



THE FIFTH-YEAR INTERIM REPORT

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)

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



Signature

Chief Executive Officer

Name of Chief Executive Officer

Margaret Venable, Ph.D.



Signature

Section 8: Student Achievement

- 8.1 The institution identifies, evaluates, and publishes goals and outcomes for student achievement appropriate to the institution's mission, the nature of the students it serves, and the kinds of programs offered. The institution uses multiple measures to document student success.**
(Student achievement) [CR]

In support of its institutional effectiveness program with respect to the assessment of educational programs, Dalton State evaluates student success on a regular basis. Indeed, the evaluation of student success is a critical element in determining how Dalton State is fulfilling a [core value of its mission](#): “we believe all of our students can succeed and achieve their full potential.” As such, the College has created a detailed and comprehensive system that tracks and monitors student achievement data. The Office of Institutional Research and Planning maintains a [Website](#) that regularly and systematically collect and disseminate [student achievement data](#) and other measures on a wide variety of dimensions. In addition, data produced by the [University System of Georgia Board of Regents](#) are used as part of a comprehensive program of institutional research and assessment. All these data include retention and graduation rates, course completions, grade distribution in individual courses, degrees and certificates awarded, distance education completion rates, completion rates of learning support courses, state licensing examinations as well as other external measures such as the CAAP test for general education assessment and ETS Major Field Test in Business, job placement rates, and transfer reports. The institution further evaluates student success with Graduating Senior, Alumni, and Employer surveys. These measurements of student success are used within a culture of continuous improvement and institutional effectiveness that establishes student learning and program outcomes, assesses results, and uses results for improvement and decision-making at the institution, program, and student support services levels.

Enrollment

Headcount Enrollment

Dalton State initially measures its level of student achievement via enrollment data. The College's growing reputation for quality education at low cost attracts greater numbers of students each year. As shown in Table 8.1-1, non-duplicated headcount enrollment has risen every year but four for the [past 10 years](#) (see Enrollment History), from 4,957 in Fall 2008 to 5,164 in Fall 2017 [2].

Table 8.1-1
Headcount Enrollment, Fall Semester
Fall 2008 – Fall 2017

Year	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017
Enrollment	4,957	5,722	5,988	5,485	5,047	5,015	4,854	5,044	5,188	5,164

Source: Office of Institutional Research and Planning [[Quick Facts/Enrollment History](#)]

New Student Enrollment

The number of new students enrolled has remained relatively stable over the last 10 years.

Table 8.1-2
New Student Enrollment, Fall Semester
Fall 2008 – Fall 2017

Year	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017
New Students	1,475	1,614	1,571	1,336	1,122	1,336	1,214	1,415	1,498	1,429

Source: Office of Institutional Research and Planning [[Quick Facts/Enrollment History](#).]

Beginning Freshmen: Enrollment of First Generation Students, Pell Grant Recipients, and Non-Traditional Students

The numbers of Dalton State's beginning freshmen who are First Generation, receiving Pell Grants, and non-traditional have, however, declined in the past 6 years. This is evidence that the College is attracting more traditional age students.

Table 8.1-3
Beginning Freshmen: Enrollment of First Generation Students, Pell Grant Recipients, and Non-Traditional Students
2010/11 – 2016/17

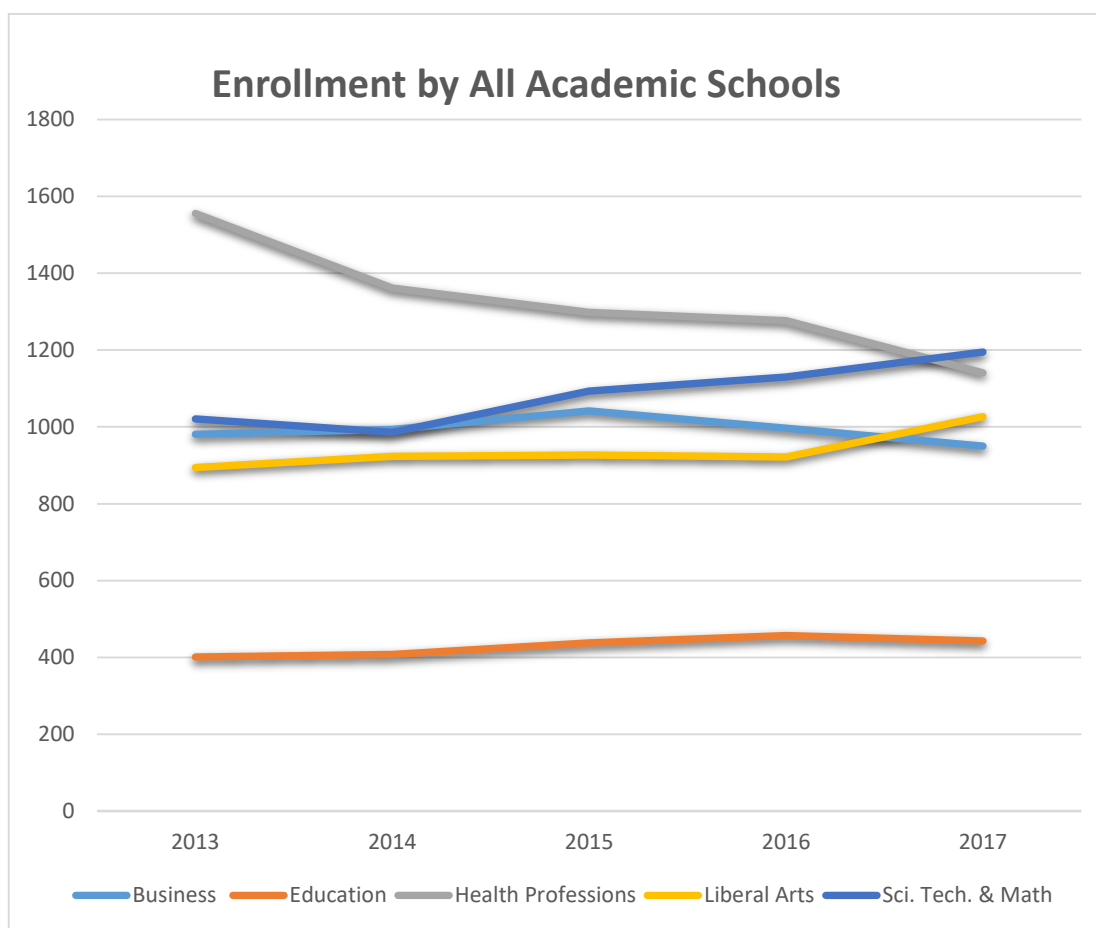
AY	1st Gen	Pell	25+
2010-11	1,367	1,095	304
2011-12	1,039	820	215
2012-13	819	714	120
2013-14	961	725	89
2014-15	878	612	55
2015-16	668	789	20
2016-17	609	434	17

Source: Office of Computing and Information Services Student Information Data

Enrollment by School

A 2012 reorganization of Dalton State's academic schools moved several health-related programs from the former School of Natural Sciences and Mathematics and the former School of Technology and combined them with the former School of Nursing to create the School of Health Professions. In addition, the School of Social Work was reorganized as a department within the School of Health Professions. Generally, the 2012 shifts in enrollment data reflect these transitions as shown in Tables 8.1-4 to 8.1-9 below. Also, the consolidation and merging of programs into new ones mean data for some earlier years are non-existent.

Table 8.1-4
Enrollment by All Academic Schools
Fall 2013 – Fall 2017

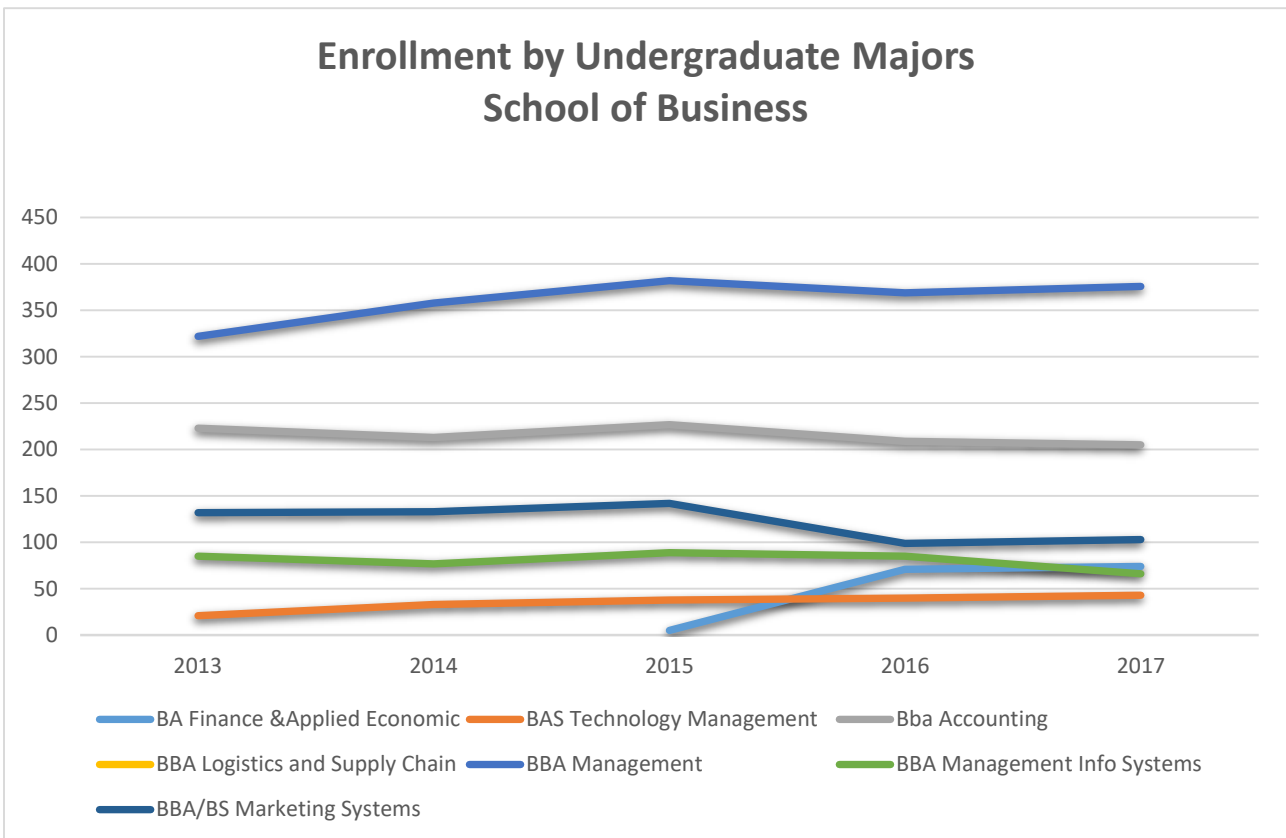


School	2013	2014	2015	2016	2017
Business	981	993	1,042	997	950
Education	401	408	438	457	443
Health Professions	1,555	1,361	1,298	1,276	1,141
Liberal Arts	894	923	927	922	1,027
Sci. Tech. & Math	1,021	986	1,093	1,130	1,195

Source: Office of Computing and Information Services Fall Enrollment Data Files, Dalton State College

On the whole, enrollments have risen in all the academic schools; however, there have been some slight declines in latest year in the C. Lamar and Ann Wright School of Business, School of Education, and School of Health Professions. The reorganization seems to have affected overall enrollments in the School of Health Professions. This may be temporary since programs in the health area are very popular, and as the years go by, enrollments will increase in the school. Also, since some reorganizations are fairly recent (e.g. Health Professions and Science, Technology, and Mathematics), it may take some time to grow student populations in these schools. It is expected that as more baccalaureate degree programs are offered in the schools with the increased number of traditional college-age students, enrollments in the schools will increase.

Table 8.1-5
Enrollment by Undergraduate Majors
C. Lamar and Ann Wright School of Business
Fall 2008 – Fall 2017

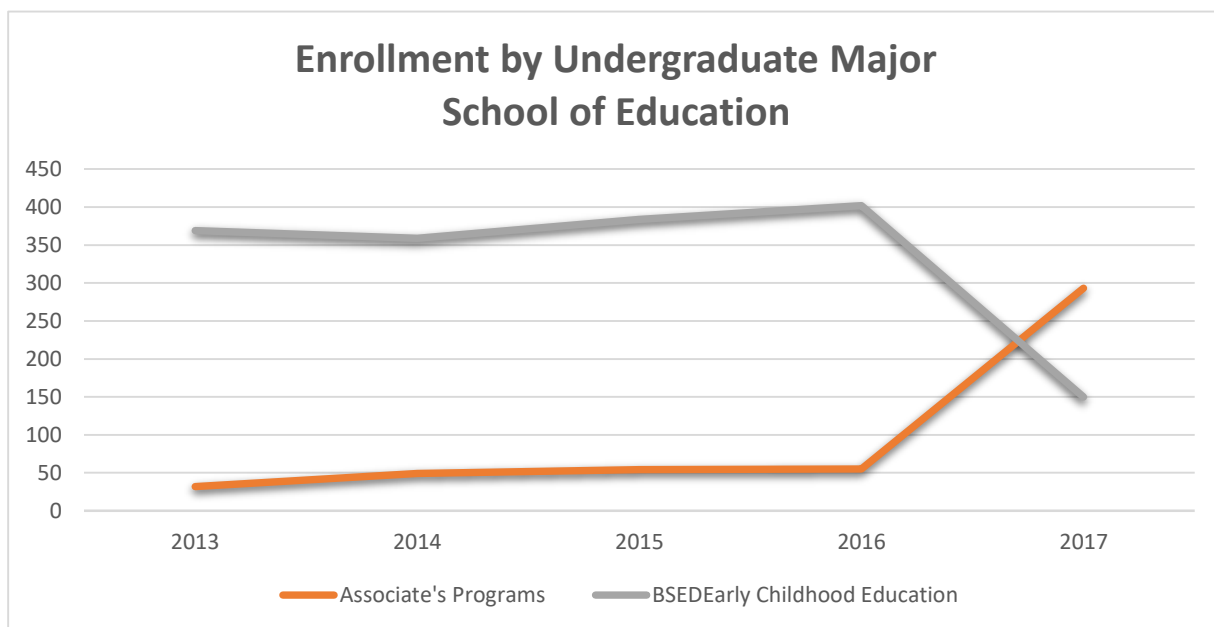


Major	2013	2014	2015	2016	2017
BBA Finance & Applied Economics	0	0	5	71	74
BAS Technology Management	21	33	38	40	43
BBA Accounting	223	213	227	209	203
BBA Logistics and Supply Chain	0	0	0	0	17
BBA Management	322	358	382	369	376
BBA Management Info Systems	85	77	89	85	65
BBA Marketing Systems	132	133	142	99	103

Source: Office of Computing and Information Services Fall Enrollment Data Files, Dalton State College

Student enrollments in programs in the C. Lamar and Ann Wright School of Business have fluctuated over the last five years, with some majors growing and some declining. Most growth in enrollment has occurred in management and technology management (which was moved to the School of Science, Technology, and Mathematics in January 2018). The degree programs in Finance and Applied Economics and Logistics & Supply Chain are fairly new. The Finance and Applied Economics degree keeps growing. In recent years, the BBA program in Industrial Operations Management, two associate's degrees (e.g., Associate of Applied Science in Supervision and Associate of Science in Business), and the certificate programs in the school have been deactivated/suspended – affecting overall student enrolment. The degree in Industrial Operations Management was reformatted into the Logistics and Supply Chain Management degree to reflect industry and current technology.

Table 8.1-6
Enrollment by Undergraduate Major
School of Education
Fall 2013 – Fall 2017

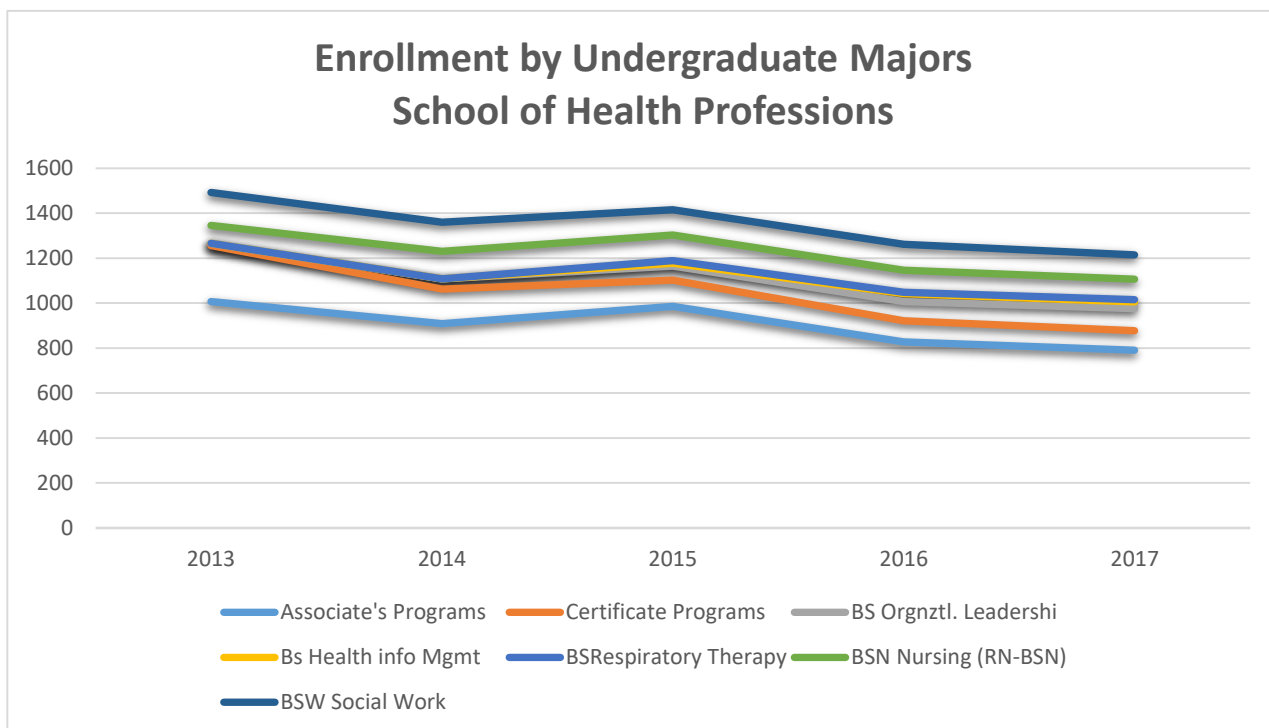


	2013	2014	2015	2016	2017
Elementary Education, B.S.Ed.	369	359	384	402	150
Elementary Education, A.S., pathway	32	49	54	55	293

Source: Office of Computing and Information Services Fall Enrollment Data Files, Dalton State College

Enrollment in the B.S.Ed. in elementary education experienced growth in 2015 and 2016 but declined in 2017. This decline was offset by increased growth in the A.S. pathway in elementary education and is somewhat artificial. Changes in financial aid funding now require colleges that have selective admissions standards to identify an alternative/complementary degree program that students select and can graduate from in the event they do not get admitted into the selective degree program. The A.S. pathway in elementary education was selected as the complementary major for the B.S.Ed., which requires students to pass specific state of Georgia exams and achieve a requisite GPA for admission.

Table 8.1-7
Enrollment by Undergraduate Majors
School of Health Professions, 2005-2015
Fall 2013 – Fall 2017

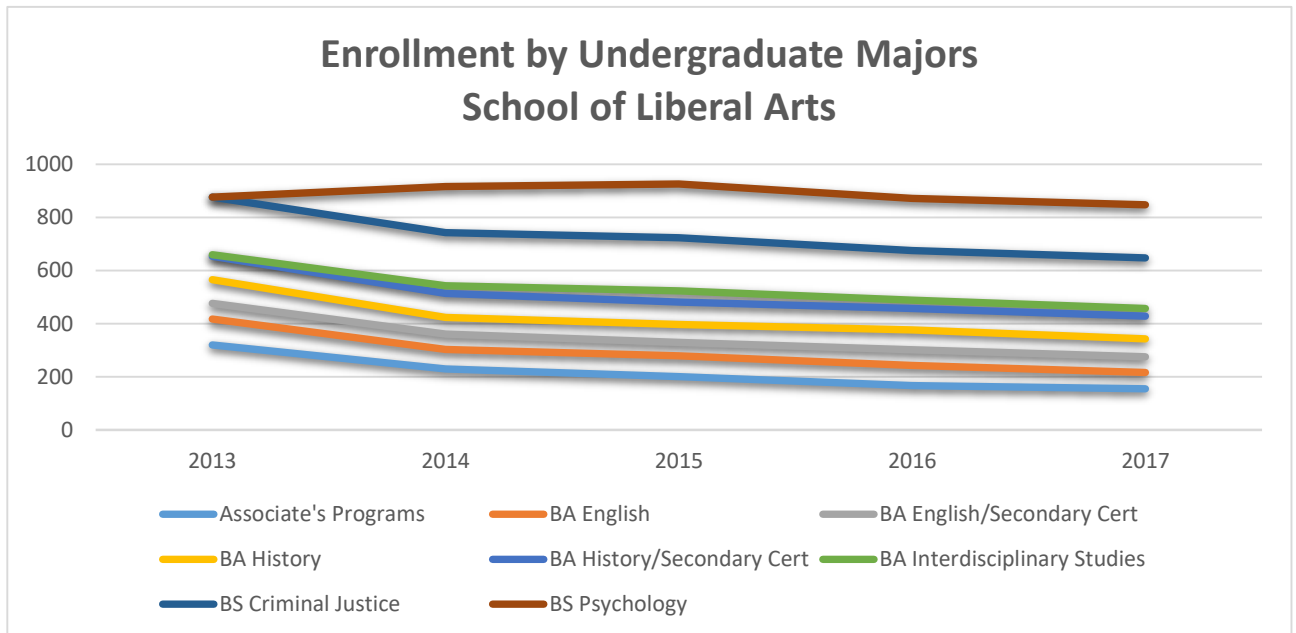


Programs	2013	2014	2015	2016	2017
Associate's Programs	1,007	908	986	828	790
Certificate Programs	249	155	116	93	87
BS Organizational Leadership	10	45	63	86	98
BS Health Information Management	0	0	13	35	31
BS Respiratory Therapy	0	0	11	6	10
BSN Nursing (RN-BSN)	79	122	114	98	90
BSW Social Work	147	130	113	116	109

Source: Office of Computing and Information Services Fall Enrollment Data Files, Dalton State College

Consolidation and moving of programs as well as the addition of new programs to form the new School of Health Professions have shifted enrollment growth in the school. Still, its programs in allied health, including the Associate of Science in Nursing program, are quite popular, fueling growth in these areas. Enrollment in social work has remained quite stable. The bachelor's programs in health information and respiratory therapy are recent additions and will take time to grow. On the whole, given the popularity of health programs, the school should see enrollment growth in the years to come.

Table 8.1-8
Enrollment by Undergraduate Majors
School of Liberal Arts
Fall 2013 – Fall 2017

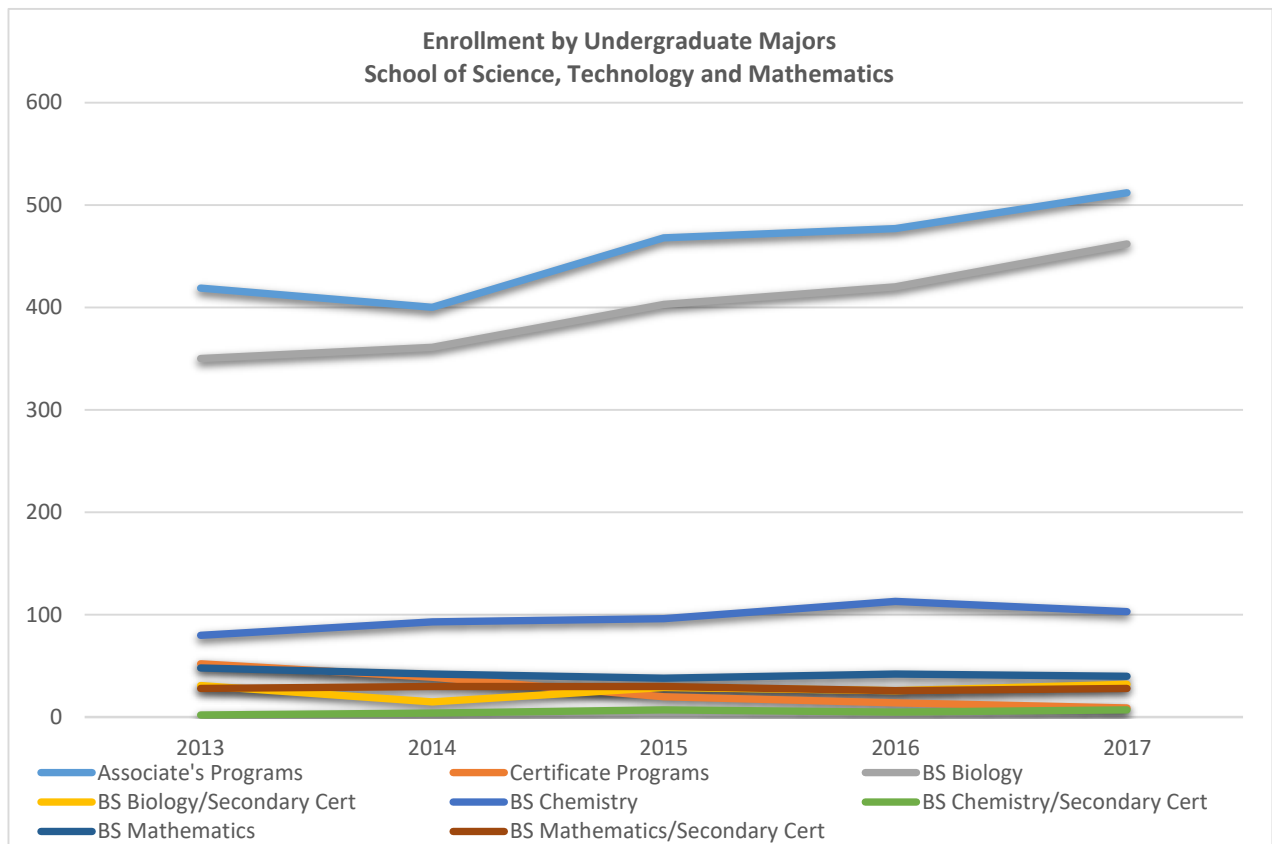


Programs	2013	2014	2015	2016	2017
Associate's Programs	320	229	200	167	155
BA Communication	-	-	-	37	87
BA English/Secondary Cert	156	132	130	135	120
BA History/Secondary Cert	178	153	151	155	153
BA Interdisciplinary Studies	6	29	42	32	29
BS Criminal Justice	216	200	200	186	190
BS Psychology	-	173	203	196	201

Source: Office of Computing and Information Services Fall Enrollment Data Files, Dalton State College

The addition of new bachelor's degree options and the deactivation of several associate's- degree programs explain the decline in enrollment at the associate's level. The fluctuations in English and history can be explained through the activation of the secondary certification option within both programs. The baccalaureate programs in psychology and criminal justice have grown and remained strong, while enrollment in the new bachelor's degree in interdisciplinary studies began to decrease when the new bachelor's degree in communication was approved in 2016.

Table 8.1-9
Enrollment by Undergraduate Majors
School of Science, Technology and Mathematics
Fall 2013 – Fall 2017



Programs	2013	2014	2015	2016	2017
Associate's Programs	419	400	468	477	512
Certificate Programs	52	39	20	14	9
BS Biology/Secondary Cert	381	376	432	446	494
BS Chemistry/Secondary Cert	82	97	103	118	110
BS Mathematics/Secondary Cert	76	72	68	68	68

Source: Office of Computing and Information Services Fall Enrollment Data Files, Dalton State College

Some associate's and certificate programs were also deactivated in the School of Science, Technology, and Mathematics or moved to other schools – explaining the enrollment declines. However, the baccalaureate programs have grown, especially in Biology. Growth in chemistry has been modest, but there was a slight decline in mathematics in the last year. The secondary certification options in math and the sciences have been stable, though low, and provide opportunities for growth.

University System of Georgia Enrollment Reports

Tracking University System of Georgia (USG) and institutional enrollment is the foundation of planning for the future. In addition, enrollment data can be used to understand how the USG is serving Georgia by providing access to higher education. Reports allow users to track particular student cohorts over time.

Retention and Graduation Rates (Targets and Actual)

Retention Rates

Student achievement is also analyzed by monitoring retention rates, as students who return the second year are more likely to graduate and be successful. Dalton State uses official data provided by the [University System of Georgia](#), which tracks first-time, full-time degree-seeking freshmen for one year. This information is produced below in Table 8.1-10. Beginning with several reports [3], [4] to the Board of Regents and ending with a *2011 Retention, Progression, and Graduation Annual Report* [5], Dalton State set retention rate baseline targets.

Table 8.1-10
One-Year Retention Rates: First-Time Full-Time Freshmen, Degree Seeking (Retention Baseline and Actual Rate, DSC and USG System-Wide Rates)

Cohort	Retention Target	Retention Actual	State College Retention Rate Average	USG System-Wide Retention Target	USG System-Wide Retention Actual
1996	n/a	58.90%	n/a	n/a	61.20%
1997	n/a	54.30%	n/a	n/a	58.90%
1998	n/a	61.70%	n/a	n/a	64.40%
1999	n/a	58.20%	n/a	n/a	61.00%
2000	n/a	59.80%	n/a	n/a	62.90%
2001	n/a	67.50%	n/a	n/a	72.00%
2002	n/a	58.90%	65.20%	n/a	62.86%
2003	n/a	63.61%	n/a	n/a	66.28%
2004	n/a	56.65%	n/a	n/a	60.25%
2005	n/a	63.25%	60.86%	n/a	66.40%
2006	n/a	65.86%	59.47%	n/a	67.37%
2007	n/a	60.23%	58.4%	n/a	62.97%
2008	n/a	64.40%	59.86%	n/a	66.84%
2009	n/a	64.22%	58.09%	n/a	66.12%
2010	n/a	59.08%	56.29%	n/a	61.25%
2011	60.6%	64.18%	71.60%	63.0%	67.32%
2012	62.1%	67.15%	57.36%	64.7%	69.39%
2013	63.6%	68.13%	60.89%	66.4%	71.43%
2014	65.1%	69.3%	59.6%	68.1%	72.4%
2015	66.6%	64.3%	59.1%	69.8%	66.3%
2016	68.1%	69.3%	n/a	71.4%	72.4%
2017	69.6%	65.4%	n/a	73.1%	68.6%

Source: USG By The Numbers (Retention Rate Report). Where available, State College averages are presented. Dalton State College belongs to the 'State College' sector of the University System of Georgia.

Although Dalton State College's retention rate is still low, great strides are being taken to improve it. Indeed, there have been some improvements in some of the recent years. The College's low retention rate prompted the creation of several improvement reports and presentations [4], along with several intervention programs and student services designed to

improve retention and graduation at Dalton State College. The [First-Year Experience program](#), [academic advising program](#), [Tutoring and Supplemental Instruction](#), and [Summer Bridge](#) were all formed in direct response to the College's retention statistics.

Dalton State Retention Rates by Program

Retention in Dalton State bachelor's- and associate's-degree programs is another measure of student achievement. Targets have not been established for these rates; however, the actual retention rates are used as a way to determine how Dalton State is doing in retaining bachelor's- and associate's-degree students. The College has focused on improving student retention by providing intrusive [career](#) and [program/course advising](#) and monitoring students' progress throughout semesters. As Tables 8.1-11 and 8.1-12 below show, recent improvements in retaining bachelor's- and associate's-degree students are promising.

Table 8.1-11
One-Year Retention Rates
First-Time Full-Time Freshmen Bachelor's-Degree Seekers

Academic Year	DSC Retention Rate	State College Retention Rate Average	USG System-Wide Retention Rate
2001-02	72.73%	n/a	72.73%
2002-03	70.00%	n/a	75.00%
2003-04	67.65%	n/a	79.41%
2004-05	37.50%	n/a	39.3%
2005-06	61.82%	n/a	64.55%
2006-07	67.91%	n/a	70.15%
2007-08	61.21%	n/a	64.66%
2008-09	67.86%	n/a	70.92%
2009-10	70.33%	n/a	72.00%
2010-11	64.86%	n/a	66.86%
2011-12	61.98%	n/a	65.50%
2012-13	71.24%	63.76%	73.91%
2013-14	71.17%	66.78%	75.68%
2014-15	74.60%	80.2%	78.00%
2015-16	73.7%	n/a	76.9%
2016-17	68.4%	n/a	72.8%

Source: University System of Georgia Retention Rate Reports – USG by the Numbers. Where available, State College averages are presented. Dalton State College belongs to the 'State College' sector of the University System of Georgia.

Table 8.1-12
One-Year Retention Rates
First-Time Full-Time Freshmen Associate's-Degree Seekers

Academic Year	DSC Retention Rate	State College Retention Rate Average	USG System-Wide Retention Rate
1996-97	59.41%	n/a	62.16%
1997-98	58.15%	n/a	63.73%
1998-99	64.04%	n/a	67.07%
1999-00	61.38%	n/a	64.09%
2000-01	61.75%	n/a	65.21%
2001-02	66.50%	n/a	72.34%
2002-03	62.79%	n/a	67.21%
2003-04	65.91%	n/a	68.40%
2004-05	61.06%	n/a	65.63%
2005-06	64.65%	n/a	68.23%
2006-07	67.10%	n/a	68.61%
2007-08	61.46%	n/a	64.41%
2008-09	64.25%	n/a	66.93%
2009-10	64.66%	n/a	66.81%
2010-11	58.88%	n/a	61.53%
2011-12	68.27%	n/a	71.24%
2012-13	65.47%	55.69%	67.77%
2013-14	66.59%	55.83%	69.85%
2014-15	69.19%	n/a	73.00%
2015-16	67.0%	n/a	70.4%
2016-17	62.1%	n/a	66.4%

Source: University System of Georgia Retention Rate Reports – USG by the Numbers. Where available, State College averages are presented. Dalton State College belongs to the ‘State College’ sector of the University System of Georgia.

[University System of Georgia Graduation Rates Report](#)

Increasing graduation rates is one of the Board of Regents' [strategic goals](#). Factors that affect graduation rates include the student's academic preparation for college, motivation and study habits, finances, work, interaction with faculty, amount of financial aid available, and degree of fit between the student and institution. The graduation rate is the proportion of students who enter as first-time, full-time, degree-seeking students in a given summer or fall who earn a degree within 150 percent of the normal time needed to complete the degree. Bachelor's degree graduation rates are calculated over six years; associate's degree rates are calculated over three years [6].

Graduation Rates

The graduation rates of students in baccalaureate- and associate's-degree programs are principal indicators by which Dalton State measures student success and achievement. Aggregate “Bachelor's Degree Six-Year Rates” and “Associate's Three-Year Rates” tables are derived from data provided by the [University System](#) (see Graduation Rates), and made available in the *Quick Facts (Retention and Graduation Rates)* [7]. As examples, Tables 8.1-13 and 8.1-14 of the College's Bachelor's and Associate's Degree graduation rates are shown below for convenience.

As can be seen in Tables 8.1-13 and 8.1-14, Dalton State's graduation rates need improvement as they lag behind those of the University System, and it has been quite a challenge to meet its ambitious targets. There are many reasons for this. Part-time students with jobs—who comprise a significant percentage of Dalton State students—may be finding it difficult to fulfill some of their course requirements if courses are offered at times they cannot attend, substantially delaying their graduation. Therefore, the College is examining its course scheduling practices. Many students who are unable to complete bachelor's degrees in their major at Dalton State also transfer to other colleges after completing their core classes, even before they complete an associate's degree.

Table 8.1-13

**Six-Year Bachelor's Graduation Rates: First-Time Full-Time Freshmen, Degree Seeking
(Graduation Baseline and Actual Rate, DSC and USG System-Wide Rates)**

Fall Cohort Year	DSC Graduation Target	DSC Graduation Actual	State College Graduation Rate Average	USG System-Wide Graduation Target	USG System-Wide Graduation Actual
2005	16.5%	16.4%	18.92%	23.6%	23.6%
2006	17.5%	14.9%	15.85%	24.6%	20.9%
2007	18.5%	20.7%	24.49%	25.6%	18.1%
2008	19.5%	20.4%	23.47%	26.6%	26.5%
2009	20.5%	21.3%	n/a	27.6%	32.3%
2010	21.5%	20.3%	n/a	28.6%	15.0%
2011	22.5%	24.9%	21.0%	29.6%	23.6%

Source: USG By The Numbers (Graduation Rate Report). Where available, State College averages are presented. Dalton State College belongs to the 'State College' sector of the University System of Georgia.

Table 8.1-15**Three-Year Associate's Graduation Rates: First-Time Full-Time Freshmen, Degree Seeking (Graduation Baseline and Actual Rate, DSC and USG System-Wide Rates)**

Fall Cohort Year	DSC Graduation Target	DSC Graduation Actual	State College Graduation Rate Average	USG System-Wide Graduation Target	USG System-Wide Graduation Actual
1994	n/a	11.90%	n/a	n/a	12.50%
1995	n/a	16.00%	n/a	n/a	16.00%
1996	n/a	16.60%	n/a	n/a	16.80%
1997	n/a	13.30%	n/a	n/a	13.90%
1998	n/a	12.30%	n/a	n/a	12.30%
1999	n/a	12.50%	n/a	n/a	13.80%
2001	n/a	13.50%	n/a	n/a	14.20%
2002	n/a	9.57%	n/a	n/a	11.68%
2003	n/a	14.22%	n/a	n/a	12.36%
2004	n/a	13.94%	14.17%	n/a	14.18%
2005	n/a	14.32%	n/a	n/a	14.32%
2007	n/a	8.16%	10.7%	n/a	8.16%
2008	n/a	8.03%	9.45%	n/a	8.19%
2009	9.0%	6.18%	9.06%	10.0%	6.18%
2010	10.0%	6.46%	8.75%	11.0%	6.61%
2011	11.0%	7.42%	8.46%	12.0%	7.61%
2012	12.0%	6.1%	n/a	13.0%	6.1%
2013	13.0%	6.4%	n/a	14.0%	6.6%
2014	14.0%	7.4%	n/a	15.0%	7.6%

Source: USG By The Numbers (Graduation Rate Report). Where available, State College averages are presented. Dalton State College belongs to the 'State College' sector of the University System of Georgia.

There are efforts underway to improve graduation rates at Dalton State. The College is participating in the [Gateways to Completion \(G2C\) project](#), a strategy initiated and launched by the University System with the John Gardner Institute in 2018. Gateways to Completion is “a course redesign planning and implementation process that helps [institutions] create and subsequently implement an evidence-based plan for improving teaching, learning and success in high-enrollment courses that have historically resulted in high rates of failure and/or unsatisfactory progress – particularly for historically underrepresented/underserved students.” In response to the University System and the Gardner Institute as to its current approaches or strategies to improving gateway course success, Dalton State provided these examples:

- Faculty are encouraged to set goals to decrease DFW rates and to implement evidence-based pedagogy and instructional practices to improve student success and course completion.
- Learning support mathematics faculty are charged with strengthening students' skills and improving pass rates to foster success in the subsequent college-level mathematics courses.
- Promoting student success in learning support English was the focus of the College's QEP for reaffirmation of accreditation and was extremely successful in achieving high exit rates and subsequent success in ENGL 1101.
- Many faculty members participated in the College's course-redesign efforts in attempts to reduce DFW rates, efforts that resulted in significant improvements in student success.
- The Colleges 2016-2019 Strategic Plan encourages faculty to “reimagine the freshman- and sophomore-year experience through the innovative transformation of core courses and transitional experiences.”
- The High-Impact Practice team provided workshops for faculty, and faculty have been setting goals to incorporate high-impact practices into their gateway courses and to analyze the results of their efforts in their individual annual reports.

- The Department of Technology and Mathematics began offering all three gateway mathematics classes (MATH 1001, 1101, and 1111) to provide alternative mathematics pathways for non-STEM majors.
- Mathematics and English faculty developed co-curricular support classes to provide just-in-time remediation for at-risk mathematics and English students.

Furthermore, to improve its graduation rates, Dalton State has been expanding its [distance learning offerings](#)—online and hybrid courses which are especially effective at addressing the needs of part-time, working students, and [adult learners](#). The College has also steadily increased the number of [baccalaureate degrees](#) it offers, with degree selections based on student and employer demand. For example, the College has increased its baccalaureate offerings from 6 programs in 2003 to 24 in 2018. Also, in her presidential address to open the fall 2015 semester, the president listed improving graduation and retention rates as a top campus priority – with the formation of campus-wide retention, progression, and graduation committee to address issues and recommend strategies to improve retention and graduation rates [8].

Dean's List

The Dean's List, published at the end of each term, is community-wide acknowledgement of high academic performance. Student recipients must have earned a GPA of at least 3.5, carried 12 or more semester credit hours, and received no grade of WF or U during the term. Since its inception, Dalton State has publicized the names of recipients, either in local newspapers, campus newsletters, emails, and, more recently, [Internet postings](#). As a percentage of student enrollment, the Dean's List has grown very steadily; especially strong has been growth in summer and spring terms. Summer progress is nearly twice as large as it was four years ago. At 75% growth, spring is only three percentage points from being twice the size it was in 2011, while fall term has grown by nearly 50%.

Table 8.1-15
Percentage of Enrolled Students on Dean's List

Calendar Year	Fall	Summer	Spring
2011	12.7%	2.5%	12.4%
2012	15.2%	2.7%	13.9%
2013	17.3%	3.6%	16.3%
2014	18.0%	3.2%	18.5%
2015	19.8%	4.5%	21.4%
2016	19.0%	3.0%	20.1%
2017	19.7%	N/A	20.3%

Source: [Office of the Vice President for Academic Affairs](#)

Degrees and Certificates Awarded

The number of degrees and certificates awarded reflects an institution's productivity and student success as well as the institution's mission, purposes, and objectives. Completion data for baccalaureate and associate's degree programs and certificates are reported annually and published by the Office of Institutional Research and Planning in its [Dashboard Fact Book](#) (See "Student Achievement" – Awards and Degrees), which also includes a [Student Achievement: Graduation Statistics Fact Finder](#) by major and other student attributes. In the 2016-2017 school year, the College awarded 843 degrees and certificates — a 7.8% increase from the previous year. In 2017-2018, the number of degrees awarded decreased to 810.

Course Completion

Grade Distribution in Individual Courses

Every semester, the Office of Institutional Research and Planning [publishes](#) a table showing Grade Distribution by Course which provides course completion data, identifying courses in which more than 25% of students withdrew or received a grade of D, F, Incomplete, or Unsatisfactory, or where more than 33% of the students (including withdrawals) did not complete the course with a grade of A, B, C, or Satisfactory [9]. This information is used by the provost and vice president for academic affairs and the deans to discuss the success rate of individual courses and to concentrate attention and corrective action on courses with lower success rates [10]. The grade distribution reports and other student achievement data are archived at the [Student Achievement Data webpage](#) on the Institutional Research website.

Course Completion Rates

Schools also show evidence of course completion by producing data on the percentage of students who successfully complete all course requirements. For example, as part of its Annual Report [11], the School of Liberal Arts uses course completion rates as success indicators for its courses [12]. Tables 8.1-17 to 8.1-20 below shows the School's English Composition (ENGL 1101) completion rates:

Table 8.1-16
Percentage of Students Completing ENGL 1101 with a C or Better
Fall Semester 2016, Spring 2017, and Summer 2017, Excluding Withdrawals
(High levels of student achievement)

Course	(A, B, C, D, F Only) Total # of Students	(A, B, C Only) % Passed with C or Better	% Failed (D, F, and/or WF)
Fall 2016	789	686 (87%)	103 (13%)
Spring 2017	343	280 (82%)	63 (18%)
Summer 2017	15	15 (100%)	0 (0%)
Total	1,147	981 (86%)	166 (14%)

Source: *School of Liberal Arts Annual Report, 2016-2017*, p. 135 [12]

*Some percentages may not total 100% because of rounding.

Table 8.1-17
Percentage of Students Completing ENGL 1101 with a C or Better
Fall Semester 2016, Spring 2017, and Summer 2017, Including Withdrawals
(High levels of student achievement)

Course	Total # of Students (including Ws)	% Passed with C or Better	% Failed (D, F, and/or WF)	W
Fall 2016	820	686 (84%)	103 (13%)	31 (4%)
Spring 2017	360	280 (78%)	63 (18%)	17 (5%)
Summer 2017	15	15 (100)	0 (0%)	0 (0%)
Total	1,195	981 (82%)	166 (14%)	48 (4%)

Source: *School of Liberal Arts Annual Report, 2016-2017, p. 135* [12]

*Some percentages may not total 100% because of rounding.

Table 8:1-18
Percentage of Students Completing ENGL 1101 with a C or Better,
Fall, Spring, and Summer Terms (Excluding Withdrawals), 2006 through 2017
(High levels of student achievement)

Course	# of Students	% Passed with C or Better	% Failed (D, F, or WF)
2006-2007	753	590 (78%)	163 (22%)
2007-2008	1,041	829 (80%)	212 (20%)
2008-2009	1,492	1,212 (81%)	280 (19%)
2009-2010	1,693	1,390 (82%)	303 (18%)
2010-2011	1,561	1,229 (79%)	332 (21%)
2011-2012	1,404	1,130 (80%)	274 (20%)
2012-2013	1,228	1,037 (84%)	191 (16%)
2013-2014	1,230	1,040 (85%)	190 (15%)
2014-2015	1,060	876 (83%)	184 (17%)
2015-2016	1,171	993 (85%)	178 (15%)
2016-2017	1,147	981 (86%)	166 (14%)

Source: *School of Liberal Arts Annual Report, 2016-2017, p. 136* [12]

*Some percentages may not total 100% because of rounding.

Table 8:1-19
Percentage of Students Completing ENGL 1101 with a C or Better,
Fall, Spring, and Summer Terms (Including Withdrawals), 2006 through 2017
(High levels of student achievement)

Course	# of Students	% Passed with C or Better	% Failed (D, F, or WF)	W
2006-2007	912	590 (65%)	163 (18%)	159 (17%)
2007-2008	1,238	829 (67%)	213 (17%)	196 (16%)
2008-2009	1,681	1,212 (72%)	280 (17%)	189 (11%)
2009-2010	1,856	1,390 (75%)	304 (16%)	162 (9%)
2010-2011	1,717	1,229 (72%)	332 (19%)	156 (9%)
2011-2012	1,531	1,130 (74%)	274 (18%)	127 (8%)
2012-2013	1,302	1,037 (80%)	191 (15%)	74 (6%)
2013-2014	1,279	1,040 (81%)	190 (15%)	49 (4%)
2014-2015	1,115	876 (79%)	184 (17%)	55 (5%)
2015-2016	1,236	993 (80%)	178 (14%)	65 (5%)
2016-2017	1,195	981 (82%)	166 (14%)	48 (4%)

Source: *School of Liberal Arts Annual Report, 2016-2017*, p. 135 [14]

*Some percentages may not total 100% because of rounding.

Conclusion

As these tables show, ENGL 1101, a required general education course, has impressive course completion rates. More than 80% of students pass with a C or better. These success rates reflect the English Department's course redesign efforts and successful QEP.

Learning Support

Evaluation of student achievement in learning support includes analyses of course completion rates, success in subsequent learning support courses, and success in subsequent college-level courses. The College tracks and reports on these outcomes in annual Learning Support Program Assessment plans [13]. More detailed analyses, by outcomes assessment of learning support, are noted in the Annual Reports of the deans of Liberal Arts [14] and Science, Technology, and Mathematics [15]—the primary departments responsible for learning support courses. The schools also use course completion rates of learning support classes as success indicators. For example, a latest report of the School of Science, Technology, and Mathematics records the course completion/success rates of the three math learning support classes (MATH 0990, MATH 0996, and MATH 0098) [16]. As well, the annual reports of the School of Liberal Arts also record the course pass rates of the two English and reading learning support classes (ENGL 0098 and READ 0098) [14]. The University System of Georgia eliminated ENGL 0098 and READ 0098 beginning with the 2017 academic year and replaced them with ENGL 0989 and ENGL 0999, and the School of Liberal Arts will begin tracking the success rates of ENGL 0999 in 2018. (The University System will eliminate ENGL 0989 in Fall 2018).

Table 8.1-20
Percentage of Students Completing All Course Requirements in Math Course and Earning a Passing Grade

	Spring 2017		Summer 2017		Fall 2017	
Course	Expected**	Attained	Expected**	Attained	Expected**	Attained
Math 0997*	50%	33.33%	50%	N.A.	50%	50%
Math 0998*	50%	30%	50%	25%	50%	44.71%
Math 0999*	50%	45.74%	50%	66.67%	50%	57.45%
Math 0989*	67%	66.67%	67%	N.A.	67%	74.6%

Source: Coordinator for Learning Support

* The above learning support courses came into effect in Fall 2015. Also, MATH 0989 will be terminated at the end of Spring 2018.

** Based on results from Spring 2014 through Fall 2016 including predecessor course MATH 0098.

Table 8.1-21
Reading Pass Rates for READ 0098
Fall Semester 2016 and Spring Semester 2017

Semester	Total Number of Students	% Exited	% Did Not Exit*
Fall 2016	172	152 (88%)	20 (12%)
Spring 2017	41	34 (83%)	7 (17%)
Total	213	186 (87%)	27 (13%)

Source: School of Liberal Arts Annual Report, 2016-2017, p. 133 [14]

*Includes withdrawals.

Table 8.1-22
Exit Rates for READ 0098 Over Time

Year	Exit Rate for Reading 0098
2010-2011	67%
2011-2012	69%
2012-2013	77%
2013-2014	92%
2014-2015	84%
2015-2016	76%
2016-2017	87%

Source: School of Liberal Arts Annual Report, 2016-2017, p. 133 [14]

Table 8.1-23
End-of-Term Essay Pass Rates for ENGL 0098
Fall Semester 2016 and Spring Semester 2017
(High levels of student achievement)

Term	Course	Total Number of Students Who Qualified	% Passed Essay	% Failed
Fall 2016	ENGL 0098	162	147 (91%)	15 (9%)
Spring 2017	ENGL 0098	51	44 (86%)	7 (14%)
Total		213	191 (90%)	22 (10%)

Source: School of Liberal Arts Annual Report, 2016-2017, p. 134 [14]

Table 8.1-24
End-of-Term Essay Pass Rates for ENGL 0098 and ENGL 0975:
2004/2005 through 2016/2017*

Year	Exit Essay ENGL 0975	Exit Essay ENGL 0098
2004/2005	53%	75%
2005/2006	45%	82%
2006/2007	50%	82%
2007/2008	75%	82%
2008/2009	n/a	74%
2009/2010	n/a	79%
2010/2011	n/a	80%
2011/2012	n/a	80%
2012/2013	n/a	90%
2013/2014	n/a	93%
2014/2015	n/a	91%
2015/2016	n/a	88%
2016/2017	n/a	90%

Source: School of Liberal Arts Annual Report, 2016-2017, p. 134 [14]

*Includes *only* those students who were eligible to write the end-of-term essay.

Conclusion

Overall, these data indicate the College's success with its learning support programs, especially in English. These data help the College strengthen its efforts on improving student success in Learning Support classes, particularly in Mathematics.

Distance Education

The Office of Academic Affairs publishes annual Distance Education Data, including analysis of student course completion and comparison of course outcomes with traditional courses. These data are published in the College's annual Profile of Distance Learning [17] and are available on the Office of Institutional Research and Planning's Website. The latest example of the College's Distance Education data analysis is included below. As shown in Table 8.1-26, the 2016-17 completion rate for Distance Learning courses are similar to the completion rate for traditional courses, suggesting that Distance Learning courses are approximately equal to the education quality experienced in traditional courses.

Table 8.1-25
2016-2017 Distance Education Data

2016-2017 Distance Education Data	Fall 2016	Spring 2017	Summer 2017	Total
Total Online Sections	27	42	34	103
Total Online Students	482	763	609	1,854
Non-duplicated headcount	392	586	421	1,399
Total hybrid sections	52	48	22	122
Total hybrid students	1,187	1,126	239	2,552
Non-duplicated headcount	1,014	918	210	2,142
Number of Students Taking Only DL Courses, 2016-2017	132	161	333	
Completion Rate for DL Courses, 2016-2017	97%	93%	95%	
Completion Rate for Traditional Courses, 2016-2017	97%	94%	97%	

Source: BANNER Student Information System, Office of Computing & Information Services

Performance on External Examinations

Dalton State also tracks student achievement by performance on external examinations, including licensing and certification exams, administered for each respective program/school. Target pass rates are set for each area by the program; however, most aim to exceed the national average.

Student Achievement in General Education

As per [University System of Georgia guidelines](#), Dalton State identifies general education competencies in the areas of Communication Outcomes, Humanities/Fine Arts, Social Sciences, and Quantitative Reasoning and Scientific Reasoning (Natural Science, Technology, and Mathematics) [18]. The extent to which graduates attain these competencies as a measure of student achievement is assessed in part through externally developed, validated, and normed instruments for their alignment with the College's general education competencies.

The College adopted the Collegiate Assessment of Academic Proficiency (CAAP) tests to determine student competency in Reading (Arts/Literature, Social Sciences), Mathematics (Basic Algebra, College Algebra), Science Reasoning, and Critical Thinking. Results of these tests are published [online as part of student achievement data](#) (see Collegiate Assessment of Academic Proficiency) and summarized in the College's [Dashboards Fact Book](#) (See "Student Achievement" – CAAP).

As shown in Tables 8.1-27 to 8.1-32, in the general education arena, DSC's students continue to do well on the CAAP graduating students' test. Of the 6 CAAP subtests reported below for 2017, DSC students scored above the National Mean. Specifically, in Reading (62.1 vs 59.4), Mathematics (56.9 vs 56.1), Basic Algebra (14.8 vs 14.2), Science (60.0 vs 59.1), and Critical Thinking (62.1 vs 59.4). These scores provide administration and faculty with important feedback relevant to continual improvement in each student competency.

Table 8.1-26
CAAP Mean Scores
DSC Graduates vs. National Averages (Mathematics)

Established Benchmark: Students will perform equal to or above the national average.

Year	# of Students	DSC	DSC Standard Deviation	National	National Standard Deviation
Mathematics					
1999	211	54.0	3.3	57.9	3.7
2001	23	57.3	3.2	58.4	4.0
2002	40	58.6	3.1	58.5	4.1
2003	44	57.1	3.5	56.2	3.5
2004	51	57.1	2.5	56.2	3.5
2006	53	57.9	2.6	56.1	3.6
2007	48	56.6	3.1	56.1	3.6
2008	43	57.4	2.9	56.2	3.5
2009	41	57.1	3.9	58.5	4.0
2010	43	56.9	2.7	58.5	4.1
2011	40	55.5	3.6	56.1	3.6
2012	14	54.4	2.6	56.1	3.5
2013	34	54.7	3.3	56.1	3.5
2014	39	56.7	2.5	56.0	3.5
2015	46	56.4	3.6	56.0	3.6
2016	42	56.7	3.1	58.7	4.3
2017	34	56.9	3.5	56.1	3.5

Sources: Office of Institutional Research [Student Achievement Data](#); [Dashboards Fact Book](#)
 ("Student Achievement" – CAAP)

Table 8.1-27
CAAP Mean Scores
DSC Graduates vs. National Averages (Basic Algebra)

Established Benchmark: Students will perform equal to or above the national average.

Year	# of Students	DSC	DSC Standard Deviation	National	National Standard Deviation
Basic Algebra					
2006	53	15.1	1.7	14.2	2.4
2007	48	14.1	2.0	14.2	2.4
2008	43	15.0	1.9	14.2	2.3
2009	41	14.5	2.3	15.6	2.4
2010	43	14.8	1.9	15.6	2.5
2011	40	14.2	2.2	14.2	2.3
2012	14	13.0	1.8	14.2	2.3
2013	34	13.5	2.0	14.2	2.3
2014	39	14.9	1.7	14.2	2.3
2015	46	14.6	2.3	14.1	2.3
2016	42	14.6	1.8	15.6	2.5
2017	34	14.8	2.3	14.2	2.3

Sources: Office of Institutional Research [Student Achievement Data](#); [Dashboards Fact Book](#)
 ("Student Achievement" – CAAP)

Table 8.1-28
CAAP Mean Scores
DSC Graduates vs. National Averages (College Algebra)

Established Benchmark: Students will perform equal to or above the national average.

Year	# of Students	DSC	DSC Standard Deviation	National	National Standard Deviation
College Algebra					
2007	48	14.0	1.7	14.0	2.1
2008	43	14.7	1.8	14	2.1
2009	41	14.2	2.3	15.4	2.7
2010	43	14.0	1.9	15.4	2.8
2011	40	13.5	2.1	14.0	2.1
2012	14	13.1	1.5	14.0	2.1
2013	34	12.9	1.9	14.0	2.1
2014	39	13.6	1.7	13.9	2.1
2015	46	14.1	2.2	13.9	2.1
2016	42	14.0	2.1	15.7	2.9
2017	34	14.0	2.3	14.1	2.0

Sources: Office of Institutional Research [Student Achievement Data](#); [Dashboards Fact Book](#)
 ("Student Achievement" – CAAP)

Table 8.1-29
CAAP Mean Scores
DSC Graduates vs. National Averages (Critical Thinking)

Established Benchmark: Students will perform equal to or above the national average.

Year	# of Students	DSC	DSC Standard Deviation	National	National Standard Deviation
Critical Thinking					
1999	205	60.5	5.0	62.3	5.3
2001	21	63.3	4.1	62.4	5.3
2002	28	63.8	5.0	62.4	5.4
2003	45	64.2	4.4	60.5	5.5
2004	51	64.2	4.9	60.5	5.5
2006	48	63.1	4.5	60.7	5.3
2007	48	62.5	5.1	60.9	5.4
2008	43	62.0	5.4	60.9	5.4
2009	40	61.3	4.5	62.3	5.4
2010	42	62.0	4.7	62.0	5.4
2011	41	59.7	5.7	60.7	5.4
2012	15	61.3	6.4	60.6	5.4
2013	32	62.3	4.5	60.6	5.4
2014	39	62.8	4.6	60.8	5.3
2015	42	62.3	4.6	60.6	5.4
2016	39	63.2	5.2	59.7	5.5
2017	34	62.1	6.2	59.4	5.2

Sources: Office of Institutional Research [Student Achievement Data](#); [Dashboards Fact Book](#)
 ("Student Achievement" – CAAP)

Table 8.1-30
CAAP Mean Scores
DSC Graduates vs. National Averages (Reading)

Established Benchmark: Students will perform equal to or above the national average.

Year	# of Students	DSC	DSC Standard Deviation	National	National Standard Deviation
Reading					
1999	207	59.0	4.6	62.9	5.2
2001	22	62.8	5.8	62.9	5.1
2002	28	63.4	3.8	62.9	5.4
2003	44	63.5	4.5	60.6	5.4
2004	53	62.8	4.5	60.6	5.4
2006	51	63.0	5.4	60.4	5.5
2007	48	62.8	4.7	60.5	5.4
2008	43	62.5	4.9	60.5	5.4
2009	41	61	3.9	62.5	5.1
2010	42	62.7	4.1	62.5	5.2
2011	42	61.6	5.4	60.3	5.5
2012	15	59.7	4.7	60.1	5.4
2013	34	62.2	5.5	60.1	5.4
2014	38	61.7	5.2	60.2	5.6
2015	45	60.5	4.5	60.1	5.5
2016	41	62.6	4.8	61.3	5.6
2017	34	62.1	6.2	59.4	5.2

Sources: Office of Institutional Research [Student Achievement Data](#); [Dashboards Fact Book](#)
 ("Student Achievement" – CAAP)

Table 8.1-31
CAAP Mean Scores
DSC Graduates vs. National Averages (Science)

Established Benchmark: Students will perform equal to or above the national average.

Year	# of Students	DSC	DSC Standard Deviation	National	National Standard Deviation
Science					
1999	206	57.9	3.7	60.7	4.5
2001	19	61.5	4.1	61.0	4.6
2002	41	61.0	4.1	61.1	4.6
2003	45	60.6	3.9	59.0	4.2
2004	53	60.3	4.1	59.0	4.2
2006	51	59.6	4.0	59.0	4.1
2007	43	60.5	3.8	59.1	4.1
2008	44	60.6	3.7	59.2	4.1
2009	39	59.8	4.2	61.7	4.4
2010	42	60.0	4.1	61.7	4.5
2011	40	58.7	3.6	59.1	4.1
2012	14	60.1	3.7	59.2	4.1
2013	37	59.9	3.5	59.2	4.1
2014	40	60.3	3.1	59.2	4.2
2015	47	59.4	3.7	59.2	4.2
2016	39	60.8	3.9	61.0	4.9
2017	34	60.0	4.7	59.1	4.1

Sources: Office of Institutional Research [Student Achievement Data](#); [Dashboards Fact Book](#)
 ("Student Achievement" – CAAP)

Until December 2014, general education competencies were also assessed using the internally developed Graduating Student Survey (i.e., graduates reported how much their Dalton State education had contributed to their acquisition of specific knowledge, skills, and behaviors) [19]. In 2015-2016, the College began using a newly adopted external instrument, the [College Senior Survey](#), administered by the [Higher Education Research Institute \(HERI\)](#), to measure student perceptions of their general education competencies. Additional questions from the College's previous survey instrument concerning general education attainment were added to existing questions on general education in the HERI survey instrument to continue the tradition of assessing general education competencies through an exit survey of graduating seniors [20]. And as previously noted, annual reports produced by, for example, the School of Liberal Arts [21] are also used to determine the extent to which graduates have attained the student learning outcomes in general education. Finally, faculty teaching general education courses also assess the competencies attained by students using Weave [22], including an assessment of the general education program in Weave by deans with general education responsibilities [23].

ETS Major Field Test in Business

As a measure of student success, C. Lamar and Ann Wright School of Business administers the external [ETS Major Field Test in Business](#) to its graduates. 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 School 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 [Dashboard Fact Book](#) (see "Student Achievement" – Professional and Licensure Exams) and shown below in Table 8.1-33.

Table 8.1-32
ETS Major Field in Business Test Scores
C. Lamar and Ann Wright School of Business Baccalaureate Students

Established Benchmark: Seventy percent of students will score in the 75th percentile on the ETS.

Date	Students Tested	Scale Range for Total Score	Scale Score Mean	Standard Deviation
Nov. 2000	51	120-200	146.3	11.5
Jan. 2002	74	120-200	148.7	10.3
May 2002	24	120-200	149.7	10.4
Fall 2002	26	120-200	148.3	9.1
Fall 2003	49	120-200	155.0	14.9
Spring 2004	45	120-200	159.3	13.7
Spring 2005	25	120-200	161.0	10.7
Spring 2006	39	120-200	162.0	11
Spring 2007	27	120-200	160.4	12.2
Spring 2008	31	120-200	159.0	11
Spring 2009	31	120-200	157.0	16
Spring 2010	61	120-200	158.0	12
Spring 2011	29	120-200	162.0	14
Spring 2012	39	120-200	160.0	12
Spring 2013	43	120-200	157.0	12
Spring 2014	39	120-200	157.0	11
Spring 2015	52	120-200	156.0	11
Spring 2016	65	120-200	155.0	12
Spring 2017	72	120-200	155.0	16

Sources: Annual Report, C. Lamar and Ann Wright School of Business [24]; Office of Institutional Research [Student Achievement Data](#); [Dashboards Fact Book](#) ("Student Achievement" – Professional and Licensure Exams)

During spring 2017, 72 business students took the ETS, and the College's institutional mean was 155, which was in the 80th percentile of all participating institutions.

Licensing Examinations

Graduates of some programs at Dalton State take certification exams. These students are deemed successful when they graduate and successfully pass their state and national exams to qualify for professional licensure. Indeed, the percentage of students passing these exams is an indication of student achievement and academic program effectiveness in preparing students to obtain the necessary credentials for employment. Often, these scores are incorporated into program reviews and annual program assessment reports for academic degree and certificate programs. The College's Licensing Examination pass rates are published each year in the [Dashboard Fact Book](#) (see "Student Achievement" – Professional and Licensure Exams), and

at the Institutional Research office's [Student Achievement webpage](#). pass rates from licensure examinations are provided below.

School of Education

The NCATE-accredited baccalaureate Early Childhood Education program is highly regarded for its quality as evidenced in pass rates of graduates who take the [Georgia Assessments for the Certification of Educators \(GACE\)](#). Candidates who have completed the School of Education's professional teacher education program in early childhood are required to pass the state-required GACE exam for licensure in Georgia. As seen in Table 8.1-34, the school had a 100% pass rate in 2015. Reports from GACE indicate DSC's pass rate is similar to the state of Georgia pass rates. The Georgia Professional Standards Commission (GaPSC) reports pass rates and considers a score as passing if the test is passed within a given amount of attempts and if it is passed within a certain time frame from completion of the program. This has been a new stipulation in recent years. In other words, the Educator Preparation Provider (EPP) can count the test as passed only if the candidate passes it by meeting the criteria mentioned. For certification purposes, the candidate can take the test as many times as needed to pass; however, the EPP will not be able to count the score as passing at this point. In the last three academic years, the GaPSC reported separate pass rates for GACE Test 1 and GACE Test 2. This is the reason for the two percentage scores reported in the last three academic years.

Table 8.1-33
Georgia Assessments for the Certification of Educators (GACE)
Early Childhood Content - Graduates' Post-Test Pass Rates

Year Tested	Passed/Tested	Success Benchmark	DSC Pass Rate	State Pass Rate
2007	63/63	80%	100%	N/A
2008	64/64	80%	100%	N/A
2009-2010	68/68	80%	99%	93
2010-2011	68/71	80%	98%	91
2011-2012	58/59	80%	97%	92
2012-2013	57/59	80%	96%	96
2013-2014	55/58	80%	95%	99
2014-2015	64/66	80%	97%/97%	99/96
2015-2016	49/49	80%	100%/100%	100/100
2016-2017	61/61	80%	100%/100%	100/100

Sources: Annual Report, School of Education [25]; Dalton State [Dashboards Fact Book](#) ("Student Achievement" – Professional and Licensure Exams)

School of Health Professions

RN (2-Year) Nursing (A.S.N.)

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), administered by the National Council of State Boards of Nursing. The 2014 ASN graduates taking the NCLEX-RN examination within one year of graduation had a 2015 pass rate of 69% as noted Table 4.1-35 below. Because of the recent drop in program pass rates, the faculty from the Department of Nursing and the dean of Health Professions explored ways to return success rates to their previously high levels. Some strategies adopted have included using the flipped classroom model for ASN courses, accepting fewer than 70 students per cohort, decreasing clinical group size to 5-to-7 students per clinical instructor, utilizing Assessment Technologies Institute (ATI) resources, utilizing more simulations in

each course, having nurse preceptors for students in their last semesters, instituting an Electronic Health Records (EHR) program beginning fall 2016, developing an online process for student portfolios, and developing 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. In 2017, the first-time NCLEX-RN pass rates for Dalton State graduates increased to 93.44%.

Table 8.1-34
RN (2-Year) Nursing Program NCLEX Scores/Pass Rates

Established Benchmark: Students will pass on the first try at or above the national average.

Year of Graduation	DSC Pass Rate	GA State Average	National Average	#DSC Pass/Takers
2003	85%	87%	87%	45/53
2004	88%	88%	84%	42/48
2005	87%	89%	87%	45/51
2006	86%	90%	88%	42/49
2007	82%	88%	85%	45/55
2008	87%	91%	87%	66/76
2009	93%	92%	88%	51/55
2010	78%	90%	87%	42/54
2011	89%	90%	88%	55/61
2012	89%	91%	88%	55/62
2013	97%	92%	90%	59/61
2014	66%	84%	81%	40/61
2015	69%	86%	79.3%	49/71
2016	72.04%	85.4%	84.57%	44/56
2017	93.44%	87.31%	87.11%	57/61

Sources: Annual Report, School of Health Professions [26]; Dalton State [Dashboards Fact Book](#) ("Student Achievement" – Professional and Licensure Exams)

Radiologic Technology (A.A.S.)

In 2017, Dalton State graduated 14 Radiologic Technology students who sat for the 200-question national exam the same year. Thirteen out of the 14 students (93%) passed the examination. Dalton State's Radiologic Technology program tracks graduate pass rates on the American Registry of Radiologic Technologists (ARRT) examination. For 18 years of its 20-year history, Dalton State's Radiologic Technology program achieved a 100% pass rate on the national certification exam, the ARRT (Table 8.1-36). Solid long-term performance on this professional exam positions Dalton State's Radiologic Technology program among top performing Radiologic Technology programs in the United States.

Table 8.1-35
Radiologic Technology Program ARRT Registry Examination Pass Rates

Year	Established Benchmark	DSC Pass Rate	Total Pass/Takers	DSC Average Score	National Average	National Pass Rate
1998	80%	100%	5/5	90	84	90%
1999	80%	100%	6/6	89	83	89%
2000	80%	100%	10/10	87	83	91%
2001	80%	100%	7/7	88	84	90%
2002	80%	100%	6/6	89	84	88%
2003	80%	100%	6/6	91	83	89%
2004	80%	100%	13/13	90	84	89%
2005	80%	100%	13/13	91	85	89%
2006	80%	100%	13/13	91	85	89%
2007	80%	100%	15/15	91	85	91%
2008	80%	100%	15/15	87	85	91%
2009	80%	100%	15/15	90	88	88%
2010	80%	100%	17/17	89	88	91%
2011	80%	100%	16/16	84	85	90%
2012	80%	100%	17/17	88	89	91%
2013	80%	100%	16/16	89	84	90%
2014	80%	100%	13/13	86	84	89%
2015	80%	100%	14/14	85	84	88%
2016	80%	93%	13/14	84	83	87%
2017	80%	93%	13/14	81	84	89%

Sources: Annual Report, School of Health Professions [26]; Dalton State [Dashboards Fact Book](#) ("Student Achievement" – Professional and Licensure Exams)

Respiratory Therapy (A.A.S.)

The Respiratory Therapy program tracks graduate pass rates on the Certified Respiratory Therapists (CRT) examination. For the eighth year running, Dalton State's Respiratory Therapy graduates have achieved a 100% pass rate—exceptional work when compared with the 64.4% average of the national pass rate for the same period (Table 8.1-37).

Table 8.1-36
Respiratory Therapy Program Certification Examination Pass Rates

Year	Established Benchmark	DSC Pass Rate	Total Pass/Takers	National Pass Rate
2008	80%	100%	5/5	79.5%
2009	80%	100%	8/8	79.6%
2010	80%	100%	8/8	80.1%
2011	80%	100%	9/9	77.8%
2012	80%	100%	9/9	Not calculated
2013	80%	100%	12/12	60%
2014	80%	100%	13/13	80.5%
2015	80%	100%	14/14	73%
2016	80%	100%	14/14	84%
2017	80%	100%	12/12	81.7%

Sources: Annual Report, School of Health Professions [26]; Dalton State [Dashboards Fact Book](#) ("Student Achievement" – Professional and Licensure Exams)

Medical Laboratory Technology (A.A.S.)

The Medical Laboratory Technology (MLT) program tracks graduate pass rates on the American Medical Technologists (AMT) examination. For 17 of its 21-year existence, the Medical Laboratory Tech program has scored a 100% pass rate on its licensure exams. Once again in 2017 (Table 8.1-38), 100% of Dalton State's Medical Laboratory Technology graduates passed their licensing certification examination on the first attempt. This compares to a 2017 National Pass Rate of 81.1%. Since its first graduating class was tested 19 years ago, Dalton State's MLT mean licensure exam pass rate is 95.6%. For that same period, the national mean pass rate is 69%.

Table 8.1-37
Medical Laboratory Technology Program Licensure Examination Scores/Pass Rates

Year	Number of Students	Established Benchmark	DSC Pass Rate	National Exam Pass Rate for MLT Programs
1997	9	80%	91%	72%
1998	4	80%	100%	69%
1999	8	80%	50%	76%
2000	7	80%	100%	66%
2001	6	80%	100%	71%
2002	1	80%	100%	n/a
2003	4	80%	100%	70%
2004	0	80%	n/a	n/a
2005	5	80%	80%	75%
2006	6	80%	100%	78%
2007	5	80%	100%	78%
2008	2	80%	100%	81%
2009	5	80%	100%	69%
2010	5	80%	100%	72%
2011	9	80%	100%	72%
2012	4	80%	100%	69%
2013	8	80%	100%	76%
2014	7	80%	100%	66%
2015	8	80%	100%	82.8%
2016	9	80%	100%	81.8%
2017	13	80%	100%	81.1%

Sources: Annual Report, School of Health Professions [26]; Dalton State [Dashboards Fact Book](#) ("Student Achievement" – Professional and Licensure Exams)

Licensed Practical Nursing

The certificate program 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). As shown in Table 8.1-39, recently graduated Licensed Practical Nursing students from Dalton State College have achieved a 90% pass rate on the National Council Licensure Exam for Practical Nurses (NCLEX-LPN). Beginning with available 2013 results, graduates of Dalton State's Licensed Practical Nurse program have performed above the national average on their NCLEX exams. It is more than noteworthy that for the past 19 years, Dalton State's LPN graduates have performed very well on the NCLEX-LPN. The mean pass rates from 1997 through 2017 averages 94.4%.

Table 8.1-38
Licensed Practical Nursing Program NCLEX Scores/Pass Rates

Benchmark:
Students will pass on the first try at or above the national average.

Year	Total Pass/Takers	DSC Pass Rate	National Pass Rate
1997	24/ 26	92.3%	n/a
1998	12/ 12	100%	n/a
1999	18/19	94.7%	n/a
2000	7/ 8	88.9%	n/a
2001	8/ 8	100%	n/a
2002	17/ 17	100%	n/a
2003	20/ 21	90.4%	n/a
2004	31/32	97%	n/a
2005	32/ 34	94.1%	n/a
2006	40/ 41	97.6%	n/a
2007	20/21	95%	n/a
2008	32/ 35	91.4%	n/a
2009	31/ 34	91.2%	n/a
2010	31/35	89%	n/a
2011	22/22	100%	n/a
2012	48/51	94%	n/a
2013	42/46	91.3%	84.2%
2014	19/20	95%	83%
2015	19/20	95%	80.6%
2016	28/29	95.55%	83.73%
2017	18/20	90.0%	83.84%

Sources: Annual Report, School of Health Professions [26]; Dalton State [Dashboards Fact Book](#) ("Student Achievement" – Professional and Licensure Exams)

Job Placement Rates

As these examples show, Dalton State assesses graduate employment via its Graduate Surveys [27] [28] and Follow-up Surveys [29] [30] [31]. Graduate employment information is also reported on the [Dashboards Fact Book](#) (see "Student Achievement" – Graduates Employed or Furthering Education) as shown in Tables 8.1-40 to 8.1-64 below. The Schools of Business, Education, Health Professions, Liberal Arts, and Science, Technology, and Mathematics have all set established benchmarks for the job placement rates of their graduates. Not all data is available for reporting. There are some years where no data is available. The schools have been working hard to rectify the situation by working to gather their own information about the job placement of their graduates. It has not been easy, but attempts are continually being made as shown in the tables below. Some of the graduate surveys have shown improved job and graduate school placement rates over the last two years.

Table 8.1-39
Percentage of B.B.A Graduates Employed
within 6 Months of Program Completion
All B.B.A Graduates

Benchmark:

Seventy-five percent (75%) or more of B.B.A. graduates will be employed within six months in their respective fields.

Year	Job Placement Rate
2006-2007	94%
2012-2013	80%
2013-2014	86%
2014-2015	75%
2016-2017	86%

Source: C. Lamar and Ann Wright School of Business Annual Report

Table 8.1-40
Percentage of Accounting B.B.A Graduates Employed
within 6 Months of Program Completion
Accounting

Benchmark:

Seventy-five percent (75%) or more of B.B.A. Accounting graduates will be employed within six months upon graduation.

Year	Job Placement Rate
2009-2010	80%
2010-2011	70%
2011-2012	70%
2012-2013	85%
2013-2014	87%
2014-2015	88%
2015-2016	88%
2016-2017	90%

Source: C. Lamar and Ann Wright School of Business Annual Report

Table 8.1-41
Percentage of Finance and Applied Economics B.B.A Graduates Employed
within 6 Months of Program Completion
Finance and Applied Economics

Benchmark:

Seventy-five percent (75%) or more of B.B.A. Finance and Applied Economics graduates will be employed within six months upon graduation.

Year	Job Placement Rate
2016-2017	82%

Source: C. Lamar and Ann Wright School of Business Annual Report

Table 8.1-42
Percentage of Management B.B.A Graduates Employed
within 6 Months of Program Completion
Management

Benchmark:

Seventy-five percent (75%) or more of B.B.A. Management graduates will be employed within six months upon graduation.

Year	Job Placement Rate
2008-2009	97%
2009-2010	81%
2010-2011	81%
2011-2012	78%
2012-2013	73%
2013-2014	73%
2014-2015	74%
2015-2016	74%
2016-2017	88%

Source: C. Lamar and Ann Wright School of Business Annual Report

Table 8.1-43
Percentage of Management Information Systems B.B.A. Graduates Employed
within 6 Months of Program Completion
Management Information Systems

Benchmark:

Seventy-five percent (75%) or more of B.B.A. Management Information Systems graduates will be employed within six months upon graduation.

Year	Job Placement Rate
2008-2009	97%
2009-2010	81%
2010-2011	81%
2011-2012	78%
2012-2013	73%
2013-2014	85%
2014-2015	84%
2015-2016	84%
2016-2017	87%

Source: C. Lamar and Ann Wright School of Business Annual Report

Table 8.1-44
Percentage of Marketing B.B.A Graduates Employed
within 6 Months of Program Completion
Marketing

Benchmark:

Seventy-five percent (75%) or more of B.B.A. Marketing graduates will be employed within six months upon graduation.

Year	Job Placement Rate
2009-2009	78%
2009-2010	75%
2010-2011	75%
2011-2012	75%
2012-2013	92%
2013-2014	92%
2014-2015	89%
2015-2016	89%
2016-2017	90%

Source: C. Lamar and Ann Wright School of Business Annual Report

Table 8.1-45
Percentage of Technology Management B.A.S. Graduates Employed
within 6 Months of Program Completion
Technology Management

Benchmark:

Seventy-five percent (75%) or more of B.A.S. Technology Management graduates will be employed within six months upon graduation.

Year	Job Placement Rate
2009-2010	67%
2016-2017	76.9%

Source: C. Lamar and Ann Wright School of Business Annual Report

**Note we estimate the placement rates for the BAS degree mirror those of MIS and many of these majors were working during their degree program and needed the bachelor's degree to be promoted into a managerial/supervisory position at their same company.*

Table 8.1-46
Percentage of School of Education Graduates Employed
within 12 Months of Program Completion

Benchmark:

Seventy percent (70%) or more of the candidates completing the programs and receiving state certification will be employed in their profession within 12 months of program completion.

Graduation Term	Job Placement Rate (Early Childhood Grads)	Job Placement Rate (Secondary Ed Grads)
Spring 2009	71%	n/a
Spring 2010	86%	n/a
Spring 2011	82%	n/a
Fall 2011	70%	n/a
Spring 2012	67%	69%
Fall 2012	61%	n/a
Spring 2013	58%	67%
Fall 2013	52%	n/a
Spring 2014	78%	88%
Fall 2014	57%	n/a
Spring 2015	51%	50%
Fall 2015	78%	n/a
Spring 2016	86%	85%
Fall 2016	92%	n/a
Spring 2017	76%	71%

Sources: School of Education Annual Report; Snapshot Data, School of Education

Table 8.1-47
Percentage of Licensed Practical Nursing Graduates Employed
within 12 Months of Program Completion
Licensed Practical Nursing

Benchmark:

Within three months of passing the NCLEX-LPN, 75% of Dalton State College graduates will be employed as staff nurses in hospitals and similar agencies.

Year	Job Placement Rate
2008-2009	97%
2009-2010	97%
2010-2011	82%
2011-2012	100%
2012-2013	92%
2013-2014	92%
2014-2015	91%
2015-2016	89%
2016-2017	89%

Source: School of Health Professions Annual Report

Table 8.1-48
Percentage of Medical Laboratory Technology Graduates Employed
within 12 Months of Program Completion
Medical Laboratory Technology

Benchmark:

Within 12 months of graduation, 85% of students will be employed.

Year	Job Placement Rate
2003-2004	100%
2004-2005	100%
2005-2006	100%
2006-2007	100%
2007-2008	100%
2008-2009	100%
2009-2010	100%
2010-2011	100%
2011-2012	100%
2012-2013	100%
2013-2014	100%
2014-2015	100%
2015-2016	100%
2016-2017	100%

Source: School of Health Professions Annual Report

Table 8.1-49
Percentage of B.S. Organizational Leadership Graduates Employed
within 12 Months of Program Completion
Organizational Leadership (B.S.)

Benchmark:
Within 12 months of graduation, 70% of students will be employed.

Year	Job Placement Rate
2015-2016	100%
2016-2017	93.8%

Source: School of Health Professions Annual Report

Table 8.1-50
Percentage of Radiologic Technology Graduates Employed
within 12 Months of Program Completion
Radiologic Technology

Benchmark:
Within six months of graduation, 75% of students will be employed.

Year	Job Placement Rate
2002-2003	100%
2003-2004	100%
2004-2005	100%
2005-2006	100%
2006-2007	95%
2007-2008	90%
2008-2009	80%
2009-2010	76%
2010-2011	77%
2011-2012	85%
2012-2013	92%
2013-2014	100%
2014-2015	100%
2015-2016	100%
2016-2017	93%

Source: School of Health Professions Annual Report

Table 8.1-51
Percentage of 2-Year RN Graduates Employed
within 3 Months of Passing the NCLEX-RN
Registered Nursing Program (A.S.N. 2-Year)

Benchmark:

Within three months of passing the NCLEX-RN, 75% of graduates will be employed as staff nurses in hospitals and similar agencies.

Year	Job Placement Rate
2003-2004	99%
2004-2005	100%
2005-2006	100%
2006-2007	95%
2007-2008	75%
2008-2009	95%
2009-2010	90%
2010-2011	92%
2011-2012	92%
2012-2013	100%
2013-2014	100%
2014-2015	100%
2015-2016	100%
2016-2017	100%

Source: School of Health Professions Annual Report

Table 8.1-52
Percentage of School of A.A.S. Respiratory Therapy Graduates Employed
within 12 Months of Program Completion
Respiratory Therapy (A.A.S.)

Benchmark:
Within 12 months of graduation, 70% of students will be employed.

Year	Job Placement Rate
2006-2007	100%
2007-2008	100%
2008-2009	90%
2009-2010	100%
2010-2011	100%
2011-2012	92%
2012-2013	92%
2013-2014	92%
2014-2015	100%
2015-2016	100%
2016-2017	100%

Source: School of Health Professions Annual Report

Table 8.1-53
Percentage of B.S. Respiratory Therapy Graduates Employed
within 12 Months of Program Completion
Respiratory Therapy (B.S.)

Benchmark:
Within 12 months of graduation, 70% of students will be employed.

Year	Job Placement Rate
2015-2016	100%
2016-2017	100%

Source: School of Health Professions Annual Report

Table 8.1-54
Percentage Social Work Graduates Employed and/or Enrolled in an MSW Program within
3 Months of Program Completion
Social Work

Benchmark:

Ninety percent (90%) or more of graduates will be either employed as a professional social worker and/or enrolled in a Master of Social Work (MSW) program within three months after receiving their BSW degree.

Year	Job Placement Rate
2004-2005	80%
2005-2006	100%
2006-2007	87.50%
2007-2008	87.50%
2008-2009	95%
2009-2010	100%
2010-2011	90%
2012-2013	100%
2013-2014	100%
2014-2015	77.4%
2015-2016	100%
2016-2017	100%

Source: School of Health Professions Annual Report

Table 8.1-55
Percentage of B.A. Communication Graduates Employed or Attending Graduate or Professional School within 12 Months of Program Completion
Communication

Benchmark:

A minimum of 80% of graduates will be employed in a communication-related field or be accepted into graduate school within one year of graduation.

Year	Job Placement/Graduate School Acceptance Rate
2016-2017	66%

Source: School of Liberal Arts Annual Report

Table 8.1-56
Percentage of B.S. Criminal Justice Graduates Employed or Attending Graduate or Professional School within 12 Months of Program Completion
Criminal Justice

Benchmark:

In their responses on the Criminal Justice Program Exit Survey and a follow-up survey four months after graduation, at least 70% of the students will report that they have found a position related to their degree or that they have gained acceptance into a graduate or professional program.

Year	Job Placement/Graduate School Acceptance Rate
2010-2011	60%
2011-2012	58%
2012-2013	60%
2013-2014	56%
2014-2015	70%
2015-2016	70%
2016-2017	74%

Source: School of Liberal Arts Annual Report

Table 8.1-57

Percentage of B.A. English Graduates Employed or Attending Graduate or Professional School within 12 Months of Program Completion
English

Benchmark:

In their responses on the English Program Exit Survey and a follow-up survey four months after graduation, at least 70% of the students will report that they have found a position related to their degree or that they have gained acceptance into a graduate or professional program.

Year	Job Placement/Graduate School Acceptance Rate
2010-2011	57%
2011-2012	57%
2012-2013	42%
2013-2014	38%
2014-2015	20%
2015-2016	59%
2016-2017	100%

Source: School of Liberal Arts Annual Report

Table 8.1-58

Percentage of B.A. History Graduates Employed or Attending Graduate or Professional School within 12 Months of Program Completion
History

Benchmark:

In their responses on the History Program Exit Survey and a follow-up survey four months after graduation, at least 70% of the students will report that they have found a position related to their degree or that they have gained acceptance into a graduate or professional program.

Year	Job Placement/Graduate School Acceptance Rate
2010-2011	50%
2011-2012	60%
2012-2013	75%
2013-2014	55%
2014-2015	72%
2015-2016	56%
2016-2017	79%

Source: School of Liberal Arts Annual Report

Table 8.1-59

Percentage of B.A. Interdisciplinary Studies Graduates Employed or Attending Graduate or Professional School within 12 Months of Program Completion

Benchmark:

In their responses on the Interdisciplinary Studies Exit Survey and a follow-up survey four months after graduation, at least 70% of the students will report that they have found a position related to their degree or that they have gained acceptance into a graduate or professional program.

Year	Job Placement/Graduate School Acceptance Rate
2014-2015	57%
2015-2016	75%
2016-2017	70%

Source: School of Liberal Arts Annual Report

Table 8.1-60

Percentage of B.S. Psychology Graduates Employed or Attending Graduate or Professional School within 12 Months of Program Completion
Psychology

Benchmark:

In their responses on the Psychology Program Exit Survey, at least 70% of the students will report that they have found a position related to their degree or that they have gained acceptance into a graduate or professional program

Year	Job Placement/Graduate School Acceptance Rate
2015-2016	67%
2016-2017	76%

Source: School of Liberal Arts Annual Report

Table 8.1-61

Percentage of B.S. Biology Graduates Employed or Attending Graduate or Professional School within 12 Months of Program Completion
Biology

Benchmark: 80%

Year	Job Placement Rate
2014-2015	44%
2015-2016	3.33%*

Source: School of Science, Technology, and Mathematics

*The responses to the graduate surveys conducted in late September and early October 2016 were minimal.

Table 8.1-62

Percentage of B.S. Chemistry Graduates Employed or Attending Graduate or Professional School within 12 Months of Program Completion
Chemistry

Benchmark: 80%

Year	Job Placement Rate
2015-2016	20%

Source: School of Science, Technology, and Mathematics

Surveys

[Purple Briefcase – First Destination Survey](#)

In an effort to help academic programs and schools with information about graduate outcomes, the College has been looking for an affordable and customizable survey to do that. Information about graduates has been generally difficult to collect and disseminate. In 2017, the Office of Academic Affairs provided funds to purchase and begin using the [Purple Briefcase – First Destination Survey](#) [32] about graduates' outcomes. The first survey was administered in December 2017 by the [Office of Career and Professional Development](#). The response rate was rather low, but still, the results gave a glimpse of what Dalton State graduates are up to. For example, 26% of graduates have received an employment offer, 28% of graduates are planning to attend graduate school following graduation, and 68% are very satisfied with their next steps of conducting a job search to accept full-time employment or attend graduate/professional school [33]. The Office of Career and Professional Development is working hard to improve response rates in the years to come.

Graduating Student Survey

Prior to the recent adoption of the HERI College Senior Survey, Dalton State surveyed graduating students using an internally developed instrument. The results were compiled by the [Office of Institutional Research and Planning](#) and made available on its [Website](#). As well as finding out about their experiences while a student at Dalton State and providing useful information to improve educational programs and services, the survey also gathered data on whether students felt they had achieved or accomplished their primary objective for attending Dalton State College. For example, in one such graduating students' survey, 80% of graduates reported that their objective for attending Dalton State College was fully accomplished; 90% of graduates rated the quality of education they received at Dalton State as "Excellent" or "Good." And 93% rated their level of satisfaction with the education they received at the College as "Satisfied" or "Very Satisfied" [34]. These questions and others have been added to the new externally administered HERI College Senior Survey, and was administered for the first time in spring 2016 [35]. The results of the new HERI Senior Survey and all previous graduating survey results are posted on the Institutional Research Webpage on [surveys](#). Results from the 2017 Dalton State College HERI College Senior Survey, for instance, showed that about 60% of graduating students were satisfied with their overall college experience, including the quality of education received, and would choose to enroll at the College if they could make their choice over [36].

There were other results of graduating students' surveys from specific schools and academic programs. Graduating Student Surveys in Liberal Arts tend to report high levels of student satisfaction. For example, Criminal Justice Program Exit Surveys were distributed to graduating students in late fall 2016 and late spring 2017, and 25 out of 27 graduates returned them (93%). Of these, 100% reported that the program met (16%) or exceeded (84%) their expectations. On these same surveys, 100% of the graduates rated the quality of instruction by faculty as good (20%) or excellent (80%) [37]. Exit surveys in Interdisciplinary Studies for 2016-2017 show similar results with 100% of the students who returned the surveys reporting that their experience met or exceeded expectations and 100% rating the program's quality of instruction as "good" or "excellent" [38]. English program exit surveys distributed in 2015 and 2016 were also positive with 94% of English majors rating the quality of instruction as good or excellent [39].

The C. Lamar and Ann Wright School of Business surveys seniors in their graduating semester as part of their strategic management class. The latest results (Fall 2017) showed more than 90% of graduates expressed the overall quality of the education they received from the business school as either "Excellent" or "Good" [40].

As students graduate from the School of Education programs, the School has them complete an Educator Preparation Provider (EPP) created survey about their preparation. Their responses are gathered, analyzed, and shared with stakeholders. Results of the survey are posted on the School of Education's Data Snapshots on the following Website link: <https://www.daltonstate.edu/academics/resources.cms>. The School uses stakeholder feedback to make adjustments to the program as needed. The School of Education graduating seniors continue to respond positively to the various program questions, but for a few semesters, the positive agreement dropped in some areas. For example, in the [Fall 2016 Graduate Completers' Survey](#), 94% responded positively (strongly agree/agree) to the Content and Curriculum survey statements, but 84% responded positively (strongly agree/agree) to the Classroom, Program, and School-wide Assessment survey statements. Thus, adjustments were made to the program, and there has been an increase in positive responses to many of the questions (e.g., 93% responded positively to the Knowledge of Students, Teaching and Learning survey statements).

Follow-Up Surveys of Graduates/Alumni

The Purple Briefcase – First Destination Survey [32], [33] now serves as a follow-up survey of Dalton State graduates and alumni, as it asks questions about employment prospects/outcomes/experiences, further education, satisfaction, etc. This survey complements the campus-administered alumni survey [41] conducted by the alumni relations unit in the Office of Institutional Advancement and the Office of Institutional Research and Planning. In addition, follow-up surveys of graduates or completers for purposes of program accreditation and improvement are administered by the by the departments of Nursing [42], Social Work [31], and Allied Health [43] in the School of Health Professions, and the School of Education [30], and Professional Education Secondary (PES) [44]. For example, the Department of Nursing concluded in one such survey that based on the alumni surveys, “graduate satisfaction with their educational preparation received from the nursing program indicates that the curriculum is meeting the mission, goals, and objectives of the college and program” [45]. Indeed, the Department of Nursing's RN Questionnaire [46] is a good example of a follow-up survey. The survey provided much useful data for the College, such as graduates' satisfaction with their training at Dalton State, their current employment, their current salaries, and the month in which they passed their board exams.

Graduates from the Phlebotomy program all answered “yes” to question of “should faculty feel they have accomplished their goals in training well-qualified Phlebotomists?” [47]. Graduates of the Medical Laboratory Technology program gave each question, on average, a 7 or higher (on a 10-point scale) when asked about the program objective, instructor knowledge, instructor willingness to help, assignments, and preparation [48]. All respondents to the 2018 graduate of the AAS Respiratory Therapy program rated the program as above average or excellent [49].

In the [School of Education](#), some of the first year induction surveys have shown that graduates feel prepared for their first year of teaching. They feel prepared for classroom management, differentiation of instruction, and writing lesson plans (note: Surveys are sent by the GaPSC, and the response rate is low. Surveys are sent only to graduates teaching in Georgia public schools in the areas for which they were prepared.) The Educator Preparation Provider (EPP) will develop a plan to try to get a higher response rate. In addition, the EPP has already begun working on a plan to follow some graduates from each program and interview them about their preparation. This process is taking place in the Spring of 2018 and will continue each year forward.

The C. Lamar and Ann Wright School of Business has developed a survey (in-house) and will implement it in March 2018 to poll Fall 2017 graduates at the three-month mark [50].

All collected data are then used to evaluate program effectiveness and improvement, including surveys of the alumni of these programs [51] [52]. Programs in the Schools of Business and Health Professions and the Departments of Social Sciences and Communication also use student/alumni/business advisory boards and committees [53], [54], [55] to find out the knowledge and skills that need to be addressed in workforce preparation programs and to gather feedback on the performance of program graduates.

Employer Satisfaction Surveys

The Schools of Business [56], Education [57], and Health Professions (Nursing [58], Allied Health [59], [60], Social Work [61]) and the Department of Social Sciences (Criminal Justice) administer employer surveys to determine the knowledge and skills that need to be addressed in workforce preparation programs and to gather feedback on the performance of program graduates. Results of some of these surveys are available on the Institutional Research and Planning [Website](#).

For example, surveys of employers of Medical Lab Technology graduates in the School of Health Professions have shown employer satisfaction with Dalton State graduates to be consistently ranked as “above average.” Written feedback commonly refers to the high level of preparation of graduates and how quickly they are able to train for their positions [60]. As well, employer feedback from the Respiratory Therapy program shows similar results [61]. Generally, employers rank graduates in the health profession programs as above average, with a few exceptions.

During Summer Term 2015, the Department of Social Sciences within the School of Liberal Arts secured contact information for seven employers of recent Criminal Justice graduates. These graduates found employment as parole officers, legal secretaries, probation officers, and case managers at Highland Rivers Treatment Services and at Hayes State Prison, the Dalton Police Department, and the Department of Community Supervision. Five employers returned completed surveys for a 71% response rate. Of these, 100% agreed “that our criminal justice graduates are well qualified for their respective positions. All respondents (100%) reported that they were satisfied (20%) or very satisfied (80%) with the work and performance of our criminal justice graduates, and all respondents (100%) reported that Dalton State prepared the graduate for the position either more than adequately (60%) or extremely well (40%).” This same survey also offered employer feedback on the knowledge and skills of Criminal Justice graduates:

All respondents (100%) rated Dalton State's criminal justice graduates' understanding of the criminological sciences as good (40%) or excellent (60%). . . . All respondents (100%) rated Dalton State graduates' critical thinking skills as good (40%) or excellent (60%). . . . All respondents (100%) rated criminal justice graduates' understanding of the essential elements of academic and professional writing as average or better, with 80% rating them as good or excellent (40% good and 40% excellent). The one employer who rated the writing skills as average (Georgia State Board of Pardons and Paroles) suggested that the department should have future students “focus more on their writing skills as this is an essential tool in the criminal justice field.” . . . All employers (100%) rated graduates' understanding of professional research and scholarship as good (40%) or excellent (60%). . . . All employers (100%) rated graduates' understanding of professional and ethical values in criminal justices as excellent. [62]

The Department of Social Sciences administered Employer Surveys for the criminal justice program again in 2016-2017; however, only one survey was returned. This employer expressed great satisfaction with the program and rated the graduate's understanding as excellent for all program learning outcomes: effective written communication skills, effective oral communication skills, effective critical thinking skills, effective use of research and technology, sound general

knowledge of the criminal justice core curriculum, and understanding of professional and ethical values [63].

Furthermore, the [Georgia Professional Standards Commission](#) (GaPSC) surveys the administrators in Georgia that have employed Dalton State education graduates in the School of Education. According to the results of the most recent employer survey, 2017, provided to the dean, overall, the administrators score first year teachers averaging 3.04 points out of 4 possible points across the 31 elements surveyed. They score the graduates highest (3.45/4) in their professionalism (working collaboratively and understanding and upholding ethical standards). Collaboration is one of the four pillars of the School's programs. The administrators scored the graduates lowest in the areas of differentiation for gifted students (2.52/3) and for English Language Learner (ELL) students (2.39/4). While differentiation is difficult for even veteran teachers as evidenced by the scores on the TKES (evaluation instrument for in-service teachers), the School of Education recognizes that these are two areas on which they need to focus their attention.

In conclusion, it needs pointing out that employer surveys have notoriously low response rates, and some programs have struggled to maintain a regular administration of such surveys. However, attempts are being made to put in place a credible system that can regularly gather information about employers of Dalton State graduates as this set of minutes [64] and plan from the C. Lamar and Ann Wright School of Business School shows. The plan is to administer an alumni/graduating students survey in March 2018 and to ask for information about employers, who will then be surveyed after initial data is collected [65]. Still, anecdotal data from employers of business graduates and their confidence in sending job announcements to the school to disseminate via e-mail to current students show high satisfaction levels with business graduates. This is also evident of the number of companies with booths that show up at the school's job fairs, their participation in mock-interviews with juniors, and their participation in practice networking events with students or in panel events on key topics of interest (e.g., Social Media on 1/31/18 with members from the Society for Human Resources Management (SHRM) professionals from local industry).

Exit Interviews (Total Withdrawal/Non-Returning)

Each student who requests to withdraw from all classes must have the withdrawal form signed by Academic Affairs, Financial Aid, and Enrollment Services staff members. If a student is not returning to Dalton State, the student must also meet with a staff member at the Dean of Students office and complete an exit interview before approval is granted. During the interview, students complete an exit survey [66], and staff members and students have an opportunity to discuss the student's challenges and potential options to withdrawal. This information is regularly compiled into a summary [67], which helps Dalton State to shore up any apparent weaknesses and address student needs.

Transfer Reports

A major mission of two-year and state colleges is to prepare students for transfer to a research, regional, or state university. As such, the College tracks the success of transfer students by means of [data supplied by the University System of Georgia](#). The annual transfer report provided by the System is designed to provide feedback to the USG on the mobility of its students and to sending institutions on the success of their students up to one year after transfer. The transfer reports are available on the Institutional Research and Planning [Website](#) (see Undergraduate Student Transfer Reports). The USG has not regularly provided transfer GPA data for the College, but the latest USG transfer report (2016-2017) [68], which contained GPA information, showed that Dalton State's 194 students perform very well after transferring to other institutions. In fact, the College, in past times, was a leader in this regard among the two-year and state colleges within the University System [69].

Related Institutional Links Related to Student Achievement

Below are links to other resources that provide student achievement data about Dalton State students.

[Complete College Georgia](#)

Dalton State's Complete College Georgia plan is focused primarily on efforts to expand and/or enhance programs, services, and interventions that will provide additional support, flexibility, and options to help its students succeed. As noted in its 2016 report, the College has sought to promote high-impact learning practices inside and outside the classroom. In addition to the five goals to which DSC committed to the CCG at the outset (intrusive advising through predictive analytics, increased dual enrollment offerings, transforming remediation through co-curricular courses (specifically in math), offering more online and hybrid courses and programs, and providing alternative instructional delivery methods), the College has also improved its First Year Experience course, sought to increase student engagement in curricular and co-curricular programs, restructured to offer better student and enrollment services, and involved itself in national initiatives such as LEAP and High Impact Practices [70].

[Georgia Higher Learning and Earnings \(GHLE\) dashboard](#)

This dashboard, provided under the auspices of the [Governor's Office of Student Achievement](#), provides earnings information for college graduates one year and five years after graduation. Earnings information can be viewed by degree type, major, college, or any combination of those choices.

In the latest report, [Georgia Higher Learning and Earnings](#), published in January 2017, data showed that after one year of graduation, median earning for Dalton State bachelor's degree students was \$28,330. Five years after graduation, median earning rose to \$37,209 [71].

[Student Achievement Dashboards](#)

<http://Dashboards.daltonstate.edu:8877/Dashboards/html5/?guestuser=quest>

This is the Website in the Office of Institutional Research and Planning at Dalton State that provides data on student achievement and other data such as enrollment and admissions, faculty and staff, finance, library resources, schools/departments/programs, and student financial information. It is officially the institution's *Fact Book*. Also, per SACSCOC instructions, a Webpage of Dalton State Student Achievement data is compiled and reported [here](#).

The following are also essential in gathering and reporting student achievement data and other information for Dalton State and other institutions in the University System of Georgia.

[University System of Georgia Statistics and Reports](#)

- [Completions \(Degree Conferred\)](#)
- [Credit Hours](#)
- [Enrollment](#)
- [Entering Freshmen SAT](#)
- [Information Digest](#)
- [Retention and Graduation Rates](#)

Resources for Peer Comparisons

[Peer Institutions Data](#)
[IPEDS \(Data Feedback Reports\)](#)
[College Results Online](#)

Conclusion

As shown above, Dalton State College possesses many vehicles for evaluating student achievement, including course completion, external examinations, surveys, and other data, such as job placement rates, graduation and retention rates, and exit interviews. The data collected via these methods are used to direct the College's strategic goals, to focus on any areas of weakness, and to meet student needs.

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 Student Achievement
- [2] Quick Facts, Fall 2017 Enrollment
- [3] Annual Retention and Graduation Rates Improvement Plan, 2005
- [4] DSC Retention and Graduation Report Presentation to USG Graduation Task Force, 2010
- [5] USG Graduation and Retention Rate Targets (Revised), 2011
- [6] USG Graduation Rates Definitions
- [7] Quick Facts Fall 2017, Retention and Graduation Rates
- [8] President's Address, Campus Assembly & Faculty Meeting, Fall 2015
- [9] Example of Grade Distribution Table
- [10] Deans' Meeting Minutes re Grade Distribution Reports
- [11] School of Liberal Arts Annual Report, 2016-2017
- [12] School of Liberal Arts Annual Report, 2016-2017 - Course Completion Rates
- [13] Learning Support Program Assessment - 2010-2011 Annual Report Example
- [14] School of Liberal Arts Annual Report re Learning Support
- [15] Natural Sciences and Mathematics Annual Report re Learning Support
- [16] Learning Support Math Success Rates
- [17] Distance Education Profile Report Example
- [18] General Education Learning Outcomes
- [19] Graduating Students Survey Summary Report, General Education Competencies Results
- [20] DSC Additional Questions on General Education Competencies to HERI Senior Survey
- [21] School of Liberal Arts Annual Report, re General Education Competencies
- [22] HIST 2111 Assessment - General Education Class
- [23] General Education Program Assessment, 2017
- [24] School of Business Annual Report re ETS Test Scores
- [25] School of Education Annual Report re GACE Test Pass Rates
- [26] School of Health Professions Annual Report re Various Licensure Pass Rates
- [27] School of Education Snapshot reports re Graduate Completers' Survey Results
- [28] AAS Respiratory Therapy student survey results
- [29] RN Graduate Follow-Up Survey Results
- [30] School of Education Alumni Satisfaction Results
- [31] School of Social Work - Alumni Surveys
- [32] Purple Briefcase Graduates Survey

- [33] Purple Briefcase Graduates Survey Results Summary
- [34] Graduating Student Survey Summary Report
- [35] HERI College Senior Student Survey, 2016 Results

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- [36] HERI College Senior Student Survey, 2017 Results
- [37] Criminal Justice Program Assessment, 2016-2017 re Exit Survey Results
- [38] Interdisciplinary Studies Program Assessment, 2016-2017 re Exit Survey Results
- [39] English BA Program Assessment, 2015-2016
- [40] Business Graduates Survey, Fall 2017 - Satisfaction with Overall Quality (Col. Z)
- [41] Alumni Survey Summary, Spring 2018
- [42] RN Graduate Completers Survey Results, 2013
- [43] AAS Respiratory Therapy student survey results, 2018
- [44] School of Education Snapshot report re PES Completers Survey
- [45] Department of Nursing Alumni Survey Results
- [46] RN Graduate-Alumni Questionnaire
- [47] Phlebotomy Program Graduate survey summary results, 2015-16
- [48] Medical Lab Technology Graduate survey, F16-S17
- [49] AAS Respiratory Therapy student survey results, 2018
- [50] School of Business Alumni Survey Instrument, 2018
- [51] School of Education Program Outcomes
- [52] Dept. of Nursing Alumni Survey Evaluation
- [53] Business Advisory Council Meeting Minutes
- [54] Health Professions Advisory Board Minutes
- [55] Department of Nursing Advising Committee Meeting Minutes
- [56] School of Business Employer Survey Instrument - Management
- [57] School of Education Employer Survey Results
- [58] ASN and RN - BSN employer survey results, 2016 and 2017
- [59] AAS Respiratory Therapy clinical and employer survey results, 2018
- [60] MLT Employer Survey Summary, 2014-15
- [61] School of Social Work - Employer Surveys
- [62] BS Criminal Justice Program Assessment, 2015-16 re Employer survey results
- [63] Criminal Justice Program Assessment, 2016-2017 re Employer Survey Results
- [64] School of Business Faculty Minutes re Alumni and Employer Survey Issues
- [65] Business Graduating Students & Alumni Survey plan
- [66] Dalton State Withdrawal - Exit Survey
- [67] Student Withdrawal-Exit Survey Summary
- [68] USG Transfer Report, 2016-2017
- [69] Annual Report of Institutional Progress, 2003-2004 re Dalton State Transfer Report Results
- [70] Dalton State College CCG Narrative – 2016
- [71] Higher Learning and Earnings Report, Jan. 2017

