

**DALTON STATE COLLEGE
COMPREHENSIVE PROGRAM REVIEW**

Program/Subject Area: Associate of Arts – General Studies
Review Period: Fall 2012

1. PROGRAM GOAL AND STUDENT LEARNING OUTCOMES

Program goal statement:

This program includes the Associate of Arts degrees in communication studies, political science, psychology, and general studies (for students undecided on a particular field of study or a career path). The associate's degrees in communication studies, political science, and psychology provide students with the foundation they need to transfer to four-year programs not offered at Dalton State. The Associate of Arts in general studies provides students a solid foundation for further academic or professional achievement. For students planning to enter a baccalaureate degree program, coursework allows students to explore a variety of fields including psychology, history, literature, natural sciences, mathematics, and communication toward selection of an academic major of interest. For students preferring to enter the workforce, the acquisition of communication and interactive skills prepares them for successful careers in such diverse fields as management, health care, sales, and marketing. Whether pursuing academic or professional goals, students following the Associate of Arts transfer program develop foundational knowledge and skills in communication, problem solving, and critical thinking that will enable them to be successful in whatever endeavors they engage.

The general goals of the program include the following:

- * Provide transferable general education courses.
- * Provide a foundation of knowledge and shared experiences.

Program outcomes:

1. Graduates of associate's degree programs in the School of Liberal Arts will express satisfaction with the faculty and programs in the School of Liberal Arts.
2. Graduates of associate's degree programs in the School of Liberal Arts will be academically successful on transferring to a four-year program at Dalton State or at another University System of Georgia institution.

Program specific student learning outcomes:

1. Graduates of associate's degree programs in the School of Liberal Arts will read critically.
2. Graduates of associate's degree programs in the School of Liberal Arts will think critically.
3. Graduates of associate's degree programs in the School of Liberal Arts will write competently.
4. Graduates of associate's degree programs in the School of Liberal Arts will demonstrate competence in oral communication.
5. Graduates of associate's degree programs in the School of Liberal Arts will demonstrate competence in the social sciences.
6. Graduates of associate's degree programs will demonstrate an understanding of arts and literature.

2. MEASURES OF EFFECTIVENESS/PROGRAM-LEVEL OUTCOMES

(a) Five-year enrollment summary by headcount, FTE, & full-time/part-time status (duplicated fall, spring, and summer)

	2007-08	2008-09	2009-10	2010-11	2011-12	% Change
Headcount	288	308	339	362	302	4.8%
FTE	231	250.6	281	313	250.6	8.4%
Full-time	178	186	218	241	185	3.9%
Part-time	110	122	121	121	117	6.3%

Analysis and comments:

The duplicated headcount and full-time equivalent rates have shown modest gains over the last five years as have the number of full- and part-time students. However, these data do not reflect the current drop in enrollment that the College experienced in 2012 when the University System made significant changes to learning support. The number of majors for the AA in general studies dropped 33.3% between Fall 2011 and Fall 2012. While the number of majors enrolled during Fall Semester 2012 was strong (106 majors), there has been a continuing decline in majors since the all-time high in 2010 (181). The major remains viable, however, because it provides students with transfer options that they would not otherwise have.

(b) Five-year enrollment summary by gender & race/ethnicity (unduplicated, fall only)

	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012	% Change
Gender						
Female	69	87	97	74	45	-35%
Male	67	76	84	85	61	-9%
Race/Ethnicity						
Am. Indian or Alaskan Native	0	1	0	3	0	0%
Asian or Pacific Islander	0	1	0	0	0	0%
Black	3	2	6	3	1	-66%
Hawaiian/Other Pacific	0	0	1	0	0	0%
Hispanic	11	10	5	2	2	-82%
Multiracial	4	2	4	5	2	-50%
Unknown	6	22	34	32	26	433%
White	112	125	131	114	75	-33%

Analysis and comments:

Over the past five years, the number of female students who chose to major in Associate of Arts transfer degrees has dropped more significantly (35%) than the number of male students who chose this major. One possible explanation is that the College has added several new programs in secondary education (biology, chemistry, English, history, and mathematics) as well as a new program in criminal justice, and these new majors have given students options that would allow them to remain at Dalton State in a major that reflects their ultimate career goals. The changes in race and ethnicity are not meaningful because of the dramatic increase in the percentage of students who chose not to disclose this information (433%).

(c) Average class size, credit hours, and credit hours/FTE faculty

	2007-08	2008-09	2009-10	2010-11	2011-12
Average class size	26.63	27.09	25.94	22.69	19.41
Student credit hours	37,597	44,586	55,241	58,772	51,105
Credit hours/FTE faculty	n/a	n/a	n/a	n/a	n/a

Analysis and comments:

Average class sizes are based on the average class sizes for the Department of Humanities and the Department of Social Sciences, and student credit hours are based on the total credit hours for the departments combined. Consequently, they include learning support courses and Regents' remediation courses, and beginning with 2009, they include upper-level bachelor's courses as well. Over the past five years, there has been a 35.9% increase in student credit hours generated in the School of Liberal Arts. On the other hand, average class sizes appear to have decreased by 27.1% over the past five years. While the School has increased the class sizes in many general education courses, the overall class size average has been brought down by some low enrollment upper-level classes, low enrollment learning support classes, and independent study sections. The credit hours/FTE faculty cannot accurately be determined since the majority of Liberal Arts faculty members teach general education courses in addition to associate's and baccalaureate courses.

(d) Faculty teaching in program

	2007-08	2008-09	2009-10	2010-11	2011-12
Total Faculty	57	66	86	86	77
Full-time Faculty	38	39	43	54	54
Part-time Faculty	19	27	43	32	23
Gender					
Male	30	29	40	40	37
Female	27	37	46	46	40
Race/Ethnicity					
American Indian/Pacific					
Asian	1	1	1	2	2
African-American	1	3	3	3	2
Hispanic	1	1	1	1	1
White	54	61	82	80	72
Multiracial	0	0	0	0	0
Tenure Status (full-time)					
Tenured	22	22	25	25	26
On-tenure track	13	13	17	24	23
Non-tenure track	3	4	1	5	5
Rank (full-time)					
Professor	6	5	7	7	7
Associate Professor	14	13	16	17	19
Assistant Professor	14	17	18	25	23
Instructor/Lecturer	4	4	2	5	5
Highest Degree (full-time)					
Doctorate	28	28	31	34	36
Specialist	0	0	0	0	0
Master's	9	11	12	20	18
Bachelor's	0	0	0	0	0
Associate's/Other	0	0	0	0	0

Analysis and comments:

The number of faculty listed in this table does not include all faculty members who teach in the School of Liberal Arts. Faculty who teach only learning support and faculty who taught only upper-level courses were excluded from the calculations. Overall, the number of faculty who teach in the associate's program has increased by 35.1% over the last five years, and female faculty members now make up a slight majority (51.9%). There has been a slight increase in the racial/ethnic diversity of the faculty over the past five years (from 5.26% in 2007 to 6.49% in 2011) as the College has tried to enhance its diversity. Though the percentage of tenured faculty has decreased over the past five years (57.89% in 2007 to 48% in 2011), the percentage of tenure-track faculty has actually increased (from 34.21% in 2007 to 42.59% in 2011). These changes are likely due to the large number of new hires that occurred in 2010, when the number of full-time faculty increased from 43 in 2009 to 54 in 2010. The percentage of full-time faculty who are full professors and associate professors has decreased slightly in the last five years (professors made up 15.78% of the faculty in 2007; they made up 12.96% in 2011; associate professors made up 36.84% of the faculty in 2007 and made up 35.19% in 2011), while the percentage of faculty who are assistant professors has increased (assistant professors made up 36.84% of the faculty in 2007 compared to 42.59% in 2011). Again, these changes are related to the growth in the number of faculty members who have been teaching at Dalton State for fewer than three years.

(e) Percent of classes taught by full-time faculty

2007-08	2008-09	2009-10	2010-11	2011-12
86%	83%	78%	79%	86%

Analysis and comments:

The percentage of classes taught by full-time faculty has fluctuated over the last five years largely because of the increase and then decrease in enrollment. In 2011-2102, 86% of the general education courses were taught by full-time faculty, and this percentage is likely to remain stable until the College experiences an increase in enrollment.

(f) Number of degrees conferred

2007-08	2008-09	2009-10	2010-11	2011-12
6	13	11	11	9

Analysis and comments:

The number of associate's degrees conferred is problematic though it may reflect student intent. Students may begin a transfer program at Dalton State to "prove" to their parents that they are college ready and once proved transfer to their institution of choice. Other students may transfer simply because Dalton State does not offer a bachelor's degree in their desired field. As the College adds more majors, the number of students who enroll in the associate's programs may decrease; however, the graduation rates for the bachelor's programs may increase.

(g) Placement rates: Five-year summary of job placement rates, if applicable

2007-08	2008-09	2009-10	2010-11	2011-12
n/a	n/a	n/a	n/a	n/a

Analysis and comments:

This is a two-year transfer program.

(h) Average cost per credit hour

	2011-12
Cost per FTE	n/a
Cost per hour	n/a

Analysis and comments:

This cost cannot be determined with any degree of accuracy since the majority of faculty who teach general studies courses also teach courses that support the bachelor's programs in criminal justice, English, and history.

(i) Cost per FTE Faculty

2011-12
n/a

Analysis and comments:

This cost cannot be determined with any degree of accuracy since the majority of faculty who teach general studies courses also teach courses that support the bachelor's programs in criminal justice, English, and history.

(j) Summary and evidence of achievement of program outcomes

The table below details the program outcomes, benchmarks and assessment measures, and results for the AA transfer programs combined. Most of the evidence/results of assessment are taken from the 2011-2012 School of Liberal Arts Annual Report.

<u>Describe the extent to which students have achieved current program outcomes</u>		
Program Outcome	Benchmarks & Assessment Measures	Evidence/Results of Assessment
Graduates of associate's degree programs in the School of Liberal Arts will express satisfaction with the faculty and programs in the School of Liberal Arts.	Student evaluations of Liberal Arts faculty will exceed 4.5 on a 5-point scale, the upper-range of standard faculty performance (4.0-4.59).	During the 2011-2012 academic year, faculty in the Department of Humanities and faculty in the Department of Social Sciences averaged 4.66 on their student evaluations (4.70 for the Department of Humanities and 4.61 for the Department of Social Sciences). Benchmark met. On average, faculty members in the School of Liberal Arts are rated in the "High" performance range on student evaluations.
	On the Graduating Student Surveys, 70% of the students responding will report that they were satisfied or very satisfied with the education they received at Dalton State.	On the Fall 2011 and Spring 2012 Graduating Student Surveys, 94.04% of the students agreed that they were satisfied or very satisfied with the education they received at Dalton State. Benchmark met. This percentage represents a 3.26% increase in satisfaction over the previous academic year.
	On Writing Lab student surveys, 70% of the students surveyed will report that they were	During the 2011-2012 academic year, 99% of the students surveyed reported that they were satisfied

	satisfied or very satisfied with the assistance they received in the lab.	or very satisfied with the assistance they received in the lab. Benchmark met. Students were extremely satisfied with Writing Lab staff and volunteers
Graduates of associate's degree programs in the School of Liberal Arts will be academically successful on transferring to a four-year program at Dalton State or at another University System of Georgia institution.	Students' first-semester transfer GPA will be used to assess student success on transferring to another University System institution or to a Dalton State four-year program. Data will be derived from the System's Transfer Student Report and the Dalton State Student Information System (Banner).	During 2010, 100% of all AA transfer students had a first-semester GPA of 2.0 or better, achieving an average GPA of 3.36. During 2011, only 63% of AA transfer students had a first-semester GPA of 2.0 or better; however, the average transfer GPA was 2.75. Benchmark partially met. The average GPA for transfer students was an acceptable 2.75 for the most recent year, but it is disappointing that only 63% of the students who transferred had a first-semester GPA of 2.0 or greater. We also do not have data for students who have enrolled in Dalton's own four-year programs. We expect to revise the assessment measure during the next cycle.

(k) Summary and evidence of achievement of student learning outcomes

Describe the extent to which students have achieved current program-specific student learning outcomes. (current year)

The table below details the intended program-specific student learning outcomes, benchmarks, evidence/results, and use of results for improvement. This information was taken from the 2011-2012 School of Liberal Arts Annual Report.

Program Intended Educational Outcomes	Benchmarks/Means of Program Assessment and Criteria for Success	Evidence/Results of Assessment/Summary of Data Collected	Use of Results for Improvement
1. Graduates of associate's degree programs in the School of Liberal Arts will read critically.	At least 70% of students in associate's degree programs will demonstrate competence in critical reading by successfully completing English 1102. (Note: Benchmark excludes withdrawals.)	When Fall Semester 2011, Spring Semester 2012, and Summer Term 2012 are combined, 85% of the students enrolled in English 1102 passed with a C or better (excluding withdrawals). When withdrawals are included, 77% passed with a C or better.	Benchmark met. Faculty members who had lower success rates were asked to set goals last year to improve student performance. Their efforts resulted in a slight improvement of English 1102 success rates when withdrawals are included (77% vs. 73%). Faculty will be asked to set new goals to reduce DWF rates during the 2012-2013 academic year as a part of the College's Complete College Georgia plan.
	A minimum of 70% of the students enrolled in selected sections of English 1102 will achieve the reading-related student learning outcomes for the course.	Three of the student learning outcomes for English 1102 address students' ability to read critically: Students will use technology and gather data to conduct research from various sources, including electronic media, and demonstrate an understanding of plagiarism by acknowledging and citing informational sources correctly; students will analyze, evaluate, and provide convincing reasons in support of conclusions and	Benchmark met. Only 77% of the students successfully used technology and gathered data to conduct research, demonstrating an understanding of plagiarism by citing sources correctly. To address this student learning outcome, the instructor noted that the next time she taught the class she would create more in-class assignments and have them practice how to quote, summarize, and

		arguments; students will demonstrate an ability to evaluate observations, inferences, or relationships in works under investigation. Student learning outcomes assessment reports show that 77% of the students achieved the first outcome, 84% achieved the second outcome, and 84% achieved the third outcome.	paraphrase ethically as well as compose a correct works cited page.
	Students will perform equal to or above the national average on the Collegiate Assessment of Academic Proficiency (CAAP) reading test.	During the 2011-2012 academic year, DSC students averaged 62.6 on the CAAP reading test, slightly above the national average of 60.2.	Benchmark met.
	On Graduating Student Surveys, a minimum of 70% of the graduates will agree or strongly agree that as a result of their education they learned to read critically.	On the Fall 2011 and Spring 2012 Graduating Student Surveys, 88.08% of the students agreed or strongly agreed that they learned to read critically.	Benchmark met.
Program Intended Educational Outcomes	Benchmarks/Mean of Program Assessment and Criteria for Success	Evidence/Results of Assessment/Summary of Data Collected	Use of Results for Improvement
2. Graduates of associate's degree programs in the School of Liberal Arts will think critically.	Students will perform equal to or above the national average on the Collegiate Assessment of Academic Proficiency critical thinking measure.	During the 2011-2012 academic year, DSC students averaged 59.7 on the CAAP critical thinking measure, slightly below the national average of 60.6.	Benchmark not met. The College will implement a critical thinking graduation requirement beginning Fall 2012 which should lead to improved scores.
	On the National Survey of Student Engagement, a minimum of 70% of first-year students will agree that their instruction helped them think critically and analytically "quite a bit" and "very much."	On the NSSE 2012, 85% of first-year of the students agreed that their instruction helped them think critically and analytically "quite a bit" and "very much." This was a 5 percentage point improvement over 2011 and was marginally above the percentage for the	Benchmark met. The implementation of new critical thinking learning outcomes may have contributed to the improvement.

		southeast (84%) and the NSSE sample as a whole (84%) and minimally below the percentage for the Carnegie Class (86%).	
	On the Graduating Student Surveys, 70% of the students responding will agree that as a result of their education at DSC they learned to think critically.	During the 2011-2012 academic year, 90.06% of the students who responded to the Graduating Student Survey in Fall 2011 and Spring 2012 agreed or strongly agreed that as a result of their education at DSC, they learned to think critically.	Benchmark met.
	A minimum of 70% of students enrolled in courses that satisfy critical thinking outcomes will achieve these outcomes.	<p>During Fall Semester 2011 and Spring Semester 2012, the Department of Humanities offered the following courses that addressed the Council on General Education approved critical thinking outcomes:</p> <p>COMM 1110 COMM 1110 (hybrid) ENGL 1102 ENGL 2111 ENGL 2112 ENGL 2120 ENGL 2121 ENGL 2130 ENGL 2131 HUMN 1201 HUMN 1201 (online) HUMN 1201</p> <p>Students achieved the first outcome (Students will analyze, evaluate, and provide convincing reasons in support of conclusions and arguments) in 92% of the courses.</p> <p>Students achieved the second outcome (Students will use</p>	Benchmark met. The only courses in which students failed to achieve the outcomes were the hybrid section of COMM 1110 and ENGL 2131. The instructor who teaches the hybrid section is in the process of overhauling the course and has selected a new textbook with additional online resources. The instructor who taught ENGL 2131 plans to distribute a model essay prior to the first assignment so that students can better see the characteristics of an effective literary analysis paper.

		<p>technology and gather data to conduct research from various sources, including electronic media, and demonstrate an understanding of plagiarism by acknowledging and citing informational sources correctly) in 100% of the courses.</p> <p>Students achieved the third outcome (Students will demonstrate an ability to evaluate observations, inferences, or relationships in works under investigation) in 83% of the courses.</p>	
3. Graduates of associate's degree programs in the School of Liberal Arts will demonstrate competence in written communication.	At least 70% of students in associate's degree programs will demonstrate competence in written communication by successfully completing English 1101 and its outcomes. (Note: Benchmark excludes withdrawals.)	<p>When Fall Semester 2011, Spring Semester 2012, and Summer Term 2012 are combined, 80% of the students who took English 1101 passed with a C or better (excluding withdrawals), and 74% passed with a C or better including withdrawals.</p> <p>During Fall Semester 2011 and Spring Semester 2012, a minimum of 85% of the students in English 1101 achieved the outcomes at the 70% or better level in all selected sections of the face-to-face offerings; however, only 69% of the students in the hybrid section achieved these outcomes at 70% or better level.</p>	Benchmark partially met. English 1101 success rates excluding withdrawals increased to 80% and including withdrawals increased to 74%. During the 2011-2012 academic year, the chair of the Department of Humanities formed a learning community to explore course redesign options for English 1101. Faculty will implement these strategies beginning Fall 2012, and faculty who teach hybrid sections will be asked to set goals to improve student success rates.
	On the National Survey of Student Engagement, a minimum of 70% of first-year students will agree that their instruction helped them write clearly and effectively	On the NSSE 2012, 84% of the first-year students agreed that their instruction helped them write clearly and effectively "quite a bit"	Benchmark met. This percentage was higher than the percentages for first-year students for the southeast (75%), the Carnegie

	<p>“quite a bit” and “very much.”</p>	<p>and “very much,” a 4 percentage point increase over 2011.</p>	<p>Class (77%), and the total NSSE sample (76%).</p>
	<p>On the Graduating Student Surveys, 70% of the students responding will agree that as a result of their education at DSC they learned to determine the form of communication appropriate to a particular audience, organize and communicate knowledge and ideas in a logical and purposeful way, and use accepted patterns of grammar, punctuation, and sentence structure in written communication.</p>	<p>On the Fall 2011 and Spring 2012 Graduating Student Surveys, 90.55% of the graduates agreed or strongly agreed that as a result of their education at DSC, they learned to determine the form of communication appropriate to a particular audience, organize and communicate knowledge and ideas in a logical and purposeful way, and use accepted patterns of grammar, punctuation, and sentence structure in written communication.</p>	<p>Benchmark met. This represented almost a 4% improvement over the previous academic year.</p>
<p>4. Graduates of associate’s degree programs in the School of Liberal Arts will demonstrate competence in oral communication.</p>	<p>At least 70% of students in associate’s degree programs will demonstrate competence in oral communication by successfully completing COMM 1110 and its oral communication outcome: Students will exhibit expertise necessary to research, organize, and present an oral report or speech. (Note: Benchmark excludes withdrawals.)</p>	<p>When Fall Semester 2011, Spring Semester 2012, and Summer Term 2012 are combined, 82% of the students enrolled in COMM 1110 earned a C or better if withdrawals are excluded, and 74% were successful with a C or better if withdrawals are included.</p> <p>During the 2011-2012 academic year, 83% of the students enrolled in selected traditional (face-to-face) sections of COMM 1110 achieved the oral communication outcome at the 70% level or better; however, students in the hybrid sections of COMM 1110 failed to achieve this outcome at the 70% level (only 68% were successful).</p>	<p>Benchmark partially met. Communication faculty members whose DWF rates were higher than the department average were asked to set a teaching goal last year to increase their success rates in COMM 1110. The majority of the communication faculty participated in staffing a Performance Lab in the Library’s Learning Commons, a joint effort to assist students in public speaking throughout the college. Their efforts resulted in improved success rates when withdrawals were excluded (82%) and when withdrawals were included (74%).</p> <p>Only 68% of the students in the hybrid sections achieved the oral communication</p>

			general education outcome. To address this issue, the faculty member who taught the hybrid sections noted that she would develop some strategies to create a better sense of camaraderie. She also noted that some students never came to class, and others did not have a sense of personal responsibility. She plans to overhaul the class and switch to a new text that has excellent online resources, especially about metacognition, which should make a difference in student success.
	On the National Survey of Student Engagement, a minimum of 70% of first-year students will agree that their instruction helped them speak clearly and effectively "quite a bit" and "very much."	On the NSSE 2012, 87% of the first-year students agreed that their instruction helped them speak clearly and effectively "quite a bit" and "very much," a 16 point increase over 71% in 2011.	Benchmark met. This percentage was higher than the percentages for first-year students for the southeast (69%), the Carnegie Class (75%), and the total NSSE sample (76%).
	On the Graduating Student Surveys, 70% of the students responding will agree that as a result of their education at DSC they learned the expertise necessary to research, organize, and present an oral report or speech.	On the Fall 2011 and Spring 2012 Graduating Student Surveys, 88.70% of the graduates agreed or strongly agreed that as a result of their education at DSC, they learned the expertise necessary to research, organize, and present an oral report or speech.	Benchmark met. This percentage represents a small increase over the previous academic year (about 1%).
5. Graduates of associate's degree programs in the School of Liberal Arts will demonstrate competence in	Students will perform equal to or above the national average on the Collegiate Assessment of Academic Proficiency (CAAP) social sciences test.	During the 2011-2012 academic year, DSC students averaged 16.3 on the CAAP social sciences test, slightly above the national average of 15.3.	Benchmark met.

the social sciences.	On the Graduating Student Surveys, 70% of the students responding will agree that as a result of their education at DSC they learned to describe and understand the forces and events that shaped history and society.	On the Fall 2011 and Spring 2012 Graduating Student Surveys, 84.55% of the graduates agreed or strongly agreed that as a result of their education at DSC, they learned to articulate an understanding of the major forces and events, influences, or ideas that have shaped history and society.	Benchmark met.
	A minimum of 70% of the students enrolled in Area E Social Sciences courses will achieve the student learning outcomes for these courses.	During Fall Semester 2011 and Spring Semester 2012, 22 courses had learning outcomes associated with Area E. Students achieved the benchmark in 100% of the courses.	Benchmark met.
6. Graduates of associate's degree program in the School of Liberal Arts will demonstrate competence in an understanding of arts and literature.	Students will perform equal to or above the national average on the Collegiate Assessment of Academic Proficiency (CAAP) arts and literature test.	During the 2011-2012 academic year, DSC students averaged 15.9 on the CAAP arts and literature test, above the national average of 14.8.	Benchmark met.
	On the Graduating Student Surveys, 70% of the students responding will agree that as a result of their education at DSC they learned to make informed judgments in interpreting works of art, literature, or other aesthetic experiences of cultures throughout the world.	On the Fall 2011 and Spring 2012 Graduating Student Surveys, 82.38% of the graduates agreed or strongly agreed that as a result of their education at DSC they learned to make informed judgments in interpreting works of art, literature, or other aesthetic experiences of cultures throughout the world.	Benchmark met. This percentage represents a modest 1% increase over the previous academic year.
	A minimum of 70% of the students enrolled in Area C Humanities and Fine Arts courses will achieve the student learning outcomes for these courses.	During the 2011-2012 academic year, the Department of Humanities offered 16 courses that assessed this outcome. Students achieved this outcome in 94% of the courses and in all of the online and hybrid sections, with percentages ranging from 60% to 100%. Students	Benchmark met. Students did not achieve the outcome in the new art appreciation course (ARTS 1100). To address this issue, the art instructor plans to introduce students to more ways to study and prepare for slide identification tests. In

		did not achieve this outcome in ARTS 1100.	addition, she plans to introduce students to more self-directed learning strategies.
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(I) Evidence of program viability

Based on enrollment history, retention rates, degree completion/graduation rates, and other program outcomes, comment on whether continued resources should be devoted to this program. Your comments should consider external factors such as the following: Are your students getting jobs? What is the job outlook for graduates? Are students prepared for the jobs they get? How is the field changing? Are the program faculty members in touch with employers and getting feedback on our students' performance? Do employers see a need for changes in the program?

The AA in general studies is a viable program with over 100 majors. Since the program is comprised of courses taught as a part of the general education core, it does not cost the College any additional money to operate. In addition, the program provides an affordable option for students who would like to complete the first two years of their degrees close to home before transferring to an institution that offers their desired degree.

3. USE OF ASSESSMENT RESULTS FOR PROGRAM IMPROVEMENT

What improvements have occurred since the last program review or assessment?

The vice president of academic affairs reviewed degree productivity with the deans during several meetings in 2011. As a result of these reviews, the School of Liberal Arts deactivated a number of AA transfer degrees (English, history, sociology, philosophy, geography, and foreign language). Students in these majors were encouraged to complete their programs, switch to one of the College's new bachelor's programs, or switch to the AA in general studies.

At the beginning of the 2011-2012 academic year, the dean of Liberal Arts and the chair of the Department of Humanities asked faculty members who taught COMM 1110, English 1101, and English 1102 to set goals to increase student success in those courses by trying new strategies, especially if they had high DFW rates. Student success was assessed at the end of the 2011-2012 academic year and reported in the School of Liberal Arts Annual Report. Success rates for COMM 1110 improved, and fewer students withdrew. In 2011-2012, 82% of the students enrolled in COMM 1110 passed with a C or better when withdrawals were excluded (compared to 80% the preceding year), and 74% passed with a C or better when withdrawals were included (compared to 70% the preceding year). Success rates for English 1101 also improved, and fewer students withdrew. In 2011-2012, 80% of the students enrolled in English 1101 passed with a C or better when withdrawals were excluded (compared to 79% the preceding year), and 74% passed with a C or better when withdrawals were included (compared to 72% the preceding year). English 1102 saw a reduction in DFW rates and improved success when Ws were factored in. In 2011-2012, 85% of the students enrolled in English 1102 passed

with a C or better when withdrawals were excluded (the same percentage as the preceding year); however, 77% passed with a C or better when withdrawals were included (compared to 73% the preceding year).

4. REVIEW OF CURRICULUM

What changes or revisions have been made to the program, its curriculum, or its student learning outcomes since the last program review or assessment?

Over the last five years, the Department of Humanities has added a number of new fine arts courses to the curriculum. These additions supported one of the overarching goals of the *2009-2012 Strategic Plan*: The College will create a rich and secure campus environment that provides varied student life opportunities. These additions directly supported objective 3: Increase fine arts offerings or develop three fine arts programs. Specifically, the Department of Humanities added the following courses:

ARTS 1100: Art Appreciation (Area C for all programs, Area F for some)
 MUSC 1100: Music Appreciation (Area C for all programs, Area F for some)
 MUSC 1110: World Music (Area C for all programs, Area F for some)
 MUSC 1120: American Music (Area C for all programs, Area F for some)
 THEA 1110: Theatre Appreciation (Area C for all programs, Area F for some)
 THEA 2100: Play Production (Area F for some programs)

In addition, during 2009, the USG Core Curriculum Evaluation Committee made changes to the core curriculum policy and required all institutions in the System to submit revised student learning outcomes for all general education courses to the Council on General Education where they were reviewed to ensure that they were college level, measurable, and in line with the Georgia Board of Regents' core curriculum goals. The College revised all general education student learning outcomes, and these were approved by the Council on General Education in 2010. The College also submitted overlays for the new US Perspectives, Global Perspectives, and Critical Thinking requirements of the revised core. These were approved by the Council on General Education in spring 2011 and will be implemented in Fall 2012.

5. PROGRAM STRENGTHS AND WEAKNESSES

Strengths:

Student interest in the AA transfer programs remains strong (in 2011 there were 408 majors when all AA transfer programs were combined), and these transfer degrees provide students with the opportunity of completing their first two years of college in a cost-effective manner before transferring to an institution that offers their desired degree. Since the courses in these programs comprise a large part of the required core curriculum, the AA transfer program itself is cost effective. Assessments of student learning outcomes and program goals show that most objectives are met, and the College's assessment measures compare favorably with other institutions throughout the

United States both on the Collegiate Assessment of Academic Proficiency and the National Survey of Student Engagement.

Weaknesses and concerns:

The number of students who graduate from the AA transfer programs is problematic. Students begin their programs at Dalton State but appear to be either transferring before they complete their degrees or losing interest and dropping out. Graduation rates are especially poor for the AA in general studies, with only 20 students graduating in the last two years. To address this problem, the College should continue to add degree programs that students want, including the bachelor's in interdisciplinary studies which would allow students to create "build-your-own" liberal arts degree programs that satisfy their career goals and academic interests.

6. RECOMMENDATIONS FOR FOLLOW-UP AND/OR ACTION PLANS (if needed)

Issue/concern:

The primary concern is the number of AA students who transfer from Dalton State before completing their degrees. For example, over the last four years, there have been 136, 163, 181, and 159 general studies majors, but in the last two years, only 20 have graduated.

Specific action(s):

The School will work to add targeted degree programs that meet students' needs, including the BA in interdisciplinary studies, the BA in communication studies, and the BS in psychology.

Expected outcomes:

With the addition of new degrees, more students will choose to stay at Dalton State to complete their degrees, thus improving the College's retention and graduation rates.

Time frame:

We expect the BA in interdisciplinary studies to be approved in May 2013 and become effective in Fall 2013. We hope the BS in psychology and the BA in communication studies will become effective in Spring 2014. The psychology prospectus has been approved by the Board of Regents, and the revised full proposal is ready to be sent to Atlanta for review. The communication studies prospectus should be sent to the Board by early June 2013.

Person(s) responsible:

Dr. Mary Nielsen revised the interdisciplinary studies proposal. Dr. Michael Hoff and Dr. Nielsen worked on the revised psychology proposal, and Dr. Kristin Barton and Dr. Nielsen have worked on the revised communication studies prospectus. Dr. Barton will have primary responsibility for the development of the revised proposal should the College receive approval to move forward, with Dr. Nielsen assisting.

Resources needed:

No additional resources are needed at this time.

Prepared by: Mary Nielsen

Date: May 21, 2013

Reviewed by Chair of Program Review Subcommittee: 

Date: 6/3/13

Reviewed/Approved by Vice President for Academic Affairs: 

Date: 6/3/13