**Instructional Unit – Program Review**

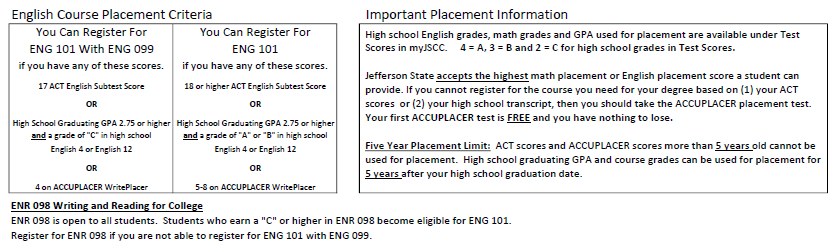
**Part 1: - Program Overview**

**Program Name: Transfer/General Studies—Communications**

**(ENG, SPH, MCM, RDG)**

**Program Mission and Description:** The mission of the Communications Department is to develop in students a desire for excellence in scholarship, an ability to communicate effectively, and an appreciation for the humanities. The department endorses the college’s Mission Statement and strives to uphold its commitment to learning.

The developmental education area of this department is dedicated to providing remedial English and reading courses that prepare students to succeed in freshmen-level courses. During this past 3-year period, the department has completely revamped its developmental education program with the assistance of the Dean of Developmental and Distance Education. The RDG 085 and ENG 093 classes have now been combined into one ENR 098 class format as the only developmental English class. Co-requisite classes have been paired with 101 level classes in the form of ENG 099 to help students placing just below 100-level course ability. Placement tests and placement criteria has undergone a large overhaul as well. New placement guidelines put into place beginning in Fall 2018 are shown below:



The department is also dedicated to providing transferable general education courses that prepare students to succeed in upper level programs of study and fulfill the general studies requirements for AS, AA, and AAS degrees. Subjects within this curriculum include composition, literature, mass communication, and speech. Students completing two-year degrees in one of the career programs must complete English 101. Students in university parallel programs must complete two composition courses and at least one literature course. These students complete a sequence in either literature or history. A variety of JSCC and transient students are able to complete literature sequences in American Literature, English Literature, and World Literature. Students earning a two-year degree must complete at least one course in oral or written communication. Many programs require a speech course in Area II. The Communications Department currently offers two courses in mass communications which are required for journalism and public relations majors. These courses are good options for Area V for communication studies majors as well. Due to low enrollment, we have been offering these courses at a central location, the Shelby-Hoover Campus, in the afternoon, which is a time that will allow students from any JSCC location who need these courses to build a schedule of classes and complete these courses at the Shelby Campus. MCM 100 is offered each fall, and MCM 102 is offered each spring. The department is currently developing online versions of these courses to better meet the needs of students at all locations. Theater Appreciation was moved to the Liberal Arts Department where Art Appreciation and Music Appreciation are housed. The Department Chairperson for Liberal Arts at the Shelby Campus is the instructor for many of the theater sections.

During the past 3 years, the department faculty members have continued to work together to review and revise the curriculum and approach for teaching composition to aligning with the four-year institutions to which our students transfer. English Composition I as a rhetoric and composition approach, and English 102 as an introduction to literature composition course, focusing on analysis of short fiction, poetry, and drama, as well as literary criticism, have allowed faculty to continue to offer rigorous classes that give students foundational skills in rhetoric, composition, and research. Both composition courses include research skills.

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

**2016-2017 Accomplishments:**

The Communications Department at all campuses came together to host the 2nd annual UWRITE day of professional development for full-time, part-time, and dual enrollment composition instructors.

Several English instructors attended the Birmingham Institute for Teaching Writing at UAB in August.

The College and the Communications Department continued to support the Red Mountain Reading Series, *Wingspan*, The Writers’ Round Table, the Concert and Lecture series, The Speech Team, English for Life, Sigma Kappa Delta, and Sigma Chi Eta.

SKD continued to support its Little Free Library program, encouraging reading through a free book exchange.

The Speech Team won a total of 39 awards during the 2016-2017 season. Students on the Speech Team performed in events related to Constitution Day, Veterans Appreciation Day, An Evening of Performance, Stepping Stones Conference, and Honoring Women Symposium.

Sigma Chi Eta gave new scholarships to four officers, participated in Get on Board Days and New Student Orientation, hosted a booth for Fall Festival, hosted a fundraiser for Priority Veteran, hosted a donation drive for the Love Food Pantry, and co-hosted the Improv Workshop with the Speech Team.

Faculty member Dr. Janice Ralya was elected to the Sigma Chi Eta Faculty Advisory Board at the National Communication Association Conference in Philadelphia, PA. Dr. Ralya served on two panel discussions related to Sigma Chi Eta at the NCA Convention.

Dr. Sharon DeVaney-Lovinguth served as Concert-Lecture Series Chair & SKD Co-sponsor and supported production of Constitution Day event.

SKD sponsors supported SKD participation in all Shelby Campus events such as Get on Board Day, SGA Fall Festival, and Trivia Night, and helped with production of SKD Pioneer Con. She also assisted in the production of “An Evening of Performance” to launch Wingspan and support JSCC Speech team and partnered with Black History Month Committee and SKD to produce Black History Trivia Night, produced SKD Disney Trivia event, participated in SKD New Member Induction Ceremony/Event, and planned/directed the SKD “Solve the Riddle” Event at Shelby.

Dr. Lovinguth was editor in chief and published *Wingspan 2016* and produced/directed Red Mountain Reading Series: Writer/playwright Melda Beaty from Chicago did a reading and writing workshop at Shelby; Romanian poet Alina Stefanescu did a reading and mini-writing workshop at Shelby; poet Jennifer Horne did a reading at Jefferson.

Sharon DeVaney-Lovinguth also served as judge for YLDP speeches, participated in the Desert Island Supply Co. Read-A-Thon to promote reading/literature in the communities we serve, and offered an E4L Research Skills session.

Faculty member Natalie Dudchock was awarded the Phi Theta Kappa Faculty Scholar Award for the Beta Lambda Chapter for 2017.

Faculty members Natalie Dudchock and Summer Aldrich continued to serve on the college’s Curriculum Committee.

Connie Caskey, Department Chair at the Shelby Campus, attended the SWCA Conference in Oxford, Mississippi.

Faculty member Dr. Sharon DeVaney-Lovinguth served as chair of the college’s Concert and Lecture Series.

Faculty member Summer Aldrich served on the college’s Social Committee.

Associate dean and faculty member Liesl Harris continued to serve as faculty advisor for her award-winning and internationally-recognized Phi Theta Kappa chapter.

Faculty member Brian Rockett served as SGA advisor and planned several activities, including a very successful fall festival.

Brian Rockett also served on the Faculty Senate Council to represent Communications /Liberal Arts.

Faculty member Dianna Hyde continued to serve as proclaimer at the college’s graduation ceremony annually.

Faculty member Brian Rockett chaired the Honors Convocation committee. Dianna Hyde, Liesl Harris, and Ginger Cooper also served on the committee.

Connie Caskey continued to serve on the college’s Distance Education Committee and worked with the Associate Dean of Distance and Developmental Education to coordinate course offerings and staff classes.

Dianna Hyde was nominated for Outstanding Faculty member.

Faculty and staff continued to provide a welcoming environment including a seating and study area on the 2nd floor of GSB for students taking classes in the department.

The department and student organizations maintained inviting bulletin boards on the second floor of GSB.

The Communications department piloted an integrated reading and writing course (ENR 094) during spring 2017.

Several instructors completed online training and participated in webinars for professional development.

A student survey was distributed in fall 2016, and department chairs submitted a proposal for a writing center during the spring. As a result, one-on-one tutoring for English/writing will be provided on campus beginning fall 2017.

Dr. Mary Kaiser and Sharon DeVaney-Lovinguth offered free English for Life seminars.

The department purchased a SMART Board at the Shelby-Hoover Campus, which is being used for classroom instruction by several instructors.

The department boasts many respected and popular instructors who are revered by their students.

Office computers were upgraded in some offices.

Faculty member Haley Kendrick served as the Jefferson Campus department’s representative on the Faculty Senate Executive Council.

Communications and English faculty met to discuss SLO assessments and revise student learning outcomes.

Faculty member Dianna Hyde served on the college’s Black History Committee as well as the Graduation Committee.

Kristin Henderson, department chair at the Jefferson Campus, attended the Alabama Master Teachers Experience.

Kristin Henderson and Marisa Jones participated in the inaugural Jefferson State Leadership Academy class.

SKD received the President’s Cup award from Jefferson State’s SGA, and was awarded Ivy Chapter status by Sigma Kappa Delta national organization.

SKD accepted 230 new members. Sigma Chi Eta inducted approximately the same number.

Beatrice Brown, SKD chapter member, won third place in the literary analysis category of the national writing competition.

SKD also conducted a book drive, collecting over 24 boxes of books for Alabama Prison Arts and Education Project.

SKD hosted 5 free movie events at Jefferson, Clanton, and Pell City campuses, and partnered with other organizations to host trivia events at all campuses.

Associate dean and faculty member Ashley Kitchens facilitated a “Women’s History Month” symposium with local and national speakers including Carrie Willoughby, two-time Paralympian; Barbara Bowers Brewi, local female pastor; and SafeHouse representatives.

Associate dean and faculty member Ashley Kitchens and faculty member Jamie King facilitated Vertical Teaming Initiative professional development with K12 instructors in Chilton County.

Associate dean and faculty member Ashley Kitchens presented at the November ACCA Conference “Gaming in the Literature Classroom and Beyond”

Associate dean and faculty member Ashley Kitchens attended the Alabama-Finland Education Policy Summit at UAB in October.

Faculty member Jamie King attended SKD national convention March 29-April 2.

Associate dean and faculty member Ashley Kitchens attended the SACS-COC conference in December.

Faculty member Jacob Melvin published the nonfiction essay, “Maybe She Was,” in The Bitter Southerner in 2017.

**2017-2018 Accomplishments**

The Communications Division (all 4 campuses and dual enrollment instructors) came together for our 3rd annual UWRITE Conference at JSCC Shelby on June 22, 2018. Here, we had a guest speaker keynote address on Teaching Reading and Writing to ESL Students. Several instructors presented during breakout sessions at this conference.   
  
The Department welcomed three new full-time English instructors (two replacements; 1 new position).   
  
The Shelby and Jefferson Communication Department Chairs attended the College Readiness Task Force State-Wide Professional Development at Southern Union Community College in Opelika, AL, on June 25, 2018.   
  
JSCC Shelby Communications was able to host an Integrated Reading and Writing Workshop for JSCC instructors and colleagues around the state on July 20th with guest presenter Lisa Hoeffner, an IRW instructor from Texas and author of *Common Ground*.   
  
Instructors from the department attended a lunch session on advising presented by UA on August 30, 2017.

Several instructors from the department attended the Birmingham Institute for Teaching Writing one-day conference at UAB on August 25, 2017.   
  
The Department Chair, along with others from the college, attended a state-wide Open Educational Resources Workshop at AUM on March 2, 2018.

Instructors attended Tegrity Training for Blackboard.  
  
Faculty member Alex Lewis used the Elmo cam in ENG 101 and 102 courses to model appropriate techniques for annotating texts and to present example essays to help students better understand assignments. Other instructors also utilized the Elmo for classroom instruction to demonstrate scansion and editing techniques.  
  
Associate Dean and English faculty member Liesl Harris won a PTK Marshall Award and travelled to Israel to study. Her PTK chapter also won best in state and came in third internationally out of 1,300 chapters.   
  
Communications Department Chairs from Shelby and Jefferson Campuses and the Associate Dean of Distance Education and Developmental Education met with UAB’s Writing Program Director on April 27, 2018, to discuss approaches for the “Supported 101” model with ENG 099.   
  
Faculty member Brian Rockett served as SGA advisor. He and his SGA students hosted or served at several successful events, including Pioneer Day, New Student Orientations, Preview Days, and movie night.

As SGA Advisor, faculty member Brian Rockett helped grow the SGA Executive Council to include senators from each campus.   
  
Brian Rockett also served on the Faculty Senate Council to represent Communications and Liberal Arts.

Faculty member Brian Rockett chaired the Honors Convocation Committee. Dianna Hyde, Liesl Harris, and Ginger Cooper also served on the committee.

Faculty member Janice Ralya served on the college’s Library Committee.  
  
Under the direction of Dr. Janice Ralya, the Speech Team won a total of 32 awards during the 2017-2018 season. The team added IPDA Debate to their list of events.   
  
Students on the Speech Team also performed a readers theatre for the Welcome Back Breakfasts, helped host Constitution Day, performed a readers theatre for Veterans Appreciation Day, and performed at An Evening of Performance.   
  
Dr. Janice Ralya served as faculty advisor for Sigma Chi Eta. Sigma Chi Eta gave scholarships to four officers, participated in Get on Board Days and New Student Orientation, hosted the SPH 106 Informative Speakoff and National Day of Unplugging event, and sponsored a fundraiser for Kitty Kat Haven.   
  
The Shelby Campus Communications Department, along with the Jefferson 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.   
  
Faculty member Dianna Hyde received an award for bringing the Eta Epsilon Chapter of Sigma Kappa Delta to Ivy Chapter status.   
 As Sigma Kappa Delta sponsor, Dianna Hyde attended SKD National Conference in Cincinnati.   
  
Dianna Hyde was once again an Outstanding Faculty nominee.

The Communications Department Chairs worked closely with Associate Deans to attend professional development and plan, propose, and implement support services and new courses (ENR 098 and ENG 099) for developmental English.   
  
Faculty member Natalie Dudchock attended a national symposium “Teaching Basic Speech Courses” and participated in focus group for Basic Public Speaking course instructors  
  
Natalie Dudchock continued to serve on the College’s Curriculum Committee.

The Communications Department continued to support the Red Mountain Reading Series, *Wingspan*, The Writer’s Round Table, the Concert and Lecture Series, Sigma Kappa Delta, and Sigma Chi Eta.   
  
The Red Mountain Reading Series explored the theme “Writers Next Door,” and hosted 200 audience members for presentations by journalist Katherine Webb-Hehn, blogger and educator Javacia Harris Bowser, and poet Gary Dop.   
  
The Red Mountain Reading Series received a grant from the Alabama Humanities Foundation.   
  
*Wingspan*, the literary and arts magazine expanded in numbers of contributors and number of pages. There were 56 contributors and a total of 70 pages in the magazine.   
  
Sigma Kappa Delta and Sigma Chi Eta supported the college’s recruitment efforts at Find Your Place Day and NSO.   
  
SKD hosted Pioneer Con, the free day-long event which consisted of 10 sessions organized around a keynote presentation by illustrator and children’s book author Brian Parker. Attendance was around 150.   
  
Faculty member Haley Kendrick served as the Vice-Chair on the Faculty Senate Executive Council.   
  
Faculty member Dianna Hyde served on the college’s Black History Committee as well as the Graduation Committee.  
  
The Writing Lab was established at Shelby and Jefferson Campuses with two tutors at each campus  
  
English instructors attended several Integrated Reading and Writing workshops.   
  
Instructors attended the state-wide ACCA conference in November.   
  
SKD sponsors also attended the organization’s national conference.   
  
The Jefferson Campus Department Chair partnered with a colleague to present on the Alabama Master Teacher’s Experience during fall professional development days.   
  
Faculty in Communications partnered with faculty in Liberal Arts to complete a Peer Teaching Across the Curriculum department project.   
  
The Department hosted a presentation by Barbara Goss on the myriad resources offered by the library, including tutorials, quizzes, Films on Demand, open educational resources, and course or instructor-specific resources and research guides.   
  
Progress was made in creating a more welcoming environment for students in the central area of BDH through the removal of an old trophy case.

English instructors from the all campuses participated in roundtable discussions of the ENR course, as well as best practices and grading practices.

Associate dean and faculty member Ashley Kitchens attended the following educational enrichment opportunities: Margaret Atwood at the Bama Theater in November 2017, Gary Dop Writing Workshop in April 2018, and Birmingham Holocaust Education Seminar in May 2018.   
  
Associate dean and faculty member Ashley Kitchens co-facilitated campus museums in November 2017 (War Museum) and April 2018 (Visual Culture).   
  
Associate dean and faculty member Ashley Kitchens and faculty member Jamie King facilitated second year of Vertical Teaming Initiative with Chilton County K12 instructors.   
  
Associate dean and faculty member Ashley Kitchens presented on the advancements of OER at Athens State, Auburn University at Montgomery, and UAB.   
  
Associate dean and faculty member Ashley Kitchens hosted Fulbright Scholar Dr. Fahrong Zhu.   
  
Faculty member Jamie King and Associate dean and faculty member Ashley Kitchens attended and took students to present at annual ACETA conference in February at Troy University.

Faculty member Jacob Melvin was a member of the Faculty Evaluation Committee from 2016-2017 and 2017-2018.

Faculty member Eugene Cuevas served on the college’s Dual Enrollment Committee.

Department Chair and faculty member Connie Caskey served on the college’s Distance Education Committee.

Faculty member Jacob Melvin was a member of the Student Evaluation Committee.

Faculty member Jacob Melvin was a member of the Faculty Senate.

Faculty member Jacob Melvin was a member of the Who’s Who committee.

Faculty Member Jacob Melvin was a member of the Learning Resource Committee.

Faculty member Jacob Melvin presented at JSCC’s Gaming in the Classroom.

Faculty member Jacob Melvin was featured as a Storyteller for NPR and WBHM’s Arc Stories in 2018.

Faculty member Jacob Melvin was featured as a Storyteller for CEPA’s Tastes and Tales in 2018

Faculty member Jacob Melvin was a JSCC U.W.R.I.T.E. Presenter in 2018.

Faculty member Jacob Melvin published the short story, “Heartbeat,” in Montana Mouthful magazine in 2018.

**2018-2019 Accomplishments:**   
  
The JSCC Communications Departments at all campuses together hosted our 4th annual UWRITE Conference for composition instructors in June where Dr. Chris Minnix, Associate Professor and Director of Freshman English at UAB, presented the keynote address.

Faculty member Dianna Hyde served on the college’s Black History Committee as well as the Graduation Committee.  
  
The Department held ENR 098 and ENG 099 roundtable discussions in November.   
  
The Communications Department at the Shelby-Hoover Campus welcomed a new office manager after Ginger Cooper accepted a position as Executive Secretary to the Associate Dean of Transfer/General Studies at the Jefferson Campus.   
  
Faculty member Dr. Mary Kaiser published a poem, "Baba Yaga, Detroit," in the *Fairy Tale Review*, Pink Issue, April 2019, and will be giving a reading of that poem and others at the University of Southern Mississippi on October 19, 2019.

Department faculty attended ACCS professional development in Montgomery in April 2019.   
  
Faculty member Eugene Cuevas attended the Savannah Book Festival.

Eugene Cuevas was selected for the Institutional Leadership Academy.

Faculty member Natalie Dudchock completed BETA testing for a digital speech submission product, advised and supported faculty (full- and part-time) with new digital technology for SPH 106, and scheduled training sessions for faculty (full-and part-time) with digital technology.

Several instructors in the department attended the annual Birmingham Institute for Teaching Writing Conference at UAB in August.   
  
Department Chair and faculty member Connie Caskey volunteered as faculty advisor for the Zeta Chapter of Sigma Chi Eta Communication Honor Society. Sigma Chi Eta members participated in Pioneer Day, Pioneer Con, Constitution Day, Birmingham Reads, Big Brothers Big Sisters, Get on Board Days, and New Student Orientation.

Faculty member Janice Ralya served on the college’s Library Committee.  
  
Sigma Chi Eta faculty advisor Connie Caskey attended the Alabama Communication Association Conference at the University of Montevallo with Chapter Officers in July.

Sigma Kappa Delta faculty sponsor Dianna Hyde attended the SKD National Conference with Chapter Officers in St. Louis in March.   
  
Institutional memberships in professional organizations were renewed.

The department provided writing tutors at each campus.   
  
The department chairs toured writing centers/tutoring facilities on other college campuses while attending conferences and workshops at various institutions.   
  
The department continues to offer opportunities for enrichment and intellectual growth on campus, primarily through the student organizations we sponsor.   
  
SKD hosted, and faculty and students assisted with PioneerCon in October.

SKD also assisted with *Wingspan*, the Red Mountain Reading Series, and Writer’s Roundtable.   
  
Several groups of faculty, staff, and students, including SKD and SXE, participated in Pioneer Day homecoming activities in September.   
  
Sigma Chi Eta resurrected JSCC’s student newspaper, *The Pioneer*, publishing JSCC news 4 times per year.   
  
While the department did not offer E4L workshops this year, mostly due to low attendance in previous years, Sigma Chi Eta did offer editing and newswriting workshops as well as a Career Day and movie night with film study.   
  
Faculty member Dianna Hyde served as faculty advisor for the Eta Epsilon Chapter of the Sigma Kappa Delta English Honor Society.   
  
Sigma Kappa Delta continued to maintain the Little Free Library.  
  
Bulletin boards were updated periodically for aesthetics and to provide timely information of events.

Dr. Janice Ralya and the Jefferson State Speech Team added IPDA debate to their list of events for the 2018-2019 season. After participating in a debate workshop at Lee College in August of 2018 , the team won 40 awards in both debate and individual events at tournaments hosted by Middle Tennessee State University, University of West Florida, Mississippi College, Louisiana Tech and Bossier Parish Community College. The team was honored to be able to travel to compete in the International Forensics Association tournament in Berlin, Germany this March. Competing with two dozen colleges and universities, all 3 team members who attended brought home awards. Season-long rankings place the Jeff State Speech Team as 5th in overall points out of 32 community college IPDA debate programs.   
  
In addition to tournament competition, the Speech Team performed for the Alabama College Presidents Association Conference at Ross Bridge, hosted Constitution Day and An Evening of Performance, taught a debate workshop at the Birmingham Peace Summit and hosted a Debate Showcase recruiting event.   
  
With the leadership of faculty member Brian Rockett, SGA students hosted the college's first formal in over 40 years and served at several other successful events, including Pioneer Day, New Student Orientations, Preview Days, and a Youth Peace Summit.   
  
Faculty member Brian Rockett chaired and other department members assisted with the Honors Convocation event.   
  
Department faculty advised students during Preview Days and New Student Orientations as well as in their offices.   
  
Associate Dean and faculty member Dr. Liesl Ward Harris continued to serve as faculty advisor for the Beta Lambda Delta Chapter of Phi Theta Kappa.   
  
The Beta Lambda Delta Chapter of PTK won Most Distinguished in Alabama for the third consecutive year.   
  
Dr. Liesl Harris was named Alabama Regional Coordinator for PTK and had an article on returning-adult students published in *Community College Daily*.

The department piloted ENR 098 and ENG 099 with ENG 101 co-requisite model, and continues to work toward improving these courses.   
  
Many instructors have utilized the SMART Board and Elmo Cam for classroom instruction.   
  
Instructors are utilizing more components of Blackboard and Tegrity into their online, hybrid, traditional, and videoconferenced dual enrollment classes.   
  
Instructors have utilized McGraw-Hill’s Connect technology in the ENR 098 and SPH 106 courses and several instructors have also mentioned trying out “virtual classrooms” using Skype, Collaborate, and Zoom technologies.   
  
Dianna Hyde, Jamie King, Jacob Melvin, and Haley Kendrick were recognized as an Outstanding Faculty nominees.   
  
Brian Rockett served on the Faculty Senate Council to represent Communications /Liberal Arts.   
  
Several English faculty members attended the ALADE fall conference focusing on the new ENR 098 course which replaced the ENR 094 course as well as the co-requisite model with 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.   
  
The Communications Department continued to support the Red Mountain Reading Series, *Wingspan*, The Writer’s Round Table, the Concert and Lecture Series, Sigma Kappa Delta, and Sigma Chi Eta.   
  
The Red Mountain Reading Series explored “Through Books and Beyond” and hosted 175 audience members for jazz trumpeter Daniel “Jose” Carr, sketch comic David Edward Perry, and novelist Max Everhart.   
  
The Red Mountain Reading Series received a grant from the Alabama Humanities Foundation.

*Wingspan*, the literary and arts magazine expanded again in numbers of contributors and number of pages. There were 115 contributors and a total of 112 pages in the magazine. *Wingspan* also implemented an online submission process.   
  
SKD hosted third annual Pioneer Con with 14 sessions and a keynote address by novelist Phoebe North. Attendance was approximately 180.   
  
SKD won the nationally judged Chapter Activity Award for Pioneer Con.   
  
Faculty member Haley Kendrick served as the Vice-Chair on the Faculty Senate Executive Council.   
  
SKD maintained Little Free Libraries at each campus.

The department hosted a Faculty Book Club where instructors read and discussed Ken Bain’s *What the Best College Teachers Do*.   
  
The Department Chair from the Jefferson Campus attended the ACCSHRMA Diversity Conference.   
  
The Department Chair at the Jefferson Campus was named to a 3-year term as Vice-Chair of the AGSC Area I and II Committee.   
  
The SKD sponsors attended the organization’s national conference.   
  
Speech instructors attended a conference on Teaching Speech sponsored by McGraw-Hill.   
  
Instructors attended the ACCS professional development day.   
  
Three instructors were selected to participate in the ACCS Instructional Leadership Academy.

The Jefferson Campus Communications Department Chair served as a member of the College Readiness Task Force and Implementation Team.   
  
The department subscribed to additional journals and publications, including *Teaching English in the Two-Year College, The Teaching Professor, and Academic Leader*.   
  
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.   
  
Bulletin boards have been organized to include separate boards for Communications and Liberal Arts at the Jefferson Campus. 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.   
  
Associate dean and faculty member Ashley Kitchens was awarded a grant in conjunction with Alabama A&M for the ACHE/ACCS Open Educational Resources grant, and worked with the university as they developed their OER use in ENG 101 classes.

Associate dean and faculty member Ashley Kitchens was voted to the ACETA board as Executive Secretary for a term of 6 years.   
  
Associate dean and faculty member Ashley Kitchens collaborated with history faculty to create campus museums in November 2018 (Native American Culture) and March 2018 (Holocaust Museum).   
  
Faculty member Jamie King and Associate dean and faculty member Ashley Kitchens attended the annual ACETA Conference and mentored two students to present at the two-day conference; Ashley Kitchens won an award for her pedagogical essay.   
  
Associate dean and faculty member Ashley Kitchens created a new online format for the humanities Classic Movie class.   
  
Faculty member Jamie King attended the Master Teacher Training in July 2018.   
  
 Faculty member Jamie King was nominated as Two-Year Faculty Member-at-Large for ACETA.

Faculty member Jacob Melvin became the SKD English Honors Society Lead Sponsor in 2019.

Faculty member Jacob Melvin received the JSCC Outstanding Faculty Member award for 2018-2019.

Faculty member Jacob Melvin was an ACCS Instructional Leadership Academy Cohort in 2018-2019.

Faculty member Jacob Melvin was a member of the U.W.R.I.T.E. Committee in 2018-2019.

Faculty member Jacob Melvin was featured as a Storyteller for the StoryCorps’s national program in 2019.

Faculty member Jacob Melvin was a finalist for the Pushcart Prize (Fiction, “Heartbeat”) in 2019.

Faculty member Jacob Melvin published the nonfiction essay, “Scar” through Crack the Spine Press in 2019.

David McKinney Instructional Leadership Academy (Alabama Community College System)

David McKinney served as Chair of Retention/Sophmore&Graduate Commitee Clanton Campus

David McKinney was Advisor for the Distinguished Collegiate Young Men & Women's Club

David McKinney was a Dissertation Student in the Instructional Technology Program at the University of Alabama

David McKinney served on the Postsecondary board of AEA the State board of AEA

**Program Admission and Awards:** The admission process for students entering a university parallel program is the same as for admission to the College. The Communications Department offers courses to help meet requirements in Area I: Written Communication, Area II: Humanities and Fine Arts, and Area IV: History, Social and Behavioral Sciences, as well as Area V.

For CTE students, admission to the college does not guarantee admission to the intended CTE program. Students are required to meet certain standards for admission. These standards include making up any background deficiencies and satisfying pre-entry program requirements. Courses in composition and courses in oral communication are commonly required for most programs, though the number of required credit hours varies by program. Examples of CTE programs that require courses from areas covered by Communications include Accounting, Business Management, Child Development, Computer Information Systems Technology, Construction and Building Science, Criminal Justice/Law Enforcement, EMS/Paramedic, Fire Science, Funeral Service Education, Hospitality Management/Culinary, Manufacturing and Technology, Medical Laboratory Technology, Nursing Education, Office Administration Technology, Physical Therapist Assistant, Radiologic Technology, and Veterinary Technology.

**Program Demographics:**

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Breakdown by Subject Area for period of 2016-2017** | | | | | |  |  |  |  |  |  |
|  | Total | Male | Female | 18-25 | 26-40 | | 41+ | African-American | Asian | Caucasian | Hispanic |
| ENG | 5675 | 2372 | 3303 | 4427 | 1026 | | 222 | 1117 | 168 | 3851 | 294 |
| MCM | 22 | 11 | 11 | 13 | 8 | | 1 | 4 | 1 | 14 | 1 |
| RDG | 322 | 124 | 198 | 256 | 49 | | 17 | 151 | 15 | 118 | 26 |
| SPH | 2514 | 1000 | 1514 | 1830 | 566 | | 118 | 590 | 70 | 1614 | 145 |
| THR | 261 | 96 | 165 | 190 | 56 | | 15 | 60 | 7 | 170 | 7 |
| Total | 8794 | 3603 | 5191 | 6716 | 1705 | | 373 | 1922 | 261 | 5767 | 473 |

**Breakdown by Subject Area for period of 2017-2018**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | Total | Male | Female | 18-25 | 26-40 | 41+ | African-American | Asian | Caucasian | Hispanic |
| ENG | 5757 | 2317 | 3440 | 4696 | 855 | 184 | 1172 | 144 | 3821 | 341 |
| MCM | 36 | 19 | 17 | 28 | 6 | 2 | 14 | 1 | 20 | 0 |
| RDG | 196 | 83 | 113 | 168 | 22 | 6 | 86 | 9 | 76 | 15 |
| SPH | 2590 | 1047 | 1543 | 1961 | 492 | 127 | 598 | 59 | 1644 | 166 |
| THR | 322 | 97 | 225 | 232 | 73 | 17 | 82 | 5 | 203 | 15 |
| Total | 8901 | 3563 | 5338 | 7085 | 1448 | 336 | 1952 | 218 | 5764 | 537 |

**Breakdown by Subject Area for period of 2018-2019**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | Total | Male | Female | 18-25 | 26-40 | 41+ | African-American | Asian | Caucasian | Hispanic |
| ENG | 5396 | 2226 | 3168 | 4238 | 663 | 150 | 1023 | 138 | 3715 | 327 |
| MCM | 31 | 14 | 17 | 27 | 4 | 0 | 9 | 1 | 18 | 2 |
| SPH | 2613 | 994 | 1618 | 1965 | 420 | 92 | 557 | 59 | 1737 | 171 |
| THR | 444 | 175 | 269 | 361 | 60 | 20 | 130 | 9 | 268 | 19 |
| RDG |  |  |  |  |  |  |  |  |  |  |
| Total | 8484 | 3409 | 5072 | 6591 | 1147 | 262 | 1719 | 207 | 5738 | 519 |

**Reflections/Implications:** Analysis of the data above demonstrates the following relating to the Communications Department:

* The largest number of students were enrolled in English courses, which is expected since English courses are required in Area I as well as Area II, and many students must complete remedial English courses.
* Females outnumber males in all department subjects except the one-year total 2017-2018 in mass communications.
* The largest student demographic falls between the ages of 18-25.
* All of these implications were very similar to the last three-year cycle of data.

**Enrollment Data -- College**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| 2016-2017 | Total Enrollment | Number of Sections | CHP | FT Faculty % | PT Faculty % |
| ENG | 7976 | 373 | 23928 | 49.5 | 50.5 |
| MCM | 24 | 2 | 72 | 0 | 100 |
| SPH | 2623 | 135 | 7869 | 76.5 | 23.5 |
| THR | 265 | 9 | 795 | 79.2 | 20.8 |
| RDG | 335 | 18 | 1005 | 0 | 100 |
| TOTAL | 11223 | 537 | 33669 | 41.04 | 58.96 |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| 2017-2018 | Total Enrollment | Number of Sections | CHP | FT Faculty % | PT Faculty % |
| ENG | 8116 | 378 | 24348 | 53.2 | 46.8 |
| MCM | 47 | 2 | 141 | 0 | 100 |
| SPH | 2709 | 137 | 8127 | 76.5 | 23.5 |
| THR | 328 | 12 | 984 | 68.3 | 31.7 |
| RDG | 202 | 13 | 606 | 0 | 100 |
| TOTAL | 11402 | 542 | 34206 | 39.6 | 60.4 |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| 2018-2019 | Total Enrollment | Number of Sections | CHP | FT Faculty % | PT Faculty % |
| ENG | 7669 | 382 | 22801 | 55.9 | 44.1 |
| MCM | 37 | 2 | 111 | 0 | 100 |
| SPH | 2723 | 138 | 8169 | 78 | 22 |
| THR | 453 | 14 | 1359 | 47.9 | 52.1 |
| TOTAL | 10882 | 536 | 32440 | 45.45 | 54.55 |

**Summary of 3 Year Totals -- College**

|  |  |  |  |
| --- | --- | --- | --- |
|  | Total Enrollment | Number of Sections | CHP |
| 2016-2017 | 11223 | 537 | 33669 |
| 2017-2018 | 11402 | 542 | 34206 |
| 2018-2019 | 10882 | 536 | 32440 |

**Reflections/Implications:** Analysis of the data shows a back-and-forth movement in total enrollment with a slight decrease in number of sections and CHP for the college since 2016-2017. The bulk of Communications enrollment is generated by English and speech. Communications Department Course offerings remained steady while overall enrollment numbers increased gradually, resulting in an increase in credit hour production. For English classes, credit hour production increased during the middle of the three-year cycle, but overall has decreased at the end of this reporting cycle. An increase in credit hour production was observed for speech each year of the cycle. Fulltime/part-time ratios have remained near or above 50% for fulltime in the department; for each year of the assessment period except ENG for 2016-17 and THR for 2018-19, full-time ratios were above 50%. Dual enrollment did not have as many fulltime JSCC instructors because often the high school supplies a fulltime teacher who meets all qualifications to teach the college course. Courses offered in Communications are open to all students; however, students enrolling in forensics workshops must audition for admission. Enrollment in mass communications has remained steady but very low; the department will examine attempts to increase enrollment. Enrollment in theater appreciation has increased tremendously and has seen the need to add faculty; the theater club has also been revitalized and JSCC has begun producing plays, so the department is enjoying an increased interest in this field.

**Enrollment Data – By Campus**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Clanton 2016-2017 | Total Enrollment | Number of Sections | CHP | FT Faculty % | PT Faculty % |
|  |
| ENG | 593 | 28 | 1779 | 57.7 | 42.3 |
| MCM |  |  |  |  |  |
| SPH | 223 | 11 | 669 | 100 | 0 |
| THR |  |  |  |  |  |
| RDG | 25 | 1 | 75 | 0 | 100 |
| TOTAL | 841 | 40 | 2523 |  |  |
|  |  |  |  |  |  |
| Clanton 2017-2018 | Total Enrollment | Number of Sections | CHP | FT Faculty % | PT Faculty % |
|  |
| ENG | 636 | 30 | 1908 | 68.4 | 31.6 |
| MCM |  |  |  |  |  |
| SPH | 262 | 13 | 786 | 81.3 | 18.7 |
| THR |  |  |  |  |  |
| RDG | 38 | 2 | 114 | 0 | 100 |
| TOTAL | 936 | 45 | 2808 |  |  |
|  |  |  |  |  |  |
| Clanton 2018-2019 | Total Enrollment | Number of Sections | CHP | FT Faculty % | PT Faculty % |
|  |
| ENG | 702 | 37 | 2046 | 60.5 | 39.5 |
| MCM |  |  |  |  |  |
| SPH | 319 | 17 | 957 | 85.3 | 14.7 |
| THR |  |  |  |  |  |
| RDG |  |  |  |  |  |
| TOTAL | 1021 | 54 | 3003 |  |  |
|  |  |  |  |  |  |
| Jefferson 2016-2017 | Total Enrollment | Number of Sections | CHP | FT Faculty % | PT Faculty % |
|  |
| ENG | 1889 | 90 | 5667 | 63.3 | 36.7 |
| MCM |  |  |  |  |  |
| SPH | 548 | 27 | 1644 | 73.7 | 26.3 |
| THR | 87 | 3 | 261 | 100 | 0 |
| RDG | 157 | 9 | 471 | 0 | 100 |
| TOTAL | 2681 | 129 | 8043 |  |  |
|  |  |  |  |  |  |
| Jefferson 2017-2018 | Total Enrollment | Number of Sections | CHP | FT Faculty % | PT Faculty % |
|  |
| ENG | 1809 | 85 | 5427 | 63 | 37 |
| MCM |  |  |  |  |  |
| SPH | 501 | 23 | 1503 | 87 | 13 |
| THR | 97 | 3 | 291 | 100 | 0 |
| RDG | 95 | 6 | 285 | 0 | 100 |
| TOTAL | 2502 | 117 | 7506 |  |  |
|  |  |  |  |  |  |
| Jefferson 2018-2019 | Total Enrollment | Number of Sections | CHP | FT Faculty % | PT Faculty % |
|  |
| ENG | 1617 | 81 | 4805 | 68.9 | 31.1 |
| MCM |  |  |  |  |  |
| SPH | 449 | 21 | 1347 | 94.7 | 5.3 |
| THR | 153 | 5 | 459 | 69.9 | 30.1 |
| RDG |  |  |  |  |  |
| TOTAL | 2219 | 107 | 6611 |  |  |
|  |  |  |  |  |  |
| Shelby 2016-2017 | Total Enrollment | Number of Sections | CHP | FT Faculty % | PT Faculty % |
|  |
| ENG | 3862 | 164 | 11586 | 46.8 | 53.2 |
| MCM | 24 | 2 | 72 | 0 | 100 |
| SPH | 1557 | 79 | 4671 | 69.7 | 30.3 |
| THR | 148 | 4 | 444 | 83.1 | 16.9 |
| RDG | 135 | 7 | 405 | 0 | 100 |
| TOTAL | 5726 | 256 | 17178 |  |  |
|  |  |  |  |  |  |
| Shelby 2017-2018 | Total Enrollment | Number of Sections | CHP | FT Faculty % | PT Faculty % |
|  |
| ENG | 3774 | 156 | 11322 | 58 | 42 |
| MCM | 47 | 2 | 141 | 0 | 100 |
| SPH | 1635 | 82 | 4905 | 69.5 | 30.5 |
| THR | 166 | 5 | 498 | 76.5 | 23.5 |
| RDG | 59 | 4 | 177 | 0 | 100 |
| TOTAL | 5681 | 249 | 17043 |  |  |
|  |  |  |  |  |  |
| Shelby 2018-2019 | Total Enrollment | Number of Sections | CHP | FT Faculty % | PT Faculty % |
|  |
| ENG | 3373 | 148 | 10037 | 67 | 33 |
| MCM | 37 | 2 | 11 | 0 | 100 |
| SPH | 1619 | 81 | 4857 | 70.2 | 29.8 |
| THR | 211 | 7 | 633 | 52.1 | 47.9 |
| RDG |  |  |  |  |  |
| TOTAL | 5240 | 238 | 15538 |  |  |
|  |  |  |  |  |  |
| St. Clair-Pell City 2016-2017 | Total Enrollment | Number of Sections | CHP | FT Faculty % | PT Faculty % |
|  |
| ENG | 557 | 30 | 1671 | 69.5 | 30.5 |
| MCM |  |  |  |  |  |
| SPH | 147 | 8 | 441 | 100 | 0 |
| THR | 30 | 2 | 90 | 0 | 100 |
| RDG | 18 | 1 | 54 | 0 | 100 |
| TOTAL | 752 | 41 | 2256 |  |  |
|  |  |  |  |  |  |
| St. Clair-Pell City 2017-2018 | Total Enrollment | Number of Sections | CHP | FT Faculty % | PT Faculty % |
|  |
| ENG | 550 | 30 | 1650 | 65.3 | 34.7 |
| MCM |  |  |  |  |  |
| SPH | 176 | 9 | 528 | 100 | 0 |
| THR | 65 | 4 | 195 | 0 | 100 |
| RDG | 10 | 1 | 30 | 0 | 100 |
| TOTAL | 801 | 44 | 2403 |  |  |
|  |  |  |  |  |  |
| St. Clair-Pell City 2018-2019 | Total Enrollment | Number of Sections | CHP | FT Faculty % | PT Faculty % |
|  |
| ENG | 508 | 29 | 1506 | 66.9 | 33.1 |
| MCM |  |  |  |  |  |
| SPH | 184 | 10 | 552 | 100 | 0 |
| THR | 89 | 2 | 267 | 0 | 100 |
| RDG |  |  |  |  |  |
| TOTAL | 781 | 41 | 2325 |  |  |
|  |  |  |  |  |  |
| Dual Enrollment 2016-2017 | Total Enrollment | Number of Sections | CHP | FT Faculty % | PT Faculty % |
|  |
| ENG | 1075 | 61 | 3225 | 20 | 80 |
| MCM |  |  |  |  |  |
| SPH | 148 | 10 | 444 | 100 | 0 |
| THR |  |  |  |  |  |
| TOTAL | 1223 | 71 | 3669 |  |  |
|  |  |  |  |  |  |
| Dual Enrollment 2017-2018 | Total Enrollment | Number of Sections | CHP | FT Faculty % | PT Faculty % |
|  |
| ENG | 1347 | 77 | 4041 | 14.7 | 85.3 |
| MCM |  |  |  |  |  |
| SPH | 135 | 10 | 405 | 81.5 | 18.5 |
| THR |  |  |  |  |  |
| TOTAL | 1482 | 87 | 4446 |  |  |
|  |  |  |  |  |  |
| Dual Enrollment 2018-2019 | Total Enrollment | Number of Sections | CHP | FT Faculty % | PT Faculty % |
|  |
| ENG | 1469 | 87 | 4407 | 10.6 | 89.4 |
| MCM |  |  |  |  |  |
| SPH | 152 | 9 | 456 | 69.7 | 30.3 |
| THR |  |  |  |  |  |
| TOTAL | 1621 | 96 | 4863 |  |  |

**Mode of Delivery:** Courses in the Communications Department are offered in the following modes of delivery: traditional lecture, web-supported, hybrid, and Internet. English and speech courses are offered at all JSCC locations and online. Several sections of English composition and speech are also offered at area high schools through the dual enrollment program. An increased desire for theater classes and a resurgence of the Spotlight Drama club has driven the need for more on-campus theater classes now offered at the Shelby, Jefferson, and Pell City campuses, with additional online sections for students not able to attend one of those campuses. The decision was made in 2017 to move theater to the Liberal Arts Department where Music Appreciation and Art Appreciation are housed. The Liberal Arts Department Chair at the Shelby-Hoover Campus teaches theater courses. Courses in mass communications are offered at one central location (Shelby-Hoover Campus). Due to low enrollment in these courses but the need to offer MCM 100 and MCM 102 for Journalism, Public Relations, and Communications majors, the department is examining the feasibility of developing online versions of these courses to better meet the needs of students at all JSCC locations. The department adds classes as necessary for accommodating enrollment and demand. The continued growth of the Clanton and Pell City campuses has directly impacted the number and modes of courses offered. As the demand for online courses rises, the Communications Department continues to work with the Distance Education Department to meet this need. Sustained growth illustrates a need for continued staffing with qualified instructors who are comfortable teaching in an online course environment. As the Dual Enrollment Program continues to grow, courses are added on campus, online, and at area high schools to accommodate these students.  The growth of Dual Enrollment classes illustrates a continued need in both English and speech for qualified instructors.

**Program/Department Goals:**

The Transfer/General Studies Division is responsible for a diverse program of study that exposes students to a variety of disciplines. Within the division, the Business/Information Systems, Communications and Liberal Arts Division, and Mathematics/Engineering/ Sciences Division offer high-quality courses that develop the characteristics, knowledge and skills identified in the college’s statement of purpose and general education outcomes. The division ensures that courses meet the expectations of the Alabama Community College System, the Alabama General Studies Committee and all related accrediting agencies, and increases access to educational opportunities by offering courses in a variety of formats.

Division Outcomes

• Provide transferable general education courses that prepare students to succeed in upper level programs of study.

• Provide transferable general education courses that fulfill the general studies requirements of the college’s Associate in Science, Associate in   
 Arts and Associate in Applied Science degrees.

• Provide developmental mathematics and English courses that prepare students to succeed in freshman level courses.

Communications Department Outcomes

• Provide quality instruction in developmental and transferable courses through emphasis on continued training and professional development for faculty.

• Prepare students to continue their education at four-year institutions or to enter the workforce.

• Offer courses that allow students to develop communication skills and knowledge for personal enrichment or for job advancement.

**Program/Department Outcomes Achievement:** The skills that are developed through the courses we offer align nicely with many of the Associate Degree Outcomes, which focus mostly on the types of skills (reading, writing, communication, critical thinking, supporting arguments, solving problems, synthesizing sources, understanding cultural and social forces) to be developed. Department outcomes #2 and #3 address preparation to upgrade skills, enter the workforce, and continue education at four-year institutions. Department outcome #1 focuses on pedagogy and professional development.

The Transfer/General Studies Division Outcomes focus on the types of courses offered. The Communications Department offered separate developmental English and reading courses that prepared students to succeed in freshman-level courses; however, these courses have now been combined into one developmental Integrated Reading and Writing class called Writing and Reading for College. The Communications Department has also implemented ENG 099, a co-requisite course with ENG 101, to aid in student success for those placing just under ENG 101. The department also offers transferable general education courses that fulfill general studies requirements for an Associate Degree. These same courses also prepare students to succeed in upper level programs of study.

|  |  |  |  |
| --- | --- | --- | --- |
| SPH 106 | Department Outcome 1 | Department Outcome 2 | Department Outcome 3 |
| 1) Students will be able to present an effective persuasive speech. | X | X | X |
| 2) Students will be able to use supporting material effectively in a prepared speech. | X | X | X |

|  |  |  |  |
| --- | --- | --- | --- |
| SPH 107 | Department Outcome 1 | Department Outcome 2 | Department Outcome 3 |
| 1) Students will be able to present an effective persuasive speech. | X | X | X |
| 2) Students will be able to use supporting material effectively in a prepared speech. | X | X | X |

|  |  |  |  |
| --- | --- | --- | --- |
| SPH 116 | Department Outcome 1 | Department Outcome 2 | Department Outcome 3 |
| 1) Students will demonstrate understanding of how the self-concept develops. | X |  | X |
| 2) Students will demonstrate understanding of the elements in the perception process. | X | X | X |
| 3) Students will demonstrate understanding of the techniques and barriers in language use. | X | X | X |
| 4) Students will demonstrate understanding of the elements in nonverbal communication. | X | X | X |
| 5) Students will be able to apply interpersonal communication theories to their daily lives. | X |  | X |

|  |  |  |  |
| --- | --- | --- | --- |
| SPH 123/124/125 | Department Outcome 1 | Department Outcome 2 | Department Outcome 3 |
| 1) Students will demonstrate effective delivery skills (vocal projection, eye contact, gestures, posture). | X |  | X |
| 2) Students will demonstrate effective research skills. | X | X |  |

|  |  |  |  |
| --- | --- | --- | --- |
| MCM 100 | Department Outcome 1 | Department Outcome 2 | Department Outcome 3 |
| 1) The student will be able to demonstrate knowledge of theories of the nature of communication. | X | X | X |
| 2) The student will be able to complete a written assignment suitable for simple print publications. | X | X | X |

|  |  |  |  |
| --- | --- | --- | --- |
| MCM 102 | Department Outcome 1 | Department Outcome 2 | Department Outcome 3 |
| 1) The student will be able to report an objective news story using credible sources. | X | X | X |
| 2) The student will be able to utilize AP style correctly in a written assignment. | X | X | X |

|  |  |  |  |
| --- | --- | --- | --- |
| THR 120 \*This course was transferred to the Liberal Arts Department in 2017. | Department Outcome 1 | Department Outcome 2 | Department Outcome 3 |
| 1) Students will demonstrate an understanding of the important plays in the development of theatre as a form of performing arts | X | X | X |
| 2) Students will demonstrate an understanding of basic production processes and identify roles of theatre practitioners | X |  | X |
| 3) Students will demonstrate their ability to critically analyze plays by attending live productions | X |  | X |

|  |  |  |  |
| --- | --- | --- | --- |
| RDG 085 \*This class was discontinued in the last year of the three-year cycle. | Department Outcome 1 | Department Outcome 2 | Department Outcome 3 |
| 1) The student will demonstrate the ability to identify the main idea of a passage. | X | X | X |
| 2) The student will demonstrate the ability to comprehend specific information in a passage, grasping key details that support the main idea. | X | X | X |
| 3) The student will demonstrate the ability to comprehend details and ideas that are conveyed implicitly in a passage, and to understand connections and implications; inferences. | X | X | X |
| 4) The student will demonstrate ability to recognize the purpose of a passage and understand how the author uses language to achieve that purpose, noting the author's tone and rhetorical strategies. | X | X | X |

|  |  |  |  |
| --- | --- | --- | --- |
| ENG 093 \*This class was discontinued in the last year of the three-year cycle. | Department Outcome 1 | Department Outcome 2 | Department Outcome 3 |
| 1) Students will understand Standard English grammar and apply this to their writing. | X | X | X |
| 2) The student develops a thesis statement using specific examples, facts, or details. | X | X | X |
| 3) The student creates topic sentences for and transitions between paragraphs. | X | X | X |
| 4) The student presents information in a coherent, cohesive manner. | X | X | X |
| 5) Students will be able to exhibit a variety of sentence structures (simple, compound, complex) written with correct mechanics. | X | X | X |

|  |  |  |  |
| --- | --- | --- | --- |
| ENR 098 \*This class was ADDED during the last year of the three-year cycle | Department Outcome 1 | Department Outcome 2 | Department Outcome 3 |
| 1) Students will demonstrate reading comprehension competence appropriate for college level writing. | X | X | X |
| 2) Students will understand English grammar and apply this to their writing by exhibiting a variety of sentence structures (simple, compound, complex) written with correct mechanics. | X | X | X |
| 3) Students will create a thesis statement using specific examples, facts, or details that is developed in coherent, cohesive, and supportive body paragraphs. | X | X | X |

|  |  |  |  |
| --- | --- | --- | --- |
| ENG 099 \*This class was ADDED Co-Requisite to ENG 101 in the last year of the three-year cycle. | Department Outcome 1 | Department Outcome 2 | Department Outcome 3 |
| 1) Students will write a unified, specific thesis. | X | X | X |
| 2) Students will write an essay with a unified and clear organization. | X | X | X |
| 3) Students will correctly integrate primary and secondary sources into an essay. | X | X | X |

|  |  |  |  |
| --- | --- | --- | --- |
| ENG 101 | Department Outcome 1 | Department Outcome 2 | Department Outcome 3 |
| 1) Students will write a unified, specific thesis. | X | X | X |
| 2) Students will write an essay with a unified and clear organization. | X | X | X |
| 3) Students will correctly integrate primary and secondary sources into an essay. | X | X | X |

|  |  |  |  |
| --- | --- | --- | --- |
| ENG 102 | Department Outcome 1 | Department Outcome 2 | Department Outcome 3 |
| 1) Students will write a unified, specific thesis. | X | X | X |
| 2) Students will write an essay with a unified and clear organization. | X | X | X |
| 3) Students will correctly integrate primary and secondary sources into an essay. | X | X | X |

|  |  |  |  |
| --- | --- | --- | --- |
| Literature Courses ENG 251/252261/262/271/272 | Department Outcome 1 | Department Outcome 2 | Department Outcome 3 |
| 1) Students will identify characteristics of literary periods, cultural conditions of the writers and times, historical forces, philosophical movements, and key terms for genres of literature and literary movements. | X | X | X |
| 2) Students will analyze major works of prose and poetry, using literary terms and tracing connections between contemporary society and the cultural movements and philosophical issues of the literary period, as well as demonstrating literary scholarship in relation to primary and literary works by locating valid secondary sources and correctly integrating these sources. | X | X | X |

|  |  |  |  |
| --- | --- | --- | --- |
| ENG 246: Creative Writing | Department Outcome 1 | Department Outcome 2 | Department Outcome 3 |
| 1) Students will be able to identify and discuss the distinguishing features of genres of creative writing, including fiction, creative nonfiction, poetry, and drama. | X | X | X |
| 2) Students will write imaginative works that conform to the distinguishing feature of a genre discussed in class, while adding elements from their own imaginations and life experience. | X | X | X |

**Reflections/Implications:** While most course-level SLOs clearly prepare students to continue their education or enter the workforce, some focus more on upgrading skills for job advancement or personal enrichment. Through completion of course assessments each semester, we work continually to improve pedagogy, so all course outcomes are related to departmental outcome #1 in this way. Every course taken in the Communications Department prepares students either for a foundation to transfer or for personal or job enrichment. Additionally, when an area of concern is identified through course-level SLO assessments, we plan departmental meetings to address concerns. Additionally, the department hosts UWRITE, an annual one-day professional development conference for full-time, part-time, and dual enrollment English instructors, to address new pedagogy and to troubleshoot concerning SLO performance. The Red Mountain Reading Series also offers creative writing workshops each year, and the college’s literary magazine, *Wingspan,* continues to invite students, faculty, and surrounding community to submit non-fiction and creative poetry and prose works for publication. Students, faculty, and staff are also encouraged to submit articles for publication in *The Pioneer* student newspaper. The department will continue to use SLO assessment results to plan meaningful professional development opportunities.

|  |  |
| --- | --- |
| jscc logo | **Goal Progress Report** |

|  |  |
| --- | --- |
|  | **Goal Progress Report** |

**Program: Communications Department, Shelby-Hoover Campus Report Period: 2016-2017**

|  |  |  |  |
| --- | --- | --- | --- |
|  |  |  |  |
| **Goals** | **Request & Justification/Resources** | **Goal Progress** | **Strategies Implemented & Follow-up** |
| Goal One: Maintain an informed and professional faculty to preserve the ability to offer courses that help students meet their educational and transfer goals. | Our transfer/general studies program makes up a large percentage of the student population at JSCC. The department sees most students enrolled in university parallel and career programs as well as many seeking certificates. Continued monitoring of program offerings and requirements is, therefore, essential.    The Department will plan professional development opportunities, and faculty will continue to utilize IAP funds for individual professional development needs/interests. Professional development will also be provided on campus for faculty in current theory and instructional practices, and the department will maintain memberships in professional organizations.    Communications Division committees review course competencies annually and revise as needed to meet current standards and practices in each discipline.    Courses will continue to be staffed with qualified instructors. | The department offers developmental English and reading courses, composition, literature, mass communications, and speech courses. The department continues to offer mass communications courses required for some Communication Studies majors, as well as Public Relations and Journalism transfer students. THR 120: Theater Appreciation was moved to the Liberal Arts Department where Art Appreciation and Music Appreciation are also housed.    Committees made up of Communications and English faculty members from the various JSCC campuses worked together to review and revise course competencies for courses in the department, and the updated competencies were posted on the college’s website under Programs, Course Outlines.    The department completed its 3-year program review and implemented strategies, including but not limited to utilization of the online library orientation, a research and plagiarism video (library resource), and additional instruction in integrating sources, to “close the loop” on SLOs from the previous 3-year cycle. A revised set of SLOs were developed based on needs identified during this process. These are currently being assessed for the new 3-year cycle. A new approach for teaching English Composition I was implemented following related pilots and workshops during the previous year. An Open Source textbook is also being used for composition courses to decrease student expense. The department offered its second annual UWRITE workshop during summer 2017 to further enhance understanding of pedagogy and content for composition courses. Speech instructors met to discuss competencies, approaches, and assignments for SPH 106 and 107 courses.    Based on enrollment observations, growth in dual enrollment, and FT/PT ratios, the department requested additional English fulltime faculty. Following a retirement at the Jefferson Campus and subsequent transfer of a distant education faculty member to that campus, and upon retirement of a Shelby Campus faculty member, three new instructors (one new position) were hired, which will bring FT/PT ratios back up at Shelby and allow us to send additional full-time instructors to cover dual enrollment classes.    The department chairs and faculty coordinated a variety of professional development opportunities for all JSCC Communications instructors, including technology demos, presentations, and roundtable discussions, as well as informal sharing and collaboration. Faculty members also attended conferences and workshops using IAP funds. Several instructors attended UWRITE at JSCC and the Birmingham Institute for Teaching Writing workshop at UAB.    Following professional development for teaching integrated reading and writing, ENR 094 was piloted in the spring of 2017.    Institutional and departmental memberships in professional organizations were renewed. We have included a professional development area for faculty in the department, supplied with a variety of articles, journals, and books. | The Communications Division committees have been effective and will continue to monitor effectiveness and assess needs. Departmental and course outcomes were updated to focus on identified needs or areas of concern to ensure courses offered are appropriately meeting the specified objectives. Additionally, assessments have been improved to better measure stated outcomes. Course competencies will be reviewed annually by departmental committees.    The focus this year will be continuing to improve the curriculum and materials for developmental English and reading courses. The department chairs will work with the dean of developmental education to facilitate professional development in this area.    Faculty will continue to develop individual IAPs each year, and department chairs will continue to work with faculty to provide professional development opportunities and maintain membership in professional organizations. We will also develop a workshop evaluation form.    New fulltime and part-time instructors were hired to fill vacant slots and staff additional sections. The department chairs and associate deans will continue to monitor enrollment, dual enrollment needs, and FT/PT ratios, and determine the need for additional faculty in English. If data supports it, an additional new fulltime English position will be requested.    Additional sections of ENR 094 are being offered this year. The curriculum for this course is currently undergoing an improvement process at the state level. The college will continue to monitor enrollment and success of offering the integrated reading and writing approach for developmental education.    ESL/L2 training has been identified by faculty as an area of need for additional training. The department will work with the college to provide additional training in this area for faculty. |
| Goal Two: Provide student academic, developmental, and support services that assist students in achieving their academic goals, as well as fostering intellectual inquiry and creative growth. | It is essential to continue to provide free access to Smarthinking online tutoring to offer 24/7 access to tutoring services for students enrolled in English courses at multiple locations and online who might work fulltime, attend high school, or have other restrictions that prohibit them from attending tutoring sessions on campus regularly. We also think it’s necessary to establish a writing lab staffed with highly qualified L19 tutors and/or part-time instructors where students may receive live one-on-one help with written compositions in a variety of subjects. The department will work with other areas of the college, including the Learning Success Center, the Learning Resource Center, and the Associate Dean of Developmental Education, to continue to develop and implement this plan.    Continue sponsoring Red Mountain Reading Series to bring authors on campus through supplemental grants and stipends. Continue publishing Wingspan in-house to celebrate original works by JSCC students, staff, and community. Continue support of The Writers’ Roundtable, English for Life (E4L), and The Little Free Library. Continue to support student organizations such as Jefferson State’s speech team as well as Sigma Kappa Delta English Honor Society and Sigma Chi Eta Communication Honor Society. Continue providing support for JSCC’s Concert and Lecture Series. These programs enhance the overall quality of the department and offer students and community members opportunities for enrichment. Additionally, retention is tied to student life. These organizations may also partner with THR/Liberal Arts to provide additional opportunities for enrichment and appreciation of the arts. | The college continues to subscribe to the indispensable tutoring services provided through Smarthinking for students enrolled in math and English courses. The writing center was included in the unit goals on the department’s strategic plan, and a formal, detailed proposal was submitted to administrators. The College approved 12 hours per week of one-on-one English tutoring for help with writing tasks in JSCC courses. This service is currently provided at both the Shelby and Jefferson Campuses beginning this fall.  One of the goals of the department is to provide a welcoming environment for students for fellowship and study. We have seating areas and tables in the area. SKD maintains the Little Free Library in GSB. Bulletin boards are decorated and updated regularly.  Student organizations and scholarship opportunities are related to this goal as well as to the goal of retention. The college has continued its support of the department’s programs and student organizations through class releases for some faculty sponsors, funding, advertising, and allocation of other resources (space, housekeeping, security). The student organizations participate in community service projects that encourage reading and writing for all. These projects get our Jefferson State name out there, contribute to our good reputation, and also create a positive image of service for the college.  Sigma Kappa Delta English Honor Society members assist with publicity, hosting, and editing of *Wingspan*. The Jefferson State Speech Team competes in a variety of intercollegiate tournaments and brings home numerous awards. The Speech team also performs at a variety of college events. The Red Mountain Reading Series partners with several campus groups not only to stretch the funding, but also to strengthen JSCC’s presence in the community and hold a variety of readings, workshops, and other events on campus. These kinds of events speak to the College’s mission to retain students by creating for them a sense of belonging to an active, vital learning community. Honor societies like Sigma Kappa Delta and Sigma Chi Eta support not only their own membership but also the student body as a whole. The Writers’ Roundtable and E4L seminars provide additional opportunites for skill development. Soft skills are also taught in speech and English classes as well as ORI 101. | The department requests continued renewal of Smarthinking services to provide access to tutoring services for all students regardless of their work and family schedules or other circumstances. The college approved some on-campus tutoring, but the comprehensive plan was not approved. Therefore, we will collaborate with other areas to adjust plans and provide services. The department will continue to assess needs and revise the comprehensive writing center proposal/plan. Department chairs will work with the dean of developmental education to coordinate efforts for improving the developmental program, courses, and services.    Aesthetically-pleasing areas for students, faculty, and staff will continue to be a goal.    The student organizations plan to continue to work together to bring the greatest opportunities to students and community. Faculty advisors offer valuable opportunities for hands-on experiences for these students. These partnerships will continue.    The Speech Team continues to be recognized as a very successful competitive student organization. The Communication Honor Society will begin hosting an annual speech competition for students enrolled in speech courses during the academic year.    The department will continue offering resources and opportunities such as English for Life seminars and the Writers’ Roundtable. SKD will continue to support The Little Free Library.    Currently, a class release is granted for the primary SKD sponsor at the Shelby Campus for work load associated with sponsoring the SKD student organization. The department will continue to develop proposals to provide similar resources for Sigma Chi Eta. |
| Goal Three: Maintain classroom and office equipment to enhance the quality of instruction and improve student learning. | To enhance the quality of instruction offered to students, new equipment and technologies will be acquired and updated or upgraded as needed. It is our expectation that student learning will be improved through the integration of technology into the curriculum. | After checking with IT Support Staff, it was determined that most of the computers in the classrooms in the General Studies Building were approximately 8-9 years old or older, so replacement computers are being requested through the technology goals plan for 2016-2020 to maintain current and functional computer technology for classroom instruction, class preparation, and record keeping.    To enhance classroom and online instruction, web cams, an Elmo Cam, and an interactive whiteboard were purchased. Specific equipment requests were included in the technology plan for 2016-2020 as well as the department’s strategic plan.    Instructors have begun using the Elmo Cam and SMART Board in the classroom and have plans to utilize both for recording videos for online classes. Instructors are also using a variety of technologies, including Plato, MyLabs, Mindtap, Curriculum Builder, SafeAssign, Tegrity, and others, to improve the quality of instruction in online, hybrid, and traditional classes. | Computer replacements for classrooms are currently being sought. As computers are retired from labs, we plan to replace older 745s and 755s with slightly newer 780s and beyond.    As equipment fails or needs upgrading, it shall be reported in an effort to keep all necessary equipment functional.  Requisitions will be processed for equipment requested through the technology plan and strategic plan upon approval as needed.    LCD projectors in the classroom will need continued maintenance/repair and replacement as well. As they continue to age, more will need to be replaced.    Faculty members are being encouraged to utilize existing equipment, research emerging technologies, report problems, and request additional technology/equipment and training as needed.    The department will work with the Associate Dean of Distance Education and ITS to develop a student technology survey in order to meet he needs of our students. |
| **Submission date: September 15, 2017** |  | **Submitted by: Connie Caskey, Chair** |  |

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| F,{33155141-b0ef-4f10-9d4d-3dd1eb10f320}{32},5.5,1.395833 |  |  | **Goal Progress Report – Communications (Jefferson)** |  |  |
| **Program:** | **Communications (Jefferson)** | **Report period:** |  | **2016-2017** |  |
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| **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.  **Objectives:**  **1.** Provide support for professional development.  **2.** 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.  **a.** Encourage faculty to attend local, in-state, and out-of-state conferences.  **b.** Encourage faculty to submit proposals to present at local, in-state, and out-of-state conferences.  **3.** Continue to review Student Learning Outcomes and assessments for each course.  4. Hire additional faculty if necessary.  5. Maintain institutional memberships or subscriptions with professional organizations such as ACETA, NCTE, MLA, NCA, and SWCA. | Funding for this goal is generously provided through institutional funds as requested in the budget and strategic plan. Instructors also use IAP funds to support up to $500 of professional learning.    Funding Request for 2015-2016:  $58, 450.00 + IAP funds ($500 per FT faculty member)    Funds spent in 2015-2016:  1. IAP funds at up to $500 per faculty member (maximum request up to $2500 for 2016-2017)  2. The department did not spend any allocated funds on the U.W.R.I.T.E workshop; faculty members provided a potluck lunch. Training relating to the textbooks and technology was provided as a service of the textbook companies for our adopted texts. Also, each year the department requests $2000 to support faculty attendance at conferences. This year, funds were used to support one instructor’s mileage to the Alabama Master Teacher’s Experience and to coverage expenses beyond the IAP funds for the SKD sponsors’ attendance at their national convention.  3. No funds were spent on revising SLOs or creating assessments.  4. In August of 2017, Matt Boehm transferred from the Department of Distance Education into the Communications Department at Jefferson.  5. We maintained memberships in ACETA, NCTE, and SWCA, along with subscribing to journals of interest to our faculty:  · $75 – *Teaching English in the Two Year College*  · $75 -- *College Composition and Communication*  · $50—ACETA institutional membership  · $100 – SWCA institutional membership | 1. The Communications department across the college continues to emphasize professional development for instructors.  2. The department hosted the second annual summer U.W.R.I.T.E workshop for all FT, PT, and dual enrollment instructors. Some instructors also participated in the Writer’s Roundtable workshops, the Red Mountain Reading Series, as well as training for new textbook technology. Two instructors from the Jefferson department participated in the inaugural Jefferson State Leadership Academy. Communication instructors also attended various conferences at the local and state level, including ACCA, UAB Scholars Institute, and the Alabama Master Teacher’s Experience. Faculty members are still encouraged to submit proposals for presentations at conferences.  3. We began 2016 with new SLOs and worked to create better assessments for each course.  4. Rather than hire an additional faculty member, Matt Boehm was granted a transfer to Communications (Jefferson) and welcomed into the department.  5. Memberships are renewed each year into the requested organizations (ACETA, NCTE, MLA, NCA, and SWCA.) | 1. The Communications Division committees have been effective and will continue to monitor effectiveness and assess needs. Department chairs will continue to work with faculty to provide professional development opportunities on campus and nearby, as well as encourage faculty to attend conferences where the budget allows and to submit proposals for presentations. Faculty will also continue to develop individual IAPs each year.  2. In addition to hosting the third annual U.W.R.I.T.E conference in June 2018, the Communications Department (Jefferson) is partnering with the Liberal Arts Department (Jefferson) to institute a Peer Teaching Across the Curriculum Challenge for the fall semester of 2017. CM instructors are pairing with a LA instructor to either co-teach a lesson in each class or work together to create an assignment utilizing material from both subject areas. Also, in the spring of 2018, the Division of CM/LA (Jefferson) is planning a book club meeting to read and discuss the book *What the Best College Teachers Do* by Ken Bain.  3. As we continue to implement the revised SLOs, instructors are working together to continue successful outcomes.  4. We will continue to evaluate our FT:PT ratio to determine when hiring additional faculty for this campus is necessary. The likelihood of needing additional faculty grows each semester, especially as our need to offer more online courses and cover more dual enrollment courses with FT instructors increases.  5. Memberships in organizations of interest to faculty are reevaluated each year. We will continue to join those that will benefit our students, faculty, and the college as requested. We will also renew subscriptions to journals of interest. |
| **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.    **Objectives:**  1. Continue planning for the establishment of a Writing Center on campus where students may get live, one-on-one help with written compositions from experienced instructors and tutors.  a. Visit other colleges’ writing centers to assess policies and procedures, staffing needs, equipment needs, organization, and administration.  b. Assess instructor and student needs regarding tutoring and writing coach services.  c. Prepare and submit a proposal for a Writing Center, including locations at each campus, policies and procedures, staffing needs, organization, and administration.  d. Purchase necessary equipment and hire necessary staff.  **2.** Support student organizations (Sigma Kappa Delta, Sigma Chi Eta, and the Speech Team) with financial assistance for attendance at national conventions.  **3.** Continue financial support for the Red Mountain Reading Series, *Wingspan*, The Writer’s Roundtable, and the Concert and Lecture Series.  **4.** Support the College’s aim to improve student “soft skills” by offering English for Life (E4L) workshops led by department members  **5.** Maintain the Little Free Library in the department to foster reading for pleasure and creative growth for students.  6. 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.  **7.** Support the efforts of the Theatre department to continue presenting a dramatic performance at different campus locations in the spring of 2017. | Funding for this goal is generously provided through institutional funds as requested in the budget and strategic plan. The total amount of funding requested was $10,300.00.    Total Expenditures:  1. At this point, we have not spent department funds on the writing center. Our full proposal was not granted; however, we were given approval to start with tutoring. We have allocated space in the department and are repurposing existing materials for the center. We plan to monitor usage closely and work with the tutors and the college to expand the center’s offerings.  2. $1000 – support was budgeted for assisting Sigma Kappa Delta with attendance at their convention.  3. $2250 was requested to support the Red Mountain Reading Series, *Wingspan*, and the Writer’s Roundtable.  4. No funds were spent on E4L workshops.  5. The Little Free Libraries were supported by student organizations and not by department funds.  6. No funds were spent on creating a welcoming environment. Items have been repurposed for these areas.  7. No funds were requested for a theatre production. | 1. The Department Chairs for Jefferson and Shelby continued to plan for the establishment of the writing center. In October of 2016, we surveyed students and faculty at all campuses regarding the likelihood of utilizing the services of a writing center. Both students and faculty indicated a desire for writing center/tutoring services. The chairs researched writing centers and programs at the U of Mississippi, Wallace Community College (Selma), East Carolina U, UNC-Chapel Hill, U of Houston, and Central Virginia Community College. Chairs also visited the writing Center at the University of Montevallo and met with the director and other faculty. Upon completion of our research and visit, we wrote a Writing Center proposal, basing our proposal on the International Writing Centers Association and modeling our center after those at the U of Montevallo and Wallace CC. After consideration of our proposal, the college granted us two PT instructor slots (12 hours total) of tutoring for students.    2. The department provided support for student organizations, including Sigma Kappa Delta for attendance at their convention.    3. The department also offered support for the Red Mountain Reading Series, *Wingspan*, The Writer’s Roundtable, and the lecture portion of the Concert and Lecture Series.    4. The department planned to offer English4Life workshops to focus on students’ soft skills; however, this goal was not realized.    5. The Little Free Library was taken over by student organizations, who decorated and turned the old phone booths into places to house available books.    6. Slight progress was made with providing a more welcoming environment for students; however, much more work needs to be done in this area.    7. No request was made by the theatre department for assistance with a dramatic presentation on campus. | 1. We have hired two PT instructors to tutor for six hours each per week. These tutors are experienced writing instructors whom we think will be an excellent resource for our students. Tutors began offering services in August. We will monitor the demand for tutoring sessions and adjust our process as needed, as well as monitor the need for purchasing resources (posters, books, etc.), moving to a larger space, hiring more staff, investing in scheduling/tracking software, and expanding services to include larger group workshops and the possibility of online assistance.  2. The department will continue to offer financial support to SKD for attendance at their annual convention. We will also continue to offer support to Sigma Chi Eta (if requested) for attendance at their convention.  3. The department will continue to offer financial support to Red Mountain, *Wingspan,* The Writer’s Roundtable, and the Concert and Lecture Series.  4. We continue to recognize the importance of offering E4L workshops, and will again state doing so as a department goal. We’ve also considered ways to offer other activities, including a composition symposium or CompCon (not to be confused with or replace the PioneerCon hosted by SKD).  5. We plan to support the organizations maintaining the Little Free Libraries on campus through donations of books and help with maintenance of the areas.  6. Creating a more welcoming environment with study space, seating, and attractive information centers, will continue to be a department priority.  7. Since the theatre courses have now become part of the Liberal Arts department, requests for assistance will be sought in that department. If additional help from Communications is needed, the request will be considered in the next budget. |
| **Goal 3:** Maintain classroom and office equipment and supplies to enhance the quality of instruction and improve student learning.    **Objectives:**  1. Enhance the quality of instruction offered to students through the use of up-to-date, appropriate equipment and technology.  2. Enhance student learning through the integration of technology into the curriculum.  3. Replace office and classroom computers and other technologic equipment as needed to ensure faculty continue to function as effective instructors.  4. Encourage instructors to evaluate new technology and equipment by piloting projects in their courses. | Funding for this goal is generously provided through institutional funds as requested in the budget and strategic plan. The total amount of funding requested was $8,620.00.    Funds spent:  1. No funds were spent on classroom equipment and technology, since the majority of the funds requested were spent on replacing out of date computers for faculty.  2. Integration of technology in the curriculum: $0.00 (Training provided by the publisher; students purchased licenses for software as part of their textbook purchases.)  3. Classroom and Office equipment:  · 3 laptop computers/docking station sets: $4,681.08  · 2 sets of bookshelves: $275.88  · Office supplies: $436.75  · Printing: $2,766.20  · Educational materials, books, and DVDs: $100 | 1. We did not purchase equipment for the classrooms in this year. We are still considering the need for a portable ELMO document camera, as well as presentation remotes.  2. We worked with the publishing companies to train instructors on the new components.  3. Office computers that were out of warranty and experiences technological issues were replaced for three communications faculty members. Other equipment (bookshelves) was purchased per faculty request.  4. Composition and speech instructors met with publisher representatives to learn to use various textbook resources and software to enhance their courses. Composition instructors also implemented new open source materials into their classes. | 1. We will continue to evaluate the need for updating/replacing classroom technology as machines wear out or become obsolete. Some instructors rely on VHS tapes, so consideration of purchasing DVD versions of certain films is needed. Instructors have requested clickers. Smartboards have been purchased by the department at Shelby. We will confer with those who have used them to determine their usefulness in classrooms and submit requests for purchases we deem necessary.  2. Instructors will continue to be encouraged to integrate technology into their curriculum to enhance the course.  3. The office computer for one Communications instructor still requires replacement. This instructor also needs office furniture and a telephone. This equipment will be requested in our next budget. Additional requests from faculty for other equipment will be evaluated and included in the next budget.  4. As always, instructors will be encouraged to introduce new technology and equipment in their courses. |
| **Submission date: September 15, 2017** |  | **Submitted by: Communications Department (Jefferson)** |  |

**Program: Communications Department, Shelby-Hoover Campus Report Period: 2017-2018**

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| Goals | Request & Justification/Resources | Goal Progress | Strategies Implemented and Follow-Up |
| **Goal One: Maintain an informed and professional faculty to preserve the ability to offer courses that help students meet their educational and transfer goals.**  **Related to Department Outcome #1:** Provide quality instruction in developmental and transferable courses through emphasis on continued training and professional development for faculty.  Also related to Department Outcome #3: Offer courses that allow students to develop communication skills and knowledge for personal enrichment or for job advancement.  Related to AP #3: Increase professional development opportunities for faculty and staff. | Objectives:  Provide support for professional development.  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. $1000 to purchase licenses/registration for online seminars as well as to pay honorariums for workshops provided by guest lecturers/professors.  Encourage faculty to attend local, in-state, and out-of-state conferences. $2000 to support conference attendance for faculty. Requests will be supported on a first come, first served basis until the budget is exhausted.  Encourage faculty to submit proposals to present at local, in-state, and out-of-state conferences.  Continue to review Student Learning Outcomes and assessments, course competencies/objectives, and requirements for each course.  Hire additional instructors/faculty as necessary. $55,000-102,000 to provide an additional English instructor (if needed)  Maintain institutional memberships in professional organizations such as ACETA, NCTE, MLA, NCA, SWCA and purchase institutional subscriptions to their publications. $450 institutional membership annual dues and institutional subscriptions for professional organizations such as ACETA, NCA, SWCA, NCTE ($75 ea for 2 NCTE journal subscriptions *Teaching English in the Two-Year College & College Composition and Communication*, $50 ACETA institutional membership, $100 SWCA institutional membership, $150 NCA department membership) (Additional memberships and publications will be paid through Jefferson Campus). | The Communications Division (all 4 campuses) came together for our 3rd annual UWRITE Conference at JSCC Shelby on June 22 this summer. Here, we had a guest speaker keynote address on Teaching Reading and Writing to ESL Students.  The Shelby and Jefferson Communication Department Chairs attended the College Readiness Task Force State-Wide Professional Development at Southern Union Community College in Opelika, AL on June 25, 2018.  JSCC Shelby Communications was able to host an Integrated Reading and Writing Workshop for JSCC instructors and colleagues around the state on July 20th with guest presenter Lisa Hoeffner, an IRW instructor in Texas and author of *Common Ground*.  The Communications Department Chair, office manager, and some instructors attended the Emergency Operation Plan Briefing and Stop the Bleed training on June 29, 2018.  Several instructors in the department attended Tegrity training on June 28, 2018.  Several instructors in the department attended Advising training on July 6, 2018.  Some instructors attended Skype training on July 3, 2018.  Some instructors attended a lunch session on advising presented by UA on August 30, 2017. Several instructors attended the Birmingham Institute for Teaching Writing one-day conference at UAB on August 25, 2017.  Instructors in the department attended professional development for developmental resources at JSCC on February 9, 2018.  The Department Chair, along with others from the college, attended a state-wide Open Educational Resources Workshop at AUM on March 2, 2018.  Faculty member Alex Lewis attended the following conferences and workshops this year: Library Tutorials for Online and Physical Classrooms; ENG 102 MindTap WebEx; 2017 Preventing Sexual Harassment Training; Blackboard SaaS Overview; Intermediate Blackboard Training; Tegrity Training for Blackboard; UWRITE 2018.  Faculty member Alex Lewis used the Elmo cam in ENG 101 and 102 courses to model appropriate techniques for annotating texts and to present example essays to help students better understand assignments.  Associate dean and English faculty member Liesl Harris won a PTK Marshall Award and travelled to Israel to study. Her PTK chapter also won best in state and came in third internationally out of 1,300 chapters.  Several developmental instructors from various campuses participated in a roundtable discussion of Integrated Reading and Writing strategies on April 20, 2018.  Communications Department Chairs and the Associate Dean of Distance Education and Developmental education met with UAB’s Writing Program Director on April 27, 2018, to discuss approaches for the “Supported 101” model with ENG 099.  Several other instructors in the department attended professional development on campus, via webinar, and traveled to book festivals. | 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 2018-2019.    We plan to invite guest presenters for additional integrated reading and writing training, ESL training, and other pedagogical topics.    We will also examine student enrollment and full-time/part-time faculty ratios to determine if an additional full-time instructor is needed.    We will continue to renew institutional/departmental memberships in professional organizations such as ACETA, NCA, etc. |
| **Goal Two: Provide academic, developmental, and support services to assist students in achieving their academic goals, as well as fostering intellectual inquiry and creative growth.**  **Related to Department Outcome #2:** Prepare students to continue their education at four-year institutions or to enter the workforce.  Related to AP #5: Improve student college experience and expand student resources for success. | Continue planning for the development of a Writing Center on campus where students may get live, one-on-one help with written compositions from experienced instructors and tutors.  Visit other colleges’ writing centers to assess policies and procedures, staffing, equipment, organization, and administration. $200 for mileage to allow department chairs to visit other colleges’ established writing centers.  Continue to assess instructor and student needs regarding tutoring and writing coach services.  Hire part-time instructors to provide tutoring 12 hours per week. $9360 part-time instructor/tutor pay to provide tutoring 12 hours per week per semester.  Monitor tutoring use and demand.  Revise and resubmit proposal for Writing Center, including locations at each campus, policies and procedures, staffing needs, organization, and administration.  Support student organizations (Sigma Kappa Delta, Sigma Chi Eta, and the Speech Team) with financial assistance for attendance at national conventions. $1000 from the Shelby Campus Department to support Sigma Kappa Delta’s attendance at their convention. (Jefferson will also be requesting this same amount.)  $1000 from the Shelby Campus Department to support Sigma Chi Eta’s attendance at their convention. (Jefferson will also be requesting this same amount.)  $1000 from the Shelby Campus Department to support the Speech Team’s attendance at their convention. (Jefferson will also be requesting this same amount; Funding for tournaments provided by the Foundation)  Continue financial support for the Red Mountain Reading Series, *Wingspan*, The Writer’s Roundtable, and the Concert and Lecture Series. $1000 from the Shelby Campus Department to support The Red Mountain Reading Series. (Jefferson will also be requesting this same amount.)  $1000 from the Shelby Campus Department to support printing and publication expenses for *Wingspan*. (Jefferson will also be requesting this same amount.)  $250 for printing, advertising, and refreshments for the Writer’s Roundtable workshops  $500 from the Shelby Campus Department to support the lecture portion of the Concert and Lecture Series. (Jefferson will also be requesting this same amount. Liberal Arts will fund the concert portion.)  Support the College’s aim to improve student “soft skills” by offering English for Life (E4L) workshops led by department members. $250 for printing, advertising, and refreshments for the English for Life (E4L) workshops.  Maintain the Little Free Library in the department to foster reading for pleasure and creative growth for students.  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. | Student support and involvement improves retention, and it has become more of a priority at the College and in the Department. Faculty member Brian Rockett served as SGA advisor. He and his SGA students hosted or served at several successful events, including Pioneer Day, New Student Orientations, Preview Days, and a movie night.  As SGA Advisor, faculty member Brian Rockett helped grow the SGA Executive Council to include senators from each campus.    Brian Rockett also served on the Faculty Senate Council to represent Communications and Liberal Arts.    Additionally, faculty member Brian Rockett chaired the Honors Convocation Committee. Dianna Hyde, Liesl Harris, and Ginger Cooper also served on the committee.    The Speech Team won a total of 32 awards during the 2017-2018 season. The team added IPDA Debate to their list of events.    Students on the Speech Team also performed a readers theatre for the Welcome Back Breakfasts, helped host Constitution Day, performed a readers theatre for Veterans Appreciation Day, and performed at An Evening of Performance.    Sigma Chi Eta gave scholarships to four officers, participated in Get on Board Days and New Student Orientation, hosted the SPH 106 Informative Speakoff and National Day of Unplugging event and sponsored a fundraiser for Kitty Kat Haven.    Faculty member Dianna Hyde received an award for bringing the Eta Epsilon Chapter of Sigma Kappa Delta to Ivy Chapter status this year.    Faculty member Alex Lewis served on the Creative Writing Committee and supported The Writer’s Roundtable and Red Mountain Reading Series.    The Shelby Campus Communications Department, along with the Jefferson 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 Communications Department Chairs worked closely with Associate Deans to attend professional development, plan, propose, and implement support services and new courses (ENR 098 and ENG 099) for developmental English. | Tutoring has been implemented, advertised, and utilized. It is our hope to expand tutoring services based on student need.    Since the room used for tutoring on the Shelby Campus is a shared space in the library for English/writing tutors, math tutors, and the Learning Success Center, furniture and equipment upgrades will be made by the Library Director with input from all using the space.    The Department Chair makes a point to visit writing centers at other colleges when visiting those campuses and will continue to do so.    Other than requests associated with the writing center, this goal and objectives will remain unchanged for 2018-2019.    The Department will continue to work closely with Associate Deans to monitor the ENG 099 and ENR 098 pilots and expand offerings to meet student needs going forward.    The Department will continue its support and promotion of organizations, activities, and events that foster intellectual growth and social development. |
| **Goal Three: Maintain classroom and office equipment to enhance the quality of instruction and improve student learning.**  **Related to Department Outcome #1:** Provide quality instruction in developmental and transferable courses through emphasis on continued training and professional development for faculty. | Objectives:  Enhance the quality of instruction offered to students through the use of up-to-date, appropriate equipment and technology.  Enhance student learning through continued and deeper integration of technology into the curriculum.  Replace office and classroom computers and other technologic equipment as needed to ensure faculty continue to become innovative instructors.  Encourage instructors to evaluate new technology and equipment by piloting projects in their courses.  Update/replace older, worn, and damaged furnishings.  $850 for annual Scantron supplies per lease contract  $1035 each to replace older desktop computer(s) (1-3, as needed)  $1174 to replace each aging laptop computer. (1-3, as needed)  $2050 each for replacement of each aging LCD projector(s) (1-3, as needed)  $1400 for an additional Elmo document cameras  $680 per room for room darkening shades to enable improved viewing of audiovisuals in class (6 rooms this year)  $185 per faculty office chair  $50 per student guest chair per office  $4,800 for 8 Whiteboards for classrooms (4 rooms, 2 per classroom) | The Communications Department was approved to replace 7 aging classroom LCD projectors, which are scheduled to be replaced soon.  The Department previously replaced 1 projector during fall semester, 2017.  As we were preparing to follow up on budget requests this spring to see if they were approved, we were notified that anything not yet purchased needed to be submitted in a separate request then for the coming year, so most of our purchases did not make the November to March window. | Our plan will be to follow up on requests sooner after the closing of the fiscal year to see what was approved and order at that time.    Our priority this year will be to replace older computers that are out of warranty and have lost functionality, especially those used for classroom instruction and student presentations. A second priority will be room-darkening shades to allow satisfactory viewing of presentational aids in the classroom. The current blinds alone do not block enough of the sunlight.    We will plan to replace office/instructor computers as needed and hold off on purchasing other major equipment for the coming year. Therefore, some of the specific requests here will change (see below). The requests below were submitted to the budget committee in spring 2018 for the 2018-2019 academic year.    We will plan to submit proposals for additional equipment and furniture in spring 2019 for the 2019-2020 academic year.  See revised plan for Goal #3 below. |
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**Name of Program/Department: Communications (Jefferson)**

**2017-2018 Accomplishments and Goals Progress:**

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| **Goals** | **Request & Justification/Resources** | **Goal Progress** | **Strategies Implemented and 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.**  A. 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.    **B.** Encourage faculty to attend local, in-state, and out-of-state conferences.    **C.** Encourage faculty to submit proposals to present at local, in-state, and out-of-state conferences. | **A**. During the Fall semester, faculty in Communications partnered with faculty in Liberal Arts to complete a Peer Teaching Across the Curriculum project. Faculty partners developed a lesson or activity for their courses to incorporate the area of expertise of the partner faculty member. During the January division meeting, a short seminar was provided by Barbara Goss on the myriad resources offered by the library, including tutorials, quizzes, films available on Films on Demand, and course or instructor-specific research guides for class assignments. Instructors who utilize textbook software received training from the publishing company on the products.  Other instructors continued to learn how to improve their online courses through peer collaboration. In june, members from all campuses came together for our 3rd annual UWRITE Conference at JSCC Shelby on June 22 this summer. Here, we had a guest speaker keynote address on Teaching Reading and Writing to ESL Students, as well as faculty breakout sessions on various topics.    **B.** The Department Chair served as a member of the College Readiness Task Force Implementation team and attended a March meeting in Montgomery. The Shelby and Jefferson Communication Department Chairs attended the College Readiness Task Force State-Wide Professional Development at Southern Union Community College in Opelika, AL on June 25, 2018. English instructors also attended the Integrated Reading and Writing Workshop hosted at Shelby with instructors from around the state in July. Several instructors attended workshops sponsored by the college, including several relating to Blackboard. Other instructors attended the state-wide ACCA conference in November. The SKD sponsor also attended the organization’s national conference in late February.    **C.** The division chair partnered with a colleague to present on the Alabama Master Teacher’s Experience to a group of interested faculty. | **A**. The collaboration *between* the CM and LA departments wasn’t as successful as it was *within* each department. Overall, faculty seemed to enjoy the experience and have continued planning joint activities, albeit most are sticking with instructors teaching the same subject. Faculty members were also enthusiastic and interested in all that Barbara Goss demonstrated. Several members worked with her to incorporate resources for their courses. 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 working with a book club for the division, 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 2018-2019.                              **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.    We will also examine student enrollment and full-time/part-time faculty ratios to determine if an additional full-time instructor is needed.    We will continue to renew institutional/departmental memberships in professional organizations such as ACETA, NCA, etc. |
|  | **OBJ. 2. Continue to review Student Learning Outcomes and assessments for each course.** | SLOs and assessment are routinely reviewed. | We will prepare for updating any SLOs for the upcoming year, which ends our current three-year cycle. |
|  | **OBJ. 3.** **Offer training to English instructors wishing to teach ENR 094** | The ENR 094 course has, as part of the Alabama College Readiness Task Force has been renamed ENR 098. Haley Kendrick taught ENR 094 for the pilot. We worked with an additional part time instructor to expand the course to offer more sections. That instructor has attended all workshops provided by the department. | As we expand and offer more sections of ENR 098, we will continue to train more instructors for teaching this course. |
|  | **OBJ. 4. Continue to staff courses with qualified instructors.** | No new full-time instructors were warranted, but over the summer we hired additional part time English instructors. Hiring additional part time speech instructors may be necessary in the near future. | We will 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 *The Chronicle of Higher Education*  and *Teaching English in the Two-Year College*. | While continuing to subscribe to journals and publications requested by the faculty, we would like to request subscriptions to the *Teaching Professor* and *Innovated Abstracts.* |
| **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.**    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: Open the Writing Center on campus where students may get live, one-on-one help with written compositions from experienced tutors.** | Tutoring has been implemented, advertised, and utilized. It is our hope to expand tutoring services based on student need. We used two part time instructors as tutors. They visited classes to tell about services and met with students on a one-on-one basis to help with writing issues. | Since Learning Success Center at Jefferson has moved into a larger space in the Allen Library, English/writing tutors, math tutors, and the Learning Success Center have merged into one cohesive center. Furniture and equipment upgrades will be made by the Library Director with input from all using the space. |
|  | **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. |  |
|  | **OBJ. 4: Support the College’s aim to improve student “soft skills” by offering English for Life (E4L) workshops led by department members.** | Faculty continue to stress soft skills in their individual courses. However, we have not been successful in offering E4L workshops. | While soft skills remain important, and faculty will continue to be encouraged to stress these skills in their classes and with students they supervise, this objective will be eliminated. A new objective of offering writing seminars will be considered and piloted in the upcoming year. |
|  | **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.** | Progress was made in removing an old trophy case to make room for a small seating area. | We will continue to explore options for creating a seating area in the central area of BDH for students. SKD’s Little Free Library is located in this area. |
| **Goal 3: Maintain classroom and office equipment and supplies to enhance the quality of instruction and improve student learning.**    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: Enhance student learning and the quality of instruction offered to students through the use of up-to-date, appropriate equipment and technology.** | Faculty have been trained in the use of Blackboard, new textbook technology, and the use of O365 tools such as Skype and One Drive. | We will continue to evaluate instructor’s needs for updated software and technology and seek purchase and training as necessary. |
|  | **OBJ. 2: Replace office and classroom computers and other technologic equipment as needed to ensure faculty continue to function as effective instructors.** | The Communications Department has purchased items requested by instructors on a departmental survey, including: AC adapters for laptop portability, several office laptop computers with docking stations, a faculty office chair, and presentation remotes. | Several items listed in the 2017-2018 budget were not purchased and will be added to the 2018-2019 budget, including: an ELMO document camera and stand, office ensembles for one instructor offices, a replacement computer for the office manager, task chairs for the Communication classrooms, and replacement student desks for 6 of the 8 classrooms. We would also like to add room darkening blinds to classrooms to make the viewing of audio visuals easier for students. |
|  | **OBJ. 3: Encourage instructors to evaluate new technology and equipment by piloting projects in their courses.** | We continue to encourage instructors to pilot new methods, content, and technology in their courses. This year, our focus was on continuing to improve the ENR 094 course. | Our focus for the 2018-2019 year will be to pilot (Fall) the new English corequisite class, as well as to prepare for full implementation in the spring. |

**Program: Communications Department, Shelby-Hoover Campus Report Period: 2018-2019**

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| **Goals** | **Request & Justification/Resources** | **Goal Progress** | **Strategies Implemented & Follow-up** |
| **Maintain an informed and professional faculty to preserve the ability to offer courses that help students meet their educational and transfer goals.** |  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.   Encourage faculty to attend local, in-state, and out-of-state conferences.   Continue to review Student Learning Outcomes and assessments, course competencies/objectives, and requirements for each course.   Hire additional instructors/faculty as necessary.   Maintain institutional memberships in professional organizations such as ACETA, NCTE, MLA, NCA, SWCA and purchase institutional subscriptions to their publications.  **Funding Requests:**   $1000 to purchase licenses/registration for online seminars as well as to pay honorariums for workshops provided by guest lecturers/professors.   $2000 to support conference attendance for faculty. Requests will be supported on a first come, first served basis until the budget is exhausted.   $55,000-102,000 to provide an additional English instructor (if needed)   $450 institutional membership annual dues and institutional subscriptions for professional organizations such as ACETA, NCA, SWCA, NCTE ($75 ea for 2 NCTE journal subscriptions *Teaching English in the Two-Year College & College Composition and Communication*, $50 ACETA institutional membership, $100 SWCA institutional membership, $150 NCA department membership) (Additional memberships and publications will be paid through Jefferson Campus)  **Total Funding Request for Goal 1: $58, 450 - $105,450** |  The College and Department provided professional development opportunities on campus. The Department had ENR 098 and ENG 099 roundtable discussions in November and hosted our 4th annual UWRITE Conference for composition instructors in June where Dr. Chris Minnix, Associate Professor and Director of Freshman English at UAB, presented the keynote address. The College offered training sessions for sexual harassment prevention, ADA, campus safety, and advising. Department faculty attended ACCS professional development in Montgomery in April.   Several instructors utilized the allotted $500 for professional development through IAPs to attend book festivals and conferences. Instructors in the department attended the annual Birmingham Institute for Teaching Writing Conference at UAB in August. Instructors also attended the ALADE Conference at Bevill State in October. English and speech instructors participated in Connect training for ENR 098 and SPH 106. The Sigma Chi Eta faculty advisor attended the Alabama Communication Association Conference at the University of Montevallo with Zeta Chapter Officers in July. The Sigma Kappa Delta faculty sponsor attended the SKD National Conference with Chapter Officers in St. Louis in March. Other faculty members attended webinars and viewed Tedx Talks. Some also read articles for professional development. One faculty member published poetry and participated a poetry reading at the University of Southern Mississippi. Another instructor is participating in the Institutional Leadership Academy.   Departmental committees were established to review competencies, assessments, etc. In April, we learned they will be reviewed at the state level.   It was determined that we currently do not need any additional full-time faculty to maintain FT/PT ratio standards, but several new part-time instructors were interviewed and hired to staff classes throughout the year. The office manager applied for a new position at the college and received the promotion mid-year, so a search as conducted for a new office manager, and one was hired.   Institutional memberships in professional organizations were renewed. |  Faculty were encouraged to attend professional development activities on campus and to develop individual action plans to meet their professional development needs/goals.   Faculty will be surveyed to determine areas of interest in order to plan on-campus sessions for each semester. Following each session, an evaluation will be given to participants to assess effectiveness.   Attending and presenting at conferences will continue to be encouraged when planning IAPs. The department chair and dean will review faculty Individual Action Plans for meaningful professional development opportunities, track the number requests submitted, and monitor the number of faculty attending conferences. We will also track the number of faculty submitting proposals for presentation. We will continue to ask faculty who have attended conferences to share their experiences with other faculty.   Faculty will study data derived from assessment to determine how to best modify instruction to encourage mastery of each SLO. The Department will review of annual assessment results and adapt instructional plans and learning assessments accordingly. Representatives from the department will attend the state-level Curriculum Review Meeting. The Communication Department Chairs will work together on the development and revision or changes to SLOs and assessments for the next 3-year assessment cycle. Student Learning Outcomes will be reviewed at the end of the current 3-year assessment cycle, when we complete our program review in September. The course objectives and competency documents will be reviewed annually and revised as needed.   The objectives related to student outcomes and hiring faculty will be moved to goal #3, which focuses on curriculum and instruction.   Enrollment numbers will be evaluated in order to determine the need for hiring additional faculty. Ratios will continue to be monitored and requests for additional personnel will be submitted as appropriate. The Chair will continue to review applications and conduct interviews for additional part-time instructors as needed.   The Department will continue to coordinate institutional memberships in professional organizations with the department at the Jefferson Campus.   Although all of the previously requested funds were not utilized during this period, the same amounts will be requested for the next year since professional development continues to be a priority.   **This goal will be revised to focus on professional development and match Communications Division Outcome #1: Provide quality instruction in developmental and transferable courses through emphasis on continued training and professional development for faculty.** |
| **Provide academic, developmental, and support services to assist students in achieving their academic goals, as well as fostering intellectual inquiry and creative growth.** |  Continue planning for the establishment of a Writing Center on campus where students may get live, one-on-one help with written compositions from experienced instructors and tutors.   Support student organizations (Sigma Kappa Delta, Sigma Chi Eta, and the Speech Team) with financial assistance for attendance at national conventions.   Continue financial support for the Red Mountain Reading Series, *Wingspan*, The Writer’s Roundtable, and the Concert and Lecture Series.   Support the College’s aim to improve student “soft skills” by offering English for Life (E4L) workshops led by department members.   Maintain the Little Free Library in the department to foster reading for pleasure and creative growth for students.   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.   Pilot ENR 098 and ENG 099 courses to improve remediation and enhance retention.  **Funding Requests:**   $200 for mileage to allow department chairs to visit other colleges’ established writing centers.   $1000 from the Shelby Campus Department to support Sigma Kappa Delta’s attendance at their convention. (Jefferson will also be requesting this same amount.)   $1000 from the Shelby Campus Department to support Sigma Chi Eta’s attendance at their convention. (Jefferson will also be requesting this same amount.)   $1000 from the Shelby Campus Department to support the Speech Team’s attendance at their convention. (Jefferson will also be requesting this same amount; Funding for tournaments provided by the Foundation)   $1000 from the Shelby Campus Department to support The Red Mountain Reading Series. (Jefferson will also be requesting this same amount.)   $1000 from the Shelby Campus Department to support printing and publication expenses for *Wingspan*. (Jefferson will also be requesting this same amount.)   $250 for printing, advertising, and refreshments for the Writer’s Roundtable workshops.   $500 from the Shelby Campus Department to support the lecture portion of the Concert and Lecture Series. (Jefferson will also be requesting this same amount. Liberal Arts will fund the concert portion.)   $250 for printing, advertising, and refreshments for the English for Life (E4L) workshops.    **Total Funding Request for Goal 2: $6,200.00** |  Tutoring is located in the library and LSC area. The department provided two writing tutors for a total of 12 hours weekly during fall and spring and one tutor for 8 hours weekly during the summer term. These tutors were part-time English instructors at JSCC. Students sign in so we can track visits. During fall, we had 131 visits, spring 54, and summer 33. The typical session is approximately 30-45 minutes, so currently we have adequate staffing. While many students enjoy face-to-face tutoring sessions, not all students are able to utilize this resource. Since tutoring is available on campus at limited times, Smarthinking remains valuable resource for a variety of students, including those who work, take online classes, and dual enrollment students. The department chair toured writing centers/tutoring facilities on other college campuses while attending conferences and workshops at various institutions. Since tutoring is housed in the LRC/LSC area, the department chair has worked with the librarian and LSC to make suggestions for resources. The librarian has submitted requests for new furniture and other improvements to the area. The tutoring, library, LSC lab, and ADA offices are all connected to offer a variety of student success resources in one general location. The Advising Center, Enrollment Services, and Testing Center are located in the same building as well.   The Department continues to offer opportunities for enrichment and intellectual growth, primarily through the student organizations we sponsor and the committees on which we serve. SKD hosted and faculty and students assisted with PioneerCon in October. SKD also assisted with *Wingspan*, the Red Mountain Reading Series, and Writer’s Roundtable. Several groups of faculty, staff, and student participated in Pioneer Day homecoming activities in September. Sigma Chi Eta resurrected JSCC’s student newspaper, *The Pioneer*, publishing JSCC news 4 times per year.   While the Department did not offer E4L workshops this year, mostly due to low attendance in previous years, Sigma Chi Eta did offer editing and newswriting workshops as well as a Career Day and movie night with film study.   Sigma Kappa Delta continued to maintain the Little Free Library on the second floor of GSB next to the student seating area in front of the elevators.   Bulletin boards on the second floor of GSB were updated periodically for aesthetics and to provide timely information of events.   The Jefferson State Speech Team added IPDA debate to their list of events for the 2018-2019 season. After participating in a debate workshop at Lee College in August of 2018, the team won 40 awards in both debate and individual events at tournaments hosted by Middle Tennessee State University, University of West Florida, Mississippi College, Louisiana Tech, and Bossier Parish Community College. The team was honored to be able to travel to compete in the International Forensics Association tournament in Berlin, Germany, this March. Competing with two dozen colleges and universities, all 3 team members who attended brought home awards. Season-long rankings place the Jeff State Speech Team as 5th in overall points out of 32 community college IPDA debate programs. In addition to tournament competition, the team performed for the Alabama College Presidents Association Conference at Ross Bridge, hosted Constitution Day and An Evening of Performance, taught a debate workshop at the Birmingham Peace Summit, and hosted a Debate Showcase recruiting event.   With the leadership of faculty member Brian Rockett, SGA students hosted the college's first formal in over 40 years and served at several other successful events, including Pioneer Day, New Student Orientations, Preview Days, and a Youth Peace Summit.   Department members chaired and assisted with the Honors Convocation event. Department faculty advised students during Preview Days and New Student Orientation as well as in their offices.   The Beta Lambda Delta Chapter of PTK won Most Distinguished in Alabama for the third consecutive year.   Dr. Liesl Harris was named Alabama Regional Coordinator for PTK and had an article on returning-adult students published in *Community College Daily*.   The Department piloted the ENR 098 and ENG 099 with ENG 101 co-requisite model, and continues to work toward improving these courses. |  Tutoring services were advertised in classes, online, and via flyers posted throughout the building.   The department will continue to work with the library and LSC to improve the tutoring facilities and resources. We will survey faculty and students regarding tutoring services and utilize results to tailor future plans. We will continue to evaluate existing resources and assess needs for additional resources and monitor use of services, and, if needed, request additional tutors/hours.   Student organizations hosted a variety of events and advertised via flyers, website, and social media. We will monitor requests by organizations for attendance at their national conventions, as well as number of student members and activities.   Submissions and distribution of *Wingspan* will be monitored.   We will also monitor attendance at workshops and have participants complete evaluation forms to assess effectiveness.   The Department will assist Sigma Kappa Delta as stewards of the Little Free Library to rotate books and continue to maintain the appearance of the library.   ENR 098 and ENG 099 development will be moved to Goal #3, which focuses more on curriculum and instruction.   The same budget amounts will be requested going forward to support enrichment and support with the exception of mileage for travel to visit writing centers. The Chair will continue to visit casually when attending other events at various colleges..    **This goal will be changed to focus on enrichment and student support and more closely align with Communications Division Outcome #2: Prepare students to continue their education or to enter the workforce by providing academic, developmental, and support services to assist students in achieving their academic goals, as well as fostering intellectual inquiry and creative growth.** |
| **Maintain classroom and office equipment to enhance the quality of instruction and improve student learning.** |  Enhance the quality of instruction offered to students through the use of up-to-date, appropriate equipment and technology.   Enhance student learning through continued and deeper integration of technology into the curriculum.   Replace office and classroom computers and other technologic equipment as needed to ensure faculty continue to become innovative instructors.   Encourage instructors to evaluate new technology and equipment by piloting projects in their courses.   Update/replace older, worn, and damaged furnishings.  **Funding Requests:**   $850 for annual Scantron supplies per lease contract   $10,974.70 ($997.70 each) to replace 11 older classroom desktop computers that were purchased between 2008 and 2011 and are in need of replacement. Seven of these (in GSB 200, 201, 203, 204, 210, 211, 303) are 755s from 2008; 3 (rooms 215, 217, 301) are 780s from 2010; 1 (in room 219) is a 790 from 2011. Only one classroom used by Communications (GSB 213) has a newer computer.   $3,864.63 ($1288.21 each) to replace 3 laptop computers and docking stations for fulltime faculty members. Their current computers were purchased in 2013 and are out of warranty.   $4,988.50 ($997.70 each) to replace 5 desktop computers for four full-time faculty members and the office manager. Their current computers were purchased in 2013 and are out of warranty.   $2,993.10 ($997.70 each) to replace 3 desktop computers shared by approximately 25 part-time instructors who teach for the department during the year. These computers are 780s from 2010.   $175.00 ($35 each) for 5 presentation remotes for speech instructors/classrooms. Students need to practice using this technology when delivering speeches.   $692.40 ($57.70 each) for new speakers for all 12 classrooms used by the department. Greg recommended these speakers. We currently use the speakers that came with the computers, but these are insufficient for playing audio/AV to a classroom of students.   $237.98 ($118.99 each) for 2 external CD/DVD drives for use with new HP computers. Not all necessary audiovisuals are available online or through library resources, so some DVDs are still needed, especially for analysis and discussion of example student speeches and some film adaptations of literature. Using the old TV/DVD combos is not ideal since audiovisuals can be projected much larger using the LCD projector and screen. These external drives will be shared among instructors and available for checkout as needed.   $4,760.00 ($680 per room) for room darkening shades to enable improved viewing of audiovisuals in 7 classrooms (GSB 219, 217, 215, 213, 211, 203, 201) front side this year with plans for remaining rooms next year . On sunny days it is very difficult to see the audiovisuals being displayed on the projector screen with the blinds closed and lights off. Room darkening shades are needed in addition to the blinds.  **Total Funding Requests for Goal 3: $29,536.31** |  Aging projectors were recently replaced with new projectors in most of the classrooms. With the new projectors, images are sharper, and the blinds currently in the classrooms seem to be sufficient without the addition of room-darkening shades.   Some instructors have utilized McGraw-Hill’s Connect technology in the ENR 098 and SPH 106 courses. Several instructors have mentioned trying out “virtual classrooms” using Skype, Collaborate, and Zoom technologies.   Many instructors have utilized the SmartBoard and ElmoCam. Instructors are utilizing more components of Blackboard and Tegrity into their online, hybrid, traditional, and videoconferenced dual enrollment classes.   One instructor received a new laptop when the old one stopped functioning.   The newer computer in GSB 213 stopped working and had to be replaced with an older computer.   The Department has a representative on the Faculty Senate Council.   We have received approval to purchase the presentation remotes and speakers before the end of the current fiscal year.   DVD drives are not needed since the Department has TV/DVD combos, and most resources are now available online. The library has acquired many more online audiovisual resources recently.   With the newer projectors, images are much clearer as long as the blinds are closed and lights are dimmed, so the addition of room darkening shades was deemed an unnecessary expense. |  Some of the instructional technology was upgraded through rotation of computers out of labs and purchase of new projectors as well as replacement of computers. The open computer lab in GSB 120 received new computers, and the lab in GSB 320 is scheduled to be updated during 2019-2020. Some of the oldest classroom computers were replaced with computers as they were retired from labs.   One laptop was replaced, but two still need replacing. Desktop computers need to be replaced, so we will examine/request quotes for replacement/new items and prepare necessary requisitions.   We will continue to request updated computers to replace those that are out of warranty and instructional equipment necessary for the improvement of quality of instruction.   We will survey faculty to determine their needs and monitor the purchase and installation of software and hardware to ensure currency.   We will survey faculty to identify those who wish to pilot new methods and technology and plan the budget accordingly for necessary purchases.   We will continue to offer training on campus for faculty relating to using technology to improve instruction, including webcams, the LMS system, Smartboards, video technologies, and textbook software as needed and ask faculty to evaluate the training they receive through surveys and reflection.   While some classroom and part-time computers were recently updated with computers retired from one of the labs on campus, these computers are still older and out of warranty and need to be replaced. Classroom computers need to be updated, so new computers will be requested in the Department’s Strategic Plan.   We will make a recommendation to the DE Department to survey students to identify their needs for learning to use the technology required for their courses and implement training through workshops, videos, handouts, and in-class tutorials and follow up by asking students to evaluate the instruction and training they receive through surveys at the end of the semester.   We will utilize the ITS/ticket system for repair and recommendations and submit requests to replace equipment to administration for approval.   Office chairs and lecterns that were purchased when the building opened in 2000 are beginning to wear out. The projection screens are also showing wear and dirt. Items that are no longer usable will need to be replaced.   Faculty/staff will be surveyed for equipment and furniture needs/requests and assess quality of existing furnishings and availability of replacements.   Requisitions for presentation remotes and new speakers are being prepared.   The Department will assess data related to pass rates, retention, and subsequent student success.   Budget amounts will be adjusted for the next strategic plan based on purchases and current quotes.      **This goal will be changed to focus on quality instruction and learning environment and more closely align with the Communications Division outcome #3: Offer quality courses that allow students to develop communication skills and knowledge for personal enrichment or job advancement through improved learning environment, instructional technology, and curriculum development/revision.** |
| **Submission date: 8/30/2019** |  | **Submitted by: Connie Caskey** |  |

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

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| **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** |  |

Assessment Totals:

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| **SPH 106 Assessment Data for 3 Year Period** |  |  |
| Year | SLO 1:  Presentation | SLO 2:  Supporting Evidence |
| 2016-2017 | 152/164=93% | 168/213=79% |
| 2017-2018 | 444/546=81% | 446/534=84% |
| 2018-2019 | 242/304=80% | 240/302=79.4% |
| 3 year period | 838/1014=83% | 854/1049=81% |

275

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| **SPH 107 Assessment Data for 3 Year Period** |  |  |
| Year | SLO 1:  Presentation | SLO 2:  Supporting Evidence |
| 2016-2017 | 237/275=86% | 254/333=76% |
| 2017-2018 | 164/204=80% | 158/209=76% |
| 2018-2019 | 284/333=85% | 275/327=84% |
| 3 year period | 685/812=84% | 687/869=79% |

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| **SPH 116 Assessment Data for 3 Year Period** |  |  |  |  |  |
| Year | SLO 1: Self Concept Devel | SLO 2: Perception | SLO 3: Language | SLO 4: Nonverbal | SLO 5: Theory Application |
| 2016-2017 | 37/38=97% | 36/38=95% | 34/38=89% | 34/38=89% | 37/38=97% |
| 2017-2018 | 36/37=97% | 33/37=89% | 34/37=92% | 34/37=92% | 37/37=100% |
| 2018-2019 | 43/43=100% | 39/43=90.6% | 37/43=86% | 40/43=93% | 43/43=100% |
| 3 year period | 116/118=98% | 108/118=92% | 105/118=89% | 108/118=92% | 117/118=99% |

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| **SPH 123/124/125 Assessment Data for 3 Year Period** |  |  |
| Year | SLO 1: Delivery | SLO 2: Research |
| 2016-2017 | 21/22= 95% | 22/22=100% |
| 2017-2018 | 19/19=100% | 19/19=100% |
| 2018-2019 | 23/24=95.8% | 23/24=95.8% |
| 3 year period | 63/65=97% | 64/65=98% |

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| **MCM 100 Assessment Data for 3 Year Period** |  |  |
| Year | SLO 1Theories of Communication | SLO 2: Publication Appropriateness |
| 2016-2017 | Not assessed | Not assessed |
| 2017-2018 | 15/18=83% | 18/18=100% |
| 2018-2019 | 18/22=82% | 20/22=91% |
| 3 year period | 33/40=83% | 38/40=95% |

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| **MCM 102 Assessment Data for 3 Year Period** |  |  |
| Year | SLO 1: News Story | SLO 2: AP Style |
| 2016-2017 | Not assessed | Not assessed |
| 2017-2018 | 25/25=100% | 18/25=72% |
| 2018-2019 | 11/11=100% | 8/11=72% |
| 3 year period | 36/36=100% | 26/36=72% |

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| **RDG 085 Assessment Data for 3 Year Period** |  |  |  |  |
| Year | SLO 1: Identify  Main Idea | SLO 2: Comprehend explicit information | SLO 3: Understanding Implicit Information | SLO 4: Language |
| 2016-2017 | 9/21- 43% | 16/21=76% | 10/21=48% | 14/21=67% |
| 2017-2018 | 16/39=43% | 19/39=48% | 8/39=21% | 10/39=26% |
| 2018-2019 | No Longer Active | No Longer Active | No Longer Active | No Longer Active |
| 3 year period | 25/60=42% | 35/60=58.3% | 18/60=30% | 24/60=40% |

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| **ENG 093 Assessment Data for 3 Year Period** |  |  |  |  |
| Year | SLO 1: Grammar | SLO 2: Thesis | SLO 3: Coherency | SLO 4: Sentence Structure |
| 2016-2017 | 123/160=77% | 129/162=80% | 113/157=72% | 121/164=74% |
| 2017-2018 | 100/135=74% | 114/134=85% | 109/134=81% | 98/142=69% |
| 2018-2019 | No Longer Active | No Longer Active | No Longer Active | No Longer Active |
| 3 year period | 223/295=76% | 243/296=82% | 222/291=76% | 219/306= 72% |

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| **ENG 094 Assessment Data for 3 Year Period** |  |  |
| Year | SLO 1: Composition | SLO 2: Comprehension |
| 2016-2017 | 15/25=48% | 14/25=56% |
| 2017-2018 | 43/68=63% | 49/65=75% |
| 2018-2019 | No Longer Active | No Longer Active |
| 3 year period | 58/93=62% | 63/90=70% |

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| **ENR 098 Assessment Data for 3 Year Period** |  |  |  |
| Year | SLO 1:  Comprehension | SLO 2: Grammar | SLO 3:  Thesis |
| 2016-2017 | N/A | N/A | N/A |
| 2017-2018 | N/A | N/A | N/A |
| 2018-2019 | 73/91=80% | 72/93=77% | 74/93=79% |
| 3 year period | 73/91=80% | 72/93=77% | 74/93=79% |

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| **ENG 101 Assessment Data for 3 Year Period** |  |  |  |
| Year | SLO 1:  Thesis | SLO 2: Organization | SLO 3: Research |
| 2016-2017 | 550/624=88% | 521/608=86% | 441/544=80% |
| 2017-2018 | 550/661=83% | 536/643=83% | 495/674=73% |
| 2018-2019 | 747/864-86% | 729/879=83% | 693/863=80% |
| 3 year period | 1847/2149=86% | 1786/2130=84% | 1629/2081=78% |

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| **ENG 102 Assessment Data for 3 Year Period** |  |  |  |
| Year | SLO 1:  Thesis | SLO 2: Organization | SLO 3: Research |
| 2016-2017 | 319/360=89% | 316/360=88% | 302/359=84% |
| 2017-2018 | 605/653=93% | 604/650=93% | 575/648=89% |
| 2018-2019 | 725/789=91% | 709/786=90% | 671/783=85% |
| 3 year period | 1649/1802=92% | 1629/1796=91% | 1548/1790=86% |

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| **ENG 251 Assessment Data for 3 Year Period** |  |  |
| Year | SLO 1: History, Culture, Philosophy, Key Terms | SLO 2:  Literary Scholarship |
| 2016-2017 | 220/256=86% | 210/255=82% |
| 2017-2018 | 285/334=85% | 252/324=78% |
| 2018-2019 | 306/342=89% | 283/340=83% |
| 3 year period | 811/932=87% | 745/919=81% |

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| **ENG 252 Assessment Data for 3 Year Period** |  |  |
| Year | SLO 1: History, Culture, Philosophy, Key Terms | SLO 2:  Literary Scholarship |
| 2016-2017 | 192/208=92% | 182/215=85% |
| 2017-2018 | 252/297=85% | 229/283=81% |
| 2018-2019 | 318/354=89% | 281/344=81% |
| 3 year period | 762/859=89% | 692/842=82% |

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| **ENG 261 Assessment Data for 3 Year Period** |  |  |
| Year | SLO 1: History, Culture, Philosophy, Key Terms | SLO 2:  Literary Scholarship |
| 2016-2017 | 121/145=83% | 88/110=80% |
| 2017-2018 | 140/155=90% | 129/152=85% |
| 2018-2019 | 66/80=82% | 58/71=81% |
| 3 year period | 327/380=86% | 275/333=83% |

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| **ENG 262 Assessment Data for 3 Year Period** |  |  |
| Year | SLO 1: History, Culture, Philosophy, Key Terms | SLO 2:  Literary Scholarship |
| 2016-2017 | 44/51=86% | 43/51=84% |
| 2017-2018 | 38/41=93% | 36/41=88% |
| 2018-2019 | 40/44=90% | 40/43=93% |
| 3 year period | 122/136=90% | 119/135=88% |

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| **ENG 271 Assessment Data for 3 Year Period** |  |  |
| Year | SLO 1: History, Culture, Philosophy, Key Terms | SLO 2:  Literary Scholarship |
| 2016-2017 | 83/93=89% | 76/83=92% |
| 2017-2018 | 31/35=89% | 27/30 =90% |
| 2018-2019 | 11/12=91% | 11/12=91% |
| 3 year period | 125/140=89% | 114/125=91% |

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| **ENG 272 Assessment Data for 3 Year Period** |  |  |
| Year | SLO 1: History, Culture, Philosophy, Key Terms | SLO 2:  Literary Scholarship |
| 2016-2017 | 45/56=80% | 46/53=87% |
| 2017-2018 | 45/55=82% | 48/53=91% |
| 2018-2019 | 55/64=85% | 56/63=88% |
| 3 year period | 145/175=83% | 150/169=89% |

The Communications Student Learning outcomes are centered on the core courses of ENG 101, 102, and 251, and SPH 106 and 107. The other communications department class data is also included at the end of the report by year, but the following illustrates data for three years for the main components of the communication course listings:

**English 101 and 102**

* **SLO 1:**  1847/2149 students were successful in creating a solid thesis in ENG 101. This is 86% of the students assessed.

The previous 3-year cycle focused on process work in essay writing, and the department chose to move to more specific learning outcomes based in a completed composition. Instructors assess these skills in a paper written toward the beginning of the semester and a paper written toward the end of the semester to measure the change in the skill students acquire. Students perform very well on the thesis creation learning outcome throughout the semester, but there is a significant jump in performance from the first paper assessment to the second paper assessment reflected in the numbers here. Over the 3-year period, the change in performance went up between 8% and 23% from the first writing assessed to the last. Instructors work tirelessly in teacher workshops to aid students in revising their writing, and a large percentage in student learning over the semester illustrates this. Instructors also continue to vary their topics to suit student interest and engagement with topics and arguments. In ENG 102, 1649/1802, or 92% were successful in this skill. The trend for higher achievement in ENG 102 (than from 101) shows students are retaining knowledge from ENG 101 and applying it to their work in ENG 102. The department will continue to assess this learning outcome because instructors feel that the creation of a thesis statement is an essential skill that comes out of composition classes. It illustrates the ability of the students to critically think about a subject and communicate an idea clearly to a reader.

* **SLO 2:** 1786/2130= students were successful in writing an essay with unified and clear organization throughout the entire paper. This is 84% of the students assessed. (Down 1% from last 3-year cycle; however, the last 3-year cycle addressed just the body paragraphs in the notion of unified and clear discussion). This 3-year cycle incorporates all of the following: an introductory paragraph that engages the reader, creates a bridge to the main idea, and contains the thesis sentence; body paragraphs that have a clear topic sentence, show unity in ideas (one main idea and focus), show coherence of ideas (transitions, logical order), and use appropriate evidence in support of the main idea; and a concluding paragraph that reaffirms main points. The department blended two of the previous years’ SLOs that separated the introduction/conclusion from the body paragraphs. Here, the assessment looks at the entirety of the paper from catching the reader’s attention to completing logical and organized thoughts that prove the main idea. Like SLO 1, this learning outcome is assessed twice a semester to gauge students’ improvement in writing skill. Over the 3-year period, there was an 8%-12% increase in achievement. In ENG 102, 1629/1796, or 91% were successful in this skill. Similar to the higher achievement in thesis writing, higher achievement in this SLO for this class indicates continued student engagement and improvement. Instructors continue to offer new methods of peer review within the classroom, and several instructors note mandatory outside of class meetings with students during their writing process has helped develop more engaged students. Online instructors note continued use of multiple drafts that allow for instructor feedback help online students as well. The department would like to continue to assess this learning outcome through the next 3-year cycle because the need to produce well-written structured and supported informational and analytical compositions is a key component of being successful in not only an English composition class, but also any class that requires a written assignment. Students who are able to communicate an idea by setting the idea up and proving or exemplifying points about the idea will be successful in future classes and in the workforce.
* **SLO 3:** 1629/2081 students were successful in integrating primary and secondary sources into an essay. This is 78% of the students surveyed. This learning outcome was added after the last 3-year cycle showed a need to focus on the use of sources so students would be more successful using sources in the literature series classes. Although there was a positive change in student success from the first of the semester paper to the last of the semester paper achievement numbers, this is a lower percentage than the thesis and cohesive structure learning outcomes, and the department would like to see this achievement increase. The change over the semester for the 3-year totals ranged from 6% in the first two years to 12% in the third year. Instructors have used annotated bibliographies as precursors to essays to help students identify good sources overall and to help students decide what information from a source should be used in support of essay ideas. Instructors have also created workshops, online tutorials, new lectures, and new activities to help students understand how to incorporate sources into essays cohesively. Turning to ENG 102, 1548/1790, or 86% were successful in successfully integrating sources into essays. Here again, a higher percentage in achievement shows retention of learning from earlier classes, and it shows that continued practice in English composition helps reinforce the purpose of the classes. The department would like to continue to asses this learning outcome through the next 3-year cycle because reading, annotating, and correctly using primary and secondary sources to support a position in a paper requires students to think critically about documents and synthesize information from them to support their own ideas.

**English 251**

* **SLO 1:**  811/932 students successfully contrast characteristics of literary periods, cultural conditions of the writers and times, historical forces, philosophical movements, and key terms for genres of literature and literary movements assigned in this class. This is 87% of the students assessed. (This is a very similar SLO to our last 3-year cycle, and achievement is up 8% from last 3-year cycle). Although the foundation of success for this SLO is knowledge-based, students must build up that knowledge base to correctly contrast works from different periods and analyze each work’s significance within its respective period and genre. Instructors update their lectures both in class and online to better prepare students with the background knowledge they need to succeed in comparing and contrasting works throughout the time span of literary history covered. Some instructors have added portfolio activities to help students explore their knowledge of the background and the work and how both of those characteristics create meaning for the work for both contemporary and modern audiences. Instructors create exam questions to examine this SLO, and will continue to assess this type of learning outcome for the next 3-year period focusing more on students’ ability to compare the characteristics through a critical examination of selections of the works.
* **SLO 2:**  745/919 students successfully analyzed major works of prose and poetry, using literary terms and tracing connections between contemporary society and the cultural movements and philosophical issues of the literary period, as well as demonstrating literary scholarship in relation to primary literary works by locating valid secondary sources and correctly integrating these sources. This is 81% achievement. The department combined several SLOs from the last 3-year cycle to create this one main learning outcome. This was done in conjunction with the change in the composition classes to assess the whole paper for cohesion and organization instead of separating the introduction and the conclusion from the body paragraphs. A written research paper must be assessed as a whole in its ability to set forth a literary argument/analysis and support its points with both well-chosen and correctly cited primary and secondary sources. The achievement here drops a little lower than the final achievement in ENG 102 which might suggest a loss of some skill in usage of sources; however, as this achievement is 11% over the goal success level, the department feels it is doing well to surpass its goal. Instructors expect students in this 200-level class to have successfully completed the foundational classes in composition before entering the class; therefore, many instructors do not take time to completely reintroduce the writing process. However, many instructors provide students with materials from the library or from their own composition classes if students want to refresh their skills in structure and content. Some instructors use portfolio activities to workshop using sources and creating introduction or body paragraphs to model good habits when the students go to write a whole paper. Other instructors, still, indicate using processes of outlining and guided research with instructor feedback along the way helps students excel in a research paper. The department will continue to assess this learning outcome over the next 3-year cycle because it not only illustrates the retention of skills learned in the composition classes, but it also highlights students’ growth in critical interpretation from the 100-level classes to these higher-level classes and their ability to clearly communicate that interpretation.

**Speech 106**

* **SLO 1:**  838/1014, 83% of students presented effective persuasive speeches when the speeches were assessed holistically. A common rubric was used to assess the speech, examining overall effectiveness, including extemporaneous delivery, organization, rhetorical strategies, research and support, and audience adaptation. During previous assessment cycles, students had been successful with stating a thesis (91%), citing sources appropriately (83%), and demonstrating effective delivery (82%). Instructors met to discuss previous outcomes, revise the rubric, and discuss instructional methods and share assignments. Instructors have worked to improve instruction, utilizing example speeches, speech preparation worksheets, peer reviews, outlining workshops, and delivery rehearsals to improve outcomes. Since this course surveys a variety of communication contexts, we will assess communication skills in an interpersonal communication assignment for the next assessment cycle.
* **SLO 2:** 854/1049, 81% of students used supporting evidence effectively in a prepared speech. Instructors used a common rubric to assess quality of sources, quantity of sources, oral citations, and use of presentational aids. Previously, 83% of students had cited sources effectively during the 2013-2016 assessment period. Instructors have worked to improve pedagogy. Instructional materials and assignment instructions were improved, and students were asked to examine example speeches for use of support, complete source reviews, and participate in outline reviews and workshops. Although increased success rates are not demonstrated in the percentages, we feel that instruction has been improved in these areas and plan to shift focus to assess critical thinking by examining organization and support of arguments.

**Speech 107**

* **SLO 1:** 685/812, 84% of students presented effective persuasive speeches when speeches were assessed for overall effectiveness using a common rubric to assess the persuasive speech during the 2016-2019 assessment cycle. These results are fairly consistent with previous assessment cycles. During the 2013-2016 assessment cycle, when various aspects of the speech were assessed separately, students had demonstrated the following: 82% of students had effective delivery; 88% of students utilized effective rhetorical strategies; 85% of students utilized research effectively a speech; 83% of students had satisfactory outlines; and 92% of students demonstrated the ability to communicate effectively and adapt to audiences. Instructors met to discuss assessment results, instructional methods, and the assessment rubric. Instructors worked to improve pedagogy through use of audiovisuals, analysis exercises, workshopping sessions, peer review processes, and other class activities. Outcomes for the persuasive speech were good, so we plan to shift focus to assess communication skills by examining verbal and nonverbal communication as well as rhetorical strategies for the next assessment cycle.
* **SLO 2:** 687/869, 79% of students used supporting evidence effectively in a prepared presentation. Results did improve during the third year, from 76% to 84%. During the 2013-2016 assessment cycle, 85% of students had utilized research effectively in a speech. Instructors emphasized use of support through sample speech analysis, source review exercises, and outline reviews. Critical thinking and supporting arguments continue to be a weak area for students. Going forward, the focus will be shifted slightly to assess critical thinking by examining organization and support of arguments.

**Part 2: Program/Department Change**

**Program/Department Goal Changes:**

The department chairs and associate deans worked together to update the Communications department level outcomes to make them more student-centered, measurable, and assessable. They were rephrased and aligned with college, program, and course outcomes.

**Communications Department Outcomes:**

* Provide quality instruction in developmental and transferable courses through emphasis on continued training and professional development for faculty.
* Prepare students to continue their education at four-year institutions or to enter the workforce.
* Offer courses that allow students to developcommunication skills and knowledge for personal enrichment or for job advancement.

Department chairs also worked together to revise the strategic plan goals to better align with department outcomes.  The revised unit goals emphasize professional development, quality instruction, support, and enrichment.

**Unit Goals for 2016-2017, 2017-2018, & 2018-2019**

**Goal One: Maintain an informed and professional faculty to preserve the ability to offer courses that help students meet their educational and transfer goals.**

**Goal Two: Provide academic, developmental, and support services to assist students in achieving their academic goals, as well as fostering intellectual inquiry and creative growth.**

**Goal Three: Maintain classroom and office equipment to enhance the quality of instruction and improve student learning.**

**Course Student Learning Outcome Changes:**

**Program or Department:** *Speech 106/Communications Department*

Since this course surveys a variety of communication contexts, focus will be shifted away from the public speaking context since it has been assessed for several periods. Instructors have worked to improve pedagogy, and students have been successful with presenting persuasive speeches for several assessment periods, so we are retiring this SLO at the end of this cycle.  SPH 106 students have demonstrated effective delivery during the assessment cycle, so we are retiring this SLO for the next cycle. Going forward, critical thinking will be assessed by examining organization and support of arguments, and communication skills will be assessed in an interpersonal communication assignment. Additional areas for future focus may be identified through these assessments.

**Old Student Learning Outcome #1 (if applicable):** Students will be able to use supporting material effectively in a prepared speech.

**New Student Learning Outcome #1 :**

Students will demonstrate critical thinking skills by organizing and supporting arguments.

**Old Assessment Model (embedded questions on final exam, essay questions, etc..):**

Persuasive Speech Presentation Rubric

**New Assessment Model:**

Group project assessment or speech assessment (Instructor will paste assessment at end of assessment form.)

**Justification for Change (include data from previous assessment records):** 81% of students used supporting evidence effectively during the 2016-2019 assessment cycle. SPH 106 includes intrapersonal, interpersonal, and group communication, not just public speaking. We have worked to improve instruction in this area during the previous 3-year assessment cycle, and students have been successful in persuasive speeches. It’s important to assess other units in the course. We also wanted to focus a bit more on critical thinking.

**Old Student Learning Outcome #2 (if applicable):** Students will be able to present an effective persuasive speech.

**New Student Learning Outcome #2 :** Students will demonstrate effective communication skills in an interpersonal communication assignment.

**Old Assessment Model (embedded questions on final exam, essay questions, etc..):** Persuasive Speech Presentation Rubric assessed communication/delivery for persuasive speech presentation.

**New Assessment Model:** Interpersonal communication assignment assessment rubric(Instructor will paste assessment at end of assessment form.)

**Justification for Change (include data from previous assessment records)** 83% of students presented effective persuasive speeches during the 3-year assessment cycle. SPH 106 includes intrapersonal, interpersonal, and group communication, not just public speaking. Students have been successful in persuasive speech presentations. It’s important to assess other units in the course. Interpersonal communication skills are an area where many students need improvement.

**Program or Department:** *Speech 107/Communications Department*

SPH 107 students presented effective persuasive speeches during the 2016-2019 assessment cycle.  Students have also been able to utilize rhetorical strategies effectively, and instructors have improved pedagogy and assessment in this area. Students have demonstrated competence with extemporaneous delivery, organization, rhetorical strategies, research and support, and audience adaptation.  Going forward, we will shift focus to assess communication skills (verbal, nonverbal, rhetorical strategies) in a presentation. To address problem areas, we examined use of supporting material in a prepared speech by examining quality of sources, quantity of sources, oral citations, and presentational aids.  Going forward we will shift focus to assess critical thinking by examining organization and support of arguments. Additional areas for future focus may be identified through these assessments.

**Old Student Learning Outcome #1 (if applicable):** Students will be able to use supporting material effectively in a prepared speech.

**New Student Learning Outcome #1 :**

Students will demonstrate critical thinking skills by organizing and supporting arguments.

**Old Assessment Model (embedded questions on final exam, essay questions, etc..):**

Persuasive Speech Presentation Rubric

**New Assessment Model:**

Same assessment

**Justification for Change (include data from previous assessment records):** 79% of students used supporting evidence effectively in a speech. Shifting the focus slightly to assess critical thinking

**Old Student Learning Outcome #2 (if applicable):** Students will be able to present an effective persuasive speech.

**New Student Learning Outcome#2:** Students will demonstrate effective communication skills in a persuasive speech presentation.

**Old Assessment Model (embedded questions on final exam, essay questions, etc..):** Persuasive Speech Presentation Rubric

**New Assessment Model:** Same assessment

**Justification for Change (include data from previous assessment records):** 84% of students presented effective persuasive speeches. Shifting the focus to assess use of communication skills in the speech presentation

**Program or Department:** *Reading 085/Communications Department*

\*No longer a class offered within the department.

**Program or Department:** *English 093/Communications Department*

**\***No longer a class offered within the department.

**Program or Department:** *ENR 098/Communications Department*

**Old Student Learning Outcome #1:** The student will demonstrate reading comprehension competence appropriate for college-level reading.

**New Student Learning Outcome #1:** The student will communicate reading comprehension appropriate for college-level reading.

**Old Assessment Model:** Rubric or Test

**New Assessment Model:** Rubric or Test

**Justification for Change:** Emphasizing state outcome language geared toward communication.

**Old Student Learning Outcome #2:** Students will understand Standard English grammar and apply this to their writing. Students will also exhibit a variety of sentence structures (simple, compound, complex) written with correct mechanics.

**New Student Learning Outcome #2:** Students will communicate in Standard written English with correct grammar and mechanics, and with an exhibited variety of sentence structures (simple, compound, complex).

**Old Assessment Model:** Rubric to assess correct use of Standard English and levels of sentence variety.

**New Assessment Model:** Same.

**Justification for Change:** Emphasizing state outcome language geared toward communication.

**Old Student Learning Outcome #3:** The student creates a thesis statement using specific examples, facts, or details that is developed in coherent, cohesive, and supportive body paragraphs.

**New Student Learning Outcome #3:** The student communicates a developed idea through a thesis statement; the student will then use specific supportive examples, facts, or details in coherent and cohesive body paragraphs.

**Old Assessment Model:** Rubric.

**New Assessment Model:** Rubric.

**Justification for Change:** Emphasizing state outcome language geared toward communication.

**Program or Department:** *English 101/Communications Department*

**Old Student Learning Outcome #1:** Students will write a unified specific thesis.

**New Student Learning Outcome #1:** Students will communicate a stance on a subject by writing a unified specific thesis.

**Old Assessment Model:** Rubric: Assessing a paper at the beginning of the semester and at the end of the semester to measure thesis strength.

**New Assessment Model:** This assessment model will stay the same.

**Justification for Change:** Emphasizing state outcome language geared toward communication.

**Old Student Learning Outcome #2:** Students will write an essay with unified and clear organization.

**New Student Learning Outcome #2:** Students will communicate details of a subject by writing an essay with unified and clear organization.

**Old Assessment Model:** Rubric: Assessing a paper at the beginning of the semester and at the end of the semester to measure unity and organization.

**New Assessment Model:** Rubric: Assessing a paper at the beginning of the semester and at the end of the semester to measure unity and organization.

**Justification for Change:** Emphasizing state outcome language geared toward communication.

**Old Student Learning Outcome #3:** Students will correctly integrate primary and secondary sources into an essay.

**New Student Learning Outcome #3:** Students will use critical thinking skills to locate, assess, and correctly integrate primary and secondary sources into an essay.

**Old Assessment Model:** Rubric: Assessing a paper at the beginning of the semester and at the end of the semester to measure choice and incorporation of acceptable primary and secondary sources.

**New Assessment Model:** Rubric: Assessing a paper at the beginning of the semester and at the end of the semester to measure choice and incorporation of acceptable primary and secondary sources.

**Justification for Change:** Emphasizing state outcome language geared toward critical thinking.

**Program or Department:** *English 102/Communications Department*

**Old Student Learning Outcome #1:** Students will write a unified specific thesis.

**New Student Learning Outcome #1:** Students will communicate a stance on a subject by writing a unified specific thesis.

**Old Assessment Model:** Rubric: Assessing a paper at the beginning of the semester and at the end of the semester to measure thesis strength.

**New Assessment Model:** This assessment model will stay the same.

**Justification for change:** Emphasizing state outcome language geared toward communication.

**Old Student Learning Outcome #2:** Students will write an essay with unified and clear organization.

**New Student Learning Outcome #2:** Students will communicate details of a subject by writing an essay with a unified and clear organization.

**Old Assessment Model:** Rubric: Assessing a paper at the beginning of the semester and at the end of the semester to measure unity and organization.

**New Assessment Model:** Rubric: Assessing a paper at the beginning of the semester and at the end of the semester to measure unity and organization.

**Justification for Change:** Emphasizing state outcome language geared toward communication.

**Old Student Learning Outcome #3:** Students will correctly integrate primary and secondary sources into an essay.

**New Student Learning Outcome #3:** Students will use critical thinking skills to locate, assess, and correctly integrate primary and secondary sources into an essay.

**Old Assessment Model:** Rubric: Assessing a paper at the beginning of the semester and at the end of the semester to measure choice and incorporation of acceptable primary and secondary sources.

**New Assessment Model:** Rubric: Assessing a paper at the beginning of the semester and at the end of the semester to measure choice and incorporation of acceptable primary and secondary sources.

**Justification for Change:** Emphasizing state outcome language geared toward critical thinking.

**Program or Department:** *ENG All Literature Classes (251, 252, 261, 262, 271, 272)/Communications Department*

**Old Student Learning Outcome #1:** The student will identify characteristics of literary periods, cultural conditions of the writers and times, historical forces, philosophical movements, and key terms for genres of literature and literary movements.

**New Student Learning Outcome #1:** By critically thinking, the student will contrast characteristics of literary periods, cultural conditions of the writers and times, historical forces, philosophical movements, and key terms for genres of literature and literary movements.

**Old Assessment Model:** Direct: Through exam questions, the student will contrast the following:

1. Characteristics of the literary periods
2. Cultural conditions of the writers and times
3. Historical forces
4. Philosophical movements
5. Key terms for genres of literature and literary movements

**New Assessment Model:** Same

**Justification for change:** Emphasizing state outcome language geared toward critical thinking.

**Old Student Learning Outcome #2:** The student will analyze major works of prose and poetry, using literary terms and tracing connections between contemporary society and the cultural movements and philosophical issues of the literary period, as well as demonstrating literary scholarship in relation to primary literary works by locating valid secondary sources and correctly integrating these sources.

**New Student Learning Outcome #2:** The student will critically think about major works of prose, poetry, or drama; using literary terms and connections between contemporary society and cultural movements/philosophical issues of the literary period, the student will clearly communicate an organized original idea with correctly integrated supporting primary evidence and valid secondary sources.

**Old Assessment Model:** Rubric: In their essays, students will be able to do the following:

1. Analyze and contextualize a work of literature from the period in its historical, cultural, and philosophical background
2. Compare/contrast the literature of an historical period to contemporary culture
3. Locate relevant and effective secondary sources
4. Build an argument correctly integrating and documenting both primary and secondary sources in MLA style

**New Assessment Model:** Same

**Justification for Change:** Emphasizing state outcome language geared toward communication and critical thinking.

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

**Faculty/staff participation:** Members of the Communications Department Program Review Committee met on September 13, 2019 and September 17, 2019, to discuss putting together the various elements of the report. Kristin Henderson supplied data related to the Jefferson Campus Communications Department. Connie Caskey supplied data related to the Shelby-Hoover Campus Communications Department. Ashley Kitchens supplied data related to the Chilton-Clanton Campus, and Nic Kin supplied data related to the St. Clair Pell City Campus. Connie Caskey, Kristin Henderson, and Ashley Kitchens were responsible for gathering and including data related to demographics. Full-time and part-time instructors complete SLO assessment reports each semester. Connie Caskey compiled assessment reports for speech and mass communications courses, and Ashley Kitchens complied assessment reports for English and reading classes. Alex Lewis was responsible for filling in some of the assessment chart information and tallying results for the three-year assessment period. The committee collaborated in person as well as via phone and email to compile the information. Connie Caskey and Ashley Kitchens collaborated on the complete draft of the report. Additionally, several fulltime faculty in the Communications Department assisted in providing information and proofreading/editing various sections of the compiled report. Prior to this, the department held several meetings and professional development events to generate, analyze, and react to data collected during the 3-year period.

**Communications Division Committees 2016-2017**

English Award Committee:  Mary Kaiser, Jacob Melvin, Bob Burnham, Ashley Kitchens

Speech Award Committee:  Natalie Dudchock, Bob Renshaw, David McKinney, Marisa Jones, Summer Aldrich

Communications/English Curriculum:  Connie Caskey, Kristin Henderson, Ashley Kitchens

Strategic Plan Committee: Kristin Henderson, Connie Caskey, Sharon DeVaney-Lovinguth, Christie Woods, Jamie King

Speech 106 SLO Committee:  Summer Aldrich, Marisa Jones

SPH 107 SLO Committee: Natalie Dudchock, David McKinney

THR, SPH 123/4/5, SPH 116, & MCM SLO Committee:  Janice Ralya, Kevin Townes

English Composition SLO Committee:  Brian Rockett, Mark Youngblood, Bob Burnham, Jacob Melvin

Literature SLO Committee: Christie Woods, Mary Kaiser, Matt Boehm

ENG 093 SLO Committee: Haley Davis Kendrick, Dianna Hyde, Jamie King

ENG 246 Creative Writing SLO Committee: Katie Boyer, Sharon DeVaney-Lovinguth

ENG 093 Textbook Review Committee:  Jamie King, Dianna Hyde, Haley Davis Kendrick

Speech 107 Textbook Review Committee: David McKinney, Marisa Jones, Natalie Dudchock, Summer Aldrich, Kevin Townes

**Communications Division Committees 2017-2018**

English Award Committee:  Mary Kaiser, Jacob Melvin, Ashley Kitchens, Christie Woods

Speech Award Committee:  Summer Aldrich, David McKinney, Marisa Jones, Ray Harrison

Communications/English Curriculum:  Connie Caskey, Kristin Henderson, Ashley Kitchens

Strategic Plan Committee: Kristin Henderson, Connie Caskey, Ashley Kitchens

Annual Summary/Program Review Committee:  Ashley Kitchens, Connie Caskey, Kristin Henderson

Speech Committee:  Natalie Dudchock, Marisa Jones, David McKinney, Ray Harrison

Forensics & Mass Comm Committee:  Janice Ralya, Connie Caskey, Summer Aldrich

English Composition Committee:  Brian Rockett, Mark Youngblood, Ashley Kitchens, Jacob Melvin, Syreeta Burns

Literature Committee: Christie Woods, Mary Kaiser, Matt Boehm, Kristin Henderson

Developmental English and Reading Committee:  Haley Davis Kendrick, Dianna Hyde, Jamie King

Creative Writing Committee: Katie Boyer, Eugene Cuevas, Alex Lewis

**Communications Division Committees 2018-2019 \*With Updated Responsibility Description**

English Award Committee:  Mary Kaiser, Jacob Melvin, Jamie King, Christie Woods

·         Review criteria, request & review nominations, select and submit award recipient

Speech Award Committee:  Summer Aldrich, David McKinney, Marisa Jones, Ray Harrison

·         Review criteria, request & review nominations, select and submit award recipient

Communications/English Curriculum:  Connie Caskey, Kristin Henderson, Ashley Kitchens

·         Review course offerings, add/delete courses as needed, review course outline updates

Strategic Plan Committee: Kristin Henderson, Connie Caskey, Ashley Kitchens

·         Request faculty input, collaborate, review/revise/submit annual strategic plan/budget requests for each department/campus as appropriate

Annual Summary/Program Review Committee:  Ashley Kitchens, Connie Caskey, Kristin Henderson

·         Review/revise SLO assessments, assign SLO assessment duties, compile and calculate data annually for area of responsibility, and prepare program review report every 3 years

Speech Committee:  Natalie Dudchock, Marisa Jones, David McKinney, Ray Harrison

·         Review course outlines, ensure that course description matches state course directory and that JSCC course competencies are aligned with state course objectives/outcomes\*, work as a committee to recommend any necessary revisions to the Communications/English Curriculum members, ensure that updated course outlines are distributed to faculty and posted online

·         Review textbooks as needed; Textbook selection shall be based on majority vote of all full-time speech instructors.

Forensics & Mass Comm Committee:  Janice Ralya, Connie Caskey, Summer Aldrich

·         Review course outlines, ensure that course description matches state course directory and that JSCC course competencies are aligned with state course objectives/outcomes\*, work as a committee to recommend any necessary revisions to the Communications/English Curriculum members, ensure that updated course outlines are distributed to faculty and posted online

·         Review textbooks as needed; Textbook selection for these courses shall be based on recommendation of the course instructor and approval of the committee/department chair.

English Composition Committee:  Brian Rockett, Mark Youngblood, Ashley Kitchens, Jacob Melvin

·         Review course outlines, ensure that course description matches state course directory and that JSCC course competencies are aligned with state course objectives/outcomes\*, work as a committee to recommend any necessary revisions to the Communications/English Curriculum members, ensure that updated course outlines are distributed to faculty and posted online

·         Review textbooks as needed; Textbook selection shall be based on majority vote of all full-time English instructors.  Individual instructors may require handbooks, readers, or other supplemental materials as long as costs are minimal.

Literature Committee: Christie Woods, Mary Kaiser, Matt Boehm, Kristin Henderson

·         Review course outlines, ensure that course description matches state course directory and that JSCC course competencies are aligned with state course objectives/outcomes\*, work as a committee to recommend any necessary revisions to the Communications/English Curriculum members, ensure that updated course outlines are distributed to faculty and posted online

·         Review textbooks as needed; Textbook selection shall be based on majority vote of all full-time English instructors.

Developmental English and Reading Committee:  Haley Davis Kendrick, Dianna Hyde, Jamie King

·         Review course outlines, ensure that course description matches state course directory and that JSCC course competencies are aligned with state course objectives/outcomes\*, work as a committee to recommend any necessary revisions to the Communications/English Curriculum members, ensure that updated course outlines are distributed to faculty and posted online

·         Review textbooks as needed; Textbook selection shall be based on majority vote of all full-time developmental English instructors.

Creative Writing Committee: Katie Boyer, Eugene Cuevas, Syreeta Burns

·         Review course outlines, ensure that course description matches state course directory and that JSCC course competencies are aligned with state course objectives/outcomes\*, work as a committee to recommend any necessary revisions to the Communications/English Curriculum members, ensure that updated course outlines are distributed to faculty and posted online

·         Review textbooks as needed; Textbook selection for these courses shall be based on recommendation of the course instructor and approval of the department chair(s).

**Faculty Meetings and Professional Development Participation 2016-2019**

August 17, 2016 Communications Department Meeting focused on Goals Progress

September 16, 2016 Communications Department Roundtable on Plagiarism and Annual Summary Review Meeting

October 7, 2016 Developmental Professional Development

October 13, 2016 JSCC Professional Development on FERPA and Customer Service

October 28, 2016 Communications Department Chairs visited UM’s Writing Center and met with UM Professors

November 2016 ACCA Convention

January 4, 2017 Communications Department Meeting focused on Program Review

February 3, 2017 Department Chairs Meeting with Associate Dean, Shelby Campus

February 24, 2017 Speech Instructor Roundtable Discussion

May 22, 2017 Communications Department Meeting focused on Goals Progress and Strategic Plan

May 22, 2017 Speech Instructor Meeting to discuss course requirements and online courses

June 16, 2017 Department Chairs Meeting with Associate Dean, Shelby Campus

June 23, 2017 UWRITE Conference for English Instructors

August 25, 2017 Birmingham Institute for Teaching Writing at UAB

January 8, 2018 Communications Department Meeting focused on Communications Division Committee reports

January 16, 2018 Department Chairs Meeting with Associate Dean, Shelby Campus

February 2, 2018 Blackboard Intermediate Training Workshop

February 9, 2018 Developmental Education Resources Workshop

February 26, 2018 Skype Workshop

March 2, 2018 ACCS Open Education Resources Professional Development at AUM

March 9, 2018 Communications Department Chairs Developmental Meeting

April 5, 2018 Meeting with ACCS Director of Academic Affairs regarding the Integrated Reading and Writing course

April 6, 2018 McGraw-Hill Connect Workshop

April 20, 2018 Integrated Reading and Writing Roundtable Discussion

April 27, 2018 Meeting of Communications Department Chairs and Associate Dean of Developmental Education with Dr. Chris Minnix, UAB Writing Program Director, to discuss co-requisite English

May 22, 2018 Communications Department Meeting focused on Integrated Reading & Writing and Co-requisite courses

June 22, 2018 UWRITE Conference for English Instructors

June 25, 2018 ACCS College Readiness State-wide Professional Development at Southern Union

June 28, 2018 Tegrity Workshop

June 29, 2018 Campus Safety and Stop the Bleed Training

July 3, 2018 Skype Workshop

July 6, 2018 Advising Workshop

July 20, 2018 Integrated Reading and Writing Seminar

August 15, 2018 JSCC Workshops: Complete College America, Teaching & Learning, College Readiness, Full Measure, Blackboard, Advising

August 24, 2018 Birmingham Institute for Teaching Writing at UAB

August 31, 2018 Department Chairs Meeting with Associate Dean, Shelby Campus

September 14, 2018 Communications Department Meeting focused on Campus Safety & Blackboard/Full Measure

October 19, 2018 ALADE Conference, Bevill State

October 25, 2018 Connect for IRW Training

November 9, 2018 ENR 098 and ENG 099 Roundtable Discussions

December 20, 2018 Data Security Online Training

January 3, 2019 Best Practices Workshop

January 18, 2019 English Handbook Presentation

January 25, 2019 Communications Department Meeting focused on Advising and Retention

February 5, 2019 Sigma Chi Eta hosted Career Day where students and faculty could learn about careers in the communication field

April 10, 2019 ACCS system Wide Professional Development: “Laser Focused on Student Success...Because It Matters”

April 12, 2019 Distance Education Committee Meeting

April 19, 2019 Sexual Harassment Prevention Training on Campus

May 7, 2019 Faculty Training: Accommodation and Sensitivity for Students with Disabilities; Department Chair Training: Managing Employee Situations and Conflict Resolution

May 24, 2019 Communications Department Meeting focused on Communications Division Committee reports and departmental reports

June 28, 2019 UWRITE Conference hosted by JSCC Communications

July 26, 2019 Department Chairs Meeting with Associate Dean, Shelby Campus

August 15, 2019 Communications Department Meeting focused on Beginning of Semester information & Strategic Plan/Goals Progress

September 6, 2019 Blackboard Ally Accessibility Workshop

**Appendix A: Annual Summaries**

**Hyperlink 1 2016-2017 Needed**

**Hyperlink 2 2017-2018 Needed**

**Hyperlink 3 2018-2019 Needed**

**Appendix B: Meeting Minutes (examples)**

CM/LA Division Meeting Minutes

August 17, 2016 – 11:00 a.m.

Members Present: Matthew Boehm, Katie Boyer, Robert Burnham, Angie Ford, Kristin Henderson, Marisa Jones, Samuel Jones, Haley Kendrick, Lucy Lewis, Michael Thomas, Shelley Wilson, Christie Woods

Members Absent: Teresa Archer, Pamela West

Kristin Henderson welcomed everyone back from summer and made the following announcements:

· Bob Renshaw has retired and the newly formed Community Building Committee will be tasked with arranging a Dutch treat lunch in his honor on a Friday in September.

· Marisa Jones has transferred to the Jefferson Campus full time and is joining the division.

· Matt Boehm is still in Distance Education, and spends much of his time teaching Dual Enrollment classes in St. Clair County. He will be teaching one class on the Jefferson Campus this semester and was welcomed as a Division member.

· Teresa Archer is having surgery (today) and will be out at least three weeks. In the meantime, division members were asked to help out manning the office next week during times that Kristin is in class. Lucy Lewis and Katie Boyer offered their help on Tuesday and Thursday of next week. Camilla Avery offered to share her work-study student as well.

· Dates for upcoming events were announced:

|  |  |  |  |
| --- | --- | --- | --- |
| **Date** | **Event** | **Time** | **Location** |
| Tuesday, AUG 23 | Breakfast | 8:30-9:30 | JCLWH 300 |
| Tuesday, SEPT 13 | Plato Training | 9:00-1:00 | JCLWH 219 |
| Friday, SEPT 30 | Pioneer Day | TBA | TBA |
| **CM Dept. Dates** |  |  |  |
| SEPT 16 | Plagiarism Roundtable | TBA | TBA |
| OCT | ENR 094 Prof. Dev. | TBA | TBA |
| JAN 20 | 101 Roundtable | TBA | TBA |
| March | Speech Prof. Dev | TBA | TBA |
| LA Dept. Dates |  |  |  |
| Sept. | SLO Meetings | TBA | TBA |
| Spring Semester | Prof. Development | TBA | TBA |

· Bob Burnham asked if the newly planned ENR 094 would be focused on basic skills to prepare students for English Composition Courses. Discussion ensued, but the basic idea behind the class was explained as an integrated reading and writing course, similar to the Math QEP. More information will follow, and Haley Kendrick is planning to teach a pilot section in the spring.

Kristin relayed information regarding the proposed changes to the Faculty Evaluations (adding Assessing SLOs specifically) and the committee formed to revise the Student Evaluation of Instructor.

Kristin informed the faculty of the PT Orientation Materials on Bb, and said she will ask that full-time faculty be able to access the SLO assessment information as well.

Kristin reminded the faculty that instructors must take leave for class times/meetings/office hours if they are not on campus during the prescribed time. She also reminded the faculty of the office hour policy and that every instructor must have a minimum of four office hours a week. Those with release time or online courses should follow the College’s policy in determining the number of required office hours. Kristin stated that instructors should be available to meet with students during their office hours.

Kristin stated that for LA SLO Assessments, FT instructors should plan to assess all of their classes. Having each instructor give the assessment on a scan-tron and running a summary sheet were discussed as the best way to gather the results. Some of the problems of using Class Climate to give the assessment, particularly in the reading of the results, were discussed. This information mainly related to instructors in Psychology, Sociology, and ART who use an objective test format for assessment.

Kristin reminded faculty that we are receiving a 4% raise, and that the deadline for completing the PEEHIP MyActiveHealth information is August 31 to avoid paying a $50/month penalty.

The Committee lists were distributed, and the charges for the LA committees and the Division Committees were explained. The newly formed committees are LA Subject Awards, LA Program Review, LA Strategic Plan, Professional Development, and Community Building. The Committee Lists are attached.

Kristin also explained the new CM/LA PT Instructor Contact Lists in which FT instructors are paired with PT instructors to answer questions or offer suggestions. The goal of this project is to provide newer PT instructors a point of contact with someone who is teaching the same course. Many instructors already serve in this capacity unofficially. The list is attached.

Kristin distributed the new CM/LA Faculty Handbook and highlighted information that needed attention, including required training, submitting semester paperwork, syllabus and course policy information, SLO information, instructor absences, office hours, and other general information.

Kristin handed out a Goals Survey to the faculty and asked that it be returned to her by Friday, August 19 at the latest. This survey will provide information for the upcoming Goals Progress and Goal Revisions Reports that are due on August 26.

After some small talk, the meeting was adjourned.

Faculty members received the following documents during the meeting:

|  |  |  |  |
| --- | --- | --- | --- |
| · Agenda | · Goals Progress Report Survey | · Final Exam Schedule | · CM/LA Faculty Handbook |
| · Committee List | · Semester Paperwork List | · Schedule Updates | · Paperwork Submission Instr. |
| · PT Instructor Contacts | · Print Shop Information | · ADA Faculty Handbook |  |

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Communications Department Meeting Minutes January 4, 2017

Kristin Henderson began the meeting at 10:00AM with a brief discussion of leave forms and duty days.

Connie Caskey discussed program review results. She began with an overview of the Student Learning Outcome Assessment Forms.

* Email completed form as attachment to your chair and Ashley Kitchens for English, and to Connie Caskey for speech, mass comm, theater, and reading.
* Be sure to label the top with course number, campus, mode of delivery, & CRN. We have to analyze the results by location, delivery method, etc.
* It’s best to use a separate form for each CRN, or if same location and mode, list both CRNs at top and combine numbers in column 4 rather than giving 2 separate numbers. Please put (2 sections) in parentheses with the results to be sure we count all sections. This is less confusing when tallying results for all sections.
* Columns 1-3 remain the same—do not change info here.
* Delete instructions for columns 4 and 5 before typing results.
* Column 4 – We don’t need anything except # satisfactory (ex. 20/25) with percent (80%). Any additional numbers can be confusing when tallying results.
* We must have raw numbers as well as percent (can’t calculate overall college results without raw numbers). Include number of students who were successful and total number of students completing the assessment (the test, presentation, or essay). We are counting students here, not number of questions.
* It’s not necessary to tell how many were not satisfactory. Too many numbers can get confusing when tabulating.
* Column 5 – Try to include about 2 or 3 concise sentences here. Focus on pedagogy. The Use of Results should reflect the results listed in column #4. If students were successful, focus mostly on that (what pedagogy led to it?). If not, what is the pedagogical plan to remedy it? (This is NOT the place to complain about students.) Focus on teaching strategies, exercises, examples, motivational techniques, etc. Remember to close the loop: What was your plan from last time? Did it work? Were students more successful or less? What next? Any changes? (Keep in mind that too much info becomes less meaningful when combining and tabulating data.)

Ashley Kitchens and Kristin Henderson offered helpful tips for filling out the forms as well.

Connie Caskey led a discussion of areas for focus based on results for the 3-year period.

* SPH 106/107—Weakest area was delivery, most often brought down by eye contact. Is 80-90% eye contact too high of a standard for beginning speakers? Yes, 90% is the ideal goal, but should we be assessing something more like 50-70% eye contact for beginning speakers? Speech instructors will meet to discuss further.
* Other speech classes—We need more data over a longer period of time (lower enrollment, smaller sample).
* THR 120—Examine the assessments, improve/tweak, and be sure to count # of students in column 4 (maybe number of students who answer 70% correct of 10 or 20 questions for each SLO).
* MCM 100 & 102—Need to assess each semester offered. Be sure to copy and paste rubric for writing assignment or quiz at the end of the assessment record.
* ENG 093—Coherency is the weakest area. What can instructors do to improve these results? Developmental finals will need to count for 20-30% of the overall grade. We still have to turn grades around quickly. What should be on the final? There was a brief discussion of suggestions followed by a request to schedule a time to share individual instructor assignments, handouts, etc. There should be a focus on the writing process: Students must plan, write, and revise assignments.
* ENG 101/102—The weakest areas are close reading and use of sources. Including research in 101 should help. ENG 101 should include rhetorical analysis, real-world, and cross-curricular assignments, including a research paper that uses primary and secondary sources. Six compositions are required (at least 4 different assignments with 2 substantial revisions). ENG 102 now includes short fiction, drama, poetry, and literary criticism. Six compositions are required (at least 4 different assignments with 2 substantial revisions). At least one essay should be a literary criticism research paper that analyzes a work of literature using support from primary and secondary sources.What else can we do to improve results? Several instructors suggested using the resources developed by the librarian to improve results here.
* Literature courses: Remember to include test questions used (copy and paste at end of assessment record). Weak areas are literary scholarship and use of sources as well as contemporary connections. Including literary criticism research in ENG 102 should help. What are some other things we can do to improve results? The librarian has developed some helpful resources to use.
* For all SLOs, use the rubric included on the assessment record to ensure we are assessing the same criteria.

The meeting ended with a discussion of the library tutorials and research modules that will be utilized going forward.

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Communications Department Meeting Minutes 1:00PM May 22, 2017 – GSB 213 (scroll to bottom for speech meeting notes)

Present: Connie Caskey, Brian Rockett, Mark Youngblood, Natalie Dudchock, Dianna Hyde, Mary Kaiser, Sharon DeVaney-Lovinguth, Tammy Rudd, Terina Nivilinszky, Janice Ralya, Summer Aldrich, Ginger Cooper (recorder)

Connie Caskey began the meeting with the following updates and announcements:

* The Sick Leave Bank will hold elections for its committee representatives May 24 - 26, 2017. We can select 4 people on the ballot. Mark Youngblood is on the ballot and would like to be on the committee.
* English Composition Professional Development will be held on June 23rd. This meeting is a follow-up to last year's with just a few more focused topics rather than several short presentations. It will last all day (8-3) and we are considering having a potluck again. All full-time, part-time, and dual enrollment instructors are invited to attend.
* The Writing Center proposal was submitted. The full proposal was not approved; however, Jefferson & Shelby Campuses will be staffed with two tutors at 6 hours per week each. Part-time instructors can interview for a tutoring position. If hired, tutoring 6 hours per week will count for one class in a part-time load. The Shelby Campus tutors will use the library or GSB 202 after a door with a window is installed. Connie encouraged instructors to send their students to the tutors to show demand.
* The SMART board has been installed in GSB 213. If instructors would like to use it, we can check into room availabilty for the fall and spring semesters. If all goes well, we will request another SMART board in the budget next year.
* We are still watching enrollment in classes for the Summer Term. Developmental classes are slow to fill this time, and we have one ENG 101 class that we may have to cancel.
* We were approved to purchase room darkening shades for half of our classrooms; however, this is now on hold. Ginger Cooper met with an interior designer/consultant, but the quote was much higher than anticipated, so we will try again next year to request additional funds in our budget for the shades.
* For the Fall Semester, we are going to new editions for several of our books. Full-time English instructors voted to return to *Perrine’s Literature* (soft cover) for English 102 beginning in the fall. We listed the the *EasyWriter Handbook* on the book order as recommended for all our ENG 101 courses. We are not ready to adopt it as required until everyone from all campuses are on board, but individual instructors may require it for their courses.
* For fall, some online sections have been moved to other campuses, and a few sections that were not needed were deleted. ENR 094 will be offered in the fall.
* Health Screenings for FT will be held on June 1st at Jefferson Campus LWH 300 9-12:45. Contact Karen Key to schedule.
* Office 365 Workshops will be held on Shelby Campus Tuesday, May 23rd, 10am–11:30am & 1pm–2:30 pm. They will also be held on June 14 and June 23rd 10 a.m. – 11:30 a.m. on the Shelby Campus.
* On Friday, May 26th Campus Police will hold training on prevention of domestic violence and sexual assault in HSB 9 a.m. – 4 p.m.
* Faulkner University is offering 70% tuition reduction for employees of the Alabama Community College System.
* Please provide Ginger with 2 hard copies of your syllabus. One is kept in the department, and the other is sent to Liesl Harris, Associate Dean. Syllabi must follow the guidelines in the course competencies/course outline documents, including required major assignments/exams, and include a list of daily topics and readings. Remember to avoid extreme policies; using adopted College policies is recommended. Email changes/new info to Connie for quick review.
* Summer hours for the College will begin on May 30th– August 11th: Monday – Thursday 8am – 5:30 pm and Friday 8 am – 12 noon. Faculty can follow the Office Hours Policy for faculty when making door schedules.

Speech Instructor Meeting 5/22/17, 2:30PM, in GSB 213

Present: Natalie Dudchock, Janice Ralya, Connie Caskey, Summer Aldrich, Marisa Jones, David McKinney, Michael Brooks, Alan Davis

Purpose: To discuss requirements for online speech classes

* Instructors agreed that a minimum of 5 audience members should be required in recorded speeches.
  + at least 5 = good, no point deduction for audience
  + 3-4 = 10% deduction on speech grade
  + 1-2 = 20% deduction
  + no audience visible = 30% deduction
* All sections should have an on-campus speech requirement. Students will be required to present at least one speech on campus.
  + Students failing to meet this requirement will receive a zero for the required speech assignment.
* Grades will continue to be based on the following as outlined in the course competency (course outline) documents: 50% performances, 25% tests, 25% homework/class activities
* Instructors also discussed media requirements and agreed to supply privacy policies for any technology used in the course. Instructors will look into features available in Blackboard and Office 365 for completion of course requirements.

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CM/LA Division Meeting Minutes

11:00 a.m. January 3, 2018

Attendance:

|  |  |  |
| --- | --- | --- |
| [x ] Teresa Archer  [x ] Camilla Avery  [x ] Matt Boehm  [x ] Katie Boyer  [x ] Angie Ford | [x ] Kristin Henderson  [x ] Marisa Jones  [x ] Samuel Jones  [ ] Haley Kendrick  [x ] Lucy Lewis | [x ] Michael Thomas  [x ] Pam West  [ ] Shelley Wilson  [x ] Christie Woods |

The meeting began with a welcome back, and then the floor was turned over to Barbara Goss. Barbara presented to the division on the myriad resources the library offers. She covered the tutorials available for both faculty and students, as well as explained how the accompanying quizzes could be collected and sent to faculty. She also discussed how she can create course and instructor-specific guides for class assignments and spent time discussing the numerous films available on FoD. Division members were very interested in all she demonstrated.

After the presentation, the meeting continued with the following announcements and discussion:

A. Peer teaching evaluations need to be submitted to Kristin this semester. All that is necessary is for the instructors involved to explain what they did and evaluate the overall experience.

B. Fall Assessment records for CM should be sent to Ashley or Connie as soon as possible. In LA, fall assessment records for history need to be sent to Wendy Shuffett (Am. His) or Zac Alexander (Wes. Civ.). Assessment results for art, music, psychology, and sociology should be added to the shared spreadsheet. See Kristin if there are any questions. Note: Art, music and psychology instructors will meet over the summer to write the Use of Assessment information for the yearly summary.

C. Faculty were reminded that on Faculty Duty Days at the beginning and end of the semester, they need to be accessible or able to come to campus if needed.

D. Procedures for handling Academic Dishonesty charges (plagiarism) were discussed. If a violation is suspected, instructors must gather the evidence and contact the student to inform them of the charge. A face-to-face meeting must take place between the instructor and the student within three days. An email exchange does not suffice. At the meeting, the instructor must present the evidence, outline the consequence to be imposed (a re-do, a zero on the assignment, or an F in the course), and complete the form by obtaining the student’s signature, which indicates their attendance at the meeting. If the student appeals the charge, the complaint goes to the chair, the Associate Dean, and then the Dean of Instruction. Even if the student does not appeal the charge, the form and documentation should be sent to the Dean of Instruction’s office for holding. Instructors who find violations can contact the Dean’s office to determine if the student has already been written up for academic dishonesty. During this discussion, some faculty members discussed examples and what to do in certain situations, including how to deal with international students on the issue of plagiarism.

E. The recent updates to Blackboard were mentioned, including the use of Box.com to upload documents to online course shells.

F. The need to make sure videos contain captions, as well as to inform students of how to access Word through O365 was discussed.

G. The 5th year report for SACS is coming this year, and faculty in Liberal Arts were informed that they may have some revisions to do on the 2016-2017 Yearly Summary. Kristin will contact faculty with the revisions.

H. Faculty were encouraged to identify dual enrollment students in their classes by asking such students to self-identify. Faculty can also contact Alyssa Whitten ([anwhitten@jeffersonstate.edu](mailto:anwhitten@jeffersonstate.edu)) with dual enrollment questions.

I. Those interested in joining a professional development book club to read *What the Best College Teachers Do* by Ken Bain signed up. Kristin will order the books and the group will set up a reading and meeting schedule.

J. The importance of turning in a copy of the grade book or spreadsheet of downloaded grades (not just final grades) was presented.

K. Teresa handed out the beginning of the semester checklists and went over them.

The following action item will be addressed:

· Kristin will ask David McRae to present to the division an O365 for Instructors tutorial.

The meeting was adjourned.

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**C**ommunications Department Meeting Minutes 10:00AM May 22, 2018 – GSB 213

Present: Connie Caskey, Brian Rockett, Mark Youngblood, Natalie Dudchock, Dianna Hyde, Mary Kaiser, Eugene Cuevas, Alex Lewis, Summer Aldrich, Michael Brooks, Ginger Cooper (recorder)

Connie Caskey welcomed everyone back and began the meeting by announcing two English night classes were cancelled along with one ENG 101 online section. She said speech and other English classes are looking good. The meeting continued with a discussion of the following topics:

· Placement and Course Content

o Beginning this fall, the college will no longer offer a separate reading course, so students who place into reading will take ENR 094: Integrated Reading and Writing. ENR 094 will be renamed ENR 098.

o This fall we will also pilot a supported 101 course (ENG 101 with co-requisite ENG 099) for students who almost place into 101. Full implementation is anticipated for spring. Mary Kaiser will teach the pilot supported 101 course for the Shelby campus. The course will include a 1 hour studio (lab). The goal is to help students succeed in 101.

o Eventually, the college will only offer two developmental courses: Math 098 and ENR 098 (and of course the ENG 099 support hour; there may be something similar in math).

o With only one level of developmental English (not 2 or 3 levels of courses) we obviously must actually begin with sentence structure and grammar rather than jumping right into paragraphs, and then continue remediation as we work through paragraphs and into essays.

o With many students placing into 101 who would not have in the past, we must spend some time on the basics there as well.

o Also, more and more students are able to skip English 101 and even 102 at the university level because they have high ACT scores or placed above using other exams, and we see many of these students here as transient students or transfer students and sometimes even as dual enrollment or accelerated students; therefore, it also becomes necessary to cover some writing basics in the literature courses as well. One way to do this is to include the writing guide developed by Ashley Kitchens and Barbara Goss. Barbara can help you add it to your course in Blackboard. Connie is going to start assigning it as the first week’s reading through the drop/add period in her classes. It’s also great for my dual enrollment class to go ahead and read during that first week before JSCC starts.

o There are similar issues in speech since students often take speech before taking English 101. We are working on a guide for speech classes to use as well. Please send content you feel should be included to Barbara Goss. Please be mindful of copyright. Of course anything you develop should be fine as long as it would be applicable to students in all sections. We’ll ask Barbara to send the link to speech instructors for input.

· Votes due today for ENG 099 & ENR 098

· Internet course instructors must remember to initiate substantive interactions with students. Connie distributed copies of an email from Alan Davis with helpful information and regulations regarding this issue. Connie advised sending a weekly email reminder about due dates and including general course content information could help cover this requirement. She also talked about participating in discussions and including specific personalized feedback from instructor to student on essays, speeches, and other assignments.

· Office Hours/Door Schedules & Leave Requests

o Please select times to post as office hours when you are most likely to be in your office. If you have an appointment, illness, or emergency and have to miss office hours, please try to post (or have someone else post) a sign and either reschedule the office hours or be sure to take leave.

o You must take leave if you miss a class or a scheduled meeting.

o Be sure to submit a leave request form for personal leave and sick leave, either in advance or upon return. Also contact Connie and Ginger, and include it on your time sheet.

o You can reschedule office hours, if you occasionally miss them, without taking leave.

o If you are attending a campus event or meeting, please post a sign on your door.

o If you realize the office hours you’ve scheduled just never seem to work for you, you can change them by submitting a revised door schedule to Liesl and Ginger and notifying your students.

o It’s not good to walk a student to your office only to find that you are not there during your scheduled office hours and have no idea where you are.

o You might also want to leave your door open or cracked or post a “please knock” sign so we don’t think you are gone when you’re not.

· UWRITE will be June 22nd. Box lunches ($9) must be ordered by June 8th. Connie mentioned speech instructors may be interested in attending this year since we are doing rhetorical analysis and more teaching topics.

· The IRW workshop with Lisa Hoeffner is scheduled for July 20th. We are inviting colleagues from around the state. It’s first-come, first serve because we only have 50 seats. Lunch will be provided. This training is for developmental English instructors. Some speech instructors may qualify to teach the course and are encouraged to attend.

· If you will be teaching SPH 106 or ENR 094, be sure to watch Connect video and schedule WebEx with Sara Maas.

· Connect group training for SPH 106 Tuesday, August 14th, 10-12:30, and ENR 098 1:00-3:00 in HSB 356.

· Connect Master Courses will be available for adjuncts and everyone else for ENR 094 and SPH 106. Connie mentioned working with Lisa Hoeffner on Master Course for ENR 094/098. Natalie has worked on a shell for part-time and full-time instructors who have not taught SPH 106 with the new text.

· GIFTS session following department meeting in September. (date TBA)

· Other topics discussed: Instructors discussed cell phone use in the classroom. Mary asked for information on reporting problem issues with students. Mark suggested contacting Mike Hobbs at ext. 8543. Connie suggested contacting Mark Bailey and completing the online confidential campus police form notify them of a potential issue.

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End of Spring, Middle of Summer Semester Minutes – June 21, 2018

Attendees: Phaer Bonner, Nan Easterling, Julie Emmerich, Chris Forbes, Barbara Goss, Jamie King, Ashley Kitchens, David McKinney, David McRae, Amanda Swindall

Intro of our new National Guard recruiters

The new guard recruiters, Tony Dyer and Trent Martin, spoke about their new initiatives going forward to support faculty and students in understanding the benefits of the National Guard. The benefits for students have risen to upwards of $15,000 support for school and even more if a student continues to pursue further degrees. The Guard can also help us with food resources and printing resources – as long as they are able to have 10% of the surface of printed material to show the National Guard logo.

Information from Me: Salary increase 2.5% in the fall…with no raise in premium for health insurance that we know of

Professional Information articles on student/faculty interactions/relations in the “new generations” I had a few journal articles if faculty/staff were interested in seeing some of the literature on the newer generations coming through our doors. Barbara quickly showcased the Teaching and Learning Center web site on the library that houses some of these articles. Barbara and I will be launching this web site to all faculty and staff at all of the mandatory back to school days in August.

July 13 NSO needs I will send out a more detailed need agenda during this week, but really we will need smiling faculty and staff faces interacting with the students; we might need some help wrapping food as it is cooked; we will definitely need some help getting students to sign up for an advisor meeting. That is where you will be able to help the most and we will have detailed information to give to you before this day that shows you what to do for that.

Professional Development web site and presentations If you have a PD you would like to present in person at one of the campuses during any of the PD Days in the next year (David McRae, I think you said you had something in the meeting about Best Practices in Online Work, so get with me…) please let me know. When Barbara and I present the Teaching and Learning Center web site, we would like to highlight at least one physical PD to be able to show faculty and staff when we present. Also, if you have something on video that you would like placed on the TLC web site, we can do this as well.

English and Math meeting with part-time instructor needs for changes – MTH 090 is gone; ENG 093 and RDG 085 are gone…new developmental classes pushing all developmental needs into MTH 098 and ENR 098 with some pilot co-req classes (ENG 099 and MTH 099) for some 100 level courses. This is one of the main reasons for the new advising procedures…we really need to place students in the right classes. \*\*One big question I will find the answer to is what happens if you fail the co-req but pass the class?\*\*

College Dates: 7/6 and 7/27 will be Videoconference Advising Sessions both beginning at 9am if you would like to learn more about the new advising placement; Welcome Back Breakfasts are (J) 8/14 (S) 8/15 and both of these dates plus Clanton and Pell City on 8/13 and 8/16 will have a mandatory Complete College America component for all faculty and staff; Ice Cream Staff Party TBD – everyone bring a different flavor homemade (or bought) ice cream to share toward the end of the summer semester; Sophomorapalooza – one day during first couple of weeks in the fall when school starts for the students who have completed 30 hours in one F-Sp-Su year; Fall events: David McRae and McKinney and Kitchens will work together on theme and presentations for the fall museum; Any fall ideas – do we stay with normal Tailgate and Christmas/Exam time hot chocolate. \*\*Please submit any fall ideas that I can put on a calendar to send to all full-time instructors to comment on or add to and then so we can send out to all instructors for the fall.

Information from each of the subject areas/enrollment services areas

Phaer Bonner has created a PSY network for the students; Jessica Causey is leading – helping students connect to options and ideas for working in the PSY field; Phaer will also be leaving the Clanton campus after the summer semester to replace the instructor that passed away at the Shelby campus; Phaer will sit with Ashley and another person on the hiring committee for a new PSY instructor for the fall. She will definitely be missed, but promises to keep in touch with us!

Nan Easterling is working on several new classes: MTH 231 and 232 classes have been brought back after being shelved for a long time; these classes will eventually turn into internet classes; MTH 090/098 changes have been taking place as well, so Nan will be involved in updating and helping adjuncts learn the new processes

Julie Emmerich mentioned fall registration starting on 6/25 and wanted all of us to mention this to our current students to go ahead and let them think about registering now; Mark Bailey came and did a Jeff Care Plan presentation along with EMS who showed us the Stop the Bleed procedures; Julie went to speak to some kids in custody of DHR or in orphanage situations to talk to them about college possibilities, and when talking to them, she found out that they have an “Angel Tree” type mission, and perhaps, if we wanted to work together as a group we could “adopt” a few kids for Christmas wishes as a service project.

Chris Forbes noted that we have had 100% passage rates on all nursing students that graduated in May – they are waiting for the last 2 students to take the test. Come fall, we will also be admitting the largest nursing cohort at Clanton to date with 39 students. Chris will be joining the Health Sciences Advisory Board at Thompson High School – this will create some great relationships with students wanting to come to JSCC for nursing.

Barbara Goss said the library is AWESOME! Also she reiterated that she is here to help us with anything, so if we need class help or event help/web sites through the library, she is here. She also mentioned if you have specific journals you would like our campus to carry, she needs these names before July 31 – which is the deadline to start service in January. She also stated if you have any suggestions for professional development books or any books you might need for class to let her know and she would order them.

Jamie King is working to help update and change to the new developmental ENR 098 class – she will be teaching a section of it in the fall; she reported we have a very large dual enrollment English group coming up in the fall; she reported she would be presenting Teaching with Pop Culture at the English UWRITE seminar on 6/22; she is also heading to Master Teacher in July.

David McKinney reported that the speech instructors are using a new text for 106 in the fall: *Experience Communication*; he is looking to add some mock interviews (\*\*Career Coach for Chilton County is Kim Benson [kbenson@chilton.k12.al.us](mailto:kbenson@chilton.k12.al.us) if you would like to contact her); he is also looking to have more guest speakers from the local Clanton area; David is leading the Distinguished Young Men and Women’s organization; he is also looking at adding some dining etiquette activities in his class; he will be looking at a Showcase of Speeches that may pair very well with the Museum that the students put on – he, McRae and Kitchens will work together to create a theme or idea to work under.

David McRae spoke about perhaps doing a PD on Best Practices in Online Instruction; gearing up for the museum projects at Pell City and Clanton and a new hybrid history at PC; he spoke about the wonderful London experience he had with the educational tours group and mentioned the Costa Rica trip coming up in Spring 2019 and to let students know if they have questions to come talk to him; he is also gearing up for some new leadership in the Queer-Straight Alliance organization and looks forward to helping them plan some student activities to help students from all campuses meet each other and be involved.

Amanda Swindall will be going on maternity leave in the middle of July; she will be back full-force in the spring, but we hope to see her visit during the fall!

Discussion

Any ideas for fall socials or events for the students, please let me know – especially if you are with a student organization that would like to do something!

We talked about better ways to tell who the student workers /ambassadors are in our office including the following: sign on the wall with “Your Ambassador or Student Worker Today Is:” for them to write their names on when they are on duty (\*this has already been done, so you will see the new boards next to Julie’s office), making sure they eat in the kitchen or conference room when they have a spread out meal so it is more professional, and making sure they are not biased in talking to students about classes.

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**J**anuary Department Meeting Minutes Friday, January 25, 2019 10.00 a.m. - 12.00 noon

GSB Room 217

Faculty Members Present: Connie Caskey, Mark Youngblood, Julie Mathis, Linda Cotton, Syreeta Burns, Shirley Worthington, Heather Wyatt, Natalie Dudchock, Dianna Hyde, Brian Rockett, Michael Brooks, Summer Aldrich, Tom Steed, Alex Lewis, Eugene Cuevas, Jackie Eastman, Mary Kaiser

The faculty/staff members were provided with printed handouts and/or a detailed overview pertaining to the following items listed below:

New Placement Guidelines: A handout and overview was provided on the new placement guidelines for ENG and MTH with readiness preparation.

ENR 098 Writing and Reading for College: Provided a printed handout on the course competencies/guidelines of the incorporation of reading and integrating writing into the course.

ENG 099 Introduction to College Writing (1 hr.)—Co-requisite model, example assignments; Overview and handout of the course structure and implementation guides was distributed.

Grading Rubrics in Blackboard: An illustration was shown on the screen to demonstrate the rubric tool on Blackboard.

Blackboard & Full Measure: In Blackboard posting student grades, logging/tracking student attendance, and so forth for the purpose good practices for record keeping and intervention/retention using Full Measure. (Valerie’s handout: Full Measure, JSCC App, Grades & Attendance in Blackboard)

Advising: Check in with any assigned advisees periodically.

· If different major, may want to copy program director/coordinator on the email.

· Remind students of resources such as tutoring and computer labs.

· Send assigned advisees their Degree Works plan and tell them to contact you if needed.

· If withdrawal is discussed, encourage students to go ahead and register to take the class the next semester.

· Remember that the goal is retention.

· Advising manual on Jeffnet

· Academic advising/mentoring; different role from high school counselors (not a liaison or go between; students still must follow chain of command for academic issues: instructor, department chair, associate dean)

· Literature course options (handout given)

Faculty members were reminded of potential issues that may arise when advising students on literature courses offered at the institution. Students do not have to begin with ENG 251. The examples of literature printed on the flyer may not necessarily be the reading materials selected by the instructor teaching the course, but they may help gauge interest in relevant topics. (Please reference Literature Courses Flyer) Students can enroll in the literature course that appeals to him or her.

Missing Class: Be sure to email the office manager and department chair if you will miss a class, and make sure you get a reply. If you don’t receive a reply, then call until you get someone on the phone: either office manager, or department chair, or another instructor, or campus police, to post a sign for you. Even if you email the class, be sure to make contact with the Communications Department so we can post a sign for anyone who misses the announcement. If your class is meeting in the computer lab or library, it’s good to post a sign and let us know so that we can help anyone who may be looking for you.

Care Team Reporting/Referral Form: Under About JSCC, Campus Police & Security; Overview per intervention/retention, student referral, and referral request for students to get assistance on a variety of issues/topics.

Copies: 250 per course per semester on hall copier, so send most jobs to [Printshop@jeffersonstate.edu](mailto:Printshop@jeffersonstate.edu) in advance when possible.

Academic Honesty Form (handout) The faculty members were reminded and provided a copy of the Academic Honestly Code Reporting Form which covered the following:

· attach evidence of violation (don’t accuse without evidence)

· contact student within 3 days of discovering the violation

· student has 3 days to meet with you (conference)

· if impose penalty, must submit form

· Check with Dean of Instruction for priors

· Good to hand them copy of policy, includes appeals process (Catalog & Student Handbook pages 272-274) The faculty members were reminded to follow protocol when this issue arises as well as, use good practices for documenting the act. In addition to be shown a visual image on the screen of the printed selection of the policy located in Catalog and Student Handbook of the above mentioned. Example: If an instructor imposes a penalty on a student pertaining to an Academic Honesty Violation, the above mentioned form as to be completed. The first couple of options maybe to the determination of the instructor. The student can appeal the claim thereafter within 5 days.

You can see “Admit Type” (transfer, first time HS grad, dual enrollment, etc.) under Detail Class List. Examples were shown on the screen of the means to identify a student classification status.

ADA Handbook for Faculty: Link on JSCC website, click tabs: etiquette for deaf and blind, etc. Accommodations do not replace course/curriculum requirements. May not give unapproved accommodations to any student. Questions? Call Anne Sherman (“don’t wing it”).

Tutoring: available *on all campuses* for math and English/writing, also online through Smarthinking, and via self-guided interactive tutorials available (show new link Services, Tutoring) Be sure to remind your students. Maybe include it in your syllabus.

Syllabus Checklist and Peer Review Form: Will continue using for fall and spring semesters (large department, lots of syllabi to review).

Letters of Appointment will be mailed from HR to your home. Be sure to sign and mail back to Human Resources at the Carson Road address within 5 days of receipt.

State Course Directory (Official State Course Descriptions): <https://www.accs.cc/index.cfm/workforce-development/career-technical-education/course-directory/course-directory-listing/>   
Note: Course descriptions on your syllabus much match exactly with the course directory.

AGSC Approved Courses (State Course Objectives/Outcomes): <http://stars.troy.edu/approved_courses/2yr_alpha.html>

Note: Phrasing can vary for course objectives, as long as the general course outcomes are basically the same. Our departmental committees determine the phrasing for our course competencies, so refer to our Course Outlines (see Programs, Transfer & General Studies, Course Outlines).

Course Formats: Online, Hybrid (regularly scheduled class meetings, at least 50% online or about 50/50%), dual enrollment, traditional formats, on-campus requirements

· Hybrid: Regular meetings, at least one every other week, if not every week.

· Traditional: Cancel rarely if at all.

· Online: Completely or almost completely online with regular online interaction. Substantive interaction in online classes: examples include weekly email including some course content and not just reminders, instructor responses on discussion board, personalized feedback on course work (handout). Suggest checking and responding to email daily Monday-Friday, if possible, but certainly every 24-48 hours. (I don’t think this is expected on weekends, although many do it then too.) Avoid making the course a correspondence course. Students should not just work at their own pace. Set due dates, grade work often, and include regular substative interaction.

Reports from Communications Division Committees 2018-2019

UWRITE 2019 Planning Committee: Date June 28; Keynote Speaker Chris Minnix

English Award Committee: Announcement for nominee requests with requirements will be emailed.

Speech Award Committee: Announcement for nominee requests with requirements will be emailed.

Communications/English Curriculum: New developmental courses; Adding courses not on AGSC Approved Course Listing not feasible, FA will not pay.

Strategic Plan Committee: Budget requests; updated annually; will be working on soon

Annual Summary/Program Review Committee: Finishing 3 year cycle, program review coming up again soon.

Speech Committee: Send textbook suggestions, suggestions for course competencies, etc. to Natalie Dudchock.

Forensics & Mass Comm Committee: Send textbook suggestions, suggestions for course competencies, etc. to Connie Caskey.

English Composition Committee: Send textbook suggestions, suggestions for course competencies, etc. to Brian Rockett.

Literature Committee: Send textbook suggestions, suggestions for course competencies, etc. to Christie Woods.

Developmental English and Reading Committee: Send textbook suggestions, suggestions for course competencies, etc. to Haley Kendrick.

Creative Writing Committee: Send textbook suggestions, suggestions for course competencies, etc. to Katie Boyer.

SLOs—

Columns 1-3 don’t change; column 4 just the numbers 20/25, 80%; column 5 a couple of sentences about what worked (or didn’t) and what you might try next time.