



DALTON STATE
DEAN OF STUDENTS OFFICE

DEAN OF STUDENTS' OFFICE 2021-2022 ANNUAL REPORT

Combined Section A

<p>Total number of students served (duplicated)</p>	<p>CARE: 255 Career: 1,394 Conduct: 559 Dean of Students Office: 929 Disability: 384 Hardship Withdrawals: 61 Student Emergency Funding: 324 Student Life: 123 Birdfeeder: 1732 Civic Engagement: 361 *Verified Volunteer Hours: 5,026 Game Room: 16,788 Leadership: 48 Programming: 4260 RSOs/Greeks: 111 Student Government: 263 Testing Center: 2,188 (Includes community exams) Peer Education: Tutoring: 2,093 SI: 675 Math & Science Center: 3,786 Academic Programming: 1,648 Grammarly: 3,437 Financial Fitness: 220 Financial Programming: 585 TOTAL: 42,224</p>
<p>Total number of faculty and staff served by services (duplicated)</p>	<p>CARE: 113 Career: 142 Conduct: 88 Disability: 25 Student Life: Birdfeeder: 0 Civic Engagement: 26 Game Room: 0 Leadership: 17 Programming: 0</p>

	RSOs/Greeks: 30 Student Government: 22 Testing Center: 1,469 Peer Education: 42 TOTAL: 1,974
Number of student activities offered	Career: 16 Conduct: 3 Disability: 8 Hispanic and Latinx Outreach: 5 Student Life: Birdfeeder: 4 Civic Engagement: 15 Leadership: 8 Programming: 30 RSOs/Greeks: 251 Student Government: 10 Testing Center: 2 Peer Education: 36 TOTAL: 388
Number of active campus clubs	30
Number of full-time staff	13
Number of part-time staff	1
Percentage of staff serving on committees	85%
Percentage of staff engaged in community/public service	85%
Total operating expenditures (FY 2021)	\$931,289.36
Operating supplies and expenses (FY 2021)	\$318,376.14
Equipment expenditures (FY 2021)	

Section B: Summary of Major School and Administrative Departmental Accomplishments, including Mission-Related Accomplishments

1) Dean of Students

- a) During the 2021-2022 academic year the Dean of Students Office saw several requests for hardship withdrawals, Roadrunner Student Emergency Funding applications, and referrals made to the CARE Team.
 - i. The Dean of Students Office received 61 requests for a hardship withdrawal. This is a slight increase (4 more requests) than the previous year.
 - ii. The Dean of Students Office received 324 applications for the Roadrunner Student Emergency Fund. The 324 applications received was a 58% increase from applications in the previous year, which saw 204 applications.
 - iii. The CARE Team received 255 referrals for the 2021-2022 school year. This is a 107% increase decrease in students from the 123 from the previous year.

Case Type	Number of Cases
Hardship Withdraws	61
CARE Team	255
Roadrunner Student Emergency Fund	324
Totals	640

2) Career & Professional Development

- a) During the 2020-2021 academic year, Career & Professional Development (CPD) met with students/alumni in one-on-one sessions (294) both in person and via Microsoft Teams virtual appointments to provide advisement and resources to individuals covering topics like job search, choosing a major/career path, applying to graduate school, creating/updating resume/cover letter, using LinkedIn, etc. CPD also hosted several career-focused events like Work Study Job Fair (35), Free Headshot Day (233), LinkedIn Workshop (68), Internship Fair (105), Graduate School Fair (68), Career Fairs (297), Career Week (96), Graduate Portrait Day (54), Schmoozapalooza (networking event) (96), etc.
- b) CPD switched career management systems in Spring 2022 from Purple Briefcase to Handshake. This change will connect Dalton State College (DSC) students/alumni to more employers and career opportunities than before. DSC is the 19th University System of Georgia (USG) school to join Handshake giving students/alumni more opportunities for internships, jobs, and career events hosted by both DSC and other USG schools and employers.

- c) The Associate Director for Career & Professional Development (ADCPD) sat on two (2) Board of Directors: Georgia Association of Colleges and Employers and the Northwest Georgia Junior Achievement. The ADCPD also chaired the USG Career Services RAC Group throughout the year. The ADCPD served as Parliamentarian for the DSC Staff Council and served as a member of DSC's Momentum Committee.
- d) In March 2022, CPD hired (via the Title III HSI STEM Grant) the Coordinator of STEM Mentoring and Experiential Learning who reports to the ADCPD. The coordinator will work closely with CPD and the STEM Department to develop and implement a peer mentoring program, hire and train mentors over the summer, and pilot the program in Fall 2022. The coordinator will also work closely with STEM Faculty and Administration to develop and oversee a universal process for STEM experiential learning opportunities.

3) Conduct

- a) During the 2021-2022 academic year, Dalton State continued the use of EVERFI's Foundry platform to administer AlcoholEdu for College and Sexual Assault Prevention for Undergraduates. These two online programs provide training for students on alcohol, drugs, sexual assault prevention, and bystander intervention. These programs met the standards for the federal guidelines from Title IX and VAWA amendments.
 - i. During the 2021-2022 school year, 1178 students completed the AlcoholEdu for College course.
 - ii. During the 2021-2022 school year, 1157 students completed the Sexual Assault Prevention for Undergraduates course.
- b) Student Conduct collaborated with The GreenHouse CAC/SAC and Alpha Kappa Lambda Fraternity to host the "These Hands Don't Hurt" program. This program educated 205 college students on the issues regarding domestic violence and allows students to pledge to intervene if they witness an incident. Student Conduct also hosted the "Decisions for Doughnuts" program to discuss ethical dilemmas related to academic dishonesty with class assignments with 108 students.
- c) Student Conduct adjudicated 82 cases during the 2021-2022 school year. 46 were Academic Dishonesty cases and 36 were Student Behavioral cases.

4) Disability Access

- a) Disability Access continues to work with approximately 200 students on a regular basis. Intakes of new students seeking services was 133 in FY 21/22. In addition to the typical way incoming students seek Disability Access, the overlap of students referred to the CARE Team who also need accommodations continues

to grow. Additional opportunities to learn about these services, provides students a more inclusive environment.

5) Exit Interviews

- a) In the 2021-2022 academic year, 167 students initiated a complete withdrawal from Dalton State College. The two areas identified most by students for their reason for withdrawing were personal/family concerns (54) and academic concerns (31). The Dean of Students Case Manager, Nancy Avila de Welles, contacted all students to follow up with resources and assist with returning to Dalton State if they chose to continue their education.

6) Hispanic and Latinx Outreach and Diversity Programing (JEDI)

- a) During the 2021-2022 academic year, the AmeriCorps VISTA-JEDI Advocate completed approximately 14 hours of community outreach, including but not limited to getting student volunteers (31 students and 117 hours of service performed by students) and beginning contact with local Latin/Hispanic Businesses for future events on campus.
- b) The VISTA collaborated on events and programming with student leaders of other culturally centered organizations such as LASO (Latin American Student Organization), SACNAS (Society for Advancement of Chicanos/Hispanics and Native Americans in Science), ALPFA (Association of Latino Professionals of America), and BSU (Black Student Union).
- c) The VISTA began a registered-student organization with ten interested students, named the JEDI (Justice, Equity, Diversity, Inclusion) Student Leaders, which focuses on addressing, educating, and welcoming diversity on the DSC campus. The AmeriCorps VISTA served 266 students through her JEDI Students Leaders and CARE Team duties.

7) Student Life

a) Fraternity & Sorority Life

- i. Dalton State has one active fraternity, Alpha Kappa Lambda, and two active sororities, Alpha Omicron Pi and Alpha Sigma Tau. All three organizations participated in each orientation session to engage with new students and promote their respective student organizations. Alpha Kappa Lambda received the National Presidents' Award and their President, Jerron Phifer, received the Clarence E. Brehm Leadership Award from their Fraternity of Alpha Kappa Lambda National Office during their National Conclave event.

b) Civic Learning and Democratic Engagement

- i. SAVE's committee for Civic Learning and Democratic Engagement (CLDE) programming for the academic year was able to engage 361 students resulting in an 7.4% increase from the prior academic year.

c) Honors Program Co-curricular Experience

- i. Student Life has partnered with the Honors program to provide a more holistic experience for honors students. Through this partnership, Student Life offered a series of seminars, service experiences and social opportunities for all honors students. Student involvement outside the classroom is critical for retention, graduation, and academic success as students feel a sense of belonging on campus. This partnership engaged the cohorts of honors students (first years, second years, etc.) in experiences that are reflective of the development, needs, and wants. In our first year of the program each honors student participated in one service experience, one social opportunity, and one seminar each fall and spring semester.
- ii. Student Life engaged 48 honors students through the co-curricular programs offered.

d) The Birdfeeder - On Campus Food Pantry

- iii. In the 2021-2022 academic year, the Birdfeeder saw an increase in users and distributed items. The increase in users and distributed items is likely due to COVID recovery and more students being on campus. The breakdown of data is below:
 1. Total number of visits (duplicated users): 1,701 (59.42% increase from FY21)
 2. Number of unique users: 320 (53.11% increase from FY21)
 3. Items distributed: 9,434 (3.15% increase from FY21)
 - a. Personal Hygiene: 1,984 items
 - b. Food: 7,450 items
 4. Meals provided to students*: 7,450 (1.79% decrease from FY21)
 5. Volunteer hours in the Campus Garden: 81.5 hours (No Data from FY21)

e) Volunteer Hours

- i. Volunteerism increased significantly in FY22 due to COVID recovery in the economy and on campus. Travel restrictions were lifted, and students looked for involvement opportunities in the community. There were 1,342 responses generating 5,658 total hours of verified volunteer hours – this equates to an economic impact of \$156,500.28*. This is a 235.4% increase from the overall economic impact made during 2020-2021. ***monetary worth of volunteer hours is based on the state value of volunteer time (\$27.66) listed at <https://independentsector.org/value-of-volunteer-time-2022/>*
- ii. SAVE's Community Engagement Committee collaborated to plan and implement 8 coordinated volunteer projects with 158 volunteers. These projects included 9/11 Day of Service, The Big Event and Community

Action Days. These projects accounted for 632 verified service hours and an economic impact of \$4,370.28.

f) **AmeriCorps VISTA Grant**

- i. The AmeriCorps VISTA Grant has been renewed for an additional service year. Student Life and assigned sites are currently recruiting to fill two vacant positions for Dalton Public School Systems: Kid City and Dalton State: Peer Education and School of Education.

8) **Peer Education**

a) **Overview**

- i. i.) The department had 12,444 touchpoints with students on a voluntary basis (26% increase).
- ii. ii.) The new Financial Fitness & Supplemental Instruction Learning Center (LIA #103) officially opened in fall 2021. The newly renovated space encompasses new technology and collaborative seating that is beneficial for student learning and financial literacy initiatives.

b) **Tutoring**

- i. One-one-one tutoring served 2,093 students (1,853 in-person; 240
- ii. virtually)
- iii. Availability opened in the tutor scheduling platform for students to independently book tutoring sessions in their preferred language for
- iv. support.
- v. Tutoring gained student satisfaction data for continuous improvement: 98.3% of tutees will seek tutoring from Dalton State again in the future (11% increase). 95% of tutees felt more confident after receiving tutoring (1.6% increase).

c) **Supplemental Instruction (SI)**

- i. There were 675 students served through optional academic support sessions.
- ii. SI attendees earned 0.33 higher GPA than non-SI attendees.
- iii. 81% of SI attendees received an A, B, or C, while only 73% of non-SI attendees received an A, B, or C.

d) **Math & Science Learning Center (MSLC)**

- i. After expanding to offer a full range of physical and life sciences support in 2021/2022, the MSLC served 3,786 students (128% increase).

e) **Financial Fitness Learning Center (FFLC)**

- i. One-on-one session and module-based financial literacy education served 220 students. 31 students with approved Satisfactory Academic Progress (SAP) appeals completed financial education that prepares them for

financial emergencies, like losing one’s financial aid and being prepared to adjust while

- ii. remaining in college. Additionally, 482 students received financial education through classroom presentations, and 585 students received education through programming.
- iii. After students received financial education from the FFLC, they reportedly felt 30%, on average, more confidence in their money management abilities.
- iv. Peer Financial Fitness Coaches were awarded the Jason Ramos Servant Leadership award for FAFSA Night (Fall 2021). Informative presentations and one-on-one FAFSA assistance were offered for prospective and current students in both English and Spanish.
- v. A financial literacy lending library with over 30 titles was established, with all titles being available in both English and Spanish.

f) Grammarly Premium

- i. Grammarly Premium: There are 3,437 unique, active users (51% increase from 2020/2021). Dalton State users conducted 46,040 sessions (239% increase).

	# Sessions	# Hours Spent Using Grammarly	# Words Checked	Efficiency Hours Gained
06/21	2,030	94	274,314	432
07/21	1,426	56	264,637	276
08/21	3,519	254	923,773	797
09/21	2,972	152	556,228	1,112
10/21	2,705	216	1,131,830	1,234
11/21	1,847	149	664,395	1,180
12/21	1,051	35	120,812	421
01/22	2,544	30	532,968	996
02/22	5,841	173	1,426,233	1,574
03/22	6,518	355	1,945,623	422
04/22	4,175	232	1,955,695	1,922
05/22	7,828	402	1,588,534	939
06/22	3,584	161	838,656	605
Total	46,040	2,309	12,223,698	11,910

9) Testing Center

a) Overview

- i. The Testing Center continued to support incoming, current (both in person and online), and graduating students by providing an effective and efficient testing environment.

- ii. Our Coordinator left the position, and a graduate of Dalton State moved into the open position. The new coordinator will continue to improve effectiveness and efficiency in the center and has built important on campus relationships.
- iii. Priorities have included ensuring a welcoming and inclusive environment by making changes in appearance of the lobby and main testing area, providing a positive encounter for students so they have the best chance at a successful test taking experience through changes in staffing and approaches to training, and continuing to explore and determine best practices for testing of Dalton State students.

10) Other Office Accomplishments

- a) Jami Hall completed a Professional Certificate in College Wellbeing Trauma & Resilience from Florida State University. She also completed the 6-hour training in Comprehensive School Treat Assessment Guidelines (CSTAG) - Level 1 from the University of Virginia under the expertise of Dr. Cornell. became certified Through NaBITA, in November of 2021, Jami become certified in the SIVRA-35 (Structured Interview for Violence Risk Assessment), and the VRAWW (Violence Risk Assessment of the Written Word). Finally, in March 2022, Jami facilitated the Division of Student Affairs and Enrollment Management's annual training on "The 5 Languages of Appreciation in the Workplace" by Gary Chapman and Paul White.
- b) Samantha Carter became a certified financial education instructor and completed the Association of Financial Planning and Counseling Education's Money Management Essentials program.
- c) Cameron Godfrey completed the 2021 Greater Dalton Chamber of Commerce Emerging Leaders Institute and became a certified supervisor through the International Center for Supplemental Instruction.
- d) Brooklyn Herrera achieved the following: (1.) became DSC's Quality Enhancement Plan (PACE) Associate Director; (2.) Became Georgia Association for Women in Higher Education (GAWHE) Executive Board Secretary; (3.) completed Georgia Forward's Young Gamechangers Dalton/Whitfield 2022 Cohort program; (4.) became a certified financial education instructor; (5.) became a certified supervisor through the International Center for Supplemental Instruction; and (6.) received Ed.D. dissertation research grants from the National Association of Student Personnel Administrators (NASPA), College Reading & Learning Association (CRLA), Journal of College Reading & Learning (JCRL), and the University of North Georgia. Dissertation Research Topic: Achieving educational equity through asset-based peer support at Hispanic-Serving Institutions.

- e) Mallory Safley was awarded the Georgia Association of Colleges and Employers (GACE) “Rising Star” award in June 2022 for her support and actions within the organization over the past years. Mallory also completed Georgia Forward’s Young Gamechangers Dalton/Whitfield 2022 Cohort program. In July 2021, Mallory took the role of Chair for the USG Career Services Advisory Committee known as USC-CACE where she served throughout FY22. In February 2022, Mallory completed the GACE Leadership Institute, cohort class of 2022.
- f) William Mast completed the following: (1) an 8-hour training to be certified as a QPR Gatekeeper Instructor; (2) a Professional Certificate from Florida State University in College Wellbeing Trauma & Resilience; (3) a 6-hour training in Comprehensive School Threat Assessment Guidelines – Level 1 from the University of Virginia. He host/cohosted three QPR training sessions instructing 59 students on warning signs of a suicide crisis and how to respond. He served on the Quality Enhancement Planning Committee during the 2021-2022 academic year. He received the 2022 Henry T. Moon Outstanding Advisor Award from the Fraternity of Alpha Kappa Lambda during their National Conclave event.
- g) Andrea Roberson completed a Professional Certificate in College Wellbeing Trauma & Resilience from Florida State University, participated in an AHEAD (Association for Higher Education and Disability) Management Institute-” Making your data talk”, became certified through NaBITA in SIVRA-35 (Structured Interview for Violence Risk Assessment), and VRAWW (Violence Risk Assessment of the Written Word), in addition to in depth training on Non-Clinical Case Management best practices.
- h) Jacob Dills was hired as the new Testing Center Coordinator in April and has worked to complete the transition to a physically larger space, including updating the efficiency for students who use the services. He worked to develop a seamless transition with the new Dual Enrollment coordinator for admitting students.
- i) Nancy Avila de Welles was hired as the new Nonclinical Case Manager in the Dean of Students Office in January 2022. This position was created via the Title III HSI Grant and reports to the Associate Director for Student Conduct and Case Management. The Case Manager serves on the CARE Team and supports students with campus and community referrals, assists with addressing student needs, and promoting CARE to the campus. In March 2022, she began serving on the DSC Hispanic Advisory Board. She is certified in SNAP benefits enrollment.

Section C: Annual Progress in Assessing School/Administrative Department Institutional Effectiveness (WEAVE)

Disability Access and Student Support Services, Career and Professional Development, and Student Life.

Section D: Overall School/ Department Health and Plans for the Upcoming Year

a) Dean of Students Office

i. CARE Team

With additional funding from the Title III Grant, more marketing and outreach is planned for FY23 with CARE Team tabling and Prospective Class visits. In addition, branded tablecloths, banners, bookmarks, fliers, and t-shirts have been created for FY23.

b) Disability Access and Student Support Services

i. Disability Access

Disability Access has worked at the institution and USG level to develop more structured policies and on campus support for the increasing number of students with Emotional Support Animals who live on campus. An off-leash dog area has been added to our campus and staff is currently working with USG Legal to help develop and implement system guidelines for Emotional Support Animals.

ii. Peer Education

A more holistic approach to the study skills & time management series will be piloted, which will be known as the BEAK (building essential academic knowledge) Series. Peer Education conducted a campus-wide academic skills assessment to inform the series redesign. The assessment identified the top four skills that students would like to develop, including (1) enhancing memory; (2) improving test taking skills; (3) reducing test anxiety; and (4) time management skills. Students also identified the top three obstacles that may prevent them in reaching their academic goals, including (1) being easily distracted; (2) poor study habits; and (3) test anxiety. Students were asked to rank who they prefer to work with for academic skill development where they answered (1) peer tutors (43%); (2) faculty (32%); (3) family (22%); and (4) community organizations (3%).

iii. Testing Center

Staff has shifted operating budget to support a 15 hour per week, part time staff member that was hired in August. This position will allow for a more consistent focus on check-in for students and increase the level of communication for students and faculty. The coordinator will continue to collaborate with other departments on test scores and how best to ensure students have access in a timely manner. Academic Dishonesty training for staff and student workers will be developed and implemented and the new camera system has been installed.

c) Student Life

- i.** Student Life consolidated two staffing positions into one after an employee accepted a new position. The department has shifted focus to quality over

quantity and is actively working to streamline process and procedures for the upcoming academic year.

- ii. It is also projected that the current way the Student Fee structure is charged may be modified at some point soon to allow for a more credit hour tiered process. If this happens, funding will decrease, and Student Life programming will take a hit since we still must absorb two full-time staff members salaries, in addition to their benefits.