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| jscc logo | **Assessment Record** |

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| **Program:** | **Liberal Arts** | **Assessment period:** | **2018-2019** |

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| |  | | --- | | **Program or Department Mission:** |   The mission of the Liberal Arts Department is consistent with the mission of the college. The department is dedicated to offering a curriculum that develops students into well-rounded individuals who become contributing members of society and have an appreciation for the arts, humanities and social sciences. The Liberal Arts Department offers courses and programs that provide a quality educational experience in the liberal arts tradition. The Liberal Arts Department is divided into two areas-Humanities and Social Sciences.  The Humanities area of this department is dedicated to providing valuable learning experiences in the liberal arts tradition. The department is committed to offering those courses which will present the student the opportunity to pursue moral, creative, and philosophical interests. Courses within this curriculum include art, music, religion, and philosophy. The Social Science area of this department also acknowledges the liberal arts tradition by offering courses that present students the opportunity to develop self-awareness and an awareness of society and human nature. Courses in this curriculum include anthropology, geography, history, political science, psychology, and sociology. |

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| **General Education Outcomes and High Enrollment Courses**  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 the 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 civilizations |

## **Course Map to General Education Outcomes in Liberal Arts Courses**

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| **Courses** | **General Education Outcome #1** | **General Education Outcome #2** | **General Education Outcome #3** | **General Education Outcome #4** | **General Education Outcome #5** |
| [ART 100](#ART100) | X | X |  |  | X |
| [HIS 101](#HIS101) | X | X | X |  | X |
| [HIS 201](#HIS201) | X | X | X |  | X |
| [MUS 101](#MUS101) | X | X |  |  | X |
| [PSY 200](#PSY200) | X | X | X |  | X |
| [SOC 200](#SOC200) | X | X |  |  | X |

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| **Instructional Program Student Learning Outcomes & Assessment Plan**  Department Level Student Learning Outcomes   * Enable students, through various disciplines, to discover, develop and use their full range of abilities to better understand the world and their place in it. * Provide students with a foundation of knowledge on which more advanced learning in the various disciplines and majors can later build. * Enable students to reason and communicate clearly and to inquire deeply.   **Courses are typically assessed during the Fall and Spring semesters when enrollment is higher. Courses not assessed this academic year are indicated, along with courses taught only in a specific semester or only on one campus.** |

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| **Course Outcomes**  **(Click and hold CTRL + Course title to link to individual assessment report)** | Enable students, though various disciplines, to discover, develop and use their full range of abilities to better understand the world and their place in it. | Provide students with a basic foundation of knowledge on which more advanced learning in the various disciplines and majors can later build. | Enable students to reason and communicate clearly and to inquire deeply |
| [ANT 200](#ANT200) | X | X |  |
| [ANT 220](#ANT220) |  |  |  |
| [ART 100](#ART100) | X | X | X |
| [ART 113](#ART113) |  |  | X |
| [ART 114](#ART114) |  |  | X |
| [ART 121](#ART121) |  | X | X |
| [ART 203](#ART203) | X | X | X |
| [ART 204](#ART204) | X | X | X |
| [ART 253](#ART253) |  | X | X |
| [ART 254](#ART254) |  | X | X |
| [ART 283](#ART283) |  | X | X |
| [ART 284](#ART284) |  | X | X |
| [GEO 100](#GEO100) | X | X |  |
| [HIS 101](#HIS101) | X | X | X |
| [HIS 102](#HIS102) | X | X | X |
| [HIS 121](#HIS121) | X | X | X |
| [HIS 122](#HIS122) | X | X | X |
| [HIS 201](#HIS201) | X | X | X |
| [HIS 202](#HIS202) | X | X | X |
| [MUS 101](#MUS101) | X |  | X |
| [PSY 200](#PSY200) | X | X |  |
| [PSY 210](#PSY210) | X | X |  |
| [PSY 230](#PSY230) | X | X |  |
| [REL 151](#REL151) | X |  | X |
| [REL 152](#REL152) | X |  | X |
| [SOC 200](#SOC200) | X | X | X |
| [SOC 210](#SOC210) | X | X | X |
| [SOC 247](#SOC247) | X | X | X |
| [THR 120](#THR120) |  | X |  |

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| **Anthropology 200 Course Student Learning Outcomes & Assessment Plan 2018-2019**  **This course is taught only on the Shelby-Hoover Campus.**  General Education Objective  Prepare students to continue their education at four-year institutions or to enter the workforce.  Department Level Student Learning Outcomes  1. Students will acquire content knowledge in the arts, humanities and social sciences.  2. Students will gain a better understanding of their society and cultural differences among people in an ever-changing world.   1. Students will demonstrate analytical skills by researching and evaluating materials to support ideas.   Course Student Learning Outcomes   1. The student will demonstrate knowledge of anthropology and the anthropological perspective 2. The student will be able to apply basic anthropological terms, concepts, principles, and theories. 3. The student will be able to develop a multicultural perspective | | | | |
| **Intended Outcomes** | **Means of Assessment** | **Criteria for Success** | **Summary & Analysis of Assessment Evidence** | **Use of Results** |
| 1. The student will demonstrate knowledge of anthropology and the anthropological perspective | |  | | --- | | Final exam embedded questions. See appendix for specific questions | | 70% of students will be able to give the definition of anthropology and demonstrate knowledge and application of anthropological concepts | FALL 2018  Shelby:  1 section: 48 students  45/48 of students met or exceeded set standards. 93%  SPRING 2019  SLO’s not submitted | 93.06% of students met the success criteria on this objective form. No revision is needed because performance is above the criterion. Students will continue to be able to access resources built in the McGraw-Hill Connect site |
| 2. The student will be able to apply basic anthropological terms, concepts, principles, and theories. | |  | | --- | | Final exam embedded questions. See appendix for specific questions | | 70% of students will be able to identify anthropological terms and general theoretical perspectives | FALL 2018  Shelby  1 section: 48 students  41/48 students met or exceeded set standards. 86%  SPRING 2019  SLO’s not submitted | 85.83 % of students met the success criteria on this objective form. No revision is needed because performance is above the criterion. Students demonstrated the ability to evaluate, integrate, and apply appropriate information from various sources to correctly answer the test questions. |
| 3. The student will be able to develop a multicultural perspective. | |  | | --- | | Final exam embedded questions. See appendix for specific questions | | 70% of students will demonstrate knowledge of cultural diversity in the world. | FALL 2018  Shelby:  1 section: 48 students  43/48 of students met or exceeded set standards. 90%  SPRING 2019  SLO’s not submitted | 90.62% of students met the success criteria on this objective form. No revision needed on this topic. Students demonstrated critical thinking skills, such as problem solving as it relates to social issues by answering the test questions correctly. |
| **Plan submission date: September 20, 2019** | | | **Submitted by: Liberal Arts Department** | |

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| **Anthropology 220 Course Student Learning Outcomes & Assessment Plan 2018-2019**  **This course is taught only on the Shelby-Hoover Campus.**  General Education Objective  Prepare students to continue their education at four-year institutions or to enter the workforce.  Department Level Student Learning Outcomes  1. Students will acquire content knowledge in the arts, humanities and social sciences.  2. Students will gain a better understanding of their society and cultural differences among people in an ever-changing world.   1. Students will develop analytical skills by researching and evaluating materials to support ideas.   Course Student Learning Outcomes   1. The student will be able to recognize key concepts in cultural anthropology. 2. The student will be able to apply basic cultural anthropological terms, concepts, principles, and theories to other cultures throughout the world. 3. The student will be able to gain a better understanding of what it means to be human in a multicultural world. | | | | |
| **Intended Outcomes** | **Means of Assessment** | **Criteria for Success** | **Summary & Analysis of Assessment Evidence** | **Use of Results** |
| 1. The student will be able to recognize key concepts in cultural anthropology. | |  | | --- | | Final exam embedded questions. See appendix for specific questions | | 70% of students will be able to give the definition of cultural anthropology and demonstrate knowledge and application of key concepts | FALL 2018  Shelby:  1 section: 23 students  18/23 of students met or exceeded set standards. 81%  SPRING 2019  SLO’s not submitted | 80.0% of students met the success criteria on this objective form. Students demonstrated the ability to resolve problems that occur in the field. I will add more resources such as practice tests and review games (matching, fill-in-the-blank) to review these concepts |
| 2. The student will be able to apply basic cultural anthropological terms, concepts, principles, and theories to other cultures throughout the world | |  | | --- | | Final exam embedded questions. See appendix for specific questions | | 70% of students will be able to identify anthropological terms and general theoretical perspectives and apply them to different cultures. | FALL 2018  Shelby:  1 section: 23 students  19/23 of students met or exceeded set standards. 83%  SPRING 2019  SLO’s not submitted | 84.3% of students met the success criteria on this objective form. Students were able to read and demonstrate good comprehension of text in areas of the professional field. |
| 3. The student will be able to gain a better understanding of what it means to be human in a diverse world. | |  | | --- | | Final exam embedded questions. See appendix for specific questions | | 70% of students will demonstrate knowledge of cultural diversity in the world. | FALL 2018  Shelby:  1 section: 23 students  19/23 of students met or exceeded set standards. 81%  SPRING 2019  SLO’s not submitted | 83.3% of students met the success criteria on this objective form.  Students did well on this objective. They demonstrated problem solving as it relates to social issues by answering these questions correctly. |
| **Plan submission date: September 20, 2019** | | | **Submitted by: Liberal Arts Department** | |

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| **ART 100 Course Student Learning Outcomes & Assessment Plan 2018-2019**  Course Outcomes**:**   1. The student will identify the style or medium based category that a work of art might fit in based on visual clues. 2. The student will use art terms to describe the intentions and motivations of artists from different time periods. 3. The student will recognize the use and influence of fine art on popular culture and advertising. 4. The student will understand the cultural significance of art and visual expression on the development of our modern society. | | | | |
| **Intended Outcomes** | **Means of Assessment** | **Criteria for Success** | **Summary & Analysis of Assessment Evidence** | **Use of Results** |
| 1. The student will identify the style or medium based category that a work of art might fit in based on visual clues. | Embedded multiple choice questions on exams. The number and content of questions may vary by instructor but should consist of approximately 10 questions specifically related to this outcome. | 70% of students will correctly identify the style or medium based category of a work of art based on visual clues. | **Fall 2018 Campus Totals:**  Clanton: 33/36 = 92%  Jefferson: 56/70 = 80%  Pell City: 18/23 = 78%  Shelby: 97/121 = 80% | The objective was achieved for this outcome with all assessed sections surpassing the 70% benchmark. By providing students information such as artist, title, date, style and medium on lecture and demonstration slides, students will have the style/category of artwork reinforced throughout the semester. Each art style has tell-tale visual clues that can be stressed when explaining the motivations of each style and period. |
| **Spring 2019 Campus Totals:**  Clanton: NA  Jefferson: 76/90 = 84%  Pell City: 18/24 = 75%  Shelby: NA |
| **2018-2019 Academic Year**  **College Total: 298/364 = 82%**  **Campus Totals:**  Clanton: 33/36 = 92%  Jefferson: 132/160 = 83%  Pell City: 36/47 = 77%  Shelby: 97/121 = 80% |
| 2. The student will use art terms to describe the intentions and motivations of artists from different time periods | Embedded multiple choice questions on exams. The number and content of questions may vary by instructor but should consist of approximately 10 questions specifically related to this outcome. | 70% of students will use terms correctly to describe the intentions and motivations of artists from different periods. | **Fall 2018 Campus Totals:**  Clanton: NA  Jefferson: 51/70 = 73%  Pell City: 19/23 = 83%  Shelby: 108/121 = 89% | The objective was met for this outcome with all students scoring above the 70% threshold. The percentage of success for this outcome rose by 1% over the last year’s total. Instructors focused on art terms and relating the values of a time period and a society to the art made in that period as the backbone of the entire ART 100 class. |
| **Spring 2019 Campus Totals:**  Clanton: NA  Jefferson: 70/90 = 78%  Pell City: 17/24 = 71%  Shelby: NA |
| **2018-2019 Academic Year**  **College Total: 265/328 = 81%**  **Campus Totals:**  Clanton: NA  Jefferson: 121/160 = 76%  Pell City: 36/47 = 77%  Shelby: 108/121 = 89% |
| 3. The student will recognize the use and influence of fine art on popular culture and advertising | Embedded multiple choice questions on exams. The number and content of questions may vary by instructor but should consist of approximately 10 questions specifically related to this outcome. | 70% of students will correctly recognize and identify the influence of fine art on popular culture and advertising. | **Fall 2018 Campus Totals:**  Clanton: NA  Jefferson: 47/70 = 67%  Pell City: 16/23 = 70%  Shelby: 99/121 = 82% | Overall, this outcome was successful; however, on two campuses, assessed students did not meet the 70% threshold. As 2018-2019 is the final year of the assessment cycle, instructors plan to make a change in the wording of this SLO. The instructors feel SLO #3 and SLO #4 are somewhat redundant. Therefore, both will be replaced with a single SLO that combines the overall outcomes. The new outcome will read: *The student will analyze the cultural significance and influence of art and visual expression in society.* |
| **Spring 2019 Campus Totals:**  Clanton: NA  Jefferson: 62/90 = 69%  Pell City: 10/24 = 42%  Shelby: NA |
| **2018-2019 Academic Year**  **College Total: 234/328 = 71%**  **Campus Totals:**  Clanton: NA  Jefferson: 109/160 = 68%  Pell City: 26/47 = 55%  Shelby: 99/121 = 82% |
| 4. The student will understand the cultural significance of art and visual expression on the development of our modern society. | Embedded multiple choice questions on exams. The number and content of questions may vary by instructor but should consist of approximately 10 questions specifically related to this outcome. | 70% of students will demonstrate understanding of the cultural significance of art and visual expression on the development of our modern society. | **Fall 2018 Campus Totals:**  Clanton: NA  Jefferson: 67/70 = 96%  Pell City: 18/23 = 78%  Shelby: 71/78 = 91% | This objective was met, with a gain of 22% over last year’s total.  As 2018-2019 is the final year of the assessment cycle, instructors plan to make a change in the wording of this SLO. The instructors feel SLO #3 and SLO #4 are somewhat redundant. Therefore, both will be replaced with a single SLO that combines the overall outcomes. The new outcome will read: *The student will analyze the cultural significance and influence of art and visual expression in society.* |
| **Spring 2019 Campus Totals:**  Clanton: NA  Jefferson: NA  Pell City: 15/24 = 63%  Shelby: NA |
| **2018-2019 Academic Year**  **College Total: 153/172 = 89%**  **Campus Totals:**  Clanton: NA  Jefferson: 67/70 = 96%  Pell City: 15/24 = 63%  Shelby: 71/78 = 91% |
| **Plan submission date: September 20, 2019** | | | **Submitted by: Liberal Arts Department** | |

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| **ART 113 Course Student Learning Outcomes & Assessment Plan 2018-2019**  Course Student Learning Outcomes  1. The student will competently create drawings from life.  2. The student will analyze and critique their work, as well as the work of peers, in a constructive manner using art terminology.  3. The student will create drawings using a variety of tools, techniques, methods, and materials in a well-crafted manner.  Students in ART 113 are not judged on the same level of proficiency as students in ART 114. | | | | |
| **Intended Outcomes** | **Means of Assessment** | **Criteria for Success** | **Summary & Analysis of Assessment Evidence** | **Use of Results** |
| 1. The student will competently create drawings from life. | Means of assessment may vary by instructors’ uses of different still life props; however, each assessment should specifically focus on the development of hand/eye coordination.  Rubric is attached. | 70% of students will competently create drawings from life. | **Fall 2018 Campus Totals:**    Jefferson: 8/10 = 80%  Shelby:No report | Success on this outcome surpassed the benchmark at the Jefferson Campus. The class is also taught at the Shelby campus, but it was not assessed during the 2018-2019 academic year. This SLO will be revised for the next cycle to specify that in ART 113, students are producing receptive drawings, or drawings from observation, of inanimate objects or “still life.” Instructors decided that simply stating “create drawings from life” implies animate subject matter, which is not used in ART 113.  The revised SLO will state:  *The student will competently create receptive drawings from observation and still life.* |
| **Spring 2019 Campus Totals:**  Jefferson: 8/8 = 100%  Shelby: No report |
| **2018-2019 Academic Year**  **College Total:**  **Campus Totals:**  Jefferson: 16/18 = 89%  Shelby: No report |
| 2. The student will analyze and critique their work, as well as the work of peers, in a constructive manner using art terminology. | Assessment- Rubric  Final Student Critique of Final Portfolio  Rubric is attached. | 70% of students will correctly use art terminology to analyze and critique their work and the work of their peers in a constructive manner. | **Fall 2018 Campus Totals:**    Jefferson: 7/10= 70%  Shelby:No report | Success on this outcome surpassed the benchmark at the Jefferson Campus. The class is also taught at the Shelby campus, but it was not assessed during the 2018-2019 academic year. It should be noted that although this SLO for ART 113 is quite similar to SLO #2 for ART 114, it represents the fact that the competent critique of the students’ own work, as well as the work of their peers, is a skill stressed in all studio art classes. As students take subsequent courses, they are required to demonstrate more advanced and thorough critiques. Terminology used in ART 113 critiques will be directly related to the processes taught in the class, namely drawing accurately, competently, and believably in real time. |
| **Spring 2019 Campus Totals:**  Jefferson: 8/8 =100%  Shelby: No report |
| **2018-2019 Academic Year**  **College Total: 83%**  **Campus Totals:**  Jefferson: 15/18 = 83%  Shelby: No report |
| 3. The student will create drawings using a variety of tools, techniques, methods, and materials in a well-crafted manner. | Assessment- Rubric  Final Student Critique of Final Portfolio  Rubric is attached. | 70% of students will use a variety of tools, techniques, methods, and materials to create well-crafted drawings. | **Fall 2018 Campus Totals:**  Jefferson: 7/10= 70%  Shelby:No report | The benchmark was met for this outcome. Success on this SLO requires time and deliberate labor on the part of the student. Instructors will continue to emphasize the importance of class attendance and continued practice to develop drawing skills on the syllabus and throughout the course. Instructors will also start contacting students with attendance issues or those who appear to lack consistent effort through phone calls and emails.  Again, although this SLO for ART 113 is similar to SLO #3 for ART 114, developing drawing skills is a major part of both art studio drawing courses. Students in ART 113 typically work in black and white media and usually with observation of “still-life.” |
| **Spring 2019 Campus Totals:**  Jefferson: 8/8 = 100%  Shelby: No report |
| **2018-2019 Academic Year**  **College Total: 83%**  **Campus Totals:**  Jefferson: 15/18 = 83%  Shelby: No report |
| **Plan submission date: September 20, 2019** | | | **Submitted by: Liberal Arts Department** | |

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

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| **ART 114 Course Student Learning Outcomes & Assessment Plan 2018-2019**  Course Student Learning Outcomes   1. The student will competently create receptive drawings from observation and projective drawings based on concept, expression, and imagination. 2. The student will analyze and critique their work, as well as the work of peers, in a constructive manner using art terminology. 3. The student will create drawings using a variety of tools, techniques, methods, and materials in a well-crafted manner.   Students in ART 114 are expected to perform at a higher level of proficiency than students in ART 113. | | | | |
| **Intended Outcomes** | **Means of Assessment** | **Criteria for Success** | **Summary & Analysis of Assessment Evidence** | **Use of Results** |
| 1. The student will competently create receptive drawings from observation and projective drawings based on concept, expression, and imagination. | Means of assessment may vary by instructor; however, each assessment should specifically address the SLO as indicated.  Rubric is attached. | 70% of students will successfully create the required drawings. | **Fall 2018 Campus Totals:**  Jefferson: 2/3 = 67%  Shelby:No Report | The objective for this SLO was met. Students in ART 114 expand their focus from receptive drawings (observation) to projective drawings (imagination). Instructors expand assignments from still life to figures, or drawing animate objects, as well as drawing from one’s imagination. For example, a project might begin with a still life (receptive) but then be transformed into an alien landscape with imaginative creatures (projective). Assignments like these allow instructors to meet the needs of the more advanced students in the cross-listed course. |
| **Spring 2019 Campus Totals:**  Jefferson: 4/5 = 80%  Shelby: No Report |
| **2018-2019 Academic Year**  **College Total: 75%**  **Campus Totals:**  Jefferson: 6/8 = 75%  Shelby: No Report |
| 2. The student will analyze and critique their work, as well as the work of peers, in a constructive manner using art terminology. | Assessment- Rubric  Final Student Critique of Final Portfolio  Rubric is attached. | 70% of students will use art terminology constructively to critique their own work, as well as the works of their peers. | **Fall 2018 Campus Totals:**  Jefferson: 3/3 = 100%  Shelby:No Report | This objective was met. Self and peer critique is a major component of studio classes, and students are expected to demonstrate a higher level of proficiency, not only in terminology, but also through their use of reasoned statements to support personal opinions. |
| **Spring 2019 Campus Totals:**  Jefferson: 5/5 = 100%  Shelby: No Report |
| **2018-2019 Academic Year**  **College Total:**  **Campus Totals: 100%**  Jefferson: 8/8 = 100%  Shelby: No Report |
| 3. The student will create drawings using a variety of tools, techniques, methods, and materials in a well-crafted manner. | Assessment- Rubric  Final Student Critique of Final Portfolio  Rubric is attached. | 70% of students will use a variety of tools, techniques, methods, and materials to create well-crafted drawings. | **Fall 2018 Campus Totals:**  Jefferson: 3/3 = 100%  Shelby:No Report | The benchmark was met for this objective. The SLO will be revised to read:  *The student will create drawings using a variety of tools, techniques, methods, and materials in a well-crafted manner through consistent, precise, and distinctive application of media.*  This new SLO will highlight the higher level of technical skill required in ART 114 while students learn to use media to solve challenging visual problems. A new rubric will also be created. |
| **Spring 2019 Campus Totals:**  Jefferson: 5/5 = 100%  Shelby: No Report |
| **2018-2019 Academic Year**  **College Total:**  **Campus Totals:**  Jefferson: 8/8 = 100%  Shelby: No Report |
| **Plan submission date: September 20, 2019** | | | **Submitted by: Liberal Arts Department** | |

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| **Rubric Components ART 114** | | **No/ Limited Proficiency** | **Some Proficiency** | **Proficiency** | **High Proficiency** |
| **Ability to competently create drawings from life** | |  |  |  |  |
|  | **Proportionally correct figure gesture drawings from observation** |  |  |  |  |
|  | **Accurate still-life drawings** |  |  |  |  |
|  | **Ability to use a grid to scale a drawing (aka Chuck Close project)** |  |  |  |  |
|  | **Relatively accurate contour and blind-contour drawings** |  |  |  |  |
|  | **Create collage and mixed media-based drawings** |  |  |  |  |
| **Ability to analyze and critique the work of peers in a constructive manner using art terminology.**  *(Design elements to include: value & tone, line, linear perspective, space, and composition)* | |  |  |  |  |
| **Ability to present final work in a professional, clean, well-crafted manner** | |  |  |  |  |
| **Ability to use a variety of tools, techniques, methods, and materials.** | |  |  |  |  |
| **Use of composition and design elements to create drawings that communicate a thought, emotion, or idea.**  *(Design elements to include: value & tone, line, linear perspective, space, and composition)* | |  |  |  |  |

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| **ART 121 Course Student Learning Outcomes & Assessment Plan 2018-2019**  Course Outcomes:   1. The student will analyze and critique the work of peers in a constructive manner using art terminology. 2. The student will present final work in a clean, well-crafted manner. 3. The student will create two dimensional projects using a variety of tools, techniques, methods, and materials.   **ART 121 was assessed during the Fall at the Jefferson Campus Only.** | | | | |
| **Intended Outcomes** | **Means of Assessment** | **Criteria for Success** | **Summary & Analysis of Assessment Evidence** | **Use of Results** |
| 1. The student will analyze and critique the work of peers in a constructive manner using art terminology. | Rubric | 70% of students will use art terminology constructively to critique their own work, as well as the works of their peers. | **2018-2019 Academic Year**  Jefferson: 9/9 = 100% | The benchmark for this outcome was met by all students. Instructors will continue to emphasize the importance of constructive peer critiques using art terminology. |
| 2. The student will present final work in a clean, well-crafted manner. | Rubric | 70% of students will present final work in a clean, well-crafted manner. | **2018-2019 Academic Year**  Jefferson: 8/9 = 89% | The benchmark was met for this outcome. Instructors will continue to emphasize these skills for presentation of creative works. |
| 3. The student will create two dimensional projects using a variety of tools, techniques, methods, and materials. | Rubric | 70% of students will create two dimensional projects using a variety of tools, techniques, methods, and materials. | **2018-2019 Academic Year**  Jefferson**:** 7/9% = 78% | The benchmark was met for this outcome. Instructors will continue to emphasize development of these skills in creating two-dimensional projects. |
| **Plan submission date: September 20, 2019** | | | **Submitted by: Liberal Arts Department** | |

**ART 121 (2-D Design) Grading Rubric- Critique- Final Portfolio**

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| **Rubric Components** | **No/ Limited Proficiency** | **Some Proficiency** | **Proficiency** | **High Proficiency** |
| **Ability to analyze and critique the work of peers in a constructive manner using art terminology.** | Unable to discuss their work in terms of techniques and material. | Discuss their work in terms of techniques and material. | Discuss the work of peers as well as their own using the design elements, techniques, material, and craftsmanship. | Discuss the work of peers as well as their own using the design elements, composition, techniques, material, and craftsmanship. |
| **Ability to present final work in a professional, clean, well-crafted manner.** | Poor craftsmanship  (i.e.. Displays poor cuts, and visible glue, smudges, etc.…) | Average  Craftsmanship  (i.e.. Displays some clean cuts, and no visible glue, smudges…) | Good  Craftsmanship  (i.e.. Clean cuts,  and no visible glue, smudges, etc.…) | Excellent craftsmanship  (i.e.. Clean cuts, smooth lines, no visible glue, stray marks or smudges, etc.…) |
| **Ability to create two dimensional projects using a variety of tools, techniques, methods, and materials.** | Poor eye to hand coordination in using materials & tools. | Average eye to hand coordination in using materials & tools. | Good eye to hand coordination in using materials & tools. | Excellent eye to hand coordination in using materials & tools. |
| **Use of composition and design elements to create a two-dimensional work.** | Completed no projects or inadequate time spent on projects. | Completed some projects and minimal studio time on projects. Solved some of the problems using design elements. | Completed all projects and adequate studio time on projects. Solved the problem using design elements. | Completed all projects on time with excellent craftsmanship. Excellent problem solving using design elements. |

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| **ART 203 Course Student Learning Outcomes & Assessment Plan 2018-2019**  Course Student Learning Outcomes  1. The student will demonstrate knowledge of the history of art from ancient times to Renaissance by identifying: title, style/date, and artist location of major artworks  2. The student will compare and contrast artistic styles from different periods.  3. The student will discuss verbally and in writing the relationship between works of art and political, religious, philosophical, technological, social, and cultural events.  **ART 203 is taught during the fall semester only.** | | | | | | |
| **Intended Outcomes** | **Means of Assessment** | **Criteria for Success** | **Summary & Analysis of Assessment Evidence** | | **Use of Results** | |
| 1. The student will demonstrate knowledge of the history of art from ancient times to Renaissance by identifying: title, style/date, and artist location of major artworks | Embedded multiple choice questions on exams. The number and content of questions may vary by instructor but should consist of approximately 10 questions specifically related to this outcome. | 70% of students will correctly demonstrate knowledge of the history of art from ancient times to the Renaissance by identifying title, style/date, and artist location of major artworks | **Fall 2018 Campus Totals:**  Jefferson: 33/50 = 66%  Shelby: 35/39 = 90%  **College Total: 68/89 = 76%** | | Overall, this outcome was successful; however, on one campus, assessed students did not meet the 70% threshold. By providing students information such as artist, title, style/date, and location on lecture and demonstration slides, students will have this information on each artwork reinforced throughout the semester. Students will be quizzed periodically through low- stakes assessments prior to high- stakes assessment. | |
| 2. The student will compare and contrast artistic styles from different periods. | Embedded questions on exams. The number, content, and type of questions may vary by instructor but should provide students to demonstrate knowledge and understanding of the similarities and differences of artistic styles from different time periods. | 70% of students will proficiently compare and contrast the artistic styles from different time periods. | **Fall 2018 Campus Totals:**    Jefferson: 46/50 = 92%  Shelby:25/39 = 64%  **College Total: 71/89 = 80%** | | Overall, this outcome was successful; however, on one campus, assessed students did not meet the 70% threshold. This objective requires higher-order thinking skills. Instructors will coach students on improving compare-and-contrast skills through techniques such as Venn diagrams. Information and practice on identifying styles/periods on each artwork will be provided and reinforced throughout the semester. Students will be quizzed periodically through low- stakes assessments prior to high- stakes assessment. | |
| 3. The student will discuss verbally and in writing the relationship between works of art and political, religious, philosophical, technological, social, and cultural events. | Embedded questions on exams. The number and content of questions may vary by instructor but should challenge students to articulate the relationship between the work of art and the political, religious, philosophical, technological, social, and cultural events surrounding it. | 70% of students will proficiently discuss the relationships between works of art and political, religious, philosophical, technological, social, and cultural events. | **Fall 2018 Campus Totals:**    Jefferson: 46/50 = 92%  Shelby**:** 29/39 = 74%  **College Total: 75/89 = 84%** | | The objective was met for this outcome with all students scoring above the 70% threshold. Continued practice and focus in lectures and on assignments has produced favorable outcomes with this objective. Continued low-stakes assessments with this objective will be implemented prior to high-stakes assessment. | |
| **Plan submission date: September 20, 2019** | | | **Submitted by: Liberal Arts Department** | | | |
| **ART 204 Course Student Learning Outcomes & Assessment Plan 2018-2019**  Course Student Learning Outcomes  1. The student will demonstrate knowledge of the history of art from the Renaissance to modern times by identifying: title, style/date, and artist location of major artworks.  2. The student will compare and contrast artistic styles from different periods.  3. The student will discuss verbally and in writing the relationship between works of art and political, religious, philosophical, technological, social, and cultural events.  **ART 204 is taught during the Spring only.** | | | | | | |
| **Intended Outcomes** | **Means of Assessment** | **Criteria for Success** | | **Summary & Analysis of Assessment Evidence** | | **Use of Results** |
| 1. The student will demonstrate knowledge of the history of art from the Renaissance to modern times by identifying: title, style/date, and artist location of major artworks | Embedded multiple choice questions on exams. The number and content of questions may vary by instructor but should consist of approximately 10 questions specifically related to this outcome. | 70% of students will correctly demonstrate knowledge of the history of art from ancient times to the Renaissance by identifying title, style/date, and artist location of major artworks | | **Spring 2019**  25/28 = 89% | | The objective was met for this outcome with all students scoring above the 70% threshold. The class is also taught at the Shelby campus, but it was not assessed during the 2018-2019 academic year. Continued practice and focus in lectures and on assignments will be utilized. Continued low-stakes assessments with this objective will be implemented prior to high-stakes assessment. |
| 2. The student will compare and contrast artistic styles from different periods. | Embedded questions on exams. The number, content, and type of questions may vary by instructor but should provide students to demonstrate knowledge and understanding of the similarities and differences of artistic styles from different time periods. | 70% of students will proficiently compare and contrast the artistic styles from different time periods. | | **Spring 2019**  28/28 = 100% | | The objective was met for this outcome with all students scoring above the 70% threshold. Instructors will continue to coach students on improving compare-and-contrast skills through techniques such as Venn diagrams. Information and practice on identifying styles/periods on each artwork will be provided and reinforced throughout the semester. |
| 3. The student will discuss verbally and in writing the relationship between works of art and political, religious, philosophical, technological, social, and cultural events. | Embedded questions on exams. The number and content of questions may vary by instructor but should challenge students to articulate the relationship between the work of art and the political, religious, philosophical, technological, social, and cultural events surrounding it. | 70% of students will proficiently discuss the relationships between works of art and political, religious, philosophical, technological, social, and cultural events. | | **Spring 2019**  25/28 = 89% | | The objective was met for this outcome with all students scoring above the 70% threshold. Continued practice and focus in lectures and on assignments has produced favorable outcomes with this objective. Continued low-stakes assessments with this objective will be implemented prior to high-stakes assessment. |
| **Plan submission date: September 20, 2019** | | | | **Submitted by: Liberal Arts Department** | | |

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| **ART 253 Course Student Learning Outcomes & Assessment Plan 2018-2019**  This course is cross listed with ART 254, Art 283, and ART 284. The courses are only taught at the Jefferson Campus. Although the SLOs for 253-254 are similar, students enrolled in 253 are not judged on as high a level of proficiency as students taking 254.  ART 253 was taught during Fall 2017 only.  Course Student Learning Outcomes  1. The student will create an animated sequence that effectively applies the 12 principles of animation.  2. The student will demonstrate the ability to analyze and analyze and critique their work and the work of others using the proper animation vocabulary and terminology.  3. The student will demonstrate in the development of a portfolio the ability to use professional animation tools and applications to produce an aesthetically appealing animated cycle, short, or animatic.  4. The student will complete animation with lip-sync or sound.  **This course was not taught during 2018-2019.** |

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

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| **ART 254 Course Student Learning Outcomes & Assessment Plan 2018-2019**  This course is cross listed with ART 253, Art 283, and ART 284. The courses are only taught at the Jefferson Campus. ART 254 was taught during Spring 2018 only. Although the SLOs for 253-254 are similar, students enrolled in 254 are required to demonstrate more advanced skills than students taking 253.  Course Student Learning Outcomes  1. The student will create an animated sequence that effectively applies the 12 principles of animation.  2. The student will demonstrate the ability to analyze and analyze and critique their work and the work of others using the proper animation vocabulary and terminology.  3. The student will demonstrate in the development of a portfolio the ability to use professional animation tools and applications to produce an aesthetically appealing animated cycle, short, or animatic.  4. The student will complete animation with lip-sync or sound.  **This course was not taught during 2018-2019.** |

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

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

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| **ART 283 Course Student Learning Outcomes & Assessment Plan 2018-2019**  This course is cross listed with ART 253, Art 254, and ART 284. The courses are only taught at the Jefferson Campus. Although the SLOs for 283-284 are similar, students enrolled in 283 are not judged on as high a level of proficiency as students taking 284.  Course Student Learning Outcomes  1. The student will create an animated sequence that effectively applies the 12 principles of animation.  2. The student will demonstrate the ability to analyze and analyze and critique their work and the work of others using the proper animation vocabulary and terminology.  3. The student will use professional animation production equipment to create an animated cycle or short. | | | | |
| **Intended Outcomes** | **Means of Assessment** | **Criteria for Success** | **Summary & Analysis of Assessment Evidence** | **Use of Results** |
| 1. The student will create an animated sequence that effectively applies the 12 principles of animation. | Assessment- Rubric  Final Student Critique of Final Portfolio  Rubric attached | 70% of students will identify and apply the design principles and the 12 principles of animation. | **Fall 2018:** 5/5 = 100%  **Spring 2019:** 4/4 = 100%  **2018-2019:** 9/9 = 100% | The benchmark was met for this objective. Art 253, 254, 283, and 284 are cross listed to accommodate students in these courses engaged in a bi-weekly mentoring and distance learning program where professional animators critique student animation and offer their advice. Cross listing these courses allows the most efficient and economical use of these services. Professional animators can engage with students during one time slot and one day rather than multiple time slots and multiple days. |
| 2. The student will demonstrate the ability to analyze and analyze and critique their work and the work of others using the proper animation vocabulary and terminology. | Assessment- Rubric  Final Student Critique of Final Portfolio | 70% of students will demonstrate ability to visually create a story through storyboards. | **Fall 2018:** 5/5 = 100%  **Spring 2019:** 4/4 = 100%  **2018-2019:** 9/9 = 100% | The benchmark was met for this objective. It should be noted that although this SLO for ART 283 is quite similar to SLO #2 for ART 284, it represents the fact that the competent critique of the students’ own work, as well as the work of their peers, is a skill stressed in all animation classes. As students take subsequent courses, they are required to demonstrate more advanced and thorough critiques |
| 3. The student will use professional animation production equipment to create an animated cycle or short. | Assessment- Rubric  Final Student Critique of Final Portfolio | 70% of students will demonstrate ability to use professional animation production equipment to create an animated cycle or short. | **Fall 2018:** 5/5 = 100%  **Spring 2019:** 4/4 = 100%  **2018-2019:** 9/9 = 100% | The benchmark was met for this objective. The results for this goal have consistently been good. The outcome and assessment will continue to be used as it is foundational for the course. Success with this objective is needed to accomplish the goals and meet the objectives in successive animation courses. |
| **Plan submission date: September 20, 2019** | | | **Submitted by: Liberal Arts Department** | |

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

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| **ART 284 Course Student Learning Outcomes & Assessment Plan 2018-2019**  This course is cross listed with ART 253, Art 254, and ART 283. The courses are only taught at the Jefferson Campus. Although the SLOs for 283-284 are similar, students enrolled in 284 are required to demonstrate more advanced skills than students taking 283.  Course Student Learning Outcomes  1. The student will create an animated sequence that effectively applies the 12 principles of animation.  2. The student will demonstrate the ability to analyze and analyze and critique their work and the work of others using the proper animation vocabulary and terminology.  3. The student will demonstrate in the development of a portfolio the ability to use professional animation tools and applications to produce an aesthetically appealing animated cycle, short, or animatic.  4. The student will complete animation with lip-sync or sound. | | | | |
| **Intended Outcomes** | **Means of Assessment** | **Criteria for Success** | **Summary & Analysis of Assessment Evidence** | **Use of Results** |
| 1. The student will create an animated sequence that effectively applies the 12 principles of animation. | Assessment- Rubric  Final Student Critique of Final Portfolio  Rubric attached | 70% of students will identify and apply the design principles and the 12 principles of animation. | **Fall 2018:** 1/1 = 100%  **Spring 2019:** 2/2 = 100%  **2018-2019:** 3/3 = 100% | The benchmark was met for this objective. The SLO will be revised for the next cycle to read:  *Using the 12 principles of animation, the student will create animation that communicates personal thought and expression.*  This new SLO will highlight the higher level of technical skill required in ART 283 while students learn to use the media to solve challenging visual problems and better communicate and express ideas. A new rubric will also be created. |
| 2. The student will demonstrate the ability to analyze and analyze and critique their work and the work of others using the proper animation vocabulary and terminology. | Assessment- Rubric  Final Student Critique of Final Portfolio | 70% of students will demonstrate ability to visually create a story through storyboards. | **Fall 2018:** 1/1 = 100%  **Spring 2019:** 2/2 = 100%  **2018-2019:** 3/3 = 100% | The benchmark was met for this objective. The SLO will be revised for the next cycle to read:  *The student will display ability to critique and problem solve their work and the work of others using the proper animation vocabulary and terminology.*  This new SLO will highlight the higher level of technical skill required in ART 283 while students learn to use the media to solve challenging visual problems and better communicate and express ideas. A new rubric will also be created. |
| 3. The student will demonstrate in the development of a portfolio the ability to use professional animation tools and applications to produce an aesthetically appealing animated cycle, short, or animatic. | Assessment- Rubric  Final Student Critique of Final Portfolio  Rubric attached | 70% of students proficiently analyze their work and the work of others. | **Fall 2018:** 1/1 = 100%  **Spring 2019:** 2/2 = 100%  **2018-2019:** 3/3 = 100% | The benchmark was met for this objective. The SLO will be revised for the next cycle to read:  *The student will use advanced technical skills with animation production equipment to create an animation cycle or short that communicates personal thought and expression.*  This new SLO will highlight the higher level of technical skill required in ART 283 while students learn to use the media to solve challenging visual problems and better communicate and express ideas. A new rubric will also be created. |
| 4. The student will complete animation with lip-sync or sound. | Assessment- Rubric  Final Student Critique of Final Portfolio  Rubric attached | 70% of students proficiently analyze their work and the work of others. | Not assessed | Uninterrupted, consistent development of these skills is helping to achieve this goal. Cross listing (art 253,254,283, 284) helps to provide this consistency.  This SLO will be eliminated for the next cycle as it is a part of the revised 3rd objective. |
| **Plan submission date: September 20, 2019** | | | **Submitted by: Liberal Arts Department** | |

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

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

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| **GEO 100 Course Student Learning Outcomes & Assessment Plan 2018-2019**  Course Student Learning Outcomes  1. The student will demonstrate knowledge of the 6 essential elements of geography.  2. The student will demonstrate knowledge of the worldwide spatial distributions of landforms, climate, vegetation, soils, and other natural resources.  3. The student will demonstrate knowledge using maps to locate places for use in geographic inquiry.  **GEO 100 is taught online only.** | | | | |
| **Intended Outcomes** | **Means of Assessment** | **Criteria for Success** | **Summary & Analysis of Assessment Evidence** | **Use of Results** |
| 1. The student will demonstrate knowledge of the 6 essential elements of geography. | Objective Exam Questions (MC, TF, etc.) | 70% of students will correctly demonstrate knowledge of the 6 essential elements of geography. | **Fall 2018:**  64/78 = 82% | The objective was met for this outcome. The six essential elements of Geography are meaningful to the discipline. Learning and understanding what these elements represent and using them as a basis throughout the course is important to become geographically literate. |
| **Spring 2019 Totals:**  55/74 = 74% |
| **2018-2019 Academic Year**  119/152 = 78% |
| 2. The student will demonstrate knowledge of the worldwide spatial distributions of landforms, climate, vegetation, soils, and other natural resources. | Objective Exam Questions (MC, TF, etc.) | 70% of students will demonstrate knowledge of the worldwide spatial distributions of landforms, climate, vegetation,  soils, and other natural resources. | **Fall 2018:**  62/76 = 82% | The objective was met for this outcome. The ability to critically analyze the regions discussed throughout the course further increases geographic understanding of the world. |
| **Spring 2019 Totals:**  62/68 = 90% |
| **2018-2019 Academic Year**  124/144 = 86% |
| 3. The student will demonstrate knowledge using maps to locate places for use in geographic inquiry. | Objective Exam Questions (MC, TF, etc.) | 70% of students will be able to demonstrate knowledge using maps to locate places for use in geographic inquiry. | **Fall 2018:**  57/63 = 75% | The objective was met for this outcome. Continuing to encourage students to use a variety of maps to locate places, landforms, etc. is a great tool to increase geographic knowledge. |
| **Spring 2019 Totals:**  62/69 = 87% |
| **2018-2019 Academic Year**  119/132 = 90% |
| **Plan submission date: September 20, 2019** | | | **Submitted by: Liberal Arts Department** | |

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| **HIS 101 Course Student Learning Outcomes & Assessment Plan 2018-2019**  General Education Objective  Prepare students to continue their education at four-year institutions or to enter the workforce.  Department Level Student Learning Outcomes  1. Students will acquire content knowledge in the arts, humanities and social sciences.  2. Students will gain a better understanding of their society and cultural differences among people in an ever-changing world.  3.Students will develop analytical skills by researching and evaluating materials to support ideas.  Evaluation Criteria  Students in each HIS course will be evaluated through a written assessment. Each department-level outcome will be measured using the following criteria:  **Learning Outcome 1: Knowledge Base**  1A: The student shows mastery of relevant context **regarding the economic, social, intellectual, religious, and/or political background of Western Civilization from the ancient world to the Renaissance/Reformation era** using information from primary and/or secondary sources.  **Learning Outcome 2: Communication Skills**  2A: Student constructed/organized a satisfactory thesis using clear, organizational structure and coherent language.  **Learning Outcome 3: Critical Thinking**  3A: Student used primary and/or secondary materials in a coherent and thoughtful manner in support of his/her thesis. | | | | |
| **Intended Outcomes** | **Means of Assessment** | **Criteria for Success** | **Summary & Analysis of Assessment Evidence** | **Use of Results** |
| 1A: The student shows mastery of relevant context using information from primary and/or secondary sources. | Students completed an essay based on essay portions from the book “How We Survived Communism and Even Laughed” | 70% of students should meet intended outcome. | **Fall 2018:**  PELL CITY  1 section: 33 students  27/33 students exceeded or met the standards. 82%  CLANTON  2 sections: 70 students  58/70 students met or exceeded standards. 83%  SHELBY  5 sections: 128 students  98/128 students met or exceeded standards. 77%  JEFFERSON: NA  **SPRING 2019:**  SHELBY  2 sections: 78 total students  63/78 exceeded or met the standards. 80.7 %  PELL CITY  1 section: 20 total students  15/20 exceeded or met the standards. 75%  Clanton campus:  History 101 was not offered during the spring semester  JEFFERSON: NA | The assignment of which the students were asked to complete is an effective pedagogical tool in which to assess the three core learning outcomes. |
| 2A: Student constructed/organized a satisfactory thesis using clear, organizational structure and coherent language. | Students completed an essay based on essay portions from the book “How We Survived Communism and Even Laughed” | 70% of students should meet intended outcome. | **Fall 2018:**  PELL CITY  1 section: 33 students  27/33 students exceeded or met the standards. 82%  CLANTON  2 sections: 70 students  58/70 students met or exceeded standards. 83%  SHELBY  5 sections: 128 students  98/128 students met or exceeded standards. 77%  JEFFERSON: NA  **SPRING 2019:**  SHELBY  2 sections: 78 total students  63/78 exceeded or met the standards. 80.7 %  PELL CITY  1 section: 20 total students  15/20 exceeded or met the standards. 75%  Clanton campus:  History 101 was not offered during the spring semester  JEFFERSON: NA | On this historical research assignment, students primarily demonstrated a proper understanding of developing assignment areas such as: historical context, developing historical themes/ideas into a thesis, and demonstrating a good competence regarding primary and secondary historical research items. To build on this evaluation, faculty will determine whether exams changes are needed |
| 3A: Student used primary and/or secondary materials in a coherent and thoughtful manner in support of his/her thesis. | Students completed an essay based on essay portions from the book “How We Survived Communism and Even Laughed” | 70% of students should meet intended outcome. | **Fall 2018:**  PELL CITY  1 section: 33 students  27/33 students exceeded or met the standards. 82%  CLANTON  2 sections: 70 students  58/70 students met or exceeded standards. 83%  SHELBY  5 sections: 128 students  98/128 students met or exceeded standards. 77%  JEFFERSON: NA  **SPRING 2019:**  Shelby:  2 sections: 78 total students  63/78 exceeded or met the standards. 80.7 %  Pell City:  1 section: 20 total students  15/20 exceeded or met the standards. 75%  Clanton:  History 101 was not offered during the spring semester  JEFFERSON: NA | Most of the students used the proper evidentiary sources in support of the appropriate thesis. This seems to be an effective way to assess the proper use of historical data. |
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| **Plan submission date: September 20, 2019** | | | **Submitted by: Liberal Arts Department** | |

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| **HIS 102 Course Student Learning Outcomes & Assessment Plan 2018-2019**  General Education Objective  Prepare students to continue their education at four-year institutions or to enter the workforce.  Department Level Student Learning Outcomes  1. Students will acquire content knowledge in the arts, humanities and social sciences.  2. Students will gain a better understanding of their society and cultural differences among people in an ever-changing world.  3.Students will develop analytical skills by researching and evaluating materials to support ideas.  Evaluation Criteria  Students in each HIS course will be evaluated through a written assessment. Each department-level outcome will be measured using the following criteria:  **Learning Outcome 1: Knowledge Base**  1A: The student shows mastery of relevant context regarding the economic, social, intellectual, religious, and/or political background of Western Civilization from the Renaissance/Reformation era to the modern period using information from primary and/or secondary sources.  **Learning Outcome 2: Communication Skills**  2A: Student constructed/organized a satisfactory thesis using clear, organizational structure and coherent language. | | | | |
| **Intended Outcomes** | **Means of Assessment** | **Criteria for Success** | **Summary & Analysis of Assessment Evidence** | **Use of Results** |
| |  | | --- | | 1A: The student shows  mastery of relevant context regarding the economic, social, intellectual, religious,  and/or political background of  Western Civilization from the Renaissance/Reformation era to the modern period using information from primary and/or secondary sources. | | Students wrote an essay, supported by primary sources, in response to a historical question | 70% of students should meet intended outcome. | College Summary:  **FALL 2018:**  Shelby:  2 sections: 71 students  57/71 exceeded or met the standards= 80 % successful  Pell city:  1 section: 12 students  11/12 exceeded or met the standards = 92% successful  Clanton:  2 sections: 63 students  56/63 exceeded or met the standards = 90.4% successful  JEFFERSON: NA  **SPRING 2019**  Shelby:  6 sections: 189 students  143/189 students met or exceeded standards. 76%  Pell city:  2 sections: 40 students  34/40 exceeded or met the standards = 85% successful  Clanton:  2 sections: 63 students  56/63 exceeded or met the standards = 90.4% successful  JEFFERSON: NA | The essay using primary sources seems to be an overall effective means to assess the outcome. Instructors feel the writing assessment is the best way to evaluate the student’s mastery of the material. |
| 2A: Student constructed/organized a satisfactory thesis using clear, organizational structure and coherent language. | Students wrote an essay, supported by primary sources, in response to a historical question | 70% of students should meet intended outcome. | **FALL 2018:**  **FALL 2018:**  Shelby:  2 sections: 71 students  57/71 exceeded or met the standards= 80 % successful  Pell city:  1 section: 12 students  11/12 exceeded or met the standards = 92% successful  Clanton:  2 sections: 63 students  56/63 exceeded or met the standards = 90.4% successful  JEFFERSON: NA  **SPRING 2019**  Shelby:  6 sections: 189 students  143/189 students met or exceeded standards. 76%  Pell city:  2 sections: 40 students  34/40 exceeded or met the standards = 85% successful  Clanton:  2 sections: 63 students  56/63 exceeded or met the standards = 90.4% successful  JEFFERSON: NA | |  | | --- | | Although the success rates are well above the 70% threshold, instructors are concerned with many students coming into college with little or no real understanding as how to draft a thesis. Instructors agree that more time will be needed to teach and reinforce the concept of a thesis and how to write the whole paper/essay and how they tie together. | |
| 3A: Student used primary and/or secondary materials in a coherent and thoughtful manner in support of his/her thesis. | Students wrote an essay, supported by primary sources, in response to a historical question | 70% of students should meet intended outcome. | **FALL 2018**  Shelby:  2 sections: 71 students  57/71 exceeded or met the standards= 80 % successful  Pell city:  1 section: 12 students  11/12 exceeded or met the standards = 92% successful  Clanton:  2 sections: 63 students  56/63 exceeded or met the standards = 90.4% successful  JEFFERSON: NA  **SPRING 2019**  Shelby:  6 sections: 189 students  143/189 students met or exceeded standards. 76%  Pell city:  2 sections: 40 students  34/40 exceeded or met the standards = 85% successful  Clanton:  2 sections: 63 students  56/63 exceeded or met the standards = 90.4% successful  JEFFERSON: NA | The use of primary sources seems to be an overall effective means to assess the outcome. Per the 2A results, instructors are indicating that the time spent focusing on skill-building is working. Many instructors plan to introduce more sources to challenge the students. |
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| **Plan submission date: September 20, 2019** | | | **Submitted by: Liberal Arts Department** | |

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| **HIS 121 Course Student Learning Outcomes & Assessment Plan 2018-2019**  General Education Objective  Prepare students to continue their education at four-year institutions or to enter the workforce.  Department Level Student Learning Outcomes  1. Students will acquire content knowledge in the arts, humanities and social sciences.  2. Students will gain a better understanding of their society and cultural differences among people in an ever-changing world.   1. Students will develop analytical skills by researching and evaluating materials to support ideas.   Evaluation Criteria  Students in each HIS course will be evaluated through a written assessment. Each department-level outcome will be measured using the following criteria:  **Learning Outcome 1: Knowledge Base**  1A: The student shows mastery of relevant context regarding the economic, social, intellectual, religious, and/or political background of Western Civilization from the Renaissance/Reformation era to the modern period using information from primary and/or secondary sources.  **Learning Outcome 2: Communication Skills**  2A: Student constructed/organized a satisfactory thesis using clear, organizational structure and coherent language.  **Learning Outcome 3: Critical Thinking**  3A: Student used primary and/or secondary materials in a coherent and thoughtful manner in support of his/her thesis. | | | | |
| **Intended Outcomes** | **Means of Assessment** | **Criteria for Success** | **Summary & Analysis of Assessment Evidence** | **Use of Results** |
| 1A: The student shows mastery of relevant context using information from primary and/or secondary sources. | Students completed an essay based several primary document sources | 70% of students should meet the intended outcome | **Fall 218**  Shelby:  3 sections: 78 students  57/78 students met or exceeded standards. 73%  Pell City:  Sections not offered  Clanton:  Sections not offered  JEFFERSON: not offered  **SPRING 2019:**  Shelby: 1 section  (SLO not submitted by adjunct)  Pell City:  Sections not offered  Clanton:  Sections not offered  **Jefferson:**  **SLO’s not submitted** | The essay using primary sources seems to be an overall effective means to assess the outcome. All classes except one met the criteria for success. It isn’t clear as to why that class fell short, but the instructor will review the teaching modules for that class to try and determine the cause of the short coming. |
| 2A:  Student constructed/organized a satisfactory thesis using clear, organizational structure and coherent language. | Students completed an essay based several primary document sources | 70% of students should meet the intended outcome | **Fall 218**  Shelby:  3 sections: 78 students  57/78 students met or exceeded standards. 73%  Pell City:  Sections not offered  Clanton:  Sections not offered  JEFFERSON: not offered  **SPRING 2019:**  Shelby: 1 section  (SLO not submitted by adjunct)  Pell City:  Sections not offered  Clanton:  Sections not offered  JEFFERSON: not offered | Unlike the result with the first outcome, students did fair as well with the second outcome. Unfortunately, many students come into college with little to no real understanding as how to draft a thesis. The instructor plans to take more time to teach and reinforce the concept of a thesis and how the whole paper / essay should tie together. |
| 3A: Student used primary and/or secondary materials in a coherent and thoughtful manner in support of his/her thesis. | Students completed an essay based several primary document sources | 70% of students should meet the intended outcome | **Fall 218**  Shelby:  3 sections: 78 students  57/78 students met or exceeded standards. 73%  Pell City:  Sections not offered  Clanton:  Sections not offered  JEFFERSON: not offered  **SPRING 2019:**  Shelby: 1 section  (SLO not submitted by adjunct)  Pell City:  Sections not offered  Clanton:  Sections not offered  JEFFERSON: not offered | As with the first outcome, the essay using primary sources seems to be an overall effective means to assess the outcome. All classes except one met the criteria for success. It isn’t clear as to why that class fell short, but the instructor will review the teaching modules for that class to try and determine the cause of the short coming. |
| **Plan submission date: September 20, 2019** | | | **Submitted by: Liberal Arts Department** | |

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| **HIS 122 Course Student Learning Outcomes & Assessment Plan 2018-2019**  General Education Objective  Prepare students to continue their education at four-year institutions or to enter the workforce.  Department Level Student Learning Outcomes  1. Students will acquire content knowledge in the arts, humanities and social sciences.  2. Students will gain a better understanding of their society and cultural differences among people in an ever-changing world.  3.Students will develop analytical skills by researching and evaluating materials to support ideas.  Evaluation Criteria  Students in each HIS course will be evaluated through a written assessment. Each department-level outcome will be measured using the following criteria:  **Learning Outcome 1: Knowledge Base**  1A: The student shows mastery of relevant context regarding the economic, social, intellectual, religious, and/or political background of World History from the Reformation era to the modern period using information from primary and/or secondary sources.  **Learning Outcome 2: Communication Skills**  2A: Student constructed/organized a satisfactory thesis using clear, organizational structure and coherent language. | | | | |
| **Intended Outcomes** | **Means of Assessment** | **Criteria for Success** | **Summary & Analysis of Assessment Evidence** | **Use of Results** |
| 1. Students will show mastery of the relevant context using information from primary and/or secondary sources | Students complete and essay based on the essay portion from the book “How We Survived Communism and Even Laughed.” | 70% of students should meet intended outcomes | **FALL 2018**  Shelby:  1 section: 24 students  19/24 students met or exceeded standards. 79%  (Sections were not offered on the Pell City or Jefferson campuses.)  **SPRING 2019**  Shelby:  1 section offered  (course was taught by an adjunct. SLO was not completed)  Jefferson, Pell City & Clanton:  Course was not offered | The majority of students showed a mastery of the relevant context of the essays provided from the book. The students engaged with the book and used examples from the book to support their paper |
| 1. Students will construct/organize a satisfactory thesis using clear, organizational structure and coherent language. | Students complete and essay based on the essay portion from the book “How We Survived Communism and Even Laughed.” | 70% of students should meet intended outcomes | **FALL 2018**  Shelby:  1 section: 24 students  19/24 students met or exceeded standards. 79%  (Sections were not offered on the Pell City or Jefferson campuses.)  **SPRING 2019**  Shelby:  1 section offered  (course was taught by an adjunct. SLO was not completed)  Jefferson, Pell City & Clanton:  Course was not offered | Most of the students organized their thesis in a satisfactory manner using the prompt provided through the assignment. Their thesis was coherent and relevant. |
| 1. Students will use primary and/or secondary materials in a coherent and thoughtful manner in support of his/her thesis | Students complete and essay based on the essay portion from the book “How We Survived Communism and Even Laughed.” | 70% of students should meet intended outcomes | **FALL 2018**  Shelby:  1 section: 24 students  19/24 students met or exceeded standards. 79%  (Sections were not offered on the Pell City or Jefferson campuses.)  **SPRING 2019**  Shelby:  1 section offered  (course was taught by an adjunct. SLO was not completed)  Jefferson, Pell City & Clanton:  Course was not offered | Students that constructed an organized thesis supported the thesis with relevant information from the essay portions from the book. Those students that did not construct an organized thesis did not support their thesis. This emphasizes the need to help students create strong theses for their papers. |
| **Plan submission date: September 20, 2019** | | | **Submitted by: Liberal Arts Department** | |

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| **HIS 201 Course Student Learning Outcomes & Assessment Plan 2018-2019**  General Education Objective  Prepare students to continue their education at four-year institutions or to enter the workforce.  Department Level Student Learning Outcomes  1. Students will acquire content knowledge in the arts, humanities and social sciences.  2. Students will gain a better understanding of their society and cultural differences among people in an ever-changing world.   1. Students will develop analytical skills by researching and evaluating materials to support ideas.   Evaluation Criteria  Students in each HIS course will be evaluated through a written assessment. Each department-level outcome will be measured using the following criteria:  **Learning Outcome 1: Knowledge Base**  1A: The student shows mastery of relevant context regarding the economic, social, intellectual, religious, and/or political background of American History from the colonial era to the Reconstruction era using information from primary and/or secondary sources.  **Learning Outcome 2: Communication Skills**  2A: Student constructed/organized a satisfactory thesis using clear, organizational structure and coherent language.  **Learning Outcome 3: Critical Thinking** | | | | |
| **Intended Outcomes** | **Means of Assessment** | **Criteria for Success** | **Summary & Analysis of Assessment Evidence** | **Use of Results** |
| 1A: The student shows mastery of relevant context using information from primary and/or secondary sources. | Students wrote a paper based on a non-fiction book and a prompt relating to the book | 70% of students should meet intended outcome. | FALL 2018  Shelby:  2 sections: 52 students  38/52 students met or exceeded the standards. 73%  Pell City & Clanton:  2 sections: 58 students  49/58 students met or exceeded set standards. 84 %  JEFFERSON: NA  Dual Enrollments:  7 sections: 117 students  98/117 students met or exceeded standards. 84%  SPRING 2019  Shelby:  2 sections: 60 students  60/60 students met or exceeded the standards. 100%  Pell City & Clanton:  Courses not offered  JEFFERSON: NA | Overall, the students performed average on the non-fiction book assignment. They used the secondary sources in their paper in a relevant and cohesive manner. |
| 2A:  Student constructed/organized a satisfactory thesis using clear, organizational structure and coherent language. | Students wrote a paper based on a non-fiction book and a prompt relating to the book | 70% of students should meet intended outcome. | Shelby:  2 sections: 52 students  38/52 students met or exceeded the standards. 73%  Pell City & Clanton:  2 sections: 58 students  44/58 students met or exceeded set standards. 76%  JEFFERSON: NA  Dual Enrollments:  7 sections: 117 students  98/117 students met or exceeded standards. 84%  SPRING 2019  Shelby:  2 sections: 60 students  60/60 students met or exceeded the standards. 100%  Pell City & Clanton:  Courses not offered  JEFFERSON: NA | The students constructed their thesis statements based around the provided prompt successfully. Moving forward I believe the students will succeed at a higher rate if I change the assignment from a book-based writing/reading assignment to an essay format. The thesis will be more succinct and the essay response based more on relevant historical information. |
| 3A: Student used primary and/or secondary materials in a coherent and thoughtful manner in support of his/her thesis. | Students wrote a paper based on a non-fiction book and a prompt relating to the book | 70% of students should meet intended outcome. | Shelby:  2 sections: 52 students  38/52 students met or exceeded the standards. 73%  Pell City & Clanton:  2 sections: 58 students  42/58 students met or exceeded set standards. 72%  JEFFERSON: NA  Dual Enrollments:  7 sections: 117 students  98/117 students met or exceeded standards. 84%  SPRING 2019  Shelby:  2 sections: 60 students  60/60 students met or exceeded the standards. 100%  Pell City & Clanton:  Courses not offered  JEFFERSON: NA | Students supported their thesis statements quite well. Those that were able to write a cohesive thesis used relevant secondary materials from the non-fiction book to write an organized paper. |
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| **HIS 202 Course Student Learning Outcomes & Assessment Plan 2018-2019**  General Education Objective  Prepare students to continue their education at four-year institutions or to enter the workforce.  Department Level Student Learning Outcomes  1. Students will acquire content knowledge in the arts, humanities and social sciences.  2. Students will gain a better understanding of their society and cultural differences among people in an ever-changing world.   1. Students will develop analytical skills by researching and evaluating materials to support ideas.   Evaluation Criteria  Students in each HIS course will be evaluated through a written assessment. Each department-level outcome will be measured using the following criteria:  **Learning Outcome 1: Knowledge Base**  1A: The student shows mastery of relevant context using information from primary and/or secondary sources.  **Learning Outcome 2: Communication Skills**  2A: Student constructed/organized a satisfactory thesis using clear, organizational structure and coherent language.  **Learning Outcome 3: Critical Thinking**  3A: Student used primary and/or secondary materials in a coherent and thoughtful manner in support of his/her thesis. | | | | |
| **Intended Outcomes** | **Means of Assessment** | **Criteria for Success** | **Summary & Analysis of Assessment Evidence** | **Use of Results** |
| 1A: The student shows mastery of relevant context using information from primary and/or secondary sources. | Students wrote a paper based on a non-fiction book and a prompt relating to the book | 70% of students should meet intended outcome. | FALL 2018:  HIS 202 is not offered in the Fall  SPRING 2019  Shelby:  2 sections: 73 students  62/73 students met or exceeded set standards. 85%  Pell City & Clanton:  2 sections: 37 students  34/37 students met or exceeded the set standards. 92%  JEFFERSON: NA  Dual Enrollment:  11 sections: 200 students  180/200 students met or exceeded set standards. 90% | Overall, the students performed quite well on their Oral History papers. They were engaged with their interviewee and covered good questions and content with him/her. The students enjoyed this form of history, especially hearing from a living person about historical events |
| 2A:  Student constructed/organized a satisfactory thesis using clear, organizational structure and coherent language. | Students wrote a paper based on a non-fiction book and a prompt relating to the book | 70% of students should meet intended outcome. | FALL 2018:  HIS 202 is not offered in the Fall  SPRING 2019  Shelby:  2 sections: 73 students  62/73 students met or exceeded set standards. 85%  Pell City & Clanton:  2 sections: 37 students  34/37 students met or exceeded the set standards. 92%  JEFFERSON: NA  Dual Enrollment:  11 sections: 200 students  180/200 students met or exceeded set standards. 90% | Students that were successful in their papers organized coherent theses based on their interviewee and his/her life story. |
| 3A: Student used primary and/or secondary materials in a coherent and thoughtful manner in support of his/her thesis. | Students wrote a paper based on a non-fiction book and a prompt relating to the book | 70% of students should meet intended outcome. | FALL 2018:  HIS 202 is not offered in the Fall  SPRING 2019  Shelby:  2 sections: 73 students  62/73 students met or exceeded set standards. 85%  Pell City & Clanton:  2 sections: 37 students  34/37 students met or exceeded the set standards. 92%  JEFFERSON: NA  Dual Enrollment:  11 sections: 200 students  180/200 students met or exceeded set standards. 90% | Students that were successful in their papers organized coherent theses based on their interviewee and his/her life story. |
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| **HIS 216 Course Student Learning Outcomes & Assessment Plan 2018-2019**  **(Course was not assessed during 2018-2019)** |

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| **MUS 101 Course Student Learning Outcomes & Assessment Plan 2018-2019**  Course Student Learning Outcomes  1. The student will demonstrate knowledge and understanding of the fundamentals of music utilizing appropriate terminology.  2. The student will demonstrate knowledge of prominent composers and major compositions. | | | | |
| **Intended Outcomes** | **Means of Assessment** | **Criteria for Success** | **Summary & Analysis of Assessment Evidence** | **Use of Results** |
| 1. The student will demonstrate knowledge and understanding of the fundamentals of music utilizing appropriate terminology. | Embedded exam questions: the content, format, and number of questions varies by individual instructor. | 70% of students will be able to correctly use the terminology being assessed. | **Fall 2018 Campus Totals:**  Jefferson: 30/40 – 75%  Shelby**:** 179/204 = 88% | Implementing quizzes that has them learning and hearing the foreign musical terminology on a more frequent basis. |
| **Spring 2019 Campus Totals:**  Jefferson: 13/27 = 52%  Shelby:131/141 = 90% |
| **2018-2019 Academic Year**  **College Total: 353/412 = 86%**  **Campus Totals:**  Jefferson: 43/67 = 64%  Shelby: 310/345 = 90% |
| 2. | Embedded exam questions: the content, format, and number of questions varies by individual instructor. | 70% of students will demonstrate correct knowledge of prominent composers and major compositions | **Fall 2018 Campus Totals:**  Jefferson: 30/40 = 75%  Shelby:172/191 = 90% | Making quizzes a contest to see how the composers and compositions are learned on a regular basis instead of trying to cram and failing to achieve. Prizes or extra points are awarded. |
| **Spring 2019 Campus Totals:**  Jefferson: 13/27 = 52%  Shelby:136/141 = 96% |
| **2018-2019 Academic Year**  **College Total: 351/399 = 88%**  **Campus Totals:**  Jefferson: 43/67 = 64%  Shelby: 308/332 = 93% |
| **Plan submission date: September 20, 2019** | | | **Submitted by: Liberal Arts Department** | |

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| **PHL 106 Course Student Learning Outcomes & Assessment Plan 2018-2019**  Course Student Learning Outcomes  1. The student will acquire a synoptic understanding of the five historical eras, and five contemporary branches, of Western philosophy.  2. The student will practice the discipline of critical and creative philosophical reflection in pursuit of individual and communal flourishing.  This course was only offered Fall 2018.  **No SLO assessment was submitted by the instructor** |

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| **PHL 206 Course Student Learning Outcomes & Assessment Plan 2018-2019**  Course Student Learning Outcomes  1.The student will acquire a synoptic understanding of the five historical eras of Western philosophy ethics, complete with their sociopolitical contexts.  2. The student will practice the discipline of critical and creative ethical reflection in pursuit of ethical and political virtue, with an emphasis on the mainstream theories of utilitarianism, deontology, and virtue ethics (along with rival theories including feminist, postmodern and non-Western ethics).  This course was only offered Fall 2018.  **No SLO assessment was submitted by the instructor** |

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| **POL 211 Course Student Learning Outcomes & Assessment Plan 2018-2019**  **POL 211 was not assessed.** |

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| **PSY 200 Course Student Learning Outcomes & Assessment Plan 2018-2019**  Course Student Learning Outcomes  The student will  1. Identify the goals of psychology.  2. Explore various methods of psychological research.  3. Distinguish the major schools/perspectives of psychology. | | | | |
| **Intended Outcomes** | **Means of Assessment** | **Criteria for Success** | **Summary & Analysis of Assessment Evidence** | **Use of Results** |
| 1. Identify the goals of psychology. | Midterm and/or final exam embedded questions, or a separate survey. | 70% of students will correctly answer embedded questions. | **Fall 2018 Campus Totals:**  Clanton: 14/36 = 39%  Jefferson: 43/64= 67%  Pell City: 26/68 = 38%  Shelby:103/168 = 61% | SLO 1 (Goals) assessments did not meet the 70% criterion. This continues to be a challenging topic for students, with some semesters and CRNs meeting criterion and other semesters and CRNs not. This demonstrates the tremendous variation across classes.  Students tend to hover around the 60% mark. Faculty should consider sharing materials they use if it seems to be working. |
| **Spring 2019 Campus Totals:**  Clanton: 23/56 = 41%  Jefferson: 31/57 = 54%  Pell City: 34/50 = 68%  Shelby: 133/194 = 69% |
| **Academic year Totals:**  **College: 407/693 = 59%**  **Campus:**  Clanton: 37/92 = 48%  Jefferson: 74/121 = 61%  Pell City: 60/118 = 51%  Shelby: 236/362 = 65% |
| 2. Explore various methods of psychological research. | Midterm and/or final exam embedded questions, or a separate survey. | 70% of students will correctly answer embedded questions. | **Fall 2018 Campus Totals:**  Clanton: 28/36 = 78%  Jefferson: 49/64 = 77%  Pell City: 60/68 = 88%  Shelby:142/168 = 85% | SLO 2 (Research Methods) 80% reflects student’s understanding of research methods. Having students find, and/or read scholarly research has improved their understanding of research methods. One activity that has shown some success is having students identify research methods and other related scientific method questions as an activity in class. However, it is very time consuming especially in large classes. Faculty should consider sharing materials they use if it seems to be working. |
| **Spring 2019 Campus Totals:**  Clanton: 42/56 = 75%  Jefferson: 31/57 = 54%  Pell City: 45/50 = 90%  Shelby: 157/194 = 81% |
| **Academic year Totals:**  **College: 554/693 = 80%**  **Campus**:  Clanton: 70/92 = 76%  Jefferson: 80/121= 66%  Pell City: 105/118 = 89%  Shelby: 299/362 = 83% |
| 3. Distinguish the major schools/perspectives of psychology. | Midterm and/or final exam embedded questions, or a separate survey. | 70% of students will correctly answer embedded questions. | **Fall 2018 Campus Totals:**  Clanton: 15/36 = 42%  Jefferson: 46/64 =72%  Pell City: 41/68 =60%  Shelby: 84/168 = 50% | SLO 3 (Theories) Theory continues to be challenging topic for students, with some semesters and CRNs meeting criterion and other semesters and CRNs not. Faculty should consider sharing materials they use if it seems to be working. |
| **Spring 2019 Campus Totals:**  Clanton: 25/56 = 45%  Jefferson: 32/57 = 56%  Pell City: 37/50 = 74%  Shelby: 147/194 = 76% |
| **Academic year Totals:**  **College: 427/693 = 62%**  **Campus:**  Clanton: 40/92 = 43%  Jefferson: 78/121 = 62%  Pell City: 78/118 = 66%  Shelby: 231/362 = 64% |
| **Plan submission date: September 20, 2019** | | | **Submitted by: Liberal Arts Department** | |

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| **PSY 210 Course Student Learning Outcomes & Assessment Plan 2018-2019**  Course Student Learning Outcomes  1. The student will be able to identify the major theorists and their significant contributions to the study of human development.  2. The student will identify the major theories and models of human development (psychoanalytic, behavioral, and cognitive).  3. The student will recognize various methods used in the study of the lifespan. | | | | |
| **Intended Outcomes** | **Means of Assessment** | **Criteria for Success** | **Summary & Analysis of Assessment Evidence** | **Use of Results** |
| 1. The student will be able to identify the major theorists and their significant contributions to the study of human development. | Embedded exam questions or a separate survey (matching) | 70% of students will correctly answer embedded questions. | **Fall 2018 Campus Totals:**  Clanton: 29/45 = 64%  Jefferson: 14/19 = 74%  Pell City: 31/32 = 97%  Shelby: 99/134 = 74% | The benchmark was met for this outcome. Theorists and their contributions show very good results at three campuses. Faculty will continue with the similar pedagogical approach in the classroom which includes assessments, quizzes, writing assignments, and critical thinking exercises. Clanton campus did not meet the set goal of 70%. Instructors from the other three campuses will connect with faculty members at the Clanton campus to explore methods to help improve in this area. |
| **Spring 2019 Campus Totals:**  Clanton: 20/36 = 56%  Jefferson: 32/42 = 76%  Pell City: 23/30 = 77%  Shelby: 107/126 = 74% |
| **Academic year Totals:**  **College: 355/464 = 77%**  **Campus:**  Clanton: 48/81 = 60%  Jefferson: 46/61 = 75%  Pell City: 54/62 = 87%  Shelby: 206/260 = 79% |
| 2. The student will identify the major theories and models of human development (psychoanalytic, behavioral, and cognitive). | Embedded exam questions or a separate survey (matching) | 70% of students will demonstrate correct knowledge the major theories and models of human development. | **Fall 2018 Campus Totals:**  Clanton: 30/45 = 67%  Jefferson: 15/19 = 79%  Pell City: 31/32 = 97%  Shelby:112-134 = 84% | The benchmark was met for this outcome. These theories, also known as domains, are a major piece in human development. Students continue to excel in their knowledge in these areas. Clanton came up only 3% short of meeting the set goal. Faculty will use this information to assess any difference in quizzes and exams that may have contributed to this small margin. |
| **Spring 2019 Campus Totals:**  Clanton: 14/36 = 39%  Jefferson: 31/42 = 74%  Pell City: 24/30 = 80%  Shelby: 105/126 = 83% |
| **Academic year Totals:**  **College: 360/464 = 78%**  **Campus:**  Clanton: 44/81 = 54%  Jefferson: 46/61 = 75%  Pell City: 53/62 = 85%  Shelby: 217/260 = 83% |
| 3. The student will recognize various methods used in the study of the lifespan. | Embedded exam questions or a separate survey (matching) | 70% of students will correctly answer embedded questions. | **Fall 2018 Campus Totals:**  Clanton: 29/45 = 64%  Jefferson: 14/19 =74%  Pell City: 31/32 = 97%  Shelby:111/134 = 83% | The benchmark was met for this outcome. Methods used in psychology are a key component in the course. There were some consistencies over the semesters. One faculty member indicated that teaching research methods is an area that she has used multiple effective approaches. Clanton faculty and other faculty members will confer with her to learn other effective tools, and material being used to help all students. |
| **Spring 2019 Campus Totals:**  Clanton: 22/36 = 61%  Jefferson: 34/42 = 81%  Pell City: 25/32 = 78%  Shelby: 113/126 = 90% |
| **Academic year Totals:**  **College: 379/466 = 81%**  **Campus:**  Clanton: 51/81 = 63%  Jefferson: 48/61 = 79%  Pell City: 56/64 = 88%  Shelby: 224/260 = 86% |
| **Plan submission date: September 20, 2019** | | | **Submitted by: Liberal Arts Department** | |

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| **PSY 230 Course Student Learning Outcomes & Assessment Plan 2018-2019**  Course Student Learning Outcomes  1. Students will be able to define terms based on the behavioral terminology of mental disorders.  2. Students will be able to identify, describe, and categorize mental disorders.  3. Students will be able to examine all diagnostic methods and major therapies regarding abnormality.  This course is taught online only. | | | | |
| **Intended Outcomes** | **Means of Assessment** | **Criteria for Success** | **Summary & Analysis of Assessment Evidence** | **Use of Results** |
| 1. Students will be able to define terms based on the behavioral terminology of mental disorders. | Embedded objective (MC/Matching) questions on an exam or a separate survey. | 70% of students will successfully define terms based on the behavioral terminology of mental disorders. | **Spring 2019**  24/28 = 92% | The benchmark was met for this outcome. The majority of the students scored above average on this section. Faculty contributes students’ success to the intense class discussion posts. Students are required to read a discussion prompt and create a researched-based summary of the topic. This level of interaction causes students to intensely process behavioral terminology. |
| 2. Students will be able to identify, describe, and categorize mental disorders. | Embedded objective (MC/Matching) questions on an exam or a separate survey. | 70% of students will successfully identify, describe, and categorize mental disorders. | **Spring 2019**  22/26 = 85% | The benchmark was met for this outcome. Students’ success is attributed to the clear and concise video lectures provided and the research-based writing assignments that requires students to differentiate between the disorders.  Although students fared well on this section, there is room for improvement. To improve students’ success, faculty will incorporate case studies in which students will be instructed to diagnose a subject and justify their diagnosis. |
| 3. Students will be able to examine all diagnostic methods and major therapies regarding abnormality. | Embedded objective (MC/Matching) questions on an exam or a separate survey. | 70% of students will successfully examine all diagnostic methods and major therapies regarding abnormality. | **Spring 2019**  22/26 = 85% | The benchmark was met for this outcome. The majority of the students scored above average on this section. Faculty contributes students’ success to instructional lectures and video clips that depicts the form of therapies used to treat disorders. Seeing real-world application of diagnostic tools/methods and therapies helps students comprehend the material.  Although faculty is pleased that 85% of the students scored well, we have developed a strategy to improve our success rates. Faculty will facilitate additional assignments that will require students to assess the appropriateness of diagnostic tools and therapies. |
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| **REL 151 Course Student Learning Outcomes & Assessment Plan 2018-2019**  Course Student Learning Outcomes  1. The student will understand the socio-historical and literary contexts of the many books of the Old Testament.  2. The student will compare a variety of opinions and approaches to studying the Old Testament verbally or in writing. | | | | |
| **Intended Outcomes** | **Means of Assessment** | **Criteria for Success** | **Summary & Analysis of Assessment Evidence** | **Use of Results** |
| 1. The student will understand the socio-historical and literary contexts of the many books of the Old Testament | Assessment with Evaluations –Short questions that addresses the various socio-historical and literary contexts of the Old Testament: Why is context and history important in studying the Old Testament? | 70% of students should meet intended outcome. | Fall 2018 (online course)  Shelby:  28/36= 78%  Spring 2019  Shelby:  24/30= 80% | Data shows that students are understanding the material and executing their knowledge in the evaluations. |
| 2. The student will compare a variety of opinions and approaches to studying the Old Testament verbally or in writing. | Assessment with Evaluations –Short questions that addresses the comparison of the variety of opinions and approaches to studying the Old Testament: Why are there so many interpretations of a book like Genesis? | 70% of students should meet intended outcome. | Fall 2018  Shelby:  31/36 = 86%  Spring 2019  Shelby:  26/30= 87% | Data shows that students are understanding the material and executing their knowledge in the evaluations. |
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| **REL 152 Course Student Learning Outcomes & Assessment Plan 2018-2019**  General Education Objective  Prepare students to continue their education at four-year institutions or to enter the workforce.  Department Level Student Learning Outcomes  1. Students will acquire content knowledge in the arts, humanities and social sciences.  2. Students will gain a better understanding of their society and cultural differences among people in an ever-changing world.   1. Students will develop analytical skills by researching and evaluating materials to support ideas.   Course Student Learning Outcomes  1. Identify the basic structure, themes, and genres of the New Testament.  2. Describe the historical context and development of early Christianity and its writings.  3. Employ basic critical methods and tools of biblical research. | | | | |
| **Intended Outcomes** | **Means of Assessment** | **Criteria for Success** | **Summary & Analysis of Assessment Evidence** | **Use of Results** |
| 1. Identify the basic  structure, themes,  and genres of the  New Testament. | Assessment with Evaluations – Two short questions that addresses all three: 1. Why is context and history important in studying the New Testament? 2. Why are there so many interpretations of a book like Revelation | 70% of students should meet intended outcome | Fall 2018 (online)  Shelby:  26/32= 81%  Spring 2019- not reported | Data shows that students are understanding the material and executing their knowledge in the evaluations. |
| 2. Describe the  historical context and  development of early  Christianity and its  writings. | Assessment with Evaluations – Two short questions that addresses all three: 1. Why is context and history important in studying the New Testament? 2. Why are there so many interpretations of a book like Revelation | 70% of students should meet intended outcome | Fall 2018 (online)  Shelby:  26/30= 87%  Spring 2019- not reported | Data shows that students are understanding the material and executing their knowledge in the evaluations. |
| 3. Employ basic critical methods and tools of biblical research. | Assessment with Evaluations – Two short questions that addresses all three: 1. Why is context and history important in studying the New Testament? 2. Why are there so many interpretations of a book like Revelation | 70% of students should meet intended outcome | Fall 2018 (online)  Shelby:  23/30- 77%  Spring 2019- not reported | Data shows that students are understanding the material and executing their knowledge in the evaluations. |
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| **SOC 200 Course Student Learning Outcomes & Assessment Plan 2018-2019**  Course Student Learning Outcomes  The student will  1. demonstrate knowledge of sociology and the sociological perspective.  2. demonstrate knowledge of how social group experiences affect human behavior and development.  3. demonstrate knowledge of the major social institutions found within society. | | | | | | |
| **Intended Outcomes** | **Means of Assessment** | | **Criteria for Success** | **Summary & Analysis of Assessment Evidence** | | **Use of Results** |
| 1. demonstrate knowledge of sociology and the sociological perspective. | 10 questions on an assessment created to measure this outcome. Content and format of questions may vary by instructor. | | 70% of students will identify the definition of sociology, sociological imagination, and using the social context to understand social behavior. | Fall 2018 Campus Totals: Jefferson: 57/64 = 89% Shelby: 58/70= 84% | | The benchmark was met for this outcome. The majority of the students are performing above the criteria for success. The results for this year are up 3% from 2017-18. One persistent question is why the Shelby campus often outperforms the Jefferson campus. The Instructors, both of whom have taught at both campuses, have discussed this and feel it is a reflection of the basic difference in the students on those campuses. Shelby has a more traditional group of students while the students at the Jefferson campus are more likely to work, have families, and even ride the bus to campus. This reflects the SES differences between the two parts of the state where the campuses are located. That being said, the Jefferson students still score above the criteria of success.  The assessment used is a quiz given at the end of the semester. The instructors plan to revise this to be more in line with the new ACCS SLOs. |
| Spring 2019 Campus Totals: Jefferson: 44/58=76% Shelby: 74/83=89% | |
| Academic Year Totals College: 233/275=85% Campus: Jefferson: 101/122=83% Shelby: 132/153=86% | |
| 2. demonstrate knowledge of how social group experiences affect human behavior and development. | 10 questions on an assessment created to measure this outcome. Content and format of questions may vary by instructor. | | 70% of students will identify how social group experiences affect behavior and development. | **Fall 2018 Campus Totals:**  Jefferson: 54/64 = 84% Shelby: 57/67=89% | | The benchmark was met for this outcome. This intended outcome has been used since we began this method of assessing student learning outcomes. Although it is slightly down, by 3% from 2017-18, the consistent success of the measurement indicates that it is time to go to a more rigorous assessment. The instructors plan to develop new outcome and assessment to more closely match the new SLO guidelines from ACCS. |
| **Spring 2019 Campus Totals:**  Jefferson: 51/58=88% Shelby: 81/83=98% | |
| **Academic Year Totals**  **College:** 243/272 = 89%  **Campus:**  Jefferson: 105/122 = 86% Shelby: 138/150=92% | |
| 3. demonstrate knowledge of the major social institutions found within society. | 10 questions on an assessment created to measure this outcome, Content and format of questions may vary by instructor. | | 70% of students will demonstrate knowledge of major social institutions of society. | **Fall 2018 Campus Totals:**  Jefferson: 62/63=98% Shelby: 61/67=91% | | The benchmark was met from this outcome. The results from this assessment show that the adjustments we have made over the past semesters were successful. The results have improved 5% from 2017-18. However, as with the other outcomes and assessments, the instructors feel the need to reassess the outcomes to be measured, and the assessment that will be used and will be developing a new outcome and assessment that will be more in line with the current guidelines from ACCS. |
| **Spring 2019 Campus Totals:**  Jefferson: 54/58=93% Shelby: 83/83=100% | |
| **Academic Year Totals**  **College:** College: 260/271/=96%  **Campus:**  Jefferson: 116/121=96% Shelby: 144/150=96% | |
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| **SOC 210 Course Student Learning Outcomes & Assessment Plan 2018-2019**  **This course is taught online in the spring semester.**  Course Student Learning Outcomes  The student will  1. Demonstrate knowledge of the criteria of a social problem  2. Demonstrate knowledge of the impact of social policy on the individual.  3. Demonstrate knowledge of the theoretical perspectives used to explore and explain social problems. | | | | | | |
| **Intended Outcomes** | **Means of Assessment** | **Criteria for Success** | | **Summary & Analysis of Assessment Evidence** | **Use of Results** | |
| 1. Demonstrate knowledge of the criteria of a social problem | A test composed of 10 questions specifically created to assess this outcome. | 70% of students will successfully demonstrate knowledge of the criteria of a social problem. | | 19/21 = 90% | The benchmark was met from this outcome. Because this outcome is significantly higher than the stated criteria for success, although identical to 2018, the instructor evaluated the assessment to determine if it was too simplistic. While it is very basic, so are the criteria of a social problem, so the Instructor determined that the assessment did measure the students’ knowledge of the criteria of what issues in a society are defined as a social problem. | |
| 2. Demonstrate knowledge of the impact of social policy on the individual. | A test composed of 10 questions, specifically created to assess this outcome. | 70% of students will successfully demonstrate knowledge of the impact of social policy on the individual | | 20/21 = 95% | The benchmark was met from this outcome. This was a very high-performing class, which is reflected in the result of this SLO, which was 15% higher than 2018. The Instructor evaluated the assessment and determined that it did measure the impact of social policy and is reluctant to change the assessment because not all classes perform to the level this one did. Two students failed the class because they did nothing in the class but did not withdraw. Those students brought down the overall pass rate but did not impact the SLO scores. | |
| 3. Demonstrate knowledge of the theoretical perspectives used to explore and explain social problems. | A test composed of 10 questions specifically created to assess this outcome. | 70% of students will successfully demonstrate knowledge of the theoretical perspectives used to explore and explain social problems | | 13/21 = 62% | The low degree of success of this outcome, while significantly higher than 2018 (38%), also resulted in an examination of the assessment used. The Instructor determined that expecting students to be able to match 10 theoretical perspectives to their definition with no other context is far too ambitious. The assessment will be reformatted to better reflect the manner the theoretical perspectives are taught in the class. Since theoretical perspectives are relatively abstract, the teaching method will also be re-evaluated to find a better way to integrate the ideas into the practical areas of the course. | |
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| **SOC 247 Course Student Learning Outcomes & Assessment Plan 2018-2019**  **This course is taught only in the fall semester and is only offered online.**  Course Student Learning Outcomes  The student will  1. Demonstrate knowledge of the historic purpose of the social institutions of marriage and family.  2. Demonstrate knowledge of the problems confronting contemporary families.  3. Demonstrate knowledge of the differences in family form and function in various subcultures in the United States. | | | | |
| **Intended Outcomes** | **Means of Assessment** | **Criteria for Success** | **Summary & Analysis of Assessment Evidence** | **Use of Results** |
| 1. Demonstrate knowledge of the historic purpose of the social institutions of marriage and family. | |  | | --- | | A test composed of 10 questions, specifically created to assess this outcome. | | 70% of students will successfully demonstrate knowledge of the historic purpose of the social institutions of marriage and family. | 8/8 = 100% | The benchmark was met from this outcome. This result mirrors Fall 2017. Because the success rate is so high the Instructor decided to change the class a bit. Instead of having chapter summaries as assignments she made them study guides and added the analysis of TED Talks on marriage and families as the assignments. It will be interesting to see if this changes the grades or the SLO results. |
| 2. Demonstrate knowledge of the problems confronting contemporary families. | |  | | --- | | A test composed of 10 questions, specifically created to assess this outcome. | | 70% of students will successfully demonstrate knowledge of the problems confronting contemporary families | 8/8 = 100% | The benchmark was met from this outcome. This result is a 10% improvement from Fall 2017 and gave added incentive to change the form of the assignments in this class. The instructor expects adding videos showing the problems facing contemporary families to ensure that this outcome remains high. |
| 3. Demonstrate knowledge of the differences in family form and function in various subcultures in the United States. | |  | | --- | | A test composed of 10 questions, specifically created to assess this outcome. | | 70% of students will successfully demonstrate knowledge of the differences in family form and function in various subcultures in the United States | 7/8 -= 88% | The benchmark was met from this outcome. While the percentage implies a drop, the actual difference in the number of students who successfully completed this assessment is the same as 2017 [9/10 (90%) vs. 7/8 (88%)]. It is a true and false test and the consistent high number of successful completions indicates that it could be replaced with a more rigorous assessment. |
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| **THR 120 Course Student Learning Outcomes & Assessment Plan 2018-2019**  General Education Objective:  To teach the history of the theatre and principles of drama.  Department Level Student Learning   1. Recognize theatre as an art form. 2. Gain an understanding of theatrical productions in term of artistry, production, technical involvement and management. 3. Define and identify theatre terms, concepts, and historical information.   Course Student Learning Outcomes  1. Students will demonstrate an understanding of the important plays in the development of theatre as a form of performing arts  2. Students will demonstrate an understanding of basic production processes and identify roles of theatre practitioners  3 Students will apply critical thinking methods to assess a live performance. | | | | |
| **Intended Outcomes** | **Means of Assessment** | **Criteria for Success** | **Summary & Analysis of Assessment Evidence** | **Use of Results** |
| Recognize and evaluate elements of the production process, including different aspects of playwrighting, acting, directing, design, and criticism in written assessments. | Exams/Quizzes, discussions, script reviews, and performance attendance will assess the students understanding and importance of theatrical plays and performances | 70% of students will be able to complete this task successfully | FALL 2018  Shelby: 3 sections  103/122 = 84.4 %  Pell City: (1 section)  29/44= 66%  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  SPRING 2019  Shelby (2 sections)  61/72 = 85%  Pell City (1 section)  33/45 = 73%  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Academic Year Total:  College: 226/283= 80% | While many students performed well on these assessments, many lacked the ability to critically analyze plays beyond the superficial or obvious. The instructors will need to alter test questions and grading rubrics to encourage more imaginative and critical thought. The instructors will also need to include more viewings/readings of important plays. |
| Differentiate and explain the origins, forms, and functions of different periods, styles, and genres of theatre. | Exams/Quizzes, discussions, script reviews, and performance attendance will assess the students understanding and importance of theatrical plays and performances. | 70% of students will be able to complete this task successfully | Fall 2018  Shelby (3 sections)  103/122= 84.4%  Pell City (1 section)  31/44= 70%  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  SPRING 2019  Shelby: (2 sections)  59/72= 72%  Pell City:  35/45= 78%  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Academic Totals:  228/283= 81% | Students understand the basic principles of what goes into producing a play, but confuse the titles of designers and managers, etc. Instructor will attempt to implement more visual tools, such as photographs and YouTube videos, to reinforce and clarify lecture topics. |
| Apply critical viewing methods for live theatre and recorded theatre performances using written assessments. | Students will submit a performance review rubric form after attending direct observation of live or watching recorded theatrical performances. | 70% of students will be able to complete this task successfully | Fall 2018  Shelby (3 sections)  88/104= 70.9%  Pell City (1 section)  39/44= 88%  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  SPRING 2019  Shelby (2 sections)  55/72= 76%  Pell City (1 section)  30/45= 60%  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Academic Totals:  212/265= 80% | While students wrote comprehensive papers evaluating the production, some were far too general and lacked specifics. Theatre instructors will need to assess the guidelines to be less formulaic and more analytical. |
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