THE FIFTH-YEAR INTERIM REPORT

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Dalton State College

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<div style="border:1px solid black; padding:10px;">

Part I: Signatures Attesting to Integrity
(Applicable to all institutions)

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Directions: Please include Part I with Parts II, III, and V on the same electronic device or with the same print document. It should _**not**_ be combined with Part IV.

By signing below, we attest that **Dalton State College** has conducted an honest assessment

of compliance and has provided complete and accurate disclosure of timely information

regarding compliance with the identified Core Requirements, Comprehensive Standards, and

Federal Requirements of the Commission on Colleges.

Date of Submission: **September 14, 2018**

Accreditation Liaison

Name of Accreditation Liaison

Henry M. Codjoe, Ph.D.
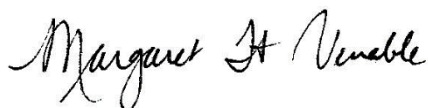**Director, Institutional Research and Planning**

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Signature

Chief Executive Officer

Name of Chief Executive Officer

Margaret Venable, Ph.D.

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Signature

<table>
<tr><td>8.2a</td><td>The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of seeking improvement based on analysis of the results in: Student learning outcomes for each of its educational programs.
(Student outcomes: educational programs)</td></tr>
</table>

Introduction

Consistent with its mission, Dalton State College is committed to "a culture of accountability" where the institution is held accountable through the meaningful assessment of its educational programs and the use of evaluation results for continuous improvement [1]. As part of its institutional effectiveness plan [2], Dalton State identifies and assesses outcomes that incorporate state/national program accreditations, comprehensive program review and assessment, course-specific student learning outcomes, general education outcomes, knowledge and skills evaluations by licensure and certification exams, bachelor's degrees program outcomes, associate's degrees and certificate program outcomes, learning support programs, and distance education involving online and hybrid courses. Dalton State also identifies and assesses the extent to which it achieves student learning outcomes for courses offered at its off-campus site at the Gilmer Campus and dual enrollment classes. Academic administrators and faculty develop the goals and program-level outcomes for each baccalaureate, associate's, and certificate degree program as well as student learning outcomes for general education and other courses. Deans document these developments as part of their annual report on institutional effectiveness [3]. These form part of Dalton State's Institutional Effectiveness Plan and Policy [4] that identify and evaluate outcomes in educational programs, as well as academic and student support services. This method integrates planning and evaluation in a single, comprehensive function that aids decision-making at the institution. This process is coordinated by the Office of Institutional Research and Planning and collected in a comprehensive College-wide Website on Institutional Effectiveness.

Educational program assessment is completed for baccalaureate degree programs, associate's degree programs, certificate programs, general education, distance education (online and hybrid courses), and learning support, and course-embedded assessments that use student learning outcomes to assist with education programs assessment. In all these areas, the institution identifies expected outcomes for each course and degree program, assesses the extent to which it achieves these outcomes, and provides evidence of improvement through a new web-based assessment program adopted by the institution and described below, and other means such as Academic Program Review process, deans' annual reports, and assessment of general education by standardized evaluation of knowledge and skills (e.g., CAAP for general education) and survey of graduates.

Assessment of Educational Programs and Student Learning Outcomes

In response to recommendations concerning weaknesses in its assessment/institutional effectiveness program received from the SACSCOC Off-Site and On-Site Reaffirmation Committees during the College's reaffirmation in 2012, Dalton State has now fully implemented a new academic assessment plan using WEAVE [5], a centralized web-based and information repository assessment management system. As reported in the institution's First Monitoring Report [6] submitted to SACSCOC in April 2014 in response to the recommendations, the WEAVE assessment tool and its generated assessment reports provide the evidence and documentation that the College has successfully 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, the success of Dalton State's new assessment plan was shown in the action taken by the SACSCOC Board of Trustees regarding the College's Monitoring Report at its June 2014 when "no additional report was requested" [7]. Certainly, the web-based centralized assessment system, adopted and implemented during the 2012-2013 academic year, has provided a more robust method of managing the campus-wide assessment process and provides the structure for tracking, linking, and documenting the ongoing and campus-wide assessment of educational programs, including student learning outcomes.

The latest (2017) application to the Weave program has at its core the pursuit of continuous improvement with the following element types for all academic programs and courses (student learning outcomes), including administrative departments responsible for academic and student services:

- Description
- Goals (with supporting initiatives, e.g., SACSCOC standards, institutional priorities, strategic initiatives, etc.)
- Outcomes/Objectives (with supporting initiatives)
- Measures (source of evidence, description, methodology)
- Target (set target, findings, analysis of findings and evaluation results, improvement type, improvement description)
- Action Plans for improvement (with action items)
- Improvements achieved from previous year's action plans (closing the loop)
- Project attachments (documentation in support of assessment report)

To meet institutional goals of effectiveness and continuous improvement, a full and completed assessment report combines all the above elements. These reports help identify educational/administrative outcomes, assess the extent to which these outcomes are achieved, and provide evidence of improvement based on analysis of the results concerning administrative, educational programs, and student learning outcomes.

Since its implementation, the WEAVE assessment tool has helped to ensure that every activity on campus directly supports the College's institutional effectiveness efforts. It has engaged faculty, staff, and administrators in a culture of continuous quality improvement and promotes active and deep involvement with state and national accreditation efforts, including program reviews and annual reporting. This demonstrates the College's commitment to improve the quality of its academic and administrative assessment programs to show compliance with SACSCOC comprehensive standard 3.3.1 (Institutional Effectiveness).

The use of WEAVE has also helped Dalton State to improve the management of planning and assessment processes by keeping all plans together in a web-based system that is searchable and retrievable and by facilitating the development and tracking of actions taken in response to unmet objectives/outcomes. With respect to academic assessment, faculty members using WEAVE are able to develop/identify outcomes, including program/student learning outcomes for each academic program/course, assess these outcomes, and report on results. The system encourages annual review of program mission, goals, objectives, measures, and targets concerning program and student learning outcomes – making for a more rigorous and effective review of educational programs and of student learning. Furthermore, it requires that action plans to address unmet performance targets be developed and implemented (closing the loop). In addition, the assessment management system provides for a standardized and consistent format for reporting assessment activities across the campus.

To respond to this standard, the College is providing in this Fifth-Year Interim Report a sample of PDF assessment reports (using example formats from the old and new version of Weave) from all educational programs as documentation to highlight the range of **educational programs** and courses over several years [8], [9], [10], [11], [12], [13], [14], [15], [16], [17], [18], [19], [20], [21], [22], [23], [24], [25], [26], [27] and **academic courses** [28], [29], [30], [31], [32], [33], [34], [35], [36], [37], [38], [39], [40], [41], [42], [43], [44], [45], [46], [47], [48], [49], [50], [51], [52], [53], [54] in its academic schools and departments. These also include assessment reports of courses offered at the College's **off-campus instructional site at the Gilmer Campus** [55], [56], [57], [58] and via **distance education** (e.g., **hybrid** [59], [60], [61], [62], [63], [64], **online** [65], [66], [67], [68], [69], [70] courses), and **dual enrollment courses** [71], [72].

Concerning the methodology used to provide a sample of reports, deans and department chairs have over the years developed and implemented a semester assessment plan that serves as a sampling guide to assign courses to be assessed each semester, including courses offered at the off-site location and via distance education (e.g., online and/or hybrid courses) [73], [74], [75]. This assignment of courses each semester ensures that representative samples reflecting the full array of educational programs and courses offered at Dalton State are regularly and consistently assessed. It is also a fair way to distribute all courses (face-to-face, hybrid, online, dual enrollment, Gilmer Campus) to be assessed among all full-time as well as some part-time faculty over time – ensuring a consistent process of assessment of educational programs.

State/National Program Accreditations

Another tool Dalton State uses to assess the quality and effectiveness of its educational programs is the achievement of specialized program accreditation by state and national accrediting agencies that often have stringent standards for assessing program outcomes. Usually, the achievement of specialized program accreditation involves an assessment of a wide array of outcome indicators – occurring periodically over a number of years. Programs such as education and nursing must also satisfy and address professional standards at the state level.

Accrediting agencies demand the assessment of student learning outcomes and other institutional effectiveness measures. For example, the accrediting body for business, the Association to Advance Collegiate Schools of Business (AACSB), in one its most recent revised standard for requires that the school "articulates a clear and distinctive mission, the expected outcomes this mission implies, and strategies outlining how these outcomes will be achieved" (p. 16) [76]

Furthermore, the Educational Policy Assessment standard by the Council on Social Work Education (CSWE) states that "the program presents its plan to assess the attainment of its competencies, . . . specifies procedures, multiple measures, and benchmarks to assess the attainment of each of the program's competencies" (p. 16) [77]. And a standard of the GaPSC Teacher Preparation Standards requires that Educator Preparation Programs (EPPs) have a system for systematically collecting, analyzing, and sharing data with stakeholders in order to develop and implement a plan for continuous improvement.

Consequently, the accreditation of Dalton State programs by nationally accredited and state agencies is a validation of the quality and effectiveness of its educational programs. Recent accreditation review reports for programs at Dalton State can be found on the College's Institutional Research Institutional Effectiveness Webpage (see Accreditation Review Reports). Currently, Dalton State has the following accredited programs [78].

C. LAMAR AND ANN WRIGHT SCHOOL OF BUSINESS

Degree Program	National/State Program Review

Bachelor of Business Administration
    Accounting
    Finance and Applied Economics
    Logistics and Supply Chain Management
    Management
    Management Information Systems
    Marketing
	Association to Advance Collegiate Schools of Business (AACSB)
	(Last awarded in 2015.)
	    Initial accreditation: January 2010
	    Maintenance of accreditation: Sept. 2014
	    Reaffirmed: 2015

SCHOOL OF EDUCATION

Degree Program	National/State Program Review

Bachelor of Science in Education
 	
   Elementary Education
 	
   Elementary Education (ESOL
   Endorsement)
 	
  Autism Endorsement
	National Council for Accreditation of Teacher Education (NCATE)
	(Last awarded in 2010 – met all elements.)
	Georgia Professional Standards Commission Board of Examiners Report
	(Last awarded in 2010 for Early Childhood Education – met all elements)
	(Last awarded in 2013 for all five secondary programs/met all elements and received exceeded target in three elements.)
	NCATE became the Council for the Accreditation of Educator Preparation (CAEP), and the School of Education is CAEP accredited through June 2018; at this point, the institution has decided that it will not seek CAEP Re-Accreditation. Though the education program will not seek national accreditation, it will have the GaPSC accreditation review for all programs in March 2019.
	The Autism Endorsement was approved by the GaPSC in Summer 2016. The first courses were offered in Fall 2016.

SCHOOL OF HEALTH PROFESSIONS

Degree Program	National/State Program Review
Bachelor of Science in Nursing RN-B.S.N.	Accreditation Commission for Education in Nursing (ACEN) (Last awarded in 2014.) Georgia Board of Nursing (GBON) (Last awarded in 2008.)
Bachelor of Social Work Social Work	Council of Social Work Education (Last awarded in 2010.)
Associate of Applied Science Radiologic Technology	Joint Review Committee on Education in Radiologic Technology (Last awarded in 2015.)
Associate of Applied Science Respiratory Therapy	The Committee on Accreditation for Respiratory Care (COARC) (Last awarded in 2009.)
Associate of Applied Science Medical Laboratory Technology	National Accrediting Agency for Clinical Laboratory Sciences (NAACLS) (Last awarded in 2014.)
Associate of Science Two-Year Registered Nursing	Accreditation Commission for Education in Nursing (ACEN) (Last awarded in 2010.) Georgia Board of Nursing (GBON) (Last awarded in 2008.)
Certificate Licensed Practical Nursing	Georgia Board of Nursing (Last awarded in 2011.)
Mini-Certificate Phlebotomy	National Accrediting Agency for Clinical Laboratory Sciences (Last awarded in 2013.)

There have been no sanctions applied or negative actions taken by any of these accrediting bodies in the last two years. However, in 2016 the ASN program was placed on conditional approval by the Georgia Board of Nursing. This conditional approval designation was due to the four-year average NCLEX-RN pass rates being less than 80%. In Spring 2018, the conditional approval was removed because the 4-year average pas rate was above 80%.

Reports of Recent Program Accreditation Reviews and/or Recommendations and Suggestions, Including Examples of Evidence of Improvement

C. Lamar and Ann Wright School of Business

In its most recent review, the C. Lamar and Ann Wright School of Business addressed an area recommended by the AACSB to address faculty qualification deficiencies in accounting by hiring three additional faculty, including a current faculty member who is completing her Ph.D. with a major in learning and leadership with a focus on accounting [79].

School of Education

In its most recent review, the School of Education met all standards and exceeded in three areas. No areas of improvement or recommendations were sited. Thus, no program improvements were needed as a result of accreditation [80].

School of Health Professions

Concerning programs in the School of Health Professions, the new RN-BSN program was awarded initial accreditation after a site visit in spring 2013, with the next visit scheduled for 2019. The initial visit from the Accreditation Commission for Education in Nursing (ACEN) was an accreditation visit which assessed all areas of the six standards required for the review. The RN-BSN program was found to be in compliance with all standards with recommendations from the committee for areas to be developed as the program matures [81]. This included upgrades to the faculty to meet the doctoral requirements and to ensure the physical resources are sufficient to meet the needs of the faculty and students related to technological support and learning outcomes. Since the initial site visit, the program has been reviewed by the faculty after the first year of accreditation. Learning outcomes have been met consistently in the upper-level courses. New classrooms and technological upgrades are now in place in the new Health Professions Building. The chair of the department and the program director are both doctorally prepared as required by the accrediting body, ACEN. The current volume of student applications has prompted the addition of a spring cohort which began in 2016 with 25 students and has been approved as a substantive change by the ACEN [information provided by dean of Health Professions].

In April 2016, the ASN program was reviewed by the Georgia Board of Nursing due to NCLEX pass rates of its ASN graduates. As a result of the visit, several suggestions were made in order to improve graduate pass rates. The ASN program was placed on conditional approval by the Georgia Board of Nursing. This conditional approval designation was due to the four-year average NCLEX-RN pass rates being less than 80%. Conditional approval will remain until the four-year average is at 80% or above. The plans for improvement included instituting the Electronic Health Records (EHR) program beginning fall 2016, development of an online process for student portfolios, and the development by the faculty of four new nursing committees (Curriculum Committee, Exam/Test Writing Committee, Grievance Committee, and Faculty Bylaws and Diversity Committee). All of these improvements have been implemented. The ASN program is expecting a site visit from ACEN in September 2018.

The Bachelor of Social Work (BSW) program was re-accredited until June 2019 and did not receive recommendations as a part of reaffirmation process [82]. However, on the basis of the accreditation report as a means of improvement, the program retooled the BSW program to align with new Council of Social Work in Education (CSWE) standards. Furthermore, to gather students' suggestions for program improvement, a Senior Forum was instituted where at the end of the fall and spring semesters, senior social work students are invited to participate in a

forum, facilitated by the dean, with social work faculty members to review implicit and explicit curriculum and suggest changes for the future. These exchanges of ideas are student directed and open to both positive and negative comments on the curriculum, on class experiences, and on suggestions for program improvement. The spring forum is normally held after senior grades have been submitted, and students feel safe in expressing their ideas. Seniors are assured that their input is valued and that their suggestions will be carefully considered.

The Respiratory Therapy Program has had no review or recommendation since 2013, other than the Annual Report of Current Status submitted by the program as part of its national accreditation. The Respiratory Therapy Program has met all thresholds on the annual reports since 2013, and no recommendations were made by the Commission on Accreditation for Respiratory Care (CoARC), its accrediting body – stating in 2015 to award Continuing Accreditation to Dalton State's AAS degree program [83]. However, the program is currently up for reaccreditation. The self-study was submitted in February 2018. A site visit is expected to follow in fall 2018.

The Associate of Applied Science (A.A.S.) Medical Laboratory Technology program was reaccredited for the maximum 10 years after a site visit in spring 2014. The National Accrediting agency for Clinical Laboratory Sciences (NAACLS) found no areas of concern, finding Dalton State's program facilities very accommodating and offering a suggestion for documenting "how outcomes measures are analyzed and used in program assessment and continuous quality improvement of the program" [84].

The Associate of Applied Science (A.A.S.) Radiologic Technology program was also reaccredited for the maximum 8 years after a site visit in spring 2015 [85]. The site visit report detailed 4 non-compliance issues and two suggestions which have been addressed. For example, on the non-compliance issue of not having students know how to contact the Joint Review Committee on Education in Radiologic Technology (JRCERT) to report issues of non-compliance of the standards, the program has now placed a copy of the JRCERT Standards along with the contact information and address in classrooms during program orientation. In addition, the JRCERT contact information and address are located on the program Website and in the student handbook. Also, the program Due Process policy has been revised to include a statement describing how a student or students can contact the JRCERT. The revised policy was distributed to both the current sophomore and freshman classes. In addition, regarding the suggestion that additional professional development opportunities for faculty include professional seminars and meetings, faculty now attend the state and national Radiologic Technology annual meetings.

Comprehensive Program Review

In addition to the state and national program accreditations as an instrument to assess the quality and effectiveness educational programs, Dalton State has also established a process to systematically review the institution's academic programs through a comprehensive program review process that is consistent with Board of Regents' policy on program review. The Comprehensive Program Review (CPR) was established in 2000-2001 in the University System to periodically assess the strengths and weaknesses of all degree programs on a set of key quality and productivity indicators. The aim was to use results of the program reviews to improve programs and to consolidate or terminate programs that are weak and not viable. Dalton State complied and now has a system of reviewing its academic programs on a systematic basis. Indeed, Most recently, as shown in its April 2010 Minutes, the Board of Regents has instructed that "Each USG institution shall conduct comprehensive academic program reviews for career associates, associate's degrees with a designated major, bachelor's degrees and graduate degrees." (3.6.3 Comprehensive Academic Program Review).

Currently, Dalton State's degree programs are now subject to review every five years. A Comprehensive Program Review, as shown by a template [86], consists of program characteristics, a statement of program goals, including identification of program and student learning outcomes, data on measures of program effectiveness (enrollment, retention, average class size, faculty student ratio, faculty load, degrees conferred, job placement rates, cost, etc.), description of use of results for improvement; review of curriculum, program strengths and weaknesses, and recommendations for follow-up and/or action plans (if needed).

The Office of Institutional Research and Planning assists with providing data to deans for conducting program reviews and maintains a Comprehensive Program Review Website, including completed and approved program reviews as a source for shared information on the CPR process for the campus and stakeholders. Program reviews are completed by deans and initially reviewed by the Comprehensive Program Review Committee [87], which sends comments and suggestions for improvement/revisions to deans [88]; thereafter, reviews are finally evaluated and approved by the provost and vice president for academic affairs and published/disseminated.

Following the established timetable, comprehensive program reviews resumed in earnest during 2011 and have continued regularly. Some examples of reviews that have been completed include the following:

- BAS in Technology Management (2017)
- BBA in Management Information Systems (2015)
- BBA in Marketing (2015)
- BA in English/English Education (2014)
- BS in Criminal Justice (2014)
- BBA in Accounting (2014)
- BA in History/History Education (2013)
- AA in General Studies (2017)
- AA in Communication Studies (2015)
- AAS Respiratory Therapy (2014)
- AAS in Medical Laboratory Technology (2013)
- CERT in Licensed Practical Nursing (2016)

General Education Outcomes Assessment

Apart from comprehensive program reviews, Dalton State also has a plan for assessing its general education outcomes – an important component of its educational programs. The College's most recent revision of its general education outcomes and competencies occurred in 2010-2011. These outcomes were approved by the College's Academic Council (now the Academic Programs Committee) [89] and by the Council on General Education of the University System of Georgia, which reviewed the outcomes to ensure that they were college-level, measurable, and furthered the Board of Regents' core curriculum goals and approved these outcomes on April 25, 2011 [90]. These college-level competencies/outcomes make up the general education program at Dalton State College within Areas A-E of the Core Curriculum (Dalton State College Catalog 2017-2018, Programs of Study: General Education Program – The Common Core), which consists of courses encompassing written communication; quantitative skills; oral communication; humanities and fine arts; natural sciences, mathematics, and technology; and social sciences.

As part of its institutional effectiveness plan [91], Dalton State has a mechanism to evaluate the extent to which students attain these college-level general education competencies. Indeed, appropriate general education outcomes are incorporated into each course syllabus for all [92]

general education courses [93], and outcomes information is recorded on a semester basis by faculty teaching those courses in Weave [94] and compiled and reported in an annual General Education Assessment Report in Weave by the deans of Liberal Arts and Science, Technology, and Mathematics [95], the primary schools where students take the majority of general education courses.

Dalton State assesses the extent to which students have attained college-level general education competencies through a variety of instruments including the assessment results from general education courses [93]. Until 2017, when the ACT decided that it would no longer offer the Collegiate Assessment of Academic Proficiency (CAAP), the extent to which students attained general education competencies was also assessed through a mandatory exit exam using the externally developed, nationally normed assessment instrument, CAAP. The CAAP assessed foundational academic skills in the areas of writing, reading, mathematics, science reasoning, and critical thinking. Administered and coordinated by the Office of Institutional Research and Planning and the Testing Center, usually with an invitation letter and reminder to graduates [96], the CAAP had been in use and reported at Dalton State to assess general education competencies since 1999. Results of attainment were usually reported in the annual reports of the deans of Liberal Arts and Science, Technology, and Mathematics [97] [98].

Dalton State also assesses the extent to which graduates attain general education competencies through a graduating student exit survey [99] administered by the Office of Institutional Research and Planning. Beginning 2015-2016, the graduating students' survey was externally administered by the Higher Education Research Institute (HERI) using its College Senior Survey instrument. Questions concerning general education attainment were added to other existing questions on general education to the HERI survey instrument to continue the tradition of assessing general education competencies through an exit survey [100]. And until the College ceased administering the NSSE in 2014 because of costs and redundancies, certain aspects of general education competencies (critical thinking, written communication) were measured with NSSE scores [101] as shown in this annual report from the School of Liberal Arts [102]. Dalton State began administering the NSSE again when the central office of the University System of Georgia decided to pay for the administration of the survey periodically for all institutions starting in 2017.

All current and past results of the CAAP, NSSE, and graduating students' surveys reports are posted and available at the Institutional Research and Planning Website:
- CAAP Institutional Summary Reports (see Collegiate Assessment of Academic Proficiency)
- DSC Graduating Students
- NSSE

A chart/graph summarizing CAAP mean scores for Dalton State graduates vs. National Averages is also published in the Fact Book dashboards (see Student Achievement). In addition, faculty assess their general education courses in Weave [94], and reports are available upon request from the faculty teaching these courses, as well as from the offices of the deans of Liberal Arts, Science, Technology, and Mathematics, and the Office of Institutional Research and Planning. The course assessment reports show the extent to which students have attained college-level general education outcomes. On the whole, assessment of general education results show that students of Dalton State College have successfully attained college-level general education competencies. For example, in 2017, Dalton State students scored slightly higher than the national average on CAAP Reading and Critical Thinking scores [See table on Page 105].

And where improvement is needed, results have been used for general education effectiveness. For example, students in ENGL 1102 are expected to use technology and gather data to conduct research from various sources, including electronic media, and demonstrate an understanding of plagiarism by acknowledging and citing informational sources correctly. During the 2016-2017 academic year, students in face-to-face sections of ENGL 1102 surpassed the target, with 93% earning a 70% or better on the measure. Students in the hybrid section, however, did not meet the target (only 66% earned a 70% or better). In analyzing students' poor performance in the hybrid section, the instructor speculated that the organization of the hybrid class did not allow for sufficient class time devoted to documentation. While she posted online modules on citing sources, she surmised that face-to-face time is "crucial for understanding these components" and created an action plan to provide more direct instruction and class and homework practice on MLA formatting in future hybrid classes [103].

In addition, in assessing general education competencies in the humanities, the dean of Liberal Arts and the chair of the Department of English noted that faculty who teach HUMN 1201 and 1202 (Expressions of Culture I and II) were using very different measures to assess students' understanding of individual and cultural differences and perspectives across the globe. To achieve more valid assessment results, the dean, chair, and HUMN 1201 and 1202 faculty revised the assessment measures in HUMN 1201 and 1202 during Spring Semester 2017 so that all instructors will be required to use the same measures and targets for the common student learning outcomes beginning Fall Semester 2017 [103].

Licensure and Certification Exams Evaluation of Knowledge and Skills

Graduates of some of the College's degree and certificate programs take licensure or certification exams as a means to acquiring the essential credentials for employment. Indeed, Dalton State deems these students successful when they graduate and successfully pass their state and national exams to qualify for professional licensure. It is another measure of the institution's academic program effectiveness. The deans of the schools offering the programs that require licensure and certification exams include these success rates in their annual reports [104]. The Office of Institutional Research and Planning also publishes these success rates in a Fact Book Dashboards *(see Student Achievement: Professional & Licensure Exams* and also 4.1 – Student Achievement in this document):

- The School of Education's professional teacher education program in Elementary Education uses the Georgia Assessments for the Certification of Educators (GACE) to measure graduates' knowledge and skills in relation to an established standard rather than in relation to the performance of other candidates. In 2015, the School had a 95% pass rate [See Section on Student Achievement (4.1), p. 109].

- The Associate of Science in Nursing program (RN) measures its effectiveness in relation to student achievement by the first-attempt pass rates of its graduates on the National Council for Licensure Examinations-Registered Nurse (NCLEX-RN). Although the pass rate in 2014 was 69%, the 2017 pass rate was 93.44%. The nursing program's current five-year pass average is 79.5% [See Section on Student Achievement (4.1), p. 110].

- The Radiologic Technology program tracks graduate pass rates on the American Registry of Radiologic Technologists (ARRT) examination. For 18 consecutive years, graduates of Dalton State's Radiologic Technology program achieved a 100% pass rate on the national certification exam [97]. For the past two years, the pass rate was 93%. In fact, Dalton State's Radiologic Technology program stands among the top 5% of Radiologic Technology programs in the country, as determined by its graduates' scores on this licensure exam [See Section on Student Achievement (4.1), p. 111].

- The Respiratory Therapy program tracks graduate pass rates on the Certified Respiratory Therapists (CRT) examination. For the tenth year running, Dalton State's Respiratory Therapy graduates have achieved a 100% pass rate [97]. In fact, for six consecutive years Dalton State's Respiratory Therapy program been recognized by its accrediting body (CoARC) as being in the top 8% of AAS Respiratory Therapy programs nationally.

- The Medical Laboratory Technology (MLT) program tracks graduate pass rates on the American Medical Technologists (AMT) examination. For the 11th year running, 100% of graduates passed the licensing certification examination on their first attempt [See Section on Student Achievement (4.1), p. 112].
- The Certificate in Licensed Practical Nursing (LPN) tracks the success of its graduates by the first-attempt pass rate on the National Council for Licensure Examinations-Licensed Practical Nurse (NCLEX-LPN). In 2014, graduates of the program achieved a 95% pass rate on the NCLEX-LPN – with a five-year average pass rate of 93.4% [See Section on Student Achievement (4.1), p. 113].

ETS Major Field Test in Business

As a measure of student success, the C. Lamar and Ann Wright School of Business administers the external ETS Major Field Test in Business to its graduates every spring and fall in the capstone BUSA 4170 Strategic Management class. The ETS Major Field Test is a comprehensive undergraduate outcomes assessment designed to measure the critical knowledge and understanding achieved by business majors. This test offers comprehensive national comparative data, enabling the C. Lamar and Ann Wright School of Business to evaluate its graduates' performance and compare its programs' effectiveness to programs at similar institutions nationwide. A summary of graduates' scores is presented in the college Fact Book Dashboard *(see Student Achievement: Professional & Licensure Exams)*. In 2017, 72 business students took the ETS, and the College's institutional mean was 155, which was in the 73rd percentile of all participating students [See Section on Student Achievement (4.1), p. 108]. In May 2028, the school purchased additional data from the ETS organization to find out about more refined subject areas and ETS content. The school also acquired a LibGuide to help students prepare for the ETS exam, as well as reminding sophomores and beyond to retain their class materials and notes to further improve their performance.

Outcomes Assessment at Gilmer County Off-Campus Instructional Site

Dalton State has one off-campus instructional site located in Ellijay, Georgia. The College received SACSCOC approval to add the provision of the Associate of Arts degree in General Studies at the Gilmer Campus in 2010. Since the Gilmer Campus does not operate as a separate branch campus but as an off-campus instructional site, full-time and part-time faculty who regularly teach on the main campus also teach at the Gilmer Campus as part of their normal teaching load at Dalton State. In fact, full-time and part-time faculty members from the Dalton campus regularly travel to teach at the Gilmer Campus each semester. Thus, regardless of delivery format, all courses taught at the Gilmer Campus are equivalent to those taught on-campus, including the same student learning outcomes and assessment. Each course taught at the Gilmer Campus has the same critical syllabus content and covers the same course content, often taught by the same faculty as those who teach on the main campus in Dalton.

Indeed, since the Associate of Arts degree and courses offered at the Gilmer Campus are equivalent to those offered on the Dalton campus, the procedures for systematic evaluation and assessment of instructional results, including the process for monitoring and evaluating programs, are the same at the off-campus site as on the main campus. Educational content and

student learning outcomes for the A.A. degree in General Studies are the same at both locations. Program and course assessments at the off-campus site thus correspond to the appropriate review on the main campus. In sum, the same assessment methods used for the Dalton State College main campus are used at the Gilmer Campus. As such all the narratives and examples provided previously about outcomes identification, assessment and analysis of results, and evidence of improvement apply equally to both the main campus and the Gilmer Campus. Courses taught at the off-site are also assessed using WEAVE as this course taught at the Gilmer Campus shows [58].

Distance Learning Assessment

The same assessment methods used for students who take distance learning courses on the main campus are used for online and/or hybrid courses as well as those courses taught at the off-campus instructional site in Ellijay, the Gilmer Campus. Online, hybrid, and off-campus courses are assessed using WEAVE at the end of each semester as shown by these courses taught online or as hybrids [67] [59].

Conclusion

As the above narrative and supporting documentation show, Dalton State has come a long way with respect to the assessment of educational programs, including student learning outcomes. Indeed, the successful approval ("no additional report was requested") of Dalton State College's First Monitoring Report by the SACSCOC Board of Trustees at its June 2014 meeting in response to the SACS Off-Site and On-Site Reaffirmation Committees' recommendation regarding Comprehensive Standard 3.3.1.1 (educational programs, to include student learning outcomes) showed the institution is on the right track to fulfill this standard [7]. The adoption of the Weave assessment management system also shows that the College is making much progress in instituting a culture of assessment on campus. Faculty now know that they must assess their courses regularly and use the results for improvement. Also, deans and department chairs must include an institutional effectiveness report of educational programs in their annual reports. These are requirements with no exceptions. As well, state and national accrediting boards ensure that certain Dalton State's educational programs, such as those in Education, Nursing, Social Work, Business, and Radiologic Technology, stay on top of program assessment and produce quality program outcomes for their students. The successful accrediting of Dalton State's academic programs by various accrediting boards shows the effectiveness of the College's educational programs.

Yet, like anything else, there is still room for improvement. Some faculty will continue to need help to improve the assessment and documentation of their courses and to use results for improvement. To this end, for example, the director of institutional research and planning corresponded with the vice president for academic affairs regarding the need for training and helping faculty with their course and programs assessments. In December 2015, the vice president approved each academic school to have at least one Weave assessment coordinator. Working with the director of the Institutional Research Office, coordinators have assumed the following responsibilities:

- ensure that an assessment plan is established for each semester that outlines the courses to be assessed by selected faculty and is representative of programs and courses offered in the school/department, including courses offered at the Gilmer Campus and online/hybrid courses;
- certify that faculty are apprised of their assigned assessment responsibilities for the semester;
- confirm that goals, outcomes/measures, and targets are appropriate for course and program;
- lead the department in the periodic review of goals, outcomes, measures and targets;

- ensure that faculty complete their assessment for assigned courses and assist those who need help to complete their assessment reports;
- at the end of the semester, review all assigned assessment reports to ensure that they comply with the standards described in a checklist provided by the director of institutional research [105]. Reports that do not meet the standards are returned to faculty for correction and improvement;
- re-review reports that were returned or were not completed to ensure compliance and completion;
- identify any exemplary assessment reports for possible inclusion as documentation for institutional reaccreditation reports (e.g., Compliance Certification Report, 5th-Year Interim Report); and
- meet with department chair/dean to sign-off on all completed assignments, ensuring that information is complete and accurately inputted in WEAVE for final submission.

Documentation

Note: All hardcopy documentations are available upon request from the Office of Institutional Research and Planning, *Dalton State College, 650 College Drive, Dalton, GA* 30720 **(**706-272-4406/irp@daltonstate.edu**)**

[1] Dalton State Mission Statement re Culture of Accountability
[2] DSC Institutional Effectiveness Plan - re Assessment of Educational Programs
[3] Example of a Dean's Annual Report on Assessment of Educational Programs and Student Learning Outcomes
[4] DSC Institutional Effectiveness Policy
[5] Weave Assessment Management System - DSC Home
[6] Dalton State College - First Monitoring Report (April 15, 2014)
[7] Reaffirmation of Accreditation - Final Action on Monitoring Report, July 2014
[8] Bachelor of Arts – History Program Assessment, 2012-2013
[9] Bachelor of Business Administration – Accounting Program Assessment, 2012-2013
[10] Bachelor of Science – Criminal Justice Program Assessment, 2012-2013
[11] Bachelor of Science – Mathematics Program Assessment, 2017-2018
[12] Bachelor of Science – Early Childhood Education Program Assessment, 2012-2013
[13] Bachelor of Science – Nursing (RN-BSN) Program Assessment, 2012-2013
[14] Bachelor of Social Work – Social Work Program Assessment, 2012-2013
[15] Associate of Arts - Transfer Program Assessment, 2016-2017
[16] Bachelor of Science - Criminal Justice Program Assessment, 2016-2017
[17] CERT LPN Program Assessment, 2014-2015
[18] Bachelor of Science - Nursing Program Assessment, 2016-2017
[19] Bachelor of Arts - Interdisciplinary Studies Program Assessment, 2016-2017
[20] Bachelor of Science – Elementary Education Program Assessment, 2016-2017
[21] Associate of Applied Science - Respiratory Therapy Program Assessment, 2016-2017
[22] Associate of Arts - General Studies Program Assessment, 2016-2017
[23] General Education Program Assessment, 2016-2017
[24] Bachelor of Arts - Communication Program Assessment, 2017-2018
[25] Bachelor of Science - Psychology Program Assessment, 2017-2018
[26] Associate of Arts - General Studies Program Assessment, 2017-2018
[27] General Education Program Assessment, 2017-2018
[28] HIST 3735 Course Assessment, 2013-2014
[29] MGIS 4354 Course Assessment, 2013-2014
[30] SOWK 3102 Course Assessment, 2013-2014
[31] MGIS 4354 Course Assessment, 2013-2014
[32] RESP 4140 Course Assessment, Fall 2015

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[33] BIOL 4360 Course Assessment, Fall 2016
[34] EDUC 4901 Course Assessment, 2015-2016
[35] NURS 1114 Course Assessment, 2015-2016
[36] CHEM 3211 Course Assessment, Fall 2016
[37] CRJU 1100 Course Assessment, Fall 2016
[38] MATH 2256 Course Assessment, Fall 2016
[39] NURS 1111 Assessment Report, Fall 2016
[40] SOWK 3102 Course Assessment, 2016-2017
[41] BUSA 3055 Course Assessment, 2016-2017
[42] ENGL 2120 Course Assessment, 2016-2017
[43] ENGL 3025 Course Assessment, 2016-2017
[44] EDUC 4953 Course Assessment, Spring 2016
[45] MUSC 1001 Course Assessment, Spring 2016
[46] CRJU 1100 Course Assessment, Fall 2017
[47] HIST 3160 Course Assessment, Spring 2017
[48] PSYC 4600 Course Assessment, Fall 2017
[49] CHEM 3311Y Course Assessment, 2017-2018
[50] EDUC 2120 Course Assessment, 2017-2018
[51] ENGR 2205Y Course Assessment, 2017-2018
[52] GEOL 1000 Course Assessment, 2017-2018
[53] ISCI 2002Y Course Assessment, 2017-2018
[54] PHYS 1111 Course Assessment, 2017-2018
[55] COMM 1110 Course Assessment (Gilmer Campus), 2015-2016
[56] ENGL 1101 Course Assessment (Gilmer Campus), 2015-2016)
[57] PSYC 1101 Course Assessment (Gilmer Campus), 2016-2017
[58] HIST 2111 Course Assessment (Gilmer Campus), Fall 2017
[59] COMM 1110 Course Assessment (Hybrid), 2012-2013
[60] ENGL 2120 Course Assessment (Hybrid), 2015-2016
[61] ACCT 4701 Course Assessment (Hybrid), 2016-2017
[62] BIOL 2213K Course Assessment (Hybrid), 2017-2018
[63] HIST 3000 Course Assessment (Hybrid), Spring 2017
[64] ENGL 1102 (Hybrid), 2017-2018
[65] POLS 1101 Course Assessment (Online), 2013-2014
[66] HUMN 1300 Course Assessment (Online), 2015-2016
[67] SOCI 1101 Course Assessment (Online), Fall 2016
[68] MNGT 3051 Course Assessment (Online), 2016-2017
[69] NURS 3000 Course Assessment (Online), 2016-2017
[70] HIST 2112 Course Assessment (Online), Spring 2017
[71] ENGL 1101 (Dual Enrollment Class), 2017-2018
[72] ENGL 1102 (Dual Enrollment Class), 2017-2018
[73] School of Liberal Arts – Weave Course Assessment Assignments, Spring 2013
[74] Department of Communications Weave Course Assessment Assignments, Fall 2017 and Spring 2018
[75] School of Education Weave Reporting Faculty Assignments, Spring 2018
[76] AACSB Eligibility Procedures and Accreditation Standards
[77] Council on Social Work Education - Educational Policy and Accreditation Standards
[78] DSC Institutional and Program Accreditation

Documentation

Note: All hardcopy documentations are available upon request from the [Office of Institutional Research and Planning](), Dalton State College, 650 College Drive, Dalton, GA 30720 **(**706-272-4406/irp@daltonstate.edu**)**

[79] AACSB Continuous Improvement Review Two, 2015
[80] NCATE Action Letter and Board of Examiners Report, 2010
[81] RN-BSN Site Visitors' Report, 2014
[82] BSW Accreditation Report Letter, 2011
[83] Respiratory Therapy Program Accreditation Report, 2015
[84] Medical Laboratory Technology Program Accreditation Letter, 2015
[85] Radiologic Technology Reaccreditation Letter, 2015
[86] Dalton State Revised CPR Template with USG Requirements, 2016
[87] Program Review Committee Memo re Respiratory Therapy Report
[88] CPR Committee member's comments regarding revisions to report
[89] General Education Outcomes (Revised July 30, 2010)
[90] BOR General Education Outcomes (Approved April 25, 2011)
[91] DSC Institutional Effectiveness Plan - re General Education Outcomes
[92] Syllabus Example Showing General Education Outcomes, ENGL 1101 - English Composition I
[93] General Education Courses (Chart)
[94] HIST 2111 Weave Course Assessment, Fall 2017 re Gen. Ed. Outcome Assessment
[95] Example of a dean's annual report showing evidence of General Education Competencies Attained by students in general education courses
[96] Graduates CAAP Test Invitation Letter and Reminder
[97] Liberal Arts Annual Report, General Education CAAP Results
[98] Science, Tech and Mathematics Annual Report, General Education CAAP Results
[99] Graduating Students Survey Summary Report re General Education Competencies Results
[100] DSC Additional Questions on General Education Competencies to HERI Senior Survey
[101] 2011 NSSE Mean Comparisons Results (Seniors) on Gen. Ed. Competencies
[102] School of Liberal Arts Annual Report, re Use of NSSE scores
[103] General Education Program Assessment, 2016-2017
[104] School of Health Professions Annual Report, re Licensure Exam Results
[105] Academic Assessment Requirements - Weave Checklist