|  |  |
| --- | --- |
| jscc logo | **Assessment Record** |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Program:** | **Liberal Arts** | **Assessment period:** | **2016- 2017** | |
| |  | | --- | | **Department Mission:** |   The mission of the Liberal Arts Department is to offer courses and programs that will provide a quality educational experience. The Liberal Arts Department is divided into two areas - Humanities and Social Sciences.  The Humanities area of this department is dedicated to providing valuable learning experiences in the liberal arts tradition. The department is committed to offering those courses which will present the student an excellent opportunity to pursue moral, creative, and philosophical interests. Courses within this curriculum include art, music, religion, and philosophy.  The Social Science area of this department also acknowledges the liberal arts tradition. It is committed to creating a learning environment of self-awareness along with a sense of growth and development. Courses in this curriculum include anthropology, geography, history, political science, psychology, and sociology. | | | |

|  |
| --- |
| **Campus-Wide Course Student Learning Outcomes & Assessment Results**  General Education Objectives   * The student will write sequential statements in Standard English, with a clear central idea, with sentences related to one another, providing relevant and sufficient supporting details and examples, logical and effective organization, and appropriate grammar, spelling and mechanics. * The student will read, understand, and evaluate materials written at a variety of levels and for a variety of purposes. * The student will speak effectively in acceptable English with unity of thought and logical arrangement of ideas in suitable modes, choosing appropriate language and tone.   Department Level Student Learning Outcomes   * Students will acquire content knowledge in the arts, humanities and social sciences. * Students will gain a better understanding of their society and cultural differences among people in an ever-changing world. * Students will develop analytical skills by researching and evaluating materials to support ideas.   **Reports submitted on October 6, 2017 by Liberal Arts Department.**  **ANT, HIS, PHL, REL, THR – Kevin Townes**  **ART, MUS, PSY, SOC – Kristin Henderson** |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Anthropology 200 Course Student Learning Outcomes & Assessment Plan 2016- 2017**  Course Student Learning Outcomes   1. The student will demonstrate knowledge of anthropology and the anthropological perspective 2. The student will be able to apply basic anthropological terms, concepts, principles, and theories. 3. The student will be able to develop a multicultural perspective | | | | |
| **Intended Outcomes** | **Means of Assessment** | **Criteria for Success** | **Summary & Analysis of Assessment Evidence** | **Use of Results** |
| 1. The student will demonstrate knowledge of anthropology and the anthropological perspective | Final exam embedded questions. | 70% of students will be able to give the definition of anthropology and demonstrate knowledge and application of anthropological concepts | **Spring 2017 Results Number of Students Assessed: 34 Sections: 1**  **88.23% of responses correct** | 88.23% of students met the success criteria on this objective form. No revision is needed because performance is above the criterion. I will add more resources on these topics as well. |
| 2. The student will be able to apply basic anthropological terms, concepts, principles, and theories. | Final exam embedded questions. | 70% of students will be able to identify anthropological terms and general theoretical perspectives | Spring 2017 Results Number of Students Assessed: 34 Sections: 1  86.27% of responses correct | 86.27 % of students met the success criteria on this objective form. No revision is needed because performance is above the criterion; however I will add more resources for students to improve. |
| 3. The student will be able to develop a multicultural perspective. | Final exam embedded questions. See appendix for specific questions | 70% of students will demonstrate knowledge of cultural diversity in the world. | **Spring 2017 Results Number of Students Assessed: 34 Sections: 1  87.26% of responses correct** | 87.26 % of students met the success criteria on this objective form. No revision needed on this topic. There are many multicultural events in the Sumer and Fall for me to  discuss (Greek Festival, etc.) |

|  |
| --- |
| **ANT 220 Course Student Learning Outcomes & Assessment Plan 2016 – 2017**  **This course was not offered during 2016-2017.**  Course Student Learning Outcomes   1. The student will be able to recognize key concepts in cultural anthropology. 2. The student will be able to apply basic cultural anthropological terms, concepts, principles, and theories to other cultures throughout the world. 3. The student will be able to gain a better understanding of what it means to be human. |

|  |
| --- |
| **ANT 230 Course Student Learning Outcomes & Assessment Plan 2016-2017**  **This course was not offered during 2016-2017.**  Course Student Learning Outcomes   1. The student will be able to recognize key concepts in archaeology. 2. The student will be able to apply basic archaeological terms, concepts, principles, and theories in the investigation of archaeological remains. 3. The student will be able to gain a better understanding of methods of excavation, analysis and interpretation of archaeological sites. |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **ART 100 Course Student Learning Outcomes & Assessment Plan 2016-2017**  Course Outcomes**:**   1. The student will identify the style or medium based category that a work of art might fit in based on visual clues 2. The student will use art terms to describe the intentions and motivations of artists from different time periods 3. The student will recognize the use and influence of fine art on popular culture and advertising 4. The student will understand the cultural significance of art and visual expression on the development of our modern society | | | | |
| **Intended Outcomes** | **Means of Assessment** | **Criteria for Success** | **Summary & Analysis of Assessment Evidence** | **Use of Results** |
| 1. The student will identify the style or medium based category that a work of art might fit in based on visual clues | Embedded questions on the final exam. | 70% of students will use visual clues to correctly situate a work of art into its category. | **Fall 2016**  **College Summary**  **10 sections**  **254/306 = 83% successful**  **Jefferson: 2 sections**  65/71 = 92%  **Shelby: 5 sections**  149/174 = 86%  **Pell City: 3 sections**  40/61 = 66% | This overall goal was met for the 2016-2017 academic year. However, PC did not meet the goal for this objective. Communication must be improved communication among JSCC Art 100 sites by making sure that information regarding the assessment for this object is shared with all JSCC (Art 100) instructors. Instructors may also share best practices for teaching methods for this objective and others. |
| **Spring 2017**  **College Summary**  **11 sections**  **253/311 = 81% successful**  **Campus Summary**  Jefferson: 4 sections  102/125 = 81%  Shelby: 4 sections  133/157 = 85%  Pell City: 3 sections  18/29 = 62% |
| **2016-2017 Academic Year**  **College Summary**  **21 sections**  **507/617 = 82%**  **Campus Summary**  Jefferson: 167/196 = 85%  Shelby: 282/331 = 85%  Pell City: 58/90 = 65% |
| 2. The student will use art terms to describe the intentions and motivations of artists from different time periods | Embedded questions on the final exam. | 70% of students will use terms correctly to describe the intentions and motivations of artists. | **Fall 2016**  **College Summary**  **10 sections**  **246/306 = 80%**  **Campus Summary**  Jefferson: 2 sections  50/71 = 72%  Shelby: 4 sections  156/174 = 90%  Pell City: 3 sections  40/61 = 66% | This overall goal was met for the 2016-2017 academic year. However, PC did not meet the goal for this objective. The Jefferson campus did not meet this goal in Spring 2017. A new textbook was adopted during this semester. Content delivery (using new textbook) was aligned to the course objectives and SLOs. Continue to make to adjustments of content delivery to meet goals for this objective. |
| **Spring 2017**  **College Summary**  **11 sections**  **247/311 = 79% successful**  **Campus Summary**  Jefferson: 4 sections  90/125 = 65%  Shelby: 4 sections  139/157 = 89%  Pell City: 3 Sections  18/29 = 62% |
| **2016-2017 Academic Year**  **College Summary**  **21 sections**  **494/617 = 80%**  **Campus Summary**  Jefferson: 140/196 = 71%  Shelby: 295/331 = 89%  Pell City: 58/90 = 67% |
| 3. The student will recognize the use and influence of fine art on popular culture and advertising | Embedded test questions on final exam | 70% of students will correctly recognize and identify the influence of fine art on popular culture and advertising. | **Fall 2016**  **College Summary**  **10 sections**  **235/306 = 77%**  **Campus Summary**  Jefferson: 2 sections  34/71 = 48%  Shelby: 5 sections  161/174 = 93%  Pell City: 3 sections  40/61 = 66% | This overall goal was met for the 2016-2017 academic year. However, only one site met the goal for this objective. Assessment questions were revised in Spring 2016 and there was some improvement in the assessment results. Revisions to the assessment regarding rewording and validity will continue. |
| **Spring 2016**  **College Summary**  **11 sections**  **246/311 = 79%**  **Campus Summary**  Jefferson: 4 sections  81/125 = 65%  Shelby: 4 sections  147/157 = 94%  Pell City: 3 sections  18/29 = 62% |
| **2016-2017 Academic Year**  **College Summary**  **21 Sections**  **481/617 = 78%**  **Campus Summary**  Jefferson: 115/196 = 59%  Shelby: 308/331 = 93%  Pell City: 58/90 = 64% |
| 4. The student will understand the cultural significance of art and visual expression on the development of our modern society | Embedded test questions on final exam | 70% of students will identify the cultural significance of art and visual expression on the development of modern society. | **Fall 2016**  **College Summary**  **10 sections**  **229/295 = 78%**  **Campus Summary** Jefferson: 2 sections  31/60 = 35%  Shelby: 5 sections  158/174 = 91%  Pell City: 3 sections  40/61 = 66$ | This overall goal was met for the 2016-2017 academic year. However, lowest performance was shown in meeting this objective. Three areas will be adopted to improve results for this objective: 1) Encourage instructors to spend more teaching time on this objective. 2) Encourage assessment of the objective prior to final assessment and reteach if results warrant it 3) Continue to revise assessment and add more digital images to accompany questions for this objective. |
| **Spring 2017**  **College Summary**  **11 sections**  **226/311 = 73%**  **Campus Summary**  Jefferson: 4 sections  63/125 = 50%  Shelby: 4 sections  145/157 = 92%  Pell City: 3 sections  18/29 = 62% |
| **2016-2017 Academic Year**  **College Summary**  **455/606 = 75%**  **Campus Summary**  Jefferson: 94/185 = 51%  Shelby: 303/331 = 92%  Pell City: 58/90 = 64% |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **ART 113 Course Student Learning Outcomes & Assessment Plan 2016-2017**  Course Outcomes:   1. The student will competently create drawings from life. 2. The student will analyze and critique their work, as well as the work of peers, in a constructive manner using art terminology. 3. The student will create drawings using a variety of tools, techniques, methods, and materials in a well-crafted manner. | | | | |
| **Intended Outcomes** | **Means of Assessment** | **Criteria for Success** | **Summary & Analysis of Assessment Evidence** | **Use of Results** |
| **1. The student will competently create drawings from life.** | Means of assessment may vary by instructor; however, each assessment should specifically address the SLO as indicated.  Rubric is attached. | 70% of students will competently create drawings from life. | **This course is only taught at Jefferson and Shelby.**  **Fall 2016**  **College Summary**  **2 sections**  19/21 = 90%  **Campus Summary**  Jefferson: 1 section  10/10 = 100%  Shelby: 1 section  9/11 =81% | Fall 2016 All of the students did well on this assessment who did the work and attended class.  It came down to work ethic.  If a student is not present, I cannot guide them.  SPRING 2017 One student missed often and was unprepared when he was there. Two others were present but came late and left early and were easily distracted from the task. I don’t know how to correct this behavior related failing. |
| **Spring 2017**  **College Summary**  **2 sections**  21/25 = 84%  **Campus Summary**  Jefferson: 1 section  11/13 = 85%  Shelby: 1 section  10/12 = 83% |
| **2016-2017 Academic Year**  **College Summary**  **4 sections**  40/46 = 87%  **Campus Summary**  Jefferson: 2 sections  21/23 = 91%  Shelby: 2 sections  19/23 = 83% |
| 2. **The student will analyze and critique their work, as well as the work of peers, in a constructive manner using art terminology.** | Assessment- Rubric  Final Student Critique of Final Portfolio  Rubric is attached. | 70% of students will correctly use art terminology to analyze and critique their work and the work of their peers in a constructive manner. | **Fall 2016**  **College Summary**  **2 sections**  19/21 = 90%  **Campus Summary**  Jefferson: 1 section  10/10 = 100%  Shelby: 1 section  9/11 =81% | FALL 2016 2 students were chronically unprepared or absent.  When their absence coincided with critique deadlines that prevents them from showing that they are able to satisfy this assessment.    SPRING 2017 Chronic absences and unpreparedness kept three students from being successful with this assessment. One of them got significantly better after midterm. |
| **Spring 2017**  **College Summary**  **2 sections**  21/25 = 84%  **Campus Summary**  Jefferson: 1 section  12/13 = 92%  Shelby: 1 section  9/12 = 75% |
| **2016-2017 Academic Year**  **College Summary**  **4 sections**  40/46 = 87%  **Campus Summary**  Jefferson: 2 sections  22/23 = 96%  Shelby: 2 sections  18/23 = 78% |
| **3.The student will create drawings using a variety of tools, techniques, methods, and materials in a well-crafted manner.** | Assessment- Rubric  Final Student Critique of Final Portfolio  Rubric is attached. | 70% of students will use a variety of tools, techniques, methods, and materials to create well-crafted drawings. | **Fall 2016**  **College Summary**  **2 sections**  19/21 = 90%  **Campus Summary**  **Campus Summary**  Jefferson: 1 section  10/10 = 100%  Shelby: 1 section  9/11 =81% | FALL 2016 Success on this SLO requires time and deliberate labor on the part of the student.  I can advise, council, and guilt, but if a student isn’t willing to invest time and labor, I don’t know how I can adjust instruction to bring up the results of this assessment.  SPRING 2017 All but 3 of the students easily met this assessment goal. Of the 3 that didn’t one improved significantly after midterm, and the other two did not put in the time or effort necessary. |
| **Spring 2017**  **College Summary**  **2 sections**  22/25 = 88%  **Campus Summary**  Jefferson: 1 section  12/13 = 92%  Shelby: 1 section  10/12 = 83% |
| **2016-2017 Academic Year**  **College Summary**  **4 sections**  41/46 = 89%  **Campus Summary**  Jefferson: 2 sections  22/23 = 96%  Shelby: 2 sections  19/23 = 83% |

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

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **ART 114 Course Student Learning Outcomes & Assessment Plan 2016-2017**  Course Outcomes:   1. The student will competently create receptive drawings from observation and projective drawings based on concept, expression, and imagination. 2. The student will analyze and critique their work, as well as the work of peers, in a constructive manner using art terminology. 3. The student will create drawings using a variety of tools, techniques, methods, and materials in a well-crafted manner. | | | | |
| **Intended Outcomes** | **Means of Assessment** | **Criteria for Success** | **Summary & Analysis of Assessment Evidence** | **Use of Results** |
| 1. The student will competently create receptive drawings from observation and projective drawings based on concept, expression, and imagination. | Means of assessment may vary by instructor; however, each assessment should specifically address the SLO as indicated.  Rubric is attached. | 70% of students will successfully create the required drawings. | **This course is only taught at Jefferson and Shelby.**  **Fall 2016**  **College Summary**  **2 sections**  4/4 = 100%  **Campus Summary**  Jefferson:1 section  2/2 = 100%  Shelby: 1 section  2/2 =100% successful | FALL 2016  This semester drawing 2 made with only 2 students (because it is taught concurrently with drawing 1).  Both of these students have had me for previous classes.  Both of them were exemplary students.  SPRING 2017 All of my drawing 2 students, all but one having had me previously, were very competent at satisfying this assessment goal. |
| **Spring 2017**  **College Summary**  **2 sections**  12/12 = 100%  **Campus Summary**  Jefferson:1 section  6/6 = 100%  Shelby: 1 section  6/6 =100% successful |
| **2016-2017 Academic Year**  **College Summary**  **4 sections;**  16/16 = 100% Successful  **Campus Summary**  Jefferson: 2 sections  8/8 = 100%  Shelby: 2 sections  8/8 =100% successful |
| 1. The student will analyze and critique their work, as well as the work of peers, in a constructive manner using art terminology. | Assessment- Rubric  Final Student Critique of Final Portfolio  Rubric is attached. | 70% of students will use art terminology constructively to critique their own work, as well as the works of their peers. | **This course is only taught at Jefferson and Shelby.**  **Fall 2016**  **College Summary**  **2 sections**  4/4 = 100%  **Campus Summary**  Jefferson:1 section  2/2 = 100%  Shelby: 1 section  2/2 =100% successful | FALL 2016 Both of these students were very good at participation in critiques, and gave advice to their peers freely and often.  SPRING 2017 Again, the drawing 2 students understand how critiques work, they all showed up prepared and were willing to participate, setting an example for the drawing 1 students. |
| **Spring 2017**  **College Summary**  **2 sections**  12/12 = 100%  **Campus Summary**  Jefferson:1 section  6/6 = 100%  Shelby: 1 section  6/6 =100% successful |
| **2016-2017 Academic Year**  **College Summary**  **4 sections;**  16/16 = 100% Successful  **Campus Summary**  Jefferson: 2 sections  8/8 = 100%  Shelby: 2 sections  8/8 =100% successful |
| 1. The student will create drawings using a variety of tools, techniques, methods, and materials in a well-crafted manner. | Assessment- Rubric  Final Student Critique of Final Portfolio  Rubric is attached. | 70% of students will use a variety of tools, techniques, methods, and materials to create well-crafted drawings. | **This course is only taught at Jefferson and Shelby.**  **Fall 2016**  **College Summary**  **2 sections**  4/4 = 100%  **Campus Summary**  Jefferson:1 section  2/2 = 100%  Shelby: 1 section  2/2 =100% | FALL 2016  Both of these students had a very advanced degree of craftsmanship and experimented confidently with new materials and techniques.  SPRING 2017 One of the drawing 2 students had a significant deficiency with craftsmanship, but there were ADA issues that accounted for this and he made a very concerted effort to get the work accomplished to the best of his ability. |
| **Spring 2017**  **College Summary**  **2 sections**  10/12 = 83%  **Campus Summary**  Jefferson:1 section  5/6 = 83%  Shelby: 1 section  5/6 =83% successful |
| **2015-2016 Academic Year**  **College Summary**  **4 sections**  14/16 = 88%  **Campus Summary**  Jefferson: 1 section  7/8 = 88%  Shelby: 1 section  7/8 = 88% |

**ART 114 (Drawing) Assessment of Instructional Effectiveness – Final Portfolio Observation**

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

|  |
| --- |
| **ART 121 Course Student Learning Outcomes & Assessment Plan 2016-2017**  **This course was not assessed during 2016-2017.**  Course Outcomes:   1. The student will analyze and critique the work of peers in a constructive manner using art terminology. 2. The student will present final work in a clean, well-crafted manner. 3. The student will create two dimensional projects using a variety of tools, techniques, methods, and materials. |

**ART 121 (2-D Design) Assessment of Instructional Effectiveness**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Rubric Components** | **No/Limited Proficiency** | **Some Proficiency** | **Proficiency** | **High Proficiency** |
| **Knowledge of the 9 visual elements** |  |  |  |  |
| **Knowledge of the 7 principles of design** |  |  |  |  |
| **Ability to analyze and critiques the work of peers in a constructive way (participation grade)** |  |  |  |  |
| **Ability to present final work in a professional, clean, well-crafted manner** |  |  |  |  |
| **Ability to use a variety of tools, techniques, and materials for painting and mark making** |  |  |  |  |
| **Working understanding of color relationships and color theory** |  |  |  |  |
| **Use of composition and design to create art work based both on concepts and pictorial organization** |  |  |  |  |

|  |
| --- |
| **ART 127 Course Student Learning Outcomes & Assessment 2016-2017**  ART 127 was not taught during the 2016-2017 academic year. |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **ART 203 Course Student Learning Outcomes & Assessment Plan 2016-2017**  Course Outcomes:   1. The student will demonstrate knowledge of the history of art from ancient times to Renaissance by identifying: title, style/date, and artist location of major artworks 2. The student will compare and contrast artistic styles from different periods. 3. The student will discuss verbally and in writing the relationship between works of art and political, religious, philosophical, technological, social, and cultural events. | | | | |
| **Intended Outcomes** | **Means of Assessment** | **Criteria for Success** | **Summary & Analysis of Assessment Evidence** | **Use of Results** |
| 1.The student will demonstrate knowledge of the history of art from ancient times to Renaissance by identifying the :  a. title  b. style/date  c. artist location of major artworks | Embedded test questions on the final exam. | 70% of students will demonstrate knowledge of the history of art from ancient times to the Renaissance by identifying the title, style/date, and artist/location of major artworks with 70% accuracy. | **Fall 2016**  **This course was assessed at the Jefferson campus only, and was only taught during the fall semester.**  **College Summary**  **1 section**  13/20 = 70% | This goal was met.  However, some questions in the assessment will be revised.  Questions will be checked for clarity and restated. |
| 1. The student will compare and contrast artistic styles from different periods. | Embedded test questions. | 70% of student will correctly compare and contrast artistic styles from different periods with 70% accuracy. | **Fall 2016**  **This course was assessed at the Jefferson campus only, and was only taught during the fall semester.**  **College Summary**  **1 section**  15/20 = 75% | This goal was met.  The data for this objective will continue to be monitored. More time will be spent teaching this objective. |
| 3. The student will discuss verbally and in writing the relationship between works of art and political, religious, philosophical, technological, social, and cultural events. | Embedded test questions on the final exam. | 70% of students will discuss the relationship between works of art and political, religious, philosophical, technological, social, and cultural events. | **Fall 2016**  **This course was assessed at the Jefferson campus only, and was only taught during the fall semester.**  **College Summary**  **1 section**  16/20 = 80% | This goal was met. Students performed better with this objective than with all others. To improve the results for this object, more classroom practice will be provided in this area. |

|  |
| --- |
| **ART 204 Course Student Learning Outcomes & Assessment Plan 2016-2017**  **This course was not assessed during 2016-2017.**  Course Outcomes:   1. The student will demonstrate knowledge of the history of art from the Renaissance to the modern times by identifying the title, style/date, and artist location of major artworks 2. The student will compare and contrast artistic styles from different periods. 3. The student will discuss verbally and in writing the relationship between works of art and political, religious, philosophical, technological, social, and cultural events. |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **ART 253/254/283/284 Course Student Learning Outcomes & Assessment Plan 2016-2017**  Course Outcomes:   1. The student will create an animated sequence that effectively applies the 12 principles of animation. (ART 253, 283, 284) 2. The student will demonstrate the ability to analyze and analyze and critique their work and the workof others using the proper animation vocabulary and terminology. (ART 253, 283, 284) 3. The student will use animation production equipment to create an animated cycle or short. (ART 283 only) 4. The student will demonstrate in the development of a portfolio the ability to use professional animation tools and applications to produce an aesthetically appealing animated cycle, short, or animatic. (ART 253 and 284 only) 5. The student will complete animation with lip-sync or sound. (ART 253 and 284 only) | | | | |
| **Intended Outcomes** | **Means of Assessment** | **Criteria for Success** | **Summary & Analysis of Assessment Evidence** | **Use of Results** |
| 1. The student will create an animated sequence that effectively applies the 12 principles of animation. (ART 253, 283, 284) | Assessment- Rubric  Final Student Critique of Final Portfolio  Rubric attached | 70% of students will identify and apply the design principles and the 12 principles of animation. | **This course is only taught during the Fall and Spring semesters and only at the Jefferson Campus. The four sections of the course are offered every semester as needed and cross listed. ART 254 was not taught this year.**  **Fall 2016 (ART 253, 283, 284)**  10/10 = 100% | This goal was met. Additional classroom practice will be devoted in this area. |
| **Spring 2017**  8/8 = 100% |
| **2016-2017 Academic Year**  18/18 = 100% |
| 2. The student will demonstrate the ability to analyze and analyze and critique their work and the workof others using the proper animation vocabulary and terminology. (ART 253, 283, 284) | Assessment- Rubric  Final Student Critique of Final Portfolio | 70% of students will demonstrate ability to visually create a story through storyboards. | **This course is only taught during the Fall and Spring semesters and only at the Jefferson Campus. The four sections of the course are offered every semester as needed and cross listed. ART 254 was not taught this year.**  **Fall 2016 (ART 253, 283, 284)**  10/10 = 100% | This goal was met. Additional classroom practice will be devoted in this area. Additional course collaboration with industry and educational partners has been provided in this area.  Collaborative partners have provided additional opportunities for practice in this area through a protected educational website. |
| **Spring 2017**  8/8 = 100% |
| **2015-2016 Academic Year**  18/18 = 100% |
| 3. The student will use animation production equipment to create an animated cycle or short. (ART 283 only) |  |  | **This course is only taught during the Fall and Spring semesters and only at the Jefferson Campus. The four sections of the course are offered every semester as needed and cross listed. ART 254 was not taught this year.**  **Fall 2016 (ART 283 only)**  7/7 = 100% | This goal was met. Additional instruction will be devoted in this area. Video tutorials have been provided for student self- study through blackboard. |
| **Spring 2017**  4/5 = 80% |
| **2015-2016 Academic Year**  11/12 = 92% |
| 4. The student will demonstrate through the development of a portfolio the ability to use professional animation tools and applications to produce an aesthetically appealing animated cycle, short, or animatic. (ART 253 and 284 only) | Assessment- Rubric  Final Student Critique of Final Portfolio  Rubric attached | 70% of students proficiently analyze their work and the work of others. | **This course is only taught during the Fall and Spring semesters and only at the Jefferson Campus. The four sections of the course are offered every semester as needed and cross listed. ART 254 was not taught this year.**  **Fall 2016 (ART 253 & 284 only)**  3/3 = 100% | This goal was met.  Additional efforts have been made to instruct students on portfolio preparation.  The final portfolio has been adopted as a greater percentage of the final student assessment. Additional course collaboration with industry and educational partners has been provided in this area. |
| **Spring 2017**  **4/5 = 80%** |
| **2016-2017 Year**  7/8 = 88% |
| 5. The student will complete animation with lip-sync or sound. (ART 253 and 284 only) | Assessment- Rubric  Final Student Critique of Final Portfolio  Rubric attached | 70% of students proficiently analyze their work and the work of others. | **This course is only taught during the Fall and Spring semesters and only at the Jefferson Campus. The four sections of the course are offered every semester as needed and cross listed. ART 254 was not taught this year.**  **Fall 2016 (ART 253 & 284 only)**  1/3 = 33% | This goal was not met.  Performance was weakest with this objective; however, improvement was shown the next year.  Measures were taken to increase the enrollment and retention of students in the course by collaborating with industry and educational partners in the adoption of a feeder school. Students have been retained in advanced animation courses, which include additional instruction with lip sync and sound. |
| **Spring 2017**  4/5 = 80% |
| **2016-2017 Year**  5/8 = 63% |

**Art 253 Assessment of Instructional Effectiveness**

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

**Art 283 Assessment of Instructional Effectiveness**

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

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

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

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **HIS 121 Instructional Program Outcomes & Assessment Plan 2016-2017**  Course Student Learning Outcomes  1. The student shows mastery of relevant context using information from primary and/or secondary sources.  2. The student constructed/organized a satisfactory thesis using clear, organizational structure and coherent language.  3. The student used primary and/or secondary materials in a coherent and thoughtful manner in support of his or her thesis. | | | | |
| **Intended Outcomes** | **Means of Assessment** | **Criteria for Success** | **Summary & Analysis of Assessment Evidence** | **Use of Results** |
| The student shows mastery of relevant context using information from primary and/or secondary sources. | Means of assessment may vary by instructor; however, each assessment should specifically address the SLO as indicated. | 70% of students should meet the intended outcome. | **This course was only assessed during the fall of 2016.**  73 PERCENT OF STUDENTS REACHED THE SUCCESS RATE AND 27 PERCENT OF STUDENTS DID NOT REACH THE SUCCESS RATE. | HIS 121 STUDENTS REACHED THE DESIRED SUCCESS RATE |
| * + - 1. The student constructed/organized   A satisfactory thesis using clear, organizational structure and coherent language. | Means of assessment may vary by instructor; however, each assessment should specifically address the SLO as indicated. | 70% of students should meet the intended outcome. | 73 PERCENT OF STUDENTS REACHED THE SUCCESS RATE AND 27 PERCENT OF STUDENTS DID NOT REACH THE SUCCESS RATE. | HIS 121 STUDENTS REACHED THE DESIRED SUCCESS RATE |
| The student used primary and/or secondary material in a coherent and thoughtful manner to support the thesis. | Means of assessment may vary by instructor; however, each assessment should specifically address the SLO as indicated. | 70% of students should meet the intended outcome. | This SLO was not assessed by the instructor |  |

|  |
| --- |
| **HIS 122 Instructional Program Outcomes & Assessment Plan 2016-2017**  **This course was not assessed during the 2016-2017 year.**  Course Student Learning Outcomes  1. The student shows mastery of relevant context using information from primary and/or secondary sources.  2. The student constructed/organized a satisfactory thesis using clear, organizational structure and coherent language.  3. The student used primary and/or secondary materials in a coherent and thoughtful manner in support of his or her thesis. |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **HIS 201 Course Student Learning Outcomes & Assessment Plan 2016-2017**  Course Student Learning Outcomes  1. The student shows mastery of relevant context using information from primary and/or secondary sources.  2. The student constructed/organized a satisfactory thesis using clear, organizational structure and coherent language.  3. The student used primary and/or secondary materials in a coherent and thoughtful manner in support of his or her thesis. | | | | |
| **Intended Outcomes** | **Means of Assessment** | **Criteria for Success** | **Summary & Analysis of Assessment Evidence** | **Use of Results** |
| The student shows mastery of relevant context using information from primary and/or secondary sources. | Means of assessment may vary by instructor; however, each assessment should specifically address the SLO as indicated. | 70% of students should meet the intended outcome. | **FALL 2016 137 students were assessed from Shelby, Pell City, and Clanton campuses.  The average percentage of those who met the criteria of success was 83%**  **Spring 2017 113 students across all campuses.  The average percentage of those who met the criteria of success was 77%** | **Fall 2016 Overall, students were successful showing mastery of relevant context from primary and/or secondary sources.  However, because the percentage of students who performed above expectations may warrant a reassessment of the questions used by the instructor.  Questions may be too easy and instructors will reassess questions to move them into the higher levels of learning.**  **Spring 2017 Overall, students were successful showing mastery of relevant context from primary and/or secondary sources.  However, because the percentage of students who performed above expectations may warrant a reassessment of the questions used by the instructor.  Questions may be too easy and instructors will reassess questions to move them into the higher levels of learning.** |
| * + - 1. The student constructed/organized   A satisfactory thesis using clear, organizational structure and coherent language. | Means of assessment may vary by instructor; however, each assessment should specifically address the SLO as indicated. | 70% of students should meet the intended outcome. | **Fall 2016 137 students were assessed with an average percentage of those who met the criteria of success as 75.5%**  **Spring 2017** | Fall 2016 Although students were overall successful with this objective, several individual classes were below the average of 70%.  This indicates that writing is a barrier to our students and hinders the educational process.  The tension that Liberal Arts instructors face is determining how much time spent in the classroom dedicated to teaching the basics of writing.  A Writing Center would be very advantageous to our department to help with these types of discrepancies in the classroom.  Spring 2017 Although students were overall successful with this objective, several individual classes were below the average of 70%.  This indicates that writing is a barrier to our students and hinders the educational process.  The tension that Liberal Arts instructors face is determining  how much time spent in the classroom dedicated to teaching the basics of writing.  A Writing Center would be very advantageous to our department to help with these types of discrepancies in the classroom. |
| The student used primary and/or secondary material in a coherent and thoughtful manner to support the thesis. | Means of assessment may vary by instructor; however, each assessment should specifically address the SLO as indicated. | 70% of students should meet the intended outcome. | FALL 2016 137 students were assessed with an average percentage of 85% success rate. Spring 2017 113 students were assessed with an average percentage of 77% success rate. | Fall 2016 Overall students performed successfully in creating a coherent and thoughtful paper supporting the stated thesis.  However, instructors may reassess their requirements for this section of the essays and require deeper analysis of the material to create stronger theses and essays.  Spring 2017 Overall students performed successfully in creating a coherent and thoughtful paper supporting the stated thesis.  However, instructors may reassess their requirements for this section of the essays and require deeper analysis of the material to create stronger theses and essays. |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **HIS 202 Course Student Learning Outcomes & Assessment Plan 2015-2016**  Course Student Learning Outcomes  1. The student shows mastery of relevant context using information from primary and/or secondary sources.  2. The student constructed/organized a satisfactory thesis using clear, organizational structure and coherent language.  3. The student used primary and/or secondary materials in a coherent and thoughtful manner in support of his or her thesis. | | | | |
| **Intended Outcomes** | **Means of Assessment** | **Criteria for Success** | **Summary & Analysis of Assessment Evidence** | **Use of Results** |
| The student shows mastery of relevant context using information from primary and/or secondary sources. | Means of assessment may vary by instructor; however, each assessment should specifically address the SLO as indicated. | 70% of students should meet the intended outcome. | **Fall 2016 43 students were assessed from Shelby and Pell City campuses.  The average percentage of those who met the criteria of success was 81.5%**  **Spring 2017 204 students were assessed across all 4 campuses.  The average percentage of those who met the criteria of success was 89%** | Fall 2016 Overall, students were successful showing mastery of relevant context from primary and/or secondary sources.  However, because the percentage of students who performed above expectations may warrant a reassessment of the questions used by the instructor.  Questions may be too easy and instructors will reassess questions to move them into the higher levels of learning**.**  Spring 2017 Overall, students were successful showing mastery of relevant context from primary and/or secondary sources.  However, because the percentage of students who performed above expectations may warrant a reassessment of the questions used by the instructor.  Questions may be too easy and instructors will reassess questions to move them into the higher levels of learning. |
| * + - 1. The student constructed/organized   A satisfactory thesis using clear, organizational structure and coherent language. | Means of assessment may vary by instructor; however, each assessment should specifically address the SLO as indicated. | 70% of students should meet the intended outcome. | **Fall 2016 43 students were assessed with an average percentage of those who met the criteria of success as 76.5%**  **SPRING 2017 204 students were assessed with an average percentage of those who met the criteria of success as 87%** | Fall 2016 Although students were overall successful with this objective, several individual classes were below the average of 70%.  This indicates that writing is a barrier to our students and hinders the educational process.  The tension that Liberal Arts instructors face is determining how much time spent in the classroom dedicated to teaching the basics of writing.  A Writing Center would be very advantageous to our department to help with these types of discrepancies in the classroom.  Spring 2017 Although students were overall successful with this objective, several individual classes were below the average of 70%.  This indicates that writing is a barrier to our students and hinders the educational process.  The tension that Liberal Arts instructors face is determining how much time spent in the classroom dedicated to teaching the basics of writing.  A Writing Center would be very advantageous to our department to help with these types of discrepancies in the classroom. |
| The student used primary and/or secondary material in a coherent and thoughtful manner to support the thesis. | Means of assessment may vary by instructor; however, each assessment should specifically address the SLO as indicated. | 70% of students should meet the intended outcome. | FALL 2016 43 students were assessed with an average percentage of 81% success rate.  Spring 2017 204 students were assessed with an average percentage of 90% success rate. | Fall 2016 Overall students performed successfully in creating a coherent and thoughtful paper supporting the stated thesis.  However, instructors may reassess their requirements for this section of the essays and require deeper analysis of the material to create stronger theses and essays.  Spring 2017 Overall students performed successfully in creating a coherent and thoughtful paper supporting the stated thesis.  However, instructors may reassess their requirements for this section of the essays and require deeper analysis of the material to create stronger theses and essays. |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **MUS 101 Course Student Learning Outcomes & Assessment Plan 2016-2017**  Course 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 Question | 70% of students will be able to correctly use the terminology being assessed. | **Fall 2016**  **College Summary**  **5 Sections**  129/159 = 81 % successful  **Campus Summary**  Jefferson:2 sections  56/68 = 82% successful  Shelby:3 sections  73/91 = 80% successful  Pell City: 0 Sections  Clanton: 0 sections | The intended student learning outcome was successfully met by students.  Multiple teaching methods will continue to be used to ensure that students are able to demonstrate mastery of knowledge and understanding of the fundamentals of music using appropriate terminology.  Class discussions will be utilized to help reinforce student learning of course material.  This method will help ensure that students develop the verbal skills and confidence needed to analyze music using appropriate music terms.  Students will also demonstrate their mastery of the fundamentals of music through a variety of quizzes that will assess aural comprehension as well as recognition and recall. |
| **Spring 2017**  **College Summary**  **8 Sections**  165/188 = 88 % successful  **Campus Summary**  Jefferson:3 sections  28/34 = 82% successful  Shelby: 5 sections  137/154 = 89% successful  Pell City: 0 Sections  Clanton: 0 sections |
| **2016-2017 Academic Year**  **College Summary**  **12 sections**  294/347 = 85%  **Campus Summary**  Jefferson:5 sections  84/102 = 82%  Shelby:7 sections  210/245 = 86% successful  Pell City: 0 Sections  Clanton:0 Sections |
| 2. The student will demonstrate knowledge of prominent composers and major compositions | Embedded exam questions | 70% of students will demonstrate correct knowledge of prominent composers and major compositions | **Fall 2016**  **College Summary**  **5 Sections**  146/159 = 92 % successful  **Campus Summary**  Jefferson:2 sections  56/68 = 82% successful  Shelby:3 sections  90/91 = 99% successful  Pell City: 0 Sections  Clanton: 0 sections | The students who completed the music appreciation course demonstrated a high success rate in the assessed area of knowledge of prominent composers and major compositions. As a result of using written examinations that tests listening skills, knowledge of genres, and forms, students were able to show exceptional mastery in this content area.  To continue to foster student success for this student learning outcome, students will listen to music by composers from different time periods and from different genres and write about assigned composers and their works. The use of a music journal, discussion board posts, and live classical concerts will expose students to compositions by the great classical music masters.  Because students from all majors take music appreciation, they will be taught how to critically think about music and take notes.  For example, students will learn that it is appropriate to only use a composer’s last name in class discussions and written assignments.  Students will also be taught proper etiquette for attending classical concerts that will include how to read a concert program, how to listen critically, how to recognize the musical structure of a composition, how to dress, and when to applaud.  Etiquette skills are incorporated into the class to help students prepare to critically listen to a composition, be comfortable in a classical concert setting, and understand the historical context and societal etiquette of Western European classical music. |
| **Spring 2017**  **College Summary**  **8 Sections**  161/188 = 88 % successful  **Campus Summary**  Jefferson:3 sections  28/34 = 86% successful  Shelby: 5 sections  133/154 = 86% successful  Pell City: 0 Sections  Clanton: 0 sections |
| **2016-2017 Academic Year**  **College Summary**  **12 sections**  307/347 = 88%  **Campus Summary**  Jefferson:5 sections  84/102 = 82%  Shelby:7 sections  223/245 = 91% successful  Pell City: 0 Sections  Clanton:0 Sections |

|  |
| --- |
| **MUS 110 Course Student Learning Outcomes & Assessment Plan 2016-2017**  **\*This course was NOT taught in 2016-2017.** |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Philosophy 106 Course Student Learning Outcomes & Assessment Plan 2016-2017**  Course Student Learning Outcomes  1. The student will acquire a synoptic understanding of the five historical eras, and five contemporary branches, of Western philosophy.  2. The student will practice the discipline of critical and creative philosophical reflection in pursuit of individual and communal flourishing. | | | | |
| **Intended Outcomes** | **Means of Assessment** | **Criteria for Success** | **Summary & Analysis of Assessment Evidence** | **Use of Results** |
| 1)The student will acquire a synoptic understanding of the five historical eras, and five contemporary branches, of Western philosophy. | Embedded final exam questions | 70% of students student will acquire a synoptic understanding of the five historical eras, and five contemporary branches, of Western philosophy. | **This course is taught only at Shelby.**  THIS COURSE WAS NOT ASSESSED FOR  2016-2017 . |  |
| 2) The student will practice the discipline of critical and creative philosophical reflection in pursuit of individual and communal flourishing. | Embedded final exam questions | 70% of students will practice the discipline of critical and creative philosophical reflection in pursuit of individual and communal flourishing. |  |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Philosophy 206 Course Student Learning Outcomes & Assessment Plan 2016-2017**  Course Student Learning Outcomes  1.The student will acquire a synoptic understanding of the five historical eras of Western philosophy ethics, complete with their sociopolitical contexts.  2. The student will practice the discipline of critical and creative ethical reflection in pursuit of ethical and political virtue, with an emphasis on the mainstream theories of utilitarianism, deontology, and virtue ethics (along with rival theories including feminist, postmodern and non-Western ethics). | | | | |
| **Intended Outcomes** | **Means of Assessment** | **Criteria for Success** | **Summary & Analysis of Assessment Evidence** | **Use of Results** |
| 1) The student will acquire a synoptic understanding of the five historical eras of Western philosophy ethics, complete with their sociopolitical contexts. | Embedded final exam questions | 70% of students will acquire a synoptic understanding of the five historical eras of Western philosophy ethics, complete with their sociopolitical contexts. | THIS COURSE WAS NOT ASSESSED FOR 2016-2017. |  |
| 2) The student will practice the discipline of critical and creative ethical reflection in pursuit of ethical and political virtue, with an emphasis on the mainstream theories of utilitarianism, deontology, and virtue ethics (along with rival theories including feminist, postmodern and non-Western ethics). | Embedded final exam questions | 70% of students will practice the discipline of critical and creative ethical reflection in pursuit of ethical and political virtue, with an emphasis on the mainstream theories of utilitarianism, deontology, and virtue ethics (along with rival theories including feminist, postmodern and non-Western ethics). |  |  |

|  |
| --- |
| **POL 211 Course Student Learning Outcomes & Assessment Plan 2015-2016**  This course was not assessed during the 2016-2017 year. |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **PSY 200 Course Student Learning Outcomes & Assessment Plan 2016-2017**  Course Outcomes**:**  The student will   1. Identify the goals of psychology. 2. Explore various methods of psychological research 3. Distinguish the major schools/perspectives of psychology. | | | | |
| **Intended Outcomes** | **Means of Assessment** | **Criteria for Success** | **Summary & Analysis of Assessment Evidence** | **Use of Results** |
| 1. The student will identify the goals of psychology. | Midterm and/or final exam embedded questions, or a separate survey. | 70% of students will correctly answer embedded questions. | **Fall 2016**  **College Summary**  **22 sections**  421/632 = 67%  **Campus Summary**  Jefferson: 10 sections  156/251 = 77%  Shelby: 6 sections  150/183 = 82%  Clanton: 4 sections  100/124 = 81%  Pell City 2 sections  15/74 = 20% | Overall, the objective was met for the year; however, individual campuses had lower numbers for Objective 1. Some concern that attendance issues prevented students from learning the material. To encourage better attendance, faculty will now request individual meetings with students when 3 classes are missed. Faculty will also continue to encourage students to gather contact information from other students to obtain lecture notes.  Instructors also posited that confusion existed between the terms *description* and *explanation*. An effort to directly address the difference between these terms will be given extra attention by faculty, who plan to use more practical examples of these goals. Faculty will also use additional psychological journal reports to provide practice and practical examples of the goals of psychology. |
| **Spring 2016**  **College Summary**  **17 sections**  215/408 = 53%  **Campus Summary**  Jefferson: 7 sections  103/180 = 57%  Shelby: 4 sections  28/73 = 38%  Pell City: 2 sections  15/42 = 36%  Clanton: 4 sections  69/113 = 61% |
| **2016-2017 Academic year**  **College Summary**  **39 sections**  768/1040 = 74%  **Campus Summary**  Jefferson: 17 sections  259/431 = 60%  Shelby: 10 sections  310/256 = 93%  Pell City: 4 sections  30/116 = 26%  Clanton: 8 sections  169/237 = 71% |
| 2. The student will explore various methods of psychological research | Midterm and/or final exam embedded questions, or a separate survey. | 70% of students will correctly answer embedded questions. | **Fall 2016**  **College Summary**  **22 sections**  521/632 = 82%  **Campus Summary**  Jefferson: 10 sections  199/251 = 79%  Shelby: 6 sections  163/183 = 89%  Clanton: 4 sections  100/124 = 81%  Pell City: 2 sections  59/74 = 80% | This objective was met. Faculty spent more in class lecture/discussion time focusing on the research methods. Students were also assigned more research type assignments, including visiting the library to locate empirical research work and present the information to the class.  The faculty recognizes the importance of preparing students to do the types of research assignment they can expect to see a the university level. |
| **Spring 2017**  **College Summary**  **17 sections**  313/408 = 78%  **Campus Summary**  Jefferson: 7 sections  139/180 = 77%  Shelby: 4 sections  54/73 = 74%  Pell City: 2 sections  29/42 = 69%  Clanton: 4 sections  91/113 = 81% |
| **2016-2017 Academic year**  **College Summary**  **39 sections**  834/1040 = 80%  **Campus Summary**  Jefferson: 17 sections  338/431 = 78%  Shelby: 10 sections  217/256 = 85%  Pell City: 4 sections  88/116 = 76%  Clanton: 8 sections  191/237 = 81% |
| 3. The student will distinguish the major schools/perspectives of psychology. | Midterm and/or final exam embedded questions, or a separate survey. | 70% of students will correctly answer embedded questions. | **Fall 2016**  **College Summary**  **22 sections**  406/632 = 64%  **Campus Summary**  Jefferson: 10 sections  156/251 62%  Shelby: 6 sections  107/183 = 58%  Clanton: 4 sections  98/124 = 79%  Pell City: 2 sections  45/74 = 61% | The objective was not met. The schools/perspectives of psychology are important and emphasized in nearly every chapter of the textbook; however, faculty didn’t focus on these perspectives as in depth during lectures. Therefore, faculty will give more attention in lectures through video and written assignments to enhance students’ knowledge of the schools of psychology. |
| **Spring 2017**  **College Summary**  **17 sections**  224/408 = 55%  **Campus Summary**  Jefferson: 7 sections  95/180 = 53%  Shelby: 4 sections  33/73 = 45%  Pell City: 2 sections  15/42 = 36%  Clanton: 4 sections  81/113 = 72% |
| **2016-2017 Academic year**  **39 Sections**  630/1040 = 61%  **Campus Summary**  Jefferson: 17 sections  251/ 431 = 58%  Shelby: 10 sections  140/256 = 55%  Pell City: 4 sections  60/116 = 52%  Clanton: 8 sections  179/237 = 76% |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **PSY 210 Course Student Learning Outcomes & Assessment Plan 2016-2017**  Course Outcomes:   1. The student will be able to identify the major theorists and their significant contributions to the study of human development. 2. The student will identify the major theories and models of human development (psychoanalytic, behavioral, and cognitive). 3. The student will recognize various methods used in the study of the lifespan | | | | |
| **Intended Outcomes** | **Means of Assessment** | **Criteria for Success** | **Summary & Analysis of Assessment Evidence** | **Use of Results** |
| 1. The student will be able to identify the major theorists and their significant contributions to the study of human development. | Embedded exam questions or a separate survey (matching) | 70% of students will correctly answer embedded questions. | **Fall 2016**  **College Summary**  **6 sections**  **102/150 = 68%**  **Campus Summary**  Jefferson: 2 sections  46/61 = 75%  Shelby: 1 section  27/35 = 77%  Clanton: 1 section  19/21 = 90%  Pell City: 2 sections  10/33 = 30% | The objective was not meet for this outcome. More time will be utilized to discuss the major theorists. Instructors will also develop charts (or have students develop charts) identifying significant contributions by the various theorists.  Short videos to help students identify the theories and theorists will also be used to help students grasp the different ways the theorists’ contributions affect our understanding of development. Instructors believe these videos will be effective, especially for students who are particularly fond of social media and technology in their everyday lives. In this way, instructors can transform their material to “meet the students where they are” and address different learning styles. |
| **Spring 2017**  **College Summary**  7 sections  118/190 = 62%  **Campus Summary**  Jefferson: 3 sections  69/88 = 78%  Shelby: 2 sections  42/53 = 79%  Pell City: 2 sections  7/49 = 14% |
| **2016-2017 Academic Year**  **College Summary**  **13 sections**  **220/340 = 65%**  **Campus Summary**  Jefferson: 5 sections  115/149= 77%  Shelby: 3 sections  69/88 = 78%  Pell City: 4 sections  17/77 = 21%  Clanton: 1 sections  19/21 = 90% |
| 1. The student will identify the major theories and models of human development (psychoanalytic, behavioral, and cognitive). | Embedded exam questions or a separate survey (matching) | 70% of students will demonstrate correct knowledge the major theories and models of human development. | **Fall 2016**  **College Summary**  **6 Sections**  **118/150 = 79%**  **Campus Summary**  Jefferson: 2 sections  50/61 = 82%  Shelby: 1 section  27/35 = 77%  Clanton: 1 section  20/21 = 95%  Pell City: 2 sections  21/33 = 64% | The overall objective was met for this outcome. Instructors attribute the students’ level of mastery to the interactive activities and case studies students completed. Students seemed to enjoy the case studies. To maintain this level of success, instructors will continue to lecture on the theories and provide case studies for analysis to show how the theories are practical in students’ everyday lives. |
| **Spring 2016**  **College Summary**  **7 sections**  147/190 = 77%  **Campus Summary**  Jefferson: 3 sections  69/88 = 78%  Shelby: 2 sections  45/53 = 85%  Pell City: 2 sections  33/49 = 67% |
| **2016-2017 Academic Year**  **College Summary**  **13 sections**  **265/340 = 78%**  **Campus Summary**  Jefferson: 5 sections  109/149 = 73%  Shelby: 3 sections  72/88 = 82%  Pell City: 4 sections  54/82 = 66%  Clanton: 2 sections  20/21 = 95% |
| 3. The student will recognize various methods used in the study of the lifespan. | Embedded exam questions or a separate survey (matching) | 70% of students will correctly answer embedded questions. | **Fall 2016**  **College Summary**  **6 sections**  **130/150 = 87%**  **Campus Summary**  Jefferson: 2 sections  47/61 = 77%  Shelby: 1 section  33/35 = 94%  Clanton: 1 section  21/21 = 100%  Pell City: 2 sections  29/33 = 88% | This objective was met. Instructors attribute the success in this area to the fact that most students had taken PSY 200 the previous semester in which they were introduced to the various research methods, and they were able to transfer that knowledge to the next course. Instructors will continue to provided students with library work, research examples, and cases study reviews. |
| **Spring 2016**  **College Summary**  **7 sections**  **156/190 = 82%**  **Campus Summary**  Jefferson: 3 sections  69/88 = 78%  Shelby: 2 sections  48/53 = 91%  Pell City: 2 sections  39/49 = 80% |
| **2015-2016 Academic Year**  **College Summary**  **13 sections**  **286/340 = 84%**  **Campus Summary**  Jefferson: 5 sections  116/149 = 78%  Shelby: 3 sections  81/88 = 92%  Pell City: 4 sections  68/82 = 83%  Clanton: 1 section  21/21 = 100% |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **PSY 230 Course Student Learning Outcomes & Assessment Plan 2016-2017**  Course Outcomes:   1. **Students will be able to define terms based on the behavioral terminology of mental disorders.** 2. **Students will be able to identify, describe, and categorize mental disorders.** 3. **Students will be able to examine all diagnostic methods and major therapies regarding abnormality.** | | | | |
| **Intended Outcomes** | **Means of Assessment** | **Criteria for Success** | **Summary & Analysis of Assessment Evidence** | **Use of Results** |
| 1. Students will be able to define terms based on the behavioral terminology of mental disorders. | Objective Exam Questions (MC, TF, etc.) | 70% of students will correctly define terms based on the behavioral terminology of mental disorders | **This course is only taught online.**  **Spring 2017**  20/25 = 80% | The objective was met, although the summer numbers fell a bit below the objective.  This could be due to the fact that the summer term is much shorter than the fall and spring terms, leaving less time between exams and less overall time to learn the material. In the future, it may be useful to give students a more detailed agenda regarding how they can better keep up with the material with the shorter time frame in which they must work. |
| **Summer 2017**  16/24 = 67% |
| **2016-2017 Academic Year**  36/49 = 73% |
| 1. Students will be able to identify, describe, and categorize mental disorders. | Objective Exam Questions (MC, TF, etc.) | 70% of students will be able to identify, describe, and categorize mental disorders. | **Spring 2017**  21/24 = 87% | The objective was met for both semesters. In the future it could be beneficial to students to have an assignment that includes all the major psychological disorders, such as a case study assignment, before they are assessed on their knowledge of those disorders. |
| **Summer 2017**  19/23 = 83% |
| **2016-2017 Academic Year**  40/47 = 85% |
| 1. Students will be able to examine all diagnostic methods and major therapies regarding abnormality. | Objective Exam Questions (MC, TF, etc.) | 70% of students will be able to examine diagnostic methods and major therapies regarding abnormality. | **Spring 2017**  20/24 = 85% | The objective was met for both semesters.   It may be useful in the future to include exam questions on each exam that continues to reinforce their retention of this information.  It is currently not assessed on each exam, which can lead to a reduction of retention rates. |
| **Summer 2017**  18/23 = 78% |
| **2016-2017 Academic Year**  38/47 = 79% |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Religion 151 Course Student Learning Outcomes & Assessment Plan 2016-2017**  Course Student Learning Outcomes  1. The student will understand the socio-historical and literary contexts of the many books of the Old Testament.  2. The student will compare a variety of opinions and approaches to studying the Old Testament. | | | | |
| **Intended Outcomes** | **Means of Assessment** | **Criteria for Success** | **Summary & Analysis of Assessment Evidence** | **Use of Results** |
| 1. The student will understand the socio-historical and literary contexts of the many books of the Old Testament. | Assessment with one discussion question that demonstrates competency in all three outcomes  Using a book of the Bible, the student will demonstrate its socio-historical and literary context. | 70% of students understand the socio-historical and literary contexts of the many books of the Old Testament. | 16 students took the assessment.  Of these 16, 14 passed the assessment.  That is an 87.5% success for the intended outcome. | An 87.5% success is an achievement of the goal.   I am very pleased with the student responses to the evaluations.  This year, many of the responses were very developed. |
| 2. The student will compare a variety of opinions and approaches to studying the Old Testament. | Assessment with one discussion question that demonstrates competency in all three outcomes  Using a book of the Bible, the student will demonstrate its socio-historical and literary context. | Using a book of the Bible, the student will be able to compare more than one opinion and approach to studying the Old Testament. | SPRING 2017 16 students took the assessment.  13 passed.  This is an 81% pass rate. | Normally students that pass one area pass all areas.  However, this one person did not attain proficiency on this subject. |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Religion 152 Course Student Learning Outcomes & Assessment Plan 2016-2017**  \*This is a new assessment.  Course Student Learning Outcomes  1. The student will understand the socio-historical and literary contexts of the many books of the New Testament.  2. The student will compare a variety of opinions and approaches to studying the New Testament. | | | | |
| **Intended Outcomes** | **Means of Assessment** | **Criteria for Success** | **Summary & Analysis of Assessment Evidence** | **Use of Results** |
| 1. The student will understand the socio-historical and literary contexts of the many books of the New Testament. | Assessment with one discussion question that demonstrates competency in all three outcomes  Using a book of the Bible, the student will demonstrate its socio-historical and literary context. | 70% of students student will understand the socio-historical and literary contexts of the many books of the New Testament. | 36 students took the assessment.  Of these, 30 passed the assessment.  That is an 83.3% success for the intended outcome. | I am pleased with this number for such a large group.  I have really focused teaching, assignments, readings, and discussions to emphasize these desired outcomes.  I believe that has been successful. |
| 2. The student will compare a variety of opinions and approaches to studying the New Testament. | Assessment with one discussion question that demonstrates competency in all three outcomes  Using a book of the Bible, the student will demonstrate its socio-historical and literary context. | Using a book of the Bible, the student will be able to compare more than one opinion and approach to studying the Old Testament. | **SPRING 2017 30 out of 36 passed this part of the assessment.** 83.3% success outcome. | The historical context question is probably the issue I discuss the most and I am glad to see these responses. |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **SOC 200 Course Student Learning Outcomes & Assessment Plan 2016-2017**  Course Outcomes  The student will   1. demonstrate knowledge of sociology and the sociological perspective. 2. demonstrate knowledge of how social group experiences affect human behavior and development.. 3. demonstrate knowledge of the major social institutions found within society. | | | | |
| **Intended Outcomes** | **Means of Assessment** | **Criteria for Success** | **Summary & Analysis of Assessment Evidence** | **Use of Results** |
| 1. The student will demonstrate knowledge of sociology and the sociological perspective | Questions 1-3, 11-15 on the multiple-choice assessment assess student learning outcomes criteria for first outcome. | 70% of students will identify the definition of sociology, sociological imagination, and using the social context to understand social behavior. | **Fall 2016**  **3 sections**  61/99 = 62% | The instructor determined that the assessment was the problem, so she made the needed adjustments by replacing a matching section of definitions with a set of questions that addressed the concepts taught throughout the semester. The result was an improvement. This adjustment will remain in place, but will continue to be adjusted as needed. Although many of these concepts are taught early in the semester, adding concepts from later could help retention and improve the score. |
| **Spring 2016**  **3 sections**  67/92 = 73% |
| **Academic Year 2016-2017**  **6 sections**  128/191 = 67% |
| 2. The student will demonstrate knowledge of how social group experiences affect human behavior and development. | Questions 4, 5, 7, 10 of the multiple-choice assessment created to assess student outcomes | 70% of students will identify how social group experiences affect behavior and development. | **Fall 2016**  **3 sections**  93/99 = 94% | While still a good result, the instructor was concerned with the drop between Fall and Spring. The instructor will continue to monitor this outcome to be sure it improves. |
| **Spring 2017**  **3 sections**  82/91 = 90% |
| **2016-2017 Academic Year**  **6 sections**  175/190 = 92% |
| 3. The student will demonstrate knowledge of the major social institutions found within society. | Questions 6, 8, 9 on the multiple choice SLO assessment | 70% of students will demonstrate knowledge of major social institutions of society. | **Fall 2016**  **3 sections**  90/99 = 91% | Again, a good outcome, but a slight drop from Fall to Spring. The instructor believes that the difference is more due to distractions for students in the Spring and that at this point there is not a need to adjust the assessment. |
| **Spring 2017**  **3 sections**  80/91 = 88% |
| **Academic Year 2016-2017**  **6 sections**  170/190 = 89% |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **SOC 210 Course Student Learning Outcomes & Assessment Plan 2016-2017**  **This course is only taught in the spring semester.**  Course Outcomes  The student will  1. Demonstrate knowledge of the criteria of a social problem  2. Demonstrate knowledge of the impact of social policy on the individual.  3. Demonstrate knowledge of the theoretical perspectives used to explore and explain social problems. | | | | |
| **Intended Outcomes** | **Means of Assessment** | **Criteria for Success** | **Summary & Analysis of Evidence Assessment** | **Use of Results** |
| 1. The Student will  demonstrate  knowledge of the  criteria of a social  problem | 10 questions on a 30-point exam specifically created to assess this outcome | 70% of students will successfully demonstrate knowledge of the criteria of a social problem. | Spring 2017  1 section  15/18 = 83% | While this is a good outcome, the instructor feels the assessment is too simplistic. She will improve it to measure deeper understanding of these outcomes. |
| 2. The student will  demonstrate  knowledge of the  impact of social policy  on the individual | 10 questions on a 30-point exam specifically created to assess this outcome | 70% of students will successfully demonstrate knowledge of the impact of social policy on the individual | Spring 2017  1 section  13/18 = 72% | This outcome should be improved. The instructor believes improving the assessment and stressing the concepts more in the class will do that. |
| 3. The student will demonstrate knowledge of the theoretical perspectives used to explore and explain social problems. | 10 questions on a 30-point exam specifically created to assess this outcome | 70% of students will successfully demonstrate knowledge of the theoretical perspectives used to explore and explain social problems | Spring 2016  1 section  16/18 = 89% | Again, a good outcome, but it highlights the fact that it is time to create an assessment that goes deeper into the concepts. |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **SOC 247 Course Student Learning Outcomes & Assessment Plan 2016-2017**  **This course is only taught in the fall semester.**  Course Outcomes  The student will   1. demonstrate knowledge of the historic purpose of the social institutions of marriage and family. 2. Demonstrate knowledge of the problems confronting contemporary families. 3. Demonstrate knowledge of the differences in family form and function in various subcultures in the United States. | | | | |
| **Intended Outcomes** | **Means of Assessment** | **Criteria for Success** | **Summary & Analysis of Assessment Evidence** | **Use of Results** |
| 1. The student will demonstrate knowledge of the historic purpose of the social institutions of marriage and family. | 10 question exam specifically used for assessing the outcomes | 70% of students will successfully demonstrate knowledge of the historic purpose of the social institutions of marriage and family. | **Fall 2016**  **1 section**  10/11 = 91% | This is a good outcome. The students voted to make the study guides the assignments for better accountability. This did appear to result in better grades. |
| 2. The student will demonstrate knowledge of the problems confronting contemporary families | 10 question exam specifically used for assessing the outcomes | 70% of students will successfully demonstrate knowledge of the problems confronting contemporary families | **Fall 2016**  **1 section**  11/11 = 100% | Again, a good outcome. It may be time to consider creating an assessment that goes deeper into the concepts. |
| **3.** The student will demonstrate knowledge of the differences in family form and function in various subcultures in the United States. | 10 question exam specifically used for assessing the outcomes | 70% of students will successfully demonstrate knowledge of the differences in family form and function in various subcultures in the United States | **Fall 2016**  **1 section**  11/11 = 100% | Again, a good outcome. It may be time to consider creating an assessment that goes deeper into the concepts. |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| THR 121 Course Student Learning Outcomes and Assessments Plan 2016-2017  This assessment is new this year to the Liberal Arts Department.  COURSE OUTCOMES:  1.Students will demonstrate an understanding of the important plays in the development of theatre as a form of performing arts  2. Students will demonstrate an understanding of basic production processes and identify roles of theatre practitioners  3. Students will demonstrate their ability to critically analyze plays by attending live productions | | | | |
| **Intended Outcomes** | **Means of Assessment** | **Criteria of Success** | **Summary and Analysis of Assessment Evidence** | **Use of Results** |
| 1. Students will  demonstrate an  understanding of the important plays in the development of  theatre as a form of performing arts | Multiple choice questions on the final exam that will assess understanding of importance of theatrical plays and performances | 70% of students will be able to demonstrate this ability | FALL 2016 1 SECTION 29 STUDENTS 26/29= 89%  SPRING 2017 1 SECTION 27 STUDENTS 23/27= 86% | FALL 2016 Difficulty of questions indicated that 61 were easy, 7 medium, and 2 hard.  Average score was 89% overall. A review of possible easy questions needs to be addressed  SPRING 2017 Difficulty of questions indicated that 61 were easy, 7 medium, and 2 hard.  Average  score was 89% overall. A review of possible easy questions needs to be addressed. |
| 2. Students will  demonstrate an  understanding of  basic production  processes and  identify roles of  theatre practitioners | Multiple choice questions on exam will demonstrate basic understanding of theatrical production | 70% of students will be able to demonstrate this ability | FALL 2016 1 SECTION 29 STUDENTS 24/29= 83%  SPRING 2017 1 SECTION 27 STUDENTS 25/27= 93% | FALL 2016 Clearly results indicate that more emphasis needs to be placed on the latter chapters dealing with theatrical production and space.  I’ll need to re-examine these question to see if it needs to be restructured. SPRING 2017 Clearly results indicate that more emphasis needs to be placed on the latter chapters dealing with theatrical production and space.  I’ll need to re-examine these question to see if it needs to be restructured. |
| 3. Students will  demonstrate their  ability to critically  analyze plays by  attending live  productions | Students will submit a performance review form and according to the rubric satisfactorily complete the task | 70% of students will be able to complete this task successfully | FALL 2016 1 SECTION 22/33= 66%  SPRING 2017 1 SECTION 27 STUDENTS 25/27= 93% | FALL 2016 Analysis of reviews showed a good focus and depth of the production and its process. Students recognized the important elements from acting to stage to production.    SPRING 2017 Analysis of reviews showed students had a good focus and depth of the production and its process.  Students recognized the important elements from acting to stage to production. |