Oct. 1990	4	17	37	11	1	70
Oct. 1991	4	15	35	20	1	75
Nov. 1992	5	17	36	25	0	83

Source: Federal EEO Reports

Promotion procedures and policies are established in the Policy Manual (Section 803.08) and are adapted to local circumstances by the Dalton College Statutes (Article V.K.6). At the request of the Academic Dean, the President of Dalton College, and the Executive Vice-Chancellor, the division chairpersons send their recommendations for promotion to the Academic Dean, with the President and the Board of Regents having the final responsibility for those promotions.

The criteria given in the Statutes (Article V, Section B.6) for promotion of any faculty member include the following:

- a. Superior teaching
- b. Outstanding service to the College
- c. Academic achievement
- d. Professional growth and development
- e. Length of service to the College

In addition, promotion to an associate or full professorship normally requires that a faculty member hold the doctoral degree in an appropriate discipline. Exceptions to the requirement for possession of the terminal degree in field may be granted in those disciplines and in those cases which do not normally require the doctoral degree, or wherein additional training and experience may adequately substitute for the terminal degree. In no case is the possession of advanced graduate degrees or longevity at the institution to be construed as a guarantee of promotion. Within a reasonable length of time, every faculty member is expected to show evidence of continuing professional development through studies or the equivalent in ability, experience, or training.

The data from a 1982 Faculty Questionnaire indicated that 57% of the respondents then believed that the criteria for promotion were not clear. Ten years later, 30.8% of survey respondents thought the policies were not clearly stated. When asked during the 1992-1993 school year if they were satisfied with the current procedures for awarding promotion, 41.2% said "yes," 26.5% said "somewhat," and 32.4% said "no." Over 20 comments or suggestions were made for clarifying and/or improving promotion procedures at Dalton College.

The policies for promotion and for awarding tenure are clearly stated, but only general terms. The actual procedure by which those policies are interpreted is not always clear to faculty members. The broadness of the criteria is a continuing problem. *Therefore, the committee proposes that the procedure for promotion and tenure be stated more clearly in the Faculty Handbook.*

Because of the concerns expressed in faculty comments, the committee proposes that more discussion of a faculty member's progress toward tenure and promotion be included in the annual evaluation process.

Policies and procedures for termination of faculty appointments are specified in the Statutes (Article V, Section K.8), which in turn are derived from the Policy Manual (Sections 803.09 and 803.11). The procedures include adequate annual notification of the intent to renew or not renew the contracts of non-tenured faculty members. The Statutes also clearly defines the causes or grounds for removal of faculty members and provides an adequate system for appeal.

4.4.7 Professional Growth

Dalton College encourages and promotes the professional growth of its faculty members. Such growth is manifest in numerous ways: taking additional graduate work; doing study, research, and writing; participating in professional organizations; attending conferences and professional meetings; leading study groups to Europe; and attending in-service seminars. The College has encouraged professional growth through financial aid, funding of professional travel, granting release time or educational leave, rearranging of teaching schedules, and reducing teaching loads. Data from the President's Dalton College Annual Reports, Dalton College Foundation Reports, two faculty surveys, and a division chairperson survey show that faculty members have actively pursued such opportunities for developing their expertise.

Data show the active, on-going focus of professional development. The Annual Report for 1991-1992, shows that 45.9% of the 74 faculty members had doctorates, 4.1% were ABD, and 35.1% had at least master's degrees or specialist degrees. With the addition of 20 new full-time faculty members in the last five years, there has been a slight increase in the percentage of faculty members holding the master's degree. The percentage of those holding doctorates has remained fairly constant. The quality of the faculty members in traditional arts and sciences is especially notable. According to the Annual Report, 70.2% hold doctorates, 6.3% are ABD, and 23.4% hold master's degrees and above. In the last five years, the number holding doctorates has increased as faculty members have completed their graduate work, and as newly-hired instructors have increased the number of doctorates from 24

Even with that high percentage of doctorates, the faculty survey revealed that 13.2% of those responding were pursuing course work towards additional degrees, and 7.5% were adding other course work. When asked in the Faculty Survey in what ways the College had encouraged professional growth, faculty members responded as follows: awarding financial aid (24), professional travel funds (25), offering release time (13), rearrangement of teaching schedule (8), and reduced teaching load (1). In the "Comments" section of the faculty survey, however, a few faculty members said they thought there was little or no support for those wishing to pursue advanced degrees. Financial support for such activities can be attributed partly to support from the Dalton College Foundation. The following table lists the number of faculty members aided and the amounts of aid allocated during the last five years.

Table 4.4.7-1
Dalton College Foundation Expenditures

	FY '88	FY '89	FY '90	FY '91	FY '92
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Number of Faculty Stipends	7	6	6	7	6
Total Expended	\$2,720	\$3,820	\$4,750	\$5,800	\$6,870
Faculty Supplements	\$4,000	\$5,000	---	---	---
Number Involved	2	1	---	---	---
Faculty Enrichment Award	\$2,000	\$2,000	\$3,000	\$4,000	\$3,000
Cont. Ed. Prof. Dev.	\$2,000	\$2,000	---	\$1,000	\$1,000
Workshop	\$1,000	\$1,000	\$500	\$600	\$500
DCS 101	\$1,000	\$250	\$250	---	---
TOTAL EXPENDED	\$12,720	\$14,070	\$8,500	\$11,400	\$11,370

Source: President's Annual Reports and Dalton College Foundation Annual Reports

Documenting its support of faculty development during the five-year period charted, the Foundation Report noted the completion of four doctorates, two master's degrees and two specialist's degrees.

The Faculty Enrichment Award is a competitive award offered to faculty members who hold terminal degrees, who have been with the College at least five years, and who agree to stay one more year in order to do research toward better teaching, developing new programs, and presenting and publishing material. The faculty member so honored is given a quarter free from teaching responsibilities, usually in spring, to do such work.

A significant number of individuals are involved in research, writing articles, preparing reviews and grants, and presenting papers. In the Faculty Survey the number involved in that process was as follows: books 11, articles 13, presentations 18, book reviews 10, papers 12, reviewing texts 10, writing grants 2, participating in travel-teaching programs 4, and other projects 7. Those 87 different endeavors for 74 faculty members indicate that some are involved in more than one activity, while others are concentrating on developing new teaching methods and materials or on performing other professional service to the College. For example, an innovative project supported by the Dalton College Foundation was the recently initiated course, Dalton College Studies 101 (DCS 101). DCS 101 was developed by faculty members to improve students' work skills and to teach college success patterns (Table 4.4.7-1).

On the other hand, a minority opinion voiced on the Faculty Survey indicated that the reason a few faculty members did not pursue enrichment activities was that "these activities are not acknowledged or rewarded or required by Dalton College."

Many faculty members belong to and actively support various professional organizations related to their work field. Table 4.4.7-2 lists those organizations:

TABLE 4.4.7-2
Professional Organizations

American Association of Critical Care Nurses
American Association of Geographers
American Association of University Professors
American Business Women's Association
American Chemical Society
American Economic Association
American Federation of Radio Artists
American Historical Association
American Institute of Biological Sciences
American Literature Section of the Modern Language Association
American Museum of Natural History
American Nurses Association
American Nurses Association Council of Specialists in Psychiatric Nursing
American Peanut Research and Education Society
American Physical Society
American Phytopathological Society
American Political Science Association
American Society of Physiologists
American Society of Clinical Pathologists
American Society for Medical Technology
American Society for Training & Development
American Sociological Association
American Speech Association
American Vocational Association
Animal Behavior Society
Association for Tropical Lepidoptera
Association of Business Communications
Association of Nurses in AIDS Care
Carolinas Symposium on British Studies
Chattanooga Society for Medical Technology
College Reading Association
Consortium on Revolutionary Europe 1750-1850
Directory of American Scholars
Ecological Society of America
Electronic Technician's Association
Entomological Society of America
Fulbright Association
Georgia Business Education Association
Georgia Academy of Science
Georgia Association of Local Administrators
Georgia Council of Teachers of English
Georgia Entomological Society
Georgia Historical Association
Georgia Mathematics Association of Two-Year Colleges
Georgia Medical Record Board Member
Georgia National Association of Developmental Education
Georgia Nurses Association
Georgia Philosophy Society
Georgia Political Science Association
Georgia Professional Secretaries Association
Georgia Vocational Association
Human Anatomy and Physiology Society

Inter-industry Council of Auto Repair
Internaltional Biography
International Society of Human Physiologists
International Physiological Society
International Platform Association
International Reading Association
International Studies Association
Lepidoptera Research Foundation
Lepidopterists' Society
Mathematical Association of America
Mathematical Society of America
Metropolitan Atlanta College Developmental Reading Council
Middle Georgia Studies Association
Modern Language Association
National Council of Teachers of English
National Education Association
Natural Wildlife Federation
Nature Conservancy
North American Benthological Society
Northwest Georgia Medical Record Association
Organization of American Historians
Organization for Tropical Studies
Phi Beta Kappa
Phi Delta Kappa
Phi Kappa Phi
Popular Culture Association
Sigma Theta Tau
Sigma X
Society for Education and Research in Psychiatric Nursing
Society for the Study of Southern Literature
Society of Cinema Studies
South Atlantic Modern Language Association
Southeastern Conference on English in the Two-Year College
Southeastern Division of American Association of Geographers
Southeastern Psychological Association
Southern Gerontological Soceity
Southern Historical Association
Southern Conference on British Studies
Southern Nursing Research Society
Southern Political Science Association
Speech Communication Association
Tennessee Society for Medical Technology
Tennyson Society
Thoreau Society
Tissue Culture Association
Whitfield-Murray County Historical Society
World History Association

Source: Faculty Survey, August, 1992

Because Dalton College is a unit of the University System of Georgia, faculty members serve on each of 22 system-wide academic advisory committees. The committee members meet annually to exchange information and ideas on curricula and programs of study in their disciplines with colleagues from all units of the System. Reports and recommendations are made to the University System Administrative Committee on Academic Affairs for the improvement of instruction. Formal professional development activities are often a part of the meetings. That interaction with peers provides another opportunity for professional growth.

Beginning with an annual faculty retreat in the fall, the College provides in-service training seminars for faculty members throughout the year. The most frequently used form of faculty development is in-service seminars. According to the Faculty Survey, 37% were involved in academic seminars, 22% in continuing education, and 33% in divisional seminars. The academic seminars addressed such matters as improving instruction, using telenet programs, and advisement of students. The numerous continuing education programs covered career recruitment, helping the older students, desktop publishing and telecommunications, mill training, retaining the adult learner, and developing the Dalton College budget. The divisional seminars cover nursing theory, holistic grading techniques, grading yearly exit essay/RTP standards, assertiveness training, and professionalism in the office.

Although it has provided opportunity and encouragement for professional development, the College has made it clear to faculty members that each individual must take the initiative in furthering that process. On the Faculty Survey in which the faculty members were asked if they were aware of their responsibility in promoting their own professional development, 91.9% responded in the affirmative. Faculty members do realize that promoting their own professional growth is their responsibility as indicated in a Faculty Survey question concerning the funding of their additional work. The survey showed that the respondents answered that 67.2% of their costs were paid personally while the foundation supplied 32.8%. Under Regents' policy the College can provide educational leave but cannot actually fund tuition for courses. Educational leave may be provided with or without pay, but the College provides fringe benefits which equal approximately one-third of a faculty member's salary. The latest recipient of educational leave accepted a Fulbright-Hayes teaching assignment at a university in Poland.

The College adequately fulfills the SACS requirements concerning professional development. However, one concern surfaced in the Faculty Survey and was heavily underlined in an independent chairpersons' survey. When the chairpersons were asked, "Have the policies of financial support from the College been adequately explained to you?", only two out of six answered in the affirmative. Therefore,

when asked if they had adequately explained the policies to their divisional members, they responded in similar fashion. Such lack of clarity was further underlined in their suggestions for improvement. Uncertainty about funding for development activities seems to be a concern, even though travel reimbursement procedures are specified in the Faculty Handbook (Section IV.B), the Dalton College Foundation resources are described in the Handbook (Section IV.C), and permissible leaves are described in the Policy Manual (Section 803.15). *Therefore, the committee proposes that the administration should develop more open communications regarding funds for development and should provide a clearer understanding of financial aid from the College and Dalton College Foundation so that chairpersons are sufficiently informed to communicate that information to the members of their divisions.*

4.4.8 The Role of The Faculty and Its Committees

Faculty members participate in the affairs of Dalton College through its system of councils and committees. Faculty members for the Academic Council, the Student Affairs Council, and standing committees of the faculty are nominated by the Committee on Committees and are elected by the faculty members (Statutes, Article VI). Each year the chairperson of the Committee on Committees submits a list of committees to all faculty members. Faculty members select the committees on which they prefer to serve, giving first, second, and third choices. That process enables the Committee on Committees to balance more equitably the committee assignments, and it provides faculty members opportunities to serve on the committees best suited to their interests. Over 60 faculty members serve on the various committees and councils. The membership and duties of those councils and committees are explained in the Faculty Handbook (Section III.F) and the Statutes (Article VI). After the councils and committees meet, the general faculty may accept the actions of the councils or committees by approving their minutes, rejecting those minutes, or amending them. "No council or committee action changing college policy shall be implemented prior to faculty approval" (Statutes, Article V, Section E).

The Academic Council is composed of the Academic Dean (chairperson), the Dean of Students, the Comptroller, the Registrar, the Head Librarian, the division and department chairpersons, two elected faculty members, and two appointed students. The Academic Council approves all programs of study recommended for degrees or certificates and all changes in degrees and certificates. The recommendations scheduled to come before the council are circulated to the faculty members five working days prior to the actual meeting, thus giving faculty members an opportunity to influence changes before

the recommendations are voted on by the Council and approved by the entire faculty. Since any change in the academic policy of the College must be a recommendation of the Academic Council and must be approved by the faculty, faculty members have four ways to participate in the recommendations of the Academic Council:

1. through representation by their chairperson or department head
2. through their faculty representative on the Academic Council
3. by being a guest with voice at Academic Council meetings
4. as part of an approval body for all policy changes.

Such varied means of participation give the faculty members a voice in any changes in the academic policy of Dalton College.

Faculty members also serve on many other committees by appointment. The Academic Dean, as chairperson of the Academic Council, and the Dean of Students, as chairperson of the Student Affairs Council, appoint members of standing and ad hoc committees of those councils. The President appoints faculty members to serve both on University System committees and institutional ad hoc committees. As a result, faculty members have many opportunities to contribute to and participate in planning and policy discussions and decisions.

4.4.9 Faculty Loads

Teaching is the principal responsibility of faculty members. However, all faculty members at Dalton College must balance their teaching assignments with academic advisement, committee participation, student organization guidance, research, and community service.

Every effort is made by division chairpersons to assign manageable and appropriate class sizes in relationship to the subjects being taught. Division chairpersons attempt to schedule faculty loads equitably by considering the preparation and instruction time involved with each course. In the assignment of faculty members to teach classes off-campus, an effort is made to distribute such assignments equitably, considering the travel time involved (Dalton College Self-Study 1993, Section 4.4.2.4).

At the time of the last self-study, Dalton College enrolled an average of 1654 students and employed 63 full-time and 12 part-time faculty members (1983 Dalton College Self-Study, p. 15). A total of 2,621 students were enrolled for the 1991 Fall Quarter; 74 full-time and 24 part-time faculty members were employed for Fall Quarter 1991 in an effort to maintain faculty loads at a comfortable level; however, some increases in class size limits were unavoidable.

As shown in Table 4.4.9-1, class sizes vary, depending on the nature of the courses taught and on the methods of instruction used.

TABLE 4.4.9-1
Average Class Size and Total Enrollment by Academic Area - Fall, 1991

	Average Class Size	Enrollment
Business	24.5	414
DCS	9.9	69
Development Studies	27.7	554
Humanities	26.5	1139
Natural Science/Math	26.4	1109
Nursing	*1	135
P.E.	23.9	574
Social Science	37.2	1472
Technical	**2	706

¹ Team teaching is used for most nursing courses.

² Class sizes in the Division of Technical Education are varied depending upon equipment that is used.
Source: Data Resource Manual, Class Distribution

In the Division of Humanities, English 101 and 102 classes, which focus on the teaching of written composition, are limited to a maximum of 28 students. However, English 201 and 202 carry target limits of 40 students per class. Social Science Department classes, which are primarily lecture classes, can range from 30 to 50 students if the need arises. Physical Education class sizes are based on facilities available and the nature of the activity.

The Division of Business Administration and Social Science limits the number of students in classes such as Accounting and Business Administration 115 which require a computer for each student. The other business classes may enroll up to 45 students.

Fifteen quarter credit hours constitute a normal teaching load for full-time faculty members (Policy Manual, Section 301). Members of the Division of Humanities conduct the remediation seminars (English 90 and Reading 90). Mathematics instructors are expected to tutor students in the mathematics laboratory. Teaching assignments are made by the division chairpersons with the assistance of the faculty members. Priority is given to the needs of the students, and then individual preferences of faculty members are considered. Chairpersons try to arrange class schedules so that teachers with late night (8:20 - 10:30 p.m.) classes will not have early morning (7:30 - 8:20 a.m.) classes.

In the Division of Natural Science and Mathematics, a double lab section counts as two faculty preparations. In the Division of Nursing, teaching assignments are made on the basis of an instructor's clinical specialty and/or preference. Each instructor in the Division of Nursing carries as many as 16 to 22 teaching hours which are divided between classroom and clinical instruction. The clinical laboratory assigns one instructor for each 10 students.

All teaching faculty members, division chairpersons, and members of the administrative staff participate in academic advising; a file of assigned advisees is maintained by the Secretary to the Academic Dean. New students are advised by advisement teams according to their fields of study. Permanent advisors are then assigned by the Academic Dean or chosen by the students, and folders are sent to advisors. Advisors must keep the folders current by inserting grade reports and keeping a cumulative record of courses completed. The Secretary to the Academic Dean arranges for the transfer of advisement folders when students change advisors (Faculty Handbook, Section III.A). Students have the option to change advisors when they wish, after Developmental Studies and/or CPC requirements are finished, and when or if they change their programs of study.

In the Division of Nursing, the number of advisees is distributed equally among the full-time faculty members in that Division. Students with special problems are advised by the chairperson, and developmental students are advised by two full-time faculty members.

Part of the faculty members' load is their participation on committees as described in Section 4.4.8. According to the Director of Student Activities, students select faculty members to serve as faculty advisors of clubs and organizations. A faculty member has the freedom to accept or decline an invitation to serve as faculty advisor of a student organization, but any such added responsibility must be approved by the division chairperson.

The Dalton College Statutes states that faculty members are entitled to full freedom of research and in the publication of the results, subject to the adequate performance of other academic duties. Research for pecuniary return should be based upon an understanding with authorities of the College (Statutes, Article V, Section K.1c).

Faculty members are not allowed to engage in any occupation or pursuit which will interfere with the regular and punctual discharge of official duties. It is the responsibility of faculty members to notify and obtain the approval of the division or department chairperson and the President before undertaking extensive outside pursuits which might interfere with the discharge of official duties (Policy Manual, Section 802.1602).

The Faculty Handbook states that faculty members should willingly serve as a source of academic and technical information for residents of the community. Faculty members are encouraged to accept invitations to speak to clubs, organizations, and school groups whenever possible. Faculty members can assist community residents by informing them about and aiding them in the use of available College facilities and services (III, G., p. 12). Furthermore, Dalton College faculty members have been involved in a voluntary plant site visitation program in businesses throughout the College's service area. Faculty members received a calendar of scheduled plant site visits from which to choose their preference of dates and times for serving the community through that recruitment/information program (1992 Plant Site Visitation Calendar).

Faculty members of Dalton College participate in many community service activities on behalf of the College. The following list provides an example of the range of faculty participation in community service:

- Education fairs for public schools
- Science fairs for public schools
- College Bowls
- Future Business Leaders of America Day
- United Way Coordinator
- Heart Association representative
- Career Days in public schools
- Guest speakers in public school classrooms
- Guest speakers at civic clubs

4.4.10 Criteria and Procedures for Evaluation

An annual evaluation of every faculty member is mandated by Board policy (Section 803.07) and the College Statutes, Article V, Section K.7, which reads as follows:

Such evaluation shall be a joint endeavor between the appropriate divisional or departmental chairperson and the individual faculty members of that division or department. In addition to the five criteria... (superior teaching, outstanding service to the college, academic achievement, professional growth and development, length of service to the college),... the annual evaluation shall, where appropriate, include student response to the faculty member's teaching.

In the case of the twelve-month personnel, the annual evaluation described above shall be a joint endeavor between the faculty member and immediate supervisor. That evaluation must utilize the appropriate criteria previously detailed.

The evaluations are conducted as described in the Faculty Handbook (Section VII.B) and include data from the faculty member, the student evaluations, and the division/department chairperson.

Faculty concerns about use of student evaluations resulted in the establishment of a faculty ad hoc committee of the Academic Council on student evaluation of faculty in April of 1990. In their final report, the committee proposed eight recommendations on student evaluation of faculty that have since been implemented:

1. That a clarifying statement be placed at the beginning of each instrument to further student understanding of the evaluation process.
2. That a quantifiable campus-wide component be included in the student evaluation package.
3. That a uniform procedure for administering the instruments be used:
 - a. Read the purpose statement
 - b. Clarify the value of the campus-wide section.
 - c. Assure anonymity of responses.
 - d. Assure students of the recording of grades before the responses are available to faculty members.
 - e. Designate a student to collect and deliver the evaluations.
4. That student evaluations be administered no earlier than the seventh week of the quarter and no later than the ninth week of the quarter.

5. That a minimum of three, five-hour classes be included in the process with one class chosen by the faculty member, one by the division chairperson, and one by mutual agreement of the faculty member and division chairperson.
6. That the compilation of objective responses and transcription of subjective comments from classes used in the annual evaluation be done by someone other than the division chairperson.
7. That the use of student evaluations be used to improve instruction and that member and chairperson complete a written analysis of the student evaluations to include strengths and areas in need of improvement.
8. That the overall annual evaluations will be drawn from the faculty member's annual report to the division, student evaluations, observations of the academic supervisor and other administrative personnel, peer evaluations (optional), and will involve the following five categories:
 - a. Teaching effectiveness
 - b. Service to the College
 - c. Academic achievement
 - d. Professional growth and development
 - e. Effectiveness as an academic advisor

The current campus-wide student evaluation form is composed of three sections: a student self-evaluation section, an instructor/course evaluation section, and a division-specific instructor/course evaluation section. The evaluation procedure for part-time faculty members is the same as for full-time faculty members.

In the spring of 1990, the ad hoc committee questionnaire submitted to chairpersons revealed varying approaches to the evaluation of faculty members. In describing how they process and use student evaluations of faculty members, most chairpersons mentioned that they tabulate and average objective student responses, then have any written comments transcribed for the faculty member. The approximate weight assigned to those evaluations in the overall annual process ranges from less than 20% to a high of 80%. Feedback to faculty members includes providing them copies of computer tallies and transcripts of written comments. Individual conferences are held annually to discuss the perceived strengths and weaknesses of each faculty member. Virtually all chairpersons noted that they use student evaluations of faculty members as a means of identifying good teaching performance and of noting areas where improvement could be achieved. Some chairpersons, however, questioned the usefulness of the

data. As a result, another recommendation of the ad hoc committee was that a standing committee on faculty evaluation be established.

In October, 1992, a revised chairperson questionnaire was distributed in order to update the older faculty evaluation data. All respondents were in general agreement as to the methods of processing and using student evaluations; each noted the tabulation of scores, and several mentioned the transcription of subjective responses and described procedures for sharing those with the faculty members. However, the weight assigned student evaluations in the overall annual faculty evaluations ranged from 0-80% among chairpersons. Other criteria on which faculty members are evaluated include attitude, work load, adherence to division and college policies, maintenance of office hours, college and community service, curriculum and professional development, length of service to college, advisement, committee service, and quality of teaching. Some chairpersons limit the evaluation criteria to student, self, and supervisor evaluations. Results of student evaluations are shared during annual conferences at which time quantitative data and transcribed responses are reviewed. Other chairpersons indicate that the area of faculty evaluations is still a source of anxiety to many, contending that the criteria for merit pay, tenure, and promotion are ill-defined, and noting that open communication might be better served if evaluations were shared among parties at all levels – between student and instructor, between instructor and division chairperson, and between division chairperson and administrator.

The Faculty Survey revealed that 48.1% believe that the evaluation process is used for improvement of instruction, with 22.2% responding negatively, and 29.6% not sure. Concerns included the process's subjectivity, its limited benefits, and its possibly punitive use. Fifty-two percent report that the evaluation process promotes professional growth; 33.3% deny its helpfulness, and 14.8% are not sure. Sixty percent say they evaluate their division chairpersons, although several mentioned that such evaluation was done in 1992-1993 for the first time. Sixty-two percent believe faculty evaluation of other administrators would be helpful; 38% would find evaluation of departmental peers helpful. Twenty-nine percent say student evaluations carry too much weight; 30.8% don't know how much weight they carry. The surveys show that a large percentage of both faculty members and chairpersons express concerns about the evaluation process, its impact, its outcome, and the validity of its ability to measure a faculty member's performance accurately. Therefore, the committee recommends that a means be developed which readily demonstrates that faculty evaluations are used for the purpose of improving faculty performance and instructional programs.

In accordance with the ad hoc committee's recommendation, a standing committee on faculty evaluation was formed, with prior approval of the faculty members and Board of Regents. Now that a standing committee is in existence and its duties are defined, all concerns regarding faculty evaluations should be referred to that committee. In keeping with that procedure, the following proposals are submitted:

- 1) *That the faculty evaluation committee work toward ensuring that an objective, clearly defined, campus-wide standard be implemented which includes a description of and information about broad-based weights given to the components used to evaluate, promote, and tenure faculty members, while allowing for individual differences.*
- 2) *That the faculty evaluation committee continue to evaluate and refine the student evaluation forms to ensure objectivity and effectiveness.*
- 3) *That the committee revise and update the procedure for faculty evaluation of chairpersons and other administrators in order to create a campus-wide, democratic system of checks and balances for the enhancement of departmental effectiveness.*

FACULTY COMMITTEE RECOMMENDATIONS, SUGGESTIONS, AND PROPOSALS

The Faculty Committee recommends that

R-11 a means be developed which readily demonstrates that faculty evaluations are used for the purpose of improving faculty performance and instructional programs (p. 131).

The Faculty Committee *proposes* that

P-9 an outline of the process for recruitment and appointment of faculty be included in the Faculty Handbook (p. 103).

P-10 an outline of the affirmative action plans on the recruitment and appointment process be included in the Faculty Handbook (p. 103).

P-11 the Dalton College Statutes (Article V) be amended to show optional retirement and insurance plans available to newly hired faculty members (p. 112).

P-12 the procedure for promotion and tenure be stated more clearly in the Faculty Handbook (p. 116).

P-13 more discussion of the faculty member's progress toward tenure and promotion be included in the annual evaluation process (p. 117).

P-14 the administration develop more open communications regarding funds for development and provide a clearer understanding of financial aid from the College and Dalton College Foundation so that chairpersons be sufficiently informed to communicate that information to the members of their divisions (p. 123).

P-15 the faculty evaluation committee work toward ensuring that an objective, clearly defined, campus-wide standard be implemented which includes a description of and information about

broad-based weights given to the components used to evaluate, promote, and tenure faculty, while allowing for individual differences (p. 132).

P-16 the faculty evaluation committee continue to evaluate and refine the student evaluation forms to ensure objectivity and effectiveness (p. 132).

P-17 the faculty evaluation committee revise and update the procedure for faculty evaluation of chairpersons and other administrators in order to create a campus-wide, democratic system of checks and balances for the enhancement of departmental effectiveness (p. 132).

4.5 Consortia and Contractual Relations

4.5.1 Consortia

Dalton College does not participate in any consortium degree or certificate programs.

4.5.2 Contractual Relationships

Dalton College has no contracts for educational services or programs except the agreement to provide clinical experiences in health-related programs discussed in Section 4.1.4 of this report. However, in accordance with Board Policy (Section 303.06) the College does have agreements with the Dalton Vocational School of Health Occupations, Hamilton Medical Center, Pickens Technical Institute, and Walker Technical Institute to offer cooperative Associate of Applied Science Degrees. All general education courses are taught by full-time Dalton College faculty members, and technical courses are taught by the cooperating institution.

SECTION V

EDUCATIONAL SUPPORT SERVICES

ACADEMIC SUPPORT COMMITTEE

Faculty and Staff Members

Michael Jordan, B.S., Chairperson
Assistant Professor of Drafting

Kelley Mahoney, M.A.T., Editor
Temporary Instructor in English

Milton Brown
Assistant Professor of Automotive Mechanics

Emily Cook, Ph.D.
Temporary Assistant Professor of Nursing

Bob Cooper, Ed.D.
Associate Professor of Chemistry

Hassan Elnajjar, Ph.D.
Assistant Professor of Sociology

Judy Jenkins, M.S.
Instructor in Developmental Reading

Bill Jump, Ph.D.
Professor of Biology
Chairperson of the Division of Natural Sciences
and Mathematics

Donald Maness
Continuing Education Publications Coordinator/
Satellite Technician

Sara Myers, Ph.D.
Associate Professor of English

Reba Olsen
Counselor/Evaluator

Jane Secord
Bookstore Manager

Community Resource Persons

Mr. Richard Hill
Education (Alumnus)

Mr. Hubert Marsh
Public Health (Alumnus)

Ms. Phyllis Clements
(Alumna)

Campus Resource Persons

Mr. Terry Bailey
Assistant Registrar

Dr. Wayne Bell
Academic Dean

Dr. Marilyn Lary
Librarian

Steering Committee Liaison

Dr. Dennis Cook
Associate Professor of Sociology

Institutional Effectiveness Liaison

Ms. Carolyn Jensen
Instructional Coordinator of the
Vocational-Technical Division

SECTION V EDUCATIONAL SUPPORT SERVICES

5.1 Scope of Support Services

Dalton College provides a variety of services to support its instructional programs and to provide opportunities for students to develop their individual, professional, and technical competencies. Those support services include a comprehensive library that meets varied student, faculty, and community needs; computer resources to serve both students and faculty members; and student development services. Such services are available to all enrolled students to meet their cultural, social, emotional, physical, and intellectual needs.

5.2. Library

5.2.1 Purpose and Scope

The Library Resource Center (LRC) of Dalton College provides many services to enhance the intellectual and cultural needs of Dalton College and the surrounding community. Built in 1972, it is centrally located on the campus where it is easily accessible to all, including the handicapped, with a large front entrance and an elevator to the second floor. The two-story facility encompasses 31,300 square feet and has a seating capacity of 278. The library staff consists of a head librarian, three assistant librarians, and six support staff members. The holdings include a 131,579 volume print collection and an audio-visual collection of over 6,000 video and audio tapes. The Media Center of the library provides many services to the college community, ranging from production of videos for recruitment and classroom use to production of posters and transparencies for student and faculty member use. Faculty members use the media center to provide media equipment and materials for classroom use. All components of the LRC, including the physical facilities, the collection of print materials, the audio-visual equipment, and the professional staff, are adequate to meet the varied needs of its users. According to the Head Librarian, in 1991-1992, the library provided services for 78,248 patrons.

The librarians organize the collection so that the holdings are easily accessible. The ground floor houses reference materials, reserve materials, periodicals, a large audio-visual collection, and the media

center. Three On-Line Public Access Catalog (OPAC) computer terminals are available on that floor to assist students. Also, three CD-ROMs on the first floor assist students with periodical listings. Four microfiche readers and two microfiche printers are also available. Students, particularly in the fine arts and speech courses, frequently use audio-visual equipment, including three VHS recorders, four visual aid machines, several carousel slide projectors, a 16 mm viewing area, and video viewing areas. A faculty member also may request audio-visual equipment and films that the media personnel will set up in the instructor's classroom. The first floor of the library provides two copy machines, a lounge area, and a community meeting room which seats 25 people (Figure 5.2.1-1).

The second floor, easily reached by stairs or elevator, houses books for general circulation and government documents. Also on the second floor, the Georgia-Dalton Room houses a special collection of works by state and local authors. A computer room and five study rooms are also available on the second floor. An additional OPAC computer terminal and microfiche reader enable students to access materials on the second floor (Figure 5.2.1-2).

Dalton College is a selective federal depository for government documents, one of only two such depositories in the Ninth Congressional District and the only two-year college in Georgia so designated. Library staff members shelve the documents, which are indexed according to government agencies, and follow strict guidelines to preserve those documents. As a selective depository, Dalton College receives 20% of the items offered from the Depository Program, almost twice the national average of 11.6% for two-year college depositories. A federal inspection in December, 1992, indicated that the library needs clerical support to oversee its government document depository program because of the large number of documents. However, the Head Librarian reports having redefined the duties of one staff position and having realigned the responsibilities of other staff members so that the government document program can be properly maintained.

To serve its patrons, the library has several appropriate policies regarding usage. Students may check out a maximum of six books for two weeks; however, librarians make allowances if students have special needs. Faculty members may check out an unlimited number of books for an academic year. Students in area high schools may check out two books for two weeks. Phoenix High School, an alternative high school housed on the Dalton College campus, has an informal agreement with the LRC to use its materials, and the LRC also provides media support. A member of the community may obtain a community patron card and check out materials. The borrower must be at least 18 years of age and may check out two books for two weeks. Also, an agreement with West Georgia College allows their

students, who attend classes on the Dalton College Campus, to use the library. In fact, a special room for West Georgia education majors contains curriculum and educational materials and a computer to link users to the West Georgia College library.

With the cooperation of the Academic Dean, faculty members, division/departmental chairpersons, and the library staff, librarians set priorities for acquiring materials and establishing services with the needs of users in mind. Faculty members are encouraged to request books, periodicals, and video materials for purchase. The librarians have been able to purchase most materials requested. The library staff encourages faculty members to make requests and to update the collections in their areas of expertise. As funds are available, the Head Librarian solicits from faculty members requests for new print and media materials. The Faculty Survey indicated that 69.4% of faculty members had requested books, and of that 69.4%, an acceptable majority of 84.4% were satisfied with the current procedures for ordering books. Standing orders for many annuals, yearbooks, periodicals, and supplements help keep the library holdings current, and the professional library staff is responsible for keeping the collection up-to-date and for ordering general interest materials for the collections

FIGURE 5.2.1-1

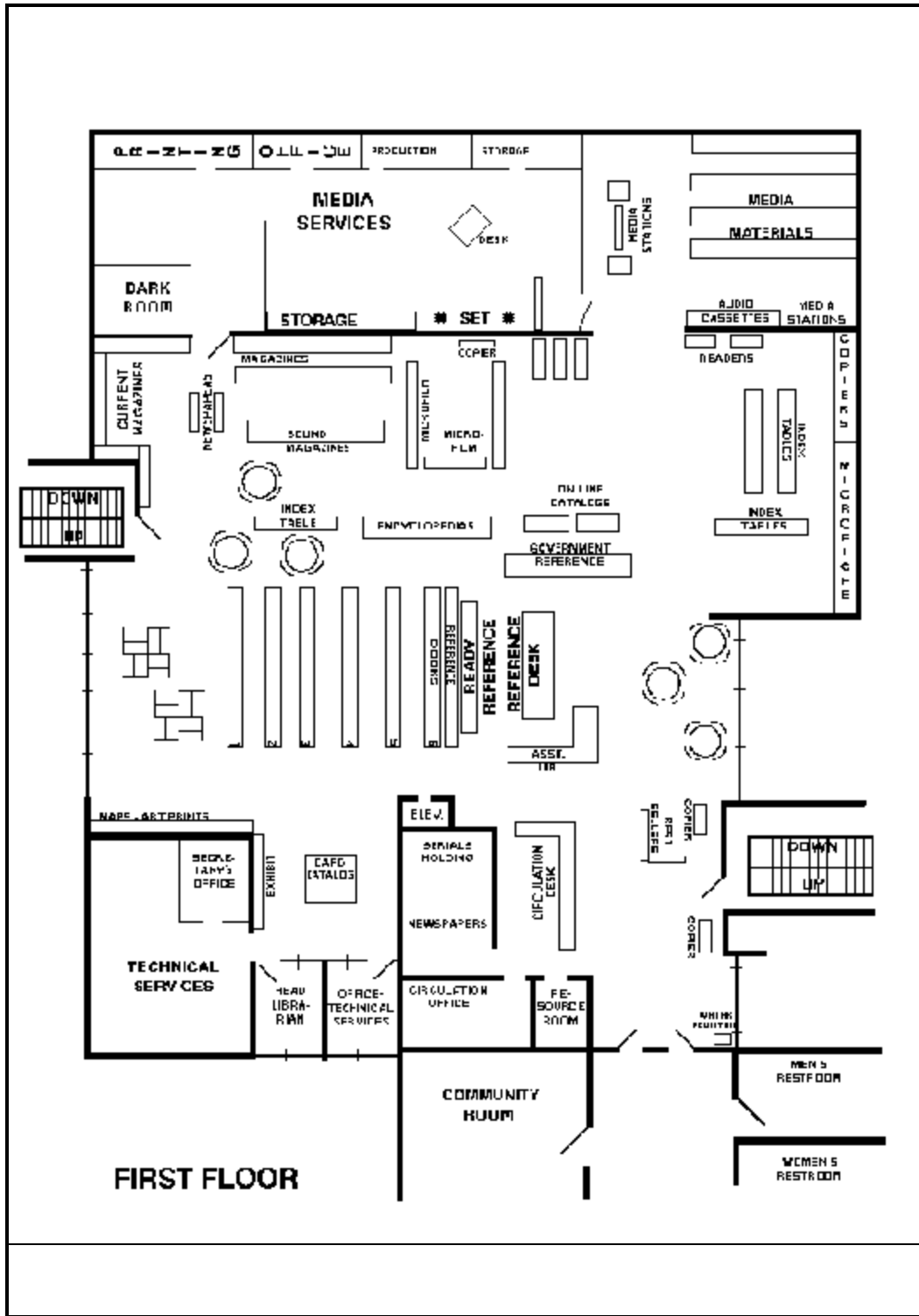
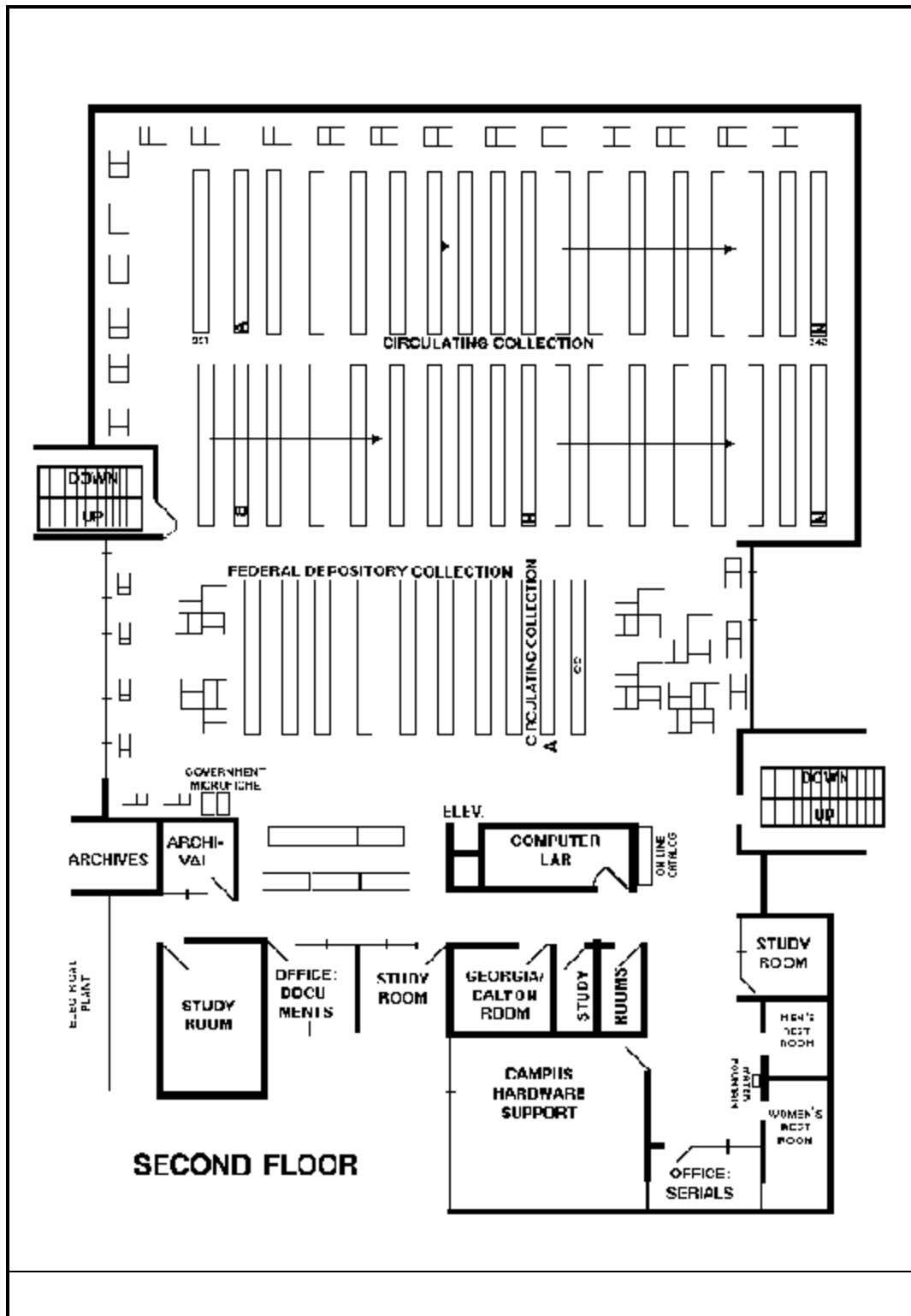


FIGURE 5.2.1-2



The professional staff of the library develops and periodically reviews the mission statement of the library. The members of the Library Committee and the Academic Dean then review the statement before it is sent to the Academic Council for presentation and approval. The Library Mission Statement which supports the goals of the College reads as follows:

The purpose of the Library Resource Center of Dalton College is to support the mission of the college. The Library Resource Center centralizes and coordinates the college's learning resources in order to support and enhance educational, professional, and cultural development experiences. This educational, cultural, and personal enrichment supports student development in transfer programs and in immediate employment.

The Head Librarian reported that students and faculty members evaluate the library regularly to ensure that it is meeting the needs of its users and providing adequate services. The six members of the Library Committee, a standing committee of the faculty that is appointed annually, make those evaluation forms available to students through their respective classes. Occasionally, evaluation forms have been available in the library, but more students participate when committee members take the forms to their classes. Of students and faculty members who evaluate the library, the majority are pleased with library services; however, recent faculty and student surveys indicate that a large percentage of faculty members and students, especially students, do not evaluate the library. In the Student Survey, 95.2% of the respondents indicated they had not been asked to evaluate the library, and in the Faculty Survey, 63.0% of the respondents indicated they had not been asked to evaluate the library. To ensure that members of the entire college community, including community users and West Georgia students, have an opportunity to participate in evaluating the LRC, the committee recommends that a procedure be developed to ensure that evaluations are broadly based and that evaluation forms are regularly available to all library patrons.

Librarians have used evaluation surveys to determine satisfaction with collection offerings, with library hours, with library services, and with library staff. As a result of survey responses, staff members who have proved ineffective have been reassigned, and library hours have been modified. In a 1992 library evaluation survey, 69% of the evaluators responded that the library often or always had the printed materials they needed; librarians have made additions to the collection in the areas of nursing, government documents, and best-seller fiction as a result of those surveys. Since 66% of respondents to that survey reported that needed audio-visual materials were not often or always available, the staff moved the audio-visual collection to provide accessibility to the public. They also moved the government

documents to the second floor with other circulating items. The library staff has obviously used evaluations to improve the LRC's programs, services, operations, and personnel assignments.

5.2.2 Services

The library is accessible to the entire Dalton College community through barrier-free physical facilities. Varied hours of operation enable library patrons to use the library at their convenience. Also, professional librarians, a modern indexing system, and media services contribute to the ease with which students, faculty members, and community users may benefit from the library's resources.

The LRC is open year round. When classes are in session, normal operating hours are between 7:30 a.m. and 10:00 p.m., Monday through Thursday, and 7:30 a.m. until 5:00 p.m. on Fridays. The library is also open on Sunday between 2:00 p.m. and 5:00 p.m., except during summer quarter. Between quarters, the hours are 8:00 a.m. until 5:00 p.m., Monday through Friday. Of the 166 students who responded to the Student Survey, 84.9% considered the current operating hours adequate. However, some students indicated that they would prefer that the library be open on Saturday rather than on Sunday, while others suggested that having the library open on both days would be preferable.

According to the Head Librarian, library orientation sessions, library tours, and library research skills sessions are available upon request. The orientation program explains how to obtain individual assistance, how to access bibliographic information, and how to access library holdings. English and Dalton College Studies (DCS) classes generally use those services, but they are available to all library patrons. During the 1991-1992 academic year, approximately 26 classes made use of the library orientation programs.

A professional librarian is always available during operating hours to assist users with the library resources. That librarian's desk is conveniently located adjacent to the circulation desk (Figure 5.2.1-1). The most recent student survey indicated that 96.4% of the respondents found the assistance to be helpful.

The library is currently in the process of converting the card catalog to a computerized cataloging system, Columbia Library System (CLS). Over 85,000 listings are now on file. Students may access the system through four computer terminals. The remaining titles can be located in the card catalog. As

another research resource three CD-ROM indexes -- Magazine Abstract Summary, Cumulative Index to Nursing and Allied Health, and a Social Issue Resource Series --- are available for researching periodicals. All of the periodicals to which the library subscribes are included in those indexes and are also now available on either microfilm or microfiche. All media materials are accessed through the CLS. Access to libraries worldwide is available through PeachNet, a high-speed telecommunications network funded by the University System of Georgia that links units of the University System with each other and with Internet, a worldwide computer network. Ninety percent of the students and 93.0% of the faculty members thought the library materials and holdings were easily accessible.

The Head Librarian indicates that physical facilities are adequate to house the current holdings. All of the library staff and 77.8% of the faculty members surveyed think the library has adequate physical facilities to house and service the current holdings. One problem with the current facility is that some books are deteriorating from humidity and mildew. To control the humidity level, a modification of the current heating and cooling systems is expected to be made during the library expansion to be undertaken during the next two to three years.

The library equipment is up-to-date and is in good condition for accessing and using print and non-print materials. All materials are stored and available in the library. Additional materials may be requested through interlibrary loans as explained in Section 5.2.5. The library circulation system is efficient and appropriate for the number of individuals the library serves. The computerized circulation system uses bar codes affixed to both books and library user ID cards. During the 1991-92 year, 26,465 items were circulated by the library. Librarians and orientation programs give students the skills needed to access information in a variety of formats. Thereby, students have an opportunity to learn research skills that will benefit them for a lifetime.

Dalton College librarians assist the teaching faculty members with use of resource materials. Seventy-one percent of faculty members rated the quality of assistance received from librarians as good or excellent, while 23.1% rated the assistance as adequate. That high percentage indicates that the majority of faculty members are pleased with the quality of assistance received.

5.2.3 Collections

The library collections and databases of Dalton College are sufficient to support the educational, research, and public service programs of the institution. Staff and faculty surveys, as well as interviews with the library staff, support that statement. In 1990, the Association for Educational Communications and Technology and the Association of College and Research Libraries approved standards to assist in the evaluation and development of learning resource programs. Those standards apply to two-year or three-year academic institutions awarding an associate degree or certificate. A comparison of the Dalton College collections with those standards shows that in all areas the Dalton College LRC exceeds not only the "recommended" standards but also the "excellent" standards (Table 5.2.3-1). A copy of the standards is on file in the library. A more complete breakdown of the collections is also on file in the libra

TABLE 5.2.3-1
Comparison of Dalton College Collection with ACRL Standards
for a Single Campus with 1,000 - 3,000 Students

Collection Category	ACRL Minimum Standards	ACRL Excellent Standards	Dalton College Collection
Volumes	40,000	60,000	131,579
Serial Subscriptions	300	600	742
Video and Film	400	800	1,396
Other Audio-Visual Items	5,100	8,000	4,647*
Microforms (not included in collection figure.)	total		9,648 Titles
Government Documents (not in total)	included		51,140
TOTAL	45,800	69,400	138,364

* The media collection also includes 81,591 individual slides.

Source: Head Librarian

The library staff members interviewed expressed concern about the future sufficiency of the collections. The current collection is a "classic collection" in that titles from recommended lists constitute its core. The original collection is considered a "classic collection" because purchases were based on a

recommended book collection for two-year colleges by a journal called CHOICE published in 1965. The CHOICE list was revised in the 70's, and books were added. However, that list is antiquated and is no longer appropriate. Resources for the initial development came from federal money allotted to the system. Subsequently, with the lack of federal funds and with small budgets, purchases have been smaller. Wherever possible, money for expansion of the collection has been re-allocated from division/departmental budgets. Some materials are dated and need an infusion of current publications. That need is especially apparent in rapidly evolving fields, such as computer and information science, nursing and allied health, computer technology, data processing, and some of the natural sciences. The collection includes a large number of general interest books, some contributed by the public. However, librarians interviewed stated that there is a need for more books specific to the academic subjects taught at Dalton College. That need will be addressed with the implementation of the recommendation on faculty involvement in collection development and evaluation on page 150.

Budget planning needs to take into account the rising costs of materials. The cost of books is rising at approximately 10% yearly, with the average price of a book now at \$50.00. The costs of magazine and journal subscriptions are increasing at approximately 33-40% each year. Documentation of price increases comes from records of library expenditures, as well as from the Bowker Annual Library and Book Trade Almanac. A copy of that report is on file in the library. According to records from the business office, the total budget for fiscal year 1992 for the library was \$336,174. That figure is 4% of the total college budget.

Library expenditures for the last five years are summarized in Table 5.2.3-2. The total percentage of the college budget allocated to the library has decreased slightly over the past five years. *Considering the rising cost of materials, the committee proposes that the library budget be examined and increased to keep up with the inflationary costs of materials.*

TABLE 5.2.3-2
Library Expenditures

	FY 1988	FY 1989	FY 1990	FY 1991	FY 1992
Percent of Total Budget Allocated to Library	6%	6%	5%	5%	4%
Total Library Budget	\$372,441	\$372,568	\$372,942	\$387,634	\$336,174
Salaries and Benefits	\$211,399	\$225,309	\$240,756	\$259,975	\$210,964
Travel	\$2,497	\$2,731	\$1,863	\$1,686	\$1,165
Supplies	\$38,104	\$41,512	\$33,009	\$28,798	\$36,834

Books and Acquisitions	\$100,471	\$93,471	\$82,703	\$92,640	\$76,297
Equipment	\$20,970	\$9,227	\$14,611	\$4,535	\$10,914

Source: Comptroller

The materials collection is organized under the Library of Congress Classification system, a universally recognized system. The Columbia Library System, a computerized cataloging system, has been installed. However, less than 70% of the collection is currently catalogued on the computer. The remainder is accessible through the card catalog. The card catalog has not been updated in five years, and there are no plans to do so, given the intent to computerize the collection. The process of transferring information is slow and time consuming with the current staffing. Because part of the collection is on computer and part is not, the task of locating materials is impaired, cumbersome, and tedious. The committee suggests that adequate personnel be provided to assure computer access to the full library collection.

Collection development is primarily an effort to provide materials that support the mission of the College. Professional library staff assume the primary responsibility for adding materials. Because the LRC staff members have knowledge of reference materials and regularly work with the public, they are able to identify continuously materials to be added to the collection. A special project will involve re-classifying and re-evaluating the Georgia-Dalton Room Collection.

The library staff members stated that they seek faculty members' advice and recommendations in development and evaluation of the collection. Requests are honored if possible. However, since there is no formal policy in place to ensure such faculty involvement, neither all divisions nor all faculty members participate in the growth of the collection through requests or recommendations. The library staff members have, however, involved staff and faculty members in the evaluation of the collection on a limited basis. For example, the Division of Nursing faculty members helped evaluate the nursing collection by examining titles and materials to identify the ones that needed to be replaced, discarded, or updated. The same procedures took place several years ago with materials for education classes, and over a one to two year period, books were ordered to replace or update titles. However, other faculty members and departments have not evaluated the collections for their specific subject areas. According to the Faculty Survey, 69.4% of the faculty members have ordered books. However, 77.8% of faculty members surveyed do not know what priorities the librarians use to acquire materials or establish services. In addition, 63.0% of the faculty members state that they have not participated in an evaluation of the library during the past five years. Lack of effective communication between the library

and teaching faculty members appears to be a problem. The committee recommends that, through the Library Committee, policies and procedures be implemented to solicit actively and regularly the involvement of faculty and staff members both in collection development and evaluation.

It is hoped that a recently introduced library newsletter, "LRCinfo", will assist in improving that communication on campus. Procedures developed to ensure involvement by faculty and staff members might serve a two-fold purpose. Those procedures might prove useful to LRC staff in developing and maintaining the collections; they might also improve campus relationships, thereby enhancing the mission of the library and its overall purpose.

Formal policies regarding collection development, evaluation, gift-giving, and weeding are located in the library. Although there is a weeding policy, weeding is not done on a regular basis. Currently, books are not eliminated from the collection but are retained for their educational and historical value. The committee suggests that the formal weeding policy be reviewed, revised, and implemented to be consistent with the current philosophy. Staff members report that there is not an updated inventory. However, it is anticipated that a current inventory will be completed this summer. *The committee proposes that a current inventory be completed as planned by the library staff.*

5.2.4 Staff

In addition to the high quality of the large collection, the excellent credentials of the librarians make the library one of the strengths of Dalton College. The library staff consists of a head librarian and three assistant librarians. The Head Librarian holds a doctoral degree while the assistant librarians hold master's degrees from American Library Association (ALA) accredited graduate programs (Library Handbook).

The library support staff consists of seven members, two of whom are half-time, making six equivalent full-time positions. Table 5.2.4-1 lists the primary duties, credentials, and experience of each member of the support staff. According to the Head Librarian, the support staff members are competent to set up, operate, and service technical equipment.

TABLE 5.2.4-1
Library Support Staff

Title	Primary Duties	Degree	Position	Status
Secretary	Secretarial duties, acquisition of materials, business records	Two-year Certificate - Secretarial	14 yrs.	Full-Time 12 months
Library Assistant I	Circulation, maintenance of reference materials	High School 10 hours of credit from College	2 years Dalton	Full-Time 12 months
Library Assistant I	Evening circulation, book repair	High School 88 hours of credit from College	5 years Dalton	Part-Time (20 hours) 12 months
Library Assistant I	Technical Services, bibliographic shelf list records	High School 1.5 years of College	5 years	Part-Time (20 hours) 12 months
Library Assistant I	Media production, equipment repair, circulation support	A.A. - Broadcasting	1 year	Full-Time 12 months
Hardware Support Specialist	Campus-wide Computer maintenance	Certificate - Computer Technology	5 years	Full-Time 12 months
Media Utilization Specialist	Photography, classroom media hardware support for campus-wide speakers	Support Communications	11 yrs.	Full-Time 12 months

Source: Head Librarian

In the staffing of its library, the College follows the current guidelines established by the Association of College and Research Libraries (ACRL) and the Association for Educational Communications and Technology. Table 5.2.4.2 gives the ACRL guidelines for colleges whose enrollments range from 1,000 to 3,000 students and compares them to the staffing of the Dalton College library. For all categories of staffing, the table indicates that the College meets the minimum ACRL standard.

TABLE 5.2.4-2
Dalton College Library Staffing
Compared to ACRL Guidelines

	Dalton College Staff	ACRL Guidelines	
		Minimum	Excellent
Administration	1.0	1	1
Professionals	3.0	3	5
Technicians	3.0	3	6
Other Staff	3.0 2 full-time, 2 part-time	3	6
TOTAL STAFF	10.0	10	18

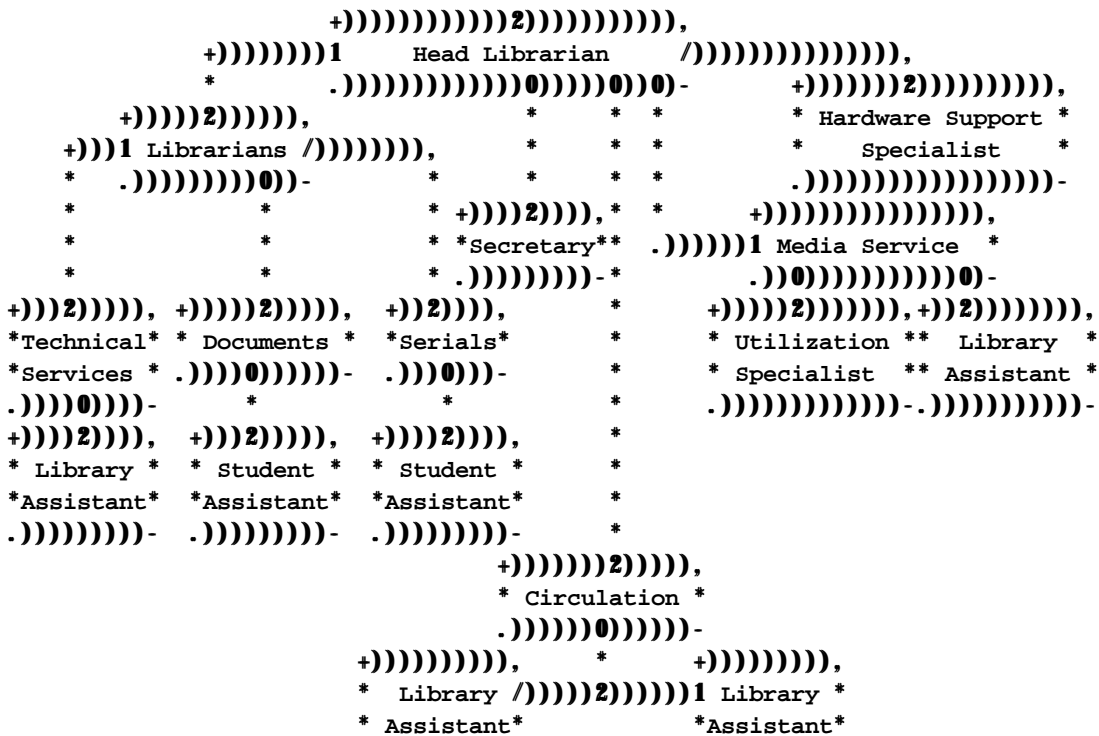
Source: Head Librarian

The four professional librarians are considered members of the corps of instruction as defined in the Policy Manual (Section 203.0301). Thus, they serve on faculty committees and vote in general faculty meetings, although they hold neither tenure nor academic rank. At the time of employment, the librarian, with input from the Academic Dean, apprises all library staff members of the conditions of employment, covering the issues of faculty status, salary, duties, and hours. Also the Faculty Handbook (Section V.A) further defines and explains faculty policies with regard to the library staff.

As illustrated in Chart 5.2.4-1, all professional staff members report to the Head Librarian, who in turn reports to the Academic Dean. Support personnel are aware of the departmental structure. The simplicity of the organization helps to maintain a good working relationship between library staff and administration.

**CHART 5.2.4-1
Library Resource Center
Organizational Chart**

Chancellor University System
President: Dalton College
Academic Dean: Dalton College



.))))0)))- .)))))))-
 +))))2))))),
 * Student *
 * Assistant *
 .)))))))-

Results of faculty, staff, and student surveys indicate that the library staff provides excellent service. When students were asked to rate the quality of assistance they received, choosing from "very helpful," "somewhat helpful," and "no help," 96.5% judged the assistance to be either somewhat or very helpful. When faculty and staff members were asked to rate the assistance, choosing from "excellent," "good," "adequate," "poor," and "inadequate," 94.2% of the faculty members and 85.7% of the staff members stated that the assistance was adequate or better. Combining the "excellent" and "good" categories, the figures are 61.1% for faculty and 57.1% for staff. When asked to rate the library services, Dalton College alumni were very positive, with 81.0% of the respondents rating the services as good or excellent.

There has been persistent demand for the library to expand its hours of operation. When asked whether the library's operating hours are adequate, 75.8% of the students, 83.3% of the faculty members, and 88.4% of the staff members said "yes." Therefore, only a small but significant percentage of students, faculty members, and staff members think the hours need to be expanded or rescheduled or both. The data do not clearly indicate that the library hours need to be changed. However, they do suggest that a study of current library hours might be profitable. *Accordingly, the committee proposes that the Library Committee study the possibility of rescheduling and increasing the library's hours of operation and present its recommendations to the faculty members.*

5.2.5 Institutional Relationships

The LRC has established a number of cooperative relationships with other libraries and agencies in order to increase the ability of the library to provide the resources and services needed by its users. However, those cooperative relationships are not used by the LRC to avoid responsibility for providing its own adequate and accessible library resources and services.

The library provides interlibrary loan services for Dalton College faculty members. During the self-study it was found that interlibrary loans were not usually processed for Dalton College students due to monetary and staffing constraints. The committee suggested that the issues related to interlibrary

loan services for students be thoroughly examined and that a written policy be established to ensure that Dalton College students have access to that service. Revised policies for interlibrary loan were adopted in May, 1993, to extend that service to those students. In 1991-1992, interlibrary loan requests from faculty members to other libraries numbered 26; requests received from other institutions numbered three. West Georgia College processes loans for its own students. Dalton College forwards the requests to West Georgia College and notifies students when the materials are received.

In addition to providing its own users with adequate and accessible resources, the Dalton College LRC has cooperative arrangements with other libraries and agencies. The LRC has a formal agreement with the West Georgia College Library for support of West Georgia courses offered on the Dalton College campus. The librarians have plans to evaluate the effectiveness of that agreement. Informal arrangements with area schools provide services for local high school students. Also, with a University System User Card, anyone in the University System of Georgia may access and use materials in the Dalton College LRC.

5.2.6 Library Resources at Off-Campus Sites

The College is working toward ensuring the provision of and access to adequate learning resources and services to support off-campus courses. Students taking off-campus courses account for 2.8% of Dalton College's total enrollment. The current programs of off-campus courses were begun within the last three years and are currently offered at five sites. All courses for an Associate of Applied Science Degree in Law Enforcement are offered at the Catoosa County Courthouse. Thirty quarter credit hours of general education courses are offered to support the cooperative degree programs at Pickens Technical Institute and Walker Technical Institute. The courses offered at Catoosa, Pickens, and Walker do not usually require extensive use of either library or laboratory resources. Dalton College also provides extended campus courses at Calhoun High School and Ridgeland High School. Since all courses taught at off-campus sites are also offered on the Dalton College campus, the library requirements should be comparable. Students at all locations, except Pickens Technical Institute, are within a 30 mile commuting radius of the Dalton College Library.

To assist with off-campus courses and schedules, an assistant to the Academic Dean was appointed in 1992. He compiled an Extended Campus Credit Course Catalog containing various forms and information about Student Services and the LRC at Dalton College including operating hours and phone numbers. The Assistant to the Academic Dean is the liaison between faculty members and the

Head Librarian and has compiled an Extended Campus Faculty Handbook that includes pertinent information about each off-campus site, as well as a Special Needs Request form that can be used by faculty members to request books and/or audiovisual needs from the college library.

A survey of all off-campus students was conducted in Fall Quarter 1992. That survey disclosed that 32.6% of the students had difficulty completing library assignments. Of those students, 56.4% cited inadequate local libraries and inconvenient operating hours of the local library. Another 23.1% had problems with transportation to the Dalton College Library or with the operating hours of the Dalton College Library. The fall Faculty Survey showed that 34.8% of the instructors teaching off-campus courses often modified class assignments and that 52.5% occasionally modified class assignments to accommodate various situations related to off-campus courses. In those classes, instructors cited as reasons, "No library facilities at off-campus locations," and "Research projects in literature need a full college library on site."

In March, 1993, a follow-up interview of instructors who had taught off-campus within the last year was conducted to determine the extent of those course modifications. Thirty-five and seven tenths percent had modified their courses, citing inadequate resources (i.e. lack of maps, of full library resources, or of media equipment) as causes of the modification. Even though none of the 35.7% reported changing the quality of their courses, they said enrichment activities were more limited for off-campus classes. None of those instructors had used the Special Needs Request; in fact, 53.3% had taught before the form was available. To forestall such difficulties, the Assistant to the Academic Dean has begun quarterly meetings with instructors who have been assigned to teach off-campus in the succeeding quarter. At those meetings, the Assistant to the Academic Dean presents each faculty member with an Extended Campus Faculty Handbook and explains library support services provided by the College to off-campus instructors. Faculty members are encouraged to develop alternative enrichment activities and to remind students that use of the Dalton College LRC may be necessary.

Involving faculty members in quarterly meetings to plan classes already scheduled should help alleviate most problems with off-campus courses. However, including faculty members in planning which courses to offer off-campus could further avert problems. *Thus, the committee proposes that all faculty members who have taught and who will be teaching off-campus courses be consulted before a decision is made to offer a course off-campus. Those instructors can help anticipate problems and plan for needed supplies, equipment, and library resources for those classes.*

The appointment of the Assistant to the Academic Dean, the newly developed off-campus catalog, and the quarterly meetings of off-campus faculty members should help correct problems with obtaining needed library resources and supplies. *Nevertheless, since some off-campus students note difficulties with completing library assignments, the committee proposes yearly assessments and student evaluations of off-campus courses to determine if students' problems with obtaining library resources are being resolved. Then, if students continue to have problems, the committee proposes the College consider alternative ways of furnishing off-campus students easier access to library resources.*

5.3 Instructional Support

Instructional support includes a variety of laboratories including nursing, chemistry, physics, biology, secretarial science, electrical, automotive, foreign language, and computer laboratories. Those laboratories are adjacent to their corresponding classes, making them easily accessible to students. Two of the three classroom buildings have computer laboratories. Seventy-four percent of the faculty members who have used laboratory equipment rated the equipment good or excellent, and 84.9% of the students rated the equipment as good or excellent in the Faculty and Student Surveys. Ninety-five percent of alumni were satisfied with classrooms and services that they used while attending Dalton Coll

Only 5% of the off-campus students surveyed had taken a course that required the use of laboratory equipment. Several of those students reported that laboratory equipment was unavailable or out of date. Since the survey of off-campus laboratory courses was conducted, the Assistant to the Academic Dean has been assigned to assist off-campus instructors to obtain needed supplies and equipment. Dalton College has purchased some additional laboratory equipment and has made it available to the off-campus sites. Also, faculty members have transported some equipment to off-campus sites to ensure the availability of proper laboratory equipment.

The library furnishes audiovisual equipment in campus classrooms at the request of individual faculty members. Those services include providing set up and pick-up for video cassette recorders; movie, filmstrip or overhead projectors; and cassette recorders. The library staff also provides transparencies, signs, and laminating services for the faculty members. In addition, the library makes audiovisual equipment available in the library for faculty members, students, or the community to use. The Faculty

Survey revealed that 65% of faculty members rated media service as good or excellent, and 17.3% rated it as adequate, with only 7.7% rating media service as poor or inadequate.

In Fall Quarter 1992, copy machines provided duplicating services in most buildings with two machines in some buildings. The services were rated by student, staff, and faculty surveys. Sixty-nine percent of the students rated copy/duplication service as good or excellent, and 23.8% rated it as adequate, with only 6.8% of the students rating copying service as poor or inadequate.

Staff and faculty surveys revealed some dissatisfaction with copying services. Forty-seven percent of the staff members surveyed rated copying services as good or excellent, 31% rated copying services as adequate, and 21% rated copying services as poor with some respondents requesting additional copiers. Fifty-eight percent of the faculty members rated copying services as good or excellent, 15% rated them as adequate, and 26.4% rated copying services as poor or inadequate. Eighty-one percent of the faculty members' comments related to obtaining a copier for Memorial Hall. In response to that concern, a copier was placed in Memorial Hall during Spring Quarter 1993.

In 1987, the Dalton College Studies Program was created to assist students in making the transition to college and to familiarize them with available campus resources. The Dalton College Studies course (DCS 101) provides students with strategies for achieving academic success.

Tutoring services are available to students and are being expanded. For example, a mathematics laboratory is located in Sequoya, and one part-time assistant with a bachelor's degree in mathematics and four student assistants staff that laboratory. The mathematics laboratory offers tutoring for all levels of mathematics courses taught at the College. A foreign language laboratory is staffed by a student aide 19 hours a week, and the computer lab is staffed by a full-time instructional laboratory assistant. Also, the coordinator of the Dalton College Studies Program is experimenting with a new program called Peer Tutoring. That service enhances instructional support by offering help to students in a variety of subjects such as general biology, anatomy and physiology, English, electronics, accounting, and study skills. The program expands as requests for tutors in new subject areas are received. Likewise, instructors may request student aides from the financial aid director. Those student aides may tutor for the instructor when the instructor is unavailable to help students.

The broad spectrum of laboratories and services, as well as the emerging Peer Tutoring program, reflects a commitment by the College to support instruction. Overall Faculty, Student, and Alumni Self-

Study Survey results indicate satisfaction with instructional support services. With the addition of peer tutoring, two copiers, and two new instructional services secretaries in 1992, the College demonstrates ongoing support for faculty members.

5.4 Computer Resources and Services

A challenge for education is to keep pace with rapid changes in today's technologies. Dalton College's goal is to provide computer services and support to allow students to succeed in whatever vocational, technical, or professional curricula they have chosen. Dalton College ranks in the top third (11 of 34) of University System institutions in its ratio of headcount enrollment to the number of microcomputers available. Dalton College's ratio is 8.42 students to every computer on campus (Resource Data Manual). Furthermore, all computers available for student use in computer laboratories used for instruction contain 386 or 486 CPUs.

According to the Comptroller, there is not a specific budget area for computer funding for academic or administrative use. All purchases of computer equipment in the last two years were made at the end of the fiscal year. That was because the state of Georgia was issuing budget cuts every four to six months that forced the Comptroller to hold funds until the end of the each fiscal year. Despite the budget problems over the past two years, Dalton College has kept pace with its computer needs.

In the academic area, the College has added two computer laboratories since 1989. One of the laboratories was a new addition, and the other updated an aging computer laboratory. The Division of Technical Education had major computer upgrades in the areas of Secretarial Science, Drafting, Electronics, Industrial Electricity, Auto Body Repair and Automotive Technology. Another addition to the Division of Technical Education was an IBM AS400 and 10 networked PS/2's. Table 5.4-1 summarizes the types and numbers of computers on campus available for student use. The library is in the process of computerizing its cataloging system, and already has computers that provide public access to CD-ROM databases for periodicals.

**TABLE 5.4-1
Computers Available for Student Use**

	486	386	286	XT	Apple II(e)	Mac	AS400
SEQUOYA BUILDING							
Computer Lab 1		32					
Computer Lab 2		31					
Reading Lab				2	4		
Medical Lab	0(1*)						
TECHNICAL BUILDING							
Auto Body Lab		1					
Auto Technology Lab	0(1*)						
Computer Lab	30						
Computer Op/Lab	1(10*)	1	5	11			1
Drafting Lab	8	5					
Electronics/Ind. Electronics	4(10*)	4	4	2			
Secretarial Science Lab	0(28*)	20					
Welding			1				
Miscellaneous Computer Lab				20			
LRC - Typing Room		5					
TOTAL (241)	93	98	10	35	4	0	1

* At the time data were compiled those computers were being purchased.

Source: Self-Study Committee Survey

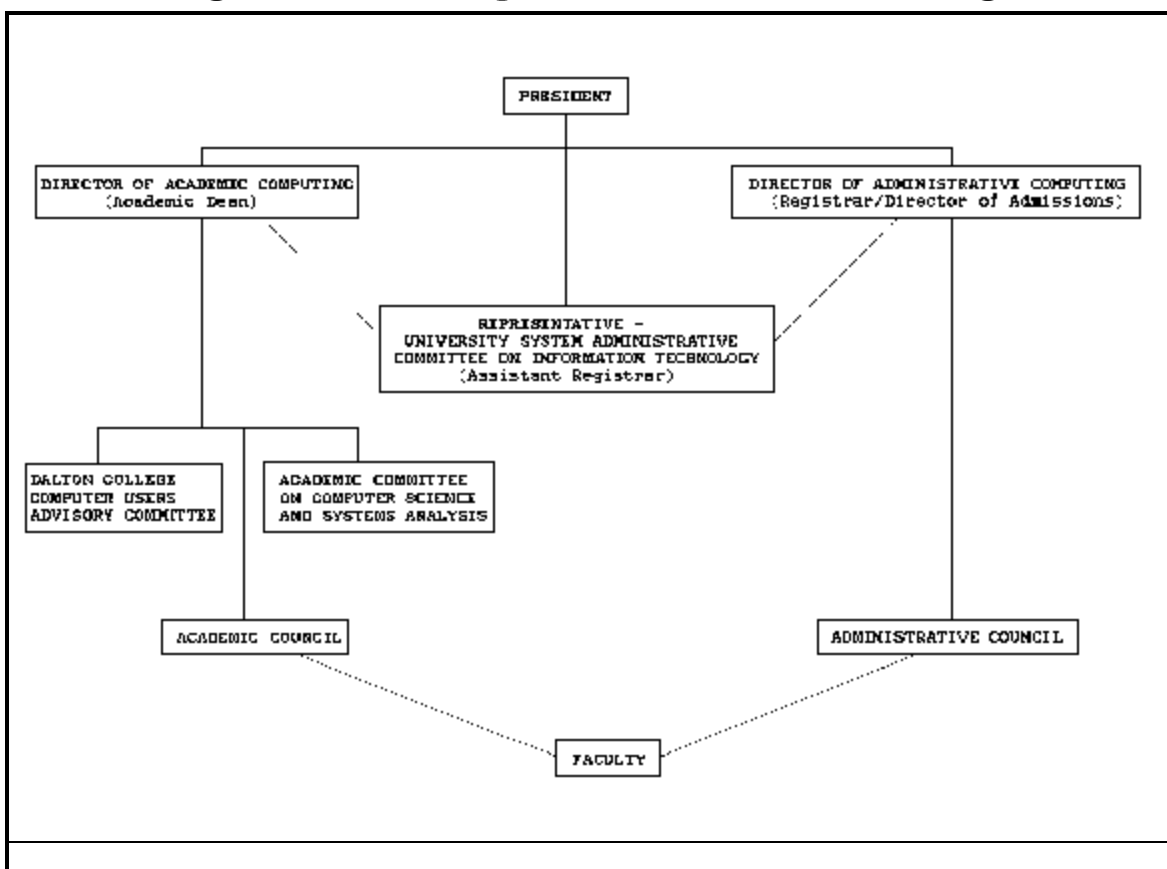
The increased needs for administrative computing led to the acquisition of a new mainframe, the TI 1500, and installation of fiber optic cable which will support the campus-wide network. Transfer of the existing fiscal and student record files from the earlier TI 990 to the current TI 1500 has begun and should be completed by June, 1993. A comprehensive new student records software package, developed by Georgia Tech for the University System and designed for the TI 1500, should be available to Dalton College by the fall of 1995.

The project to connect Dalton College to PeachNet is nearing completion campus wide. PeachNet is Georgia's connection to InterNet, the international computer networking system. The connection to PeachNet will enhance and expand the computing capabilities at Dalton College. As important as it is to communicate on a worldwide network, it will be just as important for local communication to take place. In a recent faculty survey, 75% of the faculty members responded that they had access to an on-campus computer either in their offices or in a computer laboratory. Since 37% of those faculty members indicated that they were not computer literate, some training seminars are now being offered. Within the next two years, 100% of the faculty members should have direct office access to a computer. Also, plans are underway to link administrative computing resources with faculty

computing resources to assist with more efficient advising and registration. *Therefore, the committee proposes that individual computers, appropriate software, and more extensive training be provided for faculty members. That training would provide faculty members with computer resources that would enable them better to assist and encourage computer use by their students and would enable faculty members better to assist students in advising and registration.*

Chart 5.4-1 illustrates the organization used to manage computer services at Dalton College. Division chairpersons, in cooperation with the Director of Academic Computing (Academic Dean), are responsible for acquisition of computers and related equipment for academic programs. The Hardware Specialist on the LRC staff is responsible for the maintenance and repair of all computing hardware on campus.

CHART 5.4-1
Organization of Computer Services at Dalton College



Dalton College is required to submit annually a three-year Electronic Data Processing (EDP) plan to the Board of Regent's Office of Information Technology. The EDP Institutional Representative (Assistant Registrar) and the Director of Administrative Computing (Registrar) write that document. The formal document, kept in the office of the Registrar, includes an "Overview of Computing," "Academic Computing," and "Administrative Computing at Dalton College." The plan includes current and projected computing needs. An ad hoc committee of computer users has met several times to discuss computing needs at the College. However, the present ad hoc committee has not kept minutes of its meetings. As a result, faculty members are generally unaware of the committee's purpose in helping to meet the computing needs on campus. Since virtually every department of the College is involved in computer use, it is *proposed that the committee schedule regularly announced meetings and distribute minutes of those meetings to the general faculty.* In order to assure effective planning, evaluation, and implementation of the committee's decisions or recommendations, it is *proposed that the members of the committee request advice and recommendations from those in their division or departments who are involved in computer-related instruction.* The current EDP Plan includes no formal planning or evaluation reports. On April 15, 1993, the Administrative Council adopted administrative policies for computing resources and established priorities for the use of computer laboratories. The committee suggests that those policies be evaluated regularly to ensure that academic and administrative needs are adequately served.

The schedule of the computer laboratories is handled primarily by two individuals, the Chairperson of the Division of Business Administration and Social Science and the Instructional Coordinator for the Division of Technical Education. Requests for use of the computer laboratories are submitted to either of those individuals for proper scheduling. If there are any conflicts in scheduling the computer laboratories, those administrators resolve such problems by consulting with the instructors involved in the conflict.

A key component to proper planning is knowing how the present computer equipment is being used. The Registrar keeps records of the number of students enrolled in computer courses. Computer lab assistants keep a record of the number of students using the laboratories during open laboratory periods. Those data are collected, but they appear not to be used for any planning process. The current EDP Plan does not quote any utilization data. Therefore, the committee suggests that those policies be

regularly evaluated to ensure a balance of the services among all user groups. Also, the committee suggests that records be kept to determine an accurate profile of computer resource use.

In the Student Survey, 49.2% of the respondents indicated that no course in their majors required the use of computers. Sixty-two percent of those respondents indicated that they have never been encouraged to take any computer courses. Those figures indicate that a large number of students are not being given even a rudimentary introduction to the use of computers. The survey also showed that 74.5% of faculty members do not require the use of computers in their classes, but that they do encourage students to make use of computer resources or to take a computer course. It is therefore suggested that procedures be established to encourage all students to make use of the computing resources found at Dalton College.

It is proposed that a brief introductory computer course be required for all Dalton College students. The course would be similar to the graduation requirement for first aid. An exemption to that course could be given if a student could document or demonstrate computer literacy.

**ACADEMIC SUPPORT COMMITTEE
RECOMMENDATIONS, SUGGESTIONS, AND PROPOSALS**

The Academic Support Committee recommends that

- R-12 a procedure be developed to ensure that evaluations are broadly based and that evaluation forms are regularly available to all library patrons, to ensure that the entire college community, including community users and West Georgia students, has an opportunity to participate in evaluating the LRC (p. 144).

- R-13 through the Library Committee, policies and procedures be implemented to solicit actively and regularly the involvement of faculty and staff members both in collection development and evaluation (p. 150).

The Academic Support Committee suggests that

- S-3 adequate personnel be provided to assure computer access to the full library collection (p. 149).

- S-4 the formal weeding policy be reviewed, revised, and implemented to be consistent with the current philosophy (p. 151).

- S-5 the administrative policies for computing resources and established priorities for computer laboratories be evaluated regularly to ensure that academic and administrative needs are adequately served (p. 163).

- S-6 policies regarding the EDP Plan be regularly evaluated to ensure a balance of the services among all user groups (p. 163).

- S-7 records be kept to determine an accurate profile of computer resource use (p. 163).

S-8 procedures be established to encourage all students to make use of the computing resources found at Dalton College (p. 164).

The Academic Support Committee *proposes* that

P-18 the library budget be examined and increased to keep up with the inflationary costs of materials (p. 149).

P-19 a current inventory of the library collection be completed as planned by staff (p. 151).

P-20 the Library Committee study the possibility of rescheduling and increasing the library's hours of operation and present its recommendations to the faculty (p. 154).

P-21 all faculty members who have taught and who will be teaching off-campus courses be consulted before a decision is made to offer a course off-campus. Those instructors can help anticipate problems and plan for needed supplies, equipment, and library resources for those classes (p. 157).

P-22 yearly assessments and student evaluations of off-campus courses be made to determine whether students' problems with obtaining library resources are being resolved, since some off-campus students expressed difficulties with completing library assignments. If students continue to have problems, the committee proposes that the College consider alternative ways of furnishing off-campus students easier access to library resources (p. 157).

P-23 individual computers, appropriate software, and more extensive training be provided for faculty members. That training would provide faculty members with computer resources that would enable them better to assist and encourage computer use by their students and would enable faculty members better to assist students in advising and registration (p. 161).

P-24 the ad hoc computer users committee schedule regularly announced meetings and distribute minutes of those meetings to the general faculty (p. 162).

P-25 the members of the ad hoc computer usage committee request advice and recommendations from those in their division or departments who are involved in computer-related instruction (p. 163).

P-26 a brief introductory computer course be required for all Dalton College students. The course would be similar to the first-aid graduation requirement. An exemption to that course could be given if a student could document or demonstrate computer literacy (p. 164).

STUDENT DEVELOPMENT COMMITTEE

Faculty and Staff Members

Ann Taylor, Ed.S., Chairperson and Editor
Instructor in Secretarial Science

Michael Hoff, Ph.D., Deputy Chairperson
Associate Professor of Psychology

Gayla Ashworth
Payroll and Personnel

Jane Clark
Continuing Education Conference
Facilitator for Business and Industry

Larry Clifton, Ph.D.
Assistant Professor of Speech & English

Kennie Darnell
Continuing Education Conference
Facilitator for Satellite Marketing

Donna Gibson, M.S.
Instructor in Nursing

Randall Hollingsworth, M.Div.
Instructor in Speech

Marilyn Lary, Ph.D.
Librarian

John Lugthart, Ph.D.
Assistant Professor of Biology

Kim Robinson, M.S.
Mathematics Studies

Jacqueline Stanley
Associate Comptroller

Thomas Veve, Ph.D.
Assistant to the Academic Dean

Gail Womac
Admin. Assist. - Technical Division

Community Resource Persons

Mr. John Campbell
Business

Mr. Eddie Miller
Business (Alumnus)

Mr. John D. Tice
Business

Campus Resource Persons

Ms. Carey Craig
Part-time Instructor in
Developmental English
Part-time Director of Alumni Affairs

Ms. Sylvia Graves
Director of Financial Aid

Ms. Ann Johnson
Director of Student Activities

Ms. Reba Olsen
Counselor/Evaluator

Ms. Christie Price
Temporary Instructor of

Psychology
Coordinator of Dalton College

Temporary Instructor in

Dr. Derrell Roberts
President

Steering Committee Liaison

Ms. Joy Carrier
Assistant Professor of Secretarial Science

Institutional Effectiveness Liaison

Dr. James Adams

Assistant Professor of Biology

5.5 Student Development Services

5.5.1 Scope and Accountability

Student development services are essential in enabling the College to fulfill its purpose of providing educational experiences that will improve the cultural, physical, professional, vocational, and productive life of students. One goal of Dalton College is to maintain a balance in the variety of activities available to students. The following list of recent events includes a few of those many activities showing how the goal is met:

College Bowl

Fine Arts field trip to the High Museum of Art in Atlanta

Southeastern Indian Conference

Alumni Golf Tournament

Year-long Intramural Activities

Visit by U.S. Senator Sam Nunn

Lecture from former U.S. Ambassador to the U.S.S.R., Jack Matlock

Counseling Center Staff Self-Image Improvement Program

Fall and Spring Quarter Cook-outs

Model U.N. Trip

Student Awards Day

Contracted Entertainers

Automotive Technology field trips

Career Fair

A complete list of recent events held for the purpose of student development is in the current Dalton College Student Development Services Annual Report published annually by the Dean of Students.

The Student Development Services staff have identified the following goals as consistent with student needs:

Goal I

To provide Student Development Services of demonstrably high quality which meet the needs of enrolled students, and to evaluate those programs and services continually.

Goal II

To improve the Student Development Services program in order to sustain a conducive learning environment for students on campus, and to increase student satisfaction with student services.

Goal III

To assist in increasing the College's student retention rate.

Goal IV

To increase the quality of communications and interactions with faculty and staff.

Goal V

To increase communication with people throughout the Dalton College service area about the quality of programs offered to students.

Those goals and related objectives have been developed through bi-weekly staff meetings; through recommendations from the Student, Faculty, Staff, and Alumni Surveys; and through feedback from students through the Student Affairs Council and various clubs. The goals are published in the Student Development Services Goals and Objectives Manual.

Student Development Services activities include personal, social, educational, and vocational counseling; personal and career assessment; freshman orientation; alumni relations; student center services; financial aid; veteran services; student governance; job placement; and student activities. Those services are co-ordinated by the Dean of Students.

Each new student, faculty member, and Student Development Services staff member receives a Catalog which is updated at least biannually. A description of the policies and procedures relating to

student services is in the 1992-93 Catalog(pp. 34-39). Policies and procedures dealing with student rights, conduct, and activities are on pages 43-71 of the Catalog.

Student Development Services is headed by the Dean of Students whose administrative position is parallel to that of the Academic Dean, the Comptroller, and the Registrar/Director of Admissions (Chart 6.1-1). Without exception, all Student Development Services positions are filled by individuals having the appropriate academic preparation and experience consistent with requirements for their positions. Credentials are on file in the office of the Dean of Students.

Off-campus cooperative degree programs at Pickens Technical Institute in Jasper, Georgia, and Walker Technical Institute in Rock Springs, Georgia, offer interested students an opportunity to earn cooperative degrees granted jointly by those institutions and Dalton College. Pickens Technical Institute and Walker Technical Institute provide on-site student services in addition to the Dalton College campus student services (Extended Campus Credit Courses Catalog).

Selected courses based on projected student enrollment offer students in appropriate locations (Calhoun High School, Ridgeland High School, and the Catoosa County Courthouse) convenience in taking classes. Students from those areas may also take classes at the Dalton College campus and may use student services on the campus.

The Assistant to the Academic Dean advises students at off-campus sites about counseling services, financial aid opportunities, and other appropriate student development services. Staff members from the Assistant to the Academic Dean's office travel to the off-campus sites to advise and register students, to collect fees, to provide textbooks and materials, and to assess student needs. The Extended Campus Credit Courses Catalog lists additional services provided to all students in off-campus programs.

The Dean of Students' staff publishes a record of activities in the Student Development Services Annual Report that includes results of formal surveys. In addition, staff meetings are held bi-weekly; minutes of those meetings are kept in the Dean of Students' office. All financial aspects of Student Development Services are audited by the State and Federal auditors as required, and the Veteran's Administration reviews the Veterans Affairs area. Internal evaluations are held regularly. The Counseling Office conducts surveys during each school year. Results are used to make adjustments and to set priorities based on expressed student needs. The Student Affairs Council reviews each club or

organization during the budgeting process to determine how funds are to be allocated based on the previous year's activity.

The results of those evaluations are used to enhance, revise, or expand the student development services. As a member of the Administrative Council, the Dean of Students presents plans and recommendations involving Student Development which become a part of the College's planning and evaluation process.

5.5.2 Resources

Two different budgets must be developed each year for Student Development Services at Dalton College because funds for that department come from two sources. First, state appropriations for personnel, equipment, travel, and supplies to support the state-funded positions are budgeted. Second, student activity fee revenue for all activities (educational, cultural, recreational, and social) and supplies related to the student activities program are budgeted (Policy Manual, Sections 702.03 and 705).

The institutional planning and budgeting process described in Section 6.3.3 is used for the allocation of all state appropriated funds for Student Services. Additionally, the Dean of Students administers a separate budget development process for allocation of student activity fees with assistance from the Director of Student Activities. Student Government officers also participate in the allocation of funds from student activity fees through their membership in the Student Affairs Council (Student Development Services Annual Report, August, 1992, pp. 13-20).

The Student Development Services staff members are encouraged to participate in workshops, seminars, and classes to keep their skills relevant to the needs of students. Subsequent sections of this report will show that although there is a need for additional personnel, all other resources for Student Development Services are adequate and meet predetermined needs. Recommendations addressing the need for additional staff members in Placement Services, in Financial Aid, and in Student Activities are presented in Section 5.5.3.1, in Section 5.5.3.2, and in Section 5.5.3.6.

The large, attractive Student Center contains the Bookstore, the Counseling Center, the Public Safety Department, the Campus Grill, game rooms, and all student services offices. The structure is a common and convenient gathering place for students. Game rooms and all necessary equipment for pool, table tennis, and video games are located on the upper level. On the lower level, typewriters, television

sets, and a copy machine are available. Comfortable furniture allows students to form small groups between classes. A spacious commons area accommodates the varied special activities that are available through student services. Decks outside the Student Center and gym are used for several annual outdoor events. An outdoor grill was added during the 1990-1991 school year.

5.5.3 Programs and Services

5.5.3.1 Academic Advising, Counseling and Career Development

The one-on-one advisement process at Dalton College is one of the institution's major strengths. The advising, counseling, and career development process begins with an orientation program for all entering students during the registration session prior to each academic quarter. In both the day and the evening sessions, orientation is designed to inform students about programs of study, services, and activities available at Dalton College.

The effectiveness of the student orientation program was evaluated in the 1992 student and faculty surveys; the results are shown in Table 5.5.3.1-1. Ninety-six percent of the students and 94.3% of the faculty members who responded to the survey rated the orientation program as adequate or better.

TABLE 5.5.3.1-1
Effectiveness of the New Student Orientation

	Excellent	Good	Adequate	Poor	Inadequate
Students (N = 132)	21.9%	52.3%	21.9%	2.3%	1.5%
Faculty (N = 53)	16.9%	47.2%	30.2%	3.8%	1.9%

Source: 1992 Student and Faculty Surveys

Academic advisement is considered a central part of the educational experience of Dalton College students. During each quarter's registration, entering students are assigned to advisement teams based on their declared programs of study. Each student meets with a full-time faculty member on the

advisement team, and together they select appropriate courses for the student's first quarter. In most divisions, that faculty member then serves as the student's academic advisor during subsequent quarters. At the time of advisement, the Admissions Office provides advisors for each student a folder containing information necessary for effective advisement. Included in the folder may be SAT/ACT scores, high school averages, College Preparatory Curriculum evaluation, college placement test results (CPP and/or CPE), demographic data, and other necessary information, depending upon the student's admission status. Students who change programs of study or request a change of advisor are reassigned to advisors by the secretary to the Academic Dean, although a student may elect to retain the original advisor. New students who register late are served by an advisement team led by the Director of Admissions and, if pursuing degrees or certificates, are later assigned to individual advisors in the appropriate areas of study.

Continuing and returning students have two opportunities to register for each quarter's classes: either during an advance registration period, which occurs during the seventh week of each quarter, or at regular registration, which occurs the day before a new quarter's classes begin. Prior to registration each quarter, continuing and returning students must meet with their faculty advisors to plan course schedules. Students must have their general information and advisement sheets signed by an advisor in order to register for classes. Advisors are required to provide meeting times during both the day and evening in order to serve the needs of all students. Advisors not only plan course schedules with their advisees but also monitor the students' academic progress and help the students plan and achieve appropriate educational goals.

During faculty orientation, new faculty members receive an advisement notebook containing guidelines, goals, and general information about academic advisement as well as policy guidelines from the Financial Aid Office, the Developmental Studies Program, and the Policy Manual, Section 308. Amendments and revisions to that notebook are made annually. The Faculty Handbook states the duties and responsibilities of academic advisors (Section III.A).

The advisee loads of faculty members in the different divisions and programs during Fall Quarter 1992 are presented in Table 5.5.3.1-2. The average number of advisees per advisor by division ranged from 4 to 63, with the heaviest load occurring in the Division of Nursing. However, the advisee load in the Division of Nursing is more evenly distributed among the faculty members than is the load in several of the other divisions, such as the Division of Natural Science and Mathematics and the Division of Technical Education. In the latter two divisions, there was a maximum load of 116 and 132 advisees,

respectively. Faculty members with heavy advisee loads were interviewed. Nearly all of those faculty members were of the opinion that advising a high number of students, though time consuming, did not affect the quality of advisement. Only two faculty members indicated that, on rare occasions, time constraints may adversely affect the quality of advisement of a few students.

TABLE 5.5.3.1-2
Faculty Advisee Loads for Fall Quarter 1992

DIVISION/PROGRAM	NO. STUDENTS ADVISED	NO. FACULTY	AVERAGE NO. STUDENTS/ADVISOR	MAXIMUM NO. STUDENTS/ADVISOR
Business Administration/ Social Science	823	20	41.2	90
Developmental Studies	165	5	33.0	52
Humanities/Fine Arts	199	15	13.2	28
Natural Science/Mathematics	483	13	37.2	116
Nursing	565	9	62.8	83
Physical Education	13	3	4.3	6
Technical Education	648	17	38.1	132

Source: Registrar/Director of Admissions

The 1992 student, faculty, and alumni surveys evaluated the effectiveness of the academic advisement process. The results of the student and faculty surveys are presented in Table 5.5.3.1-3, and the alumni survey results are shown in Table 5.5.3.1-4. The surveys indicated an overall satisfaction with the academic advisement process.

TABLE 5.5.3.1-3
Effectiveness of the Academic Advisement Process

	Excellent	Good	Adequate	Poor	Inadequate
Student (N = 186)	30.1%	37.1%	22.6%	6.4%	3.8%

Faculty (N = 54)	9.3%	55.5%	31.5%	3.7%	0.0%
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Source: 1992 Student and Faculty Surveys

TABLE 5.5.3.1-4
Effectiveness of the Academic Advisement Process

	Very Satisfied	Satisfied	Dissatisfied	Very Dissatisfied
Alumni (N = 95)	30.1%	49.5%	16.1%	4.3%

Source: 1992 Alumni Survey

Dalton College provides personal and academic counseling services for students as well as career development programs through the Counseling and Career Development Center. Additionally, services of various types are available to prospective students, faculty, staff, and alumni.

Academic, career, and personal counseling are the responsibility of the Director of Counseling and the Counselor/Evaluator. The resumes of those individuals, on file in the Dean of Student's Office, indicate that both are well trained and have appropriate degrees and experience in counseling activities. The Director of Counseling is responsible for the day-to-day operation of the Center, as well as for a variety of counseling and career exploration services, and activities to improve study skills. The Counselor/Evaluator position is currently funded by federal monies administered through the Department of Technical and Adult Education (DTAE) to serve disadvantaged students in Technical programs. To meet the needs of that group more fully, the Counselor/Evaluator uses exit interviews, withdrawal and leaver surveys, notification of special services, and job development.

Dalton College Counseling Center Declaration of Practice and Procedures provides information to students and staff members on all aspects of counseling services. Those services include personal counseling, career exploration services, group seminars and workshops, study skills assistance, and test administration and assessment. In addition, a variety of tests can be administered by the Center in the

appropriate circumstances, including CLEP examinations, career interest inventories, and vocational assessments. For the convenience of day and evening students, the Counseling and Career Development Center is open from 8:00 a.m. to 6:00 p.m., Monday through Thursday; 8:00 a.m. to 5:00 p.m. on Friday; and by appointment after hours if necessary.

The Counseling Center receives referrals from a variety of sources. While many students come to the Center of their own accord, many others come to the Center through referral from faculty, staff, parents, friends, and others interested in their well-being. Students receiving counseling for personal or social concerns are seen individually by the Director or the Counselor/Evaluator. Since the Counseling Center does not provide long-term, intensive therapy, students with needs for such services are referred to appropriate local mental health agencies, to individuals (psychiatrists, psychologists, or counselors), or to institutions for appropriate care.

The Counseling Center staff members believe that a facilitative relationship is best for the change and growth that is most beneficial to students. In order to maintain confidentiality, the counseling staff adheres to the Ethical Standards of the American Counseling Association (Dalton College Counseling Center Declaration of Practices and Procedures, p. 2). Students are informed of the policies of confidentiality in the Initial Contact Sheet.

Students wishing to improve their study skills may also receive assistance from the Counseling staff. Services include personal counseling and a computer-assisted study skills program, CASSI-GT. Helpful tapes, books and pamphlets are also available. Dalton College Studies 101 (1992-93 Catalog, p. 187), taught by volunteers from the faculty and counseling staff, also provides help with study skills as well as with personal adjustment (Dalton College Counseling and Career Center Annual Report 1991-92).

The staff regularly surveys students and responds to their requests for new programs and services. For example, in the 1991-92 academic year, a series of self-image improvement seminars called R.E.S.P.E.C.T. was presented in response to student-identified needs. Additionally, students are surveyed to determine how they perceive the quality of services offered by the Counseling and Career Development Center. In January, 1992, the Counseling Center distributed a survey to 100 students who had used the Center in order to assess the effectiveness of the program. Of the students who responded, 18 of 19 (95%) reported that the quality of service was "excellent" or "good"; 18 of 19 (95%) said they got the kind of service they expected; 15 of 17 (88%) responded that almost all or most of their needs had

been met; 11 of 13 (85%) said they were either "very satisfied" or "mostly satisfied" with the service they had received. The 1991-92 Student Development Services Annual Report indicated that the Counseling and Career Development Center would use the survey results in planning future programs.

The operation of the Career Development Center is an important activity of the counseling staff. In addition to personal counseling related to career issues, a variety of resources is available to help students explore career interests. Career planning, career testing, and career information are all readily available to students, alumni, and potential students. Those various resources are described in the 1991-92 Catalog (p. 34).

A typical plan of career exploration includes three to four sessions with a counselor which encompasses (1) initial interview, (2) self exploration/test administration, (3) career-exploration/test interpretation, and (4) development of an educational/career plan. A number of books, tapes, and pamphlets describe the process of career exploration and specific careers. The Center has copies of The Occupational Outlook Handbook and a variety of other resources which allow students to gain a realistic perspective on preparation for, demands of, and prospects for employment in given career areas. One of the popular career resources is the computer-based DISCOVER program, designed to help students investigate the variety of careers available to them consistent with their interests.

The Counseling and Career Development Center is involved in the Career Happenings for Interested Parents who are Single (CHIPS) Program, newly renamed New Connections, A Program for Single Parents and Displaced Homemakers. That grant-funded program is operated by the Dalton Vocational School of Health Occupations. For several years part of the funding of the Counselor/Evaluator position was through the CHIPS program, and that staff member was substantially involved with the management and scheduling of the program. However, for the last two years there has been no funding of the Counselor/Evaluator position from the New Connections Program, although the Counseling Center still provides consultation and workshops for the program.

According to Dalton College Counseling and Career Center Annual Report 1991-92, the Center served a total of 482 individuals in different areas of counseling, totaling 1,062 interviews. There were 794 tests administered and a total of 101 presentations made to 4,591 people in a variety of areas (DCS 101 classes, classroom presentations, special interest presentations, and school and community presentations).

The results from the Student Survey indicate that 30.1% of the students responding used the Counseling and Career Development Center; however, almost an equal number either had never heard of the offices or did not know what resources existed there. Therefore, it is suggested that the Counseling and Career Development Center develop techniques for increasing the visibility of the Center to increase awareness of the services offered by the Center for students, alumni, and employers.

Of all the students responding to the Student Survey who used the Center, 49.0% had taken advantage of career exploration services, while fewer used personal counseling (25.0%), study skills (16.3%), or other (5.8%) services offered by the Center. The overwhelming majority of students indicated that the quality of services was either "excellent" (43.2%) or "good" (37.0%), and that "all" (30.0%) or "most" (55.0%) of their expectations were met.

The Placement Office at the College is a center for gathering and disseminating job information. Currently, information is posted by personnel whose primary responsibilities are in other areas of student services. Specific activities associated with job placement, such as resume writing, interview techniques, job hunting, and Career Fairs, are now organized through the Career Center.

Even though the Placement Officer position is identified in the Faculty Handbook (Section II.C.4), placement services are being handled on an ad hoc basis by the Financial Aid Office; therefore, placement services are available only on a limited basis to students, alumni, and others associated with the College. Because placement services provide connections to the local community for students who are seeking employment, and because 42.2% of the Dalton College students responding to the Student Survey are pursuing a career degree or certificate, full-time placement services are needed. To be consistent with the purpose statement of the college and the needs of the student body, it is recommended that a Placement Coordinator be hired to coordinate placement activities.

5.5.3.2 Student Government, Student Activities, & Publications

Students at Dalton College play an important role in the institution's decision-making policies. An active Student Government elected by students allows the students' opinions to be heard and considered. The College's official statements encouraging student involvement in institutional governance and decision-making are listed in the 1992-93 Catalog (pp. 56-64), which is made available to all students, faculty members, and staff members. Students have an active role in decision making

through evaluation of courses and services, through interaction with faculty and staff members, through participation in clubs and organizations, in the election of candidates to represent the student body through campus-wide elections, and with the inclusion of two students on the Academic Council

The Student Affairs Council is the administrative body for the student government at Dalton College. It is comprised of the Dean of Students (chairperson), the president of the student body (elected from the student body and serving as vice-chairperson), the vice-president of the student body, and nine students elected at large by the student body to serve as senators for the academic year. In addition, the Academic Dean, the Associate Comptroller, the Athletic Director, the chairperson of the Fine Arts Subcommittee, the Director of Student Activities (who serves as secretary), and two faculty members elected through nomination from the Committee on Committees also serve. Standing committees that are also a part of the Student Affairs Council include Fine Arts, Traffic, Publications, Student Center Committee, Athletic, and an ad hoc Committee for Divisional Proposals. The minutes of the Student Affairs Council meetings are approved by the faculty members; however, the college President has ultimate discretion in approving any decisions made by the Student Affairs Council. The Constitution of the Student Body of Dalton College is approved by the college President and the Board of Regents of the University System of Georgia. The purpose of the Student Affairs Council is to help formulate just and proper regulations pertaining to wholesome student government and to assist those persons designated to enforce the regulations. The Student Affairs Council assists Student Activities in a manner that should result in the greatest possible advantage and satisfaction to each individual student and to the college as a leading institution of the community (Catalog, p. 58).

The Student Affairs Council has four major functions: to accept, discuss, and present to the student body relevant matters of interest; to propose budgets; to charter student organizations; and to establish policy related to Student Activities. The varied activities of the Student Affairs Council include the following: approval of the Student Activities budget, guidance through voice and vote in student government affairs, approval of new programs and events through divisional proposals, and input from faculty and staff members into program planning.

It is the College's goal to maintain a balance in the variety of activities available to students through the Student Activities office. Offerings vary each year, depending upon student interest, resources, and available facilities. Information concerning student activities may be found in the Student Development Services Annual Report, June 1991 and in the Student Development Services Annual Report, August 1992. Those activities are promoted at student orientation, through the use of signs and

posters on campus bulletin boards, with chalk messages on sidewalks, campus calendars, student publications, and by the Visors¹. Through the Student Center Committee, the student body and faculty members are treated to a variety of entertainment features, educational presentations, career seminars, and food-fests. That committee successfully enhances student life in and around the Student C

Clubs such as Phi Theta Kappa (honor society), the Photography Club, the Environmental Club, and the Secretaries Club provide important functions for students in areas of their interests. A complete list of clubs is in the Catalog (p. 65). In addition to clubs, the College also provides intramural athletics, cultural, and social activities. The Fine Arts Committee plans and brings cultural events to the campus. The policy stating, "Admissions policies, activities, services, and facilities of the College do not exclude any person on the basis of race, color, age, sex, religion, national origin or physical handicap," is in the Catalog (p. 9) and is actively observed.

The Student Activities personnel are diligent in planning activities of interest to students; for example, the Environmental Club sponsored two events using speakers from the United States Forest Service. Activities during Winter Quarter 1993 included a field trip to the Natural Science Museum in Atlanta, the Transfer College Fair, a live jazz concert, and scuba diving classes. For the working student who must attend early classes, there is a quarterly "Early Bird Donut Breakfast." A sub sandwich or hot dog supper is provided for the evening students each quarter. When the committee recognized that students attending evening classes in the Technical Building do not have time to go to the Student Center, arrangements were made to have events set up in that building as well. During registration and final exams, soft drinks and snacks are provided at several locations on campus. Additionally, during club membership registration held quarterly, all students are given free pizza in the Student C

In the Student Survey, 74.3% of those over age 25 stated that the activities were not appropriate to their needs. In addition, working students indicated a preference for food and family-oriented activities. *Therefore, it is proposed that the College assess needs of non-traditional students and implement strategies to improve support and activities for them.*

Increasing enrollment and increased student awareness and use of the programs now available through student activities reflect a need for expanded services to students. Additionally, night students, off-campus students, and non-traditional students have unique needs that are presently being met on

¹ Visors are students who are trained to conduct campus tours, assist visitors, and plan and implement social events ;

a minimal basis; therefore, it is recommended that additional personnel resources be allocated to the student activities program to satisfy those increased demands.

Officers and advisors of all clubs and organizations are responsible for following College policies and rules which are clearly outlined in the Catalog (pp. 66-69). The Dean of Students is responsible for reviewing the activities of all student organizations to determine whether they are acting in compliance with College regulations.

Student Development Services provides two publications, the Student Handbook included as a section in the Catalog (pp. 33-71), and The Road Runner magazine produced quarterly by and for the students of Dalton College. Both publications at Dalton College contribute to the establishment and maintenance of responsible expression. The College honors the right of free and open expression but requires that a disclaimer for expressed opinions be published in each edition of The Road Runner magazine. *It is proposed that the same disclaimer for expressed opinions appear in the publications section of the Catalog (p. 62, Section 3.5).*

The name of the Publications Committee, whose function was to serve as Editorial Board for The Road Runner, has been changed to the Literary Committee. The Literary Committee at Dalton College serves as an advisory board to the student editor. The Committee consists of six student volunteers, the Director of Student Activities as staff advisor, a faculty advisor, and five additional faculty members.

5.5.3.3 Student Behavior

Dalton College has a clear and comprehensive policy regarding student rights and responsibilities. Those policies are found in pages 43-55 in the Catalog. The sections include policies on Student Conduct Code, Disruptive and Obstructive Behavior, Disciplinary Procedures, Rights of Student Defendants Before the Disciplinary Committee, and Drug Use. Each new student receives a Catalog which answers all questions pertinent to discipline issues. The language is direct and clear.

The Dean of Students oversees student discipline, while the Academic Dean regulates scholastic procedures. Both Deans are readily available to students for consultation regarding disciplinary matters and, with the faculty members, stand ready to help in any predicament that may arise. The Discipline Committee, which is composed of seven members (four faculty members and three students) as described

on p. 49 of the Catalog, holds a student hearing if necessary. Appellate procedures, as described on page 50 of the Catalog, are available to all students.

5.5.3.4 Student Records

Dalton College maintains permanent records for all students who are or have been enrolled in credit classes. Those permanent records are updated quarterly and are stored in the Registrar's Office vault. A microfilm copy of the records is maintained in a safety deposit box at Wachovia Bank, Dalton, Georgia.

In addition to the academic records, a student folder containing the student's application to Dalton College, transcripts from all institutions previously attended, admissions and placement test scores, and medical information is kept in the Registrar's Office. Disciplinary files, counseling files, financial aid records, and veterans affairs records are kept in the Dean of Students' Office (Table 5.5.3.4-1).

The College ensures the physical security of its student records through the use of microfilm, disks, diskettes, fireproof vaults, and file cabinets. Folders for current and non-current credit students containing general information are filed in the Registrar's Office. After five years, non-current student folders are stored in the file room located in the Registrar's Office. After ten years, the contents of the folders are microfilmed and shredded.

The Division of Continuing Education maintains course records for all non-credit programs. Additionally, the Registrar's Office maintains permanent records of CEU's earned for Continuing Education Category I students. Each program file contains a list of participants registered for a specific program. Computer-generated records are backed up quarterly on disks and are stored in the vault in the Registrar's Office. All non-credit student files are secured permanently in file cabinets in the Division of Continuing Education's storage spaces.

Additional supplemental student records are kept as follows:

(1) Adult Literacy Records are maintained in a locked office in the Technical Building and in the offices of the Dalton, Whitfield, and Murray County Adult Learning Centers

(2) Federal Job Training Partnership Act (JTPA) Program Records are maintained in the Office of the JTPA Coordinator

(3) Management Information Systems (MIS) Records are maintained for participants registered in the Division of Technical Education and participants registered in certain Division of Continuing Education programs as described in Section 4.3. The credit MIS records are housed in the Division of Technical Education Administrative Office and are backed up on disks. The non-credit MIS records are housed in the Division of Continuing Education Office and are backed up on disks which are stored in the vault in the Registrar's Office.

Any student who is or has been in attendance at Dalton College has the right to inspect and review his records within a reasonable period of time. The College must respond within 45 days after receiving the request. Dalton College has a local administrative policy based on the Family Educational Rights and Privacy Act of 1974 (Catalog p. 2). The policy identifies the types of student records kept, the governing official responsible for them, and the persons who may have access to them (Table 5.5.3.4-1).

TABLE 5.5.3.4-1

Types of Student Records

TYPES OF STUDENT RECORDS	RESPONSIBLE OFFICIAL	OTHER COLLEGE PERSONNEL WHO HAVE ACCESS	PURPOSE OF ACCESS
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<u>Permanent Academic Record</u>	Registrar	Academic Advisors College Administrators Office Staff	Advisement Counseling Maintaining & Updating
<u>Student Folders</u> Application, transcripts with evaluation, admissions and/or placement test scores and related correspondence, student's medical information	Registrar	Academic Advisors College Administrators Office Staff Counselors	Advisement Counseling Maintaining & Updating
<u>Disciplinary Files</u> Established for students who have been duly notified of alleged charges and subsequent administrative or discipline committee action	Dean of Students	Dean of Students	To render fair and just decisions for encouraging exemplary conduct on campus
<u>Counseling Files</u> CPE Scores, SAT/ACT Scores, CPP Scores, interview summaries, individual test scores for students tested for counseling purposes	Counselor	Office Staff	Counseling maintenance and updating
<u>Financial Aid Records</u> Application, needs analysis, grade reports, college work supervisor's evaluation sheet, correspondence, budget sheets, invoice file for vocational rehabilitation students	Director of Student Financial Aid	Office Staff	To administer financial aid in accordance with established policies, procedures, and regulations, maintenance and updating
<u>Veterans Affairs</u> Certification of enrollment, attendance records on Vo-Tech certificate program, correspondence, and tutorial assistance	Veterans Coordinator	Office Staff	To ensure that veterans and dependents of veterans receive due benefits, maintenance and updating
<u>Advisee File</u> Grade reports, interview and conference notes, CPE test results, SAT/ACT scores, transcripts, notes on progress toward graduation and/or career objective, related correspondence. Additional information for Nursing students, birth certificates, clinical evaluation and medical report	Academic Advisor	Academic Advisor Counselor	Advisement in meeting student's academic objective

Source: Registrar/Director of Admissions

Policies governing information that is part of the permanent record of each student and policies for the retention and disposal of records are found on page 61A in the Board of Regents of the University System of Georgia's Retention and Disposal Manual (Table 5.5.3.4-2).

**TABLE 5.5.3.4-2
Student Records**

Application #	Description	Disposition
72-168	DENIAL OF APPLICATION FOR ADMISSION AND NO SHOW FILE. The series consists of denied applications, admission with recommendations, evaluations, and correspondence.	Cut off at the end of each academic year; transfer to local holding area; hold 1 year; then destroy. APPROVED: 06/09/72
72-169	PERMANENT ACADEMIC RECORDS. The file consists of official transcripts for each student. Recorded on the record are courses taken, grades received, credits awarded, degrees conferred. Those should be maintained in a file separate from the folder file or other file of non-permanent value.	CURRENT FILE: Maintain permanently in file; move to non-current file after 6 quarters have elapsed after student was last enrolled. NON-CURRENT FILE: Microfilm cards should be placed in non-current file and sent security copy of film to the State Archives, a bank safe, or deposit box. Maintain original file permanently in local holding area. APPROVED: 06/09/72
71-170	STUDENT FOLDER FILES. The file consists of each student's application files for admission, high school transcripts, enrollment of student; transfer to local schedule approvals, aptitude and achievement test reports, tuition deposits, and other related documents and correspondence.	Cut off at the end of each fiscal year; hold in application files area during period of enrollment of student; transfer to local holding area; hold 10 years; then destroy. APPROVED: 06/09/72

5.5.3.5 Residence Halls

Not applicable.

5.5.3.6 Student Financial Aid

Dalton College's financial aid program is directed toward the entire student population. Financial aid programs "provide financial assistance to students who, without such aid, would be unable to attend college." (Dalton College Student Development Services Manual, 10/90, p. 51)

Student aid is provided in the form of grants, campus employment, loans and scholarships. The Financial Aid Office awards the following types of financial aid: federal and state monies, funds provided by the Dalton College Foundation, and private outside funding. The Job Training Partnership Act (JTPA) provides funding for a special program housed in the Division of Technical Education. Students who qualify for that kind of financial support are referred directly to the JTPA Coordinator. The JTPA program is explained in the Continuing Education section (Dalton College Self-Study 1993, Section 4.3).

Students receive financial information from the staff in the Financial Aid Office, but students are referred to the Financial Aid Office by all levels of Dalton College personnel: staff in the Registrar's office, members of the instructional faculty, supervisors of student assistants, etc. The Registrar's Office maintains a toll-free number to provide information to all persons in the service area. For off-campus classes, a staff member from the office of the Assistant to the Academic Dean accompanies faculty members to the first class meeting to answer any questions about financial aid, admissions, or business office matters.

Financial support offered by community groups and/or individuals has increased steadily in recent years. Such monies are accepted by Dalton College and are made available to the Financial Aid Office which co-ordinates financial aid awards. State and federal awards have increased steadily since 1987 (Dalton College Student Development Services Annual Report, 1990-1991 and 1991-1992).

Financial Aid records are audited during the annual University System of Georgia auditors' visit, usually in the late spring or early summer each year. In order to comply with federal guidelines, the College's policy for verifying satisfactory academic progress by those receiving aid was amended in 1991 (Student Development Services Annual Report, 1990-91, p. 26). In addition, as part of the admissions process, those applicants who have not graduated from high school, but who have applied for admission to the College's certificate programs, are evaluated for their "ability to benefit" from the Dalton College program before financial aid is awarded. (Student Development Services Annual Report, 1991,

The Director of Financial Aid processes financial aid applications and awards funds for federal and state assistance as well as Dalton College scholarship funds. Table 5.5.3.6-1 summarizes financial assistance for the 1991-92 academic year (Student Services Annual Report, 1991-1992).

TABLE 5.5.3.6-1
Financial Aid Assistance
1991-1992

Source of Funds	Number of Students	Amount Awarded
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Federal Funds: Pell Grant	557	\$624,880.00
Supplemental Educational Opportunity Grant	23	7,556.00
Loans	126 4 PLUS 14 SLS 9 SDSL	192,119.00 8,880.00 20,489.00 16,368.00
Work Study Program Federal Funds:	16	20,944.00
Campus Work Study (Matching)		9,912.00
Student Assistants	58	115,694.00
State Funds: State Incentive Grant	23	6,618.00
Student Activities Funds: Student Body Scholarships	2	2,016.00
Dalton College Foundation: Scholars Bowl	1	600.00
Phi Theta Kappa	1	1,008.00
Academic Scholarships	35	18,428.00
Other Foundation Scholarships	30	14,467.00
Private Funds: World Carpet	12	10,416.00
Other (outside)	107	63,292.00
TOTAL FUNDING		\$1,133,687.00

Source: Financial Aid Report, 1991-92

There is a great need for more individual financial aid counseling. At present, a video program must often substitute for personal financial counseling. The dollar amount dispensed for financial aid has grown, but the staff size has remained the same. Furthermore, an increase in Federal regulations relating to financial aid has created additional work for staff members who must explain those regulations to students as well as complete additional paperwork.

The increasing enrollment at Dalton College has also increased the demand for financial aid services. Applications for both Pell Grants and college loans have increased dramatically, as has the amount of grants and loans actually provided. In 1987-1988, 111 Pell Grants totaled \$97,546. Four years later, in 1991-1992, 557 Pell Grants totaled \$624,880, a six-fold increase. Similar growth is reflected in loans. In 1987-1988, 23 loans were awarded; in 1991-1992, 153 loans were granted. (Student Services Annual Report, 1987-1988; 1991-1992). According to the Director of Financial Aid, the number of veterans certified for enrollment has risen from 11 in 1988 to 68 in 1992.

The Director of Financial Aid indicated that financial aid and/or scholarship counseling is not readily available in the Financial Aid Office but is badly needed by entering students and their families. As a greater number of students entering Dalton College apply for financial help, demands for such a service will increase.

Two additional factors will further increase applications for financial aid. First, Project HOPE, developed by Governor Zell Miller to provide tuition-free post-secondary education for qualified Georgia residents, requires that each applicant submit a Pell Grant application to his/her college of choice. Second, some students who attend for less than half-time will now be eligible for Pell Grants.

Because of the increased enrollment, additional federal regulations, limited service to evening students, lack of adequate individual counseling, and the growing number of students receiving financial aid, it is recommended that additional Financial Aid staff be hired.

5.5.3.7 Health Services

Dalton College is a non-residential campus; therefore, health services on campus consist primarily of administering immediate first aid and making referrals to an appropriate health care facility if necessary. In the event of an accident or any emergency situation, the Department of Public Safety on campus is notified. According to the Director of Public Safety, all Dalton College Public Safety Officers are certified in CPR and have completed a course in emergency first aid. Once notified, the officer on duty is responsible for determining the best course of action to be taken (Catalog p. 71). A hospital is located within five miles of the College.

First aid kits are located in each building and in each public safety vehicle on campus. During a bi-annual inspection, the Director of Public Safety makes sure that those kits are in place. However, during the Self-Study, the committee found that the contents of some kits were incomplete and contained out-of-date medications. Furthermore, no procedure exists to keep the contents of first-aid kits complete and current. Therefore, the committee recommends that a process be established to check contents of all first aid kits regularly and to resupply them as necessary.

All students admitted to the College are required to submit an immunization record prior to attending classes (Policy Manual, Section 407.05). Furthermore, students must complete Physical Education 100 (Standard First Aid/CPR) as a graduation requirement. The course is taught by certified CPR instructors from the Physical Education faculty and provides the health education necessary to support the College's purpose of equipping students to enrich their physical lives.

5.5.3.8 Intramural Athletics

In addition to the regular academic program's physical education courses, Dalton College sponsors a voluntary intramural athletic and recreational program. Intramural sports contribute to the personal development of all students and serve as an extension of the regular physical education program at the college. Each year Dalton College sponsors student competition in sports such as flag football, tennis, racquetball, swimming, and softball. Other sports can be organized based on demand.

During 1991-92, approximately 500 students participated in intramurals. Funding for the intramural program comes entirely from student activity fees. For the academic year 1991-92, \$1,500 was budgeted. That amount has proven to be adequate for the College. The Physical Education staff members coordinate and supervise the intramural program. Staff members also serve as referees for some activities; other referees are hired as needed. Tournaments are held in each intramural sport, and T-shirts are provided to the champions.

During the current Self-Study, it was determined that an equipment bank for intramural sports was needed in order to eliminate losses of equipment designated for instructional use. It is suggested that an equipment bank be established.

The following table documents the intramural activities offered during the 1991-92 school year.

TABLE 5.5.3.8-1
Intramural Athletics

SPORT	TERM	APPROXIMATE NUMBER
Flag Football	Fall	11 teams
Basketball	Winter	12 teams
Volleyball	Winter	8 teams
Table Tennis	Winter/Spring	25 - 30 Participants
Billiards	Winter/Spring	30 - 40 Participants
Badminton	Spring	20 Participants
Tennis	Spring	20 Participants
Racquetball	Spring	20 Participants
Softball	Spring	10 teams

Source: Department of Health and Physical Education

STUDENT DEVELOPMENT SERVICES COMMITTEE
RECOMMENDATIONS, SUGGESTIONS, AND PROPOSALS

The Student Development Services Committee recommends that

- R-14 a Placement Coordinator be hired to coordinate placement activities (p. 181).
- R-15 additional personnel resources be allocated to the student activities program to satisfy increased demands of night students, off-campus students, and non-traditional students (p. 183).
- R-16 additional Financial Aid staff be hired (p. 192).
- R-17 a process be established to check contents of all first aid kits regularly and to resupply them as necessary (p. 193).

The Student Development Services Committee suggests that

- S-9 the Counseling and Career Development Center develop techniques for increasing the visibility of the Center to increase awareness of the services offered by the Center for students, alumni, and employers (p. 180).
- S-10 an equipment bank for intramural sports be established (p. 194).

The Student Development Services Committee *proposes* that

- P-27 the College assess needs of non-traditional students and implement strategies to improve support and activities for them (p. 183).
- P-28 the disclaimer for expressed opinions appear in the publications section of the Catalog (p. 62, Section 3.5) (p. 184).

5.6 Intercollegiate Athletics

Dalton College does not have an intercollegiate athletic program.

SECTION VI
ADMINISTRATIVE PROCESSES

ADMINISTRATIVE PROCESSES COMMITTEE

Faculty and Staff Members

Phillip Hall, S.C.T., Chairperson
Assistant Professor of Physical Education

Melvyn Ottinger, M.S., Deputy Chairperson
Assistant Professor of Physical Education
Chairperson of the Department of Health,
Physical Education, and Recreation

Darin Cozzens, Ph.D., Editor
Temporary Assistant Professor of English

Charles Bowen, Ph.D.
Dean of Student Affairs

Beverly Deitzler
Continuing Education Conference Facilitator
for Personal Growth and Leisure Time

Robert Jeffrey, Ph.D.
Assistant Professor of Political Science

Ann Johnson
Director of Student Activities

Edith King
Director of Computer Operations and Recorder

Edith Larson, M.A., (retired)
Chairperson of the Division of Nursing
Associate Professor of Nursing

Rebecca McAfee, Ed.S.
Instructor in Secretarial Science

Robert Neighbors, B.S.E.E.
Instructor in Electronic Technology

Linette Owen, M.S.N. (resigned)
Assistant Professor in Nursing

Deby West
Secretary - Academic Dean

Community Resource Persons

Ms. Jessie Lee Collier
Business

Ms. Flora Caldwell
Government (Alumna)

Mr. Roger Williams
Business

Campus Resource Persons

Mr. Tommy Godbee
Comptroller

Dr. Derrell Roberts
President

Steering Committee Liaison

Ms. Doris Shoemaker
Associate Professor of Medical
Technology

Institutional Effectiveness Liaison

Dr. Kerry Dunbar
Assistant Professor of Biology
and Developmental Mathematics

CHART 6.1-1

As requested by the Chancellor, the President submits an annual report detailing the mission and accomplishments of Dalton College during the past fiscal year. College administrators are asked to contribute to that report. They, as well as division chairpersons, receive final copies of the docu

Administrators maintain communication with faculty and staff members in several ways:

1. Administrative officers periodically send out memoranda informing the faculty and staff members of policy changes and disseminating other necessary information.
2. The President holds faculty meetings quarterly.
3. The Academic Dean holds regular meetings with division chairpersons, the Coordinator of Developmental Studies, and the Head Librarian.
4. Division chairpersons meet regularly with members of their divisions to keep them informed of administrative decisions and actions.
5. Standing faculty committees meet at regular intervals.
6. The Board of Regents publishes a newsletter distributed periodically to all faculty and staff members of the University System. That publication reports on action taken by the Board of Regents and contains other information of interest to those employed within the System.

Even though the above methods of communication exist, recent surveys and discussion among faculty and staff members (Fall Retreat, 1992) indicate that communication could be more effective. It is therefore suggested that a mechanism be developed to improve the quality and comprehensiveness of formal communication within the institution.

6.1.1 Descriptive Titles and Terms

As authorized by the Policy Manual (Section 203.01), the Catalog clearly names the institution and states the titles of administrative heads. It also designates administrative and academic divisions and describes academic offerings, programs, and degrees.

6.1.2 Governing Board

The Board of Regents is the governing board of the University System of Georgia and is responsible for System policy (Policy Manual, Section 101.01). The Office of the Board of Regents is located in Atlanta, Georgia (Policy Manual, Section 201.04).

At all meetings of the Board, nine members constitute a quorum for the transaction of business. Unless the Bylaws of the Board of Regents indicate otherwise, the action of a majority of Board members present at any meeting represents the action of the Board (Section 201.0507).

The Policy Manual defines the duties and responsibilities of the Board of Regents (Section 201.0620). The Board includes one member from each of the 11 congressional districts in the State, and five additional members from the state at large. Board members are appointed by the Governor and confirmed by the Senate. Members serve for seven years, but terms are staggered to ensure continuity (Policy Manual, Section 201.0101).

Officers of the Board of Regents include a chairman, vice-chairman, chancellor, executive vice-chancellor, executive secretary, and treasurer. The standing committees of the Board are the Executive Committee, Committee on Buildings and Grounds, Committee on Desegregation, Committee on Education, Committee on Finance and Business, Committee on Health Professions, Committee on Organization and Law, Committee on Research and Extension, Committee on Visitation, and Committee on Liaison to the State Board of Education. Committee structures and functions appear in Sections 201.06 of the Board's Policy Manual. Unless it decides otherwise, the Board meets on the second Wednesday of each month in its designated office (Policy Manual, Section 201.0501). Any member may be removed at any time by a majority vote of the Board (Policy Manual, Section 201.0309).

In accordance with its responsibilities, the Board establishes broad institutional policies, secures financial resources to support institutional goals, and selects a chief executive officer. At its February meeting, the Board elects the presidents of institutions. The president of an institution is elected annually for a term of one year without tenure (Policy Manual, Section 203.0201).

In establishing policy, the Board of Regents exercises the power (1) to set forth reasonable rules and regulations necessary to perform its duties; (2) to appoint professors, educators, stewards, or any other officers necessary for all units of the University System, as authorized by the General Assembly, or to remove any of those as required, and to fix their compensations; (3) to establish schools of learning or art

useful to the State, and to organize those to achieve established goals; (4) to enhance its usefulness in any way so long as its procedures do not conflict with the Constitution and laws of this State.

Appropriations from the Georgia State Legislature to the University System are made to the Board of Regents in a lump sum. The Board then allocates and distributes those funds among the institutions under its control to further an efficient and economical administration of the University System. Based on allocated funds plus estimated internal income, Dalton College prepares an operating budget each fiscal year which identifies expenditures for education and general activities, auxiliary operations, and student activities. The College submits that budget annually to the Board of Regents for approval. The budget process is described in Section 6.3.

Section 1900 of the Policy Manual prohibits undue pressure from political and religious bodies or domination of any kind in the affairs of the institutions of the University System of Georgia.

Dalton College is administered as a unit of the University System of Georgia. The policies and actions of the Board of Regents and the directives of the Chancellor constitute the external administration of the institution. Internal administration of the College is the responsibility of the President and the delegated responsibility of other College personnel as assigned by the President. The primary responsibilities of the administrative officials are set forth in the Statutes (Articles II, III, and IV) and are referred to in the Faculty Handbook (Section II).

6.1.3 Advisory Committees

The administration and faculty members of Dalton College value the participation of lay advisory committees to ensure that college programs meet the needs of surrounding communities. Those committees bring together individuals from a cross-section of the college service area including representatives from business and industry, government and community, and the public school system. Although those committees do not have administrative or decision-making authority, they do advise, counsel, and assist the College in planning, developing, and evaluating its various programs.

Currently there is a general advisory committee for the Division of Technical Education at the College plus advisory committees exist for all Technical programs. Also there are advisory committees for the Division of Nursing, for the Division of Continuing Education, and for marketing the Co

The nine Division of Technical Education Advisory Committees include the following:

Auto Body Repair

Automotive Technology

Computer Applications/Systems

(Also serves Computer Operations)

Drafting and Design

Electronic Technology

(Also serves Industrial Electrical Technology and Computer Service Technology)

Marketing

(Also serves Management)

Medical Laboratory Technology

(Also serves Phlebotomy, Cytotechnology, and Histotechnology)

Office Administration

(Also serves Medical Transcription, Health Unit Coordinator, Medical Office Administration, Medical Office Assisting, and Medical Coding Specialist)

Welding

(Also serves Industrial Plant Maintenance and Machine Shop)

Those committees plus the general Division of Technical Education advisory committee are established to promote interaction between Dalton College and area businesses and industries. Therefore, committee members come primarily from business and industry and the employment market served by each program. In accordance with Department of Technical and Adult Education standards, each committee assists in evaluating job development and placement, program promotion and support, and overall program effectiveness.

The Nursing Advisory Committee is composed of five nursing practitioners from local hospitals. Those practitioners keep the committee informed of changes in the medical field and help evaluate the Dalton College Nursing program and its graduates.

A general advisory committee working with the Division of Continuing Education assesses that division's scope and depth, and suggests improvements. That committee also proposes new programs and teachers, and refers business to the division.

Currently the Division of Continuing Education is developing a paralegal program for Dalton College. A Paralegal Advisory Committee comprised of several legal professionals has been established to advise in the development, implementation, and evaluation of that program.

In conjunction with the Dalton/Whitfield Chamber of Commerce, the Registrar and Director of Admissions has established a Marketing Advisory Committee to aid Dalton College with its outreach programs. Composed of members selected by the Chamber, that committee meets periodically with college officials to discuss college and community objectives, suggest plans of action, and offer marketing strategies. In April, 1993, the Marketing Advisory Committee was honored by the Georgia Economic Developers Association as the recipient of its "Terrific Education Award" in the college/university category. That award recognizes innovative and successful programs that promote education in Georgia.

Lay advisory committees contribute to the College's effectiveness in a variety of ways. For example, those committees offer recommendations for curriculum development, help define equipment needs, identify community resources, provide career guidance and placement for students, assist with program evaluation, and act as public relations agents for the College. Most of the committees meet at least twice each year. A review of their mission statements and activities confirms that those committees contribute significantly to the programs of Dalton College.

6.1.4 Official Policies

Dalton College provides the college community with official documents covering the duties and responsibilities of its administrative officers, patterns of institutional organization, and governance of faculty members. Those documents also outline policies governing tenure or employment security, and due process. Official University System documents include the Policy Manual, the Academic Affairs Handbook, and the Business Procedures Manual. With Board approval, Dalton College publishes the Statutes; with the approval of the Executive Secretary of the Board, the College also publishes the Faculty Handbook, the Part-Time Faculty Handbook, and the Classified Employee Handbook.

At the time of appointment, each employee of Dalton College receives a copy of the institutional handbook appropriate to his or her position. Additional copies are available upon request. Administrative officers and division chairpersons receive a copy of the Policy Manual and its revisions.

The Board of Regents Policy Manual lists the authorities and duties of the President (Section 203.02). As stated in the Statutes (Article III), the President delegates responsibilities to the Academic Dean, Dean of Students, Comptroller, and Registrar. The Faculty Handbook exists as a complement to the Statutes. The Statutes defines college organization and general policy, while the Handbook contains guidelines and procedures pertaining specifically to faculty members. While copies of those documents are widely available, there is no formal procedure to ensure their regular revision. As a result, some sections in those documents are clearly out of date. *The committee proposes, therefore, that the Statutes and Faculty Handbook Committee oversee the revision and/or updating of the Statutes and Faculty Handbook.*

Dalton College's statement of purpose reflects an institutional philosophy which embraces the population of the College's entire service area. To that end, Dalton College has adapted administrative organization and course offerings to provide the best possible educational services for the community as well as the campus. That statement of purpose is published in each Catalog and includes seven specific goals. Perhaps the best reflection of the College's overall goal is its commitment, as found in the Statement of Purpose, "to provide opportunities for self-fulfilling and productive living . . . and to enrich [the] physical and cultural lives" of its students.

The Statutes states that "Dalton College shall offer the educational programs and shall confer the degrees and certificates which are authorized by the Board of Regents. The programs, degrees, and certificates shall be described in each issue of the College Catalog" (Article I.C.). Additionally, the Statutes identifies administrative responsibility and authority for educational offerings and functions: "The Academic Dean is the chief administrator of the academic regulations and requirements as set forth in the college catalog" (Article III.D.e). On a quarterly basis, new or modified course offerings are submitted to, and approved by, the Academic Council. Chaired by the Academic Dean, that Council includes administrative officers, division chairpersons, two elected faculty members, and two appointed students. Consistent with the statement of purpose, the Council reviews proposals for new and modified class offerings.

Dalton College faces the unique challenge of providing academic services for various levels of curriculum over a sizeable geographical area. To that end, the College initiated the current Extended Campus Program in 1990. That program grew out of the College's efforts over two decades to take its classes to remote off-campus sites within its service area. In the early 1970's, for example, as many as five classes a year were offered on a joint-enrollment basis in Dade County high schools. In the period

between 1972-75, similar joint-enrollment courses were offered in Gordon County and Walker County. Late in that decade, changes in Board of Regents admission requirements cut the number of students eligible for satellite classes and made the program no longer feasible. During the mid-1980s, the College, through the Division of Vocational-Technical Education, offered secretarial courses in Calhoun. After several quarters, enrollment declined, and the program was discontinued.

Since 1990, however, the College has made available regularly offered courses at a number of off-campus sites. Those satellite classes have extended campus boundaries and, in some instances, have led students to enroll in subsequent classes on campus. To coordinate off-campus services and provide an administrative contact for night students, the College created the position of Assistant to the Academic Dean in 1992.

The duties of the president, administrative officials, and division chairpersons are specified in the Statutes (Articles III and IV) and Faculty Handbook (Section II). Further, the Statutes outlines requirements, credentials, and responsibilities for the President and administrative officers. The credentials and qualifications of all administrators are on file in the President's Office and demonstrate the competence of those officers in their areas of responsibility. The Academic Dean holds comparable information for each division chairperson. All information is accessible to authorized visitors.

6.1.5 Administrative Organization

The administrative organization of Dalton College reflects a clear connection between its stated institutional goals and the means chosen to achieve those goals. Under direction of the President, the Academic Dean and the Dean of Students oversee specific responsibilities and endeavors that stem from the College's Statement of Purpose. As indicated in Section 6.1.4, the Academic Dean is the chief administrator of the institution's academic life. Likewise, the Dean of Students is the chief administrator of all student affairs. Through the cooperative relationship between those two areas of administration, each of the seven goals included in the Statement of Purpose is accounted for. Goal #1, for example, is "to provide academic curricula in the liberal arts tradition for students who intend to transfer to other institutions." That and all other academic goals fall under the organizational purview of the Academic Dean. On the other hand, Goal #5 – "to provide counseling and other student services" – comes under the administrative direction of the Dean of Students. In that way, the administrative organization of Dalton College helps the institution meet its formal objectives.

At Dalton College, the evaluation of all administrative officers, including the President, is an ongoing process. Each year the Chancellor presents to the Board of Regents an evaluation of the President. Based on that evaluation and endorsement, the President is reappointed annually by the Board. Historically, the President has conducted formal and/or informal evaluations of administrative officers on an annual basis. Written evaluations for each administrative officer are on file in the President's office. Division chairpersons may also evaluate each of the administrative officers using an Administrator Evaluation Form. Likewise, the Academic Dean formally or informally evaluates each division chairperson once a year or as necessary. Those evaluations are on file in the office of the Academic Dean. Using the Administrator Evaluation Form, faculty members may also evaluate their division chairpersons.

Although in the past evaluations of administrators have been conducted regularly in some divisions, there is no clearly defined standard regarding the frequency or the content of those evaluations. In addition, no written standard exists for the use of those evaluations. Most evaluations conducted by supervisors occur on an annual basis. The evaluation of administrators is invited at any time and is occasionally requested. At present, faculty and staff surveys reveal that it is unclear how faculty and staff evaluation of an administrator figures into the overall evaluation of that administrator. *To clarify the process of evaluation of administrators, the committee proposes that current practices be examined, clarified, and revised to establish regular, formal evaluation procedures that include faculty participation.*

6.2 Institutional Advancement

The history of Dalton College is a history of institutional advancement. The greatest evidence of that progress is the participation of former students in the local community. Such participation is particularly evident at the College itself since 12 current faculty members and 19 support staff members have attended Dalton College. As alumni of the College, teachers in area school systems, nurses in area medical centers, managers in the local carpet industry and other businesses, and leaders in volunteer organizations demonstrate the quality of the institution and strongly influence its continued growth.

Many community organizations actively support the College. Three outstanding examples are the Dalton/Whitfield Chamber of Commerce, the Dalton College Foundation, and the Dalton College Progress Committee appointed in 1987 by the Urban Area Planning Commission to develop and implement a plan to upgrade Dalton College to a four-year degree institution.

Members of the Chamber of Commerce serve on advisory committees for the College. Their participation in the Marketing Committee and in the Dalton College Progress Committee has been especially significant. Chamber members lead the way in supporting the Adult Literacy efforts described in Section 4.3 and in providing both tuition grants and flexible schedules which enable employees to attend college classes.

The Dalton College Foundation is a nonprofit organization established in 1967, the year the College began operations. The Foundation's contribution to the advancement of the College cannot be overstated. Solely through the financial support of private and business contributions and an annual fund drive, the Foundation has increased its assets from \$414,437.08 in 1977 to \$1,917,423.57 in 1992. Income from those assets funds a number of scholarships and work-study programs for students. It also supports faculty advancement through tuition for graduate study, service awards at regular intervals, and an annual Faculty Enrichment Award as described in Section 4.4.7. In Fiscal Year '91 alone, funds for those various advancement activities amounted to \$96,824. Copies of the Foundation's Annual Reports are on file in the President's Office, and copies of annual audited financial statements are on file in the Associate Comptroller's Office.

In May, 1992, the Foundation acquired the Boylston-Crown Mill property through a gift/purchase agreement. That historic piece of property is located on approximately 11 acres of land with more than 125,000 square feet of covered space. The President of the Foundation described the acquisition as

consistent "with the long range goals of expanding the facilities for Dalton College and the education community at large." Many possibilities are being considered for the use of the facility.

One of the most significant community actions for the advancement of Dalton College is the work of the Dalton College Progress Committee. Since 1987, committee members have carefully studied long-range educational needs of the community and resources available to meet those needs. In February, 1993, that work culminated in a proposal to the Board of Regents for upgrading Dalton College from a two-year institution to one offering selected four-year degree programs. Initial response has been positive. A copy of the proposal is on file in the President's Office. With such strong community support, Dalton College will continue to advance.

The College is likewise committed to serving the community. Two projects deserve special note. As a part of the community emphasis on education, two local boards of education jointly established an alternative high school known as the Phoenix School. Dalton College has housed that program since it began in 1990. By fall, 1993, the Phoenix School will move into a permanent facility off campus. Since 1988, Dalton College has made its facilities available for use by four area high schools for a combined summer school. With that support, those schools can now offer a fuller range of summer school courses.

Many campus activities also enhance institutional advancement at Dalton College. Although the President is ultimately responsible for growth of the institution, all members of the College community have an opportunity to be involved in some way. Marketing and recruitment efforts are implemented by the Admissions Office staff. The Plant Site Visitation Program described in Section 4.3 is but one example of creative recruitment activities. Public and community relations, described in Section 6.2.2, originate with the Public Relations Specialist. Academic program development, described in Section 4.1.2, is the responsibility of the Academic Dean. The development of cooperative degree programs and other extended campus services is a recent example of continued outreach into the service area. Dalton College also serves as an external campus for West Georgia College, thus enabling students to earn baccalaureate and master's degrees in the local community. Cooperative degree and external campus programs are governed by Board of Regents policies (Policy Manual, Section 303.0301, and Academic Affairs Handbook, Section 2.12). The many programs and services of the Division of Continuing Education, described in Section 4.3, also enhance the work and value of the College.

6.2.1 Alumni Affairs

The Dalton College Alumni Association was founded in 1970, soon after the College's first class graduated. Several alumni groups kept the organization alive with yearly membership drives and an occasional function. The 25th anniversary of Dalton College renewed interest in that organization. In 1991, a part-time alumni director was hired to involve alumni in the continued growth and development of the College. Operating on a small budget, the Alumni Director has an office located in the Student Services area.

The Alumni Association is led by a Board of Directors, including the association president, two vice-presidents, a secretary, and a member-at-large. In 1991-92, 121 former students joined that increasingly active organization. Activities of the Alumni Association include a faculty/staff barbecue, a reception at commencement ceremonies for new graduates, and occasional receptions following performances sponsored by the Fine Arts Committee.

Currently, members of the association pay annual dues. To encourage greater numbers of alumni to become involved in the activities of the Association, *it is proposed that the future membership of the Dalton College Alumni Association be available for all former students without monetary consideration. Any voluntary contributions from members will be considered gifts to the College.*

In 1992, as a part of the Self-Study process, a survey was sent to four hundred randomly-chosen alumni. Ninety-six former students responded. The survey asked those alumni to evaluate and comment on programs and services offered at Dalton College. Their responses have been included in various sections of this report. A copy of the survey results is on file in the Alumni Office.

The Division of Technical Education maintains current records on the placement and career status of its recent graduates. In addition, an annual report from the University System of Georgia provides information on transfer students, comparing their academic performance to that of students from other two-year colleges who transfer within the system. Occasional surveys of graduates have been conducted, but the data from those various sources have not been systematically coordinated and used. Therefore, it is suggested that a means be developed to collect and use data from Dalton College alumni to gauge and to enhance institutional effectiveness.

6.2.2 Publications

Dalton College is committed to presenting publications that accurately reflect the integrity and quality of the institution. The Public Relations Specialist reports directly to the President and regularly reviews publications, thus assuring adherence to Regents policy (Policy Manual, Section 1002.2) and good journalistic practice.

For recruitment and community information, the College uses a variety of instruments. Those include advertisements, public service announcements, news releases, the Catalog, The Quarterly, and brochures prepared for specific programs of Division of Technical Education and Division of Continuing Education. During August of each year, the Public Relations Specialist places advertisements in 14 service area newspapers emphasizing the College's educational programs and services. Extended campus offerings are advertised quarterly in local newspapers. Public service announcements concerning campus events and programs of general interest are sent to area radio and television stations. In addition, the Public Relations Specialist prepares news releases that promote community awareness of student, faculty member, and institutional achievements. Copies of all advertisements, announcements, and news releases are kept on file in the Public Relations Office.

The Catalog is prepared by the Registrar and accurately describes the full scope of educational programs and services available at Dalton College. That publication is revised and updated at least biannually. The Student Handbook was incorporated into the Catalog in 1991 but is not clearly identified in the document. *Therefore, the committee proposes that the Student Handbook be clearly identified within the Catalog.* The Quarterly is prepared jointly by the Registrar and Director of Continuing Education and provides full information about all classes and programs each quarter. Current copies of the Catalog, The Quarterly, and program brochures are widely distributed both on campus and in the community.

Among internal publications are the LRC newsletter noted in Section 5.2.3 and student publications discussed in Section 5.5.3.2. Internal communication is also supported by periodic publication of campus-wide, faculty, and staff activities in The Quill. However, as the responsibilities of the Public Relations Specialist have increased, publication of internal communication has become less regular. And faculty surveys and discussions indicate that, as the College has grown, campus-wide communication has become less effective. *Therefore, the committee proposes that steps be taken to define the nature and scope of the problem of campus-wide communication and that procedures be developed for more effective informal campus-wide communication.*

6.2.3 Fundraising

Because of outstanding support from the Dalton College Foundation, college administrators have established the policy that Dalton College will not engage in any fundraising activity.

6.3.1 Financial Resources

One of Dalton College's major strengths is its financial support. Institutional revenue derives from three main sources: state appropriations; student tuition and fees; and federal, state and private grants and contracts. A review of the institution's annual financial reports to the Board of Regents and the Regents' annual Information Digest for fiscal years (FY) 1988-92 reveals a consistent level of support that makes the College financially able to fulfill its stated purpose: "[to enable all students] to prepare for advanced studies at other institutions, to equip themselves for careers of gainful employment, to develop their individual, professional and vocational competencies."

Table 6.3.1-1 indicates that the annual appropriation from the General Assembly of the State of Georgia to the Board of Regents is a stable source of income for Dalton College. Working with a formula that ensures adequate financial resources for each unit, the Board allocates state funds to all 34 institutions in the University System. Although the percentage of total revenue from state appropriations has decreased over the last five years, the actual allocation increased 25% from FY 1988 to FY 1992.

Table 6.3.1-1 also shows the stable annual increase in revenue from student tuition and fees as well as from federal, state, and private grants and contracts. From FY 1988 to FY 1992, tuition and fees increased 87% and currently account for 25% of total revenue. Although funding from the Department of Technical and Adult Education to the College's Division of Technical Education (included in State Grants and Contracts) decreased in FY 1992, total grants and contracts from federal, state, and private sources increased 80% from FY 1988 to FY 1992. Total grants and contracts currently account for 22% of the College's total revenue.

**Table 6.3.1-1
Amount and Percentage of Revenue by Source*
FY 1988-1992**

Source	FY '88	FY '89	FY '90	FY '91	FY '92
<u>General Operations</u> Student Tuition & Fees	\$1,162,534 18.9%	\$1,358,518 20.8%	\$1,639,723 21.4%	\$1,940,943 23.6%	\$2,167,662 24.5%
State Appropriations	\$3,557,878 57.9%	\$3,596,827 55.0%	\$3,968,397 51.7%	\$4,113,039 49.9%	\$4,453,774 50.3%
Sales, Services of Educational Divisions	\$5,502 0.1%	\$10,095 0.1%	\$11,258 0.1%	\$13,574 0.2%	\$15,242 0.2%
Other Sources	\$55,534 0.9%	\$36,578 0.6%	\$36,692 0.5%	\$35,284 0.4%	\$40,610 0.3%
Continuing Education	\$277,225 4.5%	\$281,180 4.3%	\$327,926 4.3%	\$302,926 3.7%	\$277,498 3.1%
<u>Sponsored Operations</u> Federal Grants & Contracts	\$236,242 3.8%	\$363,448 5.6%	\$551,688 7.2%	\$593,868 7.2%	\$785,203 8.9%
State Grants and Contracts	\$604,328 9.8%	\$648,757 9.9%	\$845,130 11.0%	\$925,728 11.2%	\$812,076 9.2%
Private Grants and Contracts	\$221,891 3.6%	\$207,622 3.2%	\$273,583 3.6%	\$291,788 3.5%	\$312,089 3.5%
Local	\$27,761 0.5%	\$30,954 0.5%	\$15,496 0.2%	\$23,880 0.3%	-0- 0.0%
TOTAL REVENUE	\$6,148,893 100%	\$6,533,979 100%	\$7,669,893 100%	\$8,241,030 100%	\$8,864,154 100%

Source: Annual Financial Reports

*Does not include auxiliary services. Auxiliary services, which consist only of food services and the bookstore, are completely self-supporting. Budgets and information concerning those auxiliary services are available in the Business Office.

In addition to those financial resources, the Dalton College Foundation funds a significant number of student scholarships as well as educational grants and enrichment awards for faculty members. The Foundation (included in private grants and contracts) is a non-profit Georgia corporation and is described in Section 6.2.

All present and past indicators suggest that those various revenue sources will continue to sustain the College as it responds to a steadily increasing enrollment. Moreover, efficient allocation of those funds enables the College to support adequately the educational programs appropriate to its institutional purpose and to the number of students enrolled.

Table 6.3.1-2 specifies, by function, the Educational and General Expenditures for FY 1988-92 and clearly demonstrates that student instruction is the principal focus of the institution. In FY 1992, instructional expenditures accounted for 55.5% of the total. Percentages of expenditures have remained

stable over the past five years with the exception of funding for scholarships and fellowships. Since FY 1988, scholarship and fellowship expenditures have increased 359%, representing, in turn, an increase from 2.1% to 7.6% of the total budget.

**Table 6.3.1-2
Amount and Percentage of Educational and General Expenditures*
FY 1988-1992**

Category	FY '88	FY '89	FY '90	FY '91	FY '92
<u>Instruction</u>					
Academic	\$3,076,373 50.6%	\$3,139,100 48.0%	\$3,593,456 46.9%	\$3,980,362 48.3%	\$4,217,928 47.7%
Continuing Education	\$393,520 6.5%	\$410,919 6.3%	\$611,166 8.0%	\$685,352 8.3%	\$693,828 7.8%
<u>Academic Support</u>					
Library/LRC	\$372,411 6.1%	\$372,568 5.7%	\$372,941 4.9%	\$386,975 4.7%	\$336,174 3.7%
Academic Administrative	\$160,441 2.6%	\$161,494 2.5%	\$168,978 2.2%	\$169,710 2.1%	\$192,515 2.2%
Student Services	\$527,376 8.7%	\$629,435 9.6%	\$623,261 8.1%	\$697,013 8.5%	\$774,064 8.8%
Institutional Support	\$635,797 10.6%	\$771,053 11.8%	\$988,644 12.9%	\$918,122 11.1%	\$939,579 10.6%
Scholarships & Fellowships	\$128,603 2.1%	\$203,086 3.1%	\$382,219 4.9%	\$501,010 6.1%	\$671,966 7.6%
Operation & Plant Maintenance	\$780,594 12.8%	\$846,147 13.0%	\$929,221 12.1%	\$901,929 10.9%	\$1,024,152 11.6%
TOTAL	\$6,075,145 100%	\$6,533,802 100%	\$7,669,886 100%	\$8,240,473 100%	\$8,850,206 100%

*Does not include auxiliary services
Source: Annual Financial Reports

The following assessment of the College's financial support per full-time-equivalent (FTE) student uses as its guide normative fiscal information published by the Commission on Colleges. That information appears in the Manual of Educational and General Expenditures of Member Instit

Tables 6.3.1-3 and 6.3.1-4 compare Dalton College FY 1990 and FY 1991 expenditures with those of other Level I institutions of similar enrollment size for which the Associate Degree is the highest degree offered. Total Educational and General (E & G) expenditures for both years are above the 50th percentile or in the third quartile. A strong emphasis on instruction is evidenced by related expenditures ranging in the fourth quartile both years. In FY 1991 the percentage of total E & G expenditures devoted to instruction is 13.3% higher than the median for similar institutions. That difference stems, in part, from the fact that all division and department heads at Dalton College are primarily instructors and

secondarily, administrators. No category of expenditures in either year falls below the 25th percentile or into the first quartile.

**Table 6.3.1-3
Educational and General Expenditures in Dollars (FY 90)
Per FTE Student (Fall 1990)**

Function of E & G Expenditure	Normative Data from Two-Year SACS Member Institutions of Similar Enrollment Size				Percentage of E & G Expenditure	
	Quartile 1 25th Percentile	Quartile 2 50th Percentile	Quartile 3 75th Percentile	DALTON COLLEGE	MEDIAN	DALTON COLLEGE
Instruction	1,456	1,754	2,024	2,026	46.2	54.8
Public Service	1	44	94	0	1.0	0
Academic Support	213	312	434	261	8.2	7.1
Student Services	174	264	380	300	7.4	8.1
Institutional Support	427	530	766	476	14.8	12.9
Plant	295	368	434	448	9.8	12.1
Scholarships & Fellowships	117	246	486	184	6.8	5.0
TOTAL E & G	3,217	3,660	4,354	3,695		100.0

Source: Institutional Profile submitted to Commissions on Colleges/Southern Association of Colleges and Schools (1990) and SACS Commission on Colleges E & G Manual, 1991.

**Table 6.3.1-4
Educational and General Expenditures in Dollars (FY 91)
Per FTE Student (Fall 1991)**

Function of E & G Expenditure	Normative Data From Two-Year SACS Member Institutions of Similar Enrollment Size				Percentage of Total E & G Expenditure	
	Quartile 1 25th Percentile	Quartile 2 50th Percentile	Quartile 3 75th Percentile	DALTON COLLEGE	MEDIAN	DALTON COLLEGE
Instruction	1,326	1,711	2,001	2,128	43.3	56.6
Public Service	0	24	95	0	0.6	0
Academic Support	239	314	399	254	8.4	6.8
Library Acquisitions*	20	28	72	42	0.8	1.1
Student Services	190	259	353	318	7.2	8.5
Institutional Support	392	470	613	419	14.0	11.1
Plant	268	336	432	411	9.2	10.9
Scholarships & Fellowships	226	335	547	228	8.9	6.1
TOTAL E & G	3,054	3,721	4,388	3,758		100.0

* Library Acquisitions expenditures are already included in the expenditures for Academic Support. These expenditures are included in the total E & G.

Source: Institutional Profiles submitted to Commission on Colleges Southern Association of Colleges and Schools (1991) and SACS Commission of Colleges E & G Manual, 1992.

Table 6.3.1-5 lists E & G expenditures per FTE student for FY 1992. From FY 1991 to FY 1992, total E & G expenditures per FTE student decreased by 1%. Although normative data are not available for comparison, Dalton College fared relatively well during a time of extreme budget constraints for academic institutions across the nation. Despite some cutbacks, the College nevertheless managed to fund all of its programs and to fulfill its institutional purposes.

Table 6.3.1-5
Dalton College
Educational and General Expenditures in Dollars (FY 92)
Per FTE Student (Fall 1992)

Function of E & G Expenditure	Expenditure per FTE Student	Percentage of Total E & G Expenditure
Instruction	2,061	55.5
Academic Support Library Acquisitions	222 32	6.0 .9
Student Services	325	8.7
Institutional Support	394	10.6
Plant	430	11.6
Scholarships & Fellowships	282	7.6
TOTAL E & G	3,714	100.0

Source: Institutional Profile Submitted to Commission of Colleges/Southern Association of Colleges and School

6.3.2 Organization for the Administration of Financial Resources

All business and financial functions of Dalton College come under the direction of the Comptroller, who reports directly to the President. The present Comptroller is qualified by education and experience to direct the financial affairs of the College. Credentials of all the Comptroller's staff members are on file in the Comptroller's Office.

The organization (Chart 6.3.2-1) of the Comptroller's Office reflects the purpose and size of the institution and the volume of its business transactions.

- Procure supplies and equipment
- Control inventories
- Oversee the operation of auxiliary services
- Receive, maintain custody of, and disburse institutional funds
- Maintain personnel records
- Administer policies governing non-academic College personnel.

To accomplish these functions, the Comptroller's staff is divided into four areas of responsibility, each with a supervisor who reports directly to the Comptroller. The four supervisors are as fol

Associate Comptroller and Director of Auxiliary Services

Supervises accounting services, cashiering, accounts receivable, accounts payable, and data entry activities. Coordinates bookstore and food service operations.

Director of Plant Operations

Maintains all College facilities, plans for the construction and renovation of buildings, coordinates groundskeeping and custodial work, hires and supervises maintenance, custodial, and groundskeeping personnel.

Director of Public Safety and Security

Supervises security personnel, coordinates contract security services, and oversees risk management and insurance programs for the College.

Procurement and Inventory Control Clerk

Purchases equipment, material, and supplies for the College; researches product specifications and prices, and maintains an inventory control program for the Colleg

At least monthly—and more often if necessary—the Comptroller reports the financial status of the College to the President. Those reports may be formal (written) or informal (verbal). All division chairpersons receive monthly computer printouts detailing budget categories and expenditures

The Comptroller's Office staff prepares monthly financial reports for the President to submit to the Board of Regents. Those reports include revenue and expenditure information, and compare data to the approved budget. Each year a comprehensive financial report is filed with the Board and is audited by the State Department of Audits.

6.3.3 Budget Planning

Each fiscal year Dalton College administrators prepare a detailed budget using as a guide the Board of Regents Budget Reporting System - Users Reference Manual. That reference manual and copies of the current budget and past budgets are located in the Business Office.

Dalton College develops its budget as follows:

JULY The President and administrative staff meet with the Chancellor to discuss budgetary needs of the College for the fiscal year beginning the following July.

FEBRUARY Division chairpersons review their current budgets and determine anticipated changes for the new budget period. Those proposed budgets are based on MARCH projected enrollments, new programs, new equipment, or revisions to existing programs. Division requests are then submitted to the Academic Dean.

During that same period, the Comptroller works with Student Services, Institutional Support, and Operations and Maintenance to compile their budgetary requests for the new fiscal year. Those compiled budget requests are submitted to the President.

MARCH The President receives a preliminary budget allocation from the Chancellor.

APRIL The College refines operational priorities and finalizes plans for the coming fiscal year. The President reviews and approves the budget and submits it to MAY the Chancellor, who, in turn, submits it to the Board of Regents for approval. To oversee that process and to ensure sound educational planning, the Academic Dean regularly meets with division chairpersons to evaluate budget planning procedures. They compare monthly expenditures to available funds and discuss projected funding needs.

6.3.4 Budget Control

After budget approval by the Board of Regents, division chairpersons and other appropriate administrators receive their budget allocations. As part of a system of control, all requests for expenditures originate within an academic division or an appropriate administrative office. In the case of the academic divisions, requests for budgeted expenditures are approved by the division chairperson and forwarded to the Comptroller. Requests for quality improvement and/or institutional funds are approved by both the division chairperson and Academic Dean before they are sent to the Comptroller. For non-academic divisions, the division's administrator must approve expenditures and forward expenditure requests to the Comptroller. To help division chairpersons and other administrators operate within their budgets, the Comptroller issues a monthly budget statement for each division or department.

Budget control is an administrative function. The President, as the college's chief executive officer, ensures that funds are spent as budgeted. The Board of Regents does not directly control expenditures of the College (Policy Manual, Section 203.0205).

The Board of Regents sends the College a fiscal year schedule with monthly deadlines for budget amendments. As approved by the President, necessary budget revisions go before the Board. Examples include paying for temporary faculty when classes are added to meet unexpected demands, realigning funds when a new position is filled at a salary different from the one budgeted, and covering equipment breakdowns.

When the proposed budget amendment receives Board approval, the Comptroller communicates any budget revisions to division chairpersons or other administrators.

6.3.5 External Budget Control

The President is the executive head of the college and all of its departments, and oversees the efficient operation of the institution, including establishment of priorities, budgeting, and expenditure control. In accordance with the Policy Manual (Section 203.0205), the President submits to the Board an annual report of the work and condition of the College.

Budgetary law is enforced with regular audits conducted by the Georgia State Department of Audits and by the Audit Staff of the Board of Regents. Those audit procedures are described below in Section 6.3.6.

The College is not subject to control by any financial officials outside the University System of Georgia. Dalton College abides by the budgetary law of the Board of Regents and the Department of Technical and Adult Education, which grant the President authority to control the educational function of the institution (Policy Manual, Section 203.0205).

6.3.6 Accounting, Reporting, and Auditing

Institutions in the University System of Georgia must adopt an accounting system that follows the generally accepted principles of institutional accounting as they appear in College and University Business Administration. That handbook is published by the National Association of College and University Business Officers (NACUBO).

The accounting system of Dalton College follows NACUBO guidelines as well as those in manuals of the State of Georgia and Federal Government. The College uses the computer system developed by College and University Fund Accounting (CUFA) of the University System. All manuals and guidelines are available in the Business Office.

The Comptroller of Dalton College prepares regular financial reports for appropriate college officials, the Board of Regents, and outside agencies. The Business Office generates monthly computer printouts of expenditures and distributes them to all college divisions and departments. The President of the College has free and continual access to all of those printouts through the Comptroller's Office. In addition, a yearly financial report is written and distributed to the Board of Regents and State Department of Audits.

The State Department of Audits conducts an annual audit of the financial statements of Dalton College. It performs that function in accordance with generally accepted institutional accounting principles, with the exception that, by Georgia law, the College must record encumbrances as expenditures and liabilities in the financial statements (letter of August 14, 1992, from Claude L.

Vickers, State Auditor). Each year the President receives a copy of the audit report from the Board of Regents and State Department of Audits.

The state's audit of the previous fiscal year is normally completed by November, and a current copy is always available in the Business Office. The procedures of the State Department of Audits require that their auditors be neither personally nor professionally connected with Dalton College. The Comptroller is the internal auditor for the college and follows the procedures established by the Board of Regents and the State Department of Audits to maintain proper internal financial control.

As a non-profit governmental institution, Dalton College pays no taxes, can have only carefully limited investments (Dalton College Self-Study 1993, Section 6.3.10), and distributes no dividends to stockholders. Surplus funds are returned to the state treasury, as required by state law.

6.3.7 Purchasing and Inventory Control

The purchasing policy of Dalton College conforms to guidelines established by the Board of Regents (Policy Manual, Section 707). The Policy Manual states that "all purchasing by units of the University System of Georgia will be centralized under the direct management and control of the chief business officer of the unit concerned."

At Dalton College, the Comptroller is the purchasing agent and, as such, supervises all purchasing, inventory control, and the central storerooms. However, direct authority is delegated to the Assistant Purchasing Agent and to the Warehouse-Central Stores Manager to manage specific areas of the Comptroller's purview.

The Assistant Purchasing Agent follows guidelines listed in the State of Georgia Agency Purchasing Manual. The procedure for departmental/division purchasing is set forth in the Dalton College Purchasing Procedures Manual. Each faculty or staff member completes a requisition form through the appropriate division/department chairperson, who then forwards it to the Assistant Purchasing Agent. After Comptroller approval, the Assistant Purchasing Agent determines the status of the requisition and processes it. Major purchases exceeding \$1,500 are sent to State Purchasing for bids. State contract orders, special purchase authority orders (hard to bid items), and mandatory source

orders are placed with the specified vendor. Depending on cost, quality, and service, all other orders are processed by the College's Purchasing Agent (Agency Purchasing Manual, Section V).

For soliciting, handling, and awarding bids, Dalton College follows the procedures listed in the Agency Purchasing Manual (Section V). That bidding process is designed to insulate the College from outside pressures. In particular, preference and selective bidding are forbidden.

To meet the everyday needs of the institution, the Warehouse-Central Stores is stocked with a variety of basic equipment and office supplies. Working through their division/department chairpersons, faculty and staff members requisition items from the storeroom by completing a Materials Request form. The Warehouse-Central Stores Manager records the supplies delivered to each division/department and charges their accounts on a monthly basis.

A Self-Study committee found the storerooms to be generally well organized and amply stocked. The chairperson and faculty members of each division/department are responsible for maintaining and safeguarding an inventory of consumable items used in their areas to support the instructional process. Those consumable items are not included in the instructional inventory described hereafter.

The Warehouse-Central Stores Manager is responsible for equipment inventory. Upon delivery, each piece of equipment is tagged with an inventory number decal and is entered in a master inventory list. The master list also records the date of purchase, date received, serial number, description, department expenses, value, place the equipment will be used, and source of funding. For items valued over \$1,000, that procedure is mandated statewide. Each year the inventory is audited by the Warehouse-Central Stores Manager, and by the federal and state auditors. The College conducts a complete physical equipment inventory count every two years.

A survey of faculty and staff members indicates general satisfaction with the purchasing process. However, survey responses also reveal little campus-wide participation in the evaluation of the Purchasing Office. *Therefore, the committee proposes that a mechanism be developed to ensure campus-wide participation in evaluating purchasing procedures.*

6.3.8 Refund Policy

Dalton College adheres to the refund policy outlined by the Board of Regents in its Policy Manual (Sections 704.04 and 704.0401). That policy follows refund practices that are generally accepted in the higher education community. The College's policy applies to all regularly enrolled students and is clearly stated in the Catalog (pp. 30-31). A full refund goes to students who advance register but officially withdraw from school before the first class meeting. Partial refunds are available to students who officially withdraw from school during the first four weeks of the quarter. Students who advance register and process a schedule change resulting in a reduced load prior to the scheduled date of regular registration may receive a partial refund. However, after the scheduled date of regular registration, a reduction in course load by an individual student does not entitle that student to a refund. To ensure compliance with the most recent federal mandate regarding refunds for first-time borrowers receiving student loans, the University System Policy Manual (Section 704.04) has been revised. The current Catalog reflects that revision.

Refund policy for Division of Continuing Education courses is found in The Quarterly (p.2). Students enrolled in Continuing Education courses receive a full refund if any of those courses are cancelled by the College because of insufficient enrollment.

6.3.9 Cashiering

Dalton College's cashiering function is centralized in the Office of the Comptroller, where the accounting clerk serves as the College's cashier. All persons handling institutional funds are adequately bonded (Policy Manual, Section 708.03).

The College has established a suitable organization and adequate procedures for the management of all funds. One of the cashier's most important duties is the safeguarding of cash. The cashier is responsible for receiving cash, preparing receipts for all cash received, and depositing cash daily. Those measures ensure greater ease in auditing receipts and bank deposits and in recovering returned checks. They also reduce the chance for manipulation of undeposited receipts and give the cashier daily clearance. The daily balancing of cash-on-hand with actual receipts results in accurate cashiering. Other measures taken to control cash are the use of prenumbered receipts, accounting for voided receipts, and the use of cash transmittal forms. Funds received through the mail are recorded in a log independent of the cashier and are processed by an employee other than the cashier. Specific departments such as the Bookstore, Food Services, Library, and Continuing Education receive funds and

transmit daily deposits to the central cashier. All funds must be deposited within 24 hours of receipt. No fees received from registering students are held overnight. A secure vault contains a safe to hold petty cash as well as any funds other than student fees received after banking hours or on bank holiday.

6.3.10 Investment Management

As a unit of the University System of Georgia, Dalton College adheres to the investment policy of the Board of Regents (Policy Manual, Sections 705.01 and 705.02). Also, the Board of Regents Business Procedures Manual lists several policies relating to both short- and long-term investments and is available in the Business Office.

In conjunction with the Georgia Department of Administrative Services (DOAS), the Board of Regents ensures compliance with established fiduciary policies and directives. As stated in Procedure Directive No. 14, the current guidelines for recording interest earned on NOW accounts and time deposits have been in effect since July 1, 1985.

Dalton College must inform the Board treasurer of all banks holding College deposits. The treasurer is then responsible for notifying the bank which administrators are authorized to access the account. At least biennially, the Board sends auditors to Dalton College to evaluate the College's investment policies and guidelines. Such audits ensure that the College is in compliance with the Board's rules and regulations concerning investment.

6.3.11 Risk Management and Insurance

Dalton College maintains a comprehensive risk management program. The College is self-insured through the State Agency managed by the Fiscal Division of the Department of Administrative Services. All Dalton College buildings and contents are insured at replacement value.

The Comptroller of Dalton College verifies that all employees of the University System of Georgia are covered under a blanket security bond. Some employees are also bonded under a Commercial Crime Policy. Those measures protect the Board of Regents against fraudulent or dishonest acts by System employees (Surety Bond updated in the notes to the Financial Statement, June 30, 1991).

Dalton College also maintains an active risk avoidance program, with annual inspections by the State of Georgia Safety Inspector and the Dalton City Fire Department. Inspection reports go to the College's director of Public Safety Services and Security, who corrects any identified problems. As mandated by the Board of Regents, the College Public Safety Services staff also conduct monthly safety checks on all campus buildings.

Another area of concern is that of managing risks related to injuries which students might sustain while engaged in institutionally sponsored activities. Professional liability insurance is provided for employees (Policy Manual, Section 708.02), and appropriate waivers are executed for students participating in those activities. However, as the scope and variety of student activities and trips have expanded, the need for both guidelines clarifying the extent of institutional sponsorship and for policies regarding student insurance has become apparent. *The committee proposes that the administration develop guidelines clarifying the extent of institutional sponsorship of student activities and investigate the possibility of offering student accident insurance.*

ADMINISTRATIVE PROCESSES COMMITTEE RECOMMENDATIONS, SUGGESTIONS, AND PROPOSALS

The Administrative Processes Committee suggests that

- S-11 a mechanism be developed to improve the quality and comprehensiveness of formal communication within the institution (p. 201).
- S-12 a means be developed to collect and use data from Dalton College alumni to gauge and to enhance institutional effectiveness (p. 213).

The Administrative Processes Committee *proposes* that

- P-29 the Statutes and Faculty Handbook Committee oversee the revision and/or updating of the Statutes and the Faculty Handbook (p. 206).
- P-30 to clarify the process of evaluating administrators and division chairpersons, the current practices be examined, clarified, and revised to establish regular, formal evaluation procedures that include faculty participation (p. 209).
- P-31 the future membership of the Dalton College Alumni Association be available for all former students without monetary consideration. Any voluntary contributions from members will be considered gifts to the College (p. 212).
- P-32 the Student Handbook be clearly identified within the Catalog (p. 213).
- P-33 steps be taken to define the nature and scope of the problem of campus-wide communication and that procedures be developed for more effective informal campus-wide communication (p. 214).
- P-34 a mechanism be developed to ensure campus-wide participation in evaluating purchasing procedures (p. 227).
- P-35 the administration develop guidelines clarifying the extent of institutional sponsorship of student activities (p. 230).

P-36 the possibility of offering student accident insurance be investigated (p. 230).

PHYSICAL RESOURCES COMMITTEE

Faculty and Staff Members Persons

David Wycherley, Ph.D., Chairperson and Editor
Associate Professor of Physics and
Mathematics

Norman Presse, Ph.D., Deputy Chairperson
Associate Professor of Psychology

Barbara Calhoun
Director of the Division of
Continuing Education

Barbara Durham, M.L.S.
Assistant Librarian

Cheryl Grayson, M.A.
Instructor in Physical Education

Reed Krause
Instructional Aide, Division of
Nursing

Vince Postell, Ph.D.
Assistant Professor of Mathematics

Laura Rose, M.B.A.
Instructor in Accounting

Andrew Jackson Waskey, Ph.D.
Assistant Professor of Social Science

Community Resource

Mr. Charles Hendry
Accountant

Mr. David Jamison
Staff (Alumnus)

Mr. DeForrest Parrott
Utilities

Mr. Wes Smith
Banking

Campus Resource Persons

Dr. Wayne Bell
Academic Dean

Mr. Mike Borja
Director of Plant Operations

Mr. Billy Gee
Director of Public Safety

Mr. Tommy Godbee
Comptroller

Ms. Joyce Nichols
Purchasing

Dr. Derrell Roberts
President

Steering Committee Liaison

Ms. Doris Shoemaker
Associate Professor of Medical
Technology

Institutional Effectiveness Liaison

Ms. Cheryl Nuckolls
Secretary - Faculty

6.4 Physical Resources

The main campus of Dalton College occupies approximately 52 acres of a 136 acre tract² in the northwest corner of Georgia. (The unused 84 acres are part of a sizable mountain that borders the entire campus along its western edge.) Eight buildings³ of attractive and compatible architecture are spread out in an uncluttered manner across the campus, which, being situated in the foothills of the Appalachian Mountains, enjoys the varied terrain of the entire region.

The eight buildings (administration, library, gymnasium, maintenance, student center, technical, and two classroom) accommodate a wide variety of programs. In addition to the usual spectrum of academic programs, the College houses extensive vocational and technical programs, a comprehensive continuing education program, external degree programs for West Georgia College, and an extensive nursing program. The College also provides space for the Adult Literacy Program which enables high school dropouts to obtain the GED.

Dalton College more than adequately provides its faculty and staff members with the requisite office equipment and supply materials needed to administer the wide variety of academic and vocational programs. Self-Study surveys indicated that 99.1% of faculty and staff members were satisfied that their supply needs were being met. The laboratories associated with the lab science courses are adequately furnished with appropriate equipment. Divisional budgets allow each department to supplement and upgrade its equipment as needed.

Dalton College also teaches a variety of courses at off-campus locations, namely Pickens Technical Institute (Jasper), Walker Technical Institute (Rock Spring), Calhoun High School (Calhoun), Ridgeland High School (Rossville), and the Catoosa County Court House (Ringgold). According to the Faculty Survey, the quality of the classrooms at some of those facilities is not equal to the quality of those on the campus proper. Only 13.6% of the faculty members surveyed rated the majority of off-campus

² According to the 1992 Report of the State Auditor of Georgia, the University System of Georgia's initial investment (i land was \$72,500.

³ According to the same report, the buildings had a total construction cost of \$9,688,000. The buildings are insured at Improvements other than buildings had a cost of \$1,455,000.

classrooms as good to excellent.⁴ That rating compares unfavorably with the 63.4% of faculty members who rated the on-campus classrooms as good to excellent. Surprisingly, 62.1% of the off-campus students who responded to a Self-Study survey rated the quality of the classrooms as good to excellent. The discrepancy in the two figures is probably linked to the fact that 42.9% of the off-campus students cited above had not taken a course on campus.

Specific hardships exist for faculty members who teach laboratory courses at the off-campus sites. Needed equipment must often be ferried back and forth from Dalton to the off-campus sit

All in all, the physical resources of Dalton College are, at present, more than adequate to serve the College's needs. *However, the committee proposes that steps be taken to ensure that the quality of off-campus classrooms and equipment match that of the campus proper.*

Since Dalton College is located near Interstate 75, it is easily accessible to its service area. Interstate 75 has two exits within two miles of the campus, one to the north of the college and the other to the south.

The campus itself is beautifully landscaped with trees, shrubs and flowers. The buildings are modern, clean, and well-lit. A notable 63% of students who responded to the Self-Study Survey rated the overall appearance of the campus as excellent. Certainly, the physical attractiveness of the campus is one of its most compelling features and provides a superb learning and teaching environment for both students and faculty members.

6.4.1 Space Management

⁴ Fifty percent of the faculty surveyed rated the off-campus facilities as adequate; 36.4% rated them as poor.

As Dalton College is primarily a teaching institution, its top priority in space allocation is, of course, classroom space. Four of the College's eight buildings (Sequoia Hall, Memorial Hall, the Technical Building, and Bandy Gymnasium) are devoted almost exclusively to classroom instru

Westcott Building houses the Office of the President, the Office of the Academic Dean, the Office of the Registrar and Admissions, the Business Office and the Division of Continuing Education.

The remaining three buildings are the Pope Student Center, the Library Resource Center and the Maintenance Building.

Further information of the contents and usages of each of the eight buildings can be found in Table 6.4.1-1.

TABLE 6.4.1-1
Building Resources

	SEQUOYA HALL	WESTCOTT	MEMORIAL HALL	BANDY GYM	TECHNICAL	POPE STUDENT CENTER	LIBRARY	MAINT- ENANCE
Square Footage	48,300	21,100	30,100	29,400	56,200	43,700	31,300	15,000
Main Function	Instruction	Administration	Instruction	P.E. Instruction	V.T. Instr.	Student Services	Library	Maint.
Secondary Function		Continuing Education Admin.		Continuing Education classes Student Activities	Continuing Education classes Community Clinics	Food Services Bookstore Recreation	Media Center Computer Services	Physical Education Instruction
Number of Classrooms	13	0	13	2	13	0	0	0
Number of Offices	37	21	40	6	19	20	9	3
Number of Labs	10	0	1	0	9	0	1	0
Number of Restrooms	6	3	6	6	8	7	4	2
Number of Admin. or Division Chairpersons	3	6	2	1	2	4	1	1
Number of Faculty	26	0	39	4	21	0	4	0
Number of Staff	3	24	2	0	2	17	7	9
Number of Custodians	2	2	2	1	1.5	2	1	0

Special Features	Physics Lab Chemistry Lab Biology Labs Med. Tech. Lab Lecture Hall Computer Labs Math Lab Reading Lab Nursing Lab	Conference Rooms (5)	Auditorium Language Lab Lecture Hall	Swimming Pool Weight Room Basketball Court Racquetball Courts Tennis Courts Fitness Trail Athletic Field Walking Trail	Auto Mech. Repair Shop Welding Shop Spray Booth Auto Body Repair Shop Computer Labs (3) Drafting & Design Lab Typing Lab	President's Dining Room Career Resource Center	Darkroom Community Services Room Special Collections Room	Carpentry Shop Plumbing & AC Repair Shop Small Engine Repair Shop
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Source: Self-Study Committee Survey, 1992

Dalton College has experienced a remarkable growth in the past decade, having nearly doubled its enrollment in that period. The number of faculty and staff members has likewise increased. The campus also provides classroom and office space for four-year degree and master's level external programs administered by West Georgia College. Thanks primarily to the completion in 1990 of a major new wing to Sequoya Hall, the campus has been able to handle the growth. It is unlikely, however, that the growth can continue without additional classroom, laboratory, and office space. As an interim solution, the College is considering a number of alternatives, one of which would entail a significant increase in the number of afternoon course offerings. Also, four more classrooms are presently being developed and are expected to be available for use by the Fall Quarter of 1993.

Parking presents some problems, especially for students, despite the addition of several hundred new spaces over the last few years. The problem is particularly acute during the fall quarter of each year when the enrollment is the highest. At peak hours there are more student vehicles (an estimated 1,200, corresponding to 40% of the registered 2,985 vehicles) on campus than parking places (1,115). Not surprisingly, 21% of those students who responded to the Self-Study Survey rated parking as inadequate to poor. Due to attrition, however, the problem usually disappears by the third or fourth week of the quarter.

The problem is at present annoying but not catastrophic. However, if the student body continues to grow as it has over the past decade, additional steps will have to be taken to address the problem. As

there is simply not enough space available on the campus to put more and more parking spaces, other solutions will have to be found. An informal committee consisting of the President, the Academic Dean, the Comptroller, and the Registrar, is addressing the problem.

All in all, the space allocated to the various institutional functions is adequate at present.

6.4.2 Buildings, Grounds and Equipment Maintenance

The Director of Plant Operations is responsible for the upkeep of the buildings and grounds. The Director and his staff of eight full-time employees inspect the various buildings and grounds on a regular and formal basis, completing an extensive written inspection form in the process. Some of the inspections are performed weekly, some monthly, and some yearly. College owned vehicles are also inspected on a weekly basis. Since, however, no formal written schedule of maintenance activities exists, the committee suggests that such a schedule be developed. The written inspection results are kept in the office of the Director of Plant Operations. Routine maintenance is performed immediately as problems are located. A head groundskeeper is responsible for the maintenance of the grounds.

Faculty and staff members can initiate requests for repairs or maintenance through a system of written work orders. The Self-Study Survey indicated the general satisfaction (77%) of faculty and staff members with response to the work orders.

Some maintenance must, of course, be done on a deferred basis. Several factors, such as priority of the need, the impact on scheduled classes and activities, and budget constraints, determine what can be done immediately and what must be deferred. The decisions are made, after input from the Comptroller and the Director of Plant Operations, by the President of the College.

Electricity is provided by Dalton Utilities. Secondary transformers exist for each building. For the sake of appearance and safety, all power lines run underground. Natural gas is also provided by Dalton Utilities. Since the College uses electric as well as gas-fired boilers, it does not rely solely on the

supply of natural gas. The gas lines are inspected annually and the boilers biannually by outside agencies.

Water and sewage service is provided by the City of Dalton. Telephone service is provided by GTE South. Many improvements in telephone service have been made in recent years. Almost all faculty members and professional staff members now have individual lines.

6.4.3 Safety and Security

The Comptroller has the ultimate responsibility for the safety and security of the campus. In performing that task, he works closely with the Director of Public Safety and the Director of Plant Operations. If any problem is noted, whether related to security or safety, Public Safety or Plant Operations is notified and appropriate action is taken. In addition to their regular duties, Plant Operations personnel are constantly on the lookout for hazards.

A comprehensive safety plan has been developed for the campus. Being concerned primarily with routine risk management, the plan calls for such items as monthly inspections of fire extinguishers and exit lighting, biannual inspection of the boilers, annual inspection of the gas lines, and a yearly inspection by the fire marshal.

In addition to the comprehensive safety plan, a campus emergency plan also exists. The plan would go into effect should a disaster (such as a tornado or chemical spill) occur. The document is kept in the Comptroller's Office.

Laboratories associated with the physics, chemistry, biology and medical technology programs and shops associated with the technical programs have the requisite safety features and equipment. Individual faculty members are charged with making certain their students are aware of all safety aspects of the particular laboratory or shop.

In a general meeting of the faculty and staff held in April, 1993, some concern was expressed over the lack of any formal plan with regard to proper response to emergency situations, such as fire, injury, medical emergency, or natural disaster. *Therefore, the committee proposes that Dalton College develop and implement a plan which would ensure that faculty members, staff members, and students are aware of proper ways to respond to an emergency.*

The proper disposal of hazardous waste is a campus-wide concern. The chairperson of the Division of Natural Sciences and Mathematics is the campus coordinator for disposing of hazardous waste for academic activities. The chairperson is responsible for making sure that hazardous materials are disposed of according to environmentally safe and legally accepted means. The Director of Plant Operations serves a similar role for non-academic activities. The Director of Plant Operations and the Chairperson of the Division of Technical Education have made a conscious effort in recent years to ensure the use of more environmentally friendly chemicals.

Wastes that cannot be handled locally are stored in a safe manner at one of three sites--the Chemical Storeroom in Sequoia Hall, the Maintenance Building, or the Technical Building--until they can be disposed of properly. The wastes stored in the Chemical Storeroom are picked up once per year by the University of Georgia. Some of the hazardous materials used by maintenance and the Division of Technical Education are handled locally by independent contractors. The rest is picked up twice per year by personnel from the University of Georgia.

Every reasonable effort has been made to make all parts of the campus accessible to the handicapped. Dalton College is, at present, in full compliance with Sections 503 and 504 of the Federal Rehabilitation Act.

During the regular work week, security is provided by the Division of Public Safety. As of the Fall Quarter 1992, there are five full-time and one part-time public safety officers, all of whom are Peace Officers Standards and Training (POST) certified. In addition, all of the officers maintain CPR certification which must be renewed on an annual basis. Weekend and holiday security for the campus proper, which is maintained 24 hours a day, is provided by a private company. In case of emergency, an officer can always be reached immediately either through the dispatcher or by direct dialing of the beeper number.

On the Self-Study surveys, 77% of the faculty members and 68% of the students rated campus security as good to excellent. A number of comments were made, however, concerning a lack of night lighting at certain locations around the campus. *To enhance security, the committee proposes that additional lighting be provided at appropriate locations on the Dalton College campus.*

Dalton College is not directly involved with security at the off-campus sites. Whatever security exists at those sites for Dalton College students and faculty members is at the discretion of that facility. Some faculty members have expressed concern over what appears to be a total lack of security at some of the off-campus sites. The committee recommends that issues related to security at off-campus sites be evaluated so that adequate security can be provided for students and faculty members at all off-campus sites.

6.4.4 Facilities Master Plan

Dalton College maintains a written physical facilities master plan kept in the office of the President of the College. The plan calls for the following major construction projects:

- (a) a 28,800 square foot Humanities Building
- (b) a 30,000 square foot addition to the Library
- (c) a 150-200 space parking deck
- (d) a 17,300 square foot addition to Bandy Gymnasium

The new Humanities Building has, in fact, already been approved by the Board of Regents and has recently been upgraded to number 11 on the funding priority list. Since the ten projects⁵ with higher priority have a cumulative price tag of some \$160 million, it will probably be at least four years before actual construction can begin. The building will provide much needed classroom, laboratory and office space.

⁵ Early in 1993, the Governor of Georgia recommended the approval of \$80 million to fund the first three of these proje

**PHYSICAL RESOURCES COMMITTEE
RECOMMENDATIONS, SUGGESTIONS, AND PROPOSALS**

The Physical Resources Committee recommends that

- R-18 issues related to security at off-campus sites be evaluated so that adequate security can be provided for students and faculty members at all off-campus sites (p. 241).

The Physical Resources Committee suggests that

- S-13 a written maintenance schedule be developed (p. 238).

The Physical Resources Committee *proposes* that

- P-37 steps be taken to ensure that the off-campus classrooms and equipment match those of the campus proper (p. 234).
- P-38 Dalton College develop and implement a plan which would ensure that faculty, staff, and students are aware of proper ways to respond to an emergency (p. 239).
- P-39 some additional lighting be provided at appropriate locations on the Dalton College campus to enhance security (p. 240).

6.5 Externally Funded Grants and Contracts

Dalton College has no externally funded grants or contracts for research. However, since 1985, Dalton College has successfully bid on a vendor agreement with the General Motors Corporation to provide technical instruction for GM dealer technicians at GM Training Centers and other locations at an "instructor day rate." The agreement specifies that "funds received from General Motors by the College are utilized by the College as deemed necessary." Net proceeds support non-recurring quality improvements in the College's instructional programs.

6.6 Related Corporate Entities

The Dalton College Foundation, as discussed in Section 6.2 of this report, is a separate corporate entity which exists to support the College. Board Policy (Section 701.01) assures that funds from the Foundation are not considered in determining allocation of state funds. Therefore, the College is fortunate in not being reliant upon Foundation support.

Summary of Recommendations, Suggestions, and College Proposals

RECOMMENDATIONS

Section I. Principles and Philosophy of Accreditation

None

Section II. Institutional Purpose

R-1 - It is recommended that the mission portion of the current Statement of Purpose be published in The Quarterly, the Faculty Handbook, the Statutes, the Handbook for Part-Time Faculty, and the Extended Campus Faculty Handbook. (p. 17)

R-2 - The creation and implementation of a procedure is recommended for regular study and review of the Statement of Purpose at intervals of no more than five years, and advised that such study and review take place in close coordination with those responsible for monitoring institutional effectiveness. (p. 17)

Section III. Institutional Effectiveness

R-3 - It is recommended that the institution generate an interim assessment document based on data collected during the Self-Study process and the 1992-1993 implementation of the planning process. (p.43)

R-4 - It is recommended that the institution generate an interim short-range plan based on data collected during the Self-Study process and the 1992-1993 implementation of the planning process. (p. 43)

R-5 - It is recommended that the position of Director of Institutional Research, Planning, and Development be filled. (p. 43)

R-6 - It is recommended that a mechanism be established for the regular review of the "Dalton College Planning Process." (p. 43)

R-7 - It is recommended that a new long-range plan be developed. (p. 44)

R-8 - It is recommended that a process be developed for regular evaluation and updating of the long-range plan. (p. 44)

Section IV. Educational Program

- R-9 - It is recommended that cut-off scores for the College Board Achievement Test and Advanced Placement Test be included in the future editions of the Catalog (p. 59)
- R-10 - It is recommended that a process be developed to ensure that course files, which include current course syllabi for each instructor of each course, are maintained. (p. 70)
- R-11 - It is recommended that a means be developed which readily demonstrates that faculty evaluations are used for the purpose of improving faculty performance and instructional programs. (p. 131)

Section V. Educational Support Services

- R-12 - It is recommended that a procedure be developed to ensure that evaluations are broadly based and that evaluation forms are regularly available to all library patrons, to ensure that the entire college community, including community users and West Georgia students, has an opportunity to participate in evaluating the LRC. (p. 144)
- R-13 - It is recommended that, through the Library Committee, policies and procedures be implemented to solicit actively and regularly the involvement of faculty and staff members both in collection development and evaluation. (p. 150)
- R-14 - It is recommended that a Placement Coordinator be hired to coordinate placement activities. (p. 181)
- R-15 - It is recommended that additional personnel resources be allocated to the student activities program to satisfy increased demands of night students, off-campus students, and non-traditional students. (p. 183)
- R-16 - It is recommended that additional Financial Aid staff be hired. (p. 192)
- R-17 - It is recommended that a process be established to check contents of all first aid kits regularly and to resupply them as necessary. (p. 193)

Section VI. Administrative Processes

- R-18 - It is recommended that issues related to security at off-campus sites be evaluated so that adequate security can be provided for students and faculty members at all off-campus sites. (p. 241)

SUGGESTIONS

Section I. Principles and Philosophy of Accreditation

None

Section II. Institutional Purpose

None

Section III. Institutional Effectiveness

- S-1- It is suggested that adequate resources be allocated to do more extensive follow-up studies of former students. (p. 46)

Section IV. Educational Program

- S-2- It is suggested that all students be encouraged by faculty members to develop computer competency. (p. 65)

Section V. Educational Support Services

- S-3- It is suggested that adequate personnel be provided to assure computer access to the full library collection. (p. 149)
- S-4- It is suggested that the formal weeding policy be reviewed, revised, and implemented to be consistent with the current philosophy. (p. 151)
- S-5- It is suggested that the administrative policies for computing resources and established priorities for computer laboratories be evaluated regularly to ensure that academic and administrative needs are adequately served. (p. 163)
- S-6- It is suggested that the policies regarding the EDP Plan be regularly evaluated to ensure a balance of the services among all user groups. (p. 163)
- S-7- It is suggested that records be kept to determine an accurate profile of computer resource use. (p. 163)

- S-8 - It is suggested that procedures be established to encourage all students to make use of the computing resources found at Dalton College. (p. 164)
- S-9 - It is suggested that the Counseling and Career Development Center develop techniques for increasing the visibility of the Center to increase awareness of the services offered by the Center for students, alumni, and employers. (p. 180)
- S-10 - It is suggested that an equipment bank for intramural sports be established. (p. 194)

Section VI. Administrative Processes

- S-11 - It is suggested that a mechanism be developed to improve the quality and comprehensiveness of formal communication within the institution. (p. 201)
- S-12 - It is suggested that a means be developed to collect and use data from Dalton College alumni to gauge and to enhance institutional effectiveness. (p. 213)
- S-13 - It is suggested that a written maintenance schedule be developed. (p. 238)

PROPOSALS

Section I. Principles and Philosophy of Accreditation

None

Section II. Institutional Purpose

- P-1 - It is proposed that the mission portion of the Statement of Purpose be included where appropriate in advertising and publicity materials generated by the College. (p. 17)

Section III. Institutional Effectiveness

- P-2 - It is proposed that workshops for the college community be held as soon as possible to clarify how the planning process works, how each person is involved, and why the planning process is necessary. (p. 43)
- P-3 - It is proposed that the Dalton College Planning Model be revised as soon as possible to reflect more clearly the participation of student and to include involvement by community members. (p. 43)
- P-4 - It is proposed that the position of Director of Institutional Research, Planning, and Development include responsibility for the coordination of institutional effectiveness programs. (p. 43)

Section IV. Educational Program

- P-5 - It is proposed that a structure be developed for regularly evaluating admission policies and procedures because the procedures for implementing Board admission policies are now evaluated only informally prior to each catalog revision. (p. 59)
- P-6 - It is proposed that Continuing Education continue to improve and expand its offerings to meet the needs of the Spanish-speaking members and the other non-native speakers of the community. (p. 91)
- P-7 - It is proposed that the Dalton College Planning Model of "Assessment, Planning, Implementation, and Evaluation" and the specific evaluation methods used by

- the Division of Continuing Education be written into the policies manual of Continuing Education. (p. 91)
- P-8 - It is proposed that the student parking problem be addressed. (p. 92)
- P-9 - It is proposed that an outline of the process for recruitment and appointment of faculty be included in the Faculty Handbook.
(p. 103)
- P-10 - It is proposed that an outline of the affirmative action plans on the recruitment and appointment process be included in the Faculty Handbook. (p. 103)
- P-11 - It is proposed that the Dalton College Statutes (Article V) be amended to show optional retirement and insurance plans available to newly hired faculty members. (p. 112)
- P-12 - It is proposed that the procedure for promotion and tenure be stated more clearly in the Faculty Handbook. (p. 116)
- P-13 - It is proposed that more discussion of the faculty member's progress toward tenure and promotion be included in the annual evaluation process. (p. 117)
- P-14 - It is proposed that the administration develop more open communications regarding funds for development and provide a clearer understanding of financial aid for the College and Dalton College Foundation so that chairperson be sufficiently informed to communicate that information to the members of their divisions. (p. 123)
- P-15 - It is proposed that the faculty evaluation committee work toward ensuring that an objective, clearly defined, campus-wide standard be implemented which includes a description of and information about broad-based weights given to the components used to evaluate, promote, and tenure faculty, while allowing or individual differences. (p. 132)
- P-16 - It is proposed that the faculty evaluation committee continue to evaluate and refine the student evaluation forms to ensure objectivity and effectiveness. (p. 132)
- P-17 - It is proposed that the faculty evaluation committee revise and update the procedure for faculty evaluation of chairpersons, and other administrators in order to create a campus-wide, democratic system of checks and balances for the enhancement of departmental effectiveness. (p. 132)

Section V. Educational Support Services

- P-18 - It is proposed that the library budget be examined and increased to keep up with the inflationary costs of materials. (p. 149)
- P-19 - It is proposed that a current inventory of the library collection be completed and planned by staff. (p. 151)
- P-20 - It is proposed that the Library Committee study the possibility of rescheduling and increasing the library's hours of operation and present its recommendations to the faculty. (p. 154)
- P-21 - It is proposed that all faculty members who have taught and who will be teaching off-campus courses be consulted before a decision is made to offer a course off-campus. Those instructors can help anticipate problems and plan for needed supplies, equipment, and library resources for those classes. (p. 157)
- P-22 - It is proposed that yearly assessments and student evaluations of off-campus courses be made to determine whether students' problems with obtaining library resources are being resolved, since some off-campus students expressed difficulties with completing library assignments. If students continue to have problems, the committee proposes that the College consider alternative ways of furnishing off-campus students easier access to library resources. (p. 157)
- P-23 - It is proposed that individual computers, appropriate software, and more extensive training be provided for faculty members. That training would provide faculty members with computer resources and would enable them better to assist and encourage computer use by their students and would enable faculty members better to assist students in advising and registration. (p. 161)
- P-24 - It is proposed that the ad hoc computer users committee schedule regularly announced meetings and distribute minutes of those meetings to the general faculty. (p. 162)
- P-25 - It is proposed that the members of the ad hoc computer usage committee request advice and recommendations from those in their division or departments who are involved in computer-related instruction. (p. 163)
- P-26 - It is proposed that a brief introductory computer course be required for all Dalton College students. The course would be similar to the first-aid graduation requirement. An exemption to that course could be given if a student could document or demonstrate computer literacy. (p. 164)

- P-27 - It is proposed that the College assess needs of non-traditional students and implement strategies to improve support and activities for them. (p. 183)
- P-28 - It is proposed that the disclaimer for expressed opinions appear in the publications section of the Catalog. (p. 184)

Section VI. Administrative Processes

- P-29 - It is proposed that the Statutes and Faculty Handbook Committee oversee the revision and/or updating of the Statutes and the Faculty Handbook. (p. 206)
- P-30 - It is proposed that to clarify the process of evaluating administrators and division chairpersons, the current practices be examined, clarified, and revised to establish regular, formal evaluation procedures that include faculty participation. (p. 209)
- P-31 - It is proposed that the future membership of the Dalton College Alumni Association be available for all former students without monetary consideration. Any voluntary contributions from members will be considered gifts to the College. (p. 212)
- P-32 - It is proposed that the Student Handbook be clearly identified within the Catalog. (p. 213)
- P-33 - It is proposed that steps be taken to define the nature and scope of the problem of campus-wide communication and that procedures be developed for more effective informal campus-wide communication. (p. 214)
- P-34 - It is proposed that a mechanism be developed to ensure campus-wide participation in evaluating purchasing procedures. (p. 227)
- P-35 - It is proposed that the administration develop guidelines clarifying the extent of institutional sponsorship of student activities. (p. 230)
- P-36 - It is proposed that the possibility of offering student accident insure be investigated. (p. 230)
- P-37 - It is proposed that steps be taken to ensure that the off-campus classrooms and equipment match those of the campus proper. (p.234)
- P-38 - It is proposed that Dalton College develop and implement a plan which would ensure that faculty, staff, and students are aware of proper ways to respond to an emergency. (p. 239)

P-39 - It is proposed that some additional lighting be provided at appropriate locations on the Dalton College campus to enhance security. (p. 240)