



## COMPREHENSIVE ACADEMIC PROGRAM REVIEW

Note: Enter "NA" wherever data are not applicable or not available for the program under review.

<b>Program Characteristics</b>
<u>Academic Program Name:</u> <b>General Studies</b>
<u>Degree:</u> <b>Associate of Arts</b>
<u>Program CIP Code:</u> <b>24.0101</b>
<u>School and Department:</u> <b>School of Arts and Sciences</b>
<u>Time frame for this review:</u> <b>2017-2018/2021-2022</b>
<u>Date of last internal review:</u> <b>November 2, 2017</b>
<u>Current date program reviewed for this report:</u> May 2023

<b>Program Goal Statement and Student Learning Outcomes</b>
<b>Program goal statement:</b>
<p>This degree is designed for students undecided on a particular field of study or a career path, for students planning to pursue majors not offered at Dalton State, for students planning to transfer to private or out-of-state institutions, or for students wishing to earn the general associate's degree only. 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 them 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 in general studies 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.</p>
<b>Program outcomes:</b>
<ol style="list-style-type: none"><li>1. Graduates will communicate effectively and clearly in standard written and oral communication.</li><li>2. Graduates will demonstrate the ability to read and think critically.</li><li>3. Graduates will demonstrate the ability to understand, interpret, and evaluate literary, humanistic, and artistic works and performing arts.</li><li>4. Graduates will demonstrate an understanding of the forces shaping contemporary society as revealed in the social sciences and history.</li><li>5. Graduates of the Associate of Arts in general studies will continue their education in a bachelor's program or find meaningful employment.</li><li>6. Graduates of associate's degree programs in the School of Liberal Arts will express satisfaction with the faculty in the School of Liberal Arts.</li></ol>



## COMPREHENSIVE ACADEMIC PROGRAM REVIEW

### Student learning outcomes:

1. Students will determine forms of communication appropriate to particular audiences and purposes and organize and communicate knowledge and ideas in a logical and purposeful way as assessed through essays completed in English 1101.
2. Students will use accepted patterns of grammar, punctuation, and sentence structure in written communication (assessed in ENGL 1101)
3. Students will exhibit expertise necessary to research, organize, and present an oral report of speech (assessed on COMM 1110).
4. Students will demonstrate the ability to use technology and gather data to conduct research, demonstrating an understanding of plagiarism by citing sources correctly (assessed in ENGL 1102).
5. Students will analyze, evaluate and provide convincing reasons in support of conclusions and arguments (assessed in ENGL 1102).
6. Students will demonstrate the ability to make informed judgments in interpreting works of art, literature, or other aesthetic experiences of cultures (assessed using a sampling of Student Learning Outcomes Assessment reports for Area C courses).
7. Students will articulate their understanding of the forces, events, influences, or ideas that have shaped history and society (assessed in HIST 2111 and 2112).
8. Students will articulate the constitutional principles of governmental processes fundamental to American Democracy and political participation (assessed in POLS 1101).



## COMPREHENSIVE ACADEMIC PROGRAM REVIEW

### **Brief Assessment of Previous Program Review**

#### **Outcome of previous program review (brief narrative statement).**

The previous program review for the AA in General Studies (transfer degree) for 2012-2016 concluded that “The AA in general studies is a viable program with almost 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 number of students who graduate from the program has increased significantly during the last five years, from 10 graduates in 2012-2013 to 31 in 2016-2017, a 210% increase. 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 four-year degree. The program also enables those students who wish to continue in one of the College's bachelor's programs the opportunity to earn a credential along their way to completing a four-year degree. Since this is a two-year generalist degree that leads to students' transferring or continuing in one of our own bachelor's programs, job outlook information, job status, and employers' needs and feedback are not relevant to the assessment of this associate's degree program.”

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

PRSP 1010 (Perspectives) is now a required course in Area B for all freshmen. The hope is that PRSP will help students become better prepared for the culture and expectations of college. Better preparation would therefore lead to students having more awareness of the available resources (such as peer tutoring, the Writing and Math Labs, financial aid, etc.) on campus to help them move to degree completion with more ease and support.

Also, Area C options have expanded from 2000-level British and World Literature survey courses. Now, students have the option to take any 2000-level literature course in addition to arts, humanities, music, and theatre courses, allowing for students to choose from a broader range of liberal arts subjects. Area A now includes MATH 1401, Elementary Statistics, as an option in addition to MATH 1001, 1101, and 1111. This new flexibility allows students to work with advisors to choose which classes will serve their interests and career plans most effectively.

#### **What changes or revisions have been made to the program, its curriculum, or its program/student learning outcomes since the last program review? Please include a follow-up discussion of the previous review's action plan.**

See the previous section about improvement to the curriculum.

The A.A. and A.S. Student Learning Outcomes are undergoing revision and approval. The General Studies Ad Hoc Committee has composed five Student Learning Outcomes to align with the General Education outcomes and has planned a method to help differentiate students taking General Education courses from students in the A.A. General Studies program. Differentiation has been a point of concern and difficulty. This committee plans to generate a spreadsheet to separate General Studies students for assessment.



## COMPREHENSIVE ACADEMIC PROGRAM REVIEW

Our previous Program Review states that an issue with the program centers on tracking graduates: "Since the AA in general studies is a two-year program, we have not been tracking what our students do after completing their degrees. We assumed that they were continuing on at Dalton State in our own bachelor's programs or transferring to another institution that offered their desired degree program. We need to begin tracking our associate's-degree graduates to see whether they stay at Dalton State or whether they leave for other programs. We may find this information helpful in retention efforts or in developing new degree programs."

The specific action plan is as follows: "We will have our professional advisor save all graduation applications so that we can determine our students' plans after graduation, and we will follow-up with graduates who do not list their post-graduation plans on their degree applications. We will evaluate these in our next yearly program assessment in Weave (Effect)."

The previous Review stated that the data will be collected starting Fall 2017 and that a "full- or half-time assessment staff member would be helpful."

Tracking this information has been difficult at best. The data has not been collected since the 2018-2019 academic year. Most likely this has to do with the COVID pandemic, which began in Spring 2020 and would have disrupted the collection of data the following summer and fall when operations were somewhat returning to normal. Exit survey distribution and collection would have been disrupted. The above is, of course, speculation, but given the effects of classes and other activities and assessments on campus, the speculation has basis.

Therefore, now that operations have returned to normal for the most part, there will be a new action plan to move forward with the data collection and analysis. Below is the most recent findings and analysis.

"During the 2018-2019 academic year, there were 25 students who graduated with the Associate of Arts degree in general studies (excluding the two students who graduated with the theatre pathway). On their graduation applications, 21 graduates (88%) indicated that they were continuing their education, 13 of them at Dalton State. Those continuing at Dalton State said that they were pursuing bachelor's programs in nursing, communication, English, history, interdisciplinary studies, accounting, management, environmental sustainability, mathematics, and psychology. In addition, 8 graduates planned to transfer to other institutions including the College of Charleston, Georgia State, Georgia Tech, Kennesaw State, Reinhardt, the University of North Georgia, and the University of Tennessee at Chattanooga."

The new, current action plan in WEAVE states, "We will ask advisors of students who are majoring in the AA in general studies to save copies of their applications for graduation so that we can determine the percentage of students who are continuing their education. If possible, we will administer follow-up surveys prior to graduation. The follow-up surveys may prove difficult given the shortage of staff."



## COMPREHENSIVE ACADEMIC PROGRAM REVIEW

<b>Student Demographics</b>						
<b>Enrollment</b>	<b>Fall 2017</b>	<b>Fall 2018</b>	<b>Fall 2019</b>	<b>Fall 2020</b>	<b>Fall 2021</b>	<b>% Change</b>
Headcount	103	106	100	121	102	-1.0%
FTE	87.92	91.67	87.42	103.83	87.75	-0.2%
Enrolled Full-time	61	67	67	77	61	0.0%
Enrolled Part-time	42	39	33	44	41	-2.4%
Female	54	61	57	79	57	5.6%
Male	49	45	43	42	45	-8.2%
Alaskan Native/Native American/American Indian	1			2		-100%
Asian, Hawaiian, Other Pacific Islander	1	1	1	2	1	0.0%
Black/African-American	1	4	2	5	3	200%
Hispanic	37	40	35	43	37	0.0%
Multi-racial		3	2	3		N/A
Undeclared	2	1	1	3	1	-50.0%
White	61	57	59	63	60	-1.7%

**Analysis and comments on student demographics.**

The number of students enrolled full-time in the AA transfer program has remained steady over the last five years. Part-time enrollment has decreased by 2.4% (one student) since 2017. Full-time enrollment peaked in Fall 2020 with 77 students yet declined the following year to 61. Reasons for the decline for one year to the next could be students enrolling in bachelor’s degree programs or leaving school after the stress of taking classes during the COVID pandemic. Students could also have left for economic reasons. Anecdotally, students have reported these latter concerns (mental and financial health) as reasons for not pursuing their education.

The number of women choosing the program has increased by 5.6% since 2017, while the number of men has declined by 8.2% (four students). The number of men in the program has remained relatively steady. Female enrollment did spike to 79 in Fall 2020 and decreased to 57 in Fall 2021. The timing could be a factor. Fall 2020 was the first full semester with COVID protocols in place, and mental and financial health concerns grew during the 2020-2021 academic year. This is only speculation, of course, given that the number of men increased by 3 between Fall 2020 and Fall 2021. The drop in females enrolled in the program does follow the drop in full-time student enrollment in the program: the decline in female enrollment could indicate that the full-time students who did not pursue the degree (for whatever reason) were female.

The number of African-American students in the program has increased by 200%; however, this percentage is a tad misleading given that this number represents an increase from one student in Fall 2017 to three students in Fall 2021. The number of Undeclared has decreased by 50% (from an increase of 41.6% in the last C.P.R.). Only two students identified as Undeclared in Fall 2017 and one student in Fall 2021. This is a stark change from the 67 students who identified as Undeclared in Fall 2016. The last C.P.R. stated that “It is possible that



## COMPREHENSIVE ACADEMIC PROGRAM REVIEW

our Hispanic students are choosing 'undeclared' because of the current political climate. The percentage of white students has also declined, and this may be related to the increase in the number or types of bachelor's degrees the College now offers." The amount of Hispanic and Multi-racial students has increased. While 0% of students identified as Hispanic or Multi-racial in Fall 2016, 37% identified as Hispanic in Fall 2017 and Fall 2021, while three students identified as Multi-racial in Fall 2018 and Fall 2020. (The percentage went down to zero in Fall 2021). One reason for this change could be that Dalton State College earned the designation as a Hispanic Serving Institution, thereby encouraging more students to identify as Hispanic. The number of white students declined by 1.7% during the past five years; however, the number of white students in the program as of Fall 2016 was 26 and in Fall 2021 60. This contrast could represent fewer students marking Undeclared and/or more white students choosing to enter Bachelor's programs.



## COMPREHENSIVE ACADEMIC PROGRAM REVIEW

<b>Faculty Indicators of Program Quality</b>	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	% Change
School (not Department) faculty teaching in program (excluding Areas A through E)	86	89	87	95	82	-4.7%
Full-time program faculty	58	57	60	66	57	-1.7%
Part-time program faculty	28	31	27	29	25	-10.7%
Total program faculty	86	89	87	95	82	-4.7%
Percent of program classes taught by full-time program faculty	84	83	85	85	84	0%
<b>Gender (full-time and part-time faculty)</b>	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	% Change
Male	40	41	37	40	33	-17.5%
Female	46	48	50	55	49	6.5%
<b>Race/Ethnicity (full-time and part-time faculty)</b>	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	% Change
Alaskan Native/Native American/American Indian	0	0	0	0	0	0%
Asian, Hawaiian, Other Pacific Islander	2	2	3	3	3	50%
Black/African-American	4	4	4	6	4	0%
Hispanic	0	0	0	0	0	0
Multi-racial	0	0	0	0	0	0
Undeclared	10	15	11	7	8	-20%
White	70	68	69	79	67	-4.3%
<b>Tenure Status (full-time faculty)</b>	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	% Change
Tenured	40	34	30	41	39	-2.5%
On-tenure track	15	19	22	22	13	-13.3%
Non-tenure track	4	6	9	4	1	-75%
<b>Rank (full-time faculty)</b>	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	% Change
Professor	13	9	9	16	15	15.4%
Associate Professor	27	25	28	31	24	-11.1%
Assistant Professor	14	18	16	17	13	-7.1%
Instructor/Senior Lecturer/Lecturer	4	6	9	4	1	-75%



## COMPREHENSIVE ACADEMIC PROGRAM REVIEW

### **Faculty Indicators of Program Quality**

Highest degree (full-time faculty)	2017-18	2018-19	2019-20	2020-21	2021-22	% Change
Doctorate	31	31	40	48	42	35%
Specialist	1	1	1	1	1	0%
Master's	15	18	20	16	13	-13%
Bachelor's	1	0	0	0	1	0%
Associate's/Other	8	6	0	0	0	-100%

### **Provide additional details, analysis, and comments regarding faculty indicators of program quality.**

The number of full-time Liberal Arts faculty teaching in the associate degree program in General Studies has varied throughout the five years of this review period. The total number of full-time faculty teaching in the program has decreased by 1.7% and part-time faculty by 10.7%. The total number of faculty has decreased by 4.7%. Budget cuts, faculty leaving for other institutions, promotions to administrative positions, and retirements account for the decrease in numbers. The decrease in the number of faculty has led to an increase in course caps and the number of overloads taught. Despite this, the student evaluation average remains high at 4.43 on a 5-point scale. Faculty have maintained quality of teaching.

There has been very little change in the racial and ethnic diversity among the faculty, with the majority being white. The percentage of white faculty has decreased by 4.3% (due most likely to the reasons listed above for the drop in total faculty). The percentage of Asian faculty has increased by one faculty member, and the amount of undeclared has decreased slightly.

The numbers of tenured and tenure-track faculty have decreased as have the amount of people holding ranks of Professor, Associate Professor, Assistant Professor, and Lecturer. Due to budget cuts the past few years, most lecturer positions were cut, and departments have not been allowed, for the most part, to hire new faculty to replace those who have retired or left the institution.





## COMPREHENSIVE ACADEMIC PROGRAM REVIEW

### *Indicators of Measures of Quality*

Student Input	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	% Change
Mean ACT score	19.92	19.61	18.97	19.14	20.94	5.1%
Mean SAT score	926.60	922.68	890.39	904.89	944.50	1.9%

**If applicable to your degree program, provide any additional external quality assurance data/information or results (e.g., professional accreditation results, National Survey of Student Engagement [NSSE], market rankings, etc.).**

The mean ACT and SAT scores have increased in the last five years with the ACT scores remaining fairly constant. The SAT scores have fluctuated a bit more dropping to 890.39 in Fall 2019 yet rebounding substantially to 944.50 in Fall 2021. The mean ACT scored improved by 5.1%, while the SAT score went up 1.9%.

Students typically enter the program as freshmen; thus, there are no program entry scores or mean GPA entry scores.



## COMPREHENSIVE ACADEMIC PROGRAM REVIEW

<b>Indicators of Measures of Quality</b>						
<b>Student Output</b>	2017-18	2018-19	2019-20	2020-21	2021-22	% Change
Exit scores on national/state licensure (If applicable)						
Graduating majors' mean GPA	3.36	3.22	3.15	3.15	3.02	-10.1%
Employment rate of graduates (if available)						
Number of students entering graduate/professional programs	N/A	N/A	N/A	N/A	N/A	
<b>Describe the extent to which students have achieved current program outcomes during this program review cycle (most recent year).</b>						
Students met or exceeded most program outcomes for the AA in General Studies.						
Results for 2021-2022:						
Program Outcomes	Target		Assessment			
<p>Graduates will communicate effectively and clearly in standard written and oral communication.</p>	<p>A minimum of 70% of students enrolled in English 1101 will demonstrate competence in written communication by successfully completing the course with a 70% or better.</p> <hr/> <p>70% of students enrolled in COMM 1110: Fundamentals of Speech will pass the course with a C or better.</p>		<p>71% (724/1017) earned a C or better (including withdrawals) and 80% (724/909) earned a C or better (excluding withdrawals).</p> <p>During the 2021-2022 academic year (Fall Semester 2021, Spring Semester 2022, and Summer Term 2022), 80% (724/909) of the students enrolled in English 1101 completed the course with a C or better (excluding withdrawals), the same as last year and a 2%-point increase compared to the 2019-2020. When withdrawals are included in the percentages, of the 1,017 students who registered for English 1101, 71% (724) completed the course with a C or better. This is a 2% increase from last year. The 9% range between pass rates demonstrates that students who stayed in the courses were successful overall.</p> <hr/> <p>76.74% (792/1032) of students enrolled in COMM 1110 in Summer 2021, Fall 2021, and Spring 2022 earned a C or better.</p> <hr/> <p>During Summer Term 2021, Fall Semester 2021, and Spring Semester 2022, 1032 students enrolled in COMM 1110. Of these 1032, 792</p>			



## COMPREHENSIVE ACADEMIC PROGRAM REVIEW

		<p>earned a C or better in COMM 1110, a percentage of 76.74% The 240, or 23.26%, non ABC rate includes D, W, F, WF, and I grades. Although the target was met, this percentage is lower than the preceding two years: 78.5% in 2019-2020 and 79.83% in 2020-2021. The overall DWFI rate was higher in spring (23.04%) than Fall (25.14)% and very low in summer (less than 10%).</p> <p>In terms of the breakdown of DWFI grades:</p> <p>36 D 93 F 109 W 2 I grades</p> <p>The largest factor in the DWFI rates is in the withdrawal category, 45.2%. An action plan accompanies this outcome. Considering that many students who earn Fs do so from simply not returning to class or doing the work, interventions that keep the students engaged would probably be effective. In Fall 2021 , the 25% threshold on DWFI grades was surpassed, but only by .14%.</p>
<p>Graduates will demonstrate the ability to read and think critically.</p>	<p>A minimum of 70% of students enrolled in English 1102 will earn a C or better (excluding withdrawals).</p> <p>(Associate's degree students will demonstrate competence in critical reading by successfully completing English 1102 (excluding withdrawals). English 1102 is a literature-based composition class required of all students and is a reading-intensive course.)</p>	<p>83% earned a C or better (excluding withdrawals); 74% earned a C or better (including withdrawals).</p> <p>During Fall Semester 2021, Spring Semester 2022, and Summer Term 2022, 715 students enrolled in English 1102 (excluding those who withdrew). Of these students, 83% earned a C or better in English 1102. When withdrawals were included, 802 students enrolled in English 1102, and 74% earned a C or better. These numbers indicate a 3% and 1% increase, respectively, from 2020-2021, and an increase of 4% and 3%, respectively, since 2019-2020.</p>
<p>Graduates will demonstrate the ability to understand, interpret, and evaluate</p>	<p>A minimum of 70% of students in selected Area C courses will earn a</p>	<p>In eight sections of Area C arts appreciation courses (MUSC 1100,</p>



## COMPREHENSIVE ACADEMIC PROGRAM REVIEW

<p>literary, humanistic, and artistic works and performing arts.</p>	<p>70% or better</p>	<p>1110, THEA 1100, and ARTS 1100), 214/236 (90.67%) of students earned 70% or better on assignments interpreting works of art.</p> <p>*one THEA online (Daniel, Fall, in a course that enrolled 31, with two Ws, so that the assessment involved 29 students; this was one of two online courses taught that semester),</p> <p>*two THEA 1100 traditional (Correll, Fall and Spring, in two classes of 29 students each; in Fall 2021 two traditional class sections were offered, and in Spring 2022, one);</p> <p>*one MUSC 1100 traditional (Jenkins, Fall, 28 students enrolled; In Fall 2021 four traditional sections of this course were offered);</p> <p>*one MUSC 1100 hybrid (Hanson, Fall, 28 students enrolled; one section of this modality of the course was offered that semester);</p> <p>*one MUSC 1110 online (Jenkins, Spring, 29 students enrolled; one online section of this is offered each semester and therefor in Spring 2022), and</p> <p>*two ARTS 1100 traditional (Wilson, Fall, a semester when 64 total students took this course in two sections, both taught by Mr. Wilson, who is the only current instructor for this course).</p> <p>In all cases the students were assigned to write essays in response to artistic experiences of watching plays, listening to concerts, or visiting museums, with adaptations for COVID restrictions. Targets were met in all cases, and the achievement rate was significantly higher than last year's 77%. The improvement might have</p>
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## COMPREHENSIVE ACADEMIC PROGRAM REVIEW

		<p>been due to more opportunities for live experiences, although the instructors offered variations on digital experiences.</p> <p>Overall, 591 students were enrolled in Area C arts appreciation courses; 328 in Music, 162 in Theatre, and 101 in Arts.</p>
<p>Graduates will demonstrate an understanding of the forces shaping contemporary society as revealed in the social sciences and history.</p>	<p>A minimum of 70% of students in selected sections of HIST 2111 and HIST 2112 will achieve a 70% on exam questions that focus on the understanding of the forces, events, influences, or ideas shaping history and society.</p>	<p>86% (N=113/131) of the students enrolled in selected sections of HIST 2111 and HIST 2112 achieved this outcome.</p> <p>During the 2021-2022 academic year, we selected four sections of HIST 2111 (N=4/19) and two sections HIST 2112 (N=2/16) as the courses used to assess the Social Sciences student learning outcome pertaining to understanding forces, events, influences, or ideas that have shaped history and society. The sections represented a sampling of online and face-to-face classes, including one class at the Mountain Campus, Dalton State College's extended campus instructional site. All sections assessed student understanding using selected exam questions related to factors that have shaped American history. During Fall Semester 2021 and Spring Semester 2022, 79% (N=62/79) of the students in selected face-to-face sections of HIST 2111 earned a 70% or better on exams that assessed students' understanding of the major factors that have shaped American society. The success rate for the face-to-face sections held on the Dalton Campus was 76%, the success rate for the face-to-face section at the Mountain Campus was 83%, and the success rate for the online section was 81%. During Fall Semester 2021 and Spring Semester 2022, 94% (N=51/54) of the students in the sampled face-to-face sections of HIST 2112 earned a 70% or better. Thus,</p>



## COMPREHENSIVE ACADEMIC PROGRAM REVIEW

		<p>the target was achieved for face-to-face and online classes alike. When the student success rates of the selected sections of HIST 2111 and 2112 are combined, 86% (N=113/131) of students achieved the target overall. Detailed analysis can be found in the individual course assessment sections of Weave for all six assessed sections.</p>
<p>Graduates of the Associate of Arts in general studies will continue their education in a bachelor's program or find meaningful employment.</p>	<p>The information was not collected the 2021-2022 academic year.</p>	<p>The data has not been collected since the 2018-2019 academic year. Most likely this has to do with the COVID pandemic, which began in Spring 2020 and would have disrupted the collection of data the following summer and fall and the following summer and fall, when operations were somewhat returning to normal. Exit survey distribution and collection would have been disrupted. The above is, of course, speculation, but given the effects of classes and other activities and assessments on campus, the speculation has basis.</p> <p>Therefore, now that operations have returned to normal for the most part, there will be a new action plan to move forward with the data collection and analysis. Below is the most recent findings and analysis.</p> <p>"During the 2018-2019 academic year, there were 25 students who graduated with the Associate of Arts degree in general studies (excluding the two students who graduated with the theatre pathway). On their graduation applications, 21 graduates (88%) indicated that they were continuing their education, 13 of them at Dalton State. Those continuing at Dalton State said that they were pursuing bachelor's programs in nursing, communication, English, history, interdisciplinary studies, accounting, management, environmental sustainability,</p>



## COMPREHENSIVE ACADEMIC PROGRAM REVIEW

		<p>mathematics, and psychology. In addition, 8 graduates planned to transfer to other institutions including the College of Charleston, Georgia State, Georgia Tech, Kennesaw State, Reinhardt, the University of North Georgia, and the University of Tennessee at Chattanooga."</p> <p><b>New Action Plan:</b> The Program Coordinator will work with Academic Affairs and Advising to create a method for distributing and collecting Exit Surveys.</p> <p>We will ask advisors of students who are majoring in the AA in general studies to save copies of their applications for graduation so that we can determine the percentage of students who are continuing their education. If possible, we will administer follow-up surveys prior to graduation. The follow-up surveys may prove difficult given the shortage of staff.</p>
<p>Graduates of associate's degree programs in the School of Liberal Arts will express satisfaction with the faculty in the School of Liberal Arts.</p>	<p>Average evaluations greater than 4.5 on a 5-point scale.</p>	<p>The student evaluation average for faculty in the School of Liberal Arts for 2021-2022 was a 4.43.</p> <p>The Department of Communication, Performing Arts, and Foreign Language averaged 4.4, and the Department of History and Social Sciences also averaged a 4.4. The Department of English averaged 4.5. The overall average comes out to 4.43.</p> <p>The Communication Department includes such diverse areas as communication, foreign languages, music, interdisciplinary studies, and theatre. The English Department includes English and Humanities, and the History and Social Sciences Department includes the History, Criminal Justice, Political Science, Psychology, Sociology, Philosophy,</p>



## COMPREHENSIVE ACADEMIC PROGRAM REVIEW

		<p>and World Religions).</p> <p>The Program Coordinator for this assessment will monitor evaluation averages and discuss any low below average numbers with department chairs to identify any patterns of concern and possible solutions. Over the last few years, the evaluation survey questions have changed and resulted in overall lower scores across campus. The Program Coordinator will also reevaluate the Target number of 4.5 out of 5.0 as being acceptable, which was the number used as a Target with the old evaluation survey.</p>
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**Describe the extent to which students have achieved current student learning outcomes during this program review cycle (most recent year).**

Students met or exceeded all Student Learning Outcomes for the AA in General Studies.

**Results for 2021-2022:**

Student Learning Outcome	Target	Assessment
<p>Students will determine forms of communication appropriate to particular audiences and purposes and organize and communicate knowledge and ideas in a logical and purposeful way as assessed through essays completed in English 1101.</p>	<p>A minimum of 70% of the students enrolled in selected sections of English 1101 will earn a 70% or better on the organization of their essays.</p>	<p>86% (651/753) of students earned 70% or better in the organization of their essays.</p> <p>During the 2021-2022 academic year, all sections of ENGL 1101 were selected to assess students' ability to organize and communicate knowledge in a logical and purposeful way. The sections included four off-campus dual enrollment sites, hybrid classes, and traditional on-campus classes. Overall, 86% of the students in selected sections of ENGL 1101 demonstrated competence in organizing and communicating knowledge in a logical and purposeful way. Competence was assessed using a rubric that evaluated the audience, purpose, and organization components of an argument essay. While this finding does reflect a 3% decrease from last year, it is still a 4.5% increase from 2019-2020, when the success rate was 81.5% (when the</p>





## COMPREHENSIVE ACADEMIC PROGRAM REVIEW

		<p>COVID-19 pandemic caused DSC to move all instruction online in March 2020, which resulted in many students struggling to complete classes or withdrawing from classes). The 2018-2019 pass rate was 91%, so the success rate continues to rebound since the beginning of the COVID outbreak.</p>
<p>Students will use accepted patterns of grammar, punctuation, and sentence structure in written communication (assessed in ENGL 1101)</p>	<p>Seventy percent of students will score 70% or better on each of the grammar, punctuation, and sentence structure components of an argument essay written in the course.</p>	<p>84% (627/743) of students earned a 70% or better.</p> <p>During the 2021-2022 academic year, all sections of ENGL 1101 were selected to assess students' ability to use accepted patterns of grammar, punctuation, and sentence structure in written communication. These sections included four off-campus dual enrollment sites, traditional classes, and main campus hybrid sections. Overall, 84% of the students in selected sections of ENGL 1101 demonstrated competence in use of grammar, punctuation, and sentence structure in an argument essay written in the course. The success rate increased 3.5% from last year. Because some students continue to struggle with grammar and punctuation (as is typical), faculty will be encouraged to maintain last year's action plan.</p>
<p>Students will exhibit expertise necessary to research, organize, and present an oral report of speech (assessed on COMM 1110).</p>	<p>70% of students will earn a 70% or better</p> <p>Students in COMM 1110 will research, prepare, and present an informative speech which will be evaluated by a grading rubric that focuses on the research, organization, and presentation components of the assignment.</p>	<p>In eight sections of COMM 1110 in Fall 2021 and Spring 2022, 159/181 students, 87.84%, achieved the target for the informative speech; therefore, the target was met. Further data on method and population are below.</p> <p>Students in COMM 1110 were required to research, prepare, and present an informative speech. These speeches were evaluated with a grading rubric that focused on the research, organization, and presentation components of the assignment. These findings look at the</p>



## COMPREHENSIVE ACADEMIC PROGRAM REVIEW

		<p>following courses:          Mountain Campus, Fall 15/17          Hybrid, Fall, 42/50 (two sections)          Traditional, Fall, 22/22          Honors, Fall, 17/20          Hybrid, Spring, 24/26          Traditional, Spring, 39/46 (two sections)</p> <p>The percentage is only slightly higher than the 2020-21 cycle (about .05%). This year's report represents five different instructors: Blankson, Carty, LeHew, Tucker, Drye. The specific eight sections were chosen because they represent the four iterations/modalities in which the course is taught: traditional, hybrid, honors, and at the Mountain Campus. In total, 505 students enrolled in the course in Fall 2021 and 447 in Spring 2022.</p> <p>The assessment practice in the Liberal Arts has been for one instructor to be assigned to assess a section or sections of one of the modalities of the course each semester. Each professor in the department assigns at least one informative speech requiring research, structure, audience analysis, and strong oral delivery, but each instructor approaches the specific assignment somewhat differently. Some may use a collaborative symposium approach or a theme, some vary the point value or at what point the speech is given in the semester. Therefore, each has a different rubric to fit the particular assignment, but all instructors assess the same basic criteria.</p>
<p>Students will demonstrate the ability to use technology and gather data to conduct research, demonstrating an understanding of plagiarism by citing sources correctly (assessed in ENGL 1102).</p>	<p>70% of students will earn 70% or better.</p> <p>Students' proficiency will be measured by an assignment that requires students to evaluate</p>	<p>During the 2021-2022 academic year, 83% (564/682) of the students earned a 70% or better.</p> <p>During the 2021-2022 academic year, all sections of ENGL 1102 were</p>

	<p>secondary sources.</p>	<p>selected to assess students' ability to use technology and gather data to conduct research, demonstrating an understanding of plagiarism by citing sources correctly. Starting in Fall 2021, all English 1101 and English 1102 instructors required each student to complete at least one source evaluation assignment. The specific assignment was of the instructors' choosing, (i.e. instructors could choose a major assignment like an Annotated Bibliography or a low-stakes assignment like a discussion post). The assignment required that students determine the credibility of one or more sources and include a correct citation. The student success was 85% last year, two points higher than the current year, but the success rate remains high. The reason for the drop could be anything from the specific students completing the assignments this year versus last year to the change in methodology. The 1102 Committee will monitor the success rates of this outcome to determine any possible patterns of relating to successes or problems.</p>
<p>Students will analyze, evaluate and provide convincing reasons in support of conclusions and arguments (assessed in ENGL 1102).</p>	<p>70% of students will earn a 70% or better on the content and analysis components of the research paper.</p> <p>Students in ENGL 1102 will write a research paper in which they evaluate and analyze the content of a selected topic.</p>	<p>During the 2021-2022 academic year, 87% of the students (535/615) enrolled in selected sections of ENGL 1102 earned a 70% or better on the content and analysis component of the required research paper.</p> <p>During the 2020-2021 academic year, the department had a 90% success rate. Given that there was a 3% drop in the success rates, the 1102 committee will monitor this SLO to determine any patterns of concern with students. That being said, the success rate still exceeds the target of 70%. The department chair will notify faculty of the decrease and ask faculty if they have noticed any concerning issues. The Writing Lab and Peer</p>



## COMPREHENSIVE ACADEMIC PROGRAM REVIEW

<p>Students will demonstrate the ability to make informed judgments in interpreting works of art, literature, or other aesthetic experiences of cultures (assessed using a sampling of Student Learning Outcomes Assessment reports for Area C courses).</p>	<p>A minimum of 70% of students in selected Area C courses will earn a 70% or better</p> <p>Percentage of students who earn 70% or better on measures pertaining to the ability to make informed judgments in interpreting works of art, literature, or other aesthetic experiences</p>	<p>Tutoring will continue to be advertised to students.</p> <p>In eight sections of Area C arts appreciation courses (MUSC 1100, 1110, THEA 1100, and ARTS 1100), 214/236 (90.67%) of students earned 70% or better on assignments interpreting works of art.</p> <p>*one THEA online (Daniel, Fall, in a course that enrolled 31, with two Ws, so that the assessment involved 29 students; this was one of two online courses taught that semester),</p> <p>*two THEA 1100 traditional (Correll, Fall and Spring, in two classes of 29 students each; in Fall 2021 two traditional class sections were offered, and in Spring 2022, one);</p> <p>*one MUSC 1100 traditional (Jenkins, Fall, 28 students enrolled; In Fall 2021 four traditional sections of this course were offered);</p> <p>*one MUSC 1100 hybrid (Hanson, Fall, 28 students enrolled; one section of this modality of the course was offered that semester);</p> <p>*one MUSC 1110 online (Jenkins, Spring, 29 students enrolled; one online section of this is offered each semester and therefor in Spring 2022), and</p> <p>*two ARTS 1100 traditional (Wilson, Fall, a semester when 64 total students took this course in two sections, both taught by Mr. Wilson, who is the only current instructor for this course).</p> <p>In all cases the students were assigned to write essays in response to artistic experiences of watching</p>
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## COMPREHENSIVE ACADEMIC PROGRAM REVIEW

		<p>plays, listening to concerts, or visiting museums, with adaptations for COVID restrictions. Targets were met in all cases, and the achievement rate was significantly higher than last year's 77%. The improvement might have been due to more opportunities for live experiences, although the instructors offered variations on digital experiences.</p> <p>Overall, 591 students were enrolled in Area C arts appreciation courses; 328 in Music, 162 in Theatre, and 101 in Arts.</p>
<p>Students will articulate their understanding of the forces, events, influences, or ideas that have shaped history and society (assessed in HIST 2111 and 2112).</p>	<p>A minimum of 70% of students in selected sections of HIST 2111 and HIST 2112 will achieve a 70% on exam questions that focus on the understanding of the forces, events, influences, or ideas shaping history and society.</p>	<p>86% (N=113/131) of the students enrolled in selected sections of HIST 2111 and HIST 2112 achieved this outcome</p> <p>During the 2021-2022 academic year, we selected four sections of HIST 2111 (N=4/19) and two sections HIST 2112 (N=2/16) as the courses used to assess the Social Sciences student learning outcome pertaining to understanding forces, events, influences, or ideas that have shaped history and society. The sections represented a sampling of online and face-to-face classes, including one class at the Mountain Campus, Dalton State College's extended campus instructional site. All sections assessed student understanding using selected exam questions related to factors that have shaped American history. During Fall Semester 2021 and Spring Semester 2022, 79% (N=62/79) of the students in selected face-to-face sections of HIST 2111 earned a 70% or better on exams that assessed students' understanding of the major factors that have shaped American society. The success rate for the face-to-face sections held on the Dalton Campus was 76%, the success rate for the face-to-face section at the</p>



## COMPREHENSIVE ACADEMIC PROGRAM REVIEW

		<p>Mountain Campus was 83%, and the success rate for the online section was 81%. During Fall Semester 2021 and Spring Semester 2022, 94% (N=51/54) of the students in the sampled face-to-face sections of HIST 2112 earned a 70% or better. Thus, the target was achieved for face-to-face and online classes alike. When the student success rates of the selected sections of HIST 2111 and 2112 are combined, 86% (N=113/131) of students achieved the target overall. Detailed analysis can be found in the individual course assessment sections of Weave for all six assessed sections.</p>
<p>Students will articulate the constitutional principles of governmental processes fundamental to American Democracy and political participation (assessed in POLS 1101).</p>	<p>A minimum of 70% of students in POLS 1101 will earn a 70% or better on assignments that focus on constitutional principles and governmental processes fundamental to American democracy and political participation.</p>	<p>89.5% of the students in selected sections of POLS 1101 earned a 70% or better</p> <p>During the 2021-2022 academic year, we selected three sections of POLS 1101 (N=3/29) as the courses used to assess the Social Sciences student learning outcome pertaining to articulating American constitutional principles and governmental processes. The sections represented a sampling of face-to-face and online classes. In the main campus face-to-face section of POLS 1101, the measure was assessed using a written assignment in which involved students reflecting on the presentations by guest speakers or videos. In the online section of POLS 1101, the measure was assessed using results on the midterm exam covering modules on U.S. Constitution, Georgia Constitution and federalism, and political participation. When the student success rates of the selected sections POLS 1101 are considered together, 89.5% of students achieved the target overall. In the Fall 2021 sections, 88% of students did so in both the main campus and online</p>



## COMPREHENSIVE ACADEMIC PROGRAM REVIEW

		sections; in the Spring 2022 section, 91% of students did so. Detailed analysis can be found in the individual course assessment sections of Weave for all three assessed sections.



## COMPREHENSIVE ACADEMIC PROGRAM REVIEW

### ***Indicators of Measures of Quality***

**If available, provide additional information and/or results of other indicators of quality related to student output such as completion rates, employer satisfaction surveys, stakeholder satisfaction surveys, completion and continuation rates, attrition rates, starting salaries of graduates, etc.**

The AA in General Studies is a two-year transfer degree. This degree is primarily intended for students who wish to transfer into a degree program not offered at Dalton State. This degree is also useful for students who are undecided about their major and who may decide to stay at Dalton State after exploring a number of different subject areas. Consequently, as a two-year transfer degree, employer and stakeholder satisfaction surveys and starting salaries of graduates are not relevant.

**Describe efforts undertaken to achieve and maintain curricular alignment within the program and currency to the discipline.**

As stated above, several changes have been made to Areas A, B, and C to strengthen the broadness of the General Studies program, making it therefore more general to give students a wider exposure to all disciplines that make up General Studies.

Area A now includes MATH 1401, Elementary Statistics, as an option in addition to MATH 1001, 1101, and 1111. This new flexibility allows students to work with advisors to choose which classes will serve their interests and career plans most effectively.

PRSP 1010 (Perspectives) is now a required course in Area B for all freshmen. The hope is that PRSP will help students become better prepared for the culture and expectations of college. Better preparation would therefore lead to students having more awareness of the available resources (such as peer tutoring, the Writing and Math Labs, financial aid, etc.) on campus to help them move to degree completion with more ease and support.

Area C options have expanded from 2000-level British and World Literature survey courses. Now, students have the option to take any 2000-level literature course in addition to arts, humanities, music, and theatre courses, allowing for students to choose from a broader range of liberal arts subjects.





## COMPREHENSIVE ACADEMIC PROGRAM REVIEW

### *Indicators of Measures of Viability*

<b>Internal Demand for the Program</b>	<b>Fall 2017</b>	<b>Fall 2018</b>	<b>Fall 2019</b>	<b>Fall 2020</b>	<b>Fall 2021</b>	<b>% Change</b>
Number of students enrolled in the degree program	103	106	100	121	102	-1.0%
Number of students who applied to the program (if applicable)						
Number of students admitted to the program (if applicable)						
Percent of classes taught by full-time faculty	84	83	85	85	84	0%

### **Describe additional details as deemed appropriate.**

The number of students enrolled in the AA in general studies has decreased by 1% over the last five years. In terms of number of students, the program only lost one student between Fall 2017 and Fall 2021. A more statistically significant number is the drop from 121 students in Fall 2020 to 102 students in Fall 2021. This could, as described for other statistical drops between these two semesters, have to do with the effects of the COVID pandemic on student mental and financial health. The enrollment for the college as a whole in Fall 2020 was 4737 and in Fall 2021 was 4490, 247 fewer students overall. Therefore, the decline in Gen. Studies students could be attributed to the students not coming back to college. But another reason could be related to the College's emphasis on becoming widely known as a "First-Choice 4-year Destination College," and students deciding to enter four-year programs.



## COMPREHENSIVE ACADEMIC PROGRAM REVIEW

### **Indicators of Measures of Productivity**

<b>Graduation</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>	<b>2020-21</b>	<b>2021-22</b>	<b>% Change</b>
Number of degrees conferred	42	29	38	52	25	-40.5%
Total student credit hours earned	76	88	97	61	65	-14.5%

### **Describe any institutional-specific factors impacting time to degree.**

The 14.5% decline in total credit hours earned could be due to the nature of our student population. Our students are typically first-generation college students, the large majority of whom are eligible for Pell Grants and other forms of financial aid. Most of our students have jobs, they do not typically take more than 12 credit hours a semester, and many have family responsibilities that make it difficult for them to complete a two-year degree in a timely manner.

The Momentum Year push to have all incoming freshmen enroll in 15 credit hours their first year (an initiative introduced by the USG to system schools) does not seem to have made an impact on the A.A. students by this percentage, at least.

The number of degrees conferred dropped by a staggering 40.5%. And again, the largest statistical difference occurs between Fall 2020 and Fall 2021, the years to be impacted (for the sake of this report) by COVID. Because, as mentioned above, our students tend to work at least one job, and businesses were greatly impacted by the shutdowns, students perhaps had to find other ways to limit their credit hours or enrollment.

The decrease in number of degrees conferred between 2017 and 2022 could be attributed to the push to make Dalton State a "First-Choice 4-year Destination College" and to students deciding to enter four-year programs.



## COMPREHENSIVE ACADEMIC PROGRAM REVIEW

### ***Evidence of Program Viability***

Based on evidence from **ALL** of the above information, data, and analysis, discuss whether continued resources should be devoted to this program. This discussion must be evidence-based. Your comments should consider external factors and address questions 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 program faculty members in contact with employers and getting back feedback on graduates' job performance? Do employers state or suggest a need for changes in the program?

The AA in General Studies is a viable program with over 100 majors as of Fall 2021. 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 only lost one student since 2017. 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 four-year degree. The program also enables those students who wish to continue in one of the College's bachelor's programs the opportunity to earn a credential along their way to completing a four-year degree. Since this is a two-year generalist degree that leads to students' transferring or continuing in one of our own bachelor's programs, job outlook information, job status, and employers' needs and feedback are not relevant to the assessment of this associate's degree program.



## COMPREHENSIVE ACADEMIC PROGRAM REVIEW

### ***Program Strengths and Weaknesses***

Based upon this review, what are the strengths and weaknesses of the program?

#### Strengths:

Student interest in the AA in General Studies remains respectable, and this program provides students with the opportunity of completing their first two years of college at an affordable institution while exploring options at Dalton State or 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 in General Studies itself is cost effective. Assessments of student learning outcomes and program goals show that most objectives are met.

#### Weaknesses and concerns:

The main concern remains what it was from the last program review: “that we have simply assumed what our students plan to do after completing their associate's degree. Since the AA in general studies is a two-year transfer degree, we have not focused our attention in following up with these graduates and simply assumed they were continuing their education at an institution that offered a degree they sought. While follow-up is difficult without staffing, we need a better understanding of whether our students stay at Dalton State to complete a bachelor's degree, whether our students transfer to another institution, or whether they look for meaningful employment. This follow-up will be the focus of our action plan for improving assessment of this degree program.”

Another concern is assessing the A.A. General Studies program more specifically. Right now, all students in general education classes are assessed together no matter their program. As mentioned on page 3 of this report, the General Studies Ad Hoc Committee has planned a method to help differentiate students taking General Education courses from students in the A.A. General Studies program. This committee plans to generate a spreadsheet to separate General Studies students for assessment.



## COMPREHENSIVE ACADEMIC PROGRAM REVIEW

<b>Recommendations for Follow-Up and/or Action Plans (if needed)</b>	
<u>Issue/Concern:</u>	<ol style="list-style-type: none"> <li>1. Students have not been tracked after they finish the A.A. General Studies program.</li> <li>2. The General Studies Assessment includes all students taking general education classes, not just General Studies students.</li> </ol>
<u>Specific action(s):</u>	<ol style="list-style-type: none"> <li>1. The Program Coordinator will work with Academic Affairs to identify a method for distributing and collecting Exit Surveys. We will ask advisors of students who are majoring in the AA in general studies to save copies of their applications for graduation so that we can determine the percentage of students who are continuing their education. If possible, we will administer follow-up surveys prior to graduation. The follow-up surveys may prove difficult given the shortage of staff.</li> <li>2. The General Studies Ad Hoc Committee has planned to generate a spreadsheet to differentiate students taking General Education courses from students in the A.A. General Studies program.</li> </ol>
<u>Expected outcomes:</u>	<ol style="list-style-type: none"> <li>1. We will have a better understanding of what our students actually do after completing a two-year transfer degree. We may be able to use this information in recruitment efforts and strengthen relationships with businesses with whom our A.A. students find employment (if applicable). We could also find ways to strengthen transferability between our program and other USG institutions.</li> <li>2. Separating students out will give us more thorough, specific understanding of what targets A.A. General Studies students meet or not. The program coordinator for the A.A. may craft Action Plans more specific to those students, if necessary.</li> </ol>
<u>Time frame for achievement:</u>	<ol style="list-style-type: none"> <li>1. Work will begin Fall 2023.</li> <li>2. Work has already begun with the Ad Hoc Committee and will continue in Fall 2023.</li> </ol>
<u>Person(s) responsible:</u>	<ol style="list-style-type: none"> <li>1. The A.A. General Studies Coordinator, VPAA, and AVPAA</li> <li>2. The A.A. General Studies Coordinator, Director of Institutional Effectiveness and Assessment, and other members of the A.A. General Studies Ad Hoc Committee</li> </ol>



## COMPREHENSIVE ACADEMIC PROGRAM REVIEW

Resources needed:

1. The follow-up surveys may prove difficult given the shortage of staff. A full- or half-time assessment staff member would be helpful.
2. A full- or half-time assessment staff member would be helpful, particularly for the Office of Institutional Effectiveness and Assessment.



## COMPREHENSIVE ACADEMIC PROGRAM REVIEW

Prepared by:

Signature Keri Allen Date: 5/12/23

Dean's Approval:

Signature: Rudolf G. G. Date: 6/12/2023

Approval of the Chair of the DSC Comprehensive Program Review Committee:

Signature: Maigh M. Helms Date: 6/12/2023

**Vice President of Academic Affairs (VPAA) Categorical Summation:**

Check any of the following to categorically describe action(s) the institution will take concerning this program.

- Program **MEETS** Institution's Criteria
- Program is critical to the institutional mission and will be retained.
  - Program is critical to the institutional mission and is growing, or a high demand field, and thus will be enhanced.
- Program **DOES NOT MEET** Institution's Criteria for continuation.
- Program will be placed on monitoring status.
  - Program will undergo substantive curricular revisions.
  - Program will be deactivated.
  - Program will be voluntarily terminated.
  - Other (Please elaborate):

VPAA Signature Bruno Hicks Date: 06/12/23

Bruno Hicks, Ed.D.  
Provost and Vice President of Academic Affairs  
Dalton State College