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
Cultural Event Report rubric

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
3.5.1.1 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 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
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 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)

3.5.1 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,
Continue to emphasize the evaluation and interpretation of cultural experiences

(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):
<table>
<thead>
<tr>
<th>Measure</th>
<th>Student Learning Outcome</th>
<th>Implementation Description</th>
<th>Priority</th>
<th>Implementation Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Measurement by a rubric evaluating the evaluation/interpretation component on the Cultural Event Report</td>
<td>Articulation of individual and cultural differences</td>
<td>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 the &quot;Cultural Event Options&quot; 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.</td>
<td>High</td>
<td>Finished</td>
</tr>
<tr>
<td>Measurement by rubric evaluating the experience evaluation &amp; art interpretation of a Cultural Event Report</td>
<td>Demonstration of the ability to make informed judgments in works of art, literature, and cultural experiences</td>
<td>Before the term begins: create or locate a video with closed captioning about doing</td>
<td>High</td>
<td>Planned</td>
</tr>
<tr>
<td>Measurement by a rubric evaluating the differences &amp; perspectives of a multimedia research project</td>
<td>Analysis of conclusions and arguments</td>
<td>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.</td>
<td>High</td>
<td>Finished</td>
</tr>
<tr>
<td>Measurement by rubrics evaluating the analysis and support components of a written discussion board analysis</td>
<td>Analysis and evaluation of conclusions</td>
<td>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.</td>
<td>High</td>
<td>Planned</td>
</tr>
<tr>
<td>Measurement by a rubric evaluating the differences &amp; perspectives of a multimedia research</td>
<td>Utilization of technology and data to conduct research by citing informational sources</td>
<td>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 the &quot;Cultural Event Options&quot; 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.</td>
<td>High</td>
<td>Finished</td>
</tr>
<tr>
<td>Measurement by rubric evaluating the research and the citation components of a multimedia research</td>
<td>Utilization of technology and data to conduct research by citing informational sources</td>
<td>Before the term begins: create or locate a video with closed captioning about doing</td>
<td>High</td>
<td>Planned</td>
</tr>
<tr>
<td>Measurement by a rubric evaluating the experience evaluation &amp; art interpretation of a Cultural Event Report</td>
<td>Demonstration of the ability to make informed judgments in works of art, literature, and cultural experiences</td>
<td>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 the &quot;Cultural Event Options&quot; 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.</td>
<td>High</td>
<td>Finished</td>
</tr>
</tbody>
</table>
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