|  |  |
| --- | --- |
| jscc logo | **Goal Progress Report** |
| **Program:** | **Communications – Jefferson Campus** | **Report period:** | **2018-2019** |

|  |
| --- |
|  |
| **Goals** | **Request & Justification/Resources** | **Goal Progress** | **Strategies Implemented & Follow-up** |
| Goal 1: Maintain an informed and professional faculty to preserve the ability to offer courses to help students meet their educational and transfer goals. Funding for this goal is generously provided through institutional funds as requested in the budget and strategic plan, including IAP funds to support up to $500 of professional learning.   | OBJ. 1: Provide support for professional development. 1. Provide professional development activities on campus through roundtable discussions, guest speaker presentations, and workshops for faculty to maintain knowledge of current trends and technology in their fields.

 1. Encourage faculty to attend local, in-state, and out-of-state conferences.
2. Encourage faculty to submit proposals to present at local, in-state, and out-of-state conferences.
 | **A**. Various PD opportunities were provided by the college and the department. The college sponsored workshops on Gamifying the Classroom, Best Practices for Online Teaching, ADA Accommodations, Leadership for department chairs, and round table discussions on grading and technology in the classroom. Communications instructors and Liberal Arts instructors also participated in a faculty book club discussion of *What the Best College Teachers Do* by Ken Bain. The department also came together with all JSCC English instructors (FT/PT) and high school dual enrollment instructors for the annual UWRITE conference for English instructors. The keynote presentation was given by Dr. Chris Minnix, Director of the Freshman Composition program at UAB, and participants also participated in breakout sessions led by faculty members. **B**. Faculty members attended in-state conferences and workshops, including the Alabama Master Teacher Experience, the ALADE fall conference, the ACCSHRMA Diversity Conference, and the ACETA spring conference, and the ACCS Professional Development Day. The department chair was named to a 3-year term as Vice-Chair of the AGSC Area I and II Committee, and several instructors in the department continue to participate in the ACCS’ ILA. The SKD sponsor attended the organization’s national conference, and the Speech instructor attended a conference on Teaching Speech in Charleston, SC, sponsored by McGraw-HIll. **C.** Instructors also made various presentations at the local and state level, including presenting at ACETA and UWRITE.  | **A.** The department will continue to encourage peer training among faculty to develop technological skills to enhance instruction. We would like to incorporate more opportunities for professional development. We are also researching another book to include in the next iteration of the Faculty Book Club, and the chair will seek feedback through a survey of the types of professional development opportunities instructors seek. Our goal for the next academic year is to continue to provide development opportunities that instructors will find useful. We plan to partner with the other campuses to invite guest presenters for additional integrated reading and writing training, ESL training, and other pedagogical topics. **B.** Faculty will continue to be encouraged to attend local, in-state, and out-of-state conferences, and funding will be requested for these experiences. The $500 allotted for each full-time faculty member for professional development was utilized by many instructors. Instructors will continue to be encouraged to plan meaningful professional development activities utilizing allotted IAP funds. Continued professional development is a priority of the College and Department, so this goal and its objectives will remain the same for 2019-2020.**C.** Faculty will continue to be encouraged to submit proposals for presenting at conferences, as well as to lead in-house professional development meetings on campus.  |
| OBJ. 2: Continue to review Student Learning Outcomes and assessments for each course. | SLOs and assessments are routinely reviewed. Instructors meet to discuss changes, best practices, and implementation of instructional strategies based on assessment results.  | Instructors will continue to meet annually at the campus and college level to discuss the assessment results and determine how to best implement strategies and to review SLOs for each 3-year cycle.  |
| OBJ. 3: Offer training to English instructors wishing to teach ENR 098 and Corequisite ENG 101/ENG 099. (This goal is REVISED to include the Corequisite ENG 101/ENG 099.) | Instructors scheduled to teach ENR 098 and the corequisite ENG 101/ENG 099 courses received training on using the online component of the textbook. Instructors teaching these classes also met during the spring semester to discuss their experiences and share teaching practices. We continue to work to expand our offerings to benefit more students.  | The department, along with the Associate Dean of Developmental Education and the English departments at other campuses, continues to seek instructor development for more instructors to offer more sections of this course. An addition will be made to the objectives for Goal #1. The new objective will read*: OBJ. 3: Enhance the effectiveness of ENG 099 and ENR 098 courses by encouraging instructors to collaborate on best practices and methods for the course.* The department will also host two sessions, one in August and one in October for instructors to share experiences and methods they are using in their sections of ENG 099. |
| OBJ. 4: Continue to staff courses with qualified instructors. | No new full-time instructors were required. We continue to review applications for additional part-time instructors in Speech and English.  | One English instructor will be transferring to the Pell City campus in the fall of 2019. We will hire a temporary full-time English instructor to take her place for the fall semester and will then seek to hire a permanent replacement to start during Spring 2020. We will also continue to evaluate enrollment numbers to determine the need for hiring additional faculty.  |
| OBJ. 5: Maintain institutional memberships or subscriptions with professional organizations, such as ACETA, NCTE, MLA, NCA, and SWCA.  | The department subscribed to additional journals and publications, including *Teaching English in the Two-Year College, The Teaching Professor, and Academic Leader*. | These journal subscriptions are valuable to instructors for keeping current in pedagogy and trends in teaching English and Speech, and we hope to continue these subscriptions. |
| Goal 2: Provide academic, developmental, and support services to assist students in achieving their academic goals, as well as fostering intellectual inquiry and creative growth.  | OBJ 1: Maintain and expand the Writing Center on campus where students may get live, one-on-one help with written compositions from experienced tutors.   | The Writing Lab is now permanently located in the Allen Library as part of the Learning Success Center. We used two part-time tutors this year. One tutor created a video for instructors to play advertising their services and availability to help with writing assignments and tutoring.  | We will continue to work with the library staff to upgrade the physical space. We will also work with the director of the LSC to implement sign in procedures and more effective record keeping.  |
| OBJ. 2: Support student organizations (Sigma Kappa Delta, Sigma Chi Eta, and the Speech Team) with financial assistance for attendance at national conventions or other support.  | Financial assistance was provided on an as needed basis to the Sigma Kappa Delta chapter.   | The Department will continue its support and promotion of organizations, activities, and events that foster intellectual growth and social development.  |
| OBJ. 3: Continue financial support for the Red Mountain Reading Series, Wingspan, The Writer’s Roundtable, and the Concert and Lecture Series.  | The Jefferson Campus Communications Department, along with the Shelby Campus, continued to support the publication of Wingspan, supported Red Mountain Reading Series by helping with stipends for visiting writers/presenters, and assisted with Concert & Lecture Series events. | The Department will continue its support and promotion of organizations, activities, and events that foster intellectual growth and social development.  |
| OBJ. 4: Support the College’s aim of reaching students through targeted notifications by implementing personalized emails and use of apps to send text messages and specific communications regarding courses to students. | Several instructors utilized targeted notifications in traditional and online courses for students who scored poorly on early major assignments or who missed the assignments. These interventions included personal emails (instead of mass general emails), requesting face-to-face meetings during office hours, grade reports, and class announcements. Instructors were also assigned specific students to advise. These efforts also included timely emails offering assistance with choosing courses or information regarding upcoming campus dates. Instructors who made a conscience effort to include more targeted interventions received more responses and engagement from those students. Instructors also used the Remind app to offer students messages and encouragement through text. This actually worked well for students who had quick questions. Typically, not every student registered for Remind, so the overall effectiveness could not be determined. However, for those who used it, it was an effective tool.  | Because this goal is now deemed an essential duty of instructors, we will remove it from the list of department goals.  |
| OBJ. 5: Offer a welcoming environment for students in the department equipped with seating and study space, as well as attractive informational bulletin boards and books to read.  | Bulletin boards have been organized to include separate boards for Communications and Liberal Arts. Directional signs have been updated in BDH, and notices are posted outside of each classroom of the specific instructors, courses, and times the classroom is used. A faculty directory has also been posted and updated each semester.  | We have not made much progress on the central seating area in BDH, but we will continue to pursue this as an objective for Goal 2 during the next fiscal year. |
| Goal 3: Maintain classroom and office equipment and supplies to enhance the quality of instruction and improve student learning. | OBJ. 1: Enhance student learning and the quality of instruction offered to students through the use of up-to-date, appropriate equipment and technology. | After evaluating the condition of the current classroom technology, no additional purchases were made during this year.  | We will continue to evaluate instructors’ classroom needs for updated software and technology and seek purchase and training as necessary. This objective will be revised to focus on the classroom only. The new objective will read as follows: *OBJ. 1: Enhance student learning and the quality of instruction offered to students through using up-to-date, appropriate equipment, furniture, and technology in the classrooms.* Through this objective, we will focus on upgrading classroom computers, projectors, screens, and furniture (student desks, lecterns, screens, room darkening blinds, etc.) to create a more comfortable, modern, and enhanced learning environment in the classroom.  |
| OBJ. 2: Replace office and classroom computers and other technologic equipment as needed to ensure faculty continue to function as effective instructors.  | The last Communication Instructor will receive a new office ensemble.  | We will continue to evaluate instructors’ needs for updated software and technology and seek purchases and training as necessary. This objective will be revised to focus on faculty and staff office equipment. The new objective will read as follows: *OBJ 2:* *Replace faculty and staff computers, software, furniture, and other equipment as needed to ensure faculty continue to function as effective instructors.* |
| OBJ. 3: Encourage instructors to evaluate new technology and equipment by piloting projects in their courses.  | Although the pilot group for the ENG 099 corequisite course only had 7 students in two sections, the instructor felt that the program worked well for those students involved. In fact, the instructor indicated that those students were more successful on their writing assignments than many of the students who were not in the corequisite group. During the spring semester, the corequisite size increased to 12 students in 2 sections, and the instructor noted that the corequisite students performed much better in the ENG 101 course than those who had not been in the corequisite course. | Beginning Fall 2019, we will offer 5 total sections of ENG 099 and expand the number of instructors teaching the course. The sections will be spread throughout the day to encourage more students to take the course. The previous OBJ. 3: *Encourage instructors to evaluate new technology and equipment by piloting projects in their courses,* will become OBJ. 4.  |
| **Submission date: August 30, 2019** | **Submitted by: Communications Department, Jefferson Campus** |