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| jscc logo | **Assessment Record** |

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| **Program:** | **Communications–English/Reading/Integrated RW** | **Assessment period:** | **Year Progress Report 2017-2018** |

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| |  | | --- | | **Program or Department Mission:** |   The mission of the Communications Department is to develop in students a desire for excellence in scholarship, an ability to communicate effectively and an appreciation for the humanities. The department endorses the college’s Mission Statement and strives to uphold its commitment to learning. | | | | |
| **Course Student Learning Outcomes & Assessment Plan RDG 085**  **General Education Objective**   * The student will demonstrate effective reading, writing and speaking skills.   **Division Level Outcome**   * Provide developmental mathematics and English courses that prepare students to succeed in freshmen-level courses.   **Department Level Outcomes**   * Provide quality instruction in developmental and transferable courses through emphasis on continued training and professional development for faculty. * Prepare students to continue their education at four-year institutions or to enter the workforce. * Offer courses that allow students to develop communication skills and knowledge for personal enrichment or for job advancement.   **Course Outcomes Assessed**   * The student will demonstrate the ability to identify the main idea of a passage. * The student will demonstrate the ability to comprehend specific information in a passage, grasping key details that support the main idea. * The student will demonstrate the ability to comprehend details and ideas that are conveyed implicitly in a passage, and to understand connections and implications; inferences. * The student will demonstrate ability to recognize the purpose of a passage and understand how the author uses language to achieve that purpose, noting the author's tone and rhetorical strategies. | | | | |
| **Intended Outcomes** | **Means of Assessment** | **Criteria for Success** | **Summary & Analysis of Assessment Evidence** | **Use of Results** |
| The student will demonstrate the ability to identify the main idea of a passage. | ACCUPLACER Reading Comprehension Diagnostic  Passage-Based Reading: Main Idea  (see information below) | **Direct Assessment:**  70 % of students reach a level of limited proficiency.  **Limited Proficiency (5–9)** Your performance on Passage-Based Reading: Main Idea suggests that while you have some skill in this area there is room for improvement. These questions test your ability to identify the main idea of a passage, distinguishing the main idea from supporting ideas or determining the central focus of a passage even when it is not explicitly stated. **Proficient (10–15)** Your performance on Passage-Based Reading: Main Idea suggests that you have well-developed skills in this area. These questions test your ability to identify the main idea of a passage, distinguishing the main idea from supporting ideas or determining the central focus of a passage even when it is not explicitly stated. | Fall 2017-Summer 2018:  Number of Students Assessed  39 Students/3 Sections  16/39 Students fulfilled this outcome.  41% of students produced writing with correct Standard English  Yearly Campus Summary  Number of Students Assessed:  Shelby (2 sections): 10/22 45%  Jefferson (1 sections): 6/17 35%  Clanton (0 sections):  Pell City (0 sections): | This class has been combined with the previous ENR 094 pilot and has become the Integrated Reading and Writing Class: ENR 098. The information collected in these few class sections is not enough data to make specific directions on, and assessment dropped off in the summer because the class was being replaced. The percentage of students who succeeded in this SLO dropped 2% from last year. The English department hopes to make this course more relevant with the combination of reading and writing and their interdependence on each other. |
| The student will demonstrate the ability to comprehend specific information in a passage, grasping key details that support the main idea. | ACCUPLACER Reading Comprehension Diagnostic  Passage-Based Reading: Supporting Detail(see information below) | **Limited Proficiency (5–9)** Your performance on Passage-Based Reading: Supporting Detail suggests that while you have some skill in this area there is room for improvement. These questions test your ability to comprehend specific information in a passage, grasping key details that support the main idea. **Proficient (10–15)** Your performance on Passage-Based Reading: Supporting Detail suggests that you have well-developed skills in this area. These questions test your ability to comprehend specific information in a passage, grasping key details that support the main idea. | Fall 2017-Summer 2018:  Number of Students Assessed  39 Students/3 Sections  19/39 Students fulfilled this outcome.  48% of students produced writing with correct Standard English  Yearly Campus Summary  Number of Students Assessed:  Shelby (2 sections): 15/22 68%  Jefferson (1 sections): 4/17 23%  Clanton (0 sections):  Pell City (0 sections): | This class has been combined with the previous ENR 094 pilot and has become the Integrated Reading and Writing Class: ENR 098. The information collected in these few class sections is not enough data to make specific directions on, and assessment dropped off in the summer because the class was being replaced. The percentage of students who succeeded in this SLO was raised 1% from last year. The English department hopes to make this course more relevant with the combination of reading and writing and their interdependence on each other. |
| The student will demonstrate the ability to comprehend details and ideas that are conveyed implicitly in a passage, and to understand connections and implications; inferences. | ACCUPLACER Reading Comprehension Diagnostic  Passage-Based Reading: Inference (information below) | **Limited Proficiency (5–9)** Your performance on Passage-Based Reading: Inference suggests that while you have some skill in this area there is room for improvement. These questions test your ability to comprehend details and ideas that are conveyed implicitly in a passage, and to understand connections and implications. **Proficient (10–15)** Your performance on Passage-Based Reading: Inference suggests that you have well-developed skills in this area. These questions test your ability to comprehend details and ideas that are conveyed implicitly in a passage, and to understand connections and implications. | Fall 2017-Summer 2018:  Number of Students Assessed  39 Students/3 Sections  8/39 Students fulfilled this outcome.  21% of students produced writing with correct Standard English  Yearly Campus Summary  Number of Students Assessed:  Shelby (2 sections): 4/22 18%  Jefferson (1 sections): 4/17 23%  Clanton (0 sections):  Pell City (0 sections): | This class has been combined with the previous ENR 094 pilot and has become the Integrated Reading and Writing Class: ENR 098. The information collected in these few class sections is not enough data to make specific directions on, and assessment dropped off in the summer because the class was being replaced. The percentage of students who succeeded in this SLO dropped over 20% from last year. The English department hopes to make this course more relevant with the combination of reading and writing and their interdependence on each other. |
| The student will demonstrate ability to recognize the purpose of a passage and understand how the author uses language to achieve that purpose, noting the author's tone and rhetorical strategies. | ACCUPLACER Reading Comprehension Diagnostic  Passage-Based Reading: Author’s Purpose/Rhetorical Strategies | **Limited Proficiency (5–9)** Your performance on Passage-Based Reading: Author’s Purpose/Rhetorical Strategies suggests that while you have some skill in this area there is room for improvement. These questions test your ability to recognize the purpose of a passage and understand how the author uses language to achieve that purpose, noting the author’s tone and rhetorical strategies. **Proficient (10–15)** Your performance on Passage-Based Reading: Author’s Purpose/Rhetorical Strategies suggests that you have well-developed skills in this area. These questions test your ability to recognize the purpose of a passage and understand how the author uses language to achieve that purpose, noting the author’s tone and rhetorical strategies | Fall 2017-Summer 2018:  Number of Students Assessed  39 Students/3 Sections  10/39 Students fulfilled this outcome.  26% of students produced writing with correct Standard English  Yearly Campus Summary  Number of Students Assessed:  Shelby (2 sections): 4/22 67%  Jefferson (1 sections): 6/17 35%  Clanton (0 sections):  Pell City (0 sections): | This class has been combined with the previous ENR 094 pilot and has become the Integrated Reading and Writing Class: ENR 098. The information collected in these few class sections is not enough data to make specific directions on, and assessment dropped off in the summer because the class was being replaced. The percentage of students who succeeded in this SLO dropped over 40% from last year. The English department hopes to make this course more relevant with the combination of reading and writing and their interdependence on each other. |
| **Plan Submission Date: October 4, 2018** | | | **Submitted By: Communications Department** | |
| **Rubric Information:**  **Diagnostic Reading Comprehension Test Diagnostic Reading Comprehension Domains Number of Questions**  Passage-Based Reading: Main Idea 8  Passage-Based Reading: Supporting Detail 8  Sentence Relationships 8  Passage-Based Reading: Inference 8  Passage-Based Reading: Author’s Purpose/Rhetorical Strategies 8  **Proficiency Statements – Diagnostic Reading Comprehension Test Categorical Score (Score Range) Passage-Based Reading: Main Idea**  **Needs Improvement (1–4)** Your performance on Passage-Based Reading: Main Idea suggests that you need to improve significantly in this area. These questions test your ability to identify the main idea of a passage, distinguishing the main idea from supporting ideas or determining the central focus of a passage even when it is not explicitly stated. **Limited Proficiency (5–9)** Your performance on Passage-Based Reading: Main Idea suggests that while you have some skill in this area there is room for improvement. These questions test your ability to identify the main idea of a passage, distinguishing the main idea from supporting ideas or determining the central focus of a passage even when it is not explicitly stated. **Proficient (10–15)** Your performance on Passage-Based Reading: Main Idea suggests that you have well-developed skills in this area. These questions test your ability to identify the main idea of a passage, distinguishing the main idea from supporting ideas or determining the central focus of a passage even when it is not explicitly stated. ACCUPLACER Program Manual – June 2015 Page 61  **Passage-Based Reading: Supporting Detail**  **Needs Improvement (1–4)** Your performance on Passage-Based Reading: Supporting Detail suggests that you need to improve significantly in this area. These questions test your ability to comprehend specific information in a passage, grasping key details that support the main idea. **Limited Proficiency (5–9)** Your performance on Passage-Based Reading: Supporting Detail suggests that while you have some skill in this area there is room for improvement. These questions test your ability to comprehend specific information in a passage, grasping key details that support the main idea. **Proficient (10–15)** Your performance on Passage-Based Reading: Supporting Detail suggests that you have well-developed skills in this area. These questions test your ability to comprehend specific information in a passage, grasping key details that support the main idea.  **Sentence Relationships**  **Needs Improvement (1–4)** Your performance on Sentence Relationships suggests that you need to improve significantly in this area. These questions test your ability to understand the relationship between two sentences, determining how they function with respect to one another and perceiving patterns of organization. **Limited Proficiency (5–9)** Your performance on Sentence Relationships suggests that while you have some skill in this area there is room for improvement. These questions test your ability to understand the relationship between two sentences, determining how they function with respect to one another and perceiving patterns of organization. **Proficient (10–15)** Your performance on Sentence Relationships suggests that you have well-developed skills in this area. These questions test your ability to understand the relationship between two sentences, determining how they function with respect to one another and perceiving patterns of organization. ACCUPLACER Program Manual – June 2015 Page 62  **Passage-Based Reading: Inference**  **Needs Improvement (1–4)** Your performance on Passage-Based Reading: Inference suggests that you need to improve significantly in this area. These questions test your ability to comprehend details and ideas that are conveyed implicitly in a passage, and to understand connections and implications. **Limited Proficiency (5–9)** Your performance on Passage-Based Reading: Inference suggests that while you have some skill in this area there is room for improvement. These questions test your ability to comprehend details and ideas that are conveyed implicitly in a passage, and to understand connections and implications. **Proficient (10–15)** Your performance on Passage-Based Reading: Inference suggests that you have well-developed skills in this area. These questions test your ability to comprehend details and ideas that are conveyed implicitly in a passage, and to understand connections and implications.  **Passage-Based Reading: Author’s Purpose/Rhetorical Strategies**  **Needs Improvement (1–4)** Your performance on Passage-Based Reading: Author’s Purpose/Rhetorical Strategies suggests that you need to improve significantly in this area. These questions test your ability to recognize the purpose of a passage and understand how the author uses language to achieve that purpose, noting the author’s tone and rhetorical strategies. **Limited Proficiency (5–9)** Your performance on Passage-Based Reading: Author’s Purpose/Rhetorical Strategies suggests that while you have some skill in this area there is room for improvement. These questions test your ability to recognize the purpose of a passage and understand how the author uses language to achieve that purpose, noting the author’s tone and rhetorical strategies. **Proficient (10–15)** Your performance on Passage-Based Reading: Author’s Purpose/Rhetorical Strategies suggests that you have well-developed skills in this area. These questions test your ability to recognize the purpose of a passage and understand how the author uses language to achieve that purpose, noting the author’s tone and rhetorical strategies | | | | |
| **Course Student Learning Outcomes & Assessment Plan ENR 094**  **General Education Objective**   * The student will demonstrate effective reading, writing and speaking skills.   **Division Level Outcome**   * Provide developmental mathematics and English courses that prepare students to succeed in freshmen-level courses.   **Department Level Outcomes**   * Provide quality instruction in developmental and transferable courses through emphasis on continued training and professional development for faculty. * Prepare students to continue their education at four-year institutions or to enter the workforce. * Offer courses that allow students to develop communication skills and knowledge for personal enrichment or for job advancement.   **Course Outcomes Assessed**   * The student will demonstrate reading comprehension competence appropriate for college-level reading. * The student creates a thesis statement using specific examples, facts, or details that is developed in coherent, cohesive, and supportive body paragraphs. * Students will understand Standard English grammar and apply this to their writing. Students will also exhibit a variety of sentence structures (simple, compound, complex) written with correct mechanics. | | | | |
| **Intended Outcomes** | **Means of Assessment** | **Criteria for Success** | **Summary & Analysis of Assessment Evidence** | **Use of Results** |
| The student will demonstrate reading comprehension competence appropriate for college-level reading. | Direct Assessment:  Evaluate one assignment (test or reading response) to assess ability to comprehend one college-level reading. | Direct Assessment:  70 % of students reach a level of limited proficiency.  Passage-based Reading:  Main Idea  Passage-based Reading:  Supporting Detail  Sentence Relationships: relationships, including patterns of organization  Passage-based Reading:  Inference  Passage-based Reading:  Author's Purpose/Rhetorical Strategies and tone  **Excellent:** All of the reading is comprehended.  **Satisfactory:** Most of the reading is comprehended.  **Unsatisfactory:** Over half of the reading is incomprehensible to the student. | Fall 2017-Summer 2018:  Number of Students Assessed  68 Students/5 Sections  43/68 Students fulfilled this outcome.  63% of students produced writing with correct Standard English  Yearly Campus Summary  Number of Students Assessed:  Shelby (3 sections): 25/39 (64%)  Jefferson (2 sections): 18/27 (67%)  Clanton (0 sections):  Pell City (0 sections): | This was a new class to our college last year. Before we were able to begin assessing these classes more fully, developmental education made changes to the developmental offerings to courses. This course is now a combination of the ENG 093 and the RDG 085, and has been re-numbered as ENR 098. This is a small amount of data due to the few sections that were offered and due to the class then being combined to create one developmental English class. Comparison-wise, the success rates grew about 15% from last year. This is due to the amount of work and revision on the classes that the developmental committee did in adjusting classroom techniques from the first addition of this class last year to this year. |
| The student will demonstrate the ability to write a multi-paragraph essay that demonstrates adequate organization, development, reasoning, grammar, and mechanics to be prepared for college-level writing.  \*\*The SLO changed mid semester to the following:  The student creates a thesis statement using specific examples, facts, or details that is developed in coherent, cohesive, and supportive body paragraphs. | Direct Assessment:  Evaluate one essay to assess ability to express a central idea which is supported in a cohesive multi-paragraph essay. | **Direct Assessment:**  70% of students reach at least a “Satisfactory” level:  **Excellent:** Thoughtful and unified thesis with an ability to hold scope of entire paper. Topic sentences and conclusion sentences in all body paragraphs that cohesively contain paragraph topic and illustrate logical transition. There are two or more completely supported subtopics within paragraphs that are logical and cohesive.  **Satisfactory:** Thesis presents topic satisfactorily setting up paper idea. A general understanding and presentation of topic and conclusion sentences for body paragraphs that mostly suggest logical transition. At least two supported subtopics within paragraphs that suggest a cohesive idea  **Unsatisfactory:** Thesis not unified and does not create a basic structure for the paper. A lack of ability to write cohesive topic and conclusion sentences for body paragraphs and a lack of transitions present. One or two subtopics that only mention evidence in body paragraphs and do not substantially create a cohesive idea. | Fall 2017-Summer 2018:  Number of Students Assessed  68 Students/5 Sections  49/65 Students fulfilled this outcome.  75% of students produced writing with cohesive thesis and body paragraphs.  Yearly Campus Summary  Number of Students Assessed:  Shelby (3 sections): 28/38 (74%)  Jefferson (2 sections): 21/27 (69%)  Clanton (0 sections):  Pell City (0 sections): | This was a new class to our college last year. Before we were able to begin assessing these classes more fully, developmental education made changes to the developmental offerings to courses. This course is now a combination of the ENG 093 and the RDG 085, and has been re-numbered as ENR 098. This is a small amount of data due to the few sections that were offered and due to the class then being combined to create one developmental English class. Comparison-wise, the success rates grew about 20% from last year. This is due to the amount of work and revision on the classes that the developmental committee did in adjusting classroom techniques from the first addition of this class last year to this year. The SLO was tweaked between the fall and spring semesters. |
| SLO #3 Added between the fall and spring semesters:  Students will understand Standard English grammar and apply this to their writing. Students will also exhibit a variety of sentence structures (simple, compound, complex) written with correct mechanics. | Direct assessment:  Assess one essay for correct use of Standard English and levels of sentence variety. | Direct Assessment:  70% of students reach at least a “Satisfactory” level: | Fall 2017-Summer 2018:  Number of Students Assessed  34 Students/3 Sections  24/34 Students fulfilled this outcome.  71% of students produced writing with cohesive thesis and body paragraphs.  Yearly Campus Summary  Number of Students Assessed:  Shelby (2 sections): 14/21 (67%)  Jefferson (1 sections): 10/13 (77%)  Clanton (0 sections):  Pell City (0 sections): | This was a new SLO added, but since this class is being combined, there is no reason to look at comparison data. At least 70% of students overall successfully completed this SLO. |
| **Plan Submission Date: October 4, 2018** | | | **Submitted By: Communications Department** | |
| **Course Student Learning Outcomes & Assessment Plan ENG 093**  **General Education Objective**   * The student will demonstrate effective reading, writing, and speaking skills. * The student will demonstrate ability to apply reasoning and logic to assess ideas and situations, support positions, draw conclusions, and solve problems. * The student will demonstrate ability to identify, analyze, organize, and synthesize credible resources in a manner that respects intellectual property.   **Transfer/General Studies Division Outcomes**   * Provide transferable general education courses that prepare students to succeed in upper level programs of study. * Provide transferable general education courses that fulfill the general studies requirements of the college’s Associate in Science, Associate in Arts, and Associate in Applied Science degrees. * Provide developmental mathematics and English courses that prepare students to succeed in freshman-level courses.   **Communications Department Level Outcomes**   * Provide quality instruction in developmental and transferable courses through emphasis on continued training and professional development for faculty. * Prepare students to continue their education at four-year institutions or to enter the workforce. * Offer courses that allow students to develop communication skills and knowledge for personal enrichment or for job advancement.   **Course Outcomes Assessed**  Students will:   * Understand Standard English grammar and apply this to their writing. * Develop a thesis statement using specific examples, facts, or details. * The student creates coherent, cohesive, and supportive body paragraphs. * Students will be able to exhibit a variety of sentence structures (simple, compound, complex) written with correct mechanics. | | | | |
| **Intended Outcomes** | **Means of Assessment** | **Criteria for Success** | **Summary & Analysis of Assessment Evidence** | **Use of Results** |
| Students will understand Standard English grammar and apply this to their writing. | Direct Assessment:  Assess one essay for correct use of Standard English. | **Direct Assessment:**  70 % of students reach at least a “Satisfactory” level:  **Excellent:** No major errors and only a few minor grammatical notes.  **Satisfactory:** Some major errors, but not enough to affect the clarity, flow, and purpose of paper.  **Unsatisfactory:** Many major errors that affect the clarity, flow, and purpose of the paper. | Fall 2017-Summer 2018:  Number of Students Assessed  142 Students/9 Sections  100/135 Students fulfilled this outcome.  74% of students produced writing with correct Standard English  Yearly Campus Summary  Number of Students Assessed:  Shelby (6 sections): 71/96 (74%)  Jefferson (2 sections): 18/28 (64%)  Clanton (1 sections): 11/11 (100%)  Pell City (0 sections): | Most students are performing at an acceptable level in the grammar area, and the percentage of overall performance is down 3% from last year. Instructors used both in-class workshops and online aids like the free library software to give students extra practice.  This class is being combined with the RDG 085 class beginning in Fall 2018/19, so the ENR 098 class (which will be the new class combination) will address grammatical issues and use. |
| The student develops a thesis statement using specific examples, facts, or details. | Direct Assessment:  Evaluate one essay to assess ability to express a central idea, which requires support, in a multi-paragraph essay. | **Direct Assessment:**  70% of students reach at least a “Satisfactory” level:  **Excellent:** Thoughtful and unified thesis with an ability to hold scope of entire paper  **Satisfactory:** Thesis presents topic satisfactorily setting up paper idea.  **Unsatisfactory:** Thesis not unified and does not create a basic structure for the paper. | Fall 2017-Summer 2018:  Number of Students Assessed  142 Students/9 Sections  114/134 Students fulfilled this outcome.  85% of students produced writing with a strong central thesis idea.  Yearly Campus Summary  Number of Students Assessed:  Shelby (6 sections): 80/95 (84%)  Jefferson (2 sections): 23/28 (82%)  Clanton (1 sections): 11/11 (100%)  Pell City (0 sections): | The success percentage here is up another 5% from last year. Many teachers continued to find success in creating drafting days or workshops to amplify drafts during class with the teacher as an assist. The foundation was solidly laid by the instructor and many students followed suit. All campus statistics were around the same percentage, except Clanton. With a small class, the students received more individualized attention.  This class is being combined with the RDG 085 class beginning in Fall 2018/19, so the ENR 098 class (which will be the new class combination) will address thesis writing abilities. |
| The student creates coherent, cohesive, and supportive body paragraphs. | Direct Assessment:  Assess one essay for student ability to identify and express a clear topic for each paragraph with appropriate transition devices, and create coherent and cohesive content. | **Direct Assessment:**  70% of students reach at least a “Satisfactory” level.  **Excellent:** Topic sentences and conclusion sentences in all body paragraphs that cohesively contain paragraph topic and illustrate logical transition. There are two or more completely supported subtopics within paragraphs that are logical and cohesive.  **Satisfactory:** A general understanding and presentation of topic and conclusion sentences for body paragraphs that mostly suggest logical transition. At least two supported subtopics within paragraphs that suggest a cohesive idea.  **Unsatisfactory:** A lack of ability to write cohesive topic and conclusion sentences for body paragraphs and a lack of transitions present. One or two subtopics that only mention evidence in body paragraphs and do not substantially create a cohesive idea. | Fall 2017-Summer 2018:  Number of Students Assessed  142 Students/9 Sections  109/134 Students fulfilled this outcome.  81% of students produced writing with correct Standard English  Yearly Campus Summary  Number of Students Assessed:  Shelby (6 sections): 76/95 (80%)  Jefferson (2 sections): 22/28 (79%)  Clanton (1 sections): 11/11 (100%)  Pell City (0 sections): | This success rate went up 9% overall from last year, and it is due to the focus of the SLO being a bit different, but instructors being prepared for this.  Draft days continue to be utilized so that many students brought questions to class about their progress. However, this class is being combined with the RDG 085 class beginning in Fall 2018/19, so the ENR 098 class (which will be the new class combination) will address body paragraph writing abilities. |
| Students will be able to exhibit a variety of sentence structures (simple, compound, complex) written with correct mechanics. | Direct Assessment: Assess one essay for levels of sentence variety. | **Direct Assessment:**  70% of students reach at least a “Satisfactory” level:  ***Excellent:*** Use of all varieties of structures with clear and correct mechanics.  ***Satisfactory:*** Use of some sentence variety with clear and correct mechanics.  ***Unsatisfactory:*** Use of only simple sentences or some variety but with incorrect mechanics. | Fall 2017-Summer 2018:  Number of Students Assessed  142 Students/9 Sections  98/142 Students fulfilled this outcome.  69% of students produced writing with correct Standard English  Yearly Campus Summary  Number of Students Assessed:  Shelby (6 sections): 71/103 (69%)  Jefferson (2 sections): 16/28 (57%)  Clanton (1 sections): 11/11 (100%)  Pell City (0 sections): | The percentage of success fell 5% from last year. Although the individual campus percentages change a bit, the smaller class size seems to warrant better results from students. Like grammar instruction, instructors will continue working on sentence level revision instead of spot editing.  This class is being combined with the RDG 085 class beginning in Fall 2018/19, so the ENR 098 class (which will be the new class combination) will address sentence variety and writing abilities. |
| **Plan submission date: October 4, 2018** | | | **Submitted by: Communications Department** | |

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| **Course Student Learning Outcomes & Assessment Plan ENG 101**  **Composition I Course Level Outcomes Assessment Rubric (Included at end of this assessment document)**  **General Education Objective**   * The student will demonstrate effective reading, writing, and speaking skills. * The student will demonstrate ability to apply reasoning and logic to assess ideas and situations, support positions, draw conclusions, and solve problems. * The student will demonstrate ability to identify, analyze, organize, and synthesize credible resources in a manner that respects intellectual property.   **Transfer/General Studies Division Outcomes**   * Provide transferable general education courses that prepare students to succeed in upper level programs of study. * Provide transferable general education courses that fulfill the general studies requirements of the college’s Associate in Science, Associate in Arts, and * Associate in Applied Science degrees. * Provide developmental mathematics and English courses that prepare students to succeed in freshman-level courses.   **Communications Department Level Outcomes**   * Provide quality instruction in developmental and transferable courses through emphasis on continued training and professional development for faculty. * Prepare students to continue their education at four-year institutions or to enter the workforce. * Offer courses that allow students to develop communication skills and knowledge for personal enrichment or for job advancement.   **Course Outcomes Assessed**  Students will:   * Write a unified, specific thesis. * Write an essay with a unified and clear organization. * Students will correctly integrate primary and secondary sources into an essay. | | | | |
| **Intended Outcomes** | **Means of Assessment** | **Criteria for Success** | **Summary & Analysis of Assessment Evidence** | **Use of Results** |
| SLO 1: The student will write a unified, specific thesis. | Evaluation 1: Essay with a thesis that carefully directs the ideas of the paper and accurately predicts the structure of the paper. Rubric attached. | Eval 1:  70% of students’ essays meet a Satisfactory evaluation on the rubric | Fall 2017 – Summer 2018:  Number of Students Assessed  717 and 661 Students assessed/35 sections  488/717 students fulfilled this outcome on the beginning paper.  (68%)  550/661 students fulfilled this outcome on the ending paper. (83%)  Yearly Campus Summary  Number of Students Assessed  Shelby (15 sections): 197/288 (68%)  212/262 (81%)  Jefferson (10 sects): 129/194 (66%)  153/180 (85%)  Clanton (8 sections): 123/167 (74%)  129/151 (85%)  Pell City (3 sections): 52/68 (76%)  56/68 (82%) | It is very encouraging to see the student success rate from the first to the last paper here – in just this year, there was an 15% improvement illustrating an upward movement in student success. Each campus reports a growth in student success at between a 6-19% change for the better. This illustrates the engagement instructors are having with their students in workshops and commenting on graded papers so the students are evolving in their growth. |
| SLO 2: Students will write an essay with a unified and clear organization. | Evaluation 2: Essay that begins with an introductory paragraph that engages the reader, creates a bridge to the main idea, and contains the thesis sentence. The essay will have body paragraphs that have a clear topic sentence, show unity in ideas (one main idea and focus), show coherence of ideas (transitions, logical order), and use appropriate evidence in support of the main idea. The essay will have a concluding paragraph that reaffirms main points, but is not too redundant and ties the paper together with a thought provoking ending.  Rubric attached. | Eval 2:  70% of students’ essays meet a Satisfactory evaluation on the rubric | Fall 2017 – Summer 2018:  Number of Students Assessed  699 and 643 Students assessed/35 sections  495/699 students fulfilled this outcome on the beginning paper.  (71%)  536/643 students fulfilled this outcome on the ending paper. (83%)  Yearly Campus Summary  Number of Students Assessed  Shelby (15 sections): 202/270 (75%)  200/244 (81%)  Jefferson (10 sects): 105/194 (54%)  145 /180 (81%)  Clanton (8 sections): 133/169 (79%)  129/150 (86%)  Pell City (3 sections): 55/66 (83%)  62/69 (90%) | Instructors use grading commentary and workshops and peer reviews to continually help students develop their organizations. The over 10% change within the semester here continues to be encouraging and continues to show student movement toward success. Each campus also had a nice improvement in percent increase as well. |
| SLO 3: Students will correctly integrate primary and secondary sources into an essay. | Evaluation 3: Essay with an ability to contextualize a work or idea that involves research and the incorporation of both primary and acceptable secondary sources, properly documented according to MLA standards.  Rubric attached. | Eval 3:  70% of students’ essays meet a Satisfactory evaluation on the rubric | Fall 2017 – Summer 2018:  Number of Students Assessed  531 and 674 Students assessed/35 sections  357/531 students fulfilled this outcome on the beginning paper.  (67%)  495/674 students fulfilled this outcome on the ending paper. (73%)  Yearly Campus Summary  Number of Students Assessed  Shelby (15 sections): 187/262 (71%)  207/264 (78%)  Jefferson (10 sections): 69/139 (50%)  139/191 (73%)  Clanton (8 sections): 53/64 (83%)  103/150 (69%)  Pell City (3 sections): 48/66 (73%)  46/69 (67%) | The 6% change within the semester here continues to be encouraging and continues to show student movement toward success – this is the same level of increase in success from last year overall. Two campuses show an upward percentage change from the first and last papers, so this is very encouraging. The change in the other two campuses seems to stem from not introducing use of research in a paper closer to the beginning of the semester. Also, one of the classes assessed was an internet class, and a very low percentage of students performed (under 50%) well on this research usage. Perhaps using primary and secondary sources in earlier papers will help raise this achievement. |
| **Plan submission date: October 4, 2018** | | | **Submitted by: Communications Department** | |

**Sample Assessment Rubric for Essays**

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

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| **Course Student Learning Outcomes & Assessment Plan ENG 102**  **Composition I Course Level Outcomes Assessment Rubric (Included at end of this assessment document)**  **General Education Objective**   * The student will demonstrate effective reading, writing, and speaking skills. * The student will demonstrate ability to apply reasoning and logic to assess ideas and situations, support positions, draw conclusions, and solve problems. * The student will demonstrate ability to identify, analyze, organize, and synthesize credible resources in a manner that respects intellectual property.   **Transfer/General Studies Division Outcomes**   * Provide transferable general education courses that prepare students to succeed in upper level programs of study. * Provide transferable general education courses that fulfill the general studies requirements of the college’s Associate in Science, Associate in Arts, and * Associate in Applied Science degrees. * Provide developmental mathematics and English courses that prepare students to succeed in freshman-level courses.   **Communications Department Level Outcomes**   * Provide quality instruction in developmental and transferable courses through emphasis on continued training and professional development for faculty. * Prepare students to continue their education at four-year institutions or to enter the workforce. * Offer courses that allow students to develop communication skills and knowledge for personal enrichment or for job advancement.   **Course Outcomes Assessed**  Students will:   * Write a unified, specific thesis. * Write an essay with a unified and clear organization. * Correctly integrate primary and secondary sources into an essay. | | | | |
| **Intended Outcomes** | **Means of Assessment** | **Criteria for Success** | **Summary & Analysis of Assessment Evidence** | **Use of Results** |
| The student will write a unified, specific thesis. | One essay exhibits stages of composition process | At least one essay accompanied by brainstorming notes, an outline, a rough draft, and a final draft | Fall 2017 – Summer 2018:  Number of Students Assessed  533 and 653 Students assessed/31 sections  456/533 students fulfilled this outcome on the beginning paper. (86%)  605/653 students fulfilled this outcome on the ending paper. (93%)  Yearly Campus Summary  Number of Students Assessed on beginning papers and ending papers:  Shelby (17 sections): 252/316 (80%)  283/318 (89%)  Jefferson (2 sections): 28/33 (85%)  25/28 (89%)  Clanton (2 sections): 36/40 (90%)  40/40 (100%)  Pell City (1 sections): 20/24 (83%)  21/24 (88%)  Dual Enrollment  Off-Campus (9 sections): 145/175 (83%)  236/243 (97%) | In just this year, there was 7% improvement illustrating an upward movement in student success. Overall, each campus experienced higher student growth on the final assessment. The higher level of starting achievement indicates that students are retaining development from ENG 101 classes. The dual enrollment off campus classes are taught in high school settings, so the instructors are with the students longer and utilize many different in-class brainstorming opportunities to help students. |
| The student will write an essay with a unified and clear organization. | Essay with a thesis that carefully directs the ideas of the papers and accurately predicts the structure of the papers  Rubric included at end of report. | 70% of students’ essays exhibit a satisfactory thesis | Fall 2017 – Summer 2018:  Number of Students Assessed  583 and 650 Students assessed/31 sections  449/583 students fulfilled this outcome on the beginning paper. (77%)  604/650 students fulfilled this outcome on the ending paper. (93%)  Yearly Campus Summary  Number of Students Assessed on beginning papers and ending papers:  Shelby (17 sections): 235/316 (74%)  293/321 (91%)  Jefferson (2 sections): 28/33 (85%)  23/28 (82%)  Clanton (2 sections): 36/40 (90%)  40/40 (100%)  Pell City (1 sections): 21/24 (88%)  23/24 (96%)  Dual Enrollment  Off-Campus (9 sections): 129/170 (76%)  225/237 (95%) | The 16% change within the semester here continues to be encouraging and continues to show student movement toward success. Each campus experienced a growth in student success from the first to the last instance of writing here, save one campus. The percentage decrease is very small, but instructors continue to increase help for students. The lower performing class outlier at the Jefferson was the internet class. Instructors will continue to develop ways to help the internet students in revision processes. |
| Students will correctly integrate primary and secondary sources into an essay. | Essays that have clear topic sentences, show unity in ideas (one main idea and focus), show coherence of ideas (transitions, logical order), and use appropriate evidence in support of the main idea  Rubric included at end of report. | 70% of students’ essays exhibit satisfactory body paragraphs | Fall 2017 – Summer 2018:  Number of Students Assessed  482 and 648 Students assessed/31 sections  336/482 students fulfilled this outcome on the beginning paper. (70%)  575/648 students fulfilled this outcome on the ending paper. (89%)  Yearly Campus Summary  Number of Students Assessed on beginning papers and ending papers:  Shelby (17 sections): 196/297 (66%)  277/315 (88%)  Jefferson (2 sections): 18/30 (60%)  23/28 (82%)  Clanton (2 sections): 34/40 (85%)  33/40 (83%)  Pell City (1 sections): 18/24 (75%)  23/24 (96%)  Dual Enrollment  Off-Campus (9 sections): 70/90 (77%)  219/241 (91%) | The 19% change within the semester here continues to be encouraging and continues to show student movement toward success. This SLO is one that the English department has been trying to help students with the most because many of these students have to go into a literature class and other classes that utilize research in primary and secondary sources. Three campuses experienced 20% increases and one campus saw a very small decrease, but overall, all the classes in the final assessment are performing well over the 70% level. |
| **Plan submission date: October 4, 2018** | | | **Submitted by: Communications Department** | |

**Sample Assessment Rubric for Essays**

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

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| **Course Student Learning Outcomes & Assessment Plan ENG 251**  **Literature Course Level Outcomes Assessment Rubric (Included at end of this assessment document)**  **General Education Objective**   * The student will demonstrate effective reading, writing, and speaking skills. * The student will demonstrate ability to apply reasoning and logic to assess ideas and situations, support positions, draw conclusions, and solve problems. * The student will demonstrate ability to identify, analyze, organize, and synthesize credible resources in a manner that respects intellectual property.   **Transfer/General Studies Division Outcomes**   * Provide transferable general education courses that prepare students to succeed in upper level programs of study. * Provide transferable general education courses that fulfill the general studies requirements of the college’s Associate in Science, Associate in Arts, and * Associate in Applied Science degrees. * Provide developmental mathematics and English courses that prepare students to succeed in freshman-level courses.   **Communications Department Level Outcomes**   * 1 Provide quality instruction in developmental and transferable courses through emphasis on continued training and professional development for faculty. * Prepare students to continue their education at four-year institutions or to enter the workforce. * Offer courses that allow students to develop communication skills and knowledge for personal enrichment or for job advancement.   **Course Outcomes Assessed**  Students will:   * identify characteristics of literary periods, cultural conditions of the writers and times, historical forces, philosophical movements, and key terms for genres of literature and literary movements. * will analyze major works of prose and poetry, using literary terms and tracing connections between contemporary society and the cultural movements and philosophical issues of the literary period, as well as demonstrating literary scholarship in relation to primary literary works by locating valid secondary sources and correctly integrating these sources. | | | | |
| **Intended Outcomes** | **Means of Assessment** | **Criteria for Success** | **Summary & Analysis of Assessment Evidence** | **Use of Results** |
| 1. The student will identify characteristics of literary periods, cultural conditions of the writers and times, historical forces, philosophical movements, and key terms for genres of literature and literary movements. | Direct: Through exam questions, the student will demonstrate the cognitive skills to identify the following:   * Characteristics of the literary periods * Cultural conditions of the writers and times * Historical forces * Philosophical movements * Key terms for genres of literature and literary movements. | 70% of students will demonstrate a proficiency level of 70% on specified multiple choice, true/false, identification, matching or fill-in-the-  blank exam questions that measure the five characteristics listed. Instructor will provide assessment questions used with this assessment form (Recommended number of questions either 10 or 20: 7/10 or 14/20 = 70% proficiency). | Fall 2017-Summer 2018:  Number of Students Assessed  334 Students/10 Sections  285/334 students met this objective (85%)  Yearly Campus Summary  Number of Students Assessed:  Shelby (6 sections): 227/260 (87%)  Jefferson (3 sections): 38/49 (78%)  Clanton (1 section): 18/25 (72%)  Pell City (0 sections): | Each instructor submits his or her test questions with his or her report so that the SLO committee can review the consistency in questions here. This is 1% less from last year’s success rate, but the overall performance is above average and shows students are retaining the contextual information surrounding literature and its place in the world. All percentages are over the 70% mark, and the outlier has more of an overall pool of classes to look at than the other two groups. Instructors alter exam instruction and classwork to help students know what they need to be able to discuss literature in context. |
| **2.** The student will analyze major works of prose and poetry, using literary terms and tracing connections between contemporary society and the cultural movements and philosophical issues of the literary period, as well as demonstrating literary scholarship in relation to primary literary works by locating valid secondary sources and correctly integrating these sources. | Direct: In their essays, students will be able to do the following:   * Analyze and contextualize a work of literature from the period in its historical, cultural and philosophical background * Compare/contrast the literature of an historical period to contemporary American culture * Locate relevant and effective secondary sources * Build an argument correctly integrating and documenting both primary and secondary sources in MLA style. | 70% of students will demonstrate at least a “Satisfactory” level achievement based on sample rubric below. | Fall 2017-Summer 2018:  Number of Students Assessed  324 Students/10 Sections  252/324 students met this objective (78%)  Yearly Campus Summary  Number of Students Assessed:  Shelby (6 sections): 191/248 (77%)  Jefferson (3 sections): 44/50 (88%)  Clanton (1 section): 25/26 (96%)  Pell City (0 sections): | This is a 7% decrease from last year’s data collection, but the comparison shows a bit of a variety between the campuses. The high performing class noted that the research paper had several drafts and the final performance of the students showed a reliance on the revision process for the students to succeed. All three campuses achieved over 70% success rate. |
| **Plan Submission Date: October 4, 2018** | | | **Submitted By: Communications Department** | |

Sample Literature Assessment Rubric

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

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| **Course Student Learning Outcomes & Assessment Plan ENG 252**  **General Education Objective**   * The student will demonstrate effective reading, writing, and speaking skills. * The student will demonstrate ability to apply reasoning and logic to assess ideas and situations, support positions, draw conclusions, and solve problems. * The student will demonstrate ability to identify, analyze, organize, and synthesize credible resources in a manner that respects intellectual property.   **Transfer/General Studies Division Outcomes**   * Provide transferable general education courses that prepare students to succeed in upper level programs of study. * Provide transferable general education courses that fulfill the general studies requirements of the college’s Associate in Science, Associate in Arts, and * Associate in Applied Science degrees. * Provide developmental mathematics and English courses that prepare students to succeed in freshman-level courses.   **Communications Department Level Outcomes**   * Provide quality instruction in developmental and transferable courses through emphasis on continued training and professional development for faculty. * Prepare students to continue their education at four-year institutions or to enter the workforce. * Offer courses that allow students to develop communication skills and knowledge for personal enrichment or for job advancement.   **Course Outcomes Assessed**  Students will:   * identify characteristics of literary periods, cultural conditions of the writers and times, historical forces, philosophical movements, and key terms for genres of literature and literary movements. * analyze major works of prose and poetry, using literary terms and tracing connections between contemporary society and the cultural movements and philosophical issues of the literary period, as well as demonstrating literary scholarship in relation to primary literary works by locating valid secondary sources and correctly integrating these sources. | | | | |
| **Intended Outcomes** | **Means of Assessment** | **Criteria for Success** | **Summary & Analysis of Assessment Evidence** | **Use of Results** |
| 1. The student will identify characteristics of literary periods, cultural conditions of the writers and times, historical forces, philosophical movements, and key terms for genres of literature and literary movements. | Direct: Through exam questions, the student will demonstrate the cognitive skills to identify the following:   * Characteristics of the literary periods * Cultural conditions of the writers and times * Historical forces * Philosophical movements * Key terms for genres of literature and literary movements. | 70% of students will demonstrate a proficiency level of 70% on specified multiple choice, true/false, identification, matching or fill-in-the-  blank exam questions that measure the five characteristics listed. Instructor will provide assessment questions used with this assessment form (Recommended number of questions either 10 or 20: 7/10 or 14/20 = 70% proficiency). | Fall 2017-Summer 2018:  Number of Students Assessed  297 Students/10 Sections  252/297 students met this objective (85%)  Yearly Campus Summary  Number of Students Assessed:  Shelby (6 sections): 159/183 (87%)  Jefferson (2 sections): 53/61 (87%)  Clanton (2 sections): 40/53 (75%)  Pell City (0 sections): | Two campuses have very similar statistics here. What is interesting is that the instructor for the Clanton sections was the same instructor for one of the Jefferson sections, and there was a completely different achievement level. A different method of presenting the movements and historical trends will be applied in the next in-class in the lower performing class. |
| **2.** The student will analyze major works of prose and poetry, using literary terms and tracing connections between contemporary society and the cultural movements and philosophical issues of the literary period, as well as demonstrating literary scholarship in relation to primary literary works by locating valid secondary sources and correctly integrating these sources. | Direct: In their essays, students will be able to do the following:   * Analyze and contextualize a work of literature from the period in its historical, cultural and philosophical background * Compare/contrast the literature of an historical period to contemporary American culture * Locate relevant and effective secondary sources * Build an argument correctly integrating and documenting both primary and secondary sources in MLA style. | 70% of students will demonstrate at least a “Satisfactory” level achievement based on sample rubric below. | Fall 2017-Summer 2018:  Number of Students Assessed  283 Students/10 Sections  229/283 students met this objective (81%)  Yearly Campus Summary  Number of Students Assessed:  Shelby (6 sections): 152/178 (85%)  Jefferson (2 sections): 35/55 (64%)  Clanton (2 sections): 42/50 (84%)  Pell City (0 sections): | Achievement in this SLO shows some retention of information from ENG 102 classes. The one low outlier in campuses is noted because both class methods in the combination of data are internet classes. Often, the revision process is more difficult in an internet method of delivery. Instructors will continue to supply examples and several resources of library guide pages to help students with this. |
| **Plan Submission Date: October 4, 2018** | | | **Submitted By: Communications Department** | |

Sample Literature Assessment Rubric

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

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| **Course Student Learning Outcomes & Assessment Plan ENG 261**  **Literature Course Level Outcomes Assessment Rubric (Included at end of this assessment document)**  **General Education Objective**   * The student will demonstrate effective reading, writing, and speaking skills. * The student will demonstrate ability to apply reasoning and logic to assess ideas and situations, support positions, draw conclusions, and solve problems. * The student will demonstrate ability to identify, analyze, organize, and synthesize credible resources in a manner that respects intellectual property.   **Transfer/General Studies Division Outcomes**   * Provide transferable general education courses that prepare students to succeed in upper level programs of study. * Provide transferable general education courses that fulfill the general studies requirements of the college’s Associate in Science, Associate in Arts, and * Associate in Applied Science degrees. * Provide developmental mathematics and English courses that prepare students to succeed in freshman-level courses.   **Communications Department Level Outcomes**   * Provide quality instruction in developmental and transferable courses through emphasis on continued training and professional development for faculty. * Prepare students to continue their education at four-year institutions or to enter the workforce. * Offer courses that allow students to develop communication skills and knowledge for personal enrichment or for job advancement.   **Course Outcomes Assessed**   * Students will: * identify characteristics of literary periods, cultural conditions of the writers and times, historical forces, philosophical movements, and key terms for genres of literature and literary movements. * analyze major works of prose and poetry, using literary terms and tracing connections between contemporary society and the cultural movements and philosophical issues of the literary period, as well as demonstrating literary scholarship in relation to primary literary works by locating valid secondary sources and correctly integrating these sources. | | | | |
| **Intended Outcomes** | **Means of Assessment** | **Criteria for Success** | **Summary & Analysis of Assessment Evidence** | **Use of Results** |
| 1. The student will identify characteristics of literary periods, cultural conditions of the writers and times, historical forces, philosophical movements, and key terms for genres of literature and literary movements. | Direct: Through exam questions, the student will demonstrate the cognitive skills to identify the following:   * Characteristics of the literary periods * Cultural conditions of the writers and times * Historical forces * Philosophical movements * Key terms for genres of literature and literary movements. | 70% of students will demonstrate a proficiency level of 70% on specified multiple choice, true/false, identification, matching or fill-in-the-  blank exam questions that measure the five characteristics listed. Instructor will provide assessment questions used with this assessment form (Recommended number of questions either 10 or 20: 7/10 or 14/20 = 70% proficiency). | Fall 2017-Summer 2018:  Number of Students Assessed  155 Students/5 Sections  140/155 students met this objective (90%)  Yearly Campus Summary  Number of Students Assessed:  Shelby (3 sections): 83 /92 (90%)  Jefferson (1 sections): 28/30 (93%)  Clanton (0 sections):  Pell City (1 section): 29/33 (88%) | These are excellent success statistics. All of the campuses instructing these classes are very similar in data percentage. Instructors will continue offering connections to history and philosophical context to provide background for literature. |
| **2.** The student will analyze major works of prose and poetry, using literary terms and tracing connections between contemporary society and the cultural movements and philosophical issues of the literary period, as well as demonstrating literary scholarship in relation to primary literary works by locating valid secondary sources and correctly integrating these sources. | Direct: In their essays, students will be able to do the following:   * Analyze and contextualize a work of literature from the period in its historical, cultural and philosophical background * Compare/contrast the literature of an historical period to contemporary American culture * Locate relevant and effective secondary sources * Build an argument correctly integrating and documenting both primary and secondary sources in MLA style. | 70% of students will demonstrate at least a “Satisfactory” level achievement based on sample rubric below. | Fall 2017-Summer 2018:  Number of Students Assessed  152 Students/5 Sections  129/152 students met this objective (85%)  Yearly Campus Summary  Number of Students Assessed:  Shelby (3 sections): 74/90 (82%)  Jefferson (1 sections): 27/29 (93%)  Clanton (0 sections):  Pell City (1 section): 2/33 (85%) | Integration of sources and incorporating the skill of finding and using secondary research sources will be implemented as workshops in physical classes and changed to fit into online classes to help students go through this. Overall this method added into classes has helped keep the achievement up in this category. Plus, retention of information from ENG 102 helps students as they are writing about literature. |
| **Plan Submission Date: October 4, 2018** | | | **Submitted By: Communications Department** | |

Sample Literature Assessment Rubric

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

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| **Course Student Learning Outcomes & Assessment Plan ENG 262**  **Literature Course Level Outcomes Assessment Rubric (Included at end of this assessment document)**  **General Education Objective**   * The student will demonstrate effective reading, writing, and speaking skills. * The student will demonstrate ability to apply reasoning and logic to assess ideas and situations, support positions, draw conclusions, and solve problems. * The student will demonstrate ability to identify, analyze, organize, and synthesize credible resources in a manner that respects intellectual property.   **Transfer/General Studies Division Outcomes**   * Provide transferable general education courses that prepare students to succeed in upper level programs of study. * Provide transferable general education courses that fulfill the general studies requirements of the college’s Associate in Science, Associate in Arts, and * Associate in Applied Science degrees. * Provide developmental mathematics and English courses that prepare students to succeed in freshman-level courses.   **Communications Department Level Outcomes**   * Provide quality instruction in developmental and transferable courses through emphasis on continued training and professional development for faculty. * Prepare students to continue their education at four-year institutions or to enter the workforce. * Offer courses that allow students to develop communication skills and knowledge for personal enrichment or for job advancement.   **Course Outcomes Assessed**  Students will:   * identify characteristics of literary periods, cultural conditions of the writers and times, historical forces, philosophical movements, and key terms for genres of literature and literary movements. * analyze major works of prose and poetry, using literary terms and tracing connections between contemporary society and the cultural movements and philosophical issues of the literary period, as well as demonstrating literary scholarship in relation to primary literary works by locating valid secondary sources and correctly integrating these sources. | | | | |
| **Intended Outcomes** | **Means of Assessment** | **Criteria for Success** | **Summary & Analysis of Assessment Evidence** | **Use of Results** |
| 1. The student will identify characteristics of literary periods, cultural conditions of the writers and times, historical forces, philosophical movements, and key terms for genres of literature and literary movements. | Direct: Through exam questions, the student will demonstrate the cognitive skills to identify the following:   * Characteristics of the literary periods * Cultural conditions of the writers and times * Historical forces * Philosophical movements * Key terms for genres of literature and literary movements. | 70% of students will demonstrate a proficiency level of 70% on specified multiple choice, true/false, identification, matching or fill-in-the-  blank exam questions that measure the five characteristics listed. Instructor will provide assessment questions used with this assessment form (Recommended number of questions either 10 or 20: 7/10 or 14/20 = 70% proficiency). | Fall 2017-Summer 2018:  Number of Students Assessed  41 Students/2 Sections  38/41 students met this objective (93%)  Yearly Campus Summary  Number of Students Assessed:  Shelby (2 sections): 38/41 (93%)  Jefferson (0 sections):  Clanton (0 sections) :  Pell City (0 sections): | Each instructor submits his or her test questions with his or her report so that the SLO committee can review the consistency in questions here. This group has smaller class size, so might have something to do with a very high success rate. Instructor uses articles and information surrounding the texts to help place in context. |
| **2.** The student will analyze major works of prose and poetry, using literary terms and tracing connections between contemporary society and the cultural movements and philosophical issues of the literary period, as well as demonstrating literary scholarship in relation to primary literary works by locating valid secondary sources and correctly integrating these sources. | Direct: In their essays, students will be able to do the following:   * Analyze and contextualize a work of literature from the period in its historical, cultural and philosophical background * Compare/contrast the literature of an historical period to contemporary American culture * Locate relevant and effective secondary sources * Build an argument correctly integrating and documenting both primary and secondary sources in MLA style. | 70% of students will demonstrate at least a “Satisfactory” level achievement based on sample rubric below. | Fall 2017-Summer 2018:  Number of Students Assessed  41 Students/2 Sections  36/41 students met this objective (88%)  Yearly Campus Summary  Number of Students Assessed:  Shelby (2 sections): 36/41 (88%)  Jefferson (0 sections):  Clanton (0 sections) :  Pell City (0 sections): | Instructors report small class size helps give more individual attention to students struggling with writing. |
| **Plan Submission Date: October 4, 2018** | | | **Submitted By: Communications Department** | |

Sample American Literature Assessment Rubric

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

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| **Course Student Learning Outcomes & Assessment Plan ENG 271**  **Literature Course Level Outcomes Assessment Rubric (Included at end of this assessment document)**  **General Education Objective**   * The student will demonstrate effective reading, writing, and speaking skills. * The student will demonstrate ability to apply reasoning and logic to assess ideas and situations, support positions, draw conclusions, and solve problems. * The student will demonstrate ability to identify, analyze, organize, and synthesize credible resources in a manner that respects intellectual property.   **Transfer/General Studies Division Outcomes**   * Provide transferable general education courses that prepare students to succeed in upper level programs of study. * Provide transferable general education courses that fulfill the general studies requirements of the college’s Associate in Science, Associate in Arts, and * Associate in Applied Science degrees. * Provide developmental mathematics and English courses that prepare students to succeed in freshman-level courses.   **Communications Department Level Outcomes**   * Provide quality instruction in developmental and transferable courses through emphasis on continued training and professional development for faculty. * Prepare students to continue their education at four-year institutions or to enter the workforce. * Offer courses that allow students to develop communication skills and knowledge for personal enrichment or for job advancement.   **Course Outcomes Assessed**  Students will:   * identify characteristics of literary periods, cultural conditions of the writers and times, historical forces, philosophical movements, and key terms for genres of literature and literary movements. * analyze major works of prose and poetry, using literary terms and tracing connections between contemporary society and the cultural movements and philosophical issues of the literary period, as well as demonstrating literary scholarship in relation to primary literary works by locating valid secondary sources and correctly integrating these sources. | | | | |
| **Intended Outcomes** | **Means of Assessment** | **Criteria for Success** | **Summary & Analysis of Assessment Evidence** | **Use of Results** |
| 1. The student will identify characteristics of literary periods, cultural conditions of the writers and times, historical forces, philosophical movements, and key terms for genres of literature and literary movements. | Direct: Through exam questions, the student will demonstrate the cognitive skills to identify the following:   * Characteristics of the literary periods * Cultural conditions of the writers and times * Historical forces * Philosophical movements * Key terms for genres of literature and literary movements. | 70% of students will demonstrate a proficiency level of 70% on specified multiple choice, true/false, identification, matching or fill-in-the-  blank exam questions that measure the five characteristics listed. Instructor will provide assessment questions used with this assessment form (Recommended number of questions either 10 or 20: 7/10 or 14/20 = 70% proficiency). | Fall 2017-Summer 2018:  Number of Students Assessed  35 Students/2 Sections  31/35 students met this objective (89%)  Yearly Campus Summary  Number of Students Assessed:  Shelby (1 sections): 17/21 (81%)  Jefferson (1 sections): 14/14 (100%)  Clanton (0 sections) :  Pell City (0 sections): | Again, a small class size benefits students in so many ways. Both of the classes represented here had small classes and the instructor was able to give more individual attention to the class as a whole in discussing literary context. |
| **2.** The student will analyze major works of prose and poetry, using literary terms and tracing connections between contemporary society and the cultural movements and philosophical issues of the literary period, as well as demonstrating literary scholarship in relation to primary literary works by locating valid secondary sources and correctly integrating these sources. | Direct: In their essays, students will be able to do the following:   * Analyze and contextualize a work of literature from the period in its historical, cultural and philosophical background * Compare/contrast the literature of an historical period to contemporary American culture * Locate relevant and effective secondary sources * Build an argument correctly integrating and documenting both primary and secondary sources in MLA style. | 70% of students will demonstrate at least a “Satisfactory” level achievement based on sample rubric below. | Fall 2017-Summer 2018:  Number of Students Assessed  30 Students/2 Sections  27/30 students met this objective (90%)  Yearly Campus Summary  Number of Students Assessed:  Shelby (1 sections): 15/16 (94%)  Jefferson (1 sections): 12/14 (85%)  Clanton (0 sections) :  Pell City (0 sections): | Individualized attention and use of process of writing to revise and work on research is why this rate is very successful. |
| **Plan Submission Date: October 4, 2018** | | | **Submitted By: Communications Department** | |

Sample Literature Assessment Rubric

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

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| **Course Student Learning Outcomes & Assessment Plan ENG 272**  **Literature Course Level Outcomes Assessment Rubric (Included at end of this assessment document)**  **General Education Objective**   * The student will demonstrate effective reading, writing, and speaking skills. * The student will demonstrate ability to apply reasoning and logic to assess ideas and situations, support positions, draw conclusions, and solve problems. * The student will demonstrate ability to identify, analyze, organize, and synthesize credible resources in a manner that respects intellectual property.   **Transfer/General Studies Division Outcomes**   * Provide transferable general education courses that prepare students to succeed in upper level programs of study. * Provide transferable general education courses that fulfill the general studies requirements of the college’s Associate in Science, Associate in Arts, and * Associate in Applied Science degrees. * Provide developmental mathematics and English courses that prepare students to succeed in freshman-level courses.   **Communications Department Level Outcomes**   * Provide quality instruction in developmental and transferable courses through emphasis on continued training and professional development for faculty. * Prepare students to continue their education at four-year institutions or to enter the workforce. * Offer courses that allow students to develop communication skills and knowledge for personal enrichment or for job advancement.   **Course Outcomes Assessed** Students will:   * identify characteristics of literary periods, cultural conditions of the writers and times, historical forces, philosophical movements, and key terms for genres of literature and literary movements. * analyze major works of prose and poetry, using literary terms and tracing connections between contemporary society and the cultural movements and philosophical issues of the literary period, as well as demonstrating literary scholarship in relation to primary literary works by locating valid secondary sources and correctly integrating these sources. | | | | |
| **Intended Outcomes** | **Means of Assessment** | **Criteria for Success** | **Summary & Analysis of Assessment Evidence** | **Use of Results** |
| 1. The student will identify characteristics of literary periods, cultural conditions of the writers and times, historical forces, philosophical movements, and key terms for genres of literature and literary movements. | Direct: Through exam questions, the student will demonstrate the cognitive skills to identify the following:   * Characteristics of the literary periods * Cultural conditions of the writers and times * Historical forces * Philosophical movements * Key terms for genres of literature and literary movements. | 70% of students will demonstrate a proficiency level of 70% on specified multiple choice, true/false, identification, matching or fill-in-the-  blank exam questions that measure the five characteristics listed. Instructor will provide assessment questions used with this assessment form (Recommended number of questions either 10 or 20: 7/10 or 14/20 = 70% proficiency). | Fall 2017-Summer 2018:  Number of Students Assessed  55 Students/3 Sections  45/55 students met this objective (82%).  Yearly Campus Summary  Number of Students Assessed:  Shelby (3 sections): 45/55 (82%)  Jefferson (0 sections)  Clanton (0 sections)  Pell City (0 sections) | Individualized instruction is used to help students here. This is more difficult literature because there are many historical and contextual elements that are in conjunction with each other. |
| **2.** The student will analyze major works of prose and poetry, using literary terms and tracing connections between contemporary society and the cultural movements and philosophical issues of the literary period, as well as demonstrating literary scholarship in relation to primary literary works by locating valid secondary sources and correctly integrating these sources. | Direct: In their essays, students will be able to do the following:   * Analyze and contextualize a work of literature from the period in its historical, cultural and philosophical background * Compare/contrast the literature of an historical period to contemporary American culture * Locate relevant and effective secondary sources * Build an argument correctly integrating and documenting both primary and secondary sources in MLA style. | 70% of students will demonstrate at least a “Satisfactory” level achievement based on sample rubric below. | Fall 2017-Summer 2018:  Number of Students Assessed  53 Students/3 Sections  48/53 students met this objective (91%).  Yearly Campus Summary  Number of Students Assessed:  Shelby (3 sections): 48/53 (91%)  Jefferson (0 sections)  Clanton (0 sections)  Pell City (0 sections) | Small class sizes and work with the research paper early in the semester helps ensure students are not burnt out when they are writing. |
| **Plan Submission Date: October 4, 2018** | | | **Submitted By: Communications Department** | |

Sample Literature Assessment Rubric

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

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| **Course Student Learning Outcomes & Assessment Plan ENG 246**  **\*\*This is a course that usually only has one or two class offerings for the entire year.**  **General Education Objective**   * The student will demonstrate effective reading, writing, and speaking skills. * The student will demonstrate ability to apply reasoning and logic to assess ideas and situations, support positions, draw conclusions, and solve problems.   **Transfer/General Studies Division Outcomes**   * Provide transferable general education courses that prepare students to succeed in upper level programs of study. * Provide transferable general education courses that fulfill the general studies requirements of the college’s Associate in Science, Associate in Arts, and * Associate in Applied Science degrees. * Provide developmental mathematics and English courses that prepare students to succeed in freshman-level courses.   **Communications Department Level Outcomes**   * Provide quality instruction in developmental and transferable courses through emphasis on continued training and professional development for faculty. * Prepare students to continue their education at four-year institutions or to enter the workforce. * Offer courses that allow students to develop communication skills and knowledge for personal enrichment or for job advancement.   **Course Outcomes Assessed**   * Students should be able to identify and discuss the distinguishing features of genres of creative writing, including fiction, creative nonfiction, poetry and drama. * Students should be able to read, analyze, and discuss assigned published and / or professional imaginative works in ways that reflect familiarity with the distinguishing features of each genre, including fiction, creative nonfiction, poetry and drama. * Students should write imaginative works that conform to the distinguishing feature of each genre discussed in class, while adding elements from their own imaginations and life experience. * Students should be able to discuss the imaginative works of classmates in a workshop situation that includes analysis of both the strengths and weaknesses of each work discussed using terminology and concepts from course lectures. * After participating in workshop discussions, students should be able to edit their own creative pieces for improved clarity, tone, structure, imaginative language, and grammar. * Students should be able to compose imaginative works and comment on the imaginative works of their classmates with an understanding of fundamental rules of English grammar and style. | | | | |
| **Intended Outcomes** | **Means of Assessment** | **Criteria for Success** | **Summary & Analysis of Assessment Evidence** | **Use of Results** |
| 1. Students should be able to identify and discuss the distinguishing features of genres of creative writing, including fiction, creative nonfiction, poetry and drama. | Direct: Students will take a multiple-choice exam in which they are provided with examples of writing in each genre and are asked to correctly classify each work. | 70% of students should score 70% or higher on the multiple choice exams in 1) and 2) AND  70% or higher in the satisfaction ratings for 3), 4), and 5) AND  Not lose credit due to grammatical or usage errors | Fall 2017-Summer 2018:  Number of Students Assessed  No sections offered for the whole year. |  |
| 2. Students should be able to read, analyze, and discuss assigned published and / or professional imaginative works in ways that reflect familiarity with the distinguishing features of each genre, including fiction, creative nonfiction, poetry and drama. | Direct: Students will take a multiple-choice exam in which they are asked to identify distinguishing features of each genre using published and / or professional works as samples. |  |  |  |
| 3. Students should write imaginative works that conform to the distinguishing feature of each genre discussed in class, while adding elements from their own imaginations and life experience. | Direct: (a) Faculty will develop a rubric for each genre and, while grading, will evaluate whether a student’s piece has met all aspects of the assignment for that genre. Faculty may evaluate a piece submitted as an out-of-class assignment.  (b) Students will complete an in-class assignment in which they are required to write an imaginative piece displaying specific aspects of the genre assigned. Faculty will use same rubric as that developed for 3a (above). |  |  |  |
| 4. Students should be able to discuss the imaginative works of classmates in a workshop situation that includes analysis of both the strengths and weaknesses of each work discussed using terminology and concepts from course lectures. | Direct: Faculty will develop a rubric for satisfactory participation in workshop and will evaluate students accordingly. |  |  |  |
| 5. After participating in workshop discussions, students should be able to edit their own creative pieces for improved clarity, tone, structure, imaginative language, and grammar. | Direct: Faculty will compare the first draft and revision of student work using the rubric developed for 3a (above) to track student improvement. |  |  |  |
| 6. Students should be able to compose imaginative works and comment on the imaginative works of their classmates with an understanding of fundamental rules of English grammar and style. | Direct: Faculty will use the department’s major errors policy, which states that any multi-paragraph work containing 3 or more major errors will automatically be assigned a grade of F. |  |  |  |
|  | \*Note: This indirect assessment procedure presents a method for assessing all Outcomes detailed above with a single assignment.  At the end of the term, students will write a reflective essay. Essays should cover: 1) a definition of distinctions among genres of imaginative literature; 2) examples of published and / or professional imaginative literature for each genre; 3) reflection on students’ own imaginative works written during the semester; 4) reflection on the workshop experience; 5) reflection on the editing process. Correct grammar and usage should be displayed in this essay. | For indirect assessment measure: 70% of students should complete this assignment to the satisfaction of the instructor. |  |  |
| **Plan submission date: October 4, 2018** | | | **Submitted by: Communication Department** | |

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| jscc logo | **Assessment Record** |

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| **Program:** | **Transfer/General Studies, Speech** | **Assessment period:** | **2017-2018 Annual Summary** |
| |  | | --- | | **Program or Department Mission:** |   The mission of the Communications Department is to develop in students a desire for excellence in scholarship, an ability to communicate effectively and an appreciation for the humanities. The department endorses the college's Mission Statement and strives to uphold its commitment to learning. | | | |

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| **Course Student Learning Outcomes & Assessment Plan**  **Instructional Program Outcomes & Assessment Plan for SPH 106**  **General Education Objective**   * The student will demonstrate effective reading, writing and speaking skills. * The student will demonstrate ability to apply reasoning and logic to assess ideas and situations, support positions, draw conclusions and solve problems. * The student will demonstrate ability to identify, analyze, organize, and synthesize credible resources in a manner that respects intellectual property.   **Division Level Outcomes**   * Provide transferable general education courses that prepare students to succeed in upper level programs of study. * Provide transferable general education courses that fulfill the general studies requirements of the college’s Associate in Science, Associate in Arts, and Associate in Applied Science degrees.   **Department Level Outcomes**   * Provide quality instruction in developmental and transferable courses through emphasis on continued training and professional development for faculty. * Prepare students to continue their education at four-year institutions or to enter the workforce. * Offer courses that allow students to develop communication skills and knowledge for personal enrichment or for job advancement.   **Course Outcomes Assessed**   * Students will be able to present an effective persuasive speech. * Students will be able to use supporting material effectively in a prepared speech. | | | | |
| **Intended Outcomes** | **Means of Assessment** | **Criteria for Success** | **Summary & Analysis of Assessment Evidence** | **Use of Results** |
| SLO#1: Students will be able to present an effective persuasive speech. | A rubric for a speech presentation will assess overall effectiveness of the speech, including extemporaneous delivery, organization, rhetorical strategies, research and support, and audience adaptation. | 70% of students will demonstrate competence in presenting a persuasive speech. | Fall 2017-Summer 2018  Number of Students Assessed 546 students/35 sections  444/546 students fulfilled this outcome.  81% of students assessed presented effective persuasive speeches according to the rubric criteria.  Yearly Campus Summary  Number of Students Assessed:  Shelby (18 sections): 262/310, 85% Jefferson (2 sections): 27/41, 66% Pell City (12 sections): 90/127, 73% Clanton: (2 sections): 44/47, 94% Dual Enrollment: (1 section) 21/21, 100% | While 81% exceeds the criteria for success by 11%, it is a decrease of 12% from the previous year. Results vary by campus.  Preparation was stressed. Emphasis was placed on the process of developing speeches in stages. Examples were utilized. A variety of reading, lecture, chapter activities, quizzes, and group discussion were utilized in all sections. Tegrity lectures are being utilized.  Instructors plan to include outline reviews and improve lectures.  Instructors plan to have students critique sample speeches, complete self reviews, and conduct peer reviews. Instructors will plan to meet again to discuss methodology and examine the rubric. |
| SLO#2: Students will be able to use supporting material effectively in a prepared speech. | A rubric will be used to assess quality of sources, quantity of sources, oral citations, and use of presentational aids. | 70% of students will demonstrate effective use of supporting material in a prepared speech. | Fall 2017-Summer 2018 Number of Students Assessed 534 students/35 sections  446/534 students fulfilled this outcome.  84% of students assessed demonstrated effective use of supporting material in a prepared speech.  Yearly Campus Summary  Number of Students Assessed:  Shelby (18 sections): 236/296, 80% Jefferson (2 sections) 33/41, 80% Pell City (12 sections): 115/129, 89% Clanton (2 sections): 41/47, 87% Dual Enrollment: (1 section) 21/21, 100% | Data shows a 5% increase in student achievement for this SLO over the previous year. Results for each campus were fairly consistent; the dual enrollment section had the highest success rate.  Library tutorials are being utilized. Students practice working with sources and source assessments are utilized. To emphasize effective use of support, instructors show sample speech videos and have students analyze and discuss the use of supporting material. Instructors also use practice oral citation exercises in class. Review (instructor and/or peer review) of speech drafts has proven to be helpful in identifying weak areas of planned oral citations. Utilization of speech preparation worksheets that take students through the research, planning, and development phases of speech writing help to improve overall quality of development of the persuasive speech. Sources will be required with a draft of the outline to include quotations, in-text citations, a reference list in APA or MLA format, and copies of sources. |
| **Plan submission date: 10/8/2018** | | | **Submitted by: Communications Department** | |

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| **Program:** | **Transfer/General Studies, Speech** | **Assessment period:** | **2017-2018 Annual Summary** |
| |  | | --- | | **Program or Department Mission:** |   The mission of the Communications Department is to develop in students a desire for excellence in scholarship, an ability to communicate effectively and an appreciation for the humanities. The department endorses the college's Mission Statement and strives to uphold its commitment to learning. | | | |

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| **Course Student Learning Outcomes & Assessment Plan**  **Instructional Program Outcomes & Assessment Plan for SPH 107**  **General Education Objective**   * The student will demonstrate effective reading, writing and speaking skills. * The student will demonstrate ability to apply reasoning and logic to assess ideas and situations, support positions, draw conclusions and solve problems. * The student will demonstrate ability to identify, analyze, organize, and synthesize credible resources in a manner that respects intellectual property.   **Division Level Outcomes**   * Provide transferable general education courses that prepare students to succeed in upper level programs of study. * Provide transferable general education courses that fulfill the general studies requirements of the college’s Associate in Science, Associate in Arts, and Associate in Applied Science degrees.   **Department Level Outcomes**   * Provide quality instruction in developmental and transferable courses through emphasis on continued training and professional development for faculty. * Prepare students to continue their education at four-year institutions or to enter the workforce. * Offer courses that allow students to develop communication skills and knowledge for personal enrichment or for job advancement.   **Course Outcomes Assessed**   * Students will be able to present an effective persuasive speech. * Students will be able to use supporting material effectively in a prepared speech. | | | | |
| **Intended Outcomes** | **Means of Assessment** | **Criteria for Success** | **Summary & Analysis of Assessment Evidence** | **Use of Results** |
| SLO#1: Students will be able to present an effective persuasive speech. | A rubric for a speech presentation will assess overall effectiveness of the speech, including extemporaneous delivery, organization, rhetorical strategies, research and support, and audience adaptation. | 70% of students will demonstrate competence in presenting a persuasive speech. | Fall 2017-Summer 2018 Number of Students Assessed 204 students/12 sections  164/204 students fulfilled this outcome.  80% of students assessed presented effective persuasive speeches according to the criteria in the rubric.  Yearly Campus Summary  Number of Students Assessed:  Shelby (7 sections): 90/112, 80% Jefferson (2 sections): 31/38, 82% Pell City (2 sections): 28/35, 80% Clanton: (1 section) 15/19, 79% | Although well above the threshold for success, this is a decrease from the previous year. Results are similar for each campus.  Students demonstrate competence with extemporaneous delivery, organization, rhetorical strategies, research and support, and audience adaptation.  A combination of lecture and practical application are used. Online discussions concerning delivery and use of support have been added. The topic of plagiarism is also addressed. Discussion and analysis of example speeches, self-evaluations, and peer evaluations are being utilized.  Expectations and criteria for persuasive speeches will be emphasized to improve results. Rubrics will be distributed along with assignment instructions so that students are aware of expectations and grading/assessment criteria in advance. Discussing example speech outlines as well as instructor and/or peer review of outlines will be used to improve results. Peer reviews may be conducted at various stages in the preparation process. Students can review outlines, and they can rehearse together to improve preparation and increase confidence. |
| SLO#2: Students will be able to use supporting material effectively in a prepared speech. | A rubric will be used to assess quality of sources, quantity of sources, oral citations, and use of presentational aids. | 70% of students will demonstrate effective use of supporting material in a prepared speech. | Fall 2017-Summer 2018 Number of Students Assessed 209 students/12 sections  158/209 students fulfilled this outcome.  76% of students assessed demonstrated effective use of supporting material in a prepared speech.  Yearly Campus Summary Number of Students Assessed:  Shelby (7 sections): 80/117, 68% Jefferson (2 sections): 30/38, 79% Pell City (2 sections): 33/35, 94% Clanton (1 section): 15/19, 79% | Results are the same as the previous year, no overall increase or decrease; however, percentages vary by campus.  Since use of support continues to be a weak area and a priority, instructors have emphasized the importance of quality of sources, quantity of sources, oral citations, and use of presentational aids and include more detail concerning use of supporting material in the assignment instructions. Instructors from the various campuses will meet to discuss results and compare notes.  The video provided by the library on research and plagiarism has been helpful for addressing these concerns. Instructors use example speeches for analysis and discussion of supporting materials. Lectures on research and support have been extended, and appropriate use of sources is emphasized in assignment instructions with detailed explanation of expectations. A source review assignment is utilized, and speech outlines are reviewed for quality of sources, quantity of sources, and appropriate citation of sources. Oral citations will be emphasized when discussing examples and preparing speeches, and oral citation workshops may be utilized. |
| **Plan submission date: 10/8/2018** | | | **Submitted by: Communications Department** | |

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| **Course Student Learning Outcomes & Assessment Plan**  **Instructional Program Outcomes & Assessment Plan for SPH 116**  **General Education Objective**   * The student will demonstrate effective reading, writing and speaking skills. * The student will demonstrate ability to apply reasoning and logic to assess ideas and situations, support positions, draw conclusions and solve problems. * The student will demonstrate ability to identify, analyze, organize, and synthesize credible resources in a manner that respects intellectual property.   **Division Level Outcomes**   * Provide transferable general education courses that prepare students to succeed in upper level programs of study. * Provide transferable general education courses that fulfill the general studies requirements of the college’s Associate in Science, Associate in Arts, and Associate in Applied Science degrees.   **Department Level Outcomes**   * Provide quality instruction in developmental and transferable courses through emphasis on continued training and professional development for faculty. * Prepare students to continue their education at four-year institutions or to enter the workforce. * Offer courses that allow students to develop communication skills and knowledge for personal enrichment or for job advancement.   **Course Outcomes Assessed**   * Students will demonstrate understanding of how the self-concept develops. * Students will demonstrate understanding of the elements in the perception process. * Students will demonstrate understanding of the techniques and barriers in language use. * Students will demonstrate understanding of the elements in nonverbal communication. * Students will be able to apply interpersonal communication theories to their daily lives. |

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| **Intended Outcomes** | **Means of Assessment** | **Criteria for Success** | **Summary & Analysis of Assessment Evidence** | **Use of Results** |
| SLO#1: Students will demonstrate understanding of how the self-concept develops. | A rubric will be applied to the Self-Analysis paper due at the end of the semester. | 70% of students will be able to demonstrate this knowledge. | Fall 2017-Summer 2018:  Number of Students Assessed 37 students/3 sections  36/37 students achieved this outcome.  97% of students assessed demonstrated an understanding of how the self-concept develops.  Yearly Campus Summary  Number of Students Assessed  Internet (3 sections): 36/37, 97% Only 1 section is offered each semester for the College. | These results are nearly identical to the previous year.  Due to lower enrollment for this course, only one is offered online each semester to reach students from all campuses. Smaller class size may lead to higher success rates.  The understanding of the self-concept is emphasized in both an online discussion and a chapter assignment and this will continue. |
| SLO#2: Students will demonstrate understanding of the elements in the perception process. | A rubric will be applied to the Self-Analysis paper due at the end of the semester. | 70% of students will be able to demonstrate this knowledge. | Fall 2017-Summer 2018:  Number of Students Assessed  37 students/3 sections  33/37 students achieved this outcome.  89% of students assessed demonstrated an understanding of the elements in the perception process.  Yearly Campus Summary  Number of Students Assessed  Internet (3 sections): 33/37, 89% Only 1 section is offered each semester for the College. | Results are slightly lower than the previous year but still well above average.  The understanding of the perception process is emphasized in both an online discussion and a chapter assignment and this will continue. |
| SLO#3: Students will demonstrate understanding of the techniques and barriers in language use. | A rubric will be applied to the Self-Analysis paper due at the end of the semester. | 70% of students will be able to demonstrate this knowledge. | Fall 2017-Summer 2018:  Number of Students Assessed  37 students/3 sections  34/37 students achieved this outcome.  92% of students assessed demonstrated understanding of the techniques and barriers in language use.  Yearly Campus Summary  Number of Students Assessed  Internet (3 sections): 34/37, 92% Only 1 section is offered each semester for the College. | Results are pretty similar to the previous year with a slight increase. Smaller class size may lead to improved results.  The understanding of language techniques is emphasized in an online discussion and this will continue. |
| SLO#4: Students will demonstrate understanding of the elements in nonverbal communication. | A rubric will be applied to the Self-Analysis paper due at the end of the semester. | 70% of students will be able to demonstrate this knowledge. | Fall 2017-Summer 2018:  Number of Students Assessed  37 students/3 sections  34/37 students achieved this outcome.  92% of students assessed demonstrated understanding of elements in nonverbal communication.  Yearly Campus Summary  Number of Students Assessed  Internet (3 sections): 34/37, 92% Only 1 section is offered each semester for the College. | Results are pretty similar to the previous year with a slight increase.  The understanding of nonverbal communication is emphasized in both a discussion and a chapter assignment and this will continue. |
| SLO#5: Students will be able to apply interpersonal communication theories to their daily lives. | A rubric will be applied to the Self-Analysis paper due at the end of the semester. | 70% of students will be able to demonstrate this knowledge. | Fall 2017-Summer 2018:  Number of Students Assessed 37 students/3 sections  37/37 students achieved this outcome.  100% of students assessed were able to apply interpersonal communication theories to their daily lives.  Yearly Campus Summary  Number of Students Assessed  Internet (3 sections): 37/37, 100% Only 1 section is offered each semester for the College. | Results are pretty similar to the previous year with a slight increase.  The instructor will continue to give assignments that ask the student to apply the theories in the textbook to their daily lives. |
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| **Course Student Learning Outcomes & Assessment Plan**  **Instructional Program Outcomes & Assessment Plan for SPH 123-5**  **General Education Objective**   * The student will demonstrate effective reading, writing and speaking skills. * The student will demonstrate ability to apply reasoning and logic to assess ideas and situations, support positions, draw conclusions and solve problems. * The student will demonstrate ability to identify, analyze, organize, and synthesize credible resources in a manner that respects intellectual property.   **Division Level Outcomes**   * Provide transferable general education courses that prepare students to succeed in upper level programs of study. * Provide transferable general education courses that fulfill the general studies requirements of the college’s Associate in Science, Associate in Arts, and Associate in Applied Science degrees.   **Department Level Outcomes**   * Provide quality instruction in developmental and transferable courses through emphasis on continued training and professional development for faculty. * Prepare students to continue their education at four-year institutions or to enter the workforce. * Offer courses that allow students to develop communication skills and knowledge for personal enrichment or for job advancement.   **Course Outcomes Assessed**   * Students will demonstrate effective delivery skills (vocal projection, eye contact, gestures, posture). * Students will demonstrate effective research skills. |

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| **Intended Outcomes** | **Means of Assessment** | **Criteria for Success** | **Summary & Analysis of Assessment Evidence** | **Use of Results** |
| SLO#1. Students will demonstrate effective delivery skills (vocal projection, eye contact, gestures, posture). | At the end of the semester, an oral presentation will be evaluated according to a rubric. | 70% of students will be able to demonstrate this skill. | Fall 2017-Summer 2018: Number of Students Assessed 19 students, 3 sections/semesters  19/19 students achieved this outcome.  100% of students demonstrated effective delivery.  Yearly Campus Summary  Number of Students Assessed:  Total 19/19, 100% Speech Team students are enrolled through the Shelby Campus, a central location. | Results are pretty similar to the previous year with a slight increase. One-on-one instruction is believed to improve results.  Students who are on the speech team take these courses to research, prepare, and rehearse their presentations. These students present on campus and travel to compete in a variety of speech competition events.  The director/coach will continue to focus on effective verbal and nonverbal delivery in practice sessions and rehearsals. |
| SLO#2. Students will demonstrate effective research skills. | Research, in preparation of an oral presentation will be evaluated according to a rubric. | 70% of students will be able to demonstrate this skill. | Fall 2016-Summer 2017:  Number of Students Assessed  19 students, 3 sections/semesters  19/19 students achieved this outcome.  100% of students demonstrated effective research skills.  Yearly Campus Summary  Number of Students Assessed:  Total 19/19, 100% Speech Team students are enrolled through the Shelby Campus, a central location. | Results are the same as the previous year, with all students being successful. Smaller classes often have better success rates.  The Speech Team students are usually high-achieving students who receive tuition-waiver scholarships for their participation on the Speech Team. These students often win awards in regional and national competitions.    The director/coach will continue to focus on research skills in team meetings, including holding an orientation session in the library. |
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| jscc logo | | | | **Assessment Record** | | | |
| **Program:** | **Communications/MCM 100** | | | **Assessment period:** | | **Annual Totals 2017-2018** | |
| |  | | --- | | **Program or Department Mission:** |   The mission of the Communications Department is to develop in students a desire for excellence in scholarship, an ability to communicate effectively and an appreciation for the humanities. The department endorses the college’s Mission Statement and strives to uphold its commitment to learning. | | | | | | | |
| **Course Student Learning Outcomes & Assessment Plan**  **Instructional Program Outcomes & Assessment Plan for MCM 100**  **General Education Objective**   * The student will demonstrate effective reading, writing and speaking skills. * The student will demonstrate ability to apply reasoning and logic to assess ideas and situations, support positions, draw conclusions and solve problems. * The student will demonstrate ability to identify, analyze, organize, and synthesize credible resources in a manner that respects intellectual property.   **Division Level Outcomes**   * Provide transferable general education courses that prepare students to succeed in upper level programs of study. * Provide transferable general education courses that fulfill the general studies requirements of the college’s Associate in Science, Associate in Arts, and Associate in Applied Science degrees.   **Department Level Outcomes**   * Provide quality instruction in developmental and transferable courses through emphasis on continued training and professional development for faculty. * Prepare students to continue their education at four-year institutions or to enter the workforce. * Offer courses that allow students to develop communication skills and knowledge for personal enrichment or for job advancement.   **Course Outcomes Assessed**   * The student will be able to demonstrate knowledge of theories of the nature of communication. * The student will be able to complete a written assignment suitable for simple print publications. | | | | | | | |
| **Intended Outcomes** | | **Means of Assessment** | **Criteria for Success** | | **Summary & Analysis of Assessment Evidence** | | **Use of Results** |
| SLO#1: The student will be able to demonstrate knowledge of theories of the nature of communication. | | Students will answer embedded questions on an exam about the theories of the nature of communication. | 70% of students will successfully answer questions relating to the theories of the nature of communication. | | Fall 2017-Summer 2018:  Number of Students Assessed  18 students, 1 section  15/18 students achieved this outcome.  83% of students demonstrated effective research skills.  Yearly Campus Summary  Number of Students Assessed:  15/18, 83% The college offers one section per year, in the fall, at the Shelby Campus. | | Based on results from four written exams (including final)  Data suggests some exam prep focusing on written (email) broad areas of potential question areas improves results more so than only verbally reviewing in class and suggesting pages or segments for  study review. |
| SLO#2: The student will be able to complete a written assignment suitable for simple print publications. | | Students will complete a project demonstrating their ability to write for print publications. | 70% of students will successfully complete their assignment according to the grading rubric. | | Fall 2016-Summer 2017:  Number of Students Assessed  19 students, 3 sections/semesters  18/18 students achieved this outcome.  100% of students demonstrated effective research skills.  Yearly Campus Summary  Number of Students Assessed:  18/18, 100% The college offers one section per year, in the fall, at the Shelby Campus. | | This “hands on” requirement seemed to stimulate student creativity and provide a sense of realism. Also appeared to serve as incentive for taking an additional writing course. There are more opportunities for individual instruction due to smaller class size.  The instructor will strengthen directions for how to accomplish this project, explaining more fully the procedures involved. Resolve individual concerns via email, as well as in-class lectures. |
| **Plan submission date:** | | | | | **Submitted by: Communications Department** | | |

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| jscc logo | | | | **Assessment Record** | | | |
| **Program:** | **Communications: MCM 102** | | | **Assessment period:** | | **Annual Totals 2017-2018** | |
| |  | | --- | | **Program or Department Mission:** |   The mission of the Communications Department is to develop in students a desire for excellence in scholarship, an ability to communicate effectively and an appreciation for the humanities. The department endorses the college’s Mission Statement and strives to uphold its commitment to learning. | | | | | | | |
| **Course Student Learning Outcomes & Assessment Plan**  **Instructional Program Outcomes & Assessment Plan for MCM 102**  **General Education Objective**   * The student will demonstrate effective reading, writing and speaking skills. * The student will demonstrate ability to apply reasoning and logic to assess ideas and situations, support positions, draw conclusions and solve problems. * The student will demonstrate ability to identify, analyze, organize, and synthesize credible resources in a manner that respects intellectual property.   **Division Level Outcomes**   * Provide transferable general education courses that prepare students to succeed in upper level programs of study. * Provide transferable general education courses that fulfill the general studies requirements of the college’s Associate in Science, Associate in Arts, and Associate in Applied Science degrees.   **Department Level Outcomes**   * Provide quality instruction in developmental and transferable courses through emphasis on continued training and professional development for faculty. * Prepare students to continue their education at four-year institutions or to enter the workforce. * Offer courses that allow students to develop communication skills and knowledge for personal enrichment or for job advancement.   **Course Outcomes Assessed**   * The student will be able to report an objective news story using credible sources. * The student will be able to utilize AP style correctly in a written assignment. | | | | | | | |
| **Intended Outcomes** | | **Means of Assessment** | **Criteria for Success** | | **Summary & Analysis of Assessment Evidence** | | **Use of Results** |
| SLO#1: The student will be able to report an objective news story using credible sources. | | Students will write a news story requiring research for a class assignment. | 70% of students will successfully utilize credible sources in completion of an objective news story. | | Fall 2017-Summer 2018:  Number of Students Assessed  25 students, 1 section  25/25 students achieved this outcome.  100% of students demonstrated effective research skills.  Yearly Campus Summary  Number of Students Assessed:  25/25, 100% The college offers one section per year, in the spring, at the Shelby Campus. | | This could be attributable in part to stabilizing number of mandatory writing projects to four from five (leaving fifth project as extra credit).  The instructor will implement the same plan in Spring 2018 and compare results. Leave exams at two – a mid-semester and a final. |
| SLO#2: The student will be able to utilize AP style correctly in a written assignment. | | Students will complete writing assignment using AP style. | 70% of students will use AP style correctly in a written assignment. | | Fall 2017-Summer 2018:  Number of Students Assessed  18 students, 1 section  18/25 students achieved this outcome.  72% of students demonstrated effective research skills.  Yearly Campus Summary  Number of Students Assessed:  18/25, 72% The college offers one section per year, in the spring, at the Shelby Campus. | | Instructor will implement pop quizzes devoted to AP Stylebook key points. While there were some deviations from accepted AP style early on, this reduced to virtually nil as project exposure advanced. |
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