DALTON STATE COLLEGE
CAAP OUTCOMES ASSESSMENT PLANNING FORM (1999)
GENERAL EDUCATION

Thorough and precise planning is essential for effective outcomes assessment. By carefully considering issues such as the correspondence between course content and test content and the demonstration of change by linking entry and completion instruments, the selection of students for testing, student motivation, and test administration, an institution can be more confident of obtaining meaningful assessment results and of optimally utilizing staff time and financial resources.

This form is designed to assist you in planning your outcomes assessment. Although elaborate or detailed responses are not necessary, we encourage you to respond thoughtfully. We also encourage you to read the section entitled "Principles for Effective Use of CAAP in Outcomes Assessment" before completing the form.

Instructions:

1. Please complete Parts I and II.
2. *(Optional)* Send your completed form to ACT as far in advance of testing as possible so that ACT staff can review it and make suggestions if necessary. **The form should be sent to ACT Postsecondary Services, Outcomes Programs (11), P.O. Box 168, Iowa City, IA 52243. There is no charge for this service**.

If you have questions or need assistance, please contact either of the following individuals:

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Director, Postsecondary Services
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Part I.

Please fill in the information below.

Your name: *Henry M. Codjoe*

Title: *Director of Institutional Research & Planning*

Institution: *Dalton State College*

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be contacted: *9 a.m. - Noon*

Date of next scheduled accreditation review: *2003*

Part II.

1. *Please list the assessment questions that are of interest to your institution and the data sources that you believe can help provide answers to these questions. An example of an assessment question might be: "Does our general education core curriculum contribute to an increase in the skills and knowledge that we want our students to acquire?" Examples of relevant data sources could include courses taken, course grades and GPAs, and CAAP test scores.*

Assessment questions	Data sources
Transfer Degree Programs 1. How adequately does the College's general education curricula help students acquire the skills, knowledge, and competencies essential for successfully transferring to and completing baccalaureate programs at other institutions?	▪ Alumni Survey ▪ CAAP Exam Results ▪ Class examinations ▪ College Placement Exam rates ▪ COMPASS ▪ Continuing Student Survey ▪ Division/Department Annual Report ▪ End-of-term Essay Examination ▪ Extended Campus Survey ▪ Faculty Evaluation Form ▪ Graduating Student Survey ▪ Graduation rates ▪ New Student Survey ▪ Regents Testing Exam ▪ Retention rates/studies ▪ SAT/ACT Scores ▪ Student Enrollment Reports ▪ Student GPAs ▪ Student Opinion/Satisfaction Survey ▪ Student/Course grades ▪ System Transfer Data
Limited Baccalaureate Degree Programs 2. Do the College's baccalaureate degree programs contribute to an increase in the skills, knowledge, and competencies that students need to obtain gainful employment in managerial and professional positions within local and regional industries?	▪ Advisory Committee Reports ▪ Alumni Survey ▪ Class examinations ▪ Continuing Student Survey ▪ Division Annual Report ▪ Employer Survey ▪ Faculty Evaluation Form ▪ Graduating Student Exit Interview ▪ Graduating Student Survey ▪ Graduation rates ▪ Job placement rates ▪ Professional certification exam rates ▪ Retention rates/studies ▪ Student Enrollment Reports Student GPAs ▪ Student Opinion/Satisfaction Survey ▪ Student/Course grades

Assessment questions	Data sources
Career & Technical/Vocational Education (Certificate, Certificate of Advancement, and Mini-Certificate) Programs 3. Do the College's career and technical/vocational certificate, certificate of advancement, and mini-certificate programs contribute to an increase in the skills, knowledge, and competencies that students need to obtain gainful employment?	▪ Alumni Survey ▪ CAAP Exam Results ▪ Class examinations ▪ COMPASS ▪ Continuing Student Survey ▪ Division Annual Report ▪ DTAE Evaluation Report ▪ Employer Survey ▪ End-of-term Essay examination ▪ Faculty Evaluation Form ▪ Graduating Student Survey ▪ Graduation rates ▪ Job placement rates ▪ Licensure exam rates ▪ Nursing Graduates Survey ▪ Regents Testing Exam ▪ Retention rates/studies ▪ SAT/ACT Scores ▪ State Board Exam Rates ▪ Student Enrollment Reports ▪ Student GPAs ▪ Student Opinion/Satisfaction Survey ▪ Student/Course grades
Administrative & Educational Support Services 4. How effective are the College's administrative and educational support services in serving the needs of the College community?	• Administrator Evaluation Questionnaire • Alumni Survey • Continuing Student Survey • Division/Department Annual Reports • Extended Campus Survey • Faculty & Staff Opinion/Satisfaction Survey • Graduating Student Survey • Student Opinion/Satisfaction Survey • Student Services Survey
Continuing Education & Community Enrichment Programs 5. How satisfactorily do the College's Continuing Education programs and public service activities respond/contribute to the economic development, career, and cultural enrichment of the community?	▪ Alumni Survey ▪ Continuing Education course evaluations ▪ Continuing Education Department Annual Report ▪ Dalton College Community Survey ▪ Department of Adult Education Annual Report ▪ Employer Survey ▪ External Recognition Awards ▪ Faculty Evaluation Reports (Public service activities)

2. *Please describe how you plan to use the results of your outcomes assessment study. What actions will you take, depending on the results?*

Dalton State College will use the results of the outcomes study in the following ways:

a) to assess the College's general education curricula and make improvements or adjustments where necessary to meet students' academic and professional needs;

b) to satisfy SACS accreditation demand for continuous evaluation and demonstrated performance of the College's general education program;

c) to collect/maintain data to assess institutional effectiveness in meeting the general education and other academic goals of the College, as well as to provide a means of comparison with selected peer institutions and longitudinal data for use in planning and evaluation;

d) to assist Divisions and Departments and their program units in monitoring indicators of success and progress towards goal attainment; and

e) to provide developmental and compensatory courses to enable students overcome academic deficiencies.

Actions to be taken, depending on the results include:

a) develop and propose curricula revisions and improvements;

b) a statement of desired student outcomes for each course taught and faculty member's overall instructional goals;

c) to identify and disseminate innovative assessment methods and practices used in the classroom by College faculty; and

d) recommend remedial courses to students to overcome academic deficiencies in noted areas.

3. *Please describe the principal foundational skills your institution seeks to develop in its general education core program. Then, next to each skill, list the principal core course or courses in which these skills are developed. Finally, indicate the CAAP test(s) you intend to use to assess students' achievement in these skills.*

CAAP may not be appropriate for measuring all of your institution's foundational skills. If it is not appropriate, please indicate this as well.

Here are some examples of foundational skills, courses, and CAAP tests:

NOTE: You may wish to use the form in part II, pages 24-34, instead of completing this question. The Test/Content form offers an alternative approach.

Examples

Skill	Course(s)	CAAP test(s)
Demonstrate conventional application of punctuation, grammar, and sentence structure. Demonstrate the ability to organize ideas.	*English Composition (ENG 100)*	*Writing Skills test*
Demonstrate an understanding of the scientific method and the capacity to evaluate competing hypotheses	*Scientific Inquiry (SC 120)*	*Science reasoning test*
Demonstrate the ability to present a well-organized verbal report and/or speech	*Public Speaking (PS 100)*	*(not appropriate)*

The contents of the CAAP tests are described briefly in an attachment to this document. Please read the attachment before completing this question. If you would like more detailed information on the test contents, please see the CAAP Technical Manual.

Skill	Course(s)	CAAP test(s)
Show the ability to communicate in different forms to particular audiences and for specific purposes.	*Business Writing (ENGL 3203)* *Communication Skills (ENGL 1100)* *Creative Writing (ENGL 1110)* *English Composition I (ENGL 1101)* *English Composition II (ENGL 1102)* *Fundamentals of Speech (COMM 1110)*	*Reading test* *Writing (essay) test*
Show basic research method skills, including gathering data for research from various sources and using the computer and other forms of electronic media.	*American Government (POLI 1101)* *American Literature I (ENGL 2131)* *American Literature II (ENGL 2132)* *Business Writing (ENGL 3203)* *Creative Writing (ENGL 1110)* *English Composition I (ENGL 1101)* *English Composition II (ENGL 1102)* *English Literature I (ENGL 2120)* *English Literature II (ENGL 2121)* *Fundamentals of Speech (COMM 1110)* *General Biology I (BIOL 1101)* *General Biology II (BIOL 1102)* *General Chemistry I (CHEM 1121)* *General Chemistry II (CHEM 1122)* *Introduction to Cultural Anthropology (ANTH 1103)* *Introduction to Economics (ECON 1101)* *Introduction to Film as Literature (CINN 1101)* *Introduction to Psychology (PSYC 1101)* *Introduction to Social Problems (SOCI 1160)* *Introduction to Sociology (SOCI 1101)* *Introduction to Statistics (MATH 2200)* *United States History I (HIST 2111)* *United States History II (HIST 2112)* *World Literature I (ENGL 2111)* *World Literature II (ENGL 2112)*	*Science reasoning test* *Reading test* *Writing (essay) test*

Skill	Course(s)	CAAP test(s)
Show the ability to organize and communicate knowledge and ideas in a logical manner.	*American Government (POLI 1101)* *American Literature I (ENGL 2131)* *American Literature II (ENGL 2132)* *Business Writing (ENGL 3203)* *Creative Writing (ENGL 1110)* *English Composition I (ENGL 1101)* *English Composition II (ENGL 1102)* *English Literature I (ENGL 2120)* *English Literature II (ENGL 2121)* *Fundamentals of Speech (COMM 1110* *Introduction to Cultural Anthropology (ANTH 1103)* *Introduction to Economics (ECON 1101)* *Introduction to Film as Literature (CINN 1101* *Introduction to Psychology (PSYC 1101)* *Introduction to Social Problems (SOCI 1160)* *Introduction to Sociology (SOCI 1101)* *Logic and Critical Thinking (PHIL 1101)* *United States History I (HIST 2111)* *United States History II (HIST 2112)* *World Literature I (ENGL 2111)* *World Literature II (ENGL 2112)*	*Critical thinking test* *Writing (essay) test*
Show conventional uses of accepted patterns of grammar, punctuation, and sentence structure in speech and writing.	*American Literature I (ENGL 2131)* *American Literature II (ENGL 2132)* *Business Writing (ENGL 3203)* *Creative Writing (ENGL 1110)* *English Composition I (ENGL 1101)* *English Composition II (ENGL 1102)* *English Literature I (ENGL 2120)* *English Literature II (ENGL 2121)* *Fundamentals of Speech (COMM 1110)* *Introduction to Film as Literature (CINN 1101)* *World Literature I (ENGL 2111)* *World Literature II (ENGL 2112)*	*Writing skills test*
Show the ability to research, organize, and present an oral report and/or speech.	*Fundamentals of Speech (COMM 1110)*	*(not appropriate)*

Skill	Course(s)	CAAP test(s)
Show an understanding of course materials acquired through listening, reading, graphics, computations, experiments, and electronic media.	*American Government (POLI 1101)* *Computer Literacy (CMPS 1100)* *English Composition I (ENGL 1101)* *English Composition II (ENGL 1102)* *Fundamentals of Speech (COMM 1110)* *General Biology I (BIOL 1101)* *General Chemistry I (CHEM 1121)* *General Physics I (PHYS 1127)* *Introduction to Film as Literature (CINM 1101)* *Introduction to Film as Literature (CINN 1101)* *Introduction to Mathematical Modeling (Math 1101)* *Introduction to Physics I (PHYS 2227)* *Introduction to Psychology (PSYC 1101)* *Introduction to Sociology (SOCI 1101)* *Introduction to Statistics (MATH 2200)* *Precalculus Mathematics (MATH 1113)* *United States History I (HIST 2111)* *World Literature I (ENGL 2111)*	*Science reasoning test* *Mathematics test* *Reading test* *Critical thinking test*
Show an understanding of the scientific method and the ability to use appropriate models to solve problems.	*General Biology I (BIOL 1101)* *General Biology II (BIOL 1102)* *General Chemistry I (CHEM 1121)* *General Chemistry II (CHEM 1122)* *General Physics I (PHYS 1127)* *General Physics II (PHYS 1128)* *Introduction to Physics I (PHYS 2227)* *Introduction to Physics II (PHYS 2228)* *Introduction to Psychology (PSYC 1101)*	*Science reasoning test*
Show the ability to apply the knowledge of science to distinguish between observations, inferences, and relationships under investigation.	*General Biology I (BIOL 1101)* *General Biology II (BIOL 1102)* *General Chemistry I (CHEM 1121)* *General Chemistry II (CHEM 1122)* *General Physics I (PHYS 1127)* *General Physics II (PHYS 1128)* *Introduction to Physics I (PHYS 2227)* *Introduction to Physics II (PHYS 2228)* *Introduction to Psychology (PSYC 1101)* *Introduction to Statistics (MATH 2200)*	*Critical thinking test* *Reading test*
Show the ability to communicate and present data graphically and/or mathematically.	*General Biology I (BIOL 1101)* *General Biology II (BIOL 1102)* *General Chemistry I (CHEM 1121)* *General Chemistry II (CHEM 1122)* *General Physics I (PHYS 1127)* *General Physics II (PHYS 1128)* *Introduction to Mathematical Modeling (Math 1101)* *Introduction to Physics I (PHYS 2227)* *Introduction to Physics II (PHYS 2228)* *Introduction to Statistics (MATH 2200)*	*Science reasoning test*

Skill	*Course(s)*	*CAAP test(s)*
Show the ability to perform basic mathematical operations.	*Applied Calculus (MATH 2181)* *Calculus and Analytic Geometry I (MATH 2253)* *Calculus and Analytic Geometry II (MATH 2254)* *General Chemistry I (CHEM 1121)* *General Physics I (PHYS 1127)* *General Physics II (PHYS 1128)* *Introduction to Mathematical Modeling (Math 1101)* *Introduction to Physics I (PHYS 2227)* *Introduction to Physics II (PHYS 2228)* *Introduction to Statistics (MATH 2200)* *Precalculus Mathematics (MATH 1113)*	*Mathematics test*
Show an understanding and the ability to use the computer and other forms of electronic media, such as the Internet.	*Computer Concepts (CMPS 1125)* *Computer Literacy (CMPS 1100)* *Electronic Culture (HUMA 2212)*	*(not appropriate)*
Show an understanding of the major forces and events, influences and ideas that shaped history and society.	*American Literature I (ENGL 2131)* *American Literature II (ENGL 2132)* *English Literature I (ENGL 2120)* *English Literature II (ENGL 2121)* *International Relations (POLI 2401)* *Introduction to Film as Literature (CINM 1101)* *United States History I (HIST 2111)* *United States History II (HIST 2112)* *World Civilization I (HIST 1111)* *World Civilization II (HIST 1112)* *World Literature I (ENGL 2111)* *World Literature II (ENGL 2112)*	*(not appropriate)*
Show the ability to analyze issues from different perspectives and be opened to other viewpoints than your own.	*Introduction to Cultural Anthropology (ANTH 1103)* *Introduction to Philosophical Issues (PHIL 1101)* *Introduction to Psychology (PSYC 1101)* *Introduction to Social Problems (SOCI 1160)* *Introduction to Sociology (SOCI 1101)* *World Literature I (ENGL 2111)* *World Literature II (ENGL 2112)* *American Literature I (ENGL 2131)* *American Literature II (ENGL 2132)* *English Literature I (ENGL 2120)* *English Literature II (ENGL 2121)*	*Critical thinking test* *Reading test* *Writing (essay) test*
Show an understanding and appreciation of the perspectives and values of diverse cultural groups and their historical experiences in the United States.	*American Literature I (ENGL 2131)* *American Literature II (ENGL 2132)* *Introduction to Cultural Anthropology (ANTH 1103)* *Introduction to Psychology (PSYC 1101)* *United States History I (HIST 2111)* *United States History II (HIST 2112)*	*(not appropriate)*

Skill	Course(s)	CAAP test(s)
Show the ability to analyze social institutions and human behavior using appropriate disciplinary frameworks.	American Government (POLI 1101) Introduction to Cultural Anthropology (ANTH 1103) Introduction to Economics (ECON 1101) Introduction to Human Geography (GEOG 1101) Introduction to Philosophical Issues (PHIL 1101) Introduction to Psychology (PSYC 1101) Introduction to Social Problems (SOCI 1160) Introduction to Sociology (SOCI 1101)	Critical thinking test Reading test
Show the ability to use scientific knowledge and practical experience to assess personal well being.	Environmental Studies (BIOL 1105) Health and Wellness Concepts (PHYS 1030)	(not appropriate)
Show knowledge and skills necessary for active citizenship.	American Government (POLI 1101) Environmental Studies (BIOL 1105) Introduction to State and Local Government (POLI 2201) United States History I (HIST 2111) United States History II (HIST 2112)	(not appropriate)
Show the ability to make informed judgments in interpreting works of art and other aesthetic experiences.	American Literature I (ENGL 2131) American Literature II (ENGL 2132) English Composition II (ENGL 1102) English Literature I (ENGL 2120) English Literature II (ENGL 2121) Fine Arts Appreciation (FNAR 1102) Introduction to Film as Literature (CINM 1101) World Literature I (ENGL 2111) World Literature II (ENGL 2112)	Reading test

4.   *Please describe the students who will be the focus of this study (the "reference group"), and how they relate to the general education core program. (Many institutions define the reference group as students who have earned between 45 and 60 credits at the beginning of the semester in which they are tested.)*

A unit of the University System of Georgia, Dalton State College was created to provide a high quality college education for residents of the northwest area of the state. The 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, and implementation of academic evaluation and assessment. The programs of study and credentials offered fall into four categories:

1)   Two-year transfer programs, designated as A.A. and A.S. degrees
2)   Limited four-year baccalaureate programs, designated as B.S. and B.A.S. degrees
3)   Two-year career programs, including A.A.S. degrees and the A.S. degree in Nursing
4)   Career programs of one-year or less, designated as Certificate and Mini-Certificate.

A critical aspect of students' education at Dalton State College is the provision of comprehensive general education courses as prescribed by University System Core Curriculum guidelines. Indeed, the Core Curriculum of the University System of Georgia provides for a smooth transfer of freshman and sophomore credits among the 34 institutions in the System.

Dalton State College will use CAAP as a pre- and post-test instrument to assess components of its general education program as prescribed in the University System Core Curriculum guidelines. The reference or focus group students will be those who enroll in the certificate, two-year transfer, four-year baccalaureate, and two-year career programs. These students form the batch that must take the general education core program as part of their graduation requirements. All new students in the focus group will be "pre-tested" during their freshman years and will be followed and "post-tested" toward the end of their sophomore years.

5. *Please describe any subgroups of the main reference group that you want to study separately. (Examples: Engineering majors, Hispanic students, non-traditional age students.)*

At this time, the College has not decided on studying separately any subgroups of the main reference group. However, there is likelihood that in the future the College would, for example, study separately students enrolled in its English as a Second Language (ESL) program to assess student skills and general effectiveness of the ESL program.

6. *Please state below whether you plan to test the entire reference group or whether you intend to test a representative sample from it. If you plan to test a representative sample, please describe how you will select the sample. (Examples of acceptable methods of sampling are provided in the "Principles" document. ACT recommends a minimum sample size of 100 students per reference group.)*

The College plans to test the entire reference group, beginning with all new students and following them through in their sophomore years.

7. *If you plan to study a special subgroup, state whether you plan to test all students in it or whether you intend to test a representative sample. If you plan to test a representative sample, please describe how you will select the sample. Note: Selecting members of a special subgroup from a representative sample of the entire reference group may not result in sufficient data for analysis.*

See answer to Question 5 above.

8. *Please describe your plans to inform your faculty and to enlist their support for the study.*

The College recognizes that faculty involvement and support is crucial in carrying out the CAAP assessment on campus. Below are the steps and actions the College administration has taken or will take to enlist the support of faculty for the study:

1) Division and Department Chairs were consulted and their input sought in the decision to go with CAAP as a general education assessment instrument on campus.

2) During various meetings of the Academic Council and the Strategic Planning Committee, it was announced to faculty representatives that the College would begin administering CAAP in the fall of 1999. The rationale and the need for the tests were explained and accepted. It was also announced that the tests would not be used to evaluate faculty but only to assess student learning outcomes and make improvements to the general education program.

3) A CAAP information material, including module descriptions, features, and selected sample questions have been shared with faculty representatives for familiarity.

4) The Director of Institutional Research and Planning has started meetings with Division Chairs and faculty to brief them fully on the CAAP and to answer any questions.

5) The Director of Institutional Research and Planning is preparing a *Handbook of Assessment and Institutional Effectiveness* for the College community. The Handbook will lay out plans and modalities for comprehensive general assessment on campus, including CAAP. An important aspect of this will be the realization by faculty that CAAP test planning and administration will be fully coordinated by the office of Institutional Research and Planning and will not be a huge administrative and time-consuming effort on their part.

9. *Please describe how you plan to motivate students to participate in the study and to do their best when taking the CAAP. (Suggestions for motivating students are provided in the "Principles" document.)*

To motivate students to participate in the study and to do their best when taking CAAP, the College is going to adopt some of ACT's suggestions as provided in their "Principles" document. The College is particularly interested in the following suggestions:

1) Clearly communicate the benefits of the assessment and emphasize that the study provides a way to obtain information about the quality of the education students receive at Dalton State College. As well, participation will benefit future students through program improvement – further enhancing the value of a degree from the College. In time, assessment will be seen as a normal, routine part of attending Dalton State and will be part of the culture of education at the College. This will be communicated during student orientations and in College catalogs and publications.

2) Following from the above, the College would now make CAAP testing mandatory with student orientation as a way to motivate students. Once word goes round that assessment of student learning is now an important part of students' education at Dalton State, the administration believes students would try to do their best on the CAAP, instead of being present for the testing. Granted, the first year or two will be challenging, but, eventually, the idea will take hold and students will come around. In fact, the mandatory concept should introduce other ways to motivate students by stating, for example, that all new students (the pre-test group) can only register *after* they have taken their CAAP tests. For those in the post-test group, their graduation requirements will not be complete without taking the CAAP tests. In other words, no CAAP tests, no graduation.

3) Another ACT suggestion of interest is the idea to make CAAP scores a permanent part of students' academic record. For example, the College will certify (without providing actual scores) that the student has demonstrated mastery of general education foundational skills in these areas – meeting standards established by the College. Of course, there will also be the proviso that all students will be given the opportunity to take the test again and improve their scores.

10. *Briefly describe your plans for administering the CAAP, including test dates.*

The plans for administering the CAAP, including test dates are as follows:

1) For all new students (the pre-test group), CAAP tests will be administered during the period of new student orientation. This year the orientation will be in July. Time and place will be allotted for both day and evening students. Looking at the experiences of other institutions, the orientation period is perhaps the best time to test all in-coming students at one place and at one time. As part of its discussion on CAAP administration on campus, the College administration will discuss this option and come up with realistic plans.

2) For the post-test group, the College will consider administering CAAP during the final examination period. As CAAP will become part of students' academic records, it would seem appropriate to have the tests offered as part of students' final examinations. The logistics of this will be worked out and be incorporated into the final exams administration on campus.

3) The College plans to administer the following CAAP tests to students:

- ✓ Reading
- ✓ Mathematics
- ✓ Science Reasoning
- ✓ Critical Thinking.

The Writing Skills Test and the Writing (Essay) Test will not be administered because the administration believes Georgia's Regents' Testing Exam which all students are required to write before graduating can address the skills measured by the ACT writing tests.

4) For cost reasons, the College does not plan at this time to administer all four CAAP tests to each student. Rather, by random selection, each student will be assigned one part of the test (e.g., reading) until the reference group covers all the four areas. This would be a compromise choice since so much takes place during new student orientation. A three-hour addition to students' time (especially for evening orientation students) might not motivate students to take and do their best on the CAAP tests. It would be much too time-consuming and defeat the whole purpose of the CAAP at Dalton State College. Nonetheless, the College believes the objectives of the CAAP administration on campus would be met with this approach. Of course, the administration shall monitor progress and make the necessary corrections where necessary.