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| jscc logo | **Assessment Record** |

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| **Program:** | **Liberal Arts** |  **Assessment period:** | **2017-2018** |

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| **Program or Department Mission:**  |

The mission of the Liberal Arts Department is to offer courses and programs that will provide a quality educational experience. The Liberal Arts Department is divided into two areas - Humanities and Social Sciences. The Humanities area of this department is dedicated to providing valuable learning experiences in the liberal arts tradition. The department is committed to offering those courses which will present the student an excellent opportunity to pursue moral, creative, and philosophical interests. Courses within this curriculum include art, music, religion, and philosophy.The Social Science area of this department also acknowledges the liberal arts tradition. It is committed to creating a learning environment of self-awareness along with a sense of growth and development. Courses in this curriculum include anthropology, geography, history, political science, psychology, and sociology. |
| **Instructional Program Student Learning Outcomes & Assessment Plan**Department Level Student Learning Outcomes* Enable students, through various disciplines, to discover, develop and use their full range of abilities to better understand the world and their place in it.
* Provide students with a foundation of knowledge on which more advanced learning in the various disciplines and majors can later build.
* Enable students to reason and communicate clearly and to inquire deeply.

**Courses are typically assessed during the Fall and Spring semesters when enrollment is higher. Courses not assessed this academic year are indicated, along with courses taught only in a specific semester or only on one campus.**  |

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| **Course Outcomes** **(Click Course title to link to individual assessment report)** | Enable students, though various disciplines, to discover, develop and use their full range of abilities to better understand the world and their place in it. | Provide students with a basic foundation of knowledge on which more advanced learning in the various disciplines and majors can later build. | Enable students to reason and communicate clearly and to inquire deeply |
| [ANT 200](#ANT_200) | X | X |  |
| [ANT 220](#ANT_220) |  |  |  |
| [ART 100](#ART_100) | X | X | X |
| [ART 113](#ART_113) |  |  | X |
| [ART 114](#ART_114) |  |  | X |
| [ART 121](#ART_121) |  | X | X |
| [ART 127](#ART_127) |  | X | X |
| [ART 203](#ART_203) | X | X | X |
| [ART 204](#ART_204) | X | X | X |
| [ART 253](#ART_253) |  | X | X |
| [ART 254](#ART_254) |  | X | X |
| [ART 283](#ART_283) |  | X | X |
| [ART 284](#ART_284) |  | X | X |
| [GEO 100](#GEO_100) | X | X |  |
| [HIS 101](#HIS_101) | X | X | X |
| [HIS 102](#HIS_102) | X | X | X |
| [HIS 121](#HIS_121) | X | X | X |
| [HIS 122](#HIS_122) | X | X | X |
| [HIS 201](#HIS_201) | X | X | X |
| [HIS 202](#HIS_202) | X | X | X |
| [HIS 216](#HIS_216) | X | X | X |
| [MUS 101](#MUS_101) | X |  | X |
| [PHL 106](#PHL_106) | X | X | X |
| [PHL 206](#PHL_206) | X | X | X |
| [PSY 200](#PSY_200) | X | X |  |
| [PSY 210](#PSY_210) | X | X |  |
| [PSY 230](#PSY_230) | X | X |  |
| [REL 151](#REL_151) | X |  | X |
| [REL 152](#REL_152) | X |  | X |
| [SOC 200](#SOC_200) | X | X |  |
| [SOC 210](#PSY_210) | X | X |  |
| [SOC 247](#SOC_247) | X | X |  |
| [THR 120](#THR_120) |  | X |  |

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| **Anthropology 200 Course Student Learning Outcomes & Assessment Plan 2017-2018**Course Student Learning Outcomes 1. The student will demonstrate knowledge of anthropology and the anthropological perspective.
2. The student will be able to apply basic anthropological terms, concepts, principles, and theories.
3. The student will be able to demonstrate development of a multicultural perspective.

**This course is taught only at the Shelby Campus.**  |
| **Intended Outcomes** | **Means of Assessment** | **Criteria for Success** | **Summary & Analysis of Assessment Evidence** | **Use of Results** |
| 1. The student will demonstrate knowledge of anthropology and the anthropological perspective  | Final exam embedded questions.Intended Outcomes Questions: 1. Objective: The student will demonstrate knowledge of anthropology and the anthropological perspective A. For much of human history, people lived in societies characterized by a \_\_\_\_\_ sociopolitical organization. 81% B. Ascribed status is\_\_\_\_\_\_\_\_\_\_\_\_\_. 77% C. Polygamy is\_\_\_\_\_\_\_. 93% Average: 83.67%  | 70% of students will be able to give the definition of anthropology and demonstrate knowledge and application of anthropological concepts | **Fall 2017 Campus Totals**Shelby: 29/36 students83% | It is the conclusion of the instructor that the assessment evidence exceeds the 70% criteria and that no revisions are needed at this time. The instructor did mention she would be adding more online notes and practice tests. However, more questions need to be used to ensure a proper percentage of evidence of success. |
| **Spring 2018 Campus Totals**Shelby: 29/35 = 83.67%  |
| 2. The student will be able to apply basic anthropological terms, concepts, principles, and theories. | 2. Objective: The student will be able to apply basic anthropological terms, concepts, principles, and theories.  A. In many highland Papua New Guinea patrilineal-patrilocal societies, \_\_\_\_\_\_\_\_\_\_\_\_\_. 78%  B. What is NOT an example of a religious ritual: 81%  C. Races are \_\_\_\_\_\_\_\_\_\_\_\_. 91% Average: 83.33%  | 70% of students will be able to identify anthropological terms and general theoretical perspectives  | **Fall 2017 Campus Totals**Shelby: 30/36 students84%  | Same as above |
| **Spring 2018 Campus Totals**Shelby: 29/35  83.67% of responses correct |
| 3. The student will be able to demonstrate development of a multicultural perspective.  | 3. Objective: The student will be able to develop a multicultural perspective.  A. When a dominant group compels a minority group to adopt the dominant culture, it is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. 91%  B. In Japan, burakumin \_\_\_\_\_\_\_\_\_\_\_\_. 73%  C. The dominance of Russian culture, language, and people in the former Soviet empire by communist ideology is an example of \_\_\_\_\_\_. 82% Average: 82 | 70% of students will demonstrate knowledge of cultural diversity in the world.  | **Fall 2017 Campus Totals**Shelby: 27/36 students77%  | Same as above |
| **Spring 2018 Campus Totals**Shelby: 29/35 = 83.67%  |
| **Plan submission date: October 8, 2018** | **Submitted by: Liberal Arts Department** |

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| **Anthropology 220 Course Student Learning Outcomes & Assessment Plan 2017-2018**Course Student Learning Outcomes 1. The student will be able to recognize key concepts in cultural anthropology.2. The student will be able to apply basic cultural anthropological terms, concepts, principles, and theories to other cultures throughout the world.3. The student will be able to gain a better understanding of what it means to be human.**This course is taught only at the Shelby Campus.**  |
| **Intended Outcomes** | **Means of Assessment** | **Criteria for Success** | **Summary & Analysis of Assessment Evidence** | **Use of Results** |
| 1. The student will be able to recognize key concepts in cultural anthropology. | 1. Objective: The student will be able to recognize key concepts in cultural anthropology.  A. A kinship system that highlights the importance of men in tracing descent, determining marital residence with or near the groom’s family, and providing for inheritance of property through the male line is \_\_\_\_. ~90% B. In a kinship diagram, the triangles are \_\_\_\_\_ and the circles are \_\_\_\_\_\_\_. ~70% C. All major world religions were born during times of\_\_\_\_ \_\_\_. ~73%  | 70% of students will be able to give the definition of cultural anthropology and demonstrate knowledge and application of key concept | **Fall 2017 Campus Totals**Shelby: 9/13 students76%  | Results indicate that students are achieving the intended outcome for the course. The instructor does identify that a few more assessment question could shed more detail on student's success. |
| **Spring 2018 Campus Totals**Shelby: 19/24 = 78% |
| 2. The student will be able to apply basic cultural anthropological terms, concepts, principles, and theories to other cultures throughout the world. | 70% of students will be able to identify anthropological terms and general theoretical perspectives and apply them to different cultures. 2. Objective: The student will be able to apply basic cultural anthropological terms, concepts, principles, and theories to other cultures throughout the world. A. What is an example of “muscular Christianity” of the 3rd Great Awakening? ~71% B. According to Wallerstein, a country in the world in the “core” category is in a \_\_\_\_\_\_\_. ~92% C. Identification with and feeling part of, an ethnic group, and exclusion from certain other groups because of this affiliation is called what? ~100%  |  70% of students will be able to identify anthropological terms and general theoretical perspectives and apply them to different cultures.  | **Fall 2017 Campus Totals**Shelby: 11/13 students83% |  |
| **Spring 2018 Campus Totals**Shelby: 21/24 = 88%  |
| 3. The student will be able to gain a better understanding of what it means to be human. | 70% of students will demonstrate knowledge of cultural diversity in the world. . Objective: The student will be able to gain a better understanding of what it means to be human.  A. The Roma and the Basques are examples of \_\_\_\_\_\_. ~82%  B. What is the main goal of applied anthropology? ~87%  C. An emic condition of poor health felt by an individual is a/an\_\_\_\_\_\_\_. ~81%  | 70% of students will demonstrate knowledge of cultural diversity in the world.  | **Fall 2017 Campus Totals**Shelby: 10/13 students81%  |  |
| **Spring 2018 Campus Totals**Shelby: 20/24 = 83%   |
| **Plan submission date: October 8, 2018** | **Submitted by: Liberal Arts Department** |

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| **ART 100 Course Student Learning Outcomes & Assessment Plan 2017-2018**Course Outcomes**:** 1. The student will identify the style or medium based category that a work of art might fit in based on visual clues.
2. The student will use art terms to describe the intentions and motivations of artists from different time periods.
3. The student will recognize the use and influence of fine art on popular culture and advertising.
4. The student will understand the cultural significance of art and visual expression on the development of our modern society.
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| **Intended Outcomes** | **Means of Assessment** | **Criteria for Success** | **Summary & Analysis of Assessment Evidence** | **Use of Results** |
| 1. The student will identify the style or medium based category that a work of art might fit in based on visual clues. | Embedded multiple choice questions on exams. The number and content of questions may vary by instructor but should consist of approximately 10 questions specifically related to this outcome.  | 70% of students will correctly identify the style or medium based category of a work of art based on visual clues.  | **Fall 2017 Campus Totals:** Jefferson: 131/162 = 81%Shelby: 64/74 = 86%Pell City: NAClanton: NA | The outcome benchmark was met for this SLO. By providing students information such as artist, title, date, and style on lecture and demonstration slides, students will have the style/category of artwork reinforced throughout the semester. Each art style has tell-tale visual clues that can be stressed when explaining the motivations of each style and period. Mediums also have recognizable visual qualities. Instructors could also provide a handout that defines each style and medium based on visual clues. Full time instructors noted that meeting with part time instructors at their respective campuses has gradually resulted in higher assessment participation on the two larger campuses. Unfortunately, there are no full-time art instructors assigned to Pell City or Clanton. Since many of our PT instructors have been unable to attend departmental meetings, one suggestion is to have the two FT instructors travel to Pell City and Clanton to meet personally with PT instructors. Instructors believe being able to interact could help the PT ART 100 people teach with the goals in mind and the Assessment scores would come up.   |
| **Spring 2018 Campus Totals:** Jefferson: 98/113 = 87%Shelby: 207/235 = 88%Pell City: 30/46 = 65%Clanton: NA |
| **2017-2018 Academic Year****College Totals: 529/630 = 84%****Campus Totals:** Jefferson: 229/275 = 83%Shelby: 270/309 = 87%Pell City: 30/46/ = 65% |
| 2. The student will use art terms to describe the intentions and motivations of artists from different time periods  | Embedded multiple choice questions on exams. The number and content of questions may vary by instructor but should consist of approximately 10 questions specifically related to this outcome. | 70% of students will use terms correctly to describe the intentions and motivations of artists from different periods. | **Fall 2017 Campus Totals**Jefferson: 133/162 = 89%Shelby: 71/74 = 96%Pell City: NAClanton: NA | All three campuses are scoring at acceptable levels, but Pell City could be much higher. Again, scheduling regular meetings at each campus to talk about the goals of the department, the expectations of ART 100, and our individual ways of lecturing and presenting the material is necessary. This SLO should be easy to meet, focusing on art terms and relating the values of a time period and a society to the art made in that period is the backbone of the entire ART 100 class. Instructors also expressed interest in revising the assessment to include more collaboratively compiled questions. |
| **Spring 2018 Campus Totals**Jefferson: 101/113 = 89%Shelby: 218/235 = 93%Pell City: 32/46 = 70%Clanton: NA |
| **2017-2018 Academic Year****College Totals: 555/630 = 80%****Campus Totals:** Jefferson: 234/275 = 85%Shelby: 289/309 = 94%Pell City: 32/46 = 70% |
| 3. The student will recognize the use and influence of fine art on popular culture and advertising  | Embedded multiple choice questions on exams. The number and content of questions may vary by instructor but should consist of approximately 10 questions specifically related to this outcome. | 70% of students will correctly recognize and identify the influence of fine art on popular culture and advertising.  | **Fall 2017 Campus Totals**Jefferson: 112/162 = 69%Shelby: 63/74 = 85%Pell City: NAClanton: NA | Overall, the benchmark was met. If a lecture narrowly follows the content of a chapter there will be one or two chapters in the textbook that specifically addresses this. If those chapters are taught early in the semester, the students may have forgotten the content by the time the assessment test is given. Instructors need to emphasize this topic with current examples throughout the semester. One instructor suggested emailing contemporary news articles to students that deal with Art references in popular culture. This SLO goes beyond the narrow scope of most ART 100 textbooks and is an attempt to put the ART 100 content in daily application.As 2018-2019 is the final year of the assessment cycle, instructors plan to make a change in the wording of this SLO. The instructors feel SLO #3 and SLO #4 are somewhat redundant. Therefore, both will be replaced with a single SLO that combines the overall outcomes. The new outcome will read: *The student will analyze the cultural significance and influence of art and visual expression in society.*  |
| **Spring 2018 Campus Totals**Jefferson: 107/113 = 95%Shelby: 192/235 = 82%Pell City: 23/46 = 50%Clanton: NA |
| **2017-2018 Academic Year****College Totals:**497/630 = 79%**Campus Totals**Jefferson: 219/275 = 80%Shelby: 255/309 = 83%Pell City: 23/46 = 50% |
| 4. The student will understand the cultural significance of art and visual expression on the development of our modern society. | Embedded multiple choice questions on exams. The number and content of questions may vary by instructor but should consist of approximately 10 questions specifically related to this outcome. | 70% of students will demonstrate understanding of the cultural significance of art and visual expression on the development of our modern society.  | **Fall 2017 Campus Totals**Jefferson: 53/162 = 33%Shelby: 71/74 = 97%Pell City: NAClanton: NA | On this assessment Shelby performed well, Pell City was Passing, and Jefferson was significantly below passing. We have experimented with different test questions to measure the assessment at each campus without overall successful results. By discussing with students how art affects society during almost every class session--even if it isn’t the point of the chapter—students should begin to see that art is made in reaction to the society that the art maker lives within; therefore, all art is a byproduct and measure of society at any given time. Providing supplemental handouts to go along with the students’ notes, and using transference, relationships and repetition will keep each of these SLO’s topical through every chapter of the book. As 2018-2019 is the final year of the assessment cycle, instructors plan to make a change in the wording of this SLO. The instructors feel SLO #3 and SLO #4 are somewhat redundant. Therefore, both will be replaced with a single SLO that combines the overall outcomes. The new outcome will read: *The student will analyze the cultural significance and influence of art and visual expression in society.*  |
| **Spring 2018 Campus Totals**Jefferson: 53/113 = 47%Shelby: 213/235 = 91%Pell City: 32/46 = 70%Clanton: NA |
| **2017-2018 Academic Year****College Totals:422/630 = 67%****Campus Totals**Jefferson: 106/275 = 39%Shelby: 284/309 = 92%Pell City: 32/46 = 70% |
| **Plan submission date: October 8, 2018** | **Submitted by: Liberal Arts Department** |

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| **ART 113 Course Student Learning Outcomes & Assessment Plan 2017-2018**This course is taught concurrently with ART 114. Students in ART 113 are not judged on the same level of proficiency as students in ART 114. Course Student Learning Outcomes 1. The student will competently create drawings from life.2. The student will analyze and critique their work, as well as the work of peers, in a constructive manner using art terminology.3. The student will create drawings using a variety of tools, techniques, methods, and materials in a well-crafted manner. |
| **Intended Outcomes** | **Means of Assessment** | **Criteria for Success** | **Summary & Analysis of Assessment Evidence** | **Use of Results** |
| **1. The student will competently create drawings from life.** | Means of assessment may vary by instructors’ uses of different still life props; however, each assessment should specifically focus on the development of hand/eye coordination. Rubric is attached.  | 70% of students will competently create drawings from life.  | **Fall 2017**Jefferson: 8/8 = 100% | Success on this outcome surpassed the benchmark at the Jefferson Campus. The class is also taught at the Shelby campus, but it was not assessed during the 2017-2018 academic year. During the summer of 2018, the full time Art instructors and at least one part time instructor met with the department chair to review the assessment, outcomes, and process. This meeting was productive in relation to the ART 113 course. Going forward, instructors will stress to students verbally throughout the semester and via the syllabus the importance of assessment and attendance. Instructors will also contact students through email or phone calls after multiple absences or demonstrated lack of effort to offer encouragement. This SLO will be revised for the next cycle to specify that in ART 113, students are producing receptive drawings, or drawings from observation, of inanimate objects or “still life.” Instructors decided that simply stating “create drawings from life” implies animate subject matter, which is not used in ART 113. The revised SLO will state: *The student will competently create receptive drawings from observation and still life.* |
| **Spring 2018**Jefferson: 11/11 = 100% |
| **2017-2018 Academic Year**19/19 = 100%  |
| 2. **The student will analyze and critique their work, as well as the work of peers, in a constructive manner using art terminology.** | Assessment- Rubric Final Student Critique of Final PortfolioRubric is attached.  | 70% of students will correctly use art terminology to analyze and critique their work and the work of their peers in a constructive manner.  | **Fall 2017**Jefferson: 8/8 = 100% | Success on this outcome surpassed the benchmark at the Jefferson Campus. The class is also taught at the Shelby campus, but it was not assessed during the 2017-2018 academic year. During the summer of 2018, the full time Art instructors and at least one part time instructor met with the department chair to review the assessment, outcomes, and process. This meeting was productive in relation to the ART 113 course. In addition to stressing attendance and consistent effort to students, instructors committed to contacting students who are chronically absent or exhibit lack of effort in order to offer encouragement. It should be noted that although this SLO for ART 113 is quite similar to SLO #2 for ART 114, it represents the fact that the competent critique of the students’ own work, as well as the work of their peers, is a skill stressed in all studio art classes. As students take subsequent courses, they are required to demonstrate more advanced and thorough critiques. Terminology used in ART 113 critiques will be directly related to the processes taught in the class, namely drawing accurately, competently, and believably in real time. |
| **Spring 2018**Jefferson: 11/11 = 100% |
| **2017-2018 Academic Year**19/19 = 100%  |
| **3.The student will create drawings using a variety of tools, techniques, methods, and materials in a well-crafted manner.** | Assessment- Rubric Final Student Critique of Final PortfolioRubric is attached.  | 70% of students will use a variety of tools, techniques, methods, and materials to create well-crafted drawings.  | **Fall 2017**Jefferson: 8/8 = 100% | The benchmark was met for this outcome. Success on this SLO requires time and deliberate labor on the part of the student. Instructors will continue to emphasize the importance of class attendance and continued practice to develop drawing skills on the syllabus and throughout the course. Instructors will also start contacting students with attendance issues or those who appear to lack consistent effort through phone calls and emails. Again, although this SLO for ART 113 is similar to SLO #3 for ART 114, developing drawing skills is a major part of both art studio drawing courses. Students in ART 113 typically work in black and white media and usually with observation of “still-life.” |
| **Spring 2018**Jefferson: 11/11 = 100% |
| **2017-2018 Academic Year**19/19 = 100%  |
| **Plan submission date: October 8, 2018** | **Submitted by: Liberal Arts Department** |

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| **ART 113 (Drawing 1) Assessment of Instructional Effectiveness – Final Portfolio Rubric Components** | **No/ Limited Proficiency** | **Some Proficiency** | **Proficiency** | **High Proficiency** |
| **Ability to competently create drawings from life**  |
|  | **Proportionally correct figure gesture drawings from observation** |  |  |  |  |
|  | **Accurate still-life drawings** |  |  |  |  |
|  | **Relatively accurate contour and blind-contour drawings** |  |  |  |  |
|  | **Create collage and mixed media-based drawings** |  |  |  |  |
| **Ability to analyze and critique the work of peers in a constructive manner using art terminology.***(Design elements to include: value & tone, line, linear perspective, space, and composition)* |  |  |  |  |
| **Ability to present final work in a professional, clean, well-crafted manner** |  |  |  |  |
| **Ability to use a variety of tools, techniques, methods, and materials.** |  |  |  |  |
| **Use of composition and design elements to create drawings that communicate a thought, emotion, or idea.** *(Design elements to include: value & tone, line, linear perspective, space, and composition)* |  |  |  |  |

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| **ART 114 Course Student Learning Outcomes & Assessment Plan 2017-2018**This course is taught concurrently with ART 113. Students in ART 114 are expected to perform at a higher level of proficiency than students in ART 113. Course Student Learning Outcomes 1. The student will competently create receptive drawings from observation and projective drawings based on concept, expression, and imagination.
2. The student will analyze and critique their work, as well as the work of peers, in a constructive manner using art terminology.
3. The student will create drawings using a variety of tools, techniques, methods, and materials in a well-crafted manner.
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| **Intended Outcomes** | **Means of Assessment** | **Criteria for Success** | **Summary & Analysis of Assessment Evidence** | **Use of Results** |
| 1. The student will competently create receptive drawings from observation and projective drawings based on concept, expression, and imagination. | Means of assessment may vary by instructor; however, each assessment should specifically address the SLO as indicated. Rubric is attached.  | 70% of students will successfully create the required drawings.  | **Fall 2017**Jefferson: 4/4 = 100% | The objective for this SLO was met. Students in ART 114 expand their focus from receptive drawings (observation) to projective drawings (imagination). Instructors expand assignments from still life to figures, or drawing animate objects, as well as drawing from one’s imagination. For example, a project might begin with a still life (receptive) but then be transformed into an alien landscape with imaginative creatures (projective). Assignments like these allow instructors to meet the needs of the more advanced students in the cross-listed course. |
| **Spring 2018**Jefferson: 11/11 = 100% |
| **2017-2018 Academic Year**15/15 = 100%  |
| 2. The student will analyze and critique their work, as well as the work of peers, in a constructive manner using art terminology. | Assessment- Rubric Final Student Critique of Final PortfolioRubric is attached.  | 70% of students will use art terminology constructively to critique their own work, as well as the works of their peers.  | **Fall 2017**Jefferson: 4/4 = 100% | This objective was met. Self and peer critique is a major component of studio classes, and students are expected to demonstrate a higher level of proficiency, not only in terminology, but also through their use of reasoned statements to support personal opinions. |
| **Spring 2018**Jefferson: 11/11 = 100% |
| **2017-2018 Academic Year**15/15 = 100%  |
| The student will create drawings using a variety of tools, techniques, methods, and materials in a well-crafted manner. | Assessment- Rubric Final Student Critique of Final PortfolioRubric is attached.  | 70% of students will use a variety of tools, techniques, methods, and materials to create well-crafted drawings.  | **Fall 2017**Jefferson: 4/4 = 100% | The benchmark was met for this objective. The SLO will be revised to read: *The student will create drawings using a variety of tools, techniques, methods, and materials in a well-crafted manner through consistent, precise, and distinctive application of media.*This new SLO will highlight the higher level of technical skill required in ART 114 while students learn to use media to solve challenging visual problems. A new rubric will also be created. |
| **Spring 2018**Jefferson: 11/11 = 100% |
| **2017-2018 Academic Year**15/15 = 100%  |
| **Plan submission date: October 8, 2018** | **Submitted by: Liberal Arts Department** |

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| **Rubric Components** | **No/ Limited Proficiency** | **Some Proficiency** | **Proficiency** | **High Proficiency** |
| **Ability to competently create drawings from life**  |  |  |  |  |
|  | **Proportionally correct figure gesture drawings from observation** |  |  |  |  |
|  | **Accurate still-life drawings** |  |  |  |  |
|  | **Ability to use a grid to scale a drawing (aka Chuck Close project)** |  |  |  |  |
|  | **Relatively accurate contour and blind-contour drawings** |  |  |  |  |
|  | **Create collage and mixed media-based drawings** |  |  |  |  |
| **Ability to analyze and critique the work of peers in a constructive manner using art terminology.***(Design elements to include: value & tone, line, linear perspective, space, and composition)* |  |  |  |  |
| **Ability to present final work in a professional, clean, well-crafted manner** |  |  |  |  |
| **Ability to use a variety of tools, techniques, methods, and materials.** |  |  |  |  |
| **Use of composition and design elements to create drawings that communicate a thought, emotion, or idea.***(Design elements to include: value & tone, line, linear perspective, space, and composition)*  |  |  |  |  |

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| **ART 121 Course Student Learning Outcomes & Assessment Plan 2017-2018****This course was not assessed during 2017-2018.** Course Outcomes: 1. The student will analyze and critique the work of peers in a constructive manner using art terminology.
2. The student will present final work in a clean, well-crafted manner.
3. The student will create two dimensional projects using a variety of tools, techniques, methods, and materials.
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| **ART 127 Course Student Learning Outcomes & Assessment 2017-2018**ART 127 was not assessed during the 2017-2018 academic year.  |

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| **ART 203 Course Student Learning Outcomes & Assessment Plan 2017-2018**ART 203 is taught during the fall semester at the Jefferson and Shelby campuses only. Course Student Learning Outcomes 1. The student will demonstrate knowledge of the history of art from ancient times to Renaissance by identifying: title, style/date, and artist location of major artworks2. The student will compare and contrast artistic styles from different periods.3. The student will discuss verbally and in writing the relationship between works of art and political, religious, philosophical, technological, social, and cultural events. |
| **Intended Outcomes** | **Means of Assessment** | **Criteria for Success** | **Summary & Analysis of Assessment Evidence** | **Use of Results** |
| 1. The student will demonstrate knowledge of the history of art from ancient times to Renaissance by identifying: title, style/date, and artist location of major artworks | Embedded multiple choice questions on exams. The number and content of questions may vary by instructor but should consist of approximately 10 questions specifically related to this outcome. | 70% of students will correctly demonstrate knowledge of the history of art from ancient times to the Renaissance by identifying title, style/date, and artist location of major artworks | **Fall 2017 Campus Totals**Jefferson: 27/49 = 55%Shelby: 26/27 = 97%**College Totals** 53/76 = 70% | The college met the goal for this objective, but the Jefferson campus did not. However, in the Fall of 2016 the Jefferson campus met the goal for this objective. While more time was devoted to teaching this objective, less time was spent reviewing this objective prior to the final assessment. The Shelby campus did not assess this objective in the Fall of 2016; however, during Fall of 2017, the Shelby campus assessment results were substantially better than the Jefferson campus. During the summer of 2018, the full time and part time Art instructors met with the department chair to review the assessment, outcomes, and process. This meeting was productive and allowed instructors to share teaching strategies. The Shelby campus instructors addressed this objective more thoroughly in the lecture notes and assignments. This will be implemented on the Jefferson campus. |
| 2. The student will compare and contrast artistic styles from different periods. | Embedded questions on exams. The number, content, and type of questions may vary by instructor but should provide students to demonstrate knowledge and understanding of the similarities and differences of artistic styles from different time periods.  | 70% of students will proficiently compare and contrast the artistic styles from different time periods.  | **Fall 2017**Jefferson: 42/47 = 89%Shelby: 25/27 = 94%**College Totals**67/74 =91% | The college and campus goals were met for this objective. The result for this outcome has consistently been good. This is an indication that the assessment for this objective needs no further adjustment and this objective is being thoroughly covered in this course.  |
| 3. The student will discuss verbally and in writing the relationship between works of art and political, religious, philosophical, technological, social, and cultural events. | Embedded questions on exams. The number and content of questions may vary by instructor but should challenge students to articulate the relationship between the work of art and the political, religious, philosophical, technological, social, and cultural events surrounding it. | 70% of students will proficiently discuss the relationships between works of art and political, religious, philosophical, technological, social, and cultural events. | **Fall 2017**Jefferson: 29/49 = 59%Shelby: 22/27 = 84%**College Totals**51/76 = 67% | The Jefferson campus did not meet the goal for this objective and this poor performance caused the college not to meet the goal. In the Fall of 2016 the Jefferson campus met the goal for this objective and performed better on this objective than others. However, while more time was devoted to teaching this objective, less time was spent reviewing this objective prior to the final assessment. The Shelby campus did not assess this objective in the Fall of 2016; however, during Fall of 2017 their results were substantially better than the Jefferson campus. During the summer of 2018, the full time and part time art instructors met with the department chair to review the assessment, outcomes, and process. This meeting was productive because it allowed instructors to share teaching strategies, ie. providing more practice tests prior to the final assessment.During this meeting instructors decided to update the objective and the assessment for the next cycle so that they align. Based on the way the objective is presently written, an additional assessment method is required for “written and verbal” evaluation of this objective. |
| **Plan submission date: October 8, 2018** | **Submitted by: Liberal Arts Department** |
| **ART 204 Course Student Learning Outcomes & Assessment Plan 2017-2018**ART 204 is taught during the spring semester at the Jefferson and Shelby campuses only. Course Student Learning Outcomes 1. The student will demonstrate knowledge of the history of art from the Renaissance to modern times by identifying: title, style/date, and artist location of major artworks.2. The student will compare and contrast artistic styles from different periods.3. The student will discuss verbally and in writing the relationship between works of art and political, religious, philosophical, technological, social, and cultural events. |
| **Intended Outcomes** | **Means of Assessment** | **Criteria for Success** | **Summary & Analysis of Assessment Evidence** | **Use of Results** |
| 1. The student will demonstrate knowledge of the history of art from the Renaissance to modern times by identifying: title, style/date, and artist location of major artworks | Embedded multiple choice questions on exams. The number and content of questions may vary by instructor but should consist of approximately 10 questions specifically related to this outcome. | 70% of students will correctly demonstrate knowledge of the history of art from ancient times to the Renaissance by identifying title, style/date, and artist location of major artworks | **Spring 2018 Campus Totals**Jefferson: 38/46 = 85%Shelby: 17/18 = 95%**College Totals** 55/64 = 86% | The results for this outcome were good and goals were met. However, the Shelby campus did comparably better. During the summer of 2018, the full time and part time art instructors met with the department chair to review the assessment, outcomes, and process. This meeting was productive because it provided an opportunity to share teaching strategies. The Shelby campus more thoroughly covers this objective in lectures and assignments. The Jefferson campus instructor will adopt this method. |
| 2. The student will compare and contrast artistic styles from different periods. | Embedded questions on exams. The number, content, and type of questions may vary by instructor but should provide students to demonstrate knowledge and understanding of the similarities and differences of artistic styles from different time periods.  | 70% of students will proficiently compare and contrast the artistic styles from different time periods.  | **Spring 2018**Jefferson: 46/46 = 100%Shelby: 17/18 = 95%**College Totals**63/64 = 98% | The college and campus goals were met for this objective. In 2016 there were no assessment results reported for this objective. However, this similar objective was assessed in Art 203 (the study of ancient art to Renaissance art) and the results were equally strong. This is an indication that the assessment for this objective needs no further adjustment and this objective is being thoroughly covered in this course. |
| 3. The student will discuss verbally and in writing the relationship between works of art and political, religious, philosophical, technological, social, and cultural events. | Embedded questions on exams. The number and content of questions may vary by instructor but should challenge students to articulate the relationship between the work of art and the political, religious, philosophical, technological, social, and cultural events surrounding it. | 70% of students will proficiently discuss the relationships between works of art and political, religious, philosophical, technological, social, and cultural events. | **Spring 2018**Jefferson: 39/46 = 78%Shelby: 17/18 = 95%**College Totals**56/64 = 88% | The results for this outcome were good and goals were met. However, the Shelby campus did comparably better. During the summer of 2018, the full time and part time art instructors met with the department chair to review the assessment, outcomes, and process. This meeting was productive because it provided an opportunity to share teaching strategies. Also, during this meeting instructors decided to update the objective and the assessment for the next cycle so that they align. The way the objective is presently written another assessment method is required for “written and verbal” evaluation of this objective. |
| **Plan submission date: October 8, 2018** | **Submitted by: Liberal Arts Department** |

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| **ART 220 Course Student Learning Outcomes & Assessment 2017-2018**ART 220 was not assessed during the 2017-2018 academic year.  |

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| **ART 253 Course Student Learning Outcomes & Assessment Plan 2017-2018**This course is cross listed with ART 254, Art 283, and ART 284. The courses are only taught at the Jefferson Campus. Although the SLOs for 253-254 are similar, students enrolled in 253 are not judged on as high a level of proficiency as students taking 254. ART 253 was taught during Fall 2017 only. Course Student Learning Outcomes 1. The student will create an animated sequence that effectively applies the 12 principles of animation.2. The student will demonstrate the ability to analyze and analyze and critique their work and the work of others using the proper animation vocabulary and terminology. 3. The student will demonstrate in the development of a portfolio the ability to use professional animation tools and applications to produce an aesthetically appealing animated cycle, short, or animatic. 4. The student will complete animation with lip-sync or sound. |
| **Intended Outcomes** | **Means of Assessment** | **Criteria for Success** | **Summary & Analysis of Assessment Evidence** | **Use of Results** |
| 1. The student will create an animated sequence that effectively applies the 12 principles of animation. | Assessment- Rubric Final Student Critique of Final PortfolioRubric attached | 70% of students will identify and apply the design principles and the 12 principles of animation. | **Fall 2017: 2/2 = 100%** | The benchmark was met for this objective. Art 253, 254, 283, and 284 are cross listed to accommodate students in these courses engaged in a bi-weekly mentoring and distance learning program where professional animators critique student animation and offer their advice. Cross listing these courses allows the most efficient and economical use of these services. Professional animators can engage with students during one time slot and one day rather than multiple time slots and multiple days.  |
| 2. The student will demonstrate the ability to analyze and analyze and critique their work and the work of others using the proper animation vocabulary and terminology. | Assessment- Rubric Final Student Critique of Final Portfolio | 70% of students will demonstrate ability to visually create a story through storyboards. | **Fall 2017: 2/2 = 100%** | The benchmark was met for this objective. It should be noted that although this SLO for ART 254 is quite similar to SLO #2 for ART 253, it represents the fact that the competent critique of the students’ own work, as well as the work of their peers, is a skill stressed in all animation classes. As students take subsequent courses, they are required to demonstrate more advanced and thorough critiques. |
| 3. The student will demonstrate in the development of a portfolio the ability to use professional animation tools and applications to produce an aesthetically appealing animated cycle, short, or animatic.  | Assessment- Rubric Final Student Critique of Final PortfolioRubric attached | 70% of students proficiently analyze their work and the work of others.  | **Fall 2017: 2/2 = 100%** | The benchmark was met for this objective. Art 253, 254, 283, and 284 are cross listed to accommodate students in these courses engaged in a bi-weekly mentoring and distance learning program where professional animators critique student animation and offer their advice. Cross listing these courses allows the most efficient and economical use of these services. Professional animators can engage with students during one time slot and one day rather than multiple time slots and multiple days.  |
| 4. The student will complete animation with lip-sync or sound. | Assessment- Rubric Final Student Critique of Final PortfolioRubric attached | 70% of students proficiently analyze their work and the work of others. | **Fall 2017: 1/2 = 50%** | The results for this outcome were not good and this goal was not met. This objective involves a more advanced skill set. However, cross listing the courses allows for uninterrupted, consistent development of these skills with the aid of mentorship. Continued cross listing will improve this objective result. |
| **Plan submission date: October 8, 2018** | **Submitted by: Liberal Arts Department** |

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| **Rubric Components** | **Point Scale used to Evaluate Final Critique of Animation Portfolio** |
| **No/ Limited Proficiency** **5-0 (D,F)** | **Some Proficiency**  **10-6 ( C)** | **Proficiency** **15-11 (B)** | **High Proficiency**  **20-16 (A)** |
| The student will identify and apply the design principles and the 12 principles of animation. | Can identify, but very little evidence of application in portfolio. | Can identify and displays some evidence of application in portfolio. | Can identify and there is evidence of application in most of the portfolio projects. | Can identify and there is consistent evidence of application in the portfolio. |
| The student will visually create a story through storyboards | Can create a story. | Can visually create a story through storyboards. | Can visually create a story through storyboards that is clear. | Can visually create a story through storyboards that is clear and entertaining. |
| The student will create an animation that displays lighting effects and sound | Can create an animation that displays lighting effects and sound but needs assistance to do so. | Can create an animation that displays lighting effects and sound and needs little assistance to do so. | Can create an animation that displays lighting effects and sound. | Can create an animation that displays lighting effects and sound that is entertaining. |
| The student will operate professional tools and applications to produce animation. | Can operate professional tools and applications to produce animation, but must have assistance. | Can operate professional tools and applications to produce animation with little assistance. | Can operate professional tools and applications to produce animation. | Can consistently operate professional tools and applications to produce animation.  |
| Critical analysis  | Unable to objectively critique their animation and the animation of peers. | In few instances, can objectively critique their animation and the animation of peers sometimes using the correct terminology of the industry. | Can objectively critique their animation and the animation of peers sometimes using the correct terminology of the industry. | Accurately uses terminology of the industry to critique their work and the work of their peers. |

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| **ART 254 Course Student Learning Outcomes & Assessment Plan 2017-2018**This course is cross listed with ART 253, Art 283, and ART 284. The courses are only taught at the Jefferson Campus. ART 254 was taught during Spring 2018 only. Although the SLOs for 253-254 are similar, students enrolled in 254 are required to demonstrate more advanced skills than students taking 253. Course Student Learning Outcomes 1. The student will create an animated sequence that effectively applies the 12 principles of animation.2. The student will demonstrate the ability to analyze and analyze and critique their work and the work of others using the proper animation vocabulary and terminology. 3. The student will demonstrate in the development of a portfolio the ability to use professional animation tools and applications to produce an aesthetically appealing animated cycle, short, or animatic. 4. The student will complete animation with lip-sync or sound. |
| **Intended Outcomes** | **Means of Assessment** | **Criteria for Success** | **Summary & Analysis of Assessment Evidence** | **Use of Results** |
| 1. The student will create an animated sequence that effectively applies the 12 principles of animation. | Assessment- Rubric Final Student Critique of Final PortfolioRubric attached | 70% of students will identify and apply the design principles and the 12 principles of animation. | **Spring 2018: 1/1 = 100%** | The benchmark was met for this objective. The SLO will be revised for the next cycle to read:*The student will display advanced skills to create an animated short story that effectively applies the design principles and principles of animation.*This new SLO will highlight the higher level of technical skill required in ART 254 while students learn to use the media to solve challenging visual problems and better communicate and express ideas. A new rubric will also be created. |
| 2. The student will demonstrate the ability to analyze and analyze and critique their work and the work of others using the proper animation vocabulary and terminology. | Assessment- Rubric Final Student Critique of Final Portfolio | 70% of students will demonstrate ability to visually create a story through storyboards. | **Spring 2018: 1/1 = 100%** | The benchmark was met for this objective. It should be noted that although this SLO for ART 254 is quite similar to SLO #2 for ART 253, it represents the fact that the competent critique of the students’ own work, as well as the work of their peers, is a skill stressed in all animation classes. As students take subsequent courses, they are required to demonstrate more advanced and thorough critiques. |
| 3. The student will demonstrate in the development of a portfolio the ability to use professional animation tools and applications to produce an aesthetically appealing animated cycle, short, or animatic.  | Assessment- Rubric Final Student Critique of Final PortfolioRubric attached | 70% of students proficiently analyze their work and the work of others.  | **Spring 2018: 1/1 = 100%** |  The benchmark was met for this objective. The SLO will be revised for the next cycle to read:*Student will display increased ability to use professional animation tools and applications to produce an aesthetically appealing animated cycle, short, or animatic.*This new SLO will highlight the higher level of technical skill required in ART 254 while students learn to use the media to solve challenging visual problems and better communicate and express ideas. A new rubric will also be created. |
| 4. The student will complete animation with lip-sync or sound. | Assessment- Rubric Final Student Critique of Final PortfolioRubric attached | 70% of students proficiently analyze their work and the work of others. | **Spring 2018: 1/1 = 100%** |  The benchmark was met for this objective. The SLO will be revised for the next cycle to read:*Student will display the ability to use lip-sync or sound that effectively supports an animation project.*This new SLO will highlight the higher level of technical skill required in ART 254 while students learn to use the media to solve challenging visual problems and better communicate and express ideas. A new rubric will also be created. |
| **Plan submission date: October 8, 2018** | **Submitted by: Liberal Arts Department** |

**ART 254 (Graphic Design) Grading Rubric- Critique- Final Portfolio**

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| **Rubric Components** | **No/ Limited Proficiency** | **Some Proficiency** | **Proficiency** | **High Proficiency** |
| **In a final portfolio, student displays advanced skills to create an animated short story that effectively applies the design principles and principles of animation.** | With assistance able to complete a character animated short story that appropriately applies the 12 principles of animation (ie. Squash & Stretch, timing, arcs etc.)  | Sometimes able to complete a character animated short that applies the 12 principles of animation (ie. Squash & Stretch, timing, arcs etc.) Animation does not always achieve clear poses. | Able to complete a character animated short story that applies the 12 principles of animation (ie. Squash & Stretch, timing, arcs etc.) Animation uses clear poses. | Consistently able to independently complete a character animated short story that applies the 12 principles of animation (ie. Squash & Stretch, timing, arcs etc.) Animation is aesthetically pleasing, clear, concise and entertaining.  |
| **In final portfolio, student displays increased ability to use professional animation tools and applications to produce an aesthetically appealing animated cycle, short, or animatic.** | With assistance, able to identify and use appropriate animation tools and software to produce an aesthetically appealing animated cycle, short, or animatic.(ie. Pegs or rigs, tweening)  | Without assistance student displays ability to identify and use professional animation tools and applications to produce an aesthetically appealing animated cycle, short, or animatic.(ie. Pegs or rigs, tweening)  | At times, student displays ability to identify and use professional animation tools and applications to produce an aesthetically appealing animated cycle, short, or animatic.(ie. Pegs or rigs, tweening)  | Student consistently and independently displays ability to identify and use professional animation tools and applications to produce an aesthetically appealing animated cycle, short, or animatic.(ie. Pegs or rigs, tweening)  |
| **In a final portfolio, the student will complete animation with lip-sync or sound.**  | Inability to record or edit animated cycles to include lip sync or sound. | Ability to record or edit animated cycles to include lip sync or sound. Needs assistance. | Ability to record or edit animated cycles to include lip sync or sound. Needs assistance at times. | Ability to record or edit animated cycles to include lip sync or sound. Needs no assistance. |

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| **ART 283 Course Student Learning Outcomes & Assessment Plan 2017-2018**This course is cross listed with ART 253, Art 254, and ART 284. The courses are only taught at the Jefferson Campus. Although the SLOs for 283-284 are similar, students enrolled in 283 are not judged on as high a level of proficiency as students taking 284. Course Student Learning Outcomes 1. The student will create an animated sequence that effectively applies the 12 principles of animation.2. The student will demonstrate the ability to analyze and analyze and critique their work and the work of others using the proper animation vocabulary and terminology. 3. The student will use professional animation production equipment to create an animated cycle or short.  |
| **Intended Outcomes** | **Means of Assessment** | **Criteria for Success** | **Summary & Analysis of Assessment Evidence** | **Use of Results** |
| 1. The student will create an animated sequence that effectively applies the 12 principles of animation. | Assessment- Rubric Final Student Critique of Final PortfolioRubric attached | 70% of students will identify and apply the design principles and the 12 principles of animation. | **Fall 2017: 6/6 = 100%****Spring 2018: 1/1 = 100%****2017-2018 Academic Year****7/7 = 100%** | The benchmark was met for this objective. Art 253, 254, 283, and 284 are cross listed to accommodate students in these courses engaged in a bi-weekly mentoring and distance learning program where professional animators critique student animation and offer their advice. Cross listing these courses allows the most efficient and economical use of these services. Professional animators can engage with students during one time slot and one day rather than multiple time slots and multiple days.  |
| 2. The student will demonstrate the ability to analyze and analyze and critique their work and the work of others using the proper animation vocabulary and terminology. | Assessment- Rubric Final Student Critique of Final Portfolio | 70% of students will demonstrate ability to visually create a story through storyboards. | **Fall 2017: 6/6 = 100%****Spring 2018: 1/1 = 100%****2017-2018 Academic Year****7/7 = 100%** | The benchmark was met for this objective. It should be noted that although this SLO for ART 283 is quite similar to SLO #2 for ART 284, it represents the fact that the competent critique of the students’ own work, as well as the work of their peers, is a skill stressed in all animation classes. As students take subsequent courses, they are required to demonstrate more advanced and thorough critiques |
| 3. The student will use professional animation production equipment to create an animated cycle or short. | Assessment- Rubric Final Student Critique of Final Portfolio | 70% of students will demonstrate ability to use professional animation production equipment to create an animated cycle or short.  | **Fall 2017: 6/6 = 100%****Spring 2018: 1/1 = 100%****2017-2018 Academic Year****7/7 = 100%** | The benchmark was met for this objective. The results for this goal have consistently been good. The outcome and assessment will continue to be used as it is foundational for the course. Success with this objective is needed to accomplish the goals and meet the objectives in successive animation courses. |
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| **Plan submission date: October 8, 2018** | **Submitted by: Liberal Arts Department** |

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| **ART 283 Assessment Rubric** |
| **Rubric Components** | **Point Scale used to Evaluate Final Critique of Animation Portfolio** |
| **No/ Limited Proficiency** | **Some Proficiency** | **Proficiency** | **High Proficiency** |
| Demonstrate knowledge of principles of design as evidenced in final portfolio |  |  |  |  |
| Demonstrate knowledge of principles of animation as evidenced in final portfolio |  |  |  |  |
| Demonstrate knowledge of pictorial story development as evidenced in final portfolio |  |  |  |  |
| Demonstrate knowledge of visual composition as evidenced in final animation portfolio |  |  |  |  |
| Demonstrate knowledge of human and animal anatomy as evidenced in drawings of a final portfolio |  |  |  |  |

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| **ART 284 Course Student Learning Outcomes & Assessment Plan 2017-2018**This course is cross listed with ART 253, Art 254, and ART 283. The courses are only taught at the Jefferson Campus. Although the SLOs for 283-284 are similar, students enrolled in 284 are required to demonstrate more advanced skills than students taking 283. Course Student Learning Outcomes 1. The student will create an animated sequence that effectively applies the 12 principles of animation.2. The student will demonstrate the ability to analyze and analyze and critique their work and the work of others using the proper animation vocabulary and terminology. 3. The student will demonstrate in the development of a portfolio the ability to use professional animation tools and applications to produce an aesthetically appealing animated cycle, short, or animatic. 4. The student will complete animation with lip-sync or sound. |
| **Intended Outcomes** | **Means of Assessment** | **Criteria for Success** | **Summary & Analysis of Assessment Evidence** | **Use of Results** |
| 1. The student will create an animated sequence that effectively applies the 12 principles of animation. | Assessment- Rubric Final Student Critique of Final PortfolioRubric attached | 70% of students will identify and apply the design principles and the 12 principles of animation. | **Fall 2017: 2/2 = 100%****Spring 2018: 4/4 = 100%****2017-2018 Academic Year****6/6 = 100%** | The benchmark was met for this objective. The SLO will be revised for the next cycle to read:*Using the 12 principles of animation, the student will create animation that communicates personal thought and expression.*This new SLO will highlight the higher level of technical skill required in ART 283 while students learn to use the media to solve challenging visual problems and better communicate and express ideas. A new rubric will also be created. |
| 2. The student will demonstrate the ability to analyze and analyze and critique their work and the work of others using the proper animation vocabulary and terminology. | Assessment- Rubric Final Student Critique of Final Portfolio | 70% of students will demonstrate ability to visually create a story through storyboards. | **Fall 2017: 2/2 = 100%****Spring 2018: 4/4 = 100%****2017-2018 Academic Year****6/6 = 100%** | The benchmark was met for this objective. The SLO will be revised for the next cycle to read: *The student will display ability to critique and problem solve their work and the work of others using the proper animation vocabulary and terminology.*This new SLO will highlight the higher level of technical skill required in ART 283 while students learn to use the media to solve challenging visual problems and better communicate and express ideas. A new rubric will also be created. |
| 3. The student will demonstrate in the development of a portfolio the ability to use professional animation tools and applications to produce an aesthetically appealing animated cycle, short, or animatic.  | Assessment- Rubric Final Student Critique of Final PortfolioRubric attached | 70% of students proficiently analyze their work and the work of others.  | **Fall 2017: 2/2 = 100%****Spring 2018: 4/4 = 100%****2017-2018 Academic Year****6/6 = 100%** | The benchmark was met for this objective. The SLO will be revised for the next cycle to read:*The student will use advanced technical skills with animation production equipment to create an animation cycle or short that communicates personal thought and expression.*This new SLO will highlight the higher level of technical skill required in ART 283 while students learn to use the media to solve challenging visual problems and better communicate and express ideas. A new rubric will also be created. |
| 4. The student will complete animation with lip-sync or sound. | Assessment- Rubric Final Student Critique of Final PortfolioRubric attached | 70% of students proficiently analyze their work and the work of others. | **Fall 2017: 2/2 = 100%** | The benchmark was met for this objective. The results for this objective continue to improve. Uninterrupted, consistent development of these skills is helping to achieve this goal. Cross listing (art 253,254,283, 284) helps to provide this consistency. This SLO will be eliminated for the next cycle as it is a part of the revised 3rd objective. |
| **Plan submission date: October 8, 2018** | **Submitted by: Liberal Arts Department** |

**ART 284 (Graphic Animation II) Grading Rubric- Critique- Final Portfolio**

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| **Rubric Components** | **No/ Limited Proficiency** | **Some Proficiency** | **Proficiency** | **High Proficiency** |
| **Demonstrates in a final portfolio, using the 12 principles of animation, student creates animation that communicates person thoughts and expression**  | Unable to communicate through an animated sequence that appropriately applies an understanding of the 12 principles of animation (ie. Squash & Stretch, timing, arcs etc.)  | With direction able to communicate through and animated sequence that appropriately applies an understanding of the 12 principles of animation (ie. Squash & Stretch, timing, arcs etc.) but must have direction or assistance.  | At times without direction able to complete an animated sequence that communicates personal thought and expression and applies an understanding of the 12 principles of animation (ie. Squash & Stretch, timing, arcs etc.)  | Consistently able to independently complete an animated sequence that communicates personal thoughts and expression and appropriately applies an understanding of the 12 principles of animation (ie. Squash & Stretch, timing, arcs etc.) Animation is clear and entertaining. |
| **Demonstrates in a final portfolio, ability to critique and problem solve their work and the work of others using the proper animation vocabulary and terminology** | During critique, able to discuss their work in terms of techniques and animation principles using appropriate art terminology. | During critique, with assistance able to recognize deficiencies and discuss their work in terms of techniques and animation principles using appropriate animation terminology.  | During critique, able to recognize deficiencies and discuss their work in terms of techniques and animation principles using appropriate animation terminology. At times able to problem solve and apply solution | During critique, able to recognize deficiencies and discuss their work in terms of techniques and animation principles using appropriate animation terminology. Able to problem solve and apply solution. |
| **The student will use advanced technical skills with animation production equipment to create an animation cycle or short that communicates personal thought and expression.** | Able to record and edit animated cycles or shorts with good lead-in/exit frames at beginning or end, adequately framed shots, good lighting.) Needed little, if any, direction or assistance to do so. | With assistance, able to identify appropriate animation production equipment needed to communicate a personal thought and expression. | With assistance, able to identify and use appropriate animation production equipment needed to communicate a personal thought and expression. | Without assistance, able to identify and use appropriate animation production equipment needed to communicate a personal thought and expression. |

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| **Geography 100 Course Student Learning Outcomes & Assessment Plan 2017-2018**Course Student Learning Outcomes 1. The student will demonstrate knowledge of the 6 essential elements of geography.2. The student will demonstrate knowledge of the worldwide spatial distributions of landforms, climate, vegetation, soils, and other natural resources.3. The student will demonstrate knowledge using maps to locate places for use in geographic inquiry.**GEO 100 is taught online only.**  |
| **Intended Outcomes** | **Means of Assessment** | **Criteria for Success** | **Summary & Analysis of Assessment Evidence** | **Use of Results** |
| 1. The student will demonstrate knowledge of the 6 essential elements of geography. | Objective Exam Questions (MC, TF, etc.) | 70% of students will correctly demonstrate knowledge of the 6 essential elements of geography. | Fall 2017: NASpring 2018: 70/84 = 83% | This outcome was successful. Students were knowledgeable of the elements of geography.  |
| 2. The student will demonstrate knowledge of the worldwide spatial distributions of landforms, climate, vegetation, soils, and other natural resources. | Objective Exam Questions (MC, TF, etc.) | 70% of students will demonstrate knowledge of the worldwide spatial distributions of landforms, climate, vegetation,soils, and other natural resources. | Fall 2017: NASpring 2018: 64/76 = 84% | This outcome was successful. Students learned where the various climate types and patterns are located and when tested on the material were able to correctly identify this climate.  |
| 3. The student will demonstrate knowledge using maps to locate places for use in geographic inquiry. | Objective Exam Questions (MC, TF, etc.) | 70% of students will be able to demonstrate knowledge using maps to locate places for use in geographic inquiry. | Fall 2017: NASpring 2018: 81/89 = 91% | Students did very well on this outcome. The students were able to correctly identify countries, capital cities, and bodies of water in a certain region.  |
| **Plan submission date: October 8, 2018** | **Submitted by: Liberal Arts Department** |

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| **History 101 Course Student Learning Outcomes & Assessment Plan 2017-2018**Course Student Learning Outcomes 1A: The student shows mastery of relevant context using information from primary and/or secondary sources. 2A: Student constructed/organized a satisfactory thesis using clear, organizational structure and coherent language.3A: Student used primary and/or secondary materials in a coherent and thoughtful manner in support of his/her thesis. **At the end of the current cycle (ending with 2018-2019 year), history faculty will revise the SLOs for all history classes to reflect historical knowledge relevant to the course as well as usage of primary/secondary sources in written compositions.**  |
| **Intended Outcomes** | **Means of Assessment** | **Criteria for Success** | **Summary & Analysis of Assessment Evidence** | **Use of Results** |
| 1A: The student shows mastery of relevant context using information from primary and/or secondary sources | Final exam essay | 70% of students should meet intended outcome. | **Fall 2017 Campus Totals**Shelby: 178/233 76% Pell City- 31/34 = 91%Clanton- 37/51 71.5%  | Students seem to have struggled by turning in incomplete essays. Students may need more guidance in the future to help with completing the final essay portion of the exam. |
| **Spring 2018 Campus Totals**Jefferson: Shelby: 195/271 = 73%Clanton: Pell City: 19/21 = 90% |
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| 2A: Student constructed/organized a satisfactory thesis using clear, organizational structure and coherent language. | Final exam essay | 70% of students should meet intended outcome. | **Fall 2017 Campus Totals**Jefferson: Shelby: 175/233 75% Pell City: 39/51 78%Clanton: 15/21 71% | Although this percentage is on the edge, students may need more guidance in learning how to construct a coherent essay. Faculty will need to address this issue in their future course planning. |
| **Spring 2018 Campus Totals**Jefferson: being assessedShelby: 177.271 69%Clanton:Pell City: 19/21 90% |
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| 3A: Student used primary and/or secondary materials in a coherent and thoughtful manner in support of his/her thesis.  | Final exam essay | 70% of students should meet intended outcome. |

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| **Fall 2017 Campus Totals**Jefferson: being assessedShelby: 173/23375% success Pell City: 26/34 76%Clanton: 39/51 78% |
| **Spring 2018 Campus Totals**Jefferson: Shelby: 195/271 73%Clanton: Pell City: 17/21 81% |

 | More class time will need to be used to teach students how to properly construct a thesis and develop the essay.  |
| **Plan submission date: October 8, 2018** | **Submitted by: Liberal Arts Department** |

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| **History 102 Course Student Learning Outcomes & Assessment Plan 2017-2018**Course Student Learning Outcomes 1A: The student shows mastery of relevant context using information from primary and/or secondary sources. 2A: Student constructed/organized a satisfactory thesis using clear, organizational structure and coherent language.3A: Student used primary and/or secondary materials in a coherent and thoughtful manner in support of his/her thesis.**At the end of the current cycle (ending with 2018-2019 year), history faculty will revise the SLOs for all history classes to reflect historical knowledge relevant to the course as well as usage of primary/secondary sources in written compositions.**  |
| **Intended Outcomes** | **Means of Assessment** | **Criteria for Success** | **Summary & Analysis of Assessment Evidence** | **Use of Results** |
| 1A: The student shows mastery of relevant context using information from primary and/or secondary sources.  | Students completed an essay based on the book “How We Survived Communism and Even Laughed” | 70% of students should meet intended outcome. | **Fall 2017 Campus Totals**Jefferson: not reportedShelby: 113/132 88%Pell City: 6/9 67%Clanton:  | Students demonstrated a proper approach to developing a historical context, creating a thesis , and understanding research materials. Faculty will continue to review teaching plans for this and all course assignments.  |
| **Spring 2018 Campus Totals**Jefferson: not reportedShelby: 136/201 82%Clanton: 39/44 91%Pell City: 23/25 92% |
| 2A: Student constructed/organized a satisfactory thesis using clear, organizational structure and coherent language. | Students completed an essay based on the book “How We Survived Communism and Even Laughed” | 70% of students should meet intended outcome. | **Fall 2017 Campus Totals**Jefferson: Shelby: 110/132 83%Pell City: 7/9 77%Clanton:  |  |
| **Spring 2018 Campus Totals**Jefferson: Shelby: 145/201 81%Clanton: 37/44 84%Pell City: 21/25 88% |
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| 3A: Student used primary and/or secondary materials in a coherent and thoughtful manner in support of his/her thesis. | Students completed an essay based on the book “How We Survived Communism and Even Laughed” | 70% of students should meet intended outcome. |

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| **Fall 2017 Campus Totals**Jefferson: Shelby: 110/132 83%Clanton: Pell City: 7/9 77% |
| **Spring 2018 Campus Totals**Jefferson: Shelby: 145/201 81%Pell City: 35/44 80%Clanton: 21/25 84% |

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| **Plan submission date: October 8, 2018** | **Submitted by: Liberal Arts Department** |

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| **History 121 Course Student Learning Outcomes & Assessment Plan 2017-2018**Course Student Learning Outcomes 1A: The student shows mastery of relevant context using information from primary and/or secondary sources. 2A: Student constructed/organized a satisfactory thesis using clear, organizational structure and coherent language3A: Student used primary and/or secondary materials in a coherent and thoughtful manner in support of his/her thesis. History 121 was offered only on the Shelby campus for Fall 2017.**At the end of the current cycle (ending with 2018-2019 year), history faculty will revise the SLOs for all history classes to reflect historical knowledge relevant to the course as well as usage of primary/secondary sources in written compositions.**  |
| **Intended Outcomes** | **Means of Assessment** | **Criteria for Success** | **Summary & Analysis of Assessment Evidence** | **Use of Results** |
| 1A: The student shows mastery of relevant context using information from primary and/or secondary sources.  | Final exam essay | 70% of students should meet intended outcome. | **Fall 2017 Campus Totals**Shelby: 15/25 60% | Students were required to formulate a thesis based on primary documents of which they were provided. The assessment measured their ability to understand primary source material as it related to an overall theme / thesis. requirements. It also measured their analytical and critical thinking skills in determining how to appropriate relevant information. Unfortunately, the assessment target was not met. Too many of the students did not seem well enough acquainted with the overall concept of a thesis and how to effectively use source material in support. The instructor intends to spend more time in the earlier part of the semester using examples and walking students through the stages that result in effective writing |
| **Spring 2018 Campus Totals**Jefferson: Shelby: Clanton: Pell City:  |
| **Fall 2017 Campus Totals**Jefferson: Shelby: Pell City: Clanton:  |
| 2A: Student constructed/organized a satisfactory thesis using clear, organizational structure and coherent language | Final exam essay | 70% of students should meet intended outcome. | **Fall 2017 Campus Totals**Jefferson: Shelby: 15/25 60%Pell City: Clanton:  |  |
| **Spring 2018 Campus Totals**Jefferson: Shelby: Clanton: Pell City:  |
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| 3A: Student used primary and/or secondary materials in a coherent and thoughtful manner in support of his/her thesis.  | Final exam essay | 70% of students should meet intended outcome. | **Fall 2017 Campus Totals**Jefferson: Shelby: 15/25 60%Pell City: Clanton:  |  |
| **Plan submission date: October 8, 2018** | **Submitted by: Liberal Arts Department** |

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| **History 122 Course Student Learning Outcomes & Assessment Plan 2017-2018**Course Student Learning Outcomes 1A: The student shows mastery of relevant context using information from primary and/or secondary sources.2A: Student constructed/organized a satisfactory thesis using clear, organizational structure and coherent language. 3A: Student used primary and/or secondary materials in a coherent and thoughtful manner in support of his/her thesis.HIS 122 was only offered on the Shelby campus for spring 2018**At the end of the current cycle (ending with 2018-2019 year), history faculty will revise the SLOs for all history classes to reflect historical knowledge relevant to the course as well as usage of primary/secondary sources in written compositions.**  |
| **Intended Outcomes** | **Means of Assessment** | **Criteria for Success** | **Summary & Analysis of Assessment Evidence** | **Use of Results** |
| 1A: The student shows mastery of relevant context using information from primary and/or secondary sources | RESEARCH ESSAY STYLE HISTORICAL JOURNAL |  | **Fall 2017 Campus Totals**Jefferson: Shelby: Pell City: Clanton:  | In reviewing these historical essay research journals, I am pleased with the focus and performance of students. On the whole, students in this course demonstrated an appropriate approach regarding the development of a proper historical context, thesis creation, and research materials. Instructors will continue to review theteaching plans for this and all course assignments.  |
| **Spring 2018 Campus Totals**Jefferson: Shelby: 27/32 84%Clanton: Pell City:  |
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| 2A: Student constructed/organized a satisfactory thesis using clear, organizational structure and coherent language.  | Means of assessment may vary by instructor; however, each assessment should specifically address the SLO as indicated  |  | **Fall 2017 Campus Totals**Jefferson: Shelby: Pell City: Clanton:  |  |
| **Spring 2018 Campus Totals**Jefferson: Shelby: 27/32 84%Clanton: Pell City:  |
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| 3A: Student used primary and/or secondary materials in a coherent and thoughtful manner in support of his/her thesis. | Means of assessment may vary by instructor; however, each assessment should specifically address the SLO as indicated  |  |

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| **Fall 2017 Campus Totals**Jefferson: Shelby: Pell City: Clanton:  |
| **Spring 2018 Campus Totals**Jefferson: Shelby: 27/32 84%Clanton: Pell City:  |

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| **History 201 Course Student Learning Outcomes & Assessment Plan 2017-2018**Course Student Learning Outcomes 1A: The student shows mastery of relevant context using information from primary and/or secondary sources.2A: Student constructed/organized a satisfactory thesis using clear, organizational structure and coherent language.3A: Student used primary and/or secondary materials in a coherent and thoughtful manner in support of his/her thesis.**At the end of the current cycle (ending with 2018-2019 year), history faculty will revise the SLOs for all history classes to reflect historical knowledge relevant to the course as well as usage of primary/secondary sources in written compositions.**  |
| **Intended Outcomes** | **Means of Assessment** | **Criteria for Success** | **Summary & Analysis of Assessment Evidence** | **Use of Results** |
| 1A: The student shows mastery of relevant context using information from primary and/or secondary sources. | Students answered the following essay question on their final: “Explain the causes of the Civil War. What events led to war and how did the North and South match up against each other | 70% of students should meet intended outcome | **Fall 2017 Campus Totals**Jefferson: Shelby: 38.39 97%Pell City: 17/24 71%Clanton: 27/36 75% | Overall students showed a mastery of relevant context using information from their notes and textbook. This essay was a success. For future courses, instructors will rewrite the essay question challenging students to evaluate information at a higher level on taxonomy. |
| **Spring 2018 Campus Totals**Jefferson: Shelby: 136/143 95%Clanton: 17/20 85%Pell City: 17/22 77% |
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| 2A: Student constructed/organized a satisfactory thesis using clear, organizational structure and coherent language | Students answered the following essay question on their final: “Explain the causes of the Civil War. What events led to war and how did the North and South match up against each other | 70% of students should meet intended outcome | **Fall 2017 Campus Totals**Jefferson: Shelby: 38/39 97%Pell City: 19/24 79%Clanton: 28/36 78% | Although student percentage was high, instructors believe that students need to be taught how to construct a coherent thesis in an essay question on the exam. Instructors thought the students moved quickly into their essays without a strong thesis. Examples of coherent theses will be given and constructed in class. |
| **Spring 2018 Campus Totals**Jefferson: Shelby: 131/143 92.5%Clanton: 16/20 80%Pell City: 18/22 82% |
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| 3A: Student used primary and/or secondary materials in a coherent and thoughtful manner in support of his/her thesis. | Students answered the following essay question on their final: “Explain the causes of the Civil War. What events led to war and how did the North and South match up against each other | 70% of students should meet intended outcome |

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| **Fall 2017 Campus Totals**Jefferson: Shelby: 38/38 97%Pell City: 21/24 88%Clanton: 33/36 92% |
| **Spring 2018 Campus Totals**Jefferson: Shelby: 130/143 91%Clanton: 16/20 80%Pell City: 17/22 77% |

 | Use of results for 1A and 2A  |
| **Plan submission date: October 8, 2018** | **Submitted by: Liberal Arts Department** |

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| **History 202 Course Student Learning Outcomes & Assessment Plan 2017-2018**Course Student Learning Outcomes 1A: The student shows mastery of relevant context using information from primary and/or secondary sources.2A: Student constructed/organized a satisfactory thesis using clear, organizational structure and coherent language.3A: Student used primary and/or secondary materials in a coherent and thoughtful manner in support of his/her thesis.**At the end of the current cycle (ending with 2018-2019 year), history faculty will revise the SLOs for all history classes to reflect historical knowledge relevant to the course as well as usage of primary/secondary sources in written compositions.**  |
| **Intended Outcomes** | **Means of Assessment** | **Criteria for Success** | **Summary & Analysis of Assessment Evidence** | **Use of Results** |
| 1A: The student shows mastery of relevant context using information from primary and/or secondary sources. | Students completed the following essay question on the final exam: What was America’s attitude toward communism after WWII? How was this worked out in domestic and foreign affairs? | 70% of students should meet intended outcome. | **Fall 2017 Campus Totals**Jefferson: Shelby: Pell City: Clanton:  | Overall, instructors felt that students did very well on this final exam essay. Instructors saw student imp I will continue to use this as a form of assessment and perhaps expand upon it to challenge them to think more critically.  |
| **Spring 2018 Campus Totals**Jefferson: Shelby: 180/211 83%Clanton: Pell City:  |
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| 2A: Student constructed/organized a satisfactory thesis using clear, organizational structure and coherent language. | Students completed the following essay question on the final exam: What was America’s attitude toward communism after WWII? How was this worked out in domestic and foreign affairs? | 70% of students should meet intended outcome. | **Fall 2017 Campus Totals**Jefferson: Shelby: Pell City: Clanton:  | Overall, instructors felt that students did very well on this final exam essay. Instructors saw student imp I will continue to use this as a form of assessment and perhaps expand upon it to challenge them to think more critically.  |
| **Spring 2018 Campus Totals**Jefferson: Shelby: 178/211 81%Clanton: Pell City:  |
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| 3A: Student used primary and/or secondary materials in a coherent and thoughtful manner in support of his/her thesis. | Students completed the following essay question on the final exam: What was America’s attitude toward communism after WWII? How was this worked out in domestic and foreign affairs? | 70% of students should meet intended outcome. |

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| **Fall 2017 Campus Totals**Jefferson: Shelby: Pell City: Clanton:  |
| **Spring 2018 Campus Totals**Jefferson: Shelby: 181/211 84%Clanton: Pell City:  |

 | Overall, instructors felt that students did very well on this final exam essay. Instructors saw student imp I will continue to use this as a form of assessment and perhaps expand upon it to challenge them to think more critically.  |
| **Plan submission date: October 8, 2018** | **Submitted by: Liberal Arts Department** |

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| **Music 101 Course Student Learning Outcomes & Assessment Plan 2017-2018**This course is taught at the Jefferson and Shelby campuses only. Course Student Learning Outcomes 1. The student will demonstrate knowledge and understanding of the fundamentals of music utilizing appropriate terminology.2. The student will demonstrate knowledge of prominent composers and major compositions. |
| **Intended Outcomes** | **Means of Assessment** | **Criteria for Success** | **Summary & Analysis of Assessment Evidence** | **Use of Results** |
| 1. The student will demonstrate knowledge and understanding of the fundamentals of music utilizing appropriate terminology. | Embedded exam questions: the content, format, and number of questions varies by individual instructor.  | 70% of students will be able to correctly use the terminology being assessed.  | **Fall 2017 Campus Totals**Jefferson: 26/49 = 53%Shelby: 159/178 = 89% | After review of the data for overall student performance across the College, students’ performance indicates a basic knowledge of the fundamentals of music. However, further review reveals strong evidence that additional teaching support and educational resources need to be provided to all students enrolled in MUS 101 to help them be successful. Brain storming between faculty included discussion of the Music Appreciation textbook that is currently being used that is appropriate for non-music majors. This allows students to have an organized resource they can reference in class and study outside of class. Because a lot of course material is discussed in class, PowerPoints were also discussed as a resource for students that highlight topic material. When provided, students can study them after class at any time. Handouts were also suggested. The data shows a serious gap in student knowledge and understanding of basic music fundamentals. The instructors are serious about providing diverse ways for students to be able to learn the material. By providing the addition of handouts with music terms and definitions, students can study those terms outside of the classroom. Incorporating PowerPoints and providing handouts of the topics to be discussed by the instructor can greatly improve student learning. The PowerPoints also make it possible for students who might need to miss a class to have access to material that was discussed. Placing a Music Appreciation textbook on reserve in the Learning Resource Center for student while on campus is another way to provide a resource to review concepts and music fundamentals. Recognizing that some students are visual learners, some are auditory learners, and others learn by doing, each instructor shared best practices they use in the classroom that have proven to help students learn and understand the fundamentals of music and to be successful.  |
| **Spring 2018 Campus Totals**Jefferson: 17/34 = 50%Shelby: 166/168 = 99% |
| **2017-2018 Academic Year****368/429 = 86%****Campus Totals**Jefferson: 43/83 = 52%Shelby: 325/346 = 94% |
| 2. The student will demonstrate knowledge of prominent composers and major compositions. | Embedded exam questions: the content, format, and number of questions varies by individual instructor. | 70% of students will demonstrate correct knowledge of prominent composers and major compositions | **Fall 2017 Campus Totals**Jefferson:26/49 = 53%Shelby: 149/178 = 84% | The average percentage of students taking MUS 101 across the College reflects that students are meeting the 70% expectation in the knowledge of composers and major compositions. However, the 75% leaves room for improving student success. After collaborative reflection and discussion among faculty, several ideas were shared. Providing students with a list of all the composers and their works to be discussed in the class for the semester will help students with the spelling and recognition of the names and titles that are in other languages. The composer and composition list provided at the beginning of the semester will also help students learn the genre and time periods of the compositions. Students will also be encouraged to watch YouTube performances of each composition to re-enforce what was played in class. Watching video performances and listening to compositions also helps the visual learner as well as the auditory learner. Listening quizzes are given to students to demonstrate mastery of composer recognition. Discussion of the start time for giving a quiz immediately at the beginning of class versus ten minutes or so after the start of class was talked about. Consideration was discussed based on possible unforeseen circumstances outside of a student’s control that could prohibit him/her from getting to class in time to take the quiz at the start of class and result in an overall poor quiz grade. Group projects and student attendance at lives performances of different genres is another best practice to be incorporated to help students translate the historical context of composers and their compositions with the live performance experience. Listening Journals are also incorporated into the learning experience for students. As instructors, it is acknowledged that continuous assessment of our professional teaching methodologies must be ongoing. This honest self-assessment will assist in meeting the diverse learning styles of every student. With faculty peer review, collaboration, objective evaluation, sharing of resource ideas, and best teaching practices that have proven to be success for any student demographic, all students will be exposed to a teaching method and resources that will enable them to be successful. |
| **Spring 2018 Campus Totals**Jefferson: 17/34 = 50%Shelby: 130/168 = 77% |
| **2017-2018 Academic Year****322/429 = 75%****Campus Totals**Jefferson: 43/83 = 52%Shelby: 279/346 = 81% |
| **Plan submission date: October 8, 2018** | **Submitted by: Liberal Arts Department** |

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| **MUS 110 Course Student Learning Outcomes & Assessment Plan 2017-2018****\*This course was NOT taught in 2017-2018.**  |

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| **Philosophy 106 Course Student Learning Outcomes & Assessment Plan 2017-2018**Course Student Learning Outcomes 1. The student will acquire a synoptic understanding of the five historical eras, and five contemporary branches, of Western philosophy.2. The student will practice the discipline of critical and creative philosophical reflection in pursuit of individual and communal flourishing.**PHL 106 was not assessed during the 2017-2018 academic year.**  |
| **Intended Outcomes** | **Means of Assessment** | **Criteria for Success** | **Summary & Analysis of Assessment Evidence** | **Use of Results** |
| 1. The student will acquire a synoptic understanding of the five historical eras, and five contemporary branches, of Western philosophy. | Embedded questions on the exam. The form, content, and number may vary by instructor, but questions will specifically address students’ understanding of the five historical eras, and five contemporary branches, of Western philosophy. | 70% of students will demonstrate a synoptic understanding of the five historical eras, and five contemporary branches, of Western philosophy. |  |  |
| 2. The student will practice the discipline of critical and creative philosophical reflection in pursuit of individual and communal flourishing. | Embedded questions on the exam. The form, content, and number may vary by instructor, but questions will specifically address students’ demonstration of the practice of critical and creative philosophical reflection in pursuit of individual and communal flourishing. | 70% of students will practice the discipline of critical and creative philosophical reflection in pursuit of individual and communal flourishing. |  |  |
| **Plan submission date: October 8, 2018** | **Submitted by: Liberal Arts Department** |
| **Philosophy 206 Course Student Learning Outcomes & Assessment Plan 2017-2018**Course Student Learning Outcomes 1.The student will acquire a synoptic understanding of the five historical eras of Western philosophy ethics, complete with their sociopolitical contexts.2. The student will practice the discipline of critical and creative ethical reflection in pursuit of ethical and political virtue, with an emphasis on the mainstream theories of utilitarianism, deontology, and virtue ethics (along with rival theories including feminist, postmodern and non-Western ethics).**PHL 106 was not assessed during the 2017-2018 academic year.** |
| **Intended Outcomes** | **Means of Assessment** | **Criteria for Success** | **Summary & Analysis of Assessment Evidence** | **Use of Results** |
| 1.The student will acquire a synoptic understanding of the five historical eras of Western philosophy ethics, complete with their sociopolitical contexts. | Embedded questions on the exam. The form, content, and number may vary by instructor, but questions will specifically address the objective.  | 70% of students will successfully demonstrate a synoptic understanding of the five historical eras, and five contemporary branches, of Western philosophy. |  |  |
| 2. The student will practice the discipline of critical and creative ethical reflection in pursuit of ethical and political virtue, with an emphasis on the mainstream theories of utilitarianism, deontology, and virtue ethics (along with rival theories including feminist, postmodern and non-Western ethics). | Embedded questions on the exam. The form, content, and number may vary by instructor, but questions will specifically address students’ the objective.  | 70% of students will successfully demonstrate the practice of critical and creative ethical reflection in pursuit of ethical and political virtue, with an emphasis on the mainstream theories of utilitarianism, deontology, and virtue ethics (along with rival theories including feminist, postmodern and non-Western ethics). |  |  |
| **Plan submission date: October 8, 2018** | **Submitted by: Liberal Arts Department** |

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| **Psychology 200 Course Student Learning Outcomes & Assessment Plan 2017-2018**Course Student Learning Outcomes The student will 1. Identify the goals of psychology.2. Explore various methods of psychological research.3. Distinguish the major schools/perspectives of psychology. |
| **Intended Outcomes** | **Means of Assessment** | **Criteria for Success** | **Summary & Analysis of Assessment Evidence** | **Use of Results** |
| 1. Identify the goals of psychology. | Midterm and/or final exam embedded questions, or a separate survey. | 70% of students will correctly answer embedded questions. | **Fall 2017 Campus Totals**Jefferson: 122/210 = 58%Shelby: 26/37 = 62%Pell City: 49/75 = 65%Clanton: 54/77 = 70% | The psychology department expressed concerns for this outcome as the goals of psychology are the very basics of the field. To improve student retention of the knowledge, instructors will continue to provide an in-depth lecture of the four goals of psychology, and instructors can facilitate a formative assessment using a digital (e.g. Socrative quiz) platform and/or traditional paper and pencil. The results of the assessment will highlight the goals of psychology that students are not grasping, and instructors can then reinforce the goals of psychology and present a learning activity such as having students read scenarios and identify which goal is met with each scenario. Throughout the semester, instructors will relate the goals of psychology to new material, and questions regarding the four goals of psychology as it relates to the new material will be presented in exams throughout the semester. |
| **Spring 2018 Campus Totals**Jefferson: 66/80 = 84%Shelby: NAPell City: 22/37 = 59%Clanton: 5/9 =55 % |
| **2017-2018 Academic Year****344/525 = 66%****Campus Totals**Jefferson: 188/290 = 65%Shelby: 26/37 = 62%Pell City: 71/112 = 63%Clanton: 59/86 = 69% |
| 2. Explore various methods of psychological research. | Midterm and/or final exam embedded questions, or a separate survey. | 70% of students will correctly answer embedded questions. | **Fall 2017 Campus Totals**Jefferson: 130/210 = 62%Shelby: 28/37 = 76%Pell City: 68/76 = 89%Clanton: 57/68 = 84% | Overall, students fared well on this learning objective as yearly results totaled over 70%. Instructors did notice a disparity between fall and spring semester. It is important to keep in mind that there are no prerequisites for this course, so students of all levels of academic ability enroll. During the fall semester, especially, many FTFT students choose this course as an elective. Many of these students have never taken college courses or are taking developmental English or reading courses and find the academic requirements of taking reading intensive courses such as this to be rather difficult. Instructors have proposed working with advisors to place more emphasis on the fact that this is a sophomore level course when helping students plan their schedules. To address this disparity in class, additional instructional support will be provided to all general psychology classes to meet this learning objective. Instructors can encourage students to improve their study skills by providing in-class mini-lectures on study skills or by assigning students point-based homework in which students will practice appropriate study skills including how to read a college textbook. Some instructors have elected to refer students to PrepStep, an online student success website, provided by JSCC where students can practice necessary study skills. To increase students’ knowledge of research methods, instructors will continue to provide in-depth lectures on psychological research methods. Instructors will continue to utilize a formative assessment to measure students’ comprehension of the material. They can then provide additional instruction on the methods with which students struggle. Next, students can also be given practice in analyzing the research and identifying the limitations of studies through individual or group activities and projects.  |
| **Spring 2018 Campus Totals**Jefferson: 51/54 = 94%Shelby: NAPell City: 35/37 = 95%Clanton: 7/9 = 77% |
| **2017-2018 Academic Year****376/491 = 77%****Campus Totals**Jefferson: 181/264 = 69%Shelby: 28/37 = 76%Pell City: 103/113 = 91%Clanton: 67/77 = 83% |
| 3. Distinguish the major schools/perspectives of psychology. | Midterm and/or final exam embedded questions, or a separate survey. | 70% of students will correctly answer embedded questions. | **Fall 2017 Campus Totals**Jefferson: 121/210 = 58%Shelby: 28/37 = 76%Pell City: 51/75 = 71%Clanton: 40/68 = 59% | The psychology department is quite concerned about this learning objective outcomes as some campuses fared poorly. Instructors also noted that the structure of the assessment may play a part. Questions on the current assessment are matching, and missing one pair results in the student’s falling below the 70% threshold. Therefore, student may know more than the data shows. At the end of this cycle, the assessment will also be revised and restructured. Instructors posited the outcome may also be due to instructional method used to convey the material. Instructors typically present the material all in one lecture, using the traditional lecture format. Although instructors reiterate the material throughout the semesters, students still seem to struggle with it. To increase students’ retention of the material, instructors can restructure lectures to be more interactive. This can be done in four ways. One way is to restructure the lecture by providing more video clips that illustrate the key aspects of the theories. Students will then be asked questions regarding the clips. Second, lecture material can be broken down into multiple sessions to allow students to absorb the material over a longer time span. Third, various assignments can be given, such as giving a case study where students must identify the theory that best explains the subject’s issue. Fourth, a daily assessment method like a quiz, Q&A session, etc. can be administered at the end of each class session where the theories and perspectives are discussed. After the data is collected and reviewed, instructors can reiterate the material with which students are having difficulty.  |
| **Spring 2018 Campus Totals**Jefferson: 51/54 = 94%Shelby: NAPell City: 30/37 = 81%Clanton: 7/9 = 77% |
| **2017-2018 Academic Year****328/490 = 67%****Campus Totals**Jefferson: 172/264 = 65%Shelby: 28/37 = 76%Pell City: 81/112 = 72%Clanton: 47/77 = 61% |
| **Plan submission date: October 8, 2018** | **Submitted by: Liberal Arts Department** |

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| **Psychology 210 Course Student Learning Outcomes & Assessment Plan 2017-2018**Course Student Learning Outcomes 1. The student will be able to identify the major theorists and their significant contributions to the study of human development. 2. The student will identify the major theories and models of human development (psychoanalytic, behavioral, and cognitive).3. The student will recognize various methods used in the study of the lifespan. |
| **Intended Outcomes** | **Means of Assessment** | **Criteria for Success** | **Summary & Analysis of Assessment Evidence** | **Use of Results** |
| 1. The student will be able to identify the major theorists and their significant contributions to the study of human development.  | Embedded exam questions or a separate survey (matching) | 70% of students will correctly answer embedded questions.  | **Fall 2017 Campus Totals**Jefferson: 85/94 = 90%Shelby: 47/70 = 67%Pell City: 22/23 = 97%Clanton: 21/26 = 81% | The 2017-2018 overall results are good (308/391 = 79%). Results show that students were able to retrieve relevant knowledge from the major theorists. Also, it shows that students are able to use the information in a practical manner. Identifying and visualizing the usage of this information in development and its usage for their own lives was evident. The department faculty examined and moved to a new book during the year (2017-2018) and this proved to be beneficial because it offered more instructional and practical break down of the material. To reach a higher level of results, instructors will review resources that are relevant to today’s “Gen Z student” which is geared towards social media including visual, mobile, social, digital, etc. This concept will add to or even revamp from just the traditional lectures.An additional concern for instructors is the removal of PSY 200 as a prerequisite for taking PSY 210. Nursing students, who are required to take PSY 210, are no longer required to have PSY 200 as a prerequisite. These students have no foundational knowledge base of general psychology from which to base their understanding of concepts in PSY 210. Instructors will continue to monitor outcomes assessment results and student grades to see if this change produces a negative effect on students.  |
| **Spring 2018 Campus Totals**Jefferson: 74/95 = 78%Shelby: 40/43 = 93%Pell City: 28/41 = 68%Clanton: 13/22 = 59% |
| **2017-2018 Academic Year****308/391 = 79%****Campus Totals**Jefferson: 159/189 = 84%Shelby: 87/113 = 77%Pell City: 28/41 = 68%Clanton: 34/48 = 71% |
| 2. The student will identify the major theories and models of human development (psychoanalytic, behavioral, and cognitive). | Embedded exam questions or a separate survey (matching) | 70% of students will demonstrate correct knowledge the major theories and models of human development.  | **Fall 2017 Campus Totals**Jefferson: 75/94 = 80%Shelby: 54/60 = 90%Pell City: 21/23 = 91%Clanton: 21/26 = 81% | The 2017-2018 overall results are good (310/381 = 81%). Results for the year shows that students are able to describe, identify, recognize and employ human development theories into most context of development from childhood through adulthood. Students demonstrated excellent knowledge through their assessments on how to critique developmental theories. They recognized both pros and cons. |
| **Spring 2018 Campus Totals**Jefferson: 71/95 = 75%Shelby: 37/43 = 86%Pell City: 35/41 = 85%Clanton: 17/22 = 77% |
| **2017-2018 Academic Year****310/381 = 81%****Campus Totals**Jefferson: 146/189 = 77%Shelby: 91/103 = 88%Pell City: 35/41 = 85%Clanton: 38/48 = 79% |
| 3. The student will recognize various methods used in the study of the lifespan. | Embedded exam questions or a separate survey (matching) | 70% of students will correctly answer embedded questions.  | **Fall 2017 Campus Totals**Jefferson: 85/94 = 90%Shelby: 56/70 = 80%Pell City: 17/23 = 74%Clanton: 19/41 = 73 = 75% | The 2017-2018 overall results are good (330/391 = 84%). Results of the year shows that students are able to use research methods in the field; including quantitative, qualitative and experimental methods in human development. Evaluating, judging, justifying what, how, when are essential in the field and students repeatedly throughout the year displayed good comprehension of research methods. To increase scores even higher in this area, instructors can implement more library research work which will prepare our students for transfer.  |
| **Spring 2018 Campus Totals**Jefferson: 73/95 = 77%Shelby: 41/43 = 95%Pell City: 39/41 = 95%Clanton: 17/22 = 77% |
| **2017-2018 Academic Year****330/391 = 84%****Campus Totals**Jefferson: 158/189 = 84%Shelby: 97/113 = 86%Pell City: 39/41 = 95%Clanton: 36/48 = 75% |
| **Plan submission date: October 8, 2018** | **Submitted by: Liberal Arts Department** |

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| **Psychology 230 Course Student Learning Outcomes & Assessment Plan 2017-2018****PSY 230 was not assessed during the 2017-2018 academic year.** Course Student Learning Outcomes 1. Students will be able to define terms based on the behavioral terminology of mental disorders. 2. Students will be able to identify, describe, and categorize mental disorders.3. Students will be able to examine all diagnostic methods and major therapies regarding abnormality.This course was not assessed during the 2017-2018 academic year. Due to the death of the usual instructor, the course is being reassigned and will be re-evaluated during the 2018-2019 academic year. The current SLOs will continue for this year to finish out the assessment cycle. However, at the end of the cycle, the department will revise the SLOs and the assessment methods.  |

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| **Religion 151 Course Student Learning Outcomes & Assessment Plan 2017-2018**Course Student Learning Outcomes 1. The student will understand the socio-historical and literary contexts of the many books of the Old Testament. 2. The student will compare a variety of opinions and approaches to studying the Old Testament. |
| **Intended Outcomes** | **Means of Assessment** | **Criteria for Success** | **Summary & Analysis of Assessment Evidence** | **Use of Results** |
| 1. The student will understand the socio-historical and literary contexts of the many books of the Old Testament.  | Assessment with Evaluations – Two short questions that addresses all three: 1. Why is context and history important in studying the Old Testament? 2. Why are there so many interpretations of a book like Genesis? | 70% of students should meet intended outcome. | **Fall 2017 Campus Totals**Jefferson: Shelby: 25/30 83%Pell City: Clanton:  | Student success is above the 70%. The instructor would like the find ways to teach students the basic methods of studying without having them memorize material. The instructor believes that students do not engage with a variety of opinions and approaches as he would like for them to do. To help with that, he has added outside readings to help bolster this outcome.  |
| **Spring 2018 Campus Totals**. Jefferson: Shelby: 23/26 88%Clanton: Pell City:  |
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| 2. The student will compare a variety of opinions and approaches to studying the Old Testament. | Assessment with Evaluations – Two short questions that addresses all three: 1. Why is context and history important in studying the Old Testament? 2. Why are there so many interpretations of a book like Genesis? | 70% of students should meet intended outcome. | **Fall 2017 Campus Totals**Jefferson: Shelby: 27/30 90%Pell City: Clanton:  |  |
| **Spring 2018 Campus Totals**Jefferson: Shelby: 22/26 85%Clanton: Pell City:  |
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| **Plan submission date: October 8, 2018** | **Submitted by: Liberal Arts Department** |

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| **Religion 152 Course Student Learning Outcomes & Assessment Plan 2017-2018**Course Student Learning Outcomes 1. The student will understand the socio-historical and literary contexts of the many books of the New Testament. 2. The student will compare a variety of opinions and approaches to studying the New Testament. |
| **Intended Outcomes** | **Means of Assessment** | **Criteria for Success** | **Summary & Analysis of Assessment Evidence** | **Use of Results** |
| 1. The student will understand the socio-historical and literary contexts of the many books of the New Testament.  | Assessment with one discussion question that demonstrates competency in both outcomesUsing a book of the Bible, the student will demonstrate its socio-historical and literary context.  | 70% of students student will understand the socio-historical and literary contexts of the many books of the New Testament. | **Fall 2017 Campus Totals**Jefferson: Shelby: 16/20 80%Pell City: Clanton:  | In grading the assessments, the instructor thought the students performed slightly better on the first diagnostic question than the second. They had a better grasp of the contextual aspects of the New Testament than the diversity of interpretations. Instructor might employ some diverse outside readings in order to bolster the diverse interpretations component of the class.  |
| **Spring 2018 Campus Totals**Jefferson: Shelby: 29/34 85%Clanton: Pell City:  |
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| 2. The student will compare a variety of opinions and approaches to studying the New Testament. | Assessment with one discussion question that demonstrates competency in both outcomesUsing a book of the Bible, the student will demonstrate its socio-historical and literary context.  | Using a book of the Bible, the student will be able to compare more than one opinion and approach to studying the Old Testament. | **Fall 2017 Campus Totals**Jefferson: Shelby: 16/20 80%Pell City: Clanton:  |  |
| **Spring 2018 Campus Totals**Jefferson: Shelby: 30/34 88%Clanton: Pell City:  |
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| **Plan submission date: October 8, 2018** | **Submitted by: Liberal Arts Department** |

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| **Sociology 200 Course Student Learning Outcomes & Assessment Plan 2017-2018**This course is currently taught only at the Jefferson and Shelby Campuses. Course Student Learning Outcomes The student will1. demonstrate knowledge of sociology and the sociological perspective.2. demonstrate knowledge of how social group experiences affect human behavior and development.3. demonstrate knowledge of the major social institutions found within society. |
| **Intended Outcomes** | **Means of Assessment** | **Criteria for Success** | **Summary & Analysis of Assessment Evidence** | **Use of Results** |
| 1. demonstrate knowledge of sociology and the sociological perspective. | 10 questions on an assessment created to measure this outcome. Content and format of questions may vary by instructor.  | 70% of students will identify the definition of sociology, sociological imagination, and using the social context to understand social behavior.  | **Fall 2017 Campus Totals**Jefferson: 55/73 = 75%Shelby: 54/72 = 75% |  To improve this outcome, the Instructors intend to apply these early concepts more thoroughly throughout the course. This process was applied to some concepts in the Spring semester with demonstrated success, illustrating that it is effective, so the instructors will amend the lectures and notes to extend that process to all concepts in the course, with a goal of reaching over 90% success for all campuses for the next assessment year.  |
| **Spring 2018 Campus Totals**Jefferson: 56/66 = 85%Shelby: 77/85 = 91% |
| **2017-2018 Academic Year****242/296 = 82%****Campus Totals**Jefferson: 111/139 = 80%Shelby: 131/157 = 83% |
| 2. demonstrate knowledge of how social group experiences affect human behavior and development. | 10 questions on an assessment created to measure this outcome. Content and format of questions may vary by instructor.  | 70% of students will identify how social group experiences affect behavior and development.  | **Fall 2017 Campus Totals**Jefferson: 67/74 = 91%Shelby: 65/72 = 90% | The consistently high numbers for this outcome indicate that it is being taught well enough for students to recognize and identify it on a basic level. The instructors feel it is time to create a new assessment that will more deeply evaluate the students’ ability to recognize and apply the impact of socialization and social group membership.  |
| **Spring 2018 Campus Totals**Jefferson: 59/65 = 91%Shelby: 80/85 = 94% |
| **2017-2018 Academic Year****271/296 = 92%**Jefferson: 126/139 = 91%Shelby: 145/157 = 92% |
| 3. demonstrate knowledge of the major social institutions found within society. | 10 questions on an assessment created to measure this outcome, Content and format of questions may vary by instructor. | 70% of students will demonstrate knowledge of major social institutions of society.  | **Fall 2017 Campus Totals**Jefferson: 65/74 = 88%Shelby: 78/85 = 92% | This outcome signals that the role and impact of social institutions in social life needs to be more strongly emphasized, especially in the classes on the Jefferson campus. The instructors will adjust lectures, notes and assignments accordingly. The role of a social institution can be associated with most concepts and that adjustment will be made.  |
| **Spring 2018 Campus Totals**Jefferson: 56/65 = 86%Shelby: 78/85 = 92% |
| **2017-2018 Academic Year****266/296 = 90%****Course Totals**Jefferson: 121/139 = 87%Shelby: 145/57 = 90% |
| **Plan submission date: October 8, 2018** | **Submitted by: Liberal Arts Department** |

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| **Sociology 210 Course Student Learning Outcomes & Assessment Plan 2017-2018****This course is taught online in the spring semester.** Course Student Learning Outcomes The student will 1. Demonstrate knowledge of the criteria of a social problem 2. Demonstrate knowledge of the impact of social policy on the individual. 3. Demonstrate knowledge of the theoretical perspectives used to explore and explain social problems.   |
| **Intended Outcomes** | **Means of Assessment** | **Criteria for Success** | **Summary & Analysis of Assessment Evidence** | **Use of Results** |
| 1. Demonstrate knowledge of the criteria of a social problem | 10 questions on a 30-question survey specifically created to assess this outcome.  | 70% of students will successfully demonstrate knowledge of the criteria of a social problem.   | **Spring 2018 Course Totals**9/10 = 90% | The assessment constructed to evaluate this outcome is a very simple one. While the result was very good, the instructor feels the assessment should be rewritten to evaluate deeper understanding of the criteria of a social problem. The new assessment will be created and piloted for the spring semester 2019.  |
| 2. Demonstrate knowledge of the impact of social policy on the individual.  | 10 questions on a 30-question survey specifically created to assess this outcome.  | 70% of students will successfully demonstrate knowledge of the impact of social policy on the individual  | **Spring 2018 Course Totals**8/10 = 80% | While the criteria for success was met and exceeded, there is room for improvement. The impact of social policy will be stressed more in the lecture notes and assignments. For example, students may be asked to link a social policy (i.e., discrimination in hiring) to a social problem (i.e., unemployment among the elderly in a time of corporate downsizing). These types will be developed and implemented in the Spring 2019 semester.  |
| 3. Demonstrate knowledge of the theoretical perspectives used to explore and explain social problems. | 10 questions on a 30-question survey specifically created to assess this outcome.  | 70% of students will successfully demonstrate knowledge of the theoretical perspectives used to explore and explain social problems  | **Spring 2018 Course Totals**9/10 = 90% | While this outcome was good, the Instructor questions the usefulness of this outcome and intends to eliminate it for the upcoming sequence. Doing so will enable the instructor emphasize the more important outcomes above.  |
| **Plan submission date: October 8, 2018** | **Submitted by: Liberal Arts Department** |

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| **Sociology 247 Course Student Learning Outcomes & Assessment Plan 2017-2018****This course is taught only in the fall semester and is only offered online.** Course Student Learning OutcomesThe student will1. Demonstrate knowledge of the historic purpose of the social institutions of marriage and family. 2. Demonstrate knowledge of the problems confronting contemporary families.3. Demonstrate knowledge of the differences in family form and function in various subcultures in the United States. |
| **Intended Outcomes** | **Means of Assessment** | **Criteria for Success** | **Summary & Analysis of Assessment Evidence** | **Use of Results** |
| 1. Demonstrate knowledge of the historic purpose of the social institutions of marriage and family.  | 10 questions on a 30-question survey specifically created to assess this outcome. | 70% of students will successfully demonstrate knowledge of the historic purpose of the social institutions of marriage and family.  | **Fall 2017 Course Total**21/21 = 100% | An examination of the assessment shows that it is a good assessment to evaluate the outcome listed here. Considering that and the 100% success rate, the outcome and assessment will continue to be used as it is foundational for the course.  |
| 2. Demonstrate knowledge of the problems confronting contemporary families. | 10 questions on a 30-question survey specifically created to assess this outcome. | 70% of students will successfully demonstrate knowledge of the problems confronting contemporary families | **Fall 2017 Course Total**20/21 = 90% | This assessment also strongly evaluates knowledge of the outcome listed. With only one student scoring below 70%, this outcome and assessment will continue to be used.  |
| 3. Demonstrate knowledge of the differences in family form and function in various subcultures in the United States. | 10 questions on a 30-question survey specifically created to assess this outcome. | 70% of students will successfully demonstrate knowledge of the differences in family form and function in various subcultures in the United States | **Fall 2017 Course Total**8/21 = 38% | This result is appalling and a true surprise. An evaluation of the assessment confirms that the problem is not the assessment. This topic, the difference in family form and function in subcultures in the US, needs to be addressed more thoroughly in the lecture notes and assignments. The instructor will review this section of instruction and make the necessary adjustments to ensure this outcome improves.  |
| **Plan submission date: October 8, 2018** | **Submitted by: Liberal Arts Department** |

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| **Theater 120 Course Student Learning Outcomes & Assessment Plan 2017-2018**Course Student Learning Outcomes 1. Students will demonstrate an understanding of the important plays in the development of theatre as a form of performing arts 2. Students will demonstrate an understanding of basic production processes and identify roles of theatre practitioners |
| **Intended Outcomes** | **Means of Assessment** | **Criteria for Success** | **Summary & Analysis of Assessment Evidence** | **Use of Results** |
| 1. Students will demonstrate an understanding of the important plays in the development of theatre as a form of performing arts  | Multiple choice questions on the final exam that will assess understanding of importance of theatrical plays and performances  | 70% of students will be able to demonstrate this ability  | **Fall 2017 Campus Totals**Jefferson: 34Shelby: 50Pell City: 24Clanton: 0 | A review of the theatre course indicated that students were not completing the quizzes and participating in discussions. Students seemed to have issues with the quizzes being open for a period of 30 days. Student course evaluations stated they would rather learn the chapter information then take the exam rather than having to review information they learned two months earlier. With a change in the textbook, the evaluations of chapter material have been changed to follow the chapter material rather than opening up all the quizzes at once. |
| **Spring 2018 Campus Totals**Jefferson: 27Shelby: 35Clanton: 0Pell City: 26 |
| **2017-2018 Academic Year****College Totals:** **Campus Totals:** Jefferson: Shelby: Pell City: Clanton: |
| 2. Students will demonstrate an understanding of basic production processes and identify roles of theatre practitioners | Multiple choice questions on exam will demonstrate basic understanding of theatrical production  | 70% of students will be able to demonstrate this ability  | **Fall 2017 Campus Totals**Jefferson: Shelby: Pell City: Clanton:  | Students were not participating in weekly/ bi-weekly discussions. Students seemed to ignore the discussion as voluntary and not mandatory. Discussions will be changed to follow the learned course material and the grading requirement will be explained to students throughout the semester by announcements and emails.   |
| **Spring 2018 Campus Totals**Jefferson: Shelby: Clanton: Pell City:  |
| **2017-2018 Academic Year****College Totals:** **Campus Totals:** Jefferson: Shelby: Pell City: Clanton: |
| **Plan submission date: October 8, 2018** | **Submitted by: Liberal Arts Department** |