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**ASSESSMENT RECORD**

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| **Program:** | **Transfer/General Studies Division** | **Assessment period:** | **2017-2018** |

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| **Assessment of Associate Degree/General Education and Transfer Outcomes** |
| The Transfer/General Studies Division is responsible for a diverse program of study that exposes students to a variety of disciplines. Within the division, the Business/Information Systems Division, Communications Division, Liberal Arts Division, Biology Division, and the Mathematics/Engineering/ Sciences Division offer high-quality courses that develop the characteristics, knowledge and skills identified in the college’s statement of purpose and general education outcomes. The division ensures that courses meet the expectations of the Alabama Community College System, the Alabama General Studies Committee and all related accrediting agencies, and increases access to educational opportunities by offering courses in a variety of formats.   1. **Associate Degree/General Education Outcomes**   1. The student will demonstrate effective reading, writing and speaking skills.  2. The student will demonstrate ability to apply reasoning and logic to assess ideas and situations, support positions, draw conclusions and solve problems.  3. The student will demonstrate ability to identify, analyze, organize, and synthesize credible resources in a manner that respects intellectual property.  4. The student will demonstrate understanding of mathematical concepts and scientific principles, and ability to use computers.  5. The student will demonstrate understanding of events in history and developments in the arts and social sciences that have shaped civilization.  **B. Transfer Outcome**  The student will complete the general education core requirements for one of the three degrees offered by the college as specified below. |

**Assessment of Associate Degree/General Education Outcomes**

The college has selected courses common to the general education core of AA, AS and AAS degrees for the purpose of assessing the college’s associate degree/general education outcomes. These courses are ART 100, ENG 101, ENG 102, ENG 251, SPH 106, SPH 107, CIS 146, MTH 100, MTH 112, BIO 102, HIS 101, and PSY 200. CIS 146 and MTH 100 also satisfy the AAS computer science and mathematics general education requirements.

**Assessment of Associate Degree/General Education Transfer Outcome**

The College receives and analyzes data from several four-year institutions to which its students transfers to compare the success of Jefferson State’s students with the transfer institutions’ native students.

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| **Courses** | **General Ed Outcome #1** | **General Ed Outcome #2** | **General Ed Outcome #3** | **General Ed Outcome #4** | **General Ed Outcome #5** |
| ART 100 |  |  |  |  | X [ART100](#ART100) |
| ENG 101 | X<#ENG101> |  |  |  |  |
| ENG 102 | X<#ENG102> |  |  |  |  |
| ENG 251 |  |  | X <#ENG251> |  |  |
| SPH 106 | X<#SPH106> | X <#SPH106> |  |  |  |
| SPH 107 | X <#SPH107> |  |  |  |  |
| CIS 146 |  |  |  | X <#CIS146> |  |
| MTH 100 |  | X <#MTH100> |  | X<#MTH100> |  |
| MTH 112 |  | X <#MTH112> |  | X<#MTH112> |  |
| BIO 102 |  |  |  | X <#BIO102> |  |
| HIS 101 |  |  | X <#HIS101> |  | X<#HIS101> |
| HIS 102 |  |  | X <#HIS102> |  | X <#HIS102> |
| PSY 200 |  |  |  |  | X <#PSY200> |

**The Transfer/General Education Division recognizes the importance of assessing general education Student Learning Outcomes in on-site course sections at the college’s different instructional sites and in distance education sections. The assessment results that follow are based on Fall 2016-Summer 2017 course data from on-site and Internet sections of ART 100, ENG 101, ENG 102, ENG 251, SPH 106, SPH 107, CIS 146, MTH 100, MTH 112, BIO 102, HIS 101, HIS 102, and PSY 200.**

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| **Assessment of Associate Degree/General Education and Transfer Outcomes** | | | | |
| **Intended Outcomes** | **Means of Assessment** | **Criteria for Success** | **Summary & Analysis of Assessment Evidence** | **Use of Results** |
| 1. The student will demonstrate effective reading, writing and speaking skills. | Review assessment of course level Student Learning Outcomes for ENG 101, ENG 102, SPH 106, and SPH 107. | ENG 101 and ENG 102 course level student learning outcome results meet or exceed departmental criteria for success.  The Communications Division has set a success rate of 70% of students meeting or exceeding the standards set in their course SLOs.  SPH 106 and SPH 107 course level Student Learning Outcomes meet or exceed departmental criteria for success.  The Communications Division has set a success rate of 70% of students meeting or exceeding the standards set in their course SLOs. | Summarized data for English [ENG101](#ENG101), [English 102](#ENG102), [SPH 106](#SPH106), and [SPH 107](#SPH107) show, with one major exception, that students are meeting or exceeding expectations for this outcome.  The concerning data points come from [ENG 101](#ENG101) data. At the Jefferson Campus, students are consistently underperforming for these two outcomes:   1. Students will write an essay with a unified and clear organization. 2. Students will correctly integrate primary and secondary sources into an essay. | The associate deans will continue to work closely with the department chair at the Jefferson Campus to try to understand what is contributing to these low performance numbers. Factors could include:   1. Level of preparation of incoming students. 2. Teaching strategies. 3. Out-of-classroom factors such as students working.   Strategies the division is currently employing include bringing in outside experts from schools such as the University of Alabama at Birmingham to lead seminars on teaching writing. In addition, instructors met during a professional development day to demonstrate best-practice teaching strategies. These hands-on approaches should continue to assist instructors in formulating new strategies to teach writing. The college will continue to monitor results and seek constant improvement. |

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| 2. The student will demonstrate ability to apply reasoning and logic to assess ideas and situations, support positions, draw conclusions and solve problems. | Review assessment of course level Student Learning Outcomes for SPH 106, MTH 100, and MTH 112.  The established benchmark is that 70% or more of students will achieve satisfactory mastery of this SLO. | TGS evaluates results for this SLO through analyzing data from [SPH 106](#SPH106), [MTH 100](#MTH100), and [MTH 112](#MTH112). The benchmark is that 70% of students will successfully meet standards for the SLO. | For [SPH 106](#SPH106), students generally performed well. They were slightly under the benchmark (66%) at the Jefferson Campus. Still, this is close to meeting the benchmark, and the college wide success mark for this class was 81%.  College-wide numbers are strong for [MTH 100](#MTH100), with students consistently achieving success at rates over the 70% benchmark.  [MTH 112](#MTH112) numbers, however, are more concerning. Students did not reach the 70% benchmark for three out of four course SLOs. The SLOs where the benchmark was not met are:   1. The student will demonstrate knowledge of functions and their graphs by his/her ability to find the inverse of a given function (66.8%). 2. The student will demonstrate knowledge of functions and their graphs by his/her ability to use properties of exponents/logarithms to solve given problems (60.5%). 3. The student will demonstrate knowledge of functions and their graphs by his/her ability to find the zeros of a polynomial function (65.6%). | The associate deans will work with department chairs to pinpoint what is leading to low performance rate and to formulate an improvement plan. This is especially important as these low numbers are occurring college wide and do not represent an isolated problem on a single campus.  The associate deans will also seek information regarding how these numbers correspond to pass rates for MTH 112. MTH 112 is often the final math class for students. Failing MTH 112 could, in many cases, mean that students do not complete their associate degrees. So, improved performance could improve the college’s graduation rate, which is a major institutional goal/initiative.  The strategy mentioned in transfer and general studies SLO 1 re: bringing in outside experts to lead teaching seminars has been effective for teaching writing. The associate deans recommend that math instructors hold teaching seminars/professional development seminars to learn about new strategies for teaching math. Math is always a challenge for students, but we will work hard to make sure that we are doing everything we can to help student succeed. |

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| 3. The student will demonstrate ability to identify, analyze, organize, and synthesize credible resources in a manner that respects intellectual property. | Review assessment of course level Student Learning Outcomes for [ENG 251](#ENG251), [HIS 101](#HIS101), and [HIS 102](#HIS102). | Students will meet or exceed expectations set for SLOs in [ENG 251](#ENG251), [HIS 101](#HIS_101), and [HIS 102](#HIS102). For each of these courses, departments have set the benchmark success rate at 70%. | In [ENG 251](#ENG251) sections, students achieved a success rate of 78%. While the benchmark was met, there is still room for improvement. Success rates also varied by campus with a range of 77% (Shelby Campus) to 96% (Clanton Campus.)  Success rates also varied in [HIS 101.](#HIS101) For example, success rates for using primary and secondary sources ranged from 71.5% at the Clanton Campus to 91% at the Pell City Campus.  For [HIS 102](#HIS102), success rates also varied. For example, the Pell City Campus achieved a success rate of 67%, while students at the Shelby Campus were successful at a rate of 88%.  Since HIS 101 and 102 represent an important general education class, it is unclear to the associate deans why data from the Jefferson Campus was not reported. | Teaching students to use academic sources in a credible manner has been vexing the faculty for years. It seems that this is an SLO with which students continually struggle. The associate deans will work with the division chairs to pinpoint the specific problems the students are having and to suggest possible strategies for improvement.  Jefferson State’s Learning Resource Centers (LRCs) have a plethora of materials re: teaching responsible source use. The associate deans will work with division chairs to educate the faculty members on what is available to them. Too often, teachers struggle alone and do not realize the support apparatus available to them.  It should also be noted that the associate deans recommend that history instructors consider reworking their SLOs. SLOs for [HIS 101](#HIS101) and [HIS 102](#HIS102) read more like SLOs for English/composition classes instead of history classes. While, of course, writing strategies carry over across the curriculum, it would be better if these SLOs focused more specifically on historical concepts instead of writing concepts. |
| 4. The student will demonstrate understanding of mathematical concepts and scientific principles, and ability to use computers. | Review assessment of course level student learning outcomes for [MTH 100](#MTH100), [MTH 112](#MTH112), [BIO 102](#BIO102), and [CIS 146](#CIS146).  The target success benchmark for each class is that 70% of students meet or exceed the departmental standard. | Course level Student Learning Outcomes results meet or exceed departmental criteria for success. | While there is always room for improvement, success rates for [MTH 100](#MTH100) are generally strong. As noted previously in this report, there is a drop off in success rates for [MTH 112](#MTH112). For example, the college-wide success rate for demonstrating knowledge of the inverse of a function is 66.8%, while the success rate for using properties of exponents/logarithms to solve given problems is 60.5%.  Numbers for [BIO 102](#BIO102) also show there is room for improvement. Students met the benchmark for BIO 102 SLO two at 71%. SLOs one and three, however, had success rates of 67% and 68%, respectively.  [CIS 146](#CIS146) has reported data for the Shelby Campus only. The good news is that the Shelby numbers are strong. Students consistently exceed the 70% benchmark, though there is room for improvement. | As noted above, the strategy of scheduling teaching seminars is proving to be effective for other SLOs. So, the associate deans will suggest this strategy to division chairs and assist them in coordinating these sessions.  Use of results for CIS 146 is more problematic, however, because not enough data points exist. A long-term division chair for years coordinated CIS assessment. Now that he has retired, the CIS program coordinator, in conjunction with other CIS instructors, need to formulate a plan to be sure that all CIS classes are assessed at the same level that the college assesses other general education courses. This will also be a good opportunity to get all CIS faculty—both fulltime and part-time—involved in the assessment process instead of overly relying on one individual. |
| 5. The student will demonstrate understanding of events in history and developments in the arts and social sciences that have shaped civilization. | Review assessment of course level student learning outcomes for [ART 100](#ART_100), [HIS 101](#HIS101), [HIS 102](#HIS102), and [PSY 200.](#PSY200) | Based on the aforementioned course-level SLOs, 70% of students will satisfactorily master the TSG SLO. | [ART 100](#ART_100) numbers are decidedly mixed. AS noted in the [ART 100](#ART_100) assessment report, Shelby students are performing at a high level, Pell City students are performing at a generally acceptable level, but Jefferson students are consistently underperforming for these SLOs.  [HIS 101](#HIS101) and [HIS 102](#HIS102) students generally met the benchmark for this outcome; however, a wide disparity sometimes emerges between the campuses. Shelby campus students, for example, tended to perform at a lower level than students at Clanton/Pell City. It is also concerning that the Jefferson campus has not reported any results for these two classes.  [PSY 200](#PSY200) numbers show that students often do not meet the benchmark for this SLO. For example, many students are unable to identify the goals of psychology or distinguish the major schools/perspectives of psychology. | All of the courses that asses this outcome fall under the Liberal Arts Division. Since the associate deans will already be working closely with chairs on improvement for other SLOs, they will work with the Liberal Arts division chairs to formulate strategies for improvement. Faculty members have noted on their course-level SLO reports that they realize there is a problem, so they should be receptive to working on a solution. Some of them have already suggested trying new lecture methods/delivery systems and adding online tutoring components to their classes. |

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| **Assessment of Transfer Outcome** | | | | |
| **Intended Outcomes** | **Means of Assessment** | **Criteria for Success** | **Summary & Analysis of Assessment Evidence** | **Use of Results** |
| Students will be successful upon transfer to senior institutions. | Review reports from four-year institutions that describe the performance of students transferring from Jefferson State Community College. | Students transferring from Jefferson State are well prepared to continue their education at four-year institutions. | The received reports from The University of Alabama at Birmingham and the University of Alabama in Tuscaloosa transfer statistics for summer 2017-spring 2018 are documented in pages 13-15 of this report. | Transfer statistics show that Jefferson State Community college students are performing at the same level if not better than the Universities native students. |

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

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| **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 sections):  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 sections):  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. |
| Un-satisfactory | 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**  **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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| **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 CIS 146** | | | | |
| **Intended Outcomes** | **Means of Assessment** | **Criteria for Success** | **Summary & Analysis of Assessment Evidence** | **Use of Results** |
| Demonstrate the use of word processing using MS Word. | Each class has the following project:  1. Create/edit a word doc.  2. Save the file using another name.  3. Change the font.  4. Format paragraphs.  5. Insert and resize graphics.  6. Insert headers and footers.  Count completed if 90% correct | The criterion for success is adopted from national benchmark studies.  70% of students will show success in this outcome. | Fall 2017 - Summer 2018   |  |  |  |  |  | | --- | --- | --- | --- | --- | | SLO 1 | Sections | Complete | Attempt | LEVEL 2 % | | Fall 2017 | 0/6 |  |  |  | | Spring 2018 | 0/7 |  |  |  | | Summer2018 | 0/4 |  |  |  | | Jefferson | 0/17 |  |  |  | | Fall 2017 | 6/7 | 100 | 133 | 75.2 | | Spring 2018 | 4/7 | 72 | 102 | 70.6 | | Summer2018 | 0/4 |  |  |  | | Shelby | 10/ 19 | 172 | 235 | 73.2 | |  |  |  |  |  | | St Clair | 0/0 |  |  |  | | Fall 2017 | 0/1 |  |  |  | | Clanton | 0/1 |  |  |  | | Total | 10/ 36 | 172 | 235 | 73.2 | | Although the success rate was met for this objective, over half of the sections were unreported. This data would not be representative of the program as a whole. The Fall semester exceeded the benchmark, however the Spring semester did not. There was a smaller percentage of sections reported for the Spring semester which may have caused the variance in the success metric. Additional training is recommended for instructors at the Jefferson and St. Clair campuses both as a reminder of the importance of reporting data and to calibrate the scoring method of the projects. |
| Demonstrate the use of a spreadsheet using Microsoft Excel. | Each Class has the following project:  Count completed if 90% correct.  1. Create/edit an Excel spreadsheet.  2. Save the file using another name.  3. Create formulas.  4. Format cells.  5. Create charts and graphs.  Count completed if 90% correct | The criterion for success is adopted from national benchmark studies.  70% of students will show success in this outcome. | Fall 2017 - Summer 2018   |  |  |  |  |  | | --- | --- | --- | --- | --- | | SLO 2 | Sections | Complete | Attempt | LEVEL 2 % | | Fall 2017 | 0/6 |  |  |  | | Spring 2018 | 0/7 |  |  |  | | Summer2018 | 0/4 |  |  |  | | Jefferson | 0/17 |  |  |  | | Fall 2017 | 6/7 | 92 | 129 | 71.3 | | Spring 2018 | 4/7 | 71 | 99 | 71.7 | | Summer2018 | 0/4 |  |  |  | | Shelby | 10/ 18 | 163 | 228 | 71.5 | |  |  |  |  |  | | St Clair | 0/0 |  |  |  | | Fall 2017 | 0/1 |  |  |  | | Clanton | 0/1 |  |  |  | | Total | 10/ 36 | 163 | 228 | 71.5 | | Although the success rate was met for this objective, almost half of the sections were unreported. This data would not be representative of the program as a whole. Additional training is recommended for instructors at the Jefferson and St. Clair campuses both as a reminder of the importance of reporting data and to calibrate the scoring method of the projects |
| Demonstrate the use of presentation software using MS PowerPoint. | Each Class has the following project:  Count completed if 90% correct.  1. Create/edit a presentation using templates or wizards.  2. Create, resize and move text and graphics  3. Insert and resize pictures and clip-art images  4. Insert transitions, animations, and sounds  Count completed if 90% correct | The criterion for success is adopted from national benchmark studies.  70% of students will show success in this outcome. | Fall 2017 - Summer 2018   |  |  |  |  |  | | --- | --- | --- | --- | --- | | SLO 3 | Sections | Complete | Attempt | LEVEL 2 % | | Fall 2017 | 0/6 |  |  |  | | Spring 2018 | 0/7 |  |  |  | | Summer2018 | 0/4 |  |  |  | | Jefferson | 0/17 |  |  |  | | Fall 2017 | 6/7 | 98 | 131 | 74.8 | | Spring 2018 | 4/7 | 74 | 106 | 69.8 | | Summer2018 | 0/4 |  |  |  | | Shelby | 10/ 18 | 172 | 237 | 72.6 | |  |  |  |  |  | | St Clair | 0/0 |  |  |  | | Fall 2017 | 0/1 |  |  |  | | Clanton | 0/1 |  |  |  | | Total | 10/ 36 | 172 | 237 | 72.6 | | Although the success rate was met for this objective, almost half of the sections were unreported. This data would not be representative of the program as a whole. The benchmark was narrowly missed for the Spring semester. As two of the three SLOs were not met in the Spring semester, an investigation into the causes of variation is necessary. The ratio of Full Time to Part Time Instructors is approximately the same for both semesters that were reported. The ratio of Online to Traditional classes is approximately the same for both semesters that were reported. More investigation and more data would be needed to have a statistically significant conclusion. Additional training is recommended for instructors at the Jefferson and St. Clair campuses both as a reminder of the importance of reporting data and to calibrate the scoring method of the projects. |
| **Plan submission date: 10/08/2018** | | | **Submitted by: Tiffany N. Todd** | |

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| **Instructional Program Outcomes & Assessment Plan – MTH 100**  **Mathematics Course Level Outcomes Assessment Rubric**  Level 4: Student provides a complete and correct solution process that is well organized, with no errors.  Level 3: Student provides a complete solution process that is well organized but contains minor errors.  Level 2: Student demonstrates understanding of methods required to produce a correct solution, but the solution process lacks expected organization and/or contains errors deemed more significant.  Level 1: Student attempts a solution but demonstrates little understanding of methods required to produce a correct solution with expected organization.  Level 0: Student does not attempt a solution.  **General Education Objective**  Students will use abstract ideas, symbols, and fundamental skills of mathematics to analyze and solve problems.  **Department Outcomes**   * Provide freshman and sophomore-level courses in Chemistry, Mathematics, Physics, Physical Sciences, and Astronomy, with emphasis on critical thinking and analytical ability that are transferable to public institutions of higher learning. * Offer an appropriate remedial mathematics program accommodating various skill levels. * Develop and provide courses relevant to the career and professional degree programs of the college.   **Evaluated Course Objectives**  The student will demonstrate his/her understanding of algebraic manipulations, interpretations, and computations by being able to:  1. Simplify radical expressions and perform operations with radical expressions  2. Find the equation of a line given appropriate information.  3. Perform operations with rational expressions  4. Use The quadratic formula to find solutions to equations | | | | |
| **Intended Outcomes** | **Means of Assessment** | **Criteria for Success** | **Summary & Analysis of Assessment Evidence** | **Use of Results** |
| MTH 100 Objective 1  The student will demonstrate his/her understanding of algebraic manipulations, interpretations, and computations by being able to simplify radical expressions and perform operations with radical expressions | Rubric based assessment of related common final exam problems | 70% of students learning at a rubric level of 2 or higher | Jefferson Campus  Level 4 57/199 28.6%  Level 3 36/199 18.1%  Level 2 35/199 17.6%  Level 1 48/199 24.1%  Level 0 23/199 11.6%  Shelby Campus  Level 4 128/206 62.1%  Level 3 17/206 8.3%  Level 2 21/206 10.2%  Level 1 26/206 12.6%  Level 0 14/206 6.8%  Clanton Campus  Level 4 66/123 53.7%  Level 3 17/123 13.8%  Level 2 24/123 19.5%  Level 1 9/123 7.3%  Level 0 7/123 5.7%  Pell City  Level 4 46/68 48.8%  Level 3 11/68 16.2%  Level 2 5/68 7.4%  Level 1 6/68 8.8%  Level 0 0/68 0%  Online  Level 4 20/41 48.8%  Level 3 3/41 7.3%  Level 2 4/41 9.8%  Level 1 13/41 31.7%  Level 0 1/41 2.4% | **Annual campus-wide total at rubric level 2 or higher:**  **490/726 = 76.9%**  There was a slight decrease in the rate of success of 2.3% compared to 2016-2017 although success rate still met the criteria for success.  Students will continue to be made aware of the availability of tutors in various ways such as email and other media outlets. |
| MTH 100 Objective 3  The student will demonstrate his/her understanding of algebraic manipulations, interpretations, and computations by being able to perform operations with rational expressions | Rubric based assessment of related common final exam problems | 70% of students learning at a rubric level of 2 or higher | Jefferson Campus  Level 4 54/199 27.1%  Level 3 45/199 22.6%  Level 2 42/199 21.1%  Level 1 35/199 17.6%  Level 0 23/199 11.6%  Shelby Campus  Level 4 92/206 44.7%  Level 3 35/206 17.0%  Level 2 32/206 15.5%  Level 1 27/206 13.1%  Level 0 20/206 9.7%  Clanton Campus  Level 4 33/123 26.8%  Level 3 32/123 26.0%  Level 2 32/123 26.0%  Level 1 14/123 11.4%  Level 0 12/123 9.8%  Pell City  Level 4 42/68 61.8%  Level 3 15/68 22.1%  Level 2 8/68 11.8%  Level 1 2/68 2.9%  Level 0 1/68 1.5%  Online  Level 4 23/41 56.1%  Level 3 7/41 17.1%  Level 2 4/41 9.8%  Level 1 6/41 14.6%  Level 0 1/41 2.4% | **Annual campus-wide total at rubric level 2 or higher:**  496/637 = 77.9%  There was an increase in the rate of success of 2.9% compared to 2016-2017 indicating success in current instructional methods. Even though this objective continues to be a challenge to most students, the criterial for success was met.  Students will continue to be made aware of the availability of tutors in various ways such as email and other media outlets. |
| MTH 100 Objective 4  The student will demonstrate his/her understanding of algebraic manipulations, interpretations, and computations by being able to use the quadratic formula to find solutions to equations | Rubric based assessment of related common final exam problems | 70% of students learning at a rubric level of 2 or higher | Jefferson Campus  Level 4 70/199 35.2%  Level 3 34/199 17.1%  Level 2 35/199 17.6%  Level 1 31/199 15.6%  Level 0 29/199 14.6%  Shelby Campus  Level 4 67/206 32.5%  Level 3 54/206 26.2%  Level 2 35/206 17.0%  Level 1 31/206 15.0%  Level 0 19/206 9.2%  Clanton Campus  Level 4 33/123 26.8%  Level 3 35/123 28.5%  Level 2 37/123 30.1%  Level 1 5/123 4.1%  Level 0 13/123 10.6%  Pell City  Level 4 18/68 26.5%  Level 3 33/68 48.5%  Level 2 9/68 13.2%  Level 1 6/68 8.8%  Level 0 2/68 2.9%  Online  Level 4 7/41 17.1%  Level 3 10/41 24.4%  Level 2 5/41 12.2%  Level 1 15/41 36.6%  Level 0 4/41 9.8% | **Annual campus-wide total at rubric level 2 or higher:**  482/637 = 75.7%  There was a significant increase in the rate of success as compared to the 2016-2017 academic year (4.1%) indicating success in current instructional methods. The criterial for success is met.  Students will continue to be made aware of the availability of tutors in various ways such as email and other media outlets. |
| **Plan submission date: October 4, 2018** | | | **Submitted by: Yu-ing Hargett** | |

**Instructional Program Outcomes & Assessment Plan – MTH 112**

# Mathematics Course Level Outcomes Assessment Rubric

Level 4: Student provides a complete and correct solution process that is well organized, with no errors.

Level 3: Student provides a complete solution process that is well organized but contains minor errors.

Level 2: Student demonstrates understanding of methods required to produce a correct solution, but the solution process lacks expected organization and/or contains errors deemed more significant.

Level 1: Student attempts a solution but demonstrates little understanding of methods required to produce a correct solution with expected organization.

Level 0: Student does not attempt a solution.

# General Education Objective

Students will use abstract ideas, symbols, and fundamental skills of mathematics to analyze and solve problems.

**Evaluated Course Objectives**

The student will demonstrate knowledge of functions and their graphs by his/her ability to

1. Find the inverse of a given function.
2. Use properties of exponents/logarithms to solve given problems.
3. Find the real zeros of a polynomial function.
4. Graph through transformation of basic functions.

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| **Intended Outcomes** | **Means of Assessment** | **Criteria for Success** | **Summary & Analysis of Assessment Evidence** | **Use of Results** |
| **Assessment of Objective 1**  The student will demonstrate knowledge of functions and their graphs by his/her ability to find the inverse of a given function. | Rubric based assessment of related common final exam problems | 70% of students learning at a rubric level of 2 or higher | Jefferson Campus  Level 4 48/116 41.4%  Level 3 14/116 12.1%  Level 2 24/116 20.7%  Level 1 13/116 11.1%  Level 0 17/116 14.7%  Shelby Campus  Level 4 106/168 63.1%  Level 3 15/168 8.9%  Level 2 12/168 7.1%  Level 1 23/168 13.7%  Level 0 12/168 7.1%  Clanton Campus  Level 4 30/99 30.3%  Level 3 18/99 18.2%  Level 2 11/99 11.1%  Level 1 20/99 20.2%  Level 0 20/99 20.2%  Pell City  Level 4 17/31 54.8%  Level 3 11/31 35.5%  Level 2 3/31 9.7%  Level 1 0/31 0%  Level 0 0/31 0%  Online  Level 4 16/110 14.5%  Level 3 13/110 11.8%  Level 2 12/110 10.9%  Level 1 25/110 22.7%  Level 0 44/110 40.0% | Schoolwide 66.8% (350/524)  performed at Level 2 or higher.  This year showed a decrease of 8.6% from last year. A change in the prerequisite course for Math 112 may have had the effect that students entering this course are less prepared than in previous years. Another change has occurred in the prerequisite course this year 2018-2019. We will continue to monitor performance this year and seek to make changes after we observe performance with the current curriculum. |

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| **Assessment of**  **Objective 2**  The student will demonstrate knowledge of functions and their graphs by his/her ability to use properties of exponents/logarithms to solve given problems. | Rubric based assessment of related common final exam problems | 70% of students learning at a rubric level of 2 or higher | Jefferson Campus  Level 4 37/116 31.9%  Level 3 18/116 15.5%  Level 2 28/116 24.1%  Level 1 17/116 14.7%  Level 0 16/116 13.8%  Shelby Campus  Level 4 91/168 54.2%  Level 3 8/168 4.8%  Level 2 13/168 7.7%  Level 1 47/168 28.0%  Level 0 9/168 5.4%  Clanton Campus  Level 4 16/99 16.2%  Level 3 4/99 4.0%  Level 2 28/99 28.3%  Level 1 35/99 35.4%  Level 0 16/99 16.2%  Pell City  Level 4 16/31 51.6%  Level 3 6/31 19.4%  Level 2 6/31 19.4%  Level 1 3/31 9.7%  Level 0 0/31 0%  Online  Level 4 13/110 11.8%  Level 3 2/110 1.8%  Level 2 31/110 28.2%  Level 1 35/110 31.8%  Level 0 29/110 26.4% | Schoolwide 60.5% (317/524)  performed at level 2 or higher. A decrease of 11.2% from last year.  This year showed a decrease of 11.2% from last year. A change in the prerequisite course for Math 112 may have had the effect that students entering this course are less prepared than in previous years. Another change has occurred in the prerequisite course this year 2018-2019. We will continue to monitor performance this year and seek to make changes after we observe performance with the current curriculum. |

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| **Assessment of Objective 3**  The student will  demonstrate knowledge of functions and their graphs by his/her ability to find the zeros of a polynomial function. | Rubric based assessment of related common final exam problems | 70% of students learning at a rubric level of 2 or higher | Jefferson Campus  Level 4 36/116 31.0%  Level 3 29/116 25.0%  Level 2 28/116 24.1%  Level 1 17/116 14.7%  Level 0 6/116 5.2%  Shelby Campus  Level 4 48/168 28.6%  Level 3 35/168 20.8%  Level 2 30/168 17.9%  Level 1 38/168 22.6%  Level 0 17/168 10.1%  Clanton Campus  Level 4 23/99 23.2%  Level 3 22/99 22.2%  Level 2 20/99 20.2%  Level 1 19/99 19.2%  Level 0 15/99 15.2%  Pell City  Level 4 7/31 22.6%  Level 3 12/31 38.7%  Level 2 11/31 35.5%  Level 1 1/31 3.2%  Level 0 0/31 0%  Online  Level 4 9/110 8.2%  Level 3 17/110 15.5%  Level 2 17/110 15.5%  Level 1 215/110 19.1%  Level 0 46/110 41.8% | Schoolwide 65.6% (344/524)  performed at Level 2 or higher.  This year showed a decrease of 7.4% from last year. A change in the prerequisite course for Math 112 may have had the effect that students entering this course are less prepared than in previous years. Another change has occurred in the prerequisite course this year 2018-2019. We will continue to monitor performance this year and seek to make changes after we observe performance with the current curriculum. |

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| **Assessment of Objective 4**  The student will  demonstrate knowledge of functions and their graphs by his/her ability to graph transformations of basic functions. | Rubric based assessment of related common final exam problems | 70% of students learning at a rubric level of 2 or higher | Jefferson Campus  Level 4 39/116 33.6%  Level 3 31/116 26.7%  Level 2 20/116 17.2%  Level 1 14/116 12.1%  Level 0 12/116 10.3%  Shelby Campus  Level 4 100/168 59.5%  Level 3 22/168 13.1%  Level 2 23/168 13.7%  Level 1 20/168 11.9%  Level 0 3/168 1.8%  Clanton Campus  Level 4 46/99 46.5%  Level 3 19/99 19.2%  Level 2 30/99 30.3%  Level 1 1/99 1.0%  Level 0 3/99 3.0%  Pell City  Level 4 25/31 80.6%  Level 3 5/31 16.1%  Level 2 1/31 3.2%  Level 1 0/31 0%  Level 0 0/31 0%  Online  Level 4 24/110 21.8%  Level 3 24/110 21.8%  Level 2 37/110 33.6%  Level 1 15/110 13.6%  Level 0 10/110 9.1% | Schoolwide 85.1% (446/524) performed at Level 2 or higher.  This year showed a decrease of 1.2% from last year. Instructional methods are meeting our success goal of 70% performing at Level 2 or higher. |
| **Plan submission date: 10/4/2018** | | | **Submitted by: Peggy Thrasher**  **Yu-ing Hargett** | |

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|  | **Assessment Record** |

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| **Program:** | **Biology (BIO 102)** | **Assessment period:** | **Fall 2017 – Summer 2018** |

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| |  | | --- | | **Program or Department Mission:** | | The mission of the Biology Department is consistent with the mission of Jefferson State Community College. The department provides biology courses appropriate for students majoring in both science and non-science disciplines. Our teaching aims to help prepare students for their future professions both inside and outside of the scientific field and also to be a more informed member of their community, able to make responsible decisions in biological matters. | |

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| **Course Student Learning Outcomes & Assessment Plan**  **Biology 102 Course Level Assessment Rubric:**  **General Education Objective**  The student will read, understand, and evaluate materials written at a variety of levels and for a variety of purposes.  **Department Level Student Learning Outcomes**   1. Students will understand the principles and processes that are fundamental to life. 2. Students will understand the fundamental principles of biology at the elemental, cellular, molecular, and organism levels 3. Students will receive the appropriate Biological knowledge to support a career within the Scientific, Medical, or Health and Fitness community 4. Students will understand principles of human biology that relate to health and fitness   **Course level student learning outcomes**   1. Students will demonstrate knowledge of evolution in both plant of animal life. 2. Students will identify general characteristics, anatomy, and taxonomy of plant and animals. 3. Students will explain the interrelationships between the varied life forms on earth and identify the role of humans within ecological systems. | | | | |
| **Intended Outcomes** | **Means of Assessment** | **Criteria for Success** | **Summary & Analysis of Assessment Evidence** | **Use of Results** |
| 1. Students will demonstrate knowledge of evolution in both plant of animal life. | Student learning outcomes were assessed by using a 25 question standardized multiple choice examination at the end of the semester. A total of 7 questions (Q1-Q7) were used to assess SLO 1. | 70% or > successful  69% or < unsuccessful  The percent is based upon the average of correctly answered questions related to SLO 1. | |  |  |  | | --- | --- | --- | | Fall 2017 | Jefferson | # students tested = 12  # correct = 66  % correct = 79% | |  | Shelby | # students tested = none | | Spring 2018 | Jefferson | # students tested = 11  # correct = 63  % correct = 82% | |  | Shelby | # students tested = 22  # correct = 98  % correct = 64% | |  | Pell City | # students tested = none | | Summer  2018 | Shelby | # students tested = 23  # correct = 93  % correct = 58% | |  | Pell City | # students tested = none |   **Total Students Tested = 68**  **Total Annual Success Rate: 67%** | The students tested did not meet the requirements for success for SLO 1.  The success rate for SLO 1 was 67%. This is slightly below 70% and represents an 11-point decline from the previous year (78%)  It is difficult to draw meaningful conclusions from these data as there were 10 sections of BIO 102 during this year with >200 students and we tested fewer than half (4 sections with 68 students). The success rate of the classes surveyed was within three percent of the goal of 70% and is likely within the standard error of the mean.  We will continue to monitor the success rate and require that ALL sections be surveyed henceforth. |
| 2. Students will identify general characteristics, anatomy, and taxonomy of plant and animals. | Student learning outcomes were assessed by using a 25-question standardized multiple choice examination at the end of the semester. A total of 14 questions (Q8-Q20) were used to assess SLO 2. | 70% or > successful  69% or < unsuccessful  The percent is based upon the average of correctly answered questions related to SLO 2. | |  |  |  | | --- | --- | --- | | Fall 2017 | Jefferson | # students tested = 12  # correct = 130  % correct = 77% | |  | Shelby | # students tested = none | | Spring 2018 | Jefferson | # students tested = 11  # correct = 123  % correct = 80% | |  | Shelby | # students tested = 22  # correct = 224  % correct = 73% | |  | Pell City | # students tested = none | | Summer 2018 | Shelby | # students tested = 23  # correct = 201  % correct = 62% | |  | Pell City | # students tested = none |   **Total Students Tested = 68**  **Total Annual Success Rate: 71%** | The students tested did meet the requirements for success for SLO 2.  The success rate for SLO 2 was 71%. This is slightly above the 70% goal and represents a three percent decline from the previous year (74%).  It is difficult to draw meaningful conclusions from these data as there were 10 sections of BIO 102 during this year with >200 students and we tested fewer than half (4 sections with 68 students). The success rate of the classes surveyed was within one percent of the goal of 70% and is likely within the standard error of the mean.  We will continue to monitor the success rate and require that ALL sections be surveyed henceforth. |
| 3. Students will explain the interrelationships between the varied life forms on earth and identify the role of humans within ecological systems. | Student learning outcomes were assessed by using a 25-question standardized multiple choice examination at the end of the semester. A total of 4 questions (Q21-Q25) were used to assess SLO 3. | 70% or > successful  69% or < unsuccessful  The percent is based upon the average of correctly answered questions related to SLO 3. | |  |  |  | | --- | --- | --- | | Fall 2017 | Jefferson | # students tested = 12  # correct = 36  % correct = 75% | |  | Shelby | # students tested = none | | Spring 2018 | Jefferson | # students tested = 11  # correct = 31  % correct = 70% | |  | Shelby | # students tested = 22  # correct = 53  % correct = 60% | |  | Pell City | # students tested = none | | Summer 2018 | Shelby | # students tested = 23  # correct = 65  % correct = 71% | |  | Pell City | # students tested = none |   **Total Students Tested = 68**  **Total Annual Success Rate: 68%** | The students tested did not meet the requirements for success for SLO 3.  The success rate for SLO 3 was 68%. This is slightly below the 70% goal and represents a 3-point increase from the previous year (65%).  It is difficult to draw meaningful conclusions from these data as there were 10 sections of BIO 102 during this year with >200 students and we tested fewer than half (4 sections with 68 students). The success rate of the classes surveyed was within 2 percent of the goal of 70% and is likely within the standard error of the mean.  We will continue to monitor the success rate and require that ALL sections be surveyed henceforth. |
| **Plan submission date: Plan submission date: 9/28/2018** | | | **Submitted by: Charles J. Venglarik** | |

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| **History 101 Course Student Learning Outcomes & Assessment Plan 2017-2018**  Course Student Learning Outcomes  1A: The student shows mastery of relevant context using information from primary and/or secondary sources.  2A: Student constructed/organized a satisfactory thesis using clear, organizational structure and coherent language.  3A: Student used primary and/or secondary materials in a coherent and thoughtful manner in support of his/her thesis.  **At the end of the current cycle (ending with 2018-2019 year), history faculty will revise the SLOs for all history classes to reflect historical knowledge relevant to the course as well as usage of primary/secondary sources in written compositions.** | | | | |
| **Intended Outcomes** | **Means of Assessment** | **Criteria for Success** | **Summary & Analysis of Assessment Evidence** | **Use of Results** |
| 1A: The student shows  mastery of relevant context  using information from  primary and/or secondary  sources | Final exam essay | 70% of students should meet intended outcome. | **Fall 2017 Campus Totals**  Shelby: 178/233 76%  Pell City- 31/34 91%  Clanton- 37/51 71.5% | Students seem to have struggled by turning in incomplete essays. Students may need more guidance in the future to help with completing the final essay portion of the exam. |
| **Spring 2018 Campus Totals**  Jefferson:  Shelby: 195/271 73%  Clanton:  Pell City: 19/21 90% |
| 2A: Student  constructed/organized a satisfactory thesis using clear, organizational  structure and coherent  language. | Final exam essay | 70% of students should meet intended outcome. | **Fall 2017 Campus Totals**  Jefferson:  Shelby: 175/233 75%  Pell City: 39/51 78%  Clanton: 15/21 71% | Although this percentage is on the edge, students may need more guidance in learning how to construct a coherent essay. Faculty will need to address this issue in their future course planning. |
| **Spring 2018 Campus Totals**  Jefferson: being assessed  Shelby: 177.271 69%  Clanton:  Pell City: 19/21 90% |
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| 3A: Student used primary  and/or secondary materials  in a coherent and thoughtful  manner in support of  his/her thesis. | Final exam essay | 70% of students should meet intended outcome. | |  | | --- | | **Fall 2017 Campus Totals**  Jefferson: being assessed  Shelby: 173/233  75% success  Pell City: 26/34 76%  Clanton: 39/51 78% | | **Spring 2018 Campus Totals**  Jefferson:  Shelby: 195/271 73%  Clanton:  Pell City: 17/21 81% | | More class time will need to be used to teach students how to properly construct a thesis and develop the essay. |
| **Plan submission date: October 8, 2018** | | | **Submitted by: Liberal Arts Department** | |

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| **History 102 Course Student Learning Outcomes & Assessment Plan 2017-2018**  Course Student Learning Outcomes  1A: The student shows mastery of relevant context using information from primary and/or secondary sources.  2A: Student constructed/organized a satisfactory thesis using clear, organizational structure and coherent language.  3A: Student used primary and/or secondary materials in a coherent and thoughtful manner in support of his/her thesis.  **At the end of the current cycle (ending with 2018-2019 year), history faculty will revise the SLOs for all history classes to reflect historical knowledge relevant to the course as well as usage of primary/secondary sources in written compositions.** | | | | |
| **Intended Outcomes** | **Means of Assessment** | **Criteria for Success** | **Summary & Analysis of Assessment Evidence** | **Use of Results** |
| 1A: The student shows  mastery of relevant context  using information from  primary and/or secondary  sources. | Students completed an essay based on the book “How We Survived Communism and Even Laughed” | 70% of students should meet intended outcome. | **Fall 2017 Campus Totals**  Jefferson: not reported  Shelby: 113/132 88%  Pell City: 6/9 67%  Clanton: | Students demonstrated a proper approach to developing a historical context, creating a thesis, and understanding research materials. Faculty will continue to review teaching plans for this and all course assignments. |
| **Spring 2018 Campus Totals**  Jefferson: not reported  Shelby: 136/201 82%  Clanton: 39/44 91%  Pell City: 23/25 92% |
| 2A: Student  constructed/organized a  satisfactory thesis using clear,  organizational structure and  coherent language. | Students completed an essay based on the book “How We Survived Communism and Even Laughed” | 70% of students should meet intended outcome. | **Fall 2017 Campus Totals**  Jefferson:  Shelby: 110/132 83%  Pell City: 7/9 77%  Clanton: |  |
| **Spring 2018 Campus Totals**  Jefferson:  Shelby: 145/201 81%  Clanton: 37/44 84%  Pell City: 21/25 88% |
| 3A: Student used primary  and/or secondary materials in  a coherent and thoughtful  manner in support of his/her  thesis. | Students completed an essay based on the book “How We Survived Communism and Even Laughed” | 70% of students should meet intended outcome. | |  | | --- | | **Fall 2017 Campus Totals**  Jefferson:  Shelby: 110/132 83%  Clanton:  Pell City: 7/9 77% | | **Spring 2018 Campus Totals**  Jefferson:  Shelby: 145/201 81%  Pell City: 35/44 80%  Clanton: 21/25 84% | |  |
| **Plan submission date: October 8, 2018** | | | **Submitted by: Liberal Arts Department** | |

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

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| Report 5 is a summary of transfers to UAB from all the institutions included in the 2017-2018 study. Displayed for each two-year institution are: the number of students entering UAB during the study year (students included in Reports 1 and 2), the total number of transfer students enrolled at UAB during the study year without regard to first term of enrollment (students included in Report 4), transfer students who graduated during the study period (all students included in Report 3), and the top majors chosen by the entering transfer students upon initial enrollment at UAB.  UAB Data from the University of Alabama in Birmingham Report   |  | | --- | | Alabama Public Two-Year Colleges |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | 2017 – 2018 Two Year College Feedback Report  Report 5: UAB Transfers and Graduates from  Alabama Public Two-Year Colleges  Report 5: UAB Transfers and Graduates from Alabama Public Two-year Colleges  Students Enrolled Summer 2017 - Spring 2018   |  |  |  |  |  | | --- | --- | --- | --- | --- | | Transfer Institution  Bevill State Community College-Jasper | New Transfers  65 | All Transfers  245 | Graduates  43 | Top Majors  Biology, Nursing, Pre-Nursing Mobility Program | | Calhoun Community College | 70 | 219 | 33 | Health Care Management, Undeclared, Accounting, Dean's Scholar - Pre-Nursing, Kinesiology, Psychology | | Central Alabama Community College | 14 | 77 | 19 | Biology, Management | | Coastal Alabama Community College | 30 | 100 | 17 | Psychology, Biology, Marketing | | Gadsden State Community College | 28 | 154 | 27 | Nursing, Accounting, Criminal Justice | | George Wallace Community College-Dothan | 16 | 65 | 15 | Dean's Scholar - Pre-Nursing, Biology, Nursing | | Jefferson State Community College | 305 | 1,799 | 389 | Accounting, Psychology, Undeclared | | Lawson State Community College-Birmingham | 101 | 484 | 92 | Health Care Management, Undeclared, Pre-Nursing | | Northeast Alabama Community College | 11 | 60 | 15 | Finance, Biology, Chemistry | | Northwest Shoals-Muscle Shoals | 20 | 47 | 6 | Biology, Undeclared, Dean's Scholar - Pre-Nursing, Nursing, Pre-Nursing | | Shelton State Community College | 44 | 171 | 35 | Nursing, Human Resource Management, Health Care Management, Pre-Nursing Mobility Program, Undeclared | | Snead State Community College | 25 | 115 | 26 | Biology, Nursing, Kinesiology | | Southern Union State Community College | 30 | 138 | 27 | Human Resource Management, Information Systems, Management, Nursing, Pre-Nursing, Psychology | | Wallace Community College-Selma | 12 | 56 | 7 | Accounting, Chemistry, Marketing, Undeclared | | Wallace State Community College-Hanceville | 94 | 387 | 81 | Biology, Pre-Nursing Mobility Program, Psychology | | Total | 865 | 4,117 | 832 |  | |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | | **INTENDED**  **OUTCOMES** | **MEANS OF**  **ASSESSMENT** | **CRITERIA FOR**  **SUCCESS** | **SUMMARY & ANALYSIS OF ASSESSMENT EVIDENCE** | **USE OF**  **RESULTS** | | **Students will be successful upon transfer to senior institutions.** | Review reports from four-year institutions that describe the performance of students transferring from Jefferson State Community College. | Students transferring from Jefferson State are well prepared to continue their education at four-year institutions. | The received reports from The University of Alabama in Tuscaloosa and the University of Alabama at Birmingham transfer statistics for summer 2017-spring 2018 are documented in the following charts.  **UNIVERSITY of Alabama at Birmingham**  Jefferson State Community College  Report 4: Pre and Post Transfer Academic Performance  Students Enrolled Summer 2017-Spring 2018   |  |  |  |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | Hours accepted  From JSCC | GPA  At TYC | 01-14.99  # GPA | | 15-29.99  # GPA | | 30-56.99  # GPA | | 60-89.99  # GPA | | 90 and above  # GPA | | Total  # GPA | | | 15-23 | 3.12 | 35 | 2.22 | 48 | 2.95 | 66 | 3.21 | 47 | 3.17 | 51 | 3.18 | 247 | 3.00 | | 24-59 | 2.99 | 182 | 2.60 | 223 | 2.92 | 339 | 2.93 | 204 | 3.08 | 53 | 3.01 | 1001 | 2.90 | | 60 and above | 3.06 | 82 | 2.72 | 127 | 3.03 | 200 | 3.03 | 130 | 3.09 | 12 | 3.12 | 551 | 3.00 | | Total | 3.03 | 299 | 2.59 | 398 | 2.96 | 605 | 2.99 | 381 | 3.09 | 116 | 3.10 | 1779 | 2.95 |   **The University of Alabama Transfer from**  Jefferson State Community College  Report 4: Pre- and Post-Transfer Academic Performance  Students Enrolled Summer 2017 - Spring 2018   |  |  |  |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | Hours accepted  From JSCC | GPA  At TYC | < = 15  # GPA | | 15 - < 30  # GPA | | 30 -< 60  # GPA | | 60 - < 90  # GPA | | 90 and above  # GPA | | Total  # GPA | | | 15-23 | 2.84 | 5 | 2.95 | 9 | 2.38 | 8 | 2.60 | 10 | 2.84 | 5 | 2.96 | 37 | 2.71 | | 24-59 | 2.98 | 16 | 1.97 | 38 | 2.90 | 50 | 2.87 | 36 | 3.03 | 13 | 3.11 | 153 | 2.84 | | 60 and above | 3.25 | 7 | 3.69 | 14 | 3.13 | 16 | 3.25 | 9 | 3.11 | 0 | 0 | 46 | 3.25 |   **University of Alabama in Huntsville Transfer from**  Jefferson State Community College  Report 4: Pre- and Post-Transfer Academic Performance  Students Enrolled Summer 2017 - Spring 2018   |  |  |  |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | Hours accepted  From JSCC | GPA  At TYC | < = 15  # GPA | | 15 - < 30  # GPA | | 30 -< 60  # GPA | | 60 - < 90  # GPA | | 90 and above  # GPA | | Total  # GPA | | | 15-23 | 3.27 | 1 | 4.00 | 4 | 3.08 | 2 | 3.15 | 4 | 2.48 | 1 | 3.63 | 12 | 3.02 | | 24-59 | 2.81 | 3 | 2.82 | 4 | 2.75 | 9 | 2.58 | 3 | 2.96 | 1 | 2.42 | 20 | 2.70 | | 60 and above | 3.41 | 2 | 2.93 | 1 | 3.60 | 4 | 3.56 | 1 | 2.13 | 0 | 0 | 8 | 3.23 | | Reported  statistics from  UAB, and UA  indicate that  students  transferring  from Jefferson  State are well  prepared to  continue their education.  Transfer  statistics  show that  Jefferson State Community  College  students are performing at the same level if  not better  than the  University  native  students and  other  transfers  including  from other  Alabama  two- year  colleges. |     jscc logo  **ASSESSMENT RECORD**   |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | | **Program:** | **Transfer/General Studies Division** | | | **Assessment period:** | **2017-2018** | | | **Division Outcomes** | | | | | | | | | The Transfer/General Studies Division is responsible for a diverse program of study that exposes students to a variety of disciplines. Within the division, the Biology, Business/Information Systems, Communications and Liberal Arts Divisions, and Mathematics/Engineering/Physical Sciences Division offer high-quality courses that develop the characteristics, knowledge and skills identified in the college’s statement of purpose and general education outcomes. The Division ensures that courses meet the expectations of the Alabama Community College System, the Alabama General Studies Committee and all related accrediting agencies, and increase access to educational opportunities by offering courses in a variety of formats.  Transfer/General Studies Division Outcomes are:  • 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. | | | | | | | | | **Transfer/General Studies Division Assessment of Long Range Goals** | | | | | | | | | | **INTENDED**  **OUTCOMES** | **MEANS OF**  **ASSESSMENT** | **CRITERIA FOR**  **SUCCESS** | **SUMMARY & ANALYSIS OF ASSESSMENT EVIDENCE** | | | **USE OF RESULTS** | | | | **Provide transferable general education courses that prepare students to succeed in upper-level programs of study.** | Review fall 2017-summer 2018 class schedules at all locations and online. | Students have opportunities every semester to complete transfer/general studies courses at different locations, and online, and offerings are sufficient to meet students demand. | The State of Alabama Articulation and General Studies Committee (AGSC) has developed a statewide freshman and sophomore-level general studies curriculum to be taken at all public colleges and universities and semester credit hour requirements in four traditional areas of general education.  Area I – Written Composition I and II (6 hours required) Area II - Humanities and Fine Arts (12 hours required) Area III - Natural Science and Mathematics (11 hours required) Area IV - History, Social, and Behavioral Sciences (12 hours required)  A review of fall 2017-summer 2018 class schedules shows that sections of course [offerings](#Offerings) satisfying these requirements are regularly offered at all locations, and that Internet sections of many Area I – Area IV courses are regularly offered by departments in the division.  Departments in the division also offered pre-professional, pre-major, and elective Courses that satisfy the Area V requirements of University Parallel AA and AS degree plans.  Sections of courses satisfying these requirements are regularly offered at the Jefferson and Shelby-Hoover, Pell City and Clanton Campuses, and Internet sections of many Area V course are regularly offered.  Jefferson State courses that satisfy Area I – Area V requirements follow state approved course guidelines and AGSC approved course outlines that are reviewed by departments to ensure consistency and course quality.  Students completing courses that have been approved for the General Studies Curriculum and are appropriate to their major and/or degree program may transfer these courses with credit applicable to their degree program among Alabama’s public two-year and four-year colleges and universities. | | | Departments in the Transfer/General Studies Division offered high-quality transferable courses for students who intend to transfer to a senior university.  Associate Deans and department chairs in the division will monitor enrollment trends at all locations and adjust course offerings accordingly to provide numerous opportunities for students to pursue their educational goals.  Greater course variety is available at the Jefferson and Shelby-Hoover Campuses and through Internet courses. The division expects to offer more courses at the St. Clair – Pell City and Chilton - Clanton Campuses as enrollment increases. | | | | **INTENDED**  **OUTCOMES** | **MEANS OF**  **ASSESSMENT** | **CRITERIA FOR**  **SUCCESS** | **SUMMARY & ANALYSIS OF ASSESSMENT EVIDENCE** | | | **USE OF RESULTS** | | | | **Provide transferable general education courses that prepare students to succeed in upper level programs of study.** | Review fall 2017-summer 2018 TGS full-time faculty changes. | The number of full-time faculty members is adequate to support the mission of the division and to ensure the quality and integrity of each of its academic programs. | Full-time faculty develop statements of purpose for academic units, establish the learning outcomes for all academic programs and courses, assess student performance, and make decisions regarding course and program curricula. After considering full-time faculty departures and input from department chairs and performing discipline specific analysis of credit hour production by full-time faculty at all locations, the college continued to add full-time instructors to several departments at different locations. The College also continued to designate Ashley Kitchens and Nicholas Kin as academic Associate Deans at the Clanton and Pell City Campuses respectively to provide the same oversight and student services to students at these sites when compared to those available to students at the Jefferson and Shelby Campuses.  Full-Time Faculty Changes in Transfer/General Studies Faculty by Discipline and Primary Teaching Location  Full-Time TGS Faculty Hired Fall 2017-Summer 2018   |  |  | | --- | --- | | JC – Jefferson Campus | SC – Shelby-Hoover Campus | | PC – Pell City Center | CC – Chilton-Clanton Center | | DE – Distance Education Division | |  |  |  |  | | --- | --- | --- | | Name | Discipline | Primary Teaching Location | | Harrison, Vernon | Communications | Pell City | | Lyons-Burns, Syreeta | Communications | Shelby | | Lewis, Erin | Communications | Shelby | | Cuevas, Eugene | Communications | Shelby |   Full-Time TGS Faculty Relocated Fall 2017-Summer 2018   |  |  |  | | --- | --- | --- | | Instructor | Discipline | Primary Teaching Location | | Jaime Holley | Mathematics | From JC (QEP) to Pell city | | Boehm, Matt | Communications | Jefferson (Replacing Robert Burnham) |     Full-Time TGC Faculty/Staff Departed Fall 2017-Summer2018   |  |  |  |  |  | | --- | --- | --- | --- | --- | | Number | Date | Discipline | Status | Primary teaching Location | | 1 |  | History | Retired | Jefferson Campus | | 1 | 1/31 | Communications | Retired | Jefferson Campus | | 1 | 5/31 | Computer Science | Retired | Jefferson Campus | | 1 | 5/31 | Mathematics | Resigned | Shelby Campus | | 1 | 5/31 | Computer Science | Retired | Shelby Campus | | 1 | 8/31/17 | Communications |  | Shelby Campus | | 1 |  | Liberal Arts (PSY) |  | Jefferson Campus |          |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Full-Time TGS Faculty by Location, Fall 2017 – Summer 2018** | | | | | | |  | Biology Dept. & HPR | Communication Dept. | Liberal Arts Dept. | Mathematics/ Engineering/Physical Sciences Dept. | Business & Information Systems | | Jefferson | 7 | 6 | 6 | 4 | 6 | | Shelby | 5 | 11 | 4.5 | 6 | 7 | | Pell City | 2 | 2 | 2 | 1 | 0 | | Clanton | 1 | 2 | 1.5 | 1 | 0 |   Department Credit Hour Production by Full-Time Faculty Based on All Department Courses at All Locations     |  |  | | --- | --- | | Biology Department  61.86% Fall 2017 - Summer 2018  63.4% Fall -2016 – Summer 2017  63.4% Fall - 2015 - Summer 2016 | Communications Department  65.38% Fall 2017- Summer 2018  56.8% Fall -2016 – Summer 2017  65.5% Fall - 2015 - Summer 2016 | | Liberal Arts Department  66.63% Fall 2017 - Summer 2018  64.0% Fall -2016 – Summer 2017  69.2% Fall - 2015 - Summer 2016 | Mathematics/Engineering/Physical Sciences Department  69.44% Fall 2017—Summer 2018  71.9% Fall -2016 – Summer 2017  69.8% Fall - 2015 - Summer 2016 | | Business & Information Systems Department  79.88% Fall 2017—Summer 2018  79.8% Fall -2016 – Summer 2017  74.08% Fall - 2015 - Summer 2016 | | | | | The addition and relocation of full-time faculty enabled departments in the Transfer/General Studies Division to better fulfill their missions at all locations.  The college is committed to maintaining full-time faculty adequate to fulfill its mission and continues to monitor factors that determine need. | | |   **Course** Offerings **- All campuses fall 2017 - summer 2018**   |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | |  | Fall | | | Spring | | | Summer | | | | Course Offerings | Traditional | Internet | Total | Traditional | Internet | Total | Traditional | Internet | Total | | Area I | 15 | 7 | 22 | 14 | 15 | 19 | 5 | 4 | 9 | | Area II | 19 | 13 | 32 | 18 | 13 | 31 | 14 | 12 | 26 | | Area III | 24 | 5 | 29 | 21 | 4 | 25 | 17 | 4 | 21 | | Area IV | 19 | 15 | 34 | 16 | 13 | 29 | 7 | 20 | 27 | | Area V | 102 | 47 | 149 | 90 | 48 | 138 | 55 | 47 | 102 |   Jefferson Campus   |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | |  | Fall | | | Spring | | | Summer | | | | Course Offerings | Traditional | Internet | Total | Traditional | Internet | Total | Traditional | Internet | Total | | Area I | 26 | 10 | 36 | 25 | 12 | 37 | 9 | 9 | 18 | | Area II | 41 | 25 | 66 | 37 | 26 | 63 | 27 | 22 | 49 | | Area III | 27 | 13 | 40 | 30 | 14 | 44 | 22 | 13 | 35 | | Area IV | 44 | 14 | 58 | 38 | 18 | 56 | 18 | 11 | 29 | | Area V | 176 | 62 | 238 | 163 | 73 | 236 | 92 | 57 | 149 |   Shelby Campus   |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | |  | Fall | | | Spring | | | Summer | | | | Course Offerings | Traditional | Internet | Total | Traditional | Internet | Total | Traditional | Internet | Total | | Area I | 9 | 1 | 10 | 7 | - | 7 | 2 | - | 2 | | Area II | 10 | 1 | 11 | 8 | 2 | 10 | 2 | 1 | 3 | | Area III | 5 | 1 | 6 | 4 | 2 | 6 | 2 | 3 | 5 | | Area IV | 13 | 5 | 18 | 11 | 1 | 12 | 3 | 2 | 5 | | Area V | 39 | 4 | 43 | 34 | 4 | 38 | 14 | 7 | 21 |   Pell City Campus   |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | |  | Fall | | | Spring | | | Summer | | | | Course Offerings | Traditional | Internet | Total | Traditional | Internet | Total | Traditional | Internet | Total | | Area I | 8 | 2 | 10 | 8 | 1 | 9 | 1 | - | 1 | | Area II | 9 | 3 | 12 | 8 | 1 | 9 | 1 | 2 | 3 | | Area III | 5 | 1 | 6 | 6 | - | 6 | 1 | 2 | 3 | | Area IV | 7 | 1 | 8 | 8 | - | 8 | 1 | 2 | 3 | | Area V | 34 | 3 | 37 | 32 | 2 | 34 | 9 | 6 | 15 |   Clanton Campus   |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | |  | Fall | | | Spring | | | Summer | | | | Course Offerings | Traditional | Internet | Total | Traditional | Internet | Total | Traditional | Internet | Total | | Area I | 29 | - | 29 | 30 | - | 30 | 0 | 0 | 0 | | Area II | 8 | - | 8 | 2 | - | 2 | 0 | 0 | 0 | | Area III | 6 | - | 6 | 6 | - | 6 | 0 | 0 | 0 | | Area IV | 18 | - | 18 | 22 | - | 22 | 0 | 0 | 0 | | Area V | 32 | - | 32 | 31 | - | 31 | 0 | 0 | 0 |   Dual Enrollment  *\*Traditional classes include Web Required, Hybrid/Blended Courses and Video Conference Courses*     |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **INTENDED**  **OUTCOMES** | **MEANS OF**  **ASSESSMENT** | **CRITERIA FOR**  **SUCCESS** | **SUMMARY & ANALYSIS OF ASSESSMENT EVIDENCE** | **USE OF RESULTS** | | | **Provide transferable general education courses that prepare students to succeed in upper-level programs of study.** | Review reports from four-year institutions that describe the performance of students transferring from Jefferson State Community College. | Students transferring from Jefferson State earn a GPA of at least 2.68 upon transferring to four-year institution. | |  |  |  |  | | --- | --- | --- | --- | | **Institution** | **Period Covered** | **Average GPA for JSCC Students** | **Average GPA for all Alabama Two-Year College Students** | | University of Alabama | Summer 2017-Spring 2018 | 3.00 | 2.97 | | Auburn University | N/A | N/A | N/A | | University of Alabama in Huntsville | Summer 2017-Spring 2018 | 3.07 | 3.04 | | University of Alabama  In Birmingham | Summer 2017-Spring 2018 | 2.95 | N/A |   **Jefferson State Community College**  **Academic Performance Jefferson State Students at Area Universities** | These statistics indicate that students transferring from Jefferson State are well prepared to continue their education and perform consistently with students transferring from other two-year colleges. |  |  |  |  |  |  | | --- | --- | --- | --- | --- | | **INTENDED**  **OUTCOMES** | **MEANS OF**  **ASSESSMENT** | **CRITERIA FOR**  **SUCCESS** | **SUMMARY & ANALYSIS OF ASSESSMENT EVIDENCE** | **USE OF RESULTS** | | **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.** | Review AA and AS degree completion statistics. | 20% of the students seeking AA degree and 7% of the students seeking AS degree can complete courses required to earn an AA or AS degree. | The Associate in Arts (AA) and Associate in Science (AS) degrees are the basic degrees awarded to students completing a planned university-parallel program designed to meet the requirements of the first two years of a Bachelor of Arts or Bachelor of Science degree. All AA and AS degrees contain the following General Education Core requirements.  Area I – Written Composition I and II (6 hours required) Area II - Humanities and Fine Arts (12 hours required) Area III - Natural Science and Mathematics (11 hours required) Area IV - History, Social, and Behavioral Sciences (12 hours required)   |  |  |  |  | | --- | --- | --- | --- | | Number of AA and AS Degrees Conferred | | |  | |  | Summer 2015-Spring 2016 | Fall 2016–Summer 2017 | Fall 2017–Summer 2018 | | AA Degree | 127 | 119 | 126 | | AS Degree | 207 | 220 | 253 | | Students are not required to complete an AA or AS degree plan before transferring credit to an upper-level college or university. However, many students understand the value of earning these degrees, as evidenced by completion statistics.  The division is committed to offering courses needed by students who want to attain an AA or AS degree.  The College will also encourage students to transfer credits back to Jefferson State through its reverse transfer policy so that they may receive their two-year degrees. |  |  |  |  |  |  | | --- | --- | --- | --- | --- | | **INTENDED**  **OUTCOMES** | **MEANS OF**  **ASSESSMENT** | **CRITERIA FOR**  **SUCCESS** | **SUMMARY & ANALYSIS OF ASSESSMENT EVIDENCE** | **USE OF RESULTS** | | **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.** | Review fall 2017-summer 2018 class schedules at all locations, and online. | Students pursuing AAS degrees have opportunities every semester to complete general studies courses at different locations, and online. | The Associate in Applied Science (AAS) degree is awarded to students who complete the requirements of a specific career or professional program outlined in this catalog. Of the total hours in a program, 35-40 percent must be courses chosen to ensure competency in reading, writing, oral communication, computers, and fundamental mathematics and to satisfy Jefferson State core requirements. All AAS degrees contain the following General Education Core requirements.  Area I – Communication Skills (6 hours required) Area II - Humanities and Fine Arts (3 hours required) Area III - Natural Science, Computer Science and Mathematics (10-11 hours required) Area IV - History, Social, and Behavioral Sciences (3 hours required)  Review of fall 2017-summer 2018 class schedules shows sections of courses satisfying these requirements are regularly offered at all locations, and that Internet sections of many Area I – Area IV [course](#course)s are regularly offered.  Jefferson State courses that satisfy Area I – Area IV requirements follow state approved course guides and outlines that are reviewed by departments to insure consistency and course quality.  As previously documented, the college increased the number of full-time Transfer/General Studies faculty who support the General Education Core requirements for AAS programs. This includes:  Jefferson Campus: A fulltime QEP math instructor and a fulltime OAD instructor. | Departments in the Transfer/General Studies Division offered high-quality general studies courses needed by students pursuing an AAS degree. Courses necessary to satisfy the Area I-Area IV requirements of an AAS degree are offered every semester at all locations, and online.  Greater variety is available at the Jefferson and Shelby-Hoover Campuses, and through Internet courses. The division expects to offer more courses at the St. Clair – Pell City and Chilton - Clanton Campuses as enrollment increases. |  |  |  |  |  |  | | --- | --- | --- | --- | --- | | **INTENDED**  **OUTCOMES** | **MEANS OF**  **ASSESSMENT** | **CRITERIA FOR**  **SUCCESS** | **SUMMARY & ANALYSIS OF ASSESSMENT EVIDENCE** | **USE OF RESULTS** | | **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.** | Review AAS degree completion statistics. | Students have opportunities to complete courses required to earn an AAS degree. | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | |  | | **Number of AAS Degrees and Certificates Conferred** | | | | |  | **Summer 2015-Spring 2016** | | **Summer 2016–Spring 2017** | **Summer 2017–Spring 2018** | | AAS Degree | 586 | | 518 | 538 | | Certificates | 513 | | 451 | 219 | | The AAS degree is the degree earned most often at Jefferson State. The division is mindful of its responsibility to provide students in AAS programs with general education courses that contribute to their intellectual development and prepare them for success in their chosen fields. |  |  |  |  |  |  | | --- | --- | --- | --- | --- | | **INTENDED**  **OUTCOMES** | **MEANS OF**  **ASSESSMENT** | **CRITERIA FOR**  **SUCCESS** | **SUMMARY & ANALYSIS OF ASSESSMENT EVIDENCE** | **USE OF RESULTS** | | **Provide developmental mathematics and English courses that prepare students to succeed in freshman level courses.** | Review fall 2017-summer 2018 class schedules.  Review developmental course success rate for students enrolled in ENG 093, RDG 085, MTH 090, and MTH 098. | Students have opportunities to complete developmental mathematics, English and reading classes at all locations, and online. | The college offers the following developmental courses: MTH 090 Basic Mathematics, MTH 098 Elementary Algebra, ENG 093 Basic English, and RDG 085 Developmental Reading.   * All developmental courses were taught at all locations in the fall 2017 and spring 2018 semesters. * RDG 085 was offered during the summer 2017 term at the Jefferson campus but was not offered at the other Campuses due to low enrollment concerns and since it is being phased out and being replaced with Integrated Reading and writing ENR 098. * Internet sections of all developmental courses were taught every semester.   The rates of successful completion in MTH 090, MTH 098, ENG 093 and RDG 085 for Fall 2017, Spring 2018 and Summer 2018 are shown in the chart that follows (page 31.) | Review of class schedules indicates that students do have opportunities to complete developmental mathematics, English and reading classes at all locations, and online.  The college is implementing a pilot plan for teaching new MTH 098, MTH 100 and MTH 100 combined with MTH099. Also, with the teaching of new ENG 093, ENG 101 and combination of ENG 101 and ENG 099. A new set of criteria is being used to place students in these courses. A copy of the new placement standard is attached.  The 5-year time limit for implementation of QEP plan which was approved by SACS, has expired. The Emporium method of delivery was used, and the results are part of the report due SACS in a few months. |   **Draft - Jefferson State Community College Math and English Placement Guide For 2018 Fall Courses – Draft**  **Math Course Placement Criteria**   |  |  |  |  |  | | --- | --- | --- | --- | --- | | You Can Register For  MTH 100 with MTH 099  if you have any of these scores  17 ACT Math Subtest Score  OR  High School Graduating GPA 2.75 or higher and a grade of "C" in high school  Algebra 2 or Precalculus or Calculus  OR  50 - 59 ACCUPLACER Elementary Algebra | You Can Register For  MTH 100  if you have any of these scores  18-23 ACT Math Subtest Score  OR  High School Graduating GPA 2.75 or higher and a grade of "A or “B” in high school Algebra 2 or Precalculus or Calculus  OR  60 - 79 ACCUPLACER Elementary Algebra | You Can Register For  MTH 110, 112, 115, or 265  if you have any of these scores  24-25 ACT Math Subtest Score  OR  80-120 ACCUPLACER Elementary Algebra  OR  50 - 59 ACCUPLACER College Level Math | You Can Register For  MTH 113, or 120  if you have any of these scores  26 ACT Math Subtest Score  OR  60-79 ACCUPLACER College Level Math | You Can Register For  MTH 125  if you have any of these scores  27 ACT Math Subtest Score  OR  80-120 ACCUPLACER College Level Math |   Fall 2018 MTH 099 is available at the Pell City Campus. Visit www.jeffersonstate.edu/coreq for registration information.  **MTH 116 - Only for Associate in Applied Science Degrees**  MTH 116 is open to all students. MTH 116 **will not count** toward a four-year degree and it **is not accepted** by some two-year degree programs. **Only register for MTH 116 if you are certain that it is part of your Associate in Applied Science degree program. MTH 098 Elementary Algebra**  **MTH 098 Elementary Algebra**  MTH 098 is open to all students. Students who earn a "C" or higher in MTH 098 become eligible for MTH 100.  Register for MTH 098 if you are not able to register for MTH 100 with MTH 099.  **English Course Placement Criteria Important Placement information**   |  |  |  |  |  | | --- | --- | --- | --- | --- | | You Can Register For  ENG 101  if you have any of these scores  18 or higher ACT English Subtest Score  OR  High School Graduating GPA 2.75 or higher and a grade of "A or “B” in high school English 4 or English 12  OR  5-8 on ACCUPLACER WritrPlacer | You Can Register For  ENG 101 With ENG 099  if you have any of these scores  17 ACT English Subtest Score  OR  High School Graduating GPA 2.75 or higher and a grade of "C” in high school English 4 or English 12  OR  4 on ACCUPLACER WritrPlacer | You Can Register For  ENG 093  if you have any of these scores  15-17 ACT English Subtest Score  OR  1-4 on ACCUPLACER WritrPlacer | Jefferson State **accept the highest** math placement or English placement score a student can provide. If you cannot register for the course you need for your degree based on (1) your ACT scores or (2) your high school transcript, then you should take the ACCUPLACER placement test. **Your first Accuplacer test is free and you have nothing to lose.ive-year Placement Limit:** ACT scores and ACCUPLACER scores more than **5 years** old cannot be used in placement. High school graduating GPA and course grades can be used for placement for **5 years** after your high school graduation date. |  |   **ENR 098 Writing and Reading for College**  ENR 098 is open to all students. Students who earn a "C" or higher in ENR 098 become eligible for ENG 101.  Register for ENR 098 if you are not able to register for ENG 101 with ENG 099.  Fall 2018 ENG 099 is available at Jefferson Campus, Shelby-Hoover Campus, and Clanton Campus. Visit www.jeffersonstate.edu/coreq for registration information. Fall 2018 ENG 093 is available at Jefferson Campus and online. |