**Transfer/General Studies Division**

**Program Review**

**Reporting Period: 2016-17 through 2018-2019**

**Program Mission and Description**

The Transfer/General Studies Division, which is comprised of five divisions – Biology,

Business/Information Systems, Communications, Liberal Arts, and Math/Engineering/Physical Sciences-- is committed to providing excellence in all areas of instruction and offering educational opportunities that meet or exceed the standards set forth by all appropriate accrediting agencies. The Transfer/General Studies Division endeavors to provide an educational environment that is accessible to and meets the needs of all students, including providing educational opportunities via distance learning as well as traditional classes.

Over the last three years, accomplishments of the department include the following:

2016-2017

1. The Beta Lambda Delta chapter of Phi Theta Kappa was named a top-ten chapter out of nearly 1,300 chapters internationally. They were named the Most Distinguished Chapter in the state of Alabama s well.
2. Dr. Nic Kin began a partnership with the University of Alabama at Birmingham whereby Jefferson State undergraduates gained research experience at UAB. These were paid summer positions.
3. Jefferson State’s speech team won awards at numerous regional and national competitions.
4. The Communications Division sponsored its inaugural PioneerCon, which celebrated student research pertaining to fantasy fiction.
5. Representatives from TGS faculty attended the ACCS’s Master Teacher Program.
6. The Liberal Arts Division sponsored Constitution Day.
7. History Instructor Kyle Irvin began an international travel program for JSCC students. Credit and non-credit travel options were made available to students.

2017-2018

1. The Beta Lambda Delta chapter of Phi Theta Kappa was named a top-three chapter out of nearly 1,300 chapters internationally and was again named the top Phi Theta Kappa chapter in the state of Alabama.
2. Dr. Erin Arnold was named Chair of the Biology and Math/Engineering/Physical Sciences divisions at the Jefferson Campus.
3. The speech team continued to win regional and national awards.
4. The Communications Division sponsored its inaugural UWrite conference for English teachers across Birmingham.
5. The Liberal Arts Division continued to sponsor Constitution Day.
6. Dr. Liesl Harris was named Alabama’s Associate Regional Coordinator for Phi Theta Kappa.

2018-2019

1. The Beta Lambda Delta was named the Most Distinguished Chapter in the state of Alabama for the third consecutive year and placed in the top fifteen chapters at the international convention.
2. Ms. Stephanie Miller was named chair of the Biology Division for the Shelby Campus.
3. The speech team travelled to Germany for an international competition.

**Program Admission and Awards**

Students are admitted to the program through the college’s regular admissions process. Students are admitted on a fulltime and part-time basis. In addition, the division also serves transfer, transient and dually-enrolled students. Students earn credits that may apply to one of three associate degrees and that may transfer to four-year colleges and universities and be applied to four-year degrees. Certificate students also take select Transfer and General Studies courses.

|  |  |  |  |
| --- | --- | --- | --- |
| **Students Admitted to the TGS Program** | **Fall 2016- Summer 2017** | **Fall 2017- Summer 2018** | **Fall 2018- Summer 2019** |
| **FT/PT** | 2470/3459 | 2423/3484 | 2434/3052 |
| **Total Admissions** | 5929 | 5907 | 5486 |

|  |  |  |  |
| --- | --- | --- | --- |
| Program Awards | Fall 2016—Summer 2017  339 | Fall 2017—Summer 2018  379 | Fall 2018—Summer 2019  348 |

**Program Demographics**

# Demographic data from the last three academic years is summarized below:

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Category** | **Student Totals (3yrs)** | | | **Percentage**  **(of total students)** | | |
|  | **2016** | **2017** | **2018** | **2016** | **2017** | **2018** |
| Total Students | 8943 | 8842 | 9082 | 100% | 100% | 100% |
| Number of Male | 3476 | 3473 | 3518 | 38.9% | 39.3% | 38.7% |
| Number of Female | 5467 | 5369 | 5560 | 61.1% | 60.7% | 61.2% |
| Age 18-21 | 3840 | 3872 | 3919 | 42.9% | 43.8% | 43.2% |
| Age 22-39 | 3293 | 3158 | 3093 | 36.8% | 35.7% | 34.1% |
| Age 40+ | 637 | 580 | 574 | 7.1% | 6.6% | 6.3% |
| African American Students | 1907 | 1895 | 1850 | 21.3% | 21.4% | 20.4% |
| Asian Students | 170 | 159 | 161 | 1.9% | 1.8% | 1.8% |
| Caucasian Students | 5927 | 5743 | 6133 | 66.3% | 69.4% | 67.5% |
| Hispanic Students | 350 | 404 | 434 | 3.9% | 4.6% | 4.8% |

More specialized data, including breakdowns of student enrollment by discipline, can be found in [Appendix One.](#Appendix1)

# Even though nationally many community colleges are experiencing a decrease in enrollment, the division’s overall enrollment seems to be holding steady. Associate Deans should continue to work closely with department chairs and other college personnel to determine the best way to meet student needs as they pertain to enrollment. For example, the demand for online and hybrid classes continues. The college needs to address these demands while still offering traditional classes for those who desire to be on campus and in the classroom.

## Assessment of Full-Time Faculty

Full-time faculty provide content expertise and instructional stability required to sustain an excellent academic program. The division works with the college’s administration to monitor discipline-specific analysis of credit hour production by full-time faculty to ensure an adequate presence at all locations. The following observations summarize results obtained from reviewing full-time faculty changes within the division since fall 2016.

Assessment Result – Associate Deans and Department Chairs reviewed faculty transcripts to ensure that faculty have necessary qualifications. Questions related to the validity of graduate credit in the teaching field were handled by requiring additional, clarifying information from the institution awarding credit.

Assessment Result – Departments in the division have maintained the following rates of full-time credit hour production since fall 2016. (Based on All Department Courses at All Locations)

|  |  |
| --- | --- |
| Biology Department  55.6% Fall 2018 - Summer 2019  61.86% Fall 2017 - Summer 2018  63.4% Fall -2016 – Summer 2017 | Communications Department  60.52% Fall 2018- Summer 2019  65.38% Fall 2017- Summer 2018  56.8% Fall -2016 – Summer 2017 |
| Liberal Arts Department  60.52% Fall 2018 - Summer 2019  66.63% Fall 2017 - Summer 2018  64.0% Fall -2016 – Summer 2017 | Mathematics/Engineering/Physical Sciences Department  62.65% Fall 2018—Summer 2019  69.44% Fall 2017—Summer 2018  71.9% Fall -2016 – Summer 2017 |
| Business & Information Systems Department  79.7% Fall 2018—Summer 2019  79.88% Fall 2017—Summer 2018  79.8% Fall -2016 – Summer 2017 | |

**Faculty Changes**

The college hired several fulltime faculty members to replace outgoing faculty members or to meet enrollment demands. Faculty hiring data appears below:

Full-Time TGS Faculty Hired Fall 2016-Summer 2017

|  |  |  |
| --- | --- | --- |
| Number | Discipline | Primary Teaching Location |
| DeNedra Mitchell Peasant | OAD | JC |

Full-Time TGS Faculty Hired Fall 2017-Summer 2018

|  |  |  |
| --- | --- | --- |
| Name | Discipline | Primary Teaching Location |
| Harrison, Vernon | Communications | Pell City |
| Lyons-Burns, Syreeta | Communications | Shelby |
| Lewis, Erin | Communications | Shelby |
| Cuevas, Eugene | Communications | Shelby |

Full-Time TGS Faculty Hired Fall 2018-Summer 2019

|  |  |  |
| --- | --- | --- |
| Name | Discipline | Primary Teaching Location |
| Dodwad-Khan, Zareen | Biology | Shelby (Temp) |
| Petty, Courtney | Biology | Pell City |
| Warren, Lesley | Theater | Pell City |
| Cunningham, Jared | Mathematics | Clanton |
| Parson, Rex | History | Shelby (Temp) |
| Conner, Debora | Communications | Jefferson (Temp) |
| Moore, Sabrina | Mathematics | Pell City (Temp) |
| Blevins, Anthony | CIS | Shelby |
| Raza, Syed | CIS | Jefferson |
| Darby, Jeffery | Mathematics | Shelby |
| Triplett, Stanley | Psychology | Clanton |
| Hughes, Fred | Economics | Shelby (Temp) |

Assessment Result—Associate Deans at Jefferson State’s four campuses monitored enrollment numbers and requested fulltime hires based upon enrollment numbers. They will continue to do so and, when warranted, make hiring suggestions. The Associate Deans also worked well together to facilitate transfers for faculty members who wanted to move their primary teaching locations. This way, current faculty members were able to move to the campuses of their choice, and new hires were still made.

**Mode of Delivery**

The division offers traditional, online, hybrid, and video-conference classes. In addition, it offers dual -enrollment classes which take place at area high schools and on various Jefferson State campuses.

Mode of deliver data are below.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | Fall 2018 | | Fall 2017 | | Fall 2016 | |
| Method of Delivery | Total Registration | Credit Hour Production | Total Registrations | Credit Hour Production | Total Registrations | Credit Hour Production |
| Traditional | 15,193 | 50,472.0 | 14,996 | 48,859.0 | 16,082 | 51,362.0 |
| Hybrid | 830 | 2,797.0 | 699 | 2,336.0 | 752 | 2,535.0 |
| Independent Study | 0 | 0.0 | 0 | 0.0 | 11 | 33.0 |
| Internet | 6,207 | 19,165.0 | 6,150 | 18,954.0 | 5,858 | 18,105.0 |
| Video  Conference | 238 | 759.0 | 209 | 660.0 | 212 | 675.0 |
| Co-Op | 108 | 218.0 | 117 | 295.0 | 101 | 235.0 |
| **Report Total** | 22,576 | 73,411 | 22,171 | 71,104 | 23,016 | 72,945 |

Dual Enrollment numbers continue to increase as well. Year-to year enrollments are as follows:

|  |  |  |
| --- | --- | --- |
| Fall 2016  Duel Enrollment  Registrations | Fall 2017  Duel Enrollment Registrations | Fall 2018  Duel Enrollment Registrations |
| 1506 | 1644 | 2003 |

# **Program Outcomes Achievement**

# **Associate Degree Outcomes**

Students at Jefferson State may earn one of three associate degrees – associate in arts, associate in science, or associate in applied science – by completing one of the Jefferson State degree plans. Within each degree plan is a core of courses designed to provide general skills and broaden the students’ perspectives. The Transfer/General Studies Division is responsible for providing high-quality course that fulfill these purposes and result in the following general education outcomes:

## A.Associate Degree/General Education Outcomes

1. The student will demonstrate effective reading, writing, and speaking skills.
2. The student will demonstrate ability to apply reasoning and logic to assess ideas and situations, support positions, draw conclusions and solve problems.
3. The student will demonstrate ability to identify, analyze, organize, and synthesize credible resources in a manner that respects intellectual property.
4. The student will demonstrate understanding of mathematical concepts and scientific principles, and ability to use computers.
5. The student will demonstrate understanding of events in history and developments in the arts and social sciences that have shaped civilization.
6. The student will complete the general education core requirements for one of the three degrees offered by the college as specified below. (Jefferson State awards the associate in arts, the associate in science, the associate in applied science degrees and certificates for non-degree programs. Students must complete the approved curricula for their course of study as well as meet degree and certificate requirements.

B.Degree and Transfer Outcomes

1. Students will be successful upon transfer to senior institutions.

Associate Degree/General Education and Transfer Outcomes

The Transfer/General Studies Division is represented by Associate Deans and Department Chairs at the Jefferson and Shelby Campuses, Associate Deans at the Clanton and Pell City campuses, and full-time faculty at all locations. All members of the division work together to offer courses that help students develop characteristics that define an educated person as they pursue a variety of educational and career goals. The Division has five general education outcomes. Outcomes are assessed by mapping the outcomes onto general education courses that address the outcomes’ goals. Outcomes and assessment summaries are listed below. The division also has one transfer outcome, which is discussed below as well. Data for these summaries can be found in the Transfer and General Studies Annual Assessment Reports, found here in [Appendix Two.](#Appendix2)

## Assessment of Courses Offered

Division offerings at all locations are reviewed regularly to ensure that students have adequate opportunities to complete needed courses. The following observations summarize results obtained from reviewing courses offered by the division from fall 2016 through summer 2019.

Assessment Result - Transfer courses satisfying State of Alabama Articulation and General Studies Committee (AGSC) Area I – Area IV requirements are regularly offered at all locations, and Internet sections of many courses satisfying these requirements are regularly offered by departments in the division. As an AGSC institution, Jefferson State Community College is committed to offering high quality transfer/general studies courses that agree with AGSC standards. Departments within the division review course outlines to ensure that Jefferson State courses approved for statewide transfer contain the topics listed in AGSC approved course outlines.

Assessment Result - Courses satisfying the General Education Core requirements for the college’s AAS degrees are regularly offered at all locations, and Internet sections of many courses satisfying these requirements are regularly offered by departments in the division.

Assessment Result – During a previous assessment cycle, the Alabama Community College system revamped both its developmental math and English programs to reduce the number of developmental courses students need to take to earn an associate degree. Many students now begin with a for-credit course—Math 100—as their math course. Students take the supporting one-hour MATH 099 as a co-requisite course. English 093 was dropped and replaced by ENG 099—Introduction to College Writing, with some students taking ENG 098—Writing and Reading for College—as a co-requisite.

It is noted in all these cases that greater course variety is available at the Jefferson and Shelby-Hoover

Campuses, and through Internet courses. However, the division expects to offer more courses at the Pell City and Clanton Campuses as enrollment continues to increase at these campuses.

The college-wide Quality Enhancement Plan (QEP) involves the streamlining of some mathematics courses. For example, instead of taking math 090, select students, based upon placement scores, can take math 098S. The goal is for students to have to take fewer math courses to fulfill their degree requirements. Numerous data points from both within and without the college show math as being a major, even singular, obstacle to degree completion and/or successful transfer. The goal of the QEP is to help students to fulfill their math requirements more quickly without sacrificing educational quality. The college is collecting QEP data and monitoring the progress of students enrolled in the program.

The college has selected courses common to the general education core of AA, AS and AAS degrees for the purpose of assessing these Associate Degree/General Education Outcomes. These courses are Art 100, BIO 102, CIS 146, ENG 101, ENG 102, ENG 251, HIS 101, SPH 106, SPH 107, MTH 100, MTH 112, PSY 200, and MUS 101. CIS 146 and MTH 100 also satisfy the AAS computer science and mathematics general education requirements. Assessment report data for each course can be found by clicking on the blue X in the box.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Courses | General Ed Outcome #1 | General Ed Outcome #2 | General Ed Outcome #3 | General Ed Outcome #4 | General Ed Outcome #5 |
| ART 100 |  |  |  |  | [X](#ART100) |
| ENG 101 | [X](#English101) |  |  |  |  |
| ENG 102 | [X](#English102) |  |  |  |  |
| ENG 251 |  |  | [X](#ENG251) |  |  |
| SPH 106 | [X](#Speech106) | [X](#Speech106) |  |  |  |
| SPH 107 | [X](#Speech107) |  |  |  |  |
| CIS 146 |  |  |  | [X](#CIS146) |  |
| MTH 100 |  | [X](#math100) |  | [X](#math100) |  |
| MTH 112 |  | [X](#math1112) |  | [X](#chart_22) |  |
| BIO 102 |  |  |  | [X](#Bio102) |  |
| HIS 101 |  |  | [X](#HIS101) |  | [X](#chart_15) |
| PSY 200 |  |  |  |  | [X](#PSY200) |
| MUS 101 |  |  |  |  | [X](#chart_23) |

Student learning outcomes from these courses are assessed and reported in annual department assessment documents. Results are reviewed by the division as a measure of effectiveness in meeting the Associate Degree/General Education Outcomes. The following observations summarize results obtained from reviewing course level assessment data from 2013-2014, 2014-2015 and 2015-2016 department assessment documents and four-year college transfer data.

**Assessment Results for Division Learning Outcome One—** **The student will demonstrate effective reading, writing, and speaking skills.**

Assessment documents filed by the Communications Division for the past three years show that students are meeting or exceeding expectations for this TGS SLO. Based on the Program Review from three years ago, the division worked hard to close the loop and to increase student performance, especially in the area of using secondary sources and engaging in scholarly research. To do this, faculty members met regularly and shared best practices concerning teaching. The Communications Division also sponsored the UWrite conference to bring together English and speech instructors from across Birmingham to share best teaching practices. While numbers meet the 70% benchmark, the numbers for students succeeding in conducting academic research could still use improvement.

**Closing the Loop Recommendations:** Again, student success has increased since the last Program Review cycle. The division should continue meeting regularly, sponsoring UWrite, and bringing in expert teachers to help instructors hone their skills, especially when teaching research methods. The division should be commended for including part-time instructors in their improvement efforts. This should continue as the division moves forward.

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| --- | --- | --- | --- |
| ENG 101 **Assessment Data for 3 Year Period** | | | |
| Year | SLO 1:  Unified, specific thesis | SLO 2:  Unified and clear Organization | SLO 3:  Integrate Primary & secondary sources into essay |
| 2016-2017 | 504/633(80%) beginning paper  550/624 (88%) ending paper | 483/632(76%) beginning paper  521/608(86%) ending paper | 363/493(74%) beginning paper  441/544(80%) ending paper |
| 2017-2018 | 488/717(68%) beginning paper  550/661 (83%) ending paper | 495/699(71%) beginning paper  536/643(83%) ending paper | 357/531(67%) beginning paper  495/674(73%) ending paper |
| 2018-2019 | 604/945 (63%) beginning paper  747/864 (86%) ending paper | 711/945(75%) beginning paper  729/879(83%) ending paper | 547/803(68%) beginning paper  693/863(80%) ending paper |
| 3 year  period | 1596/2295 (70) beginning paper  1847/2149 (86%) ending paper | 1689/2276(74%) beginning paper  1786/2130(84%) ending paper | 1267/1827(69%) beginning paper  1598/2081(77%) ending paper |

|  |  |  |  |
| --- | --- | --- | --- |
| ENG 102 **Assessment Data for 3 Year Period** | | | |
| Year | SLO 1:  Unified, specific thesis | SLO 2:  Unified and clear Organization | SLO 3:  Integrate Primary & secondary sources into essay |
| 2016-2017 | 309/380(81%) beginning paper  319/360 (89%) ending paper | 292/381(77%) beginning paper  316/360(88%) ending paper | 296/358(83%) beginning paper  302/359(84%) ending paper |
| 2017-2018 | 456/533(86%) beginning paper  605/653 (93%) ending paper | 449/583(77%) beginning paper  604/650(93%) ending paper | 336/482(70%) beginning paper  575/648(89%) ending paper |
| 2018-2019 | 672/788(85%) beginning paper  725/789 (91%) ending paper | 657/788(83%) beginning paper  709/786(90%) ending paper | 609/786(77%) beginning paper  671/783(85%) ending paper |
| 3 year  period | 1437/1701(84%) beginning paper  1649/1802 (92%) ending paper | 1398/1752(80%) beginning paper  1629/1796(91%) ending paper | 1241/1629(76%) beginning paper  1548/1790(86%) ending paper |

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| --- | --- | --- |
| **SPH 106 Assessment Data for 3 Year Period** | | |
| Year | SLO 1: Effective persuasive speech | SLO 2: use of supporting materials  In a prepared speech |
| 2016-2017 | 152/164 (93%) met the expectations | 168/213 (79%) met the expectations |
| 2017-2018 | 444/546 (81%) met the expectations | 446/534 (84%) met the expectations |
| 2018-2019 | 242/304 (80%) | 240/302 (79.4%) |
| 3 -year period | 840/1014 (83%) | 854/1049 (81.4% |

|  |  |  |
| --- | --- | --- |
| **SPH 107 Assessment Data for 3 Year Period** | | |
| Year | SLO 1: Effective persuasive speech | SLO 2: use of supporting materials  In a prepared speech |
| 2016-2017 | 237/275 (86%) met the expectations | 254/333 (76%) met the expectations |
| 2017-2018 | 164/204 (80%) met the expectations | 158/209 (76%) met the expectations |
| 2018-2019 | 284/333(85%) | 257/327 (84%) |
| 3-year period | 685/812 (84%) | 669/869 (77%) |

**Assessment Results for Division Learning Outcome Two—The student will demonstrate the ability to apply reasoning and logic to assess ideas and situations, support positions, draw conclusions and solve problems:**

Data from SPH 106 and MTH 100 show that students are meeting the benchmark for this SLO. Data from MTH 112 is strong as well. As expected, however, since MTH 112 is the final math class for non-math majors and is a difficult class, numbers begin to dip in this course. For example, students are struggling with using exponents/logarithms and with polynomial functions. It is somewhat difficult to interpret numbers for this three-year cycle because ACCS math courses underwent a major curricular shift mid cycle. It will be important to assess all courses under the new system to look for areas where students are succeeding and areas needing improvement.

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| --- | --- | --- | --- | --- | --- |
| **Math 100 Assessment for 3 Year Period (16-19)** | | | | |  |
| Year | SOL 1: radical  expressions | SOL 2: equation of a line | SOL 3: Rational  expressions | SOL 4: quadratic formula. | SLO 5: Rules of exponents |
| 2016-2017 | 575/726 (79.2%) | 563/726 (77.5%) | 545/727 (75%) | 536/733 (71.6%) | \* |
| 2017-2018 | 490/726 (76.9%) | 514/636  (80.8%) | 496/637 (77.9%) | 482/637 (75.7%) | \* |
| 2018-2019 | 759/951  (79.8%) | 813/951 (85.5%) | 696/951 (73.2%) | 782/951 (82.2%) | 836/951 (87.9%) |
| 3-year period | 1824/2403 (76%) | 1376/1677 (82%) | 1737/2315 (75%) | 1800/2321 (78%) | 836/951 (87.9%) |

\*Data for this SLO are not reported for the first two years of the assessment cycle because of the reorganization of math classes in the Alabama Community College System. When the courses were reorganized, new material shifted into MTH 100; therefore, a new SLO was added for the last year to reflect the revised curriculum.

**Math 112 Assessment for 3 Year Period**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Year | SLO 1: Find the inverse of a given function | SLO 2: Use properties of exponents/logarithms to solve given problems | SLO 3: Find the real zeros of a polynomial function | SLO 4: Graph through transformation of basic functions |
| 2016-2017 | 75.4% (347/460) met or exceeded expectations | 71.7% (312/435) met or exceeded expectations | 73% (336/460) met or exceeded expectations | 86.3% (397/460) met or exceeded expectations |
| 2017-2018 | 66.8% (350/524) met or exceeded expectations | 60.5% (317/524) met or exceeded expectations | 65.6% (344/524) met or exceeded expectations | 85.1% (446/524) met or exceeded expectations |
| 2018-2019 | 72.1% (328/455) met or exceeded expectations | 70.8% (323/456) met or exceeded expectations | 68.8% (313/455) met or exceeded expectations | 86% (392/456) met or exceeded expectations |
| 3-year period | 1025/1439 (71.2%) | 952/1415 (67%) | 993/1439 (69%) | 1235/1440 (85.7%) |

**Assessment Results for Division Learning Outcome Three—The student will demonstrate ability to identify, analyze, organize, and synthesize credible resources in a manner that respects intellectual property:** As with TGS SLO One, student success rates for this SLO have gone up markedly from the last TGS Program Review. Instructors in various divisions have worked hard to increase student success when conducting research and when using sources. Even though the benchmark is being met across JSCC’s campuses, however, numbers show there is still work to do. HIS 101 numbers, for example, are just meeting the benchmark. A challenge is that, in a age of digital natives, it is becoming much more difficult to explain to students the importance of citing sources and not “borrowing” material from the Internet without giving proper credit.

**Closing the Loop/Action Recommendation:** Instructors should continue to be intentional about stressing the importance of identifying, using, and citing sources. The UWrite conference will be a valuable resource going forward. In addition, JSCC librarian Barbara Goss has created highly effective resources that explain source use. These sources are available to all JSCC students and are accessible at anytime through the college’s online library. Some instructors have found that techniques as simple as going through a paper’s directions together with the class can greatly improve students’ success rates. Simple solutions seem to be producing valuable results, so instructors should keep doing this and should keep sharing their best practices with each other.

|  |  |  |
| --- | --- | --- |
| ENG 251 Assessment Data for 3 Year Period | | |
| Year | SLO 1: Identify characteristic  of literary period | SLO 2: Analyze major works  of prose and poetry |
| 2016-2017 | 220/256 (86%) met this objective | 210/255(82%) met this objective |
| 2017-2018 | 285/334 (85%) met this objective | 252/324(78%) met this objective |
| 2018-2019 | 306/342 (89%) met this objective | 283/340(83%) met this objective |
| 3-year  period | 813/932 (87%) | 745/919 (81%) |

History 101 (Success Rate)

|  |  |  |  |
| --- | --- | --- | --- |
| Assessment Period | SLO1 | SLO2 | SLO 3 |
| 2016-2017 | 80% | 75% | 80% |
| 2017-2018 | (460/610)75.4% | (425/597)71.2% | (450/610)74% |
| 2018-2019 | (261/329) 79.3% | (256/329) 77.8% | (261/329) 79.3% |
| 2017-2019 | (721/939) 77% | (721/939) 77% | (711/939) 76% |

**Assessment Results for Division Learning Outcome Four—The student will demonstrate understanding of mathematical concepts and scientific principles, and ability to use computers.** The success rate for this TGS SLO, while meeting the benchmark, shows need for improvement. For example, MTH 100 and MTH 112 numbers show students generally meeting the benchmark, though there are exceptions such as SLO 3 for MTH 112. For CIS 146, students are meeting the benchmark. However, numbers could be hire for student success re: using Excel and PowerPoint. For BIO 102, several benchmarks are not being met re: understanding key scientific principles.

**Closing the Loop/Action Recommendation:** Since UWrite has been so successful for the Communications Division, perhaps divisions teaching more scientific/technical concepts could engage in hosting the same type of symposium. Even if outside experts were not brought in, having instructors from across JSCC’s four campuses convene to discuss best practices re: teaching scientific and technical concepts could be helpful. At colleges across the nation, students struggle with math and other technical classes. The challenge is to maintain the rigor of the courses while increasing students’ chances to succeed.

**Biology 102 Assessment Data for 3 Year Period**

**Biology 102 Assessment Data for 3 Year Period**

|  |  |  |  |
| --- | --- | --- | --- |
| Student Learning Outcome | Total Students Assessed | | Percentage of correct responses which Met the Standard |
| Students will demonstrate knowledge of evolution in both plant and animal life | 2016-2017 | 100 | (545/700) 78% |
| 2017-2018 | 68 | (320/474) 67.5% |
| 2018-2019 | 126 | (512/886) 58% |
| Students will identify general characteristics, anatomy, and taxonomy of plant and animals | 2016-2017 | 100 | (1037/1400) 74% |
| 2017-2018 | 68 | (678/953) 71% |
| 2018-2019 | 126 | (1159/1773) 65% |
| Students will explain the interrelationships between the varied life forms on earth and identify the role of humans within ecological systems | 2016-2017 | 100 | (261/400) 65.3% |
| 2017-2018 | 68 | (185/272) 68% |
| 2018-2019 | 126 | (350/505) 69% |

**CIS 146 Assessment Data for 3 Year Period (**The division reported aggregate data for three years. The data, as submitted in the three-year summary, was not broken down by year.)

**CIS 146 Assessment Data for 3 Y****ear Period**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| SLO | Year | Number of Sections Assessed (College Wide) | Number of Students Assessed (College Wide) | Number of Students  Meeting the Benchmark  (College Wide) | Percentage of  Students  Meeting the  Benchmark  (College Wide) |
| Demonstrate the use of word processing using MS Word | 2016-2017 |  |  |  |  |
| 2017-2018 | 10 | 235 | 172 | 73.2% |
| 2018-2019 |  |  |  |  |
| Demonstrate the use of a spreadsheet using MS Excel | 2016-2017 | 20 | 323 | 242 | 75% |
| 2017-2018 | 10 | 228 | 163 | 71.5% |
| 2018-2019 | 23 | 442 | 379 | 86% |
| Demonstrate the use of presentation software using MS PowerPoint | 2016-2017 |  |  |  |  |
| 2017-2018 | 10 | 237 | 172 | 72.6% |
| 2018-2019 |  |  |  |  |

**Assessment Results for Division Learning Outcome Five—The student will demonstrate understanding of events in history and developments in the arts and social sciences that have shaped civilization:** Student success rates for this SLO are uneven. Numbers meet the benchmark and/or are quite strong for [ART 100](#ART100), [HIS 101](#HIS101), and [MUS 101](#MUS101). Occasionally in this report, reference is made to a slight dip in numbers one semester that seems to be an anomaly. However, for [PSY 200](#PSY200), student success rates do not meet the 70% benchmark to the point that an occasional successful number seems to be the anomaly.

**Closing the Loop/Action Recommendation:** Clearly, the college needs to address the low student success numbers in PSY 200. Associate Deans will ask division chairs to convene with psychology instructors—both fulltime and part-time—to discuss strategies to improve student success. It will be noted that this meeting is not an attack on teaching as much as a discussion of what is and is not working with an eye towards student improvement.

[Aggregate data](#aggregate) for Art 100, History 101, and Psychology 200—the three classes mapped to this TGS SLO, appear below:

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| ART 100 SLOs | P/D Goal 1 | P/D Goal 2 | P/D Goal 3 | PD Goal 4 | P/D Goal 5 | P/D Goal 6 |
| The student will identify the style or medium based category that a work of art might fit in based on visual clues | X | X |  |  |  |  |
| The student will use art terms to describe the intentions and motivations of artists from different time periods | X | X |  |  | X |  |
| The student will use art terms to  describe the | X | X | X |  | X |  |
| intentions and motivations of artists from different time periods |  |  |  |  |  |  |
| The student will use art terms to describe the intentions and motivations of artists from different time periods | X | X | X | X | X |  |

Psychology 200

|  |  |  |  |
| --- | --- | --- | --- |
| Assessment Period | SLO1 | SLO2 | SLO 3 |
| 2016-2017 | (768/1040) 74% | (834/1040) 80% | (630/1040) 61% |
| 2017-2018 | (344/525) 66% | (376/491) 77% | (328/490) 67% |
| 2018-2019 | (407/693) 59% | (554/693) 80% | (427/693) 62% |
| 3-year period | **(1519/2258) 67.3%** | **(1769/2224) 79.5%** | **(1385/2223) 62.3%** |

ART 100

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Assessment Data for 3- Year Period | SLO1 | SLo2 | SLO3 | SL04 |
| 2016-2017 | (507/617) 82% | (494/617) 80% | (481/617) 78% | (455/606) 75% |
| 2017-2018 | (529/630) 84% | (555/630) 88% | (497/630) 79% | (422/630) 67% |
| 2018-2019 | (298/364) 82% | (265/328) 81% | (234/328) 71% | (153/172)89% |
| **3-Year Period** | (1334/1631) 82% | **(**1314/1575)83% | (1212/1575) 77% | (1030/1408) 73% |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| SLO Links to Program/Department Goals | SLO1 | SLO2 | SLO3 | SLO4 | SL05 | SL06 |
| The student will identify various types of psychological disorders. | X | X | X | X | X |  |
| The student will explore various methods of psychological research. | X | X | X | X | X |  |
| The student will distinguish the major schools/perspectives of psychology. | X | X | X | X | X |  |

Music 101

|  |  |  |
| --- | --- | --- |
| Assessment Period | SLO1: Knowledge of Fundamentals | SLO2: Composers and major compositions |
| 2018-2019 | (353/412) 86% | (351/399) 88% |

**Assessment Results for Division Learning Outcome Six--** **The student will complete the general education core requirements for one of the three degrees offered by the college as specified below. (Jefferson State awards the assocaiate in arts, the associate in science, the associate in applied science degrees and certificates for non-degree programs. Students must complete the approved curricula for their course of study as well as meet degree and certificate requirements.**

Generally, the college’s overall graduation/completion rate is going up. [Data](#Degrees) from the past three years for Transfer and General Studies, however, shows mixed results. The number of degrees awarded for the 2017-2018 academic year increased from 2016-2017; however, the number dipped for 2018-2019 from the previous year.

Faculty members in Transfer and General Studies recognize the importance of students earning their degrees/credentials. However, they also acknowledge that, many times, students transfer before they complete all of the requirements for an associate degree from Jefferson State. Faculty and staff members need to continue to educate students on the importance of receiving their two-year degrees. For example, should they not go on to graduate from a four-year institution, a two-year credential is better than having no college credential at all. The college also needs to continue to work on receiving back reverse-transfer credits from its transfer institutions.

## **Assessment of Transfer Outcome**

In addition to developing the characteristics described in the Associate Degree/General Education Outcomes, courses offered by the division should prepare students to be successful upon transfer to senior institutions. The following results summarize information obtained from reviewing transfer student reports and from transfer reports from our four-year university transfer partners indicate that the division is meeting this outcome.

**UNIVERSITY of Alabama at Birmingham**

Jefferson State Community College

Report 4: Pre and Post Transfer Academic Performance

Students Enrolled Summer 2015-Spring 2016

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

**UNIVERSITY of Alabama at Birmingham**

Jefferson State Community College

Report 4: Pre and Post Transfer Academic Performance

Students Enrolled Summer 2017-Spring 2018

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Hours accepted  From JSCC | GPA  At TYC | 01-14.99  # GPA | | 15-29.99  # GPA | | 30-56.99  # GPA | | 60-89.99  # GPA | | 90 and above  # GPA | | Total  # GPA | |
| 15-23 | 3.12 | 35 | 2.22 | 48 | 2.95 | 66 | 3.21 | 47 | 3.17 | 51 | 3.18 | 247 | 3.00 |
| 24-59 | 2.99 | 182 | 2.60 | 223 | 2.92 | 339 | 2.93 | 204 | 3.08 | 53 | 3.01 | 1001 | 2.90 |
| 60 and above | 3.06 | 82 | 2.72 | 127 | 3.03 | 200 | 3.03 | 130 | 3.09 | 12 | 3.12 | 551 | 3.00 |
| Total | 3.03 | 299 | 2.59 | 398 | 2.96 | 605 | 2.99 | 381 | 3.09 | 116 | 3.10 | 1779 | 2.95 |

**The University of Alabama Transfer from**

Jefferson State Community College

Pre- and Post-Transfer Academic Performance

Students Enrolled Summer 2016 - Spring 2017

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Hours accepted  From JSCC | GPA  At TYC | 01-14.99  # GPA | | 15-29.99  # GPA | | 30-56.99  # GPA | | 60-89.99  # GPA | | 90 and above  # GPA | | Total  # GPA | |
| 15-23 | 2.89 | 4 | 2.51 | 7 | 2.35 | 12 | 2.81 | 10 | 2.87 | 6 | 2.71 | 39 | 2.70 |
| 24-59 | 2.99 | 20 | 2.50 | 41 | 2.93 | 45 | 2.76 | 33 | 2.99 | 8 | 2.74 | 147 | 2.82 |
| 60 and above | 3.17 | 9 | 3.35 | 13 | 3.27 | 15 | 3.29 | 8 | 3.11 | 0 | 0 | 45 | 3.26 |

**The University of Alabama Transfer from**

Jefferson State Community College

Report 4 Pre- and Post-Transfer Academic Performance

Students Enrolled Summer 2017 - Spring 2018

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Hours accepted  From JSCC | GPA  At TYC | < = 15  # GPA | | 15 - < 30  # GPA | | 30 -< 60  # GPA | | 60 - < 90  # GPA | | 90 and above  # GPA | | Total  # GPA | |
| 15-23 | 2.84 | 5 | 2.95 | 9 | 2.38 | 8 | 2.60 | 10 | 2.84 | 5 | 2.96 | 37 | 2.71 |
| 24-59 | 2.98 | 16 | 1.97 | 38 | 2.90 | 50 | 2.87 | 36 | 3.03 | 13 | 3.11 | 153 | 2.84 |
| 60 and above | 3.25 | 7 | 3.69 | 14 | 3.13 | 16 | 3.25 | 9 | 3.11 | 0 | 0 | 46 | 3.25 |

**The University of Alabama Transfer from**

Jefferson State Community College

Report 4 Pre- and Post-Transfer Academic Performance

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Hours accepted  From JSCC | GPA  At TYC | < = 15  # GPA | | 15 - < 30  # GPA | | 30 -< 60  # GPA | | 60 - < 90  # GPA | | 90 and above  # GPA | | Total  # GPA | |
| 15-23 | 3.07 | 3 | 2.2 | 6 | 2.68 | 6 | 2.91 | 1 | 1.72 | 2 | 3.77 | 18 | 2.75 |
| 24-59 | 2.96 | 15 | 1.8 | 24 | 2.75 | 39 | 2.75 | 14 | 3.05 | 7 | 3.14 | 99 | 2.68 |
| 60 and above | 3.22 | 6 | 3.24 | 11 | 3.29 | 10 | 3.12 | 34 | 3.20 | 6 | 2.65 | 67 | 3.18 |

Students Enrolled Summer 2018 - Spring 2019

**Jefferson State Community College - Report 4**

**University of Alabama in Huntsville Transfers from**

**Jefferson State Community College**

**Pre- and Post-Transfer Academic Performance**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Hours accepted  From JSCC | GPA  At TYC | 01-14.99  # GPA | | 15-29.99  # GPA | | 30-56.99  # GPA | | 60-89.99  # GPA | | 90 and above  # GPA | | Total  # GPA | |
| 15-23.99 | 3.27 | 1 | 4.00 | 4 | 3.08 | 2 | 3.15 | 4 | 2.48 | 1 | 3.63 | 12 | 3.02 |
| 24-59.99 | 2.81 | 3 | 2.82 | 4 | 2.75 | 9 | 2.58 | 3 | 2.96 | 1 | 2.42 | 20 | 2.70 |
| 60 and above | 3.41 | 2 | 2.93 | 1 | 3.60 | 4 | 3.56 | 1 | 2.13 |  |  | 8 | 3.23 |

**Students Enrolled Summer 2017 - Spring 2018**

**Auburn University**

**Jefferson State Community College**

**Report 4: Spring 2018 Completers**

|  |  |  |
| --- | --- | --- |
|  | **Jefferson State Community College** | **All Transfers to AUBURN** |
| **Number Enrolled Fall 2017:** | 44 | 1,155 |
| **Number Completing Spring 2018:** | 41 | 1,037 |
| **Percent Completing Spring 2018:** | 93.2% | 89.8% |
|  | **Jefferson State Community College** | **All Transfers to AU** |
| **Transfer** | **Enrolled Completed** | **Enrolled Completed** |
| **GPA** | **Fall Spring %** | **Fall Spring %** |
| Not on file | 0 0 0.0% | 8 7 87.5% |
| 3.50 – 4.00 | 14 14 100.0% | 401 382 95.3% |
| 3.00 – 3.49 | 12 11 91.7% | 459 404 88.0% |
| 2.50 – 2.99 | 15 13 86.7% | 350 302 86.3% |
| 0.01 – 2.49 | 3 3 100.0% | 124 108 87.1% |
|  |  |  |
| **Totals** | **44 41 93.2%** | **1,155 1,037 89.8%** |

The division collaborates with other colleges through The Alabama Articulation and General Studies Committee (AGSC). AGSC was created to simplify the transfer of course credit between public institutions of higher education. To accomplish this task, the AGSC has developed and has implemented a statewide general studies and articulation program that facilitates the transferability of coursework among all Alabama public colleges and universities. The AGSC continues to serve as a monitoring committee for the articulation program. They oversee and maintain the program on an on-going basis. Finally, the AGSC works to resolve any student appeals related to transfer of coursework as it relates to the articulation program.

The Statewide Transfer & Articulation Reporting System (STARS) is a web-accessible database system which provides guidance and direction for prospective transfer students in the State of Alabama.

The Alabama Articulation and General Studies Committee (AGSC) is responsible for the oversight and monitoring of the STARS System. The information that students receive from the STARS System has been approved by the AGSC.

The STARS system allows public two-year students in Alabama to obtain a Transfer Guide/Agreement for the major of their choice. This guide/agreement, if used correctly, guides the student through their first two years of coursework and prevents loss of credit hours upon transfer to the appropriate public four-year university in Alabama.

Assessment Result – As an AGSC institution, Jefferson State Community College is committed to offering high quality transfer /general studies courses that agree with AGSC standards. Departments within the division review course outlines to ensure that Jefferson State courses approved for statewide transfer contain the topics listed in AGSC approved course outlines.

Assessment Result – AGSC Usage by Institution reports show that Jefferson State students have regularly used the STARS system since fall 2010. Faculty within the division will be reminded to make students aware of the STARS system during advising and registration periods.

**Part 2: Program Change**

**2018 -2019 Implementation of ACCS College Readiness Initiatives for Math and English**

The ACCS Task Force on College Readiness distributed spring 2018 guidelines for comprehensive change in ACCS developmental English and math courses, with a timeline for fall 2019 implementation by all ACCS colleges. Members of Jefferson State’s implementation team participated in 2018 spring and summer ACCS professional development sessions, where changes and implementation expectations were explained.

The Task Force established new placement guidelines for MTH 100 Intermediate Algebra by (1) lowering the long-standing ACT math subtest placement score from 20 to 18, (2) introducing placement based on high school performance that allows students with 2.75 cumulative high school graduating GPA and an “A” or “B” in high school Algebra 2 to register, while (3) retaining the placement interval of 60-79 on the ACCUPLACER Elementary Algebra test. In addition to placement changes, the Task Force revised the plan of instruction for MTH 100 and established a corequisite instructional model that allows students who nearly achieve MTH 100 placement to concurrently enroll in MTH 100 with a 1 credit-hour corequisite MTH 099 support course.  For students who do not achieve placement in MTH 100 with MTH 099 support, the Task Force redesigned MTH 098 Elementary Algebra (redesigned MTH 098) as a 4-credit hour course that replaces the two-semester MTH 090 and MTH 098 sequence traditionally completed by JSCC students at the lowest placement levels. Redesigned MTH 098 will become the only stand-alone developmental math course offered by ACCS colleges in fall 2019.

The Task Force also established new placement guidelines for ENG 101 English Composition 1 by introducing placement based on high school performance that allows students with 2.75 cumulative high school graduating GPA and an “A” or “B” in high school English 4 to register. The ENG 101 ACT English subtest placement score of 18 and the ACCUPLACER WritePlacer placement score of 5 were both retained. In addition to placement changes, the Task Force established a corequisite instructional model that allows students who nearly achieve ENG 101 placement to concurrently enroll in ENG 101 with a 1 credit-hour corequisite ENG 099 support course.  For students who do not achieve placement in ENG 101 with MTH 099 support, the Task Force endorsed 4-credit hour ENR 098 Writing & Reading For College (previously ENR 094 Integrated Reading and Writing), which will become the only stand-alone developmental English course offered by ACCS colleges in fall 2019.

The college implemented new ACCS placement guidelines and plans of instruction for fall 2018 ENG 101, MTH 098, and MTH 100. The implementation team worked with faculty and staff at all campuses to prepare curricula, course schedules, and advising resources. Redesigned MTH 098 was the only stand-alone developmental math course offered in fall 2018. The college offered a fall 2018 pilot of MTH 100 with MTH 099 corequisite support at Pell City. Sections of MTH 100 with MTH 099 corequisite support were offered at every campus in the 2019 spring and summer semesters. ENR 098 was offered at every campus in fall 2018 and became the college’s only stand-alone developmental English course in spring 2019, replacing ENG 093 and RDG 085. The college offered a fall 2018 pilot sections of ENG 101 with ENG 099 corequisite support at Jefferson Campus, Shelby-Hoover Campus and Clanton Campus. Sections of ENG 101 with ENG 099 corequisite support were offered at every campus in the 2019 spring and summer semesters.

To ensure accurate placement, students who register for MTH 100 with MTH 099 or ENG 101 with ENG 099 communicate with an advisor who reviews records and completes the registration process. The college is committed to expanding and improving the corequisite course offerings and instructional methods. QEP MTH 100S was not offered in fall 2019, but the college is exploring ways to provide corequisite support to students in MTH 100 Internet courses.

|  |  |  |  |
| --- | --- | --- | --- |
| MTH 100 With MTH 099 Support | Fall 2018 | Spring 2019 | Summer 2019 |
| Students | 9 | 22 | 21 |
| MTH 100 Course Grade A – C | 5 (56%) | 15 (68%) | 13 (62%) |
| MTH 100 Course Grade Below C | 1 (11%) | 3 (14%) | 3 (14%) |
| Course Withdrawal | 3 (33%) | 4 (18%) | 5 (24%) |

|  |  |  |  |
| --- | --- | --- | --- |
| ENG 101 With ENG 099 Support | Fall 2018 | Spring 2019 | Summer 2019 |
| Students | 41 | 50 | 12 |
| ENG 101 Course Grade A – C | 29 (71%) | 36 (72%) | 11 (92%) |
| ENG 101 Course Grade Below C | 9 (22%) | 10 (20%) | 1 ( 8%) |
| Course Withdrawal | 3 ( 7%) | 4 ( 8%) | 0 ( 0%) |

**Assessment Changes**

As instructors become more accustomed to and comfortable with the assessment process, assessment continues to expand and improve within the division. Virtually all classes are now being assessed at least twice per an academic year. In addition, both fulltime and part-time instructors are participating in the assessment process. Courses are also being assessed across delivery methods, including traditional, online, hybrid, video-conference, and dual enrolment classes. Moving forward, a goal of the division is to break down assessment data via different components. For example, it would be useful to see if meaningful differences exist in student performance re: courses being taught by fulltime versus part-time instructors, by traditional or online delivery methods, etc. Looking at the data this way will allow the division to further refine strategies for instructional improvement. A few gaps in assessment still need to be filled. For example, while most classes are being assessed, there are still some high-enrollment classes where an entire JSCC campus does not report numbers. Since the college is now well into the SLO assessment process, there are really no valid excuses for full-time faculty members not to assess their classes.

In addition, academic divisions are using the end of this three-year assessment process as an opportunity to assess assessment. That is, they are evaluating student learning outcomes and the course and division levels. This evaluation process includes adding new student learning outcomes and retiring outcomes when assessment data show that students are achieving at a high level and that perhaps another outcome now needs assessment/analysis. These changes can be found in the department-level program reviews.

On a macro assessment level, this year the College emailed all fulltime faculty members data that showed grade distributions in sections they taught compared to the grade distribution college wide for that course and within the division as a whole. Associate Deans worked with chairs to discuss the results with faculty members. We had to tread lightly as any one individual section could rank unusually high or unusually low within the overall course distribution. We stressed that we wanted to use these numbers to spark discussions among faculty members re: best practices with the goal of improving student success rates; and, so far, discussions have been fruitful.

Revised Associate Degree/General Education Outcomes Published in 2016-2017 College Catalog Students at Jefferson State may earn one of three associate degrees – associate in arts, associate in science, or associate in applied science – by completing one of the Jefferson State degree plans. Within each degree plan is a core of courses designed to provide general skills and broaden the students’ perspectives, resulting in the following general education competencies:

* The student will demonstrate effective reading, writing and speaking skills.
* The student will demonstrate ability to apply reasoning and logic to assess ideas and situations, support positions, draw conclusions and solve problems.
* The student will demonstrate ability to identify, analyze, organize, and synthesize credible resources in a manner that respects intellectual property.
* The student will demonstrate understanding of mathematical concepts and scientific principles, and ability to use computers.
* The student will demonstrate understanding of events in history and developments in the arts and social sciences that have shaped civilization.

As shown above, the Associate Degree/General Education Outcomes remained the same from the 2013-2016 assessment period to the beginning of the fall 2016 assessment period. However, a sixth divisional outcome was added. It reads:

* The student will complete the general education core requirements for one of the three degrees offered by the college as specified below. Pages 58-60 of the 2016-2017 Jefferson State Catalog list the degree requirements.

This new outcome may present challenges to the division re: assessment. The wording of the outcome suggests that students will complete their associate degrees. This is a noble goal. Research shows that students who receive any college degree, whether a two or four-year degree, tend to perform better in the job market than those who do not complete. Some students who transfer to four-year institutions without first receiving an associate degree never complete, resulting in no degree at all. However, the division will need to balance the laudatory goal of student completion against the reality that many students simply take one or two courses at Jefferson State or transfer well before they finish their two-year degrees. The division will need to analyze data carefully to draw sound conclusions re: assessing this outcome.

## **Part 3: Evidence of Staff Participation in Program Review**

The division’s associate deans and department chairs met regularly to discuss outcomes assessment processes in the Transfer/General Studies Division. This helped clarify existing outcomes at all levels and produced improvements in stated outcomes and assessment processes. Division leadership continues to meet with the goal of building on gains and strengthening weaknesses.

Vick Adams—Biology and Mathematics/Engineering/Physical Sciences Chair—Jefferson Campus

Erin Arnold—Biology Chair—Jefferson Campus

Connie Caskey—Communications Chair, Shelby Campus

Alan Davis - Associate Dean, Developmental and Distance Education

Liesl Harris– Associate Dean, Transfer and General Studies, Shelby Campus

Kristin Henderson—Communications and Liberal Arts Chair—Jefferson Campus

Nicholas Kin – Associate Dean of Transfer and General Studies, Pell City Campus

Ashley Kitchens – Associate Dean of Transfer and General Studies, Clanton Campus

Sandi Logan – Business/Information Systems Department Chair, Shelby Campus

Stephanie Miller - Biology, Shelby Campus

Tiffany Todd – Computer Science/Business/Information Systems Department Chair, Jefferson Campus

Kevin Towns – Liberal Arts and Mathematics/Engineering/Physical Sciences Department Chair, Shelby-Hoover Campus

Ali Yazdi– Associate Dean, Transfer/General Studies, Jefferson Campus

Primary contributors to the Transfer/General Studies Program Review are Liesl Harris and Ali Yazdi.

**Appendix One 2016-2019 Enrollment Data—Detailed Demographics**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Start\_Academic\_Year** | **End\_Academic\_Year** | **Subject** | **Total** | **Male** | **Female** | **Age\_18\_25** | **Age\_26\_40** | **Age\_41\_Plus** | **African\_American** |
| 2018-2019 | 2018-2019 | ACT | 181 | 37 | 144 | 78 | 59 | 44 | 54 |
| 2018-2019 | 2018-2019 | AET | 59 | 51 | 8 | 31 | 19 | 9 | 8 |
| 2018-2019 | 2018-2019 | ANT | 208 | 80 | 128 | 150 | 46 | 12 | 39 |
| 2018-2019 | 2018-2019 | ART | 1747 | 683 | 1063 | 1381 | 285 | 53 | 400 |
| 2018-2019 | 2018-2019 | AST | 209 | 81 | 128 | 153 | 42 | 12 | 23 |
| 2018-2019 | 2018-2019 | ATM | 7 | 7 | 0 | 4 | 3 | 0 | 3 |
| 2018-2019 | 2018-2019 | AUT | 177 | 155 | 22 | 111 | 32 | 10 | 32 |
| 2018-2019 | 2018-2019 | BET | 31 | 27 | 4 | 13 | 16 | 2 | 12 |
| 2018-2019 | 2018-2019 | BFN | 32 | 13 | 19 | 18 | 12 | 2 | 8 |
| 2018-2019 | 2018-2019 | BIO | 3656 | 1074 | 2582 | 2605 | 853 | 181 | 881 |
| 2018-2019 | 2018-2019 | BUS | 1043 | 536 | 506 | 713 | 245 | 76 | 212 |
| 2018-2019 | 2018-2019 | CDT | 32 | 27 | 5 | 17 | 11 | 4 | 6 |
| 2018-2019 | 2018-2019 | CHD | 185 | 5 | 179 | 71 | 60 | 47 | 88 |
| 2018-2019 | 2018-2019 | CHM | 557 | 202 | 355 | 408 | 128 | 19 | 118 |
| 2018-2019 | 2018-2019 | CIS | 1462 | 838 | 624 | 991 | 301 | 107 | 337 |
| 2018-2019 | 2018-2019 | CMT | 66 | 59 | 7 | 34 | 23 | 9 | 11 |
| 2018-2019 | 2018-2019 | CRJ | 204 | 100 | 103 | 152 | 41 | 10 | 46 |
| 2018-2019 | 2018-2019 | CUA | 132 | 46 | 86 | 83 | 27 | 22 | 38 |
| 2018-2019 | 2018-2019 | ECO | 977 | 511 | 465 | 737 | 174 | 59 | 196 |
| 2018-2019 | 2018-2019 | ELM | 49 | 46 | 3 | 28 | 16 | 4 | 19 |
| 2018-2019 | 2018-2019 | EMS | 286 | 150 | 136 | 233 | 45 | 7 | 58 |
| 2018-2019 | 2018-2019 | ENG | 5396 | 2226 | 3168 | 4276 | 680 | 153 | 1023 |
| 2018-2019 | 2018-2019 | ENR | 318 | 147 | 171 | 247 | 55 | 16 | 124 |
| 2018-2019 | 2018-2019 | FSE | 131 | 57 | 74 | 45 | 54 | 32 | 48 |
| 2018-2019 | 2018-2019 | GEO | 218 | 95 | 123 | 177 | 35 | 6 | 47 |
| 2018-2019 | 2018-2019 | HED | 549 | 222 | 327 | 401 | 105 | 43 | 152 |
| 2018-2019 | 2018-2019 | HIS | 3060 | 1412 | 1647 | 2320 | 347 | 65 | 580 |
| 2018-2019 | 2018-2019 | HMM | 35 | 13 | 22 | 21 | 8 | 6 | 12 |
| 2018-2019 | 2018-2019 | HSM | 3 | 2 | 1 | 3 | 0 | 0 | 3 |
| 2018-2019 | 2018-2019 | HUM | 145 | 54 | 91 | 119 | 15 | 11 | 31 |
| 2018-2019 | 2018-2019 | IET | 14 | 11 | 3 | 10 | 3 | 1 | 4 |
| 2018-2019 | 2018-2019 | IWR | 9 | 9 | 0 | 8 | 0 | 0 | 0 |
| 2018-2019 | 2018-2019 | MCM | 31 | 14 | 17 | 27 | 4 | 0 | 9 |
| 2018-2019 | 2018-2019 | MET | 85 | 71 | 14 | 43 | 28 | 11 | 17 |
| 2018-2019 | 2018-2019 | MLT | 66 | 9 | 57 | 23 | 31 | 12 | 25 |
| 2018-2019 | 2018-2019 | MSC | 7 | 2 | 5 | 5 | 1 | 1 | 5 |
| 2018-2019 | 2018-2019 | MST | 113 | 48 | 65 | 59 | 35 | 19 | 40 |
| 2018-2019 | 2018-2019 | MTH | 4881 | 2054 | 2826 | 3684 | 901 | 218 | 1125 |
| 2018-2019 | 2018-2019 | MUL | 49 | 23 | 26 | 47 | 2 | 0 | 8 |
| 2018-2019 | 2018-2019 | MUS | 615 | 305 | 310 | 500 | 97 | 15 | 183 |
| 2018-2019 | 2018-2019 | NUR | 682 | 118 | 564 | 299 | 316 | 67 | 111 |
| 2018-2019 | 2018-2019 | OAD | 408 | 85 | 322 | 214 | 89 | 46 | 135 |
| 2018-2019 | 2018-2019 | ORI | 511 | 219 | 292 | 443 | 47 | 17 | 104 |
| 2018-2019 | 2018-2019 | PED | 108 | 48 | 59 | 74 | 25 | 6 | 40 |
| 2018-2019 | 2018-2019 | PHL | 75 | 47 | 28 | 69 | 4 | 2 | 15 |
| 2018-2019 | 2018-2019 | PHS | 361 | 171 | 190 | 254 | 90 | 15 | 68 |
| 2018-2019 | 2018-2019 | PHY | 136 | 94 | 42 | 91 | 35 | 8 | 32 |
| 2018-2019 | 2018-2019 | POL | 23 | 11 | 12 | 15 | 6 | 2 | 10 |
| 2018-2019 | 2018-2019 | PSY | 2856 | 949 | 1906 | 2111 | 521 | 101 | 654 |
| 2018-2019 | 2018-2019 | PTA | 85 | 28 | 57 | 53 | 27 | 5 | 11 |
| 2018-2019 | 2018-2019 | RAD | 59 | 10 | 49 | 44 | 14 | 1 | 3 |
| 2018-2019 | 2018-2019 | REL | 396 | 148 | 248 | 273 | 87 | 36 | 104 |
| 2018-2019 | 2018-2019 | RPT | 23 | 3 | 20 | 12 | 8 | 3 | 6 |
| 2018-2019 | 2018-2019 | SOC | 498 | 158 | 340 | 385 | 84 | 27 | 155 |

**Appendix Two**

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