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| Liberal Arts | 2016-2019 |
| SLO Assessment Summary |  |

**Instructional Unit – Program Review**

# **Part 1: - Program Overview**

## **Program Name: Liberal Arts**

**Program Mission and Description:** The mission of the Liberal Arts Department is consistent with the mission of the college. The department is dedicated to offering a curriculum that develops students into well-rounded individuals who become contributing members of society and have an appreciation for the arts, humanities and social sciences. The Liberal Arts Department offers courses and programs that provide a quality educational experience in the liberal arts tradition. The Liberal Arts Department is divided into two areas-Humanities and Social Sciences.

The Humanities area of this department is dedicated to providing valuable learning experiences in the liberal arts tradition. The department is committed to offering those courses which will present the student the opportunity to pursue moral, creative, and philosophical interests. Courses within this curriculum include art, music, religion, and philosophy. The Social Science area of this department also acknowledges the liberal arts tradition by offering courses that present students the opportunity to develop self-awareness and an awareness of society and human nature. Courses in this curriculum include anthropology, geography, history, political science, psychology, and sociology.

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

**2016-2017**

* Jefferson Faculty member Lucy Lewis attended the Alabama Master Teachers Experience.
* Jefferson Faculty member Lucy Lewis was elected Chair of the Faculty Senate.
* Jefferson Faculty member Lucy Lewis served as coach/sponsor of the College Scholars Team.
* The College Scholars Team participated in tournaments across the state, as well as hosted the Alabama College Bowl League Sectionals and the Alabama High School Scholars Association District competition and the ASCA State Championship tournament.
* The College Scholars represented the College at the National Championship tournament in Minneapolis, MN.
* Jefferson Faculty member Pamela West attended the NSSA fall conference.
* Jefferson Faculty member Michael Thomas attended the Alabama Choral Directors Association meeting.
* Jefferson Faculty members Samuel Jones and Angie Ford each attended national psychology conferences.
* Jefferson Faculty member Samuel Jones led a two-day seminar for first responders on “critical Incident Stress Management & Debriefing” and “Mental Health Conditions.”
* Faculty members served on various college committees.
* The Art and Animation Guild worked with the local area high schools and sponsored a high school art competition as part of the 2017 JSCC Student Art Exhibition.  The first-place winner of the high school competition, Cynnamon Bagget of Gardendale High School, was offered a full tuition scholarship to Jefferson State Community College.  Ashley Blakely was the winner of the JSCC student art competition. The Pinson Valley Northeast Recreation Center served as the venue for the exhibition and opening reception with over 100 individuals in attendance! Ms. Celeste Phau and Mr. Peter Prinz, CEO and Co-Founder of Space One Eleven, judged both the high school and college art exhibitions.
* The AAG organized a Little Libraries program to promote literacy on the JSCC campus. Guild members partnered with other student organizations to collect books and decorate the old telephone stalls on campus to act as book repositories. Students may check books in and out of the repositories at their own convenience and on an honor system.
* The AAG organized a can food drive in the month of November and delivered over 100 cans to the YWCA to feed homeless individuals.
* Jefferson State animation program students mentored the animation program students at the Jefferson County Visual Arts Academy at Shades Valley.
* Aaron Stewart, a Jeff State animation student won the ACME/Animator Mentor Scholarship for MAYA training.
* An L-19 Theater Instructor position was added to provide a Theater Program for JSCC. This position teaches THR120 classes at several campuses as well as directs a minimum of 2 plays per year.
* History faculty was involved in the sponsorship of Constitution Day to acknowledge the heritage and significance of the U.S. Constitution.
* Wendy Shuffett was named the Women’s Golf Coach.
* Kevin S. Townes was named new chair of Liberal Arts in January.
* Theatre courses we placed under Liberal Arts in January.
* Kyle Irvin traveled to Ireland with over 14 students during spring break.
* Department was involved in the sponsorship of Freedom Week to acknowledge the atrocities of human trafficking.
* New courses were developed and added in History and Psychology.

**2017-2018**

* Wendy Shuffett had a successful inaugural women’s golf season. Wendy also hosted the international history trip to Ireland in the summer of 2018.
* Wendy Shuffett and Zac Alexamnder hosted the symposium of human trafficking spring 2018 and Constitution Day.
* Kyle Irvin hosted the international history trip to Ireland in the Summer of 2017.
* Patrick Mayton attended Miami Basel with the University of Montevallo Art Department
* Montevallo Art Walk, Montevallo Art in the Park, Birmingham Art Walk, Woodlawn street fest, and many others.
* Kevin Townes participated as a judge in the Alabama State Regional Trumbaur Theatre Competition.
* Mildred Lanier attended several conferences including the Jeff State Cultural Diversity Conference.
* Phaer Bonner was assigned permanently to the Shelby campus after the death of full-time psychology instructor.
* Kevin Townes was named Division chair for Liberal Arts and Math, Engineering, and Physical Science Summer 2018.
* Faculty in Liberal Arts at Jefferson partnered with Communications faculty to complete a Peer Teaching Across the Curriculum project in which faculty partners developed a lesson or activity for the courses to incorporate the area of expertise of the partner.
* The Library provided a short seminar at the Jefferson Campus on the resources they offer faculty, including tutorials, quizzes, Films on Demand, and course or instructor specific research guides for class assignment.
* Instructors utilizing textbook software received training from the publishing companies.
* Instructors peer reviewed online courses.
* Several instructors attended workshops sponsored by the college (Blackboard, O365, SKYPE, ADA, etc.)
* Choir Director Michael Thomas attended the Alabama Choral Director’s Association conference.
* Art instructor Camilla Avery participated in webinars sponsored by ACME Networks.
* History and Political Science instructor Pamela West attended the Street Law Conference in Chicago.
* Psychology instructor Angela Ford attended a national Teaching Psychology conference.
* Sociology Instructor Lucy Lewis served as co-presenter on the Alabama Master Teacher’s Experience to a group of interested faculty members.
* Psychology instructor Dr. Samuel Jones presented a 16-hour seminar to campus security and presentation on Student Success at the University of Tennessee.
* SLOs and assessments were reviewed by the faculty, along with the implementation of a shared spreadsheet for data collection.
* A new course (PSY 250) was offered; however, it did not make due to low enrollment.
* MSU 110 and ART 121 were offered again for the first time in several years. ART 121 made; however, MSU 110 did not make due to low enrollment.
* Art instructor Camilla Avery developed two new online art history courses (ART 203/204) that were offered this year.
* The Choir attended the Alabama Collegiate Choral Festival in October. They also performed at numerous collegiate events, including the Black History program, Honors Convocation, and Graduation. They were also asked to perform for the ACCS Presidents’ Dinner.
* Instructor Pamela West had photography published in *Wingspan*.
* The Art and Animation Guild participated in many campus activities, service projects, and continues to host the Student Art Competition and the High School art competition to offer scholarships to the winners.
* Instructor Lucy Lewis was elected to serve as Faculty Senate Chair and AEA secretary.
* Several instructors attended the ACCA Fall Conference.
* The ART department continued the ACME Network animation partnership for an additional year.
* Two students were recognized and awarded internships by ACME and DreamWorks Studios.
* The ART department updated its Toon Boom software to industry standards; however, it has not been installed as there are compatibility issues with the network.
* The department purchased items requested by instructors on departmental surveys, including AC adapters for laptop portability, several office laptop computers with docking stations, a faculty office chair, and water cooler supplies for the choir room.
* Replacement chairs and stools were purchased for one art studio.
* History instructor Pamela West piloted the use of Dragon speech-to-text software.
* Sociology instructor Lucy Lewis piloted an OER textbook in SOC 200.
* Progress was made in creating a more welcoming environment for students in the central area of BDH through the removal of an old trophy case.
* A color printer was purchased for use by both Communications and Liberal Arts at the Jefferson Campus

**2018-2019**

* The history faculty Department was involved in the sponsorship of Constitution Day to acknowledge the heritage and significance of the U.S. Constitution
* Wendy Shuffett and two members of the Women’s golf team participated in the Junior College National Championships.
* Kevin S. Townes was named division chair for Math and Liberal arts, Shelby campus.
* Acting 131 course was approved by the curriculum committee to begin in Fall 2019.
* Kyle Irvin traveled to several European countries with students.
* Department learning and discipline outcomes were revised.
* History department faculty sponsored Freedom week. This week had several symposiums on the growing atrocities of human trafficking.
* Kyle Irvin continued his hosting of international studies abroad.
* Lesley Warren was hired as a full-time theatre instructor.
* Corey Kline. Mildred Lanier, and Phaer Bonner were selected to participate in the Instructional Leadership Academy for 2019-2020.
* Patrick Mayton hosted a week-long art show in fall 2018. Over 150 people attended.
* Jefferson Campus Instructors participated in various PD opportunities and workshops sponsored by the college, including Gamifying the Classroom, Best Practices for Online Teaching, ADA Accommodations, Leadership for department chairs, and round table discussions on grading and technology in the classroom.
* Communications and Liberal Arts instructors at Jefferson also participated in a faculty book club discussion of *What the Best College Teachers Do* by Ken Bain.
* The Jefferson department also purchased a subscription to *The Chronicle of Higher Education*.
* Some faculty participated in online seminars, including “Redefine Office Hours” and “Student Engagement in the Online World.”
* Faculty attended museum exhibits and participated in scholarly reading.
* Faculty members attended in-state conferences and workshops, including the ACCSHRMA Diversity Conference and the ACCS Professional Development Day.
* Sociology instructor Lucy Lewis was named to a 3-year term as Vice-Chair of the AGSC Area IV Committee.
* Instructors Camilla Avery, Samuel Jones, and Michael Thomas continue to participate in the ACCS’ ILA.
* Sociology instructor Lucy Lewis presented at the Mid-South Sociological Association Conference.
* SLOs and assessments were reviewed, and instructors meet to discuss changes, best practices, and implementation of instructional strategies based on assessment results.
* The department chair provided training in data submission of SLOs to the faculty. Faculty members met by subject area to compile the Assessment Summary Use of Results.
* The department offered financial support to the Concert and Lecture series.
* The Choir and Choral Director attended the Alabama Collegiate Choral Festival. They also performed at numerous collegiate events, including the Black History program, Honors Convocation, and Graduation.
* The department supports the AAG’s art show through helping advertise and encouraging attendance.
* The ART department continued the ACME Network animation partnership.
* The department purchased items requested by instructors on departmental surveys, including three office ensembles, three desk chairs, water cooler supplies, and a sit-to-stand desk riser.
* Bulletin boards have been organized to include separate boards for Communications and Liberal Arts. Directional signs have been updated in BDH, and notices are posted outside of each classroom of the specific instructors, courses, and times the classroom is used. A faculty directory has also been posted and updated each semester.
* Department faculty served on various college committees including, Curriculum, Social, Black History, Distance Education, Developmental Education, Dual Enrollment, Planning Council, and New Student Orientation.
* Sociology instructor Lucy Lewis was re-elected to serve as Faculty Senate Chair for another two-year term.
* The art department purchased additional task chairs, mid-back drawing stools, and drawing easels for art studio classrooms.

**Program Admission and Awards:** The admission process for students entering a University Parallel Program is the same as for admission to the College. The Liberal Arts Department offers courses to help meet requirements in Area II (Humanities and Fine Arts) and Area IV (History, Social and Behavioral Sciences). For CTE students, admission to the college does not guarantee admission to the intended CTE program. Students are required to meet certain standards for admission. These standards include making up any background deficiencies and satisfying pre-entry program requirements. Courses in Humanities and Fine Arts and courses in History, Social and Behavioral Sciences are commonly required for most programs, though the number of required credit hours varies by program. Examples of CTE programs that require courses from areas covered by Liberal Arts include Child Development, Criminal Justice/Law Enforcement, EMS/Paramedic, Fire Science, Funeral Service, Hospitality Management/Culinary, Manufacturing and Technology, Physical Therapy, and Veterinary Technology.

**Program Demographics:**

**Breakdown by Subject Area for academic years 2016-2017, 2017-2018, 2018-2019.**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | Total | Male | Female | 18-25 | 26-40 | 41+ | African American | Asian | Caucasian | Hispanic |
| ANT | 449 | 183 | 266 | 322 | 100 | 27 | 85 | 10 | 304 | 25 |
| ART | 4,774 | 1904 | 2869 | 3,788 | 783 | 183 | 1095 | 131 | 3,051 | 317 |
| GEO | 617 | 277 | 340 | 475 | 121 | 21 | 124 | 12 | 418 | 38 |
| HIS | 8,773 | 4,100 | 4,672 | 6,922 | 1104 | 238 | 1611 | 214 | 6,055 | 538 |
| HUM | 385 | 140 | 245 | 276 | 75 | 34 | 87 | 10 | 246 | 27 |
| MUL | 156 | 76 | 80 | 146 | 8 | 2 | 35 | 1 | 107 | 7 |
| MUS | 1914 | 913 | 1001 | 1486 | 349 | 75 | 521 | 40 | 1167 | 113 |
| PHL | 492 | 259 | 233 | 388 | 91 | 13 | 66 | 15 | 347 | 43 |
| POL | 237 | 117 | 120 | 174 | 54 | 9 | 41 | 2 | 169 | 17 |
| PSY | 8,309 | 2677 | 5,629 | 6,156 | 1650 | 328 | 1952 | 177 | 5,331 | 466 |
| REL | 1055 | 371 | 684 | 696 | 241 | 114 | 281 | 7 | 696 | 35 |
| SOC | 1455 | 469 | 986 | 1070 | 285 | 88 | 429 | 28 | 855 | 82 |
| THR | 981 | 357 | 624 | 756 | 172 | 49 | 253 | 18 | 620 | 40 |
| **TOTAL** | **29,597** | **11,843****40%** | **17,749****60%** | **22,655****77%** | **5,033****17%** | **1,181****4%** | **6,580****22%** | **665****2%** | **19,366****65%** | **1,748****6%** |

 **Reflections/Implications:**

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| Analysis of the data above demonstrates the following relating to the Liberal Arts department from 2016-2019: * The overall total enrollment for the Liberal Arts department grew by 1785 students (6.4%).
* Theater courses were included in Liberal Arts during this period.
* Females outnumber males in all department courses except for Philosophy courses.
* The largest student demographic continues to be students between the ages of 18-25.
 |

## **Enrollment Data:**

**Enrollment Data -- College**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **2016-2017** | **Total Enrollment** | **Number of Sections** | **CHP** | **FT Faculty %** | **PT Faculty %** |
| ANT | 115  | 3 | 345 | 0 | 100% |
| ART | 1698  | 63 | 5094 | 59% | 41% |
| GEO | 213  | 5 | 639 | 0 | 100% |
| HIS |  3810 | 132 | 11430 | 63% | 37% |
| HUM | 184  | 20  |  374 | 44%  | 56%  |
| MUL |  145 | 11 | 224 | 87.5% | 12.5% |
| MUS | 714  | 24 | 2142 | 96% | 4% |
| PHL | 252  | 9 | 756 | 0 | 100% |
| POL | 124 | 6 | 372 | 85.5% | 14.5% |
| PSY |  3490 | 120 | 10470 | 75% | 25% |
| REL | 382  | 13 | 1146 | 0 | 100% |
| SOC | 522  | 18 | 1566 | 77% | 23% |
| THR | 265  | 9 | 795 | 79% | 21% |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **2017-2018** | **Total Enrollment** | **Number of Sections** | **CHP** | **FT Faculty %** | **PT Faculty %** |
| ANT |  169 | 5 | 507  | 0 | 100% |
| ART |  1857 | 70 | 5571 | 59% | 41% |
| GEO | 230  | 5 | 690 | 0 | 100% |
| HIS | 3935  |  139 | 11805 | 66% | 34% |
| HUM | 178 | 18 | 312 | 62.5% | 37.5% |
| MUL | 150 | 10 | 231 | 89% | 11% |
| MUS | 707 | 22 | 2121 | 100% | 0 |
| PHL | 174  | 7 | 522 | 0 | 100% |
| POL | 106 | 5 | 318 | 91.5% | 8.5% |
| PSY | 3108  | 109 | 9324 | 76% | 24% |
| REL | 390 | 13  | 1170 | 0 | 100% |
| SOC | 561 | 19 | 1683 | 77.5% | 22.5% |
| THR |  328 | 12 | 984 | 68% | 32% |

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| --- | --- | --- | --- | --- | --- |
| **2018-2019** | **Total Enrollment** | **Number of Sections** | **CHP** | **FT Faculty %** | **PT Faculty %** |
| ANT |  222 | 6 | 666 | 0 | 100% |
| ART | 1924 | 71 | 5772 | 51.5% | 48.5% |
| GEO |  221 | 5 | 663 | 0 | 100% |
| HIS | 3969 | 139 | 11907 | 62.5% | 37.5% |
| HUM | 213  | 18 | 387 | 75% | 25% |
| MUL | 137  | 11 | 210 | 88% | 12% |
| MUS |  622 | 20 | 1866 | 100% | 0 |
| PHL | 75 | 2 | 225 | 0 | 100% |
| POL | 23 | 2 | 69  | 100% | 0 |
| PSY | 3212 | 117 | 9636 | 70% | 30% |
| REL | 428 | 12 | 1284 | 0 | 100% |
| SOC | 518 | 19 | 1554 | 76% | 24% |
| THR |  453 | 14 | 1359 | 48% | 52% |

**Summary of 3 Year Totals – College, Campus, and Site**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **College** | **Total Enrollment** | **Number of Sections** | **CHP** | **% FT Faculty** | **% PT Faculty** | **Average Class Size** |
| **2016-2017** | **11,914** | **433** | **35,353** | **64%** | **36%** | **28** |
| **2017-2018** | **11,893** | **434** | **35,238** | **65.3%** | **34.7%** | **27** |
| **2018-2019** | **12,012** | **436** | **35,628** | **60.1%** | **39.8%** | **28** |
| **Chilton-Clanton Campus** |
| **2016-2017** | 677 | 29 | 2031 | 61.6% | 38.4% | 29 |
| **2017-2018** | 720 | 26 | 2160 | 67.8% | 32.2% | 26 |
| **2018-2019** | 823 | 33 | 2469 | 69.1% | 30.9% | 25 |
| **Jefferson Campus** |
| **2016-2017** | 3914 | 152 | 11,510 | 79% | 21% | 26 |
| **2017-2018** | 3532 | 139 | 10,359 | 78.3% | 21.7% | 25 |
| **2018-2019** | 3461 | 136 | 10,155 | 75% | 25% | 25 |
| **Shelby-Hoover Campus** |
| **2016-2017** | 5816 | 182 | 17308 | 58.6% | 41.4% | 32 |
| **2017-2018** | 6039 | 188 | 17,927 | 61.3% | 38.7% | 32 |
| **2018-2019** | 5813 | 182 | 17,276 | 57.7% | 42.1% | 32 |
| **St. Clair-Pell City Campus** |
| **2016-2017** | 914 | 35 | 2742 | 55.6% | 44.4% | 26 |
| **2017-2018** | 982 | 39 | 2946 | 58.6% | 41.4% | 25 |
| **2018-2019** | 1110 | 39 | 3330 | 43.6% | 56.4% | 28 |
| **Dual Enrollment Sites** |
| **2016-2017** | 578 | 32 | 1734 | 33.2% | 64.8% | \*\* |
| **2017-2018** | 607 | 40 | 1821 | 39% | 61% | \*\* |
| **2018-2019** | 791 | 43 | 2373 | 27.6% | 72.3% | \*\* |

**Reflections/Implications:**

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| Analysis of the data above demonstrates the following relating to the Liberal Arts department: * College as a whole
	+ Overall enrollment remained mostly steady during the period, even after a slight drop during the 2017-2018 academic year. The 2018-2019 year saw a 1% increase in enrollment, with the 3-year period showing a 2.4% increase over the previous 3-year period.
	+ The total number of sections of Liberal Arts courses grew slightly during each of the last three academic years.
	+ The CHP rate increased by 2.4% from the previous 3-year period.
	+ The following subject areas experienced enrollment growth from the last Three-Year Program Review: Anthropology (10.3%), Art (12%), Geography (.6%), History (14%), Music Ensemble (44%), and Psychology (3.3%).
	+ Due to its 14% growth in enrollment, History has surpassed Psychology as the Liberal Arts area with the highest enrollment.
* Chilton-Clanton Campus
	+ Enrollment in Liberal Arts courses, number of sections, total CHP, and the CHP percentage by full-time faculty increased 21.5% during this period, showing sustained growth.
* Jefferson Campus
	+ Enrollment in Liberal Arts courses, number of sections, total CHP, and the CHP percentage by full-time faculty decreased during this period. One reason for the decrease could result from increased offerings in Liberal Arts classes at St. Clair-Pell City since the campuses share students. Another reason is possibly the transfer of online sections from Jefferson to Pell City and Clanton campuses when instructors assigned to those campuses are also assigned to teach online sections of courses.
* Shelby-Hoover Campus
	+ Enrollment in Liberal Arts courses, number of sections, total CHP, and the CHP percentage by full-time faculty rose 3.8% in 2017-2018 from the previous academic year; however, the slight drop of 3.7% in 2018-2019 puts the totals back in line with the 2016-2017 levels.
* St. Clair-Pell City
	+ Enrollment in Liberal Arts courses, number of sections, total CHP, and the CHP percentage by full-time faculty increased 21.4% during this period, showing sustained growth.
* Dual Enrollment Sites
	+ There has been a significant increase of 36.8% in the enrollment, number of sections, and total CHP during this period, showing sustained growth.

As indicated in the charts provided above and below, discipline-specific trends mostly mimicked departmental trends. Courses offered in Liberal Arts are open to all students; however, students enrolling in the choral ensemble (MUL) must audition for admission, and students enrolling in some humanities courses (HUM) must be elected to officer positions in student groups.  |

**Largest Liberal Arts Enrollment Courses**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Courses** | **2016-2017** | **2017-2018** | **2018-2019** | **% ↑↓ over 3-Year Period** |
| **Enrollment** | **CHP** | **Enrollment** | **CHP** | **Enrollment** | **CHP** |
| ART | 1698 | 5094 | 1857 | 5571 | 1924 | 5772 | 13.3% ↑ |
| HIS | 3810 | 11,430 | 3935 | 11,805 | 3969 | 11,907 | 4.1% ↑ |
| MUS | 714 | 2142 | 707 | 2121 | 622 | 1866 | 12.8%↓ |
| PSY | 3490 | 10,470 | 3108 | 9324 | 3212 | 9636 | 7.9%↓ |

**Reflections/Implications:**

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| --- |
| History and Psychology remain the two largest enrollment courses at the College, although during this three-year period, History surpassed Psychology. History grew by 4.1% during the period. Art courses experienced the largest growth of 13.3%, while Music experienced the largest decrease of 12.8%. |

**Enrollment Data – By Campus:**

**Chilton-Clanton Campus**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Chilton-Clanton****2016-2017** | **Total Enrollment** | **Number of Sections** | **CHP** | **FT Faculty %** | **PT Faculty %** |
| ART | 144 | 5 | 432 | 0% | 100% |
| HIS | 216 | 9 | 648 | 84.7% | 15.3% |
| MUS | 8 | 1 | 24 | 0% | 100% |
| PSY | 260 | 12 | 780 | 90% | 10% |
| REL | 49 | 2 | 147 | 0% | 100% |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Chilton-Clanton****2017-2018** | **Total Enrollment** | **Number of Sections** | **CHP** | **FT Faculty %** | **PT Faculty %** |
| ART | 184 | 5 | 552 | 25% | 75% |
| HIS | 229 | 8 | 687 | 96.1% | 3.9% |
| PSY | 348 | 11 | 792 | 84.1% | 15.9% |
| REL | 43 | 2 | 129 | 0% | 100% |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Chilton-Clanton****2018-2019** | **Total Enrollment** | **Number of Sections** | **CHP** | **FT Faculty %** | **PT Faculty %** |
| ART | 182 | 6 | 546 | 0% | 100% |
| HIS | 227 | 8 | 681 | 94.7% | 5.3% |
| HUM | 34 | 2 | 102 | 100% | 0% |
| PSY | 320 | 14 | 960 | 100% | 0% |
| REL | 52 | 2 | 156 | 0% | 100% |
| SOC | 8 | 1 | 24 | 0% | 100% |

**2016-2019 Summary: Chilton-Clanton (Compared to 2013-2016)**

|  |  |  |  |
| --- | --- | --- | --- |
| **Chilton-Clanton** | **2013-2016** | **2016-2018** | **% ↑↓ over 3-year Period** |
| **Enrollment** | **CHP** | **Enrollment** | **CHP** |
| ART | 466 | 1398 | 512 | 1536 | 9.8% ↑ |
| HIS | 657 | 1971 | 672 | 2016 | 2% ↑ |
| HUM | \*\*\* | \*\*\* | 34 | 102 | \*\*\* |
| MUS | 64 | 192 | 8 | 24 | 87.5% ↓ |
| PSY | 855 | 2565 | 928 | 2784 | 8.5% ↑ |
| REL | 142 | 426 | 144 | 432 | 1.4% ↑ |
| SOC | 31 | 93 | 8 | 24 | 74% ↓ |

**Reflections/Implications:**

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| --- |
| The Chilton-Clanton Campus showed sustained growth in the core offerings of Liberal Arts courses. The following courses showed increased enrollment; ART (9.8%), HIS (2%), PSY (8.5%), and REL (1.4%). Only MUS (87.5%) and SOC (74%) showed decreases in enrollment. The reason for the decrease is clear: these courses were not offered consistently during the latest 3-year period. MUS 101 has not been offered at Clanton since 2016-2018, and SOC 200 was offered in 2014-2015 but not offered again until 2018-2019.  |

**Jefferson Campus**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Jefferson****2016-2017** | **Total Enrollment** | **Number of Sections** | **CHP** | **FT Faculty %** | **PT Faculty %** |
| ART | 580 | 25 | 1740 | 81.7 | 18.3 |
| GEO | 117 | 3 | 351 | 0 | 100 |
| HIS | 841 | 29 | 2523 | 55.1% | 44.9% |
| HUM | 51 | 8 | 127 | 55.1% | 44.9% |
| MUL | 36 | 2 | 36 | 100% | 0% |
| MUS | 132 | 7 | 396 | 83.3% | 16.7% |
| POL | 62 | 3 | 186 | 100% | 0% |
| PSY | 1446 | 47 | 4338 | 99.6% | 0.4% |
| REL | 148 | 6 | 444 | 0% | 100% |
| SOC | 314 | 11 | 942 | 96.5% | 30.5% |
| THR | 87 | 3 | 261 | 100% | 0% |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Jefferson****2017-2018** | **Total Enrollment** | **Number of Sections** | **CHP** | **FT Faculty %** | **PT Faculty %** |
| ART | 639 | 28 | 1917 | 75.6% | 24.4% |
| GEO | 138 | 3 | 414 | 0% | 100% |
| HIS | 673 | 23 | 2019 | 65.4% | 34.6% |
| HUM | 49 | 8 | 121 | 45.5% | 54.5% |
| MUL | 137 | 8 | 206 | 100% | 0% |
| MUS | 134 | 7 | 402 | 100% | 0% |
| POL | 76 | 3 | 228 | 100% | 0% |
| PSY | 1057 | 37 | 3171 | 100% | 0% |
| REL | 191 | 6 | 573 | 0% | 100% |
| SOC | 338 | 12 | 1014 | 97% | 3% |
| THR | 97 | 3 | 291 | 100% | 0% |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Jefferson****2018-2019** | **Total Enrollment** | **Number of Sections** | **CHP** | **FT Faculty %** | **PT Faculty %** |
| ART | 624 | 27 | 1872 | 70.8% | 29.2% |
| GEO | 132 | 3 | 396 | 0% | 100% |
| HIS | 697 | 24 | 2091 | 60.3% | 39.7% |
| HUM | 43 | 7 | 93 | 87.1% | 12.9% |
| MUL | 123 | 8 | 185 | 100% | 0% |
| MUS | 111 | 5 | 333 | 100% | 0% |
| POL | 23 | 2 | 69 | 100% | 0% |
| PSY | 1050 | 37 | 3150 | 100% | 0% |
| REL | 198 | 5 | 594 | 0% | 100% |
| SOC | 302 | 12 | 906 | 97.4% | 2.6% |
| THR | 154 | 5 | 462 | 70.1% | 29.9% |

**2016-2019 Summary: Jefferson (Compared to 2013-2016)**

|  |  |  |  |
| --- | --- | --- | --- |
| **Jefferson** | **2013-2016** | **2016-2018** | **% ↑↓ over 3-year Period** |
| **Enrollment** | **CHP** | **Enrollment** | **CHP** |
| ART | 1652 | 4956 | 1843 | 5529 | 11.5% ↑ |
| GEO | 366 | 1098 | 387 | 1161 | 5.7% ↑ |
| HIS | 2471 | 7413 | 2211 | 6633 | 10.5% ↓ |
| HUM | 186 | 521 | 143 | 341 | 23% ↓ |
| MUL | 395 | 602 | 296 | 427 | 25% ↓ |
| MUS | 555 | 1665 | 377 | 1131 | 32% ↓ |
| POL | 133 | 399 | 161 | 483 | 21% ↑ |
| PSY | 4317 | 12,951 | 3553 | 10,659 | 17.6%↓ |
| REL | 524 | 1572 | 537 | 1611 | 2% ↑ |
| SOC | 891 | 2673 | 954 | 2862 | 7% ↑ |
| THR | \*\*\* | \*\*\* | 338 | 1014 | \*\*\* |

**Reflections/Implications:**

|  |
| --- |
| Five of the eleven Liberal Arts courses offered at Jefferson experienced an increase in enrollment and CHP: ART (11.5%), GEO (5.7%), POL (21%), REL (2 %), and SOC (7%). The decrease in enrollment in some courses is again possibly tied to the increased offerings at St. Clair-Pell City which pulls from the Jefferson student base. The MUS decrease is quite shocking but is perhaps tied to the increase in ART enrollment, as well as to the offering of on-campus Theater courses which occurred during the 3-year period. Students now have multiple choices of fine arts courses. The PSY decrease is possibly tied to changes in the requirements for the Nursing Program: students no longer are required to take both PSY 200 before they take PSY 210. PSY instructors have made their opposition to this change known, as they indicate that students who take PSY 210 without the foundational course PSY 200 struggle with the course concepts. Finally, the decrease in HUM and MUL courses is most likely due to the fact that many of these courses either require audition or election to an office in order to take the course.  |

**Shelby-Hoover Campus**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Shelby-Hoover****2016-2017** | **Total Enrollment** | **Number of Sections** | **CHP** | **FT Faculty %** | **PT Faculty %** |
| ANT | 115 | 3 | 345 | 0% | 100% |
| ART | 781 | 26 | 2343 | 66.8% | 33.2% |
| GEO | 96 | 2 | 288 | 0 | 100% |
| HIS | 2021 | 61 | 6063 | 66.6% | 33.4% |
| HUM | 183 | 8 | 195 | 21.5% | 78.5% |
| MUS | 574 | 16 | 1722 | 100% | 0% |
| PHL | 252 | 9 | 756 | 0% | 100% |
| POL | 44 | 2 | 132 | 100% | 0% |
| PSY | 1235 | 37 | 3795 | 51% | 49% |
| REL | 185 | 5 | 555 | 0% | 100% |
| SOC | 208 | 7 | 624 | 47.6% | 52.4% |
| THR | 148 | 4 | 444 | 83.1% | 16.9% |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Shelby-Hoover****2017-2018** | **Total Enrollment** | **Number of Sections** | **CHP** | **FT Faculty %** | **PT Faculty %** |
| ANT | 169 | 5 | 507 | 0% | 100% |
| ART | 834 | 29 | 2502 | 63.5% | 36.5% |
| GEO | 92 | 2 | 276 | 0% | 100% |
| HIS | 2176 | 63 | 6528 | 67.7% | 32.3% |
| HUM | 64 | 6 | 123 | 59.5% | 40.5% |
| MUS | 573 | 15 | 1719 | 100% | 0% |
| PHL | 174 | 7 | 522 | 0% | 100% |
| POL | 21 | 1 | 63 | 100% | 0% |
| PSY | 1329 | 40 | 3987 | 59.2% | 40.8% |
| REL | 156 | 5 | 468 | 0% | 100% |
| SOC | 223 | 7 | 669 | 48% | 52% |
| THR | 166 | 5 | 498 | 76.5% | 23.5% |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Shelby-Hoover****2018-2019** | **Total Enrollment** | **Number of Sections** | **CHP** | **FT Faculty %** | **PT Faculty %** |
| ANT | 224 | 6 | 672 | 0% | 100% |
| ART | 867 | 30 | 2601 | 61.5% | 36.8% |
| GEO | 90 | 2 | 270 | 0% | 100% |
| HIS | 2061 | 61 | 6183 | 67.3% | 32.7% |
| HUM | 53 | 5 | 109 | 22.9% | 77.1% |
| MUS | 511 | 15 | 1533 | 100% | 0% |
| PHL | 75 | 7 | 225 | 0% | 100% |
| PSY | 1271 | 40 | 3813 | 50.9% | 49.1% |
| REL | 179 | 5 | 537 | 0% | 100% |
| SOC | 207 | 6 | 621 | 47.8% | 52.2% |
| THR | 211 | 7 | 633 | 52.1% | 47.9% |

**2016-2019 Summary: Shelby (Compared to 2013-2016)**

|  |  |  |  |
| --- | --- | --- | --- |
| **Chilton-Clanton** | **2013-2016** | **2016-2018** | **% ↑↓ over 3-year Period** |
| **Enrollment** | **CHP** | **Enrollment** | **CHP** |
| ANT | 470 | 1410 | 508 | 1524 | 8% ↑ |
| ART | 2266 | 6798 | 2482 | 7446 | 9.5% ↑ |
| GEO | 274 | 822 | 278 | 834 | 1.4% ↑ |
| HIS | 6058 | 18,174 | 6258 | 18,774 | 7.7% ↑ |
| HUM | 374 | 706 | 300 | 427 | 19.7% ↓ |
| MUS | 1642 | 4926 | 1658 | 4974 | 0.9% ↑ |
| PHL | 930 | 2790 | 501 | 1503 | 46% ↓ |
| POL | 98 | 294 | 65 | 195 | 33.6% ↓ |
| PSY | 3923 | 11,769 | 3835 | 11,505 | 2.2% ↓ |
| REL | 491 | 1473 | 520 | 1530 | 5.9% ↑ |
| SOC | 849 | 2547 | 638 | 1914 | 24.8% ↓ |
| THR | \*\*\* | \*\*\* | 525 | 1575 |  |

**Reflections/Implications:**

History and Psychology remain the two largest enrollment courses on the Shelby campus. History grew by 7.7% and Psychology decreased slightly by 2.2% during the period. Art courses participation increased 9.5%. The largest decreases were in the fields of Sociology 24.8%, Political Science 33.6%, Humanities 19.7% and Philosophy 46%. The large decreasing numbers in philosophy and political science were due to the loss of qualified instructors to teach the courses. While Music experienced the largest decrease of 12.8% from 2013-2016, music courses had a slight increase of 0.9% in 2016-2019.

**St. Clair-Pell City Campus**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **St. Clair-Pell City****2016-2017** | **Total Enrollment** | **Number of Sections** | **CHP** | **FT Faculty %** | **PT Faculty %** |
| ART | 193 | 7 | 579 | 0% | 100% |
| HIS | 326 | 11 | 978 | 67.8% | 32.2% |
| POL | 18 | 1 | 54 | 0% | 100% |
| PSY | 347 | 14 | 1041 | 82.7% | 17.3% |
| THR | 30 | 2 | 90 | 0 | 100% |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **St. Clair-Pell City****2017-2018** | **Total Enrollment** | **Number of Sections** | **CHP** | **FT Faculty %** | **PT Faculty %** |
| ART | 200 | 8 | 600 | 20.5% | 79.5% |
| HIS | 350 | 12 | 1050 | 72% | 28% |
| POL | 9 | 1 | 27 | 0% | 100% |
| PSY | 358 | 14 | 1074 | 78.8% | 21.2% |
| THR | 65 | 4 | 195 | 0% | 100% |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **St. Clair-Pell City****2018-2019** | **Total Enrollment** | **Number of Sections** | **CHP** | **FT Faculty %** | **PT Faculty %** |
| ART | 251 | 8 | 753 | 0% | 100% |
| HIS | 363 | 13 | 1089 | 71.1% | 28.9% |
| PSY | 407 | 16 | 1221 | 55.5% | 44.5% |
| THR | 89 | 2 | 267 | 0% | 100% |

**2016-2019 Summary: St. Clair-Pell City (Compared to 2013-2016)**

|  |  |  |  |
| --- | --- | --- | --- |
| **St. Clair-Pell City** | **2013-2016** | **2016-2018** | **% ↑↓ over 3-year Period** |
| **Enrollment** | **CHP** | **Enrollment** | **CHP** |
| ART | 412 | 1236 | 644 | 1932 | 56.3% ↑ |
| HIS | 839 | 2517 | 1039 | 3117 | 23.8% ↑ |
| POL | 41 | 123 | 27 | 81 | 34.1% ↓ |
| PSY | 855 | 2565 | 1112 | 3336 | 30% ↑ |
| THR | \*\*\* | \*\*\* | 184 | 552 | \*\*\* |

**Reflections/Implications:**

|  |
| --- |
| The St. Clair-Pell City Campus showed sustained growth in the core offerings of Liberal Arts courses. The following courses showed increased enrollment; ART (56.3%), HIS (23.8%), and PSY (30%). Only POL (34.1%) showed decreases in enrollment; however, the course was not offered during the 2018-2019 year.  |

**Dual Enrollment Sites**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Dual Enrollment****2016-2017** | **Total Enrollment** | **Number of Sections** | **CHP** | **FT Faculty %** | **PT Faculty %** |
| HIS | 406 | 22 | 1218 | 46.3% | 53.7% |
| PSY | 172 | 10 | 516 | 8.7% | 91.3% |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Dual Enrollment****2017-2017** | **Total Enrollment** | **Number of Sections** | **CHP** | **FT Faculty %** | **PT Faculty %** |
| HIS | 507 | 33 | 1521 | 44.8% | 55.2% |
| PSY | 100 | 7 | 300 | 10% | 90% |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Dual Enrollment****2018-2019** | **Total Enrollment** | **Number of Sections** | **CHP** | **FT Faculty %** | **PT Faculty %** |
| HIS | 625 | 33 | 1875 | 32.8% | 67.2% |
| PSY | 166 | 10 | 498 | 8.4% | 91.5% |

**2016-2019 Summary: Dual Enrollment Sites (Compared to 2013-2016)**

|  |  |  |  |
| --- | --- | --- | --- |
| **St. Clair-Pell City** | **2013-2016** | **2016-2018** | **% ↑↓ over 3-year Period** |
| **Enrollment** | **CHP** | **Enrollment** | **CHP** |
| HIS | 979 | 2937 | 1538 | 4614 | 57% ↑ |
| PSY | 398 | 1194 | 438 | 1314 | 10% ↑ |

**Reflections/Implications:**

|  |
| --- |
| Enrollment in Dual Enrollment courses in Liberal Arts saw a marked increase over the previous 3-year period. This growth is certainly encouraging,  |

**University of Alabama at Birmingham: MUL**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **UAB** | **Total Enrollment** | **Number of Sections** | **CHP** | **FT Faculty %** | **PT Faculty %** |
| **2016-2017** | 15 | 3 | 28 | 0% | 100% |
| **2017-2018** | 13 | 2 | 25 | 0% | 100% |
| **2018-2019** | 14 | 3 | 25 | 0% | 100% |

**Mode of Delivery:** Courses in Liberal Arts are offered in the following modes of delivery: traditional lecture, hybrid, Internet, and video conference. Liberal Arts courses are offered at all JSCC locations and online. History and Psychology courses are also offered at area high schools through the dual enrollment programs. The department adds classes as necessary for accommodating enrollment and demand. The continued growth of the Clanton and Pell City campuses has directly impacted the number and modes of courses offered. Demand for online courses continues to rise, and the Liberal Arts department continues to work with the Distance Education Department to meet this demand. Sustained growth illustrates a need for continued staffing with qualified instructors who are comfortable teaching in an online course environment. As the Dual Enrollment Program continues to grow, courses are added on campus, online, and at area high schools to accommodate these students.

**General Education Outcomes:**

1. The student will demonstrate effective reading, writing, and speaking skills.
2. The student will demonstrate ability to apply reasoning and logic to assess ideas and situations, support positions, draw conclusions and solve problems.
3. The student will demonstrate the ability to identify, analyze, organize, and synthesize credible resources in a manner that respects intellectual property.
4. The student will demonstrate understanding of mathematical concepts and scientific principles and ability to use computers
5. The student will demonstrate understanding of events in history and developments in the arts and social sciences that have shaped civilizations

## **Liberal Arts Course Map to General Education Outcomes**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Courses | Gen Ed Outcome #1 | Gen Ed Outcome #2 | Gen Ed Outcome #3 | Gen Ed Outcome #4 | Gen Ed Outcome #5 |
| ART 100 | X | X |  |  | X |
| HIS 101 | X | X | X |  | X |
| HIS 201 | X | X | X |  | X |
| MUS 101 | X | X |  |  | X |
| PSY 200 | X | X | X |  | X |
| SOC 200 | X | X |  |  | X |

**Department Goals:**

The Liberal Arts Department Goals are as follows:

1. Enable students, through various disciplines, to discover, develop and use their full range of abilities to better understand the world and their place in it.
2. Provide students with a basic foundation of knowledge on which more advanced learning in the various disciplines and majors can later build.
3. Enable students to reason and communicate clearly and to inquire deeply.

**Department Outcomes Achievement:**

Liberal Arts is the science of humanities, which include psychology, literature, philosophy, theater, art, etc. Mostly, Liberal Arts is the opposite of technology or Information Technology (computer focused). LA is greatly needed because it involves people or the understanding of people and relationships. In the real world, liberal arts is the foundation to understanding other sciences.

1. **Enable students, through various disciplines, to discover, develop and use their full range of abilities to better understand the world and their place in it.**
* Study Abroad to Ireland**:**
	+ The LA department at Shelby has supported and sponsored our study abroad efforts to Ireland.  In 2018 Wendy Shuffett led 12 JSCC students and 3 Gadsden State students on a study abroad to Ireland.  Jefferson State partnered with the Institute of Study Abroad Ireland.  This was a 2-week trip, and students participated in daily classes, field trips, and interaction with the Irish community.  Students engaged and developed their abilities to navigate a different culture, different currency, learn the history about a new nation, and make connections between the Civil Rights movement in Ireland and the Civil Rights movement in America, especially in Birmingham, AL. These connections between the Irish and American Civil Rights Movements were insightful and helped broaden student understanding of minority status, the need for equality in all nations, and effective ways to bring about change in our current surroundings.16

### Freedom Group:

* + The LA department at Shelby has supported and sponsored the creation of the Freedom Group.  The Freedom Group is a group dedicated to finding ways to help end modern-day slavery.  Each year Wendy Shuffett has hosted a Freedom Seminar for students and staff/faculty to attend.  These have been hosted at several of our campuses:
		- Shelby:  2016, 2017, 2018
		- Clanton:  2016, 2017
		- Pell City:  2016
		- Each of these events has had a total of 100 – 150 students and faculty attend.
	+ At these conferences, students learn more about how to spot trafficking and engage to help end it.  Each of the conferences has resulted in the creation of a Freedom Group – a group of students who focus on helping others learn about human trafficking.   Each year our Freedom Groups have hosted various events:  slave-free coffee days, slave-free chocolate/coffee days, and donation drives for the Well House (a home dedicated to rescuing and rehabilitating women from sex trafficking).  Students have participated in giving away Fair Trade coffee and chocolate products on campus while also educating their fellow students on the amount of slavery in each of these industries by distributing informative pamphlets and engaging in discussion. In 2018, four members of the Freedom Group led the Freedom Seminar at the Shelby campus.  These young women researched and created visuals to provide information to their fellow students on the types of human trafficking in Alabama, our nation, and world.  Each presented her information to the attendees of the Freedom Seminar.
	+ Students have learned that slavery is not a historical event but is alive and well today.  This has prompted discussions in classes and after each Freedom Seminar and event as students process this information and seek out more information as well as brainstorm on ways to help end trafficking.  Students are learning their place in the world and wanting to help fix the brokenness that is inherent.
* Sociology:
	+ Students are given TED talks to analyze, focusing on the question of what their own opinion of the issue is based on. These talks, such as “The Danger of a Single Story”, or “Domestic Violence, a Man’s Issue” often take the student out of their comfort zone and causes them to think about how others perceive the world, or are impacted by ideas we tend to take for granted.
	+ Another activity is for students to create scenarios and fill in the roles according to the social norms of the time. For example, in the Racial Inequality class students create a law firm in 1858 Virginia then populate the firm. Who is allowed to be a lawyer in that time? Why? Then, students bring the law firm forward to 1968. What practices that were harmlessly enacted at the creation of the firm and continued in present time may be unintentionally discriminatory? Why? What has changed?

### Art:

* + Art instructors make an intentional effort to promote racial and cultural diversity in the study of visual arts through inclusiveness of artists in textbooks, lectures, and gallery museum visits. Students are exposed to racially and culturally diverse works so that they can understand other perspectives and become global citizens making decisions through knowledge of the world around them rather than a narrow, isolated, uninformed view.
	+ The Art and Animation Guild, the visual arts student organization, provides opportunities for students to develop interpersonal skills as they communicate with people individually or in group settings. Students develop these skills through their interactions with individuals inside and outside of the college campus in organizing campus and community projects. These projects have included annual student art exhibitions, feeding a meal to individuals at a local shelter, collecting and distributing warm weather items to less fortunate individuals, and making and distributing blankets to individuals at the local VA hospital. Activities such as these help them to better understand the world around them and their place in it.

### Psychology:

* + Psychology courses are “life courses” in general, and the subject matter enables students to understand themselves and learn cognitive skills to understand how their past affects their present and future.

### Constitution Day Program:

* + The Constitution day program held each year is organized by a history instructor. The program invites faculty, student groups, and outside speakers to present themed programs around some aspect of Constitutional history, as well as the documents impact on the present day. Topic-based panel discussions and mock debates have approached topics such as the Electoral College, the First Amendment and Music, and the impact of national elections and political rhetoric.

### Experiential Travel Abroad (London-Edinburgh 2018 and Costa Rica 2019):

* + The Liberal Arts Department at Pell City and Clanton has supported and sponsored experiential travel abroad to both the United Kingdom and Central America. Each trip was booked through Education First (EF) Tours and had an educational focus. Students visited foreign sites of historical, literary, and cultural significance. They also attended lectures, interacted with local communities, and engaged in important discussions regarding the future of healthcare and conservation. In 2018, 7 participants and 2 faculty chaperones toured London and Edinburgh (UK). In 2019, 6 participants and 2 faculty chaperones toured several sites in Costa Rica.
	+ Students who travel abroad are shown to be more knowledgeable, confident, and prepared to face an increasingly diverse world. Students visit important historical and cultural sites, listen to trained and knowledgeable tour guides, sit down for lectures with experts in various fields, and interact with locals. The very nature of study abroad in interdisciplinary and therefore central to the goals of the department.

### Public History Museum:

* + Each year, the Liberal Arts Department at Pell City and Clanton hosts a public history exhibit. Students are presented with a theme and asked to choose a topic of historical significance related to that theme. At the end of the semester, the students create a public museum in the lobbies and main corridors of their respective campuses. At a designated time, students are expected to answer questions from the public about their exhibits. These museum exhibits have been featured in The Clanton Advertiser. Both campuses create a museum each semester and approximately 100 students from each campus (approximately 200 total) participate. Since 2016, Pell City and Clanton have each hosted 6 public museums.
	+ Students engage in secondary material on a specific topic arranged around a theme. By its various nature, history is interdisciplinary. Students have looked at the history of politics, science, philosophy, culture, and business. The public nature of the museum extends this learning outcome beyond just the in-class participants but to the community as a whole.
1. **Provide students with a foundation of knowledge on which more advanced learning in the various disciplines and majors can later build.**
* Study Abroad to Ireland:
	+ Students had daily classes to learn about Irish history.  We also went on field trips around the Irish countryside.  Through the classes and field trips students were able to integrate their learning through hands-on experiences.  We visited several sites including, old monasteries, castles, ancient Irish forests, civil rights museums, and local crafts venues.  These field trips allowed students to broaden their foundation of knowledge, connect new information with their contextual knowledge, and challenge them to apply new information to their future.
* **Freedom Group:**
	+ Students in the Freedom Group move into more advanced learning as they take the information they are learning and use it in Speech and English classes as topics and theses.  These students also can apply their new knowledge to their majors.  Several students have changed their majors to something related to anti-human trafficking efforts.

### Sociology:

* + In Soc 200 students receive the foundation of civilization and how it has come to be what it is today. What are the basic norms? Are they the same as they “always have been?” Are they the same across societies? For example, a basic understanding of how civilization developed and where norms come from will lay a foundation to look at the topic in more depth in future sociology classes without having to reinvent the wheel. And it is often the spark that causes a deeper interest in sociology.

### Art:

* + One of the student learning objectives in the art appreciation course is to have students use art terms to critically analyze an artwork in a short essay format that describes the intentions and motivations of artists from different time periods. Similarly, one of the objectives in the art studio courses requires students be able to analyze and critique their work, as well as the work of peers, in a constructive manner using art terminology.  Both objectives require students to complete assignments and exercises that help students’ development of basic written and oral communication skills.  These assignments may include, but are not limited to written/ oral critiques, essay examination questions, and presentation projects.

### Psychology

* + Because psychology courses provide general introductions to areas (learning, memory, developmental, abnormal, etc.) that are each the focus of individual courses at four-year institutions, these classes give students the foundations needed to pursue psychology in upper level courses.

### Speech and Debate Team:

* + The Assistant coach for the JSCC Speech and Debate team is an instructor in the History department. Through his guidance, team members are prepped for individual debate and speech topics. The primary focus has been to instruct team members on best practices and strategies for how to research, where to look for it, and ways to best utilize it. This period has been a very successful one for the team and team members have competed in tournaments around the nation and overseas. In addition, the team has won numerous individual and team awards during this timeframe.
* **Theatre**
* The role of the theatre program is to critique and evaluate the role of the theatre arts and its relationship to other parts of society, evaluate the historical, artistic, social, and philosophical environments in which theatre exists, analyze and critique dramatic literature and performance, and to develop both a conceptual understanding and practical application of the skills related to the theatrical discipline in performance, technical theatre, and theatre production and performance studies. The theatre department, in cooperation with CEPA (Center for Education and Preforming Arts), began performing two to three plays per year. Faculty and students have participated in these productions. A plan to revive the theatrical honor society is in the works.

### Experiential Travel Abroad (London/Edinburgh 2018 and Costa Rica 2019)

* The interdisciplinary focus at the heart of these trips, combined with their personal and experiential character force students to use higher level thinking. Students are constantly synthesizing the information these trips are providing about a foreign locale while also comparing and contrasting them to their own experiences in the United States. In doing so, students participate in critical engagement.

### Public History Museum:

* Students are taught proper research techniques, including several units on information literacy. Students are expected to think critically of primary and secondary sources (especially those found on the internet) and are taught how to distinguish between reliable and unreliable sources. Students are also introduced to the college database.
1. **Enable students to reason and communicate clearly and to inquire deeply.**
* Study Abroad to Ireland:
	+ Students were challenged to communicate clearly with their fellow Irish friends. They were encouraged to interact with the Irish people and ask questions about their culture, ways of life, and history.  As these conversations took place students synthesized this new information with their personal, American ways of life and evaluated the world and our place in it in new and challenging ways.

### Freedom Group:

* + Students in the Freedom Group that present information and/or engage their fellow students in conversation through our Fair Trade give-aways are learning to inquire deeply into the causes of human trafficking, engage their peers in communication about tough topics, and broaden their reasoning capabilities.

### Sociology:

* + In analyzing the TED Talks and various articles, which students often perceive as difficult, students have to dig deeper and reread what they have read in order to understand. They are usually assigned a set of class notes or a chapter to use along with their opinions to apply to the topic. Often. students realize they did not know as much about the basic “how and why” of a topic as they assumed they did. Writing their responses in essay form gives students the opportunity to hone their skills of analyzing, writing, and communicating.

### Art:

* + One of the objectives of the art appreciation courses is to have the students use art terms to critically analyze art in a short essay to describe the intentions and motivations of artists from different time periods. Therefore, some of the assignments included encourage practice in oral and/or written communication by discussing the artwork of others. In their discussion students draw connections among ideas to analyze and critique visual works of art. These assignments and exercises provide instruction in written and oral communication and provide practice and an opportunity to develop higher order thinking skills.
	+ One of the objectives in the art studio courses requires students be able to analyze and critique their work, as well as the work of peers, in a constructive manner using art terminology. Students learn how to communicate their ideas about art by discussing their work and that of others. To become a better communicator, students must be willing to listen so they can understand other people’s perspectives. During critique sessions, students listen and understand and convey complex ideas and points of view. They explain what their artwork is visually communicating. This provides opportunities to improve communication skills, as well as understand and explain complex ideas.

### Psychology

* + Critical thinking is one of the bases in psychology. Critical thinking involves helping students to evaluate aspects of things, relationships, situations, people, themselves and much more. When our students understand how their brains work, they begin to understand related emotions and metacognition processes.

### Evening of Performance

* + The Evening of Performance for the *Wingspan* *Literary Arts Journal* and the JSCC College Speech Team, presented in coordination with *Wingspan* sponsor, and the Speech Team coach and assistant coach, allows Wingspan to promote the yearly launch of the college’s Wingspan Literary Arts Journal. Wingspan authors, artists, and photographers present their original works at the program. In addition, the Speech and Debate Team gives a demonstration of their competition speeches and performance pieces at the program. In addition, the platform promotes potential interest among the college’s student community in the JSCC Speech and Debate Team.

### Experiential Travel Abroad (London/Edinburgh 2018 and Costa Rica 2019)

* + Students who travel abroad are asked to communicate with several different entities. Students must engage with American government agencies (State Department) and private entities (EF Tours) as they prepare to travel. Once abroad, students learn to communicate with diverse peoples living abroad. These groups range from locals, experienced tour guides, and even scholars.

### Public History Museum:

* + The point of the project is to engage the public. Therefore, students are taught how to create a museum that simultaneously catches people’s attention and educates them. Furthermore, students must undergo a question and answer with the instructor and with the public at large.

# **Course by Course Breakdown of Goals Achievement**

# **Anthropology**

## **ANT 200**

### Student Learning Outcomes Linked to Department Goals

|  |  |  |  |
| --- | --- | --- | --- |
| **SLOs** | **Department Goal #1** | **Department Goal #2** | **Department Goal #3** |
| The student will demonstrate knowledge of anthropology and the anthropological perspective |  | X |  |
| The student will be able to apply basic anthropological terms, concepts, principles, and theories. | X |  |  |
| The student will be able to develop a multicultural perspective |  |  | X |

Assessment Data for 3-year period

|  |  |  |  |
| --- | --- | --- | --- |
| Academic Year | SLO 1 | SLO 2 | SLO 3 |
| 2016-2017 | NA | NA | NA |
| 2017-2018 | 58/71 = 82% | 59/70 = 84% | 56/71 = 79% |
| 2018-2019 | 45/48 = 93% | 41/48 = 86% | 43/48 = 90% |
| Total | 103/119= 86.5% | 100/118= 84.7% | 99/119= 83.1% |

|  |
| --- |
| Reflections/Implications: Anthropology continues to have positive data numbers. Enrollment continues to increase but has not increased enough to offer more than two online courses. ANT 200 is offered as an Area IV and V course. |

## **ANT 220**

### Student Learning Outcomes Linked to Department Goals

|  |  |  |  |
| --- | --- | --- | --- |
| **SLOs** | **Department Goal #1** | **Department Goal #2** | **Department Goal #3** |
| The student will be able to recognize key concepts in cultural anthropology. |  | X |  |
| The student will be able to apply basic cultural anthropological terms, concepts, principles, and theories to other cultures throughout the world. | X |  |  |
| The student will be able to gain a better understanding of what it means to be human in a multicultural world. |  |  | X |

Assessment Data for 3-year period

|  |  |  |  |
| --- | --- | --- | --- |
| Academic Year | SLO 1 | SLO 2 | SLO 3 |
| 2016-2017 | Not offered | Not offered | Not offered |
| 2017-2018 | 28/37 = 76% | 32/37 = 86% | 30/37 = 81% |
| 2018-2019 | 18/23 = 81% | 19/23 = 83% | 19/23 = 83% |
| Total | 46/60 = 77% | 51/60 = 85% | 49/60= 82% |

|  |
| --- |
| Reflections/Implications: Anthropology has continued to be a strong course. Anthropology 220 is listed as an Area IV and V course and is vital to many of the associate degree completion. |

# **ART**

## **ART 100**

### Student Learning Outcomes Linked to Department Goals

|  |  |  |  |
| --- | --- | --- | --- |
| **SLOs** | **Department Goal #1** | **Department Goal #2** | **Department Goal #3** |
| 1. The student will identify the style or medium based category that a work of art might fit in based on visual clues
 |  | X |  |
| 1. The student will use art terms to describe the intentions and motivations of artists from different time periods
 |  | X |  |
| 1. The student will recognize the use and influence of fine art on popular culture and advertising
 | X |  |  |
| 1. The student will understand the cultural significance of art and visual expression on the development of our modern society
 |  |  | X |

Assessment Data for 3-year period

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Academic Year | SLO 1 | SLO 2 | SLO 3 | SLO 4 |
| 2016-2017 | 507/617 = 82% | 494/617 = 80% | 481/617 = 78% | 455/606 = 75% |
| 2017-2018 | 529/630 =84% | 555/630 = 80% | 497/630 = 79% | 422/630 = 67% |
| 2018-2019 | 298/364 = 81% | 265/328 = 81% | 234/328 = 71% | 153/172 = 89% |
| Total | 1334/1611 = 83% | 1314/1575 = 83% | 1212/1575 = 77% | 1030/1408 – 73% |

|  |
| --- |
| Reflections/Implications: The learning target has been met for the 3-year cycle. As 2018-2019 is the final year of the assessment cycle, instructors plan to make a change in the wording of SLO #3. Instructors felt SLO #3 and SLO #4 were redundant; therefore, both will be replaced with a single SLO that combines the overall outcomes. The new SLO #3 will read: *The student will analyze the cultural significance and influence of art and visual expression in society.*  |

## **ART 113**

### Student Learning Outcomes Linked to Department Goals

|  |  |  |  |
| --- | --- | --- | --- |
| **SLOs** | **Department Goal #1** | **Department Goal #2** | **Department Goal #3** |
| The student will competently create drawings from life. |  | X |  |
| The student will analyze and critique their work, as well as the work of peers, in a constructive manner using art terminology. |  | X | X |
| The student will create drawings using a variety of tools, techniques, methods, and materials in a well-crafted manner. |  | X |  |

Assessment Data for 3-year period

|  |  |  |  |
| --- | --- | --- | --- |
| Academic Year | SLO 1 | SLO 2 | SLO 3 |
| 2016-2017 | 40/46 = 87%  | 40/46 = 87%  | 41/46 = 89% |
| 2017-2018 | 19/19 = 100% | 19/19 = 100% | 19/19 = 100% |
| 2018-2019 | 16/18 = 89% | 15/18 = 83% | 15/18 = 83% |
| Total | 75/83 = 90% | 74/83 = 89% | 74/83 = 89% |

|  |
| --- |
| Reflections/Implications: This course is often taught cross-listed with ART 114. Students in ART 113 are not judged on the same level of proficiency as students in ART 114. Students typically surpass the benchmark set for SLOs. For the next three-year cycle, SLO #1 in ART 113 will be revised. A detailed explanation of the revision is discussed [here](#art113sl0).  |

## **ART 114**

### Student Learning Outcomes Linked to Department Goals

|  |  |  |  |
| --- | --- | --- | --- |
| **SLOs** | **Department Goal #1** | **Department Goal #2** | **Department Goal #3** |
| The student will competently create receptive drawings from observation and projective drawings based on concept, expression, and imagination.  |  | X |  |
| The student will analyze and critique their work, as well as the work of peers, in a constructive manner using art terminology. |  | X | X |
| The student will create drawings using a variety of tools, techniques, methods, and materials in a well-crafted manner. |  | X |  |

Assessment Data for 3-year period

|  |  |  |  |
| --- | --- | --- | --- |
| Academic Year | SLO 1 | SLO 2 | SLO 3 |
| 2016-2017 | 16/16 = 100% | 16/16 = 100% | 14/16 = 88%  |
| 2017-2018 | 15/15 = 100% | 15/15 = 100% | 15/15 = 100% |
| 2018-2019 | 6/8 = 75% | 8/8 = 100% | 8/8 = 100% |
| Total | 37/39 = 95% | 39/39 = 100% | 37/39 = 95% |

|  |
| --- |
| Reflections/Implications: This course is often taught cross-listed with ART 113. Students in ART 114 are expected to perform at a higher level of proficiency than students in ART 113. Students typically surpass the benchmark set for SLOs. For the next three-year cycle, SLO #3 in ART 114 will be revised. A detailed explanation of the revision is discussed [here](#art114slo).  |

## **ART 121**

### Student Learning Outcomes Linked to Department Goals

|  |  |  |  |
| --- | --- | --- | --- |
| **SLOs** | **Department Goal #1** | **Department Goal #2** | **Department Goal #3** |
| The student will analyze and critique the work of peers in a constructive manner using art terminology. |  | X | X |
| The student will present final work in a clean, well-crafted manner. |  | X |  |
| The student will create two dimensional projects using a variety of tools, techniques, methods, and materials. |  | X |  |

Assessment Data for 3-year period

|  |  |  |  |
| --- | --- | --- | --- |
| Academic Year | SLO 1 | SLO 2 | SLO 3 |
| 2016-2017 | Not assessed |  |  |
| 2017-2018 | Not assessed |  |  |
| 2018-2019 | 9/9 = 100% | 8/9 = 89%% | 7/9 = 78% |
| Total | 9/9 = 100% | 8/9 = 89%% | 7/9 = 78% |

|  |
| --- |
| Reflections/Implications: ART 121 had not been previously assessed. However, on the final year of assessment, the course was offered at the Jefferson Campus for the first time during the 3-year cycle. These students met the benchmark set for the learning outcomes. The course is listed under AGSC Area V.  |

## **ART 203**

### Student Learning Outcomes Linked to Department Goals

|  |  |  |  |
| --- | --- | --- | --- |
| **SLOs** | **Department Goal #1** | **Department Goal #2** | **Department Goal #3** |
| 1. The student will demonstrate knowledge of the history of art from ancient times to Renaissance by identifying: title, style/date, and artist location of major artworks |  | X |  |
| 2. The student will compare and contrast artistic styles from different periods. |  | X | X |
| 3. The student will discuss verbally and in writing the relationship between works of art and political, religious, philosophical, technological, social, and cultural events. | X | X | X |

Assessment Data for 3-year period

|  |  |  |  |
| --- | --- | --- | --- |
| Academic Year | SLO 1 | SLO 2 | SLO 3 |
| 2016-2017 | 13/20 = 70% | 15/20 = 75% | 16/20 = 80% |
| 2017-2018 | 53/76 = 70% | 67/74 =91% | 51/76 = 67% |
| 2018-2019 | 68/89 = 76% | 71/89 = 80% | 75/89 = 84% |
| Total | 134/185 = 72% | 153/183 = 84% | 142/ 185 = 78% |

|  |
| --- |
| Reflections/Implications: Enrollment in ART 203 continues to grow, especially due to the creation of online versions of the course. Overall, students met the benchmark set for the learning outcomes. ART 203 continues to be a vital choice for the fine arts courses in AGSC Area II and Area V.  |

## **ART 204**

### Student Learning Outcomes Linked to Department Goals

|  |  |  |  |
| --- | --- | --- | --- |
| **SLOs** | **Department Goal #1** | **Department Goal #2** | **Department Goal #3** |
| 1. The student will demonstrate knowledge of the history of art from the Renaissance to modern times by identifying: title, style/date, and artist location of major artworks. |  | X |  |
| 2. The student will compare and contrast artistic styles from different periods. |  | X | X |
| 3. The student will discuss verbally and in writing the relationship between works of art and political, religious, philosophical, technological, social, and cultural events. | X | X | X |

Assessment Data for 3-year period

|  |  |  |  |
| --- | --- | --- | --- |
| Academic Year | SLO 1 | SLO 2 | SLO 3 |
| 2016-2017 | NA | NA | NA |
| 2017-2018 | 55/64 = 86% | 63/64 = 98% | 56/64 = 88% |
| 2018-2019 | 25/28 = 89% | 28/28 = 100% | 25/28 = 89% |
| Total | 80/92 = 87% | 91/92 = 99% | 81/92 = 88% |

|  |
| --- |
| Reflections/Implications: Enrollment in ART 204 continues to grow, especially due to the creation of online versions of the course. Students exceeded the benchmark set for the learning outcomes. ART 204 continues to be a vital choice for the fine arts courses in AGSC Area II and Area V. |

## **ART 253**

### Student Learning Outcomes Linked to Department Goals

|  |  |  |  |
| --- | --- | --- | --- |
| **SLOs** | **Department Goal #1** | **Department Goal #2** | **Department Goal #3** |
| 1. The student will create an animated sequence that effectively applies the 12 principles of animation. |  | X |  |
| 2. The student will demonstrate the ability to analyze and analyze and critique their work and the work of others using the proper animation vocabulary and terminology.  |  | X | X |
| 3. The student will demonstrate in the development of a portfolio the ability to use professional animation tools and applications to produce an aesthetically appealing animated cycle, short, or animatic.  |  | X |  |
| 4. The student will complete animation with lip-sync or sound. |  | X |  |

Assessment Data for 3-year period

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Academic Year | SLO 1 | SLO 2 | SLO 3 | SLO 4 |
| 2016-2017 | 18/18 = 100% | 18/18 = 100% | 11/12 = 92% | 7/8 = 88% |
| 2017-2018 | 2/2 = 100% | 2/2 = 100% | 2/2 = 100% | 1/2 = 50% |
| 2018-2019 | Not offered |  |  |  |
| Total | 20/20 = 100% | 20/20 = 100% | 13/14 = 93% | 8/10 = 80% |

|  |
| --- |
| Reflections/Implications: The intended success rates were met for each of the learning outcomes. Enrollment in this course (and its cross-listed course) remains very low, although the same students may repeat the course under both course numbers (ART 253/254). The major challenge for the instructor is to increase student recruitment into the animation and graphic design courses in order to further increase enrollment and (hopefully) course offerings. |

## **ART 254**

**Student Learning Outcomes Linked to Department Goals**

|  |  |  |  |
| --- | --- | --- | --- |
| **SLOs** | **Department Goal #1** | **Department Goal #2** | **Department Goal #3** |
| 1. The student will create an animated sequence that effectively applies the 12 principles of animation. |  | X |  |
| 2. The student will demonstrate the ability to analyze and analyze and critique their work and the work of others using the proper animation vocabulary and terminology.  |  | X | X |
| 3. The student will demonstrate in the development of a portfolio the ability to use professional animation tools and applications to produce an aesthetically appealing animated cycle, short, or animatic.  |  | X |  |
| 4. The student will complete animation with lip-sync or sound. |  | X |  |

Assessment Data for 3-year period

|  |  |  |  |
| --- | --- | --- | --- |
| Academic Year | SLO 1 | SLO 2 | SLO 3 |
| 2016-2017 | NA | NA | NA |
| 2017-2018 | 1/1 = 100% | 1/1 = 100% | 1/1 = 100% |
| 2018-2019 | NA | NA | NA |
| Total | 1/1 = 100% | 1/1 = 100% | 1/1 = 100% |

|  |
| --- |
| Reflections/Implications: The intended success rates were met for each of the learning outcomes. Enrollment in this course (and its cross-listed course) remains very low, although the same students may repeat the course under both course numbers (ART 253/254). The major challenge for the instructor is to increase student recruitment into the animation and graphic design courses in order to further increase enrollment and (hopefully) course offerings. |

## **ART 283**

**Student Learning Outcomes Linked to Department Goals**

|  |  |  |  |
| --- | --- | --- | --- |
| **SLOs** | **Department Goal #1** | **Department Goal #2** | **Department Goal #3** |
| 1. The student will create an animated sequence that effectively applies the 12 principles of animation. |  | X |  |
| 2. The student will demonstrate the ability to analyze and analyze and critique their work and the work of others using the proper animation vocabulary and terminology.  |  | X | X |
| 3. The student will use professional animation production equipment to create an animated cycle or short.  |  | X |  |

Assessment Data for 3-year period

|  |  |  |  |
| --- | --- | --- | --- |
| Academic Year | SLO 1 | SLO 2 | SLO 3 |
| 2016-2017 | NA | NA | NA |
| 2017-2018 | 7/7 = 100% | 7/7 = 100% | 7/7 = 100% |
| 2018-2019 | 9/9 = 100% | 9/9 = 100% | 9/9 = 100% |
| Total | 16/16 = 100% | 16/16 = 100% | 16/16 = 100% |

|  |
| --- |
| Reflections/Implications: The intended success rates were met for each of the learning outcomes. Enrollment in this course (and its cross-listed course) remains very low, although the same students may repeat the course under both course numbers (ART 283/284). The major challenge for the instructor is to increase student recruitment into the animation and graphic design courses in order to further increase enrollment and (hopefully) course offerings. |

## **ART 284**

**Student Learning Outcomes Linked to Department Goals**

|  |  |  |  |
| --- | --- | --- | --- |
| **SLOs** | **Department Goal #1** | **Department Goal #2** | **Department Goal #3** |
| 1. The student will create an animated sequence that effectively applies the 12 principles of animation. |  | X |  |
| 2. The student will demonstrate the ability to analyze and analyze and critique their work and the work of others using the proper animation vocabulary and terminology.  |  | X | X |
| 3. The student will demonstrate in the development of a portfolio the ability to use professional animation tools and applications to produce an aesthetically appealing animated cycle, short, or animatic.  |  | X |  |

Assessment Data for 3-year period

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Academic Year | SLO 1 | SLO 2 | SLO 3 | SLO 4 |
| 2016-2017 | NA | NA | NA | NA |
| 2017-2018 | 6/6 = 100% | 6/6 = 100% | 6/6 = 100% | 2/2 = 100% |
| 2018-2019 | 3/3 = 100% | 3/3 = 100% | 3/3 = 100% |  |
| Total | 9/9 = 100% | 9/9 = 100% | 9/9 = 100% | 9/9 = 100% |

|  |
| --- |
| Reflections/Implications: The intended success rates were met for each of the learning outcomes. Enrollment in this course (and its cross-listed course) remains very low, although the same students may repeat the course under both course numbers (ART 283/284). The major challenge for the instructor is to increase student recruitment into the animation and graphic design courses in order to further increase enrollment and (hopefully) course offerings. |

# **Geography**

## **GEO 100**

**Student Learning Outcomes Linked to Department Goals**

|  |  |  |  |
| --- | --- | --- | --- |
| **SLOs** | **Department Goal #1** | **Department Goal #2** | **Department Goal #3** |
| 1. The student will demonstrate knowledge of the 6 essential elements of geography. |  | X |  |
| 2. The student will demonstrate knowledge of the worldwide spatial distributions of landforms, climate, vegetation, soils, and other natural resources. | X | X | X |
| 3. The student will demonstrate knowledge using maps to locate places for use in geographic inquiry. | X | X |  |

Assessment Data for 3-year period

|  |  |  |  |
| --- | --- | --- | --- |
| Academic Year | SLO 1 | SLO 2 | SLO 3 |
| 2016-2017 | NA | NA | NA |
| 2017-2018 | 70/84 = 83% | 64/76 = 84% | 81/89 = 91% |
| 2018-2019 | 119/152 = 78% | 124/144 = 86% | 119/132 = 90% |
| Total | 189/236 = 80% | 188/220 = 85% | 200/221 = 90% |

|  |
| --- |
| Reflections/Implications: This course is taught online only. Enrollment continues to grow, and students are exceeding the learning targets. GEO 100 is listed under AGSC Area IV and continues to be a vital choice for a growing number of students.  |

# **History**

## **HIS 101**

**Student Learning Outcomes Linked to Department Goals**

|  |  |  |  |
| --- | --- | --- | --- |
| **SLOs** | **Department Goal #1** | **Department Goal #2** | **Department Goal #3** |
| The student shows mastery of relevant context **regarding the economic, social, intellectual, religious, and/or political background of Western Civilization from the ancient world to the Renaissance/Reformation era** using information from primary and/or secondary sources. | X | X | X |
| Student constructed/organized a satisfactory thesis using clear, organizational structure and coherent language. |  |  | X |
| Student used primary and/or secondary materials in a coherent and thoughtful manner in support of his/her thesis. |  |  | X |

Assessment Data for 3-year period

|  |  |  |  |
| --- | --- | --- | --- |
| Academic Year | SLO 1 | SLO 2 | SLO 3 |
| 2016-2017 | 261/329 = 79% | 261/329 = 79% | 183/231 = 79% |
| 2017-2018 | 430/610= 74% | 425/597 = 71% | 450/610 =75% |
| 2018-2019 | 261/329 = 79% | 261/329 = 79% | 261/329 = 79% |
| Total | 952/1268 = 75% | 948/1268 = 75% | 894/1170 = 76% |

|  |
| --- |
| Reflections/Implications: Enrollment increases in 2017-18 may be due to economic indicators that year. Still, HIS 101, both traditional and online courses, remains popular and exceeds learning targets. HIS 101 is listed under AGSC Area IV and continues to be a vital choice for a growing number of students. |

## **HIS 102**

**Student Learning Outcomes Linked to Department Goals**

|  |  |  |  |
| --- | --- | --- | --- |
| **SLOs** | **Department Goal #1** | **Department Goal #2** | **Department Goal #3** |
| The student shows mastery of relevant context regarding the economic, social, intellectual, religious, and/or political background of Western Civilization from the Renaissance/Reformation era to the modern period using information from primary and/or secondary sources. | X |  | X |
| Student constructed/organized a satisfactory thesis using clear, organizational structure and coherent language. | X | X | X |

Assessment Data for 3-year period

|  |  |  |  |
| --- | --- | --- | --- |
| Academic Year | SLO 1 | SLO 2 | SLO 3 |
| 2016-2017 | 74/101 = 73% | 54/101= 53% | 74/101 = 73% |
| 2017-2018 | 317/411 = 77% | 319/411 = 78% | 318/411 = 77% |
| 2018-2019 | 357/438 = 82% | 357/438 = 82% | 357/438 = 82% |
| Total | 748/950 = 77% | 730/950 = 76% | 748/950 = 77% |

|  |
| --- |
| Reflections/Implications: HIS 102 numbers have grown over the past three years, due to an increase in classes offered and additional full-time instructors. HIS 102 has seen an increase in criteria success. Additional courses should be considered for both fall and spring semesters. HIS 102 is listed under AGSC Area IV and continues to be a vital choice for a growing number of students. |

## **HIS 121**

**Student Learning Outcomes Linked to Department Goals**

|  |  |  |  |
| --- | --- | --- | --- |
| **SLOs** | **Department Goal #1** | **Department Goal #2** | **Department Goal #3** |
| The student shows mastery of relevant context regarding the economic, social, intellectual, religious, and/or political background of Western Civilization from the Renaissance/Reformation era to the modern period using information from primary and/or secondary sources. | X | X | X |
| Student constructed/organized a satisfactory thesis using clear, organizational structure and coherent language. |  | X |  |
| Student used primary and/or secondary materials in a coherent and thoughtful manner in support of his/her thesis. |  | X | X |

Assessment Data for 3-year period

|  |  |  |  |
| --- | --- | --- | --- |
| Academic Year | SLO 1 | SLO 2 | SLO 3 |
| 2016-2017 | 76% succuess | 73% success | 76% success |
| 2017-2018 | 15/25 = 60% | 15/25 = 60% | 15/25 = 60% |
| 2018-2019 | 57/78 = 73% | 57/78 = 73% | 57/78 = 73% |
| Total |  |  |  |

|  |
| --- |
| Reflections/Implications: HIS 121 enrollment and success percentages are increasing. Full-time instructors have focused on offering more courses in this area. Future plans are to add two to three additional classes pers semester. HIS 121 is listed under AGSC Area IV and continues to be a vital choice for a growing number of students. |

## **HIS 122**

**Student Learning Outcomes Linked to Department Goals**

|  |  |  |  |
| --- | --- | --- | --- |
| **SLOs** | **Department Goal #1** | **Department Goal #2** | **Department Goal #3** |
| The student shows mastery of relevant context regarding the economic, social, intellectual, religious, and/or political background of World History from the Reformation era to the modern period using information from primary and/or secondary sources. | X | X |  |
| Student constructed/organized a satisfactory thesis using clear, organizational structure and coherent language. |  | X | X |

Assessment Data for 3-year period

|  |  |  |  |
| --- | --- | --- | --- |
| Academic Year | SLO 1 | SLO 2 | SLO 3 |
| 2016-2017 | Not assessed | Not assessed | Not assessed |
| 2017-2018 | 27/32 = 84% | 27/32 = 84% | 37/32 = 84% |
| 2018-2019 | 19/24 = 79% | 19/24 = 79% | 19/24 = 79% |
| Total | 46/56 = 82% | 46/56 = 82% | 46/56 = 82% |

|  |
| --- |
| Reflections/Implications: One course of HIS 122 is offered per semester. Enrollment numbers would indicate that one section is adequate for students interested. HIS 122 is listed under AGSC Area IV and continues to be a vital choice for a growing number of students. |

## **HIS 201**

**Student Learning Outcomes Linked to Department Goals**

|  |  |  |  |
| --- | --- | --- | --- |
| **SLOs** | **Department Goal #1** | **Department Goal #2** | **Department Goal #3** |
| The student shows mastery of relevant context regarding the economic, social, intellectual, religious, and/or political background of American History from the colonial era to the Reconstruction era using information from primary and/or secondary sources. | X | X | X |
| Student constructed/organized a satisfactory thesis using clear, organizational structure and coherent language. |  | X | X |

Assessment Data for 3-year period

|  |  |  |  |
| --- | --- | --- | --- |
| Academic Year | SLO 1 | SLO 2 | SLO 3 |
| 2016-2017 | 200/250 = 80% | 200/250 = 80% | 200/250 = 80% |
| 2017-2018 | 250/284 = 88% | 252/284 = 89% | 255/284 = 90% |
| 2018-2019 | 281/310= 91% | 281/310= 91% | 281/310= 91% |
| Total | 731/844 = 87% | 733/844 = 87% | 736/844 = 88% |

|  |
| --- |
| Reflections/Implications: HIS 201 success percentages remain high. Enrollment has increased the past three years and numbers would indicate adding additional classes would not be diminish the percentage rate. HIS 201 is listed under AGSC Area IV and continues to be a vital choice for a growing number of students. |

## **HIS 202**

**Student Learning Outcomes Linked to Department Goals**

|  |  |  |  |
| --- | --- | --- | --- |
| **SLOs** | **Department Goal #1** | **Department Goal #2** | **Department Goal #3** |
| The student shows mastery of relevant context using information from primary and/or secondary sources. |  |  | X |
| Student constructed/organized a satisfactory thesis using clear, organizational structure and coherent language. |  |  | X |
| Student used primary and/or secondary materials in a coherent and thoughtful manner in support of his/her thesis. |  |  | X |

Assessment Data for 3-year period

|  |  |  |  |
| --- | --- | --- | --- |
| Academic Year | SLO 1 | SLO 2 | SLO 3 |
| 2016-2017 | 217/247 = 88% | 214/247 = 88% | 218/247 = 88% |
| 2017-2018 | 180/211 = 85% | 178/211 = 84% | 181/211 = 85% |
| 2018-2019 | 245/287 = 85% | 245/287 = 85% | 245/287 = 85% |
| Total | 642/745 = 86% | 637/745 = 86% | 644/745 = 86% |

|  |
| --- |
| Reflections/Implications: HIS 202 percentages have been steady over the past three years. No indication of change is needed. HIS 202 is listed under AGSC Area IV and continues to be a vital choice for a growing number of students. |

# **Music**

## **MUS 101**

**Student Learning Outcomes Linked to Department Goals**

|  |  |  |  |
| --- | --- | --- | --- |
| **SLOs** | **Department Goal #1** | **Department Goal #2** | **Department Goal #3** |
| The student will demonstrate knowledge and understanding of the fundamentals of music utilizing appropriate terminology. |  | X | X |
| The student will demonstrate knowledge of prominent composers and major compositions. |  | X | X |

Assessment Data for 3-year period

|  |  |  |  |
| --- | --- | --- | --- |
| Academic Year | SLO 1 | SLO 2 | SLO 3 |
| 2016-2017 | 294/347 = 85%  | 307/347 = 88% | \*\*\*\* |
| 2017-2018 | 159/178 = 89% | 166/168 = 99% | \*\*\*\* |
| 2018-2019 | 353/412 = 86% | 351/399 = 88% | \*\*\*\* |
| Total | 806/937 = 86% | 824/914 = 90% | \*\*\*\* |

|  |
| --- |
| Reflections/Implications: The intended outcome was achieved. Emphasizing the need for a strong foundation in the fundamentals of music proved effective in student learning, as well as in their ability to use the appropriate terminology. Instructors plan to continue the ongoing incorporation of terminology within assignments.  |

# **Psychology**

## **PSY 200**

**Student Learning Outcomes Linked to Department Goals**

|  |  |  |  |
| --- | --- | --- | --- |
| **SLOs** | **Department Goal #1** | **Department Goal #2** | **Department Goal #3** |
| Identify the goals of psychology. | X | X | X |
| Explore various methods of psychological research. | X | X | X |
| Distinguish the major schools/perspectives of psychology. | X | X | X |

Assessment Data for 3-year period

|  |  |  |  |
| --- | --- | --- | --- |
| Academic Year | SLO 1 | SLO 2 | SLO 3 |
| 2016-2017 | 768/1040 = 74% | 834/1040 = 80% | 630/1040 = 61% |
| 2017-2018 | 344/525 = 66% | 376/491 = 77% | 328/490 = 67% |
| 2018-2019 | 407/693 = 59% | 554/693 = 80% | 427/693 = 62% |
| Total | 1519/2258 = 67% | 1764/2224 = 79% | 1385/2223 = 62% |

|  |
| --- |
| Reflections/Implications: The decline of SLO 1 from 2016 to present reflects a change in the question. The department stopped asking a general disorders question and instead added a new goals of psychology question. Students have struggled with this topic as reflected by the data. The remaining 2 SLOs have held fairly consistently with SLO 2 (research methods) generally doing quite well. Many instructors use journal, case studies, and/or quizzes to elaborate on this topic. The topic itself, seems more “tangible” in that you can provide a journal article to students in a hands-on situation. Goals (SLO 1) and Theories (SLO 3) are generally more difficult for students to grasp because they are not as “hands on”. Faculty absolutely need to communicate what is working with one another.Currently all PSY 200 SLO questions come from a single chapter; chapter 1. It creates a lot of pressure for students right out of the gate with some of the most difficult material being in chapter 1. Data often includes students who end up dropping the course later in the semester, but since they were tested on all chapter 1 material early on, their data is included. In my observations students who are dropped or withdraw are generally doing poorly in the course, so their data actually brings the average down.Timing of evaluation seems to play a role in performance as well. Students tend to perform better when tested closer to the material being covered for some SLOs but not others. Attendance is another important consideration. Specifically, students only showing up on an exam date score poorer than students who have been attending consistently and those who only show up on exam dates are not excluded from SLO data. Instructors needs to develop material that better emphasizes SLOs not meeting criterion.All PSY 200 questions are Matching style and missing one pair results in falling below the 70% threshold. This is a problem. Students may know more than the data is actually showing, but not know enough to pass the 70% threshold. For example, the Goals of Psychology is a 4 option matching question… if 2 are confused, the student has fallen to 50%, but on the flip side the student DOES know 50%! We need to make adjustments to questions where missing a single matched pair does not bring the student below 70% on an SLO. We need to add questions/matches where this is relevant.  Two of the questions are related overall to one concept, the scientific method. Consistent poor scores on “goals of psychology” and years of asking about “research methods” in my opinion show a need to revamp the questions themselves. It isn’t that the topics are unimportant, it is that they are quite difficult to put into a single standardized matching question.It is important to keep in mind that there are no prerequisites for PSY 200, meaning students of all levels of academic ability enroll in this course. Classes can vary tremendously in size and student make up depending on campus, time of day, and other variables. This instructor tries to match the course to student ability while still maintaining the academic integrity required to keep the course transferable, which can be challenging given the above variables.Student Learning Outcomes in PSY 200 will be revised for the upcoming three-year cycle to better reflect higher order critical thinking and communication skills. At a recent meeting at the state level, instructors suggested revisions for the Course Outcomes for this course. However, these outcomes must now be approved by the AGSC Area IV committee. Once approval for the new Course Outcomes is complete, faculty at Jefferson State will submit the revisions for the new outcomes.  |

## **PSY 210**

**Student Learning Outcomes Linked to Department Goals**

|  |  |  |  |
| --- | --- | --- | --- |
| **SLOs** | **Department Goal #1** | **Department Goal #2** | **Department Goal #3** |
| The student will be able to identify the major theorists and their significant contributions to the study of human development. | X | X | X |
| The student will identify the major theories and models of human development (psychoanalytic, behavioral, and cognitive). | X | X | X |
| The student will recognize various methods used in the study of the lifespan. | X | X | X |

Assessment Data for 3-year period

|  |  |  |  |
| --- | --- | --- | --- |
| Academic Year | SLO 1 | SLO 2 | SLO 3 |
| 2016-2017 | 220/340 = 65% | 265/340 = 78% | 286/340 = 84% |
| 2017-2018 | 308/391 = 79% | 310/381 = 81% | 330/391 = 84% |
| 2018-2019 | 355/464 = 77% | 360/464 = 78% | 379/466 = 81% |
| Total | 883/1195 = 73% | 935/1185 = 79% | 995/1197 = 83% |

|  |
| --- |
| Reflections/Implications: All learning targets were met in PSY 210 over the course of the cycle. Instructors will continue to emphasize these outcomes in their courses. PSY 210 is listed in AGSC Area IV and Area V and remains a vital choice for many students in the completion of the degree program. The SLO’s at the Clanton campus were lower in some areas than expected. Full time faculty members are reaching out to part time faculty to offer help where need. Additionally, students are becoming more and more interested in the field of psychology. We are beginning to see more students changing their major to psychology. There has been a noted difference with older students taking psychology. Many indicated that psychology helps them in their personal and work life. Over the recent past, psychology faculty are building the program to help students in many ways. For example, classes are participating in assignments and projects to bring suicide awareness out and under control. Faculty members are attending conferences to better serve our students.  |

## **PSY 230**

**Student Learning Outcomes Linked to Department Goals**

|  |  |  |  |
| --- | --- | --- | --- |
| **SLOs** | **Department Goal #1** | **Department Goal #2** | **Department Goal #3** |
| Students will be able to define terms based on the behavioral terminology of mental disorders. | X | X | X |
| Students will be able to identify, describe, and categorize mental disorders. | X | X | X |
| Students will be able to examine all diagnostic methods and major therapies regarding abnormality. | X | X | X |

Assessment Data for 3-year period

|  |  |  |  |
| --- | --- | --- | --- |
| Academic Year | SLO 1 | SLO 2 | SLO 3 |
| 2016-2017 | 36/49 = 73% | 40/47 = 85% | 38/47 = 79% |
| 2017-2018 | Not assessed |  |  |
| 2018-2019 | 24/28 = 92% | 22/26 = 85% | 22/26 = 85% |
| Total | 60/77 = 78% | 62/73 = 85% | 60/73 = 82% |

|  |
| --- |
| Reflections/Implications: The intended outcomes in this course were met. Students in this class are typically transient students who are taking this course upon the recommendation of their regular institution. Therefore, many of them are psychology majors who are already in their later years of their degree program, and are, consequently, dedicated and serious students. |

# **Religion**

## **REL 151**

**Student Learning Outcomes Linked to Department Goals**

|  |  |  |  |
| --- | --- | --- | --- |
| **SLOs** | **Department Goal #1** | **Department Goal #2** | **Department Goal #3** |
| The student will understand the socio-historical and literary contexts of the many books of the Old Testament. | X | X |  |
| The student will compare a variety of opinions and approaches to studying the Old Testament. | X | X |  |

Assessment Data for 3-year period

|  |  |  |  |
| --- | --- | --- | --- |
| Academic Year | SLO 1 | SLO 2 | SLO 3 |
| 2016-2017 | 14/16 = 87.5% | 13/16 = 81% | \*\*\*\* |
| 2017-2018 | 48/56 = 86% | 49/56 = 88% | \*\*\*\* |
| 2018-2019 | 52/66 = 79% | 57/66 = 86% | 57/86 = 86% |
| Total | 114/138= 83% | 120/138 = 85% | 57/86 = 86% |

|  |
| --- |
| Reflections/Implications:  Students in this class are fulfilling their additional Humanities and Fine Arts. REL 151 is taught online only. Enrollment continues to grow, and students are exceeding the learning targets re online courses. REL 151 is listed in AREA II and V and is a vital choice in students completing their degrees. |

## **REL 152**

**Student Learning Outcomes Linked to Department Goals**

|  |  |  |  |
| --- | --- | --- | --- |
| **SLOs** | **Department Goal #1** | **Department Goal #2** | **Department Goal #3** |
| Identify the basic structure, themes, and genres of the New Testament. | X |  |  |
| Describe the historical context and development of early Christianity and its writings. | X |  |  |
| Employ basic critical methods and tools of biblical research. | X |  | X |

Assessment Data for 3-year period

|  |  |  |  |
| --- | --- | --- | --- |
| Academic Year | SLO 1 | SLO 2 | SLO 3 |
| 2016-2017 | 30/36 = 83.3% | 30/36 = 83.3% | \*\*\*\* |
| 2017-2018 | 45/54 = 83% | 46/54 = 85% | \*\*\*\* |
| 2018-2019 | 26/32 = 81% | 26/30 = 87% | 23/30 = 77% |
| Total | 101/122 = 83% | 102/120 = 82% | 23/30 = 77% |

|  |
| --- |
| Reflections/Implications: Students in this class are fulfilling their additional Humanities and Fine Arts. REL 152 is taught online only. Enrollment continues to grow, and students are exceeding the learning targets re online courses. REL 152 is listed in AREA II and V and is a vital choice in students completing their degrees. |

# **Sociology**

## **SOC 200**

**Student Learning Outcomes Linked to Department Goals**

|  |  |  |  |
| --- | --- | --- | --- |
| **SLOs** | **Department Goal #1** | **Department Goal #2** | **Department Goal #3** |
| The student will demonstrate knowledge of sociology and the sociological perspective. | X | X | X |
| The student will demonstrate knowledge of how social group experiences affect human behavior and development.  | X | X | X |
| The student will demonstrate knowledge of major social institutions within society.  | X | X | X |

Assessment Data for 3-year period

|  |  |  |  |
| --- | --- | --- | --- |
| Academic Year | SLO 1 | SLO 2 | SLO 3 |
| 2016-2017 | 128/191 = 67% | 175/190 = 92% | 170/190 = 89% |
| 2017-2018 | 242/296 = 82% | 271/296 = 92% | 266/296 = 90% |
| 2018-2019 | 184/210 = 88% | 184/207 = 89% | 196/207 = 95% |
| Total | 554/697 = 79% | 630/693 = 91% | 632/693 = 91% |

|  |
| --- |
| Reflections/Implications: The benchmark for the learning outcomes was met for SOC 200. In fact, success rates for SLOs 2 and 3 each rose 7% over the totals from the 2013-2016 Program Review. The Instructor recognized that the SLO 1 tested material taught early in the course, but that is essential to the basic understanding of the Sociological Perspective. An effort to integrate those basic concepts throughout the course resulted in rising outcomes for SLO1. One persistent question is why the Shelby campus often outperforms the Jefferson campus. The Instructors, both of whom have taught at both campuses, have discussed this and feel it is a reflection of the basic difference in the students on those campuses. Shelby has a more traditional group of students while the students at the Jefferson campus are more likely to work, have families, and even ride the bus to campus. This reflects the SES differences between the two parts of the state where the campuses are located. That being said, the Jefferson students still score above the criteria for success. SOC 200 remains a vital choice in AGSC Areas IV and V.  |

## **SOC 210**

**Student Learning Outcomes Linked to Department Goals**

|  |  |  |  |
| --- | --- | --- | --- |
| **SLOs** | **Department Goal #1** | **Department Goal #2** | **Department Goal #3** |
| Demonstrate knowledge of the criteria of a social problem | X | X | X |
| Demonstrate knowledge of the impact of social policy on the individual. | X | X | X |
| Demonstrate knowledge of the theoretical perspectives used to explore and explain social problems. | X | X | X |

Assessment Data for 3-year period

|  |  |  |  |
| --- | --- | --- | --- |
| Academic Year | SLO 1 | SLO 2 | SLO 3 |
| 2016-2017 | 15/18 = 83% | 13/18 = 72% | 16/18 = 89% |
| 2017-2018 | 21/21 = 100% | 19/21 = 90% | 8/21 = 38% |
| 2018-2019 | 19/21 = 90% | 20/21 = 95% | 13/21 = 62% |
| Total | 55/60 = 92% | 52/60 = 87% | 37/60 = 62% |

|  |
| --- |
| Reflections/Implications: While overall the learning outcomes were met, the outcomes for SLO 3 are disappointing. An analysis of the outcome and the assessment led the instructor to determine that expecting students to recognize multiple theoretical perspectives presented over a semester then tested in a single test at the end was not practical and only measured, if anything, rote memorization, not an actual accumulation of knowledge that would lead to a greater understanding of the concepts of the course. While the knowledge of theory is important, this outcome and assessment will be replaced with one that is more in line with the goals of the course. The course is offered online in the spring semester only, and is approved in AGSC Areas IV and V.  |

## **SOC 247**

**Student Learning Outcomes Linked to Department Goals**

|  |  |  |  |
| --- | --- | --- | --- |
| **SLOs** | **Department Goal #1** | **Department Goal #2** | **Department Goal #3** |
| 1. Demonstrate knowledge of the historic purpose of the social institutions of marriage and family.  | X | X | X |
| 2. Demonstrate knowledge of the problems confronting contemporary families. | X | X | X |
| 3. Demonstrate knowledge of the differences in family form and function in various subcultures in the United States. | X | X | X |

Assessment Data for 3-year period

|  |  |  |  |
| --- | --- | --- | --- |
| Academic Year | SLO 1 | SLO 2 | SLO 3 |
| 2016-2017 | 10/11 = 91% | 11/11 = 100% | 11/11 = 100% |
| 2017-2018 | 9/10 = 90% | 8/10 = 80% | 9/10 = 90% |
| 2018-2019 | 8/8 = 100% | 8/8 = 100% | 7/8 = 88% |
| Total | 27/29 = 93% | 27/29 = 93% | 27/29 = 93% |

|  |
| --- |
| Reflections/Implications: Students in this course are usually upper level students, often Sociology majors, and are highly motivated. Soc 200 is a prerequisite so a good number of them have had the instructor before and are comfortable with her. Because the grades and SLO results are so consistently high the instructor made a change this year. The assignments, guided chapter study guides, were moved to study guides and fresh assignments, analyzing talks and articles were created. The instructor is very interested in the impact, if any, on grades and SLO outcomes going forward. The benchmark was met overall for SLOs. This course is offered online in the fall semester only.  |

# **Theater Arts**

## **THR 120**

**Student Learning Outcomes Linked to Department Goals**

|  |  |  |  |
| --- | --- | --- | --- |
| **SLOs** | **Department Goal #1** | **Department Goal #2** | **Department Goal #3** |
| 1. Recognize and evaluate elements of the production process, including different aspects of playwrighting, acting, directing, design, and criticism. | X | X | X |
| 2. Differentiate and explain the origins, forms, and functions of different periods, styles, and genres of theatre | X | X | X |
| 3. Apply critical viewing methods for live theatre and recorded theatre performances. | X | X | X |

Assessment Data for 3-year period

|  |  |  |  |
| --- | --- | --- | --- |
| Academic Year | SLO 1 | SLO 2 | SLO 3 |
| 2016-2017 | 51/84= 60% | 34/84= 40% | 51/84= 60% |
| 2017-2018 | 50/62= 81% | 50/62= 81% | 49/62= 79% |
| 2018-2019 | 226/283= 80% | 228/283= 81% | 212/265= 80% |
| Total | 327/429 = 76% | 312/429 = 73% | 312/411 = 76% |

|  |
| --- |
| Reflections/Implications: The theatre department, and its offering of sections has grown over the past three years. Additional theatre courses are planned to increase the theatrical arts over the next three years to include acting, directing, and technical classes. THR 120 is listed in Area II and V, and is a vital choice in students completing their degrees. |

# **Part 2: Department Change**

**Program/Department Goal Changes:** No changes have been made in the specific Department goals or mission statement as listed in the catalog since the beginning of the 2016-2017 academic year.

**ACCS Core Competencies:** In April 2019 at the Statewide Professional Development Day, ACCS introduced two new Core Competencies required in all general education classes at ACCS institutions. These Core Competencies address critical thinking and communication. During the summer of 2019, Liberal Arts faculty were asked to align the core competencies with their course SLOs. The Core Competencies are as follows:

|  |  |
| --- | --- |
| Critical Thinking   | Communication   |
| A competent critical thinker processes and evaluates information carefully and then applies reasoning in the use of that information to make a decision and employ an action. Degree graduates of the ACCS will demonstrate the ability to:   | Effective communication in academic, work, community, and social settings occurs when the intended message is successfully delivered, received, and understood between two or more persons. Degree graduates of ACCS will demonstrate the ability to:   |
| 1. Discriminate among degrees of credibility, accuracy, and reliability of inferences drawn from given data.
2. Recognize parallels, assumptions, or presuppositions in any given source of information.
3. Evaluate the strengths and relevance of arguments on a particular question or issue.
4. Weight evidence and decide if generalizations or conclusions based on the given data are warranted.
5. Determine whether certain conclusions or consequences are supported by the information provide.
6. Use problem solving skills.

  | 1. Communicate in a respectful tone and manner.
2. Listen to understand, evaluate, and respond to verbal and non-verbal communications.
3. Understand and interpret complex written materials.
4. Evaluate the validity and reliability of material from other sources and use it ethically and effectively.
5. Organize, develop, and present an idea formally and informally in standard written and oral English.
6. Adapt writing and speaking to the needs of culturally different audiences in various contexts.
7. Use oral and written communication to understand people’s viewpoints and in conflict resolution.
8. Work as part of a team to develop collaborative oral and written presentations in a variety of contexts and formats.
 |

## **Student Learning Outcomes Aligned with ACCS Core Competencies**

Course outcomes listed below currently align with the ACCS Core Competencies. Instructors in some subjects are revising their SLOs to better fit these competencies. The revisions are included in the Course Outcomes Changes section.

## **ANTHROPOLOGY**

|  |  |  |
| --- | --- | --- |
| **ANT 200** | **Critical Thinking**  | **Communication** |
| SLO 2: The student will be able to apply basic anthropological terms, concepts, principles, and theories. | X |  |

|  |  |  |
| --- | --- | --- |
| **ANT 220** | **Critical Thinking**  | **Communication** |
| SLO 2: The student will be able to apply basic anthropological terms, concepts, principles, and theories to other cultures throughout the world. | X |  |

## **ART**

|  |  |  |
| --- | --- | --- |
| **ART 100** | **Critical Thinking**  | **Communication** |
| SLO 2: The student will use art terms to describe the intentions and motivations of artists from different time periods |  | X |
| SLO 3: The student will recognize the use and influence of fine art on popular culture and advertising | X |  |
| SLO 4: The student will understand the cultural significance of art and visual expression on the development of our modern society. | X |  |

|  |  |  |
| --- | --- | --- |
| **ART 113** | **Critical Thinking**  | **Communication** |
| SLO 2 The student will analyze and critique their work, as well as the work of peers, in a constructive manner using art terminology. | X | X |

|  |  |  |
| --- | --- | --- |
| **ART 114** | **Critical Thinking**  | **Communication** |
| SLO 2 The student will analyze and critique their work, as well as the work of peers, in a constructive manner using art terminology. | X | X |

|  |  |  |
| --- | --- | --- |
| **ART 121** | **Critical Thinking**  | **Communication** |
| SLO 2 The student will analyze and critique their work, as well as the work of peers, in a constructive manner using art terminology. | X | X |

|  |  |  |
| --- | --- | --- |
| **ART 203** | **Critical Thinking**  | **Communication** |
| SLO 2 The student will compare and contrast artistic styles from different periods. | X |  |
| SLO 3: The student will discuss verbally and in writing the relationship between works of art and political, religious, philosophical, technological, social, and cultural events. |  | X |

|  |  |  |
| --- | --- | --- |
| **ART 204** | **Critical Thinking**  | **Communication** |
| SLO 2 The student will compare and contrast artistic styles from different periods. | X |  |
| SLO 3: The student will discuss verbally and in writing the relationship between works of art and political, religious, philosophical, technological, social, and cultural events. |  | X |

|  |  |  |
| --- | --- | --- |
| **ART 253** | **Critical Thinking**  | **Communication** |
| SLO 2 The student will demonstrate the ability to analyze and critique their work and the work of others using the proper animation vocabulary and terminology. | X | X |

|  |  |  |
| --- | --- | --- |
| **ART 254** | **Critical Thinking**  | **Communication** |
| SLO 2 The student will demonstrate the ability to analyze and critique their work and the work of others using the proper animation vocabulary and terminology. | X | X |

|  |  |  |
| --- | --- | --- |
| **ART 283** | **Critical Thinking**  | **Communication** |
| SLO 2 The student will demonstrate the ability to analyze and critique their work and the work of others using the proper animation vocabulary and terminology. | X | X |

|  |  |  |
| --- | --- | --- |
| **ART 284** | **Critical Thinking**  | **Communication** |
| SLO 2 The student will demonstrate the ability to analyze and critique their work and the work of others using the proper animation vocabulary and terminology. | X | X |

## **GEOGRAPHY**

|  |  |  |
| --- | --- | --- |
| **GEO 100** | **Critical Thinking (CT)** | **Communication****(COM)** |
| SLO 3: The student will demonstrate knowledge using maps to locate places for use in geographic inquiry. | X |  |

## **HISTORY**

|  |  |  |
| --- | --- | --- |
| **HIS 101** | **Critical Thinking (CT)** | **Communication****(COM)** |
| SLO 2: Student constructed/organized a satisfactory thesis using clear, organizational structure and coherent language. |  | X |
| SLO 3: Student used primary and/or secondary materials in a coherent and thoughtful manner in support of his/her thesis. | X |  |

|  |  |  |
| --- | --- | --- |
| **HIS 102** | **Critical Thinking** | **Communication** |
| SLO 2: Student constructed/organized a satisfactory thesis using clear, organizational structure and coherent language. |  | X |
| SLO 3: Student used primary and/or secondary materials in a coherent and thoughtful manner in support of his/her thesis. | X |  |

|  |  |  |
| --- | --- | --- |
| **HIS 121** | **Critical Thinking** | **Communication** |
| SLO 2: Student constructed/organized a satisfactory thesis using clear, organizational structure and coherent language. |  | X |
| SLO 3: Student used primary and/or secondary materials in a coherent and thoughtful manner in support of his/her thesis. | X |  |

|  |  |  |
| --- | --- | --- |
| **HIS 122** | **Critical Thinking** | **Communication** |
| SLO 2: Student constructed/organized a satisfactory thesis using clear, organizational structure and coherent language. |  | X |
| SLO 3: Student used primary and/or secondary materials in a coherent and thoughtful manner in support of his/her thesis. | X |  |

|  |  |  |
| --- | --- | --- |
| **HIS 201** | **Critical Thinking** | **Communication** |
| SLO 2: Student constructed/organized a satisfactory thesis using clear, organizational structure and coherent language. |  | X |
| SLO 3: Student used primary and/or secondary materials in a coherent and thoughtful manner in support of his/her thesis. | X |  |
|  |  |  |

|  |  |  |
| --- | --- | --- |
| **HIS 202** | **Critical Thinking** | **Communication** |
| SLO 2: Student constructed/organized a satisfactory thesis using clear, organizational structure and coherent language. |  | X |
| SLO 3: Student used primary and/or secondary materials in a coherent and thoughtful manner in support of his/her thesis. | X |  |

**RELIGION**

|  |  |  |
| --- | --- | --- |
| **REL 151** | **Critical Thinking** | **Communication** |
| SLO 2: The student will compare a variety of opinions and approaches to studying the Old Testament verbally or in writing. | X | X |

|  |  |  |
| --- | --- | --- |
| **REL 152** | **Critical Thinking** | **Communication** |
| SLO 2: Describe the historical context and development of early Christianity and its writings. |  | X |
| SLO 3: Employ basic critical methods and tools of biblical research. | X |  |

## **THEATRE**

|  |  |  |
| --- | --- | --- |
| **THR 120** | **Critical Thinking** | **Communication** |
| SLO 1: Recognize and evaluate elements of the production process, including different aspects of playwrighting, acting, directing, design, and criticism in written assessments |  | X |
| SLO 3: Apply critical viewing methods for live theatre and recorded theatre performances. | X |  |

**Course Student Learning Outcome Changes:** In general, SLOs are assessed through students’ performance on an objective test or through evaluation by the instructor using a rubric. Rubrics are included in each yearly summary. For courses using an objective test as assessment, the tests have either been written by the department or individual instructor. These assessment questions are typically embedded into existing exams or provided as a separate exam. Semester data is compiled by individual instructors for their classes and submitted to the department chair or designee for compilation. The courses listed below have made changes to their Student Learning Outcomes for the next 3-year cycle.

## **SLO Goal Changes:**

## **ANTHROPOLOGY**

**ANT 200:** To better align with the ACCS Core Competency of communication, the following changes will be made to the SLOs.

SLO 3 currently reads:

* The student will be able to develop a multicultural perspective

SLO 3 will be revised to read:

* The student will employ a multicultural perspective through the use of online discussion topics.

Assessment for the revised SLO will consist of a rubric developed by the instructor. It will be submitted with the next round of assessments.

**ANT 220:** The following change will be made to course SLOs to better align with the ACCS Core Competency: communication.

SLO 3 currently reads:

* The student will be able to gain a better understanding of what it means to be human in a multicultural world.

SLO 3 will be revised to read:

The student will analyze what it means to be human in a multi-cultural world through online discussion.

Assessment for the revised SLO will consist of a rubric developed by the instructor. It will be submitted with the next round of assessments.

## **ART**

**ART 100**: Instructors elected to make changes in the SLOs for this course to more closely align with the new Course Outcomes being proposed at the state level, as well as to include the ACCS Core Competencies of critical thinking and communication.

For SLO #1, the wording will be revised for concision.

SLO 1 currently reads:

* The student will identify the style or medium based category that a work of art might fit in based on visual clues.

SLO 1 will be revised to read:

* The student will identify the style or medium based category of a work of art based on visual clues.

Although the wording change is minimal and the SLO assesses a lower level of thinking, this knowledge is of primary importance in the ART 100 course. The assessment will remain the same.

For SLO #2, instructors will adopt language more closely resembling the new ACCS Course Outcome.

SLO 2 currently reads:

* The student will use art terms to describe the intentions and motivations of artists from different time periods.

SLO 2 will be revised to read:

* Students will apply art terminology to describe the themes, intentions, and motivations of artists from different time periods.

This revision is basically a rewording of the previous SLO to focus on the higher order skills of application and communication. The assessment will vary by instructor but may also now include a written component graded by a rubric. The rubric will be created before the end of the current semester.

Instructors plan to make a change in the wording of SLO 3 and SLO 4 which currently read:

* + SLO 3: The student will recognize the use and influence of fine art on popular culture and advertising.
	+ SLO 4: The student will understand the cultural significance of art and visual expression on the development of our modern society.

 The instructors feel SLO #3 and SLO #4 are redundant. Therefore, both will be replaced with a single SLO that combines the overall outcomes. The new outcome will read:

* + **Revised SLO 3**: The student will analyze the cultural significance and influence of art and visual expression in society*.*

The assessment will continue to be in the form of embedded multiple choice questions on exams. The number and content of questions may vary by instructor but should consist of approximately 10 questions specifically related to the new outcome.

**ART 113**: SLO 1 will be revised for the next cycle. The current SLO reads

* + SLO 1: The student will competently create drawings from life.

 Instructors wish to specify that in ART 113, students are producing receptive drawings, or drawings from observation, of inanimate objects or “still life.” Instructors decided that simply stating “create drawings from life” implies animate subject matter, which is not used in ART 113.

The revised outcome will read:

* Revised SLO 1: The student will competently create receptive drawings from observation and still life.

The assessment will continue to be a rubric critique of the final portfolio. A statement will be added to the SLO document in the event that courses are cross listed to read: Students in ART 113 are not judged on the same level of proficiency as students in ART 114.

**ART 114:** SLO 3 will be revised for the next cycle. The current SLO reads:

* SLO 3: The student will create drawings using a variety of tools, techniques, methods, and materials in a well-crafted manner.

Instructors wish to highlight the higher level of technical skill required in ART 114 while students learn to use media to solve challenging visual problems. A new rubric will also be created. The new SLO will read:

* Revised SLO 3: The student will create drawings using a variety of tools, techniques, methods, and materials in a well-crafted manner through consistent, precise, and distinctive application of media.

The assessment will continue to be a rubric critique of the final portfolio. A statement will be added to the SLO document in the event courses are cross listed to read: Students in ART 114 are expected to perform at a higher level of proficiency than students in ART 113.

**ART 254:** Three of the four SLOs in ART 254 will be revised to highlight the higher level of technical skill required in the course over ART 253 as students learn to use the media to solve challenging visual problems and better communicate and express ideas. A new rubric will also be created.

SLO 1 currently reads:

* SLO 1: The student will create an animated sequence that effectively applies the 12 principles of animation.

SLO 1 will be revised for the next cycle to read:

* Revised SLO 1: The student will display advanced skills to create an animated short story that effectively applies the design principles and principles of animation.

SLO 3 currently reads:

* SLO 3The student will demonstrate in the development of a portfolio the ability to use professional animation tools and applications to produce an aesthetically appealing animated cycle, short, or animatic.

SLO 3 will be revised for the next cycle to read:

* Revised SLO 1: Student will display increased ability to use professional animation tools and applications to produce an aesthetically appealing animated cycle, short, or animatic.

SLO 4 currently reads:

* SLO 4: The student will complete animation with lip-sync or sound.

SLO 4 will be revised for the next cycle to read:

* Revised SLO 4: Student will display the ability to use lip-sync or sound that effectively supports an animation project.

The assessment will continue to be a rubric critique of the final portfolio.

**ART 284:** Three of the four SLOs in ART 284 will be revised to highlight the higher level of technical skill required in the course over ART 283 as students learn to use the media to solve challenging visual problems and better communicate and express ideas. A new rubric will also be created.

SLO 1 currently reads:

* SLO 1: The student will create an animated sequence that effectively applies the 12 principles of animation.

SLO 1 will be revised for the next cycle to read:

* Revised SLO 1: Using the 12 principles of animation, the student will create animation that communicates personal thought and expression.

SLO 2 currently reads:

* SLO2: The student will demonstrate the ability to analyze and analyze and critique their work and the work of others using the proper animation vocabulary and terminology.

SLO 2 will be revised to read:

* Revised SLO 2: The student will display ability to critique and problem-solve their work and the work of others using the proper animation vocabulary and terminology.

SLO 3 currently reads:

* SLO 3: The student will demonstrate in the development of a portfolio the ability to use professional animation tools and applications to produce an aesthetically appealing animated cycle, short, or animatic.

SLO 3 will be revised to read:

* Revised SLO 3: The student will use advanced technical skills with animation production equipment to create an animation cycle or short that communicates personal thought and expression.

SLO 4 currently reads:

* SLO 4: The student will complete animation with lip-sync or sound.

SLO 4 will be eliminated since the skill is now included in SLO 3. The assessment for each outcome will continue to be a rubric critique of the final portfolio.

## **GEOGRAPHY**

**GEO 100:** The wording of the SLOs will be clarified to assess both the critical thinking and communication ACCS Core Competencies.

SLO 1 currently reads:

* The student will demonstrate knowledge of the worldwide spatial distributions of landforms, climate, vegetation, soils, and other natural resources.

SLO 1 will be revised to read:

* The student will distinguish the worldwide spatial distributions of landforms, climate, vegetation, soils, and other natural resources.

The assessment will remain the same format of an objective exam with multiple choice questions.

## **MUSIC**

**MUS 101:** The wording of the SLOs will be clarified to assess both the critical thinking and communication ACCS Core Competencies, as well as the new ACCS Course Outcomes for Music.

SLO 1 currently reads:

* The student will demonstrate knowledge and understanding of the fundamentals of music utilizing appropriate terminology.

SLO 1 will be revised to read:

* The student will apply appropriate terminology to explain musical elements (i.e., rhythm, melody, harmony, form, instruments, ensembles, etc.).

SLO 2 currently reads:

* The student will demonstrate knowledge of prominent composers and major compositions.

SLO 2 will be revised to read:

* The student will explain the aesthetic/stylistic characteristics of a minimum of three historical periods (i.e., styles, forms, composers, and representative works).

A third SLO will be added to match the new state Course Outcomes.

SLO 3 will now read:

* The student will demonstrate an aural perception of style and structure in music (i.e., form, instrumentation, and musical elements).

## **RELIGION**

**REL 151:** The wording of SLO 2 will be clarified to assess both the critical thinking and communication ACCS Core Competencies.

SLO 2 currently reads:

* The student will compare a variety of approaches and opinions to studying the Old Testament.

SLO 2 will be revised to read:

* The student will compare a variety of approaches and opinions to studying the Old Testament verbally or in writing.

The assessment will continue to consist of written essay questions such as “Why are there so many interpretations of a book like Genesis?”

## **PSYCHOLOGY**

**PSY 210:** The wording of the SLOs will be revised to assess both the critical thinking and communication ACCS Core Competencies.

SLO 1 currently reads:

* The student will be able to identify the major theorists and their significant contributions to the study of human development.

SLO 1 will be revised to read:

* Students will be able to categorize the major theories of development, critical research on development, and developmental concepts from across the life course.

SLO 2 currently reads:

* The student will identify the major theories and models of human development (psychoanalytic, behavioral, and cognitive).

SLO 2 will be revised to read:

* Students will be able to identify the basic principles, major theories, and research concerning learning, cognition, and social development.

SLO 3 currently reads:

* The student will recognize various methods used in the study of the lifespan.

SLO 3 will be revised to read:

* Students will be able to compare and contrast the major fields of study and theoretical perspectives within human development.

## **SOCIOLOGY**

**SOC 200:** The wording of SLOs will be revised to assess both the critical thinking and communication ACCS Core Competencies.

SLO 1 currently reads:

* The student will demonstrate knowledge of sociology and the sociological perspective

SLO 1 will be revised to read:

* The student will examine and differentiate between the micro (individual) and the macro (general) social processes and appraise the impact of the macro on the micro.  (Knowledge, Critical thinking)

Assessment: an assignment or test questions written specifically to evaluate this outcome.

SLO 2 currently reads:

* The student will demonstrate knowledge of how social group experiences affect human behavior and development

 SLO 2 will be revised to read:

* The student will evaluate the impact of membership in the different social strata on the individuals in those strata and design proposals of ways to mitigate those differences. (Critical thinking and Communication)

 Assessment: a written assignment intended to evaluate this outcome.

SLO 3 currently reads:

* The student will demonstrate knowledge of the major social institutions found within society

SLO 3 will be revised to read:

* The student will recognize and evaluate the forms and purposes of the major social institutions in society and explain why those forms did not always develop the same across societies. (Knowledge, Critical thinking, Communication)

Assessment: an assignment or test questions written specifically to evaluate this outcome.

**SOC 210:** The wording of SLOs will be revised to assess both the critical thinking and communication ACCS Core Competencies.

SLO 1 currently reads:

* The student will demonstrate knowledge of the criteria of a social problem

SLO 1 will be revised to read:

* The student will evaluate the criteria of a social problem and apply that criteria to issues in society to justify the designation of social problem to an issue. (Knowledge, Critical thinking)

Assessment: A test or assignment that lists social issues and asks students to identify those that rise to the criteria of a social problem.

SLO 2 currently reads: The student will demonstrate knowledge of the impact of social policy on the individual

SLO 2 will be revised to read:

* The student will evaluate the impact of social problems on society and will correlate those problems with social policy. (Knowledge, Critical thinking, Communication)

Assessment: A written essay to evaluate this outcome

SLO 3 currently reads: The student will demonstrate knowledge of the theoretical perspectives used to explore and explain social problems

SLO 3 will be eliminated. The instructor determined that the recognition and application of the knowledge from the class are the most important aspects and are adequately covered in the first two SLOs.

**SOC 247:** The wording of SLOs will be revised to assess both the critical thinking and communication ACCS Core Competencies.

SLO 1 currently reads:

* The student will demonstrate knowledge of the historic purpose of the social institutions of marriage and family

SLO 1 will be revised to read:

* The student will examine the history of marriage and chart and evaluate the changes through time and across place. (Knowledge, Communication)

Assessment: A written assignment designed to measure this outcome.

SLO 2 currently reads:

* The student will demonstrate knowledge of the problems confronting contemporary families

SLO 2 will be revised to read:

* The student will appraise the problems confronting contemporary families and will compare those to past generational problems. (Knowledge, Critical thinking, Communication)

Assessment: A written assignment designed to measure this outcome

SLO 3 currently reads:

* The student will demonstrate knowledge of the differences in family forms in various subcultures of the United States

SLO 3 will be revised to read:

* The student will examine the family forms existing in society today and will critique the reasons for the development of new family forms. (Knowledge, Critical thinking)

Assessment: A written assignment to measure this outcome

## **THEATRE**

**THR 120:** New SLOs were piloted in 2018-2019 and will be used for the next three-year cycle. These new SLOs also align more closely with the ACCS Core Competencies of critical thinking and communication.

SLO 1 currently reads:

* Students will demonstrate an understanding of the important plays in the development of theatre as a form of performing arts.

SLO 1 will be revised to read:

* The student will recognize and evaluate elements of the production process, including different aspects of playwrighting, acting, directing, design, and criticism in written assessments.

SLO 2 currently reads:

* Students will demonstrate an understanding of basic production processes and identify roles of theatre practitioners.

SLO 2 will be revised to read:

* Students will differentiate and explain the origins, forms, and functions of different periods, styles, and genres of theatre.

SLO 3 currently reads:

* Students will apply critical thinking methods to assess a live performance.

SLO 3 will be revised to read:

* Students will apply critical viewing methods for live theatre and recorded theatre performances using written assessments.

The assessments will consist of exam/quiz questions, script reviews, and written performance reviews after direct observation of a live or recorded theatrical performance.

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

**Faculty/staff participation:** Because of conflicting teaching schedules and instructors spread out over multiple campus in four counties, most of the information and discussion was completed through emails, document collaboration through One Drive, or phone conversations. These activities began in June and were completed in September. Upon completion, the entire review was sent to all members of the department. The following faculty and staff members participated in the review:

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| --- | --- |
| **Department Chairs*** Kristin Henderson – Jefferson Campus
* Kevin Townes – Shelby Campus

**Faculty:** * Zachary Alexander (History-Shelby)
* Camilla Avery (Art-Jefferson)
* Sarah Gasper (Psychology-Pell City)
* Samuel Jones (Psychology-Jefferson)
* David McRae (History-Clanton/Pell City)
 | **Institutional Effectiveness:** * Lisa Kimble
* Nareiko Stephens

**Faculty:*** Mildred Lanier (Music-Shelby)
* Lucy Lewis (Sociology-Jefferson)
* Wendy Shuffett (History-Shelby)
* Michael Thomas (Music-Jefferson)
* Stanley Triplett (Psychology-Clanton)
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