



OFFICE OF INSTITUTIONAL RESEARCH & PLANNING

**ANNUAL REPORT
2013-2014**

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DIRECTOR**

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TABLE OF CONTENTS

Office Profile & Productivity At-a-Glance 3
Summary of Major Accomplishments..... 4
Annual Progress in Strategic Planning 7
Annual Progress in Assessing Institutional Effectiveness 8
Overall Divisional Health and Plans for the Upcoming Year 9

Section A: Division/Department Profile & Productivity At-a-Glance

Administration & Staff: Office of Institutional Research & Planning

Henry Codjoe	Director
Carol Moore	Institutional Research Analyst

Number of Completed Projects, Assignments and Tasks	21
Number of Major Ongoing Projects	13
Number of Major New Projects	3
Number of Consulting Service/Advice Provided to College Community	38
Number of Written Reports/Studies/Projects	22
Number of Surveys/Questionnaires Administered and/or Responded	8
Number of Students Served by Surveys (duplicated)	3,486
Number of Faculty and Staff Served by Surveys (duplicated)	79
Number of External Data Requests Provided or Answered to	16
Number of Internal Data Requests Provided or Answered to	65
Number of Full-Time Staff	2
Number of Part-Time Staff	0
Number of Professional Development Activities by Staff	19
Number of Community Activities	8
Number of Staff Serving on Committees	2
Total Operating Expenditures (FY 2014)	\$135,763.10
Operating Supplies & Expenses (FY 2014)	\$27,340.82
Equipment Expenditures (FY 2014)	\$-0-

Section B: Summary of Major Accomplishments

1. Produced the College's First Monitoring Report, 2014, the official response to the SACS On-Site Reaffirmation Committee's recommendations.
2. Supervised and monitored the first year implementation and progress reporting of the new institutional Strategic Plan, 2013-2016.
3. Collaborated with CCGA task force to produce metrics for the institution's Complete College Georgia report for the University System of Georgia.
4. Established Weekly Enrollment Reports during registration periods.
5. Participated in the adoption and set-up of EAB Analytics beta testing.
6. Continued with data/information production, enhancement, and presentation using iDashboards.
7. Updated the Institutional Research Website to make it current and relevant to the College's information needs
8. Completely revised the Community Service Assessment Form for faculty and staff to collect necessary data for reporting on institution's community service assessment.
9. Conducted a comparative review of CIRP Freshman Survey with currently used surveys resulting in reduction in number and cost of useful surveys.
10. Worked with respective deans/chairs/program directors to produce comprehensive program review reports for A.A. General Studies, A.A. Political Science, A.A.S. Digital Design, A.A.S. Integrated Technology Studies, A.A.S. Medical Laboratory Technology, A.A.S. Radiologic Technology, A.A.S. Respiratory Therapy, A.S. and CERT in Computer Network and Service Technology, A.S. Early Childhood Education, A.S. General Studies, B.A. English and English Education, B.A. History and History Education, B.B.A. Accounting, B.B.A. Management, B.B.A. Management Information Systems, B.S. Biology and Biology Education, B.S. Chemistry and Chemistry Education, B.S. Criminal Justice, B.S. Early Childhood Education, B.S. Mathematics and Mathematics Education,
11. Continued to produce Grade Distribution Reports to monitor course completion rates, including D/F/W. Reports are produced for All Courses, All Courses by Faculty, Distance Education Courses (Online and Hybrid), and Distance Education Courses (Online and Hybrid) by Faculty.
12. Administered annual Dalton State participation in 2014 NSSE and FSSE Studies.
13. Completed 2013-14 Annual Report for the Office of Institutional Research.
14. Supported one grant proposal preparation.
15. Continue to help faculty and staff with producing Weave assessment reports.
16. Director developed and taught a new course on African History (HIST 3150).
17. Formed part of School of Education research proposal team (with Dr. Rene Antrop-Gonzalez and Dr. Alex Kumi-Yeboah) to work on research project, "Minority Students' Academic Experiences at Dalton State."
18. Continued to administer surveys to gather information to use in identifying strategic areas needing improvement with regard to College programs and services. The Table below shows the surveys and the numbers served during the 2013-2014 year:

Institutional Research Survey List & Count	
July 1, 2013 - June 30, 2014	
Collegiate Assessment of Academic Proficiency (CAAP)	156
Faculty Survey of Student Engagement (FSSE)	155
Graduating Students Survey (Spring 2014)	91
National Survey of Student Engagement (NSSE)	1,352
TOTAL SERVED	1,754

15. The office also continued to provide and complete external information requests, as well as coordinate the 2013 -2014 IPEDS Collection (Completions/Institutional Characteristics/Fall Enrollment/Finance/Financial Aid/Graduation Rates/Human Resources) reports for Dalton State College. Information requests/surveys were completed and coordinated for the following:
- College Board's Annual Survey of Colleges, 2013.
 - College Board's Online Annual Survey of Colleges, 2013.
 - SACS 2013 Financial Profile (with Fiscal Affairs).
 - SACS 2013 Institutional Profile for General and Enrollment Information.
 - Wintergreen Orchard House Annual College Admission Data Survey, 2013-2014.
16. Office staff produced the following reports:
- Dalton State College Quick Facts, Fall 2013
 - Grade Distribution/Course Completion Chart – All Courses, 2013-2014
 - Grade Distribution/Course Completion Chart – Online & Hybrid Courses, 2013-2014
 - Graduating Students Survey Summary Report, Spring 2014
 - Weekly Enrollment Reports
18. The Director and Institutional Research Analyst served on the following committees during the 2013-2014 reporting period:
- Administrative Council
 - Adult Learning Consortium
 - Faculty Assessment Committee
 - Complete College Steering Committee
 - International Education Committee
 - QEP Advisory Committee
 - Regents Administrative Committee on Effectiveness and Accreditation (RACEA)

- Staff Council
 - Strategic Planning Committee
19. Continued to represent the College at the Administrative Council of Institutional Researchers of the University System of Georgia.
 20. Participated in the following services to the College and community:
 - Club Advisor, Dalton State International Students Association.
 21. IRP Staff attended the following professional development workshops/meetings/conferences/focus groups/webinars:
 - Annual meeting of the Commission on Colleges of the Southern Association of Colleges and Schools, Atlanta, Georgia, December 2013.
 - USG Analytics Workshop, Georgia State University, Atlanta, July 2014.
 - iDashboards/Dalton State Working Session, April 2014.
 - Dalton State annual training re: Right to Know, Ethics, Sexual Harassment, Auto Liability.

Section C: Annual Progress in Strategic Planning

Goal: Increase student success.

Strategy: Improve completion/access for students traditionally underserved.

Objective: Review relevant policies and procedures that might serve as barriers to student success and change these if needed.

Metric/Accountability Measure: Document any policy changes along with their impact in terms of reduced credit hours for each degree.

Findings/Progress Report

The Office of Institutional Research and Planning (OIRP) presented data and information that assisted with relevant procedures and policies concerning student success and any review thereof. Of particular note, the office added a staff member as an Analyst during the 2013-2014 year in order to offer more analysis and support administrative decision-making. In this regard, the office provided multiple data sets and analyses to senior administration and faculty for purposes of reviewing graduation, retention and the successes of special populations. Particular effort was applied to *Complete College Georgia* metrics development and reporting. In addition, OIRP developed a lengthy spreadsheet to report graduation rates, student utilization/satisfaction with academic supports, special populations, course withdrawals, and graduation rates of low income, non-traditional and African-American students. This was delivered to Administration in preparation for *Complete College Georgia* reporting.

As well, in support of improving completion/access for students, OIRP prepared and managed the 2013-14 Graduate Survey and coordinated the administration of the 2014 National Survey of Student Engagement (NSSE). In addition, standard analyses and “Respondent Comments” on the Graduate Survey and the NSSE were delivered to senior administrators for their consideration about the impact of policies/practices. For example, a number of negative remarks regarded a lack of sufficient upper division courses and poor advising practices that hinder student movement toward graduation.

These reports and presentations will offer senior administrators the opportunity to review relevant policies and procedures that might serve as barriers to student success and change these if needed.

Conclusion

Although senior administrators actively seek data and analysis to support decision-making, OIRP data reports and analyses do not make recommendations or suggest underlying causes of inadequate performance. With broader focus on the policies and practices affecting student retention/progression and graduation, IRP could produce a more comprehensive assessment of important factors and realistic suggestions for modifications.

Continuous Improvement Summary:

In order to strengthen the utility of OIRP output and identify focal points for policy and practice modifications, the office will continue to become fully-versed in campus policies and practices as they impact performance (graduation) metrics imposed by USG and those the College has adopted for the *Complete College Georgia* project. For example, the office will assess academic advising and course scheduling, including, timeliness and appropriateness of course scheduling, and monitoring upper division class enrollment. Also, OIRP will expand its dashboards to display data regarding the participation and graduation of under-served populations (e.g., first generation, economically/educationally disadvantaged, etc.).

Unit Performance

To support improvements in graduation rates for under-served populations, OIRP has not previously been sufficiently-staffed to offer in-depth analysis of the relevant data. To some degree, that has been corrected with the addition of a second staff member in the role of Research Analyst.

Goal Attainment

OIRP needs to reach higher to support improvement in graduation rates for all students, including traditionally under-served populations. Attaining goal is an ongoing process and involves the whole campus. The office will continue to contribute its share of responsibility.

Effect for Next Planning Reporting Period

For the next period, data reporting and analyses will embrace both graduation data and policy/process factors affecting student success. Senior administrative decision-makers Administration will receive broader perspective that may guide their review of policy implications and manpower performance.

Benefits to Organization/Contribution to College Mission

OIRP supports Dalton State's Core Mission Commitment #4 with this goal: "Continuous improvement in all aspects of its operations through the use of inclusive, participatory planning and meaningful assessment."

Goal: Seek and Steward Resources.

Strategy: Determine best practices and implement appropriate methods for increasing efficiency and service excellence in campus processes.

Objective: Engage in data-driven decision-making and, based on such data, make program additions/revisions/terminations and revise processes and procedures in an effort to increase the efficiency and effectiveness of our operations.

Metric/Accountability Measure:

Each division head will document major data-driven decisions that change programs, policies, processes and procedures in the following areas: fiscal management, enrollment and student services, academic programming, and assessment and institutional effectiveness.

Findings/Progress Report

A primary function of the Office of Institutional Research and Planning (OIRP) is to support institutional decision-making by providing data and information to senior administrators, deans, chairs, and administrative directors that can aid policy changes and decision-making. In this regard, to support the attainment of the goal/objective during the 2013-2014 year, the OIRP provided multiple data sets and analyses to senior administration and faculty for purposes of reviewing graduation, retention and the successes of special populations. This included a spreadsheet with information on graduation rates, student utilization/satisfaction with academic support services, and course withdrawals.

To support the College's commitment to accountability, OIRP adopted a dashboard software to present institutional data in graphical forms for use by the campus community and external stakeholders. For example, data views generated by the dashboards include graduation and retention rates, students' general attributes such as gender, race/ethnicity, age, source nation, source high school, etc.).

Conclusion

OIRP has continued to support the College's commitment to accountability by providing timely data and information to the campus community and the general public.

Continuous Improvement Summary:

Unit Performance

Although senior administrators actively seeks data/analysis to support decision-making, OIRP data reports and analyses do not make recommendations or suggest underlying causes of inadequate performance. However, with broader focus on the policies and practices affecting

student retention/progression and graduation, OIRP could produce a more comprehensive assessment of important factors and realistic suggestions for modifications that will aid data-driven policy and decision-making.

Goal Attainment

To successfully and fully support the achievement of goal, OIRP needs to reach higher to support improvement in graduation rates for all students, including traditionally under-served populations.

Effect for Next Planning Reporting Period

The office will monitor and report appropriately how data it provides to the campus community contributes to decisions that change programs, policies, processes and procedures concerning fiscal management, enrollment and student services, academic programming, and assessment and institutional effectiveness. Of particular note is continue to assist academic deans and chairs with their comprehensive program reviews. In previous years, the office delivered to deans several data tables, including 5 year graduation histories, degrees awarded, data on students' race/ethnicity/gender, etc. to assist with program reviews. In another area, the office will continue to add more student and institutional data to its dashboards to support assessment and institutional effectiveness.

Benefits to Organization/Contribution to College Mission

The Office of Institutional Research and Planning (OIRP) function in providing data and information to senior administrators, deans, chairs, and administrative directors benefits the College in ways that support policy and decision-making, especially in areas concerning academic programming, assessment, and institutional effectiveness. This supports and fulfills one of the core commitments of the institutional mission that the College embark on “continuous improvement in all aspects of its operations through the use of inclusive, participatory planning and meaningful assessment.”

Goal: Seek and Steward Resources.

Strategy: Determine best practices and implement appropriate methods for increasing efficiency and service excellence in campus processes.

Objective: Engage in formal assessment processes and continuous improvement.

Metric/Accountability Measure: All institutional units and academic programs will have their respective goals and student learning outcomes entered into the WEAVE online assessment program by the end of FY13 and will utilize that program to monitor progress towards goals, indicate goal achievement, and develop corrective action plans when targets are not met, including action plans for continuous improvement when targets are met.

Findings/Progress Report

Following recommendations of the SACS On-Site Reaffirmation Committee during the College's 2013 reaffirmation concerning deficiencies in institutional effectiveness, the institution has now fully implemented its new assessment plan using WEAVEOnline, the web-based assessment system the College adopted to provide evidence and documentation that it has undertaken a consistent process of assessment that includes the identification of authentic outcomes, assessment that produces meaningful data, and an analysis of that data leading to documented improvements in its educational programs. Indeed, under the coordination and supervision of OIRP, the College entered its third year of Weave implementation across campus.

Conclusion

With WEAVE implementation, the College is now engaged in formal assessment processes and continuous improvement. The WEAVE assessment reports produced by academic and administrative departments, including community/public demonstrate the College's commitment to continually enhance its institutional effectiveness through formal, ongoing processes in order to identify expected outcomes, assess outcomes, and use assessment results for improvement.

Continuous Improvement Summary:

Unit Performance

This goal and results stated here helped the institutional research office to address the institutional deficiencies cited by the 2013 SACS On-Site Reaffirmation Committee regarding institutional effectiveness. Particularly, it responds to the committee's report that the College "document that the institution is undertaking a consistent process of assessment that includes the identification of authentic outcomes, assessment that produces meaningful data, and an analysis of that data leading to documented improvements in the administrative support services units."

Goal Attainment

The successful implementation of the WEAVE assessment program and the subsequent SACS approval of the College's First Monitoring Report addressing deficiencies in institutional effectiveness has contributed to attaining the objective of "engag[ing] in formal assessment processes and continuous improvement" toward the goal of "mak[ing] effective resource management a top priority by seeking new resources and strategically managing the resources (Seek and Steward Resources)."

Effect for Next Planning Reporting Period

The college is now committed to continually enhance its institutional effectiveness through formal, ongoing processes in order to identify expected outcomes, assess outcomes, and use assessment results for the improvement of educational programs and student learning. All academic and administrative departments must now produce annual assessment reports for academic courses, programs, and administrative and student support service programs and report annually during each planning period.

Benefits to Organization/Contribution to College Mission

The College is now in full compliance with SACS standards on institutional effectiveness. Indeed, in a July 9, 2014 letter from the President of SACSCOC to the College president regarding action taken by the Board of Trustees of the Southern Association of Colleges and Schools Commission on Colleges on Dalton State's First Monitoring Report that responded to deficiencies in institutional Effectiveness, it reported that "The SACSCOC Board of Trustees reviewed a First Monitoring Report following action on reaffirmation in June 2014. No additional report was requested." This nod of approval contributes and fulfills one of the core commitments of the institutional mission that the College embark on "continuous improvement in all aspects of its operations through the use of inclusive, participatory planning and meaningful assessment."

Section D: Annual Progress in Assessing Institutional Effectiveness

The office's assessment report is produced in Weave.

Section E: Overall Divisional Health and Plans for the Upcoming Year

The Office finally put an end to the 2014 SACS reaccreditation with the successful completion of the College's First Monitoring Report that responded to the Off-Site Committee's recommendations on institutional effectiveness. Thanks to the implementation of the Weave Assessment Management System, the campus is gradually embracing the ongoing assessment of academic and administrative programs. There is still work to be done to bring everyone, especially faculty on board.

The Office welcomed a new Institutional Research Analyst to replace and take up the functions of the Data and Assessment Coordinator who left his position to take a new job in Atlanta. The Analyst has extensive background and experience in institutional research, and her hiring has helped with high productivity levels concerning the office's projects and assignments. She has also taken a lead role in producing all the necessary metrics and documentation needed to produce the College's annual Complete College Georgia report.

With this support, the overall departmental health of the office has improved considerably. There is confidence in the years ahead that the office will continue to support the institutional effectiveness efforts of the College – especially in light of the forthcoming project on the SACS Fifth-Year Interim Report. Also, at the time of writing this report, it has become official that the President of the College, who the office reports to, will be retiring at the end of the year in 2014. This means a new president who might want to change and lead the College in a new direction. This may have consequences on what the office will undertake in the years ahead – given the new president's priorities.

Still, there will still be ongoing “maintenance” projects which the office will continue to work on. These include:

1. Begin work and preparation on the SACS Fifth-Year Interim Report.
2. Establish and maintain a data trend for the new funding formula to assist the college's planning and institutional effectiveness efforts.
3. Monitor the progress and implementation of the 2013-2016 Strategic Plan.
4. Monitor and report on the annual progress of Dalton State College's Complete College Georgia project.

5. Continue work with academic and administrative departments in implementing the WEAVEOnline Assessment Management System to improve educational programs, student learning outcomes, and administrative/academic support services assessment.
6. Add more data elements and updates to the iDashboards, which now serves as the College's *Fact Book*.
7. Continue to assist deans, chairs, and program directors with program reviews.
8. Consolidate various effectiveness surveys to reduce number and increase impact and usefulness of survey reports.
9. Establish a faculty and staff survey calendar to measure the effectiveness of the various administrative functions on campus on a three-year rotation.