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**ASSESSMENT RECORD**

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| **Program:** | **Transfer/General Studies Division** | **Assessment period:** | **2018-2019** |

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

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

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

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

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

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| **Courses** | **General Ed Outcome #1** | **General Ed Outcome #2** | **General Ed Outcome #3** | **General Ed Outcome #4** | **General Ed Outcome #5** |
| ART 100 |  |  |  |  | [X ART 100](#ART100) |
| ENG 101 | [X ENG 101](#ENG101) |  |  |  |  |
| ENG 102 | [X ENG 102](#ENG102) |  |  |  |  |
| ENG 251 |  |  | [X ENG 251](#ENG251) |  |  |
| SPH 106 | [X SPH 106](#SPH106) | [X SPH 106](#SPH106) |  |  |  |
| SPH 107 | [X SPH 107](#SPH107) |  |  |  |  |
| CIS 146 |  |  |  | [X CIS 146](#CIS146) |  |
| MTH 100 |  | [X MTH100](#MTH100) |  | [X MTH100](#MTH100) |  |
| MTH 112 |  | [X MTH112](#MTH112) |  | [X MTH 112](#MTH112) |  |
| BIO 102 |  |  |  | [X BIO 102](#BIO102) |  |
| HIS 101 |  |  | [X HIS 101](#HIS101) |  | [X HIS 101](#HIS101) |
| HIS 102 |  |  | [X HIS 102](#HIS102) |  | [X HIS 102](#HIS102) |
| PSY 200 |  |  |  |  | [X PSY 200](#PSY200) |
| MUS 101 |  |  |  |  | [X MUS 101](#MUS101) |

**The Transfer/General Education Division recognizes the importance of assessing general education Student Learning Outcomes in on-site course sections at the college’s different instructional sites and in distance education sections. The assessment results that follow are based on Fall 2018-Summer 2019 course data from on-site and Internet sections of ART 100, ENG 101, ENG 102, ENG 251, SPH 106, SPH 107, CIS 146, MTH 100, MTH 112, BIO 102, HIS 101, HIS 102, PSY 200, and MUS 101.**

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| **Assessment of Associate Degree/General Education and Transfer Outcomes** | | | | |
| **Intended Outcomes** | **Means of Assessment** | **Criteria for Success** | **Summary & Analysis of Assessment Evidence** | **Use of Results** |
| 1. The student will demonstrate effective reading, writing and speaking skills. | Review assessment of course level Student Learning Outcomes for ENG 101, ENG 102, SPH 106, and SPH 107. | ENG 101 and ENG 102 course level student learning outcome results meet or exceed departmental criteria for success.  The Communications Division has set a success rate of 70% of students meeting or exceeding the standards set in their course SLOs.  SPH 106 and SPH 107 course level Student Learning Outcomes meet or exceed departmental criteria for success.  The Communications Division has set a success rate of 70% of students meeting or exceeding the standards set in their course SLOs. | [ENG 101](#ENG101) and [ENG 102](#ENG102) data show that students are meeting the benchmark for this SLO. An exception, however is that students at the Jefferson Camps are underperforming students at Jefferson State’s Clanton, Pell City, and Shelby Campuses. This underperformance manifests itself in both [ENG 101](#ENG101) and [ENG 102](#ENG102).  For [SPH 106](#SPH106) and [SPH 107](#SPH107), data also show that students are meeting the benchmark set forth for this SLO. Interestingly, for speech, students at the Clanton Campus are underperforming when compared to students at the Jefferson, Pell City, and Shelby Campuses. This underperformance shows up in both [SPH 106](#SPH106) and [SPH 107](#SPH107). | Since this assessment report completes a three-year cycle, associate deans will interpret these results within the context of the three-year Program Review. Particularly, associate deans will compare the performance of English 101 and 102 students at the Jefferson Campus to numbers from the previous two years. Associate deans will also compare Clanton speech numbers to the previous two years.  It could be that the under performance of students at these campuses is a one-year anomaly. If it is not, however, associate deans will work with chairs and instructors to identify any problems and to brainstorm on possible instructional interventions that could increase the level of student performance in these courses, especially at underperforming campuses. |

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| 2. The student will demonstrate ability to apply reasoning and logic to assess ideas and situations, support positions, draw conclusions and solve problems. | Review assessment of course level Student Learning Outcomes for SPH 106, MTH 100, and MTH 112.  The established benchmark is that 70% or more of students will achieve satisfactory mastery of this SLO. | TGS evaluates results for this SLO through analyzing data from [SPH 106](#SPH106), [MTH 100](#MTH100), and [MTH 112](#MTH112). The benchmark is that 70% of students will successfully meet standards for the SLO. | [SPH 106 SLO #2](#SPH106SLO2) assesses this outcome. Numbers are generally strong. Students at the Jefferson Campus slightly underperformed (67%) but were close to meeting the benchmark. Students at the Pell City Campus met the benchmark at a 100% rate.  [MTH 100](#MTH100) SLOs also assess this TGS SLO. For MTH 100, instructors deem students successful when they perform at the level of two or higher on a scale of one through five. Using two as a minimum standard, students are consistently meeting this benchmark across Jefferson State Campuses.  [MTH 112](#MTH112) also assesses this TGS SLO. Students are generally successful for this SLO. There are some slight variations from campus to campus for in-person courses. However, campuses whose traditional students did not meet the benchmark for this SLO were close to meeting it.  A glaring problem emerging from these assessment reports is that online MTH 112 students perform at a significantly lower rate than traditional students and consistently *do not* meet the benchmark standards for this SLO. | There are reasons for both optimism and concern for SLO 2. This year, Jefferson State implemented new math courses in conjunction with Alabama Community Colleges across the state. These course streamline math classes, potentially allowing students to complete the math portions of their college educations while taking fewer developmental courses. Associate deans will compare these numbers with numbers from the old course system and look for changes/improvement. Math instructors also report the availability of math tutors is greatly assisting our students.  The most concerning area is the consistently poor performance of online students. Chairs should work with instructors to pinpoint problems and come up with solutions. Are students not spending enough time online? Are they doing their homework? Would some of these students perform better if they would take traditional classes? If so, what is keeping these students from taking traditional classes? (Answers could include work schedules, family duties, etc.) All of this needs to be analyzed carefully as the online numbers for this SLO, especially for MTH 112, are concerning. |

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| 3. The student will demonstrate ability to identify, analyze, organize, and synthesize credible resources in a manner that respects intellectual property. | Review assessment of course level Student Learning Outcomes for [ENG 251](#ENG251), [HIS 101](#HIS101), and [HIS 102](#HIS102). | Students will meet or exceed expectations set for SLOs in [ENG 251](#ENG251), [HIS 101](#HIS_101), and [HIS 102](#HIS102). For each of these courses, departments have set the benchmark success rate at 70%. | [ENG 251](#ENG251) achieved a success rate of 83% for this SLO. Rates did vary from campus to campus. For example, the Clanton rate of success was 62%, and the SLO was not measured at the Pell City Campus.  [HIS 101](#HIS101) and [HIS 102](#HIS102) students also met this benchmark, although the Jefferson Campus reported no measurements for this course. | The divisions need to improve their measurement systems for this SLO. Data is only valuable with accurate measurements. For example, literature classes such as ENG 252, 261, 262, 271, and 272 measure the same result as ENG 251. Including more courses in the sample will give the college a more accurate picture of how students are performing.  It is unclear why no data were submitted from the Jefferson Campus for HIS 101 and 102. Since the Jefferson Campus represents the second largest student population at the college, the interpretation of these numbers becomes severely hampered without data from the Jefferson Campus. The associate deans recommend more robust data collection, especially at campuses that are not currently collecting/analyzing data. |
| 4. The student will demonstrate understanding of mathematical concepts and scientific principles, and ability to use computers. | Review assessment of course level student learning outcomes for [MTH 100](#MTH100), [MTH 112](#MTH112), [BIO 102](#BIO102), and [CIS 146](#CIS146).  The target success benchmark for each class is that 70% of students meet or exceed the departmental standard. | Course level Student Learning Outcomes results meet or exceed departmental criteria for success. | [CIS 146](#CIS146) most closely assesses students’ abilities to use computers. Numbers for this course are strong. Numbers were slightly off the mark at the Shelby Campus (66%), but campus-wide, numbers are strong.  As reported in TGS SLO 2, numbers are generally strong for [MTH 100](#MTH100) and [MTH 112](#MTH112). Again, students perform at a vastly higher rate in traditional, in-person classes as opposed to online classes for MTH 112.  In [BIO 102](#BIO102), students are not meeting the benchmark for this TGS SLO. Performance on the three course-level SLOs ranged from a low of 58% to a high of 69%. 69%, while close, is still under the target rate of 70%. Sometimes there was a wide variation in student performance across the various JSCC campuses. | Using results for this TGS SLO is challenging. For example, CIS 146 students are performing well. Traditional MTH 100 and MTH 112 students are performing well, but online students are not. In BIO 102, students are consistently underperforming.  Chairs should work with math faculty to brainstorm on ways to improve instruction, especially online instruction. For biology, chairs should work with instructors to discuss areas where students are not meeting the benchmark. They should try new instruction techniques to see if student performance improves. Future reports will, hopefully, show what new strategies are effective and what new strategies are ineffective. |
| 5. The student will demonstrate understanding of events in history and developments in the arts and social sciences that have shaped civilization. | Review assessment of course level student learning outcomes for [ART 100](#ART_100), [HIS 101](#HIS101), [HIS 102](#HIS102), MUS 101, and [PSY 200.](#PSY200) | Based on the aforementioned course-level SLOs, 70% of students will satisfactorily master the TSG SLO. | ART 100 students generally met the benchmark for this SLO, but students at individual campuses dipped below the benchmark for various semesters. For example, Pell City’s numbers for course-level SLO 3 were especially low for the spring of 2019. It is also worth noting that the Shelby Campus, the largest of JSCC’s four campuses, did not report numbers for several semesters. Moreover, for spring of 2019, only one campus—Pell City—reported numbers at all.  [HIS 101](#HIS101) and [HIS 102](#HIS102) numbers are generally strong. As noted in TGS SLO 3 in this report, however, the Jefferson Campus did not submit data for these courses.  College wide, [PSY 200](#PSY200) met the 70% benchmark for one of its SLOS but did not meet benchmarks for their other two course-level SLOs. Moreover, there is a wide variety of success from campus to campus. However, it is difficult to spot trends even campus to campus. For example, students at the Clanton and Pell City Campuses performed lower than their Jefferson and Shelby counterparts for course-level SLO1, yet they performed as well or better for course-level SLO 2.  [MUS 101](#MUS101) met this benchmark college wide, but Shelby students performed at a much higher level than Jefferson students. | All courses for TGS SLO 5 fall under the Liberal Arts Division. Liberal Arts chairs, working closely with the associate deans, should:   1. Improve data collection, especially for ART 100, HIS 101, and HIS 102. 2. Working closely with faculty members, discuss student performance discrepancies across campuses and identify instructional strategies that are successful and unsuccessful. Future reports should show the college if these strategies are working and what strategies should be retained. |

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

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| **ART 100 Course Student Learning Outcomes & Assessment Plan 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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| **Course Student Learning Outcomes & Assessment Plan ENG 101**  **Composition I Course Level Outcomes Assessment Rubric (Included at end of this assessment document)**  General Education Objective  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.  Transfer/General Studies Division Outcomes  1. Provide transferable general education courses that prepare students to succeed in upper level programs of study.  2. Provide transferable general education courses that fulfill the general studies requirements of the college’s Associate in Science, Associate in Arts, and  Associate in Applied Science degrees.  3. Provide developmental mathematics and English courses that prepare students to succeed in freshman-level courses.  Communications Department Level Outcomes   * Provide quality instruction in developmental and transferable courses through emphasis on continued training and professional development for faculty. * Prepare students to continue their education at four-year institutions or to enter the workforce. * Offer courses that allow students to develop communication skills and knowledge for personal enrichment or for job advancement.   Course Outcomes Assessed  Students will:   * **Write a unified, specific thesis.** * **Write an essay with a unified and clear organization.** * **Students will correctly integrate primary and secondary sources into an essay.** | | | | |
| **Intended Outcomes** | **Means of Assessment** | **Criteria for Success** | **Summary & Analysis of Assessment Evidence** | **Use of Results** |
| SLO 1: The student will write a unified, specific thesis. | Evaluation 1: Essay with a thesis that carefully directs the ideas of the paper and accurately predicts the structure of the paper. Rubric attached. | Eval 1:  70% of students’ essays meet a Satisfactory evaluation on the rubric | Fall 2018-Summer 2019:  Number of Students Assessed  945 and 864 Students assessed/48 sections  604/945 students fulfilled this outcome on the beginning paper.  (63%)  747/864 students fulfilled this outcome on the ending paper. (86%)  Yearly Campus Summary  Number of Students Assessed  Shelby (24 sections): 331/456 (72%)  351/416 (84%)  Jefferson (5 sects): 65/123 (52%)  92/109 (84%)  Clanton (8 sections): 145/169 (85%)  126/165 (76%)  Pell City (2 sections): 22/26 (84%)  22/24 (91%)  DE OFF Campus (8 scts): 134/171 (78%)  156/171 (91%) | It is very encouraging to see the student success rate from the first to the last paper here – in just this year, there was an 23% improvement illustrating an upward movement in student success. Each campus reports a growth in student success at change for the better except one. This illustrates the engagement instructors are having with their students in workshops and commenting on graded papers, so the students are evolving in their growth. The one campus with lower percentage cites the more independent work toward the end of the semester and the difficulty of the final paper as some reasons in the drop in performance. Instructors will continue the rigor in the assignment, but will continue workshops into the final weeks of the semester. |
| SLO 2: Students will write an essay with a unified and clear organization. | Evaluation 2: Essay that begins with an introductory paragraph that engages the reader, creates a bridge to the main idea, and contains the thesis sentence. The essay will have body paragraphs that have a clear topic sentence, show unity in ideas (one main idea and focus), show coherence of ideas (transitions, logical order), and use appropriate evidence in support of the main idea. The essay will have a concluding paragraph that reaffirms main points, but is not too redundant and ties the paper together with a thought provoking ending.  Rubric attached. | Eval 2:  70% of students’ essays meet a Satisfactory evaluation on the rubric | Fall 2018-Summer 2019:  Number of Students Assessed  945 and 864 Students assessed/48 sections  711/945 students fulfilled this outcome on the beginning paper.  (75%)  729/879 students fulfilled this outcome on the ending paper. (83%)  Yearly Campus Summary  Number of Students Assessed  Shelby (24 sections): 341/441 (77%)  348/411 (84%)  Jefferson (5 sects): 61/123 (49%)  82/128 (64%)  Clanton (8 sections): 146/169 (86%)  119/143 (83%)  Pell City (2 sections): 24/26 (92%)  23/24 (95%)  DE OFF Campus (8 scts): 139/171 (81%)  157/173 (91%) | Instructors use grading commentary and workshops and peer reviews to continually help students develop their organizations. The 8% change within the semester here continues to be encouraging and continues to show student movement toward success. Each campus also had a nice improvement in percent increase as well, except for one where the achievement remained in the 80% range. |
| SLO 3: Students will correctly integrate primary and secondary sources into an essay. | Evaluation 3: Essay with an ability to contextualize a work or idea that involves research and the incorporation of both primary and acceptable secondary sources, properly documented according to MLA standards.  Rubric attached. | Eval 3:  70% of students’ essays meet a Satisfactory evaluation on the rubric | Fall 2018-Summer 2019:  Number of Students Assessed  945 and 864 Students assessed/48 sections  547/803 students fulfilled this outcome on the beginning paper.  (68%)  693/863 students fulfilled this outcome on the ending paper. (80%)  Yearly Campus Summary  Number of Students Assessed  Shelby (24 sections): 304/354 (85%)  335/405 (82%)  Jefferson (5 sects): 15/36 (41%)  77/120 (64%)  Clanton (8 sections): 103/139 (74%)  112/143 (78%)  Pell City (2 sections): 12/26(46%)  19/24 (79%)  DE OFF Campus (8 scts): 113/171 (66%)  150/171 (88%) | The 12% change within the semester here continues to be encouraging and continues to show student movement toward success – this is the same level of increase in success from last year overall. Only one campus shows a decrease in percentage change from the first and last papers, so this is very encouraging. The achievement is still in the 80% range. Instructors have been consistently adding more use of sources to papers to help students practice properly using them. |
| **Plan submission date: September 19, 2019** | | | **Submitted by: Communications Department** | |

**Sample Assessment Rubric for Essays**

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

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| **Course Student Learning Outcomes & Assessment Plan ENG 102**  **Composition I Course Level Outcomes Assessment Rubric (Included at end of this assessment document)**  General Education Objective  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.  Transfer/General Studies Division Outcomes  1. Provide transferable general education courses that prepare students to succeed in upper level programs of study.  2. Provide transferable general education courses that fulfill the general studies requirements of the college’s Associate in Science, Associate in Arts, and  Associate in Applied Science degrees.  3. Provide developmental mathematics and English courses that prepare students to succeed in freshman-level courses.  Communications Department Level Outcomes   * Provide quality instruction in developmental and transferable courses through emphasis on continued training and professional development for faculty. * Prepare students to continue their education at four-year institutions or to enter the workforce. * Offer courses that allow students to develop communication skills and knowledge for personal enrichment or for job advancement.   Course Outcomes Assessed  Students will:   * **Write a unified, specific thesis.** * **Write an essay with a unified and clear organization.** * **Correctly integrate primary and secondary sources into an essay.** | | | | |
| **Intended Outcomes** | **Means of Assessment** | **Criteria for Success** | **Summary & Analysis of Assessment Evidence** | **Use of Results** |
| The student will write a unified, specific thesis. | One essay exhibits stages of composition process | At least one essay accompanied by brainstorming notes, an outline, a rough draft, and a final draft | Fall 2018-Summer 2019:  Number of Students Assessed  788 and 791 Students assessed/40 sections  672/788 students fulfilled this outcome on the beginning paper. (85%)  725/789 students fulfilled this outcome on the ending paper. (91%)  Yearly Campus Summary  Number of Students Assessed on beginning papers and ending papers:  Shelby (16 sections): 269/325 (82%)  291/333 (87%)  Jefferson (5 sections): 49/76 (64%)  66/74 (89%)  Clanton (6 sections): 127/136 (93%)  129/132 (97%)  Pell City ( sections):  Dual Enrollment  Off-Campus (13 sections):228/251 (91%)  239/250 (96%) | In just this year, there was a 6% improvement illustrating an upward movement in student success. Overall, each campus experienced higher student growth on the final assessment. The higher level of starting achievement indicates that students are retaining development from ENG 101 classes. The dual enrollment off campus classes are taught in high school settings, so the instructors are with the students longer and utilize many different in-class brainstorming opportunities to help students. |
| The student will write an essay with a unified and clear organization. | Essay with a thesis that carefully directs the ideas of the papers and accurately predicts the structure of the papers  Rubric included at end of report. | 70% of students’ essays exhibit a satisfactory thesis | Fall 2018-Summer 2019:  Number of Students Assessed  788 and 791 Students assessed/40 sections  657/788 students fulfilled this outcome on the beginning paper. (83%)  709/786 students fulfilled this outcome on the ending paper. (90%)  Yearly Campus Summary  Number of Students Assessed on beginning papers and ending papers:  Shelby (16 sections): 262/325 (80%)  285/330 (86%)  Jefferson (5 sections): 42/76 (55%)  66/74 (89%)  Clanton (6 sections): 127/136 (93%)  122/132 (92%)  Pell City ( sections):  Dual Enrollment  Off-Campus (13 sections):226/251 (90%)  236/250 (94%) | The 7% change within the semester here continues to be encouraging and continues to show student movement toward success. Each campus (save one that went down just one % point) experienced a growth in student success from the first to the last instance of writing here. The percentage decrease is very small, and can possibly be due to the difficulty of the last paper assessed. The lower performing campus outlier at Jefferson was was encouraging to see the finishing percentage so close to the other campuses. Instructors will continue to develop ways to help all students in revision processes. |
| Students will correctly integrate primary and secondary sources into an essay. | Essays that have clear topic sentences, show unity in ideas (one main idea and focus), show coherence of ideas (transitions, logical order), and use appropriate evidence in support of the main idea  Rubric included at end of report. | 70% of students’ essays exhibit satisfactory body paragraphs | Fall 2018-Summer 2019:  Number of Students Assessed  788 and 791 Students assessed/40 sections  609/786 students fulfilled this outcome on the beginning paper. (77%)  671/783 students fulfilled this outcome on the ending paper. (85%)  Yearly Campus Summary  Number of Students Assessed on beginning papers and ending papers:  Shelby (16 sections): 242/323 (74%)  277/327 (84%)  Jefferson (5 sections): 45/76 (59%)  63/74 (85%)  Clanton (6 sections): 107/136 (78%)  100/132 (75%)  Pell City ( sections):  Dual Enrollment  Off-Campus (13 sections):215/251 (86%)  221/250 (88%) | The 8% change within the semester here continues to be encouraging and continues to show student movement toward success. Because many of these students have to go into a literature class and other classes that utilize research in primary and secondary sources, this continues to be an SLO that needs attention. Three campuses experienced increases and one campus saw a very small decrease, but overall, all the classes in the final assessment are performing well over the 70% level. Ending papers also require more research and more independent skills, so a performance similar to the first performance is not disheartening. Instructors will continue to increase the rigor of the papers during the semester to gauge student engagement and learning. |
| **Plan submission date: September 20, 2019** | | | **Submitted by: Communications Department** | |

**Sample Assessment Rubric for Essays**

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

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| **Course Student Learning Outcomes & Assessment Plan ENG 251**  **Literature Course Level Outcomes Assessment Rubric (Included at end of this assessment document)**  General Education Objective  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.  Transfer/General Studies Division Outcomes  1. Provide transferable general education courses that prepare students to succeed in upper level programs of study.  2. Provide transferable general education courses that fulfill the general studies requirements of the college’s Associate in Science, Associate in Arts, and  Associate in Applied Science degrees.  3. Provide developmental mathematics and English courses that prepare students to succeed in freshman-level courses.  Communications Department Level Outcomes   * Provide quality instruction in developmental and transferable courses through emphasis on continued training and professional development for faculty. * Prepare students to continue their education at four-year institutions or to enter the workforce. * Offer courses that allow students to develop communication skills and knowledge for personal enrichment or for job advancement.   Course Outcomes Assessed  Students will:   * identify characteristics of literary periods, cultural conditions of the writers and times, historical forces, philosophical movements, and key terms for genres of literature and literary movements. * will analyze major works of prose and poetry, using literary terms and tracing connections between contemporary society and the cultural movements and philosophical issues of the literary period, as well as demonstrating literary scholarship in relation to primary literary works by locating valid secondary sources and correctly integrating these sources. | | | | |
| **Intended Outcomes** | **Means of Assessment** | **Criteria for Success** | **Summary & Analysis of Assessment Evidence** | **Use of Results** |
| 1. The student will identify characteristics of literary periods, cultural conditions of the writers and times, historical forces, philosophical movements, and key terms for genres of literature and literary movements. | Direct: Through exam questions, the student will demonstrate the cognitive skills to identify the following:   1. Characteristics of the literary periods 2. Cultural conditions of the writers and times 3. Historical forces 4. Philosophical movements 5. Key terms for genres of literature and literary movements. | 70% of students will demonstrate a proficiency level of 70% on specified multiple choice, true/false, identification, matching or fill-in-the-  blank exam questions that measure the five characteristics listed. Instructor will provide assessment questions used with this assessment form (Recommended number of questions either 10 or 20: 7/10 or 14/20 = 70% proficiency). | Fall 2018-Summer 2019:  Number of Students Assessed  342 Students/8 Sections  306/342 students met this objective (89%)  Yearly Campus Summary  Number of Students Assessed:  Shelby (6 sections): 264/291 (90%)  Jefferson (1 sections): 18/25 (72%)  Clanton (1 section): 24/26 (92%)  Pell City (0 sections): | Each instructor submits his or her test questions with his or her report so that the SLO committee can review the consistency in questions here. This is 4% more from last year’s success rate, but the overall performance is above average and shows students are retaining the contextual information surrounding literature and its place in the world. All percentages are over the 70% mark, and the outlier has above this mark as well. Instructors alter exam instruction and classwork to help students know what they need to be able to discuss and contrast literature in context. |
| **2.** The student will analyze major works of prose and poetry, using literary terms and tracing connections between contemporary society and the cultural movements and philosophical issues of the literary period, as well as demonstrating literary scholarship in relation to primary literary works by locating valid secondary sources and correctly integrating these sources. | Direct: In their essays, students will be able to do the following:   1. Analyze and contextualize a work of literature from the period in its historical, cultural and philosophical background 2. Compare/contrast the literature of an historical period to contemporary American culture 3. Locate relevant and effective secondary sources 4. Build an argument correctly integrating and documenting both primary and secondary sources in MLA style. | 70% of students will demonstrate at least a “Satisfactory” level achievement based on sample rubric below. | Fall 2018-Summer 2019:  Number of Students Assessed  340 Students/8 Sections  283/340 students met this objective (83%)  Yearly Campus Summary  Number of Students Assessed:  Shelby (6 sections): 244/287 (85%)  Jefferson (1 sections): 23/27 (85%)  Clanton (1 section): 16/26 (62%)  Pell City (0 sections): | This is a 5% increase from last year’s data collection, but the comparison shows a bit of a variety between the campuses. Lower performing class noted lack of student preparation in using sources correctly and will add workshops and time in using sources in the class to help aid in paper use of sources. |
| **Plan Submission Date: September 19, 2019** | | | **Submitted By: Communications Department** | |

Sample Literature Assessment Rubric

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

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| **Course Student Learning Outcomes & Assessment Plan**  **Instructional Program Outcomes & Assessment Plan for SPH 106**  **General Education Objective**   * The student will demonstrate effective reading, writing and speaking skills. * The student will demonstrate ability to apply reasoning and logic to assess ideas and situations, support positions, draw conclusions and solve problems. * The student will demonstrate ability to identify, analyze, organize, and synthesize credible resources in a manner that respects intellectual property.   **Division Level Outcomes**   * Provide transferable general education courses that prepare students to succeed in upper level programs of study. * Provide transferable general education courses that fulfill the general studies requirements of the college’s Associate in Science, Associate in Arts, and Associate in Applied Science degrees.   **Department Level Outcomes**   * Provide quality instruction in developmental and transferable courses through emphasis on continued training and professional development for faculty. * Prepare students to continue their education at four-year institutions or to enter the workforce. * Offer courses that allow students to develop communication skills and knowledge for personal enrichment or for job advancement.   **Course Outcomes Assessed**   * Students will be able to present an effective persuasive speech. * Students will be able to use supporting material effectively in a prepared speech. | | | | |
| **Intended Outcomes** | **Means of Assessment** | **Criteria for Success** | **Summary & Analysis of Assessment Evidence** | **Use of Results** |
| SLO#1: Students will be able to present an effective persuasive speech. | A rubric for a speech presentation will assess overall effectiveness of the speech, including extemporaneous delivery, organization, rhetorical strategies, research and support, and audience adaptation. | 70% of students will demonstrate competence in presenting a persuasive speech. | Fall 2018-Summer 2019  80% of students assessed presented effective persuasive speeches according to the rubric criteria.  Yearly Campus Summary  Number of Students Assessed:  Shelby (10 sections): 147/183, 80% Jefferson (3 sections): 34/42, 81% Pell City (3 sections): 34/41, 83% Clanton: (2 sections): 27/38, 71%  Total 242/304, 80% | These results are consistent with results from the previous year.  The persuasive speech presentation was assessed for overall effectiveness. Extemporaneous delivery, organization, rhetorical strategies, research and support, and audience adaptation were emphasized.  Instructors have worked to improve instruction in weaker areas. Students analyzed sample speeches to examine quality of various aspects of speech design and delivery. Emphasis was placed on development and planning of the speech presentations as well as rehearsal of speeches. Class time was utilized for speech preparation and planning. Individual student conferences and outline workshopping were included. Audience analysis was encouraged during the preparation phase. Exercises and practice sessions were used to reduce student anxiety. Reading, lecture/notes, chapter activities, quizzes, and group discussion were utilized in all sections.  Achievement for this SLO was good. The department will discuss possible changes to the assessments for the next 3-year cycle. |
| SLO#2: Students will be able to use supporting material effectively in a prepared speech. | A rubric will be used to assess quality of sources, quantity of sources, oral citations, and use of presentational aids. | 70% of students will demonstrate effective use of supporting material in a prepared speech. | Fall 2018-Summer 2019 79.4% of students assessed demonstrated effective use of supporting material in a prepared speech.  Yearly Campus Summary  Number of Students Assessed: Shelby (10 sections): 138/177, 78% Jefferson (3 sections) 28/42, 67% Pell City (3 sections): 45/45, 100% Clanton (2 sections): 29/38, 76%  Total 240/302, 79.4% | This is an overall decrease (from 84% to 79.4%) from the previous year. Some instructors were new teachers who were also new to the assessment process.  Use of support was identified as an area of weakness, so the department wanted to focus on this aspect. Instructors examined supporting material in a prepared speech, including quality of sources (source credibility), quantity of sources, oral citations, and use of presentational aids.  A rubric was used to assess these aspects individually.  Instruction on research, citation, and plagiarism has been emphasized. Students analyzed and discussed the use of supporting material in sample speeches. Library orientation sessions and research videos were included. Videos about using visual aids were also used. Instructors also included some oral citation exercises. Outlining workshops and review (instructor and/or peer review) of speech drafts was helpful in identifying weak areas of planned oral citations. Examples of oral citations (written and in sample speeches) were included in traditional, hybrid, and internet courses. Speech preparation worksheets have also been helpful in improving overall quality of development of the persuasive speech.  Most sections were above average for this outcome. Instruction has improved in this area; however, use of support continues to be a challenge for students. The department will examine the need to address a different focus area in the SLOs going forward. |
| **Plan submission date: 9/20/2019** | | | **Communications Department** | |

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| **Course Student Learning Outcomes & Assessment Plan**  **Instructional Program Outcomes & Assessment Plan for SPH 107**  **General Education Objective**   * The student will demonstrate effective reading, writing and speaking skills. * The student will demonstrate ability to apply reasoning and logic to assess ideas and situations, support positions, draw conclusions and solve problems. * The student will demonstrate ability to identify, analyze, organize, and synthesize credible resources in a manner that respects intellectual property.   **Division Level Outcomes**   * Provide transferable general education courses that prepare students to succeed in upper level programs of study. * Provide transferable general education courses that fulfill the general studies requirements of the college’s Associate in Science, Associate in Arts, and Associate in Applied Science degrees.   **Department Level Outcomes**   * Provide quality instruction in developmental and transferable courses through emphasis on continued training and professional development for faculty. * Prepare students to continue their education at four-year institutions or to enter the workforce. * Offer courses that allow students to develop communication skills and knowledge for personal enrichment or for job advancement.   **Course Outcomes Assessed**   * Students will be able to present an effective persuasive speech. * Students will be able to use supporting material effectively in a prepared speech. | | | | |
| **Intended Outcomes** | **Means of Assessment** | **Criteria for Success** | **Summary & Analysis of Assessment Evidence** | **Use of Results** |
| SLO#1: Students will be able to present an effective persuasive speech. | A rubric for a speech presentation will assess overall effectiveness of the speech, including extemporaneous delivery, organization, rhetorical strategies, research and support, and audience adaptation. | 70% of students will demonstrate competence in presenting a persuasive speech. | Fall 2018-Summer 2019 85% of students assessed presented effective persuasive speeches according to the criteria in the rubric.  Yearly Campus Summary Number of Students Assessed:  Shelby (13 sections): 191/218, 87.6% Jefferson (3 sections): 57/66, 86% Pell City (1 section): 9/11, 82% Clanton (2 sections): 27/38, 71%   Total 284/333, 85% | These results illustrate a 5% increase from the previous year. All campuses were above 70%.  The persuasive speech was assessed more holistically for overall effectiveness. Emphasis was placed on competence with extemporaneous delivery, organization, rhetorical strategies, research and support, and audience adaptation.  Instructors used a variety of methods to improve instruction. Discussion and analysis of sample student speeches and outlines continued to be effective in traditional, hybrid, and online classes. Examining example speech outlines as well as outlining workshops helped. Rubrics were distributed and discussed along with assignment instructions so students were aware of expectations and grading/assessment criteria in advance. Peer reviews were conducted at various stages in the preparation process. Opportunities for workshops and rehearsals were included. Online discussions concerning delivery and use of support were utilized.  Achievement for this SLO was fairly high. The department will discuss the possibility of shifting focus for this SLO going forward. |
| SLO#2: Students will be able to use supporting material effectively in a prepared speech. | A rubric will be used to assess quality of sources, quantity of sources, oral citations, and use of presentational aids. | 70% of students will demonstrate effective use of supporting material in a prepared speech. | Fall 2018-Summer 2019 84% of students assessed demonstrated effective use of supporting material in a prepared speech.  Yearly Campus Summary  Number of Students Assessed:  Shelby ( sections): 185/218, 85% Jefferson (3 sections): 55/60, 91.6% Pell City (1 section): 11/11, 100% Clanton (2 sections): 24/38, 63%  Total 275/327, 84% | This represents an 8% increase over the previous year. The majority of sections exceeded 70%.  A prepared speech was assessed to examine quality of sources (credible sources), quantity of sources, oral citations, and presentational aids.  A rubric is used to assess these aspects individually.  Instructors have worked to improve pedagogy related to research and use of support. Since this continues to be a weak area and a priority, instructors have emphasized the importance of quality of sources, quantity of sources, oral citations, and use of presentational aids in the assignment instructions. Example speeches were utilized for analysis and discussion of supporting materials. Oral citations have been emphasized when discussing examples and preparing speeches, and oral citation workshops may be utilized. Instruction on research and support were improved. Library resources and orientation sessions have been utilized. The video provided by the library on research and plagiarism has been helpful for addressing these concerns. Including a video about using visual maids has also been helpful. Speech outlines are reviewed for quality of sources, quantity of sources, and appropriate citation of sources. A source review assignment has also been used.  Results for this SLO were very good. Attendance continues to be an issue. The department will discuss the need to shift focus for this SLO going forward. |
| **Plan submission date: 9/20/2019** | | | **Submitted by: Communications Department** | |

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| jscc logo | | | **Assessment Record** | |
| **Program:** | **Computer Information Systems** | **Assessment period:** | | **2018-2019** | |

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| **Instructional Program Student Learning Outcomes & Assessment Plan** | | | | |
| **Intended Outcomes** | **Means of Assessment** | **Criteria for Success** | **Summary & Analysis of Assessment Evidence** | **Use of Results** |
| Students will demonstrate knowledge of basic computer hardware, software, network and program problem solving. | **CIS 146: Microcomputer Applications**  Demonstrate the use of a spreadsheet using MS Excel | At least 70% of students enrolled in CIS 146 will successfully demonstrate the ability of creating and using an Excel spreadsheet (SLO 2) | |  |  |  |  |  | | --- | --- | --- | --- | --- | | CIS 146 SLO 2 | Sections | Complete | Attempt | LEVEL 2 % | | Fa 2018 | 8/8 | 139 | 151 | 92 | | Sp 2019 | 5/6 | 99 | 100 | 99 | | Su 2019 | 4/4 | 49 | 52 | 94 | | Jefferson | 17/18 | 287 | 303 | 95 | | Fa 2018 | 0/8 |  |  |  | | Sp 2019 | 3/6 | 33 | 62 | 53 | | Su 2019 | 3/3 | 59 | 77 | 77 | | Shelby | 6/17 | 92 | 139 | 66 | | Fa 2018 | 0/1 |  |  |  | | Sp 2019 | 0/1 |  |  |  | | Clanton | 0/2 |  |  |  | | Total | 23/37 | 379 | 442 | 86 | | The Business and Information Systems division plans to discuss ways to standardize collection of SLO data in response to the discontinuation of a database where this data was reported in the past. The Sections column notes the number of sections reporting out of the total for each semester, campus, and course.  CIS 146 has the highest enrollment of our courses. Students tend to lack experience with Excel prior to the course, so the material poses a challenge to many. |

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| **Instructional Program Outcomes & Assessment Plan – MTH 100**  **Mathematics Course Level Outcomes Assessment Rubric**  Level 4: Student provides a complete and correct solution process that is well organized, with no errors.  Level 3: Student provides a complete solution process that is well organized, but contains minor errors.  Level 2: Student demonstrates understanding of methods required to produce a correct solution, but the solution process lacks expected organization and/or contains errors deemed more significant.  Level 1: Student attempts a solution, but demonstrates little understanding of methods required to produce a correct solution with expected organization.  Level 0: Student does not attempt a solution.  **General Education Objective**  Students will use abstract ideas, symbols, and fundamental skills of mathematics to analyze and solve problems.  **Department Outcomes**   * Provide freshman and sophomore-level courses in Chemistry, Mathematics, Physics, Physical Sciences, and Astronomy, with emphasis on critical thinking and analytical ability that are transferable to public institutions of higher learning. * Offer an appropriate remedial mathematics program accommodating various skill levels. * Develop and provide courses relevant to the career and professional degree programs of the college.   **Evaluated Course Objectives**  The student will demonstrate his/her understanding of algebraic manipulations, interpretations, and computations by being able to:  1. Simplify radical expressions and perform operations with radical expressions  2. Find the equation of a line given appropriate information.  3. Perform operations with rational expressions  4. Use The quadratic formula to find solutions to equations | | | | | |
| **Intended Outcomes** | | **Means of Assessment** | **Criteria for Success** | **Summary & Analysis of Assessment Evidence** | **Use of Results** |
| MTH 100 Objective 1  The student will demonstrate his/her understanding of algebraic manipulations, interpretations, and computations by being able to simplify radical expressions and perform operations with radical expressions | | Rubric based assessment of related common final exam problems | 70% of students learning at a rubric level of 2 or higher | Jefferson Campus   |  |  |  | | --- | --- | --- | | Level 4 | 64/181 | 35.4% | | Level 3 | 31/181 | 17.1% | | Level 2 | 33/181 | 18.2% | | Level 1 | 26/181 | 14.4% | | Level 0 | 27/181 | 14.9% |   Shelby Campus   |  |  |  | | --- | --- | --- | | Level 4 | 150/257 | 58.4% | | Level 3 | 49/257 | 19.1% | | Level 2 | 26/257 | 10.1% | | Level 1 | 14/257 | 5.4% | | Level 0 | 18/257 | 7.0% |   Clanton Campus   |  |  |  | | --- | --- | --- | | Level 4 | 114/198 | 57.6% | | Level 3 | 18/198 | 9.1% | | Level 2 | 33/198 | 16.7% | | Level 1 | 21/198 | 10.6% | | Level 0 | 12/198 | 6.1% |   Pell City   |  |  |  | | --- | --- | --- | | Level 4 | 45/79 | 57.0% | | Level 3 | 9/79 | 11.4% | | Level 2 | 6/79 | 7.6% | | Level 1 | 9/79 | 11.4% | | Level 0 | 10/79 | 12.7% |   Online   |  |  |  | | --- | --- | --- | | Level 4 | 97/236 | 41.1% | | Level 3 | 1/236 | 0.4% | | Level 2 | 83/236 | 35.2% | | Level 1 | 10/236 | 4.2% | | Level 0 | 45/236 | 19.1% |   MTH 099   |  |  |  | | --- | --- | --- | | Level 4 | 5/12 | 41.7% | | Level 3 | 3/12 | 25.0% | | Level 2 | 1/12 | 8.3% | | Level 1 | 0/12 | 0.0% | | Level 0 | 3/12 | 25.0% | | **Annual campus-wide total at rubric level 2 or higher:**  **759/951=79.8%**  There was an increase in the rate of success of 2.9% compared to 2017-2018.  Students will continue to be made aware of the availability of tutors in various ways such as email and other media outlets.  The introduction of MTH 099 helped students who needed the support to be successful in the course. Their average was 75%, performing at a Level 2 or higher. |
| MTH 100 Objective 2  The student will demonstrate his/her understanding of algebraic manipulations, interpretations, and computations by being able to factor a trinomial. | | Rubric based assessment of related common final exam problems | 70% of students learning at a rubric level of 2 or higher | Jefferson Campus   |  |  |  | | --- | --- | --- | | Level 4 | 92/181 | 50.8% | | Level 3 | 30/181 | 16.6% | | Level 2 | 30/181 | 16.6% | | Level 1 | 20/181 | 11.0% | | Level 0 | 9/181 | 5.0% |   Shelby Campus   |  |  |  | | --- | --- | --- | | Level 4 | 156/257 | 60.7% | | Level 3 | 47/257 | 18.3% | | Level 2 | 35/257 | 13.6% | | Level 1 | 9/257 | 3.5% | | Level 0 | 10/257 | 3.9% |   Clanton Campus   |  |  |  | | --- | --- | --- | | Level 4 | 134/198 | 67.7% | | Level 3 | 18/198 | 9.1% | | Level 2 | 30/198 | 15.2% | | Level 1 | 10/198 | 5.1% | | Level 0 | 6/198 | 3.0% |   Pell City   |  |  |  | | --- | --- | --- | | Level 4 | 32/79 | 40.5% | | Level 3 | 3/79 | 3.8% | | Level 2 | 2/79 | 2.5% | | Level 1 | 36/79 | 45.6% | | Level 0 | 6/79 | 7.6% |   Online   |  |  |  | | --- | --- | --- | | Level 4 | 118/236 | 50.0% | | Level 3 | 0/236 | 0.0% | | Level 2 | 86/236 | 36.4% | | Level 1 | 10/236 | 4.2% | | Level 0 | 22/236 | 9.3% | |  |  |  |   MTH 099   |  |  |  | | --- | --- | --- | | Level 4 | 9/12 | 75.0% | | Level 3 | 1/12 | 8.3% | | Level 2 | 0/12 | 0.0% | | Level 1 | 2/12 | 16.7% | | Level 0 | 0/12 | 0.0% | | **Annual campus-wide total at rubric level 2 or higher:**  **813/951 = 85.5%**  This objective was a part of MTH 098 SLO last year. There was an increase in the rate of success of  15.7 % compared to 2017-2018, indicating success in current instructional methods.  Students will continue to be made aware of the availability of tutors in various ways such as email and other media outlets.  The introduction of MTH 099 helped students who needed the support to be successful in the course. Their average was 83.3%, performing at a Level 2 or higher. |
| MTH 100 Objective 3  The student will demonstrate his/her understanding of algebraic manipulations, interpretations, and computations by being able to perform operations with rational expressions | | Rubric based assessment of related common final exam problems | 70% of students learning at a rubric level of 2 or higher | Jefferson Campus   |  |  |  | | --- | --- | --- | | Level 4 | 74/181 | 40.9% | | Level 3 | 21/181 | 11.6% | | Level 2 | 42/181 | 23.2% | | Level 1 | 28/181 | 15.5% | | Level 0 | 16/181 | 8.8% |   Shelby Campus   |  |  |  | | --- | --- | --- | | Level 4 | 117/257 | 45.5% | | Level 3 | 45/257 | 17.5% | | Level 2 | 48/257 | 18.7% | | Level 1 | 26/257 | 10.1% | | Level 0 | 21/257 | 8.2% |   Clanton Campus   |  |  |  | | --- | --- | --- | | Level 4 | 39/198 | 19.7% | | Level 3 | 34/198 | 17.2% | | Level 2 | 52/198 | 26.3% | | Level 1 | 43/198 | 21.7% | | Level 0 | 30/198 | 15.2% |   Pell City   |  |  |  | | --- | --- | --- | | Level 4 | 33/79 | 41.8% | | Level 3 | 5/79 | 6.3% | | Level 2 | 7/79 | 8.9% | | Level 1 | 20/79 | 25.3% | | Level 0 | 14/79 | 17.7% |   Online   |  |  |  | | --- | --- | --- | | Level 4 | 76/236 | 32.2% | | Level 3 | 0/236 | 0.0% | | Level 2 | 103/236 | 43.6% | | Level 1 | 10/236 | 4.2% | | Level 0 | 47/236 | 19.9% |   MTH 099   |  |  |  | | --- | --- | --- | | Level 4 | 1/12 | 8.3% | | Level 3 | 1/12 | 8.3% | | Level 2 | 1/12 | 8.3% | | Level 1 | 5/12 | 41.7% | | Level 0 | 4/12 | 33.3% | | **Annual campus-wide total at rubric level 2 or higher: 696/951 = 73.2%**  There was a decrease in the rate of success of 4.7% compared to 2017-2018, but we still met the goal of 70%. This objective continues to be a challenge to most students, but the criterial for success was met. We will need to focus more on scaffolding students on this process so that it will lead to greater mastery.  Students will continue to be made aware of the availability of tutors in various ways such as email and other media outlets.  The introduction of MTH 099 helped students who needed the support to be successful in the course. Their average was 25.0%, performing at a Level 2 or higher. We can see that the MTH 099 students really struggled with this topic. We will have to scaffold the students better so that they can achieve mastery of it. |
| MTH 100 Objective 4  The student will demonstrate his/her understanding of algebraic manipulations, interpretations, and computations by being able to use the quadratic formula to find solutions to equations | | Rubric based assessment of related common final exam problems | 70% of students learning at a rubric level of 2 or higher | Jefferson Campus   |  |  |  | | --- | --- | --- | | Level 4 | 70/181 | 38.7% | | Level 3 | 39/181 | 21.5% | | Level 2 | 32/181 | 17.7% | | Level 1 | 25/181 | 13.8% | | Level 0 | 15/181 | 8.3% |   Shelby Campus   |  |  |  | | --- | --- | --- | | Level 4 | 138/257 | 53.7% | | Level 3 | 51/257 | 19.8% | | Level 2 | 27/257 | 10.5% | | Level 1 | 26/257 | 10.1% | | Level 0 | 15/257 | 5.8% |   Clanton Campus   |  |  |  | | --- | --- | --- | | Level 4 | 56/198 | 28.3% | | Level 3 | 69/198 | 34.8% | | Level 2 | 47/198 | 23.7% | | Level 1 | 17/198 | 8.6% | | Level 0 | 9/198 | 4.5% |   Pell City   |  |  |  | | --- | --- | --- | | Level 4 | 18/79 | 22.8% | | Level 3 | 22/79 | 27.8% | | Level 2 | 8/79 | 10.1% | | Level 1 | 27/79 | 34.2% | | Level 0 | 4/79 | 5.1% |   Online   |  |  |  | | --- | --- | --- | | Level 4 | 121/236 | 51.3% | | Level 3 | 2/236 | 0.8% | | Level 2 | 82/236 | 34.7% | | Level 1 | 5/236 | 2.1% | | Level 0 | 26/236 | 11.0% |   MTH 099   |  |  |  | | --- | --- | --- | | Level 4 | 0/12 | 0.0% | | Level 3 | 5/12 | 41.7% | | Level 2 | 1/12 | 8.3% | | Level 1 | 5/12 | 41.7% | | Level 0 | 1/12 | 8.3% | | **Annual campus-wide total at rubric level 2 or higher:**  **782/951 = 82.2%**  There was a significant increase in the rate of success as compared to the 2017-2018 academic year of 6.5%, indicating success in current instructional methods. The criterial for success is met.  Students will continue to be made aware of the availability of tutors in various ways such as email and other media outlets.  The introduction of MTH 099 helped students who needed the support to be successful in the course. Their average was 50%, performing at a Level 2 or higher. |
| MTH 100 Objective 5  The student will demonstrate his/her understanding of algebraic manipulations, interpretations, and computations by being able to apply rules of exponents to quantities involving integer exponents. | Rubric based assessment of related common final exam problems | | 70% of students learning at a rubric level of 2 or higher | Jefferson Campus   |  |  |  | | --- | --- | --- | | Level 4 | 103/181 | 56.9% | | Level 3 | 42/181 | 23.2% | | Level 2 | 20/181 | 11.0% | | Level 1 | 10/181 | 5.5% | | Level 0 | 6/181 | 3.3% |   Shelby Campus   |  |  |  | | --- | --- | --- | | Level 4 | 180/257 | 70.0% | | Level 3 | 11/257 | 4.3% | | Level 2 | 45/257 | 17.5% | | Level 1 | 13/257 | 5.1% | | Level 0 | 8/257 | 3.1% |   Clanton Campus   |  |  |  | | --- | --- | --- | | Level 4 | 81/198 | 40.9% | | Level 3 | 54/198 | 27.3% | | Level 2 | 55/198 | 27.8% | | Level 1 | 6/198 | 3.0% | | Level 0 | 2/198 | 1.0% |   Pell City   |  |  |  | | --- | --- | --- | | Level 4 | 25/79 | 31.6% | | Level 3 | 26/79 | 32.9% | | Level 2 | 4/79 | 5.1% | | Level 1 | 20/79 | 25.3% | | Level 0 | 4/79 | 5.1% |   Online   |  |  |  | | --- | --- | --- | | Level 4 | 93/236 | 39.4% | | Level 3 | 2/236 | 0.8% | | Level 2 | 95/236 | 40.3% | | Level 1 | 7/236 | 3.0% | | Level 0 | 39/236 | 16.5% |   MTH 099   |  |  |  | | --- | --- | --- | | Level 4 | 7/12 | 58.3% | | Level 3 | 4/12 | 33.3% | | Level 2 | 1/12 | 8.3% | | Level 1 | 0/12 | 0.0% | | Level 0 | 0/12 | 0.0% | | **Annual campus-wide total at rubric level 2 or higher:**  **836/951 = 87.9%**  This objective was a part of MTH 098 SLO last year.  There was a significant increase in the rate of success as compared to the 2017-2018 academic year of 8.6 %, indicating success in current instructional methods. The criterial for success is met.  Students will continue to be made aware of the availability of tutors in various ways such as email and other media outlets.  The introduction of MTH 099 helped students who needed the support to be successful in the course. Their average was 100%, performing at a Level 2 or higher. |
| **Plan submission date: September 19, 2019** | | | | **Submitted by: J. Brandon Darby** | |

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

**Mathematics Course Level Outcomes Assessment Rubric**

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

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

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

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

Level 0: Student does not attempt a solution.

**General Education Objective**

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

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| **Evaluated Course Objectives**  The student will demonstrate knowledge of functions and their graphs by his/her ability to   1. Find the inverse of a given function. 2. Use properties of exponents/logarithms to solve given problems. 3. Find the real zeros of a polynomial function. 4. Graph through transformation of basic functions. | | | | |
| **Intended Outcomes** | **Means of Assessment** | **Criteria for Success** | **Summary & Analysis of Assessment Evidence** | **Use of Results** |
| **Assessment of Objective 1** The student will  demonstrate knowledge of functions and their graphs by his/her ability to find the inverse of a given function. | Rubric based assessment of related common final exam problems | 70% of students learning at a rubric level of 2 or higher | Jefferson Campus  Level 4 23/46 50.0%  Level 3 6/46 13.0%  Level 2 4/46 8.7%  Level 1 7/46 15.2%  Level 0 6/46 13.0%  Shelby Campus  Level 4 145/210 69.0%  Level 3 20/210 9.5%  Level 2 18/210 8.6%  Level 1 19/210 9.0%  Level 0 8/210 3.8%  Clanton Campus  Level 4 23/68 33.8%  Level 3 12/68 17.6%  Level 2 8/68 11.8%  Level 1 15/68 22.1%  Level 0 10/68 14.7% | 72.1% schoolwide performed at level 2 or higher. (328/455)  This is a 5.3% increase over last year, 2017-2018.  Our students perform well on this objective, indicating current instructional methods are meeting our success goal. The Division may want to continue using this objective in an effort to improve student performance, thus continuing to exceed our 70% goal. |

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|  |  |  | Pell City  Level 4 14/40 35.0%  Level 3 16/40 40.0%  Level 2 4/40 10.0%  Level 1 4/40 10.0%  Level 0 2/40 5.0%  Online  Level 4 25/91 27.5%  Level 3 2/91 2.2%  Level 2 8/91 8.8%  Level 1 29/91 31.9%  Level 0 27/91 29.7% |  |
| **Assessment of Objective 2** The student will  demonstrate knowledge of functions and their graphs by his/her ability to use properties of exponents/logarithms to solve given problems. | Rubric based assessment of related common final exam problems | 70% of students learning at a rubric level of 2 or higher | Jefferson Campus  Level 4 16/46 34.8%  Level 3 5/46 10.9%  Level 2 11 /46 23.9%  Level 1 10/46 21.7%  Level 0 4/46 8.7%  Shelby Campus  Level 4 121/211 57.3%  Level 3 29/211 13.7%  Level 2 28/211 13.3%  Level 1 23/211 10.9%  Level 0 10/211 4.7%  Clanton Campus  Level 4 34/68 50.0%  Level 3 2/68 2.9%  Level 2 11/68 16.2%  Level 1 15/68 22.1%  Level 0 6/68 8.8% | 70.8% schoolwide performed at level 2 or higher. (323/456)  This is a 10.3% increase over last year, 2017-2018.  Our students perform well on this objective, indicating current instructional methods are meeting our success goal.  The Division may want to continue using this objective in an effort to improve student performance, thus continuing to exceed our 70% goal. |

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|  |  |  | Pell City  Level 4 16/40 40.0%  Level 3 3/40 7.5%  Level 2 4/40 10.0%  Level 1 14/40 35.0%  Level 0 3/40 7.5%  Online  Level 4 10/91 11.0%  Level 3 3/91 3.3%  Level 2 30/91 33.0%  Level 1 24/91 26.4%  Level 0 24/91 26.4% |  |

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| **Assessment of Objective 3** The student will  demonstrate knowledge of functions and their graphs by his/her ability to find the zeros of a polynomial function | Rubric based assessment of related common final exam problems | 70% of students learning at a rubric level of 2 or higher | Jefferson Campus  Level 4 12/46 26.1%  Level 3 11/46 23.9%  Level 2 11/46 23.9%  Level 1 6/46 13.0%  Level 0 6/46 13.9%  Shelby Campus  Level 4 107/210 51.0%  Level 3 31/210 14.8%  Level 2 23/210 11.0%  Level 1 16/210 7.6%  Level 0 33/210 15.7%  Clanton Campus  Level 4 16/68 23.5%  Level 3 11/68 16.2%  Level 2 18/68 26.5%  Level 1 17/68 25.0%  Level 0 6/68 8.8%  Pell City  Level 4 10/40 25.0%  Level 3 18/40 45.0%  Level 2 8/40 20.0%  Level 1 2/40 5.0%  Level 0 2/40 5.0%  Online  Level 4 4/91 4.4%  Level 3 22/91 24.2%  Level 2 11/91 12.1%  Level 1 25/91 27.5%  Level 0 29/91 31.9% | 68.8% schoolwide performed at level 2 or higher. (313/455)  This is a 3.2% increase over last year, 2017-2018.  Our test question tested a higher level of complexity that is not required to demonstrate proficiency in this objective. The Division may want to consider  modifying the question to better assess the stated objective. |
| **Assessment of Objective 4** The student will  demonstrate knowledge of functions and their graphs by his/her ability to graph transformations of basic functions. | Rubric based assessment of related common final exam problems | 70% of students learning at a rubric level of 2 or higher | Jefferson Campus  Level 4 18/46 39.1%  Level 3 13/46 28.3%  Level 2 4/46 8.7%  Level 1 6/46 13.0%  Level 0 5/46 10.9%  Shelby Campus  Level 4 149/211 70.6%  Level 3 24/211 11.4%  Level 2 22/211 10.4%  Level 1 14/211 6.6%  Level 0 2/211 0.9%  Clanton Campus  Level 4 30/68 44.1%  Level 3 15/68 22.1%  Level 2 16/68 23.5%  Level 1 4/68 5.9%  Level 0 3/68 4.4%  Pell City  Level 4 30/40 75.0%  Level 3 6/40 15.0%  Level 2 1/40 2.5%  Level 1 3/40 7.5%  Level 0 0/40 0.0%  Online  Level 4 22/91 24.2%  Level 3 27/91 29.7%  Level 2 15/91 16.5%  Level 1 14/91 15.4%  Level 0 13/91 14.3% | 86.0% schoolwide performed at level 2 or higher. (392/456)  This is a 0.9% increase over last year, 2017-2018.  Our students perform well on this objective, indicating current instructional methods are meeting our success goal. The Division may want to retire and replace this objective, as it has consistently exceeded, by double digits, our 70% goal. |
| **Plan submission date: 9/16/2019** | | | **Submitted by: Peggy Thrasher**  **Yu-ing Hargett** | |

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| jscc logo | **Assessment Record** |

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| **Program:** | **Biology (BIO 102)** | **Assessment period:** | **Fall 2018 – Summer 2019** |

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

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| **Course Student Learning Outcomes & Assessment Plan**  **Biology 102 Course Level Assessment Rubric:**  **General Education Objective**  The student will read, understand, and evaluate materials written at a variety of levels and for a variety of purposes.  **Department Level Student Learning Outcomes**   1. Students will understand the principles and processes that are fundamental to life. 2. Students will understand the fundamental principles of biology at the elemental, cellular, molecular, and organism levels 3. Students will receive the appropriate Biological knowledge to support a career within the Scientific, Medical, or Health and Fitness community 4. Students will understand principles of human biology that relate to health and fitness   **Course level student learning outcomes**   1. Students will demonstrate knowledge of evolution in both plant of animal life. 2. Students will identify general characteristics, anatomy, and taxonomy of plant and animals. 3. Students will explain the interrelationships between the varied life forms on earth and identify the role of humans within ecological systems. | | | | |
| **Intended Outcomes** | **Means of Assessment** | **Criteria for Success** | **Summary & Analysis of Assessment Evidence** | **Use of Results** |
| 1. Students will demonstrate knowledge of evolution in both plant of animal life. | Student learning outcomes were assessed by using a 25 question standardized multiple choice examination at the end of the semester. A total of 7 questions (Q1-Q7) were used to assess SLO 1. | 70% or > successful  69% or < unsuccessful  The percent is based upon the average of correctly answered questions related to SLO 1. | |  |  |  | | --- | --- | --- | | Fall 2018 | Jefferson | # students tested = none | |  | Shelby | # students tested = 25 of 50  # correct = 93  % correct = 53% | |  | Pell City | # students tested = none of 21 | | Spring 2019 | Jefferson | # students tested = 13 of 13  # correct = 56  % correct = 62% | |  | Shelby | # students tested = 46 of 46  # correct = 173  % correct = 53% | |  | Pell City | # students tested = none of 24 | |  | Clanton | # students tested = none of 17 | | Summer  2019 | Shelby | # students tested = 20 of 26  # correct = 77  % correct = 55% | |  | Pell City | # students tested = 22 of 22  # correct = 113  % correct = 73% |   **Total Students Tested = 126**  **Total Annual Success Rate: 58%** | The students tested did not meet the requirements for success for SLO 1.  The success rate for SLO 1 was 58%. This is well below 70% and represents a 20 point decline over two years (78%)  It is difficult to draw conclusions from these data as there were 11 sections of BIO 102 during this year with >200 students and we tested slightly greater than half (5 sections with 126 students). The number of classes surveyed increased by one but the success rate of the classes surveyed continued to decline.  We will continue to monitor the success rate and require that ALL sections be surveyed. This goal was undermined by in part faculty turnover. |
| 2. Students will identify general characteristics, anatomy, and taxonomy of plant and animals. | Student learning outcomes were assessed by using a 25 question standardized multiple choice examination at the end of the semester. A total of 14 questions (Q8-Q21) were used to assess SLO 2. | 70% or > successful  69% or < unsuccessful  The percent is based upon the average of correctly answered questions related to SLO 2. | |  |  |  | | --- | --- | --- | | Fall 2018 | Jefferson | # students tested = none | |  | Shelby | # students tested = 25  # correct = 197  % correct = 56% | |  | Pell City | # students tested = none of 21 | | Spring 2019 | Jefferson | # students tested = 13 of 13  # correct = 107  % correct = 59% | |  | Shelby | # students tested = 46 of 46  # correct = 415  % correct = 64% | |  | Pell City | # students tested = none of 24 | |  | Clanton | # students tested = none of 17 | | Summer 2019 | Shelby | # students tested = 20 of 26  # correct = 186  % correct = 66% | |  | Pell City | # students tested = 22 of 22  # correct = 254  % correct = 82% |   **Total Students Tested = 126**  **Total Annual Success Rate: 65%** | The students tested did not meet the requirements for success for SLO 2.  The success rate for SLO 2 was 65%. This is below the 70% goal and represents a nine percent decline over two years (74%).  It is difficult to draw conclusions from these data as there were 11 sections of BIO 102 during this year with >200 students and we tested slightly greater than half (5 sections with 126 students). The number of classes surveyed increased by one but the success rate of the classes surveyed continued to decline.  We will continue to monitor the success rate and require that ALL sections be surveyed. This goal was undermined by in part faculty turnover. |
| 3. Students will explain the interrelationships between the varied life forms on earth and identify the role of humans within ecological systems. | Student learning outcomes were assessed by using a 25 question standardized multiple choice examination at the end of the semester. A total of 4 questions (Q22-Q25) were used to assess SLO 3. | 70% or > successful  69% or < unsuccessful  The percent is based upon the average of correctly answered questions related to SLO 3. | |  |  |  | | --- | --- | --- | | Fall 2018 | Jefferson | # students tested = none | |  | Shelby | # students tested = 25 of 50  # correct = 63  % correct = 63% | |  | Pell City | # students tested = none of 21 | | Spring 2019 | Jefferson | # students tested = 13 of 13  # correct = 32  % correct = 62% | |  | Shelby | # students tested = 46 of 46  # correct = 122  % correct = 66% | |  | Pell City | # students tested = none of 24 | |  | Clanton | # students tested = none of 17 | | Summer 2019 | Shelby | # students tested = 20 of 26  # correct = 49  % correct = 61% | |  | Pell City | # students tested = 22 of 22  # correct = 84  % correct = 95% |   **Total Students Tested = 126**  **Total Annual Success Rate: 69%** | The students tested did not meet the requirements for success for SLO 3.  The success rate for SLO 3 was 69%. This is slightly below the 70% goal and represents a 4 point increase over two years (65%).  It is difficult to draw conclusions from these data as there were 11 sections of BIO 102 during this year with >200 students and we tested slightly greater than half (5 sections with 126 students). The success rate of the classes surveyed increased due in large part to the Pell City Data.  We will continue to monitor the success rate and require that ALL sections be surveyed. This goal was undermined by in part faculty turnover. |
| **Plan submission date: Plan submission date: 9/11/2019** | | | **Submitted by: Charles J. Venglarik** | |

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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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| **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** | | | |
| **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. The student will demonstrate knowledge of prominent composers and major compositions. | 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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| Report 5 is a summary of transfers to the Universities from all the institutions included in the 2017-2018 study. Displayed for each two-year institution are: the number of students entering the University during the study year, the total number of transfer students enrolled during the study year without regard to first term of enrollment (students included in Report 4), transfer students who graduated during the study period (all students included in Report 3), and the top majors chosen by the entering transfer students upon initial enrollment.  UAB Data from the University of Alabama in Birmingham Report   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | Report 5: UAB Transfers and Graduates from Alabama Public Two-year Colleges  Students Enrolled Summer 2017 - Spring 2018   |  |  |  |  |  | | --- | --- | --- | --- | --- | | Transfer Institution  Bevill State Community College-Jasper | New Transfers  65 | All Transfers  245 | Graduates  43 | Top Majors  Biology, Nursing, Pre-Nursing Mobility Program | | Calhoun Community College | 70 | 219 | 33 | Health Care Management, Undeclared, Accounting, Dean's Scholar - Pre-Nursing, Kinesiology, Psychology | | Central Alabama Community College | 14 | 77 | 19 | Biology, Management | | Coastal Alabama Community College | 30 | 100 | 17 | Psychology, Biology, Marketing | | Gadsden State Community College | 28 | 154 | 27 | Nursing, Accounting, Criminal Justice | | George Wallace Community College-Dothan | 16 | 65 | 15 | Dean's Scholar - Pre-Nursing, Biology, Nursing | | Jefferson State Community College | 305 | 1,799 | 389 | Accounting, Psychology, Undeclared | | Lawson State Community College-Birmingham | 101 | 484 | 92 | Health Care Management, Undeclared, Pre-Nursing | | Northeast Alabama Community College | 11 | 60 | 15 | Finance, Biology, Chemistry | | Northwest Shoals-Muscle Shoals | 20 | 47 | 6 | Biology, Undeclared, Dean's Scholar - Pre-Nursing, Nursing, Pre-Nursing | | Shelton State Community College | 44 | 171 | 35 | Nursing, Human Resource Management, Health Care Management, Pre Nursing Mobility Program, Undeclared | | Snead State Community College | 25 | 115 | 26 | Biology, Nursing, Kinesiology | | Southern Union State Community College | 30 | 138 | 27 | Human Resource Management, Information Systems, Management, Nursing, Pre-Nursing, Psychology | | Wallace Community College-Selma | 12 | 56 | 7 | Accounting, Chemistry, Marketing, Undeclared | | Wallace State Community College-Hanceville | 94 | 387 | 81 | Biology, Pre-Nursing Mobility Program, Psychology | | Total | 865 | 4,117 | 832 |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | **The University of Alabama Transfers from**  **Jefferson State Community College**  **Report 5 - Students Enrolled, Summer 2017 - Spring 2018**  **Academic Performance Comparison in Courses 300 Level or Above**   |  |  |  |  |  | | --- | --- | --- | --- | --- | | **Student Category** | **Number of Students** | **Average Semester Hours**  **Attempted** | **Average**  **Semester**  **Hours Earned** | **Average GPA** | | **1. Transfers from Jefferson State Community College** | 199 | 27.24 | 24.19 | 3.00 | | **2. Transfers from Other Alabama Public Two-Year Colleges** | 2,840 | 27.02 | 23.87 | 2.97 | | **3. Other Transfers** | 1,461 | 26.69 | 23.55 | 2.99 | | **4. Native Students** | 18,514 | 29.41 | 26.84 | 3.26 | | **5. All Transfers and Native Students (Lines 1, 2, 3, and 4)** | 23,014 | 28.92 | 26.24 | 3.20 |   **Jefferson State Community College**  Report 5: Cumulative Hours Passed through Spring 2018   |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | |  | **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% | | | | | **Average Hours Passed\*:** | 23.0 | | | 21.9 | | | | |  | **Jefferson State Community College** | | | **All Transfers to AU** | | | | | **Hours Passed** | | **Number** | **Percent** |  | **Hours Passed** | **Number** | **Percent** | | **0 - 5** | | 1 | 2.3% |  | **0 - 5** | 65 | 5.6% | | **6 - 10** | | 4 | 9.1% |  | **6 - 10** | 72 | 6.2% | | **11 - 15** | | 3 | 6.8% |  | **11 - 15** | 105 | 9.1% | | **16 - 20** | | 4 | 9.1% |  | **16 - 20** | 133 | 11.5% | | **21 - 25** | | 13 | 29.5% |  | **21 - 25** | 295 | 25.5% | | **26 - 30** | | 12 | 27.3% |  | **26 - 30** | 363 | 31.4% | | **31 - 35** | | 7 | 15.9% |  | **31 - 35** | 115 | 10.0% | | **36+** | | 0 | 0.0% |  | **36+** | 7 | 0.6% | | **Total** | | **44** | **100.0%** |  | **Total** | **1,155** | **100.0%** |   **Jefferson State Community College - Report 5**  University of Alabama in Huntsville Transfers from Jefferson State Community College  Academic Performance Comparison  Students Enrolled in 300-Level and Above Undergraduate Courses Summer 2017 - Spring 2018  Hours in Undergraduate Courses 300-Level and Above   |  |  |  |  |  | | --- | --- | --- | --- | --- | |  | | **Average** | **Average** | | | **Student Category** | | **Hours** | **Hours Average** | | |  | **Students** | **Attempted** | **Earned** | **GPA** | | Transfers from Jefferson State Community College | 28 | 24.79 | 21.86 | 3.07 | | Transfers from all public Alabama two-year colleges | 2342 | 35.64 | 32.41 | 3.04 | | Other transfers | 1849 | 32.23 | 29.04 | 3.07 | | Native students | 2488 | 29.06 | 26.89 | 3.15 | |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | | **INTENDED**  **OUTCOMES** | **MEANS OF**  **ASSESSMENT** | **CRITERIA FOR**  **SUCCESS** | **SUMMARY & ANALYSIS OF ASSESSMENT EVIDENCE** | **USE OF**  **RESULTS** | | **Students will be successful upon transfer to senior institutions.** | Review reports from four-year institutions that describe the performance of students transferring from Jefferson State Community College. | Students transferring from Jefferson State are well prepared to continue their education at four-year institutions. | The received reports from The University of Alabama in Tuscaloosa (for summer 2017-spring 2018) and the University of Alabama at Birmingham transfer statistics for summer 2017-spring 2018 is documented in the following charts.  **UNIVERSITY of Alabama at Birmingham**  Jefferson State Community College  Report 4: Pre and Post Transfer Academic Performance  Students Enrolled Summer 2017-Spring 2018   |  |  |  |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | Hours accepted  From JSCC | GPA  At TYC | 01-14.99  # GPA | | 15-29.99  # GPA | | 30-56.99  # GPA | | 60-89.99  # GPA | | 90 and above  # GPA | | Total  # GPA | | | 15-23.99 | 3.12 | 35 | 2.22 | 48 | 2.95 | 66 | 3.21 | 47 | 3.17 | 51 | 3.18 | 247 | 3.00 | | 24-59.99 | 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 | 1799 | 2.95 |   **The University of Alabama Transfer from**  Jefferson State Community College  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 |   **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**  **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%** | | Reported  statistics  from  UAB, UA,  Auburn  And UAH  indicate  that  students  transferring  from Jefferson  State are  well  prepared  to  continue  their  education.  Transfer  statistics  show that  Jefferson State Community  College  students are performing at the same  level if  not better  than the  University  native  students  and  other  transfers  including  from other  Alabama  two- year  colleges. |     jscc logo  **ASSESSMENT RECORD**   |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | | **Program:** | **Transfer/General Studies Division** | | | | **Assessment period:** | **2018-2019** | | | **Division Outcomes** | | | | | | | | | | The Transfer/General Studies Division is responsible for a diverse program of study that exposes students to a variety of disciplines. Within the division, the Biology, Business/Information Systems, Communications and Liberal Arts Divisions, and Mathematics/Engineering/Physical Sciences Division offer high-quality courses that develop the characteristics, knowledge and skills identified in the college’s statement of purpose and general education outcomes. The Division ensures that courses meet the expectations of the Alabama Community College System, the Alabama General Studies Committee and all related accrediting agencies, and increase access to educational opportunities by offering courses in a variety of formats.  Transfer/General Studies Division Outcomes are:  • Provide transferable general education courses that prepare students to succeed in upper- level programs of study.  • Provide transferable general education courses that fulfill the general studies requirements of the college’s Associate in Science, Associate in Arts and Associate in Applied Science degrees.  • Provide developmental mathematics and English courses that prepare students to succeed in freshman level courses. | | | | | | | | | | **Transfer/General Studies Division Assessment of Long-Range Goals** | | | | | | | | | | | **INTENDED**  **OUTCOMES** | | **MEANS OF**  **ASSESSMENT** | **CRITERIA FOR**  **SUCCESS** | **SUMMARY & ANALYSIS OF ASSESSMENT EVIDENCE** | | | **USE OF RESULTS** | | | | **Provide transferable general education courses that prepare students to succeed in upper-level programs of study.** | | Review fall 2018-summer 2019 class schedules at all locations and online. | Students have opportunities every semester to complete transfer/general studies courses at different locations, and online, and offerings are enough to meet students demand. | The State of Alabama Articulation and General Studies Committee (AGSC) has developed a statewide freshman and sophomore-level general studies curriculum to be taken at all public colleges and universities and semester credit hour requirements in four traditional areas of general education.  Area I – Written Composition I and II (6 hours required) Area II - Humanities and Fine Arts (12 hours required) Area III - Natural Science and Mathematics (11 hours required) Area IV - History, Social, and Behavioral Sciences (12 hours required)  A review of fall 2018-summer 2019 class schedules shows that sections of course [Offerings](#Offerings) satisfying these requirements are regularly offered at all locations, and that Internet sections of many Area I – Area IV courses are regularly offered by departments in the division.  Departments in the division also offered pre-professional, pre-major, and elective Courses that satisfy the Area V requirements of University Parallel AA and AS degree plans.  Sections of courses satisfying these requirements are regularly offered at the Jefferson and Shelby-Hoover, Pell City and Clanton Campuses, and Internet sections of many Area V course are regularly offered.  Jefferson State courses that satisfy Area I – Area V requirements follow state approved course guidelines and AGSC approved course outlines that are reviewed by departments to ensure consistency and course quality.  Students completing courses that have been approved for the General Studies Curriculum and are appropriate to their major and/or degree program may transfer these courses with credit applicable to their degree program among Alabama’s public two-year and four-year colleges and universities. | | | Departments in the Transfer/General Studies Division offered high-quality transferable courses for students who intend to transfer to a senior university.  Associate Deans and department chairs in the division will monitor enrollment trends at all locations and adjust course offerings accordingly to provide numerous opportunities for students to pursue their educational goals.  Greater course variety is available at the Jefferson and Shelby-Hoover Campuses and through Internet courses. The division expects to offer more courses at the St. Clair – Pell City and Chilton - Clanton Campuses as enrollment increases. | | | | **INTENDED**  **OUTCOMES** | | **MEANS OF**  **ASSESSMENT** | **CRITERIA FOR**  **SUCCESS** | **SUMMARY & ANALYSIS OF ASSESSMENT EVIDENCE** | | | **USE OF RESULTS** | | | | **Provide transferable general education courses that prepare students to succeed in upper level programs of study.** | | Review fall 2018-summer 2019 TGS full-time faculty changes. | The number of full-time faculty members is adequate to support the mission of the division and to ensure the quality and integrity of each of its academic programs. | Full-time faculty develop statements of purpose for academic units, establish the learning outcomes for all academic programs and courses, assess student performance, and make decisions regarding course and program curricula. After considering full-time faculty departures and input from department chairs and performing discipline specific analysis of credit hour production by full-time faculty at all locations, the college continued to add full-time instructors to several departments at different locations. The College also continued to designate Ashley Kitchens and Nicholas Kin as academic Associate Deans at the Clanton and Pell City Campuses respectively to provide the same oversight and student services to students at these sites when compared to those available to students at the Jefferson and Shelby Campuses.  Full-Time Faculty Changes in Transfer/General Studies Faculty by Discipline and Primary Teaching Location  Full-Time TGS Faculty Hired Fall 2018-Summer 2019   |  |  | | --- | --- | | JC – Jefferson Campus | SC – Shelby-Hoover Campus | | PC – Pell City Center | CC – Chilton-Clanton Center | | DE – Distance Education Division | |  |  |  |  | | --- | --- | --- | | 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) |   Full-Time TGS Faculty Relocated Fall 2019  8-Summer 2018   |  |  |  | | --- | --- | --- | | Instructor | Discipline | Primary Teaching Location | | Jaime Holley | Mathematics | From Pell city to Shelby | | Swindle, Amanda | Clanton | Shelby | | Kendrick, Haley | Jefferson | Pell City | | Black, Kelly | Jefferson | Clanton |     Full-Time TGC Faculty/Staff Departed Fall 2018-Summer2019   |  |  |  |  |  | | --- | --- | --- | --- | --- | | Number | Date | Discipline | Status | Primary teaching Location | | 1 | 12/31 | Biology | Resigned | Pell City | | 1 | 4/30 | Economics | Retired | Shelby | | 1 | 8/31 | Child Development | Retired | Jefferson/Shelby | | 1 | 8/31 | Mathematics | Resigned | Shelby Campus | | 1 | 8/31 | Biology | Retired | Shelby Campus |        |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | | **Full-Time TGS Faculty by Location, Fall 2018 – Summer 2019** | | | | | |  | |  | Biology Dept. & HPR | Communication Dept. | Liberal Arts Dept. | Mathematics/ Engineering/Physical Sciences Dept. | Business & Information Systems | Distance Education | | Jefferson | 6 | 7 | 6 | 4 | 7 | 1 | | Shelby | 5 | 11 | 5 | 5 | 7 | 3 | | Pell City | 1 | 2 | 2 | 1 | 0 | 0 | | Clanton | 1 | 2 | 1 | 1 | 0 | 0 |   Department Credit Hour Production by Full-Time Faculty 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 | | | | | The addition and relocation of full-time faculty enabled departments in the Transfer/General Studies Division to better fulfill their missions at all locations.  The college is committed to maintaining full-time faculty adequate to fulfill its mission and continues to monitor factors that determine need. | | |     **Course** Offerings **- All campuses fall 2018 - summer 2019**   |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | Jefferson  Campus | Fall | | | Spring | | | Summer | | | | Course Offerings | Traditional | Internet | Total | Traditional | Internet | Total | Traditional | Internet | Total | | Area I | 18 | 7 | 25 | 14 | 5 | 19 | 5 | 4 | 9 | | Area II | 36 | 19 | 55 | 30 | 17 | 47 | 19 | 16 | 35 | | Area III | 40 | 5 | 45 | 35 | 3 | 38 | 23 | 3 | 29 | | Area IV | 24 | 20 | 44 | 15 | 12 | 27 | 7 | 21 | 28 | | Area V | 61 | 144 | 205 | 114 | 45 | 159 | 69 | 56 | 125 |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | Shelby  Campus | Fall | | | Spring | | | Summer | | | | Course Offerings | Traditional | Internet | Total | Traditional | Internet | Total | Traditional | Internet | Total | | Area I | 28 | 11 | 39 | 26 | 13 | 39 | 8 | 9 | 17 | | Area II | 67 | 38 | 105 | 59 | 39 | 98 | 32 | 31 | 63 | | Area III | 52 | 14 | 66 | 45 | 13 | 58 | 23 | 3 | 26 | | Area IV | 47 | 16 | 63 | 38 | 18 | 56 | 15 | 11 | 26 | | Area V | 243 | 97 | 340 | 189 | 93 | 282 | 108 | 77 | 185 |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | Pell City  Campus | Fall | | | Spring | | | Summer | | | | Course Offerings | Traditional | Internet | Total | Traditional | Internet | Total | Traditional | Internet | Total | | Area I | 10 | 1 | 11 | 8 | 1 | 9 | 1 | 0 | 1 | | Area II | 19 | 3 | 22 | 15 | 4 | 19 | 3 | 2 | 5 | | Area III | 12 | 2 | 14 | 11 | 2 | 13 | 3 | 3 | 6 | | Area IV | 12 | 4 | 16 | 11 | 3 | 14 | 2 | 2 | 4 | | Area V | 52 | 9 | 61 | 43 | 10 | 53 | 14 | 8 | 22 |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | Clanton  Campus | Fall | | | Spring | | | Summer | | | | Course Offerings | Traditional | Internet | Total | Traditional | Internet | Total | Traditional | Internet | Total | | Area I | 12 | 2 | 14 | 9 | 2 | 11 | 2 | 1 | 3 | | Area II | 22 | 4 | 26 | 18 | 5 | 23 | 4 | 6 | 10 | | Area III | 10 | 1 | 11 | 12 | 1 | 5 | 3 | 2 | 5 | | Area IV | 9 | 2 | 11 | 9 | 1 | 10 | 2 | 2 | 4 | | Area V | 53 | 6 | 59 | 45 | 7 | 52 | 13 | 12 | 25 |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | Dual  Enrollment | Fall | | | Spring | | | Summer | | | | Course Offerings | Traditional | Internet | Total | Traditional | Internet | Total | Traditional | Internet | Total | | Area I | 34 | 0 | 34 | 34 | 0 | 34 | 0 | 0 | 0 | | Area II | 44 | 0 | 44 | 40 | 0 | 40 | 0 | 0 | 0 | | Area III | 6 | 0 | 6 | 5 | 0 | 5 | 0 | 0 | 0 | | Area IV | 20 | 0 | 20 | 23 | 0 | 23 | 0 | 0 | 0 | | Area V | 72 | 0 | 72 | 68 | 0 | 68 | 0 | 0 | 0 |   *\*Traditional classes include Web Required, Hybrid/Blended Courses and Video Conference Courses*     |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **INTENDED**  **OUTCOMES** | **MEANS OF**  **ASSESSMENT** | **CRITERIA FOR**  **SUCCESS** | **SUMMARY & ANALYSIS OF ASSESSMENT EVIDENCE** | **USE OF RESULTS** | | | **Provide transferable general education courses that prepare students to succeed in upper-level programs of study.** | Review reports from four-year institutions that describe the performance of students transferring from Jefferson State Community College. | Students transferring from Jefferson State earn a GPA of at least 2.68 upon transferring to four-year institution. | |  |  |  |  | | --- | --- | --- | --- | | **Institution** | **Period Covered** | **Average GPA for JSCC Students** | **Average GPA for all Alabama Two-Year College Students** | | University of Alabama | Summer 2017-Spring 2018 | 3.02 | 2.97 | | University of Alabama in Huntsville | Summer 2017-Spring 2018 | 3.07 | 3.04 | | University of Alabama  In Birmingham | Summer 2017-Spring 2018 | 2.95 | N/A | | Auburn University | Summer 2017-Spring 2018 | % completing  93.2 | % completing  89.8 |   **Jefferson State Community College**  **Academic Performance Jefferson State Students at Area Universities** | These statistics indicate that students transferring from Jefferson State are well prepared to continue their education and perform consistently with students transferring from other two-year colleges. |   **No data is available for the current reporting year (18-19)**   |  |  |  |  |  | | --- | --- | --- | --- | --- | | **INTENDED**  **OUTCOMES** | **MEANS OF**  **ASSESSMENT** | **CRITERIA FOR**  **SUCCESS** | **SUMMARY & ANALYSIS OF ASSESSMENT EVIDENCE** | **USE OF RESULTS** | | **Provide transferable general education courses that fulfill the general studies requirements of the college’s Associate in Science, Associate in Arts and Associate in Applied Science degrees.** | Review AA and AS degree completion statistics. | 20% of the students seeking AA degree and 7% of the students seeking AS degree can complete courses required to earn an AA or AS degree. | The Associate in Arts (AA) and Associate in Science (AS) degrees are the basic degrees awarded to students completing a planned university-parallel program designed to meet the requirements of the first two years of a Bachelor of Arts or Bachelor of Science degree. All AA and AS degrees contain the following General Education Core requirements.  Area I – Written Composition I and II (6 hours required) Area II - Humanities and Fine Arts (12 hours required) Area III - Natural Science and Mathematics (11 hours required) Area IV - History, Social, and Behavioral Sciences (12 hours required)   |  |  |  |  | | --- | --- | --- | --- | | Number of AA and AS Degrees Conferred | | |  | |  | Summer 2016-Spring 2017 | Fall 2017–Summer 2018 | Fall 2018–Summer 2019 | | AA Degree | 119 | 126 | 104 | | AS Degree | 220 | 253 | 244 | | Students are not required to complete an AA or AS degree plan before transferring credit to an upper-level college or university. However, many students understand the value of earning these degrees, as evidenced by completion statistics.  The division is committed to offering courses needed by students who want to attain an AA or AS degree.  The College will also encourage students to transfer credits back to Jefferson State through its reverse transfer policy so that they may receive their two-year degrees. |  |  |  |  |  |  | | --- | --- | --- | --- | --- | | **INTENDED**  **OUTCOMES** | **MEANS OF**  **ASSESSMENT** | **CRITERIA FOR**  **SUCCESS** | **SUMMARY & ANALYSIS OF ASSESSMENT EVIDENCE** | **USE OF RESULTS** | | **Provide transferable general education courses that fulfill the general studies requirements of the college’s Associate in Science, Associate in Arts and Associate in Applied Science degrees.** | Review fall 2018-summer 2019 class schedules at all locations, and online. | Students pursuing AAS degrees have opportunities every semester to complete general studies courses at different locations, and online. | The Associate in Applied Science (AAS) degree is awarded to students who complete the requirements of a specific career or professional program outlined in this catalog. Of the total hours in a program, 35-40 percent must be courses chosen to ensure competency in reading, writing, oral communication, computers, and fundamental mathematics and to satisfy Jefferson State core requirements. All AAS degrees contain the following General Education Core requirements.  Area I – Communication Skills (6 hours required) Area II - Humanities and Fine Arts (3 hours required) Area III - Natural Science, Computer Science and Mathematics (10-11 hours required) Area IV - History, Social, and Behavioral Sciences (3 hours required)  Review of fall 2018-summer 2019 class schedules shows sections of courses satisfying these requirements are regularly offered at all locations, and that Internet sections of many Area I – Area IV [course](#course)s are regularly offered.  Jefferson State courses that satisfy Area I – Area IV requirements follow state approved course guides and outlines that are reviewed by departments to insure consistency and course quality.  As previously documented, the college increased the number of full-time Transfer/General Studies faculty who support the General Education Core requirements for AAS programs.  They are listed in a table on pages 11 and 12 of these documents. | Departments in the Transfer/General Studies Division offered high-quality general studies courses needed by students pursuing an AAS degree. Courses necessary to satisfy the Area I-Area IV requirements of an AAS degree are offered every semester at all locations, and online.  Greater variety is available at the Jefferson and Shelby-Hoover Campuses, and through Internet courses. The division expects to offer more courses at the St. Clair – Pell City and Chilton - Clanton Campuses as enrollment increases. |  |  |  |  |  |  | | --- | --- | --- | --- | --- | | **INTENDED**  **OUTCOMES** | **MEANS OF**  **ASSESSMENT** | **CRITERIA FOR**  **SUCCESS** | **SUMMARY & ANALYSIS OF ASSESSMENT EVIDENCE** | **USE OF RESULTS** | | **Provide transferable general education courses that fulfill the general studies requirements of the college’s Associate in Science, Associate in Arts and Associate in Applied Science degrees.** | Review AAS degree completion statistics. | Students have opportunities to complete courses required to earn an AAS degree. | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | |  | | **Number of AAS Degrees and Certificates Conferred** | | | | |  | **Summer 2016–Spring 2017** | | **Summer 2017–Spring 2018** | **Summer 2018–Spring 2019** | | AAS Degree | 518 | | 538 | 460 | | Certificates | 451 | | 219 | 485 | | The AAS degree is the degree earned most often at Jefferson State. The division is mindful of its responsibility to provide students in AAS programs with general education courses that contribute to their intellectual development and prepare them for success in their chosen fields. |  |  |  |  |  |  | | --- | --- | --- | --- | --- | | **INTENDED**  **OUTCOMES** | **MEANS OF**  **ASSESSMENT** | **CRITERIA FOR**  **SUCCESS** | **SUMMARY & ANALYSIS OF ASSESSMENT EVIDENCE** | **USE OF RESULTS** | | **Provide developmental mathematics and English courses that prepare students to succeed in freshman level courses.** | Review fall 2018-summer 2019 class schedules.  Review developmental course success rate for students enrolled in ENG 093, RDG 085, MTH 090, and MTH 098. | Students have opportunities to complete developmental mathematics, English and reading classes at all locations, and online. | The college offers the following developmental courses: MTH 098 Elementary Algebra, MTH 099 Support for Intermediate College Algebra, ENR 098 Writing and Reading for College and ENG 099 Introduction to College Writing.   * All developmental courses were taught at most locations in the fall 2018 - summer 2019 semesters. * ENR 098 was offered beginning fall 2018 at all campuses. ENG 099 (ENG 101 with co-requisite ENG 099) was piloted as a support course for students who almost placed into 101. Full implementation began in the Spring term 2019. The course included a 1-hour studio (lab). The goal is to help students succeed in 101. * MTH 099 (MTH 100 with co-requisite MTH 099) was piloted in the fall 2018. Full implementation began in the Spring term 2019. This course provides co-requisite support in mathematics for students enrolled in MTH 100. The goal is to help students succeed in their paired MTH 100 class. * Internet sections for ENR 098 were offered beginning Spring 2019. Math 098 internet sections continue to be taught every semester.   The rates of successful completion of MTH 098, MTH 099, ENR 098 and ENG 099 for Fall 2018, Spring 2019 and Summer 2019 are shown in the chart that follows. | Review of class schedules indicates that students do have opportunities to complete developmental mathematics, English and reading classes at all locations, and online.  The college implemented a plan for teaching new MTH 098, MTH 100 and MTH 100 combined with MTH099 in the fall of 2018. Also, ENR 098 and combination of ENG 101 and ENG 099 began with a new set of criteria used to place students in these courses. A copy of the new placement standard is attached.  The 5-year time limit for implementation of QEP plan which was approved by SACS, has expired. The Emporium method of delivery was used, and the results are part of the report due SACS in a few months. |   Fall 2019 - Jefferson State Community College Math and English Course Placement Guide - Fall 2019  Visit [www.jeffersonstate.edu/coreq](http://www.jeffersonstate.edu/coreq) to request registration in ENG 101 with ENG 099 or MTH 100 with MTH 099.  Math Course Placement Criteria  You Can Register For MTH 100 With MTH 099  if you have any of these scores.  17 ACT Math Subtest Score  OR  High School Graduating GPA 2.75 or higher and a grade of "C" in high school Algebra 2 or Precalculus or Calculus  OR  ACCUPLACER (Any Of The Following) EA 50 - 59 (Before Spring 2019)  QAS 243 - 252 (Beginning Spring 2019)  You Can Register For MTH 100  if you have any of these scores.  18-19 ACT Math Subtest Score  OR  High School Graduating GPA 2.75 or higher and a grade of "A" or "B" in high school Algebra 2 or Precalculus or Calculus  OR  ACCUPLACER (Any Of The Following) EA 60 - 79 (Before Spring 2019)  QAS 253 - 266 (Beginning Spring 2019)  You Can Register For MTH 110, 112, or 265  if you have any of these scores.  ACT math score of 20 or higher and a grade of "C" or higher in high school Algebra 2 or Precalculus or Calculus  OR  24 - 25 ACT Math Subtest Score  OR  ACCUPLACER (Any Of The Following) EA 80 - 120 (Before Spring 2019)  QAS 267 - 300 (Beginning Spring 2019)  CLM 50 - 59 (Before Spring 2019) AAF 250 - 262 (Beginning Spring 2019)  You Can Register For MTH 113, 115, or 120  if you have any of these scores.  ACT math score of 20 or higher and a grade of "C" or higher in high school Precalculus or Calculus  OR  26 ACT Math Subtest Score  OR  ACCUPLACER (Any Of The Following) CLM 60 - 79 (Before Spring 2019) AAF 263 - 275 (Beginning Spring 2019) Students must request the AAF test.  Contact the Testing Center for details.  You Can Register For 125S  if you have any of these scores.  ACT math score of 20 or higher and a grade of "C" or higher in high school Precalculus or Calculus  OR  27 ACT Math Subtest Score  OR  ACCUPLACER (Any Of The Following) CLM 80 - 120 (Before Spring 2019) AAF 276 - 300 (Beginning Spring 2019) Students must request the AAF test.  Contact the Testing Center for details.  CCUPLACER Math Test Names: EA = Elementary Algebra CLM = College Level Math QAS = Quantitative Reasoning, Algebra and Statistics AAF = Advanced Algebra and Functions  MTH 116 - Only For Associate In Applied Science Degrees  MTH 116 is open to all students. MTH 116 will not count toward a four-year degree and it is not accepted by some two-year degree programs.  Do not register for MTH 116 unless you are certain that it is part of your Associate in Applied Science degree program.  MTH 098 Elementary Algebra  MTH 098 is open to all students. Students who earn a "C" or higher in MTH 098 become eligible for MTH 100. Register for MTH 098 if you are not able to register for MTH 100 with MTH 099. English Course Placement Criteria Important Placement Information High school English grades, math grades and GPA used for placement are available under Test  Scores in myJSCC. **4 = A, 3 = B and 2 = C for high school grades in Test Scores.**  Jefferson State **accepts the highest** math placement or English placement score a student can  provide. If you cannot register for the course, you need for your degree based on (1) your ACT  scores or (2) your high school transcript, then you should take the ACCUPLACER placement test.  **Your first ACCUPLACER test is FREE and you have nothing to lose.**  **Five Year Placement Limit:** ACT scores and ACCUPLACER scores more than **5 years** old cannot be  used for placement. High school graduating GPA and course grades can be used for placement for  **5 years** after your high school graduation date.  You Can Register For ENG 101 With ENG 099  if you have any of these scores.  17 ACT English Subtest Score  OR  High School Graduating GPA 2.75 or higher and a grade of "C" in high school Engl ish 4 or English 12  OR  4 on ACCUPLACER WritePlacer  You Can Register For ENG 101  if you have any of these scores.  18 or higher ACT English Subtest Score  OR  High School Graduating GPA 2.75 or higher and a grade of "A" or "B" in high school English 4 or English 12  OR  5-8 on ACCUPLACER WritePlacer  ENR 098 Writing and Reading for College  ENR 098 is open to all students. Students who earn a "C" or higher in ENR 098 become eligible for ENG 101. Register for ENR 098 if you are not able to register for ENG 101 with ENG 099. |