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

|  |  |  |  |
| --- | --- | --- | --- |
| **Program:** | **Communications: English/Reading/Integrated RW** | **Assessment period:** | **Year Progress Report 2018-2019** |
| |  | | --- | | **Program or Department Mission:** |   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. | | | |
| **Course Student Learning Outcomes & Assessment Plan RDG 085 \*\*This Course is NO LONGER ACTIVE**  **General Education Objective**   * The student will demonstrate effective reading, writing and speaking skills.   **Division Level Outcome**   * Provide developmental mathematics and English courses that prepare students to succeed in freshmen-level courses.   **Department Level Outcomes**   * Provide quality instruction in developmental and transferable courses through emphasis on continued training and professional development for faculty. * Prepare students to continue their education at four-year institutions or to enter the workforce. * Offer courses that allow students to develop communication skills and knowledge for personal enrichment or for job advancement.   **Course Outcomes Assessed**   * The student will demonstrate the ability to identify the main idea of a passage. * The student will demonstrate the ability to comprehend specific information in a passage, grasping key details that support the main idea. * 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. * 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. | | | | |
| **Course Student Learning Outcomes & Assessment Plan ENR 094 \*\*This course is NO LONGER ACTIVE.**  **General Education Objective**   * The student will demonstrate effective reading, writing and speaking skills.   **Division Level Outcome**   * Provide developmental mathematics and English courses that prepare students to succeed in freshmen-level courses.   **Department Level Outcomes**   * Provide quality instruction in developmental and transferable courses through emphasis on continued training and professional development for faculty. * Prepare students to continue their education at four-year institutions or to enter the workforce. * Offer courses that allow students to develop communication skills and knowledge for personal enrichment or for job advancement.   **Course Outcomes Assessed**   * The student will demonstrate reading comprehension competence appropriate for college-level reading. * The student creates a thesis statement using specific examples, facts, or details that is developed in coherent, cohesive, and supportive body paragraphs. * 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. | | | | |
| **Course Student Learning Outcomes & Assessment Plan ENG 093 \*\*This course is NO LONGER ACTIVE.**  General Education Objective   1. The student will demonstrate effective reading, writing, and speaking skills. 2. The student will demonstrate ability to apply reasoning and logic to assess ideas and situations, support positions, draw conclusions, and solve problems. 3. The student will demonstrate ability to identify, analyze, organize, and synthesize credible resources in a manner that respects intellectual property.   Transfer/General Studies Division Outcomes   1. Provide developmental mathematics and English courses that prepare students to succeed in freshman-level courses.   Communications Department Level Outcomes   * Provide quality instruction in developmental and transferable courses through emphasis on continued training and professional development for faculty. * Prepare students to continue their education at four-year institutions or to enter the workforce. * Offer courses that allow students to develop communication skills and knowledge for personal enrichment or for job advancement.   **Course Outcomes Assessed**  **Students will:**   * **Understand Standard English grammar and apply this to their writing.** * **Develop a thesis statement using specific examples, facts, or details.** * **The student creates coherent, cohesive, and supportive body paragraphs.** * **Students will be able to exhibit a variety of sentence structures (simple, compound, complex) written with correct mechanics.** | | | | |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Course Student Learning Outcomes & Assessment Plan ENR 098**  General Education Objective   1. The student will demonstrate effective reading, writing, and speaking skills. 2. The student will demonstrate ability to apply reasoning and logic to assess ideas and situations, support positions, draw conclusions, and solve problems. 3. The student will demonstrate ability to identify, analyze, organize, and synthesize credible resources in a manner that respects intellectual property.   Transfer/General Studies Division Outcomes  1. Provide developmental mathematics and English courses that prepare students to succeed in freshman-level courses.  Communications Department Level Outcomes   * Provide quality instruction in developmental and transferable courses through emphasis on continued training and professional development for faculty. * Prepare students to continue their education at four-year institutions or to enter the workforce. * Offer courses that allow students to develop communication skills and knowledge for personal enrichment or for job advancement.   **Course Outcomes Assessed**  **Students will:**   * demonstrate reading comprehension competence appropriate for college-level reading. * 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.   create a thesis statement using specific examples, facts, or details that is developed in coherent, cohesive, and supportive body paragraphs. | | | | |
| **Intended Outcomes** | **Means of Assessment** | **Criteria for Success** | **Summary & Analysis of Assessment Evidence** | **Use of Results** |
| The student will demonstrate reading comprehension competence appropriate for college-level reading. | Direct Assessment:  Evaluate one assignment (test or reading response) to assess ability to comprehend one college-level reading. | **Direct Assessment:**  70 % of students reach at least a “Satisfactory” level:  Passage-based Reading:  Main Idea  Passage-based Reading:  Supporting Detail  Sentence Relationships: relationships, including patterns of organization  Passage-based Reading:  Inference  Passage-based Reading:  Author's Purpose/Rhetorical Strategies and tone  **Excellent:** All of the reading is comprehended, or most, if not all, test questions are answered correctly.  **Satisfactory:** Most of the reading is comprehended, or at least 70% of the test questions are answered correctly.  **Unsatisfactory:** Over half of the reading is incomprehensible to the student, or the student performs less than 70% on a test.  \*\*If you are using an exam or reading, please provide that with your assessment sheet. | Fall 2018-Summer 2019:  Number of Students Assessed  91 Students assessed/7 sections  73/91 students fulfilled this outcome.  (80%)  Yearly Campus Summary  Number of Students Assessed  Shelby (3 sections): 38/50 (76%)  Jefferson (2 sects): 16/21 (76%)  Clanton (2 sections): 19/20 (95%)  Pell City (0 sections): | This will be the first full year to receive data on this newly developed class. This will be baseline data. |
| 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. | Direct Assessment:  Assess one essay for correct use of Standard English and levels of sentence variety. | **Direct Assessment:**  70 % of students reach at least a “Satisfactory” level:  **Excellent:** No major errors and only a few minor grammatical notes. Use of all varieties of structures with clear and correct mechanics.  **Satisfactory:** Some major errors, but not enough to affect the clarity, flow, and purpose of paper. Use of some sentence variety with clear and correct mechanics.  **Unsatisfactory:** Many major errors that affect the clarity, flow, and purpose of the paper. Use of only simple sentences or some variety but with incorrect mechanics. | Fall 2018-Summer 2019:  Number of Students Assessed  93 Students assessed/7 sections  72/93 students fulfilled this outcome.  (77%)  Yearly Campus Summary  Number of Students Assessed  Shelby (3 sections): 37/52 (71%)  Jefferson (2 sects): 15/21 (71%)  Clanton (2 sections): 20/20 (100%)  Pell City (0 sections): | This will be the first full year to receive data on this newly developed class. This will be baseline data. |
| The student creates a thesis statement using specific examples, facts, or details that is developed in coherent, cohesive, and supportive body paragraphs. | Direct Assessment:  Evaluate one essay to assess ability to express a central idea which is supported in a cohesive multi-paragraph essay. | **Direct Assessment:**  70% of students reach at least a “Satisfactory” level:  **Excellent:** Thoughtful and unified thesis with an ability to hold scope of entire paper. Topic sentences and conclusion sentences in all body paragraphs that cohesively contain paragraph topic and illustrate logical transition. There are two or more completely supported subtopics within paragraphs that are logical and cohesive.  **Satisfactory:** Thesis presents topic satisfactorily setting up paper idea. A general understanding and presentation of topic and conclusion sentences for body paragraphs that mostly suggest logical transition. At least two supported subtopics within paragraphs that suggest a cohesive idea  **Unsatisfactory:** Thesis not unified and does not create a basic structure for the paper. A lack of ability to write cohesive topic and conclusion sentences for body paragraphs and a lack of transitions present. One or two subtopics that only mention evidence in body paragraphs and do not substantially create a cohesive idea. | Fall 2018-Summer 2019:  Number of Students Assessed  93 Students assessed/7 sections  74/93 students fulfilled this outcome.  (79%)  Yearly Campus Summary  Number of Students Assessed  Shelby (3 sections): 39/52 (75%)  Jefferson (2 sects): 16/21 (76%)  Clanton (2 sections): 19/20 (95%)  Pell City (0 sections): | This will be the first full year to receive data on this newly developed class. This will be baseline data. |
| **Plan submission date: September 19, 2019** | | | **Submitted by: Communications Department** | |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Course Student Learning Outcomes & Assessment Plan ENG 099 \*\*This is a new course for the 2018-2019 year, and is a support course for ENG 101. SLOs mirror ENG 101 SLOs.\*\***  General Education Objective   1. The student will demonstrate effective reading, writing, and speaking skills. 2. The student will demonstrate ability to apply reasoning and logic to assess ideas and situations, support positions, draw conclusions, and solve problems. 3. The student will demonstrate ability to identify, analyze, organize, and synthesize credible resources in a manner that respects intellectual property.   Transfer/General Studies Division Outcomes  1. Provide developmental mathematics and English courses that prepare students to succeed in freshman-level courses.  Communications Department Level Outcomes   * Provide quality instruction in developmental and transferable courses through emphasis on continued training and professional development for faculty. * Prepare students to continue their education at four-year institutions or to enter the workforce. * Offer courses that allow students to develop communication skills and knowledge for personal enrichment or for job advancement.   **Course Outcomes Assessed**  **Students will:**   * **Write a unified, specific thesis.** * **Write an essay with a unified and clear organization.** * **Students will correctly integrate primary and secondary sources into an essay.** | | | | |
| **Intended Outcomes** | **Means of Assessment** | **Criteria for Success** | **Summary & Analysis of Assessment Evidence** | **Use of Results** |
| SLO 1: The student will write a unified, specific thesis. | Evaluation 1: Essay with a thesis that carefully directs the ideas of the paper and accurately predicts the structure of the paper. Rubric attached to ENG 101 course. | Eval 1: 70% of students’ essays meet a Satisfactory evaluation on the rubric | Fall 2018-Summer 2019:  Number of Students Assessed  0  students fulfilled this outcome on the beginning paper.  students fulfilled this outcome on the ending paper.  Yearly Campus Summary  Number of Students Assessed  Shelby ( sections):  Jefferson ( sects):  Clanton ( sections):  Pell City ( sections): | Assessment for this class will begin in year 2019-2020. |
| SLO 2: Students will write an essay with a unified and clear organization. | Evaluation 2: Essay that begins with an introductory paragraph that engages the reader, creates a bridge to the main idea, and contains the thesis sentence. The essay will have body paragraphs that have a clear topic sentence, show unity in ideas (one main idea and focus), show coherence of ideas (transitions, logical order), and use appropriate evidence in support of the main idea. The essay will have a concluding paragraph that reaffirms main points, but is not too redundant and ties the paper together with a thought provoking ending.  Rubric attached to ENG 101 course.. | Eval 2: 70% of students’ essays meet a Satisfactory evaluation on the rubric | Fall 2018-Summer 2019:  Number of Students Assessed  0  students fulfilled this outcome on the beginning paper.    students fulfilled this outcome on the ending paper.  Yearly Campus Summary  Number of Students Assessed  Shelby ( sections):  Jefferson ( sects):  Clanton ( sections):  Pell City ( sections): | Assessment for this class will begin in year 2019-2020. |
| SLO 3: Students will correctly integrate primary and secondary sources into an essay. | Evaluation 3: Essay with an ability to contextualize a work or idea that involves research and the incorporation of both primary and acceptable secondary sources, properly documented according to MLA standards.  Rubric attached to ENG 101 course. | Eval 3: 70% of students’ essays meet a Satisfactory evaluation on the rubric | Fall 2018-Summer 2019:  Number of Students Assessed  0  students fulfilled this outcome on the beginning paper.  students fulfilled this outcome on the ending paper.  Yearly Campus Summary  Number of Students Assessed  Shelby ( sections):  Jefferson ( sects):  Clanton ( sections):  Pell City ( sections): | Assessment for this class will begin in year 2019-2020. |
| **Plan submission date: September 19, 2019** | | | **Submitted by: Communications Department** | |

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

**Sample Assessment Rubric for Essays**

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

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

**Sample Assessment Rubric for Essays**

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

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

Sample Literature Assessment Rubric

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

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Course Student Learning Outcomes & Assessment Plan ENG 252**  General Education Objective  1. The student will demonstrate effective reading, writing, and speaking skills.  2. The student will demonstrate ability to apply reasoning and logic to assess ideas and situations, support positions, draw conclusions, and solve problems.  3. The student will demonstrate ability to identify, analyze, organize, and synthesize credible resources in a manner that respects intellectual property.  Transfer/General Studies Division Outcomes  1. Provide transferable general education courses that prepare students to succeed in upper level programs of study.  2. Provide transferable general education courses that fulfill the general studies requirements of the college’s Associate in Science, Associate in Arts, and  Associate in Applied Science degrees.  3. Provide developmental mathematics and English courses that prepare students to succeed in freshman-level courses.  Communications Department Level Outcomes   * Provide quality instruction in developmental and transferable courses through emphasis on continued training and professional development for faculty. * Prepare students to continue their education at four-year institutions or to enter the workforce. * Offer courses that allow students to develop communication skills and knowledge for personal enrichment or for job advancement.   Course Outcomes Assessed  Students will:   * identify characteristics of literary periods, cultural conditions of the writers and times, historical forces, philosophical movements, and key terms for genres of literature and literary movements. * analyze major works of prose and poetry, using literary terms and tracing connections between contemporary society and the cultural movements and philosophical issues of the literary period, as well as demonstrating literary scholarship in relation to primary literary works by locating valid secondary sources and correctly integrating these sources. | | | | |
| **Intended Outcomes** | **Means of Assessment** | **Criteria for Success** | **Summary & Analysis of Assessment Evidence** | **Use of Results** |
| 1. The student will identify characteristics of literary periods, cultural conditions of the writers and times, historical forces, philosophical movements, and key terms for genres of literature and literary movements. | Direct: Through exam questions, the student will demonstrate the cognitive skills to identify the following:   1. Characteristics of the literary periods 2. Cultural conditions of the writers and times 3. Historical forces 4. Philosophical movements 5. Key terms for genres of literature and literary movements. | 70% of students will demonstrate a proficiency level of 70% on specified multiple choice, true/false, identification, matching or fill-in-the-  blank exam questions that measure the five characteristics listed. Instructor will provide assessment questions used with this assessment form (Recommended number of questions either 10 or 20: 7/10 or 14/20 = 70% proficiency). | Fall 2018-Summer 2019:  Number of Students Assessed  354 Students/14 Sections  318/354 students met this objective (89%)  Yearly Campus Summary  Number of Students Assessed:  Shelby (7 sections): 197/210 (93%)  Jefferson (3 sections): 67/80 (83%)  Clanton (2 sections): 35/41 (85%)  Pell City (2 sections): 19/23 (82%) | Overall, there was a higher performance college-wide this year than last. Three campuses performed around the same level with one higher outlier. The outlier also has a higher number of classes and students to assess, so the numbers may be reflective of a larger survey pool. Instructors will continue to add portfolio work, new discussion, and opportunities for students to review and understand material to be prepared to contrast ideals. |
| **2.** The student will analyze major works of prose and poetry, using literary terms and tracing connections between contemporary society and the cultural movements and philosophical issues of the literary period, as well as demonstrating literary scholarship in relation to primary literary works by locating valid secondary sources and correctly integrating these sources. | Direct: In their essays, students will be able to do the following:   1. Analyze and contextualize a work of literature from the period in its historical, cultural and philosophical background 2. Compare/contrast the literature of an historical period to contemporary American culture 3. Locate relevant and effective secondary sources 4. Build an argument correctly integrating and documenting both primary and secondary sources in MLA style. | 70% of students will demonstrate at least a “Satisfactory” level achievement based on sample rubric below. | Fall 2018-Summer 2019:  Number of Students Assessed  344 Students/14 Sections  281/344 students met this objective (81%)  Yearly Campus Summary  Number of Students Assessed:  Shelby (7 sections): 176/208 (84%)  Jefferson (3 sections): 57/75 (76%)  Clanton (2 sections): 28/38 (73%)  Pell City (2 sections): 20/23 (86%) | Achievement in this SLO overall is the exact same percentage as last year. This shows some retention of information from ENG 102 classes. Instructors will continue to supply examples and several resources of library guide pages to help students with this. |
| **Plan Submission Date: September 19, 2019** | | | **Submitted By: Communications Department** | |

Sample Literature Assessment Rubric

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

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Course Student Learning Outcomes & Assessment Plan ENG 261**  **Literature Course Level Outcomes Assessment Rubric (Included at end of this assessment document)**  General Education Objective  1. The student will demonstrate effective reading, writing, and speaking skills.  2. The student will demonstrate ability to apply reasoning and logic to assess ideas and situations, support positions, draw conclusions, and solve problems.  3. The student will demonstrate ability to identify, analyze, organize, and synthesize credible resources in a manner that respects intellectual property.  Transfer/General Studies Division Outcomes  1. Provide transferable general education courses that prepare students to succeed in upper level programs of study.  2. Provide transferable general education courses that fulfill the general studies requirements of the college’s Associate in Science, Associate in Arts, and  Associate in Applied Science degrees.  3. Provide developmental mathematics and English courses that prepare students to succeed in freshman-level courses.  Communications Department Level Outcomes   * Provide quality instruction in developmental and transferable courses through emphasis on continued training and professional development for faculty. * Prepare students to continue their education at four-year institutions or to enter the workforce. * Offer courses that allow students to develop communication skills and knowledge for personal enrichment or for job advancement.   Course Outcomes Assessed  Students will:   * identify characteristics of literary periods, cultural conditions of the writers and times, historical forces, philosophical movements, and key terms for genres of literature and literary movements. * analyze major works of prose and poetry, using literary terms and tracing connections between contemporary society and the cultural movements and philosophical issues of the literary period, as well as demonstrating literary scholarship in relation to primary literary works by locating valid secondary sources and correctly integrating these sources. | | | | |
| **Intended Outcomes** | **Means of Assessment** | **Criteria for Success** | **Summary & Analysis of Assessment Evidence** | **Use of Results** |
| 1. The student will identify characteristics of literary periods, cultural conditions of the writers and times, historical forces, philosophical movements, and key terms for genres of literature and literary movements. | Direct: Through exam questions, the student will demonstrate the cognitive skills to identify the following:   1. Characteristics of the literary periods 2. Cultural conditions of the writers and times 3. Historical forces 4. Philosophical movements 5. Key terms for genres of literature and literary movements. | 70% of students will demonstrate a proficiency level of 70% on specified multiple choice, true/false, identification, matching or fill-in-the-  blank exam questions that measure the five characteristics listed. Instructor will provide assessment questions used with this assessment form (Recommended number of questions either 10 or 20: 7/10 or 14/20 = 70% proficiency). | Fall 2018-Summer 2019:  Number of Students Assessed  80 Students/3Sections  66/80 students met this objective (82%)  Yearly Campus Summary  Number of Students Assessed:  Shelby (2 sections): 40/50 (80%)  Jefferson (1 sections): 26/30 (86%)  Clanton (0 sections):  Pell City (0 section): | This class is one that has a smaller attendance because students often think they have to take the 251/252 series first. Smaller class sizes for this class might indicate better performance, but instructors offer the same quality instruction and activity for discussion as other literature classes. Instructors will continue offering connections to history and philosophical context to provide background for literature. |
| **2.** The student will analyze major works of prose and poetry, using literary terms and tracing connections between contemporary society and the cultural movements and philosophical issues of the literary period, as well as demonstrating literary scholarship in relation to primary literary works by locating valid secondary sources and correctly integrating these sources. | Direct: In their essays, students will be able to do the following:   1. Analyze and contextualize a work of literature from the period in its historical, cultural and philosophical background 2. Compare/contrast the literature of an historical period to contemporary American culture 3. Locate relevant and effective secondary sources 4. Build an argument correctly integrating and documenting both primary and secondary sources in MLA style. | 70% of students will demonstrate at least a “Satisfactory” level achievement based on sample rubric below. | Fall 2018-Summer 2019:  Number of Students Assessed  71 Students/3Sections  58/71 students met this objective (81%)  Yearly Campus Summary  Number of Students Assessed:  Shelby (2 sections): 34/41 (82%)  Jefferson (1 sections):24/30(80%)  Clanton (0 sections):  Pell City (0 section): | Overall the method of incorporating the skill of finding and using secondary research sources added into classes has helped keep the achievement up in this category. Plus, retention of information from ENG 102 helps students as they are writing about literature. |
| **Plan Submission Date: September 19, 2019** | | | **Submitted By: Communications Department** | |

Sample Literature Assessment Rubric

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

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Course Student Learning Outcomes & Assessment Plan ENG 262**  **Literature Course Level Outcomes Assessment Rubric (Included at end of this assessment document)**  General Education Objective  1. The student will demonstrate effective reading, writing, and speaking skills.  2. The student will demonstrate ability to apply reasoning and logic to assess ideas and situations, support positions, draw conclusions, and solve problems.  3. The student will demonstrate ability to identify, analyze, organize, and synthesize credible resources in a manner that respects intellectual property.  Transfer/General Studies Division Outcomes  1. Provide transferable general education courses that prepare students to succeed in upper level programs of study.  2. Provide transferable general education courses that fulfill the general studies requirements of the college’s Associate in Science, Associate in Arts, and  Associate in Applied Science degrees.  3. Provide developmental mathematics and English courses that prepare students to succeed in freshman-level courses.  Communications Department Level Outcomes   * Provide quality instruction in developmental and transferable courses through emphasis on continued training and professional development for faculty. * Prepare students to continue their education at four-year institutions or to enter the workforce. * Offer courses that allow students to develop communication skills and knowledge for personal enrichment or for job advancement.   Course Outcomes Assessed  Students will:   * identify characteristics of literary periods, cultural conditions of the writers and times, historical forces, philosophical movements, and key terms for genres of literature and literary movements. * analyze major works of prose and poetry, using literary terms and tracing connections between contemporary society and the cultural movements and philosophical issues of the literary period, as well as demonstrating literary scholarship in relation to primary literary works by locating valid secondary sources and correctly integrating these sources. | | | | |
| **Intended Outcomes** | **Means of Assessment** | **Criteria for Success** | **Summary & Analysis of Assessment Evidence** | **Use of Results** |
| 1. The student will identify characteristics of literary periods, cultural conditions of the writers and times, historical forces, philosophical movements, and key terms for genres of literature and literary movements. | Direct: Through exam questions, the student will demonstrate the cognitive skills to identify the following:   1. Characteristics of the literary periods 2. Cultural conditions of the writers and times 3. Historical forces 4. Philosophical movements 5. Key terms for genres of literature and literary movements. | 70% of students will demonstrate a proficiency level of 70% on specified multiple choice, true/false, identification, matching or fill-in-the-  blank exam questions that measure the five characteristics listed. Instructor will provide assessment questions used with this assessment form (Recommended number of questions either 10 or 20: 7/10 or 14/20 = 70% proficiency). | Fall 2018-Summer 2019:  Number of Students Assessed  44 Students/4 Sections  40/44 students met this objective (90%)  Yearly Campus Summary  Number of Students Assessed:  Shelby (2 sections): 21/21 (100%)  Jefferson (1 sections): 5/6 (83%)  Clanton (0 sections) :  Pell City (1 sections): 14/17 (82%) | This group has smaller class size also, so might have something to do with a very high success rate. Instructors use articles and information surrounding the texts to help place in context. Other instructors continue to use guided discussion to aid student ability to contextualize literature. |
| **2.** The student will analyze major works of prose and poetry, using literary terms and tracing connections between contemporary society and the cultural movements and philosophical issues of the literary period, as well as demonstrating literary scholarship in relation to primary literary works by locating valid secondary sources and correctly integrating these sources. | Direct: In their essays, students will be able to do the following:   1. Analyze and contextualize a work of literature from the period in its historical, cultural and philosophical background 2. Compare/contrast the literature of an historical period to contemporary American culture 3. Locate relevant and effective secondary sources 4. Build an argument correctly integrating and documenting both primary and secondary sources in MLA style. | 70% of students will demonstrate at least a “Satisfactory” level achievement based on sample rubric below. | Fall 2018-Summer 2019:  Number of Students Assessed  43 Students/4 Sections  40/43 students met this objective (93%)  Yearly Campus Summary  Number of Students Assessed:  Shelby (2 sections): 21/21 (100%)  Jefferson (1 sections): 4/5 (80%)  Clanton (0 sections) :  Pell City (1 sections): 15/17 (88%) | This percentage is up 5% from last year. Instructors continue to report small class size helps give more individual attention to students struggling with writing. Although the discrepancy looks large here in percentage amount, the low number assessed does not accurately reflect a large group. |
| **Plan Submission Date: September 19, 2019** | | | **Submitted By: Communications Department** | |

Sample American Literature Assessment Rubric

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

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Course Student Learning Outcomes & Assessment Plan ENG 271**  **Literature Course Level Outcomes Assessment Rubric (Included at end of this assessment document)**  General Education Objective  1. The student will demonstrate effective reading, writing, and speaking skills.  2. The student will demonstrate ability to apply reasoning and logic to assess ideas and situations, support positions, draw conclusions, and solve problems.  3. The student will demonstrate ability to identify, analyze, organize, and synthesize credible resources in a manner that respects intellectual property.  Transfer/General Studies Division Outcomes  1. Provide transferable general education courses that prepare students to succeed in upper level programs of study.  2. Provide transferable general education courses that fulfill the general studies requirements of the college’s Associate in Science, Associate in Arts, and  Associate in Applied Science degrees.  3. Provide developmental mathematics and English courses that prepare students to succeed in freshman-level courses.  Communications Department Level Outcomes   * Provide quality instruction in developmental and transferable courses through emphasis on continued training and professional development for faculty. * Prepare students to continue their education at four-year institutions or to enter the workforce. * Offer courses that allow students to develop communication skills and knowledge for personal enrichment or for job advancement.   Course Outcomes Assessed  Students will:   * identify characteristics of literary periods, cultural conditions of the writers and times, historical forces, philosophical movements, and key terms for genres of literature and literary movements. * analyze major works of prose and poetry, using literary terms and tracing connections between contemporary society and the cultural movements and philosophical issues of the literary period, as well as demonstrating literary scholarship in relation to primary literary works by locating valid secondary sources and correctly integrating these sources. | | | | |
| **Intended Outcomes** | **Means of Assessment** | **Criteria for Success** | **Summary & Analysis of Assessment Evidence** | **Use of Results** |
| 1. The student will identify characteristics of literary periods, cultural conditions of the writers and times, historical forces, philosophical movements, and key terms for genres of literature and literary movements. | Direct: Through exam questions, the student will demonstrate the cognitive skills to identify the following:   1. Characteristics of the literary periods 2. Cultural conditions of the writers and times 3. Historical forces 4. Philosophical movements 5. Key terms for genres of literature and literary movements. | 70% of students will demonstrate a proficiency level of 70% on specified multiple choice, true/false, identification, matching or fill-in-the-  blank exam questions that measure the five characteristics listed. Instructor will provide assessment questions used with this assessment form (Recommended number of questions either 10 or 20: 7/10 or 14/20 = 70% proficiency). | Fall 2018-Summer 2019:  Number of Students Assessed  12 Students/1 Sections  11/12 students met this objective (91%)  Yearly Campus Summary  Number of Students Assessed:  Shelby (0 sections):  Jefferson (1 sections): 11/12 (91%)  Clanton (0 sections) :  Pell City (0 sections): | Again, a small class size benefits students in so many ways. The one class represented here had small classes and the instructor was able to give more individual attention to the class as a whole in discussing literary context. The department continues to look at methods to guiding students to sign up for different literature classes. |
| **2.** The student will analyze major works of prose and poetry, using literary terms and tracing connections between contemporary society and the cultural movements and philosophical issues of the literary period, as well as demonstrating literary scholarship in relation to primary literary works by locating valid secondary sources and correctly integrating these sources. | Direct: In their essays, students will be able to do the following:   1. Analyze and contextualize a work of literature from the period in its historical, cultural and philosophical background 2. Compare/contrast the literature of an historical period to contemporary American culture 3. Locate relevant and effective secondary sources 4. Build an argument correctly integrating and documenting both primary and secondary sources in MLA style. | 70% of students will demonstrate at least a “Satisfactory” level achievement based on sample rubric below. | Fall 2018-Summer 2019:  Number of Students Assessed  12Students/1 Sections  11/12 students met this objective (91%)  Yearly Campus Summary  Number of Students Assessed:  Shelby (0 sections):  Jefferson (1 sections): 11/12 (91%)  Clanton (0 sections) :  Pell City (0 sections): | Individualized attention and use of process of writing to revise and work on research is why this rate is very successful. Small class size and the ability to treat the class time like a writing workshop made this group perform well. |
| **Plan Submission Date: September 20, 2019** | | | **Submitted By: Communications Department** | |

Sample Literature Assessment Rubric

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

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Course Student Learning Outcomes & Assessment Plan ENG 272**  **Literature Course Level Outcomes Assessment Rubric (Included at end of this assessment document)**  General Education Objective  1. The student will demonstrate effective reading, writing, and speaking skills.  2. The student will demonstrate ability to apply reasoning and logic to assess ideas and situations, support positions, draw conclusions, and solve problems.  3. The student will demonstrate ability to identify, analyze, organize, and synthesize credible resources in a manner that respects intellectual property.  Transfer/General Studies Division Outcomes  1. Provide transferable general education courses that prepare students to succeed in upper level programs of study.  2. Provide transferable general education courses that fulfill the general studies requirements of the college’s Associate in Science, Associate in Arts, and  Associate in Applied Science degrees.  3. Provide developmental mathematics and English courses that prepare students to succeed in freshman-level courses.  Communications Department Level Outcomes   * Provide quality instruction in developmental and transferable courses through emphasis on continued training and professional development for faculty. * Prepare students to continue their education at four-year institutions or to enter the workforce. * Offer courses that allow students to develop communication skills and knowledge for personal enrichment or for job advancement.   Course Outcomes Assessed  Students will:   * identify characteristics of literary periods, cultural conditions of the writers and times, historical forces, philosophical movements, and key terms for genres of literature and literary movements. * analyze major works of prose and poetry, using literary terms and tracing connections between contemporary society and the cultural movements and philosophical issues of the literary period, as well as demonstrating literary scholarship in relation to primary literary works by locating valid secondary sources and correctly integrating these sources. | | | | |
| **Intended Outcomes** | **Means of Assessment** | **Criteria for Success** | **Summary & Analysis of Assessment Evidence** | **Use of Results** |
| 1. The student will identify characteristics of literary periods, cultural conditions of the writers and times, historical forces, philosophical movements, and key terms for genres of literature and literary movements. | Direct: Through exam questions, the student will demonstrate the cognitive skills to identify the following:   1. Characteristics of the literary periods 2. Cultural conditions of the writers and times 3. Historical forces 4. Philosophical movements 5. Key terms for genres of literature and literary movements. | 70% of students will demonstrate a proficiency level of 70% on specified multiple choice, true/false, identification, matching or fill-in-the-  blank exam questions that measure the five characteristics listed. Instructor will provide assessment questions used with this assessment form (Recommended number of questions either 10 or 20: 7/10 or 14/20 = 70% proficiency). | Fall 2018-Summer 2019:  Number of Students Assessed  64 Students/3 Sections  55/64 students met this objective (85%).  Yearly Campus Summary  Number of Students Assessed:  Shelby (3 sections): 55/64 (82%)  Jefferson (0 sections)  Clanton (0 sections)  Pell City (0 sections) | This is a more difficult literature because there are many historical and contextual elements that are in conjunction with each other; however, smaller class size aids in ability for students to ask more questions and really dig into the works together. |
| **2.** The student will analyze major works of prose and poetry, using literary terms and tracing connections between contemporary society and the cultural movements and philosophical issues of the literary period, as well as demonstrating literary scholarship in relation to primary literary works by locating valid secondary sources and correctly integrating these sources. | Direct: In their essays, students will be able to do the following:   1. Analyze and contextualize a work of literature from the period in its historical, cultural and philosophical background 2. Compare/contrast the literature of an historical period to contemporary American culture 3. Locate relevant and effective secondary sources 4. Build an argument correctly integrating and documenting both primary and secondary sources in MLA style. | 70% of students will demonstrate at least a “Satisfactory” level achievement based on sample rubric below. | Fall 2018-Summer 2019:  Number of Students Assessed  63 Students/3 Sections  56/63 students met this objective (88%).  Yearly Campus Summary  Number of Students Assessed:  Shelby (3 sections): 56/63 (88%)  Jefferson (0 sections)  Clanton (0 sections)  Pell City (0 sections) | Small class sizes and work with the research paper early in the semester helps ensure students are not burnt out when they are writing. This is a little bit lower percentage than last year, but still very well over the performance line. |
| **Plan Submission Date: September 19, 2019** | | | **Submitted By: Communications Department** | |

Sample Literature Assessment Rubric

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

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Course Student Learning Outcomes & Assessment Plan ENG 246**  **\*\*This is a course that usually only has one or two class offerings for the entire year.**  General Education Objective  1. The student will demonstrate effective reading, writing, and speaking skills.  2. The student will demonstrate ability to apply reasoning and logic to assess ideas and situations, support positions, draw conclusions, and solve problems.  Transfer/General Studies Division Outcomes  1. Provide transferable general education courses that prepare students to succeed in upper level programs of study.  2. Provide transferable general education courses that fulfill the general studies requirements of the college’s Associate in Science, Associate in Arts, and  Associate in Applied Science degrees.  3. Provide developmental mathematics and English courses that prepare students to succeed in freshman-level courses.  Communications Department Level Outcomes   * Provide quality instruction in developmental and transferable courses through emphasis on continued training and professional development for faculty. * Prepare students to continue their education at four-year institutions or to enter the workforce. * Offer courses that allow students to develop communication skills and knowledge for personal enrichment or for job advancement.   Course Outcomes Assessed  Students will:   * Students should be able to identify and discuss the distinguishing features of genres of creative writing, including fiction, creative nonfiction, poetry and drama. * Students should be able to read, analyze, and discuss assigned published and / or professional imaginative works in ways that reflect familiarity with the distinguishing features of each genre, including fiction, creative nonfiction, poetry and drama. * Students should write imaginative works that conform to the distinguishing feature of each genre discussed in class, while adding elements from their own imaginations and life experience. * Students should be able to discuss the imaginative works of classmates in a workshop situation that includes analysis of both the strengths and weaknesses of each work discussed using terminology and concepts from course lectures. * After participating in workshop discussions, students should be able to edit their own creative pieces for improved clarity, tone, structure, imaginative language, and grammar. * Students should be able to compose imaginative works and comment on the imaginative works of their classmates with an understanding of fundamental rules of English grammar and style. | | | | |
| **Intended Outcomes** | **Means of Assessment** | **Criteria for Success** | **Summary & Analysis of Assessment Evidence** | **Use of Results** |
| 1. Students should be able to identify and discuss the distinguishing features of genres of creative writing, including fiction, creative nonfiction, poetry and drama. | Direct: Students will take a multiple-choice exam in which they are provided with examples of writing in each genre and are asked to correctly classify each work. | 70% of students should score 70% or higher on the multiple choice exams in 1) and 2) AND  70% or higher in the satisfaction ratings for 3), 4), and 5) AND  Not lose credit due to grammatical or usage errors | Fall 2018-Summer 2019:  Number of Students Assessed  No sections offered for the whole year. |  |
| 2. Students should be able to read, analyze, and discuss assigned published and / or professional imaginative works in ways that reflect familiarity with the distinguishing features of each genre, including fiction, creative nonfiction, poetry and drama. | Direct: Students will take a multiple-choice exam in which they are asked to identify distinguishing features of each genre using published and / or professional works as samples. |  |  |  |
| 3. Students should write imaginative works that conform to the distinguishing feature of each genre discussed in class, while adding elements from their own imaginations and life experience. | Direct: (a) Faculty will develop a rubric for each genre and, while grading, will evaluate whether a student’s piece has met all aspects of the assignment for that genre. Faculty may evaluate a piece submitted as an out-of-class assignment.  (b) Students will complete an in-class assignment in which they are required to write an imaginative piece displaying specific aspects of the genre assigned. Faculty will use same rubric as that developed for 3a (above). |  |  |  |
| 4. Students should be able to discuss the imaginative works of classmates in a workshop situation that includes analysis of both the strengths and weaknesses of each work discussed using terminology and concepts from course lectures. | Direct: Faculty will develop a rubric for satisfactory participation in workshop and will evaluate students accordingly. |  |  |  |
| 5. After participating in workshop discussions, students should be able to edit their own creative pieces for improved clarity, tone, structure, imaginative language, and grammar. | Direct: Faculty will compare the first draft and revision of student work using the rubric developed for 3a (above) to track student improvement. |  |  |  |
| 6. Students should be able to compose imaginative works and comment on the imaginative works of their classmates with an understanding of fundamental rules of English grammar and style. | Direct: Faculty will use the department’s major errors policy, which states that any multi-paragraph work containing 3 or more major errors will automatically be assigned a grade of F. |  |  |  |
|  | \*Note: This indirect assessment procedure presents a method for assessing all Outcomes detailed above with a single assignment.  At the end of the term, students will write a reflective essay. Essays should cover: 1) a definition of distinctions among genres of imaginative literature; 2) examples of published and / or professional imaginative literature for each genre; 3) reflection on students’ own imaginative works written during the semester; 4) reflection on the workshop experience; 5) reflection on the editing process. Correct grammar and usage should be displayed in this essay. | For indirect assessment measure: 70% of students should complete this assignment to the satisfaction of the instructor. |  |  |
| **Plan submission date: September 19, 2019** | | | **Submitted by: Communication Department** | |

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

|  |  |  |  |
| --- | --- | --- | --- |
| **Program:** | **Transfer/General Studies, Speech** | **Assessment period:** | **2018-2019 Annual Summary** |
| |  | | --- | | **Program or Department Mission:** |   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. | | | |

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

|  |  |
| --- | --- |
|  |  |

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

|  |
| --- |
| **Course Student Learning Outcomes & Assessment Plan**  **Instructional Program Outcomes & Assessment Plan for SPH 116**  **General Education Objective**   * The student will demonstrate effective reading, writing and speaking skills. * The student will demonstrate ability to apply reasoning and logic to assess ideas and situations, support positions, draw conclusions and solve problems. * The student will demonstrate ability to identify, analyze, organize, and synthesize credible resources in a manner that respects intellectual property.   **Division Level Outcomes**   * Provide transferable general education courses that prepare students to succeed in upper level programs of study. * Provide transferable general education courses that fulfill the general studies requirements of the college’s Associate in Science, Associate in Arts, and Associate in Applied Science degrees.   **Department Level Outcomes**   * Provide quality instruction in developmental and transferable courses through emphasis on continued training and professional development for faculty. * Prepare students to continue their education at four-year institutions or to enter the workforce. * Offer courses that allow students to develop communication skills and knowledge for personal enrichment or for job advancement.   **Course Outcomes Assessed**   * Students will demonstrate understanding of how the self-concept develops. * Students will demonstrate understanding of the elements in the perception process. * Students will demonstrate understanding of the techniques and barriers in language use. * Students will demonstrate understanding of the elements in nonverbal communication. * Students will be able to apply interpersonal communication theories to their daily lives. |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Intended Outcomes** | **Means of Assessment** | **Criteria for Success** | **Summary & Analysis of Assessment Evidence** | **Use of Results** |
| SLO#1: Students will demonstrate understanding of how the self-concept develops. | A rubric will be applied to the Self-Analysis paper due at the end of the semester. | 70% of students will be able to demonstrate this knowledge. | Fall 2018-Summer 2019 100% of students assessed demonstrated an understanding of how the elf-concept develops.  Yearly Campus Summary  Number of Students Assessed:  3 sections, 43/43, 100% Only 1 section is offered each semester. It is online. | Results are fairly consistent with previous years. This assignment and assessment is pretty dialed in.  Due to lower enrollment for this course, only one section is offered each semester. It is offered online to reach students from all campuses.  Students were very successful. The understanding of the self-concept is emphasized in both an online discussion and a chapter assignment and this will continue. |
| SLO#2: Students will demonstrate understanding of the elements in the perception process. | A rubric will be applied to the Self-Analysis paper due at the end of the semester. | 70% of students will be able to demonstrate this knowledge. | Fall 2018-Summer 2019  90.6% of students assessed demonstrated an understanding of the elements in the perception process.  Yearly Campus Summary  Number of Students Assessed:  3 sections, 39/43, 90.6% Only 1 section is offered each semester. It is online. | Results are consistent with previous years.  The understanding of the perception process is emphasized in both an online discussion and a chapter assignment and this will continue. |
| SLO#3: Students will demonstrate understanding of the techniques and barriers in language use. | A rubric will be applied to the Self-Analysis paper due at the end of the semester. | 70% of students will be able to demonstrate this knowledge. | Fall 2018-Summer 2019  86% of students assessed demonstrated understanding of the techniques and barriers in language use.  Yearly Campus Summary  Number of Students Assessed:  3 sections, 37/43, 86% Only 1 section is offered each semester. It is online. | Students continue to be successful, although this topic is a little more challenging than some of the others. The understanding of language techniques is emphasized in an online discussion and this will continue. |
| SLO#4: Students will demonstrate understanding of the elements in nonverbal communication. | A rubric will be applied to the Self-Analysis paper due at the end of the semester. | 70% of students will be able to demonstrate this knowledge. | Fall 2018-Summer 2019  40/43, 93% of students assessed demonstrated understanding of elements in nonverbal communication.  Yearly Campus Summary  Number of Students Assessed: 3 sections Only 1 section is offered each semester. It is online. | Students are consistently successful with this topic. The understanding of nonverbal communication is emphasized in both a discussion and a chapter assignment and this will continue. |
| SLO#5: Students will be able to apply interpersonal communication theories to their daily lives. | A rubric will be applied to the Self-Analysis paper due at the end of the semester. | 70% of students will be able to demonstrate this knowledge. | Fall 2018-Summer 2019 100% of students assessed were able to apply interpersonal communication theories to their daily lives.  Yearly Campus Summary  Number of Students Assessed:  3 sections, 43/43, 100% Only 1 section is offered each semester. It is online. | Students have been very successful with this aspect. Results were the same during the previous year.  The instructor will continue to give assignments that ask the student to apply the theories in the textbook to their daily lives.  Going forward, the Department will examine the need to continue assessing this set of student learning outcomes. |
| **Plan submission date: 9/20/2019** | | | **Submitted by: Communications Department** | |

|  |
| --- |
| **Course Student Learning Outcomes & Assessment Plan**  **Instructional Program Outcomes & Assessment Plan for SPH 123-5**  **General Education Objective**   * The student will demonstrate effective reading, writing and speaking skills. * The student will demonstrate ability to apply reasoning and logic to assess ideas and situations, support positions, draw conclusions and solve problems. * The student will demonstrate ability to identify, analyze, organize, and synthesize credible resources in a manner that respects intellectual property.   **Division Level Outcomes**   * Provide transferable general education courses that prepare students to succeed in upper level programs of study. * Provide transferable general education courses that fulfill the general studies requirements of the college’s Associate in Science, Associate in Arts, and Associate in Applied Science degrees.   **Department Level Outcomes**   * Provide quality instruction in developmental and transferable courses through emphasis on continued training and professional development for faculty. * Prepare students to continue their education at four-year institutions or to enter the workforce. * Offer courses that allow students to develop communication skills and knowledge for personal enrichment or for job advancement.   **Course Outcomes Assessed**   * Students will demonstrate effective delivery skills (vocal projection, eye contact, gestures, posture). * Students will demonstrate effective research skills. |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Intended Outcomes** | **Means of Assessment** | **Criteria for Success** | **Summary & Analysis of Assessment Evidence** | **Use of Results** |
| SLO#1. Students will demonstrate effective delivery skills (vocal projection, eye contact, gestures, posture). | At the end of the semester, an oral presentation will be evaluated according to a rubric. | 70% of students will be able to demonstrate this skill. | Fall 2018-Summer 2019 95.8% demonstrated effective delivery skills.  Yearly Campus Summary  Number of Students Assessed:  23/24, 95.8%  Speech Team students are enrolled through the Shelby Campus, a central location for most members. | Results are consistent with previous years. Students who are on the Speech Team take these courses to research, prepare, and rehearse their presentations. The team meets weekly. These students also present on campus and travel to compete in a variety of speech competition events.  The director/coach will continue to focus on effective verbal and nonverbal delivery in practice sessions—focusing on IPDA debate. |
| SLO#2. Students will demonstrate effective research skills. | Research, in preparation of an oral presentation will be evaluated according to a rubric. | 70% of students will be able to demonstrate this skill. | Fall 2018-Summer 2019 95.8% demonstrated effective research skills.  Yearly Campus Summary  Number of Students Assessed:  23/24, 95.8%  Speech Team students are enrolled through the Shelby Campus, a central location for most members. | Results are consistent with previous years. The Speech Team students are usually high-achieving students who are awarded tuition-waiver scholarships for their participation on the Speech Team. These students often bring home awards from their competitions.    The director/coach will continue to focus on research skills in team meetings and mock debates. Students will also attend a debate workshop that focuses heavily on research at Lee College.  Going forward, the department will discuss the need to shift focus for this SLO. |
| **Plan submission date: 9/20/2019** | | | **Submitted by: Communications Department** | |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| jscc logo | | | | **Assessment Record** | | | |
| **Program:** | **Communications/MCM 100** | | | **Assessment period:** | | **Annual Totals 2018-2019** | |
| |  | | --- | | **Program or Department Mission:** |   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. | | | | | | | |
| **Course Student Learning Outcomes & Assessment Plan**  **Instructional Program Outcomes & Assessment Plan for MCM 100**  **General Education Objective**   * The student will demonstrate effective reading, writing and speaking skills. * The student will demonstrate ability to apply reasoning and logic to assess ideas and situations, support positions, draw conclusions and solve problems. * The student will demonstrate ability to identify, analyze, organize, and synthesize credible resources in a manner that respects intellectual property.   **Division Level Outcomes**   * Provide transferable general education courses that prepare students to succeed in upper level programs of study. * Provide transferable general education courses that fulfill the general studies requirements of the college’s Associate in Science, Associate in Arts, and Associate in Applied Science degrees.   **Department Level Outcomes**   * Provide quality instruction in developmental and transferable courses through emphasis on continued training and professional development for faculty. * Prepare students to continue their education at four-year institutions or to enter the workforce. * Offer courses that allow students to develop communication skills and knowledge for personal enrichment or for job advancement.   **Course Outcomes Assessed**   * The student will be able to demonstrate knowledge of theories of the nature of communication. * The student will be able to complete a written assignment suitable for simple print publications. | | | | | | | |
| **Intended Outcomes** | | **Means of Assessment** | **Criteria for Success** | | **Summary & Analysis of Assessment Evidence** | | **Use of Results** |
| SLO#1: The student will be able to demonstrate knowledge of theories of the nature of communication. | | Students will answer embedded questions on an exam about the theories of the nature of communication. | 70% of students will successfully answer questions relating to the theories of the nature of communication. | | Fall 2018-Summer 2019:  82% students achieved this outcome.  Yearly Campus Summary  Number of Students Assessed:  1 section, 18/22, 82%  The college offers one section per year, in the fall, at the Shelby Campus. | | Results are consistent with the previous year.  Results are based on exams. Data suggests some exam prep focusing on written (email) broad areas of potential question areas improves results more so than only verbally reviewing in class and suggesting pages or segments for study review. |
| SLO#2: The student will be able to complete a written assignment suitable for simple print publications. | | Students will complete a project demonstrating their ability to write for print publications. | 70% of students will successfully complete their assignment according to the grading rubric. | | Fall 2018-Summer 2019:  91% students achieved this outcome.  Yearly Campus Summary  Number of Students Assessed:  1 section, 20/22, 91%  The college offers one section per year, in the fall, at the Shelby Campus. | | This “hands on” requirement seemed to stimulate student creativity and provide a sense of realism.  The instructor strengthened directions for how to accomplish this project, explaining more fully the procedures involved.  This is a low enrollment course, and more data is needed. |
| **Plan submission date: 9/20/2019** | | | | | **Submitted by: Communications Department** | | |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| jscc logo | | | | **Assessment Record** | | | |
| **Program:** | **Communications: MCM 102** | | | **Assessment period:** | | **Annual Totals 2018-2019** | |
| |  | | --- | | **Program or Department Mission:** |   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. | | | | | | | |
| **Course Student Learning Outcomes & Assessment Plan**  **Instructional Program Outcomes & Assessment Plan for MCM 102**  **General Education Objective**   * The student will demonstrate effective reading, writing and speaking skills. * The student will demonstrate ability to apply reasoning and logic to assess ideas and situations, support positions, draw conclusions and solve problems. * The student will demonstrate ability to identify, analyze, organize, and synthesize credible resources in a manner that respects intellectual property.   **Division Level Outcomes**   * Provide transferable general education courses that prepare students to succeed in upper level programs of study. * Provide transferable general education courses that fulfill the general studies requirements of the college’s Associate in Science, Associate in Arts, and Associate in Applied Science degrees.   **Department Level Outcomes**   * Provide quality instruction in developmental and transferable courses through emphasis on continued training and professional development for faculty. * Prepare students to continue their education at four-year institutions or to enter the workforce. * Offer courses that allow students to develop communication skills and knowledge for personal enrichment or for job advancement.   **Course Outcomes Assessed**   * The student will be able to report an objective news story using credible sources. * The student will be able to utilize AP style correctly in a written assignment. | | | | | | | |
| **Intended Outcomes** | | **Means of Assessment** | **Criteria for Success** | | **Summary & Analysis of Assessment Evidence** | | **Use of Results** |
| SLO#1: The student will be able to report an objective news story using credible sources. | | Students will write a news story requiring research for a class assignment. | 70% of students will successfully utilize credible sources in completion of an objective news story. | | Fall 2018-Summer 2019 100% of students demonstrated effective research skills.  11/11 students achieved this outcome.  Yearly Campus Summary  Number of Students Assessed:  1 section, 11/11, 100% The college offers one section per year, in the spring, at the Shelby Campus. | | These results are consistent with the previous year.  This could be attributable in part to stabilizing number of mandatory writing projects to four from five (leaving fifth project as extra credit).  The instructor will implement the same plan in Spring 2020 and compare results. Leave exams at two – a mid-semester and a final. |
| SLO#2: The student will be able to utilize AP style correctly in a written assignment. | | Students will complete writing assignment using AP style. | 70% of students will use AP style correctly in a written assignment. | | Fall 2018-Summer 2019:  72% students achieved this outcome.  8/11 of students demonstrated effective research skills.  Yearly Campus Summary  Number of Students Assessed:  8/11, 72% The college offers one section per year, in the spring, at the Shelby Campus. | | Results are consistent with the previous year.  Instructor will implement pop quizzes to check student AP stylebook knowledge. While there were some deviations from accepted AP style early on, this sharply reduced as exposure advanced.  This is a low enrollment course, and more data over a longer period of time is needed. |
| **Plan submission date:** | | | | | **Submitted by: Communications Department** | | |