 **ASSESSMENT RECORD**

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| **Program:** | **Transfer/General Studies Division** |  **Assessment period:** | **2016-2017** |

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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 [Art 100](file:///C%3A%5CUsers%5Clwharris%5CDocuments%5CAssociate%20Dean%5CFall%202017%5CReports%5CAssessment%5CTGS%5CArt%20100.docx) |
| ENG 101  | X [ENG101](#ENG101) |   |   |   |  |
| ENG 102  | X [ENG102](#ENG102) |   |   |   |  |
|       ENG 251  |  |   | X [ENG251](#ENG251) |   |  |
|       SPH 106  | X [SPH106](#SPH106) | X [SPH106](#SPH106) |   |   |  |
| SPH 107  | X [SPH107](#SPH107) |  |   |   |  |
| CIS 146  |   |  |   | X [CIS 146](file:///C%3A%5CUsers%5Clwharris%5CDocuments%5CAssociate%20Dean%5CFall%202017%5CReports%5CAssessment%5CTGS%5CCIS%20146.docx) |  |
| MTH 100  |   | X [Math 100](file:///C%3A%5CUsers%5Clwharris%5CDocuments%5CAssociate%20Dean%5CFall%202017%5CReports%5CAssessment%5CTGS%5CMath%20100.docx) |   | X [Math 100](file:///C%3A%5CUsers%5Clwharris%5CDocuments%5CAssociate%20Dean%5CFall%202017%5CReports%5CAssessment%5CTGS%5CMath%20100.docx) |  |
| MTH 112  |   | X [Math 112](file:///C%3A%5CUsers%5Clwharris%5CDocuments%5CAssociate%20Dean%5CFall%202017%5CReports%5CAssessment%5CTGS%5CMath%20112.docx) |   | X [Math 112](file:///C%3A%5CUsers%5Clwharris%5CDocuments%5CAssociate%20Dean%5CFall%202017%5CReports%5CAssessment%5CTGS%5CMath%20112.docx) |  |
| BIO 102  |   |   |   | X [BIO 102](file:///C%3A%5CUsers%5Clwharris%5CDocuments%5CAssociate%20Dean%5CFall%202017%5CReports%5CAssessment%5CTGS%5CBIO%20102.docx) |  |
| HIS 101  |   |   | X [HIS 101](file:///C%3A%5CUsers%5Clwharris%5CDocuments%5CAssociate%20Dean%5CFall%202017%5CReports%5CAssessment%5CTGS%5CHIS%20101.docx) |   | X [HIS 101](file:///C%3A%5CUsers%5Clwharris%5CDocuments%5CAssociate%20Dean%5CFall%202017%5CReports%5CAssessment%5CTGS%5CHIS%20102.docx) |
| HIS 102 |  |  | X [HIS 102](file:///C%3A%5CUsers%5Clwharris%5CDocuments%5CAssociate%20Dean%5CFall%202017%5CReports%5CAssessment%5CTGS%5CHIS%20102.docx) |  | X [HIS 102](file:///C%3A%5CUsers%5Clwharris%5CDocuments%5CAssociate%20Dean%5CFall%202017%5CReports%5CAssessment%5CTGS%5CHIS%20102.docx) |
| PSY 200  |   |   |   |   | X [PSY 200](file:///C%3A%5CUsers%5Clwharris%5CDocuments%5CAssociate%20Dean%5CFall%202017%5CReports%5CAssessment%5CTGS%5CPSY%20200.docx) |

**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](file:///C%3A%5CUsers%5Cayazdi%5CDesktop%5CENG%20101.docx), [ENG 102](file:///C%3A%5CUsers%5Cayazdi%5CDesktop%5CENG%20102.docx), [SPH 106](file:///C%3A%5CUsers%5Cayazdi%5CDesktop%5CSPH%20106.docx), and [SPH 107](file:///C%3A%5CUsers%5Cayazdi%5CDesktop%5CSPH%20107.docx).      |  [ENG 101](file:///C%3A%5CUsers%5Cayazdi%5CDesktop%5CENG%20101.docx) and [ENG 102](file:///C%3A%5CUsers%5Cayazdi%5CDesktop%5CENG%20102.docx) 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](file:///C%3A%5CUsers%5Cayazdi%5CDesktop%5CSPH%20106.docx) and [SPH 107](#SPH107) 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.    | Overall, students are meeting or even exceeding departmental standards. An occasional anomaly exists. For example, in English 102, students fell below the 70% standard for one semester at the Jefferson Campus. Overall, however, numbers are strong. The division has paid close attention to past assessment results and adjusted teaching strategies, which is paying off.   |  While success numbers for this assessment are strong, there is always room for improvement. Students seemed to respond well to the “real-world” writing of English 101, and the division should balance that approach while also teaching the rigors and conventions of academic writing. Instructors should also continue to pay special attention to actively teaching research methods. In the past, too many instructors felt that students “should already know” how to conduct academic research and to write a paper, give a speech, etc. Perhaps they should. However, we must meet students where they are. If students do not know the skills necessary for writing and speaking, we should teach them how to do it instead of just stating that they should already know this.The TGS Associate Deans are working on coordinating a cross-curriculum, campus-wide writing symposium to create a targeted teaching opportunity. Of course, since many students will not attend extra seminars, instructors will need to continue to work on addressing these concerns in the classroom.  |

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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](file:///C%3A%5CUsers%5Cayazdi%5CDesktop%5CSPH%20106.docx), [MTH 100](file:///C%3A%5CUsers%5Cayazdi%5CDesktop%5CMath%20100.docx), and [MTH 112](file:///C%3A%5CUsers%5Cayazdi%5CDesktop%5CMath%20112.docx).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](file:///C%3A%5CUsers%5Cayazdi%5CDesktop%5CSPH%20106.docx)[, MTH 100](file:///C%3A%5CUsers%5Cayazdi%5CDesktop%5CMath%20100.docx), and [MTH 112](file:///C%3A%5CUsers%5Cayazdi%5CDesktop%5CMath%20112.docx). The benchmark is that 70% of students will successfully meet standards for the SLO.    | [For SPH 106](file:///C%3A%5CUsers%5Cayazdi%5CDesktop%5CSPH%20106.docx), students were highly successful at presenting persuasive arguments. In fact, the lowest semester success rate reported across campuses was 80%.For [MTH 100](file:///C%3A%5CUsers%5Cayazdi%5CDesktop%5CMath%20100.docx) and [MTH 112](file:///C%3A%5CUsers%5Cayazdi%5CDesktop%5CMath%20112.docx), numbers are in an acceptable range, but there is room for improvement. Math instructors assess their results at levels 1-4 with the minimum acceptable standard being level 2. Therefore, while students’ overall success rates still fall within the acceptable benchmark of 70%, the division is reaching this level by some students performing at level 2. While they are reaching the standard, they are *just* reaching the standard. For example, in MTH 100, students were successful at demonstrating an “understanding of algebraic manipulations, interpretations, and computations by being able to use the quadratic formula to find solutions to equations” and a rate of 71.6%. In MTH 112, the success rate was 71.7% for a student being able to “demonstrate knowledge of functions and their graphs by his/her ability to use properties of exponents/logarithms to solve given problems.”   | Math instructors noted that they were pleased at the recent addition of math tutoring as a service for JSCC students. Instructors believe tutoring is making a difference in their students’ success rates. The college should consider expanding these tutoring services. For example, current tutoring targets MTH 090, MTH 098, and MTH 100 students. However, MTH 112 is often the terminal math course for JSCC students. Availability of tutors for MTH 112 students could help students more successfully master this SLO and could increase graduation rates as well. Of course, funding is always a concern. However, expanded tutoring may be a good investment worth considering.     |

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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](file:///C%3A%5CUsers%5Cayazdi%5CDesktop%5CENG%20251.docx), [HIS 101](file:///C%3A%5CUsers%5Cayazdi%5CDesktop%5CHIS%20101.docx), and [HIS 102](file:///C%3A%5CUsers%5Cayazdi%5CDesktop%5CHIS%20102.docx).   | Students will meet or exceed expectations set for SLOs in [ENG 251](file:///C%3A%5CUsers%5Cayazdi%5CDesktop%5CENG%20251.docx), [HIS 101](file:///C%3A%5CUsers%5Cayazdi%5CDesktop%5CHIS%20101.docx), and [HIS 102](file:///C%3A%5CUsers%5Cayazdi%5CDesktop%5CHIS%20102.docx). For each of these courses, departments have set the benchmark success rate at 70%.  |    [ENG 251](file:///C%3A%5CUsers%5Cayazdi%5CDesktop%5CENG%20251.docx) students did well for this SLO. Their success rates (as reported by campuses) ranged from a low of 73% to a high of 91%. This represents a marked improvement from previous years of measuring this SLO. While the low of 73% shows that there is still room for improvement, there were previous years where students consistently failed to meet the benchmark for this standard. [HST 101](file:///C%3A%5CUsers%5Cayazdi%5CDesktop%5CHIS%20101.docx) and [HST 102](file:///C%3A%5CUsers%5Cayazdi%5CDesktop%5CHIS%20102.docx) students also performed at high levels ranging from success rates of 73% to 80%. As noted for the [ENG 251](file:///C%3A%5CUsers%5Cayazdi%5CDesktop%5CENG%20251.docx) numbers, these numbers are high yet still leave room for improvement.   |  Looking back at the comments for this SLO from the last assessment report, the improvement is phenomenal. Instructors have really worked hard to address research methodology with their students, and students are showing remarkable results. However, a success rate of even 80% means that a statistically meaningful minority of students still needs help meeting the standard for this SLO.As mentioned in SLO 1 of this report, several divisions, such as Communications and Liberal Arts, are working on offering a cross-disciplinary research symposium to further address writing and research methods with students.The associate deans of Transfer and General Studies will also work to provide professional development opportunities for faculty members re: teaching research methods to students. Finally, the Transfer and General Studies Division will monitor future results now that onsite English tutoring is now available at the college.     |
| 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](file:///C%3A%5CUsers%5Clwharris%5CDocuments%5CAssociate%20Dean%5CFall%202017%5CReports%5CAssessment%5CTGS%5CMath%20100.docx), [MTH 112](file:///C%3A%5CUsers%5Clwharris%5CDocuments%5CAssociate%20Dean%5CFall%202017%5CReports%5CAssessment%5CTGS%5CMath%20112.docx), [BIO 102](file:///C%3A%5CUsers%5Clwharris%5CDocuments%5CAssociate%20Dean%5CFall%202017%5CReports%5CAssessment%5CTGS%5CBIO%20102.docx), and [CIS 146](file:///C%3A%5CUsers%5Clwharris%5CDocuments%5CAssociate%20Dean%5CFall%202017%5CReports%5CAssessment%5CTGS%5CCIS%20146.docx). 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.   | [MTH 100](file:///C%3A%5CUsers%5Clwharris%5CDocuments%5CAssociate%20Dean%5CFall%202017%5CReports%5CAssessment%5CTGS%5CMath%20100.docx) and [MTH 112](file:///C%3A%5CUsers%5Clwharris%5CDocuments%5CAssociate%20Dean%5CFall%202017%5CReports%5CAssessment%5CTGS%5CMath%20112.docx) results are strong, but there is always room for improvement. JSCC math instructors assess students at levels ranging from 1-4. So, while over 70% of students are achieving acceptable levels of success, math instructors would, of course, like to see more students move up to levels 3 and 4 instead of performing at the minimum level to rate. [BIO 102](file:///C%3A%5CUsers%5Clwharris%5CDocuments%5CAssociate%20Dean%5CFall%202017%5CReports%5CAssessment%5CTGS%5CBIO%20102.docx) results showed that students performed at well above the 70% benchmark. However, there were semesters were campus wide results did not meet the goal. For example, students at the Shelby Campus sometimes fell below the benchmark for an individual semester. [CIS 146](file:///C%3A%5CUsers%5Clwharris%5CDocuments%5CAssociate%20Dean%5CFall%202017%5CReports%5CAssessment%5CTGS%5CCIS%20146.docx) show strong results with the anomaly of students falling below the standard for one semester (Spring 2017). Overall, though, numbers are strong.  | For the past two years, JSCC has offered math tutoring for math courses up to MTH 100. While cost is always a major consideration, the college may want to consider extending its tutoring services to the 112 level. Tutoring services seem to be producing greater levels of success for our students. Biology instructors note that, even when standards were not met, numbers did go up from where the students were performing last year. So, overall, numbers are trending in the right direction. Biology instructors are trying more case-study approaches to teach biological concepts in the hopes of continuing these improved results. CIS instructors, while pleased with their numbers, have set a goal of having more sections of CIS 146 be assessed so that they can have a fuller picture of how students are performing and how they can improve. Involving part-time instructors in the assessment process may be the logical next step. A new assessment cycle will also give CIS instructors an opportunity to further refine their assessment strategies.  |
| 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](file:///C%3A%5CUsers%5Cayazdi%5CDesktop%5CArt%20100.docx), [HIS 101](file:///C%3A%5CUsers%5Cayazdi%5CDesktop%5CHIS%20101.docx), [HIS 102](file:///C%3A%5CUsers%5Cayazdi%5CDesktop%5CHIS%20102.docx), and [PSY 200](file:///C%3A%5CUsers%5Cayazdi%5CDesktop%5CPSY%20200.docx).  |   Based on the aforementioned course-level SLOs, 70% of students will satisfactorily master the TSG SLO.   |  Results for this SLO are mixed. In [ART 100](file:///C%3A%5CUsers%5Cayazdi%5CDesktop%5CArt%20100.docx), while most students were able to “use art terms to describe the intentions and motivations from different periods,” some campuses consistently fell below the benchmark of the 70% success rate.The mixed results continued in history classes. For [HIS 101](file:///C%3A%5CUsers%5Cayazdi%5CDesktop%5CHIS%20101.docx) and [HIS 102](file:///C%3A%5CUsers%5Cayazdi%5CDesktop%5CHIS%20102.docx), students are asked to show “mastery of relevant context using information from primary and/or secondary sources.” Students met the benchmark for this SLO, but sometimes percentages campus wide fell as low as 73%. This acceptable but still somewhat low number shows there is room for improvement.    |  The data for this SLO show pockets of concern. For example, the fall semester success rate for history classes was 85%, yet the spring semester success rate was 73%. While this could be an anomaly, instructors need to confer to see if there is a reason for the drop-off from one semester to the next. For example, some students seem to disengage with classes after spring break. Something as simple as instructors making a deliberate effort to retain students to the end of the semester could result in higher success rates. For [ART 100](file:///C%3A%5CUsers%5Cayazdi%5CDesktop%5CArt%20100.docx), the pockets of concern are at the campus level. For example, students at the Shelby campus consistently met the benchmark for this SLO, but sometimes students at the Jefferson or Pell City campuses did not. Division chairs and associate deans should work with instructors to be sure they have the necessary support to be able to effectively guide their students towards success with this SLO. Chairs note that a new textbook was used this year, so more familiarity with the material may increase success rates going forward. The TGS division will monitor this during its next reporting cycle.   |

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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 transfer statistics for summer 2014-spring 2015 are documented in the following charts. Letter D represent Jefferson State Community College. They will be followed by the reports from the University of Alabama in Tuscaloosa. | 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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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Report 5 is a summary of transfers to UAB from all of the institutions included in the 2015-2016 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 DataData from the University of Alabama in Birmingham Report

|  |
| --- |
|  Alabama Public Two-Year Colleges |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  2015 – 2016 Two Year College Feedback ReportReport 5: UAB Transfers and Graduates fromAlabama Public Two-Year Colleges

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Transfer Institution** | **New Transfer** | **All Transfers** | **Graduates** | **Top Majors for Entering Students\*** |
| Bevill State Community College–Jasper | 50 | 72 | 42 | Accounting, Nursing, or Pre-Nursing Mobility Program, Social Work |
| Calhoun Community College | 39 | 58 | 34 | Biology |
| Central Alabama Comm College | 10 | 35 | 29 | Health-Related Programs |
| Faulkner St Comm College | 20 | 26 | 10 | Biology, Chemistry, Health-Related Programs, Nursing |
| Gadsden State Comm College | 38 | 74 | 34 | Accounting, Biology, Health Care Management, Liberal Arts |
| Jefferson State Comm College\*\* | 337 | 586 | 367 | Biology, Health-Related Programs, Management |
| Lawson St Comm Coll–Birmingham | 77 | 188 | 71 | Criminal Justice, Health-Related Programs, Liberal Arts |
| Northeast Alabama Comm College | 17 | 29 | 23 | Biology, Biomedical Sciences, Chemistry, Health- Related Programs, Nursing, Psychology |
| Shelton State Comm College | 42 | 60 | 29 | Accounting, Health-Related Programs, Liberal Arts |
| Snead State Community College | 36 | 35 | 20 | Accounting, Biology, Management, Nursing, Psychology |
| Southern Union State Comm College | 35 | 47 | 30 | Health Care Management, High School Education, Liberal Arts, Marketing |
| Wallace Community College-Dothan | 19 | 16 | 11 | Biology, Health-Related Programs |
| Wallace St Comm College-Hanceville | 74 | 114 | 76 | Health-Related Programs, Nursing or Pre-Nursing Mobility Program |
| Wallace Comm College-Selma | 11 | 17 | 10 | Accounting, Health Care Management, Health-Related Programs |

 \*At least 8% of entering students from the respective transfer institution held one of these majors \*\*At least 7% of entering students from Jefferson state held one of these majors**The University of Alabama Transfers from****Jefferson State Community College****Report 5 - Students Enrolled, Summer 2016 - Spring 2017****Academic Performance Comparison in Courses 300 Level or Above**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  **Student Category** |  **Number of Students** | **Average Semester Hours Attempted** | **Average Semester Hours Earned** | **Average GPA** |
| **1. Transfers from Jefferson State Community College**  | 187  | 25.56  | 23.07  | 3.02  |
| **2. Transfers from Other Alabama Public Two-Year Colleges**  | 2,043  | 28.85  | 25.79  | 2.97  |
| **3. Other Transfers**  | 2,378  | 25.77  | 22.86  | 3.00  |
| **4. Native Students**  | 17,552  | 28.91  | 26.97  | 3.24  |
| **5. All Transfers and Native Students (Lines 1, 2, 3, and 4)**  | 22,160  | 28.54  | 26.39  | 3.19  |

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|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **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 (for summer 2016-spring 2017) and the University of Alabama at Birmingham transfer statistics for summer 2015-spring 2016 is documented in the following charts. **UNIVERSITY of Alabama at Birmingham**Jefferson State Community CollegeReport 4: Pre and Post Transfer Academic Performance Students Enrolled Summer 2015-Spring 2016

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Hours accepted From JSCC | GPAAt TYC | 01-14.99# GPA | 15-29.99# GPA | 30-56.99# GPA | 60-89.99# GPA | 90 and above # GPA | Total# GPA |
| 15-23.99 | 3.00 | 17 | 1.42 | 12 | 2.37 | 14 | 2.69 | 11 | 2.96 | 23 | 2.90 | 77 | 2.46 |
| 24-59.99 | 2.96 | 62 | 1.97 | 30 | 2.31 | 73 | 2.80 | 135 | 2.99 | 48 | 2.96 | 348 | 2.71 |
| 60 and above | 2.97 | 24 | 1.56 | 20 | 2.40 | 29 | 2.93 | 72 | 3.05 | 16 | 3.06 | 161 | 2.73 |
| Total | 2.97 | 103 | 1.78 | 62 | 2.35 | 116 | 2.82 | 218 | 3.01 | 87 | 2.96 | 586 | 2.68 |

**The University of Alabama Transfer from**Jefferson State Community CollegePre- and Post-Transfer Academic PerformanceStudents Enrolled Summer 2016 - Spring 2017

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Hours accepted From JSCC | GPAAt 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 | 2.89 | 4 | 2.51 | 7 | 2.35 | 12 | 2.81 | 10 | 2.87 | 6 | 2.71 | 39 | 2.70 |
| 24-59 | 2.99 | 20 | 2.50 | 41 | 2.93 | 45 | 2.76 | 33 | 2.99 | 8 | 2.74 | 147 | 2.82 |
| 60 and above | 3.17 | 9 | 3.35 | 13 | 3.27 | 15 | 3.29 | 8 | 3.11 | 0 | 0 | 45 | 3.26 |

 | 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:** |  **2016-2017** |
| **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 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 2016-summer 2017 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 2016-summer 2017 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, andelective 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 2016-summer 2017 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

|  |  |
| --- | --- |
| JC – Jefferson Campus | SC – Shelby-Hoover Campus |
| PC – Pell City Center | CC – Chilton-Clanton Center |
| DE – Distance Education Division |

Full-Time TGS Faculty Hired Fall 2016-Summer 2017

|  |  |  |
| --- | --- | --- |
| Number | Discipline | Primary Teaching Location |
| 1 | OAD | JC |

Full-Time TGS Faculty Relocated Fall 2016-Summer 2017

|  |  |  |
| --- | --- | --- |
| Instructor | Discipline | Primary Teaching Location |
| 1 | Communications | From DE to JC |

Full-Time TGC Faculty/Staff Departed Fall 2016-Summer2017

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Number | Date | Discipline | Status | Primary teaching Location |
| 1 | 1/31/2017 | English instructor | Retired | Jefferson Campus |
| 1 | 8/31/2017 | English Instructor | Retired | Jefferson Campus |
| 1 | 12/31/2016 | Psychology Instructor | Retired | Shelby Campus |

|  |
| --- |
| **Full-Time TGS Faculty by Location, Fall 2016 – Summer 2017** |
|  | Biology Dept. & HPR | Communication Dept. | Liberal Arts Dept. | Mathematics/ Engineering/Physical Sciences Dept. | Business & Information Systems |
| Jefferson | 7 | 6 | 7 | 6 | 7 |
| Shelby | 4 | 12 | 5 | 6 | 8 |
| Pell City | 1 | 2.5 | 1.5 | 1 | 0 |
| Clanton | 1 | 2.5 | 1.5 | 1 | 0 |

 Department Credit Hour Production by Full-Time Faculty Based on All Department Courses at All LocationsDepartment Credit Hour Production by Full-Time Faculty Based on All Department Courses at All Locations

|  |  |
| --- | --- |
| Biology Department63.4% Fall -2016 – Summer 201763.4% Fall - 2015 - Summer 201662.4% Fall - 2014 – Summer 2015 | Communications Department56.8% Fall -2016 – Summer 201765.5% Fall - 2015 - Summer 201664.9% Fall - 2014 – Summer 2015 |
| Liberal Arts Department64.0% Fall -2016 – Summer 201769.2% Fall - 2015 - Summer 201664.2% Fall - 2014 – Summer 2015 | Mathematics/Engineering/Physical Sciences Department71.9% Fall -2016 – Summer 201769.8% Fall - 2015 - Summer 201669.3% Fall - 2014 – Summer 2015 |
| Business & Information Systems Department79.8% Fall -2016 – Summer 201774.08% Fall - 2015 - Summer 2016 76.56% Fall - 2014 – Summer 2015 |

 | 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 2016 - summer 2017**

|  |  |  |  |
| --- | --- | --- | --- |
|  | Fall | Spring | Summer |
| Course Offerings | Traditional | Internet | Total | Traditional | Internet | Total | Traditional | Internet | Total |
| Area I | 15 | 6 | 21 | 13 | 4 | 17 | 6 | 4 | 10 |
| Area II | 20 | 11 | 31 | 18 | 10 | 28 | 12 | 12 | 24 |
| Area III | 26 | 5 | 31 | 22 | 3 | 25 | 19 | 3 | 22 |
| Area IV | 25 | 19 | 44 | 23 | 12 | 35 | 10 | 20 | 30 |
| Area V | 111 | 47 | 158 | 107 | 36 | 143 | 53 | 51 | 104 |

Jefferson Campus

|  |  |  |  |
| --- | --- | --- | --- |
|  | Fall | Spring | Summer |
| Course Offerings | Traditional | Internet | Total | Traditional | Internet | Total | Traditional | Internet | Total |
| Area I | 8 | 4 | 12 | 24 | 12 | 36 | 11 | 8 | 19 |
| Area II | 39 | 24 | 63 | 31 | 26 | 57 | 27 | 21 | 48 |
| Area III | 28 | 13 | 41 | 32 | 13 | 45 | 24 | 13 | 37 |
| Area IV | 38 | 8 | 46 | 42 | 15 | 54 | 20 | 8 | 28 |
| Area V | 177 | 58 | 235 | 161 | 69 | 230 | 87 | 46 | 133 |

Shelby Campus

|  |  |  |  |
| --- | --- | --- | --- |
|  | Fall | Spring | Summer |
| Course Offerings | Traditional | Internet | Total | Traditional | Internet | Total | Traditional | Internet | Total |
| Area I | 3 | 0 | 3 | 9 | 0 | 9 | 2 | 0 | 2 |
| Area II | 9 | 0 | 9 | 12 | 0 | 12 | 2 | 0 | 2 |
| Area III | 5 | 1 | 6 | 4 | 2 | 6 | 2 | 3 | 5 |
| Area IV | 9 | 1 | 10 | 12 | 0 | 12 | 2 | 2 | 4 |
| Area V | 48 | 2 | 50 | 47 | 2 | 49 | 10 | 6 | 16 |

Pell City Campus

|  |  |  |  |
| --- | --- | --- | --- |
|  | Fall | Spring | Summer |
| Course Offerings | Traditional | Internet | Total | Traditional | Internet | Total | Traditional | Internet | Total |
| Area I | 1 | 1 | 2 | 8 | 1 | 9 | 1 | 0 | 1 |
| Area II | 8 | 1 | 9 | 11 | 0 | 11 | 2 | 0 | 2 |
| Area III | 5 | 0 | 5 | 7 | 0 | 7 | 2 | 1 | 3 |
| Area IV | 7 | 1 | 8 | 10 | 0 | 10 | 1 | 0 | 1 |
| Area V | 44 | 2 | 46 | 47 | 1 | 48 | 10 | 1 | 11 |

Clanton Campus

|  |  |  |  |
| --- | --- | --- | --- |
|  | Fall | Spring | Summer |
| Course Offerings | Traditional | Internet | Total | Traditional | Internet | Total | Traditional | Internet | Total |
| Area I | 21 | 0 | 21 | 22 | 0 | 22 | 0 | 0 | 0 |
| Area II | 6 | 0 | 6 | 4 | 0 | 4 | 0 | 0 | 0 |
| Area III | 2 | 0 | 2 | 1 | 0 | 1 | 0 | 0 | 0 |
| Area IV | 5 | 0 | 5 | 16 | 0 | 16 | 0 | 0 | 0 |
| Area V | 45 | 0 | 45 | 43 | 0 | 43 | 0 | 0 | 0 |

Dual Enrollment*\*Traditional classes include Web Required, Hybrid/Blended Courses and Video Conference Courses*

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| **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. |

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| **Institution** | **Period Covered** | **Average GPA for JSCC Students** | **Average GPA for all Alabama Two-Year College Students** |
| University of Alabama | Summer 2015-Spring 2016 | 3.02 | 2.97 |
| Auburn University | N/A | N/A | N/A |
| University of Alabama in Huntsville | N/A | N/A | N/A |
| University of AlabamaIn Birmingham | Summer 2015-Spring 2016 | 2.68 | 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. |

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| **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 have the opportunity to 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)

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| Number of AA and AS Degrees Conferred |
|  | Summer 2015-Spring 2016 | Fall 2016–Summer 2017 |
| AA Degree | 127 | 119 |
| AS Degree | 207 | 220 |

 | 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. |

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| **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 2016-summer 2017 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 2016-summer 2017 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. |

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| **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.  |

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| **Number of AAS Degrees and Certificates Conferred** |
|  | **Summer 2015-Spring 2016** | **Summer 2016–Spring 2017** |
| AAS Degree | 586 | 518 |
| Certificates | 513 | 451 |

 | 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.  |

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| **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 2016-summer 2017 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 2016 and spring 2017 semesters.
* RDG 085 was offered during the summer 2017 term at the Jefferson, Shelby and Clanton Campuses but was not offered at the Pell City Campus due to low enrollment concerns.
* RDG 085 was offered during the summer 2016 term at the Jefferson and Shelby Campuses but was not offered at the Clanton or Pell City Campuses due to low enrollment concerns.
* 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 2016, Spring 2017 and Summer 2017 are shown in the chart that follows (page 32.) | 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 addressing placement and instruction in MTH 090, MTH 098 and MTH 100 in its Quality Enhancement Plan.  Under QEP plan which is approved by SACS, the college offers MTH 098S and 100S. The students selected within ±5 points range of qualifying placement scores for MTH 090, 098 and 100. In this program, Emporium method of delivery is used to improve students’ skills and help them to move more quickly through their curriculum. The college also offered the “BOOST” program in remediation during summer term of 2017 and plans to expand on that. |

**ART 100 Course Student Learning Outcomes & Assessment Plan 2016-2017**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 questions on the final exam.  | 70% of students will use visual clues to correctly situate a work of art into its category. | **Fall 2016****College Summary****10 sections****254/306 = 83% successful****Jefferson: 2 sections**65/71 = 92%**Shelby: 5 sections**149/174 = 86%**Pell City: 3 sections**40/61 = 66% | This overall goal was met for the 2016-2017 academic year. However, PC did not meet the goal for this objective. Communication must be improved among JSCC Art 100 sites by making sure that information regarding the assessment for this object is shared with all JSCC (Art 100) instructors. Instructors may also share best practices for teaching methods for this objective and others.   |
| **Spring 2017****College Summary****11 sections****253/311 = 81% successful****Campus Summary**Jefferson: 4 sections102/125 = 81%Shelby: 4 sections133/157 = 85%Pell City: 3 sections18/29 = 62% |
| **2016-2017 Academic Year****College Summary****21 sections****507/617 = 82%****Campus Summary**Jefferson: 167/196 = 85%Shelby: 282/331 = 85%Pell City: 58/90 = 65% |
| 2. The student will use art terms to describe the intentions and motivations of artists from different time periods  | Embedded questions on the final exam.  | 70% of students will use terms correctly to describe the intentions and motivations of artists.  | **Fall 2016****College Summary****10 sections****246/306 = 80%** **Campus Summary**Jefferson: 2 sections50/71 = 72%Shelby: 4 sections156/174 = 90%Pell City: 3 sections40/61 = 66% |  This overall goal was met for the 2016-2017 academic year. However, PC did not meet the goal for this objective. The Jefferson campus did not meet this goal in Spring 2017. A new textbook was adopted during this semester. Content delivery (using new textbook) was aligned to the course objectives and SLOs. Continue to make adjustments of content delivery to meet goals for this objective.  |
| **Spring 2017****College Summary****11 sections****247/311 = 79% successful****Campus Summary**Jefferson: 4 sections90/125 = 65%Shelby: 4 sections139/157 = 89%Pell City: 3 Sections18/29 = 62% |
| **2016-2017 Academic Year****College Summary****21 sections****494/617 = 80%** **Campus Summary**Jefferson: 140/196 = 71%Shelby: 295/331 = 89%Pell City: 58/90 = 67% |
| 3. The student will recognize the use and influence of fine art on popular culture and advertising  | Embedded test questions on final exam | 70% of students will correctly recognize and identify the influence of fine art on popular culture and advertising.  | **Fall 2016****College Summary****10 sections****235/306 = 77%****Campus Summary**Jefferson: 2 sections34/71 = 48%Shelby: 5 sections161/174 = 93%Pell City: 3 sections40/61 = 66% | This overall goal was met for the 2016-2017 academic year. However, only one site met the goal for this objective. Assessment questions were revised in Spring 2016 and there was some improvement in the assessment results. Revisions to the assessment regarding rewording and validity will continue. |
| **Spring 2016****College Summary****11 sections****246/311 = 79%** **Campus Summary**Jefferson: 4 sections81/125 = 65%Shelby: 4 sections147/157 = 94%Pell City: 3 sections18/29 = 62% |
| **2016-2017 Academic Year****College Summary****21 Sections****481/617 = 78%****Campus Summary**Jefferson: 115/196 = 59%Shelby: 308/331 = 93%Pell City: 58/90 = 64% |
| 4. The student will understand the cultural significance of art and visual expression on the development of our modern society  | Embedded test questions on final exam | 70% of students will identify the cultural significance of art and visual expression on the development of modern society.  | **Fall 2016****College Summary****10 sections****229/295 = 78%** **Campus Summary** Jefferson: 2 sections31/60 = 35%Shelby: 5 sections158/174 = 91%Pell City: 3 sections40/61 = 66% | This overall goal was met for the 2016-2017 academic year. However, lowest performance was shown in meeting this objective. Three areas will be adopted to improve results for this objective: 1) Encourage instructors to spend more teaching time on this objective. 2) Encourage assessment of the objective prior to final assessment and reteach if results warrant it 3) Continue to revise assessment and add more digital images to accompany questions for this objective.  |
| **Spring 2017****College Summary****11 sections****226/311 = 73%** **Campus Summary**Jefferson: 4 sections63/125 = 50%Shelby: 4 sections145/157 = 92%Pell City: 3 sections18/29 = 62% |
| **2016-2017 Academic Year****College Summary****455/606 = 75%****Campus Summary**Jefferson: 94/185 = 51%Shelby: 303/331 = 92%Pell City: 58/90 = 64% |

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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 Objective1. The student will demonstrate effective reading, writing, and speaking skills. 2. The student will demonstrate ability to apply reasoning and logic to assess ideas and situations, support positions, draw conclusions, and solve problems.3. The student will demonstrate ability to identify, analyze, organize, and synthesize credible resources in a manner that respects intellectual property.Transfer/General Studies Division Outcomes1. Provide transferable general education courses that prepare students to succeed in upper level programs of study. 2. Provide transferable general education courses that fulfill the general studies requirements of the college’s Associate in Science, Associate in Arts, and  Associate in Applied Science degrees.3. Provide developmental mathematics and English courses that prepare students to succeed in freshman-level courses.Communications Department Level Outcomes1. Provide quality instruction in developmental and transferable courses through emphasis on continued training and professional development for faculty.
2. Prepare students to continue their education at four-year institutions or to enter the workforce.
3. Offer courses that allow students to develop communication skills and knowledge for personal enrichment or for job advancement.

Course Outcomes AssessedStudents will:* **Write a unified, specific thesis.**
* **Write an essay with a unified and clear organization.**
* **Students will correctly integrate primary and secondary sources into an essay.**
 |
| **Intended Outcomes** | **Means of Assessment** | **Criteria for Success** | **Summary & Analysis of Assessment Evidence** | **Use of Results** |
| SLO 1: The student will write a unified, specific thesis. | Evaluation 1: Essay with a thesis that carefully directs the ideas of the paper and accurately predicts the structure of the paper. Rubric attached. | Eval 1:  70% of students’ essays meet a Satisfactory evaluation on the rubric | Fall 2016 – Summer 2017: Number of Students Assessed650 and 632 Students assessed/33 sections 504/633 students fulfilled this outcome on the beginning paper. (80%)550/624 students fulfilled this outcome on the ending paper. (88%)Yearly Campus SummaryNumber of Students AssessedShelby (13 sections): 211/214 (77%) 223/255 (87%)Jefferson (9 sections): 102/133 (77%) 130/160 (81%)Clanton (7 sections): 118/142 (83%) 119/127 (94%)Pell City (3 sections): 48/58 (83%) 53/57 (93%)Dual Enrollment Off-Campus (1 sections): 25/25 (100%)25/25 (100%) | This SLO was the old second SLO from our last 3-year cycle. The numbers raised 6% in the first paper and 4% on the ending paper assessment from last year. Use of new open source texts and continued instructor workshops help tweak the development of a strong thesis. It is also very encouraging to see the student success rate from the first to the last paper here – in just this year, there was an 8% improvement illustrating an upward movement in student success. Each campus reports a growth in student success at between a 4-11% change for the better. |
| SLO 2: Students will write an essay with a unified and clear organization. | Evaluation 2: Essay that begins with an introductory paragraph that engages the reader, creates a bridge to the main idea, and contains the thesis sentence. The essay will have body paragraphs that have a clear topic sentence, show unity in ideas (one main idea and focus), show coherence of ideas (transitions, logical order), and use appropriate evidence in support of the main idea. The essay will have a concluding paragraph that reaffirms main points, but is not too redundant and ties the paper together with a thought provoking ending.Rubric attached. | Eval 2:70% of students’ essays meet a Satisfactory evaluation on the rubric | Fall 2016-Summer 2017: Number of Students Assessed650 and 632 Students assessed/33 sections 483/632 students fulfilled this outcome on the beginning paper. (76%)521/608 students fulfilled this outcome on the ending paper. (86%)Yearly Campus SummaryNumber of Students Assessed on beginning papers and ending papers:Shelby (13 sections): 207/274 (76%) 219/255 (86%)Jefferson (9 sections): 96/133 (72%) 132/159 (83%) Clanton (7 sections): 110/142 (77%) 119/127 (94%)Pell City (3 sections): 51/58 (88%) 57/57 (89%)Dual En. Off Campus (1 sections): 21/25 (84%) 2nd Trial not Applicable | As noted in last year’s report, this SLO is now a combination of the introduction/conclusion writing and the body paragraph writing. The department felt this overall comprehensive look at the flow between all paragraphs of the paper was the best assessment venture. Since this is a new type of assessment, we will begin looking at the change in data after this year. However, the 10% change within the semester here continues to be encouraging and continues to show student movement toward success. Each campus also had a nice improvement in percent increase as well – many teachers do instructor workshops that students truly take advantage of. |
| SLO 3: Students will correctly integrate primary and secondary sources into an essay. | Evaluation 3: Essay with an ability to contextualize a work or idea that involves research and the incorporation of both primary and acceptable secondary sources, properly documented according to MLA standards.Rubric attached. | Eval 3:70% of students’ essays meet a Satisfactory evaluation on the rubric | Fall 2016-Summer 2017: Number of Students Assessed650 and 632 Students assessed/33 sections 363/493 students fulfilled this outcome on the beginning paper. (74%)441/544 students fulfilled this outcome on the ending paper. (80%)Yearly Campus SummaryNumber of Students Assessed on beginning papers and ending papers:Shelby (13 sections): 159/220 (72%) 172/217 (79%)Jefferson (8 sections): 70/121 (58%) 91/127 (72%) Clanton (7 sections): 56/68 (82%) 114/127 (90%)Pell City (3 sections): 48/59 (81%) 53/57 (93%)Dual En. Off Campus (1 sections): 22/25 (88%)2nd Trial not Applicable | This is a new SLO that the department decided to add because students were leaving both ENG 101 and 102 without proper success in using sources. This was seen in the poor performance in the literature classes, so this is now a concern and SLO point for these composition classes. Since this is a new type of assessment, we will begin looking at the change in data after this year. However, the 6% change within the semester here continues to be encouraging and continues to show student movement toward success. Each campus shows an upward percentage change from the first and last papers, so this is very encouraging. |
| **Plan submission date: September 6, 2017** | **Submitted by: Communications Department** |

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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 Objective1. The student will demonstrate effective reading, writing, and speaking skills. 2. The student will demonstrate ability to apply reasoning and logic to assess ideas and situations, support positions, draw conclusions, and solve problems.3. The student will demonstrate ability to identify, analyze, organize, and synthesize credible resources in a manner that respects intellectual property.Transfer/General Studies Division Outcomes1. Provide transferable general education courses that prepare students to succeed in upper level programs of study. 2. Provide transferable general education courses that fulfill the general studies requirements of the college’s Associate in Science, Associate in Arts, and  Associate in Applied Science degrees.3. Provide developmental mathematics and English courses that prepare students to succeed in freshman-level courses.Communications Department Level Outcomes* 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 AssessedStudents will:* **Write a unified, specific thesis.**
* **Write an essay with a unified and clear organization.**
* **Correctly integrate primary and secondary sources into an essay.**
 |
| **Intended Outcomes** | **Means of Assessment** | **Criteria for Success** | **Summary & Analysis of Assessment Evidence** | **Use of Results** |
| The student will write a unified, specific thesis. | One essay exhibits stages of composition process | At least one essay accompanied by brainstorming notes, an outline, a rough draft, and a final draft | Fall 2016 – Summer 2017:Number of Students Assessed381 and 360 Students assessed/18 sections 309/380 students fulfilled this outcome on the beginning paper. (81%)319/360 students fulfilled this outcome on the ending paper. (89%)Yearly Campus SummaryNumber of Students Assessed on beginning papers and ending papers:Shelby (9 sections): 166/199 (83%) 169/194 (87%)Jefferson (3 sections): 28/47 (60%) 29/35 (83%)Clanton (4 sections): 78/88 (89%) 79/85 (93%)Pell City (2 sections): 37/46 (80%) 42/46 (91%)  | This SLO was the old second SLO from our last 3-year cycle. Use of new open source texts and continued instructor workshops help tweak the development of a strong thesis. It is also very encouraging to see the student success rate from the first to the last paper here – in just this year, there was an 8% improvement illustrating an upward movement in student success. Overall, each campus experienced higher student growth on the final assessment. |
| The student will write an essay with a unified and clear organization. | Essay with a thesis that carefully directs the ideas of the papers and accurately predicts the structure of the papersRubric included at end of report. |  70% of students’ essays exhibit a satisfactory thesis  | Fall 2016 – Summer 2017: Number of Students Assessed381 and 360 Students assessed/18 sections 292/381 students fulfilled this outcome on the beginning paper. (77%)316/360 students fulfilled this outcome on the ending paper. (88%)Yearly Campus SummaryNumber of Students Assessed on beginning papers and ending papers:Shelby (9 sections): 156/199 (78%) 164/194 (85%)Jefferson (3 sections): 24/48 (50%) 29/35 (83%)Clanton (4 sections): 77/88 (88%) 80/85 (94%)Pell City (2 sections): 35/46 (76%) 43/46 (93%) | As noted in last year’s report, this SLO is now a combination of the introduction/conclusion writing and the body paragraph writing. The department felt this overall comprehensive look at the flow between all paragraphs of the paper was the best assessment venture. Since this is a new type of assessment, we will begin looking at the change in data after this year. However, the 11% change within the semester here continues to be encouraging and continues to show student movement toward success. Each campus experienced a growth in student success from the first to the last instance of writing here. |
| Students will correctly integrate primary and secondary sources into an essay. | Essays that have clear topic sentences, show unity in ideas (one main idea and focus), show coherence of ideas (transitions, logical order), and use appropriate evidence in support of the main ideaRubric included at end of report. | 70% of students’ essays exhibit satisfactory body paragraphs | Fall 2016 – Summer 2017: Number of Students Assessed381 and 360 Students assessed/18 sections 296/358 students fulfilled this outcome on the beginning paper. (83%)302/359 students fulfilled this outcome on the ending paper. (84%)Yearly Campus SummaryNumber of Students Assessed on beginning papers and ending papers:Shelby (9 sections): 162/199 (81%) 157/194 (81%)Jefferson (3 sections): 19/25 (76%) 24/34 (71%)Clanton (4 sections): 77/88 (88%) 77/85 (91%)Pell City (2 sections): 38/46 (83%) 44/46 (96%) | This is a new SLO that the department decided to add because students were leaving both ENG 101 and 102 without proper success in using sources. This was seen in the poor performance in the literature classes, so this is now a concern and SLO point for these composition classes. Since this is a new type of assessment, we will begin looking at the change in data after this year. However, the 1% change within the semester here, even though a small change, continues to be encouraging and continues to show student movement toward success. Although one campus experienced a drop in achievement, this SLO is one that the English department has been trying to help students with the most. This will be a work in progress and it will be a true test for instructors to continue to raise the bar when helping students understand how to use sources properly. |
| **Plan submission date: September 6, 2017** | **Submitted by: Communications Department** |

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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 Objective1. The student will demonstrate effective reading, writing, and speaking skills. 2. The student will demonstrate ability to apply reasoning and logic to assess ideas and situations, support positions, draw conclusions, and solve problems.3. The student will demonstrate ability to identify, analyze, organize, and synthesize credible resources in a manner that respects intellectual property.Transfer/General Studies Division Outcomes1. Provide transferable general education courses that prepare students to succeed in upper level programs of study. 2. Provide transferable general education courses that fulfill the general studies requirements of the college’s Associate in Science, Associate in Arts, and  Associate in Applied Science degrees.3. Provide developmental mathematics and English courses that prepare students to succeed in freshman-level courses.Communications Department Level Outcomes* 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 AssessedStudents will:* identify characteristics of literary periods, cultural conditions of the writers and times, historical forces, philosophical movements, and key terms for genres of literature and literary movements.
* will analyze major works of prose and poetry, using literary terms and tracing connections between contemporary society and the cultural movements and philosophical issues of the literary period, as well as demonstrating literary scholarship in relation to primary literary works by locating valid secondary sources and correctly integrating these sources.
 |
| **Intended Outcomes** | **Means of Assessment** | **Criteria for Success** | **Summary & Analysis of Assessment Evidence** | **Use of Results** |
| 1. The student will identify characteristics of literary periods, cultural conditions of the writers and times, historical forces, philosophical movements, and key terms for genres of literature and literary movements.  | Direct: Through exam questions, the student will demonstrate the cognitive skills to identify the following:1. Characteristics of the literary periods
2. Cultural conditions of the writers and times
3. Historical forces
4. Philosophical movements
5. Key terms for genres of literature and literary movements.
 | 70% of students will demonstrate a proficiency level of 70% on specified multiple choice, true/false, identification, matching or fill-in-the- blank exam questions that measure the five characteristics listed. Instructor will provide assessment questions used with this assessment form (Recommended number of questions either 10 or 20: 7/10 or 14/20 = 70% proficiency). | Fall 2016-Summer 2017:Number of Students Assessed261 Students/10 Sections220/256 students met this objective (86%)Yearly Campus SummaryNumber of Students Assessed:Shelby (4 sections): 93/104 (89%)Jefferson (4 sections): 111/129 (86%)Clanton (1 section): 5/11 (45%)Pell City (1 sections): 11/12 (92%) | This SLO is new this year and is being assessed through a testing method instead of within a paper. Each instructor submits his or her test questions with his or her report so that the SLO committee can review the consistency in questions here. Since this is a new SLO and assessment method, we will be able to comment more on the improvement or lack of improvement after this first year. This is a rise of 1% from last year’s success rate, but the comparison is not consistent because of the differing assessment method. The outlier here noted the use of more difficult fill-in-the-blank questions than were used for assessment with other instructors in this area. More emphasis was put on specific historical and genre terms in the following semesters in different literature classes. |
| **2.** The student will analyze major works of prose and poetry, using literary terms and tracing connections between contemporary society and the cultural movements and philosophical issues of the literary period, as well as demonstrating literary scholarship in relation to primary literary works by locating valid secondary sources and correctly integrating these sources. | Direct: In their essays, students will be able to do the following:1. Analyze and contextualize a work of literature from the period in its historical, cultural and philosophical background
2. Compare/contrast the literature of an historical period to contemporary American culture
3. Locate relevant and effective secondary sources
4. Build an argument correctly integrating and documenting both primary and secondary sources in MLA style.
 |  70% of students will demonstrate at least a “Satisfactory” level achievement based on sample rubric below. | Fall 2016-Summer 2017:Number of Students Assessed261 Students/10 Sections210/255 students met this objective (82%)Yearly Campus SummaryNumber of Students Assessed:Shelby (4 sections): 87/103 (84%)Jefferson (4 sections): 105/130 (81%)Clanton (1 section): 8/11 (73%)Pell City (1 sections): 10/11 (91%) | Since this is a new SLO and assessment method, we will be able to comment more on the improvement or lack of improvement after this first year. This is a rise of 3% from last year’s data collection, but the comparison is not consistent because of the differing rubric. The variance from campus to campus was due to size difference in classes. The two campuses that have similar amounts of assessments also have the larger number of students assessed by a more diverse group of instructors. |
| **Plan Submission Date: September 6, 2017** | **Submitted By: Communications Department** |

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| **Program:** | **Transfer/General Studies, Speech**  | **Assessment period:** | **2016-2017 Annual Summary** |
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| **Program or Department Mission:**  |

The mission of the Communications Department is to develop in students a desire for excellence in scholarship, an ability to communicate effectively and an appreciation for the humanities. The department endorses the college's Mission Statement and strives to uphold its commitment to learning. |

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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 2016-Summer 2017 152/164, 93% of students assessed presented effective persuasive speeches according to the rubric criteria.Yearly Campus Summary Number of Students Assessed: Shelby (5 sections): 79/82, 96%Jefferson (3 sections): 45/47, 96%Pell City (2 sections): 28/35, 80%Clanton: This SLO was not assessed.Dual Enrollment: This SLO was not assessedTotal 152/164, 93% | As noted in the program review, SPH 106 students have been successful in meeting the learning outcomes when assessed independently; therefore, the persuasive speech will be assessed for overall effectiveness. The rubric was revised to assess the persuasive speech presentation for overall effectiveness, including extemporaneous delivery, organization, rhetorical strategies, research and support, and audience adaptation.A combination of reading, lecture, chapter activities, quizzes, and group discussion is utilized in all sections. Instructors have students critique sample speeches for quality of various aspects of speech organization and delivery. Emphasis is placed on the process of developing speeches in stages. Audience analysis is encouraged. Exercises are used to reduce student anxiety, including use of group and/or individual oral presentation study/practice sessions. 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. Peer and/or instructor reviews will be utilized earlier during the preparation process. MLA format is used in some sections; APA in others.Achievement for this SLO was fairly high. Attendance was noted as an issue for some. Additional sections will be assessed going forward. The department chair will ensure that all instructors are assessing the same set of SLOs. |
| 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 2016-Summer 2017168/213, 79% of students assessed demonstrated effective use of supporting material in a prepared speech.Yearly Campus Summary Number of Students Assessed: Shelby (5 sections): 67/81, 83%Jefferson (3 sections) 40/47, 85%Pell City (2 sections): 27/35, 77%Clanton (2 sections): 23/33, 70%Dual Enrollment: 11/17, 65%Total 168/213, 79% | Use of support was identified as an area of weakness, so the department wanted to focus on this aspect. To address problem areas, our SLO #3 from the previous assessment cycle was broadened to include use of supporting material in a prepared speech, including quality of sources (source credibility), quantity of sources, oral citations, and use of presentational aids.  A rubric is used to assess these aspects individually.To emphasize effective use of support, instructors show sample speech videos and have students analyze and discuss the use of supporting material. Analysis of source citation in example speeches is included. Examples of oral citations (written and in sample speeches) are included in traditional, hybrid, and internet courses. Instructors also use practice oral citation exercises in class. Review (instructor and/or peer review) of speech drafts is helpful in identifying weak areas of planned oral citations. 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. The library video on research and plagiarism will be utilized in all sections.Nearly all locations were at or above 70%. Attendance was noted as a factor. Sample sizes are small. Going forward, additional sections will be assessed.  |
| **Plan submission date: 10/3/2017** | **Submitted by: Connie Caskey** |

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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.
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| **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 2016-Summer 2017237/275, 86% of students assessed presented effective persuasive speeches according to the criteria in the rubric.Yearly Campus Summary Number of Students Assessed: Shelby (11 sections): 169/195, 87%Jefferson (4 sections): 59/69, 86%Pell City (1 section): 9/11, 82%Clanton: This SLO was not assessed.Dual Enrollment: This SLO was not assessed.Total 237/275, 86% | As noted in the program review, SPH 107 students demonstrated satisfactory delivery and utilized rhetorical strategies effectively as instructors have improved pedagogy and assessment in this area; therefore, the SLOs from the previous assessment cycle were combined to examine the persuasive speech more holistically for overall effectiveness. Students will demonstrate competence with extemporaneous delivery, organization, rhetorical strategies, research and support, and audience adaptation.  Lecture and practical application are balanced. Discussion and analysis of sample student speeches and outlines continues to be effective in traditional, hybrid, and online classes. Discussing example speech outlines as well as instructor and/or peer review of outlines also helps. Rubrics are distributed along with assignment instructions so students are aware of expectations and grading/assessment criteria in advance. Peer reviews may be conducted at various stages in the preparation process. Students can review outlines, and they can rehearse together as well. Online discussions concerning delivery and use of support are being included. The topic of plagiarism is also being discussed. Achievement for this SLO was fairly high. Larger samples are needed for some locations. Additional sections will be assessed going forward. The department chair will ensure that all instructors assess the same set of SLOs. |
| 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 2016-Summer 2017254/333, 76% of students assessed demonstrated effective use of supporting material in a prepared speech.Yearly Campus Summary Number of Students Assessed: Shelby (11 sections): 149/194, 77%Jefferson (4 sections): 52/69, 75%Pell City (1 section): 8/11, 72%Clanton (2 sections): 29/41, 71%Dual Enrollment (1 section): 16/18, 89%Total 254/333, 76% | To address problem areas, we broadened our SLO #3: Students will use supporting material effectively in a prepared speech to examine quality of sources (credible sources), quantity of sources, oral citations, and presentational aids.  A rubric is used to assess these aspects individually and collectively.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 included more detail concerning use of supporting material in the assignment instructions. During the program review process, the department met to discuss the program review, share pedagogical strategies and concerns, reflect on current teaching and assessment practices, and examine how source citations are weighted in the rubric.Instructors use example speeches in class for analysis and discussion of supporting materials. Lessons on research and support have been extended. Proper use of sources is emphasized in assignment instructions with detailed explanation of expectations. Speech outlines are reviewed for quality of sources, quantity of sources, and appropriate citation of sources. A source review assignment is also utilized. The video provided by the library on research and plagiarism is also helpful for addressing these concerns. The librarian has organized several resources for our speech students. Oral citations will be emphasized when discussing examples and preparing speeches, and oral citation workshops may be utilized. Attendance continues to be an issue. |
| **Plan submission date: 10/3/2017** | **Submitted by: Connie Caskey** |

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| jscc logo | **Assessment Record** |

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| **Program:** | **Computer Information Systems** |  **Assessment period:** | **2016-2017** |

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| **Program or Department Mission:**  |

* Provide all students access to quality educational opportunities and experiences that will meet the needs of an ever-changing and increasingly demanding technological society.
* Provide career and professional degree programs that prepare students for immediate employment in the computer science field.
* Provide courses that help those already employed acquire specialized skills needed due to technological advances or for job advancement.
* Provide our degree-seeking students and professionals desiring to update their skills with the opportunity to learn and/or enhance computer skills necessary for employment/advancement in local businesses and the computing industry.
* Serve other members of the community desiring computer skills for personal enrichment.
* Make available to our service area quality instruction in computer software applications, computer networking, computer programming and web technologies.
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| **Instructional Program Outcomes & Assessment Plan CIS** Program Level Student Learning Outcomes* Graduates returning surveys will report satisfaction with Computer Information Systems Program.
* Graduates returning surveys indicate employment in the field or current enrollment in a 4 year degree program.
* Students will demonstrate knowledge of basic computer hardware, software, network and program problem solving.
* Students will be able to analyze and develop programming solutions using:
	+ Programming Languages
	+ Desktop Applications
	+ Networking solutions
	+ Web based solutions
* Students will demonstrate program proficiency (All options)
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| **Instructional Program Outcomes & Assessment Plan** |
| **Intended Outcomes** | **Means of Assessment** | **Criteria for Success** | **Summary & Analysis of Assessment Evidence** | **Use of Results** |
| Graduates returning surveys will report satisfaction with Computer Information Systems Program. | IRIR Cohort Survey | 60% Express Satisfaction with Degree Program | Of the 5 survey respondents, 3 expressed somewhat to very satisfied with the program. (60%) | Student surveys are administered by IRIR. No Individual or Semester breakdown available from IRIR survey.A better survey response is necessary before any inference can be made about the effectiveness of our programs. |
| Graduates returning surveys indicate employment in the field or current enrollment in a 4 year degree program. | IRIR Cohort Survey | 70% will be employed or enrolled in a four year degree program. | Summer 2016, Fall 2016, Spring 2017 Graduates

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| Total AAS  | 27 |
| Surveys | 5 |
| In Field | 3 |
| Out Field | ? |
| Cont Ed | ? |

  | Student surveys are administered by IRIR. No Individual or Semester breakdown available from IRIR survey.A better survey response is necessary before any inference can be made about the effectiveness of our programs. |
| **Submission date: 10/22/2017**  | **Submitted by: Alan Cook** |

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| jscc logo | **Assessment Record** |
| **Program:** | **Computer Information Systems** |  **Assessment period:** | **2016-2017** |

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| **Instructional Program Student Learning Outcomes & Assessment Plan** |
| **Intended Outcomes** | **Means of Assessment** | **Criteria for Success** | **Summary & Analysis of Assessment Evidence** | **Use of Results** |
| Students will demonstrate knowledge of basic computer hardware, software, network and program problem solving. | **CIS 146:**Demonstrate the use of a spreadsheet using MS Excel | 70% of students enrolled in CIS 146 will successfully demonstrate the ability of creating and using an Excel spreadsheet (SLO 2) | Fall 2016- Summer 2017

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| CIS 146 SLO 2 | Sections | Complete | Attempt | LEVEL 2 % |
| Fall 2016 | 4/8 | 42 | 59 | 71 |
| Spring 2017 | 7/8 | 79 | 105 | 75 |
| Summer2017 | 4/4 | 42 | 52 | 81 |
| Jefferson | 15/20 | 163 | 216 | 75 |
| Fall 2016 | 3/9 | 49 | 60 | 82 |
| Spring 2017 | 2/7 | 30 | 47 | 64 |
| Summer2017 | 0/4 | 0 | 0 | 0 |
| Shelby  | 5/20 | 79 | 107 | 74 |
| Fall 2016 | 0/1 |  |  |  |
| St Clair | 0/1 |  |  |  |
| Fall 2016 | 0/1 |  |  |  |
| Clanton | 0/1 |  |  |  |
| Total | 20/40 | 242 | 323 | 75 |

 | Not all sections are reporting SLO data.Sections column indicates Reporting/Total.There were 40 sections Total and 20 reporting SLO data.Core courses are adequately preparing CIS students for each program. |

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|  | **Assessment Record**jscc logo |

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| **Program:** | **Mathematics, Engineering, Physical Sciences** |  **Assessment period:** | **Fall 2016 – Spring 2017** |

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| **Program or Department Mission:**  |

The Department of Mathematics/Engineering/Physical Sciences offers a broad range of courses that service the career programs of the college and that will transfer to baccalaureate degree granting institutions. The department also offers developmental mathematics courses to prepare students for college level mathematics. |

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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 expressions2. Find the equation of a line given appropriate information.3. Perform operations with rational expressions4. 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 1The 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  | **Fall Semester:**Level 4: 12/41=56.1% (Jefferson)58/75=77.3% (Pell City)64/126 = 50.8% (Shelby)57/79 = 72.2 (Clanton)Level 3: 6/41=14.6% (Jefferson)6/75= 8% (Pell City) 14/126 = 11% (Shelby)10/79 = 12.7% (Clanton)Level 2:  11/41=26.8%(Jefferson)1/75 = 1.3% (Pell City)19/126 = 15.1%(Shelby)8/79 = 10.1% (Clanton)Level 1: 7/41 = 17.1% (Jefferson)6/75= 8% (Pell City)15/126 = 11.9% (Shelby)2/79 = 2.5% (Clanton)Level 0: 5/41 = 12% (Jefferson)4/75=5.3% (Pell City)14/126= 11.1% (Shelby)2/79= 2.5% (Clanton)**Fall totals at rubric level 2 or higher:** 70.7%(Jefferson)86.6% (Pell City)77.0% (Shelby)94.9% (Clanton)**Fall total at rubric level 2 or higher (college-wide):**266/321=82.9%**Spring Semester:**Level 4:27/89 = 30.3% (Jefferson)32/46= 69.6% (Pell City)85/179 = 47.5% (Shelby)46/91 = 50.5% (Clanton)Level 3: 14/89= 15.7% (Jefferson)3/46 = 6.5% (Pell City)19/179 = 10.6% (Shelby)10/91 = 11.0% (Clanton)Level 2:30/89 = 33.7% (Jefferson)6/46=13% (Pell City)16/179 =8.9% (Shelby)21/91 = 23.1% (Clanton)Level 1: 6/89=6.7% (Jefferson)4/46 = 8.7% (Pell City)43/179 = 24.0% (Shelby)8/91 = 8.8% (Clanton)Level 0: 12/89 = 13.5% (Jefferson)1/46=2.2% (Pell City)16/179 =8.9% (Shelby)6/91 = 6.6% (Clanton)**Spring totals at rubric level 2 or higher:** 79.7% (Jefferson)89.1% (Pell City)67.0% (Shelby)84.6% (Clanton)**Spring total at rubric level 2 or higher:**309/405=76.3% | **Annual campus-wide total at rubric level 2 or higher:****575/726 = 79.2%**There was a slight decrease in the rate of success of 2.4% compared to 2015-2016 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 2The student will demonstrate his/her understanding of algebraic manipulations, interpretations, and computations by being able to find the equation of a line when given appropriate information | Rubric based assessment of related common final exam problems | 70% of students learning at a rubric level of 2 or higher  | **Fall Semester:**Level 4: 21/41=51.2% (Jefferson)22/75=29.3% (Pell City) 57/126 = 45.2% (Shelby)35/79=44.3% (Clanton)Level 3: 4/41=9.8% (Jefferson)20/75= 26.7% (Pell City)23/126 =18.3% (Shelby)7/79 = 8.9% (Clanton)Level 2: 8/41=19.5% (Jefferson)16/75 = 21.3% (Pell City)17/126 = 13.5% (Shelby)29/79 = 36.7% (Clanton)Level 1: 5/41=12.2% (Jefferson)13/75= 17.3% (Pell City)19/126 =15.1% (Shelby)6/79 = 7.6% (Clanton)Level 0: 3/41=7.3% (Jefferson)4/75 = 5.3% (Pell City)10/126 = 7.9% (Shelby)2/79 = 2.5% (Clanton)**Fall totals at rubric level 2 or higher:** 80.5% (Jefferson)77.3% (Pell City)77.0% (Shelby)90.0% (Clanton)**Fall total college-wide at rubric level 2 or higher:**259/321 = 80.7%**Spring Semester:**Level 4:23/89=25.8% (Jefferson)8/46=17.4% (Pell City)73/179 = 40.8% (Shelby)37/91 = 40.7% (Clanton)Level 3: 24/89=27% (Jefferson)19/46=41.3% (Pell City)18/179=10.1% (Shelby)15/91= 16.5% (Clanton)Level 2: 19/89=21.3 (Jefferson)5/46=11.9% (Pell City)39/179 = 21.8% (Shelby)24/91 = 26.4% (Clanton)Level 1: 19/89=21.3 (Jefferson)13/46=28.3% (Pell City)38/179 = 21.2% (Shelby)14/91 = 15.4% (Clanton)Level 0: 4/89=4.5% (Jefferson)1/46= 1.3% (Pell City)11/179 = 6.1% (Shelby)1/91 = 1.1% (Clanton)**Spring totals at rubric level 2 or higher:** 74.2% (Jefferson)69.6% (Pell City)72.6% (Shelby)83.5% (Clanton)**Spring total campus-wide at rubric level 2 or higher:**304/405=75.1% | **Annual campus-wide total at rubric level 2 or higher:**563/726 = 77.5%There was a significant increase in the rate of success of 4.2 % compared to 2015-2016.It should be noted that this overall increase was especially significant in the fall semester (up from 73.3% last year to 80.7%). 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 3The 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  | **Fall Semester:**Level 4: 15/41=36.6% (Jefferson)42/75 = 56% (Pell City)48/126 = 38.1% (Shelby)21/79= 26.6% (Clanton)Level 3: 10/41=24.4% (Jefferson)4/75= 5.3% (Pell City)19/126 = 15.1% (Shelby)25/79 = 31.6% (Clanton)Level 2: 10/41=24.4(Jefferson)4/75=5.3% (Pell City)16/126 = 12.7% (Shelby)27/79 = 34.2% (Clanton)Level 1: 5/41=12.2(Jefferson)25/75 = 33.3% (Pell City)37/126 = 29.4% (Shelby)3/79 = 3.8% (Clanton)Level 0: 1/41=2.4% (Jefferson)0/75 = 0% (Pell City)6/126 = 4.8% (Shelby)3/79 = 3.8% (Clanton)**Fall totals at rubric level 2 or higher:** 85.4% (Jefferson)66.7% (Pell City)65.9% (Shelby)92.4% (Clanton)**Fall total campus-wide at rubric level 2 or higher:**241/321 = 75.1 %**Spring Semester:**Level 4:31/90=34.43% (Jefferson)23/46 = 50% (Pell City)84/179 = 46.9% (Shelby)18/91 = 19.8% (Clanton)Level 3: 25/90=27.8% (Jefferson)7/46 = 15.2% (Pell City)29/179 = 16.2% (Shelby)29/91 = 31.9% (Clanton)Level 2: 23/90=25.6 (Jefferson)1/46 = 2.7% (Pell City)17/179 = 9.5% (Shelby)17/91 = 18.7% (Clanton)Level 1: 8/90=8.9% (Jefferson)13/46 = 28.3% (Pell City)38/179 = 21.2% (Shelby)19/91 = 20.9% (Clanton)Level 0: 3/90 = 3.3% (Jefferson)2/46=4.3% (Pell City)11/179 = 6.1% (Shelby)8/91 = 8.8% (Clanton)**Spring totals at rubric level 2 or higher:** 87.8% (Jefferson)67.4 (Pell City)72.6% (Shelby)70.4% (Clanton)**Spring total campus-wide at rubric level 2 or higher:**304/406 = 74.9% | **Annual campus-wide total at rubric level 2 or higher:**545/727 = 75.0%There was a significant decrease in the rate of success of 7.4% in the fall semester compared to 2015-2017. However, the decrease in the rate of success was much less (down only 2%). This objective continues to be a challenge to most students although the success rate has 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 4The 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  | **Fall Semester:**Level 4: 23/41=56.1% (Jefferson)11/75=14.7% (Pell City)44/126 = 34.9% (Shelby)21/79 = 26.6% (Clanton)Level 3: 7/41= 17.1% (Jefferson)25/75 = 33.3% (Pell City)24/126 = 19.0% (Shelby)31/79 = 39.2% (Clanton)Level 2: 6/41 = 12.2% (Jefferson)9/75 = 12%(Pell City)18/126 = 14.3% (Shelby)22/79 = 27.8% (Clanton)Level 1: 2/41= 4.9% (Jefferson)20/75= 26.7% (Pell City)34/126 = 27.0% (Shelby)2/79 = 2.5% (Clanton)Level 0: 4/41 = 9.8% (Jefferson)10/75 = 13.3% (Pell City)6/126 = 4.8% (Shelby)3/79 = 3.8% (Clanton)**Fall totals at rubric level 2 or higher:** 85.4% (Jefferson)62.3% (Pell City)68.2% (Shelby)93.6% (Clanton)**Fall total at rubric level 2 or higher:**241/321 = 75.1%**Spring Semester:**Level 4:24/87=27.6% (Jefferson)4/55 = 7.3% (Pell City)86/179 = 48.0% (Shelby)28/91 = 30.8% (Clanton)Level 3: 22/87 = 25.3% (Jefferson)10/55 = 18.2% (Pell City)18/179 = 10.1% (Shelby)29/91 = 31.9% (Clanton)Level 2: 20/87= 23% (Jefferson)5/55 = 9.1% (Pell City)24/179 = 13.4% (Shelby)25/91 = 27.5% (Clanton)Level 1: 13/87= 14.9 (Jefferson)22/55 = 40.0% (Pell City)42/179 = 23.5% (Shelby)6/91 = 6.6% (Clanton)Level 0: 8/87=9.2% (Jefferson)14/55 = 25.5% (Pell City)9/179 = 5.0% (Shelby)3/91 = 3.3% (Clanton)**Spring totals at rubric level 2 or higher:** 80.3% (Jefferson)54.32% (Pell City)71.5% (Shelby)90.2% (Clanton)**Spring total campus-wide at rubric level 2 or higher:**295/412 = 71.6% | **Annual campus-wide total at rubric level 2 or higher:**536/733 = 71.6%There was a significant decrease in the rate of success in the fall semester as compared to last fall (down from 82% to 75.1%) However, a large increase was noted in the spring semester (up from 65.9% to 71.6%) which cause an overall minimal change in the annual rate of success (down 1.5%). 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: July 28, 2017** | **Submitted by: Yu-ing Hargett and Rebecca Giles** |

**Assessment Record**

**Program: Mathematics, Engineering, Physical Sciences Assessment period: Fall 2016 – Summer 2017**

**Program or Department Mission:**

The Department of Mathematics/Engineering/Physical Sciences offers a broad range of courses that service the career programs of the college and that will transfer to baccalaureate degree granting institutions. The department also offers developmental mathematics courses to prepare students for college level mathematics.

**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.

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| **Evaluated Course Objectives**The student will demonstrate knowledge of functions and their graphs by his/her ability to1. 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.
 |
| **Intended Outcomes** | **Means of Assessment** | **Criteria for Success** | **Summary & Analysis of Assessment Evidence** | **Use of Results** |
| **Assessment of Objective 1** The student willdemonstrate 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 | **Totals for Fall - Summer**Level 4:51/118 = 43.2% (Jefferson) 121/157 = 77.1% (Shelby)35/70 = 50% (Clanton) 23/59 = 39% (Pell City) 4/56 = 7.1% (Online)Level 3:17/118 = 14.4% (Jefferson) 1/157 = 0.6% (Shelby) 11/70 = 15.7% (Clanton) 16/59 = 27.1% (Pell City)24/56 = 42.9% (Online)Level 2:15/118 = 12.7% (Jefferson) 11/157 = 7% (Shelby) 8/70 = 11.4% (Clanton) 8/59 = 13.6% (Pell City) 2/56 = 3.6% (Online)Level 1:24/118 = 20.3% (Jefferson) | School Wide 75.4% (347/460)performed at Level 2 or higher.This year showed an improved performance percentage, with an increase of 4.2% over last year's percentage. Instructional methods are meeting our success goal of 70%, performing Level 2 or higher. |

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|  |  |  | 15/157 = 9.6% (Shelby) 10/70 = 14.3% (Clanton) 12/59 = 20.3% (Pell City)15/56 = 26.8% (Online)Level 0:11/118 = 9.3% (Jefferson) 9/157 = 5.7% (Shelby) 6/70 = 8.6% (Clanton) 0/59 = 0% (Pell City) 11/56 = 19.6% (Online)**Total at rubric level 2 or higher:**347/460 = 75.4% |  |
| **Assessment of Objective 2** The student willdemonstrate knowledge of functions and their graphs by his/her ability to use properties of exponents/logarithms to solve given problems. |  |  | **Totals for Fall - Summer**Level 4:33/118 = 28% (Jefferson) 105/157 = 66.9% (Shelby)21/70 = 30% (Clanton) 24/34 = 70.6% (Pell City)10/56 = 17.9% (Online)Level 3:15/118 = 12.7% (Jefferson) 5/157 = 3.2% (Shelby) 4/70 = 5.7% (Clanton) 5/34 = 14.7% (Pell City) 0/56 = 0% (Online)Level 2:27/118 = 22.9% (Jefferson) 10/157 = 6.4% (Shelby) | School Wide 71.7% (312/435)performed at level 2 or higher.Modified question this year to match the stated objective. This year showed an improved performance percentage, with an increase of 18% over last year's percentage.Instructional methods are meeting our success goal of 70%, performing Level 2 or higher. |

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|  |  |  | 28/70 = 40% (Clanton) 2/34 = 5.9% (Pell City) 23/56 = 41.1% (Online)Level 1:27/118 = 22.9% (Jefferson) 32/157 = 20.4% (Shelby) 11/70 = 15.7% (Clanton) 3/34 = 8.8% (Pell City) 11/56 = 19.6% (Online)Level 0:16/118 = 13.6% (Jefferson) 5/157 = 3.2% (Shelby) 6/70 = 8.6% (Clanton) 0/34 = 0% (Pell City) 12/56 = 21.4% (Online)**Total at rubric level 2 or higher:**312/435 = 71.7% |  |

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| **Assessment of Objective 3** The student willdemonstrate knowledge of functions and their graphs by his/her ability to find the zeros of a polynomial function. |  |  | **Totals for Fall - Summer**Level 4:22/118 = 18.6% (Jefferson) 85/157 = 54.1% (Shelby) 12/70 = 17.1% (Clanton) 27/59 = 45.8% (Pell City)5/56 = 8.9% (Online)Level 3:33/118 = 28% (Jefferson) 22/157 = 14% (Shelby) 14/70 = 20% (Clanton) 21/59 = 35.6% (Pell City)18/56 = 32.1% (Online)Level 2:24/118 = 20.3% (Jefferson) 12/157 = 7.6% (Shelby) 26/70 = 37.1% (Clanton) 5/59 = 8.5% (Pell City) 10/56 = 17.9% (Online)Level 1:24/118 = 20.3% (Jefferson) 26/157 = 16.6% (Shelby) 15/70 = 21.4% (Clanton) 6/59 = 10.2% (Pell City) 15/56 = 26.8% (Online)Level 0:15/118 = 12.7% (Jefferson) 12/157 = 7.6% (Shelby) 3/70 = 4.3% (Clanton) 0/59 = 0% (Pell City)8/56 = 14.3% (Online) | School Wide 73.0% (336/460)performed at Level 2 or higher.Modified question this year to match the stated objective. This year showed an improved performance percentage, with an increase of 4% over last year's percentage.Instructional methods are meeting our success goal of 70%, performing Level 2 or higher. |

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|  |  |  | **Total at rubric level 2 or higher:**336/460 = 73% |  |
| **Assessment of Objective 4** The student willdemonstrate 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 | **Totals for Fall - Summer**Level 4:47/118 = 39.8% (Jefferson) 113/157 = 72% (Shelby) 41/70 = 58.6% (Clanton) 40/59 = 67.8% (Pell City)15/56 = 26.8% (Online)Level 3:26/118 = 22% (Jefferson) 7/157 = 4.5% (Shelby) 4/70 = 5.7% (Clanton) 14/59 = 23.7% (Pell City)14/56 = 25% (Online)Level 2:24/118 = 20.3% (Jefferson) 15/157 = 9.6% (Shelby) 17/70 = 24.3% (Clanton) | School Wide 86.3% (397/460)performed at Level 2 or higher.This year showed an improved performance percentage, with an increase of 0.8% over last year's percentage. Instructional methods are meeting our success goal of 70%, performing Level 2 or higher |

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|  |  |  | 2/59 = 3.4% (Pell City) 18/56 = 32.1% (Online)Level 1:4/118 = 3.4% (Jefferson) 13/157 = 8.3% (Shelby) 6/70 = 8.6% (Clanton) 3/59 = 5.1% (Pell City) 5/56 = 8.9% (Online)Level 0:17/118 = 14.4% (Jefferson) 9/157 = 5.7% (Shelby) 2/70 = 2.9% (Clanton) 0/59 = 0% (Pell City)4/56 = 7.1% (Online)**Total at rubric level 2 or higher:**397/460 = 86.3% |  |
| **Plan submission date: 8/25/2017** | **Submitted by: Peggy Thrasher****Stella Langley** |

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|  | **Assessment Record** |

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| **Program:** | **Biology**  |  **Assessment period:** | **Fall 2016 –Spring 2017** |

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| **Program or Department Mission:**  |
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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.**Course Outcomes Assessed**1. Students will demonstrate an understanding of evolution in both plant and animal life.
2. Students will demonstrate a basic understand of the general characteristics, anatomy, and

 taxonomy of plant and animals1. Students will explain the interrelationships between the varied forms on earth and think critically

 about 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 an understanding of evolution in both plant and animal life. | Standardized Test  | 70% or > successful69% or < unsuccessfulThe percent is based upon the average of correctly answered questions related to SLO 1. |

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| Fall 2016 | Jefferson | # students tested = 15# questions = 105# questions correct = 96# questions incorrect = 9% correct = 91% |
|  | Shelby | # students tested = 21# questions = 147# questions correct = 128# questions incorrect = 19% correct = 87% |
| Spring 2017 | Jefferson | # students tested =13# questions = 91# questions correct =75# questions incorrect = 16% correct = 82% |
|  | Shelby | # students tested = 51# questions = 357# questions correct = 246# questions incorrect = 111% correct = 69% |

**Total** **Successful – 78%****Unsuccessful – 22%** | College wide students were successful in meeting the 70% benchmark for success for SLO 1. The results reveal a 10% increase when compared to 2015-2016 academic year. Student performance at both campuses improved between 3% - 23%. Although the Shelby campus results from the Spring semester were one point below 70% benchmark, there was an increase in student performance when compared to previous year’s results. Shelby instructors will continue to implement strategies to help improve students understanding of foundational evolutionary concepts.  |
| 2.Students will demonstrate a basic understanding of the general characteristics, anatomy, and taxonomy of plants and animals | Standardized Test  | 70% or > successful69% or < unsuccessfulThe percent is based upon the average of correctly answered questions related to SLO 2. |

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| Fall 2016 | Jefferson | # students tested = 15# questions = 210# questions correct = 174# questions incorrect = 36% correct = 83% |
|  | Shelby | # students tested = 21# questions = 294# questions correct = 223# questions incorrect = 71% correct = 76% |
| Spring 2017 | Jefferson | # students tested = 13# questions = 182# questions correct = 145# questions incorrect = 37% correct = 80% |
|  | Shelby | # students tested = 51# questions = 714# questions correct = 495# questions incorrect = 219% correct = 69% |

**Successful – 74%****Unsuccessful – 26%** | College wide, students were successful in meeting the 70% benchmark for success for SLO 2. Overall, student performance improved at both campuses when compared to the previous academic year. Most notably, the Spring results from the Jefferson campus show an improvement of 20% when compared to the previous year’s data. However, the Shelby campus experienced a slight decrease in the Spring with a 3% difference when compared to Spring 2016 results. This learning outcome covers material that requires students to recall, duplicate, or list facts and basic concepts related to animal and plant structure and classification. Instructors will continue to strengthen student performance. through lecture and laboratory experiences.  |
| 3. Students will explain the interrelationships between the varied forms on earth and think critically about the role of humans within ecological systems. | Standardized Test  | 70% or > successful69% or < unsuccessfulThe percent is based upon the average of correctly answered questions related to SLO 3. |

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| Fall 2016 | Jefferson | # students tested = 15# questions = 60# questions correct = 50# questions incorrect = 10% correct = 83% |
|  | Shelby | # students tested = 21# questions = 84# questions correct = 52# questions incorrect = 32% correct = 62% |
| Spring 2017 | Jefferson | # students tested = 13# questions = 52# questions correct = 38# questions incorrect = 14% correct = 73% |
|  | Shelby | # students tested = 51# questions = 204# questions correct = 121# questions incorrect = 83% correct = 59% |

**Successful – 65 %****Unsuccessful – 35%** | College wide, students were unsuccessful in meeting the 70% benchmark for success for SLO 3. Overall, student success decreased by success is 3% points lower when compared to the previous academic year. A 3% difference was noted in the previous year which indicates, the department results are trending downward. Steps to improve student performance through integrating and applying concepts to relevant ecological problems will be introduced via case studies. |
| **Plan submission date: 9/8/17** | **Submitted by: Nakia R. Robinson** |

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| **HIS 101 Course Student Learning Outcomes & Assessment Plan 2016-2017**Course Student Learning Outcomes 1. The student shows mastery of relevant context using information from primary and/or secondary sources.
2. The student constructed/organized a satisfactory thesis using clear, organizational structure and coherent language.
3. The student used primary and/or secondary materials in a coherent and thoughtful manner in support of his or her thesis.
 |
| **Intended Outcomes** | **Means of Assessment** | **Criteria for Success** | **Summary & Analysis of Assessment Evidence** | **Use of Results** |
| 1. The student shows mastery of relevant context using information from primary and/or secondary sources.
 | Means of assessment may vary by instructor; however, each assessment should specifically address the SLO as indicated   | 70% of students shall meet the intended outcome | FALL 2016 80 PERCENT OF STUDENTS ACHIEVED THE DESIRED SUCCESS RATE AND 20 PERCENT OF STUDENTS DID NOT REACH THE GOAL.  SPRING 2017 40 students were assessed for the assigned essay. Of the 40, 30 students met the required standard regarding mastery of relevant research source context.    | FALL 2016 THE ELEVEN COURSE SECTIONS REACHED THE DESIRED SUCCESS RATE.   SPRING 2017 In evaluating the submitted document research essays used for this SLO, I am generally pleased with the performance of my students. They showed a primarily capable grasp of historical context, thesis creation, and evidence usage. I will continue to evaluate my assignment handouts, tegrity audio reviews, and other useful learning tools. As this was an online class, these and related resources can assist students in attaining a capable understanding of these concepts.  |
| 2. The student constructed/organized a satisfactory thesis using clear, organizational structure and coherent language. | Means of assessment may vary by instructor; however, each assessment should specifically address the SLO as indicated   | 70% of students shall meet the intended outcome | Fall 2016 76 PERCENT OF STUDENTS ACHIEVED THE DESIRED SUCCESS RATE AND 24 PERCENT OF STUDENTS DID  NOT REACH THE GOAL. SPRING 2017  40 students were assessed for the assigned essay. Of the 40, 30 students met the required standard regarding mastery of relevant research source context.    | THE ELEVEN COURSE SECTIONS REACHED THE DESIRED SUCCESS RATE. SPRING 2017 SAME AS ABOVE  |
| 3. The student used primary and/or secondary materials in a coherent and thoughtful manner in support of his or her thesis. | Means of assessment may vary by instructor; however, each assessment should specifically address the SLO as indicated   | 70% of students shall meet the intended outcome | FALL 2016  80 percent of students achieved the desired success rate and 20 percent of students did not reach the goal.  SPRING 2017 40 students were assessed for the assigned essay. Of the 40, 30 students met the required standard regarding mastery of relevant research source context.    | THE ELEVEN COURSE SECTIONS REACHED THE DESIRED SUCCESS RATE. SPRING 2017 SAME AS ABOVE  |

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| **History 102 Course Student Learning Outcomes & Assessment Plan 2016-2017**Course Student Learning Outcomes 1. The student shows mastery of relevant context using information from primary and/or secondary sources. 2. The student constructed/organized a satisfactory thesis using clear, organizational structure and coherent language. 3. The student used primary and/or secondary materials in a coherent and thoughtful manner in support of his or her thesis. |
| **Intended Outcomes** | **Means of Assessment** | **Criteria for Success** | **Summary & Analysis of Assessment Evidence** | **Use of Results** |
| The student shows mastery of relevant context using information from primary and/or secondary sources.  | Means of assessment may vary by instructor; however, each assessment should specifically address the SLO as indicated.  | 70% of students should meet the intended outcome.  | FALL 2016 THE OVERALL TABULATIONS YIELDED 85 PERCET SUCCESSFUL AND 15 PERCENT UNSUCCESFUL  Spring 2017 101students were assessed from Shelby, Pell City, and Clanton campuses.  The average percentage of those who met the criteria of success was 73%  | FALL 2016 THE FOUR COURSE SECTIONS REACHED THE DESIRED SUCCESS RATE.   SPRING 2017  In evaluating the submitted document research essays used for this SLO, I am generally pleased with the performance of my students. They showed a primarily capable grasp of historical context, thesis creation, and evidence usage. I will continue to evaluate my assignment handouts, tegrity audio reviews, and other useful learning tools. As this was an online class, these and  related resources can assist students in attaining a capable understanding of these concepts.  |
| * + - 1. The student constructed/organized
			2. A satisfactory thesis using clear, organizational structure and coherent language.
 | Means of assessment may vary by instructor; however, each assessment should specifically address the SLO as indicated.  | 70% of students should meet the intended outcome.  | FALL 2016  THE OVERALL TABULATIONS YIELDED 88 PERCENT SUCCESSFUL AND 12 PERCENT UNSUCCESFUL  Spring 2017 101 students were assessed from Shelby, Pell City, and Clanton campuses. campuses. The average percentage of those who met the criteria of success was 53%  | FALL 2016 THE FOUR COURSE SECTIONS REACHED THE DESIRED SUCCESS RATE.  SPRING 2017 Same as Above    |
| * + - 1. The student used primary and/or secondary material in a coherent and thoughtful manner to support the thesis.
 | Means of assessment may vary by instructor; however, each assessment should specifically address the SLO as indicated.  | 70% of students should meet the intended outcome.  | FALL 2016 THE OVERALL TABULATIONS YIELDED 85 PERCET SUCCESSFUL AND 15 PERCENT UNSUCCESFUL Spring 2017 101 students were assessed from Shelby, Pell City, and Clanton campuses. The average percentage of those who met the criteria of success was 73% | Fall 2016 THE FOUR COURSE SECTIONS REACHED THE DESIRED SUCCESS RATE. Spring 2017 Same as above     |

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| **PSY 200 Course Student Learning Outcomes & Assessment Plan 2016-2017**Course 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.
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| **Intended Outcomes** | **Means of Assessment** | **Criteria for Success** | **Summary & Analysis of Assessment Evidence** | **Use of Results** |
| 1. The student will identify the goals of psychology.  | Midterm and/or final exam embedded questions, or a separate survey. | 70% of students will correctly answer embedded questions. | **Fall 2016****College Summary****22 sections**421/632 = 67%**Campus Summary**Jefferson: 10 sections156/251 = 77%Shelby: 6 sections150/183 = 82%Clanton: 4 sections100/124 = 81%Pell City 2 sections15/74 = 20% | Overall, the objective was met for the year; however, individual campuses had lower numbers for Objective 1. Some concern that attendance issues prevented students from learning the material. To encourage better attendance, faculty will now request individual meetings with students when 3 classes are missed. Faculty will also continue to encourage students to gather contact information from other students to obtain lecture notes. Instructors also posited that confusion existed between the terms *description* and *explanation*. An effort to directly address the difference between these terms will be given extra attention by faculty, who plan to use more practical examples of these goals. Faculty will also use additional psychological journal reports to provide practice and practical examples of the goals of psychology.  |
| **Spring 2016****College Summary****17 sections**215/408 = 53%**Campus Summary**Jefferson: 7 sections103/180 = 57%Shelby: 4 sections28/73 = 38%Pell City: 2 sections15/42 = 36%Clanton: 4 sections69/113 = 61% |
| **2016-2017 Academic year****College Summary****39 sections**768/1040 = 74%**Campus Summary**Jefferson: 17 sections259/431 = 60%Shelby: 10 sections310/256 = 93%Pell City: 4 sections30/116 = 26%Clanton: 8 sections169/237 = 71% |
| 2. The student will 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 2016****College Summary****22 sections**521/632 = 82%**Campus Summary**Jefferson: 10 sections199/251 = 79%Shelby: 6 sections163/183 = 89%Clanton: 4 sections100/124 = 81%Pell City: 2 sections59/74 = 80% | This objective was met. Faculty spent more in class lecture/discussion time focusing on the research methods. Students were also assigned more research type assignments, including visiting the library to locate empirical research work and present the information to the class. The faculty recognizes the importance of preparing students to do the types of research assignment they can expect to see a the university level.  |
| **Spring 2017****College Summary****17 sections**313/408 = 78%**Campus Summary**Jefferson: 7 sections139/180 = 77%Shelby: 4 sections54/73 = 74%Pell City: 2 sections29/42 = 69%Clanton: 4 sections91/113 = 81% |
| **2016-2017 Academic year****College Summary****39 sections**834/1040 = 80%**Campus Summary**Jefferson: 17 sections338/431 = 78%Shelby: 10 sections217/256 = 85%Pell City: 4 sections88/116 = 76%Clanton: 8 sections191/237 = 81% |
| 3. The student will 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 2016****College Summary****22 sections**406/632 = 64%**Campus Summary**Jefferson: 10 sections156/251 62%Shelby: 6 sections107/183 = 58%Clanton: 4 sections98/124 = 79%Pell City: 2 sections45/74 = 61% | The objective was not met. The schools/perspectives of psychology are important and emphasized in nearly every chapter of the textbook; however, faculty didn’t focus on these perspectives as in depth during lectures. Therefore, faculty will give more attention in lectures through video and written assignments to enhance students’ knowledge of the schools of psychology.  |
| **Spring 2017****College Summary****17 sections**224/408 = 55%**Campus Summary**Jefferson: 7 sections95/180 = 53%Shelby: 4 sections33/73 = 45%Pell City: 2 sections15/42 = 36%Clanton: 4 sections81/113 = 72% |
| **2016-2017 Academic year****39 Sections**630/1040 = 61%**Campus Summary**Jefferson: 17 sections251/ 431 = 58%Shelby: 10 sections140/256 = 55%Pell City: 4 sections60/116 = 52%Clanton: 8 sections179/237 = 76% |