

Dalton State College

Detailed Assessment Report 2015-2016 HUMN 1201 (Online)

As of: 5/16/2016 03:32 PM EDT

(Includes those Action Plans with Budget Amounts marked **One-Time, Recurring, No Request**)

Program Outcomes

PO 1: Graduates will read critically

Graduates of associate's degree programs will read critically.

PO 2: Graduates will think critically

Graduates of associate's degree programs will think critically.

PO 3: Graduates will write competently

Graduates of associate's degree programs will write competently.

PO 4: Graduates will be competent in the arts and literature

Graduates of associate's degree programs will demonstrate an understanding of arts and literature.

Outcomes, with Any Associations and Related Measures, Targets, Findings, and Action Plans

Outc. 1: Demonstration of the ability to make informed judgments in works of art, literature, and cultural experiences

Students will demonstrate the ability to make informed judgments in interpreting works of art, literature, or other aesthetic experiences of cultures throughout the world. (Global Perspectives)

Relevant Associations:

Standard Associations

SACSCOC 2012* Principles of Accreditation

2.7.1 The institution offers one or more degree programs based on at least 60 semester credit hours or the equivalent at the associate level; at least 120 semester credit hours or the equivalent at the baccalaureate level; or at least 30 semester credit hours or the equivalent at the post-baccalaureate, graduate, or professional level. If an institution uses a unit other than semester credit hours, it provides an explanation for the equivalency. ... (Program Length)

2.7.2 The institution offers degree programs that embody a coherent course of study that is compatible with its stated mission and is based upon fields of study appropriate to higher education. (Program Content)

2.7.3 In each undergraduate degree program, the institution requires the successful completion of a general education component at the collegiate level that (1) is a substantial component of each undergraduate degree, (2) ensures breadth of knowledge, and (3) is based on a coherent rationale. ... These credit hours are to be drawn from and include at least one course from each of the following areas: humanities/fine arts, social/behavioral sciences, and natural science/ mathematics. ... (General Education)

2.7.4 The institution provides instruction for all course work required for at least one degree program at each level at which it awards degrees. ... the institution demonstrates that it controls all aspects of its educational program. (See Commission policy "Core Requirement 2.7.4: Documenting an Alternate Approach.") (Course work for Degrees)

3.3.1.1 educational programs, to include student learning outcomes

General Education Goals Associations

3.2 Students will express orally or in writing a broad understanding of an array of issues relating to culture, society, creative expression, or the human experience.

4.2 Students will demonstrate the ability to make informed judgments in interpreting works of art, literature, or other aesthetic experiences of cultures throughout the world.

8.3 Students will demonstrate the ability to make informed judgments in interpreting works of art, literature, or other aesthetic experiences of cultures throughout the world.

9.1 Students will analyze, evaluate, and provide convincing reasons in support of conclusions and arguments.

9.3 Students will demonstrate an ability to evaluate observations, inferences, or relationships in works under investigation.

Institutional Mission Associations

2 Dalton State offers targeted bachelor's degrees, a full range of associate's degrees and career certificate programs, and a wide variety of public service activities.

Related Measures

M 1: Measurement by a rubric evaluating the experience evaluation & art interpretation of a Cultural Event Report (Spring 2013/Crisp)

Students' ability will be measured by a rubric evaluating the experience evaluation and experience/art interpretation components of a Cultural Event Report assignment that asks them to visit or attend a museum, gallery, exhibit, cultural site, or performance, taking into account both commonly accepted aesthetic values and their own judgment. They will write a 500-word essay evaluating the experience and interpreting the experience or art. (Spring 2013/Crisp)

Source of Evidence: Written assignment(s), usually scored by a rubric

Connected Document

Target:

Seventy percent of the students will earn 75% or better on the experience evaluation and experience/art interpretation components of a Cultural Event Report. (Spring 2013/Crisp)

Related Action Plans (by Established cycle, then alpha):

For full information, see the *Details of Action Plans* section of this report.

Continue to emphasize the evaluation and interpretation of cultural experiences

Established in Cycle: 2012-2013

(In response to Outcome 1, Measure 1 and Outcome 4, Measure 4) In this course, I emphasize evaluation and interpretation of cult...

Outc. 2: Analysis and evaluation of conclusions and arguments

Students will analyze, evaluate, and provide convincing reasons in support of conclusions and arguments. (Critical Thinking)

Relevant Associations:

Standard Associations

SACSCOC 2012* Principles of Accreditation

2.7.1 The institution offers one or more degree programs based on at least 60 semester credit hours or the equivalent at the associate level; at least 120 semester credit hours or the equivalent at the baccalaureate level; or at least 30 semester credit hours or the equivalent at the post-baccalaureate, graduate, or professional level. If an institution uses a unit other than semester credit hours, it provides an explanation for the equivalency. ... (Program Length)

2.7.2 The institution offers degree programs that embody a coherent course of study that is compatible with its stated mission and is based upon fields of study appropriate to higher education. (Program Content)

2.7.3 In each undergraduate degree program, the institution requires the successful completion of a general education component at the collegiate level that (1) is a substantial component of each undergraduate degree, (2) ensures breadth of knowledge, and (3) is based on a coherent rationale. ... These credit hours are to be drawn from and include at least one course from each of the following areas: humanities/fine arts, social/behavioral sciences, and natural science/ mathematics. ... (General Education)

2.7.4 The institution provides instruction for all course work required for at least one degree program at each level at which it awards degrees. ... the institution demonstrates that it controls all aspects of its educational program. (See Commission policy "Core Requirement 2.7.4: Documenting an Alternate Approach.") (Course work for Degrees)

3.3.1.1 educational programs, to include student learning outcomes

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

General Education Goals Associations

3.2 Students will express orally or in writing a broad understanding of an array of issues relating to culture, society, creative expression, or the human experience.

4.2 Students will demonstrate the ability to make informed judgments in interpreting works of art, literature, or other aesthetic experiences of cultures throughout the world.

8.3 Students will demonstrate the ability to make informed judgments in interpreting works of art, literature, or other aesthetic experiences of cultures throughout the world.

9.1 Students will analyze, evaluate, and provide convincing reasons in support of conclusions and arguments.

9.3 Students will demonstrate an ability to evaluate observations, inferences, or relationships in works under investigation.

Institutional Mission Associations

2 Dalton State offers targeted bachelor's degrees, a full range of associate's degrees and career certificate programs, and a wide variety of public service activities.

Related Measures

M 2: Measurement by rubrics evaluating the analysis and support components of a written discussion board analysis (Spring 2013/Crisp)

Students will be measured by rubrics evaluating the analysis and support components of a written discussion board analysis requiring an initial 200-word presentation of their original conclusions and support for those conclusions on an evocative discussion question about aesthetic works from the ancient world through the Renaissance and at least two substantive, supported analytical replies to classmates' initial posts. (Spring 2013/Crisp)

Source of Evidence: Presentation, either individual or group

Connected Document

[Discussion rubric](#)

Target:

Seventy percent of the students will earn 75% or better on the analysis and support components of a written discussion board analysis. (Spring 2013/Crisp)

Related Action Plans (by Established cycle, then alpha):

For full information, see the *Details of Action Plans* section of this report.

Continue to support students heavily early in the semester.

Established in Cycle: 2012-2013

(Supports Outcome 2, Measure 2) I will make a point to give extensive feedback on the first discussion, both ongoing and public...

Outc. 3: Utilization of technology and data to conduct research by citing informational sources

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. (Critical Thinking)

Relevant Associations:

Standard Associations

SACSCOC 2012* Principles of Accreditation

- 2.7.1 The institution offers one or more degree programs based on at least 60 semester credit hours or the equivalent at the associate level; at least 120 semester credit hours or the equivalent at the baccalaureate level; or at least 30 semester credit hours or the equivalent at the post-baccalaureate, graduate, or professional level. If an institution uses a unit other than semester credit hours, it provides an explanation for the equivalency. ... (Program Length)
- 2.7.2 The institution offers degree programs that embody a coherent course of study that is compatible with its stated mission and is based upon fields of study appropriate to higher education. (Program Content)
- 2.7.3 In each undergraduate degree program, the institution requires the successful completion of a general education component at the collegiate level that (1) is a substantial component of each undergraduate degree, (2) ensures breadth of knowledge, and (3) is based on a coherent rationale. ... These credit hours are to be drawn from and include at least one course from each of the following areas: humanities/fine arts, social/behavioral sciences, and natural science/ mathematics. ... (General Education)
- 2.7.4 The institution provides instruction for all course work required for at least one degree program at each level at which it awards degrees. ... the institution demonstrates that it controls all aspects of its educational program. (See Commission policy "Core Requirement 2.7.4: Documenting an Alternate Approach.") (Course work for Degrees)
- 3.3.1.1 educational programs, to include student learning outcomes
- 3.5.1 The institution identifies college-level general education competencies and the extent to which students have attained them. (College-level competencies)

General Education Goals Associations

- 1.2 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.
- 3.2 Students will express orally or in writing a broad understanding of an array of issues relating to culture, society, creative expression, or the human experience.
- 4.2 Students will demonstrate the ability to make informed judgments in interpreting works of art, literature, or other aesthetic experiences of cultures throughout the world.
- 8.3 Students will demonstrate the ability to make informed judgments in interpreting works of art, literature, or other aesthetic experiences of cultures throughout the world.
- 9.1 Students will analyze, evaluate, and provide convincing reasons in support of conclusions and arguments.
- 9.2 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.
- 9.3 Students will demonstrate an ability to evaluate observations, inferences, or relationships in works under investigation.

Institutional Mission Associations

- 2 Dalton State offers targeted bachelor's degrees, a full range of associate's degrees and career certificate programs, and a wide variety of public service activities.

Related Measures

M 3: Measurement by a rubric evaluating the research and the citation components of a multimedia research project (Spring 2013/Crisp)

Students will be measured by a rubric evaluating the research and the citation components of a multimedia research project that requires students to examine one artist, thinker, movement, or aesthetic object in depth, add information from at least 3 reliable digital and/or hard copy resources, cite all sources for information and images, and present their findings to their classmates during the unit into which their chosen topic falls. (Spring 2013/Crisp)

Source of Evidence: Project, either individual or group

Connected Document

[Research presentation rubric](#)

Target:

Seventy percent of the students will earn 75% or better on the research and the citation components of a multimedia research project. (Spring 2013/Crisp)

Related Action Plans (by Established cycle, then alpha):

For full information, see the *Details of Action Plans* section of this report.

Expand students' citation style options

Established in Cycle: 2012-2013

(Supports Outcome 3, Measure 3) Many of the students who took this class this term are nursing majors, and they are most used to...

Work with embedded librarian to provide more support for student research

Established in Cycle: 2012-2013

(Supports Outcome 3, Measure 3) Students had the opportunity to work with an "embedded librarian" in this class, and several of ...

Make discussion board and video

Established in Cycle: 2014-2015

This semester, Spring 2015, I did work with embedded librarian David Brown again to include information on citations and research...

Outc. 4: Evaluation of works under investigation

Students will demonstrate an ability to evaluate observations, inferences, or relationships in works under investigation. (Critical Thinking)

Relevant Associations:

Standard Associations

SACSCOC 2012* Principles of Accreditation

2.7.1 The institution offers one or more degree programs based on at least 60 semester credit hours or the equivalent at the associate level; at least 120 semester credit hours or the equivalent at the baccalaureate level; or at least 30 semester credit hours or the equivalent at the post-baccalaureate, graduate, or professional level. If an institution uses a unit other than semester credit hours, it provides an explanation for the equivalency. ... (Program Length)

2.7.2 The institution offers degree programs that embody a coherent course of study that is compatible with its stated mission and is based upon fields of study appropriate to higher education. (Program Content)

2.7.3 In each undergraduate degree program, the institution requires the successful completion of a general education component at the collegiate level that (1) is a substantial component of each undergraduate degree, (2) ensures breadth of knowledge, and (3) is based on a coherent rationale. ... These credit hours are to be drawn from and include at least one course from each of the following areas: humanities/fine arts, social/behavioral sciences, and natural science/ mathematics. ... (General Education)

2.7.4 The institution provides instruction for all course work required for at least one degree program at each level at which it awards degrees. ... the institution demonstrates that it controls all aspects of its educational program. (See Commission policy "Core Requirement 2.7.4: Documenting an Alternate Approach.") (Course work for Degrees)

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

3.11.1 The institution exercises appropriate control over all its physical resources. (Control of physical resources)

General Education Goals Associations

3.2 Students will express orally or in writing a broad understanding of an array of issues relating to culture, society, creative expression, or the human experience.

4.2 Students will demonstrate the ability to make informed judgments in interpreting works of art, literature, or other aesthetic experiences of cultures throughout the world.

8.3 Students will demonstrate the ability to make informed judgments in interpreting works of art, literature, or other aesthetic experiences of cultures throughout the world.

9.1 Students will analyze, evaluate, and provide convincing reasons in support of conclusions and arguments.

9.3 Students will demonstrate an ability to evaluate observations, inferences, or relationships in works under investigation.

Institutional Mission Associations

2 Dalton State offers targeted bachelor's degrees, a full range of associate's degrees and career certificate programs, and a wide variety of public service activities.

Related Measures

M 4: Measurement by a rubric evaluating the evaluation/interpretation component on the Cultural Event Report (Spring 2013/Crisp)

Students' ability will be measured by a rubric evaluating the evaluation/interpretation component on the Cultural Event Report that asks them to evaluate and interpret observations, inferences, or relationships in a cultural experience at a museum, gallery, exhibit, cultural site, or performance, taking into account both commonly accepted aesthetic values and their own judgment. (Spring 2013/Crisp)

Source of Evidence: Written assignment(s), usually scored by a rubric

Connected Document

[Cultural Event Report rubric](#)

Target:

Seventy percent of the students will earn 75% or better on evaluation/interpretation component on the Cultural Event Report. (Spring 2013/Crisp)

Related Action Plans (by Established cycle, then alpha):

For full information, see the *Details of Action Plans* section of this report.

Continue to emphasize the evaluation and interpretation of cultural experiences

Established in Cycle: 2012-2013

(In response to Outcome 1, Measure 1 and Outcome 4, Measure 4) In this course, I emphasize evaluation and interpretation of cult...

Outc. 5: Articulation of individual and cultural differences

Students will articulate an understanding of individual and cultural differences and perspectives across the globe. (Humanities/Fine Arts)

Relevant Associations:

Standard Associations

SACSCOC 2012* Principles of Accreditation

2.7.1 The institution offers one or more degree programs based on at least 60 semester credit hours or the equivalent at the associate level; at least 120 semester credit hours or the equivalent at the baccalaureate level; or at least 30 semester credit hours or the equivalent at the post-baccalaureate, graduate, or professional level. If an institution uses a unit other than semester credit hours, it provides an explanation for the equivalency. ... (Program Length)

2.7.2 The institution offers degree programs that embody a coherent course of study that is compatible with its stated mission and is based upon fields of study appropriate to higher education. (Program Content)

2.7.3 In each undergraduate degree program, the institution requires the successful completion of a general education component at the collegiate level that (1) is a substantial component of each undergraduate degree,

- (2) ensures breadth of knowledge, and (3) is based on a coherent rationale. ... These credit hours are to be drawn from and include at least one course from each of the following areas: humanities/fine arts, social/behavioral sciences, and natural science/ mathematics. ... (General Education)
- 2.7.4 The institution provides instruction for all course work required for at least one degree program at each level at which it awards degrees. ... the institution demonstrates that it controls all aspects of its educational program. (See Commission policy "Core Requirement 2.7.4: Documenting an Alternate Approach.") (Course work for Degrees)
- 3.3.1.1 educational programs, to include student learning outcomes
- 3.5.1 The institution identifies college-level general education competencies and the extent to which students have attained them. (College-level competencies)

General Education Goals Associations

- 1.2 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.
- 3.2 Students will express orally or in writing a broad understanding of an array of issues relating to culture, society, creative expression, or the human experience.
- 4.1 Students will articulate an understanding of individual and cultural differences and perspectives across the globe.
- 4.2 Students will demonstrate the ability to make informed judgments in interpreting works of art, literature, or other aesthetic experiences of cultures throughout the world.
- 8.1 Students will articulate an understanding of individual and cultural differences and perspectives across the globe.
- 8.3 Students will demonstrate the ability to make informed judgments in interpreting works of art, literature, or other aesthetic experiences of cultures throughout the world.
- 9.1 Students will analyze, evaluate, and provide convincing reasons in support of conclusions and arguments.
- 9.2 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.
- 9.3 Students will demonstrate an ability to evaluate observations, inferences, or relationships in works under investigation.

Institutional Mission Associations

- 2 Dalton State offers targeted bachelor's degrees, a full range of associate's degrees and career certificate programs, and a wide variety of public service activities.

Related Measures

M 5: Measurement by a rubric evaluating the differences & perspectives of a multimedia research project (Spring 2013/Crisp)

Students will be measured by a rubric evaluating the differences and the perspectives components of a multimedia research project that requires students to explain individual or cultural differences as they are expressed by one artist, thinker, movement, or aesthetic object in depth, add information from at least 3 reliable digital and/or hard copy resources, cite all sources for information and images, and share their findings with their classmates during the unit into which their chosen topic falls. (Spring 2013/Crisp)

Source of Evidence: Project, either individual or group

Connected Document

[Research presentation rubric](#)

Target:

Seventy percent of the students will earn 75% or better on the differences and the perspectives components of a multimedia research project. (Spring 2013/Crisp)

Related Action Plans (by Established cycle, then alpha):

For full information, see the *Details of Action Plans* section of this report.

Continue to emphasize the importance of respecting and understanding cultural differences

Established in Cycle: 2012-2013

(Supports Outcome 5, Measure 5) I make sure students have access to the rubric and discuss this component in the presentation as...

Details of Action Plans for This Cycle (by Established cycle, then alpha)

Continue to emphasize the evaluation and interpretation of cultural experiences

(In response to Outcome 1, Measure 1 and Outcome 4, Measure 4) In this course, I emphasize evaluation and interpretation of cultural experiences by making the rubric available to students, explaining carefully in the assignment, and offering samples of quality work from previous semesters (with the former students' permission) along with my commentary on what the student work did well. I also spend time before each semester begins researching performances, art openings, and similar events at the college and in the area to give students a wide choice of events. I list these with free options highlighted, along with our local art museums and their free days, before the semester begins. Finally, I open a discussion topic for students to ask whether events they've discovered are appropriate and to list those events for their classmates' benefit if they are. I will continue to do all of these things.

For the two students who did not turn in the Cultural Event assignment, which measures Outcome 1, I will continue to emphasize the importance of keeping up with deadlines for online classes, and I will also continue to offer chances to recover by submitting this major assignment late.

Established in Cycle: 2012-2013

Implementation Status: Planned

Priority: High

Relationships (Measure | Student Learning Outcome):

Measure: Measurement by a rubric evaluating the evaluation/interpretation component on the Cultural Event Report (Spring 2013/Crisp) | **Student Learning Outcome:** Evaluation of works under investigation
Measure: Measurement by a rubric evaluating the experience evaluation & art interpretation of a Cultural Event Report (Spring 2013/Crisp) | **Student Learning Outcome:** Demonstration of the ability to make informed judgments in works of art, literature, and cultural experiences

Implementation Description: Before I teach the course again: include the rubric, assignment explanation, and samples from previous semesters in the new online class shell. Also, research events that will occur during that semester and update the lists of free and paying events. While teaching the class: monitor the "Cultural Event Options" discussion topic daily. Continue to remind students of deadlines using the announcements, and continue to offer students the chance to turn in this important assignment late.

Responsible Person/Group: Instructor

Continue to emphasize the importance of respecting and understanding cultural differences

(Supports Outcome 5, Measure 5) I make sure students have access to the rubric and discuss this component in the presentation assignment. I also bring up the value of looking at other perspectives in the discussions, starting with the first one of the semester. I will continue to do this in future semesters.

Established in Cycle: 2012-2013

Implementation Status: Finished

Priority: High

Relationships (Measure | Student Learning Outcome):

Measure: Measurement by a rubric evaluating the differences & perspectives of a multimedia research project (Spring 2013/Crisp) | **Student Learning Outcome:** Articulation of individual and cultural differences

Implementation Description: Before the term: include the rubric and presentation assignment in the new course shell During the term: emphasize the value of understanding other cultural perspectives in the discussions

Responsible Person/Group: Instructor

Continue to support students heavily early in the semester.

(Supports Outcome 2, Measure 2) I will make a point to give extensive feedback on the first discussion, both ongoing and publicly in the forum and then, once the discussion is done, privately to each student. I will also make sure to remind those who may not do well that first time that they have plenty of time to recover; that many grades means the first one or two can be formative, even with a grade attached, because no one discussion is a tremendous component of the class grade (2% each). At the same time, I will point out that it is more than worth the student's effort to do well on discussions, because taken together, they are 30% of the course grade. Then, when students do make the effort to improve and raise the caliber of the discussions, I will reward that both in terms of grades and in praise.

Established in Cycle: 2012-2013

Implementation Status: Planned

Priority: High

Relationships (Measure | Student Learning Outcome):

Measure: Measurement by rubrics evaluating the analysis and support components of a written discussion board analysis (Spring 2013/Crisp) | **Student Learning Outcome:** Analysis and evaluation of conclusions and arguments

Implementation Description: During the first three weeks of the semester, participate heavily in the discussions, pointing out good posts and asking students to add any missing pieces or depth from posts that are lacking. When the first two discussions are completed, give extensive, detailed feedback to each student.

Responsible Person/Group: Instructor

Expand students' citation style options

(Supports Outcome 3, Measure 3) Many of the students who took this class this term are nursing majors, and they are most used to APA style. The large group from nursing was a surprise, since I had not had many of those students before, but the college has just added a BSN which involves a very regimented schedule. I think I will see more of them in this online course, and there's really no reason to insist they use MLA style. I will change the assignment to allow either APA or MLA styles so that, if students are already skilled at one or the other, they can use those skills.

Established in Cycle: 2012-2013

Implementation Status: Finished

Priority: High

Relationships (Measure | Student Learning Outcome):

Measure: Measurement by a rubric evaluating the research and the citation components of a multimedia research project (Spring 2013/Crisp) | **Student Learning Outcome:** Utilization of technology and data to conduct research by citing informational sources

Implementation Description: Before the semester: change the assignment description and rubric to allow either APA or MLA style for citations Before the first presentations are graded: refresh my understanding of APA style.

Responsible Person/Group: Instructor

Additional Resources: A copy of the latest APA style manual, which I should be able to request as a desk copy

Work with embedded librarian to provide more support for student research

(Supports Outcome 3, Measure 3) Students had the opportunity to work with an "embedded librarian" in this class, and several of them approached him in the library (they knew his name and face because he is enrolled in the class with them), but one seemed not to understand scholarly research, and several had difficulties with proper citation. I will consult with him about making a video on citation available, and I will ask him if he will work with me to monitor a new discussion topic about research and citation. Students spend so much time in discussion boards in this class that it becomes a comfortable, familiar way for them to ask questions.

Established in Cycle: 2012-2013

Implementation Status: Finished

Priority: High

Relationships (Measure | Student Learning Outcome):

Measure: Measurement by a rubric evaluating the research and the citation components of a multimedia research project (Spring 2013/Crisp) | **Student Learning Outcome:** Utilization of technology and data to conduct research by citing informational sources

Implementation Description: Before the term begins: create or locate a video with closed captioning about doing

citations, create a discussion topic for research questions. During the term: monitor the research discussion board regularly, daily in the week before each unit's presentations are due.

Responsible Person/Group: Instructor Embedded librarian

Make discussion board and video

This semester, Spring 2015, I did work with embedded librarian David Brown again to include information on citations and research in the class resources. I did not, however, create a new discussion board specifically for research; I have now made one in the course shell so that it will be present the next time I roll the course over to teach again. I will also make a short video specifically about using parenthetical citations in text, especially for information and ideas that have been paraphrased, not quoted. Students seem to forget this, and a video might be more memorable, especially if I link to it in an announcement just before they hold a discussion requiring sources. This would allow them to practice before the research presentations.

Established in Cycle: 2014-2015

Implementation Status: Planned

Priority: High

Relationships (Measure | Student Learning Outcome):

Measure: Measurement by a rubric evaluating the research and the citation components of a multimedia research project (Spring 2013/Crisp) | **Student Learning Outcome:** Utilization of technology and data to conduct research by citing informational sources

Responsible Person/Group: Instructor/ embedded librarian

Additional Resources: None