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| jscc logo | **Assessment Record** |

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| **Program:** | **Communications–English/Reading/Integrated RW** | **Assessment period:** | **Year Progress Report 2016-2017** |

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| |  | | --- | | **Program or Department Mission:** |   The mission of the Communications Department is to develop in students a desire for excellence in scholarship, an ability to communicate effectively and an appreciation for the humanities. The department endorses the college’s Mission Statement and strives to uphold its commitment to learning. | | | | | | | | |
| **Course Student Learning Outcomes & Assessment Plan RDG 085**  **General Education Objective**   * The student will demonstrate effective reading, writing and speaking skills.   **Division Level Outcome**   * Provide developmental mathematics and English courses that prepare students to succeed in freshmen-level courses.   **Department Level Outcomes**   1. Meet students’ needs by providing a variety of learning activities to address diverse learning styles. 2. Prepare students to continue their education at four-year institutions or to enter the workforce. 3. Offer courses that allow students to upgrade communication skills and knowledge for personal enrichment or for job advancement. 4. Maintain an informed and professional faculty.   **Course Outcomes Assessed**   * The student will demonstrate the ability to identify the main idea of a passage. * The student will demonstrate the ability to comprehend specific information in a passage, grasping key details that support the main idea. * The student will demonstrate the ability to comprehend details and ideas that are conveyed implicitly in a passage, and to understand connections and implications; inferences. * The student will demonstrate ability to recognize the purpose of a passage and understand how the author uses language to achieve that purpose, noting the author's tone and rhetorical strategies. | | | | | | | | |
| **Intended Outcomes** | **Means of Assessment** | | **Criteria for Success** | | **Summary & Analysis of Assessment Evidence** | | | **Use of Results** |
| The student will demonstrate the ability to identify the main idea of a passage. | ACCUPLACER Reading Comprehension Diagnostic  Passage-Based Reading: Main Idea  (see information below) | | **Direct Assessment:**  70 % of students reach a level of limited proficiency.  **Limited Proficiency (5–9)** Your performance on Passage-Based Reading: Main Idea suggests that while you have some skill in this area there is room for improvement. These questions test your ability to identify the main idea of a passage, distinguishing the main idea from supporting ideas or determining the central focus of a passage even when it is not explicitly stated. **Proficient (10–15)** Your performance on Passage-Based Reading: Main Idea suggests that you have well-developed skills in this area. These questions test your ability to identify the main idea of a passage, distinguishing the main idea from supporting ideas or determining the central focus of a passage even when it is not explicitly stated. | | Fall 2016-Summer 2017:  Number of Students Assessed  21 Students/1 Section  9/21 Students fulfilled this outcome.  43% of students produced writing with correct Standard English  Yearly Campus Summary  Number of Students Assessed:  Shelby (4 sections): 9/21 43%  Jefferson (0 sections):  Clanton (0 sections):  Pell City (0 sections): | | | Going forward, we will assess more of these classes. This is not a large enough number to give feedback on. The low percentage of performance here may be due in part to the change to the ACCUPLACER as the official assessment means. We will need to look at the use of PLATO as the preparation tool for this class and the assessment use. |
| The student will demonstrate the ability to comprehend specific information in a passage, grasping key details that support the main idea. | ACCUPLACER Reading Comprehension Diagnostic  Passage-Based Reading: Supporting Detail(see information below) | | **Limited Proficiency (5–9)** Your performance on Passage-Based Reading: Supporting Detail suggests that while you have some skill in this area there is room for improvement. These questions test your ability to comprehend specific information in a passage, grasping key details that support the main idea. **Proficient (10–15)** Your performance on Passage-Based Reading: Supporting Detail suggests that you have well-developed skills in this area. These questions test your ability to comprehend specific information in a passage, grasping key details that support the main idea. | | Fall 2016-Summer 2017:  Number of Students Assessed  21 Students/1 Section  16/21 Students fulfilled this outcome.  76% of students produced writing with correct Standard English  Yearly Campus Summary  Number of Students Assessed:  Shelby (4 sections): 16/21 76%  Jefferson (0 sections):  Clanton (0 sections):  Pell City (0 sections): | | | Going forward, we will assess more of these classes. This is not a large enough number to give feedback on. The low percentage of performance here may be due in part to the change to the ACCUPLACER as the official assessment means. We will need to look at the use of PLATO as the preparation tool for this class and the assessment use. |
| The student will demonstrate the ability to comprehend details and ideas that are conveyed implicitly in a passage, and to understand connections and implications; inferences. | ACCUPLACER Reading Comprehension Diagnostic  Passage-Based Reading: Inference (information below) | | **Limited Proficiency (5–9)** Your performance on Passage-Based Reading: Inference suggests that while you have some skill in this area there is room for improvement. These questions test your ability to comprehend details and ideas that are conveyed implicitly in a passage, and to understand connections and implications. **Proficient (10–15)** Your performance on Passage-Based Reading: Inference suggests that you have well-developed skills in this area. These questions test your ability to comprehend details and ideas that are conveyed implicitly in a passage, and to understand connections and implications. | | Fall 2016-Summer 2017:  Number of Students Assessed  21 Students/1 Section  10/21 Students fulfilled this outcome.  48% of students produced writing with correct Standard English  Yearly Campus Summary  Number of Students Assessed:  Shelby (4 sections): 10/21 48%  Jefferson (0 sections):  Clanton (0 sections):  Pell City (0 sections): | | | Going forward, we will assess more of these classes. This is not a large enough number to give feedback on. The low percentage of performance here may be due in part to the change to the ACCUPLACER as the official assessment means. We will need to look at the use of PLATO as the preparation tool for this class and the assessment use. |
| The student will demonstrate ability to recognize the purpose of a passage and understand how the author uses language to achieve that purpose, noting the author's tone and rhetorical strategies. | ACCUPLACER Reading Comprehension Diagnostic  Passage-Based Reading: Author’s Purpose/Rhetorical Strategies | | **Limited Proficiency (5–9)** Your performance on Passage-Based Reading: Author’s Purpose/Rhetorical Strategies suggests that while you have some skill in this area there is room for improvement. These questions test your ability to recognize the purpose of a passage and understand how the author uses language to achieve that purpose, noting the author’s tone and rhetorical strategies. **Proficient (10–15)** Your performance on Passage-Based Reading: Author’s Purpose/Rhetorical Strategies suggests that you have well-developed skills in this area. These questions test your ability to recognize the purpose of a passage and understand how the author uses language to achieve that purpose, noting the author’s tone and rhetorical strategies | | Fall 2016-Summer 2017:  Number of Students Assessed  21 Students/1 Section  14/21 Students fulfilled this outcome.  67% of students produced writing with correct Standard English  Yearly Campus Summary  Number of Students Assessed:  Shelby (4 sections): 14/21 67%  Jefferson (0 sections):  Clanton (0 sections):  Pell City (0 sections): | | | Going forward, we will assess more of these classes. This is not a large enough number to give feedback on. The low percentage of performance here may be due in part to the change to the ACCUPLACER as the official assessment means. We will need to look at the use of PLATO as the preparation tool for this class and the assessment use. |
| **Plan Submission Date: September 6, 2017** | | | | | **Submitted By: Communications Department** | | | |
| **Rubric Information:**  **Diagnostic Reading Comprehension Test Diagnostic Reading Comprehension Domains Number of Questions**  Passage-Based Reading: Main Idea 8  Passage-Based Reading: Supporting Detail 8  Sentence Relationships 8  Passage-Based Reading: Inference 8  Passage-Based Reading: Author’s Purpose/Rhetorical Strategies 8  **Proficiency Statements – Diagnostic Reading Comprehension Test Categorical Score (Score Range) Passage-Based Reading: Main Idea**  **Needs Improvement (1–4)** Your performance on Passage-Based Reading: Main Idea suggests that you need to improve significantly in this area. These questions test your ability to identify the main idea of a passage, distinguishing the main idea from supporting ideas or determining the central focus of a passage even when it is not explicitly stated. **Limited Proficiency (5–9)** Your performance on Passage-Based Reading: Main Idea suggests that while you have some skill in this area there is room for improvement. These questions test your ability to identify the main idea of a passage, distinguishing the main idea from supporting ideas or determining the central focus of a passage even when it is not explicitly stated. **Proficient (10–15)** Your performance on Passage-Based Reading: Main Idea suggests that you have well-developed skills in this area. These questions test your ability to identify the main idea of a passage, distinguishing the main idea from supporting ideas or determining the central focus of a passage even when it is not explicitly stated. ACCUPLACER Program Manual – June 2015 Page 61  **Passage-Based Reading: Supporting Detail**  **Needs Improvement (1–4)** Your performance on Passage-Based Reading: Supporting Detail suggests that you need to improve significantly in this area. These questions test your ability to comprehend specific information in a passage, grasping key details that support the main idea. **Limited Proficiency (5–9)** Your performance on Passage-Based Reading: Supporting Detail suggests that while you have some skill in this area there is room for improvement. These questions test your ability to comprehend specific information in a passage, grasping key details that support the main idea. **Proficient (10–15)** Your performance on Passage-Based Reading: Supporting Detail suggests that you have well-developed skills in this area. These questions test your ability to comprehend specific information in a passage, grasping key details that support the main idea.  **Sentence Relationships**  **Needs Improvement (1–4)** Your performance on Sentence Relationships suggests that you need to improve significantly in this area. These questions test your ability to understand the relationship between two sentences, determining how they function with respect to one another and perceiving patterns of organization. **Limited Proficiency (5–9)** Your performance on Sentence Relationships suggests that while you have some skill in this area there is room for improvement. These questions test your ability to understand the relationship between two sentences, determining how they function with respect to one another and perceiving patterns of organization. **Proficient (10–15)** Your performance on Sentence Relationships suggests that you have well-developed skills in this area. These questions test your ability to understand the relationship between two sentences, determining how they function with respect to one another and perceiving patterns of organization. ACCUPLACER Program Manual – June 2015 Page 62  **Passage-Based Reading: Inference**  **Needs Improvement (1–4)** Your performance on Passage-Based Reading: Inference suggests that you need to improve significantly in this area. These questions test your ability to comprehend details and ideas that are conveyed implicitly in a passage, and to understand connections and implications. **Limited Proficiency (5–9)** Your performance on Passage-Based Reading: Inference suggests that while you have some skill in this area there is room for improvement. These questions test your ability to comprehend details and ideas that are conveyed implicitly in a passage, and to understand connections and implications. **Proficient (10–15)** Your performance on Passage-Based Reading: Inference suggests that you have well-developed skills in this area. These questions test your ability to comprehend details and ideas that are conveyed implicitly in a passage, and to understand connections and implications.  **Passage-Based Reading: Author’s Purpose/Rhetorical Strategies**  **Needs Improvement (1–4)** Your performance on Passage-Based Reading: Author’s Purpose/Rhetorical Strategies suggests that you need to improve significantly in this area. These questions test your ability to recognize the purpose of a passage and understand how the author uses language to achieve that purpose, noting the author’s tone and rhetorical strategies. **Limited Proficiency (5–9)** Your performance on Passage-Based Reading: Author’s Purpose/Rhetorical Strategies suggests that while you have some skill in this area there is room for improvement. These questions test your ability to recognize the purpose of a passage and understand how the author uses language to achieve that purpose, noting the author’s tone and rhetorical strategies. **Proficient (10–15)** Your performance on Passage-Based Reading: Author’s Purpose/Rhetorical Strategies suggests that you have well-developed skills in this area. These questions test your ability to recognize the purpose of a passage and understand how the author uses language to achieve that purpose, noting the author’s tone and rhetorical strategies | | | | | | | | |
| **Course Student Learning Outcomes & Assessment Plan ENR 094**  **General Education Objective**   * The student will demonstrate effective reading, writing and speaking skills.   **Division Level Outcome**   * Provide developmental mathematics and English courses that prepare students to succeed in freshmen-level courses.   **Department Level Outcomes**   1. Meet students’ needs by providing a variety of learning activities to address diverse learning styles. 2. Prepare students to continue their education at four-year institutions or to enter the workforce. 3. Offer courses that allow students to upgrade communication skills and knowledge for personal enrichment or for job advancement. 4. Maintain an informed and professional faculty.   **Course Outcomes Assessed**   * The student will demonstrate the ability to write a multi-paragraph essay that demonstrates adequate organization, development, reasoning, grammar, and mechanics to be prepared for college-level writing. * The student will demonstrate reading comprehension competence appropriate for college-level reading. | | | | | | | | |
| **Intended Outcomes** | **Means of Assessment** | | **Criteria for Success** | | **Summary & Analysis of Assessment Evidence** | | | **Use of Results** |
| The student will demonstrate reading comprehension competence appropriate for college-level reading. | Reading Comprehension Assessment  (ACCUPLACER or other) | | Direct Assessment:  70 % of students reach a level of limited proficiency.  Passage-based Reading:  Main Idea  Passage-based Reading:  Supporting Detail  Sentence Relationships: relationships, including patterns of organization  Passage-based Reading:  Inference  Passage-based Reading:  Author's Purpose/Rhetorical Strategies and tone  ACCUPLACER reading comprehension score of 70-120 (score required for exemption from developmental reading) or comparable assessment score | | Fall 2016-Summer 2017:  Number of Students Assessed  25 Students/2 Sections  12/25 Students fulfilled this outcome.  48% of students produced writing with correct Standard English  Yearly Campus Summary  Number of Students Assessed:  Shelby (1 sections): 3/12 (25%)  Jefferson (1 sections): 9/13 (69%)  Clanton (0 sections):  Pell City (0 sections): | | | This is a new class to our college. We will begin assessing these classes more fully as we add sections. This number only represents the Spring semester of 2016-2017. We will also look into the best methods of assessment here. One instructor used ACCUPLACER while another instructor used a portfolio of writing to determine the criteria. As we move into the new year with more classes, the instructors of this class will meet to determine the best methods of success and the best intended outcomes. |
| The student will demonstrate the ability to write a multi-paragraph essay that demonstrates adequate organization, development, reasoning, grammar, and mechanics to be prepared for college-level writing. | ACCUPLACER  WritePlacer  or other essay assessment | | 70% of students will score a 5 or higher on the WritePlacer or comparable results on written assessment.  The essay demonstrates adequate mastery of on-demand essay writing.  \* Purpose and Focus: The extent to which the writer presents information in a unified and coherent manner, clearly addressing the issue.  \* Organization and Structure: The extent to which the writer orders and connects ideas.  \* Development and Support: The extent to which the writer develops and supports ideas.  \* Sentence Variety and Style: The extent to which the writer crafts sentences and paragraphs, demonstrating control of vocabulary, voice, and structure.  \* Mechanical Conventions: The extent to which the writer expresses ideas using Standard English.  \* Critical Thinking: The extent to which the writer communicates a point of view and demonstrates reasoned relationships among ideas. | | Fall 2016-Summer 2017:  Number of Students Assessed  25 Students/2 Sections  14/25 Students fulfilled this outcome.  56% of students produced writing with correct Standard English  Yearly Campus Summary  Number of Students Assessed:  Shelby (1 sections): 5/12 (42%)  Jefferson (1 sections): 9/13 (69%)  Clanton (0 sections):  Pell City (0 sections): | | | This is a new class to our college. We will begin assessing these classes more fully as we add sections. This number only represents the Spring semester of 2016-2017. We will also look into the best methods of assessment here. One instructor used ACCUPLACER while another instructor used a portfolio of writing to determine the criteria. As we move into the new year with more classes, the instructors of this class will meet to determine the best methods of success and the best intended outcomes. |
| **Plan Submission Date:** | | | | | **Submitted By: Communications Department** | | | |
| **Course Student Learning Outcomes & Assessment Plan ENG 093**  General Education Objective   1. The student will demonstrate effective reading, writing, and speaking skills. 2. The student will demonstrate ability to apply reasoning and logic to assess ideas and situations, support positions, draw conclusions, and solve problems. 3. The student will demonstrate ability to identify, analyze, organize, and synthesize credible resources in a manner that respects intellectual property.   Transfer/General Studies Division Outcomes   1. Provide transferable general education courses that prepare students to succeed in upper level programs of study. 2. Provide transferable general education courses that fulfill the general studies requirements of the college’s Associate in Science, Associate in Arts, and Associate in Applied Science degrees. 3. Provide developmental mathematics and English courses that prepare students to succeed in freshman-level courses.   Communications Department Level Outcomes   1. Meet students’ needs by providing a variety of learning activities to address diverse learning styles. 2. Prepare students to continue their education at four-year institutions or to enter the workforce. 3. Offer courses that allow students to upgrade communication skills and knowledge for personal enrichment or for job advancement. 4. Maintain an informed and professional faculty.   **Course Outcomes Assessed**  **Students will:**   * **Understand Standard English grammar and apply this to their writing.** * **Develop a thesis statement using specific examples, facts, or details.** * **The student creates coherent, cohesive, and supportive body paragraphs.** * **Students will be able to exhibit a variety of sentence structures (simple, compound, complex) written with correct mechanics.** | | | | | | | | |
| **Intended Outcomes** | **Means of Assessment** | | **Criteria for Success** | | **Summary & Analysis of Assessment Evidence** | | | **Use of Results** |
| Students will understand Standard English grammar and apply this to their writing. | Direct Assessment:  Assess one essay for correct use of Standard English. | | **Direct Assessment:**  70 % of students reach at least a “Satisfactory” level:  **Excellent:** No major errors and only a few minor grammatical notes.  **Satisfactory:** Some major errors, but not enough to affect the clarity, flow, and purpose of paper.  **Unsatisfactory:** Many major errors that affect the clarity, flow, and purpose of the paper. | | Fall 2016-Summer 2017:  Number of Students Assessed  164 Students/11 Sections  123/160 Students fulfilled this outcome.  77% of students produced writing with correct Standard English  Yearly Campus Summary  Number of Students Assessed:  Shelby (3 sections): 37/45 (82%)  Jefferson (5 sections): 52/76 (68%)  Clanton (3 sections): 34/39 (87%)  Pell City (0 sections): | | | Most students are performing at an acceptable level in the grammar area, and the percentage of overall performance is down 1% from last year. Instructors used both in-class workshops and online aids like LearningCurve or MyWritingLab to give students extra practice.  The root of good writing is the ability to use Standard English grammar and this is the class to really encourage success with this, so instructors will continue to use peer review, teacher review and workshops to help students. |
| The student develops a thesis statement using specific examples, facts, or details. | Direct Assessment:  Evaluate one essay to assess ability to express a central idea, which requires support, in a multi-paragraph essay. | | **Direct Assessment:**  70% of students reach at least a “Satisfactory” level:  **Excellent:** Thoughtful and unified thesis with an ability to hold scope of entire paper  **Satisfactory:** Thesis presents topic satisfactorily setting up paper idea.  **Unsatisfactory:** Thesis not unified and does not create a basic structure for the paper. | | Fall 2016-Summer 2017:  Number of Students Assessed  164 Students/11 Sections  129/162 Students fulfilled this outcome.  80% of students produced writing with correct Standard English  Yearly Campus Summary  Number of Students Assessed:  Shelby (3 sections): 37/47 (79%)  Jefferson (5 sections): 60/76 (79%)  Clanton (3 sections): 32/39 (82%)  Pell City (0 sections): | | | The success percentage here is up another 3% from last year. Many teachers continued to find success in creating drafting days or workshops to amplify drafts during class with the teacher as an assist. The foundation was solidly laid by the instructor and many students followed suit. All campus statistics were around the same percentage, so there is no outlier. |
| The student creates coherent, cohesive, and supportive body paragraphs. | Direct Assessment:  Assess one essay for student ability to identify and express a clear topic for each paragraph with appropriate transition devices, and create coherent and cohesive content. | | **Direct Assessment:**  70% of students reach at least a “Satisfactory” level.  **Excellent:** Topic sentences and conclusion sentences in all body paragraphs that cohesively contain paragraph topic and illustrate logical transition. There are two or more completely supported subtopics within paragraphs that are logical and cohesive.  **Satisfactory:** A general understanding and presentation of topic and conclusion sentences for body paragraphs that mostly suggest logical transition. At least two supported subtopics within paragraphs that suggest a cohesive idea.  **Unsatisfactory:** A lack of ability to write cohesive topic and conclusion sentences for body paragraphs and a lack of transitions present. One or two subtopics that only mention evidence in body paragraphs and do not substantially create a cohesive idea. | | Fall 2016-Summer 2017:  Number of Students Assessed  164 Students/11 Sections  113/157 Students fulfilled this outcome.  72% of students produced writing with correct Standard English  Yearly Campus Summary  Number of Students Assessed:  Shelby (3 sections): 37/47 (79%)  Jefferson (5 sections): 60/76 (79%)  Clanton (3 sections): 32/39 (82%)  Pell City (0 sections): | | | This success rate went down from last year, but the SLO was a bit different. This year, the creation of topic sentences and coherent body sentences together was assessed as a whole, so a comparison from last year’s success is not valid. Draft days continue to be utilized so that many students brought questions to class about their progress. We will continue to monitor the success rate as this new SLO is assessed for this three-year cycle. |
| Students will be able to exhibit a variety of sentence structures (simple, compound, complex) written with correct mechanics. | Direct Assessment: Assess one essay for levels of sentence variety. | | **Direct Assessment:**  70% of students reach at least a “Satisfactory” level:  ***Excellent:*** Use of all varieties of structures with clear and correct mechanics.  ***Satisfactory:*** Use of some sentence variety with clear and correct mechanics.  ***Unsatisfactory:*** Use of only simple sentences or some variety but with incorrect mechanics. | | Fall 2016-Summer 2017:  Number of Students Assessed  164 Students/11 Sections  121/164 Students fulfilled this outcome.  74% of students produced writing with correct Standard English  Yearly Campus Summary  Number of Students Assessed:  Shelby (3 sections): 40/49 (82%)  Jefferson (5 sections): 51/76 (67%)  Clanton (3 sections): 30/39 (77%)  Pell City (0 sections): | | | The percentage of success remained the same here from last year. Although the individual campus percentages change a bit, the smaller class size seems to warrant better results from students. Like grammar instruction, instructors will continue working on sentence level revision instead of spot editing. |
| **Plan submission date: September 6, 2017** | | | | | **Submitted by: Communications Department** | | | |
| **Course Student Learning Outcomes & Assessment Plan ENG 101**  **Composition I Course Level Outcomes Assessment Rubric (Included at end of this assessment document)**  General Education Objective  1. The student will demonstrate effective reading, writing, and speaking skills.  2. The student will demonstrate ability to apply reasoning and logic to assess ideas and situations, support positions, draw conclusions, and solve problems.  3. The student will demonstrate ability to identify, analyze, organize, and synthesize credible resources in a manner that respects intellectual property.  Transfer/General Studies Division Outcomes  1. Provide transferable general education courses that prepare students to succeed in upper level programs of study.  2. Provide transferable general education courses that fulfill the general studies requirements of the college’s Associate in Science, Associate in Arts, and  Associate in Applied Science degrees.  3. Provide developmental mathematics and English courses that prepare students to succeed in freshman-level courses.  Communications Department Level Outcomes  1. Meet students’ needs by providing a variety of learning activities to address diverse learning styles.  2. Prepare students to continue their education at four-year institutions or to enter the workforce.  3. Offer courses that allow students to upgrade communication skills and knowledge for personal enrichment or for job advancement.  4. Maintain an informed and professional faculty.  Course Outcomes Assessed  Students will:   * **Write a unified, specific thesis.** * **Write an essay with a unified and clear organization.** * **Students will correctly integrate primary and secondary sources into an essay.** | | | | | | | | |
| **Intended Outcomes** | | **Means of Assessment** | | **Criteria for Success** | | **Summary & Analysis of Assessment Evidence** | **Use of Results** | |
| SLO 1: The student will write a unified, specific thesis. | | Evaluation 1: Essay with a thesis that carefully directs the ideas of the paper and accurately predicts the structure of the paper. Rubric attached. | | Eval 1:  70% of students’ essays meet a Satisfactory evaluation on the rubric | | Fall 2016 – Summer 2017:  Number of Students Assessed  650 and 632 Students assessed/33 sections  504/633 students fulfilled this outcome on the beginning paper.  (80%)  550/624 students fulfilled this outcome on the ending paper. (88%)  Yearly Campus Summary  Number of Students Assessed  Shelby (13 sections): 211/214 (77%)  223/255 (87%)  Jefferson (9 sections): 102/133 (77%)  130/160 (81%)  Clanton (7 sections): 118/142 (83%)  119/127 (94%)  Pell City (3 sections): 48/58 (83%)  53/57 (93%)  Dual Enrollment Off-Campus (1 sections): 25/25 (100%)  25/25 (100%) | This SLO was the old second SLO from our last 3-year cycle. The numbers raised 6% in the first paper and 4% on the ending paper assessment from last year. Use of new open source texts and continued instructor workshops help tweak the development of a strong thesis. It is also very encouraging to see the student success rate from the first to the last paper here – in just this year, there was an 8% improvement illustrating an upward movement in student success. Each campus reports a growth in student success at between a 4-11% change for the better. | |
| SLO 2: Students will write an essay with a unified and clear organization. | | Evaluation 2: Essay that begins with an introductory paragraph that engages the reader, creates a bridge to the main idea, and contains the thesis sentence. The essay will have body paragraphs that have a clear topic sentence, show unity in ideas (one main idea and focus), show coherence of ideas (transitions, logical order), and use appropriate evidence in support of the main idea. The essay will have a concluding paragraph that reaffirms main points, but is not too redundant and ties the paper together with a thought provoking ending.  Rubric attached. | | Eval 2:  70% of students’ essays meet a Satisfactory evaluation on the rubric | | Fall 2016-Summer 2017:  Number of Students Assessed  650 and 632 Students assessed/33 sections  483/632 students fulfilled this outcome on the beginning paper. (76%)  521/608 students fulfilled this outcome on the ending paper. (86%)  Yearly Campus Summary  Number of Students Assessed on beginning papers and ending papers:  Shelby (13 sections): 207/274 (76%)  219/255 (86%)  Jefferson (9 sections): 96/133 (72%)  132/159 (83%)  Clanton (7 sections): 110/142 (77%)  119/127 (94%)  Pell City (3 sections): 51/58 (88%)  57/57 (89%)  Dual En. Off Campus (1 sections): 21/25 (84%)  2nd Trial not Applicable | As noted in last year’s report, this SLO is now a combination of the introduction/conclusion writing and the body paragraph writing. The department felt this overall comprehensive look at the flow between all paragraphs of the paper was the best assessment venture. Since this is a new type of assessment, we will begin looking at the change in data after this year. However, the 10% change within the semester here continues to be encouraging and continues to show student movement toward success. Each campus also had a nice improvement in percent increase as well – many teachers do instructor workshops that students truly take advantage of. | |
| SLO 3: Students will correctly integrate primary and secondary sources into an essay. | | Evaluation 3: Essay with an ability to contextualize a work or idea that involves research and the incorporation of both primary and acceptable secondary sources, properly documented according to MLA standards.  Rubric attached. | | Eval 3:  70% of students’ essays meet a Satisfactory evaluation on the rubric | | Fall 2016-Summer 2017:  Number of Students Assessed  650 and 632 Students assessed/33 sections  363/493 students fulfilled this outcome on the beginning paper. (74%)  441/544 students fulfilled this outcome on the ending paper. (80%)  Yearly Campus Summary  Number of Students Assessed on beginning papers and ending papers:  Shelby (13 sections): 159/220 (72%)  172/217 (79%)  Jefferson (8 sections): 70/121 (58%)  91/127 (72%)  Clanton (7 sections): 56/68 (82%)  114/127 (90%)  Pell City (3 sections): 48/59 (81%)  53/57 (93%)  Dual En. Off Campus (1 sections): 22/25 (88%)  2nd Trial not Applicable | This is a new SLO that the department decided to add because students were leaving both ENG 101 and 102 without proper success in using sources. This was seen in the poor performance in the literature classes, so this is now a concern and SLO point for these composition classes. Since this is a new type of assessment, we will begin looking at the change in data after this year. However, the 6% change within the semester here continues to be encouraging and continues to show student movement toward success. Each campus shows an upward percentage change from the first and last papers, so this is very encouraging. | |
| **Plan submission date: September 6, 2017** | | | | | | **Submitted by: Communications Department** | | |

**Sample Assessment Rubric for Essays**

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|  | Thesis | Organization in Introduction, Body and Conclusion | Quotes/Source Usage |
| **Very Good /Above Average**  **(exceeds standards)** | Excellently thought out thesis containing all the essential elements and presenting an insightful subject and argument; thesis accurately predicts structure of paper | Clear topic sentence, varied in approach to addressing subject with ties to the overall argument and transitions to unify paragraphs; well-developed argument that is fully supported and thoughtfully explained with examples and quotations as appropriate; insightful conclusion sentence that successfully closes topic.  Coherence and unity between the setup of the argument in the introduction paragraph (that engages the reader, creates a bridge to main idea, and contains the thesis sentence), its fulfillment in the subsequent body paragraphs, and the concluding paragraph that reaffirms main points, but is not too redundant and ties up the paper with a thought-provoking ending. The essay will have very few minor grammatical notes or no errors at all. | Appropriately used material from both primary and secondary sources that fully supports the ideas noted. The material is introduced and cited flawlessly, and is explained into the context of the paragraph. |
| **Good/Satisfactory**  **(meets standards)** | Thesis presents a subject and argument | Addresses subject with ties to the overall argument; developed argument that is supported and explained with examples; conclusion sentence used. Mostly coherent and unified between the setup of the argument and its fulfillment in subsequent paragraphs with a conclusion paragraph that reaffirms main points. The essay may have a few minor grammatical notes and an instance or two of a major error. | Material used from both primary and secondary sources that supports ideas noted. There is a beginning understanding with simple introductions used and most material is cited correctly, with simple integration into the context of the paragraph. |
| **Unsatisfactory/Needs Improvement**  **(does not meet established standards)** | Thesis missing or missing key elements | Missing or weak ties to overall argument and/or does not set up or conclude topic clearly; simple argument that leaves the reader without enough evidence to fully believe topics; argument not fully developed or supported; no conclusion sentence used .Flawed structure in order of importance or order not followed from thesis. The essay might have numerous minor grammatical notes and/or several instances of major errors; exceeds the limit of major errors | Material used has few ties to topics and/or is not incorporated in topic; inadequate use of sources, may be cited incorrectly or not cited. |

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| **Course Student Learning Outcomes & Assessment Plan ENG 102**  **Composition I Course Level Outcomes Assessment Rubric (Included at end of this assessment document)**  General Education Objective  1. The student will demonstrate effective reading, writing, and speaking skills.  2. The student will demonstrate ability to apply reasoning and logic to assess ideas and situations, support positions, draw conclusions, and solve problems.  3. The student will demonstrate ability to identify, analyze, organize, and synthesize credible resources in a manner that respects intellectual property.  Transfer/General Studies Division Outcomes  1. Provide transferable general education courses that prepare students to succeed in upper level programs of study.  2. Provide transferable general education courses that fulfill the general studies requirements of the college’s Associate in Science, Associate in Arts, and  Associate in Applied Science degrees.  3. Provide developmental mathematics and English courses that prepare students to succeed in freshman-level courses.  Communications Department Level Outcomes  1. Meet students’ needs by providing a variety of learning activities to address diverse learning styles.  2. Prepare students to continue their education at four-year institutions or to enter the workforce.  3. Offer courses that allow students to upgrade communication skills and knowledge for personal enrichment or for job advancement.  4. Maintain an informed and professional faculty.  Course Outcomes Assessed  Students will:   * **Write a unified, specific thesis.** * **Write an essay with a unified and clear organization.** * **Correctly integrate primary and secondary sources into an essay.** | | | | |
| **Intended Outcomes** | **Means of Assessment** | **Criteria for Success** | **Summary & Analysis of Assessment Evidence** | **Use of Results** |
| The student will write a unified, specific thesis. | One essay exhibits stages of composition process | At least one essay accompanied by brainstorming notes, an outline, a rough draft, and a final draft | Fall 2016 – Summer 2017:  Number of Students Assessed  381 and 360 Students assessed/18 sections  309/380 students fulfilled this outcome on the beginning paper. (81%)  319/360 students fulfilled this outcome on the ending paper. (89%)  Yearly Campus Summary  Number of Students Assessed on beginning papers and ending papers:  Shelby (9 sections): 166/199 (83%)  169/194 (87%)  Jefferson (3 sections): 28/47 (60%)  29/35 (83%)  Clanton (4 sections): 78/88 (89%)  79/85 (93%)  Pell City (2 sections): 37/46 (80%)  42/46 (91%) | This SLO was the old second SLO from our last 3-year cycle. Use of new open source texts and continued instructor workshops help tweak the development of a strong thesis. It is also very encouraging to see the student success rate from the first to the last paper here – in just this year, there was an 8% improvement illustrating an upward movement in student success. Overall, each campus experienced higher student growth on the final assessment. |
| The student will write an essay with a unified and clear organization. | Essay with a thesis that carefully directs the ideas of the papers and accurately predicts the structure of the papers  Rubric included at end of report. | 70% of students’ essays exhibit a satisfactory thesis | Fall 2016 – Summer 2017:  Number of Students Assessed  381 and 360 Students assessed/18 sections  292/381 students fulfilled this outcome on the beginning paper. (77%)  316/360 students fulfilled this outcome on the ending paper. (88%)  Yearly Campus Summary  Number of Students Assessed on beginning papers and ending papers:  Shelby (9 sections): 156/199 (78%)  164/194 (85%)  Jefferson (3 sections): 24/48 (50%)  29/35 (83%)  Clanton (4 sections): 77/88 (88%)  80/85 (94%)  Pell City (2 sections): 35/46 (76%)  43/46 (93%) | As noted in last year’s report, this SLO is now a combination of the introduction/conclusion writing and the body paragraph writing. The department felt this overall comprehensive look at the flow between all paragraphs of the paper was the best assessment venture. Since this is a new type of assessment, we will begin looking at the change in data after this year. However, the 11% change within the semester here continues to be encouraging and continues to show student movement toward success. Each campus experienced a growth in student success from the first to the last instance of writing here. |
| Students will correctly integrate primary and secondary sources into an essay. | Essays that have clear topic sentences, show unity in ideas (one main idea and focus), show coherence of ideas (transitions, logical order), and use appropriate evidence in support of the main idea  Rubric included at end of report. | 70% of students’ essays exhibit satisfactory body paragraphs | Fall 2016 – Summer 2017:  Number of Students Assessed  381 and 360 Students assessed/18 sections  296/358 students fulfilled this outcome on the beginning paper. (83%)  302/359 students fulfilled this outcome on the ending paper. (84%)  Yearly Campus Summary  Number of Students Assessed on beginning papers and ending papers:  Shelby (9 sections): 162/199 (81%)  157/194 (81%)  Jefferson (3 sections): 19/25 (76%)  24/34 (71%)  Clanton (4 sections): 77/88 (88%)  77/85 (91%)  Pell City (2 sections): 38/46 (83%)  44/46 (96%) | This is a new SLO that the department decided to add because students were leaving both ENG 101 and 102 without proper success in using sources. This was seen in the poor performance in the literature classes, so this is now a concern and SLO point for these composition classes. Since this is a new type of assessment, we will begin looking at the change in data after this year. However, the 1% change within the semester here, even though a small change, continues to be encouraging and continues to show student movement toward success. Although one campus experienced a drop in achievement, this SLO is one that the English department has been trying to help students with the most. This will be a work in progress and it will be a true test for instructors to continue to raise the bar when helping students understand how to use sources properly. |
| **Plan submission date: September 6, 2017** | | | **Submitted by: Communications Department** | |

**Sample Assessment Rubric for Essays**

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|  | Thesis | Organization in Introduction, Body and Conclusion | Quotes/Source Usage |
| **Very Good /Above Average**  **(exceeds standards)** | Excellently thought out thesis containing all the essential elements and presenting an insightful subject and argument; thesis accurately predicts structure of paper | Clear topic sentence, varied in approach to addressing subject with ties to the overall argument and transitions to unify paragraphs; well-developed argument that is fully supported and thoughtfully explained with examples and quotations as appropriate; insightful conclusion sentence that successfully closes topic.  Coherence and unity between the setup of the argument in the introduction paragraph (that engages the reader, creates a bridge to main idea, and contains the thesis sentence), its fulfillment in the subsequent body paragraphs, and the concluding paragraph that reaffirms main points, but is not too redundant and ties up the paper with a thought-provoking ending. The essay will have very few minor grammatical notes or no errors at all. | Appropriately used material from both primary and secondary sources that fully supports the ideas noted. The material is introduced and cited flawlessly, and is explained into the context of the paragraph. |
| **Good/Satisfactory**  **(meets standards)** | Thesis presents a subject and argument | Addresses subject with ties to the overall argument; developed argument that is supported and explained with examples; conclusion sentence used. Mostly coherent and unified between the setup of the argument and its fulfillment in subsequent paragraphs with a conclusion paragraph that reaffirms main points. The essay may have a few minor grammatical notes and an instance or two of a major error. | Material used from both primary and secondary sources that supports ideas noted. There is a beginning understanding with simple introductions used and most material is cited correctly, with simple integration into the context of the paragraph. |
| **Unsatisfactory/Needs Improvement**  **(does not meet established standards)** | Thesis missing or missing key elements | Missing or weak ties to overall argument and/or does not set up or conclude topic clearly; simple argument that leaves the reader without enough evidence to fully believe topics; argument not fully developed or supported; no conclusion sentence used .Flawed structure in order of importance or order not followed from thesis. The essay might have numerous minor grammatical notes and/or several instances of major errors; exceeds the limit of major errors | Material used has few ties to topics and/or is not incorporated in topic; inadequate use of sources, may be cited incorrectly or not cited. |

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| **Course Student Learning Outcomes & Assessment Plan ENG 251**  **Literature Course Level Outcomes Assessment Rubric (Included at end of this assessment document)**  General Education Objective  1. The student will demonstrate effective reading, writing, and speaking skills.  2. The student will demonstrate ability to apply reasoning and logic to assess ideas and situations, support positions, draw conclusions, and solve problems.  3. The student will demonstrate ability to identify, analyze, organize, and synthesize credible resources in a manner that respects intellectual property.  Transfer/General Studies Division Outcomes  1. Provide transferable general education courses that prepare students to succeed in upper level programs of study.  2. Provide transferable general education courses that fulfill the general studies requirements of the college’s Associate in Science, Associate in Arts, and  Associate in Applied Science degrees.  3. Provide developmental mathematics and English courses that prepare students to succeed in freshman-level courses.  Communications Department Level Outcomes  1. Meet students’ needs by providing a variety of learning activities to address diverse learning styles.  2. Prepare students to continue their education at four-year institutions or to enter the workforce.  3. Offer courses that allow students to upgrade communication skills and knowledge for personal enrichment or for job advancement.  4. Maintain an informed and professional faculty.  Course Outcomes Assessed  Students will:   * identify characteristics of literary periods, cultural conditions of the writers and times, historical forces, philosophical movements, and key terms for genres of literature and literary movements. * will analyze major works of prose and poetry, using literary terms and tracing connections between contemporary society and the cultural movements and philosophical issues of the literary period, as well as demonstrating literary scholarship in relation to primary literary works by locating valid secondary sources and correctly integrating these sources. | | | | |
| **Intended Outcomes** | **Means of Assessment** | **Criteria for Success** | **Summary & Analysis of Assessment Evidence** | **Use of Results** |
| 1. The student will identify characteristics of literary periods, cultural conditions of the writers and times, historical forces, philosophical movements, and key terms for genres of literature and literary movements. | Direct: Through exam questions, the student will demonstrate the cognitive skills to identify the following:   1. Characteristics of the literary periods 2. Cultural conditions of the writers and times 3. Historical forces 4. Philosophical movements 5. Key terms for genres of literature and literary movements. | 70% of students will demonstrate a proficiency level of 70% on specified multiple choice, true/false, identification, matching or fill-in-the-  blank exam questions that measure the five characteristics listed. Instructor will provide assessment questions used with this assessment form (Recommended number of questions either 10 or 20: 7/10 or 14/20 = 70% proficiency). | Fall 2016-Summer 2017:  Number of Students Assessed  261 Students/10 Sections  220/256 students met this objective (86%)  Yearly Campus Summary  Number of Students Assessed:  Shelby (4 sections): 93/104 (89%)  Jefferson (4 sections): 111/129 (86%)  Clanton (1 section): 5/11 (45%)  Pell City (1 sections): 11/12 (92%) | This SLO is new this year and is being assessed through a testing method instead of within a paper. Each instructor submits his or her test questions with his or her report so that the SLO committee can review the consistency in questions here. Since this is a new SLO and assessment method, we will be able to comment more on the improvement or lack of improvement after this first year. This is a rise of 1% from last year’s success rate, but the comparison is not consistent because of the differing assessment method. The outlier here noted the use of more difficult fill-in-the-blank questions than were used for assessment with other instructors in this area. More emphasis was put on specific historical and genre terms in the following semesters in different literature classes. |
| **2.** The student will analyze major works of prose and poetry, using literary terms and tracing connections between contemporary society and the cultural movements and philosophical issues of the literary period, as well as demonstrating literary scholarship in relation to primary literary works by locating valid secondary sources and correctly integrating these sources. | Direct: In their essays, students will be able to do the following:   1. Analyze and contextualize a work of literature from the period in its historical, cultural and philosophical background 2. Compare/contrast the literature of an historical period to contemporary American culture 3. Locate relevant and effective secondary sources 4. Build an argument correctly integrating and documenting both primary and secondary sources in MLA style. | 70% of students will demonstrate at least a “Satisfactory” level achievement based on sample rubric below. | Fall 2016-Summer 2017:  Number of Students Assessed  261 Students/10 Sections  210/255 students met this objective (82%)  Yearly Campus Summary  Number of Students Assessed:  Shelby (4 sections): 87/103 (84%)  Jefferson (4 sections): 105/130 (81%)  Clanton (1 section): 8/11 (73%)  Pell City (1 sections): 10/11 (91%) | Since this is a new SLO and assessment method, we will be able to comment more on the improvement or lack of improvement after this first year. This is a rise of 3% from last year’s data collection, but the comparison is not consistent because of the differing rubric. The variance from campus to campus was due to size difference in classes. The two campuses that have similar amounts of assessments also have the larger number of students assessed by a more diverse group of instructors. |
| **Plan Submission Date: September 6, 2017** | | | **Submitted By: Communications Department** | |

Sample Literature Assessment Rubric

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|  | **Possess cognitive skills to read, interpret, and evaluate prose, poetry, and drama.** | **Be able to discuss cultural, historical, and philosophical forces in the primary work, using the literary terms correctly** | **Ability to place primary work in thematic and aesthetic context of historical/literary period and compare/contrast it to contemporary society** | **Ability to locate relevant and effective secondary sources** | **Ability to effectively integrate material from both primary and secondary sources and to correctly document, using MLA style** |
| Excellent | Thorough ability to interpret and discuss facts and details from the work. Ability to analyze events/ideas written about. | Identity found within all three aspects of historical, cultural, and philosophical purpose. | Excellent contextualization of both primary and secondary sources in illustrating historical significance and comparison/contrast to contemporary society. | Demonstration of ability to locate excellent sources:  appropriate  credible, authoritative  relevant to the topic  effective in presenting argument | Source material is  -effective in providing good evidence to support key points within the overall argument.  -smoothly integrated into the paper with an excellent balance of primary and secondary source material and discussion  -correctly documented within the paper through parenthetical citations and at the end through the works cited page. |
| Satisfactory | Ability to repeat and discuss facts and details and logically draw conclusions. | Identity found within at least one area of historical, cultural, or philosophical purpose. | Good contextualization of both primary and secondary sources in illustrating historical significance and comparison/contrast to contemporary society. | Demonstration of ability to locate satisfactory sources:  Credible, authoritative  Relevant to topic | Most source material is  -acceptable evidence in validating relevant and key points in the overall argument.  -acceptably integrated into the text of the paper with a satisfactory balance between source material and discussion  -acceptably documented within the paper and at the end. |
| Unsatisfactory | Misunderstanding of the work(s). Inability to form accurate facts from the reading. Indication of lack of reading. | No identity of historical, cultural, or philosophical context. | Use of irrelevant primary/secondary source material. Lack of demonstration of any historical significance and failure to compare/contrast to contemporary society. | Sources are unsatisfactory:  No secondary sources  Secondary sources that are not authoritative, credible, or appropriate  Secondary sources are either not relevant or barely relevant to topic | -Little to no real evidence provided by primary source(s)  -Little to no use of the secondary sources  -Secondary-source material is not relevant or does not support the argument  -Citations predominantly incorrect or non-existent  -Works cited entries predominantly incorrect or nonexistent |

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| **Course Student Learning Outcomes & Assessment Plan ENG 252**  General Education Objective  1. The student will demonstrate effective reading, writing, and speaking skills.  2. The student will demonstrate ability to apply reasoning and logic to assess ideas and situations, support positions, draw conclusions, and solve problems.  3. The student will demonstrate ability to identify, analyze, organize, and synthesize credible resources in a manner that respects intellectual property.  Transfer/General Studies Division Outcomes  1. Provide transferable general education courses that prepare students to succeed in upper level programs of study.  2. Provide transferable general education courses that fulfill the general studies requirements of the college’s Associate in Science, Associate in Arts, and  Associate in Applied Science degrees.  3. Provide developmental mathematics and English courses that prepare students to succeed in freshman-level courses.  Communications Department Level Outcomes  1. Meet students’ needs by providing a variety of learning activities to address diverse learning styles.  2. Prepare students to continue their education at four-year institutions or to enter the workforce.  3. Offer courses that allow students to upgrade communication skills and knowledge for personal enrichment or for job advancement.  4. Maintain an informed and professional faculty.  Course Outcomes Assessed  Students will:   * identify characteristics of literary periods, cultural conditions of the writers and times, historical forces, philosophical movements, and key terms for genres of literature and literary movements. * analyze major works of prose and poetry, using literary terms and tracing connections between contemporary society and the cultural movements and philosophical issues of the literary period, as well as demonstrating literary scholarship in relation to primary literary works by locating valid secondary sources and correctly integrating these sources. | | | | |
| **Intended Outcomes** | **Means of Assessment** | **Criteria for Success** | **Summary & Analysis of Assessment Evidence** | **Use of Results** |
| 1. The student will identify characteristics of literary periods, cultural conditions of the writers and times, historical forces, philosophical movements, and key terms for genres of literature and literary movements. | Direct: Through exam questions, the student will demonstrate the cognitive skills to identify the following:   1. Characteristics of the literary periods 2. Cultural conditions of the writers and times 3. Historical forces 4. Philosophical movements 5. Key terms for genres of literature and literary movements. | 70% of students will demonstrate a proficiency level of 70% on specified multiple choice, true/false, identification, matching or fill-in-the-  blank exam questions that measure the five characteristics listed. Instructor will provide assessment questions used with this assessment form (Recommended number of questions either 10 or 20: 7/10 or 14/20 = 70% proficiency). | Fall 2016-Summer 2017:  Number of Students Assessed  216 Students/8 Sections  192/208 students met this objective (92%)  Yearly Campus Summary  Number of Students Assessed:  Shelby (2 sections): 65/67 (97%)  Jefferson (3 section): 90/99 (91%)  Clanton (1 sections) : 17/20 (85%)  Pell City (2 sections): 18/22 (82%) | This SLO is new this year and is being assessed through a testing method instead of within a paper. Each instructor submits his or her test questions with his or her report so that the SLO committee can review the consistency in questions here. Since this is a new SLO and assessment method, we will be able to comment more on the improvement or lack of improvement after this first year. This is a rise of 1% from last year’s success rate, but the comparison is not consistent because of the differing assessment method. The classes over all campuses are pretty consistent in achievement here. |
| **2.** The student will analyze major works of prose and poetry, using literary terms and tracing connections between contemporary society and the cultural movements and philosophical issues of the literary period, as well as demonstrating literary scholarship in relation to primary literary works by locating valid secondary sources and correctly integrating these sources. | Direct: In their essays, students will be able to do the following:   1. Analyze and contextualize a work of literature from the period in its historical, cultural and philosophical background 2. Compare/contrast the literature of an historical period to contemporary American culture 3. Locate relevant and effective secondary sources 4. Build an argument correctly integrating and documenting both primary and secondary sources in MLA style. | 70% of students will demonstrate at least a “Satisfactory” level achievement based on sample rubric below. | Fall 2016-Summer 2017:  Number of Students Assessed  216 Students/8 Sections  182/215 students met this objective (85%)  Yearly Campus Summary  Number of Students Assessed:  Shelby (2 sections): 65/67 (97%)  Jefferson (3 section): 81/97 (84%)  Clanton (1 sections) : 14/26 (54%)  Pell City (2 sections): 22/25 (88%) | Since this is a new SLO and assessment method, we will be able to comment more on the improvement or lack of improvement after this first year. The outlier instructor actually checked with the class due to the low performance number and the students that did not complete the assignment with secondary sources admitted their laziness was to fault for not following directions – they simply felt that they would have enough points with the other assignments in the class to perform low on this assignment. To deal with this, this instructor has made this assignment worth more points to encourage better participation from students who want more than mediocre grades. |
| **Plan Submission Date: September 6, 2017** | | | **Submitted By: Communications Department** | |

Sample Literature Assessment Rubric

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|  | **Possess cognitive skills to read, interpret, and evaluate prose, poetry, and drama.** | **Be able to discuss cultural, historical, and philosophical forces in the primary work, using the literary terms correctly** | **Ability to place primary work in thematic and aesthetic context of historical/literary period and compare/contrast it to contemporary society** | **Ability to locate relevant and effective secondary sources** | **Ability to effectively integrate material from both primary and secondary sources and to correctly document, using MLA style** |
| Excellent | Thorough ability to interpret and discuss facts and details from the work. Ability to analyze events/ideas written about. | Identity found within all three aspects of historical, cultural, and philosophical purpose. | Excellent contextualization of both primary and secondary sources in illustrating historical significance and comparison/contrast to contemporary society. | Demonstration of ability to locate excellent sources:  appropriate  credible, authoritative  relevant to the topic  effective in presenting argument | Source material is  -effective in providing good evidence to support key points within the overall argument.  -smoothly integrated into the paper with an excellent balance of primary and secondary source material and discussion  -correctly documented within the paper through parenthetical citations and at the end through the works cited page. |
| Satisfactory | Ability to repeat and discuss facts and details and logically draw conclusions. | Identity found within at least one area of historical, cultural, or philosophical purpose. | Good contextualization of both primary and secondary sources in illustrating historical significance and comparison/contrast to contemporary society. | Demonstration of ability to locate satisfactory sources:  Credible, authoritative  Relevant to topic | Most source material is  -acceptable evidence in validating relevant and key points in the overall argument.  -acceptably integrated into the text of the paper with a satisfactory balance between source material and discussion  -acceptably documented within the paper and at the end. |
| Unsatisfactory | Misunderstanding of the work(s). Inability to form accurate facts from the reading. Indication of lack of reading. | No identity of historical, cultural, or philosophical context. | Use of irrelevant primary/secondary source material. Lack of demonstration of any historical significance and failure to compare/contrast to contemporary society. | Sources are unsatisfactory:  No secondary sources  Secondary sources that are not authoritative, credible, or appropriate  Secondary sources are either not relevant or barely relevant to topic | -Little to no real evidence provided by primary source(s)  -Little to no use of the secondary sources  -Secondary-source material is not relevant or does not support the argument  -Citations predominantly incorrect or non-existent  -Works cited entries predominantly incorrect or nonexistent |

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| **Course Student Learning Outcomes & Assessment Plan ENG 261**  **Literature Course Level Outcomes Assessment Rubric (Included at end of this assessment document)**  General Education Objective  1. The student will demonstrate effective reading, writing, and speaking skills.  2. The student will demonstrate ability to apply reasoning and logic to assess ideas and situations, support positions, draw conclusions, and solve problems.  3. The student will demonstrate ability to identify, analyze, organize, and synthesize credible resources in a manner that respects intellectual property.  Transfer/General Studies Division Outcomes  1. Provide transferable general education courses that prepare students to succeed in upper level programs of study.  2. Provide transferable general education courses that fulfill the general studies requirements of the college’s Associate in Science, Associate in Arts, and  Associate in Applied Science degrees.  3. Provide developmental mathematics and English courses that prepare students to succeed in freshman-level courses.  Communications Department Level Outcomes  1. Meet students’ needs by providing a variety of learning activities to address diverse learning styles.  2. Prepare students to continue their education at four-year institutions or to enter the workforce.  3. Offer courses that allow students to upgrade communication skills and knowledge for personal enrichment or for job advancement.  4. Maintain an informed and professional faculty.  Course Outcomes Assessed  Students will:   * identify characteristics of literary periods, cultural conditions of the writers and times, historical forces, philosophical movements, and key terms for genres of literature and literary movements. * analyze major works of prose and poetry, using literary terms and tracing connections between contemporary society and the cultural movements and philosophical issues of the literary period, as well as demonstrating literary scholarship in relation to primary literary works by locating valid secondary sources and correctly integrating these sources. | | | | |
| **Intended Outcomes** | **Means of Assessment** | **Criteria for Success** | **Summary & Analysis of Assessment Evidence** | **Use of Results** |
| 1. The student will identify characteristics of literary periods, cultural conditions of the writers and times, historical forces, philosophical movements, and key terms for genres of literature and literary movements. | Direct: Through exam questions, the student will demonstrate the cognitive skills to identify the following:   1. Characteristics of the literary periods 2. Cultural conditions of the writers and times 3. Historical forces 4. Philosophical movements 5. Key terms for genres of literature and literary movements. | 70% of students will demonstrate a proficiency level of 70% on specified multiple choice, true/false, identification, matching or fill-in-the-  blank exam questions that measure the five characteristics listed. Instructor will provide assessment questions used with this assessment form (Recommended number of questions either 10 or 20: 7/10 or 14/20 = 70% proficiency). | Fall 2016-Summer 2017:  Number of Students Assessed  145 Students/6 Sections  121/145 students met this objective (83%)  Yearly Campus Summary  Number of Students Assessed:  Shelby (2 sections): 57/61 (93%)  Jefferson (3 sections): 44/62 (71%)  Clanton (0 sections):  Pell City (1 section): 20/22 (91%) | This SLO is new this year and is being assessed through a testing method instead of within a paper. Each instructor submits his or her test questions with his or her report so that the SLO committee can review the consistency in questions here. Since this is a new SLO and assessment method, we will be able to comment more on the improvement or lack of improvement after this first year. This is a rise of 1% from last year’s success rate, but the comparison is not consistent because of the differing assessment method. The outlying campus here noted the planned inclusion of more reading quizzes to help students to prepare for the midterm and final exams that the students did not perform up to expectation on for this SLO. |
| **2.** The student will analyze major works of prose and poetry, using literary terms and tracing connections between contemporary society and the cultural movements and philosophical issues of the literary period, as well as demonstrating literary scholarship in relation to primary literary works by locating valid secondary sources and correctly integrating these sources. | Direct: In their essays, students will be able to do the following:   1. Analyze and contextualize a work of literature from the period in its historical, cultural and philosophical background 2. Compare/contrast the literature of an historical period to contemporary American culture 3. Locate relevant and effective secondary sources 4. Build an argument correctly integrating and documenting both primary and secondary sources in MLA style. | 70% of students will demonstrate at least a “Satisfactory” level achievement based on sample rubric below. | Fall 2016-Summer 2017:  Number of Students Assessed  145 Students/6 Sections  88/110 students met this objective (80%)  Yearly Campus Summary  Number of Students Assessed:  Shelby (2 sections): 25/29 (86%)  Jefferson (3 sections): 45/59 (76%)  Clanton (0 sections):  Pell City (1 sections): 18/22 (82%) | Since this is a new SLO and assessment method, we will be able to comment more on the improvement or lack of improvement after this first year. The outlier campus had the same instructor for several of the classes and notes that the classes did particularly poor on the use of sources – integration of sources and incorporating the skill of finding and using secondary research sources will be implemented as workshops in physical classes and changed to fit into online classes to help students go through this. |
| **Plan Submission Date: September 6, 2017** | | | **Submitted By: Communications Department** | |

Sample Literature Assessment Rubric

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|  | **Possess cognitive skills to read, interpret, and evaluate prose, poetry, and drama.** | **Be able to discuss cultural, historical, and philosophical forces in the primary work, using the literary terms correctly** | **Ability to place primary work in thematic and aesthetic context of historical/literary period and compare/contrast it to contemporary society** | **Ability to locate relevant and effective secondary sources** | **Ability to effectively integrate material from both primary and secondary sources and to correctly document, using MLA style** |
| Excellent | Thorough ability to interpret and discuss facts and details from the work. Ability to analyze events/ideas written about. | Identity found within all three aspects of historical, cultural, and philosophical purpose. | Excellent contextualization of both primary and secondary sources in illustrating historical significance and comparison/contrast to contemporary society. | Demonstration of ability to locate excellent sources:  appropriate  credible, authoritative  relevant to the topic  effective in presenting argument | Source material is  -effective in providing good evidence to support key points within the overall argument.  -smoothly integrated into the paper with an excellent balance of primary and secondary source material and discussion  -correctly documented within the paper through parenthetical citations and at the end through the works cited page. |
| Satisfactory | Ability to repeat and discuss facts and details and logically draw conclusions. | Identity found within at least one area of historical, cultural, or philosophical purpose. | Good contextualization of both primary and secondary sources in illustrating historical significance and comparison/contrast to contemporary society. | Demonstration of ability to locate satisfactory sources:  Credible, authoritative  Relevant to topic | Most source material is  -acceptable evidence in validating relevant and key points in the overall argument.  -acceptably integrated into the text of the paper with a satisfactory balance between source material and discussion  -acceptably documented within the paper and at the end. |
| Unsatisfactory | Misunderstanding of the work(s). Inability to form accurate facts from the reading. Indication of lack of reading. | No identity of historical, cultural, or philosophical context. | Use of irrelevant primary/secondary source material. Lack of demonstration of any historical significance and failure to compare/contrast to contemporary society. | Sources are unsatisfactory:  No secondary sources  Secondary sources that are not authoritative, credible, or appropriate  Secondary sources are either not relevant or barely relevant to topic | -Little to no real evidence provided by primary source(s)  -Little to no use of the secondary sources  -Secondary-source material is not relevant or does not support the argument  -Citations predominantly incorrect or non-existent  -Works cited entries predominantly incorrect or nonexistent |

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| **Course Student Learning Outcomes & Assessment Plan ENG 262**  **Literature Course Level Outcomes Assessment Rubric (Included at end of this assessment document)**  General Education Objective  1. The student will demonstrate effective reading, writing, and speaking skills.  2. The student will demonstrate ability to apply reasoning and logic to assess ideas and situations, support positions, draw conclusions, and solve problems.  3. The student will demonstrate ability to identify, analyze, organize, and synthesize credible resources in a manner that respects intellectual property.  Transfer/General Studies Division Outcomes  1. Provide transferable general education courses that prepare students to succeed in upper level programs of study.  2. Provide transferable general education courses that fulfill the general studies requirements of the college’s Associate in Science, Associate in Arts, and  Associate in Applied Science degrees.  3. Provide developmental mathematics and English courses that prepare students to succeed in freshman-level courses.  Communications Department Level Outcomes  1. Meet students’ needs by providing a variety of learning activities to address diverse learning styles.  2. Prepare students to continue their education at four-year institutions or to enter the workforce.  3. Offer courses that allow students to upgrade communication skills and knowledge for personal enrichment or for job advancement.  4. Maintain an informed and professional faculty.  Course Outcomes Assessed  Students will:   * identify characteristics of literary periods, cultural conditions of the writers and times, historical forces, philosophical movements, and key terms for genres of literature and literary movements. * analyze major works of prose and poetry, using literary terms and tracing connections between contemporary society and the cultural movements and philosophical issues of the literary period, as well as demonstrating literary scholarship in relation to primary literary works by locating valid secondary sources and correctly integrating these sources. | | | | |
| **Intended Outcomes** | **Means of Assessment** | **Criteria for Success** | **Summary & Analysis of Assessment Evidence** | **Use of Results** |
| 1. The student will identify characteristics of literary periods, cultural conditions of the writers and times, historical forces, philosophical movements, and key terms for genres of literature and literary movements. | Direct: Through exam questions, the student will demonstrate the cognitive skills to identify the following:   1. Characteristics of the literary periods 2. Cultural conditions of the writers and times 3. Historical forces 4. Philosophical movements 5. Key terms for genres of literature and literary movements. | 70% of students will demonstrate a proficiency level of 70% on specified multiple choice, true/false, identification, matching or fill-in-the-  blank exam questions that measure the five characteristics listed. Instructor will provide assessment questions used with this assessment form (Recommended number of questions either 10 or 20: 7/10 or 14/20 = 70% proficiency). | Fall 2016-Summer 2017:  Number of Students Assessed  51 Students/3 Sections  44/51 students met this objective (86%)  Yearly Campus Summary  Number of Students Assessed:  Shelby (2 sections): 24/26 (92%)  Jefferson (0 sections):  Clanton (0 sections) :  Pell City (1 sections): 20/25 (80%) | This SLO is new this year and is being assessed through a testing method instead of within a paper. Each instructor submits his or her test questions with his or her report so that the SLO committee can review the consistency in questions here. Since this is a new SLO and assessment method, we will be able to comment more on the improvement or lack of improvement after this first year. |
| **2.** The student will analyze major works of prose and poetry, using literary terms and tracing connections between contemporary society and the cultural movements and philosophical issues of the literary period, as well as demonstrating literary scholarship in relation to primary literary works by locating valid secondary sources and correctly integrating these sources. | Direct: In their essays, students will be able to do the following:   1. Analyze and contextualize a work of literature from the period in its historical, cultural and philosophical background 2. Compare/contrast the literature of an historical period to contemporary American culture 3. Locate relevant and effective secondary sources 4. Build an argument correctly integrating and documenting both primary and secondary sources in MLA style. | 70% of students will demonstrate at least a “Satisfactory” level achievement based on sample rubric below. | Fall 2016-Summer 2017:  Number of Students Assessed  51 Students/3 Sections  43/51 students met this objective (84%)  Yearly Campus Summary  Number of Students Assessed:  Shelby (2 sections): 21/26 (81%)  Jefferson (0 sections):  Clanton (0 sections) :  Pell City (1 sections): 22/25 (88%) | Since this is a new SLO and assessment method, we will be able to comment more on the improvement or lack of improvement after this first year. |
| **Plan Submission Date: September 6, 2017** | | | **Submitted By: Communications Department** | |

Sample American Literature Assessment Rubric

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|  | **Possess cognitive skills to read, interpret, and evaluate prose, poetry, and drama.** | **Be able to discuss cultural, historical, and philosophical forces in the primary work, using the literary terms correctly** | **Ability to place primary work in thematic and aesthetic context of historical/literary period and compare/contrast it to contemporary society** | **Ability to locate relevant and effective secondary sources** | **Ability to effectively integrate material from both primary and secondary sources and to correctly document, using MLA style** |
| Excellent | Thorough ability to interpret and discuss facts and details from the work. Ability to analyze events/ideas written about. | Identity found within all three aspects of historical, cultural, and philosophical purpose. | Excellent contextualization of both primary and secondary sources in illustrating historical significance and comparison/contrast to contemporary society. | Demonstration of ability to locate excellent sources:  appropriate  credible, authoritative  relevant to the topic  effective in presenting argument | Source material is  -effective in providing good evidence to support key points within the overall argument.  -smoothly integrated into the paper with an excellent balance of primary and secondary source material and discussion  -correctly documented within the paper through parenthetical citations and at the end through the works cited page. |
| Satisfactory | Ability to repeat and discuss facts and details and logically draw conclusions. | Identity found within at least one area of historical, cultural, or philosophical purpose. | Good contextualization of both primary and secondary sources in illustrating historical significance and comparison/contrast to contemporary society. | Demonstration of ability to locate satisfactory sources:  Credible, authoritative  Relevant to topic | Most source material is  -acceptable evidence in validating relevant and key points in the overall argument.  -acceptably integrated into the text of the paper with a satisfactory balance between source material and discussion  -acceptably documented within the paper and at the end. |
| Unsatisfactory | Misunderstanding of the work(s). Inability to form accurate facts from the reading. Indication of lack of reading. | No identity of historical, cultural, or philosophical context. | Use of irrelevant primary/secondary source material. Lack of demonstration of any historical significance and failure to compare/contrast to contemporary society. | Sources are unsatisfactory:  No secondary sources  Secondary sources that are not authoritative, credible, or appropriate  Secondary sources are either not relevant or barely relevant to topic | -Little to no real evidence provided by primary source(s)  -Little to no use of the secondary sources  -Secondary-source material is not relevant or does not support the argument  -Citations predominantly incorrect or non-existent  -Works cited entries predominantly incorrect or nonexistent |

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| **Course Student Learning Outcomes & Assessment Plan ENG 271**  **Literature Course Level Outcomes Assessment Rubric (Included at end of this assessment document)**  General Education Objective  1. The student will demonstrate effective reading, writing, and speaking skills.  2. The student will demonstrate ability to apply reasoning and logic to assess ideas and situations, support positions, draw conclusions, and solve problems.  3. The student will demonstrate ability to identify, analyze, organize, and synthesize credible resources in a manner that respects intellectual property.  Transfer/General Studies Division Outcomes  1. Provide transferable general education courses that prepare students to succeed in upper level programs of study.  2. Provide transferable general education courses that fulfill the general studies requirements of the college’s Associate in Science, Associate in Arts, and  Associate in Applied Science degrees.  3. Provide developmental mathematics and English courses that prepare students to succeed in freshman-level courses.  Communications Department Level Outcomes  1. Meet students’ needs by providing a variety of learning activities to address diverse learning styles.  2. Prepare students to continue their education at four-year institutions or to enter the workforce.  3. Offer courses that allow students to upgrade communication skills and knowledge for personal enrichment or for job advancement.  4. Maintain an informed and professional faculty.  Course Outcomes Assessed  Students will:   * identify characteristics of literary periods, cultural conditions of the writers and times, historical forces, philosophical movements, and key terms for genres of literature and literary movements. * analyze major works of prose and poetry, using literary terms and tracing connections between contemporary society and the cultural movements and philosophical issues of the literary period, as well as demonstrating literary scholarship in relation to primary literary works by locating valid secondary sources and correctly integrating these sources. | | | | |
| **Intended Outcomes** | **Means of Assessment** | **Criteria for Success** | **Summary & Analysis of Assessment Evidence** | **Use of Results** |
| 1. The student will identify characteristics of literary periods, cultural conditions of the writers and times, historical forces, philosophical movements, and key terms for genres of literature and literary movements. | Direct: Through exam questions, the student will demonstrate the cognitive skills to identify the following:   1. Characteristics of the literary periods 2. Cultural conditions of the writers and times 3. Historical forces 4. Philosophical movements 5. Key terms for genres of literature and literary movements. | 70% of students will demonstrate a proficiency level of 70% on specified multiple choice, true/false, identification, matching or fill-in-the-  blank exam questions that measure the five characteristics listed. Instructor will provide assessment questions used with this assessment form (Recommended number of questions either 10 or 20: 7/10 or 14/20 = 70% proficiency). | Fall 2016-Summer 2017:  Number of Students Assessed  93 Students/4 Sections  83/93 students met this objective (89%)  Yearly Campus Summary  Number of Students Assessed:  Shelby (3 sections): 72/77 (94%)  Jefferson (1 sections): 11/16 (69%)  Clanton (0 sections)  Pell City (0 sections) | This SLO is new this year and is being assessed through a testing method instead of within a paper. Each instructor submits his or her test questions with his or her report so that the SLO committee can review the consistency in questions here. Since this is a new SLO and assessment method, we will be able to comment more on the improvement or lack of improvement after this first year. The difference in the two campuses here cannot be accurately compared as only one class is represented from one campus. |
| **2.** The student will analyze major works of prose and poetry, using literary terms and tracing connections between contemporary society and the cultural movements and philosophical issues of the literary period, as well as demonstrating literary scholarship in relation to primary literary works by locating valid secondary sources and correctly integrating these sources. | Direct: In their essays, students will be able to do the following:   1. Analyze and contextualize a work of literature from the period in its historical, cultural and philosophical background 2. Compare/contrast the literature of an historical period to contemporary American culture 3. Locate relevant and effective secondary sources 4. Build an argument correctly integrating and documenting both primary and secondary sources in MLA style. | 70% of students will demonstrate at least a “Satisfactory” level achievement based on sample rubric below. | Fall 2016-Summer 2017:  Number of Students Assessed  93 Students/4 Sections  76/83 students met this objective (92%)  Yearly Campus Summary  Number of Students Assessed:  Shelby (3 sections): 70/77 (91%)  Jefferson (1 sections): 6/8 (75%)  Clanton (0 sections)  Pell City (0 sections) | Since this is a new SLO and assessment method, we will be able to comment more on the improvement or lack of improvement after this first year. |
| **Plan Submission Date: September 6, 2017** | | | **Submitted By: Communications Department** | |

Sample Literature Assessment Rubric

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|  | **Possess cognitive skills to read, interpret, and evaluate prose, poetry, and drama.** | **Be able to discuss cultural, historical, and philosophical forces in the primary work, using the literary terms correctly** | **Ability to place primary work in thematic and aesthetic context of historical/literary period and compare/contrast it to contemporary society** | **Ability to locate relevant and effective secondary sources** | **Ability to effectively integrate material from both primary and secondary sources and to correctly document, using MLA style** |
| Excellent | Thorough ability to interpret and discuss facts and details from the work. Ability to analyze events/ideas written about. | Identity found within all three aspects of historical, cultural, and philosophical purpose. | Excellent contextualization of both primary and secondary sources in illustrating historical significance and comparison/contrast to contemporary society. | Demonstration of ability to locate excellent sources:  appropriate  credible, authoritative  relevant to the topic  effective in presenting argument | Source material is  -effective in providing good evidence to support key points within the overall argument.  -smoothly integrated into the paper with an excellent balance of primary and secondary source material and discussion  -correctly documented within the paper through parenthetical citations and at the end through the works cited page. |
| Satisfactory | Ability to repeat and discuss facts and details and logically draw conclusions. | Identity found within at least one area of historical, cultural, or philosophical purpose. | Good contextualization of both primary and secondary sources in illustrating historical significance and comparison/contrast to contemporary society. | Demonstration of ability to locate satisfactory sources:  Credible, authoritative  Relevant to topic | Most source material is  -acceptable evidence in validating relevant and key points in the overall argument.  -acceptably integrated into the text of the paper with a satisfactory balance between source material and discussion  -acceptably documented within the paper and at the end. |
| Unsatisfactory | Misunderstanding of the work(s). Inability to form accurate facts from the reading. Indication of lack of reading. | No identity of historical, cultural, or philosophical context. | Use of irrelevant primary/secondary source material. Lack of demonstration of any historical significance and failure to compare/contrast to contemporary society. | Sources are unsatisfactory:  No secondary sources  Secondary sources that are not authoritative, credible, or appropriate  Secondary sources are either not relevant or barely relevant to topic | -Little to no real evidence provided by primary source(s)  -Little to no use of the secondary sources  -Secondary-source material is not relevant or does not support the argument  -Citations predominantly incorrect or non-existent  -Works cited entries predominantly incorrect or nonexistent |

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| **Course Student Learning Outcomes & Assessment Plan ENG 272**  **Literature Course Level Outcomes Assessment Rubric (Included at end of this assessment document)**  General Education Objective  1. The student will demonstrate effective reading, writing, and speaking skills.  2. The student will demonstrate ability to apply reasoning and logic to assess ideas and situations, support positions, draw conclusions, and solve problems.  3. The student will demonstrate ability to identify, analyze, organize, and synthesize credible resources in a manner that respects intellectual property.  Transfer/General Studies Division Outcomes  1. Provide transferable general education courses that prepare students to succeed in upper level programs of study.  2. Provide transferable general education courses that fulfill the general studies requirements of the college’s Associate in Science, Associate in Arts, and  Associate in Applied Science degrees.  3. Provide developmental mathematics and English courses that prepare students to succeed in freshman-level courses.  Communications Department Level Outcomes  1. Meet students’ needs by providing a variety of learning activities to address diverse learning styles.  2. Prepare students to continue their education at four-year institutions or to enter the workforce.  3. Offer courses that allow students to upgrade communication skills and knowledge for personal enrichment or for job advancement.  4. Maintain an informed and professional faculty.  Course Outcomes Assessed  Students will:   * identify characteristics of literary periods, cultural conditions of the writers and times, historical forces, philosophical movements, and key terms for genres of literature and literary movements. * analyze major works of prose and poetry, using literary terms and tracing connections between contemporary society and the cultural movements and philosophical issues of the literary period, as well as demonstrating literary scholarship in relation to primary literary works by locating valid secondary sources and correctly integrating these sources. | | | | |
| **Intended Outcomes** | **Means of Assessment** | **Criteria for Success** | **Summary & Analysis of Assessment Evidence** | **Use of Results** |
| 1. The student will identify characteristics of literary periods, cultural conditions of the writers and times, historical forces, philosophical movements, and key terms for genres of literature and literary movements. | Direct: Through exam questions, the student will demonstrate the cognitive skills to identify the following:   1. Characteristics of the literary periods 2. Cultural conditions of the writers and times 3. Historical forces 4. Philosophical movements 5. Key terms for genres of literature and literary movements. | 70% of students will demonstrate a proficiency level of 70% on specified multiple choice, true/false, identification, matching or fill-in-the-  blank exam questions that measure the five characteristics listed. Instructor will provide assessment questions used with this assessment form (Recommended number of questions either 10 or 20: 7/10 or 14/20 = 70% proficiency). | Fall 2016-Summer 2017:  Number of Students Assessed  57 Students/3 Sections  45/56 students met this objective (80%).  Yearly Campus Summary  Number of Students Assessed:  Shelby (3 sections): 45/56 (80%)  Jefferson (0 sections)  Clanton (0 sections)  Pell City (0 sections) | This SLO is new this year and is being assessed through a testing method instead of within a paper. Each instructor submits his or her test questions with his or her report so that the SLO committee can review the consistency in questions here. Since this is a new SLO and assessment method, we will be able to comment more on the improvement or lack of improvement after this first year. |
| **2.** The student will analyze major works of prose and poetry, using literary terms and tracing connections between contemporary society and the cultural movements and philosophical issues of the literary period, as well as demonstrating literary scholarship in relation to primary literary works by locating valid secondary sources and correctly integrating these sources. | Direct: In their essays, students will be able to do the following:   1. Analyze and contextualize a work of literature from the period in its historical, cultural and philosophical background 2. Compare/contrast the literature of an historical period to contemporary American culture 3. Locate relevant and effective secondary sources 4. Build an argument correctly integrating and documenting both primary and secondary sources in MLA style. | 70% of students will demonstrate at least a “Satisfactory” level achievement based on sample rubric below. | Fall 2016-Summer 2017:  Number of Students Assessed  57 Students/3 Sections  46/53 students met this objective (87%).  Yearly Campus Summary  Number of Students Assessed:  Shelby (2 sections): 46/53 (87%)  Jefferson (0 sections)  Clanton (0 sections)  Pell City (0 sections) | Since this is a new SLO and assessment method, we will be able to comment more on the improvement or lack of improvement after this first year. |
| **Plan Submission Date: September 6, 2017** | | | **Submitted By: Communications Department** | |

Sample Literature Assessment Rubric

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|  | **Possess cognitive skills to read, interpret, and evaluate prose, poetry, and drama.** | **Be able to discuss cultural, historical, and philosophical forces in the primary work, using the literary terms correctly** | **Ability to place primary work in thematic and aesthetic context of historical/literary period and compare/contrast it to contemporary society** | **Ability to locate relevant and effective secondary sources** | **Ability to effectively integrate material from both primary and secondary sources and to correctly document, using MLA style** |
| Excellent | Thorough ability to interpret and discuss facts and details from the work. Ability to analyze events/ideas written about. | Identity found within all three aspects of historical, cultural, and philosophical purpose. | Excellent contextualization of both primary and secondary sources in illustrating historical significance and comparison/contrast to contemporary society. | Demonstration of ability to locate excellent sources:  appropriate  credible, authoritative  relevant to the topic  effective in presenting argument | Source material is  -effective in providing good evidence to support key points within the overall argument.  -smoothly integrated into the paper with an excellent balance of primary and secondary source material and discussion  -correctly documented within the paper through parenthetical citations and at the end through the works cited page. |
| Satisfactory | Ability to repeat and discuss facts and details and logically draw conclusions. | Identity found within at least one area of historical, cultural, or philosophical purpose. | Good contextualization of both primary and secondary sources in illustrating historical significance and comparison/contrast to contemporary society. | Demonstration of ability to locate satisfactory sources:  Credible, authoritative  Relevant to topic | Most source material is  -acceptable evidence in validating relevant and key points in the overall argument.  -acceptably integrated into the text of the paper with a satisfactory balance between source material and discussion  -acceptably documented within the paper and at the end. |
| Unsatisfactory | Misunderstanding of the work(s). Inability to form accurate facts from the reading. Indication of lack of reading. | No identity of historical, cultural, or philosophical context. | Use of irrelevant primary/secondary source material. Lack of demonstration of any historical significance and failure to compare/contrast to contemporary society. | Sources are unsatisfactory:  No secondary sources  Secondary sources that are not authoritative, credible, or appropriate  Secondary sources are either not relevant or barely relevant to topic | -Little to no real evidence provided by primary source(s)  -Little to no use of the secondary sources  -Secondary-source material is not relevant or does not support the argument  -Citations predominantly incorrect or non-existent  -Works cited entries predominantly incorrect or nonexistent |

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| **Course Student Learning Outcomes & Assessment Plan ENG 246**  **\*\*This is a course that usually only has one or two class offerings for the entire year.**  General Education Objective  1. The student will demonstrate effective reading, writing, and speaking skills.  2. The student will demonstrate ability to apply reasoning and logic to assess ideas and situations, support positions, draw conclusions, and solve problems.  Transfer/General Studies Division Outcomes  1. Provide transferable general education courses that prepare students to succeed in upper level programs of study.  2. Provide transferable general education courses that fulfill the general studies requirements of the college’s Associate in Science, Associate in Arts, and  Associate in Applied Science degrees.  3. Provide developmental mathematics and English courses that prepare students to succeed in freshman-level courses.  Communications Department Level Outcomes  1. Meet students’ needs by providing a variety of learning activities to address diverse learning styles.  2. Prepare students to continue their education at four-year institutions or to enter the workforce.  3. Offer courses that allow students to upgrade communication skills and knowledge for personal enrichment or for job advancement.  4. Maintain an informed and professional faculty.  Course Outcomes Assessed  Students will:   * Students should be able to identify and discuss the distinguishing features of genres of creative writing, including fiction, creative nonfiction, poetry and drama. * Students should be able to read, analyze, and discuss assigned published and / or professional imaginative works in ways that reflect familiarity with the distinguishing features of each genre, including fiction, creative nonfiction, poetry and drama. * Students should write imaginative works that conform to the distinguishing feature of each genre discussed in class, while adding elements from their own imaginations and life experience. * Students should be able to discuss the imaginative works of classmates in a workshop situation that includes analysis of both the strengths and weaknesses of each work discussed using terminology and concepts from course lectures. * After participating in workshop discussions, students should be able to edit their own creative pieces for improved clarity, tone, structure, imaginative language, and grammar. * Students should be able to compose imaginative works and comment on the imaginative works of their classmates with an understanding of fundamental rules of English grammar and style. | | | | |
| **Intended Outcomes** | **Means of Assessment** | **Criteria for Success** | **Summary & Analysis of Assessment Evidence** | **Use of Results** |
| 1. Students should be able to identify and discuss the distinguishing features of genres of creative writing, including fiction, creative nonfiction, poetry and drama. | Direct: Students will take a multiple-choice exam in which they are provided with examples of writing in each genre and are asked to correctly classify each work. | 70% of students should score 70% or higher on the multiple choice exams in 1) and 2) AND  70% or higher in the satisfaction ratings for 3), 4), and 5) AND  Not lose credit due to grammatical or usage errors | Fall 2016-Summer 2017:  Number of Students Assessed  No sections offered for the whole year. |  |
| 2. Students should be able to read, analyze, and discuss assigned published and / or professional imaginative works in ways that reflect familiarity with the distinguishing features of each genre, including fiction, creative nonfiction, poetry and drama. | Direct: Students will take a multiple-choice exam in which they are asked to identify distinguishing features of each genre using published and / or professional works as samples. |  |  |  |
| 3. Students should write imaginative works that conform to the distinguishing feature of each genre discussed in class, while adding elements from their own imaginations and life experience. | Direct: (a) Faculty will develop a rubric for each genre and, while grading, will evaluate whether a student’s piece has met all aspects of the assignment for that genre. Faculty may evaluate a piece submitted as an out-of-class assignment.  (b) Students will complete an in-class assignment in which they are required to write an imaginative piece displaying specific aspects of the genre assigned. Faculty will use same rubric as that developed for 3a (above). |  |  |  |
| 4. Students should be able to discuss the imaginative works of classmates in a workshop situation that includes analysis of both the strengths and weaknesses of each work discussed using terminology and concepts from course lectures. | Direct: Faculty will develop a rubric for satisfactory participation in workshop and will evaluate students accordingly. |  |  |  |
| 5. After participating in workshop discussions, students should be able to edit their own creative pieces for improved clarity, tone, structure, imaginative language, and grammar. | Direct: Faculty will compare the first draft and revision of student work using the rubric developed for 3a (above) to track student improvement. |  |  |  |
| 6. Students should be able to compose imaginative works and comment on the imaginative works of their classmates with an understanding of fundamental rules of English grammar and style. | Direct: Faculty will use the department’s major errors policy, which states that any multi-paragraph work containing 3 or more major errors will automatically be assigned a grade of F. |  |  |  |
|  | \*Note: This indirect assessment procedure presents a method for assessing all Outcomes detailed above with a single assignment.  At the end of the term, students will write a reflective essay in which they discuss their growth in each of the areas above. Essays should cover: 1) a definition of distinctions among genres of imaginative literature; 2) examples of published and / or professional imaginative literature for each genre; 3) reflection on students’ own imaginative works written during the semester; 4) reflection on the workshop experience; 5) reflection on the editing process. Correct grammar and usage should be displayed in this essay. | For indirect assessment measure: 70% of students should complete this assignment to the satisfaction of the instructor. | Eighty-five percent (11 of 13) of students were able to identify genre distinctions, name published works, and reflect articulately on their experiences with course assignments. (The other 15%--2 students—did not submit the assignment for this assessment procedure.) |  |
| **Plan submission date: September 6, 2017** | | | **Submitted by: Communication Department** | |