



FIRST MONITORING REPORT

RESPONSE TO RECOMMENDATIONS BY ON-SITE REAFFIRMATION COMMITTEE

Name of Institution:

Dalton State College

Address of the Institution:

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Name, title, contact numbers of person(s) preparing the report:

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

By signing below, we attest to the following:

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: *April 15, 2014*

Accreditation Liaison

Name of Accreditation Liaison

Henry M. Codjoe, Ph.D.

Director, Institutional Research & Planning



Signature

Chief Executive Officer

Name of Chief Executive Officer

John O. Schwenn, Ph.D.

President

John O. Schwenn

Signature

Response to Recommendations

Comprehensive Standard 3.3.1.1 (Institutional effectiveness: educational programs)

The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of improvement based on analysis of the results in each of the following areas: educational programs, to include student learning outcomes.

Commission Request/Recommendation

Recommendation 1

While the institution has worked diligently to address the deficiencies cited by the On-Site Reaffirmation Committee, the improvements are relatively recent; thus, the institution failed to provide sufficient evidence of improvement. 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 its educational programs. If sampling is used, the institution should provide a representative sample that reflects the full array of educational programs offered, including those programs offered at off-campus locations and via distance education if applicable, and describe the method of selection.

Dalton State College Response

Dalton State College has now fully implemented its new academic assessment plan using WEAVEOnline, the web-based assessment system the institution has 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, WEAVEOnline provides 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.

Among the many reports available in WEAVEOnline, the main report used at the College to document examples of the institutional effectiveness assessment of educational programs, is the Detailed Assessment Report (DAR). WEAVEOnline affords the opportunity to produce other reports from the detailed DAR to “close the assessment loop” and respond to the committee’s recommendation that the “institution failed to provide sufficient evidence of improvement.” Helping to document institutional effectiveness are the Action Plan Improvements Tracking Report, the Achievement Status Chart, and Analysis Questions/Answers Significant Improvements Summary. These WEAVEOnline reports respond to and comply with both the Off-Site and On-Site Committees’ recommendations.

Prior to the 2012-2013 school year, the various units of the College, including its educational programs, reported their yearly assessment efforts and use of assessment results in their individual annual reports submitted to the institution's president early each fall [1]. Since the Off-Site Committee found the assessment in these previous annual reports uneven and not in full compliance with the standard, the College in response adopted the WEAVEOnline assessment system as a means of achieving a more consistent, stronger, and uniform reporting system. Indeed, in its Focused Report, the College acknowledged the weaknesses in its assessment system and responded to the concerns of the Off-Site Committee by informing the On-Site Committee of the College's decision to adopt and implement the WEAVEOnline assessment system. Thus, the WEAVEOnline Assessment Management System was adopted and implemented during the 2012-2013 school year to address the deficiencies noted by both the On-Site and Off-Site Committees and now forms the basis and foundation for a consistent and continuous process of assessment at the College.

In full compliance, Dalton State is pleased to report that the assessment plan has been successfully carried out across campus and is now able to provide continuous assessment reports in WEAVEOnline for course-level data beginning with the Spring 2013 and Fall 2013 semesters and program-level data beginning with the 2012-2013 academic year. The implemented plan represents a consistent and ongoing process of assessment and, as the supporting documentation will show, addresses the On-Site Reaffirmation Committee’s recommendation. Since the College’s 2012 Reaffirmation Compliance Certification Report

described in greater detail an overview of its institutional effectiveness structure and processes at the program and unit level, including descriptions and assessment of its educational programs and examples of institutional effectiveness activities of the various academic programs to highlight the range of departments, this Monitoring Report specifically addresses with supporting documentation the assessment plan implemented to address the deficiencies cited in the recommendation and noted below.

Detailed Assessment Report (DAR)

The Detailed Assessment Report (DAR) is a fully customizable, formatted report of all assessment data and contains the following sections: Mission/Purpose, Goals, Outcomes, Measures, Targets, Findings, Planned or In-Progress Action Plans, and Achievement Summary/Analysis Question responses. Most importantly, it also displays how the goals, outcomes, and their related measures, targets, and findings are appropriately associated with the institutional mission, strategic plan goals, general education goals, and other relevant associations. The DAR provides a detailed summary of this information per the selected cycle's assessment plan, and it also displays the integration of outcomes across multiple planning cycles. The information is presented in a more "narrative" form, following each outcome, and addresses the deficiencies cited by the On-Site Reaffirmation Committee. The DAR thus includes all of the elements of the Institutional Effectiveness Assessment Plan (a formal, ongoing process to identify expected outcomes, assessment of the extent to which the College achieves these outcomes, and evidence of improvement based on analysis of results and findings). The WEAVEOnline Detailed Assessment Report is a pre-named report available in WEAVEOnline, which is used as the formal assessment report of academic programs and courses.

Achievement Status Summary Chart

The WEAVEOnline system allows the institution to generate assessment data displayed in a chart format with Mission, Goals, Outcomes/Objectives, Measures, Targets, and Findings, as well as Achievement Status Details (number of Findings "Met," "Not Met," etc.) and an option to include Action Plans for improvement.

Action Plan Improvements Tracking Report

The WEAVEOnline system also allows the institution to generate a report of Action Plans or other organized activities undertaken to help programs or courses more effectively achieve intended outcomes and objectives. Based on findings compared to the desired target or performance level for an outcome or objective, department heads and faculty develop Action Plans to address any shortcomings or to attain higher levels of achievement and/or improvements.

Analysis Questions/Answers Significant Improvements Summary

This section provides an overview of the whole assessment report, including a reflection of findings – noting strengths and weaknesses and areas that need improvement or describing up to three significant improvements or continuous improvement measures that will be put in place as a result of the assessment findings.

To demonstrate compliance and address the On-Site Reaffirmation Committee’s recommendation, the College is providing in this Monitoring Report a sample of PDF assessment reports from all educational programs as documentation to highlight the range of academic programs [2], [3], [4], [5], [6], [7], [8], [9], [10], [11], [12] and courses [13], [14], [15], [16], [17], [18], [19], [20], [21], [22], [23], [24], [25], [26], [27], [28], [29], [30], [31], [32], [33], [34], [35], [36], [37], [38] in its academic schools and departments. These also include assessment reports of courses offered at the College’s off-campus instructional site in Gilmer County [39], [40] and via distance education (e.g., hybrid [41], [42], [43] and online [44], [45] courses). The first set of reports includes the detailed DARs which form the totality of the program and course assessments. The second set includes example reports: Achievement Status Summary [46], [47], [48], [49]; Action Plan Improvements Summary [50], [51], [52], [53]; and Analysis Questions/Answers Significant Improvements Summary [54], [55], [56], [57] that document “sufficient evidence of improvement” and other “closing the loop” information.

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) [58]. 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, and online) to be assessed among all full-time and part-time faculty over time – ensuring a consistent process of assessment of educational programs. [General Education assessment (Comprehensive Standard 3.5.1 General Education Competencies) is discussed in Recommendation 4 of this report.]

What follows are PDF assessment reports that provide a representative sample and cross-section of educational programs and courses offered, including those offered at Dalton State’s off-site location in Gilmer County and via distance education (hybrid and online courses). These reports demonstrate the College’s commitment to continually enhance its institutional effectiveness and student learning 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.

Supporting Documents

[1] Example - Annual Report 2011-2012 re Annual Progress in Assessing Educational Programs

Academic Programs (2012-2013)

[2] DAR Bachelor of Arts – History (B.A.)

[3] DAR Bachelor of Science – Criminal Justice (B.S.)

[4] DAR Bachelor of Science – Biology (B.S.)

[5] DAR Bachelor of Science – Early Childhood Education (B.S.)

[6] DAR Bachelor of Business Administration – Accounting (B.B.A.)

[7] DAR Bachelor of Business Administration – Management (B.B.A.)

[8] DAR Bachelor of Science – Nursing (RN-BSN)

[9] DAR Bachelor of Social Work – Social Work (B.S.W.)

[10] DAR Associate of Arts Transfer (A.A.)

[11] DAR Associate of Science – Nursing (A.S.N.)

[12] DAR Associate of Applied Science – Radiologic Technology (A.A.S.)

Academic Courses (Fall 2013 & Spring 2013)

- [13] DAR Mass Media and Society - COMM 4602 (B.A.)
- [14] DAR British Literature II – ENGL 2121 (A.A./B.A.)
- [15] DAR Renaissance Literature – ENGL 3400 (B.A.)
- [16] DAR Senior Seminar in Literature – ENGL 4905 (B.A.)
- [17] DAR Revolutionary America – HIST 3735 (B.A.)
- [18] DAR Introduction to Mass Communication – COMM 2000 (A.A./B.A.)
- [19] DAR America from World War I to World War II – HIST 3770 (B.A.)
- [20] DAR Social Psychology – PSYC 3325 (B.S.)
- [21] DAR Principles of Biology – BIOL 1107K (A.S./B.S.)
- [22] DAR Quantitative Analysis – CHEM 3311K (B.S.)
- [23] DAR Quantitative Skills and Reasoning – MATH 1001 (A.S./B.A.)
- [24] DAR Foundations of Numbers and Operations – MATH 2008 (B.S.)
- [25] DAR Teaching Content and Process: Social Studies Education – EDUC 4261 (B.S.)
- [26] DAR Teaching Content and Process: Mathematics Education – EDUC 4263 (B.S.)
- [27] DAR Intermediate Accounting – ACCT 3100 (B.B.A.)
- [28] DAR Accounting Information Systems – ACCT 3600 (B.B.A.)
- [29] DAR Systems Analysis and Design – MGIS 4354 (B.B.A.)
- [30] DAR Manufacturing Planning and Control – OPMT 4255 (B.B.A.)
- [31] DAR Human Behavior I – SOWK 3102 (B.S.W.)
- [32] DAR Human Behavior II – SOWK 3103 (B.S.W.)
- [33] DAR Introductory Physics I (Trigonometry based) – PHYS 1111K (A.S.)
- [34] DAR Nursing Care Across the Lifespan II – NURS 2011 (A.S.N.)
- [35] DAR Blood Bank – MLTS 1106 (A.A.S.)
- [36] DAR Patient Assessment and Protocols – RESP 1121 (A.A.S.)
- [37] DAR Radiologic Seminar I – RADT 2105 (A.A.S.)
- [38] DAR Obstetrics – LPNS 1140 (CERT.)

Off-Site Gilmer County Campus

[39] DAR United States History to 1877 – HIST 2111 (A.A./B.A.)

[40] DAR American Government – POLS 1101 (A.A./B.A./B.S.)

Distance Education

[41] DAR Business Statistics – BUSA 3050 - Hybrid (B.B.A.)

[42] DAR Evidenced-based Practice – NURS 4000 - Hybrid (RN-B.S.N.)

[43] DAR Fundamentals of Speech – COMM 1110 - Hybrid (A.A./B.A.)

[44] DAR American Government – POLS 1101 - Online (A.A./B.A.)

[45] DAR Microcomputer Operating Systems – CAPS 1140 - Online (A.A.S.)

Action Plans and Significant Improvements Summary

[46] Achievement Status Summary – Selected Programs (Bachelor's)

[47] Achievement Status Summary – Selected Programs (Associate's)

[48] Achievement Status Summary – Selected Courses (Bachelor's)

[49] Achievement Status Summary – Selected Courses (Associate's)

[50] Action Plan Improvements Summary – Selected Programs (Bachelor's)

[51] Action Plan Improvements Summary – Selected Programs (Associate's)

[52] Action Plan Improvements Summary – Selected Courses (Bachelor's)

[53] Action Plan Improvements Summary – Selected Courses (Associate's)

[54] Analysis Questions/Answers Significant Improvements Summary – Selected Programs (Bachelor's)

[55] Analysis Questions/Answers Significant Improvements Summary – Selected Programs
(Associate's)

[56] Analysis Questions/Answers Significant Improvements Summary – Selected Courses
(Bachelor's)

[57] Analysis Questions/Answers Significant Improvements Summary – Selected Courses
(Associate's)

Semester Course Assessment Assignments Plan

[58] School of Liberal Arts – Course Assessment Assignments, Spring 2013

Comprehensive Standard 3.3.1.2 (Institutional effectiveness: administrative support services)

The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of improvement based on analysis of the results in each of the following areas: administrative support services.

Commission Request/Recommendation**Recommendation 2**

While the institution has made progress toward addressing the deficiencies cited by the On-Site Reaffirmation Committee, the improvements are relatively recent; thus, the institution failed to provide sufficient evidence of improvement. 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.

Dalton State College Response

Dalton State College has now fully implemented its new academic assessment plan using WEAVEOnline, the web-based assessment system the institution has 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 administrative support services. Indeed, WEAVEOnline provides 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 administrative support services.

Among the many reports available in WEAVEOnline, the main report used at the College to document examples of the institutional effectiveness of assessment of administrative support services, is the Detailed Assessment Report (DAR). WEAVEOnline affords the institution the opportunity to produce other reports from the detailed DAR to “close the assessment loop” and respond to the committee’s recommendation that the “improvements are relatively recent; thus, the institution failed to provide sufficient evidence of improvement.” Helping to document institutional effectiveness, and especially “to provide sufficient evidence of improvement,” are the Achievement Status Summary Chart, Action Plan Improvements

Tracking Report, and Analysis Questions/Answers Significant Improvements Summary. These WEAVEOnline reports respond to and comply with both the Off-Site and On-Site Committees' recommendations with respect to administrative support services.

Prior to the 2012-2013 school year, the various units of the College, including administrative support services, reported their yearly assessment efforts and use of assessment results in their individual annual reports submitted to the institution's president early each fall [1]. Since the Off-Site Committee found the assessment in these annual reports uneven and not in full compliance with the standard, the College adopted the WEAVEOnline assessment system as a means of achieving a more consistent, stronger, and uniform reporting system. In its Focused Report, the College acknowledged the weaknesses in its assessment system and responded to the concerns of the Off-Site Committee by informing the On-Site Committee of the College's decision to adopt and implement the WEAVEOnline assessment system. Thus, the WEAVEOnline Assessment Management System was adopted and implemented during the 2012-2013 school year to address the deficiencies noted by both the On-Site and Off-Site Committees and now forms the basis and foundation for a consistent and continuous process of assessment at the College.

In full compliance, Dalton State is pleased to report that the assessment plan has been successfully carried out across campus and is now able to provide continuous assessment reports in WEAVEOnline for administrative support services beginning with the 2012-2013 academic year. The implemented plan represents a consistent and ongoing process of assessment and, as the supporting documentation will show, addresses the On-Site Reaffirmation Committee's recommendation. Since the College's 2012 Reaffirmation Compliance Certification Report provided an overview of its institutional effectiveness process in administrative support services units, including descriptions of administrative support services units, identification of outcomes and unit objectives, and examples of institutional effectiveness activities of the administrative support services units to highlight the range of units, this Monitoring Report specifically addresses with supporting documentation the assessment plan implemented to address the deficiencies cited in the recommendation and noted below.

Detailed Assessment Report (DAR)

The Detailed Assessment Report (DAR) is a fully customizable, formatted report of all assessment data and contains the following sections: Mission/Purpose, Goals, Outcomes, Measures, Targets, Findings, Planned or In-Progress Action Plans, and Achievement Summary/Analysis Question responses. Most importantly, it also displays how the goals, outcomes, and their related measures, targets, and findings are appropriately associated with the institutional mission, strategic plan goals, and other relevant associations. The DAR provides a detailed summary of this information per the selected cycle's assessment plan, and it also displays the integration of outcomes across multiple planning cycles. The information is presented in a more "narrative" form, following each outcome. The DAR thus includes all of the elements of the Institutional Effectiveness Assessment Plan (a formal, ongoing process to identify expected outcomes, assessment of the extent to which the College achieves these outcomes, and evidence of improvement based on analysis of results and findings). The WEAVEOnline Detailed Assessment Report is a pre-named report available in WEAVEOnline, which is used as the formal assessment report of administrative support services.

Achievement Status Summary Chart

The WEAVEOnline system allows the institution to generate assessment data displayed in a chart format with Mission, Goals, Outcomes/Objectives, Measures, Targets, and Findings, as well as Achievement Status Details (number of Findings "Met," "Not Met," etc.) and an option to include Action Plans for improvement.

Action Plan Improvements Summary

The WEAVEOnline system also allows the institution to generate a report of Action Plans or other organized activities undertaken to help programs more effectively achieve intended outcomes and objectives. Based on findings compared to the desired target or performance level for an outcome or objective, unit heads develop Action Plans to address any shortcomings or to attain higher levels of achievement and/or improvements. Of critical importance here and at the heart of the recommendation is the use of assessment results for improvement of the institution and its functions and services. The Action Plan Tracking Reports in WEAVEOnline document use of assessment results to make improvements based on achievement of the expected outcomes.

Analysis Questions/Answers Significant Improvements Summary

This section provides an overview of the whole assessment report, including a reflection of findings – noting strengths and weaknesses and areas that need improvement or describing up to three significant improvements or continuous improvement measures that will be put in place as a result of the assessment findings.

To demonstrate compliance and address the On-Site Reaffirmation Committee’s recommendation, the College is providing in this Monitoring Report a sample of PDF assessment reports from a majority of the administrative support units in the two primary administrative services departments: Office of the President and Fiscal Affairs. The first set of reports includes the detailed DARs which form the totality of the administrative support services assessments [2], [3], [4], [5], [6], [7], [8]. The second set includes example reports: Achievement Summary Chart [9], Action Plan Improvements Tracking [10], and Analysis Questions/Answers Significant Improvements Summary [11] that document “sufficient evidence of improvement” and other “closing the loop” information.

What follows are PDF assessment reports that provide examples of assessment reports of administrative support units. These reports demonstrate the College’s commitment to continually enhance its institutional effectiveness and its administrative support services through formal, ongoing processes in order to identify expected outcomes, assess outcomes, and use assessment results for the improvement of programs and services.

Supporting Documents

[1] Example - 2010-2011 Annual Report re Administrative Unit Assessment Plan Results

[2] DAR Athletics

[3] DAR Business Services

[4] DAR Human Resources

[5] DAR Institutional Advancement

[6] DAR Institutional Research and Planning

[7] DAR Marketing and Communication

[8] DAR Plant Operations

[9] Achievement Status Summary – Administrative Support Services Units

[10] Action Plan Improvements Summary – Administrative Support Services Units

[11] Analysis Questions/Answers Significant Improvements Summary - Administrative Support Services
Units

Comprehensive Standard 3.3.1.3 (Institutional effectiveness: academic and student support services)

The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of improvement based on analysis of the results in each of the following areas: academic and support services.

Commission Request/Recommendation**Recommendation 3**

While the institution has made progress toward addressing the deficiencies cited by the On-Site Reaffirmation Committee, the institution failed to provide sufficient evidence of improvement. Demonstrate that the institution is undertaking a consistent process of assessment that includes the determination of authentic outcomes, assessment techniques that produce meaningful data, and institutional analysis of that data leading to documented improvements in the academic and student support services units.

Dalton State College Response

Dalton State College has now fully implemented its new academic assessment plan using WEAVEOnline, the web-based assessment system the institution has 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 academic and student support services units. Indeed, WEAVEOnline provides 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 academic and student support services units.

Among the many reports available in WEAVEOnline, the main report used at the College to document examples of the institutional effectiveness of assessment of academic and student support services units, is the Detailed Assessment Report (DAR). WEAVEOnline affords the institution the opportunity to produce other reports from the detailed DAR to “close the assessment loop” and respond to the committee’s recommendation that the “the institution failed to provide sufficient evidence of improvement.” Helping to

document institutional effectiveness, and especially “to provide sufficient evidence of improvement,” are the Achievement Status Summary Chart, Action Plan Improvements Tracking Report, and Analysis Questions/Answers Significant Improvements Summary. These WEAVEOnline reports respond to and comply with both the Off-Site and On-Site Committees’ recommendations with respect to academic and student support services units.

Prior to the 2012-2013 school year, the various units of the College, including academic and student support services units, reported their yearly assessment efforts and use of assessment results in their individual annual reports submitted to the institution’s president early each fall [1]. Since the Off-Site Committee found the assessment in these annual reports uneven and not in full compliance with the standard, the College adopted the WEAVEOnline assessment system as a means of achieving a more consistent, stronger, and uniform reporting system. In its Focused Report, the College acknowledged the weaknesses in its assessment system and responded to the concerns of the Off-Site Committee by informing the On-Site Committee of the College’s decision to adopt and implement the WEAVEOnline assessment system. Thus, the WEAVEOnline Assessment Management System was adopted and implemented during the 2012-2013 school year to address the deficiencies noted by both the On-Site and Off-Site Committees and now forms the basis and foundation for a consistent and continuous process of assessment at the College.

In full compliance, Dalton State is pleased to report that the assessment plan has been successfully carried out across campus and is now able to provide continuous assessment reports in WEAVEOnline for academic and student support services units beginning with the 2012-2013 academic year. The implemented plan represents a consistent and ongoing process of assessment and, as the supporting documentation will show, addresses the On-Site Reaffirmation Committee’s recommendation. Since the College’s 2012 Reaffirmation Compliance Certification Report provided an overview of its institutional effectiveness process in academic and student support services units, including descriptions of academic and student support services units, identification of outcomes and unit objectives, and examples of institutional effectiveness activities of the academic and student support services units to highlight the range of services, this Monitoring Report

specifically addresses with supporting documentation the assessment plan implemented to address the deficiencies cited in the recommendation and noted below.

Detailed Assessment Report (DAR)

The Detailed Assessment Report (DAR) is a fully customizable, formatted report of all assessment data and contains the following sections: Mission/Purpose, Goals, Outcomes, Measures, Targets, Findings, Planned or In-Progress Action Plans, and Achievement Summary/Analysis Question responses. Most importantly, it also displays how the goals, outcomes, and their related measures, targets, and findings are appropriately associated with the institutional mission, strategic plan goals, and other relevant associations. The DAR provides a detailed summary of this information per the selected cycle's assessment plan, and it also displays the integration of outcomes across multiple planning cycles. The information is presented in a more "narrative" form following each outcome. The DAR thus includes all of the elements of the Institutional Effectiveness Assessment Plan (a formal, ongoing process to identify expected outcomes, assessment of the extent to which the College achieves these outcomes, and evidence of improvement based on analysis of results and findings). The WEAVEOnline Detailed Assessment Report is a pre-named report available in WEAVEOnline, which is used as the formal assessment report of academic and student support services.

Achievement Status Summary Chart

The WEAVEOnline system allows the institution to generate assessment data displayed in a chart format with Mission, Goals, Outcomes/Objectives, Measures, Targets, and Findings, as well as Achievement Status Details (number of Findings "Met," "Not Met," etc.) and an option to include Action Plans for improvement.

Action Plan Improvements Tracking Report

The WEAVEOnline system also allows the institution to generate a report of Action Plans or other organized activities undertaken to help programs more effectively achieve intended outcomes and objectives. Based on findings compared to the desired target or performance level for an outcome or objective, unit heads develop Action Plans to address any shortcomings or to attain higher levels of achievement and/or improvements. Of critical importance here and at the heart of the recommendation is the use of assessment results for improvement of the institution and its functions and services. The Action Plan Tracking Reports in

WEAVEOnline document use of assessment results to make improvements based on achievement of the expected outcomes.

Analysis Questions/Answers Significant Improvements Summary

This section provides an overview of the whole assessment report, including a reflection of findings – noting strengths and weaknesses and areas that need improvement or describing up to three significant improvements or continuous improvement measures that will be put in place as a result of the assessment findings.

To demonstrate compliance and address the On-Site Reaffirmation Committee’s recommendation, the College is providing in this Monitoring Report PDF assessment reports from a majority of academic and student support units in the three primary administrative services departments: Enrollment and Student Services, Fiscal Affairs, and Academic Affairs. The first set of reports includes the detailed DARs which form the totality of the academic and student support services [2], [3], [4], [5], [6], [7], [8], [9], [10], [11], [12], [13], [14], [15], [16], [17]. The second set includes example reports: Achievement Status Summary Chart [18], Action Plan Improvements Tracking Report [19], and Analysis Questions/Answers Significant Improvements Summary [20] that document “sufficient evidence of improvement” and other “closing the loop” information.

What follows then are PDF assessment reports that provide examples of the assessment of academic and student support services. These reports demonstrate the College’s commitment to continually enhance its institutional effectiveness and its administrative support services through formal, ongoing processes in order to identify expected outcomes, assess outcomes, and use assessment results for the improvement of programs and services.

Supporting Documents

[1] Example - 2008-2009 Annual Report re Educational Support Unit Assessment Plan Results

[2] DAR Admissions

[3] DAR Bookstore

- [4] DAR Campus Recreation
- [5] DAR Civic Engagement
- [6] DAR Computing and Information Services
- [7] DAR Counseling and Career Services
- [8] DAR Dining Services
- [9] DAR Disability Support Services
- [10] DAR Financial Aid
- [11] DAR Library
- [12] DAR Math and Science Learning Center
- [13] DAR Orientation
- [14] DAR Supplemental Instruction
- [15] DAR Testing Center
- [16] DAR Tutoring
- [17] DAR Writing Lab
- [18] Achievement Status Summary – Academic and Student Support Services Units
- [19] Action Plan Improvements Summary – Academic and Student Support Services Units
- [20] Analysis Questions/Answers Significant Improvements Summary - Academic and Student Support Services Units

Comprehensive Standard 3.3.1.5 (Institutional effectiveness: community/public service)

The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of improvement based on analysis of the results in each of the following areas: community/public service within its mission, if appropriate.

Commission Request/Recommendation**Recommendation 4**

While the institution has made progress toward addressing the deficiencies cited by the reaffirmation committee, the institution failed to provide sufficient evidence of improvement. Demonstrate that the institution is undertaking a consistent process of assessment that includes the determination of authentic outcomes, assessment techniques that produce meaningful data, and institutional analysis of that data leading to documented improvements in community/public service programs.

Dalton State College Response

Dalton State College has now fully implemented its new institutional effectiveness assessment plan using WEAVEOnline, the web-based assessment system the institution has 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 community/public service programs. Indeed, WEAVEOnline provides 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 community/public service programs. Particularly important to note here is that WEAVEOnline has enabled the institution for the first time to centralize and coordinate all its community and public service activities and report them in a single report that is coherent and meets institutional and accreditation standards. Indeed, both the Off-Site and On-Site Committees had observed the disjointed nature of the College's community and public service activities – with bits and pieces all over the campus without a meaningful and effective way to collect, assess, and report on community and public service activities. But now, with a customized Community Service Assessment Form [1], Annual Reports of community and public service activities by academic [2] and

administrative [3] unit heads, and campus announcements of community/public service activities [4], [5], [6], [7], [8], [9], [10], [11], [12], [13], [14], [15], the institution is able to gather the relevant data in a centralized approach to provide for organizational oversight, structure, and quality control in support of the College's institutional effectiveness concerning community/public service within its mission. Treated separately is the Bandy Heritage Center for Northwest Georgia. Created from private funds as a major community outreach program of Dalton State, the Bandy Heritage Center warrants its own activities [7], [17] and unit-level institutional assessment plan and report using WEAVEOnline [16].

Among the many reports available in WEAVEOnline, the main report used at the College to document the assessment of community/public service activities, is the Detailed Assessment Report (DAR). WEAVEOnline affords the College the opportunity to produce other reports from the detailed DAR to "close the assessment loop" and respond to the committee's recommendation that the "the institution failed to provide sufficient evidence of improvement." Helping to document institutional effectiveness, and especially "to provide sufficient evidence of improvement," are the Achievement Summary Chart, the Action Plan Tracking Report, and the Analysis Questions/Answers Significant Improvements Summary. For example, when reporting assessment findings, the institution can indicate the status of community and public activities through the Achievement Summary report whether the expected achievement target in a given annual cycle was "Met," "Partially Met," or "Not Met." Similarly, in addressing the essential point in the recommendation that "the institution failed to provide sufficient evidence of improvement," the Action Plan Tracking Report and the responses to the overall Summary/Analysis questions document use of assessment results based on achievement of the expected outcomes as well as describe the significant improvements made in the College's community and public service activities. Thus, these WEAVEOnline reports respond to and comply with both the Off-Site and On-Site Committees' recommendations with respect to community/public service.

Prior to the 2012-2013 school year, the various units of the College reported their yearly assessment efforts and use of assessment results in their individual annual reports submitted to the institution's president early each fall. These reports included community and public service activities [2], [3].

However, since the Off-Site Committee found the assessment of community/public service in the annual reports deficient and not in full compliance with the standard, the College adopted the WEAVEOnline assessment system as a means of achieving a more consistent, stronger, and uniform reporting system and as a means of documenting sufficient improvement in community/public service activities. In its Focused Report, the College acknowledged the weaknesses in its assessment system and responded to the concerns of the Off-Site Committee by informing the On-Site Committee of the College's decision to adopt and implement the WEAVEOnline assessment system. Thus, the WEAVEOnline Assessment Management System was adopted and implemented during the 2012-2013 school year to address the deficiencies noted by both the On-Site and Off-Site Committees and now forms the basis and foundation for a consistent and continuous process of assessment at the College.

In full compliance, Dalton State is pleased to report that the assessment plan has been successfully carried out across campus and is now able to provide restructured and improved assessment reports in WEAVEOnline for community/public service activities beginning with the 2012-2013 academic year. The implemented plan represents a consistent and ongoing process of assessment and, as the supporting documentation will show, addresses the On-Site Reaffirmation Committee's recommendation. Since the College's 2012 Reaffirmation Compliance Certification Report provided descriptions of the institution's community and public service activities, including goals and objectives and identification of outcomes, this Monitoring Report specifically addresses with supporting documentation the assessment report and other relevant information [18], [19], [20] to address the deficiencies cited in the recommendation and noted below.

Detailed Assessment Report (DAR)

The Detailed Assessment Report (DAR) is a fully customizable, formatted report of all assessment data and contains the following sections: Mission/Purpose, Goals, Outcomes, Measures, Targets, Findings, Planned or In-Progress Action Plans, and Achievement Summary/Analysis Question responses. Most importantly, it also displays how the goals, outcomes, and their related measures, targets, and findings are appropriately associated with the institutional mission, strategic plan goals, and other relevant associations. The DAR provides a detailed summary of this information per the selected cycle's assessment plan, and it also displays

the integration of outcomes across multiple planning cycles. The information is presented in a more "narrative" form following each outcome. The DAR thus includes all of the elements of the Institutional Effectiveness Assessment Plan (a formal, ongoing process to identify expected outcomes, assessment of the extent to which the College achieves these outcomes, and evidence of improvement based on analysis of results and findings). The WEAVEOnline Detailed Assessment Report is a pre-named report available in WEAVEOnline, which is used as the formal assessment report of community/public service.

Achievement Summary Chart

The WEAVEOnline system allows the institution to generate assessment data displayed in a chart format with Mission, Goals, Outcomes/Objectives, Measures, Targets, and Findings, as well as Achievement Status Details (number of Findings "Met," "Not Met," etc.) and an option to include Action Plans for improvement.

Action Plan Improvements Tracking Report

The WEAVEOnline system also allows the institution to generate a report of Action Plans or other organized activities undertaken to help programs more effectively achieve intended outcomes and objectives. Based on findings compared to the desired target or performance level for an outcome or objective, unit heads develop Action Plans to address any shortcomings or to attain higher levels of achievement and/or improvements. Of critical importance here and at the heart of the recommendation is the use of assessment results for improvement of the institution and its functions and services. The Action Plan Tracking Reports in WEAVEOnline document use of assessment results to make improvements based on achievement of the expected outcomes.

Analysis Questions/Answers Significant Improvements Summary

This section provides an overview of the whole assessment report, including a reflection of findings – noting strengths and weaknesses and areas that need improvement or describing up to three significant improvements or continuous improvement measures that will be put in place as a result of the assessment findings.

To demonstrate compliance and address the On-Site Reaffirmation Committee's recommendation, the College is providing in this Monitoring Report the PDF documents of the institution's two major assessment reports for its community/public service activities. The key documents here are the detailed DAR for

College-wide Community/Public Service activities which combines community/public service activities for all units of the college [21] and the DAR for the Bandy Heritage Center [16] with its unique mission of providing cultural and historical programming for the region [17]. Also included are example reports for the Achievement Status Summary [22], [23], Action Plan Improvements Tracking [24], [25], and Analysis Answers/Significant Improvements Summary [26], [27] that document “sufficient evidence of improvement.” These reports demonstrate that Dalton State is undertaking a consistent process of assessment that includes the determination of authentic outcomes, assessment techniques that produce meaningful data, and institutional analysis of that data leading to documented improvements in community/public service programs.

Supporting Documents

- [1] Community Service Assessment Form, 2013 - Google Drive
- [2] Example - Annual Report re Community and Public Service Activities (Academic Department)
- [3] Example - Annual Report re Community and Public Service Activities (Administrative Department)
- [4] Concerts, Lectures, Hikes, & More Scheduled for Fall at Dalton State, September 21, 2012
- [5] Dalton State Lunch & Learn to Feature Panel on the Economy, Sept. 14, 2012
- [6] Chorus Peregrinus to Perform Choral Music at College, November 19, 2012
- [7] Bandy Center Kicks Off Civil War Book Discussion Series, Aug. 23, 2012
- [8] College Nurtures Community’s Cultural and Intellectual Growth, November 7, 2012
- [9] Dalton Professor Barton to Deliver “Awesome Last Lecture,” October 11, 2012
- [10] Jazz Ensemble “Notables” to Perform at Dalton State, January 10, 2013
- [11] College Concert to Feature Original Composition, January 30, 2013
- [12] Atlanta Guitar Trio to Perform at Dalton State, February 11, 2013
- [13] Dalton State Hosts Author Terry Kay at Annual Book Festival, March 28, 2013
- [14] Dalton State’s *Twelfth Night* Features Students, Staff, Faculty, April 8, 2013
- [15] Dalton State Experience Extends Beyond the Classroom, May 21, 2013
- [16] DAR Bandy Center

[17] Bandy Center Information

[18] Example - Community Partnership re BSN Clinical Agreement

[19] Example - Community Partnership re School of Education MOA with Local Schools

[20] Example - Promoting Local Economic Development, School of Business Analytics - Spring 2013

[21] DAR Community-Public Service

[22] Achievement Status Summary – Bandy Heritage Center

[23] Achievement Status Summary – Community/Public Service

[24] Action Plan Improvements Summary – Bandy Heritage Center

[25] Action Plan Improvements Summary – Community/Public Service

[26] Analysis Answers/Significant Improvements Summary – Bandy Heritage Center

[27] Analysis Answers/Significant Improvements Summary – Community/Public Service

Comprehensive Standard 3.5.1 (General Education Competencies)

The institution identifies college-level general education competencies and the extent to which students have attained them.

Commission Request/Recommendation**Recommendation 5**

The On-Site Committee noted that the institution had identified general education competencies but raised questions about the institution's definition of competencies and use of appropriate assessment measures. The institution's response focused on process improvements, but it provided neither targets for acceptable attainment of the identified competencies nor evidence of the extent to which students had attained those competencies. Demonstrate that the institution has clearly defined its identified general education competencies (including targets for acceptable attainment), and provide evidence of the extent to which students have attained those identified competencies.

Dalton State College Response

With the full implementation of its new academic assessment plan, WEAVEOnline, the web-based assessment system, the College can now provide the necessary information and documentation with respect to the assessment of general education competencies. Besides providing 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, WEAVEOnline also assists the College in identifying the college-level general education competencies addressed in the general education curriculum, provides a systematic process for assessing these competencies, and demonstrates the extent to which students have attained core general education competencies. Indeed, WEAVEOnline provides 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 general education competencies.

Among the many reports available in WEAVEOnline, the main report used at the College to document examples of the institutional effectiveness assessment of general education competencies, is the Detailed Assessment Report (DAR). In fact, in the case of the assessment of general education competencies, the DAR will show how Dalton State has clearly identified its general education competencies and appropriate assessment measures, but most importantly, how it addresses the recommendation that the institution has “provided neither targets for acceptable attainment of the identified competencies nor evidence of the extent to which students had attained those competencies.” For example, the attached documentation will show that one measure that the institution is using to assess students’ ability to think critically is the critical thinking subsection of the national Collegiate Assessment of Academic Proficiency (CAAP). The target that the institution has set is that students will perform equal to or above the national average on the subset, and the findings section for this measure describes the extent to which students achieved the target, linking improvements in the results back to the previous year’s action plan.

To further demonstrate and specifically address the key recommendation issue that the institution has “provided neither targets for acceptable attainment of the identified competencies nor evidence of the extent to which students had attained those competencies,” WEAVEOnline has another built-in report, the Achievement Status Chart, that allows the institution to generate assessment data displayed in a chart format with Mission, Goals, Outcomes/Objectives, Measures, Targets, and Findings, as well as Achievement Status Details (number of targets/findings “Met,” “Not Met,” etc.). In other words, the Achievement Status Chart will show targets for acceptable attainment of the identified competencies and through a status display show the extent to which students have attained (“Met,” “Not Met,” “Partially Met”) those competencies.

Furthermore, through its Action Plan Improvements Tracking Report and the Analysis Questions/Answers Significant Improvements Summary Report, WEAVEOnline demonstrates organized activities undertaken to help programs more effectively achieve intended outcomes and objectives by developing action plans and significant improvements to address any shortcomings or to attain higher levels of achievement and/or improvements. These reports can help address the recommendation issue that the “institution’s response focused on process improvements.” For instance, the College has used math scores on the national Collegiate

Assessment of Academic Proficiency (CAAP) as one measure of students' proficiency in basic and college algebra. As noted in the documentation in WEAVEOnline, the findings for measure 21 show that Dalton State students did not achieve the target and performed below the national average on both the Basic Algebra and College Algebra subsections of CAAP. To address these deficiencies, course redesign groups are examining instructional practices in sections of mathematics courses that have higher success rates. Based on their findings, the design groups will make recommendations regarding possible best practices to the faculty who teach mathematics classes.

Prior to the 2012-2013 school year, the various units of the College, including those responsible for its educational programs (including general education assessment [1]), reported their yearly assessment efforts and use of assessment results in their individual annual reports submitted to the institution's president early each fall. Since the On-Site Committee found the assessment in these previous annual reports which formed the basis of the College's Compliance Certification Report not in full compliance with the standard, the College in response adopted the WEAVEOnline assessment system as a means of achieving a more consistent, stronger, and uniform reporting system. This improved process includes identifying general education competencies, using appropriate assessment measures, determining targets for acceptable attainment of the identified competencies, and providing evidence of the extent to which students have attained those competencies. Indeed, in its Focused Report, the College acknowledged the weaknesses in its assessment system and responded to the concerns of the Off-Site Committee by informing the On-Site Committee of the College's decision to adopt and implement the WEAVEOnline assessment system. Thus, the WEAVEOnline Assessment Management System was adopted and implemented during the 2012-2013 school year to address the deficiencies noted by both the On-Site and Off-Site Committees and now forms the basis and foundation for a consistent and continuous process of assessment at the College.

In full compliance, Dalton State is pleased to report that the assessment plan has been successfully carried out across campus and is now able to provide continuous assessment reports for general education competencies in WEAVEOnline beginning with the 2012-2013 academic year. The implemented plan

represents a consistent and ongoing process of assessment and, as the supporting documentation will show, addresses the On-Site Reaffirmation Committee's recommendation. Since the College's 2012 Reaffirmation Compliance Certification Report and Focused Report delineated the competencies that are addressed by the courses in the general education curriculum as well as a process for ensuring the integrity and quality of this core curriculum, this Monitoring Report specifically addresses with supporting documentation the assessment plan implemented to address the deficiencies cited in the recommendation concerning general education competencies.

To demonstrate compliance and address the On-Site Reaffirmation Committee's recommendation, the College is providing in this Monitoring Report a PDF of the Detailed Assessment Report (DAR) for its general education program [2]. The DAR is a fully customizable, formatted report of all assessment data and contains the following sections: Mission/Purpose, Goals, Outcomes, Measures, Targets, Findings, Planned or In-Progress Action Plans, and Achievement Summary/Analysis Question responses. Most importantly, it also displays how the goals, outcomes, and their related measures, targets, and findings are appropriately associated with the institutional mission, strategic plan goals, general education goals, and other relevant associations.

Also provided are PDF reports of an Achievement Status Summary [3], Action Plan Improvements Summary [4], and Analysis Questions/Answers Significant Improvements Summary [5]. Thus, through the adoption and use of WEAVEOnline, the College has implemented a comprehensive general education assessment process that is informed by best practices in assessment and driven by an institutional commitment to use assessment data to provide optimal learning experiences for all students.

Supporting Documents

[1] Example - Annual Report 2011-2012 re Annual Progress in Assessing General Education Program

[2] DAR General Education

[3] Achievement Status Summary – General Education

[4] Action Plan Improvements Summary – General Education

[5] Analysis Questions/Answers Significant Improvements Summary – General Education